



CONTINUOUS AND COMPREHENSIVE EVALUATION: A PHILOSOPHICAL STUDY

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Abstract

Examinations play an important part in one's educational career. The present examination system in India is predominately focusing on the intellectual skills mainly and the present and the society further supporting it, the psycho motor and affective domains of holistic learning have not received their due importance. But the aim of education is developing the 'whole child'. Holistic education demands development of all aspects of individual's personality including cognitive, affective and psycho motor domains. In the present scenario it is very stressful for the parents, teachers and students only to be working on cognitive aspects without learning the processes of learning. Teachers' professional self esteem and promotions are geared to the scholastic marks attained by their learner. Focusing on excellence in academics alone undoubtedly result in lop sided development of personality. In order to bring about the improvement in the quality of the education and the holistic development of the child who is tomorrow's global citizen, evaluation process should focus adequately on both scholastics and non scholastic areas of development. Hence the focus needs to shift to continuous and comprehensive evaluation. Continuous and comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student's development. It 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.



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Introduction: Examinations are therefore an important part of academic studies. The present examination system in India is predominately focusing on the intellectual skills mainly and the parents and the society further supporting it, the psycho motor and affective domains of holistic learning have not received their due importance. The aim of education is developing the 'whole child'. Holistic education demands development of all aspects of individual's personality including cognitive, affective and psycho motor domains. But in

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The National Policy on Education (NPE 1986), which states that” Comprehensive and Continuous Evaluation should incorporate both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time”

The NCF 2005 also recommends that a school based continuous and comprehensive evaluation system be established in order to (i) reduce stress on the children, (ii) make evaluation comprehensive and regular, (iii) provide space for the teacher for creative teaching,(iv) provide. A tool for diagnosis and for producing learners with greater skills. The Comprehensive and Continuous Evaluation scheme should be simple, flexible and implement able in any type of school from the elite one to a school located in rural or tribal areas.

The right of children to Free and Compulsory Education Act[2009] ensures the following :

Building up child's knowledge, potential and talent; Learning through activities, exploration and discovery in a child friendly and child centered; Manner; Making the child free from fear, trauma and anxiety and helping the child to express views; Freely; Comprehensive and continuous evaluation [CCE] of the child's understanding of knowledge and his or her ability to apply the same. Concept of Continuous and Comprehensive Evaluation Continuous and Comprehensive Evaluation was formulated by ministry of Human Resource Development, Kapil Sibal to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation. It 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.

Continuous Comprehensive Evaluation is divided in to 3 parallel parts:

Part 1: This part deals with performance in academic subjects like Science, Math and English instead of marks, grades are given based on the performance all through the year. The academic year is divided into two sessions, in each session; there are Formative and Summative Assessments. The school has liberty in deciding the number of Formative assessments and their percentage by weight, but at the end of the evaluation, the students get a grade for each subject instead of marks.

Part 2: This part deals with Co-scholastic areas such as life Skills, Attitude and Value. For each of the co-scholastic skills, teachers are again required to give a Grade and a descriptive indicator. Schools can expand these; for example, life skills can include Thinking skills, Social Skills and Emotional skills. Attitude can be judged towards teachers, peers and environment. This part of the CCE aims to tell the students and parents that it is not just the education that is important for an overall development of a child during the schooling years.

Part 3: This part deals again deals with Co-scholastic activities. The idea behind this part is to give simple grades based on activities performed/participated in during the year. This part is divided in two section a literary/Creative/Scientific/Aesthetic Skills, Performing Art, Clubs etc) Health and Physical Education. Teachers are expected to grades students on their involvement with these activities during the year. Students can sticks with areas like literary skills like debates and Declamations or even showcase their talents in more creative fields like art, craft and drama. This way, this part again promotes development of a child in areas other than academics.

In the CCE grading system there will be dual formative assessment and single summative assessment for assessment of scholastic areas. In the formative assessment students will be given regular feedback and motivate them to actively involve themselves in self learning. This will help to increase the students performance level and confidence level. The formative Assessment is not constrained only to the pencil paper tests. It also has various quizzes, oral testing, projects, assignments etc. The Summative assessment in the CCE is a way of assessment of student's performance at the end of the teaching. The evaluation is of pen-paper test and is carried out by the schools themselves. This will be held at the end of each term. There will be an evaluation of Co-Scholastic areas like students achievement, Attitudes, Creative and scientific skills, health and physical education and many more.

Objectives of the Continuous and Comprehensive Evaluation

1. To develop cognitive, psychomotor and affective skills.
2. To lay emphasis on thought process and de-emphasis memorization.
3. To make evaluation an integral part of teaching-learning process.
4. To use evaluation for improvement of students' achievement and teaching learning strategies on the basis of regular diagnosis followed by remedial instruction.
5. To use evaluation as a quality control device to maintain desired standard of performance.
6. To determine social utility, desirability or effectiveness of a program and take appropriate decisions about the learner, the process of learning and the learning environment.
7. To make the process of teaching and learning a learner centered activity.
8. To continuous aspect of CCE takes care of continual and periodicity aspect of evaluation.

Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation. Periodicity means assessment of performance done frequently at the end of unit/term (summative)

The comprehensive component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include life skills Co-Curricular, attitudes, and values.

Functions of Continuous and Comprehensive Evaluation

1. It helps the teacher to organize effective teaching strategies.
2. Continuous and comprehensive evaluation helps in regular assessment to the extent and degree of learner's progress.
3. Continuous and comprehensive evaluation serves to diagnose weaknesses and permits the teacher to ascertain in individual learner's strengths and weaknesses and her needs.
4. It provides immediate feedback to the teacher, who can then decide whether a particular unit class or whether a few individuals are in need of remedial instruction.
5. By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self assessment of how he/she studies.

6. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals.
7. It helps a learner to determine the areas of instruction in which more emphasis is required.
8. Continuous and comprehensive evaluation identifies areas of aptitude and interest.
9. It helps in identifying changes in attitudes, and value systems.
10. It helps in making decisions for the future regarding choice of subjects, courses and careers.
11. It provides information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future success of the learner.
12. Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is required.

Need of Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation is a boost to students. It helps in reducing stresses of students by:

1. Identifying learning, progress of students at regular time intervals on small portions of content.
2. Employing a variety of remedial measures of teaching based on learning needs and potential of different students.
3. Avoiding from using negative comments on the learner's performance.
4. Encouraging learning through employment of a variety of teaching aids and techniques.
5. Involving learners actively in the learning process.
6. Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.

Importance of Continuous and Comprehensive Evaluation

1. Understand student progress in specific time related with specific content.
2. Know the variety of Diagnostic tests according to needs abilities of students.
3. Avoid negative comments about learner actions.
4. Encourage the students for active participation in learning process.
5. Overcome the limitations of summative evaluation from which some of the learning difficulties could not be assessed.

Advantages of Continuous and Comprehensive Evaluation

There is no pressure for students to become highly academic because they aim to encourage individuals to choose subjects based on their interests while retaining the importance of academia. They aim to make the students feel more related so they improve on their academic ability without feeling under pressure.

The CCE system also focuses on holistic education which aims to develop various aspects of a student's personality which ultimately helps them identify what they are better at and stronger at in terms of academics. CCE helps in dropping stress of students in different ways like, evaluating learning advancement of students at expected time gaps on small portions of contents.

Encourage learning through employing different teaching aids and techniques and involving captive activities in the learning process. The grading system will help to give up the use of negative comments on the learner's performance.

Obstacles in Continuous and Comprehensive Evaluation

1. Lack of necessary knowledge and skill to implement continuous comprehensive evaluation.
2. Inadequacy of infrastructure and time.
3. Difficult to prepare and maintain records.
4. Lack of provisions in curriculum for continuous comprehensive evaluation.
5. Student attendance and availability of resources.
6. Autonomy for colleges/institutions.
7. Difficult to pay individual attention towards individual student.
8. Minute observations are necessary as evaluation will be done by graduation method.
9. The marking scheme will be a challenge.

Remedial Measures

1. Orientation to teachers about continuous comprehensive evaluation.
2. Provisions in curriculum
3. Planning of activities
4. Time and work planning
5. Development of Question Banks
6. Development of Multiple Choice Questions
7. Development of Diagnostic and criterion referenced tests.

Conclusion

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 proves 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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