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## **CONTINUOUS AND COMPREHENSIVE EVALUATION: OPPORTUNITIES AND CHALLENGES**

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### **ABSTRACT**

*Evaluation plays an important role in the teaching learning process. It provides direction to both teachers and students to proceed in a systematic manner. Continuous & comprehensive evaluation is a particular process of evaluation,*

*which is school based and aims at all round development of the students. It includes continuity of testing with reasonable intervals and covering different aspect of curricular and co-curricular areas so as to help the student. Continuous means regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self evaluation etc. Comprehensive on the other hand attempts to cover both the scholastic and the co-scholastic aspects of a student's growth and development with both these aspects of the evaluation process being assessed through Formative and Summative Assessments. Comprehensive and continuous evaluation gives a more accurate and immediate feedback to the teacher and the students about the effectiveness of the teaching learning process. It is possible to assess the various aspects of what the students needs to live a good life with the zeal and systematical planning of teacher, only then we can expect good quality outcome as per the expectations of the country to education. Teachers are capable of executing CCE in an effective manner if adequate training, guidance, financial support, teaching materials and infrastructure are provided to them. Role of continuous and Comprehensive Evaluation (CCE) which is considered as very important when our aim is to improve learner's quality not only in the school subjects but also in their personal and social aspects(Rao 2006). The various studies conducted on CCE is the source for the paper This paper highlights the concept of CCE, teachers perception about the scheme of continuous and comprehensive evaluation, the problems they face while its execution and the suggestions in making CCE effective and fruitful on ground realities in challenging scenario of evaluation practices in Indian schools .*

## **INTRODUCTION**

Continuous and Comprehensive Evaluation (CCE) scheme refers to a school-based evaluation of students that covers all the aspects of a student's development. Continuous means regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self evaluation etc. Comprehensive on the other hand attempts to cover both the scholastic and the co-scholastic aspects of a student's growth and development with both these aspects of the evaluation process being assessed through Formative and Summative Assessments. It emphasizes two fold objectives. Continuity in evaluation and assessment of broad based learning. Comprehensive refers to the scholastic and the co-scholastic areas of the student's growth. Evaluation refers to a system of school based assessment that covers all aspects of student's development. Evaluation is a continuous process and is spread over the entire span of the academic session. The evaluation plays an important role in the teaching learning process. It provides direction to both teachers and students to proceed in a systematic manner. Continuous & comprehensive evaluation is a particular process of evaluation which is school based and aims at all round development of the students. It includes continuity of testing with

reasonable intervals and covering different aspect of curricular and co-curricular areas so as to help the student. The term “Continuous” have the continuity and regularity of assessment during the whole session or the regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures retesting and giving feedback to teachers and students for their self evaluation etc. Comprehensive on the other hand attempts to cover both the scholastic and the co-scholastic aspects of a student’s growth and development with both these aspects of the evaluation process being assessed through formative and summative assessments.

Evaluation simply is a process of collecting, analyzing and interpreting the evidence of students, progress to take further necessary action for better learning. Continuous assessment of learners, progress could be defined as a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performance during a given period of schooling (Falayalo, 1986). Evaluation is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. As testing evaluation is also concerned with identification of learning experiences and educative environment to produce changes in the learner’s behaviour. It involves information gathering, information processing, judgment forming, and decision-making. In recent years, there has been a growing concern for improving the quality of achievement of all students at elementary level. In this context the NPE, 1986 recommended that minimum levels of learning (MLL) be laid down at each stage of primary education and that steps be undertaken to ensure that all students achieve these minimum levels of learning. As a follow-up, the MLL for each subject form class 1<sup>st</sup> to 5<sup>th</sup> were stated in terms of competencies. Each competence constitutes an expected performance target that lends itself to criterion testing which is continuous and competency based. It becomes essential for the teachers to adopt a scheme of continuous evaluation that helps in confirming whether or not he learners have mastered the competencies or not. A competency also becomes a criterion to organize teaching-learning process, and at the same time to assess the students.

The Continuous Comprehensive Evaluation system introduced in schools under sometimes becomes a pain in the neck for teachers and even for students. Under the system, it becomes mandatory for the teachers to review every student on a weekly basis and then on a monthly basis. But the students especially in rural areas do not come to school for days together. Then, in such a situation, how can we assess the students on a weekly basis. Scenario of evaluation practices in schools certain empirical studies conducted at regional level in schools (Rao, Majula, 1998: 2001, 2002) and other studies reported the following:-

- Evaluation practices carried out in schools are still conventional in their nature and purpose.

- Continuous assessment is not followed systematically.
- Competencies are not assessed through planned procedures of evaluation.
- Assessment of wrong thing. One doesn't get a fair and realistic picture of what students have actually mastered.
- Formative feedback is not provided.
- Learning difficulties are not identified.
- Remedial instructions are not provided.
- The personal and social qualities are totally ignored due to lack of awareness of what to be evaluated and how to evaluate.
- After getting orientation the teachers not conduct CCE in actual classroom situation.
- Due to certain factors sometimes the evaluator is biased and teacher is unable to find out on which competency the student has mastery.
- The personal and social qualities are totally ignored due to lack of knowledge of the evaluator on what to be evaluated and how to evaluate.
- Due to be over crowded classes, sometimes CCE becomes only show off.
- The marks awarded in the examination do not indicate the level of proficiency of pupils in the subject. The marks are not of enough help to motivate the pupils to improve their learning because the present system of evaluation lacks reliability, validity and objectivity.

### **PROBLEMS FACED IN CONTINUOUS AND COMPREHENSIVE EVALUATION**

- ❖ Lack of well trained teachers for evaluation.
- ❖ Lack of knowledge and skills related to evaluation.
- ❖ Lack of time to assess whole things.
- ❖ Expectations of the Head teachers and the colleagues to complete the syllabus in time.
- ❖ Lack of continuous updating of teacher judgments about learners which permit cumulative judgments about their performance to be made.
- ❖ Lack of awareness of parents for CCE.
- ❖ Overburden on the part of teachers.
- ❖ Difficult to assess the all students in overcrowded classes.
- ❖ Lack of facilities in remote areas schools to maintain the record of all students. Furthermore, the in-service programmes planned for the teachers have inadequate inputs in evaluation and do not create avenues for practical exercises during the training sessions.
- ❖ Difficult to assess learning disables students in class.

### **SUGGESTIONS FOR CONTINUOUS AND COMPREHENSIVE EVALUATION**

In spite of the challenging scenario, if the following strategies and solutions are taken into consideration than no doubt the CCE will be successfully used in our classroom.

- ❖ Proper monitoring and supervision under the observation of experts is needed to manage the evaluation.
- ❖ Orientations, workshops should be managed to all the personal who are involved in the process of evaluation.

- ❖ The principal and the teachers should develop an action plan indicating the scheme of evaluation, identifying the task and role of different teachers, different activities and their time schedule, mode of implementation and feedback, mechanism along remediation strategies.
- ❖ The institute like NCERT, SCERTs, DIETs may prepare diagnostic and criterion referenced tests for different classes.
- ❖ Question Banks may be developed to assist the teachers in making tests for frequent testing.
- ❖ Teachers need to observe the learners more keenly to assess their affective outcomes, and there will be records to be kept on the learners. All these could mean more work to the teacher, more demand on his or her time and more responsibility on him or her. This means they must be professionally prepared for operating the system.
- ❖ Teachers should be encouraged to form favorable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement it.
- ❖ Record keeping is also one of the biggest challenge especially where the teacher have not the basic knowledge of teaching aids like computer learners records have to be adequately and meticulously kept over a long period of time. They should be properly stored. Scores may have to be combined from different sources using various weights.
- ❖ Teachers need basic arithmetical operations of addition and multiplications etc. so that scores will not misplaced, marks books or registers for learners could be used.
- ❖ Formative feedback is must for providing remedial instruction for classes.

## **CONCLUSION**

The purpose of education should not just to assess the level of growth, but more to improve it. So, the necessary feedback is required to reinforce the educational process. Comprehensive and continuous evaluation gives a more accurate and immediate feedback to the teacher and the students about the effectiveness of the teaching learning process. It is possible to assess the various aspects of what the students needs to live a good life with the zeal and systematical planning of teacher, only then we can expect good quality outcome as per the expectations of the country to education. Teachers are capable of executing CCE in an effective manner if adequate training, guidance, financial support, teaching materials and infrastructure are provided to them.

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