

A STUDY OF TEACHERS' UNDERSTANDING ABOUT CONTINUOUS & COMPREHENSIVE EVALUATION AT PRIMARY LEVEL

Dr. Ashoni Kanwar

Manav Bharti University, Solan

INTRODUCTION

Education is concerned with preparation for meaningful life, and evaluation should be a way of providing credible feedback on the extent to which we are successful in implementing such an education.

Each learning experience provided in a teaching-learning process is expected to bring about a desired change in the learner's behavior. The degree of that might vary from learner to learner. In fact these variations make evaluation of the learner's behavior so complex that no single criterion of measurement, no single source of measurement, nor any single technique of measurement is good enough to do the job. This becomes all the more compound when large numbers of children are to be evaluated in a class situation. As evaluation is a wider term than measurement, which not only presents quantitative description of students' progress, but also highlights the qualitative descriptions of students' development. It is precisely the reason as to why we employ multiple techniques of measurement, multiple criteria of measurement, as also multiple sources of measurement. Use of all these is possible only when evaluation is totally integrated with the teaching-learning process.

MEANING OF EVALUATION

Evaluation is a process of estimating and appraising the degree and dimension of students' achievements. Further, it is also a process of estimating and appraising the proficiency level of the particular educational practice which is being conducted. It is a way of appraising the application of education theory in practice.

Evaluation is an integral part of teaching learning process. Evaluation is useful to help teachers understand the learner, plan learning experiences, determine to which extent the instructional objectives are being achieved to improve curriculum and transactional strategies.

According to Benjamin S. Bloom (1956), "Evaluation is defined as the making of judgment about the value, for some purpose, of ideas, works, solutions, methods, materials etc. it involves the use of criteria as well as standards for appraising the extent to which particulars are accurate,

effective, economical or satisfying. The judgment may be either quantitative or qualitative and the criteria may be either those determined by the student or those which are given to him.”

ROLE OF EVALUATION IN EDUCATIONAL PROCESS

Education is a complex process involving the selection of ideas (concepts, values, skills) and the planning of experiences design to fasten mastery of these ideas in the pupil subjected to educational process. Evaluation is therefore inevitable in education.

Evaluation is used for interpretation of attainment at three levels. First is with reference to the student himself\herself i.e., what is his\her current status of progress as compared to his\her previous one? What are his\her hard spots and learning gaps where he\she needs help to improve? The second level is in reference to his\her peer group i.e., where does he\she stand in the class? What is his \her performance in comparison to other students of his\her class? The third level is with reference to the criteria. The criteria means the expected level of learning keeping in view required competencies. In evaluation it is ascertained whether the student has achieved that level or not. Under this, the evaluation is considered as an integral part of the teaching learning process and supposed to be employed to bring about qualitative improvement in education.

A number of important purposes are served by evaluation which ultimately contribute to improvement of the instructional methods, the textbooks., the curriculum and even lead to modification of our educational goals. Besides, other purposes of evaluation are considered as Certification, Selection and Classification of students, diagnosis of strengths, weaknesses and guidance. It also helps both the teacher and the taught. The teacher comes to know how far his\her teaching is successful and the teaching methodology is effective. The students also get to understand where he\she is and how far his\her efforts have become successful. So, the evaluation helps in all round development of the students.

CONTINUOUS & COMPREHENSIVE EVALUATION (CCE)

Widening the scope of school examination to the extent of evaluation, assessment has been a matter of serious concern for educationists and academicians. It was because of the inadequacy of examination in tabbing the all round development of the child through education. Therefore various education commissions (1949, 1954, 1966) and education policies (1968, 1986 and revised in 1992) have recommended for Continuous & Comprehensive Evaluation which is characterized by multiple tools and techniques to capture the level of all round development of student.

Kothari Commission (1964-1966) clearly stated that in addition to all that is evaluated through the external examinations, school should also evaluate the other competencies of students. It

suggested that this assessment should be comprehensive, covering personality traits, interests and attitudes etc.

National Policy on Education (1968) envisaged for "combining external and internal assessment to form a certificate of performance".

The CABE committee on Examination (1971) also suggested that "display of performance both in external and internal evaluation in the board examination". This thinking has ultimately concretized in the form of Continuous & Comprehensive Evaluation (CCE) in the National Policy on Education (1986). Further, it has been visualized in the National Curriculum Framework for School Education (NCFSE, 2000), that 'evaluation must facilitate all-round development of students. It also states that 'the school based evaluation, which will be in the form of Continuous & Comprehensive Evaluation (CCE), will incorporate assessment of not only the scholastic area but also the co-scholastic areas of students' growth.

National Focus Group (2005) on Examination Reforms felt strongly that a school-based Continuous & Comprehensive Evaluation system be established in order to : 1) reduce stress on children, 2) make evaluation comprehensive and regular, 3) provide space for the teacher for creative teaching, 4) provide a tool for diagnosis and for producing learners with greater skills.

PURPOSE OF CONTINUOUS & COMPREHENSIVE EVALUATION (CCE)

According to School Based Evaluation, 2003, Dept. of Measurement and Evaluation, NCERT, following are the main purposes of CCE.

- To make evaluation an integral part of teaching learning process.
- To use evaluation for improving student's achievement and teaching learning strategies on the basis of regular diagnosis followed by remedial measures.
- To make sound judgment and take timely decision about learner, the learning process and the learning environment.
- To maintain desired standards of performance using evaluation as a quality control device.
- To provide scope for self-evaluation by teachers and students.

REVIEW OF RELATED LITERATURE

Wolfolk A (2006) describes authentic assessment as 'critics of traditional testing believe that teachers should use authentic tests and other authentic assessment procedures. Authentic assessment requires students to perform tasks and solve problems that are similar to the real life performances that will be expected of them outside of school. Portfolios and exhibitions are two

examples of authentic assessment. With portfolios and exhibitions there is an emphasis of performing real life tasks in meaningful contexts. Evaluating alternative assessments require judgment attention to validity, reliability, generalizability and equity, just as with all assessment. But using authentic assessment does not guarantee reliability, validity and equity (absence of bias). In fact, without clear standard and training, raters can reach very different conclusions about portfolios and performances. Using Rubrics is one way to make assessment more reliable and valid. But the results from assessment based on rubrics may not predict performance on related tasks. Also, rater bias based on the appearance, speech or behavior of minority group students at a disadvantage in performance assessment or projects. (pp. 554-563)

Crown P (2006), describe assessment in constructivism paradigm as that assessment is not just a technique to ensure improved student learning, it also contributes to improvements in the teaching and learning process. Pupils benefit from a range of assessment techniques in a variety of ways. Through informal questioning at the start of the lesson, pupils can refresh their memories on what they already know and what they have just learned.

Aggarwal M (2007), differentiates between constructivism and traditional approaches to evaluation as, the constructivist approach to evaluation is different from the traditional approach which included measurement of learner's mastery of facts and testing of their knowledge and skills against 'certain stated objectives' to describe through strengths and weaknesses. The learners were judged against pre-set criteria. Evaluation took the form of norm-referenced and criterion referenced tests. Such tests did not provide a true picture of students' higher order thinking abilities (Norton and Willbur, 1998). In constructivism, on the other hand, it is required to shift evaluation towards a more encompassing approach, wherein there is no pre-set criterion. Learners are expected to interpret the world in their own way based on the personal set of experiences. Therefore, learning outcomes will be different for each student. The objectives set for each student will also differ which according to Jonassen (1996) should be used as a guide for the students rather than as a prescription.

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