

## UNDERSTANDING THE CONCEPT OF CONTINUOUS AND COMPREHENSIVE EVALUATION AT SCHOOL LEVEL

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### Abstract

India boasts of 3.1 million schools (approx) and more than 34 school examination boards. Every board has its own mission and vision but all goes with aim of education to make child capable of becoming responsible, productive and useful member of society. For this our traditional examination is no longer capable to measure the all-round development of the child, so cop up with this problem continuous and comprehensive evaluation system is introduced. The continuous and comprehensive evaluation plays an important role in teaching-learning process. Continuous and comprehensive evaluation refers to a particular process of evaluation which is school based and aims at all-round development of students. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students.

**Keyword:** *Continuous and Comprehensive Evaluation*

India boasts of 3.1 million schools (approx) and more than 34 school examination boards. Every board has its own mission and vision but all goes with aim of education to make child capable of becoming responsible, productive and useful member of society. Education aims at making students capable of becoming responsible, productive and useful members of a 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.

Evaluation plays an important role in the teaching learning process which guides both teachers and students to proceed in a systematic manner. Due to the importance of evaluation in the teaching learning process various committees and commissions gave their recommendation to improve the quality of evaluation .The Hunter commission (1882), Calcutta University Commission or Sadler Commission (1917-19), Hartog Committee Report (1929), The report of Central Advisery Board or Sargent Plan (1944), Secondary Education Commission or Mudaliar Commission (1952-53) have all made recommendation regarding reducing emphathesis on



external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation.

The need for Continuous and Comprehensive school based evaluation has been reiterated over the last few decades. The Kothari Commission Report (1966) observed on the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the board in connection with the external examination .It further adds, this internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students growth that are made by the external examination and also those personality traits, interests and attitudes which cannot assist by it.

This aspect has been strongly taken care of in the national policy on education (1986) which states that, “Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time” should be followed. Report on the Committee of Review of NPE(1986) recommendation brought out by the Government of India in (1991) lays down norms “Continuous Comprehensive internal Evaluation and suggests safeguards against abuse of this evaluation system” . The report on the CABE Committee on policy brought out by Ministry of Human resource development (MHRD), Government of India in Jan, 1992 has also referred to the provisions of NPE with regard to evaluation process and examination reforms and also suggested, “Continuous and comprehensive internal evaluation of the scholastic and non-scholastic achievement of the students”.

The report of the task force on the roll and status of the Board of Secondary Education (1997) observed: In our scheme of things it is the school boards who are expected to play the central role in the academic renovation of the school system. In this context the following points to reform the evaluation system are emphasized:

- To define minimum levels of learning at all stages of Education while evaluating the achievement and attainment of the students.
- Attaining mastery level in all competencies.
- Using grading system instead of marks.
- Broadening and widening the scope of the learners’ assessment including both curricular and co curricular areas.
- As feedback mechanism for the benefit of teachers, learners and parents providing remedial measures to improve the attainment level of students .



- Assessing both scholastic and co-scholastic aspects of the student.
- Giving flexibility of time during evaluation.

## Concept of Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation refers to a particular process of evaluation which is school-based and aims at all around development of the students. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas related to the development of the students. Continuous and Comprehensive Evaluation has three Keyword the term Continuous refers to the continuity and regularity of evaluation during the whole session which identified aspects of students' "growth and development is a continues process rather than an event built into the total teaching learning process. The frequency of class tests, unit tests and terminal tests can make the evaluation process regular. It helps to diagnose the learners' weaknesses and to provide remedial suggestions to correct them.

The Second Key word is Comprehensive. It refers to the areas of assessment which include both scholastic and co-scholastic aspects of pupils growth helping the all-round development of the child.

While the scholastic aspect deals with development of mental abilities, the co-scholastic aspect deals with development of physical and social qualities (i.e. interest, attitude, values). The term comprehensive also includes a variety of evaluation tools and techniques used for assessment. The Continuous Comprehensive Evaluation is multidimensional as it involves multi-techniques and different persons like teachers, pupils, peer, parents and community etc.

The third keyword is the Evaluation. Simply evaluation is a process of collecting , analyzing and interpreting the evidence of students' progress to take further action for better teaching and learning. On the bases of above discussion the following features and functions of Continuous Comprehensive Evaluation are come out in the teaching learning process.

Basic Features of CCE are:

- The "continuous" aspect of CCE follows the "continual" and "periodicity" aspect of evaluation.



- Continual indicates the assessment of students in the starting of instructions and during the instructional process (formative assessment) is done informally using multiple techniques of evaluation.
- Periodicity means assessment of performance done frequently at the end of term (summative assessment).
- The “comprehensive” component of CCE takes care of assessment of all-round development of the students. It includes assessment of both scholastic and non-scholastic aspects of pupil’s growth.
- Scholastic aspects include all school subjects which are assessed through formal and informal tools and techniques, on the other hand Co-scholastic aspects include social personal qualities, interests, health, physical education, work experience and art education are assessed through observations, activities and checklists etc.

An Outline of the Continuous and Comprehensive Evaluation Scheme can be drawn as below to understand different parts of this scheme:

(A) Assessment of Scholastic Areas

Areas	Techniques	Tools	Periodicity	Reporting
All the School Subjects	-Oral test -Written test -Project work -Practical test	-Oral Questions -Class work -Assignment -Diagnostic test -question Papers	-Monthly test -Class test -Unit test Terminal test	Using Direct or indirect grading

(B) Assessment of Co-Scholastic Areas

Areas	Techniques	Tools	Periodicity	Reporting
Social personal Qualities -Cleanliness -Truthfulness -Cooperation -Regularity -Discipline -Initiative -Emotional	-Observation -Interview	-Observation schedule -Rating Scales -Checklist -Anecdotal record Card -Students Profile	-Day to day observations by the teachers	-Direct grading once in every month



stability				
Interests -Literacy -Scientific -Music -Dance -Painting -Sports/Games	-Observation	-Observation schedule -Rating Scales	-As per the Time-table	-Direct grading
Health	-Medical check-up for physical growth	-Using norms by the doctors	-At least once in a year	-Health Status
Physical Education	-Observation of activities	-Rating Scales	-As per the Time-table	-Direct grading
Work Experience and Art Education	-Observation of activities and work -Maintenance	-Rating Scales	-As per the Time-table	-Direct grading

### Functions or Benefits of CCE in Teaching Learning Process are:

- It helps to find the difficulties in mastering certain competencies and the intensity of such learning difficulties.
- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps on regular assessment to the extent and degree of Learner's progress with reference to specific Scholastic and Co-Scholastic areas.
- It helps the students to improve their learning through diagnosis of their performance.
- It helps to plan appropriate remedial measures to enable the students who have difficulties in learning.
- It helps to improve or alter instructional strategies to enhance the quality of teaching.
- It helps to bring awareness of the achievement to the child, teachers and parents from time to time.
- It helps to encourage the students for self-evaluation.
- It also helps to strengthen evaluation procedure itself.

Hence the major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, emotional, cultural and social development and therefore, it will



not merely limited to assessment of learners' scholastic attainment. CCE uses assessment as means of motivating learners to provide feedback and follow up work to improve upon the learning in classroom and to present a comprehensive picture of learner's profile.

It is all this that has led to the emergence of the concept of School Based Continuous and Comprehensive Evaluation.

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