

Chapter 1



Continuous and Comprehensive Evaluation

Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyse and evaluate their experiences, learn to doubt, to question to investigate and to think independently.

Globalisation in every sphere of society have important implications for education. We are witnessing the increasing commercialisation of education. We need to be vigilant about the pressures to commodify schools and the application of market-related concepts to schools and school quality. The increasingly competitive environment into which schools are being drawn and the aspirations of parents place a tremendous burden of stress and anxiety on children, including the very young to the detriment of their personal growth and development, and thus hamper the joy of learning.

The aims of education simultaneously reflect the current needs and aspirations of a society as well as its lasting values and the immediate concerns of a community as well as broad human ideals. At any given time and place they can be called the contemporary and contextual articulations of broad and lasting human aspirations and values.

An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help us arrive at principles to guide classroom practices. Conceptual development is thus a continuous process of deepening and enriching connections and acquiring new layers of meaning. Alongside is the development of theories that children have about the natural and social worlds, including themselves in relation to others, which provide them with explanations for why things are the way they are, the relationships between causes and effects, and the bases for decisions and acting. Attitudes, emotions and values are thus an integral part of cognitive development, and are linked to the development of language, mental representations, concepts and reasoning.

As children's metacognitive capabilities develop, they become more aware of their own beliefs and capable of regulating their own learning.



'We're drowning in information and starving for knowledge'

-Rutherford D. Rogers





Characteristics of learning:

- All children are naturally motivated to learn and are capable of learning.
- Making meaning and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning.
- Children learn in a variety of ways-through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing-both individually and with others. They require opportunities of all these kinds in the course of their development.
- Teaching something before the child is cognitively ready takes away from real learning. Children may '*remember*' many facts but they may not understand them or be able to relate them to the world around them.
- Learning takes place both within school and outside school. Learning is enriched if the two arenas interact with each other. Art and work provide opportunities for holistic learning that is rich in tacit and aesthetic components. Such experiences are essential to be learnt through direct experience, and integrated into life.
- Learning must be paced so that it allows learners to engage with concepts and deepen understanding, rather than remembering only to forget after examinations. At the same time learning must provide variety and challenge, and be interesting and engaging. Boredom is a sign that the task may have become mechanically repetitive for the child and of little cognitive value.
- Learning can take place with or without mediation. In the case of the latter, the social context and interactions, especially with those who are capable, provide avenues for learners to work at cognitive levels above their own.

Examinations are an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning processes and their internalization by learners. Various Commissions and Committees have felt the need for examination reforms. The *Hunter Commission (1882)*, *Calcutta University Commission or Sadler Commission (1917-1919)*, *Hartog Committee Report (1929)*, *the Report of Central Advisory Board / Sargeant Plan (1944)*, *Secondary Education Commission / Mudaliar 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 Report of the Task Force on the *Role and status of the Board of Secondary Education (1997)* observed: *In our scheme of things, it is the School Boards which are expected to play the central role in the academic renovation of the school system. In other words, leadership has to come from the Board.* Once the Boards get committed to this vital and supplementary system of evaluation and push it vigorously, this innovation will come to be accepted by more and more schools.

Remodelling of School Education Boards – a report on the Task Force on the role and the status of *Boards of Secondary Education (1997)* has explained the philosophy of CCE (4.39). It further states that '*no agency other than the Boards should promote CCE and that is why it is sought to be emphasized that the Boards have to play a pioneering role in this regard*'(4.40).

“*Learning without Burden*”- a Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, Govt. of India has stated that:

“ *Board examination, taken at the end of Class X and XII, have remained rigid, bureaucratic, and essentially uneducative...*”

Accordingly, National Curriculum Framework - 2005 (NCF-05) proposing Examination Reforms stated - “*Indeed, boards should consider, as a long-term measure, making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school examination instead*”.

As a sequel to above, the Position Paper on ‘*Examination Reforms*’ by NCERT 2006, says,





“Indeed, it is our view that the tenth grade exam be made optional forthwith. Tenth-graders who intend continuing in the eleventh grade at the same school and do not need the Board certificate for any immediate purpose, should be free to take a school-conducted exam instead of the Board exam.”

Evaluation is goal directed, and educational outcomes are judged in terms of goal attainment. Every educational programme should aim for the all round development of the personality of the child. Therefore, the learning experiences provided in the school should contribute toward the achievement of the desired goals. A teacher, while deciding about the related learning experience should see both scholastic and co-scholastic outcomes as desirable behavioural outcomes of that programme.

The scope of evaluation in schools extends to almost all the areas of learners' personality development. It should include both scholastic and co-scholastic areas, i.e. it should be *comprehensive* in nature. This is in line with the goals of education. Evaluation is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching strategies.

Obviously, the efforts of CBSE to provide a leadership and pioneering role in implementing CCE is a major breakthrough which attempts to elevate the status of the schools as equal partners of the Board in assessing the attainment levels of the learner for public consumption through a separate independent certificate issued by the schools under the directive of the Board.

Place of Evaluation in the Curriculum

A curriculum is what constitutes a total teaching-learning program composed of overall aims, syllabus, materials, methods and assessment. In short it provides a framework of knowledge and capabilities, seen as appropriate to a particular level. The syllabus provides a statement of purpose, means and standards against which one can check the effectiveness of the program and the progress made by the learners. Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction. Hence evaluation should be viewed as a component of curriculum with the twin purpose of effective delivery and further improvement in the teaching learning process.

Understood properly, evaluation or assessment will not be perceived as something administered by the teachers and taken by the learners on the conclusion of a period of learning. When evaluation is seen as an end of the learning exercise, both the teachers and the learners will tend to keep it outside the teaching-learning process, rendering assessment broadly irrelevant and alien to the curriculum. Further such a perception associates anxiety and stress with evaluation for learners. On the contrary, *if evaluation is seen as an integral part built into the teaching learning process; it will become continuous like both teaching and learning.* When evaluation is subsumed into teaching learning, learners will not perceive tests and examination with fear. CCE will lead to diagnosis, remediation and enhancement of learning.



Evaluation results: Fundamental to effective teaching and learning

Success in education is determined by the extent to which the learning objectives are realized. The progress towards attainment of objectives has to be assessed and evaluated for otherwise, we will not know where we are going.

One of the main purposes of evaluation at the school stage is to help the learner's improve their achievement in scholastic areas and to develop Life Skills and attitudes with reference to the larger context and canvas of life.

Further, in NPE (1986) it has been emphasized that at the school level the evaluation should be formative or developmental in nature because at this stage child is in the formative stage of learning and thus the emphasis should be on improvement of learning.

What is 'Continuous' and 'Comprehensive' Evaluation ?

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 emphasise 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.





The objectives of the Scheme are :

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorization
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students achievement and teaching – learning strategies on the basis of regular diagnosis followed by remedial instruction
- To use evaluation as a quality control devise to maintain desired standard of performance
- 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
- To make the process of teaching and learning a learner-centered activity.

What should be assessed?

Since education is concerned with the total all-round development of the child, (*physical, socio-emotional, intellectual etc*) all aspects of the child's development need to be assessed. At the moment we do not assess the whole child, but only his or her academic achievement in specific areas. We assess learner's basically on examination results, we do not assess effort, performance, attitudes to learning, ability to practically apply what is learned in every day situations, nor do we assess them on how creatively they use techniques or critically evaluate different theories.

To make the process more comprehensive in nature, it is important that assessment of the child's learning be done in a whole range of situations and environments both in and out of the classroom. The assessment process also needs to be part of the way of providing information and feedback on the extent to which the school and teachers have been successful in realizing the expected outcomes of education.

In view of getting a complete picture of the child's learning, assessment should focus on the learner's ability to –

- learn and acquire desired skills related to different subject areas.
- acquire a level of achievement in different subject areas in the requisite measure
- develop child's individual skills, interests, attitudes and motivation
- understand and lead a healthy and a productive life.
- monitor the changes taking place in child's learning, behaviour and progress over time.
- respond to different situations and opportunities both in and out of school.



- apply what is learned in a variety of environments, circumstances and situations
- work independently, collaboratively and harmoniously.
- analyze and evaluate.
- be aware of social and environmental issues
- participate in social and environmental projects and causes.
- retain what is learned over a period of time.

Schools of the future will need to develop in their learners the ability to take risks, to be adaptable, to be flexible, to cope with constant change and become lifelong learners. In this context, learners become dynamic leaders with teachers as enablers.

Before looking at how assessment is to be undertaken teachers need to determine objectives for achievement at secondary level. They need to look at what Secondary Education should develop in children not only in cognitive domain but also psychomotor and affective domains. Along with those attributes mentioned above they need to incorporate different age related indices and behaviours into the assessment criteria and practices. They also need to determine what their expectations are from the learner at the end of the secondary stage, and what kind of profile report is required in relation to different aspects and learning areas, that reflect the child's rapidly changing, personal development.

Thus assessment is a useful, desirable and an enabling process. To realize this one needs to keep the following parameters in mind -

The need to:

- assess the learner.
- use a variety of ways to collect information about the learner's learning and progress in subjects and cross curricular boundaries.
- collect information continuously and record the same.
- give importance to each learner's way of responding and learning and time it takes to do so.
- report on an ongoing continuous basis and be sensitive to every learner's responses.
- provide feedback that will lead to positive action and help the learner to do better

In the assessment process, one should be careful NOT to:

- label learners as slow, poor, intelligent etc.
- make comparisons between them.
- make negative statements.





When should assessment be done?

Closely related to what needs to be assessed is the critical question about the periodicity of a child's progress. Assessment of the outcomes of learning in holistic education is integral to the teaching-learning process. Each session on learning should involve three parts: **process of learning, applying what has been learned, and assessment of what has been learned.** This is one way learning and assessment can combine.

In order to have **Continuous and Comprehensive evaluation**, both **scholastic** and **co-scholastic** aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing, changing and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers daily reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. *Weekly, fortnightly, or quarterly* reviews (depending on the learning area), that do not openly compare one learner with another and are positive and constructive experiences are generally recommended to promote and enhance not just learning and retention among children but their soft skills as well.

In order to improve the teaching learning process, Assessment should be both *Formative* and *Summative Assessment*.

Formative and Summative Assessment

Formative assessment is a tool used by the teacher to continuously monitor student progress in a non threatening, supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

Some of the main features of Formative Assessment are listed below:

- is diagnostic and remedial
- makes the provision for effective feedback
- provides the platform for the active involvement of students in their own learning.
- enables teachers to adjust teaching to take account of the results of assessment
- recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- recognizes the need for students to be able to assess themselves and understand how to improve
- builds on students' prior knowledge and experience in designing what is taught.



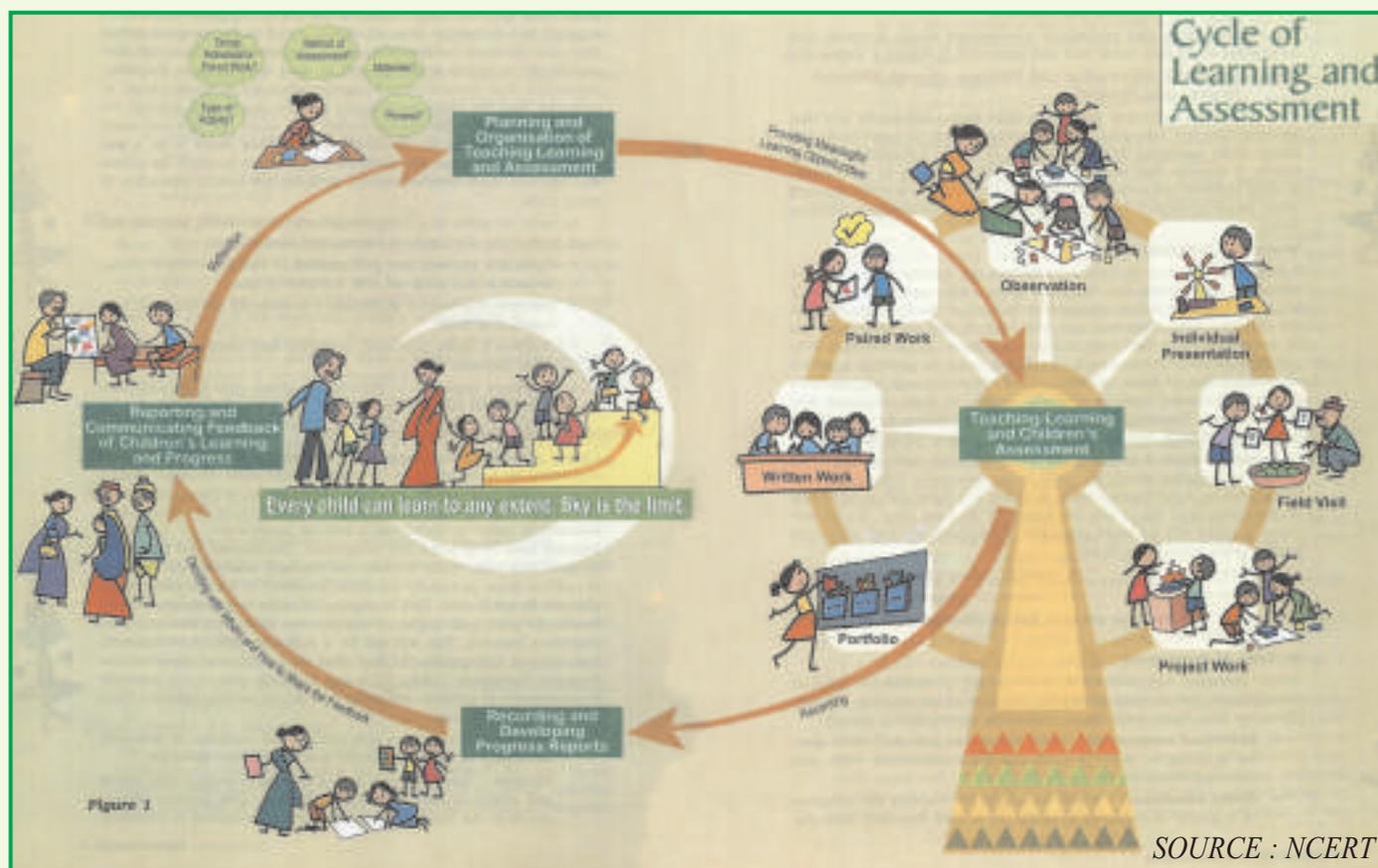
- incorporates varied learning styles into deciding how and what to teach.
- encourages students to understand the criteria that will be used to judge their work
- offers an opportunity to students to improve their work after feedback,
- helps students to support their peers, and expect to be supported by them.

Formative assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

Summative assessment is carried out at the end of a course of learning. It measures or '*sums-up*' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades.

Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the '*learn and forget*' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners. It is this that has led to the emergence of the concept of **Continuous and Comprehensive School-Based Evaluation**.





Features of Continuous and Comprehensive Evaluation

- The '*continuous*' aspect of CCE takes care of '*continual*' and '*periodicity*' aspect of evaluation.
- 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.
- Periodicity means assessment of performance done frequently at the end of unit/term (*summative*)
- 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.
- Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include Life Skills, Co-Curricular, attitudes, and values.



- Assessment in scholastic areas is done informally and formally 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.
- 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.

Source - Examination Reforms, NCERT

Scholastic and Co-scholastic domain

The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creating in subjects and the ability to apply it in an unfamiliar situation are some of the objectives in scholastic domain.

The desirable behaviour related to learner's Life Skills, attitudes, interests, values, co-curricular activities and physical health are described as skills to be acquired in co-scholastic domain.

The process of assessing the students' progress in achieving objectives related to scholastic and co-scholastic domain is called comprehensive evaluation. It has been observed that usually the scholastic areas such as knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed. The co-scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, the scholastic and co-scholastic both should be given importance. Simple and manageable means of assessment of co-scholastic aspects of growth must be included in a comprehensive evaluation scheme.

In National Policy on Education (NPE) document, 1986 and as modified in 1992 also it is mentioned that the scheme of evaluation should cover all learning experiences of scholastic subjects and non-scholastic areas.

Comprehensive evaluation would necessitate the use of a variety of techniques and tools. This will be so because different specific areas of learner's growth can be evaluated through certain special techniques.

Functions Of Comprehensive And Continuous Evaluation

In the teaching- learning process, the evaluation is expected to take care of scholastic and co-scholastic aspects. If a child is weak in some area, diagnostic evaluation and remedial measures should be adopted.





Important functions of Continuous and Comprehensive Evaluation are as follows:

- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps in regular assessment to the extent and degree of Learner's progress (ability and achievement with reference to specific scholastic and co-scholastic areas).
- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and her needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching in the whole class or whether a few individuals are in need of remedial instruction.
- By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self assessment of how she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction in which more emphasis is required.
- Continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes, and value systems.
- It helps in making decisions for the future, regarding choice of subjects, courses and careers.
- It provides information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future successes of the learner.

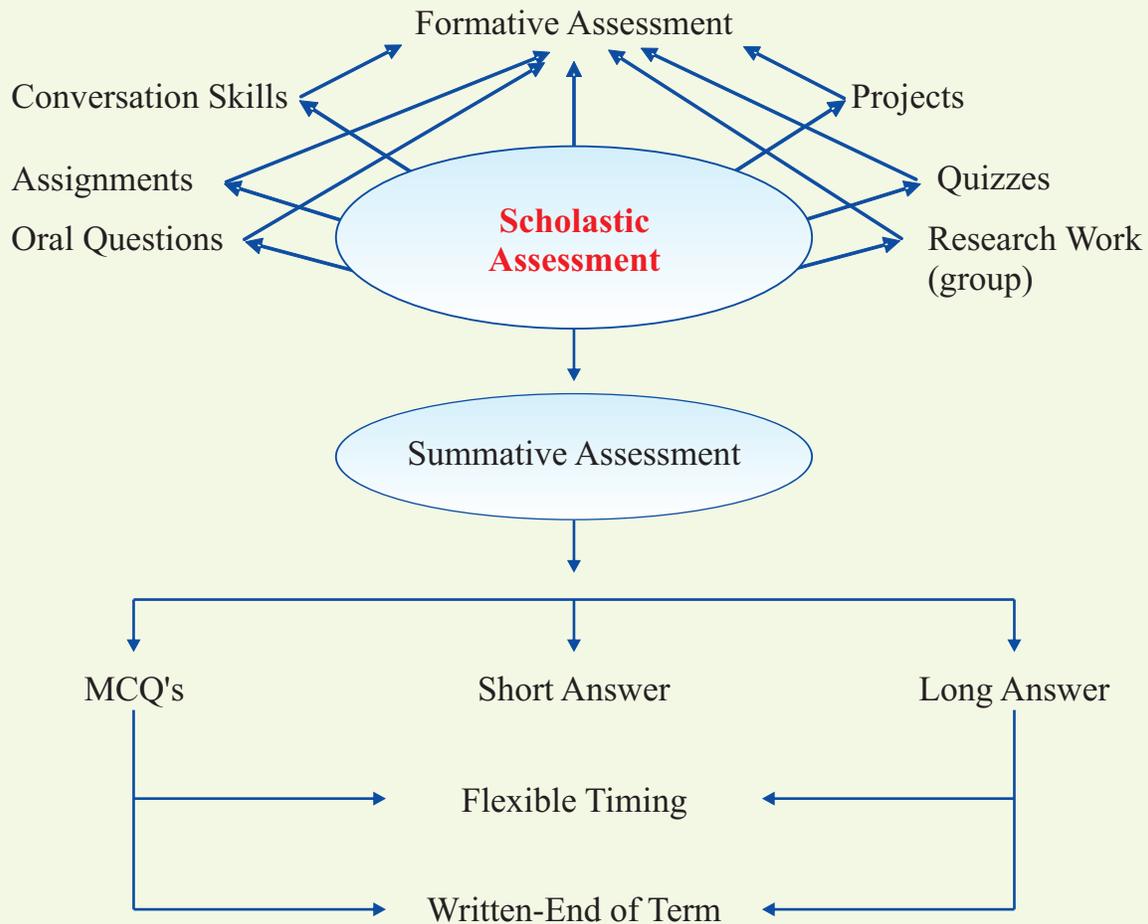
Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is required.

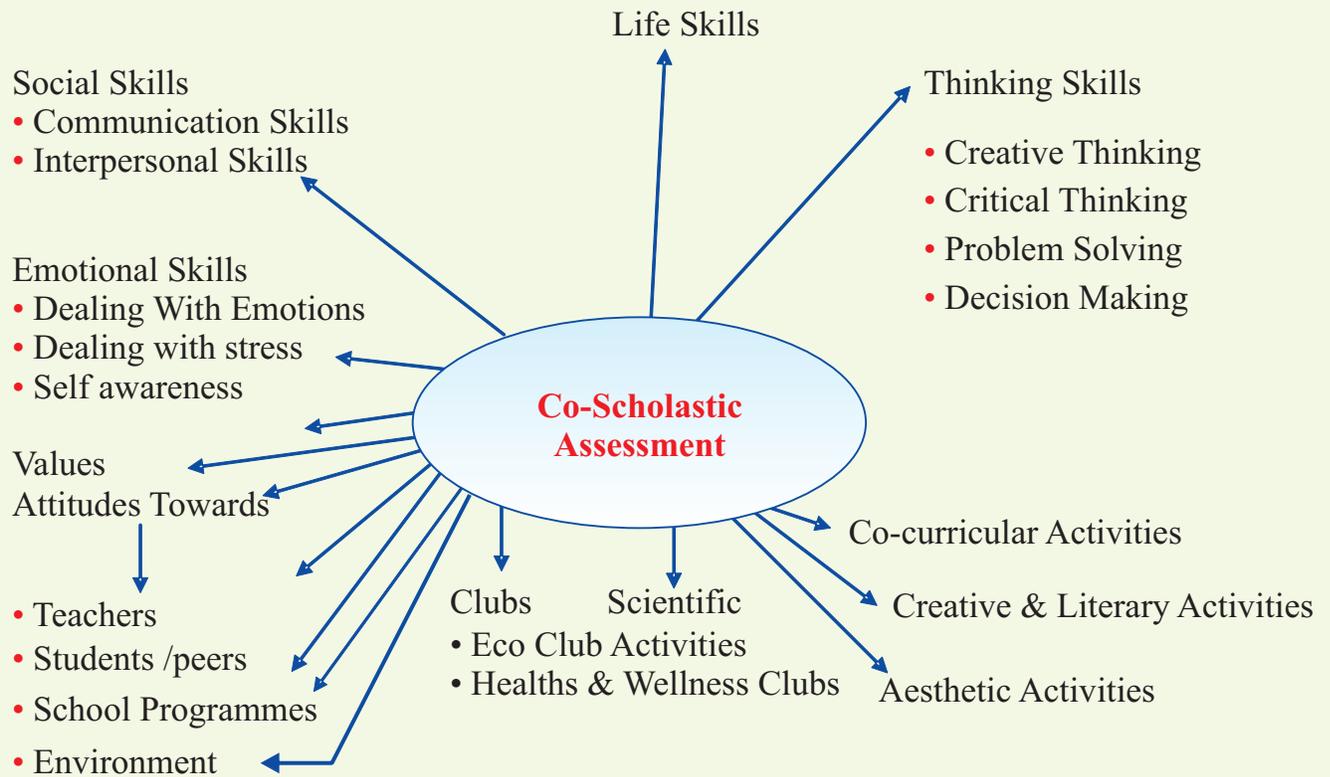
Many times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in sudden fall in their achievement.

If the teacher, child and parents do not come to know about this sudden fall in the achievement and the neglect in studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.



The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.





Excellence in diverse areas should be recognized and rewarded. And it is children's responsiveness to what is taught rather than just their capacity to retain it that should be the focus of evaluation

Position Paper on Aims of Education - NLF 2005, NCERT