Continuous Comprehensive Evaluation in Pre Service Teacher Education Programme

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Abstract

Education aims at making children competent of becoming responsible, productive and useful members of society. Knowledge proficiency and attitudes are built through learning experiences and opportunities created for learners in academe. It's in the classroom that learners can analyse and evaluate their experiences, learn to question, to question to investigate and to think independently. The focus of the present paper is on understanding the concept of Continuous Comprehensive Evaluation. It discusses different techniques and tools of Continuous and Comprehensive evaluation. An attempt is made to discuss the manner in which Continuous and Comprehensive evaluation can be incorporated in the Pre Service Teacher Education Programme

Keywords:- Continuous and Comprehensive evaluation, techniques and tools of Continuous and Comprehensive evaluation, Pre Service Teacher Education, Rubric.

Introduction

Concept of continuous comprehensive evaluation:

What is continuous comprehensive evaluation?

Continuous and Comprehensive evaluation refers to a system of school based assessment that covers all aspects of student's development, it's focus is on two main aspects:-

• Continuity in evaluation and assessment of broad based learning.

• Behavioural out come.

By continuous we mean Continual and Periodical — from the beginning and during the instructional process and frequent. Comprehensive refers to Scholastic i.e Subject specific areas as well as Co-scholastic areas. Further the emphasis is to include a variety of tools and techniques for assessment of the learners.

Another important feature of Continuous and Comprehensive evaluation is the implementation of formative and summative evaluation.

Merits of Continuous Comprehensive Evaluation:

- Identifying learning progress of students et regular time intervals on small portions of content.
- Employing a variety of remedial measures of teaching based on learning needs and potential of different students.
- Desisting from using negative comments on the learner's performance.
- Implementing grading system.
- Encouraging learning through employment of a variety of teaching aids and techniques.
- Employing multiple techniques of evaluation.
- Involving learners actively in the learning process.
- Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.
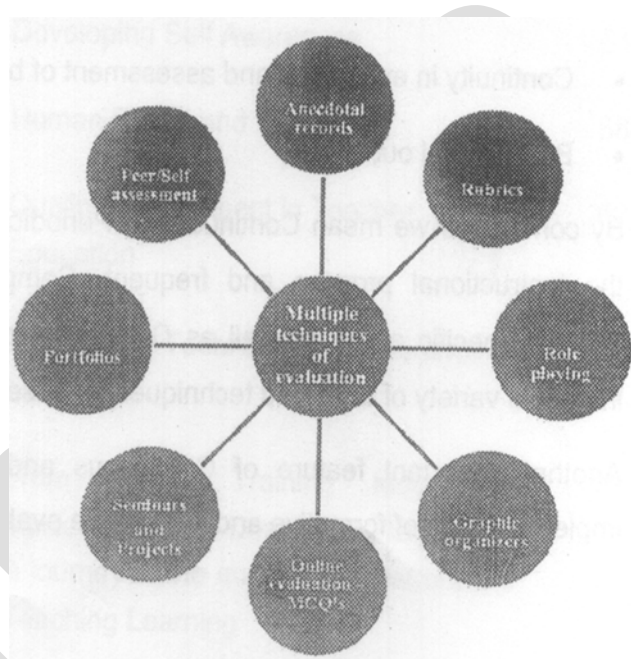
Limitations of Continuous Comprehensive Evaluation:

The main limitation of Continuous Comprehensive evaluation is that it may make the students casual. Lack of competition may not make them perform to the best of their ability.

Techniques And Tools Of Continuous Comprehensive Evaluation:

In given figure are few techniques which can be effectively used for continuous comprehensive evaluation in a classroom. These techniques help us to cater to different types of learners, facilitate group work wherever necessary, make possible evaluation of the three domains (cognitive, affective and psychomotor), reduce the focus on rote learning, encourage self learning, promote self paced learning, promote evaluation at intervals, bring variety in the evaluation, give opportunity for the creativity and capacities of the learners and help minimize the tension and burden associated with the evaluation.

Anecdotal Records: Anecdotal records are a form of ongoing assessment of observations of student(s) in the classroom. These jot-notes provide the teacher with information as to how the student is processing information, collaborating with students as well as general observations on learning styles, attitudes and behaviour.

Rubrics: A rubric is "A road map, telling students and teachers where to begin, where they're going, and how to get there.", Dr. Kay Burke. Rubrics are scoring guides or sets of expectations used to assess student level of understanding and allow students to know the expectations and what they need to do in order to be learning at a higherlevel.

Role playing: It is a way in which the students imagine they are someone else and are expected to enact that role.

Graphic organizers: Graphic organizers are a visual representation of the material a student is learning. The organizer assists the student in brainstorming and/or organizing information to make it easier to understand how ideas connect. Organizers create a connection between different ideas, allowing a student to grasp how large concepts work together. As an evaluation tool it helps us understand whether the connections formed by the student are appropriate or not.

Online evaluation: MCQ's: This exam provides the students an opportunity to be alert and active continuously during the exam.

Seminars and Projects: Students are allowed to verbally share their knowledge through presentation in the form of seminars. Students may choose to do an oral presentation using multimedia followed by a question answer session.In projects the students may work in pairs or teams on an idea and try to link the theoretical knowledge to actual day to day life.

Portfolios: A portfolio is a representative collection of an individual student's work. A student portfolio is generally composed of best work to date and a few "works in progress" that demonstrate the process. Students show their knowledge, skills and abilities in a variety of different ways that are not dependent upon traditional media such as exams and essays.

Peer/Self Assessment: Assessment in which one learner, groups of learners or the whole class gives written or verbal feedback to another learner. Peers can use checklists, rating scales, rubrics or give a written response to peer work. Similarly learners can themselves assess their own performance using a variety of tools like checklist, questionnaire, rating scale, etc. thus trying to introspect and judge themselves.

Relevance of Continuous Comprehensive Evaluation In Pre Service Teacher Education

The pre service training programme is a training given to the students who are going to work as teachers in the future. Naturally, they need to be equipped with the new trends in teaching learning process as well as evaluation. It is imperative that they are given an experience in Continuous Comprehensive Evaluation both in terms of theory as well as practice.

Blending / Suggestions For Incorporating Continuous Comprehensive Evaluation In Pre Service Teacher Education Programme

The Continuous Comprehensive Evaluation can be incorporated in two ways:-

- One way is by including Continuous Comprehensive Evaluation as a part of their Practical work and can be implemented during the Internship Programme. This can be associated with the paper on evaluation and the students can be asked to>
  - o Develop a tool for Continuous Comprehensive Evaluation for the school subject.
  - o Implement the tool in the classroom.

- o Take a feedback and write a report.
- By evaluating the performance of the B.Ed students using different tools of Continuous Comprehensive Evaluation. Given below is one such example of a rubric developed to evaluate the performance of pupil teachers during their practice lessons.

	Unsatisfactory (1 point)	Basic (2 points)	Competent (3 points)	Distinguished (4 points)	Points
Lesson planning	• Plans lessons according to goals which are difficult to measure and do not cover all the domains.	• Plans lessons according to goals, some of which can be measured, but do not cover all the domains of learning.	• Plans lessons with fairly clear goals which can be measured and are according to the domains of learning.	• Plans the lesson with clear and measurable goals according to the various domais.	_/4
	• Lesson does not cater to different types of learners.	• Lesson caters to and engages a few types of learners.	• Lesson caters to most of the students and engages them in a discussion.	• Lesson is relevant to all types of learners and will engage them in active learning.	_/4
	• Lesson note is not neat and legible.	• Lesson note is not neat but legible.	• Lesson note is neat and legible.	• Lesson note is neat, legible and attractive.	_/4

	Unsatisfactory (1 point)	Basic (2 points)	Competent (3 points)	Distinguished (4 points)	Points
Introduction of the lesson	• Does not match the content of the lesson taught.	• Matches the lesson taught, but the student's attention is not attracted.	• Matches the lesson taught and the student's attention is attracted, but their curiosity is not arous	• Matches the lesson taught and the student's attention is attracted, their curiosity is arous	_/4
	• Does not link with the previous knowledge.	• Does not link easily with the previous knowledge.	• Links appropriately with previous knowledge.	• Links easily and appropriately with previous knowledge.	_/4
Clarity of goals	Goals are not clear to the students and are difficult to assess .	Goals are slightly clear as they are a combination of too many goals and activities.	Most of the goals are clear and can be assessed.	All the goals are clear and are prepared according to the level of learning of the students.	_/4

Content Knowledge	Teacher makes content errors and does not correct them.	Teacher has basic content knowledge but is unable to correlate with other topics and subjects.	Teacher displays solid content knowledge and is able to correlate with other topics and subjects.	Teacher displays extensive content knowledge and gives indications of enriching the knowledge in the future with daily life.	_/4
Communi-cation skill (presentation	• Demonstrates language barrier and is not able to communicate effectively.	• Uses a variety of methods to communicate with the students.	• Creates an atmosphere to use different methods of communication with students and encourages students to communicate with the teacher.	•Anticipates the misunderstandings of the students and develops different teaching techniques to clear their doubts.	_/4
	• Looses great deal of teaching time due to confusion, pauses and uneven transition.	• Sometimes looses teaching time due to lack of clarity, pauses and ineffective transition.	• Occasionally looses teaching time due to pauses and uneven transitions.	• Skilfully shitts from one part of the lesson to another ensuring that every minute Produces learning.	_/4
	• Body language is distracting.	• Sometimes body language is distracting	• Most of the times uses body language effectively.	• Aptly uses body language according to the demands.	_/4
	• Does not use reinforcement at all.	• At times uses improper reinforcement	• Most of the timp uses proper reinforcement.	• Makes use of reinforcement very effectively.	_/4
	Unsatisfactory (1 point)	**Basic (2 points)**	**Competent (3 points)**	**Distinguished (4 points)**	**Points**
Materials and resources	• Do not support the instructional goals and engage students in meaningful learning.	• Some support the instructional goals and engage students in meaningful learning.	• All support the instructional goals and most engage students in meaningful learning.	• All support the instructional goals and engage students in meaningful learning.	_/4
	• Teaching aids are not clearly visible to the students.	• Teaching aids are visible but are not according to the level of the studen	• Teaching aids are visible and according to the level of the students but are not handled properly by the	• Uses a variety of appropriate teaching aids and is able to handle them very effectively.	_/4

			teacher.	
	• Blackboard work is not legible.	• Blackboard work is legible but not neat.	• Blackboard work is neat and legible.	• Blackboard work is very neat and organised.	_/4
Learning activities	• Are not suitable for the students and do not reflect current research.	• Only some activities are suitable for the students and a few activities reflect current research.	• Most activities are suitable for the students and reflect current research.	• Learning activities are very suitable for the students and the instructional goals. They reflect current research.	_/4
	• The activities do not match the unit.	• Few activities match the unit.	• Most of the activities match the unit	• The activities appropriately match the unit.	_/4
Summarize	Is not effective as most of the important points are not mentioned and the students are passive listeners.	Few important points are mentioned but the students are passive listeners.	Most of the important points are mentioned and stressed and the students are active in the process.	All the important points are covered and the students are active in the process.	_/4
Evaluation activities	Content and method of evaluation are not according to the instructional goals.	Some of the evaluation activities correspond to the instructional goals.	Most of the evaluation activities correspond to the instructional goals and can be measured.	Uses a variety of the evaluation activities which complement the instructional goals related to both content and process.	_/4
Assignment	• Will be difficult for students to do without supervision	• Can be done by the students without supervision, but is not interesting.	• Is according to the interest of a few students.	• Is interesting for majority of the students and can be done without supervision.	_/4

Unsatisfactory (1 point)	Basic (2 points)	Competent (3 points)	Distinguished (4 points)	Points
• Does not allow them to go beyond the text book.	• Allows them to go beyond the text book.	• Allows them to go beyond the text book and link it to their daily life.	• Give them opportunity to go beyond the text book, link it to their daily life and motivates them to gather more information.	_/4

Conclusion

To conclude we can say that to accommodate the different types of learners and their needs we should try and make our present practices of evaluation more flexible, open and collaborative. The results suggest that the introductory inclusion- centered course combined with meaningful field experience may positively change pre service teachers' attitudes and develop their abilities and skills to facilitate inclusive education.

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