

Continuous and Comprehensive Evaluation (CCE)

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INTRODUCTION

Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question to investigate and to think independently.

It has become necessary to impact an all-round development in areas cognitive, affective and psychomotor domain of children by focusing on evaluation through various school activities. An answer to such holistic approach is Continuous and Comprehensive Evaluation (CCE). The concept of CCE was introduced in the seventies and emphasized by National Policy on Education (NPE-1986). It further got reinforced by National Curriculum Framework (NCF-2005) and has become mandatory till Elementary stage of education with the introduction of Right to Education (RTE) Act-2009. This scheme needs to be understood by the teachers, parents and students alike. It has to be implemented with all zeal and in its true spirit in the best interest of the children.

Evaluation measures not only the progress and achievement of the students but also the effectiveness of the learning-teaching materials and methods used for curricular transaction. It is an integral component of curriculum with the purposes of effective delivery and further improvement in the learning-teaching process. Hence, it is important not only for the students, but also for the teachers. Very often we view evaluation or assessment as something administered by the teachers and taken by the students at the terminal stage of learning. When evaluation is seen as an end of the learning exercise, both the teachers and the students are likely to keep it outside the teaching-learning process, rendering assessment

broadly inappropriate and strange to the curriculum. Further, such a perception is associated with anxiety and stress for students. On the contrary, if evaluation is seen as an integral part of the learning-teaching process, it tends to become continuous. Every situation for learning is also a situation for evaluation. When it is included in the learning-teaching process, students will not perceive tests and examination with fear. It will rather lead to identification of students' strength and weakness. Once students' strength is explored, it will be easier to take follow-up action which may be either remedial to remove their learning difficulties or enrichment to enhance their learning level. The scope of evaluation in schools extends to almost all the areas of students' personality development. It includes both scholastic and co-scholastic areas to be called as comprehensive. For example, scores or grades in Mathematics represent the scholastic competency and attitude towards the subject, interest in the subject represent co-scholastic competency. Both the aspects are interrelated and are in line with the goals of education. If evaluation is continuous, the strengths and weaknesses of students will be more prominent giving them opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching strategies

Concept of CCE

Continuous

Evaluation should be continuous. It includes 'Continual' and 'periodicity' of evaluation. The Continuous' emphasizes that 'growth and development' which is a continuous process in a learner and not an event that occurs at random. The growth and development of a child's personality should be an integral part of the whole teaching-learning process and should be spread over the entire span of the academic session. It should encompass,

1. Placement evaluation (Evaluation of entry behaviour)
2. Diagnostic testing (informal testing using multiple techniques)
3. Regularity of assessment (during teaching learning process)
4. Remedial measurement and re-teaching
5. Term test (summative test)
6. Feedback of evidence to teachers and students.

Comprehensive

Abilities, Aptitudes and Attitudes of a child can manifest in forms other than written words. Comprehensive covers evaluation of all round development of children not only the cognitive aspects. It covers Co-Curricular Activities and Personal – social Qualities (PSQS).

Co-Curricular areas include specific contents and other activities such as literary, scientific, cultural, games and sports, arts etc. Personal and social qualities take care of the qualities which are necessary for being a good and responsible citizen of the country.

Evaluation

It is the process of finding out to what extent the changes in the growth and development have taken place in the child. Thus, evaluation process is very broad and involves four major steps:

- 1- Collection of evidences
- 2- Analysis of evidences
- 3- Interpreting the outcomes of analysis and making judgments about the Childs progressand
- 4- Taking decisions

Education intends to promote all-round development of the student. Hence, Continuous and Comprehensive Evaluation (CCE) is to be carried out in relation to students' cognitive, affective and psycho-motor growth. Cognitive growth refers to the intellectual development of students (such as students' knowledge, comprehension, application, analysis, synthesis and evaluation). Affective growth emphasizes students' attitude, interest and personal development. Psycho-motor growth deals with students' ability to perform some activity or do some practical work. Therefore, if the learning-teaching process is to ensure all-round development, evaluation of the students has to be continuous and comprehensive.

To bring about improvement in the quality of education and the holistic development of the child, evaluation process needs to focus adequately on both scholastic and non-scholastic areas of development. The comprehensive evaluation also needs to have continuity at regular intervals throughout the academic year.

We can hence define CCE as follows:

CCE is a process of ensuring learning performance of students through both formative and summative evaluation in different areas such as cognitive, affective and psycho-motor to promote all round development of the students. The features of CCE are:

- It is school based evaluation of students covering all aspects of students' development.
- The '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 using certain standards (i.e. acceptable level of performance based on the objectives).
- 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 student's growth.
- Scholastic aspects include subject specific areas, whereas Co-Scholastic aspects include Personal-Social Qualities, Co-Curricular Activities, 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 a unit/term as a test. The causes of poor performance and the areas of poor performance are diagnosed using diagnostic tests. These are followed with appropriate interventions followed by retesting.
- Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment of personal-social qualities is done on the basis of Indicators of Assessment and Checklists.

The objectives of CCE are:

- To help develop cognitive, psychomotor and affective aspects of the students' personality;
- 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 teachinglearning strategies on the basis of regular diagnosis followed by remedial instructions;
- To use evaluation as a quality control device to bridge the gap between actual performance and desired performance, and to maintain desired standard of performance;
- To take appropriate decisions about the student, the process of learning and the learning environment;
- To make the process of learning and teaching a learning-centered activity.

The salient features of a CCE scheme

Keeping in mind the above, the CCE scheme have been developed which have the following features:

1. It is simple enough for the teachers to understand and implement within the school time framework.
2. Evaluation is an integral part of teaching learning process and carried out continuously.
3. It is flexible in nature so that all types of schools can adopt or adapt as per available infrastructure and resources in the schools.
4. More emphasis has been given on enhancing learning than certification.
5. Scopes for development and evaluation of various aspects of child's progress have been taken care of.
6. There is ample scope for diagnosis and remediation of learning difficulties.
7. It provides sufficient scope for self-evaluation by students and teachers.

8. The various tools and techniques to be used for evaluation of child's development has been illustrated.

9. More emphasis is given to informal evaluation than formal evaluation.

Thus we can say that the major emphasis of CCE is on the continuous growth of the students ensuring their intellectual, emotional, physical, cultural and social development and therefore it will not be merely limited to assessment of students' scholastic attainments. CCE uses assessment as a means to provide feedback to both teachers and students to make suitable changes in their efforts to improve learning. It also motivates students and gives a comprehensive picture of the students' profile.

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