

A Study on Implementation and Impact of CCE in Elementary Schools in Warangal District

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Abstract- *In this study an attempt is made to find out “A study on implementation and impact of continuous comprehensive Evaluation in Elementary schools in Warangal District”. The sample consists of 150 teachers, who were randomly drawn from various Government schools in around erstwhile Warangal district. The impact was measured by A self suitable a questionnaire which has reliability and validity. The suitable statistical analysis was used and results were discussed.*

Keywords: Continuous, Comprehensive, Evaluation, Elementary School

Introduction

Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, question, to investigate and to think independently. Globalization in every sphere of society have important implications for education. We are witnessing the increasing commercialization of education. We need to be vigilant about the pressures to commodity schools and the application of market-related concepts to schools and school quality. The increasingly competitive environment into which schools are being drawn and the aspirations of parents place a tremendous burden of stress and anxiety on children, including the very young to the detriment of their personal growth and development, and thus hamper the joy of learning. SCERT has developed exemplar materials on continuous and comprehensive evaluation (CCE) for the primary and upper primary stages in all curricular areas.

The material has been developed with wide consultations with subject experts, teachers and educationists in a series of meetings and workshops at SCERT. The scheme has been field tested in schools by the teachers after orientation by the members involved in the development of the scheme. The underlying idea of developing the exemplar CCE material is *to provide some examples on how CCE can be used effectively by the teachers in various curricular areas at the upper primary stage.* The package would equip the teachers to implement CCE meaningfully in the classroom. This material would address different facets of CCE, that is, how to carry out assessment *during the teaching-learning process, recording and reporting the child’s progress,* etc. This would not only help teachers to follow an

integrated approach to teaching-learning across different disciplines but also reduce the curricular burden by minimizing overlap of the content. Most of the activities given in this package can be conducted in a classroom having teacher-pupil ratio (1:30 for the upper primary stage) as per the norms of the Right to Education (RTE) Act, 2009. These examples may be adopted / adapted by the States and Union Territories as per their needs.

We are all aware of Rights of children and among all Rights of Children Free and Compulsory Education Act, 2009 (RTE Act, 2009) has been implemented since April 2010. The Act requires that CCE be implemented for each child up to the completion of elementary education. In implementing CCE, the role of teachers becomes central to the entire process. The field experiences and interaction with teachers informed that teachers are facing problems in implementing CCE. Teachers are largely engaged in compiling the data and keeping the records of children's test results rather than integrating assessment with the teaching-learning process as an essential component. CCE is generally considered by them as an external activity and is to be followed after the completion of a topic/lesson.

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based

Evaluation of students that covers all aspects of student's development.

“The term ‘**Continuous**’ emphasizes that the evaluation of the identified areas of personality is a continuous ‘process’ rather than a combination of isolated unconnected ‘events’; that it is built into the total teaching-learning process as its integral part and is thus spread over the entire span of an academic session. The second term ‘**Comprehensive**’ implies that it attempts to cover different aspects of personality beyond the academic ones, i.e. abilities, skills, qualities, interests, attitudes, values, outdoor activities etc. and not just academic achievement. The third term ‘**Evaluation**’ implies that the purpose of the total endeavour is not just the measurement of the level of achievement and proficiency of students but also academic their improvement through diagnosis and remediation/enrichment.”H.S. Srivastava (2010), *Curriculum and Methods of Teaching*.

The objectives of CCE are

1. To help develop cognitive, psychomotor and affective skills.
2. To lay emphasis on thought process and de-emphasize memorization
3. To make evaluation an integral part of teaching-learning process
4. To use evaluation for improvement of students' achievement and teaching – learning strategies on the basis of regular diagnosis followed by remedial instruction.
5. To use evaluation as a quality control devise to maintain desired standard of performance.
6. To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
7. To make the process of teaching and learning a learner-centered activity.

Continuous and comprehensive evaluation is a process of assessment, mandated by the Right to Education Act, in 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 main aim of CCE is to evaluate every aspect of the child during their presence in 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, perfectly and systematically.

Need of the study

There may be numerous studies on implementation and Impact of CCE in the literature, these studies examined the implementation and opinion of the teachers in the context of Continuous Comprehension Evaluation. Moreover, there are very limited number of studies if any, in Indian context to understand the combination of variables eg. Implementation and Impact in gender and teaching experience. It is therefore in this background the current research on 'Implementation and Impact of CCE in Elementary Schools in Warangal is planned.

Statement of the Problem

A Study on Implementation and Impact of CCE in Elementary Schools in Warangal District

Objectives of the study

The questionnaire "The Implementation and the Opinion of the Teachers about CCE" was self prepared as per the objectives and Hypothesis formulation.

In view of the above, the following objectives were formulated of the study

1. To study the implementation of CCE at Elementary Level in Warangal District.
2. To study the impact of CCE at Elementary Level in Warangal District.
3. To examine the Gender differences in implementation and impact of CCE at Elementary Level in Warangal District.
4. To study the Teaching Experience differences in implementation and impact of CCE at Elementary Level in Warangal District.
5. To study the Division wise differences in implementation and impact of CCE at Elementary Level in Warangal District.

Hypotheses of the study

In order to realize the above objectives the following hypotheses were formulated.

1. There would be significant differences in implementation of CCE at Elementary Level in erstwhile Warangal District.
2. There would be significant differences an impact of CCE at Elementary Level in erstwhile Warangal District.
3. There would be significant differences between Male and Female Teachers who are working in Elementary Schools in erstwhile Warangal District.
4. There would be significant differences between Teaching Experiences of Teachers who are working in Elementary Schools in erstwhile Warangal District.
5. There would be significant differences among the Teachers who are working in Elementary Schools in different divisions of erstwhile Warangal District.

Limitations of the study

The study was taken up, the teachers who are handling 1 to 8 classes. In Elementary schools, in erstwhile Warangal district.

Operational definitions used

Continuous: The evaluation of the identified areas of personality is a continuous 'process' rather than a combination of isolated unconnected 'events'; that it is built into the total teaching-learning process as its integral part and is thus spread over the entire span of an academic session.

Comprehensive: Attempts to cover different aspects of personality beyond the academic ones, i.e. abilities, skills, qualities, interests, attitudes, values, outdoor activities etc. and not just academic achievement.

Evaluation: Implies that the purpose of the total endeavour is not just the measurement of the level of achievement and proficiency of students but also academic their improvement through diagnosis and remediation/enrichment."

For the study the following methodology is followed.

Design of the study

To study the problem the following variables were taken

Variables

Independent variables

1. Gender (Male and Female)
2. Teaching Experience (Low-Below 10 years and High - above 10 years of service)

Dependent variables

1. Implementation of CCE
2. Impact of CCE

2 X 2 design was taken

1. Sample of the study

Random samples of 150 Teachers were selected for the present study. (83 male and 67 female), the sample was divided into two groups' i.e., Low Teaching Experience below 10 years and below & High teaching experience above 10 years of service, below 10 years were 48 teachers and 102 were above 10 years of service. Further the sample was categorized into divisions such as divisions - 1 Warangal, 2- Jangoan, 3- Mahabubabad and 4- Mulugu.

Teaching Experience			
	High	Low	Total
Male	54	29	83
Female	48	19	67
Total	102	48	150

2. Tools used in the study

The questionnaire "Implementation and Impact about Continuous Comprehensive Evaluation" was self prepared as per the objectives and hypothesis formulation. The questionnaire has reliability and validity.

3. Data collection procedure

The Teachers were met personally and appraised them regarding purpose of the study. After obtaining permission from the heads of the department, the researcher met the participants and requested them to cooperate and provide required information. Further, the Implementation and Impact of CCE questionnaires were distributed along with the personal data sheet. They were requested to fill the questionnaire during their leisure time. The data were collected by using simple random sampling technique.

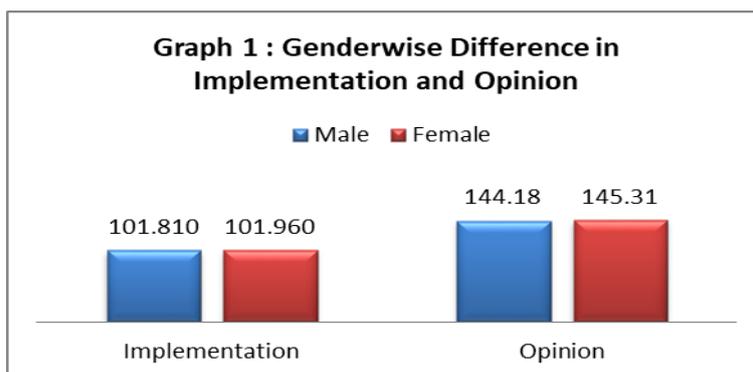
4. Statistics used in the study

To realize the Objectives and Hypotheses, Means, SD's, t-test and ANOVA were made.

The main purpose of the study is to investigate the implementation and impact of CCE in Elementary Schools in erstwhile Warangal District. The analysis of the data, deals with Gender, Teaching Experience and Divisional wise. The data were collected, analysed by using appropriate statistical techniques and the results were presented in the following tables.

Table-1: Grand Mean and SDs for the scores on Gender wise

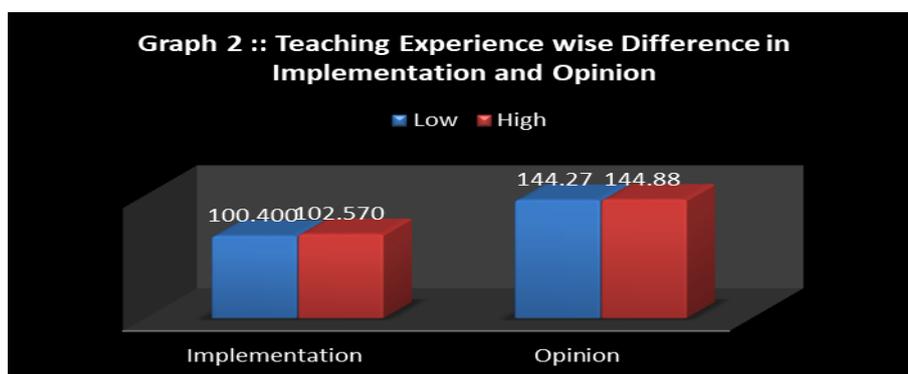
	Gender	N	Mean	Std. Deviation	t-test	P value	sig
Implementation	Male	83	101.810	9.449	0.104	0.917	NS
	Female	67	101.960	7.611			
Opinion	Male	83	144.180	13.701	0.565	0.573	NS
	Female	67	145.310	10.038			



The above table -1 and Graph, reveals that the mean, SDs and t-test of Gender wise, who are working in Warangal District about implementation and opinion of CCE. The results shows that the female teachers have (Mean- 101.960, SD-7.611) better implementation than Male teachers (Mean- 101.810, SD-9.449). The opinion about CCE, in Female teachers (Means-145.310, SD – 10.038) also better than Males (Means- 144.180, SD - 13.701). Since there is difference between the Male and Female teachers, the p value 0.917 and 0.573 shows ,it is experiencing there is not much significant difference between Male and Female teachers opinion and implementation of CCE at Elementary Schools. Based on the above findings the **Hypothesis - 3**, that there would be significant difference between male and female teachers in Warangal with regard to their Opinion and Implementation on CCE is not accepted.

Table-2 : Grand Mean and SDs for the scores on Teaching Experience

	Teaching Experience	N	Mean	Std. Deviation	t-test	P value	sig
Implementation	Low	48	100.400	7.930	1.441	0.152	NS
	High	102	102.570	8.919			
Opinion	Low	48	144.270	11.779	0.286	0.775	NS
	High	102	144.880	12.411			

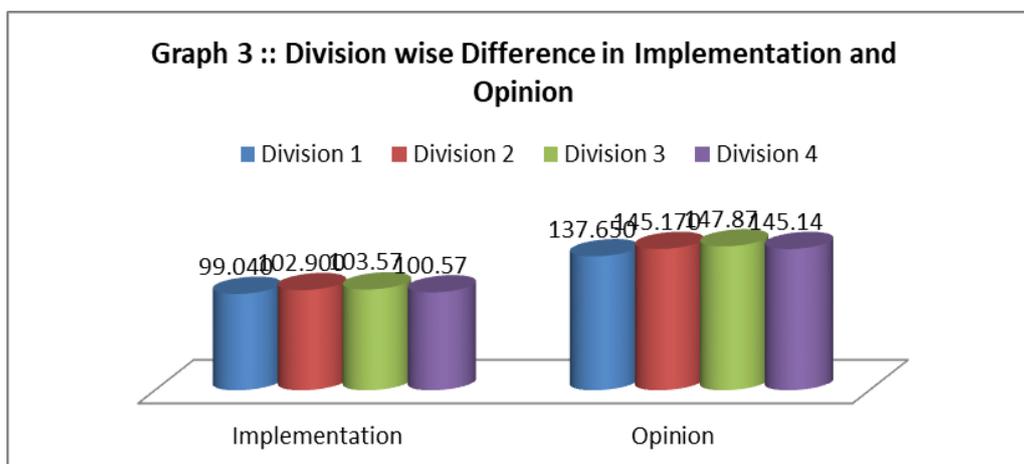


The above table -2, reveals that the mean, SDs and t-test of Teaching Experience of teachers 10 years and below 10 years and 10 years of above service, who are working in Warangal District about implementation and opinion of CCE. The results shows that high teaching experience teachers (Mean- 102.570, SD-8.919) have better implementation of CCE than low teaching experience teachers (Mean- 100.400, SD-7.930). The opinion about CCE

in high teaching experience teachers (Means-144.880, SD – 12.411) is better than low teaching experience teachers (Means- 144.270, SD - 11.779). Since there is differences between the Implementation and Opinion , the p value 0.152 and 0.775 shows ,it is experiencing there is not much significant difference between low teaching experience and high teaching experience teachers opinion and implementation of CCE at Elementary Schools. Based on the above findings the **Hypothesis - 4**, that there would be significant difference between Low and High teaching Experience of teachers in Warangal with regard to their Opinion and Implementation on CCE is not accepted.

Table-3 : Grand Mean and SDs for the scores Division Wise

		N	Mean	Std. Deviation
Implementation	Division 1	26	99.040	7.153
	Division 2	42	102.900	9.690
	Division 3	46	103.570	8.518
	Division 4	36	100.560	8.112
	Total	150	101.870	8.648
Opinion	Division 1	26	137.650	16.223
	Division 2	42	145.170	9.997
	Division 3	46	147.870	11.854
	Division 4	36	145.140	9.740
	Total	150	144.690	12.176



The above table -3, reveals that the mean, SDs of Division wise teachers, who are working in Warangal District about implementation and opinion of CCE. The results shows that the teachers in division – 3 (Mean- 103.570, SD-8.518) have better implementation of CCE than the teachers who are working in other divisions. The teachers in division -1 resulted (Mean- 99.040, SD-7.153), shows less implementation and opinion on CCE. The total score indicates (Mean -101.870, SD -8.648), only the teachers in division -2 and the teachers in division -3 have above scores. It shows the teachers in two divisions have good

opinion and implementation on CCE. The opinion of teachers in division - 3 (Means-103.570, SD – 8.518) has good implementation on CCE. Similarly, the teachers in division -1 (Means-137.650, SD - 16.223) show less implementation and opinion about CCE. Since there is difference among the divisions in Warangal District, the total score (Mean – 144.690, SD - 12.176) indicates the average, the divisions -2, 3 and 4 have above the average shows good at opinion about CCE. It is experiencing there is not much significant difference among the divisions on opinion and implementation of CCE at Elementary Schools. Based on the above findings the **Hypothesis - 5**, that there would be significant differences among the divisions of teachers in Warangal with regard to their Opinion and Implementation of CCE is accepted.

Table-4: ANOVA for the scores Implementation and Opinion on CCE

		Sum of Squares	df	Mean Square	F	P value	sig
Implementation	Between Groups	447.82	3	149.273	2.037	0.111	NS
	Within Groups	10696.774	146	73.266			
	Total	11144.593	149				
Opinion	Between Groups	1769.032	3	589.677	4.237	0.007	**
	Within Groups	20321.241	146	139.187			
	Total	22090.273	149				

Significant at 0.05 level

The table – 4 reveals that the “F” value (2.037) and “p” value (0.111) indicates that there is no significant difference between the groups on implementation of CCE in Elementary schools in Warangal District. Hence the **Hypothesis – 1**, there would be significant differences in implementation of CCE at Elementary Level in Warangal District is not accepted. The “F” value (4.237) and the “p” value (0.007) indicates that there is significant difference between the groups on the opinion (impact) on CCE at 0.05 level. Hence the **Hypothesis -2**, There would be and Impact. The implementation was covered 31 statements and Impact was covered 39 statements. It was the 5 – point scale questionnaire.

The results were drawn from the data with appropriate statistical analysis like mean, sds, “t” – test and ANOVA. The collected data revealed that **65.72%** of the teachers know about how to implement effectively CCE in classroom situations. Similarly, **74.19%** of the teachers have better opinion about CCE in the district. This reveals that the teachers have opinion about CCE but in implementation the teachers are still struggling to implement it effectively.

Major findings of the study

1. The female teachers are better in implementing CCE than males.
2. The female teachers have better opinion on CCE than male teachers.
3. The high teaching experience teachers have better in implementation of CCE than low teaching experience teachers.
4. The high teaching experience teachers have better opinion about CCE than low teaching experience teachers.
5. The teachers of division – 1, resulted that they have less knowledge of implementation and opinion about CCE.
6. The teachers of division – 2, 3 and 4 have better scores in implementation and opinion about CCE, when compared to average scores.
7. Among the four divisions in Warangal district, division – 3 has better in implementation and opinion about CCE.

Conclusions

The scheme of CCE is an effective tool to enhance the quality of teaching learning processes in the school. The emphasis is now ensuring that every child not only acquire the knowledge and skills but also the ability to use these competencies in real life situations. CCE is an examination reform initiative which has the potential of removing almost all the ills of examinations improving learning through continuous feedback and brings in qualitative improvement in education at school level. The CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India. The operational and implementation challenges need to be taken care of by the provision of adequate teaching resources and training facilities. The new teaching-learning patterns envisaged by CCE will reap benefits in the long run by initiating Indian education into stress free education.

In concluding the discussion it can be said that the new concept comprehensive and continuous evaluation is a multidimensional one encompassing within its fold the act of identifying the weakness of a learner at every stage and thereby helping the process of remedial measures. It is also an indicator of lacuna/pitfall/short coming, if any, in planning the educational activity itself. It will reduce stress and anxiety which often builds up during and after the examination which could have an adverse impact on young students. It will also help the learners to develop holistically in terms of personality by also focusing on the co-scholastic aspects which will be assessed as part of the Continuous and Comprehensive Evaluation scheme. Indian schools need reasonable teacher-student ratios and changes in the nature of the teacher-student relationship, from an unequal, hierarchical relationship to that of co-participants in a joint process of knowledge construction. So also the creation of adequate resources and opportunities in schools for the development of the multiple facets of students' personalities, involving students and parents both in understanding the aims of assessments and ways of achieving it.

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