

A CRITICAL ANALYSIS ON COMPREHENSIVE AND CONTINUOUS EVALUATION

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Introduction

Continuous and comprehensive evaluation is a process of assessment, mandated by the Right to Education Act, of India. This approach to assessment has been introduced by state governments in India, as well as by the Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools. The Karnataka government has introduced CCE for grades 1 through 9. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional *chalk and talk* method of teaching, provided it is implemented accurately.

Comprehensive schools are primarily about providing an entitlement curriculum to all children without selection either due to financial considerations or attainment. A consequence of that is a wider ranging curriculum that includes practical subjects such as design and technology and vocational learning that was less common or non-existent in grammar schools. Providing economic post 16 provision becomes more challenging for comprehensive schools because of the number of courses needed to cover a broader curriculum with comparatively fewer students. This is why schools have tended to get larger and many local authorities organised secondary education into 11-16 schools with the post 16 provision provided by Sixth Form and Further Education Colleges. Comprehensive schools do not select their intake on the basis of academic achievement or aptitude but there are demographic reasons why the attainment profiles of different schools vary considerably. In addition, government initiatives such as the City Technology Colleges and Specialist schools programmes made the comprehensive ideal less certain. In these schools children could be selected on the basis of curriculum aptitude related to the school's specialism even though the schools do take quotas from each quartile of the attainment range to ensure they were not selective by attainment.

Researches related

Seethramu (2006) conducted a survey of Secondary Teacher Education of ISEC, Bangalore. This was a status study of institutions of teacher training at secondary level and the status of teacher-educators working there in the "institutional" status in terms of physical facilities, admission procedure and finance "individual" status of teacher-educators in terms of personal, social, economic and professional status were investigated. The study covered teacher training institutions and staff working there which came under the purview of Bangalore University. The survey canvassed two schedules-one for institutions and the other for teacher-educators in these institutions. The major findings were: Most of the institutions were located in Bangalore city and majority of them were non-residential in nature, with strength of 100 or less students. The criteria of admission of candidates varied from institution to institution. Most of the institutions were run in their university buildings and had adequate facilities of demonstration-cum-practice teaching schools attached to them or cooperating schools nearby.

Horio (2007) debated on educational reform in Japan, the government's version of free choice would lead to commercialism and privatisation of education and an even more competitive system creating technocratic elites. In contrast, the Japan Teachers' Union has proposed reforms based on the people's right to justice in education.

Outcome, Results and Effect

The outcome of the CCE system at the initial level varies. Though most of the schools implemented it quickly, teachers and students who were accustomed to the older system of evaluation and examination faced difficulties coping with the changes. The main aim of CCE is to reduce pressure on students who are unable to effectively participate in the educational system and leave it dejected and with low self-confidence. However the system has also been criticised for focussing more on projects and activities than actual learning. Critics also state that students' workload has not actually gone down because even though exams have been reduced, stressed students wrestle with projects and oral tests all the year round. Students are required to participate in activities even if the syllabus is not covered. Despite these criticisms, the outcomes of this system were projected to be better than the rote learning of the previous system, which placed an undue emphasis on memory and

facts instead of understanding and creating a learning environment.

Researches related

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