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## RESEARCH ARTICLE

# TEACHER'S ABILITY IN CONTINUOUS AND COMPREHENSIVE EVALUATION

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### ARTICLE INFO

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### ABSTRACT

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. Teacher must have a thorough knowledge of the concept and objectives of continuous and comprehensive evaluation. Continuous and Comprehensive Evaluation (CCE) refers to a system of School based evaluation of students that covers all aspects of student's development. The teacher must routinely report assessment results to students and to parents or guardians. Usually this is done through a report card. Report card should provide a profile of the child's progress over a specified period of time. If the results are not communicated effectively they may be misused or not used. To communicate effectively with others on matters of student assessment, the teacher must be able to use assessment terminology appropriately and must be able to articulate the meaning, limitations and implications of assessment results. On preparing a report the teacher needs to communicate and share the feedback with the child and parents. This aspect is important and needs to be done carefully and in a constructive and positive manner. Evaluation is one of the indispensable components of any curriculum. It plays a very crucial role in teaching learning process and influences the quality of teaching and learning. Only when learners are evaluated, can their weaknesses and difficulties be diagnosed and remedies be given for more effective learning. With the onset of globalization a skilled workforce is the demand of the hour and for this all round development of learner is very important. A lot of innovations are being made in schools for the same and the introduction of CCE is one among them. But mere implementation of CCE would not ensure the desired results. Findings of the present study also direct towards the same.

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## INTRODUCTION

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 pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include co-curricular and personal social qualities, interest, attitudes and values. The need of Continuous and Comprehensive School-based Evaluation has been felt over the last few decades.

The Secondary Education Commission (1952-53) suggested that internal examination and school records should be given due importance in final assessment of students. The commission also recommended adopting a system of letter grading rather than numerical marking. The Kothari Commission report (1964-1966) has also recommended the school based evaluation system. But it was NPE, 1986 which first time recommended CCE strongly in schools. Similarly National Policy on Education (NPE), 1992 also expressed need of CCE in context of Examination Reform that should include both scholastic and non-scholastic achievement of the students. National Curriculum Framework - 2005 has emphasised the implementation of CCE primarily for diagnosis, remediation and enhancing of learning. Likewise, the Position Paper National Focus Group on Examination-2006 highlighted nature and characteristics of CCE as a school-based assessment system. Teacher must have a thorough knowledge of the concept and objectives of continuous and comprehensive evaluation. Continuous and Comprehensive Evaluation (CCE) refers to a system of School based evaluation of students that covers all aspects of student's development. The „Continuous“ aspect of

CCE takes care of „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. he„ 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. Teachers should be skilled in choosing assessment tasks, method, strategies, tools and techniques appropriate for continuous internal assessment and comprehensive assessment.

Skills in choosing appropriate, useful, administrative. convenient, technically adequate and fair assessment methods are pre requisite to good use of information to support instructional decisions. The teachers will know, each assessment approach they use and its appropriateness for making decisions about their pupils. Assessment options are diverse and include text and curriculum embedded questions, port folios, discussions, quiz programme, role playing, exhibitions, demonstrations, oral test, written test, performance test, practical work, peer and self assessment, group activity, observations, interviews, others opinion, student records, speech, drama criterion referenced test, norm referenced test, diagnostic test and performance task. One of the feature of CCE is performance assessment. Performance assessment provide a basis for teachers to evaluate both the effectiveness of the process or procedure used and the product resulting from performance of a task. 2) For assessing performance task, the import. The teachers should be skilled in reporting and communicating feed back on assessment. The teacher must routinely report assessment results to students and to parents or guardians. Usually this is done through a report card. Report card should provide a profile of the child's progress over a specified period of time. If the results are not communicated effectively they may be misused or not used. To communicate effectively with others on matters of student assessment, the teacher must be able to use assessment terminology appropriately and must be able to articulate the meaning, limitations and implications of assessment results. On preparing a report the teacher needs to communicate and share the feed back with the child and parents. This aspect is important and needs to be done carefully and in a constructive and positive manner.

#### The CCE literature has added an insight and special knowledge to your professional efficiency

	Male		Female		Total		Chi square test	Remark
	N	%	N	%	N	%		
Strongly believe	14	42.4	37	69.8	51	59.3	X <sup>2</sup> =10.489	P=0.0148*
Partially believed	6	18.2	9	17.0	15	17.4		
Believed some extent	5	15.2	5	9.4	10	11.6		
Not sure	8	24.2	2	3.8	10	11.6		
Total	33	100.0	53	100.0	86	100.0		
*: Highly significant								

Many teachers strong believe that CCE literature has added an insight and special knowledge to your professional efficiency (42.45 % of male teachers and 69.8% of female teachers). This is highly Significant. ( P=0.0148)

The teacher must:

- Focus on learning outcomes that require complex student performance select or develop tasks that represent both the content and the skills that are central to important learning outcomes.
- Minimize the dependence of task performance on skills that are irrelevant to the intended purpose of the assessment task.
- Provide the necessary scaffolding for students to be able to understand the task and what is expected.

- Construct task directions so that the student's task is clearly indicated. Use indicators for clearly observable and measurable behaviours.
- Clearly communicate performance expectations in terms of the scoring rubrics by which the performance will be judged. So the teacher should consider the above mentioned points while choosing performance tasks in and outside the class room.

The teacher must be skilled in developing valid pupil grading procedures. In CCE subjects related scholastic areas are interpreted in terms of indirect grading. That means converting marks into grades, usually criterion referenced grading. In the case of non-scholastic area, direct and norm referenced grading are followed Teachers must have the conceptual and application skills in the grading system that he/ she follows. He/she must be able to devise, implement, and explain a procedure for developing grades composed of mark from various assignments, projects, class activities, quizzes, tests and other assessments that they may use.

**Objective of the study:** To study the implementation of CCE in schools with respect to:

- How it is implemented in classes by teachers
- To study the insight and knowledge of teachers while implementing CCE.

## RESEARCH METHODOLOGY

The Survey method was used for the present study

**Population and Sample:** The study was carried out in Schools in the Vijayapur city of Karnataka. Ten schools teachers were randomly selected. All teachers of these schools formed sample of study. Thus it became cluster sampling.

**Toolused:** A questionnaire comprising of 21 questions on implementation of CCE in schools was used for the study. Questions on how CCE was being implemented, whether assessment of all scholastic and co-scholastics aspects was taken care of, what problems were being faced while its implementation and suggestions for the same were included in the questionnaire.

**Data Analysis:** The data collected using the questionnaire was analyzed using frequency and percentage. Content analysis was used for analyzing open ended questions.

**Recommendation On the basis of above findings the study, following recommendations are made in order to resolve the identified issues**

**Awareness programme for students:** There is an urgent need of awareness programmes for students about CCE. These programmes should be intended to provide information regarding

different schemes of CCE and importance of their role in CCE. In this context, a hand book on CCE for students should also be available including proper explanation of controversial issues.

**Counselling programmes:** it was felt that there should be a regular counselling programme for students to know their problems related to CCE. It may be individual as well as group counselling to get students' feedback about CCE. As it was found that students were not in favour of grading system although it was recommended by all the educational commission and committees. Therefore, counselling is an effective way to make their attitude positive towards grading system. The students should be informed about the advantages of grading system over marking system in a logical way.

**Improve remedial teaching:** It was found that students were not happy with the way remedial teaching provided to them. The individual problem of student should be given due importance in remedial class. Therefore, it is necessary for every school to provide regular and effective remedial teaching. Remedial teaching should have a proper schedule and individual problem related to particular subject should be given due importance.

**Co-scholastic assessment by a team of teachers:** It was found that the students accepted the subjectivity in assessment of co-scholastic aspects of students. Therefore, it better to assess co-scholastic aspects of students by a team of teachers. There should be separate teams for each class or section and these teams should consist of the class teacher.

## CONCLUSION

Evaluation is one of the indispensable components of any curriculum. It plays a very crucial role in teaching learning process and influences the quality of teaching and learning. Only when learners are evaluated, can their weaknesses and difficulties be diagnosed and remedies be given for more effective learning. With the onset of globalization a skilled workforce is the demand of the hour and for this all round development of learner is very important. A lot of innovations are being made in schools for the same and the introduction of CCE is one among them. But mere implementation of CCE would not ensure the desired results. Findings of the present study also direct towards the same. Workshops conducted are not adequate. More workshops and training programmes have to be conducted periodically and feedback taken from teachers simultaneously. Teachers need to be given more clarity and more specific materials on how exactly to conduct CCE and on how to tackle the problems they face while implementing CCE in their classes. More uniformity has to be brought in implementation of CCE. Discussion sessions have to be organized for the same at State level. Studies have to be taken up to evaluate the implementation of CCE. This would help find out the problems and challenges that hinder proper implementation of CCE and thus help in finding solutions for the same.

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