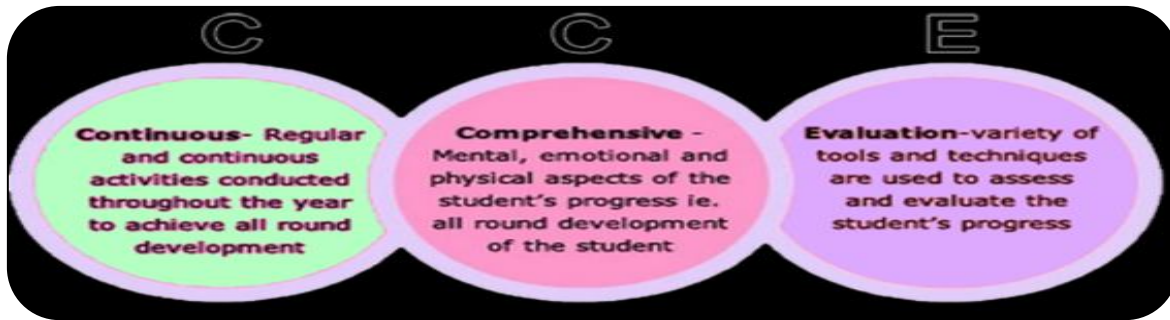




Review Of Research



TOOLS AND TECHNIQUES OF CONTINUOUS AND COMPREHENSIVE EVALUATION



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ABSTRACT

The Continuous and comprehensive evaluation refers to a particular process of evaluation which is school based and aims at all round development of the student. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students.

The term continuous refers to continuity and regularity of assessment during the whole session. The frequency of class tests, unit tests and terminal tests can make the evaluation regular. The tests may be followed by the diagnosis of the hard spots of learners and remedial interventions to correct them. Retesting and getting the feedback may help the teachers and learners for their self-evaluation. Besides periodicity of tests, the continuity of the evaluation can be achieved by making evaluation as an integral part of teaching learning process. The continuity can be made feasible by employing both formal and informal methods of assessment. It may be pertinent to add that the traditional system hardly adheres to the concept of regularity of testing and continuous assessment.

The second word refers to the areas of assessment which includes both scholastic and co-scholastic aspects of pupils growth helping the all-round development of the child. In scholastic aspect, cognitive growths in subject specific areas and in co-scholastic aspect the growth in affective and psychomotor areas are covered. The scholastic areas are meant for intellectual growth whereas co-scholastic areas are required to develop physical growth, development of social personal qualities, interests, attitudes and values. The term comprehensive also includes the variety of evaluation tools and techniques to be employed. It may be mentioned here that the evaluation tools and techniques used for scholastic areas may not be applicable for

the co-scholastic areas. The CCE is multi-dimensional as it involves multiple techniques and different persons like teacher, pupil, peer, parent and community.

KEYWORDS: Tools and Techniques, Continuous and Comprehensive Evaluation.

I. INTRODUCTION

The continuous and comprehensive evaluation refers to a particular process of evaluation which is school based and aims at all round development of the student. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students.

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The second key word is comprehensive. This refers to the areas of assessment which includes both scholastic and co-scholastic aspects of pupils growth helping the all-round development of the child. In scholastic aspect, cognitive growths in subject specific areas and in co-scholastic aspect the growth in affective and psychomotor areas are covered.

The term comprehensive also includes the variety of evaluation tools and techniques to be employed. It may be mentioned here that the evaluation tools and techniques used for scholastic areas may not be applicable for the co-scholastic areas. The CCE is multi-dimensional as it involves multiple techniques and different persons like teacher, pupil, peer, parent and community.

The Kothari Commission Report 1966 had stated that “the internal assessment or evaluation conducted by schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students’ growth that are measured by the external examination and also those personality traits, interest & attitudes which cannot be assessed by it”.

National Policy on Education 1986 had also stated that ‘continuous and comprehensive Evaluation should incorporate both scholastic and non-scholastic aspects of evaluation spread over the total span of instructional time. NCERT in its position paper on National Curriculum Framework- 2005 (NCF-05) Stated that School based CCE system should be established to...

- Reduce stress on children
- Make evaluation comprehensive and regular
- Provide space for the teacher for creative teaching
- Provide a tool of diagnosis & remediation
- Produce learners with greater skills

II. CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation refers to a system of school based evaluation of students that covers all aspects of student personality. It is a curricular initiative, attempting to shift emphasis from mere testing to Holistic Learning.

‘Continuous’ means that the evaluation of identified aspects of students’ growth and development is a continuous process rather than an event. It is built into the total teaching learning process & spread over the entire academic session.

‘Comprehensive’ mean the scheme attempts to cover both the scholastic and the co-scholastic aspects of students’ growth and development.

Concept of Continuous and Comprehensive Evaluation is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with

its improvement. As testing evaluation is also concerned with identification of learning experiences and educative environment to produce changes in the learner's behaviour. It involves information gathering, information processing, judgment forming, and decision-making.

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). 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.

III. TOOLS AND TECHNIQUES OF EVALUATION OF SCHOLASTIC AREAS

- Day-to-day observations
- Oral work (Question answer, loud reading, dialogues/conversation, role-play, interview, group discussion, etc.)
- Practical/Experiments
- Activity(Individual, Group, Self-Study)
- Projects
- Tests (Informal small duration written tests, open book tests, monthly class tests, unit tests, terminal test, diagnostic tests etc.)
- Homework/Class work(Informative, descriptive, essay, report, story, letter, dialogue, expressing imagination, etc)
- Questionnaire, self-evaluation, peer-evaluation, group work & other similar tools.

Reporting of the assessment can be made using direct or indirect grades.

Evaluation of co-scholastic areas and Personal and social qualities

Area	Technique	Tool	Periodicity	Reporting
Health	Medical check-up for physical growth	Norms of fitness used by Doctor	Once in a year	Health status
Physical Education	Observation of activities	Rating scale	As per time table	Direct Grading
Work Experience & Art Education	Observation at work and activities Maintenance of Portfolios	Rating Scale	As per timetable	Direct Grading
Social and Personal qualities	Observation, Interview and Self reporting techniques (students' diary)	Rating scale, Checklist and Anecdotal Records	Day to day observations by the teachers by determining criteria for each trait	Direct Grading (once in every month)

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

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

IV. CONCLUSION:

Continuous and Comprehensive evaluation facilitates students' effective learning as well as their all round development of personality with its multiple evaluation tools and techniques and corrective measures. It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education.

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