



Review Paper

Continous and Comprehensive Evaluation- A Mean to the Educational Advancement of Tribal Students

J. Godwin Premsingh and Prajina P.V.

Department of Social Work, Bishop Heber College, Trichy 17, Tamil Nadu, INDIA

Available online at: www.isca.in, www.isca.me

Received 29th November 2013, revised 23rd January 2014, accepted 28th March 2014

Abstract

Nowadays the educational system in India is subjected to unadorned criticism. From the primitive time itself different intervention has been made in this field with an objective of universal elementary education. Lately education is converted as fundamental right. Among the several state of India, Kerala places an enviable position in the educational and sociocultural plot. The state is also going through a wide range of transition in the field of education. The globalized needs of people do not except education and the demands for qualitative education is being amplified. Successful evaluation is the tangible way for improving the quality of education. Hence, based on the recommendation of Kerala Curriculum Framework (2007); the state started new evaluation system called CCE (Continuous and Comprehensive Evaluation) in the year 2008. CCE refers to the evaluation of students that covers all aspect (scholastic as well as co-scholastic) of student's development. Even though currently the social indicators like education, health etc. is very high in Kerala, the same among tribal community is comparatively very low. Hence in this paper the researcher would like to explain how the CCE is effective on improving the academic performance and also the life skill of the tribal students.

Keywords: Continuous and comprehensive evaluation, education, tribal students.

Introduction

Nowadays the educational structure in India is subjected to prodigious criticism. Here we have to go long to assure its quality and magnitude. In India the educational practitioners have pointed out the importance of universal education and the qualitative evaluation of student's performance much before. This idea led to the successive impartation of various educational strategies in our country. After long dated discussion the education has been included in fundamental rights. It is also the responsibility of central and state government to provide compulsory and free education to our children.

Among the several states Kerala is having a unique place in the educational map of India and gets the credit of achieving millennium development goal too earlier. Regarding education Kerala ranks high position as sound as developed countries. It was the first state to achieve universal literacy and the studies also reveals that the school drop-out rate is very low. Here different educational system has been introduced with an objective of reframing the academic structure and achieving universal school enrollment.

Universal school enrollment alone does not contribute much in the nation's development; it should be qualitative and also encouraging to higher studies. Studies reveal that successive evaluation is the powerful mean to improve the performance of

students¹. The educational researchers came to understand the traditional class room assessment is not sufficient to assess the overall intellectual functioning of students; it should incorporate the scholastic and co-scholastic activities. As a result a new system of evaluation was instigated namely CCE (continuous and comprehensive evaluation). The introduction of Continuous and Comprehensive Evaluation (CCE) is deliberated as one of the major steps adopted with an objective of improving and strengthening the quality of student's performance. It has been got a wide range of acceptance from the part of academicians and parents.

In Kerala the existing educational statistics measures high, but the same among the tribal people is very low. A survey conducted by the Kerala Institute of Local Administration in association with the Scheduled Tribe Welfare Department reveals that Most of the tribal pupil used to drop out from schools at the primary level itself². The reason might be various. So here the education must be attractive to this group; and also it should be inclusive for them. Then they will be interested in going to school.

CCE- Continous and Comprehensive Evaluation

The implementation of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps adopted to improve and strengthen the quality of learner evaluation. CCE is a newly introduced scheme of evaluation by

Central Board of Secondary Education in India. The main objective of this scheme is to evaluate the scholastic and co-scholastic performance of students³. CCE encourages the diagnosis, remediation and enrichment of learning. Continuous evaluation means the ongoing evaluation that is being taken throughout the academic year instead of a single time examination. Comprehensive stands for the assessment of the holistic personality of a student. It includes the academic as well as co-academic aspects such as social interaction, leadership, on stage and off stage programme etc. It makes an alternation in the traditional ‘chalk and talk’ method. The students who are not good in studies can explore themselves in extracurricular activities, and get higher grades. The most attractive factor about CCE is, it substitutes the marks with grades. CCE helps in enlightening student’s performance by identifying their learning difficulties at regular intervals from the beginning itself and employing suitable remedial measures for improving their performance.

Objectives of CCE: i. To enable the students to develop cognitive, creative and emotional skills. ii. To place emphasis on thought process. iii. To bring evaluation an essential part of learning. iv. Regular monitoring of teaching-learning process. v. To assure the participation of parents in the academic structure of students. vi. To convert the education as a learner centered activity.

As per CBSE following areas should be evaluated in the scholastic and co-scholastic aspects⁴

Table-1
Scholastic assessment

Formative assessment	Summative assessment
Projects	Written – end of term Multiple choice questions, short answer, long answer Flexible timing
Quizzes	
Research work	
Assignments	
Conversation skills	
Oral questions	

CCE in Kerala

Globalization has made resilient changes in our life situation. Kerala cannot be excluded from the wants and needs that are aroused by the modern world. Now qualitative education is demanded everywhere. For meeting these demands, changes are being introduced in the academic field. CCE is one of the intentional schemes introduced by the government with an objective of reframing the existing educational system. The main objective of this scheme was the improvement of evaluation system. Evaluation is the powerful mean for improving the performance of students. Hence the evaluation should be result oriented. On the basis of the recommendations of Kerala Curriculum Framework the government introduced new evaluation system⁴. CCE involves academic and co-

academic practices. Even though there was a ‘starting trouble, in the beginning now it is going smoothly.

Table-2
Co-scholastic assessment

Thinking skill	Creative Thinking Critical Thinking Problem Solving Decision Making
Social skill	Communication Skills Interpersonal Skills
Emotional skill	Dealing With Emotions Dealing with stress Self-awareness
Values	
Attitude towards	Teachers Peers School programme Environment
Co-curricular activities	
Creative and literary activities	
Aesthetic activities	
Scientific activities	
Club	Eco club Health and wellness club

(R. G. Kothar i and Mar y Vine e tha Thomas, 2012)

Tribes in School

According to the 2011 census the literacy rate in Kerala is 93.93, but among tribes is 72.77% only. A study conducted by the Kerala Institute of Local Administration in association with the Scheduled Tribe Welfare Department reveals most of them used to drop out from schools at the primary level itself. Poverty and lack of access to educational institutions are the major reasons for school drop-outs⁵. While compared to other community the tribal community gives less importance to education. Most of them believe in earning for eating. In some areas the mid-day meal is the only attractive factor to enroll in schools. We can make our educational system inclusive only after embracing the tribe with other children. In order to make the tribal children reach in school, the educational system must be attractive⁶.

A study conducted by Jahnabee Lahkar Boruah (2012) reveals while compared to other students the achievement motivation among tribes is very low. They don’t have adequate interest in learning. It keeps them away from schools. Vinoba Gautham (2013), in his article explains that the tribal children are neither culturally inferior nor cognitively less competent with other groups, their living circumstances made a different model of development in their cognitive and cultural dimensions. But they show poor participation and success in academic events. It means our planning fails to develop a sensitive educational model to tribal students by which they can make use of their cultural and ecological strength.

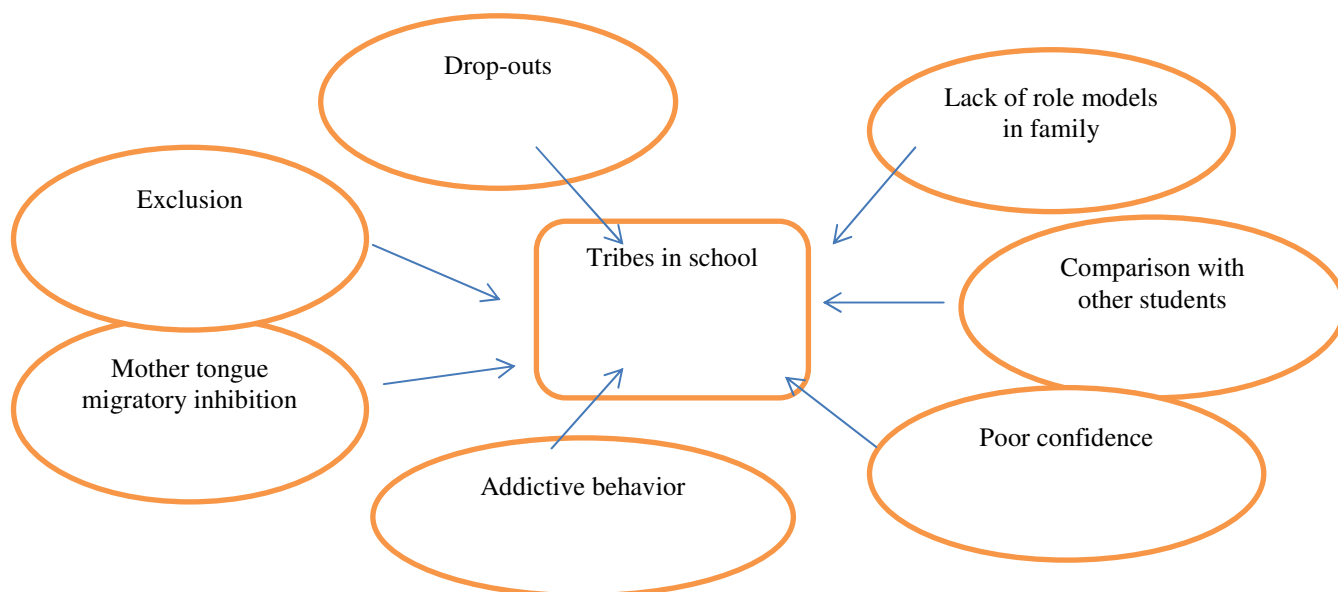


Figure-1
The following diagram shows the problems faced by Tribes in school⁷

Remarks of CCE on tribes

Diminish academic stress: In our traditional educational system the evaluation was conducted at the end of an academic year. But in CCE it is concurrent. There will not be recall-type questions in the examination but questions which test thinking level. It also reduces the pressure of memorizing textbook or notebook. So anybody can attempt any question according to their thinking level and it shatters the tension and stress of unanswered questions.

Grades substitutes marks: Grades are non-judgmental, non-evaluative and innocuous. It does not bring a prospect to compare themselves and with others. Comparison is a key factor which brings down the confidence and self-esteem. Grades fetch a positive view on their academic performance. In this system the co-academic performance are also evaluated. Studies show that in the case of tribes their cultural and ecological gifts make them competent in co-academic area⁸. Hence it encourages them to attend the school.

Rejoicing behavior: If anybody wants to involve completely in a work it must be enjoyable to him. Here the CCE also aimed to make the school environment an entertaining one. The academic schedule is not only constrained inside the class room but also outside environment. It is intended to the learning from experiences. Hence it evades the class room boring.

CCE expedites the overall growth: The traditional class room evaluation meant to the testing of memory instead of student's skill. It does not reflect the multidimensional skills of students. CCE is designed to the academic upgrading through the overall personality development of students. It has three parts; scholastic, co-scholastic and co-curricular evaluation. The

scholastic assessment is done with a five point scale ranging from grade A to E. The co-scholastic assessment is done on the life skills, work education, visual and performing arts etc. The co-curricular activities mean to the health and physical education related activities. So the students can achieve in any of the above field and they can relate themselves with others.

CCE does not brands children: CCE does not labels children 'bright' or 'dull' on the basis of marks. If the student is differently abled, it can be assessed in the beginning of academic year itself and teachers can give appropriate assignment to strengthen their capabilities. So nobody is judged as bad student. The students can realize their strength and weakness. The school authority is obliged to keep a good relation with the parents also and it states that children's education is a combined activity including students, teachers and parents.

Conclusion

Evaluation is one of the key components of any curriculum. It plays a vital role in teaching learning process and impacts the quality of teaching and learning. Only when learners are evaluated, can their weaknesses and difficulties be diagnosed and remedies be given for more effective learning. A lot of novelties are being made in schools for the same and the introduction of CCE is one amongst them. Even though it has a lot of criticisms like it reduces the academic standard, increase the work load of teachers etc.; it is very effective to the overall development of students. It is undoubtedly states that the CCE can make a substantial change in the school environment of tribal students. But the government should take care to the effective monitoring of the implementation of this programme. Then only it will be a broad success.

Reference

- 1 Patel S., Tribal Education in India, *Mittal Publication, New Delhi, (1991)*
- 2 Mathew E.T., Educated Unemployment in Kerala: Some Socio-Economic Aspects, *Economic and Political Weekly, (1995)*
- 3 Disha Nawani, Countinuously and Comprehensively Evaluating Children, *Economic and political weekly/ A Sameeksha publication, XLVIII(2), 33-40 (2013)*
- 4 R. G. Kothar i and Mar y Vine e tha Thomas, A Study on Implementation of Continuous and Comprehensive Evaluation in Upper primary schools of Kerala, *MIER Journal of Educational Studies, Trends and Practices, 2(2), 168-176 (2012)*
- 5 Devendra Thakur and D.N. Thakur, Tribal education, Deep and Deep Publication Pvt. Ltd, (2009)
- 6 Sachchidananda and Prasad R.R., The Encylopaedia of Dravidian Tribes, *Discovery Publishing House, New Delhi (1996)*
- 7 Kothai K., Seasonal Migration hinders Education in India, *OneWorld South Asia, (2007)*
- 8 K.K. George and N. Ajith Kumar, Kerala's Education System: From Inclusion to Exclusion?, *Centre for Socio-economic and Environmental Studies,(2009)*
- 9 Niranjan Barik and Indira Garnaik, Role of Ashram School in Tribal Education: A Study of a Block in Jharsuguda District, *Odisha Review, (2012)*
- 10 Nilesh Kumar Thool, The History of Dalit and Tribal Social Work: An interview with Bodhi S.R, *Indian Journal of Dalit and Tribal Social Work ,1(1), 91-102 (2012)*
- 11 Sadia Khattak and Muhammad Zubair, Humanitarian Intervention: A New Perspective, *Research Journal of Educational Sciences,1(7),1-3 (2013)*
- 12 Rao M.C, Suggestive Measures for Attaining Excellence through Higher Education, *Res. J. Recent Sci., 3(1), 97-102 (2014)*