



CONTINUOUS AND COMPREHENSIVE EVALUATION- AN OVERVIEW



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ABSTRACT:

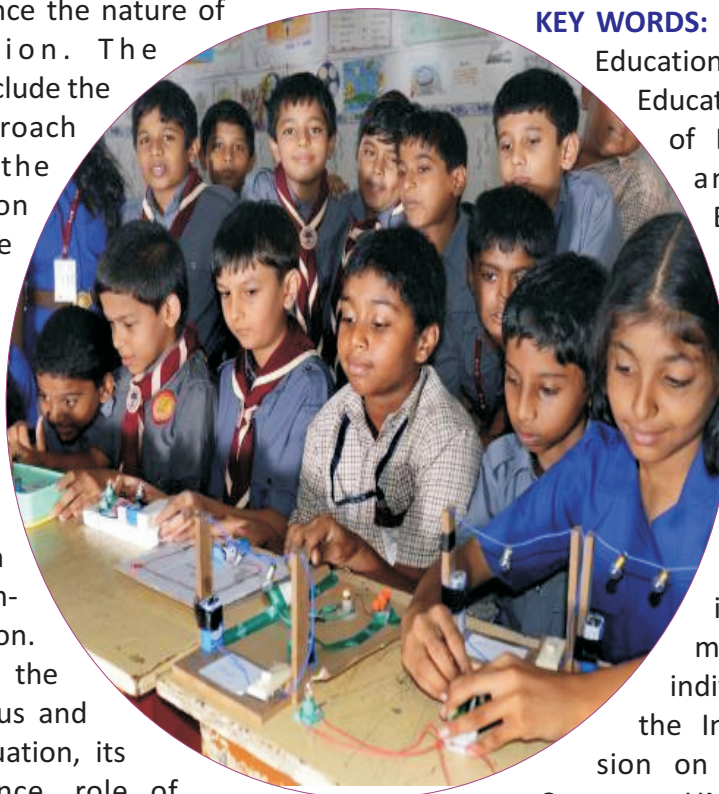
Since the season of our autonomy, numerous advisory groups and commissions industriously stressed upon the free and necessary training in our nation. Among different measures that have been received to extend the procurements for understanding the objective of universalizing basic training, the National Policy of Education had made a few suggestions to enhance the nature of school instruction. The recommendations include the child-centered approach 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. This paper examines the concept of continuous and comprehensive evaluation, its need and importance, role of teachers and its implementation in schools.

Over the years it is the opinion of every educationist, teacher and general public that



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board or annual school examinations based on tests in two or three hours duration provide limited information on various elements of curriculum and range of learning in any subjects. In view of the above short comings in the existing system of evaluation it is desirable that evaluation of students should be not only continuous but comprehensive also.



KEY WORDS: Free and Compulsory Education, National Policy of Education, Minimum Levels of Learning, Continuous and Comprehensive Evaluation etc.,

INTRODUCTION:

The primary purpose of education is the manifestation of perfection already in man (Swamy Vivekananda). The purpose of education is all round development of the child or individual. The report of the International Commission on Education for 21st Century to UNESCO referred to four planes of living of human individuals namely; physical, intellectual, mental and spiritual. Thus, all round development as the stated purpose of

education implies optimization of hidden potential of every child in the physical, intellectual, mental and spiritual planes. The Central Board of Secondary Education (CBSE) in the year 2010 initiated for the first time an effort to translate the lofty goal of all round development into practice by introducing Continuous and Comprehensive Evaluation Scheme in schools.

We believe the primary purpose of our schools is to provide an education program which will challenge each child to develop his intellect to its capacity. Each individual should be accepted into this program as he is and be provided with opportunities and learning experiences appropriate to his individual ability level, learning rate and style, in a stimulating environment. These experiences should allow each student to develop his skills in creative thinking, logical reasoning, problem solving, dealing with abstract concepts and practical application of knowledge.

It is essential that the inherent desire to learn be nurtured so that each student will develop a desire for learning which will be maintained throughout his lifetime. Underlying all educational endeavors must be the development in each child of a feeling of self-worth and self-respect along with the acquisition of pride in work and the development of good character.

MEANING OF CONTINUOUS AND COMPREHENSIVE EVALUATION:

The term 'Continuous and Comprehensive Evaluation' is used for school based evaluation of pupils, in which their assessment is done on a continuous basis throughout the year and which is also comprehensive in nature, in the sense that it is not confined to assessment in scholastic subjects but also covers co-scholastic areas such as performance in games/sports, Physical education, Creative Education, Art, Music, Dance, Drama, other cultural activities and Personal & Social qualities.

OR

Continuous and Comprehensive Evaluation 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 context 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 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.

A BIRD EYE VIEW OF THE CONCEPT OF CCE

Idea of Continuous and Comprehensive Evaluation is a procedure of deciding the degree to which the targets are accomplished. It is worried with the evaluation of accomplishment, as well as with its change. As testing, assessment is additionally worried with recognizable proof of learning encounters and educative environment to deliver changes in the learner's conduct. It includes data gathering, data handling, judgment framing, and choice making.

As of late, there has been a developing sympathy toward enhancing the nature of accomplishment of all understudies at basic level. In this connection the NPE,1986 suggested that Minimum Levels of Learning (MLL) be set down at every phase of essential training, and that strides be attempted to guarantee that all understudies accomplish these base levels of learning. As a postliminary, the MLL for every subject structure class 1 to 5 were expressed regarding abilities. Every

fitness constitutes a normal execution focus on that fits paradigm testing which is ceaseless and competency based. It gets to be fundamental for the educators to receive a plan of persistent assessment that aides in affirming regardless of whether the learners have aced the skills or not. A competency likewise turns into a basis to arrange instructing learning process, and in the meantime to evaluate the understudies.

It is an exceptionally verifiable truth that as a rule assessment is done to gauge the learning and understanding results. The assessment of aptitudes and higher mental capacities are fail as it were. The assessment of non-subjective angles like dispositions, thankfulness, intrigues, individual and social characteristics of understudies are from time to time completed. The report of Minimum Levels of Learning and the National Curriculum Frame work of school instruction have indicated certain individual and social qualities that should be created in youngsters. They stretch the point that the assessment ought to be far reaching in nature, where in all learning encounters relating to academic, co-educational and individual and social qualities are evaluated. The far reaching assessment ought to include the summative appraisal of intellectual capacities, and in addition the evaluation of wellbeing propensities, work propensities, cleanliness, participation, and other social and individual qualities through straightforward and reasonable method for instruments.

The far reaching assessment not just aides in checking every one of the measures of execution in both academic and co-educational ranges, additionally in choice making with respect to different parts of instructing learning process, advancing the understudies, expanding quality, effectiveness, and responsibility. Persistent and Comprehensive Evaluation requires the utilization of various assessment strategies and apparatuses notwithstanding certain customary ones. This is required in light of the fact that distinctive particular zones of understudy development need diverse sorts of assessment through specific methods. The instructor needs to choose the most proper procedure for a circumstance and build up the vital devices for the same, and settle on the periodicity and timing of assessment. Certain experimental studies directed at Regional level in schools (Rao Manjula, 1998; 2001; 2002) and different studies reported uncover the accompanying:

- + Assessment rehearses completed in schools are still routine in their inclination and purposes.
- + Nonstop appraisal in not took after deliberately in those schools where instructors are prepared in-administration programs.
- + Skills are not surveyed through arranged methods of assessment.
- + Evaluation of wrong things or the same scope of things time and again is completed. One doesn't get a reasonable and sensible picture of what understudies have really beaten.
- + Undue dependence on review is found, as opposed to empowering the understudies to exchange and apply what they have learnt to distinctive ideas and issues.
- + Developmental input is not gave.
- + Learning challenges are not recognized.
- + The individual and social qualities are completely disregarded because of absence of attention to what to be assessed and how to assess.
- + Therapeutic guideline is not gave.

Why CCE?

The Continuous and Comprehensive Evaluation was started in view of the suggestions to change assessment hones in school training by National educational programs for basic and auxiliary instruction – a system (1988). In this manner it is attractive to analyze viewpoints presented in the

framework with respect to evaluation. The framework emphasizes the following.

1. Defining least levels of learning at all phases of instruction while assessing the accomplishment of kids.
2. Attaining dominance level in all abilities.
3. Broadening the extent of learners' evaluation by method for including the appraisal of psychomotor abilities and socio-enthusiastic properties.
4. Aiming at subjective change in instruction through valuation.
5. Using evaluations rather than imprints.
6. As input instrument for the advantage of educators, learners and folks giving opportune remedial measures to enhancing achievement level of understudies.
7. Using different devices, systems and methods of assessment, for example, paper-pencil test, oral testing, perception plans, rating scales, interviews and episodic records, individual and bunch assessment techniques at diverse stages. Keep up exhaustive understudy portfolios taking into account observational and situational tests.
8. Reducing undue accentuation on paper-pencil tests in assessment process.
9. Using more casual method for testing to diminish the tension and apprehension of the examinees
10. Laying more weight on casual and youngster neighborly systems for testing.
11. Recording of confirmations with respect to psychomotor abilities identified with co-academic regions, for example, work experience, workmanship training and physical instruction.
12. Preparing a profile of the development and improvement of each learner.
13. Every school might do arranging of a definite plan of assessment in perspective of the base learning results combined with substance.
14. Evaluation of the key qualities like consistency and promptness, cleanliness, discretion, feeling of obligation, longing to serve, obligation, society, majority rule state of mind and feeling of commitment to natural insurance.
15. Participatory and others conscious assessment.
16. Continuity of assessment through periodical evaluation of figuring out how to be used for diagnosing the territories of trouble and masterminding healing guideline.
17. Demystification of assessment procedure for taking so as to make it straightforward folks and group into certainty.
18. Communication of the assessment results in a positive way.
19. Developing capability for self-assessment keeping in perspective the development level of youngsters. Imperatives/boundaries in executing CCE

Some of the pressures and limitations impacting instructors' assessment practices are:-

- a. Lack of information and abilities identified with assessment.
- b. Lack of offices and time.
- c. Expectations of the Head instructors and the partners to finish the syllabus in time.
- d. The social prerequisite of data and
- e. External responsibility.

Moreover, the in-administration programs made arrangements for the educators have insufficient inputs in assessment and don't make streets for reasonable activities amid the instructional meetings. The part of Continuous and Comprehensive Evaluation turns out to be vital when our point is

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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.

Ways for Effective Implementation of CCE

Some vital focuses to be considered for executing Continuous and Comprehensive Evaluation are:

- + Watchful examination of the course, and particular of capabilities to be accomplished by the learners regarding information, understanding, application (investigation, union, assessment for higher evaluations) and aptitude execution.
- + Information and capacity to build appraisal devices that are measure based suitable for surveying the skills.
- + Watchful arranging of the competency based instructing techniques. There ought to be consistency in the middle of showing and appraisal without which evaluation would get to be twisted.
- + Exhaustive assessment of capabilities and in addition identity attributes and mentalities.
- + The upkeep of records.
- + Prerequisite of learning and aptitudes of assessment, responsibility, and help to give therapeutic instructing on some portion of the instructor.

ADVANTAGES OF CCE

1. Teachers evaluate students in day-to-day basis and use the feedback for improvement in teaching-learning process.
2. Teachers can use varieties of evaluation methods over and above the written tests.
3. Students can be assessed in both scholastic and co-scholastic areas.
4. Evaluation is done throughout the year and therefore it is expected to provide more reliable evidence of students' progress.
5. It encourages the students in forming good study habits.
6. The feedback provided by CCE can be effectively used in remedial teaching to slow learners.

DISADVANTAGES OF CCE

1. It requires teachers to spend more time evaluating individual students. While the advantages of this include a broader view of the child's progress and more interaction with the child's parents, it can put additional strain on teachers that negatively influences their ability to assess students. Student conferences are more frequent under this system, requiring teachers to add more hours to their work day. This disadvantage can easily be remedied if parents avail themselves for conferences with the teacher during school hours and if classroom sizes are limited.
2. It requires all teachers be trained and adhere to the same assessment methods. However, the system is liable to suffer from many inconsistencies.
3. It is aimed at grooming students academically as well as shaping their attitudes, beliefs and values. The potential for prejudice against minority groups or sectarian religious groups is a great risk in a system based on teacher-only assessment. Standardized tests allow students whose grades may be negatively influenced by teacher prejudice to prove their capability outside of the classroom.

CONCLUSION:

To sum up, the Continuous and Comprehensive Evaluation helps a classroom educator in the accompanying ways.

- + To recognize learning challenges in mastering certain abilities and the force of such learning troubles.
- + To enhance understudies' learning through conclusion of their execution.
- + To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competency.
- + To enhance or change instructional techniques to upgrade the nature of educating.
- + To choose the selecting of different media and materials as a strong framework in mastering the abilities.
- + To reinforce assessment method itself.

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