

Continuous and Comprehensive Evaluation: Need and Importance

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Introduction

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. In order to bring about some quality improvement, the National Policy of Education (1986) recommended that minimum levels of learning (MLL) be laid down at each stage of primary education and that steps be undertaken in terms of teaching and evaluation to ensure that all students attain minimum levels of learning. It is a very well known fact that the evaluation practices carried out in schools aim to measure the knowledge and understanding outcomes of learners, neglecting the evaluation of skills and higher mental abilities. While one of the major areas of school education is towards the all round development of the child, least attention is paid to the educative process involved and to the assessment of students' personal development. The National Policy on Education (1986) and the Programme of Action (1992) followed by the National Curriculum Framework of School Education (2000 and 2005) reiterated the need for developing the personal and social qualities in learners. They stressed the point that the evaluation should be comprehensive in nature, wherein all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed. The comprehensive

evaluation necessitates the summative assessment of cognitive abilities as well as the assessment of health habits, work habits, cleanliness, cooperation and other social and personal qualities through simple and manageable means of tools. This paper examines the concept, need and importance, tools and techniques of continuous and comprehensive evaluation.

Continuous and Comprehensive Evaluation

It is an evaluation system introduced by Central Board of Secondary Education in India, for the middle school (6-10). CCE is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. It is a school based assessment system that covers all aspects of student's development. It emphasizes two fold objectives, continuity in evaluation and assessment of broad based learning. As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and co-curricular activities. The aim is to reduce the workload on students and to improve the overall skill and ability of the students by means of evaluation of other activities. It helps the students who are not good in academics but have talent in other field such as arts, humanities, sports, music, athletes etc.

Features of Continuous and Comprehensive Evaluation

- The 'Continuous' aspects of CCE consist of 'Continual' and 'Periodicity' aspect of evaluation.
- Continual means assessment of students in the beginning of instruction and assessment during the instructional process (formative assessment) done informally using multiple techniques of evaluation.
- Periodicity means assessment of performance done frequently at the end of unit/term (summative assessment).

- The 'Comprehensive' component of CCE takes care of assessment of the child's personality in 'Scholastics as well as Co-Scholastics aspects' aspects of pupil's growth.
- Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastics aspects include life skills, co-curricular, attitude and values.
- Assessment in scholastic areas is done informally 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.

Formative Assessment

Formative assessment is continuous (done throughout the term), and will be based on lateral thinking tests as well as activities such as projects, debates and group discussions. The written tests will fall under classroom assessment, and activities under skill-based assessment. The formative assessment enables the teachers to assess the learner throughout the year and there by teacher can spare more time to know about the true picture of the growth and profile of the young learner. It includes the self assessment sheets, students' interviews and oral tests, conversations, tests, quizzes and various other competitions which tell us how a learner understands a concept.

Summative Assessment

Summative assessment will be conducted at the end of each term, and will be largely performance-based. This is divided into two categories - Scholastic and Co-Scholastic Areas. Scholastic area assessment is based on the student's knowledge of the portions covered by the syllabus in various subjects. This also includes Physical Education, Yoga, Gymnastics and Folk Arts. Co-Scholastic areas refer to life skills, personality development and participation in programmes like the NSS, Scouts, indigenous sports, clubs, and other individual skills, including performing and visual arts.

Need of Continuous and Comprehensive Evaluation

To see the improvement of a student comprehensively, a teacher cannot measure only knowledge but also beliefs, values and skills, proficiencies, like music arts and sports.

All these reflect when we talk of comprehensive physiological basics of every student.

One basic principle is that there are individual differences (among individual students). Some may be very good artists, some good scientists, others good mathematician or very good in English. An education system which helps them grow according to individual abilities must include continuous and comprehensive evaluation. To make justice with every individual child and reduce their stress of marks, there is need to implement CCE at all levels of school including senior secondary levels. The following points are present the need of continuous and comprehensive evaluation.

- To identify learning difficulties in mastering certain competencies and the intensity of such learning difficulties.
- To improve students' learning through diagnosis of their performance.
- To plan appropriate remedial measures to enable he students who have learning difficulties in mastering the competency.
- To improve or alter instructional strategies to enhance the quality of teaching.
- To decide upon the selecting of various media and materials as a supportive system in mastering the competencies.
- To strengthen evaluation procedure itself.
- To reduce the stress and anxiety of the students.
- To develop all aspects of individual's personality including cognitive, affective and psycho motor domains.

Importance of Continuous and Comprehensive Evaluation

Evaluation is a very important for assessment of students and teacher him/herself. In the present system there are many loopholes and defects and not everything is very consistent in the assessment of students. We teach them many things throughout the year. And how can we assess them within 2-3hours. Assessment should be continuous and throughout the year. Only then we can get a good picture. Evaluation cannot be based on memorising ability. That is the way it is done now a days in many states. The board exams are just memorisation. They are just for three hours whereas the student has studied for hundreds of hours. 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. Every state should accept this system to promote quality and equality. Some important features to implement CCE are following. It helps in

- Minimize misclassification of students on the basis of marks.
- Eliminate unhealthy cut throat competition among high achievers.
- Reduce societal pressure and provide the learner with more flexibility.
- Lead to a better learning environment.

Tools and techniques of evaluation

Continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. There is variety of tools to assess a child's performance which involve enquiry, questioning, debates, projects and assignments, narrative records, rating skills, observation and self-assessment. Some tools are described in tabular form.

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 attainment. Continuous evaluation helps to reduce the stress and anxiety and also dropout rate. Comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency and accountability. Through the continuous and comprehensive evaluation system students get more time at their disposal to develop their interests and hobbies and hence acquire learning in a friendly environment rather than in a fearful atmosphere. It is the demand of present and future education system so it should be implemented at national level. There are some misconceptions about this system of evaluation in the mind of the people due to partial knowledge about this concept. So teachers, teacher educators, administrators should be aware about this concept of evaluation. They should clear their misconception about it. Every state should welcome to this evaluation system. It will prove boon for all individual students.

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