

Need of Continuous Comprehensive Evaluation in School System

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Abstract: Evaluation is to be in such a way it should assess over-all performance of a child. It should be child-friendly and teacher- friendly. A teacher's role is very importance in Continuous Comprehensive Evaluation system.

Keywords: Continuous Comprehensive Evaluation, Life Skills, Work Education, Attitudes and values, Health and Physical Education.

1. INTRODUCTION

The goal of a country's education should be to create physically, mentally and intellectually strong students who can build a strong nation. It should also create entrepreneurs, scientists, innovators, artists, great thinkers and writers who lay the foundation for knowledge based economy rather than a low quality service provider nation.

In today's competitive world, assessment of students' achievement is changing because in-depth knowledge, critical and divergent thinking, decision making and positive approach are the need of the hour to survive successfully. The students need to acquire and constantly upgrade their knowledge as per needs of their working place. The process of schooling has to change to keep in pace with the skill requirements of the country.

To acquire such knowledge and skills, a positive change should be brought in public examination systems. In our system of examination, rote memory plays a major role. This is the biggest flaw in our system. Innovative assessment techniques that encourage skills such as creativity, research, problem solving, decision making, critical analysis must implemented at school and class room level. We therefore need to redefine the role of assessment in improving education.

2. EVOLUTION OF CCE

The concept of school based evaluation in India has evolved through last five decades. The Radhakrishnan commission first mooted the ides of Continuous Comprehensive Evaluation (CCE) in 1948. It suggested that one-third of the marks must be kept for internal assessment. In 1952 Mudaliar commission recommended internal assessment and use of school records maintained by the teachers for final assessment. It also suggested a school certificate (based on internal evaluation and analysis of student records maintained by the school) may be given instead of certificate given based on the external examinations. This was the period when the ides of providing supplementary information about the student's performance in schools surfaced. Accordingly the commission advocated one single certificate with two parts- one giving details of the student's performance in school and the other giving the details of performance in public examination. Its idea was to test both scholastic and non-scholastic achievements through school based evaluation.

In 1955, All India council for Secondary Education was established to develop approaches and operational strategies for conducting public as well as internal examinations in the country. In 1956 the council organised a seminar on examinations in Madhya Pradesh. It strongly recommended school-based evaluation. It recommended 20% of the total marks in each subject to the assessments given school records. This seminar is a landmark in the history of examination

reform in India. This recommendation was implemented by number of states but was not found effective and withdrawn later.

In 1966, the Kothari commission again recommended school based evaluation. It insisted that the evaluation should be continuous and comprehensive covering personality traits, skills, attitudes, interests, etc., and it should be part of teaching-learning process. Tools and techniques of such school based evaluation need not be as those of the external examination. The internal assessment should be more diagnostic in nature than for certification and more formative than summative.

In 1971, the Central Advisory Board on Education committee Reform, advocated for internal assessment and felt the need for a separate certificate for internal assessment.

In 1986, the National Policy on Education (NPE) strongly called for the school based evaluation to be built into the total teaching – learning process. It stated that “Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education need to be spread over the total span of instructional time.” This statement in the National Education Policy document later on became the basis for developing the concept of CCE.

A KIND OF SCHOOL CHILDREN LIKES TO GO:

1. Children smiling and laughing.
2. Noisy movement all around.
3. Every child doing something or other.
4. Children participating in classroom activities on their own.
5. Children looking for/bringing things they can play within the class rooms.
6. Room filled with materials, clay, etc. all around and children using the material.
7. Teacher sitting and playing with children.
8. Teacher asking children ‘what shall we do?’
9. Children telling teacher what they have found out.
10. No fear or tension on the part of the children even in evaluation.
11. One class working without teacher but looking as though there is teacher.
12. Parent telling teacher I enjoy doing your activity with my child at home.

The ministry of education has started thinking seriously and this made them to introduce the continuous comprehensive evaluation in schooling. It is only a beginning.

CONTINUOUS COMPREHENSIVE EVALUATION:

CCE is to provide valid and reliable measures of pupil growth and it should act as a powerful instrument for improving teaching-learning process. CCE, if effectively implemented lead school improvement. The term ‘Continuous’ implies pupil evaluation spread over the entire span of educational endeavour.

The term ‘Comprehensive’ implies that besides scholastic aspects, pupil evaluation needs to cover the non-scholastic aspects of personality which include interests, attitudes, personal and social qualities, proficiency in co-curricular activities, health of the pupil, etc. In technical terms, it means not only the cognitive but also the affective and psychomotor domains of pupil growth should be covered in the evaluation.

The term ‘Evaluation’ is different from the term ‘measurement’, which is quantitative in nature. Evaluation is qualitative as well as quantitative. It aims at improving the level of achievement and proficiency through diagnosis and remediation and uses unconventional tools such as rating scales, check lists, inventories, observation schedules, etc., besides test.

Besides NPE, the National Curriculum Framework (NCF) 1988 recommended for interactive methodology in schools which involves continuous dialogue between teacher and pupils (group discussion, investigation, problem solving, etc.). It could provide conducive environment that could develop abstract cognitive skills.

FORMATIVE ASSESSMENT:

It helps the teacher to monitor the students in non-threatening way. It creates conducive environment to both the teacher and the students. If used effectively, an excellent performance can be seen in students and will reduce the work load of the teachers. It raises the self esteem of the child.

Formative assessment consists of class work, home assignments, oral questions, quizzes, projects, observation during class activities, individual activity, group activity, Listening, reading, extempore speech, dramatization, oratory, speech, assignment, debates, recitations, composing poems, role plays, projects, group discussion, lab activities, seminars, symposium, exhibitions, field trips, open book test, surveys, quizzes, etc. and pen-paper tests.

Formative assessment helps the teachers to assess the students then and there. It is also an assessment for teachers on their teaching thereby the teacher can change the teaching methodology and take remedial measures immediately. It gives immediate feedback to the teachers and the students. It helps the students to assess themselves and understand how to improve. It helps in active involvement of the students. It promotes motivation and self esteem of students. It encourages peer learning.

FEATURES OF FORMATIVE ASSESSMENT:

1. Stress free.
2. No longer rote memory based.
3. In-depth knowledge oriented.
4. LSRW skills are given due and equal importance.
5. Builds confidence
6. Inculcates sportiveness.
7. Enhances team spirit.
8. No-fear, No-guilt with controlled freedom.
9. Encourages divergent thinking.
10. Creativity based.
11. Activities help the students to understand the abstract concepts in better way than reading and listening.
12. Helps them to crack competitive exams easily.
13. Formative assessment makes very good platform for better performance in summative assessment.

SUMMATIVE ASSESSMENTS (SA₁ & SA₂):

Summative assessments are conducted at end of each term in the traditional way. It sums up or measures how much the student has learned from the course. The type of questions include objective type, short and long answers

3. CO-SCHOLASTIC AREAS

For the past few decades, children at young itself are mentally disturbed and agitated. The main reason for this is schools. In schools the students are always trained either to tell answers or write tests. Otherwise the teachers preach about discipline. Other than these, no other physical activity is done in schools. Children are always made to sit within four walls and there is no fresh air. Drill and practice in rote memory is done in almost all the schools. On the other hand parents expectation on their children is too much. All the parents expect their ward to come first in the examination. Not more than that. All they want from their children is only good marks. Children are pressurised in school by the teachers and parents at home for want of only marks. Students are trained only to crack competitive exams.

All these pressures lead to nerves weakness, indigestion, headaches, skin problems, acidity, etc. But all these problems vanish during holidays. Almost every one out of ten experience this health problem. This may increase also. Due to these pressures children go in the wrong way like committing suicide, or consuming drugs. Childrens' prime age period

during which they can shine physically, mentally and emotionally are not given proper education. Other than examination practices nothing is taught in school. This is very painful. They are not taught sports, games, life skills, moral education, peer management. Then how can one expect the child to become a good citizen all of a sudden without being taught the necessary skills.

The children were assessed only by the marks scored not based on their multi talents. The assessment system is based only on rote memory. This lead to many drop outs and suicides.

On the other hand the students who scored high marks in school struggle a lot to cope up in higher studies. In no way the examinations helped them to improve their confidence level. It has also not helped them to think in a divergent manner. In international ranking of universities India is not even in the first hundred. This is not only in education, in sports and fitness too. This is due to lack of skills.

The aim of our education system should be to create physically, mentally and intellectually strong students who can build a strong nation.

A. LIFE SKILLS:

Life Skills are the abilities that help in promotion of mental and social well being, and competence in young children to face the realities of life. The ultimate aim of education is the overall development of personality which cannot be achieved without exposing students to various Life Skills. The ten core (generic) Life Skills are listed by WHO.

THINKING SKILLS:

1. Self-awareness
2. Problem solving
3. Decision making
4. Critical thinking
5. Creative thinking

SOCIAL SKILLS:

6. Interpersonal relationship
7. Effective communication
8. Empathy

EMOTIONAL SKILLS:

9. Managing emotions
10. Dealing with stress

The major objectives of Life Skills Education are to develop Life Skills to empower young adolescents to respond to real life situations in positive and responsible ways; to increase awareness among the youth about the social concerns and to alleviate social evils from society. Life Skills are the abilities that the individuals can develop to live a fruitful life. Life Skills are psychosocial abilities that enable individuals to translate knowledge, attitudes and values regarding their concerns into well informed and healthy behaviours. Empowered with these skills, young people are able to take decisions based on a logical process of “what to do, why to do, how to do and when to do”.

Learning Life skills will help the students to manage their emotions and help them to manage tough situations.

B. WORK EDUCATION:

The most important goal of education is to prepare children for life as adults and to impart knowledge, skills, qualities and attitudes which make them self-supportive individuals and productive citizens. Prevocational programmes at the secondary and higher secondary (academic stream only) stages, as visualized in the NPE, are aimed specifically at development of skills in different work areas through well-designed courses so that those who stop studies after the high/higher secondary stages are able to enter the world of work directly or with a little more preparation.

The competencies to be developed in this field include knowledge, understanding, skills and values through need based life activities.

The activities specifically stressed include

Cookery skills

Preparation of stationary items

Tying and dyeing

Screen printing

Recycling of paper

Hand embroidery

Running a book bank

Repair and maintenance of domestic electrical gadgets

Computer operation and maintenance

Photography etc.

The students will be assessed on any these activities.

C. VISUAL & PERFORMING ARTS:

The visual arts are arts that create works that are visual and applied in nature.

The visual arts include drawing, painting, murals, collage, crafts, sculpture, etc.

The performing arts are arts in which the students use their body or voice to convey a message. The performing arts include dance, vocal music, instrumental music, drama, puppetry, etc.

The students will be assessed based on the competitions they participate and activities they perform.

Students generally love to sing, dance and draw. The teaching of visual and performing arts in this way help the students to make learning joyful.

D. ATTITUDES & VALUES:

ATTITUDES TOWARDS:

1. Teachers
2. School mates
3. School programs & environment and

An attitude is an expression of favour or disfavour towards a person, place, thing or event. It can be formed from a person's past and present. It is actually very difficult to measure attitude. It can be positive and negative and is difficult to change. Attitudes are to be assessed under the following heads.

1. Attitude towards teachers: Under this heading, the child's attitude can be judged in terms of his/her relationship with teachers. Whether the child shows deference and courtesy to the teachers or not, whether the child demonstrates a positive attitude towards learning or not, etc.

2. Attitude towards students: Under this, the child's attitude is judged in terms of his/her relationship with his/her peers in school.

3. Attitude towards school programmes and environment: In this particular category, the child's attitude towards his/her school programmes and environment is judged. The child's participation in school activities for the elevating of the environment can be judged. Also whether the child participates enthusiastically in school programmes or not, can be judged under this head.

VALUE SYSTEMS:

Values are determining qualities of life. There is a very large body of knowledge and lists of values. Article 51 A of the Indian Constitution – Fundamental Duties – provides the most comprehensive list of values that should be inculcated by every Indian citizen.

In addition, the ten basic themes such as Think positive, Be compassionate and do no harm, Discover inner peace, Learning to live together, Respect human dignity, Be your true self, Developing critical thinking, „Resolve conflict non-violently, Build peace in the community, Caring for the planet may also form a part of Values Education in schools.

It is important to remember that Values Education is not another subject. It performs two important functions in the curriculum. Firstly, it unifies all other subjects under a holistic vision of values. In the absence of such a holistic view the learning done in subjects tends to be fragmentary and remains superficial. Secondly, values Education humanizes education

4. CO-CURRICULAR ACTIVITIES

Co-curricular or extracurricular activities include sports, art, theatre, debate and honour clubs, and music.

A. ACTIVITIES (ANY TWO):**1. LITERARY AND CREATIVE SKILLS**

(Debate, creative writing, recitation, essay writing, poster making, slogan writing, etc.)

2. SCIENTIFIC SKILLS

(Projects, Science club, Science quiz, Science exhibition, Maths club, Olympiads, etc.)

3. INFORMATION AND COMMUNICATION

(Power point presentation, website and cover page designing, animation, etc.)

4. ORGANISATIONAL AND LEADERSHIP SKILLS

(Eco-club, Health and Wellness club, Disaster management, Leadership skills, etc.)

The students can choose any two out of four activities. These activities help to develop all round performance of the students. These activities help them to build self-confidence, help them good at decision making and creativity.

B. HEALTH & PHYSICAL EDUCATION (ANY TWO):**1. Sports/indigenous sports****2. Ncc/nss****3. Scouting and guiding****4. Swimming****5. Gymnastics****6. Yoga****7. First aid****8. Gardening/shramdaan****9. Martial arts**

The physical education teacher and the other teachers concerned will assess health and physical education. A student can choose any two out of nine. These activities help them to be fit in physical and mental health.

5. ROLE OF TEACHER

In CCE, the teacher is no longer a teacher, but a facilitator. The teacher should play active role. The teacher should guide and motivate the students to develop metacognitive skills, critical thinking, creative thinking, problem solving, etc. The

teacher should use multiple tools and techniques to assess the students especially in formative assessment. While assessing life skills and attitudes and values, all the teachers should discuss together and give grade points. The teachers should also upgrade their knowledge in order deliver better performance. The teachers should often attend workshops on CCE. It is in the hands of the teachers to make CCE effective. The CCE not only team spirit among students but also among teachers.

6. CONCLUSIONS

The role of CCE is very important to improve the student's quality. CCE in implemented effectively, will bring tremendous effect on students. Continuous assessment of the child throughout the year has got many advantages. The child's performance can be checked and correct immediately. Child's interest on visual and performing arts and sports are also assessed and this inturn will bring positive results in academic part too. CCE helps to develop the child's life skills which will definitely help to face challenges boldly in future.

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