



HANDOUT 2-A

Concept Note on Conceptual Framework of Continuous and Comprehensive Evaluation (CCE)

Philosophical Basis :

The primary purpose of education is the manifestation of perfection already in man and woman (Swami Vivekananda); purpose of education is all round development of the child / individual. The Report of the International Commission on Education for 21st Century to UNESCO referred to four planes of living of human individuals namely; physical, intellectual, mental and spiritual. Thus, all round development as the stated purpose of education implies optimization of hidden potential of every child in the physical, intellectual, mental and spiritual planes. The CBSE in 2010 initiated for the first time an effort to translate the lofty goal of all round development into practice by introducing CCE – scheme in schools.

Globalisation in every sphere of society has important implications for education. We are witnessing increasing commercialization of education. We need to be vigilant about the pressures to commodity 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, 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, its lasting values, concerns as well as broad human ideals. At any given time and place, they

can be called the contemporary and contextual articulation of universal human values.

The Framework :

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.

Accordingly, National Curriculum Framework - 2005 (NCF-05) proposing Examination Reforms has 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 the 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."

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 learners.

There are several frameworks that can be referred to derive a meaningful working framework for assessing all round development of the child including Scholastic and Co-Scholastic domains.

a. The 'Report of the International Commission' UNESCO referred above propagated the concept of four pillars of learning, namely

- ❖ Learning to learn - skills of learning - learning styles, attitude to learning;
- ❖ Learning to do - skills to perform;
- ❖ Learning to live together - interpersonal skills, tolerance and respect for difference and divergence;
- ❖ Learning to be - striving for excellence, learning for self-actualization.

b. Multiple Intelligence-Framework

- ❖ Linguistic - communication;

- ❖ Logical - mathematical - abstract, mechanical reasoning;
- ❖ Musical - vocal, instrumental, musical aptitude;
- ❖ Kinesthetic - sports and games, dance and dramatics, sculpting, making models;
- ❖ Intra-personal - stress management, management of positive and negative emotions, joyfulness, optimism, hopefulness;
- ❖ Interpersonal - relationships, team work, leadership, cooperation;
- ❖ Environmental - aesthetics, ethics and values, gardening, interior decoration;
- ❖ Spatial-understanding and organizing of space.

c. Life Skills Framework

- ❖ Self Awareness,
- ❖ Empathy,
- ❖ Critical Thinking,
- ❖ Creative Thinking,
- ❖ Decision Making,
- ❖ Problem Solving,
- ❖ Effective Communication,
- ❖ Interpersonal Relationships,
- ❖ Coping with Stress and Anger,
- ❖ Managing Emotions.

d. Attitudes, interests and aptitudes

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.

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.

What is Continuous and Comprehensive Evaluation?

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based assessment of students that covers all aspects of students' development.

It is a developmental process of assessment which emphasizes on two fold objectives. Continuity in evaluation and assessment of broad based learning and behavioural outcomes.

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.

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 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.

The scheme is thus a curricular initiative, attempting to shift emphasis from memorizing to holistic learning. It aims at creating citizens possessing sound values, 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. It is the task of school based co-scholastic assessment to focus on holistic development that will lead to lifelong learning.

The objectives of the CCE 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 measures.

- ❖ To use evaluation as a quality control device to raise standards 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?

Education is concerned with the total all-round development of the child, (physical, socio-emotional, intellectual, spiritual, etc.) all aspects of the learner need to be assessed. A few years ago we did not assess the whole child, but only his or her academic achievement in specific areas. We assessed learners basically on scholastic areas reflected through examination results. We did not assess effort, performance, attitudes to learning, ability to practically apply what is learned in everyday situations nor did we assess them on how creatively they used techniques or critically evaluated different theories.

To make the process more comprehensive in nature, it is important that assessment of learning be done in a wider range of situations and environments both in and out of the classroom. The assessment process should provide 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 image of 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 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 their teachers as enablers.



Before looking at how assessment is to be undertaken, teachers need to determine objectives for achievement at various levels. They need to look at what education should develop in children, not only in cognitive domain, but also psychomotor and affective domains. Along with these attributes, 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 each stage, and what kind of profile report is required in relation to different aspects and learning areas, that reflect the child's 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.
- ❖ assess the effectiveness of cross curricular learning.
- ❖ collect and record information continuously.
- ❖ give importance to each learner's way of responding and learning, and the time taken.
- ❖ report on an ongoing and 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 intervals of assessments 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 be combined and integrated.

In order to initiate the process of Continuous and Comprehensive Evaluation, both scholastic and co-scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing, dynamic 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.

In order to improve the teaching-learning process, assessment should be both Formative and Summative in nature.

Formative and Summative Assessments

Formative Assessment (FA) is a tool used by the teacher to continuously monitor a student's 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. 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.

Salient features of Formative Assessment :

- ❖ 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 and influences 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 to provide continuous feedback to both the teachers and the learners, to take decisions regarding appropriate modifications in the transactional procedures and learning activities.

It involves students' being an essential part of assessment. They must be involved in a range of activities right from designing criteria to self assessment or peer assessment.

Summative Assessment (SA) 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 illustrate 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. Overemphasis 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 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 the '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 the assessment of performance done at the end of a unit/term (summative).
- ❖ The 'comprehensive' component of CCE takes care of assessment of the all round development of the child's personality. It includes assessment of 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 activities, 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 and remedy measures.
- ❖ Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria; where assessment in Life Skills is done on the basis of Indicators.

Carefully watch your thoughts, for they become your words.

Manage and watch your words, for they will become your actions.

Consider and judge your actions, for they have become your habits.

Acknowledge and watch your habits, for they shall become your values.

Understand and embrace your values, for they become your destiny.

- Mahatma Gandhi

