

Concept of Continuous and Comprehensive Evaluation (CCE)

INTRODUCTION

The need for examination reform is not a recent phenomenon, but the tremors of it were also felt in the pre-Independence era wherein various commissions Indian University Commission (1902), University Education Commission (Radhakrishnan Commission) 1948-49, Secondary Education Commission (Mudaliar Commission) 1952-53, National Education Commission (Kothari Commission), 1964-66, National Education Policy, 1986, Narasimha Rao Committee-1986, National Curriculum Framework 2005, and Section 29 of the (Right to Education) RTE Act, 2009 suggested various recommendations by stressing the need for examination reforms. The Central Board of Secondary Education introduced the scheme of Continuous and Comprehensive Evaluation (CCE) in its schools in a phased manner. In the year 2000, the Board implemented the concept of an independent Certificate of School-based evaluation to be awarded by the school to all students who passed class X CBSE examination. This certificate was awarded in addition to the Board's regular certificate which carried a footnote that a certificate of Continuous and Comprehensive Evaluation is also being issued by the school and should be studied for judging the total personality of the student. A recommended format with detailed guidelines was prepared and circulated to schools for adoption by the CBSE. As a next step, in 2004, Continuous and Comprehensive Evaluation was implemented in primary classes from grades I to V. As a follow up, the Board decided to extend the CCE scheme to classes VI to VIII in 2006. The Board also introduced the continuous and comprehensive evaluation at the secondary level in October 2009 for class IX students and further extended the scheme for class X students as well. Thus, the CCE scheme aims to position the teacher back at the forefront of the evaluation system and use descriptive feedback mechanism for the improvement of the entire teaching learning process. The method places an emphasis on the use of a variety of tools and techniques for evaluation and not just a paper-pencil test. This evaluation is carried out frequently, over a long period of time and hence is expected to provide more reliable evidence and caters to the diverse needs of the learners' in the classroom context.

Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students development. It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other.

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.

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

Knowledge

Understanding/Comprehension

Applying

Analyzing

Evaluating

Creating

The scheme is thus a curricular initiative, attempting to shift emphasis from testing to holistic learning. It aims at creating good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence. It is hoped that this will equip the learners to meet the challenges of life with confidence and success.

Features of Continuous and Comprehensive Evaluation

1. The 'continuous' aspect of CCE takes care of 'continual' and 'periodicity' aspect of evaluation.
2. Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation.
3. Periodicity means assessment of performance done frequently at the end of unit/term(summative).
4. The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth.
5. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include Life Skills, Co-Curricular, attitudes, and values.
6. Assessment in scholastic areas is done formally and informally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions followed by retesting.
7. 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 checklist.

The End