

CCE A New Pattern of Evaluation

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Abstract: *In this era the meaning of education, need of education and role of education has been changed and so we have to change our system accordingly. Teaching-learning process on which any education system is based, is a step wise process and all the steps play a prominent role In this process, but evaluation is the step which has a wider significance and importance in comparison of all other steps. Evaluation is a process through which we can judge the success or failure of teaching-learning process. In past so many changes has been made to renew our evaluation process and make it more reliable. In 2004 CBSE has introduced a new system of evaluation that is CCE (continuous and comprehensive evaluation) in primary classes and from the academic session 2010-2011 in all cbse schools and in classes from I to X. This article is about CCE, its merits, its demerits and effects of this on education system.*

Keywords: *Evaluation-Educational evaluation is a global process it assess all aspects of child's development.*

CCE- continuous and comprehensive evaluation.

I. INTRODUCTION

As Indian Education Commission (1964-66) has remarked

“It is now agreed that evaluation is a continuous process, forms an integral part of the total system of education and is intimately related to educational objectives, it exercises a great influence on pupil's study habits and the teacher's method of instruction and this helps not only to measure educational achievement but also to improve it.”

“Evaluation is a broad and continuous effort to enquire into the effects of utilizing content and process to meet yearly defined goals.” **Ronald doll writers**

Evaluation is the most important part of any teaching-learning process. A system, however, efficient it may look, cannot work properly if it is not maintained and controlled in a proper way and evaluation is a way through which a system can be judged and maintained and controlled. Evaluation provides an essential yard stick to judge the quality of students. It also provides motivation and a sense of purpose to both teachers and students to achieve set goals. Evaluation in teaching learning is very much essential for

- (1) Making teaching learning process more effective,
- (2) Organizing the teaching activities in a proper way and
- (3) Keeping track of the teaching-learning process in a right direction.

II. CHARACTERISTICS OF EVALUATION

- (1) Evaluation is more comprehensive term than measurement or assessment. It is a global process it assess all aspects of child's development.
- (2) It helps to examine the change in behavior of the learner related to all the domains as a result of the process of teaching-learning.
- (3) Evaluation is a continuous process. There is no fix time

limit for evaluation process, but it is a continuous process. It is not examination but examination is a part of evaluation process.

- (4) It provides quantitative as well as qualitative description of the outcomes of a teaching-learning process.
- (5) It provides greater scope and flexibility for the use of variety of means and techniques rather than limiting itself to fixed test or examinations. There are different techniques which, are used by the teachers to evaluate the performance of the child.
- (6) It helps to provide sufficient value judgment about the progress of the learner, teacher's effort and the effectiveness of the teaching learning process.

III. PURPOSE OR FUNCTIONS OF EVALUATION

Evaluation in its all forms and shapes helps in exercising following types of functions:

- (1) It provides motivation to learner as well as teacher in the form of appreciation, grades, comments, division, certificate etc.
- (2) Evaluation can be helpful in providing the information about the student to their parents. It may also provide sufficient feedback to the teachers so that they can judge effectiveness of their method of teaching.
- (3) Evaluation can also be helpful in fixing responsibilities and accountability for the poor performance of the students, and remedial measures can be taken accordingly.
- (4) Evaluation can also be helpful in planning stage of teaching-learning process. The method and strategies of teaching the aid material used etc. can be properly planned in view of the evaluation outcomes.

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- (5) Evaluation can also be helpful in making decision for the selection of student to various courses and areas of study.
- (6) It also helps in revising the curriculum.
- (7) These days lot of internet sites provides the data regarding top 10 ,top 20 etc. Schools in the city or country, this comparison is also possible with the help of evaluation.

IV. HISTORY OF CCE

In our country education has changed from gurukuls to present day schools with lot of facilities, in this process of change every aspect of education has changed and in the same way the process of evaluation also changed a lot. These days there is a lot of debate that CCE pattern has adopted from west, but CCE is not new to India. This has been there from time immemorial say Ramayana, Mahabharat periods, which included all aspect of personality development of a student.

Implementation of Continuous and Comprehensive Evaluation was one of the recommendations of Kothari Commission (1964-66). The recommendation was accepted by the Govt. of India under National Policy of Education (NPE), 1968 which was formulated on the basis of the recommendations of the Kothari Commission. Since then lot of changes was made by introducing unit tests in place of Term end exam or yearend exam. All the documents such as National Curriculum Frame work for School Education (2000) and the National Curriculum Frame work(2005) also stressed on the implementation of the CCE. One of the important feature of right to education act (RTE) was the introduction of continuous and comprehensive evaluation (CCE). Thus CCE is implemented now during the tenure of Shri KapilSibbal, Minister of Human Resource Development. This is the new evaluation method introduced recently to decrease the accumulated stress of board exams.

To achieve the objectives of evaluation or to work on the functions of evaluation “The Central Board of Secondary Education introduced Continuous and Comprehensive Evaluation (CCE) in Primary Classes in 2004 (Circular No. 5/18/25/04). The achievement records and its formats was also circulated for Classes I to V with the objective of facilitating holistic learning in the school. The Board recommended a five point rating scale, it also recommended the elimination of the pass/fail system at the primary classes (Circular No. 31/04/21/05). The Board has also followed it up by extending this scheme up to classes VI to VIII and developed a CCE card on School Based Assessment for the same Circular No./2/06).

The scheme of Continuous and Comprehensive Evaluation (CCE) will be now further strengthened in all affiliated schools from October 2009. The Class IX students will be assessed through the CCE by the school itself.

V. WHAT IS CCE

Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student’s development. The comprehensive component of CCE takes care of assessment of all round development of the

child’s personality. As a part of this new system, student’s grades are given instead of marks which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to reduce the workload on students and to improve other skills; more emphasis is given on expression or presentation ability of the student with the help of so many activities inside and outside the school. Grades are awarded to students based on work experience skills, innovation, steadiness, teamwork, public speaking, behavior, etc. to evaluate and present an overall measure of the student’s ability. This type of evaluation help the student who are not good at studies they get the chance to perform in other fields like art, games, robotics, athletics etc. Unlike CBSE’s old pattern of only one test at the end of the academic year, the CCE conducts several. There are two different types of tests the formative and the summative. Through Formative tests student’s work at class and home, the student’s performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child are judged. Formative tests will be conducted four times in an academic session, and they will carry a 40% weightage for the aggregate. As per the new pattern, students will be assessed in two areas –

Scholastic and Co-scholastic.

For assessment of the scholastic areas, the academic year is divided in two terms and two types of tests will be conducted to assess the academic subjects as given in below

Evaluation of scholastic areas

Part I –Scholastic Areas

(1)(a) Academic Performance- In this portion grades are given according to their performance in different subject for example English, Hindi, maths, science, social science, other choices are also there.

(1)(b) Here grades are given in the fields like work education, art education, physical & health education/games according to their performance in these fields their descriptive indicators are also shown in the result

Schedule for FA’S and SA’S

Term1 (April –September)

Term-2 (October – March)

Term-1

FA1 –April and June

FA2-july and august

SA1-3rd week of September

Term-2

FA3-Oct, Nov and Dec

FA4-Jan and Feb

SA2-March

SA1 and SA2 for classes IX and X are to be done as per the directions of CBSE.

About formative and summative assessment:-

Formative Assessment (FA)

Formative assessment is a tool used by the teacher to

continuously monitor student progress in a supportive environment. 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 that it is diagnostic and remedial, provides effective feedback to students, students can understand their own problems and can work on them accordingly. It enables teachers to adjust teaching to take account of the results of assessment and recognizes the profound influence that assessment has on the motivation and self-esteem of students, both of which are crucial influences in learning. FA should not be confined to only paper, pencil tests but should include use of other tools and techniques such as project work, assignments, practical work etc.

Summative Assessment (SA)

Summative Assessment is carried out at the end of a course of learning. It measures or 'sumsup' how much a student has learned from the course. It is like traditional exams generally taken by school at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Grades are given according to the performance of the student in these summative exams. It, at best, certifies the level of achievement only at a given point of time. In summative assessment, the students will be tested internally. The Summative assessment will be in the form of a pen-paper test conducted by the schools themselves. It will be conducted at the end of each term twice in a year.

VI. GRADING SYSTEM

In this system, *student's performance will be assessed using conventional numerical marking mode, and the same will be later converted into the grades* on the basis of the pre-determined marks. Grading system has changed the mindset of people, previously there were lot of pressure on students as well as on parents, to bring good marks. This sometimes worked negatively for students and they lose their confidence level in studies. Introduction to grading system for class 10th exams, will take away board fear factor from students and their parents. The grading of students would also take away the frightening judgmental quality of marks obtained in a test leading to a stress free and joyful learning environment in the school. Now student can participate freely in different activities in school because there is a less pressure of studies on them. So many activities are part of their curriculum in the form of SUPW they also enjoy these activities, so this is helpful in maintaining a meaningful continuity in the assessment pattern from the primary level to the secondary level and also in ensuring a basic uniformity in the schools. All assessment with regard to the academic status of the students shall be done in marks and overall assessment will be given in grades in 9 point scale in secondary (classes IX & X), 7 point scale for middle school (classes VI to VIII) and 5 point scale for primary (classes I to V). In report cards only grades are shown. The performance of the students in the primary classes will also be shown in GRADES (5 point scale) as per previous practice. The grades will be given on the basis of performance of the students in all the 6 tests. New grading system has shown in the given table:

Table 3 (a) : Primary classes (I-V) (5 point scale)

| | | | |
|-----------|---------------|----|--------------|
| Grade – 1 | Outstanding | A* | 90% to 100 % |
| Grade – 2 | Excellent | A | 75% to 89 % |
| Grade – 3 | Very Good | B | 56% to 74 % |
| Grade – 4 | Good | C | 35% to 55 % |
| Grade – 5 | Can Do Better | D | Below 35 % |

Table 3 (b) : Secondary classes (VI-X) (9 point scale)

| Marks Range | Grade | Grade Points | Marks Range | Grade | Grade Points |
|-------------|-------|--------------|--------------------------------------|-------|--------------|
| 91 – 100 | A1 | 10.0 | 41 – 50 | C2 | 5.0 |
| 81 – 90 | A2 | 9.0 | 33 – 40 | D | 4.0 |
| 71 – 80 | B1 | 8.0 | 21 – 32 | E1 | - |
| 61 – 70 | B2 | 7.0 | 20 and below | E2 | - |
| 51 – 60 | C1 | 6.0 | CBSE Circular No. 40/29.09.09 | | |

Evaluation of Co-scholastic Areas

Co-scholastic areas (VI to X)

Evaluation of this area deals with the collection of evidences regarding the changes which occur in the learner's behavior during the teaching learning process. No written examination is taken here only teacher judge students through various activities during or after the school hours. co-scholastic area is concerned. Teachers in a group will observe the behavioral change in the learner and assign the grades. These areas consist of:

| Part | Skill | Areas | | | | | | | | |
|------------------------------|---|--|------------------------------|-------------|-------------------------|--------------|----------------|---------|---------------|-----------------------|
| 2 | | | | | | | | | | |
| 2.a | Life skills | Thinking skills: Social skills, Emotional skills | | | | | | | | |
| 2.b | Attitudes and values | Attitude towards – teachers, school mates, school property, school programmes, environment, value systems. | | | | | | | | |
| Part 3 | Co-scholastic activities | | | | | | | | | |
| 3.a | Skills (Any two of the following to be assessed) | Literary and creative skills; Scientific skills; Aesthetic and performing art, clubs (eco club, health and wellness and others) | | | | | | | | |
| 3.b | Health and physical education (Any two of the following to be assessed) | <table border="1"> <tr> <td>1. Sports/indigenous sports;</td> <td>2. NCC/NSS;</td> </tr> <tr> <td>3. Scouting and guiding</td> <td>4. Swimming;</td> </tr> <tr> <td>5. Gymnastics;</td> <td>6. Yoga</td> </tr> <tr> <td>7. First-aid;</td> <td>8. Gardening/Shramdan</td> </tr> </table> | 1. Sports/indigenous sports; | 2. NCC/NSS; | 3. Scouting and guiding | 4. Swimming; | 5. Gymnastics; | 6. Yoga | 7. First-aid; | 8. Gardening/Shramdan |
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| 5. Gymnastics; | 6. Yoga | | | | | | | | | |
| 7. First-aid; | 8. Gardening/Shramdan | | | | | | | | | |

VII. MERITS OF CCE PATTERN

1. Awarding grades instead of marks has number of advantages. It considerably reduces the pressure from students and motivate them to bring good grades..
2. Better learning takes place under friendly and supportive conditions. Students should study and learn due to love for learning and not because of fear of examinations.
3. Through a well-designed scheme of continuous and comprehensive evaluation, a student is able to perform according to his own interest and can show his creativity in areas of own interest.
4. The marking of answer sheets in Board examination is done in a systematic manner using a well design marking scheme which indicates the allocation of marks for different value points in an answer.

5. It creates democratic environment in the class. Where the student and teacher has equal participation in the teaching learning process.
6. This system is based on child psychology.
7. This system encourages participatory teaching-learning process.

VIII. DEMERITS OF CCE PATTERN

1. This is a process in which students and teachers are busy round theyear.
2. A teacherhas to assess so many students continuously so his/her work load has increased so much.
3. Due to so many exams, assignments, homework etc. much burden on students.
4. Since there are no board exams up to X, seriousness about studies has decreased.
5. Indiscipline among student has been increased.
6. Due to continuous exams (4 FA's ,2 SA's) some time students and parents feel so much stress.
7. In classrooms teachers watch all the activities of the students so students cannot behave naturally this compels students behave artificially.

IX. EFFECT OF CCE PATTERN AFTER 5 YEARS

The main aim of CCE being to reduce the pressure, a mass of students enjoyed it. However, many even though that it was aiming to make weaker students who didn't do hard work feel as if its okay if they don't study, they were still going to pass. This method of CCE has also reduced the competition to a great extent, but that doesn't at all mean flaws in Indian educational system are over. With more and more students with A1 grade now, pupils have a harder time getting admission into different educational institutions. The process of continuous learning actually focuses more on projects, activities, than actual learning. The workload is nowhere reduced in truth, because even though the exams have been cut off, students wrestle with time and effort making projects and preparing for oral tests all the year round. Even if the syllabus is not covered, one needs to have to participate in activities. That is not all, some schools have not been able to implement CCE in the way it was meant to be, resulting it intense workloads on students, yet not real learning. No Exams, but still pressure- that seems to have become the message of CCE.

CBSE's first report on CCE since its introduction in 2009 shows that the performance of schools has been a mixed bag. There has been a marked improvement in student scores and the overall pass percentage since 2010 has improved by 9.48% points to reach a record 98.76% in 2013. But on the flip side, cbse official has found the general classroom teaching methodology wanting, while the results have improved significantly, CBSE was forced to introduce many changes in the scheme. studies show that 60% of the parents and 90% of the teachers are happy with the new scheme of assessment and the related reforms.

X. SUGGESTIONS

Although CCE is a good system of evaluation but there are few problems regarding its implementation.

1. Formative Assessment needs to be taken up with discrimination and in consultation with all subjects' teachers so that projects of all subjects are not given at the same time.
2. Student should be encouraged for Self-learning and study skills through in-class activities.
3. Project work may be given in groups and the group members need to work in school under the direct supervision of the teacher.
4. The class rooms should be interactive so that the teacher can help students in exploring, experimenting and experiencing learning.
5. School may lay emphasis on Co-Scholastic Areas i.e., Life Skills, Attitudes and Values for personality development.
6. It's very important to give feedback to the students and to their parents about their performancetime to time.
7. Due to lot of activities some time syllabus either not finished or not done properly so there should be proper time management.
8. To reduce the work pressure from students Integrated Projects may be given where subjects are interlinked, through this they will be able to understand some new concepts. Subject teachers should plan and develop the project and assess it together.
9. All the rules and regulation about CCE should be known to parents and student throughhandouts. Details of CCE can be mentioned in the schools Almanac/ Diary/Syllabus booklets.
10. Student teacher ratio is almost 42:1 which is destroying the purpose of CCE. It should be taken care.
11. There is a need to train the teachers about CCE, because according to a surveylot of teachers doesn't understand this System (67%) and lot of teachers oppose this (58%).

XI. CONCLUSION

This is a new system so there is lot of problems faced by teachers, students as well as by the school management. It augurs well that it is now beginning to move away from the textbook oriented teaching to more creative ways of involving students in the learning process. Of course, teachers will have to put in greater effort to improve their teaching on the basis of regular feedback and diagnosis followed by remedial instruction. While teachers may find the additional work a little challenging, they will soon learn to enjoy their work a lot more seeing their reward in the form of improvement of their students in all the domains of their personality. Student also pressurizes by continuous exams but when their performance will improve, they will find the schedule more rewarding and less hectic.

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