

# Continuous and Comprehensive Evaluation Scheme – An Overview

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**Abstract**—For the national development of a country, it is important to strengthen its human resource for which school education is the basic foundation. It is only possible by incorporating some positive reforms in the evaluation process that improves the quality of education and bring the holistic development of students. Continuous and comprehensive evaluation encompasses cognitive, affective and psycho motor domains of the child; it evaluates both scholastic and non scholastic aspects. If we want an effective teaching learning process, there is a need to evaluate learners at all the three domains continuously and comprehensively. Evaluation is not only for grading the students on the basis of their attainment but it highlights the reasons of failure as well. Continuous and comprehensive evaluation is the only way for identifying learning difficulties that learners face and to find out the possible ways to overcome these difficulties to bring holistic development by arranging remedial measures for enhancing their performance during their academic session. The objective of this study is to overview the challenges of the continuous and comprehensive evaluation system in educational institutions. In this paper we will also present how Continuous and comprehensive evaluation can improve the academic performance of the students.

**Keywords:** Continuous and comprehensive evaluation, scholastic, co-scholastic, holistic development.

## Introduction:

Education is the manifestation of perfection already present in an individual. (Swami Vivekananda); purpose of education is the all round development of child. The Report of the International Commission on Education for 21 century to UNESCO referred to four dimensions of living of human individual- physical, intellectual, mental and spiritual. Thus all round development implies the optimisation of hidden potential of every child in physical, intellectual, mental and spiritual dimensions. It was for the first time in 2010, that CBSE has initiated an effort to translate this goal of all round development in practice by introducing Continuous and Comprehensive Evaluation scheme in schools.

- **Kothari commission report (1964-66)** stated that the internal assessment or evaluation conducted by the schools is of greater significance and should be given greater importance. It should be comprehensive, evaluating all those aspects of student's growth that are

measured by external examinations and also those personality traits, interests and attitudes which cannot be assessed by it.

- **National policy on education (1986)** had also stated that continuous and comprehensive evaluation should also incorporate both scholastic and non scholastic aspects of evaluation spread over the total span of instructional time.
- **National curriculum framework (2005)** states that school based continuous and comprehensive evaluation should be established to....
  - Reduce stress on children
  - Make evaluation comprehensive and regular
  - Provide space for the teacher for creative teaching
  - Provide a tool of diagnosis and remediation
  - Produce learners with greater skills
- **Right to education act (2009)** on 27<sup>th</sup> August 2009, Govt of India adopted a new Act, “**right to free and compulsory education for all children from 6 to 14 years of age**”. This law came into force for the entire country (except Kashmir) w.e.f. 1st April 2010.
  - It states that students up to class 8<sup>th</sup> should not be made to appear for any board examination.
  - From the year 2010 -2011, a scheme of continuous and comprehensive evaluation should be implemented from class 1st to 8<sup>th</sup>.

“The greatest evil from which Indian Education System suffers is that teaching is subordinated to examination and not examination to teaching.” “If we are to suggest a single recommendation for reforming education system, we would do it in the area of examination.” “The secondary education commission (1952-53) analyzed the major short coming of the examination system in the following words: Dead weight of examination tends to:

- Curb teacher Initiative.

- Promote mechanical and lifeless method of instruction.
- Stereotype curriculum.
- Discourage the spirit of experimentation.

Continuous and comprehensive evaluation is an evaluation system that covers all aspects of student's development. It is an initiative which attempts to shift the emphasis from mere testing to holistic learning. The main purpose of evaluation is to assess whether students have learned the material that they were taught during teaching learning process and also to understand the strengths and learning gaps which makes teacher to modify the curriculum, methods of teaching which suits best to the needs of the students. In this scheme the term 'continuous' refers that the evaluation of identified aspects of students growth and development is a continuous process rather than an event, spread over the entire span of academic session. It means regular assessment of students, frequency of unit testing, diagnosis of learning gaps, correcting errors, arrangement of remedial classes, retesting and feedback of evidences to teachers and students for evaluating themselves. Thus this assessment is considered as a process instead of an event.

The term 'comprehensive' refers to the assessment process which covers all aspects of child's personality. It involves in-depth evaluation of all aspects of Child's personality to get a sense of holistic development. It includes assessment of both scholastic and co scholastic aspects. Scholastic includes specific subject areas and co scholastic includes co-curricular activities, values, attitudes etc. Assessment of scholastic aspect takes place in two forms as:

- Formative evaluation and
- Summative evaluation

**Formative evaluation:** Both these terms, formative and summative evaluation, are coined by Michael Scriven in 1967. Formative evaluation is also known as formative assessment, formative feedback or an internal assessment in which teacher continuously monitor the students progress through quizzes, assignments, class test and oral test in a supportive and congenial atmosphere. It is also known as assessment for learning. It enables students to reflect on their performance, to bring positive changes, to assess themselves in their peers and if it is used effectively, the students can show much better performance than before. This evaluation is conducted during the course of instruction and students can receive continuous reinforcement and teachers receive immediate feedback also. Formative evaluation is both diagnostic and remedial. It actively involves students in learning. It provides platform for the students to assess themselves and find possible ways to improve. Formative evaluation also provides an opportunity for teachers to modify their style of teaching based on the feedback of students. Formative evaluation is used to identify the gaps between what knowledge or skills students learned

and what the teacher expects from the instructional course of action and then offer feedback which enable students to make learning adjustments and rectify mistakes during the course. It encourages students to gain mastery over the subject matter instead of linking with the overall grades.

**Summative evaluation:** It is also known as assessment of learning. As external assessment, the evaluation takes place at the end of the instructional process to assess the outcome by applying various tools like questionnaire, observation, interview etc against standardized criteria. Here students learning, acquisition of skill and academic performance is evaluated at the end of semester, course or project as well. Summative evaluation is done to check whether students have learned what they have been taught. Thus it is evaluative and not diagnostic; it evaluates the effectiveness of the educational program. This type of evaluation determines scores or grades of student's academic records.

**Continuous and comprehensive evaluation scheme is launched because of the following objectives:**

- To replace marks by grades in order to reduce superiority inferiority complex on the basis of a small variation in marks among the peers.
- Evaluation as an integral part of educational process provides immediate feedback to teachers, students and parents and accordingly corrective measures are to be taken for improving the attainment level of learners.
- This evaluation is not only formal but informal as well in order to reduce fear and examination anxiety level of students.
- To evaluate all aspects of individual learner's personality as, sense of responsibility, sense of duty, punctuality, democratic attitude, sensitivity, cooperativeness etc are to be evaluated.
- Student's performance is periodically evaluated and if inadequacies are found, remedial measures are to be taken accordingly.
- To develop a sense of self evaluation among teachers and also make students competent for self evaluation, keeping in view their age.
- To reduce the emphasis on memorization and encourage thought process, and make teaching learning process child-centered and joyful.
- To attain mastery over both scholastic and co-scholastic areas and to enhance child's all round development.
- Another objective is to utilize assessment data as a quality control device to improve the academic performance.

### Why CBSE introduced continuous and comprehensive evaluation scheme:

#### Because:

- To combine teaching and evaluation and to assess those abilities and skills that is impossible to test through written examinations after the completion of course. Thus it is diversified to test as:
  - a. Writing skill of the students
  - b. Whether he participate in discussions and seminars.
  - c. Whether he do any field work, project work etc.
- This scheme was introduced also to encourage students to apply their best efforts towards their studies.
- It will also enable teachers to assess whether their teaching learning process goes on effectively or not and it serves as a feedback for making improvements in courses, methodology, strategy etc.

#### Challenges faced by teachers for implementing CCE:

- **Rigid attitude of parents:** Most of the parents, especially those who are uneducated, are very tough minded to accept the new reforms in evaluation system which results in discouraging teachers effort to take any step towards it. They consider it as time consuming and expensive process which requires numerous efforts and favour that traditional term end examinations which indirectly affects their child's performance.
- **Lacking proper information about CCE:** Both teachers and students are not fully aware about the ways of implementing this scheme because proper orientation is not given. They have much confusion regarding it. They didn't know the ways to implement it to gain the better results.
- **Increase in workload:** Teachers conception of CCE is that it requires many efforts from them and from students as well. Students have to sit for a number of tests throughout the academic year and teachers consider it hectic job of managing, collecting, checking and marking all these projects. All this negatively affects their teaching effectiveness.
- **Consumes much time:** CCE process is considered as much time consuming because after the completion of every unit or sub unit, evaluation is taking place individually and it is also considered as financial burden because most of the students do not afford such a pocket money.
- **Overcrowded classrooms:** In large sized classrooms, it is not easy to give individual attention to every student, such situations are considered as unmanageable and time

consuming for the teacher and continuous and comprehensive evaluation becomes only a show off.

- **Students stress:** Although it reduces the examination pressure on students but at the same time students became anxious to achieve higher grades it is because grade margin is substantially larger than as you would expect. Students who acquire 91 marks or 99, they fall in the same grade. Students largely dislike grading system and preferred marking system.
- **co-scholastic assessment:** students does not favour this type of assessment as they find much more subjective bias on the part of teachers otherwise it is beneficial for the students who are poor in academics that they will compensate it with other subjects and show extraordinary performance that subject.

#### Perceptions of Teachers on CCE:

The successfulness of any strategy in educational field depends upon the proper implementation and motivated behavior of the teachers to adapt the new strategy and the way they are using it without any hesitation and stress. Continuous and comprehensive evaluation from the teacher's perspective is very important as it maintains balance of scholastic areas with co scholastic areas. It helps students to eradicate the problems by arranging remedial classes. From teacher's perspective, old examination system was faulty and students become anxious before or during exams, main focus was only on cognitive domain and rote memorization where pen-paper test was given emphasis. While as in this new evaluation system, every child was given free and fair chance to excel holistically. It has been observed that no doubt pressure has been lifted from children but it takes its place for teachers and school management because of so many reasons like rigid attitude of parents towards this new evaluation scheme and thus force their children to score higher marks. Some teachers are also of the opinion that to make assessment on regular basis and to maintain several registers for recording academic and non- academic performance has made this process cumbersome. It takes a lot of time to conduct various activities and to evaluate students individually on various aspects at the same time. Thus teachers consider it a tedious process to continuously record the performance of each and every student and to make conversion of marks into grades. They thought that their workload is increasing and they give less time towards teaching. Most of the teachers said that teaching is more than what it was before, it is evaluation which empowered it. The most important positive point regarding this scheme is that now there are no failures and slow learners also get benefit from it. But some teachers view that most of the students are not studying seriously as before because they get demotivated by the grading system in which the student who get 91 or 99 marks falls in the same grade. Thus they are not inspired by the grading system. Thus most of the teachers are of the opinion that they were not given proper training for

its successful implementation and they find themselves in stress.

**Perceptions of Students on CCE:** The aim of the education is to develop knowledge, skills, attitudes and modern outlook among the students and to enable them to become responsible, productive and useful member of society by providing opportunities in the school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question, to investigate and to think independently (CBSE, 2010:1). But children can arise in a competitive environment in which he gets involved in anxiety, stress etc which hampers his joy of learning. Thus this new scheme of continuous and comprehensive evaluation is launched with the aim of reducing this stress level among students. With the adoption of this scheme students gave various responses. Some students show excitement because marks have been now replaced with grades which reduce stress level to some extent. But some view it a hectic process to appear for tests on daily basis. Some students remarked that tests and tests all the day, daily, weekly, fortnightly make us cry, teachers and parents overburdened the little souls to show better performance, we find no rest all the day. Some students who remain the toppers in the class lack the motivation because of grading system and thought that this scheme increases their workload but at the same time doing assignments and projects increases their knowledge and experience and also group projects increases their leadership skills. Most of the students whose parents are totally illiterate find it difficult to complete diversified tasks without any help from anyone. Some students view that we remain conscious throughout the year because of the fear of grading negatively. Overall most of the students consider that their stress level is increasing instead of reducing it.

#### **Merits of continuous and comprehensive evaluation:**

**Punctuality:** students become regular and punctual and make every effort to complete their home assignments and class work for their entire satisfaction. It makes learners to participate actively in learning process.

**Motivational value:** this scheme motivates pupils to remain in touch with their studies throughout the year otherwise most of the students prepare for their exams at the last moment of the academic year. Besides academics, it encourages students to participate in co-curricular activities also. It encourages learning by using various teaching aids, techniques and methods on the basis of student's feedback.

**Diagnostic value:** another plus point of this scheme is that it diagnoses the pupils' difficulties that he/she faces during learning. It applies strategies to find out individual learners' needs, interests, abilities, aptitudes and shows way for their unique development.

**De-emphasize memorization:** students in continuous and comprehensive evaluation have to understand the concepts instead of memorization. It develops power of thinking among students and ultimately his thought process becomes critical.

**Positive results:** it identifies learning progress of students at regular time intervals on a small portion of content which paves the way for their continuous improvement and positive outcomes.

#### **Demerits of continuous and comprehensive evaluation:**

**Time consuming process:** it does not mean that application of this scheme is wastage of time but it takes too much time of both students as well as teachers. On the part of students, they have to sit for multiple tests during their instructional course. And on the part of teachers, they have to evaluate and grade every individual student in these multiple tests.

**Increase in the work schedule of teachers:** as teachers are the builders of the nation, they have to take many responsibilities to prepare the youth for the future and besides, this short term evaluation increases his work schedule. Besides, there is a need of training, efficiency and resourcefulness on the part of teacher otherwise this is all in vain.

**Without external exams, it is incomplete:** short term tests depict the current situation regarding learning process but external examinations evaluate the child as a whole and provide grade as well.

**Stress on participation in activities:** even if students have not covered their syllabi, they have to participate in activities.

**Grading system:** one more drawback of continuous and comprehensive evaluation is that, no doubt most of the students get higher grade but those who acquire 8 more points than the other student does not get the higher grade but fall in the same grade. Those who get the score 90 and 100 will get the same grade. Thus it is considered as unfair for the students who acquire higher marks.

**Student gets stress:** continuous and comprehensive evaluation aims to lessen the stress of the students but grading system increases their stress because students remain very anxious throughout the year to acquire the higher grade.

**Favouritism:** internal papers are evaluated by the teachers of their own school so there is much chance of favouritism from the teachers' side.

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