

Continuous and Comprehensive Evaluation: A Paradigm Shift in Evaluation

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Abstract

Evaluation is an integral part of the teaching-learning process and has undergone substantial changes over the years.. The teaching –learning process seems to be directionless without a relatively stable and vibrant system of evaluation. The purpose of evaluation should not be only to grade the students as per their level of attainment rather it is expected to focus on the reasons of failure and as a whole a comprehensive idea about the performance of the child in multiple areas. As such evaluation need be continuous and comprehensive covering both the scholastic as well as the non-scholastic aspects of students’ achievement. The present article comprehensively discusses about the different aspects of continuous and comprehensive evaluation(CCE) and its advantages over the traditional mode of evaluation.

KEYWORDS: CCE, Scholastic, Non-Scholastic, Pedagogy and NCF-2005

Introduction

Education is a process of imparting or acquiring knowledge, skills and values; facilitating learning, developing the powers of reasoning and judgment etc. The primary purpose of education is the manifestation of divine perfection already existing in man and woman (Swami Vivekananda). Education as a planned effort at all levels whether it is on a small scale or on a large scale, aims at making children capable of becoming active, productive, responsible and caring participant of the society. Education is the training of the mind and assimilation of ideas which is helpful for the development of the personality. Education helps in all around development of the child by drawing out innate qualities. Through education child becomes responsible, creative and valuable members of society. The prosperity of every country depends on the development of education. It spreads awareness in people about their rights and duties towards the society so that they can contribute to the nation. It opens various doors for getting bright future. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question, to investigate and to think independently (CBSE, 2010).

School provides a platform to students where their desires can be fulfilled. In a classroom, a student learns the ‘life-skills’ of living in the society needed for the later part of life. Various activities organized in schools like games, sports, drama, essay competition, song and debate competitions etc. where students can participate and present their talents. School also gives the base for the budding poets, inventors, writers, musicians, engineers, painters and doctors. It is in school that the students enjoy the affection of their teachers. Schooling helps the child to develop the inborn potentialities by providing scope to develop for future life, by modifying the behavior, build character and personality. All these potentials can be measured through evaluation.

Evaluation is the process which measures the progress of the child in every aspect. It is an important part of life. In education, evaluation is all more important because only through evaluation a teacher can judge the growth and development of students, the changes taking place in their behavior, the progress they are making in the class. "Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction" (CBSE 2010). The quality of education is directly linked with the quality of evaluation. Both teaching and evaluation are based on the instructional objectives which give direction to the teacher. Evaluation is a process that critically examines a program which comprises the collection and analysis of the information regarding programs activities, features and results. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions.

The evaluation plays a pivot role in the teaching learning process which provides direction to both teachers as well as students to proceed in a systematic manner. Continuous & comprehensive evaluation (CCE) is a process of evaluation, which is school based and aims at all round development of the students. CCE helps the students in many ways as it has provided them with various opportunities for overall development; it takes care of intellectual aspects, involves diagnostic teaching and learning, creates fear free atmosphere and promotes learning. The main purpose of CCE is quality education that aims at the development of the child's intellectual, physical and mental abilities through various experiences gained in and outside the classroom. The school is a place where students acquire various skills those help in integrated development of the students. It includes continuity of testing with reasonable intervals and covering different aspect of curricular and co-curricular areas so as to help the student. That means CCE helps to develop cognitive, affective and psychomotor skills of the pupil which covers all the aspects of a student's development.

Evaluation system in schools was mechanical, stereotyped, traditional and unable to measure the child in a comprehensive way. But now days, it has changed due to recent and advanced paradigm shifts in evaluation scheme. The traditional examination system in India is predominately focusing on the intellectual skill mainly, the psycho motor and effective domains of holistic learning have not received their due importance but in CCE it is concurrent. In traditional educational system the evaluation was conducted at the end of an academic year but in CCE the evaluation is done continuously. There will not be recall- type questions in the examination but those questions which test thinking level. The traditional class room evaluation meant to the testing of memory instead of student's skill. It does not reflect the multidimensional skills of students. CCE is designed for the academic upgrading through the overall personality development of students. The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency and accountability. The academic schedule is not only constrained inside the class room but also outside environment. It is intended to the learning from experiences. There has been a constant move towards reducing the load on the student by making public or board examination stress free. The paradigm shift in evaluation is to empower

the schools by creating an effective school based continuous comprehensive evaluation scheme.

CONTINUOUS COMPREHENSIVE EVALUATION - A Conceptual Analysis

Examination plays vital role in the educational process as some form of assessment is necessary to regulate the effectiveness of teaching-learning process. Today's examinations are not as effective as they ought to be. So they urgently need to be reformed in order to bring about a qualitative improvement in education. Various commissions and Committees have felt the need for examination reforms. The *Calcutta University Commission or Sadler Commission (1917-1919)*, *Hartog Committee Report (1929)*, *the Report of Central Advisory Board / Sargent Plan (1944)*, *Hunter Commission (1982)*, *Secondary Education Commission (1952-53)* have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through continuous and comprehensive evaluation. This aspect has been strongly taken care of in the National Policy on Education–1986 which states that “*Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time*” {8.24 (iii)}. Report on the Committee for Review of NPE–1986 – recommendation brought out by Government of India in 1991 lays down norms for “*continuous comprehensive internal evaluation and suggests safeguards against abuse of this evaluation system*” {268 (iv)}.

Report on the *CABE Committee on Policy* brought out by MHRD, Govt. of India in January, 1992 has also referred to the provisions of NPE with regard to evaluation process and examination reforms and also suggested ‘*continuous and comprehensive internal evaluation of the scholastic and non-scholastic achievement of the students*’ (16.8). The need for Continuous and Comprehensive School-based Evaluation has been reiterated over the last few decades. The *Kothari Commission report (1966)* observed, ‘*on the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination.*’ (9.81). It further adds, ‘*This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students’ growth that are measured by the external examination and also those personality traits, interests and attitudes which cannot be assessed by it*’ (9.84).

The National Curriculum Framework–2005 (NCF–05) also proposed examination reforms. In its Position Paper on Examination Reforms 2.8 (1), NCERT mandates that School based CCE system should be established to....

- reduce stress on children;
- make evaluation comprehensive and regular;
- provide space for the teacher for creative teaching; and
- provide a tool of diagnosis and for producing learners with greater skills.

The NCF - 2005 has also recommended several reforms regarding paper setting, examining and reporting (P. – 114): “*The focus should shift to framing good questions rather than mere paper setting... we need to be able to increasingly shift towards school-based assessment, and devise ways in which to make such internal assessment more*

credible. Each school should evolve a flexible and implement able scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning.”

Govt. of India adopted a new act “Right of Children to Free and Compulsory Education Act, 2009 (RTE) on 27th August 2009. This law was for the entire country (except Kashmir) w. e. f. 1st April, 2010. Section 29(2) mandates that the academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely –

- a) Conformity with the values enshrined in the Constitution;
- b) All round development of the child;
- c) Building up child’s knowledge, potentiality and talent;
- d) Development of physical and mental abilities to the fullest extent;
- e) Learning through activities, discovery and exploration in a child friendly and child-centered manner;
- f) Medium of instructions shall, as far as practicable, be in child’s mother tongue.
- g) Making the child free of fear, trauma and anxiety and helping the child to express views freely;
- h) Comprehensive and continuous evaluation of child’s understanding of knowledge and his or her ability to apply the same.
- i) No child shall be required to pass any Board Examination till completion elementary education

CCE is a developmental process of evaluation which emphasizes on two fold objectives, continuity in evaluation and assessment of broad based learning and behavioral outcomes. In CCE the term 'continuous' means to emphasis 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. The second term 'comprehensive' means that the scheme attempts to cover both scholastic as well as co-scholastic aspects of students' growth and development. Since skills, 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 and aims at assessing a learner's development in higher order thinking skills such as analyzing, evaluating and creating. Assessment during the course of studies or formative assessment must be based on a variety of evidences and lead to diagnosis of learning gaps and their remediation. CCE is thus a curricular initiative, endeavoring to shift emphasis from memorizing to holistic learning aiming at creating citizens possessing sound values, suitable skills and necessary qualities besides academic excellence. Continuous and comprehensive evaluation is no doubt one innovative evaluation programme which really the strength to provide us feedback on the integrated development procedure of the children. However it has not yet been fully implemented in different schools of India. However let us examine what research says on its effective implementation. Researchers like Rajput, Tewari and Kumar (2003), Pani (2004), Rao (2006), Thanuja (2014), Parkash and Kumar (2012), Anand, Sharma and Khatoon (2013) reported the significant contribution of CCE on students’ scholastic and non-scholastic achievement.

Features of Continuous Evaluation

- The '*continuous*' aspect of CCE takes care of '*continual*' and '*periodicity*' aspect of evaluation.
- **Continual** means assessment of students in the commencement of instructions (*placement evaluation*) and assessment during the instructional process (*formative evaluation*) done informally using multiple techniques of evaluation.
- **Periodicity** means assessment of performance done frequently at the end of unit/term (*summative*).
- Evaluation is continuous because every action of the pupil is a part of the evidence which the teacher gathers in order to better understand the pupil.
- Evaluation is not limited to the weekly test or the final examination. Every question the pupil asks, every assignment the pupil completes, in short everything which he does, in and out of the classroom contributes to the total evidence which the teacher gathers.

Features of Comprehensive Evaluation

- The '*comprehensive*' component of CCE takes care of assessment of all round development of the child's personality and includes assessment in scholastic as well as co-scholastic aspects of the pupil's growth.
- Curricular areas or subject specific areas are included in scholastic aspect, whereas co-scholastic aspects include life skills, co-curricular, attitudes, and values.
- Formal and informal assessment in scholastic areas is done using multiple techniques of evaluation continually and periodically. The causes of poor performance in some units are diagnosed using diagnostic tests at the end of unit/term test. These are followed up with appropriate interventions followed by retesting.
- Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in life skills is done on the basis of indicators of assessment and checklists.
- Evaluation is comprehensive because evidence is obtained regarding pupils' abilities, interests, health, adjustment, achievement, character-in fact, every aspect of the total personality.

Continuous and Comprehensive v/s traditional mode of evaluation

The traditional examination system in India not only discourages learning, but also snuffs out creativity. Such examination system retarded the joy of learning, create fear and anxiety in students and perpetuate dropout among majority of children. CCE advocates a school-based continuous and comprehensive evaluation system in order to: (i) reduce stress of children; (ii) make evaluation comprehensive and regular; (iii) provide space for the teachers for creative teaching and (iv) provide a tool for diagnosis and for producing learners with greater skills (Panda, 2005, 2012, 2013 and 2014).

Traditional Mode of Evaluation	Continuous and Comprehensive Evaluation
Assessment on a quarterly, half-yearly and annual basis, with disproportionate weightage to annual exams	Continuous and periodic (multiple ways and occasions of assessment) with even weightage across them
Scholastic abilities	Scholastic and non-scholastic abilities
Limited tools of assessment	Multiple tools
Marks allotted	Grades awarded
Assessment of what has been achieved Over a period of time (essentially summative)	Assessment of an ongoing process of growth (includes summative but is largely formative)
Stressful for students	Non-stressful
Assessment as an end in itself	Assessment used both to improve one's teaching and enhance support given to students identification and classification of learners for requisite support.
Skewed development of scholastic abilities, limited to rote memorizing	Overall growth and personality development

CCE as a revolutionary step in the present evaluation system

CCE is a fundamental part of teaching learning process for the promotion of standards of education (Herkel, 2014). Before the implementation of CCE, the examination were taken twice in year and only scholastic aspect of students were given due emphasis. But after implementation of CCE, it covers both the aspects scholastic as well as co-scholastic. CCE helps to reduce stress, drop-out rate and anxiety which build up in students during and after examination. The emphasis given on conceptual clarity through experiential learning and preparing the students for future life. It minimizes the unhealthy cut throat competition and reduces societal pressure. Through CCE school authority is gratified to keep a healthy relation with the parents also and it states that learner's education is a collective activity including students, teachers and parents.

Relevance of CCE

- The teachers in general emphasized on the need and relevance of CCE. In general they agreed that it reduces the stress of students which used to build up during exams.
- It is helpful in increasing the performance of students.
- The creation of an assessment paradigm that is diagnostic in nature, providing essential feedback about each student and helping in all around growth of the learner is the backbone of CCE.
- It is a good system that actually covers all aspects of students' personality.
- The students now work harder and in the traditional system they focus on mugging up concepts, but now they are free from the routine.
- Here the main task of teacher becomes to encourage and motivate students to be positive in their attitudes.
- CCE is a process which has given so many opportunities for the children giving each child a fair chance; while earlier a child's performance was entirely based on

paper and pencil test for the exams. A child who cannot perform well in exams can do well in creative areas. It is beneficial for slow learners.

- It is more a child centered approach.

Utility and application

- It diagnoses weaknesses and permit the teacher to determine learner's strengths and weakness and his needs and provides immediate feedback to the teacher, who can then decide to whether a particular concept needs reteaching into the whole class or few individuals.
- It helps the teacher to organise effective teaching strategies.
- CCE helps in the regular assessment of students' progress.
- It provides feedback about student's performance in scholastic and co-scholastic areas and helps in predicting the future success of the learner.
- CCE ascertains area of interest. It helps in identifying changes in attitude, character and value pattern.
- The stakeholders at different level have to play multiple functions so the policy makers should have taken care about the requirement of stakeholders.
- It helps the learner in making decision about choice of subjects, courses and carriers.

Impact of CCE on students, teachers and parents

CCE has become a blessing to students in numerous ways as it has provided them with various chances for global progress; it takes care of psychological aspects, involves analytical teaching and learning, creates fear free atmosphere and promotes learning. For classroom teacher it helps to mend students' learning through diagnosis of their performance; to plan suitable remedial measures to enable the students who have learning complications in mastering the proficiency; to improve or modify instructional plans to improve the quality of teaching and to strengthen evaluation procedure itself. Continuous evaluation helps in getting consciousness of the progress to the child, teachers and parents from time to time. They can look into the feasible cause of the fall in achievement if any, and may take curative measures of instruction in which more emphasis is required.

- By continuous evaluation, children can know their strengths and weaknesses. CCE helps the child in self-assessment.
- Through CCE a child can recognise in which areas of instruction more importance is required.
- It identifies areas of aptitude and interest and changes in attitudes, and value systems.
- CCE helps in reducing stress of students by detecting learning progress of learner at regular intervals of time on small portions of content.
- It helps the teacher in recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.
- It actively involves the learner in the learning process by employing variety of teaching aids and techniques.
- It helps the teacher by identifying learning difficulties in grasping certain competencies and the intensity of such learning difficulties.

- It strengthens the process of evaluation and provides remedial measures to improve the quality of teaching.
- To improve or modify instructional strategies to enrich the quality of teaching.
- Aware the parents about the progress of their child in the various aspects of schooling through meetings with teachers and report cards. Helps them in dealing with the problems faced by the children.

Conclusion

Teaching for successful learning cannot occur without high quality evaluation (NCF for school Education, 2000). This high quality education is provided by implementing the CCE as it provides a new way of evaluation. In the previous evaluation pattern only scholastic aspect measured but in CCE the co-scholastic aspect is also measured. The understanding level of the student is also measured through using various evaluating techniques like discussion, collaborative learning etc. The focus has shifted to develop a deep learning environment. There is a paradigm shift in the pedagogy and competences of 'controlling' to 'enriching' to 'empowering' schools. From the above discussion we can say that CCE is extensive and pedagogically sound assessment system than the conventional method of evaluation as scholastic as well as co-scholastic domains are being assessed here through diversified activities throughout the year.

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