

## **Continuous and Comprehensive Evaluation- Opportunities & Challenges**

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### **Abstract**

*Continuous and Comprehensive Evaluation is the chief concern of teachers, the greatest premium of parents and the first anxiety of the students. End products of all educative efforts are appraised by evaluation. It is a process of making judgments that are to be used as a basis of planning; it consists of establishing goals, collecting evidence concerning growth or lack of growth towards goals, making judgment about the evidence and revising procedures and goals in the light of judgments. It is a procedure of improving the product, the process and even the goals themselves. In every educational system we find that there are some objectives through which it aims at bringing about some changes in the pupils. In order to bring about those changes, learning experiences are provided in the schools. The success of learning experiences judged on the basis of*

*behavioral changes noticed in to the students for this evaluation is a very much helpful tool. CCE Teachers' Manual notes, 'no educational scheme can succeed unless the teachers are adequately prepared for executing it and have faith in its worth' (p.104), thus, suggesting that the real implementers of any educational change are teachers. This paper explores the challenges faced by teachers in the implementation of CCE.*

## **Introduction**

Evaluation is recent scientific concept and more comprehensive term introduced to design a more comprehensive concept of measurement than is applied in conventional tests and examination. The more emphasis in evaluation is upon broad personality changes and major objectives of educational program. These include not only subject matter achievements but also attitudes, interests, ideals, way of thinking, work habits and personal and social adaptability. According to Clara M. Brown: "Evaluation is essential in the never ending cycle of formulating goals, measuring progress towards them and determining the new goals which emerge as a result of new warnings. Evaluation involves measurement which means objective qualitative evidence. But it is broader than measurement and implies that considerations have been given in certain values, standards and that interpretation of the evidence have been made in the light of particular situation." Evaluation in its broader concept includes appraisal of academic and non academic aspects of education. It includes all the changes that take place in the development of balanced personality and measures the quality of head, heart, health and hand of an individual.

## **Basically Evaluation is:**

- It is a technical term recently brought into use. It attempts to measure a wide range of objectives and includes qualitative and quantitative observations.
- It is concerned with the total personality of the pupils and attempts to gather evidence on all aspects of personality development.
- It takes I to account the previous achievements of the pupils and thus determines the rates of his progress. This helps the evaluator to make as estimate of the future progress.
- It uses a variety of techniques such as achievements, attitude, personality and interest tests, work habits and in fact all modern techniques including sociometric techniques.
- It is a cooperative process, inter-relating students, teachers and parents.

Evaluation is wider, more comprehensive and continuous process of assessing student's progress. Evaluation is integrated with the whole task of education and its purpose is to improve instruction and not merely to measure its achievement.

### **Evaluation procedure**

Evaluation is integrated with the whole task of education; its purpose is to improve instruction and not merely to measure its achievement. It is this inextricable relationship that is fundamental to the new form that has been launched. In its highest sense, evaluation brings out the factors that are inherent in student growth such as proper attitudes and habits, manipulative skills, appreciation and understanding in addition to the conventional acquisition of knowledge.

For an evaluation procedure to be complete, it must pass through three well defined steps which are:

**Step-I:** Formulating objectives of teaching and translating them in terms of desired changes to be brought about in child.

**Step-II:** Determining and providing learning experiences appropriate to the objectives.

**Step-III:** Preparing tools of evaluation to measure or assess the extent to which the contemplated learning experiences have actually taken place in the child.

**According to Dr. Bloom,** in evaluation:

1. We have to see where the students were at the beginning and what changes are occurring.
2. We have to obtain a record of changes in the learners by using appropriate methods of appraisal.
3. We have to judge how good the changes are in the light of the evidences obtained.

So the process of evaluation involves some sort of inter relationship among objectives, learning experiences and evaluation tools. This can be represented in the following **“Triangle of evaluation”**

Evaluation is the process in which we try to get an answer of the following questions:

What are we aiming at?

What are we actually doing?

How do our means compare with our ends in view?

How do we improve our procedures to achieve our end?

The answers of these questions result in the following steps of evaluation:

Defining the objectives

Using evaluative instruments and techniques in determining status and changes in status

Using appropriate statistical techniques in interpreting findings

Setting up methods by which improvement can be put in to practice

In Short evaluation is the scheme of collecting evidences of behavioral changes and judging the direction and extent to such changes. This necessitates a clear understanding of the objectives of teaching both for the purpose of providing worthwhile learning situations for testing.

### **Need of Evaluation**

In the teaching learning process, some sort of checking by some one is essential. Now the issue is what should we have out of tests, examinations and evaluation? Evaluation being a broader term and it being more useful in the larger interest of the learners need be used. Moreover, it is scientific and it devoid of the defects of traditional examination system.

Evaluation involves objectives, learning experiences and tools and devices which are to be used. Naturally it is bound to yield better results.

It being a continuous process, exercises a great influence on the pupils study habits. The students, therefore, study regularly and punctually throughout the year.

It takes into consideration the overall development of the personality of the learner.

It takes the help of a number of devices of evaluation such as written examination, oral examination, practical examination, observation, interview, check list, case study etc. all this is bound to yield far better results as compared to the traditional examination system.

It helps in making sound educational decisions.

The parents send children to the schools for their all round growth and development. Naturally they are ever keen to know about their wards. Evaluation of the children helps the parents in knowing fully about their progress.

It helps in bringing about improvement in the curriculum.

It helps the administrators, the teachers and the students. Shortcomings of different types come to light with the result that the administrators, the teachers and the students can improve themselves accordingly.

### **Problems identified in Continuous and Comprehensive Evaluation:**

1. Continuous and Comprehensive Evaluation is the chief concern of teachers but teachers are grappling with multitude of problems while doing continuous and comprehensive evaluation of the students, such as:
2. **Deficient assessment literacy:** Teachers lacked appropriate knowledge in the construction of diverse assessment tools and the related issues of validity, reliability, objectivity etc.; development of assessment criteria and providing individualized feedback to learners.

- 3. Preoccupation with managerial roles:** Over emphasis on evidence collection, completion of records was leading to loss of learning time, eventually, decaying the quality of teaching- learning process.
- 4. Teachers' Perception about curriculum,** subject matter, teaching, and learning has been shown to influence classroom practices; which in turn have consequences for student outcomes.

Apart from these, various functional impediments, such as, Paucity of resources, stressing the quantity of assessment, dealing with large number of class sizes, inhibiting role of school administration etc. posed challenges under which even the most change committed teachers felt exasperated

### **Challenges faced by Teachers in Continuous and Comprehensive Evaluation**

In this paper I am concentrating to mainly the points of continuous assessment that could be specially associated with the teachers as they are the main implementers of the programmes. 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.

**1) Scenario of evaluation practices in schools-** Certain empirical studies conducted at regional Time given how exhaustive the CCE process is in terms of evaluating students, it becomes too tedious for teachers to keep on recording student performance aspects and then map these to the set matrix of co-scholastic indicators and rate them at the time of terminal or annual evaluation.

**2) Subjectivity** – This is always a controversial issue when dealing with rating scales to evaluate students. The subjectivity is driven by individual perception, value system, personal preferences and the like. So for example, while evaluating an indicator like “Attends hoisting of National Flag with respect and decorum”, how does one differentiate between a student to be rated at 2 as against a student rated at 4. This is because it's really a binary case where someone either attends with respect or not. “Mildly respectful” will always be so difficult to judge!!!

**3) Vastness** – The CCE Pattern requires teachers to rate against approx. 180 indicators per student. Now, do the Math's. Take an average class size of 40 that requires a teacher on an average to do 7200 ratings per evaluation, be it term or annual. i.e. 36000 decision points for a 5 point rating scale!!! Moreover, there is very little time to do a rigorous job of the ratings. So what happens is that the teachers eventually tread the path of least controversy, avoiding cases of extreme low ratings thus leading to most students getting either a 4 or a 5.

### **Other challenges-:**

- Evaluation practices carried out in schools are still conventional in their nature and purposes.
- Continuous assessment is not followed systematically in those schools where teachers are trained in in-service programmes.
- Competencies are not assessed through planned procedures of evaluation.
- Assessment of wrong things or the same range of things too often is carried out. One doesn't get a fair and realistic picture of what students have actually mastered.
- Undue reliance on recall is found, rather than enabling the students to transfer and apply what they have learnt to different concepts and problems.
- Formative feedback is not provided. Learning difficulties are not identified.
- The personal and social qualities are totally ignored due to lack of awareness of what to be evaluated and how to evaluate.
- Remedial instruction is not provided
- lack of knowledge and skills related to evaluation ii)
- lack of facilities and time iii)
- expectations of the Head teachers and the colleagues to complete the syllabus in time
- the social requirement of information and external accountability.
- 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.

### **Requisites:**

- The role of continuous and comprehensive evaluation becomes very important when our aim is to improve learners' quality in the cognitive as well as in the non-cognitive domains. It would be reasonable to regard continuous assessment in the context of school as a continuous updating of teachers judgments about learners that permit cumulative judgments about their performance to be made. Some important points to be considered for implementing continuous and comprehensive evaluation are:
- Careful examination of the course, and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance.
- Knowledge and ability to construct assessment tools that are criterion based appropriate for assessing the competencies.

- Careful planning of the competency based teaching procedures. There should be congruence between teaching and assessment without which assessment would become distorted.
- Comprehensive evaluation of competencies as well as personality traits and attitudes.
- Improvement in the quality of education through reforms in the context and the process of education, school facilities, additional teachers, laying down minimum levels of learning, and emphasis upon continuous and comprehensive evaluation.
- Encourage development of cognitive skills and de-emphasize rote learning
- Make the entire education process a student-centric activity
- Help develop cognitive, psychomotor and interpersonal skills
- Make holistic evaluation an integral part of entire education process
- Improve student's accomplishments through regular diagnostics and remedial instructions

### **Conclusion:**

Evaluation' is simply a process of collecting, analyzing and interpreting the evidence of students, progress to take further necessary actions for better learning. 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. 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.

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