

## A Glimpse on Continuous Comprehensive Evaluation

**Dr. Nisha Singh,**

Principal, Modern College of Professional Studies, Ghaziabad

mcps.principal2011@gmail.com

**Preeti Tyagi,**

Research Scholar, MewarUniversity,Chittorgarh

tyagi.preeti76@gmail.com

**Abstract-** Evaluation is a comprehensive and continuous process, hence in new examination system, so called comprehensive and continuous evaluation system has been adopted. After a long series of debates and researches, it was felt that evaluation should not be used only to certify achievement in scholastic subjects but also co-scholastic subjects. To stop rote learning, reduce stress and promote all round development, a frequent and purposeful assessment of learning inside and outside the classroom is required. Evaluation is continuous and reveals the strengths and weakness of pupils more frequently, so that the pupils have better opportunity to understand and improve themselves. Now, when we accept continuous comprehensive evaluation as an important aspect of education, it is inevitable and pertinent on our part to ask the question of why and how. Continuous and Comprehensive evaluation can be promoted by- Developing blue print; maintaining each student's profile; Maintaining records of continuous assessment of competencies and plan remedial instruction; Introducing grading system; Using proper techniques of asking questions and others.

**Keywords:** Continuous, Comprehensive, Evaluation, Work Experience, Non-cognitive domain, Cumulative Records.

## A Glimpse on Continuous Comprehensive Evaluation

In recent years, there has been a growing concern for improving the quality of achievement of all learners at elementary and secondary level. But this aim to improve learners' quality and to universalize the improved quality is not being realized totally due to imperfect teaching – learning processes and improper evaluation practices which are conventional and narrow in their scope. Examinations are an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning processes and their internalization by learners. Various Commissions and Committees have felt the need for examination reforms. The Hunter Commission (1882), Calcutta University Commission or Sadler Commission (1917-1919), Hartog Committee Report (1929), the Report of Central Advisory Board / Sargeant Plan (1944), Secondary Education Commission / Mudaliar Commission (1952-53) have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation. **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 behavioral outcomes on the other. In this scheme the term '*continuous*' is meant to emphasize 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 academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students 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. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, 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.

Now, when we accept continuous comprehensive evaluation as an important aspect of education, it is inevitable and pertinent on our part to ask the question of why and how. Following are the some ways by which we can promote continuous comprehensive evaluation in education.

- Develop blue print, plan question paper, discuss and finalize them in a meeting with head teacher and coordinators and the investigator. The visits were planned every week to guide the teachers in their practical evaluation problems.
- Teachers should write diary about the implementation of the continuous and comprehensive evaluation in the classroom and the problems encountered.
- Record the observations of personal and social qualities (cleanliness, truthfulness, industriousness, cooperation, regularity, punctuality, discipline, initiative, spirit of social service, sense of responsibility, emotional stability, obedience, interests, attitudes, and values) of students in personal register by using rating scales.
- Maintain the records of continuous assessment of competencies and plan remedial instruction for those who did not master the competencies. This can be easily done by maintaining cumulative records.

Cumulative Records- As the result of evaluation are of great importance for deciding about educational and vocational destiny of the students, the testing result should be recorded in an organized form. This record of testing must be conveniently available for various users. The cumulative records include the scholastic test results and other types of information on pupils like non-scholastic achievement, essentials for describing his personality, guidance provided etc.

Testing programmes in various scholastic and non-scholastic learning activities and their methods of recording is a local matter and differ from school to school or in the schools of one area to schools of other area. The important thing about the records is not what is put into them but how much is extracted out of them. How the records are being used for all round development of personality of the children is most essential.

What is to go into the records? There are many types of information to be included systematically in the records. Some of the information is:

- i) Personal Biodata.
- ii) Scholastic achievements.
- iii) Physical health.
- iv) Co-curricular activities and character building values.
- v) Habits, Interests and Attitudes.
  - Introduction of grading system. Three-point letter grades for primary classes, five-point letter grades in upper primary classes and nine- point letter grades in secondary and higher classes. No declaration of pass and fail.
  - Identify the non-cognitive dimensions in the subjects and provide activities and evaluate the same by using a rating scale with specification of criteria to be observed.
  - Discuss with parents regarding their wards' progress and seek cooperation in the assessment of personal and social qualities and inform about evaluation system.
  - Use proper techniques of asking questions in the class during instruction as formative assessment.
  - Assign grades to the students in cognitive and non- cognitive areas.

- Lays adequate emphasis on both the formative and summative evaluation covering scholastic as well as co-scholastic abilities.
- Teachers should compare a student's performance with reference to her/his own-self, criterion set by the teacher and the performance of her/his peer group.
- Lays stress on mastery learning approach by using diagnosis and remediation for weaker students and enrichment programme for the brighter ones.
- Teacher should use the different method of grading scholastic and co-scholastic areas and also for school-based and public examinations. Teachers can use various tools, techniques and modes of evaluation such as paper, pencil test, oral testing, observation schedules, rating scales, interviews and anecdotal records, individual and group evaluation methods at different stages. Maintain comprehensive student portfolios based on observational and situational tests.
- Encourages the use of portfolios for record keeping and reporting.
- Favors the introduction of tutorials at the higher secondary stage.
- Recording of evidences regarding psychomotor skills related to co-scholastic areas such as work experience, art education and physical education.
- Proposes the introduction of semester system at the secondary stage and semester system with credits at the higher secondary stage.
- Everyone should Values the use of alternative evaluation procedures for learners with special needs.
- Assessment in Co-Scholastic areas should be done using multiple techniques on the basis of identified criteria, while assessment in Life Skills is done on the basis of Indicators of Assessment and checklists.
- Teachers should be trained with the knowledge and ability to construct assessment tools that are criterion based appropriate for assessing the competencies.
- Comprehensive evaluation of competencies as well as personality traits and attitudes.
- Teacher should understand the requirement of knowledge and skills of evaluation, commitment, and assistance to provide remedial teaching.
- Assessment in scholastic areas should be done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions followed by retesting. The different techniques which should be used be a teacher-
- **Unit Assessment**-Unit assessment aims at employing evaluation as formative, continuous process for improving instruction, learning, teaching-learning, achievement of pupils.
  - It should be based on small blocks of content.
  - It can be formal, informal, written or oral in which students may be or may not be informed in advance to make pre-preparation.
  - It should not affect class work. It should be administered in an informal way during the teaching periods.
  - It does not create fear.

- It should be diagnostic in nature and should reveal strength and weaknesses of students as well as instructional process.
- It should be a basis for taking up remedial teaching.
- Communication of the outcomes in a positive manner. Provide feedback in such a way that will lead to positive action and help the learner to do better
- **Assignments and Project work-**

Assignments usually involves a series of pupils' activities to collect relevant information from books, magazines, newspapers etc. to present the same in the form of reports assisted by charts, models etc.

- It will develop habit of reading books, magazines.
- They can acquire the skill of collecting and recording data/information from various sources.
- The students can acquire the competence to initiate discussions and express ideas.
- It will inculcate personal and social qualities in them.

- **Work Experience-**

There is a need to explore and institutionalize the pedagogic role of work in education so that rich knowledge base, social insight and skills of marginalized children in relation to their habits, natural resources can be turned into a source of their dignity and strength in the school system. As per this view, participation in productive work under conditions approximating to real life situations is pedagogically linked to learning and simultaneously becomes the medium of knowledge, acquisition, developing skills and values. Engagement with work will promote multi-dimensional attributes in the cognitive, affective and psychomotor domain in a holistic manner that is by integrating head, heart and hand.

- **Periodical and Annual tests-**

**Tests -**

A test provides a situation or series of situations to students to perform in a particular way to demonstrate their attainment and abilities. We may be testing their achievement in scholastic or in non-scholastic domain. Such a test may be standardized test or a teacher-made test. We use several types of tests like Unit test, Diagnostic test, combined unit test, periodical test, and Annual test.

How can we know whether the child has learned anything at all or whether what he has learnt is right or wrong? For this we have to measure his learning. This can be done with the help of periodic tests.

**Periodical Tests-**

When a teacher wants to assess whether the students have learnt what they have been taught in a lesson or a unit and what difficulties they still face, this device is called periodical-testing.

When periodical tests are conducted after each topic/unit, we can know about the clear picture of where the pupil is and of how he is progressing. This knowledge of strength and weakness of pupil is helpful in planning effective teaching by teachers and in effective learning by the pupil.

The continuous evaluation is done by periodical testing. Sometimes when authorities insist on reporting the pupils progress to parents, at specified intervals, periodical tests are conducted mechanically so as to observe the formality of communicating the test-results to parents. In cases such as these, this may give rise the possibility of directing the classroom activities towards writing the tests, rather than the modification of pupil's behavior. Such practices of teaching merely for testing should be discouraged. In general the child should understand how the results of evaluation are to be used. If he does not know, he may develop a kind of anxiety or fear of tests and other forms of evaluation.

The performance on Periodical tests should be systematically recorded. Individual's performance on periodical testing should be given due credit along with annual test performance for final assessment.

#### **Annual Tests-**

What had the child learned? And whatever he has learned is it right or wrong? This can also be known by conducting an annual test after the end of the session. This result can be used for ranking, awarding division, promotion and guidance. As the annual test is conducted at the end of the session, the results of this test are not useful for effective planning of classroom teaching or for effective learning by pupil.

#### **In the assessment process, one should be careful NOT to:**

- Label learners as slow, poor, intelligent etc.
- Make comparisons between them.
- Make negative statements.

#### **Conclusion-**

The purpose of education should not just to assess the level of learning, but more so to improve it. This could be done by shifting the emphasis from classification, certification and class promotion to diagnosis of strengths and weaknesses and the provision of remedial or enrichment instruction. Accordingly, the expected learning outcomes of any educational program should not be limited to scholastic domain but it should include non-scholastic domain also. This can be done by using Continuous comprehensive evaluation (CCE). The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

For this, it is essential to equip the teachers with the essential skills and competencies of evaluation so that they would be able to integrate evaluation well with their teaching- learning process, assist students in the attainment of required standards through proper guidance, feedback and remediation.

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