

Continuous and Comprehensive Evaluation (CCE) approach in education

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What is the Continuous and Comprehensive Evaluation (CCE) approach in education?

- Continuous and Comprehensive Evaluation (CCE) **refers to a system of school-based evaluation of students that covers all aspects of students development.**
- It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are
 - **continuity in evaluation and**
 - **assessment of broad based learning and behavioural outcomes.**
- It covers all the domains of learning i.e. cognitive, affective and psychomotor domain
- In this scheme 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 the academic session.
- It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and for their self evaluation.
- The **second term 'comprehensive' means** that the scheme attempts to **cover both the scholastic and the co scholastic aspects of students' growth and development.**
- 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 like :**
 - Knowledge, Understanding/Comprehension, Applying,

Analyzing, Evaluating, Creating

- CCE is a process of assessment, mandated by the Right to Education Act, of India in 2009.
- This approach to assessment was introduced by state governments in India, as well as by the Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools.
- 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”

It's present status under NEP 2020

- The 2020 National Education Policy casts aside traditional modes of evaluation brought into being 34 years ago and paves the way forward with a more comprehensive and multidimensional approach to student assessments.
- As per NEP 2020 redesigned report cards will be “a holistic, 360-degree, multidimensional report that reflects in great detail the progress and the uniqueness of each learner in the cognitive, affective, and psychomotor domains”.
- The progress report will include self-assessment, peer assessment and teacher assessment.
- As per the new policy, a national assessment body – The Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH) – will be established.
- This centre will be responsible for setting standards, norms, and guidelines for the evaluation of students for all recognised school boards.