



## A PERSPECTIVE ON CONTINUOUS AND COMPREHENSIVE EVALUATION OF SECONDARY SCHOOL

### Education

**Dr. A. Balu**

Principal, Alagappa University College of Education, Alagappa University, Karaikudi

### ABSTRACT

The time of our independence many commission and committees emphasised upon the free and compulsory education. National Policy of Education laid so much importance on school education. CCE refers to a system of school based evaluation of students that covers all aspects of students' personality. Continuous means that the evaluation of identified aspects of student's growth and development is a continuous process rather than an event. Every student at the school level laying down minimum levels of learning and emphasised upon Continuous Comprehensive evaluation scheme at school level. Comprehensive means the scheme attempts to cover both the scholastic and the co-scholastic aspect of student's growth and development. That is, to study the implementation of evaluation (CCE) process in secondary schools, to know the implementation of grading system in summative and formative evaluation process, to know the conduct and evolution of extracurricular activities and this study focus the examine of present practice of evaluation at secondary school.

### KEYWORDS

Assessment, Comprehensive, Formative and Summative

### INTRODUCTION

The continuous comprehensive evaluation scheme was initiated based on recommendation to reform evaluation practice in school education by National Curriculum for Elementary and secondary education- a framework. The aim of education is the comprehensive & the all-round development of the child. It may be physical, intellectual, social, emotional, spiritual and moral. It is a continuous process. Education is a process of changing behavior pattern of human beings in terms of thinking. Most of high school teachers were in favor of the regular monthly formative evaluation and summative evaluation. Continuous monitoring helps teachers in strengthening their understanding of various techniques of evaluation. Teachers need training in preparing formal diagnostic tests and remedial exercises. Evaluation is the systematic process of collecting and analyzing data in order to determine whether, and to what degree objectives have been, or are being achieved.

### CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

CCE refers to a system of school based evaluation of students that covers all aspects of students' personality. It is a curricular initiative, attempting to shift from mere testing to holistic learning. Continuous means that the evaluation of identified aspects of student's growth and development is a continuous process rather than an event. It is built into the teaching learning process and spread across the entire academic session. Comprehensive means the scheme attempts to cover both the scholastic and the co-scholastic aspect of the student's growth and development. Examination reform is the prime focus to improve the quality in education and to facilitate all-round development of the learners. In this context, a school-based evaluation system is crucial which include both scholastic and co-scholastic aspects of students development. Taking the above points into consideration the Central Board of Secondary Education (CBSE), Delhi has implemented Continuous and Comprehensive Evaluation (CCE) in its affiliated secondary schools from the session 2010-11. Continuous and Comprehensive Evaluation (CCE) may be defined as a school-based evaluation system to provide holistic profile of the learner through regular assessment of both scholastic and co-scholastic aspects of development over the total span of learning time.

### STATUS OF THE EVALUATION SYSTEM IN SCHOOL

The State Council for Education, Research and Training ( SCERT) prepared proposal to overhaul the examination system in schools.

According to this the current system replaced by a CCE likes the Central Board of Secondary Education (CBSE). There is 'no Fail' system under the Right to Education Act(RTE). But there is a number of monthly unit tests instead of the present half-yearly and annual examinations. The marks system is replaced by grades and the performance of students in both curricular and co-curricular subjects reflected in the report card. There is created profile of each student on their performance levels in non-scholastic aspects including co-curricular activities and behavioural attitudes like social attitude, life skill, cleanliness and participation in activities. The new CCE process

aims at holistic growth of children. The examination is no more be limited to textbooks. Non-scholastic assessment of students is also important in school.

### ROLE OF CONTINUOUS AND COMPREHENSIVE EVALUATION

The role of CCE is very important when our aim is to improve learner's quality in the cognitive as well as in the non-cognitive domains. In the context of school it is a continuous updating of teachers about their students. CCE facilitates students effective learning as well as their all round development of personality with its multiple tools and techniques and corrective measures. It is a integral part of teaching learning process which promotes standard of school.

### NEED OF CCE

The need of Continuous and Comprehensive School-based Evaluation has been felt over the last few decades. The Secondary Education Commission (1952-53) suggested that internal examination and school records should be given due importance in final assessment of students. The commission also recommended adopting a system of letter grading rather than numerical marking. The Kothari Commission report (1964-1966) has also recommended the school based evaluation system. But it was NPE, 1986 which first time recommended CCE strongly in schools. Similarly National Policy on Education (NPE), 1992 also expressed need of CCE in context of Examination Reform that should include both scholastic and non-scholastic achievement of the students. National Curriculum Framework - 2005 has emphasised the implementation of CCE primarily for diagnosis, remediation and enhancing of learning. Likewise, the Position Paper National Focus Group on Examination-2006 highlighted nature and characteristics of CCE as a school-based assessment system.

### FEATURES OF CCE

The continuous aspect of CCE takes care of continual and periodicity aspects of evaluation (summative). Scholastic aspect includes curricular areas or subject specific areas, where as co-scholastic aspects include life skills co-curricular, attitudes and values. Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. Continual means assessment of students in the beginning of instructions and assessment, during the instructional process (formative evaluation).

### PROBLEMS OF STUDENTS RELATED TO CCE

**Grading system :** A large fraction of the students dislikes grading system. They perceived it as problem for them. They also want to see their evaluated answer sheets. Students had their opinion that marks should be provided along with grades in the report card.

**Insufficient information about CCE :** It was found from the interview that students are not much aware about CCE, because no such effective orientation is provided to them. Students expressed that they are just following CCE without proper understanding and have

many confusions regarding CCE.

**Co-Scholastic Assessment:** The students has criticized the co-scholastic assessment in terms of its execution and subjectivity. They claimed that co-scholastic assessment was improperly organized and single teacher was not sufficient for assessing whole class.

## CONCLUSION

The study indicate moderate Acceptability of CCE by the government school teachers. The role of CCE is very important when our aim is to improve learner's quality in the cognitive s well as in the non-cognitive domains. the major problems faced by the school teachers in the execution of CCE were a large number of students in classes, lack of proper infrastructure facilities and teaching materials. CCE facilities students effective learning as well as their all round development of personality with its multiple tools and techniques and corrective measures.

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