



CONTINUOUS COMPREHENSIVE EVALUATION (CCE) FROM CLASS ROOM TO LIVINGROOM: A PARADIGM SHIFT

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ABSTRACT



The CCE scheme refers to a school-based evaluation of students that covers all the aspects of a student's development. Continuous means regular assessments, frequency of testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self-evaluation etc. Comprehensive on the other hand attempts to cover both the scholastic and the co-scholastic aspects of a student's growth and development with both these aspects of the evaluation process being assessed through formative and summative assessments.

This paper attempts to create awareness about concept and need of new innovative evaluation procedure that is CCE. This article is focused on opinions of the stakeholders, teachers, students and parents regarding school based continuous and comprehensive evaluation. The summary of the opinions show that there is a shift in thinking among the teachers but still find it difficult in implementing it. The stake holders expressed their opinions on the present system of evaluation which would be of immense value to teachers, student teachers and educationists.

INTRODUCTION:

Evaluation is the process of making a judgment or measurement of worth of an entity (e.g., person, process, or program). Learner assessment is best conceived as a form of two-way communication in which feedback on the educational process or product is provided to its key stakeholders (McAlpine, 2002). Specifically, learner assessment involves communication to **teachers** (feedback on teaching); **students** (feedback on learning); **curriculum designers** (feedback on curriculum) and **administrators** (feedback on use of resources).



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There are many shortcomings of the traditional external examinations as mentioned by Central Board of Secondary Education (CBSE):

- It is a one short examination at the end of a year at the terminal stage of schooling.
- It mainly evaluates only the scholastic aspects of learning of the students.
- It does not evaluate all the abilities of the children.
- On the basis of marks obtained in written examination the students are declared pass or fail and further classified into predetermined divisions.
- Pass and fail system causes frustration and is inhumane because the failed candidates come to feel that they are good for nothing.
- Co-scholastic areas are almost totally ignored and have no place in the currently prevalent scheme of education and evaluation.
- Only limited techniques of evaluation without potential for judging a student are being used.
- The aim of evaluation is to improve learner's quality which is not served by external examination.
- The current practice of awarding marks suffers from many discrepancies due to variety of errors. Analysis and interpretation of test results are not done in a scientific way.
- The varied ranges of obtained scores of students in different subjects create the problem in declaring reliable results.

National Policy on Education (1986), National Curriculum Framework for School Education (2000) and subsequently National Curriculum Framework (2005) a number of national committees and commissions in the past have consistently made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through school based continuous comprehensive evaluation. Therefore, the CCE scheme brings about a paradigm shift from examination to effective pedagogy.

CCE is an education system newly introduced by the Central Board of Secondary Education in India, for students of sixth to tenth grades. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. It is believed that this system would reduce the pressure on the child during/before examination. In this system the student will answer multiple tests throughout the year; of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional *chalk and talk* method of teaching provided it is implemented accurately.

WHY CCE?

It helps the teachers to understand the strengths and weaknesses of students and organize effective teaching and remedial strategies accordingly; continuous assessment helps the students, teachers and parents to understand the extent and degree of learner's progress in scholastic and co scholastic areas time to time; and provides reports on the progress of students in both the areas. CCE



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identifies areas of aptitude, attitudes, interest, value systems among the students and brings change in these areas. Overall it also helps in predicting the future successes of the learner.

FEATURES OF CCE:

Continuous assessment includes continual (placement and formative evaluation) and periodicity (summative evaluation: unit tests and end term examination) of testing. The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic (subject specific areas) as well as co-scholastic aspects (life skills, co-curricular, attitudes, interests and values) of the pupil's growth. Salient features of the scheme are:

Each academic year has been divided into two terms:

Term I - April to September (Jan to June for winter closing schools)

Term II - October to March (July to December for winter closing schools)

- All the students shall be required to undergo various school based assessments in co-scholastic areas in classes IX and X.
- All the students shall also be required to undergo following assessments in scholastic areas.

Class	Term	Assessment	Remarks
IX	I	FA1, FA2	School Based Internal Assessment
		SA1	Question and Marking Scheme Supplied by the Board and Evaluation Carried out by the School
IX	II	FA3,FA4	School Based Internal Assessment
		SA2	Question and Marking Scheme Supplied by the Board and Evaluation Carried out by the School
X	I	FA1,FA2	School Based Internal Assessment
		SA1	Question and Marking Scheme Supplied by the Board and Evaluation Carried out by the School
		FA3,FA4	School Based Internal Assessment
X		SA2	Question and Marking Scheme Supplied by the Board and Evaluation Carried out by the School

The candidates from different schools affiliated to the board will be appearing in SA II as per the following approved schemes.

CLASSROOM TO LIVING ROOM:

Above all gives about continuous comprehensive evaluation, but apart from that parents are expecting more from school, teacher and even their children, perhaps not possible to reach parents because we also needed to do a lot of homework to understand the concept of schooling and evaluation. Children learn naturally everywhere and from everything and not only from school.

Now parents are de-schooling their children in favor of a more creative approach to learning. While home-schooling is one of the concept is as old as the doorpost, its popularity has lately been gaining purchase in Tamil Nadu, a state where institutional education can be counted as the first pillar. While parents of independent school talk about learning on the job prepare lesson plans or developing creative methodologies and evaluations methods themselves, they agree it all starts with observing child's response.



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What's emerging as an interesting phenomenon is the autonomous attitude to learning, which is not as career-and-credentials-oriented as it is geared towards raising happy confident independent thinking children. Some are goal-oriented and believe they'll do better job at educating their kids and helping them to develop, but parents also thinking that if continuous and comprehensive evaluation takes if and only if learning takes place, so, learning is important we have to facilitate first to learn in every aspects of the child, after only evaluation comes. For all these reasons I made some suggestions in general.

SOME SUGGESTIONS TO IMPROVE:

- Teachers to be trained to carry out continuous assessment in a comfortable manner especially in developing tools of measurement.
- The mutual understanding between parents and teachers to be enhanced, so that 100% of the children can be drawn out.
- Let learning and assessing go hand in hand and making learning process a joyful experience to the students.
- Yoga and meditation to be a part of the school routine to both the teachers and students to overcome the stress and strain.
- The question paper setters to be trained in constructing the questions which would test more of understanding and applying ability of the students i.e. process oriented rather product oriented.
- The objectives of CCE, syllabus, transactional strategies and evaluation to have linkage.
- Personal and social qualities of the students to be assessed in an informal way with an objective of developing them.
- Importance to be given to participation in co-curricular activities like music, dance, art, dramatics and other areas of one's interest to make life more fulfilling and enjoyable.
- Acquisition of life skills, like thinking and emotional skills in order to meet different life situations with greater maturity are to be encouraged.
- Instead of categorizing activities into achievement related and others; it is better to assess both simultaneously in the classroom during the activities conducted. (During Quiz, debate, group discussions, projects etc.)
- It is not enough if we aim high/set goals; we also have to think, plan and enact the modalities of reaching them and in turn assess them objectively (School specific).
- Preparation of question banks would help the teachers in preparing question papers.
- A favorable attitude towards CCE has to be developed among the school teachers and students who are primary stake holder.
- Time table to be made flexible for the students.



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CONCLUSION:

CCE has led to many schools putting students under constant observation, scrutiny and extreme pressure from all the possible ways. There are opinions in favor of CCE, but a lot many difficulties, challenges and problems in its implementation. Focusing on excellence in academics alone undoubtedly results in lop-sided development of personality. Hence Effective planning and implementation would help the stake holders experience the innovative practices in the right manner.

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