

Continuous and Comprehensive Evaluation — An Appraisal

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Abstract Education aims at making children capable of becoming responsible, productive and useful members of a 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. The aim of education simultaneously reflects the current needs and aspirations of a society as well as its lasting values and human ideals. As aspiration and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise. The main purposes of evaluation is to help the learners improve their achievement in scholastic areas and to develop life skills and attitudes with reference to the larger context and canvas of life. In keeping with the above, reforms in the examination system are often recommended, sometimes discussed and rarely implemented. Introduction of Continuous and Comprehensive Evaluation (CCE) is one of such reforms which have undergone a long journey. This article examines the concept continuous and comprehensive evaluation, its historical perspectives, its need and importance, its features and role of teacher in implementing CCE in the landscape of Indian schools.

Keywords : Education, Child Development, Curriculum, Teaching- Learning Process, Examination, Evaluation

INTRODUCTION

The Indian school education system has often been subjected to severe criticism, ranging from its inequitable and hierarchical nature to the poor quality educational experiences that children go through in its classrooms. Among the several limitations pointed out, the nature and manner in which students' learning is examined has also been a central and oft-repeated concern of educationists, policymakers, teachers and parents alike. At the moment, India is at a crucial juncture with education having been made

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a fundamental right for all children in the age group 6–14 years. Concerns are simultaneously being expressed about providing uniform good quality educational experiences to all children, irrespective of their socio-economic and cultural backgrounds. The need for meaningfully assessing children's growth in schools features in the recently enacted Right to Education Act (RTE) (Ministry of Human Resource Development or MHRD 2009) as well. It states that a “comprehensive and continuous evaluation of the child's understanding to knowledge and his or her ability to apply the same” will now be made. While the need for meaningful examination reforms can hardly be understated, it is important to exercise caution in proposing reforms and in understanding their potential, both in terms of addressing the malaise associated with the existing examination system and implications for facilitating enriching and equitable teaching-learning processes in classrooms.

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Education is the training of the mind and assimilation of ideas leading to dynamism of character and creativity of personality. According to Indian education philosophy education does not mean stuffing the brain which results into stagnation of personality. In fact the primary function of education is to bring about all round development of a child with respect to body, mind and spirit. The western educationists also agree with this philosophy. They divide the human personality in three domains namely cognitive, affective and psychomotor. These domains are related to head, heart and hand. When these domains are developed in a balanced way the purpose of education is achieved. In order to know the pace and direction of growth of individual through the process of education a system is required.

In school education system, the conduct of examination and evaluation for the promotion to next higher classes is an important activity. Conducting examinations in education system works like a regularity mechanism in improving quality in education. As child development is a continuous process, evaluation should be continuous. The progress of the learner will be evaluated quite often in continuous evaluation. Learner is subjected to schooling for scholastic and co-scholastic gains. In fact comprehensive evaluation covers the whole range of student's experiences in the context of total school activities. It includes physical, intellectual, emotional and social growth comprising of social personal qualities, interest, attitude and values. Before going into our main discussion, we should have an understanding about education evaluation in the field of school education.

DEFINING EDUCATION EVALUATION

The highest rung of the education-ladder is evaluation [aims and objectives of education – curriculum – syllabus – educational activities – methodology –

evaluation] by which the extent of acquisition of learning competencies as well as changes in behavioural changes is measured. It is one of the corner stones upon which the edifice of educational activities is built. After completing an instruction a teacher tries to evaluate the process by measuring students' academic achievement. This process is called educational evaluation.

Different authors have different notions of educational evaluation. These sometimes dissimilar views are due to the varied training and background of the writers in terms of their profession, concerned with different aspects of the education process. Perhaps the most extended definition of evaluation has been supplied by C. E. Beeby (1977), who described evaluation as “the systematic collection and interpretation of evidence leading as a part of process to a judgement of value with a view to action”. Tyler (1951) defined educational evaluation as “Education evaluation is the judgment process for the educational goal (behavioral objectives) realized through education and class activities”. Cronbach (1984) described educational evaluation as “Education evaluation is the process of information gathering and treatment necessary to make a decision for an education programme”. By educational evaluation Stufflebeam (1971) meant “Process of information defining, acquiring and providing necessary for decision-making process”. Thorpe (1980) described educational evaluation as “Evaluation is the collection, analysis and interpretation of information about any aspect of a programme of education, as a part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have”.

From the above definitions and if we go through some other definitions, we can find some characteristics of educational evaluation. Firstly, it collects data or evidence through a systematic and planned way with some degree of precision. Secondly, it interprets the data. The information gathered for the evaluation of an educational programme must be carefully interpreted. Thirdly, it involves value judgement. Judgement of values far beyond the level of mere description of what is happening in an educational enterprise requires judgements about the worth of an educational endeavour. Thus, evaluation not only involves gathering and interpreting information about how well an educational programme is succeeding in reaching its goals but judgements about the goals themselves. It involves questions about how well a programme is helping to meet larger educational goals. Fourthly, it gives feedback to the process with a view to some actions to increase the effectiveness, efficiency etc. Educational evaluation is clearly decision-oriented and is undertaken with the intention that some action will take place as a result. It is intended to lead to better policies and practices in education.

Evaluation should ideally be valid, reliable, practicable, fair and useful. Evaluation therefore may be taken as a process of collecting evidences about

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learner's achievement or development in terms of educational objectives. Judgements are formed and decisions are taken on the basis of evidences. The components of evaluation are (WBBSE, 2009) :

- Collection of information regarding learner's learning.
- Interpretation of the information.
- Formation of judgement.
- Decision making.

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Information is gathered through different types of tests, assignments, project works etc. and by scoring it. Available information is then analysed for forming judgment regarding the pace of learning as well as level of learning of the pupils. For judgement we consider three points – his / her previous achievement, with respect to his / her peer group and a criteria determined by the teacher. So we consider – (1) Whether the learner has improved or deteriorated in terms of his / her previous achievement. (2) What is his / her state of learning with respect to his / her peer- group. (3) Whether the learner could attempt all the questions or attempted only a part of them. The analysis leads us to decide whether the learning is improved or retarded and needs remediation. On the basis of the judgement, decision can be taken in the form of allotting marks or grades.

FUNCTION OF EDUCATION EVALUATION

Education evaluation has confirmation and judgement functions concerning how well the educational goal is realized, based on the goal as originally defined. It also has information-gathering and application functions necessary for making decisions regarding learners, educational methods, and administrative assistance. In addition, it has formative functions for development, revision and supplementation, and alternatives research for new and better educational programs, as well as the strategic functions of advertisement, attention, and motivation.

TYPES OF EDUCATION EVALUATION

Evaluation Types Based on Domain : Bloom (1956) suggested a taxonomy of education objectives, setting standards on the content of education and behaviour dimensions, and dividing into goals of cognitive, affective, and psychomotor domains.

i) Evaluation of the Cognitive Domain : This evaluation measures the achievement of cognitive education goals that can be achieved by

conceptual process such as memorizing, understanding, and reasoning on the educational contents specified in the educational goals.

ii) Evaluation of Affective Domain : This evaluation looks at changes or improvements in interest, merit, confidence, and attitude, or characteristics such as a spirit of cooperation, responsibility, law-abiding nature, sociality, and self-consciousness.

iii) Evaluation of Psychomotor Domain : This evaluation measures the achievement of education goals that can be achieved by using whole of parts of the body such as hands, feet, legs, and shoulders.

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Evaluation Types Based on Methods : According to the education process or programme evaluation method, Scriven (1965) divided evaluation types into formative and summative evaluations.

i) Formative Evaluation : This evaluation accumulates information to enhance methods and optimize education while the education is in progress.

ii) Summative Evaluation : This final, total evaluation, which takes place after fixing and repairing by Formative Evaluation, gives a diversified decision about a completed education process or the total result or effectiveness of programme.

Evaluation may be external or internal. There are different activities learning process like teaching, setting questions, scoring. If all the mentioned activities are done by the same persons, then it is **internal evaluation**. Otherwise it is called as **external evaluation**. There are two approaches of evaluation according to the interpretation of scores obtained by the students -- **criterion-referenced** and **norm-referenced evaluation**. Norm-referenced interpretation compares an examinee's performance to the performances of other examinees. On the other hand, criterion-referenced interpretation compares an examinee's performance to a specified level of performance.

Teacher generally uses different type of test items to evaluate the learner. We can classify test items as **selected-response item** and **constructed-response item**. If an item requires a student to select a response from available alternatives, it is called as a selected-response item, like-multiple choice, true false, matching etc. If it requires a student to create or construct a response, it is classified as a constructed response item, like-essay, short answer etc. Items can also be classified as objective and subjective item. When the personal characteristics of the scorer influence the scoring, then it is called subjectivity. If these factors are not influencing the scoring then it is called as objectivity. Generally it is concluded that objective item is good as it is free from any subjectivity. But there are some drawbacks of objective items. This type of items can not measure

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the higher order learning outcomes, like – organization ability, writing ability, originality etc. A good evaluation programme is (WBBSE, 2009) – objective based, a continuous process, comprehensive, an integral part of instruction, cooperative, dynamic and a judgement making process.

Evaluation is an integral part of any teaching and learning programme. The quality of education is directly linked with the quality of evaluation. Both teaching and evaluation are based on the instructional objectives which give the teachers direction. Instructional objectives are those desirable behaviours which are to be developed in students through the learning process. These are reflected in the form of syllabus, instructional material and information given by the teachers, and evaluation is done to see whether the instructional objectives have been achieved and to what extent. The three components of teaching, learning and evaluation constitute an integrated network. Through evaluation the teacher not only assesses as to how far the students have achieved the objectives, but also examines the effectiveness of the teaching strategy, teaching material as well as teaching methodology.

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PHASES OF EDUCATION EVALUATION

First Phase : Create the Evaluation Plan : Because the contents and methods of evaluation differ by evaluation plan, confirm the evaluation goals or necessity, and set up the evaluation plan and design by arranging for phases such as setting education goals, stating methods, selecting the evaluation design, producing the evaluation tools, collecting evaluation data, analyzing evaluation results, and applying evaluation results.

Second Phase : State the Evaluation Goal : Decide on the evaluation goal, and select the best statement methods possible, based on the goals that the evaluation process is to achieve. Confirm the evaluation goal, state it, analyze and evaluate the stated goal, and create a dual classified table.

Third Phase : Select an Evaluation Design : Create a specific design, according to the evaluation goal, to collect, analyze, and compare the data expected to be received during the evaluation. Set up tests, composition of sample space, evaluation time, number of evaluations, and the relative standards for evaluation results.

Fourth Phase : Produce Evaluation Tools : Decide on the evaluation methods or measuring tools that will be used to collect data or information, and produce the best evaluation tool possible.

Fifth Phase : Collect the Evaluation Data : After selecting and producing the evaluation tools, collect the actual information and data by acquiring the necessary labor, facilities, and time; check and improve the given condition.

Sixth Phase : Analyze the Evaluation Results : Arrange and grade the information and data collected during the fifth phase to obtain the mean, variance, and standard deviation. Analyze the collected data qualitatively and quantitatively, according to the evaluation goal.

Seventh Phase : Report the evaluation results.

Eighth Phase : Apply the Evaluation Results : Based on the evaluation results, improve the education methods, induce motivation to learn, apply the various evaluation results according to the evaluation goals, and check the end result. The phases of education evaluation have been depicted in the following Figure 1 (Lee, 1999) :

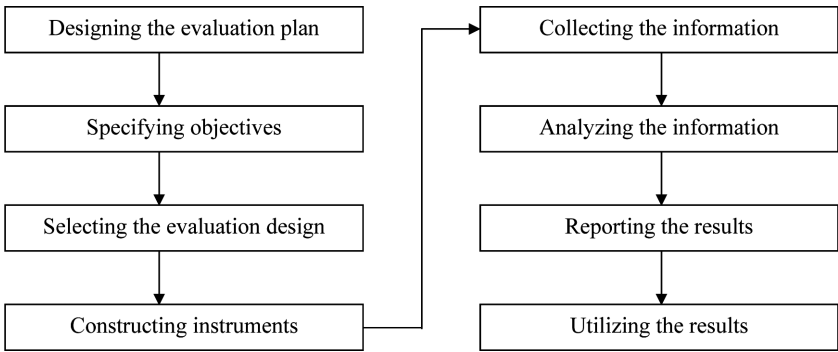


Fig. 1: Phases of Education Evaluation

GENESIS OF CCE - HISTORICAL PERSPECTIVES

Examination is an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning process and their internalization by learners. Examinations today are not as effective as they ought to be. So they urgently need to be reformed in order to bring about a qualitative improvement in education. Various commissions and Committees have felt the need for examination reforms. The *Hunter Commission (1982)*, *Calcutta University Commission or Sadler Commission (1917-1919)*, *Hartog Committee Report (1929)*, *the Report of Central Advisory Board / Sargent 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.

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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 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)}.

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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 National Curriculum Framework–2005 (NCF–05) also proposed examination reforms. In its Position Paper on Examination Reforms 2.8 (1), NCERT mandates that School based CCE system should be established to....

- reduce stress on children;
- make evaluation comprehensive and regular;
- provide space for the teacher for creative teaching; and
- provide a tool of diagnosis and for producing learners with greater skills.

The NCF - 2005 has also recommended several reforms regarding paper setting, examining and reporting (P. – 114) :

“*The focus should shift to framing good questions rather than mere paper setting... we need to be able to increasingly shift towards school-based assessment, and devise ways in which to make such internal assessment more*

credible. Each school should evolve a flexible and implement able scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning.”

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On 27th August 2009, Govt. of India adopted a new act “Right of Children to Free and Compulsory Education Act, 2009 (RTE). This law came into force for the entire country (except Kashmir) w. e. f. 1st April, 2010. Section 29(2) mandates that the academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely –

- a) conformity with the values enshrined in the Constitution;
- b) all round development of the child;
- c) building up child’s knowledge, potentiality and talent;
- d) development of physical and mental abilities to the fullest extent;
- e) learning through activities, discovery and exploration in a child friendly and child-centred manner;
- f) medium of instructions shall, as far as practicable, be in child’s mother tongue.
- g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
- h) comprehensive and continuous evaluation of child’s understanding of knowledge and his or her ability to apply the same.
- i) No child shall be required to pass any Board Examination till completion elementary education

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CONTINUOUS AND COMPREHENSIVE EVALUATION : AN OVERVIEW

The scheme of Continuous and Comprehensive Evaluation was recommended by many National Commissions and Committees like Radhakrishnan Commission (1948–49), Secondary Education Commission (1952–53), The Education Commission (1964–66), National Policy on Education (NPE 1986) etc. Thus keeping these recommendations in the consideration the Ministry of Human Resource Development has recently brought in the scheme of Continuous and Comprehensive Evaluation as a part of Examination Reforms Programme with the aim of developing the holistic profile of the learner through CCE. The earlier over emphasis on cognitive domain has been replaced with a more holistic learning plan providing for development of affective and psychomotor domains of the learners personality such as human values, attitudes, life skills,

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physical and mental health. The scheme of CCE is an effective tool to enhance the quality of teaching learning processes in the school. The emphasis is now ensuring that every child not only acquire the knowledge and skills but also the ability to use these competencies in real life situations. Thus the emphasis is now both on knowledge as well as on performance. The CCE or Continuous and Comprehensive Evaluation scheme refers to a school-based evaluation of students that covers all the aspects of a student's development.

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With the broader aim of examination reforms in mind, the scheme of Continuous and Comprehensive Evaluation envisages that every learner is to be evaluated over the entire period of learning schedule rather than one-shot three hour external examination at the end of a course of learning. Besides, the process of evaluation should also include and reflect all components of personality of an individual. Such a scheme of CCE not only provides necessary feedback about the acquired levels of learning and areas of desired additional inputs of enhancement of learning in scholastic areas, it also lays equal emphasis on achievement in outdoor co-curricular activities including sports and games. It is hoped that due emphasis on development of necessary personality attributes and other co-scholastic areas along with desired levels of attainment in the scholastic domain will certainly help the young learners grow into better human beings and will enable them to contribute meaningfully towards societal requirements and national expectations.

In the scheme of Continuous and Comprehensive Evaluation the term “**Continuous**” is meant to emphasize 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 non-scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than written words, the term refers to the application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in the various areas of learning (CBSE Manual, 2009, p. 5).

CCE encompasses the evaluation of both scholastic and co-scholastic aspects of pupil growth and is carried out on continuous basis spreading over the whole academic session. It not only counteracts the over emphasis on the development of intellectual abilities but also helps in removing the tension and fear from the minds of the students which they otherwise feel in examinations which are conducted on annual basis. Not only this it also helps in the removing

of tension and fear in the minds of the students in examinations. Perhaps the greatest advantage of this reform is that it provides a more valid assessment of students as compare to one shot examination at the end of the year. Through CCE, the teacher knows the progress of the students and evaluates the process and product of learning.

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 :

- 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 (CBSE, 2009:6).

GUIDING PRINCIPLES OF CCE :

Connecting knowledge to life outside the school, ensuring that learning is shifted away from rote methods, enriching the curriculum to provide for overall development of children rather than remain textbook centric, making examinations more flexible and integrated into classroom life and nurturing an over-riding identity informed by caring concerns within the democratic polity of the country are the main guiding principles of CCE (NCF 2005, p. 5).

DIFFERENCES BETWEEN CONVENTIONAL ASSESSMENT SYSTEM AND CCE

Continuous and Comprehensive Evaluation (CCE) is a term currently being used in the context of educational reforms, particularly reforms in assessment.

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If one were to differentiate between conventional systems of assessment and the CCE as articulated by CBSE (2010), one would perhaps come across the differences outlined in Table 1 – both manifest and implied.

Table 1 : Differences between Conventional Assessment System and CCE

| | Conventional Assessment | CCE |
|-----|--|---|
| 132 | Assessment on a quarterly, half-yearly and annual basis, with disproportionate weightage to annual exams | Continuous and periodic (multiple ways and occasions of assessment) with even weightage across them |
| | Scholastic abilities | Scholastic and non-scholastic |
| | Limited tools of assessment | Multiple tools |
| | Marks allotted | Grades awarded |
| | Assessment of what has been achieved over A period of time (essentially summative) | Assessment of an ongoing process of growth (includes summative but is largely formative) |
| | Stressful for students | Non-stressful |
| | Assessment as an end in itself | Assessment used to both improve one's teaching and enhance support given to students – identification and classification of learners for requisite support. |
| | Skewed development of scholastic abilities, limited to rote memorising | Overall growth and personality development |

Source: Based on CBSE (2010).

FEATURES OF CONTINUOUS AND COMPREHENSIVE EVALUATION :

In Appendix–2 of the Position Paper On Examination Reforms, NCF- 2005 mentions some features of CCE :

- Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development.
- The 'continuous' aspect of CCE takes care for 'continual' and 'periodicity' 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) using criterion-referenced tests and employing multiple techniques of 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 pupils’ growth.
- Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include co-curricular and personal social qualities, interests, 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 purposefully remediated by giving interventions followed by retesting.
- Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in social personal qualities is done using behaviour indicators for various interests, values, attitudes, etc.

CCE – MAJOR EMPHASIS ON SCHOLASTIC & 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 domains. 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 (CBSE Manual, 2009).

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. 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

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importance. Simple and manageable means of assessment of co-scholastic aspects of growth must be included in a comprehensive evaluation scheme. 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.

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CCE HELPS IN REDUCING STRESS OF STUDENTS BY :

- Identifying learning progress of students at regular time intervals on small portions of content.
- Employing a variety of remedial measures of teaching based on learning needs and potential of different students.
- Desisting from using negative comments on the learner's performance.
- Encouraging learning through employment of a variety of teaching aids and techniques.
- Involving learners actively in the learning process.
- Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.

HOW DOES CONTINUOUS AND COMPREHENSIVE EVALUATION HELP A CLASSROOM TEACHER ?

In sum, the continuous and comprehensive evaluation helps a classroom teacher in the following ways :

- To identify learning difficulties in mastering certain competencies and the intensity of such learning difficulties.
- To improve students' learning through diagnosis of their performance.
- To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competency.
- To improve or alter instructional strategies to enhance the quality of teaching.
- To decide upon the selecting of various media and materials as a supportive system in mastering the competencies.
- To strengthen evaluation procedure itself.

PROBLEMS ASSOCIATED WITH CCE

Singhal, P. (2012) conducted a study entitled “Continuous and Comprehensive Evaluation – A Study of Teachers’ Perception”. The results of the study revealed that the teachers faced the following problems while executing CCE at school level :

- **Large number of students in classes :** The results revealed that most of the teachers find it difficult to execute CCE in large classes as they are not able to give individual attention in such classes.
- **Lack of appropriate training :** Other constrain for the smooth execution of CCE was stated as lack of appropriate training among the school teachers.
- **Lack of seriousness amongst the students :** Further the teachers reported that there was lack of seriousness amongst the students regarding CCE as they were aware of the fact that they will pass without making enough efforts in academics.
- **Financial Constraints :** Likewise many teachers stated that CCE was time consuming and there were many financial constrains associated with it that does not suit the pocket of every student.
- **Lack of adequate infrastructural facilities and teaching materials :** Teachers felt that there was lack of adequate infrastructural facilities and teaching materials that made execution of CCE a difficult task in the classrooms.
- **Increased volume of work :** Teachers were over burdened with the increased volume of work that affected their teaching effectiveness in the classrooms.

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MEASURES FOR THE SMOOTH EXECUTION OF CCE

Some important points to be considered for implementing CCE smoothly are :

- Due to large number of students in classes teachers may find it difficult to execute CCE as they are not able to give individual attention in such large classes. That’s why the number of students in classes should be limited to 30–40.
- Teachers may lack proper training. So the state should provide adequate training to conferences, meetings, workshops in the concerned area.
- Proper infrastructure facilities and teaching materials should also be provided to facilitate teaching learning process in government schools.

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- Careful examination of the course, and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance.
- Knowledge and ability to construct assessment tools that are criterion based appropriate for assessing the competencies.
- Careful planning of the competency based teaching procedures. There should be congruence between teaching and assessment without which assessment would become distorted.
- Comprehensive evaluation of competencies as well as personality traits and attitudes.
- The maintenance of records.
- Requirement of knowledge and skills of evaluation, commitment, and assistance to provide remedial teaching on part of the teacher.
- Other issues that the teachers need for are financial support and detachment of extra duties other than teaching as it puts unnecessary burden on already busy teachers.

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TEACHERS SHOULD KEEP THE SUGGESTIONS GIVEN BY VADHEL & PATEL (2011) IN MIND :

- Use a variety of tools (oral, projects, presentations).
- Understand different learning styles and abilities.
- Share the assessment criteria with the students.
- Allow peer and self assessment.
- Give an opportunity to the student to improve.

CONCLUSION

The scheme of CCE is an effective tool to enhance the quality of teaching learning processes in the school. The emphasis is now ensuring that every child not only acquire the knowledge and skills but also the ability to use these competencies in real life situations. CCE is an examination reform initiative which has the potential of removing almost all the ills of examinations improving learning through continuous feedback and brings in qualitative improvement in education at school level. The CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India. The operational and implementation challenges need to be taken care of by the provision of adequate teaching resources and training facilities. The new teaching-learning

patterns envisaged by CCE will reap benefits in the long run by initiating Indian education into stress free education. In concluding the discussion it can be said that the new concept comprehensive and continuous evaluation is a multidimensional one encompassing within its fold the act of identifying the weakness of a learner at every stage and thereby helping the process of remedial measures. It is also an indicator of lacuna/pitfall/short coming, if any, in planning the educational activity itself. It will reduce stress and anxiety which often builds up during and after the examination which could have an adverse impact on young students. It will also help the learners to develop holistically in terms of personality by also focusing on the co-scholastic aspects which will be assessed as part of the Continuous and Comprehensive Evaluation scheme. Indian schools need reasonable teacher-student ratios and changes in the nature of the teacher-student relationship, from an unequal, hierarchical relationship to that of co-participants in a joint process of knowledge construction. So also the creation of adequate resources and opportunities in schools for the development of the multiple facets of students' personalities, involving students and parents both in understanding the aims of assessments and ways of achieving it.

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