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Research Paper

Continuous and Comprehensive Evaluation: An Understanding

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ABSTRACT

Continuous and Comprehensive Evaluation (CCE) is a holistic approach and has revolutionized the education sector by moving away from the traditional examination-based assessment system. Aim: This review aims were to explore about needs and importance of CCE. Methods: For this, literature has been looked for manually as well as through electronic resources like PubMed, Google Scholar. JSTOR, and Research-Gate. Conclusion: CCE promotes continuous learning, life skills, and real-world prep, but faces criticism for prioritizing projects over actual learning. Some students felt it gave teachers too much power, leading to favouritism.

Keywords: *Continuous, Comprehensive, Evaluation, Education, Learning*

The Continuous and Comprehensive Evaluation (CCE) system, introduced by the Central Board of Secondary Education (CBSE) and state governments in India, is a holistic approach to assessing student development. Mandated by the Right to Education Act 2009, CCE applies to students in grades 6-10 and 12 in some schools, focusing on regular evaluations rather than just year-end exams. By considering academic performance, skills, personality traits, and extracurricular activities, CCE aims to move beyond traditional exam-centric education. This system, widely used in Indian schools, especially under CBSE, is crucial for students, teachers, and parents to understand, as it promotes comprehensive growth and improved learning outcomes.

The Continuous and Comprehensive Evaluation (CCE) system aims to assess an individual's abilities and potential more accurately by looking beyond traditional exams. It acknowledges that learning includes practical skills, critical thinking, and personality growth, not just textbook knowledge. As noted by Herkel (2014), CCE is developed to enhancing education standards and is integral to the teaching-learning process. CCE focuses on the evaluation of both formative and summative aspects of an individual's progress. Formative assessment involves continuous monitoring, feedback, and improvement during the learning process [1].

Summative assessment, evaluates the overall performance and achievement at the end of a specific period. The implementation of CCE requires a shift in mind-set and teaching methodologies. It encourages educators to adopt innovative and student-centric approaches that promote active learning, creativity, and critical thinking. CCE is no doubt one

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innovative evaluation programme which really the strength to provide us feedback on the integrated development procedure of the children. There were several researchers reported that significant contribution of CCE on students' scholastic and non-scholastic achievement [2,3,4,5,6].

The concept of CCE was first introduced in the education sector. It is true that high stakes examinations have often been criticized for their negative impact on pupils‟ learning, specifically, promoting rote memorization of the content which often fails our students in real-world problem-solving situations. Position Paper on Examination Reforms (NCERT, 2006) notes that large software companies (NASSCOM) in India point out "19 out of 20 graduate applicants and 6 out of 7 post-graduate applicants are unemployable. They simply lack requisite problem-solving skills are indicating that our education system somewhere lacks in creating minds who can think creatively, divergently, and analytically [7]. This concern with inadequacy of education system to in still new world skills [8] are not confined to India only but shared by the entire world. Learning how to learn can only be achieved if effective learning practices are incorporated in student's curricular experiences [9], However, only reforming curriculum and pedagogical practices without changing ways of assessment associated with it is bound to create ripples of tension in the education system. These ripples can only be pacified by a parallel reform in assessment. Furthermore, assessment is often found to exert a controlling influence on curricular and pedagogic practices by promoting, teaching to the test‟. In wake of this realization, several policy documents since long have been advocating to incorporate assessment reforms and move towards the introduction of a comprehensive scheme of pupil evaluation that is child friendly, classroom centric and assesses processes of learning as they unfold on a regular basis. The report of Secondary Education Commission (1954) urged that "the emphasis on all- important annual examination should be reduced" and school records should be maintained to give a true picture of learners all round progress throughout the year by reducing the weightage of external examinations and numerical marking. Similarly, Kothari Commission (1964) pushed for assessment reform at all stages and CABE Committee on Examination Reform (1970) made wide ranging recommendations in this regard. In the similar wake, National Policy of Education (1986) advocated comprehensive methods of assessment that assess students on a continual basis rather than it being a secluded year end affair. This report also considered examination as a means of improving quality of education. It was followed by Programme of Action (POA) recommending several short term and long-term measures for carrying out examination reform at school level. Furthermore, 19th Annual Conference of the Council of Boards of School Education in India (1990) recommended the need of continuous and comprehensive internal evaluation and placing assessment in the classrooms in the hands of teachers. In continuation, NCF (2005) observed that "In the medium term, 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 implementable scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning. The scheme should take, into account the social environment and the facilities available in the school".

Various state boards of school education also have been implementing curricular and examination reforms based on the recommendations of NCF 2005. 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 [a]reduce stress on children; [b] make evaluation comprehensive and regular;

[c] provide space for the teacher for creative teaching; and [d] provide a tool of diagnosis and for producing learners with greater skills. It also mandates teachers to carry out formative assessment of pupils on an ongoing basis which involves-[a] Establishment of a classroom culture that encourages interaction and the use of varied assessment tools; [b] Establishment of learning goals, tracking of an individual student progress; [c] Use of varied instruction methods to meet diverse students‟ needs; [d] Use of varied approaches to assessing student understanding; [e] Feedback on student performance and adaptation of instruction to meet identified needs; [f] Active involvement of students in the learning progress.

CCE has revolutionized the education sector by moving away from the traditional examination-based assessment system. The traditional educational system has been running on the same cyclical pattern, wherein the students enrolled themselves in the institute. This is followed by them attending classes that are characterized by blackboard teaching, monotonous learning, and a lack of discernible interest in the classes. The uninspiring practices that continue in several schools and higher educational institutes are aimed at preparing the learners just to qualify for the examinations. CCE emerged as a response to the limitations of the traditional examination system, which primarily focused on rote learning and memory-based assessments. The traditional examination system in India not only discourages learning, but also snuffs out creativity. Such examination system retarded the joy of learning, create fear and anxiety in students and perpetuate dropout among majority of children. CCE advocates a school-based continuous and comprehensive evaluation system in order to: (i) reduce stress of children; (ii) make evaluation comprehensive and regular; (iii) provide space for the teachers for creative teaching and (iv) To provide a tool for diagnosis and for producing learners with greater skills [10].

Traditional Mode of Evaluation	**CCE Mode of Evaluation**
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 abilities.
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 both to 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 memorizing.	Overall growth and personality development.

In 2009, the Central Board of Secondary Education (CBSE) in India mandated the implementation of CCE in all affiliated schools. The aim was to shift the focus from a one-time examination-based assessment to a more holistic evaluation approach that considers the overall development of students. The introduction of Continuous and Comprehensive Evaluation (CCE) transformed the education system by shifting focus to ongoing

assessments, easing the pressure of high-stakes exams. It prompted teachers to embrace student-centered approaches, boosting active learning and skill-building. It is universal truth that student evaluation is essential for understanding what students are learning, how they are progressing, and how they can improve their performance. Therefore, it is necessary to understand the underlying dynamics and characteristics of student evaluation practices in India. Propriety, utility, feasibility, and accuracy are the core attributes of any student evaluation practice according to The Student Evaluation Standards. These standards were projected in the context of CCE. This survey covered 442 secondary school teachers predominantly in private CBSE schools of Kerala, investigating their judgment on the evaluation of students on these four attributes with reference to CCE practices. The scores revealed that there are some shortcomings in both the preparation and practice of CCE that underline the necessity of modifying certain aspects of student evaluation. Nonetheless, the empirical examination to comprehend teachers' perspectives in relation to both teachers' characteristics and school characteristics disclosed that they were mostly insignificant [11,12].(Samson & Solabarrieta,2018, Ali,2016). National Education Policy 2020 emphasized the objective of education which includes the intellectual, physical, social, moral, ethical, emotional aspects. It has transformed the education system by shifting the focus from rote learning to holistic development. It recognizes the importance of evaluating a student's overall capabilities, including academic performance, skills, and extracurricular activities. Continuous and Comprehensive Evaluation (CCE) fosters continuous improvement and personalized learning through regular feedback and assessments, offering a thorough insight into student growth. This approach provides a complete picture of a student's strengths and areas to improve, focusing on cognitive, affective, and psychomotor skills for overall development. CCE enables teachers to identify learning gaps using diverse assessment methods like assignments, projects, and observations, allowing timely support. Widely adopted in schools, CCE promotes a cooperative learning environment, driving holistic education both in and out of the classroom. The teacher Includes formative (during learning) and summative (end-of-term) assessments, employs written, oral, and practical evaluation formats. After completing the assessment activities, learners are given valuable feedback. The teacher guides and supports them to identify the problems. CCE motivates students and teachers to focus on learning improvement, not just scores.

Aim of CCE:

The main aim of the CCE can be grouped **-** [i]Evaluate and guide the students in all aspects of education. [ii] Improve learning outcomes by focusing on skills and cognitive abilities of students. [iii]Encourage regular assessment and constructive criticism. [iv]Reduce stress and pressure on students. [v]Enable the instructors with prolific teaching.

Features of CCE: These are the feature of the CCE

[a] Enables effective teaching.
[b] Conducts continuous assessment of student progress.
[c] Helps to create teaching-learning plans for future.
[d] Creates good attitude and imbibes good values in students.
[e] Helps to improve Scholastic as well as Co-Scholastic growth.
[f] 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.
[g] Encourages all round development of the students.

[h] Evaluation is comprehensive because evidence is obtained regarding pupils' abilities, interests, health, adjustment, achievement, character-in fact, every aspect of the total personality.
[i] improve institute's management along with teaching- learning methods with MasterSoft.
[j] Formal and informal assessment in scholastic areas is done using multiple techniques of evaluation continually and periodically. The causes of poor performance in some units are diagnosed using diagnostic tests at the end of unit/term test. These are followed up with appropriate interventions followed by retesting.

Assessment*:*
The assessments of the performance include both scholastic and co-scholastic activities. **Scholastic**: Curricular and core subjects-related areas are included within scholastic activities**.** Scholastic areas comprise all the activities that are related to various subjects within the academic curricula, the educator aims to align the cognitive domain objectives along with different subjects. To get a better understanding of this they can refer to Bloom's Taxonomy which is a framework to classify learning objectives.

These activities are
[a] Knowledge- This indicates the elaborate details associated with the subject matter; it also includes the ability to recall any information about the structure, pattern, and setting.
[b] Comprehension- This indicates the ability to understand whatever he/she is listening to and implementing it when and if required.
[c]Application- This indicates the ability to apply any theory or principle to solve a problem.
[d]Analysis- The ability to identify faults and fallacies.
[e]Synthesis- This relates to combining separate entities and elements into a whole.
[f] Evaluation - Ability to conclude something after thoughtful analysis of given variables.
The educators must ensure that the students participate in various activities in the entire subject guidance from the teachers; this is where the importance of continuous and comprehensive evaluation lies. In case the student falters anywhere the teacher should guide him/her accordingly. The learning objectives can only be achieved through online assessment and active engagement from the students combined with productive feedback.

Co-scholastic activities:
Life skills, attitudes, and values are included within co-scholastic activities. It has been a long and repetitive practice of most schools to focus more on the scholastic activities while ignoring the co-scholastic activities. With major educational reforms introduced over the years, schools and colleges alike have emphasized co-curricular activities. These activities include**:** [1] Life Skills [2] Attitude [3] Social Values.

[1] Life skills: The essential abilities that enable an individual to deal with any given situation tactfully and effectively are called life skills. In other words, these are psycho-social and interpersonal skills that help people to make decisions, make appropriate judgments, come up with innovative and creative solutions to a problem and enhance one's productivity. UNICEF, UNESCO, and WHO have enlisted ten core life skills are instrumental in dealing with daily challenges and overcoming difficulties.

The core skills are as follows:
[I] Self-awareness: self-awareness refers to the conscious knowledge and understanding of one's own character, feelings, motives and desires. It involves recognising own strength and

weakness, understanding own thoughts, emotion and behaviours, identify own values and goals, being honest with self, developing a sense of self identity. By cultivating self-awareness individual can gain a deeper understanding of them and make positive change to improve their lives.

[II]Empathy: Empathy is the ability to understand and share the feelings of another person. It is capacity to put oneself in someone else shoes and imagine how they are feeling. By practicing empathy, person can build stronger relationships, improve communication and create a more compassionate and understanding environment.

[III] Critical thinking: This is process of the analysing information, evaluating arguments and making informed decision. By developing critical thinking skills, individual can make more informed decisions, solve problems more effectively and navigate complex situations with confidence.

[IV] Creative thinking: This is the process of generating innovative ideas and solutions by thinking outsides the box and exploring new possibilities. By cultivating creative thinking, individuals can generate innovative ideas, solves problems more effectively and approaches changes with a fresh perspective. [V]Decision making: This is the process of selecting the best course of action from available options

[VI] Problem-solving: This is the process of identifying and resolving challenges or obstacles. These are the steps of this: [a] define the problem, [b] analyse the problem [c] generate solution [d]evaluate solutions [e] choose a solution [f] implement the solution [g] review and adjust.

[VII] Interpersonal relationship skills: This skill refers to the abilities and strategies used to interact and communicate effectively with others, building and maintaining positive relationships. Through these individuals can achieve personal and professional goal more smoothly.

[VIII] Effective communication: This is process conveying information, ideas and thoughts to others in a clear, concise and understandable manner.

[IX] Coping with stress: This is about managing and dealing with stress in a healthy way. These are the way to cope with stress more effectively: [A] exercise [B] Mindfulness: Practicing these technics like deep breathing or meditation [C] social support: discuss with family, friends, neighbours or to take professional help or consults with organisation and institute[D]Time management -Prioritizing tasks and managing time effectively can reduce stress[E] Self-care : Engaging in activities that brings joy and relaxation. These are the technics of stress management-[A] deep breathing[B] Progressive muscle relaxation[C] Visualization: imagining a peaceful and relaxing sense [D]Physical activities [E] Journaling: Writhing down thought and feelings to process and release the emotion

[X] Coping with emotions: This is about understanding and managing own feelings in a healthy way. By learning to cope with emotions in a healthy way, a person can improve his/her mental well- being and relationships.

These are the methods to Assess Life Skills: - [A] **Individual assessment:** This includes any activity or task which is performed by any student individually. [B] Group **assessment:** This

includes any single project or assignment that is assigned to a group of students wherein they collaborate and complete the task. [C] **Self-assessment:** Based on given criteria the students are supposed to evaluate their progress, understanding of subjects, knowledge, and skills, etc. [D] **Peer-assessment:** In this particular assessment students are paired in a group wherein one student assesses the work of another.

Attitude: Another important co -curricular activities is attitude. This is one of the most assured ways to identify a student's outlook and state of mind. The teachers must focus on the student's development of healthy behavior and attitude towards their teachers, peers, classmates, programs of the school, and the whole school environment. The institutes can make use of student tracking system to get complete track record of student's behaviour in institute.

How to Assess the Students' Attitude? Various techniques which can be utilized effectively to assess the student's behaviour are as follows: [a] Self-report inventories [b] Attitude scales [c] Survey [d] Interview [e] The biographical and essay methods[f] Projective tests[g]Error-choice techniques [f]Indirect observation.

Social Value: Social value refers to the benefits and positive impact that an individual provides to society beyond finical and economic growth. These are the aspects of social value-community engagement, social responsibilities, philanthropy, environmental sustainable, ethical practices etc.

The growing concern for the holistic development of students has urged the schools to put equal emphasis on co-curricular activities which include various recreational games and sports. It has been discovered that sports and any other activities contribute to beneficial physical development, character education, and social skills. Some of the noteworthy co-curricular activities include: Debates, Sports competition, Cultural programs, Story writing, Drama club, Yoga, Drawing.

***Implementation and steps of CCE**:*

Implementing of CCE effectively requires careful planning and coordination within educational institutions. Here are some key steps to consider when implementing CCE: [i] Clear Objectives: It's necessary to Clearly define the objectives and goals of CCE within the educational context. To implement CCE effectively, focus on: [ii] Train teachers thoroughly on assessment methods, grading, and feedback under CCE. [iii] Create varied assessment tools like tests, projects, and presentations that align with CCE goals. [iv] Set clear guidelines for consistent, fair evaluation across teachers and classes. [v] Use feedback to drive student improvement and goal-setting. This approach ensures CCE supports student growth effectively. [vi] Regularly monitor and evaluate the effectiveness of the CCE system. Collect feedback from teachers, students and parents to identify any potential issue and make necessary improvement. By following these steps, educational institutions can effectively implement CCE and reap the benefits of a comprehensive evaluation system that promotes holistic learning and development

Functions of CCE:

The Continuous and Comprehensive Evaluation (CCE) system has revolutionized student assessment by promoting regular feedback, reducing exam stress, and focusing on overall development. Its key functions include:[i] Tracking student progress consistently throughout the year.[ii] Assessing academic and co-curricular skills like social, emotional, and life

skills.[iii] Reducing pressure from single annual exams.[iv] Driving effective teaching strategies.[v] Aiding regular assessment for student progress.[vi] Identifying student strengths and weaknesses.[vii] Helping teachers adapt teaching techniques.[viii] Encouraging student self-assessment.[ix] Fostering good habits and error correction.[x] Tracking changes in attitudes and values.[xi] Reporting student progress over time. This holistic approach transforms education.

Relevance of CCE for Students

Getting CCE is a big deal for students because it shapes how their progress is tracked and evaluated. By engaging with CCE, students can build life skills, boost learning habits, and get personalized support. It promotes consistent study routines, helps tackle strengths and weaknesses, and preps students for challenges beyond academics.

The benefits of CCE can be explored that:

[a] A very common occurrence among students is that they get extremely stressed out due to exams; some even stay up all night just to revise that one chapter in which he/she has a problem. CCE is a useful tool that can be used to reduce the anxiety or fear which clouds their minds whenever the exams approach nearer.

[b]. The CCE evaluates the learning needs and abilities of students. With CCE, students can constantly test their abilities and put their best foot forward. The CCE allows teachers and students to identify the areas where students need more help.

[c] CCE helps teachers to systematize their strategies for effective teaching. Continual evaluation allows the teacher to detect weaknesses and identify certain students' learning styles. By identifying a student's learning difficulties on a regular basis, it helps in improving student performance.

[d] CCE is child-centric and treats each student as an individual. The purpose of this is to build on the unique abilities, strengths, and development of each child.

[e] Continuous and comprehensive assessment which is a crucial part of this evaluation structure helps to assess the progress of the students. **[**

f] The CCE provides teachers with various assessment activities that allow them to diagnose students' defects. When a teacher gives feedback of assessment activities, he/she helps students identify problem areas and provides feedback and support to help them improve their performance.

How Does Continuous and Comprehensive Evaluation Help a Classroom Teacher?

The CCE is as effective as useful for the teachers also:

[a] It helps the teachers to understand student's learning style

[b] Helps them to understand the problems faced by students collectively

[c] encourages them to try different teaching techniques for better results

[d] offers insights about the patterns in which students are learning.

[e] Enables them to guide the students on exact pain points.

A major plus of CCE is that it promotes continuous learning. By regularly tracking progress, teachers can spot gaps and adjust their teaching, making learning more personalized. These boosts understanding and academic performance. CCE also develops crucial life skills like critical thinking and problem-solving. Students are assessed on applying knowledge practically, not just exam scores, prepping them for real-world challenges.

Issues and challenges of CCE

Rolling out CCE in education comes with its own set of hurdles. Critics point out those continuous assessments might pile on the pressure for both students and teachers, given the constant monitoring and evaluations. Plus, subjective grading can lead to inconsistent results. Despite these challenges, many schools have adopted CCE for a more holistic approach. A study on CCE in Assam schools Islam, 2024 found it was partially successful but faced issues like inconsistent implementation, lack of teacher training, and infrastructure problems. Reforms in policy, teacher training, and inclusive assessment tools are recommended to make CCE more effective. The main concerns are increased workload and subjective grading, which can make it tough to compare student performance across schools or regions [13].

Critics also argue that CCE's focus on continuous evaluation might lead to teaching to the test, narrowing the curriculum and side lining non-assessed subjects or skills, which can hamper students' overall growth. On the flip side, CCE supporters believe it offers a more inclusive education by considering students' overall performance, not just exam results, prepping them for real-world challenge.

Future direction:

CCE is evolving with tech advancements and changing educational needs. Some key trends to watch:[I] Digital tools like online platforms and automated grading are streamlining assessments and giving instant feedback.[II] Data analytics is helping institutions make informed decisions and personalize learning.[iii] Competency-based assessment focuses on skills over subjects, aligning with modern workforce demands.[iv] Efforts are underway for global CCE standards, boosting international student mobility.[v] Future CCE will prioritize inclusivity, ensuring equitable assessments for diverse students.

As CCE evolves, it'll keep shaping education and assessment, prepping students for a changing world. Its impact has expanded beyond education to sectors like: [i] HR: CCE evaluates employee performance, identifies training needs, and informs promotions. [ii] Tech: It assesses software development, spotting issues early for efficient delivery. [iii] Healthcare: CCE ensures patient safety by evaluating healthcare pros' performance. [iv] Sports: Regular assessments help coaches tailor training for athletes. These are just a few examples of how CCE is being utilized in different industries. Its flexible and adaptable nature allows for its application in various contexts. Now, let's dive deeper into the importance and significance of CCE in these industries.

CONCLUSION

CCE is a game-changer for assessment and evaluation, originating in education and spreading to other sectors. Though some schools jumped on board quickly, teachers and students struggled to adapt from the old system. CCE promotes continuous learning, life skills, and real-world prep, but faces criticism for prioritizing projects over actual learning. Some students felt it gave teachers too much power, leading to favoritism. Others said workload shifted from exams to year-round projects and oral tests. Despite this, CCE aims to beat rote learning by focusing on understanding over memorization. It's expanded beyond education, offering a holistic view of progress. Effective implementation, clear goals, teacher training, and standardized tools can tackle concerns, making CCE a more inclusive and comprehensive experience.

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Conflict of Interest

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