

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE): BURDEN FREE LEARNING

Gagandeep Singh
Department of Computer Science & Application,
D. A. V. College, Hoshiarpur.

ABSTRACT

Education aims at making children capable of becoming responsible, produce and useful members of the society. Evaluation is an essential part of an education system. Continuous and Comprehensive Evaluation refers to a system based evaluation of students that covers all aspects of student's growth and development. A teacher cannot wait until exams to evaluate students because that can be too late for his bright carrier. This paper is about how to decrease that problem and moreover help the teacher to evaluate student's growth and also help student to improve.

INTRODUCTION

The term Continuous and Comprehensive Evaluation (CCE) is used for students in which their assessment is done on continuous basis and which is also comprehensive in nature, in the sense that it is not restricted to assessment in academic subjects but also covers other areas such as performance in games, Physical education, Creative Education, Art, Music, Dance, Drama, cultural activities and etc. The term 'continuous' is meant to emphasize that evaluation of identified aspects of students 'growth and development' is a uninterrupted process rather than an event, built into the total teaching-learning process and stretch over the full duration of academic session. The second term 'comprehensive' means that the method attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development. In this system, student's marks will be replaced by grades which will be evaluated on the basis of curricular and extra-curricular evaluations along with academics. The aim is to distribute the workload on the student by means of continuous evaluation by taking number of small tests throughout the year in place of single test at the end. This helps the students who are not good in academics to show their talent in other fields. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques and aims at assessing a learner's development in areas of learning, like:-

- Knowledge
- Understanding
- Applying

- Analyzing
- Evaluating
- Creating

OBJECTIVES

- Encourage development of cognitive skills and de-emphasize rote learning
- Make the entire education process a student-centric activity
- Help develop cognitive, psychomotor and interpersonal skills
- Make comprehensive evaluation an integral part of entire education process
- Improve student's accomplishments through regular diagnostics and remedial instructions
- Use evaluation to manage superiority and maintain desired performance
- Take decisions about the learner, learning process and learning environment by determining social utility, desirability & effectiveness of the program

CHARACTERISTICS

Mediation: learning can take place with or without mediation. In case of the latter, the social context and interaction, especially with those who are capable provide avenue for learners at work at cognitive level above their own.

Concept and Understanding: Hearing must be passed so that it allows learner to engage with concept and deepen understanding rather than remembering only to forget after examination.

Interact: Learning takes place both within school and outside school. Hearing is enriched if the two fields interact with each other. Art and work provide opportunities for comprehensive learning that is rich intact and aesthetic components.

Natural Motivation: All children are naturally motivated to learn and are capable of learning. Making meaning and developing the capacity of abstract thinking, reflection and work are most important aspects of learning.

WHAT MAKES CCE DIFFERENT AND EASY:

Stress Relieving: This is the TRP of CCE. All the talk regarding CCE start and end with single agenda. Identifying learning progress of student at regular time intervals on small portions of content

Generating Interest: The increased importance on sports and co-curricular activities will help in creating interest among the students. Group activities and stage performances will build up the confidence which will eventually help them in future.

De-emphasize memorization: The examination in CCE pattern is designed in such a way which compels students to understand the concept rather than mugging them up.

Learner Centered Activity: The teaching and learning were dependent mostly on teachers and available curriculum. Any deviation from the curriculum and syllabus was considered as sin. CCE encourages teaching and learning to be learner centered activity.

Flexibility: The CCE pattern allows different schools and in turn teachers the freedom to conduct the tests in their own way the only requirement is that the teacher should follow the CCE guidelines.

Regular and Punctual: Students will become more regular and punctual. They will try to do their home assignment and class work with the entire satisfaction of all concerned.

Motivational Value: It is motivational the pupils to work regular and thoroughly. They work throughout the year and do not waste time.

Diagnostic Value: It enables us to diagnose student difficulties in learning. It provides opportunities of find out need, interest, abilities and aptitude of an individual and shows him.

Positive Results: It aim at finding out what the child knows what he can do and what intelligence he has got rather than at find out what he does too know.

TYPES OF CCE:

Evaluation of Cognitive Domain: This evaluation measures the achievement of cognitive education goal that can be achieved by conceptual process such as memorizing, understanding and reasoning on the educational contents specified in the educational goal.

Evaluation of Effective Domain: This evaluation looks at changes or improvement in interest, merit, confidence, and attitude or characteristics such as a spirit of co-operation, responsibility, low abiding nature, sociality and self consciousness.

Evaluation of Psychomotor Domain: This evaluation measures the achievement of education method, goals that can be achieved by using whole parts of the body such as hands, feet, legs and shoulders.

CCE PROCESS:

Create the evaluation plan: Because the contents and method of evaluation differ by evaluation plan, confirm the evaluation goal r necessity by arranging for phases such as setting education goal, starting method selecting the evaluation design, producing the evaluation tools.

State the evaluation goal: Decide the evaluation goal, and select the best statement method possible, based on the goal that the evaluation process is to achieve.

Select on evaluation design: Create a specific design according to the evaluation goal, to collect, analyze and compare the data expected to be received during the evaluation.

Produce evaluation tools: Decide on the evaluation method or measuring tools that will be used to collect data or information and produce the best evaluation tool possible.

Collect evaluation data: After selecting and producing the evaluation tools, collect the actual information and data by acquiring the necessary labor, facilities and time check and improve the given condition.

Analyze the evaluation result: Arrange and grade the information and data collected during the previous phase to obtain the mean variance and standard deviation.

Report the evaluation result: The results obtained should be noted in the form of report, which can be used to analyze it further.

Apply the evaluation result: Based on the evaluation result, improve the education method, induce motivation to learn, apply various evaluation results according to evaluation goal and check the end result.

ADVANTAGES OF CCE:

- The major benefit of CCE is that it reduces stress in students.
- This system works on the overall development of student.
- It explores the potential of students, make them confident.
- Encourages students to participate in extracurricular activities.
- Breaks huge syllabus into smaller parts.
- Implementation of effective teaching aids.
- It keeps students busy most of the time.

CONCLUSION:

In conclusion to above I want to mention that students are firstly children and they should be treated as children. Their grooming will make their future better. CCE helps very much in doing that by considering all aspects of development which in result gives children a bright future and a confident life. The only drawback of this method is that the student who got 90% will be given the same grade with the student who got 99%. Other than that there is no other problem in the preparing the students.

BIBLIOGRAPHY

- Buch, M.B.: Second Survey of Research in Education Society for Educational Research and Development, Baroda, 1979.
- Buch, M.B.: Third Survey of Research in Education Society for Educational Research and Development, Baroda.
- Deepak, J.S., secretary, G.O.No.489 (1)179-5-06,346 12001 T.C.,-1, Sessional Examination System and The New Education and Supervision System.
- Gronlund, N.E. (1965); Measurement and Evaluation in Teaching, the Macmillon Company, New York.
- NCERT, Fifth Survey of Educational Research, 1998-92, vol.II.
- CBSE(2010). Teachers' Manual on continuous and comprehensive evaluation- classes IXth and Xth:2010.Retrieved from http://www.cbseacademic.in/web_material/cceresources/3_CCE_Manual_Revised_2011.pdf
- Moffat, K.J., McConnachie, A., Ross, S., & Morrisson, J.M. (2004). First year medical school stress and coping in problem-based learning medical curriculum. Medical Education, 38, 482 491
- Michie, F., Glachan, M., & Bray, D. (2001). An evaluation of factors influencing the academic self-concept, self-esteem and academic stress for direct and re-entry students in higher education. Educational Psychology, 21, 455472.
- Frassrand, S. (2005). A comparative analysis of Stress levels in undergraduates university students. Unpublished Departmental Honors Thesis, The University of Tennessee at Chattanooga, The School of Nursing.
- Busari, A.O. (2000). Stress Inoculation Training and Self Statement Monitoring Techniques in the reduction of Test Anxiety among Adolescent under Achievers in Ibadan Metropolis, Nigeria. An Unpublished Ph.D Thesis, University of Ibadan pp.309.