

**APPRAISAL OF CONTINUOUS AND COMPREHENSIVE EVALUATION**

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**ABSTRACT**

The main purposes of evaluation is to help the learners improve their achievement in scholastic areas and to develop life skills and attitudes with reference to the larger context and canvas of life. In keeping with the above, reforms in the examination system are often recommended, sometimes discussed and rarely implemented. Introduction of Continuous and Comprehensive Evaluation (CCE) is one of such reforms which have undergone a long journey. Although evaluation is done to measure the knowledge and understanding outcomes, the evaluation of non-cognitive aspects like attitudes, appreciation, interests, personal and social qualities of students are seldom carried out evaluation practices carried out in schools are still conventional in their nature and purposes. This article examines the concept continuous and comprehensive evaluation, its historical perspectives, its need and importance, its feature, challenging scenario of evaluation practices in Indian Schools with strategies and plausible solutions for implementation

Key Words: Continuous, Comprehensive, Evaluation, Implementation of CCE

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The features of good assessment tasks are many and varied, but some are enduring: The task must be based on the curriculum, students must know what is expected, students must recognize the task as worthwhile and relevant, and the task must be capable of eliciting optimal performance from students.

School based formative assessment, incorporating features of continuous assessment, is common to many assessment regimes. A major tendency in such systems is for teachers to use external tests as models for their own assessment, undermining its formative role, or to relegate formative assessment to assessment of attitudes and behavior only, thus seriously devaluing higher-order thinking. The change in emphasis from assessment that is dominated by external summative testing to assessment where classroom teachers have not only a formative assessment role but also a summative assessment role can be linked to a shift towards assessment tasks which emulate the kind of process-based higher- order tasks thought to represent good practice.

Realizing the importance of evaluation in the teaching – learning process, it was made mandatory in the National Policy of Education, 1986 to introduce the concept of CCE in teaching – learning process to challenge the traditional system of evaluation. The national curriculum for elementary and secondary education: emphasizes the following points for improving the evaluation system in framework (1988)

1. Giving flexibility of time during evaluation.
2. Defining, minimum levels of learning at all stages of education while evaluating.

3. Laying more stress on informal and child friendly methods of testing.
4. Using grades instead of marks.
5. Aiming at qualitative improvement in education through evaluation.
6. Developing competence for self-evaluation keeping in view the maturity level of children.
7. Recording of evidences regarding psychomotor skills related to co-scholastic areas such as work experience, art education and physical education.
8. Using more & more informal means of testing to reduce the fear of examinees.
9. Introducing semester system of examination.

Report on the CABE Committee on Policy brought out by Ministry of Human Resource Development (MHRD), Govt. of India in January, 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' (16.8).

Comprehensive assessment values both process and product, includes academic outcomes, social outcomes and generic skills. It covers a wide range of discipline- specific knowledge dimensions (declarative, conditional and procedural); generic skills such as analyzing and deducing that are used in working with ideas, information, artefacts and texts; and skills related to the personal, interpersonal and ethical dimensions of human life. Continuous assessment is a balance between the undesirable extremes of incessant (e.g. daily) and quantum (e.g. annual) assessment.

In implementing a program of continuous assessment, teachers need to provide sufficient but not an excess of formative assessments to allow students to develop response techniques for the range of assessment instruments and conditions that will be applied. When scheduling assessment tasks teachers need to be aware of the stage and rate of development of students to help ensure that there has been adequate time for students to learn sufficient subject content, so that assessment of understanding and application is grounded in that knowledge.

While continuous assessment makes demands on teachers, it also allows teachers the flexibility to meet them. By spreading assessment decisions over both time and tasks, not only is the evidence used to support judgments increased, so too are the opportunities for reflection on those judgments. Teachers can divide assessment into suitably timed and sized parts in such a way that the time allowed is less likely to be a covert criterion of assessment quality. Furthermore, the time frame involved in continuous assessment is an important aspect of putting together student records and providing time for teachers to reflect on the assessment and its outcomes. Continuous assessment also provides, in a way that terminal evaluation cannot, both motivation and opportunities for students to reflect on their work, develop strategies for improvement, and demonstrate improvement before the final (summative) assessment is made.

Nevertheless, the difficulties involved for teachers in meeting the challenges posed by continuous assessment should not be understated. Experiences elsewhere show that continuous assessment makes

time-management demands on teachers and students, it can lead to over-assessment, and it can create tensions between the formative and summative purposes of assessment.

FEATURES OF CONTINUOUS AND COMPREHENSIVE EVALUATION: In Appendix-2 of the Position Paper On Examination Reforms, NCF- 2005 mentions some 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 behavior indicators for various interests, values, attitudes, etc.

In order to have Continuous and Comprehensive Evaluation, both Scholastic and Co-Scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers frequently reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. Weekly, fortnightly, or quarterly reviews (depending on the learning area), that do not openly compare one learner with another are generally recommended. The objective is to promote and enhance not just learning and retention among children, but their soft skills as well. Assessment should be both Formative and Summative.

Formative Assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners. It is also carried out for taking decisions regarding appropriate modifications in the transactional procedures and learning activities. '... often means no more than that the assessment is carried out frequently and is planned at the same time as teaching.' (Black and Wiliam, 1999) '... provides feedback which leads to students recognizing the (learning) gap and closing it ... it is forward looking ...' (Harlen, 1998) ' ... includes both feedback and self-monitoring.' (Sadler, 1989) '... is used essentially to get a feed back into the teaching and learning process.' (Tunstall and Gipps, 1996)

Summative Assessment is carried out at the end of a course of learning. It measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the student. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one- time mode of

assessment and to exclusively rely on it to decide about the development of a student is not only unfair but also unscientific. Overemphasis on examination marks that focus on only scholastic aspects in turn makes student assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

"Good summative assessments—tests and other graded evaluations— must be demonstrably reliable, valid, and free of bias" (Angelo and Cross, 1993). '...assessment (that) has increasingly been used to sum up learning' (Black and Wiliam, 1999) '... looks at past achievements ... adds procedures or tests to existing work ... involves only marking and feedback grades to student ... is separated from teaching ... is carried out at intervals when achievement has to be summarized and reported.' (Harlen, 1998)

It becomes essential for the teachers to adopt a scheme of continuous & comprehensive evaluation that helps in confirming whether or not the learners have mastered the competencies or not. It is a very well-known fact that usually evaluation is done to measure the knowledge and understanding outcomes. The evaluations of skills as well as higher mental abilities are neglected to great extent due to any reasons or factors.

#### **HOW DOES CONTINUOUS AND COMPREHENSIVE EVALUATION HELP A CLASSROOM TEACHER ?**

In sum, the continuous and comprehensive evaluation helps a classroom teacher in the following ways :

1. To identify learning difficulties in mastering certain competencies and the intensity of such learning difficulties.
2. To improve students' learning through diagnosis of their performance.
3. To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competency.
4. To improve or alter instructional strategies to enhance the quality of teaching.
5. To decide upon the selecting of various media and materials as a supportive system in mastering the competencies.
6. To strengthen evaluation procedure itself.

#### **PITFALLS IN IMPLEMENTATION 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. Under the system, it becomes mandatory for the teachers to review every student on a weekly basis and then on a monthly basis. But the students especially in rural areas do not come to school for days together. Then, in such a situation, how can we assess the students on a weekly basis? Simultaneously The RTE doesn't allow failing a student till class VIII in many cases, children don't have the knowledge as per the classes they are studying in,' But there is no specific rule or option for the progress of such students. Then CCE seems fails to serve its purpose.

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

1. Evaluation practices carried out in schools are still conventional in their nature and purpose.
2. Continuous assessment is not followed systematically.
3. Competencies are not assessed through planned procedures of evaluation.
4. Assessment of wrong thing. One doesn't get a fair and realistic picture of what students have actually mastered.
5. Formative feedback is not provided.
6. Learning difficulties are not identified.
7. Remedial instructions are not provided.
8. The personal and social qualities are totally ignored due to lack of awareness of what to be evaluated and how to evaluate.
9. Evaluation practices carried out in schools are still conventional in their nature and practice.
10. 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.
11. 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.
12. Due to be over crowded classes, sometimes CCE becomes only shows off.
13. Examinations are predominantly of written type. Speech is ignored very considerably.
14. Although evaluation provides feedback to the pupils to improve their learning, the marks awarded in the examination do not indicate the level of proficiency of pupils in the subject.
15. 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.
16. Maintenance of records especially in over-crowded classroom.
17. Other constrain for the smooth execution of CCE was stated as lack of appropriate training among the school teachers.
18. Further the teachers reported that there was lack of seriousness amongst the students regarding CCE as they were aware of the fact that they will pass without making enough efforts in academics.
19. Teachers felt that there was lack of adequate infrastructural facilities and teaching materials that made execution of CCE a difficult task in the classrooms.
20. Teachers were over burdened with the increased volume of work that affected their teaching effectiveness in the classrooms.

**STRATEGIES AND PLAUSIBLE SOLUTIONS FOR IMPLEMENTATION OF THE CONTINUOUS AND COMPREHENSIVE EVALUATION**

It is at most important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education. In spite of the challenging scenario, if the following strategies and solutions are taken into consideration than no doubt the CCE will be successfully used in our classroom.

1. The principal and the teachers should develop an action plan indicating the scheme of evaluation, identifying the task and role of different teachers, different activities, and their time schedule, mode of implementation and feedback, mechanism along remediation strategies.
2. Proper monitoring and supervision under the observation of experts is needed to manage the evaluation.
3. Orientations, workshops should be managed to all the personal who are involved in the process of evaluation.
4. The institute like NCERT, SCERTs, DIETs may prepare diagnostic and criterion referenced tests for different classes.
5. Question Banks may be developed to assist the teachers in making tests for frequent testing. For successful implementation of the continuous assessment approach, teachers need to give more tests, which mean more marking. They need to observe the learners more keenly to assess their affective outcomes, and there will be records to be kept on the learners. All these could mean more work to the teacher, more demand on his or her time and more responsibility on him or her. This means they must be professionally prepared for operating the system. Teachers should be encouraged to form favorable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement it.
6. 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 be 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.
7. The number of students in classes should be limited to 30–40.
8. The state should provide adequate training to conferences, meetings, workshops in the concerned area.
9. There should be congruence between teaching and assessment without which assessment would become distorted.
10. Other issues that the teachers need for are financial support and detachment of extra duties other than teaching as it puts unnecessary burden on already busy teachers.

**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. The CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India. The operational and implementation challenges need to be taken care of by the provision of adequate teaching resources and training facilities.

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