

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

INTRODUCTION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of the learner that covers all aspects of the learner development. This development profile of the learner is facilitated through continuous assessment of one's learning content, the responses, the nature and success of its applications and the behavioural outcomes and further by the measurement of the holistic development through comprehensive tools of assessment.

The term 'continuous' implies that evaluation of diverse aspects of learners' growth and development is 'built into the total teaching learning process and spread over the entire span of the academic session. It means regular assessment of every student. It is more a process than an event. Such assessment would help to diagnose learning gaps and pave the way for remedial measures.

The second term 'comprehensive' acknowledges to the fact that learning can be both formal and informal; it can occur through several facets of activities and therefore the learning profile of the learners needs to be assessed in different contexts of learning both formal and informal. Thus it endorses the expression of learning through a variety of activities and hence their assessments through multiple tools of assessment. In short, it is intended to scan the entire learning map of the each student.

OBJECTIVES

- 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 instructions
- To use evaluation as a quality control device to maintain desired standard of performance
- To determine social utility, desirability or effectiveness of a programme 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

- CCE involves the process of assessing continuously and comprehensively through a variety of tools & techniques
- It is broad-based, and covers all the aspects of learner's growth & development.
- It is non-threatening and helps in reducing learner's stress by assessing meaningful small portions of the curricular content

- It is a school-based evaluation consisting of both Scholastic & Co Scholastic aspects.
- The Scholastic component of CCE conceptualizes evaluation of all academic subjects as spread over the entire span of the learning period (Term).
- It also includes *Physical Education* in its scope of assessment.
- CCE is carried out through Formative Assessment (FA) and Summative Assessment (SA)
- FA is criterion based, diagnostic and remedial.
- It offers feedback to the teacher and learners.
- Descriptive Indicators are used to assess the achievement profile of the learners in FA
- SA involves regular and norm-based assessment of all academic subjects *at the end of a Term*
- Co – Scholastic Evaluation is the assessment of many informal and formal developmental areas such as life skills, attitude & values, wellness, service activities and work education.

FUNCTIONS

- It helps the teacher to organize effective teaching strategies
- Continuous evaluation helps in regular assessment to the extent and degree of Learner's progress
- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and her needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs a discussion again in the whole class or whether a few individuals are in need of remedial instruction
- By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self assessment of how he/she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction in where more emphasis is required
- Continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes and value systems
- It helps in making decisions for the future, regarding choice of subjects, courses and careers
- It provides information/reports on the progress of students in Scholastic and Co-Scholastic areas and thus helps in predicting the future success of the learner

SCHOLASTIC ASSESSMENT

The objectives of the Scholastic domain are:-

- Desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis and the ability to apply it in an unfamiliar situation.
- To improve the teaching learning process.
- Assessment should be both *Formative* and *Summative*.

FORMATIVE ASSESSMENT

It is a tool used by the teacher to continuously monitor student progress in a non-threatening, supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. It involves the students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively, it can improve student performance tremendously while raising the self-esteem of the child and reducing the work load of the teacher.

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.

FEATURES OF FORMATIVE ASSESSMENT

- Is diagnostic and remedial
- Makes provision for effective feedback
- Provides a platform for the active involvement of students in their own learning
- Enables teachers to adjust teaching to take account of the results of assessment
- Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning
- Recognizes the need for students to be able to assess themselves and understand how to improve
- Builds on students' prior knowledge and experience in designing what is taught
- Incorporates varied learning styles to decide how and what to teach
- Encourages students to understand the criteria that will be used to judge their work
- Offers an opportunity to students to improve their work after they get the feedback
- Helps students to support their peer group and vice-versa

SUMMATIVE ASSESSMENT

It 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.

FEATURES OF SUMMATIVE ASSESSMENT

- Assessment *of* learning
- Generally taken by students at the end of a unit or semester to demonstrate the “*sum*” of what they have or have not learned
- Summative assessment methods are the most traditional way of evaluating student work

PHYSICAL EDUCATION

Physical Education is an integral part of Scholastic Assessment. It is assessed similar to core subjects such as Tamil, English, Mathematics, Science and Social Science. The students are to be assessed in physical education based on the following indicators.

1. Physical fitness
2. Initiative and interest
3. Proficiency
4. Following the rules of the game
5. Sportsmanship

CO-SCHOLASTIC ASSESSMENT

The desirable behaviour related to learner’s life skills, attitudes, interests, values, co-curricular activities and physical health are described as skills to be acquired in co-scholastic domain. The process of assessing the students’ progress in achieving objectives related to scholastic and co-scholastic domain is called comprehensive evaluation. It has been observed that usually under the scholastic domain such as knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed. The Co-Scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, both Scholastic and Co-Scholastic aspects should be given importance. Simple and manageable means of assessment of Co-Scholastic aspects of growth must be included in the comprehensive evaluation scheme.

GRADING SYSTEM

Grading is a process where in subjects or pupils may be classified on the basis of predefined standards and aimed at minimizing misclassification. In grading, students are categorized into a few ability groups on the basis of their performance and proficiency. It involves the use of a set of specialized symbols or numerals whose meaning ought to be clearly defined and uniformly understood by the students, teachers, parents and all other stakeholders.

The grading symbols must have the same meaning for all who use them to serve the purpose of communication meaningful and precise. The grading process depends on many things such as nature of the subject matter, the difficulty of the question paper, the different abilities such as intellectual, physical, emotional, personal, social etc assessed by tools of evaluation and precision is required in the evaluation program.

CONCLUSION

One of the major objectives of the school education is to prepare a student for life. For realizing this objective CCE stress on the development of Scholastic and co-scholastic areas of the child. CCE aims at creating good citizens possessing sound health, appropriate skills and desirable qualities besides excellence. For that it is important to equip teachers with required skills and competencies of evaluation well with the teaching – learning process.

The CCE system demands continuous and comprehensive assessment of both scholastic and co-scholastic aspects of the child. Assessment in co-scholastic areas need to be done systematically and methodologically by using specific observable and measurable indicators and finding grade points resulting into grades.

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