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Continuous & Comprehensive Evaluation (CCE)

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CCE: An Overview

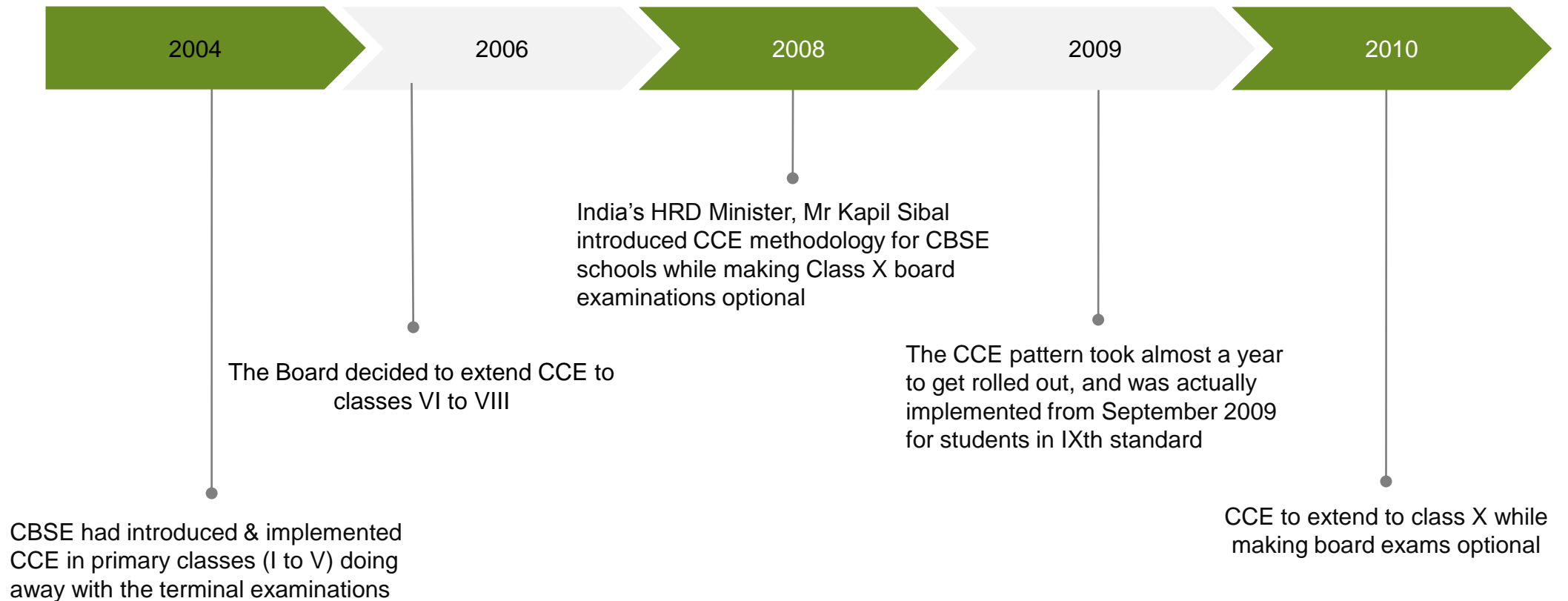
What is CCE?

CCE refers **Continuous & Comprehensive Evaluation**, a system of school based assessment that covers all the aspects of a student's development. It was designed to reduce the student stress related to board exams, and to introduce a uniform and comprehensive pattern for student evaluation across the country. It emphasizes on two broad objectives: (a) Continuity in Evaluation and (b) Assessment of broad based learning. Clearly, it attempts to shift emphasis from 'testing' to 'holistic learning' with an aim of creating young adults, possessing appropriate skills and desirable qualities in addition to academic excellence.

Objectives of CCE -

- Encourage development of cognitive skills and de-emphasize rote learning
- Make the entire education process a student-centric activity
- Help develop cognitive, psychomotor and interpersonal skills
- Make holistic evaluation an integral part of entire education process
- Improve student's accomplishments through regular diagnostics and remedial instructions
- Use evaluation to control quality and maintain desired performance
- Take decisions about the learner, learning process and learning environment by determining social utility, desirability & effectiveness of the programme

CCE Introduced and Implemented: Timeline



How CCE addresses the Shortcomings of the Traditional Education System?

Shortcoming of the Traditional system

1. **Focuses only on the end term examination and evaluates only Scholastic aspects of education**



- Focuses equally on both scholastic and co-scholastic areas of development of the students, thus taking into account the holistic development of the students
- Evaluates students continuously at regular time intervals on small portions of content which helps teachers in employing a variety of remedial measures of teaching based on learning needs and student potential

2. **Declares results of the students as “pass” or “fail” on the basis of their marks leading to undesirable competition among students**



- Shifts the focus of the education community from marks to grades thereby reducing pressure, of getting “good marks”, on students from their parents and teachers
- Prevents cut-throat competition among the students

Solutions Provided by CCE

Comprehensive Evaluation

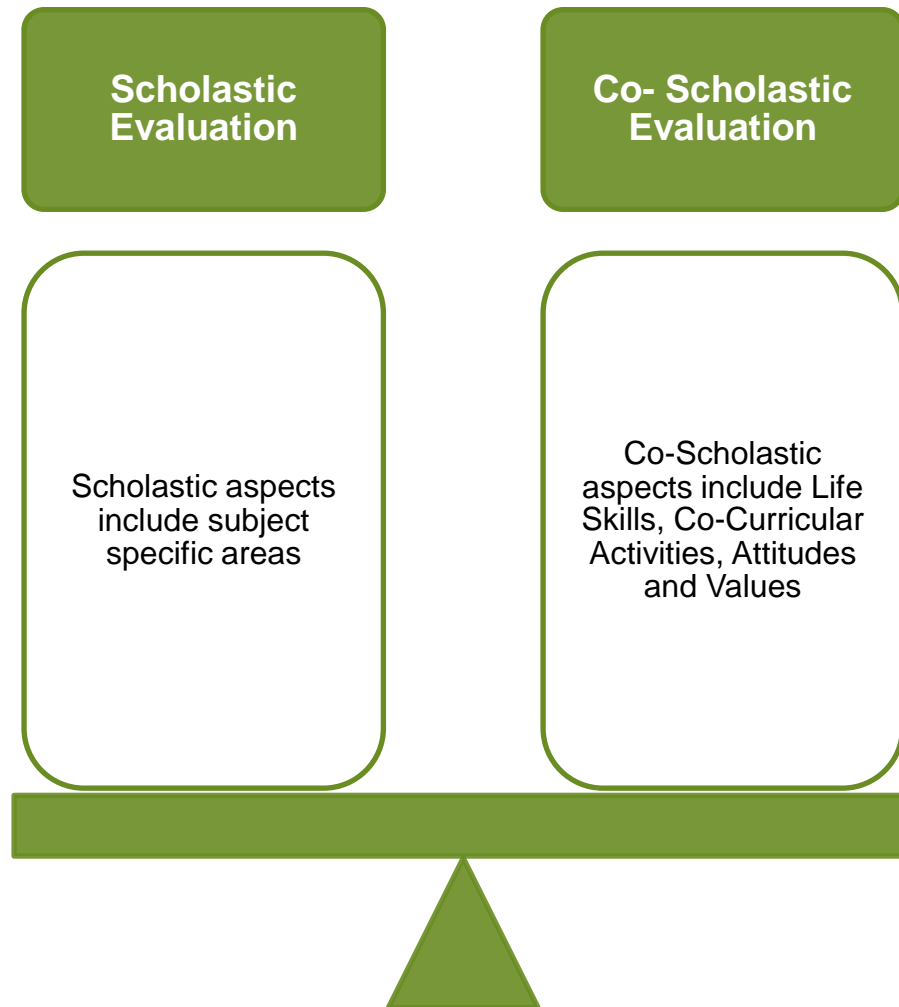
1. Scholastic Evaluation
2. Co- Scholastic Evaluation

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.

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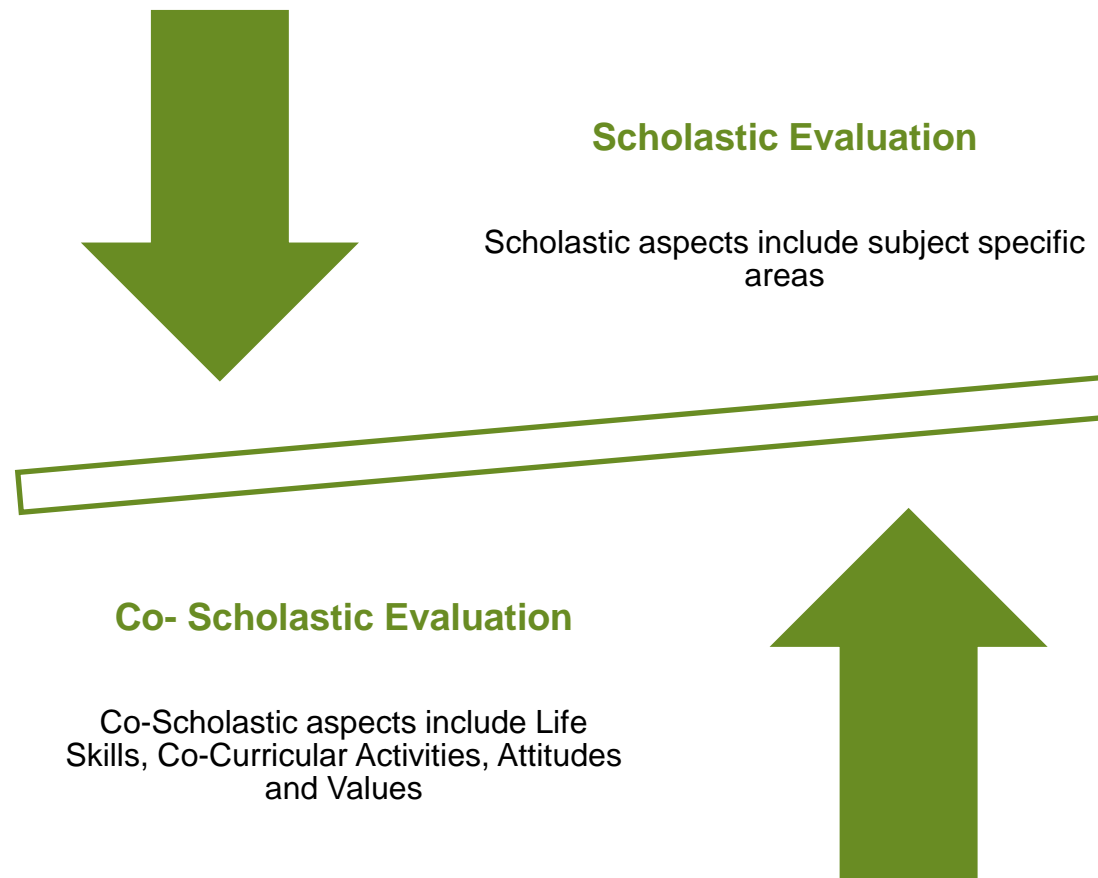
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Evaluation of Scholastic Areas (1)

Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. There are 2 types of Assessments, in an academic year, to test the Scholastic areas : **Formative Assessment (FA)** and **Summative Assessment (SA)**

Formative Assessment

FA is carried out as a part of the instruction methodology and provides continuous feedback to both the teachers and the learners. It comprises of Class work, Homework, Oral questions, Quizzes, Projects, and Assignments/Tests etc.

Main features of Formative Assessment:

- ✓ Is diagnostic and remedial
- ✓ Makes the provision for effective feedback
- ✓ Provides a platform for the active involvement of students in their own learning process
- ✓ Enables teachers to adjust teaching to take account of the results of the assessment and to incorporate varied learning styles in deciding what and how to teach
- ✓ Recognizes the influence of the assessment on the motivation and self-esteem of students
- ✓ Offers an opportunity to the students to improve their performance post the feedback is given

Summative Assessment

Summative assessment is carried out at the end of a term. It measures how much a student has learnt from the course and is usually a graded test i.e. Examination.

SA might not be able to yield a valid measure of the growth and development of the child. It might only certify the level of achievement only at a given point of time. Therefore, Continuous and Comprehensive Evaluation is designed to measure continuous assessment in the form of *Formative Assessment* , along with the *Summative Assessment*.

Evaluation of Scholastic Areas (2)

An academic year is divided into 2 terms and in each term there will be 2 FAs & 1 SA and weightage is allotted to each in the following manner:

	Term 1	Term 2	Final Assessment
FA1	10 %	10 %	20 %
FA1	10 %	10 %	20 %
FA1	30 %	30 %	60 %

Formative Assessment totals to 40% and Summative Assessment totals to 60% and grades are given on a 9 point grading scale.

Evaluation of Co-Scholastic Areas

Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria. Assessment of Co-scholastic areas is done at the end of the year on a 5 point grading scale.

Co-Scholastic areas of evaluation include

- ✓ Life Skills i.e. Thinking, Social & Emotional Skills
- ✓ Attitude & Values i.e. towards Teachers, School-mates, School Programmes , Environment and the Value System
- ✓ Co-curricular Activities which are further divided into
 - Activities - Literary & Creative Skills, Scientific Skills, Visual & Performing Arts, Leadership & Organization Skills and other Co-curricular activities,
 - Health and Physical Education, that includes areas like Sports, NCC, Gardening etc.

The role and importance of Co-scholastic areas of evaluation has been further emphasized by an up-gradation policy of CBSE that allows students to upgrade their Scholastic grades depending on performance in co-scholastic areas.

Challenges Faced While Implementing CCE & The Proposed Solutions (1)

Challenges Faced

Proposed Solutions

Inadequate Training to Teachers

- CCE implemented in a hurry, thus teachers are still very much on the starting block in terms of comprehension and adoption of CCE
- The success of CCE is largely hinged on the adoption of the model by the teachers
- So far, our teachers have been conditioned to the traditional system of evaluation and will take time to understand, apply and realize the value of the CCE
- It is an evolving methodology which implies teachers need to be continually educated to ensure that they are equipped with necessary knowledge and skills

- Schools should provide teachers with 24 *7 learning opportunity in the form of classroom and online assistance, so that they could understand the evaluating methodology, carefully designed metrics
- CBSE has identified various training partners for this initiative, however, to make it a success. Thus, CBSE should work closely with the schools to mandate that all teachers directly involved in CCE be trained and equipped with the required skills and knowledge

Calibration Issues faced by Students

- Due to hasty implementation of CCE students are facing increased stress and pressure in the form of project work
- Implementation ambiguity at teacher's level has resulted into an overdose of project work for students, resulting in lesser time for self study

- Perhaps the nature of projects and linkages to CCE pattern needs to be revisited
- School administration and teachers should work on calibrating these issues and identifying correct metrics for student evaluation and if need be, help can be solicited from external consultants

Challenges Faced While Implementing CCE & The Proposed Solutions (2)

Challenges Faced

Record and Information Management:

- A typical report card runs into 6-7 pages
- Manual generation of report cards can take anywhere between a couple of weeks to a month
- Although the entire process of student evaluation is decentralized, CBSE holds control on issuing the final certificate of assessment to Class X students which requires schools to send student's performance data for Classes IX & X electronically to the board at the end of the academic session that further calls for maintenance of performance data in different formats by the school, resulting in duplication of effort
- Result is increased stress for teachers
- No uniform model of recording the assessment has been followed anywhere so far

Bandwidth Issue: Student-Teacher Ratio

- Personal attention for the students by the teachers, which is important for the success of CCE, is not possible in many schools as the student-teacher ratio is widely skewed, ranging from 40 to 60, thus resulting in 'efficiency and effectiveness' related issues

Proposed Solutions

- CBSE has shortlisted some companies for developing tools to assist schools in report making and data maintenance. The ideal platform should
 - ✓ Be completely web based and should provide minimal entry & maximum automation
 - ✓ Be flexible and give teachers & schools the freedom to define their own indicators of evaluation
 - ✓ Have provisions for electronic distribution of report cards
 - ✓ Provide parents the option to get an online interface to keep track of their ward's performance from time to time.
- Reworking the 'student teacher ratio' is important
- Rather than 'horizontal' expansion of teacher's span, a possibility of 'vertical' consolidation should be looked into



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Thank You

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