

Continuous and Comprehensive Evaluation

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Introduction

School education is a matter of concern both nationally and internationally. The future human resources will depend the quality of education given to the younger generation. In our country concerted efforts have been made to improve the quality of school education by providing variety of input through various incentives and schemes such as Sarva Shiksha Abhiyan (SSA). In this Endeavour, Evaluation is considered an important tool for improving learning. Evaluation has always been considered as integral part of teaching learning process and impacts the all round development of child. Hence it is essential to focus on evaluation for all round development of children i.e. cognitive, affective and psychomotor domains through various activities in the schools. The holistic approach of evaluation of children in all these domains is what we call Continuous and Comprehensive Evaluation (CCE). The concept of CCE has been advocated in Indian education system in the seventies after deliberation and discussion. The Kothari Commission (1964-66) made its recommendation with a view of improving the quality of education.

Historical Background (Perspective)

Evaluation is an inseparable component of the teaching- learning process. It is the process, which is carried out during or after the instructional programme to ensure that learning is proceeding in the desired direction. It ensures whether the objectives of the curriculums are being achieved or not. The information gathered through a systematic process of evaluation is used for taking important decisions, not only about the learner, but also about the entire instructional approach including objectives, curriculum, teaching strategies and techniques of evaluation. The historical backgrounds are depending upon the evaluation process used in the ancient time to latest on the work on education system. Perhaps, evaluation is the only component of educative process in which least change has taken place, through different commissions and committees have put largest number of suggestions forward in this regard. Before As early as in 1902, the Indian Universities commission set up by Lord Curzon remarked that it was beyond doubt that teaching in India was subordinated to examination. The Calcutta University Commission (1917-19) also expressed similar views, and emphasized the need of establishing separate examination boards for conducting examinations for school stage. Hartog Committee (1929) also expresses concern about the dominance of examination over the entire system of education. During the post-independence 1947 commissions and committees recommended quality improvement through evaluation .It would be that of examination system expressing deep concern regarding the incredibility of examination system, the commission called for immediate steps to be taken in order to introduce valid, reliable, and objective modes of evaluation.

1. UGC (1948) credit to class work in the course reservation of 1/3 marks in each subject for work done during the course of instruction.
2. Mudaliar Commission (1952-53) Use of school records maintained by the teacher to gather with external examination marks in the final assessment.
3. Kothari Commission (1964-66) and NPE (1968) combining external and internal assessment to form a certificate of performance.
4. NCERT in collaboration with Rajasthan Board of Secondary Education (1969) experimented the scheme of internal assessment.
5. Central Advising Board of Education (CABE-1971)-Suggested display of performance in both external and internal evaluation in the board examination.
6. NPE (1986) CCE so as to make evaluation broad based in favors of internal assessment.
7. NCERT (1989) brought out a document Comprehensive Evaluation in Schools.
8. Jawahar Navodaya Vidyalayas since 1989 implemented a scheme of CCE.
9. NCFSE (2000) Evaluation must facilitate all round development of the students. It will, therefore be desirable to have school based system of students evaluation both formative and summative from I to XII. Hence, school based evaluation in the form of CCE be implemented.

10. NCF (2005) strongly recommended use of CCE for student assessment.
11. RTE (2009) recommended CCE as a assessment device at elementary stage for ensuring quality in education.
12. DEME-NCERT (2010) Developing a Model Scheme of CCE based on NCF-2005.

What is CCE?

To get the answer of this question, it is necessary to understand the meaning of three terms i.e. Continuous, Comprehensive and Evaluation.

- **Continuous:** The continuous aspect of CCE takes care for 'continual' and 'periodicity' of evaluation.
- **Continual-** Evaluation of entry of entry-behaviour (placement evaluation) and evaluation during teaching learning process (formative evaluation) done informally using multiple techniques of evaluation.
- **Periodicity-** Evaluation of performance can be done daily through observations /oral questions or done at the end of unit/term (summative) using criterion referenced tests and multiple techniques of evaluation.
- Besides, the diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance are diagnosed using informal techniques and also by diagnostic tests. These are purposefully remediated by giving interventions followed by retesting.
- **Comprehensive:** Comprehensive refers to evaluation of all round development of children not only cognitive aspects. It covers curricular, co-curricular and Personal Social Qualities (PSQs). Curricular areas include subject specific contents and other co-curricular activities such as literary, scientific, cultural, games and sports, scouting, NSS, NCC, and first-aid etc. and personal social qualities like as cleanliness, punctuality, co-operation, discipline etc., interests attitudes and values. The expected qualities are embedded in National Curriculum Framework-2005 (NCF). These must be developed in the children and only then these are to be evaluated by teachers.
- **Evaluation:** Evaluation is the process of finding out the extent the changes in the growth and developments have taken place in the children. The evaluation process is very broad and involves four major steps:
 - Collection of Evidences
 - Analysis of evidences
 - Interpreting the outcomes of analysis and making judgments about the child's progress
 - Taking decisions

The judgment can be taken with the following points:

1. Self reference- How the child is progressing with reference to self?
2. Criterion reference- How the child is doing with respect to a set of predetermined criterion.

3. Norm reference- What is child's status with respect to his /her peers or class or age group?

CCE is a regular assessment of all the aspects of pupil growth and development.

Why is CCE?

- To know the growth and development of a child related to various aspect of the personality.
- To make evaluation an integral part of teaching learning process.
- To use evaluation for improving student's achievement & teaching learning strategies on the basis of regular diagnosis followed by remedial measures.
- To make sound judgment and take timely decision about the learner, learning process and the learning environment.
- To maintain desired standards of performance using evaluation as a quality control device.
- To provide scope for self evaluation by teachers and students.

Importance of Continuous and comprehensive Evaluation

- Understand student progress in specific time and related with specific content.
- Know the variety of diagnostic tests according to needs abilities of students.
- Avoid negative comments about learners' actions.
- Encourage the students for active participation in learning process.
- Overcome the limitations of summative evaluation from which some of the learning difficulties could not assessed.

Salient Features of a CCE

CCE must have the following features:

1. It should be simple enough for the teachers to understand and implement.
2. It should be flexible in nature so that all types of schools may adopt or adapt as per available infrastructure and resources in the schools.
3. More emphasis should be given on enhancing learning and less on certification.
4. Scope for development and evaluation of various aspects of child's development must be taken care of.
5. Ample scope should be given for diagnosis and remediation of learning difficulties.
6. There should be scope for use of various tools and techniques for evaluation of child's performance by way of formative and summative testing.

Purpose of CCE

The basic question arises why there is more emphasis on CCE when schools and a large number of education boards are already doing evaluation and certification of students. To get the answer of this, first of all we must be aware about the shortcomings in the present evaluation system and then answer above question. Major shortcomings of the present evaluation system are-

- IT does not cover all the areas of pupil growth.
- Too much emphasis on memorization ignores meta-cognitive abilities.
- IT is not measure of student's potential as it samples only a fraction of the course.
- Public examination pattern is followed at lower level without any diagnosis and remediation.
- Whatever is to be tested, is taught, hence it is totally examination centered system.
- It promotes only selective learning.
- Psychological fear and tension is created among children.

To overcome the limitation of public examination system and to evaluate a child comprehensively on regular basis, a scheme of CCE is needed. The scheme should empower teachers and schools to evaluate and enhance the learning levels.

Further, the commitment of the Government of India to provide quality education till elementary stage is reflected in the Right to Education Act- 2009 (RTE Act-2009). Therefore, to overcome the shortcomings of the present evaluation system and to implement RTE Act-2009, there is a need to have a functional CCE scheme in schools. The scheme must be flexible, simple, implementable and workable. Therefore CCE should take account the following:

- Make evaluation an integral part of teaching learning process.
- Use evaluation for improving student's achievement and teaching learning strategies on the basis of regular diagnosis followed by remedial measures.
- Make sound judgment and take timely decision about the learner, learning process and the learning environment.
- Maintain desired standards of performance using evaluation as a quality control device.
- Provide scope for self evaluation by teachers and students.

Areas of concern in CCE

Elementary education is a crucial for children's development being the formative stage. CCE can be the most effective tool for enhance learning. So for this sage the CCE scheme should be simple without putting pressure on teachers as well as on students and should be helpful in improvement of teaching learning process. The evaluation outcomes of learning must help the low achievers to improve their performance through remedial measures. For the success of the scheme, it is therefore necessary to build capacity of

teachers to do remedial teaching for weak students on the basis of feedback received under the CCE scheme.

The scheme of CCE will benefit the students only when teacher use the feedback from evaluation meaningful and judiciously.

Under this scheme broadly three areas i.e. Curricular areas, Activities related to curricular areas and Personal Social Qualities are covered in the scheme.

Curricular Areas:

In general, curricular areas are being evaluated in the school by different ways in the schools but diagnosis of learning difficulties and providing timely remedial measures are missing in most of the schools. The evaluation is used in the name of examination periodically and feedback is used for improvement of teaching learning process.

In curricular areas there should be both formal and informal evaluation of teaching by teachers as a part of CCE. In fact, teachers do informal evaluation of students while teaching by way of asking questions orally and getting responses orally from students. Besides, teachers also evaluate students by just eye contact, a good teacher can make out from the expression on the face of a student whether the student has understood what was taught or not. Also call work and home work given from time to time which is checked but not formally evaluated by awarding marks or grades from a part of informal assessment. Further, peer evaluation and self evaluation may also used as a part of informal evaluation under CCE. In CCE more emphasis should be given on informal methods of evaluation. For doing informal evaluation more systematically, the following points are:

- Questions are to be put to all students randomly not only to few bright students. Hence, the involvement of the whole class is must; with this all students will be attentive and participate in teaching learning process.
- Questions should be pin pointed on what is taught and what is expected from the student to imbibe.
- Come prepared with the varieties of questions are to be asked in the class.
- Keep mental record of the students who responded properly and who could not reach up to mark? Or who could not be responded at all? Or who could not understood this question?
- Give at times a small test of 4-5 questions to test the writing ability or problem solving abilities of the students.
- Students may be asked to have a separate note book for such types of informal testing.
- Head master/ principal should encourage the teacher to do more and more informal testing.

Formal Testing

Through CCE requires multiple techniques to be employed frequently, a suggestive formal testing are:

- i. Only five unit tests may be given in a academic year in curricular areas after a interval of 2 months. The weightage of each unit test may be equal. There is no need of consolidation of performance of students in different unit test.
- ii. Only three unit tests and two term tests may be conducted. The marks/grade awarded in unit tests before the 1st term test may be added.

Curricular Related Activities

The various activities such as debate, recitation, creative writing, music, drama, dance, painting, drawing, games, sports and other outdoor and indoor activities were termed as non-scholastic activities. But NCf-2005 has considered that all activities being organized in the school are essentially a part of curriculum should not be considered as additional or add on task.

Therefore, these activities are also curricular activities in the scheme of evaluation.

1. Personal and Social Qualities (PSQs):

Personal Social Qualities are the elements of affective domain.

2. Record of health and Physical Status:

The school has to maintain Health and Physical Status of the child. For keeping the record on health and physical status of the students, the school will take the help of nearby health centre or doctor for examine and reporting purpose. This may be done on a specific proforma giving general information about the student. This is to be done twice in an academic session i.e. beginning of the session and in the mind of the session. The school has to intimate in time to parents about the general health of the child.

Role of Teachers

- To provide relevant information to Head/ incharge of the school on time.
- To discuss the scheme with Head teacher and other team members.
- To participate actively in meetings.
- To use multiple techniques of teaching and evaluation.
- To organize remedial teaching and enrichment programmes.
- To interact with parents at length regarding students assessment.
- To keep a comprehensive record of students' progress regularly and periodically in the prescribed proforma developed in school.
- To develop unit tests, diagnostic tests, remedial materials and anecdotal records for evaluation of students attainment.
- To note down the lacunae and shortcomings of the scheme to communicate to incharge primary.
- To make efforts to ensure cooperation and participation of parents in the success of the scheme.

Conclusion

According to Vivekananda, "Education is the manifestation of divine perfection already existing in man". Evaluation methods when practiced will lead to this. Continuous and comprehensive evaluation facilitates students' effective learning as well as their all round development of personality with its multiple evaluation tools and techniques and corrective measures. By using this particular evaluation technique, the teacher can turn ordinary students into active learners. By facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping the teacher to realize the effectiveness of teaching learning process, continuous of teaching technique prove itself as a boost to student. Thus it is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education.

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CONTINUOUS AND COMPREHENSIVE EVALUATION: A PARADIGM SHIFT IN ASSESSMENT SYSTEM

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