



Implications of Continuous and Comprehensive Evaluation

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ABSTRACT

Evaluation is widely acknowledged as a powerful means of improving the quality of education. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of education. The examination in its present form has failed to serve the desired purposes. It has been replaced with the new concept of evaluation which has wide connotations and implications. The present paper is tried to highlight the implications of CCE.

KEYWORDS

Evaluation, CCE, Implication

INTRODUCTION

The amount of education received by the child is measured in terms of number and grade of examination passed by him. Examination aims at testing only the academic achievement of pupils, but the sphere of evaluation extends to the assessment of his whole personality. Evaluation is a very important requirement for the education system. It also helps one to take decisions about success in specific future activities and provides guidance to further studies and occupation. It is concerned with continuous growth and development of the individual. Continuous and Comprehensive Evaluation is the one which not only concerns the cognitive side but also covers all aspects of pupil's growth and development. It exercises a great influence of the pupil's study habits and the teacher's method of instruction and help not only to measure educational achievement but also to improve it.

CCE

Continuous and Comprehensive Evaluation is the continuous assessment of scholastic and co-scholastic/non scholastic activities of a learner during the course of studies in the schooling process.

Continuous

In the scheme of Continuous and Comprehensive Evaluation 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.

Comprehensive

The second term "Comprehensive" means that the scheme attempts to cover both the scholastic and non-scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than written words, the term refers to the application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in the various areas of learning.

Evaluation

It implies that the purpose of the total endeavor is not just the measurement of the level of achievement through diagnosis

and remediation/enrichment.

CCE focus on

Holistic development of a learner,

Assessment in scholastic and co-scholastic areas on and while learning,

Bringing out the strengths and weaknesses of learners and facilitating them to avail opportunities to improve their skills,

Providing feedback to the teachers for modifying their teaching strategies wherever necessary.

Therefore the assessment in the school environment should focus on the following:

Learning and acquiring desired skills related to different subject areas.

Acquiring an appropriate level of achievement in different subject areas.

Developing and building individual interests and motivation.

Responding appropriately to different situations and opportunities both in the school and in the community.

Applying what is learned in a variety of environments, circumstances and situations.

Working independently, collaboratively and harmoniously.

Being able to analyze and evaluate one's own learning.

Being aware of relevant social and environmental issues.

Leading a healthy and a productive life.

OBJECTIVES OF CCE

To help develop cognitive, psychomotor and affective skills.

To lay emphasis on thought process and de-emphasize memorization.

To make evaluation an integral part of teaching-learning process.

To use evaluation for improvement of students' achievement and teaching learning strategies on the basis of regular diagnosis followed by remedial measures.

To use evaluation as a quality control devise to raise standards of performance.

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.

To make the process of teaching and learning a learner-centered activity.

FEATURES OF CCE

• Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development.

• The 'continuous' aspect of CCE takes care for 'continual' and 'periodicity' 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) using criterion-referenced tests and employing multiple techniques of evaluation.

• 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 pupils' growth.

• Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include co-curricular and personal social qualities, interests, attitudes, and values.

• Assessment in scholastic areas is 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 purposefully remediated by giving interventions followed by retesting.

• Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in social personal qualities is done using behaviour indicators for various interests, values, attitudes, etc.

IMPLICATIONS OF CCE

Child centered teaching and learning

Better learning takes place under friendly and supportive conditions. Students should study and learn due to love for learning and not because of fear of examinations. It creates democratic environment in the class. Here the student and teacher have equal participation in the teaching learning process. This system is based on child psychology. This system encourages participatory teaching-learning process.

Fostering creativity

Through a well-designed scheme of continuous and comprehensive evaluation, a student is able to perform according to his own interest and can show his creativity in areas of own interest.

Immediate feedback to students and teachers

It exercises a great influence of the pupil's study habits and the teacher's method of instruction and help not only to measure educational achievement but also to improve it.

Holistic development of learners

Continuous and comprehensive evaluation is the one which

not only concerns the cognitive side but also covers all aspects of pupil's growth and development. Evaluation should concern itself with pupil's physical development, personality and character, social achievement, academic achievement and achievement in various types of skills. It covers the personality of the students incorporating the cognitive, affective and psychomotor aspects and not limited to a few selected aspects of personality.

Effective evaluation tools and techniques

It is necessary to use variety of evaluation tools and technique. Evaluation is a process by which we can collect evidences for student progress. Portfolios, anecdotal records, checklists, rubrics for assessment are used.

Diagnosis and remedial measures

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.

Maximum level of achievement

Assessment should be viewed as developmental which emphasized on the improvement of pupils rather than achievement. For slow learners it helps in achieving maximum level.

Assessment

Teacher allows peer and self- assessment. It helps the students in self learning. CCE assess both product as well as process. It impacts the teaching and learning.

Marks to grade

In this system, student's performance will be assessed using conventional numerical marking mode, and the same will be later converted into the grades on the basis of the predetermined marks. Grading system has changed the mindset of people; previously there were lot of pressure on students as well as on parents, to bring good marks. This sometimes worked negatively for students and they lose their confidence level in studies. Introduction to grading system for exams, will take away fear factor from students and their parents. The grading of students would also take away the frightening judgmental quality of marks obtained in a test leading to a stress free and joyful learning environment in the school. Now student can participate freely in different activities in school because there is a less pressure of studies on them. It considerably reduces the pressure from students and motivates them to bring good grades.

TRADITIONAL METHOD VS CCE

Traditional method of evaluation	CCE
Emphasize rote memory	Deemphasize memory
Teacher centered	Learner centered
Cognitive area	Cognitive, non-cognitive, psychomotor areas
Pen and paper test (written test)	All types and modes of test
Knowledge level	Application level
Rigid time schedule	Flexible
Monotonous	Attractive
Limited evaluation tools of assessment	Multiple evaluation tools
Testing includes recall	Testing includes thought process
Marks allotted	Grades awarded
Stress of exams	Decrease the accumulated stress of exams
No feedback, no remedial measures	Immediate feedback leads to employ suitable remedial measures
Place of test is same	Assessment carried in and outside the classroom.
Less chance to find the needs and interests of students.	It provides opportunities to find out the needs, goals, interests and aptitudes of an individual.

Assessment on a quarterly, half-yearly and annual basis, with disproportionate weightage to annual exams	Continuous and periodic (multiple ways and occasions of assessment) with even weightage across them
Scholastic abilities	Scholastic and non-scholastic abilities
Assessment of what has been achieved over a period of time (essentially summative)	Assessment of an ongoing process of growth (includes summative but is largely formative)
Assessment as an end in itself	Assessment used to both improve one's teaching and enhance support given to students – identification and classification of learners for requisite support.
Skewed development of scholastic abilities, limited to rote memorizing	Overall growth and personality Development

CONCLUSION

The scheme of CCE is an effective tool to enhance the quality of teaching learning processes in the school. The emphasis is now ensuring that every child not only acquire the knowledge and skills but also the ability to use these competencies in real life situations. CCE is an examination reform initiative which has the potential of removing almost all the ills of examinations improving learning through continuous feedback and brings in qualitative improvement in education at school level. The CCE model can be of immense significance in creating and institutionalizing a learner centric education system. The operational and implementation challenges need to be taken care of by the provision of adequate teaching resources and training facilities. The new teaching-learning patterns envisaged by CCE will reap benefits in the long run by initiating education into stress free education.

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