

Continuous Comprehensive Evaluation

Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of a student that covers all aspects of a student development. It is a developmental process of student which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other.

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 the 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.

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 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. 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 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.

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 a discussion again 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 he/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 where 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 success 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 performance 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 drop in their performance. If the teacher, child and parents do not notice the sudden drop in the performance of the child in academics, it could result in a permanent deficiency in the child's learning. The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore, it will not be merely limited to assessment of learner's scholastic attainments. CCE uses assessment as a means of motivating learners to provide feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

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 and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers frequently 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 and evaluation.

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 are generally recommended. The objective is to promote and enhance not just learning and retention among children, but their soft skills as well.

To improve the teaching learning process, assessment should be both Formative and Summative. 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 the 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. Formative Assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners. It is Continuous and Comprehensive Evaluation also carried out 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 student. 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 student is not only unfair but also unscientific.

Overemphasis on examination marks that focus on only scholastic aspects in turn makes student 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.

Co-Scholastic Assessment is related to 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 under the scholastic domain 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, both Scholastic and Co-Scholastic aspects should be given importance. Simple and manageable means of assessment of Co-Scholastic aspects of growth must be included in the comprehensive evaluation scheme.

School Based Continuous and Comprehensive is needed to reduce stress on children, make evaluation comprehensive and regular, provide space for the teacher for creative teaching, provides a tool of diagnosis and remedial action and to produce learners with greater skills.

The school based CCE aims at elimination of chance element and subjectivity (as far as possible), de-emphasis on memorization, encouraging comprehensive evaluation, incorporating both Scholastic and Co-Scholastic aspects of learners development, continuous evaluation spread over the total span of the instructional time as an integral built-in aspect of the total teaching-learning process Functional and meaningful declaration of results for effective use by teachers, students, parents and the society Wider uses of test results for purposes not merely of the assessment of levels of pupils' achievements and proficiencies, but mainly for their improvement, thorough diagnosis and remedial/enrichment programmes, Improvement in the mechanics of conducting examinations for realizing a number of other allied purposes Introduction of concomitant changes in instructional materials and methodology, Introduction of the semester system The use of grades in place of marks in determining and declaring the level of pupil performance and proficiency.

School Based Evaluation has the following characteristics:

Is broader, more comprehensive and continuous than traditional system, aims primarily to help learners for systematic learning and development, takes care of the needs of the learner as responsible citizens of the future Is more transparent, futuristic and provides more scope for association among learners, teachers and parents.

A curriculum is what constitutes a total teaching-learning program comprising overall aims, syllabus, materials, methods and assessment. In short it provides a framework of knowledge and capabilities, seen as appropriate to a particular level. 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. If properly understood, 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; learners will not perceive tests and examination with fear. It will lead to diagnosis, remedial action and enhancement of learning

Six assessments are proposed:

Type of assessment	Percentage of weighting in academic session	Month	Term wise weighting
First Term			
Formative Assessment-1	10%	April-May	FA1+FA2= 20%
Formative Assessment-2	10%	July-August	
Summative Assessment-1	30%	September	SA1= 30%
Second Term			
Formative Assessment-3	10%	October - November	FA3+FA4 = 20%
Formative Assessment-4	10%	January - February	
Summative Assessment-2	30%	March	SA2= 30%


Total: Formative Assessments (FA) = FA1+FA2+ FA3+FA4 = **40%**
 Summative Assessments (SA) = SA1+SA2 = **60%**

III. Grading Scale

Assessment of Scholastic attainments Part 1 will be reported twice in a year.

The nine point grading scale for measuring Scholastic achievements is given below:

Grade	Marks Range	Grade point
A1	91 -100	10.0
A2	81 - 90	9.0
B1	71 - 80	8.0
B2	61 - 70	7.0
C1	51 - 60	6.0
C2	41 - 50	5.0
D	33 - 40	4.0
E1	21 - 32	3.0
E2	00 - 20	2.0



Minimum qualifying grade in all the subjects under Scholastic Domain is D.

Note : All assessment with regard to the academic status of the students shall be done in marks and the assessment will be given in grades. Co-Scholastic attainments 2(A,B,C& D) and 3(A,B) will be done on 5 point Scale (shown in the table below). It will be done once in a session.

Grade	Grade Points
A	4.1 - 5.0
B	3.1 - 4.0
C	2.1 - 3.0
D	1.1 - 2.0
E	0 - 1.0

Minimum qualifying grade in Co-Scholastic Domain is D.

Class-Wise Mode of Assessment / Evaluation		
1.	1-X	As per C.C.E.
2.	XI	Internal Examination conducted by the School.
3.	XII	Examination conducted by the CBSE.

Assessment of the outcomes of learning goes along with the teaching-learning process in a continuous manner. In order to undertake a holistic assessment, all aspects of learning are given due recognition. The manner and modalities however may vary. While teachers are regularly observing the progress of students some periodicity would be necessary. It implies maintaining a profile for each student. This is required in order to reflect upon, derive feedback, plan and implement measures to enrich and enhance students' learning. This calls for a judicious cycle to be followed. One cannot undermine the fact that while informal observations continue, fortnightly appraisal and quarterly reviews are generally recommended to promote and enhance learning among children.

LIBRARY RULES.

1. Students will be issued a Library Card on which they are permitted to borrow one book at a time.

2. A book can be borrowed for 7 days.
3. A book can be re-issued for another 7 days if not demanded by others.
4. Books should be returned to the Library on the last date stamped in the book.
5. An overdue fine will be charged if a book is kept beyond the due date.
6. Students are fully responsible for books borrowed by them.
7. Books lost, defaced or damaged in any way will have to be replaced by the borrower.
8. Proper care of the Library Card is expected. A duplicate card will not be issued under any circumstances.