



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

**INTERNATIONAL JOURNAL  
OF CURRENT RESEARCH**

*International Journal of Current Research*  
Vol. 14, Issue, 03, pp.21103-21105, March, 2022

DOI: <https://doi.org/10.24941/ijcr.43312.03.2022>

## RESEARCH ARTICLE

# APPLICABILITY OF CONTINUOUS AND COMPREHENSIVE EVALUATION IN EDUCATION SYSTEM

\* Himmat Singh Thakur

Prof. (Education), Vishwa Bharti Institute of Education, Ujjain (MP)

### ARTICLE INFO

#### Article History:

Received 24<sup>th</sup> December, 2021  
Received in revised form  
19<sup>th</sup> January, 2022  
Accepted 24<sup>th</sup> February, 2022  
Published online 30<sup>th</sup> March, 2022

#### Keywords:

CCE, Scholastics and Co-Scholastics  
Activities, Life Skills, Assessment,  
Teaching-Learning Strategies.

\*Corresponding author:  
Himmat Singh Thakur

### ABSTRACT

Since the time immemorial education experts have been making efforts to bring about better and positive changes and to obtain satisfactory results in education. Education is the spirit of any nation and serves as an integral part of human life. Even the personality of person also reflects through the education acquired by him or her. In order to raise the educational standard among students we have adopted many techniques and still the process is in progress comprising digital tools and technologies but due to stagnant, faulty and poor evaluation system the quality of education is at its downfall and the better results are beyond our access. Hence it has been essential to introduce CCE in our education system to occur positive changes including scholastics and co-scholastics activities. CCE not only measures the qualitative aspects of learners it creates different dimensions of their development as well. It also helps to decide and implement the different educational techniques and teaching-learning strategies. CCE enables to make a holistic evaluation of entire educational process encouraging and enhancing affective, psycho-motor and cognitive skills.

Copyright © 2022. Himmat Singh Thakur. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Himmat Singh Thakur. "Applicability of Continuous and Comprehensive Evaluation in Education System.", 2022. *International Journal of Current Research*, 14, (03), 21103-21105.

## INTRODUCTION

Since the time immemorial educational experts have been making efforts to bring about better and positive changes and obtain satisfactory results in education system. Education is the spirit of any nation. It has been an integral part of human life. Without education the existence of human being is incomplete i.e. education provides a firm to stand and represent with inner self. It is education that differentiates him from animal and takes him out of the circle of narrow-mindedness removing the bars based on creed, sect, class and colour. Education proves to be an instrument to lead the human beings from darkness to light, from ignorance to knowledge. Education being a sole criterion to assess the development of an individual relies on many direct and indirect factors consisting of teaching learning process, psychological approaches, evaluative methods, learning environment etc. Even individuality of person also reflects through education acquired by him or her. In order to raise the standard of education system we have adopted many techniques and still the process is in progress comprising

digital tools and technologies, applying new scientific innovations, emphasizing educational researches; but it in spite of all these efforts we are unable to fulfill the desired goals because of our poor evaluation system. Due stagnant and faulty evaluation system the quality of education is at its downfall and better result cannot be obtained in due time. Many facets decide the educational standard among them teaching learning process and evaluation methods play vital role. Evaluation is considered to measure the progress of students. It covers all the other integral elements of education system like incessant efforts of teachers to impart better education, qualitative means, structuralized curriculum, different input methods applied by teacher to take place desired outputs. Evaluation is not only the assessment of students' growth and development but it also measures the efficacy of teacher and teaching standard. A big palace is founded on well built pillars likewise the foundation of education implies in appropriate unbiased evaluation, well planned teaching learning strategies. In order to bring about qualitative improvement in education system keeping in view the growth and development of learners both scholastic and co-scholastic circles of development must be

included in effective evaluation process. It can only be possible by proper implementation of continuous and comprehensive evaluation in our system. Continuous and comprehensive evaluation is referred to as a system in which deliberate evaluation process is carried out by school covering all necessary aspects that are helpful in students' overall development. In other words continuous and comprehensive evaluation covers all dimensions upon which students' scholastics and co-scholastics activities are designed. CCE provides objectivity in evaluation with two fold process viz. it is continuous system of evaluation on one hand and assessment of broad based learning and behavioral outcomes on the other. The word 'continuous' refers to identified aspects of students' development; it is a continuous process rather than an event, built into total teaching-learning process and spread over the entire span of academic session. This type of evaluation system is prepared analyzing the whole elements in which theoretical and practical facets play not only vital role in development of students they also enable the students to be acquainted with the different skills of self preparation. Because in this process students get known to their problems occurred during their learning they can get adequate time to correct and reconcile them accordingly. Since classroom teaching and assessment also makes it convenient to frame their attitude towards specified curriculum. In other words, it allows regularity in the assessment process, fulfils gaps during learning by diagnostic teaching, emphasizes corrective measures. The most striking feature of CCE is that it analytically presents feedback of evidence to teachers and learners for their self-evaluation.

The second term 'comprehensive' involves those schemes that cover both scholastic and co-scholastic aspects of students' development. Since learners' attitudes, aptitudes, their tendencies towards learning can be manifested in forms other than written word, the term comprehensive refers to modern innovative techniques and tools and aims at evaluating students' development in areas of learning.

#### **Objectives of Continuous and Comprehensive Evaluation:**

- To enhance and encourage cognitive skills lessening unnecessary pressure of learning.
- To develop student centric process i.e. entire education process must be based on students' activities.
- To develop psychomotor and affective skills.
- To perform a holistic evaluation of entire education process, even including each interior part.

**Scholastic and Co-scholastic Abilities and CCE:** All academic activities concerned with various subjects are included in scholastic domain. The term 'Scholastic' denotes all activities which are directly indirectly related to mind or intellect. Curricular activities of learners come into this area. It includes assignments projects, practical reports etc. Sometimes these activities are associated with objectives of cognitive areas. In the assessment we can classify scholastic activities as per Taxonomy of Educational Objectives. Bloom has identified the following objectives in the cognitive area:

- **Knowledge:** It marks the knowledge of subject matter in which different academic structures, pattern and setting are included.
- **Comprehension:** It refers to the ability of learner what he or she listens and implements in performance.

• **Application:** It indicates the ability to apply different theories and principles to solve the problems in unfamiliar spheres.

• **Analysis:** It consists of analytical methods of finding errors and corrects them accordingly.

• **Synthesis:** In it all separate elements are put in sequence to create a system for the purpose of achieve the desired goals.

• **Analysis:** It focuses the ability to make meaningful conclusion after deliberate thinking.

Scholastic areas are incomplete without co-scholastic activities in which we include various life skills, values, attitudes and other co-curricular activities viz games, sports, learners participation in social sphere etc. In co-scholastic domain the following factors come:

**Life Skills:** These are skills that mark ability to deal with various life problems effectively and tactfully.

#### **Assessment in Life Skills**

- **Individual Assessment:** In this assessment a learner is asked to perform the task individually.
- **Group Assessment:** A project is assigned to a group of learners are asked to accomplish it with mutual co-operation and collaboration.
- **Self Assessment:** It is based on the ability of learners to make a self evaluation of his performance.
- **Peer-assessment:** In it learners are paired in a group in which one learner assesses the work of another.

**Attitude:** It is the only factor by means of which learner's state of mind can be assessed by his behavior and attitude during classroom teaching. Attitude plays an important role to shape the outlook and views in learners. In its assessment we can enumerate self-report inventories, attitude scales, survey, interview, error choice techniques, indirect observation etc. This is the most effective technique which proves to be helpful in creating human values among the students.

**Advantages of CCE:** CCE is meant to measure the scholastic and co-scholastic activities of students. It has many advantages:

- CCE is a very helpful system through which the learning skills of students can be raised up to the standard employing various techniques and methods.
- CCE is done in school keeping in views all aspects of classroom teaching consequently it helps the teacher to explore the learning as well as potential of the students. The teacher independently applies his proper means to examine and evaluate the students' ability in different spheres of learning.
- This system of evaluation identifies the continuity of learning as well as the progress of students relatively on smaller content on a regular basis.
- CCE proves to be very helpful in recognizing and dealing with the certain needs of students who are academically not sound and whose performance are below the specific standard.
- Education refers to both intellectual and physical development of students. Not only academic background shapes the future and career of students but is also requires physical development and growth in order to bring about all round development of students. Hence the evaluation of co-scholastic activities

encourages the learners' participation beyond academic areas. Thus it reduces burden of academic activities and provides diversity in education.

- It brings uniformity in syllabus as in CCE curriculum is designed to keep in view the requirements of students' growth and learning. It enables all state or regional boards to adhere to guidelines structuralizing the curriculum so that contents, subject matter, topics, titles may be similar. It also helps in setting the question papers of different competitive exams.
- It also leads to the holistic approaches of education which decide the criteria for overall development of students on various levels.
- To inculcate additional life skills, sharpening imagination, developing rhetoric skills and thinking skills CCE plays an important role.
- A classroom teaching followed by evaluation also encourages learners to develop the practice of self assessment. In a group of students an individual learner deliberately thinks of his or her drawbacks, shortcomings and difficulties and tries to resolve them. The frequent and continuous process of evaluation provides a chance to make improvement wherever required.

**Disadvantages of CCE:** Many experts and educationists including students and teachers opine that continuous and comprehensive evaluation has a lot of drawbacks and redundancies which must be taken into consideration. Though it is a well planned system of evaluation yet there are many disadvantages.

- Since in CCE evaluation is totally carried out as per grading system it doesn't classify the students who score higher marks. The groups of scoring marks are set as per the grading system where they cannot be categorized on the basis of marks.
- Another disadvantage of CCE is that in it group is created consisting of a large number of students.
- Since it follows the principle of continuity, students are compelled to study all round the year which in a way is like giving no rest to them. Activities are monitored constantly just after on, one after another.
- In some cases it is also noticed that evaluation is made by teacher at school level it may create a huge possibility of favouritism.
- Unnecessarily students involve in preparing assignments, projects, reports they depend on internet. Their dependencies on internet hamper creativity in a way with no outside knowledge.
- CCE opens the option of reevaluation for students' performance they avail this casual approach and turn the systematic process.

- It emphasized modern techniques and tools, and requires well equipped labs for learning but it is not possible to set up tools and equipments in each and every institution. Even providing internet and other facility is also a critical task.
- Evaluation is made in fragmentation hence it may create ambiguities because of irregular sequencing in achievements of students.

### Conclusion

Continuous Comprehension Evaluation is an analysis of student's all scholastic and co-scholastic activities. It is a school based evaluation which is marked by the fact that the evaluation of students is done throughout the instructional process. In this modern system of evaluation students' attitudes, aptitudes and various life skills are also assessed. It has provided the different dimensions of evaluating students' skills. Although it has some drawbacks they can be improved by using proper measures and tactics. With the help of CCE teachers are able to diagnose the deficiencies using wide varieties of assessment. It enables the teacher to identify problems usually occurred during their teaching and students' learning and helps them to reconcile the problems with proper solutions.

## REFERENCES

- Agrawal, M. (2004), *Curricular Reforms in Schools: The Importance of Evaluation, Curricular Studies*, Vol. 36 (3), pp. 361-379.
- Aseefa Mesert (2008), *Analysis of Evaluation System in Different Departments at the College of Education*, Journal of Indian Education, Vol. 34 (3), pp. 106 – 126.
- CBSE (2010), *Continuous and Comprehensive Evaluation Manual for Teachers, Classes VI – VIII*, New Delhi.
- Monika (2013), *Continuous and Comprehensive Evaluation: Challenges and Plausible Solutions*, Vol 2 (4), pp. 47 – 51.
- Rao, M.P. and Rao, P. (2004) *Effectiveness of Continuous and Comprehensive Evaluation on the Evaluation Practice of Teacher*, Mysore, India.
- S., Shanthi and A. Subramanian, (2015), *Need of Continuous and Comprehensive Evaluation in School System*, International Journal of Social Science and Humanities, Research Vol. 3, pp. 339 – 346.
- Thanuja, K.( 2014), *Teacher Competence in Continuous and Comprehensive Evaluation System*, IOSR Journal of Research and Methods in Education, Vol IV, Issue VI, pp. 1 – 5.

\*\*\*\*\*