

CONTINUOUS AND COMPREHENSIVE ASSESSMENT –OPPORTUNITIES AND CHALLENGES

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Abstract

The subject of examination and evaluation occupies an important place in the field of education. It is necessary for parents and teachers to know from time to time how the pupils are progressing and what their attainments are at any particular stage. It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standard of Education. It becomes essential for the teachers to adopt a scheme of continuous evaluation that helps in confirming whether or not his learners have mastered or not. Evaluation is done to measure the knowledge and understanding outcomes, the evaluation of non-cognitive aspects like attitudes, appreciation, interests, personal and social qualities of students are seldom carried out, evaluation practices carried out in schools are still conventional in their nature and purposes. Selection of the most appropriate techniques for a situation and development the necessary tools as well as making decision upon the periodicity for the same is must in the challenging scenario of education.

Introduction

Continuous and comprehensive evaluation helps in improving student's performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance. The scheme of continuous and comprehensive evaluation has inbuilt flexibility for schools to plan their own academic schedules as per specified guidelines on CCE.

Continuous and comprehensive evaluation is an education system newly introduced by [Central Board of Secondary Education](#) in [India](#), for students of sixth to tenth grades. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever..

How Does CCE Help a Classroom Teacher?

CCE plays an important role in teaching learning process as it gives direction to both teachers and students to proceed in a systematic manner. It helps a classroom teacher in following ways:

- a. It is helpful to improve student learning through diagnosis of their performance.
- b. It strengthens evaluation procedure.
- c. It is helpful to identify learning difficulties in mastering certain competencies and the intensity of such of learning difficulties.
- d. To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competency.
- e. To encourage students for self-evaluation.
- f. In selecting of various instructional aids as a supportive system in mastering the competencies.

Evaluation of Scholastic Aspect

In evaluation & scholastic aspect there comes question:

1 What is to be tested?

All the school subjects like English, Hindi, Math, Social Science, Science etc can be tested.

2 How can these be tested?

With the help of written test, oral tests, practical tests, project work, seminar, diagnostic tests, quizzes, etc.

Evaluation of Co-scholastic Aspect

There is question:

What can be assessed?

Personal and social qualities as truthfulness, cleanliness, punctuality, co-operation, emotional stability, interests, attitude, values (responsibility, honesty) and co-curricular activities like dance, drama, scouting, creative writing etc.

How can these be assessed?

Each school can select five-six personal and social qualities which they can evaluate on the resources and facilities available. The letter grade of 3-point with descriptive remarks regarding the co-scholastic areas may be reported on the report card of the student. CCE may contain enough flexibility to be put into real practice, in schools of all types, as the main purpose of CCE, is to improve the level of performance and proficiency of the students and not just to assess it.

In view of getting a complete image of learning, assessment should focus on the learner's ability to -

- learn and acquire desired skills related to different subject areas;
- acquire a level of achievement in different subject areas in the requisite measure;
- develop child's individual skills, interests, attitudes and motivation;
- understand and lead a healthy and productive life;
- monitor the changes taking place in child's learning, behaviour and progress over time;
- respond to different situations and opportunities, both in and out of school;
- apply what is learned in a variety of environments, circumstances and situations;

- work independently, collaboratively and harmoniously;
- analyze and evaluate;
- be aware of social and environmental issues;
- participate in social and environmental projects and causes;
- retain what is learned over a period of time.

Schools of the future will need to develop in their learners the ability to take risks, to be adaptable, to be flexible, to cope with constant change and become lifelong learners. In this context, learners become dynamic leaders with their teachers as enablers.

Challenging Scenario of Evaluation Practices in Indian Schools:

There are a number of answers to the question of why it's so difficult to improve teaching practices in India, but one fundamental stumbling block is our existing evaluation framework. The rigid demands of end-of-term examinations that reward rote memorization and surface-level understanding rather than higher-level comprehension of concepts have been slow to shift. As a consequence, attempts to establish innovative and progressive pedagogical practices have struggled to take hold.

It becomes essential for the teachers to adopt a scheme of continuous & comprehensive evaluation that helps in confirming whether or not the learners have mastered the competencies or not. It is a very well known fact that usually evaluation is done to measure the knowledge and understanding outcomes. The evaluations of skills as well as higher mental abilities are neglected to great extent due to any reasons or factors.

The Continuous Comprehensive Evaluation system introduced in government Schools under the Right to Education (RTE) Act sometime 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? Simultaneously The RTE doesn't allow failing a student till class VIII in many cases, children don't have the knowledge as per the classes they are studying in,' But there is no specific rule or option for the progress of such students. Then CCE seems fails to serve its purpose.

The education departments lack technical, operational and implementation expertise to put the CCE mandate into effective practice. Spurred by legal deadlines^[1], many are rushing to put in place ad-hoc solutions, such as new report cards or quick orientations for teachers. This focus on the short term race to fulfill requirements, however, poses a severe risk that states will miss a rare opportunity: To design and implement meaningful child-level evaluations that provide teachers with the data and insights they need to drive a qualitatively different level of learning in their classroom

Conclusion

Continuous and comprehensive assessment is not an end in itself. The purpose of educational evaluation 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.

UNDERSTANDING THE CONCEPT OF CONTINUOUS AND COMPREHENSIVE EVALUATION AT SCHOOL LEVEL

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Abstract

India boasts of 3.1 million schools (approx) and more than 34 school examination boards. Every board has its own mission and vision but all goes with aim of education to make child capable of becoming responsible, productive and useful member of society. For this our traditional examination is no longer capable to measure the all-round development of the child, so cop up with this problem continuous and comprehensive evaluation system is introduced. The continuous and comprehensive evaluation plays an important role in teaching-learning process. Continuous and comprehensive evaluation refers to a particular process of evaluation which is school based and aims at all-round development of students. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students.

Keyword- CONTINUOUS AND COMPREHENSIVE EVALUATION

India boasts of 3.1 million schools (approx) and more than 34 school examination boards. Every board has its own mission and vision but all goes with aim of education to make child capable of becoming responsible, productive and useful member of society. Education aims at making students capable of becoming responsible, productive and useful members of a society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in 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.

Evaluation plays an important role in the teaching learning process which guides both teachers and students to proceed in a systematic manner. Due to the importance of evaluation in the teaching learning process various committees and commissions gave their recommendation to improve the quality of evaluation .The Hunter commission (1882), Calcutta University Commission or Sadler Commission (1917-19), Hartog Committee Report (1929), The report of Central Advisery Board or Sargent Plan (1944),