

**CONTINUOUS AND COMPREHENSIVE EVALUATION: THE PRESENT
SCENERIO****Mrs. Vishavpreet Kaur***Asst. Prof. G.H.G. Khalsa College of Education, Gurusar Sadhar****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 learner evaluation. Today we are in a Global village, where world-class educated people take maximum material advantage. If we want to sustain the process of development in all its aspects and dimensions, we have to swim with the global current. For that we have to follow the footprints of highly developed educational system(s) of the world. That doesn't mean we have to overthrow the existing educational system as a whole, instead we should incorporate the necessary changes in the existing system.

Keywords: *Evaluation, Continuous and Comprehensive Evaluation.*

Introduction: Indian Education System experienced a number of innovations before and after independence. Our educational system has improved from time to time according to social needs and requirements and become one among major manpower exporting countries of the world; yet it remains a knowledge-taking country rather than a knowledge-creating country. The crippling effect of external examination on the quality of instruction has compelled various agencies to bring improvement in the present system. In this context, the UGC has proposed the implementation of innovative programmes like internal assessment, grading system, question bank etc. The NCERT and some boards of secondary education have also geared their activities to conduct researches and implement various innovative programs in the examination system.

Concept of Continuous and comprehensive evaluation

The recent initiative of the government of India to reform school education has witnessed some bold measures launched by the Union human resource development (HRD) ministry. One such initiative is the continuous and comprehensive evaluation system (CCE), introduced in the country's 10,000-plus schools affiliated with the Central Board of Secondary Education (CBSE). While the ministry seems to have prepared the ground in terms of training teachers/head teachers and installing an external supervisory system of educationists, parents and other stakeholders to provide the necessary support to schools and teachers to implement CCE, there are some missing links in understanding the spirit and essence of the system. Already notes of discord are emerging from CBSE schools even before CCE has struck root. Then keeping the importance of evaluation in view, the concept of CCE had been embraced by the Education Minister, Kapil Sibal to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation from 2009 onwards. The process of education with CCE becomes interactive, communicative and collaborative and efforts that are required to meet the challenges of learning develop wonderfully with everlasting relationships in very short time.

Recommendations of National Curriculum for Elementary and Secondary Education in Reforming Evaluation Practices

The continuous and comprehensive evaluation was initiated based on the recommendations to reform evaluation practices in school education by National curriculum for elementary and secondary education – a framework (1988). Therefore it is desirable to examine the viewpoints presented in the framework with respect to evaluation. The framework emphasizes the following.

- Defining minimum levels of learning at all stages of education while evaluating the attainment of children
- Attaining mastery level in all competencies.
- Broadening the scope of learners' assessment by way of including the assessment of psychomotor skills and socio-emotional attributes.
- Aiming at qualitative improvement in education through valuation.
- Using grades instead of marks.
- As feedback mechanism for the benefit of teachers, learners and parents providing timely corrective measures for improving attainment level of students.

- Using various tools, techniques and modes of evaluation such as paper, pencil test, oral testing, observation schedules, rating scales, interviews and anecdotal records, individual and group evaluation methods at different stages. Maintain comprehensive student portfolios based on observational and situational tests.
- Reducing undue emphasis on paper pencil tests in evaluation process.
- Using more and more informal means of testing to reduce the anxiety and fear of the examinees.
- Laying more stress on informal and child friendly methods of testing.
- Recording of evidences regarding psychomotor skills related to co-scholastic areas such as work experience, art education and physical education.
- Preparing a profile of the growth and development of every learner.
- Every school may do planning of a detailed scheme of evaluation in view of the minimum learning outcomes coupled with content.
- Evaluation of the key qualities like regularity and punctuality, cleanliness, self-control, sense of duty, desire to serve, responsibility, fraternity, democratic attitude and sense of obligation to environmental protection.
- Participatory and humane evaluation.
- Continuity of evaluation through periodical assessment of learning to be utilized for diagnosing the areas of difficulty and arranging remedial instruction.
- Demystification of evaluation process for making it transparent by taking parents and community into confidence.
- Communication of the evaluation outcomes in a positive manner.
- Developing competence for self-evaluation keeping in view the maturity level of children.

Present Scenario of Continuous and Comprehensive evaluation:

View point of different people regarding CCE:

The process of education with CCE becomes interactive, communicative and collaborative and efforts that are required to meet the challenges of learning infuse wonderful and everlasting relationships in very short time. The learning arising from this is profound and revealing. This system would help in identifying talent- proficiency in sports, music, theatre or fine arts (Sapna Aggarwal, Principal, Pragati Sr. Sec. School, Kota).

“Evaluation System cannot assess the traits present in a child. By implementing CCE, teachers would systematically work to polish the qualities of a child. The main feature of CCE is that it is diagnostic in nature and teachers will get the opportunity to work on the

weaknesses of the children by providing guidance to them and by giving feedback to them about their performance” (Principal Mrs. Anita Nanda).

The scientific method tries to determine the strengths and weaknesses of students. At the core of the new educational vision, the objective of making the learning process joyful for the child is envisaged (Principal Mrs. Karthiani Bharti).

CCE is an approach wherein progress will be assessed by multiple intelligence approach rather than by the conventional testing styles. CCE lays emphasis on development of cognitive, psycho-motor, affective skills and stimulation of thought processes by various activities. CCE calls for making evaluation an integral part of the entire teaching learning process and to use it as a quality control device for maintaining standards of performance according to the growth and development of the student (Principal Mrs. Aparna Sharma).

In year 2010, Kapil Sibal, chairperson of Ministry of Human Resource and Development, under Government of India, introduced CCE Education System also called as Comprehensive and Continuous Evaluation Education System in CBSE affiliated school all over the country for classes 6th to 10th.

The proposed benefits of launching new system were:

- Reducing stress on students so as to maximize student’s educational output.
- Constantly looking over student’s performance at small intervals of course for better growth of student.
- Preventing teachers on using negative comments on student’s performance so that he/she doesn’t get demoralized.
- Teaching student through various techniques and examples so that he/she understands the concept completely.
- Increasing the participation of students in the learning process so they experience everything themselves.
- Participation of student in more and more co-curricular activities so as to recognize the abilities of an academically non-performer into other fields.

Challenging scenario of CCE

The Continuous Comprehensive Evaluation system introduced in government Schools under the Right to Education (RTE) Act sometime becomes a pain in the neck for teachers and even for students.

Challenging Scenario of evaluation practices in schools certain empirical studies conducted at regional level in schools (Rao,Manjula, 1998: 2001, 2002) and other studies reported revealed the following:-

- Evaluation practices carried out in schools are still conventional in their nature and purpose.
- Continuous assessment is not followed systematically.
- Competencies are not assessed through planned procedures of evaluation.
- Assessment of wrong thing. One doesn't get a fair and realistic picture of what
- What students have actually mastered.
- Formative feedback is not provided.
- Learning difficulties are not identified.
 - Remedial instructions are not provided.
- The personal and social qualities are totally ignored due to lack of awareness of what to be evaluated and how to evaluate.
- Evaluation practices carried out in schools are still conventional in their nature and practice.
- After getting orientation the teachers not conduct CCE in actual classroom situation.
- Due to certain factors, sometimes, the evaluator is biased and teacher is unable to find out on which competency the student has mastery.
- The personal and social qualities are totally ignored due to lack of knowledge of the evaluator on what to be evaluated and how to evaluate.
- Due to be over crowded classes, sometimes CCE becomes only show off.
- Examinations are predominantly of written type. Speech is ignored very considerably.
- Albeit evaluation provides feedback to the pupils to improve their learning, marks awarded in the examination do not indicate the level of proficiency of pupils in the subject. The marks are not of enough help to motivate the pupils to improve their learning because the present system of evaluation lacks reliability, validity and objectivity.
- Record keeping is also one of the biggest challenge especially where the teacher have not the basic knowledge of teaching aids like computer learners records have to the adequately and meticulously kept over a long period of time. They should be properly stored. Scores may have to be combined from different sources using various weights. Teachers need basic arithmetical operations of addition and multiplications etc so that scores will not misplaced, marks books or registers for learners could be used.

CONCLUSIONS: The purpose of education should not just to assess the level of growth, but more to improve it. So, the necessary feedback is required to reinforce the educational process. Comprehensive and continuous evaluation gives a more accurate and immediate

feedback to the teacher and the students about the effectiveness of the teaching learning process. It is possible to assess the various aspects of what the student needs to live a good life with the zeal and systematical planning of teacher, only then we can expect good quality outcome as per the expectations of the country to education

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