

## Status of Continuous and Comprehensive Evaluation (CCE) at Elementary Schools of Khordha District of Odisha

Prabhat Manjari Sarangi\*

### ABSTRACT

*This paper discusses the status of Continuous and Comprehensive Evaluation in elementary schools of Khordha district, Odisha. A sample of 40 students, teachers and head teachers was selected by using random sampling technique. For collecting data interview schedule, questionnaire and official documents were used. The analysis of data revealed that CCE conducted in elementary schools at Khordha district of Odisha have little influence on all-round growth and development of the learners. Awareness programmes for teachers and effective monitoring mechanism programme are needed to achieve the goal of CCE.*

### Introduction

Since independence, our National Governments have put enormous efforts to achieve the aim of Universalisation of Elementary Education (UEE). *Sarva Shiksha Abhiyan* is a flagship programme of central government which makes an attempt to universalise Elementary Education in terms of access, enrolment and retention in schools. Emphasising on quality education at elementary level, a number of provisions have been introduced for learners like free textbooks, uniform,

mid-day meal, scholarship, flexibility in evaluation etc.

In spite of all the efforts at different levels, more than fifty per cent of learners leave the school before completion of their elementary education and those who remain do not achieve the quality as desired. One of the major factors for leaving the school system amounts to lack of interest among learners towards school system. Learners are afraid of the threatening examination system. It perpetuates dropout among a large number of students. To overcome this problem reform such examination

---

\*Assistant Teacher, Kapil Prasad UGUP School, Bhubaneswar, Khordha, Odisha

system. As a result, Continuous and Comprehensive Evaluation (CCE) was introduced in school system consequent to the mandate under the RTE Act-2009.

Different commissions like Radhakrishnan Commission (1948-49), Mudaliar Commission (1952-54), Kothari Commission (1964-66) have given the idea about the importance of examination in school system. *The National Policy on Education* (1986), Programme of Action (POA) (1992) envisaged the need of CCE at all stages of school education. The *National Curriculum Framework* (2005) recommended CCE and suggested flexibility in assessment procedure at the school level to assess and emphasise the assessment tasks for the learners. The RTE Act (2009) has also made the use of CCE mandatory till the completion of elementary stage of education. The Central Advisory Board of Education (CABE) approved a decision on 31st August 2009, to implement CCE. It managed to get a broad consensus on education reforms including making examination optional. Under CCE system students will be evaluated throughout the academic year and there will be formative and summative assessment.

### **Status of Current Evaluation System**

The present system of evaluation at school stage has been criticised by different names i.e., a dead hand of education, an enemy of true education, a blood sucker, an obstacle to learning, a necessary evil, a growing tyranny

etc. The present examination system covers only a part of the syllabus through written examination. It does not cover all the areas of pupils' growth. Too much emphasis is given on memorisation and ignores meta-cognitive abilities. It does not measure students real potential. It gives little emphasis on abilities and skills that require higher mental operations like problem-solving, creative thinking, summarising, inferring, arguing etc. It does not apply multiple techniques of evaluation like oral, observations, projects, assignments etc. It lays emphasis on the maxims "whatever is tested is to be taught and whatever is not tested is not to be taught". It emphasises on psychological fear and tension. Results of examinations are only declared in terms of raw scores. There exists subjectivity to a great extent in evaluating a learner. It fails to evoke the role of diagnostic and remedial teaching. No admission test was conducted for admitting learner into the school. Teachers prepared the question papers. Home Work was given. Unit test, quarterly test, half-yearly and annual examination conducted through oral and written test and considered for promotion to next higher class. Grades were given for reporting. Evaluation on co-scholastic competitions was conducted but activities like yoga, drawing and painting, quiz and fancy dress competitions etc., were least encouraged in the school. Remedial classes of low quality were conducted. Less number of teachers, inadequate

classrooms, work load on teachers and learners created problems for continuous and comprehensive evaluation (Das, 2010).

The activities such as debate, recitation, creative writing, music, drama, dance, painting, drawing, games, sports and other outdoor and indoor activities termed as co-scholastic or other curricular activities were mostly neglected in schools. Availability of textbooks, assigning homework and socio-economic status were related to higher student achievement. School based interventions elevate students' achievement (Schiefelvin and Simons, 1981; Lockheed and Verspoor, 1991).

### **Rationale of the Study**

In spite of CCE is being recommended by *NCF-2005* and *RTE-2009*, it is not being practiced truly in a manner envisaged under *NCF-2005* and *RTE-2009*. Being a mandatory obligation now the state of Odisha has also introduced it in all schools. The present study was intended to understand the existing status of Continuous and Comprehensive Evaluation (CCE) at elementary schools of Khordha district of Odisha”.

### **Objectives of the Study**

The objectives formulated for the study are

- To study the present status of CCE in the Elementary Schools of Khordha district of Odisha.
- To examine the level of awareness of the Elementary School teachers as regards CCE.

### **Delimitation**

The study is conducted in 40 Elementary schools of Khordha district of Odisha.

### **Sample**

In this study the procedure of random sampling was adopted to select 40 elementary schools (4 from each block). Accordingly Head teacher of those schools, one teacher and one student from each school were considered as sample for the study.

### **Tools Used**

To collect data, document analysis tool was adopted to select 40 elementary schools (4 from each block). Accordingly, the Head teacher of those schools, one teacher and one student from each school were considered as the sample for the study.

### **Analysing and Findings**

The objective of CCE is to look at assessing cognitive, psychomotor and affective skills in a holistic manner. It lays emphasis on thought process and de-emphasises memorisation. It makes evaluation an integral part of teaching-learning process and use evaluation for improvement of students' achievement. As per state framework, CCE shall cover curricular areas, other curricular areas and Social Personal Qualities (SPQ).

Curricular areas vary at different classes of elementary level. Percentages of subjects assessed at different classes of elementary level are presented in table 1.

**Table 1: Percentage of Subjects assessed in different classes of Elementary level N=40**

Subjects	Primary Classes-I-II	Primary Classes-III-V	Upper Primary Classes-VI-VIII
Language	100	100	100
Mathematics	100	100	100
Environmental studies	100	0	0
General Science	0	100	100
English	0	100	100
Social Science	0	100	0
History	0	0	100
Geography	0	0	100
Hindi	0	0	100
Sanskrit	0	0	100

Perusal of the table shows that subjects like Language, Mathematics and Environmental studies were assessed in Classes I to III in cent-percent schools whereas including Language and Mathematics, General Science, English and Social Science were evaluated in Classes III to V. Besides Social Studies, other subjects including History, Geography, Hindi and Sanskrit were assessed in Classes VI to VIII. It was found that English was often started from Class III to higher level of classes at elementary level. *It has been observed that though Hindi and Sanskrit books were*

*provided to the students of Classes-VI-VIII, no assessment were conducted in those subjects. Little emphasis was given on those subjects at particular classes.*

Other curricular areas include Art Education, Health and Physical Education, Work Experience and participation in curricular activities (language skill, nature observation, games and sports, mono action, dance, song, drawing, scientific skills, literary activities, scouts and guides, First Aid, Red Cross). Percentages of assessment in other curricular areas are presented in table 2.

**Table 2: Percentages of assessment of other curricular areas N=40**

Other Curricular Areas	Primary		Upper Primary Classes-VI-VIII
	Classes-I-II	III-V	
Art Education	100	100	100
Health and Physical education	100	100	100
Work Experience	0	80	100

Language related skill	100	100	100
Scientific skills	0	80	80
Games and Sports	100	100	100
Cultural activities (Mono action, dance, song, drawing)	100	100	100
Nature observation	0	80	80

A close look at the table shows that cent-percent schools assessed areas like Art Education, Health and Physical Education, language related skills, games and sports and cultural activities in each class at elementary level. No assessment of work experience at Class I to II was found whereas cent-percent schools emphasised work experience at upper primary level and eighty per cent from Class III to V. Eighty per cent of schools opined that they followed the skill of nature observation and scientific skill from Class III to VIII. Though there is provision of emphasising Scout and Guides, First Aid and Red Cross at upper primary level, no

scope for emphasising those subjects was found. Therefore, no evaluation adopted for those areas at elementary level of schools in the district.

Aim of education is to promote all-round growth and development of a learner which includes development in the area of social personal qualities as well. As per state norm SPQ includes assessment in Cleanliness (personal and social) Co-operation, Responsibility, Punctuality, Environmental awareness and protection, Love for physical labour, Respect towards superior. Percentage of schools assessing different aspects of Social Personal Qualities (SPQ) are presented in table 3.

**Table 3: Percentage of schools assessing different aspects of Social Personal Qualities N=40**

<i>Social Personal Qualities</i>	<i>Primary (I-V)</i>	<i>Upper Primary (VI-VIII)</i>
Cleanliness	100	100
Co-operation	100	100
Responsibility	100	100
Punctuality	100	100
Environmental awareness and Protection	0	0
Love for Physical labour	0	0
Respect towards superior	100	100

Perusal of the table shows that while cent-percent schools assessed social personal qualities like cleanliness, co-operation, responsibility, punctuality and respect towards superior at elementary level, no school assessed other qualities like environmental awareness and protection and love for physical work. It has been found that all the sample schools opined that they evaluated other aspects like truthfulness, tolerance and leadership qualities also at different classes of the elementary level. From this observation it has been found that there is least emphasis given on most of the social personal qualities like environmental awareness and protection and physical labour for a learner which is very essential for bringing a well being society.

Different techniques are used for assessing students performance at elementary level which have been presented in table 4.

A close look at the table shows that while observation, written test, oral test were used to evaluate the learners in curricular and other curricular areas in cent-percent schools, only observation was used for assessing social personal qualities. No other techniques were used for ascertaining SPQ. It has been pointed out that perhaps teachers were not acquainted with using techniques like checklist, rating scale and anecdotal records. Teachers also opined that though assignments and projects were given but they were only checked and not evaluated. Therefore, might be due to non-exposure of teachers to assess those areas.

Tests are used to determine the level of learners at classroom situations. Hence, different means used for assessing CCE at elementary levels are presented in table 5.

**Table 4: Percentage of schools using different techniques for assessing students performance N=40**

	<i>Curricular Areas</i>	<i>Other curricular Areas</i>	<i>Social Personal Qualities (SPQ)</i>
Observation	100	100	100
Written	100	100	0
Oral	100	100	0
Assignment	0	0	0
Project	0	0	0
Checklist	0	0	0
Rating scale	0	0	0
Anecdotal record	0	0	0

**Table 5: Percentage of schools conducting different means for measuring CCE N=40**

<i>Nature of Test</i>	<i>Curricular Areas</i>	<i>Other Curricular Areas</i>	<i>Social Personal Qualities (SPQ)</i>
Class test	0	0	0
Unit test	100	0	0
Diagnostic test	0	0	0
Term test/Quarterly	0	0	0
Half-yearly test	100	100	0
Annual test	100	100	100

Perusal of the table 5 shows that while unit test, half-yearly test and annual tests were conducted in cent-percent sample schools for the assessment of curricular areas, only half-yearly and annual tests were adopted for assessing other curricular areas. No class test, diagnostic tests and term end tests were adopted for assessing curricular areas of the sample schools. Social Personal Qualities were assessed only annually in all the sample schools through observation. No other means were adopted for ascertaining those qualities.

Schools adopted different procedure for assessing level of learners. Percentage of schools followed different types of assessment procedures are presented in table no. 6.

A close look at the table shows hundred per cent schools assessed curricular areas individually. Eighty percentage of schools assessed other curricular areas individually and twenty percentage by group. As far as assessment of SPQ is concerned both individual and group assessment was followed by hundred percent of schools. No scope for self or peer assessment was found for assessing above areas.

**Table 6: Percentage of schools adopted different types of assessment procedures N=40**

<i>Procedure</i>	<i>Curricular Areas</i>	<i>Other Curricular Areas</i>	<i>Social Personal Qualities (SPQ)</i>
Individual	100	80	0
Group	0	0	0
Both Individual and Group	0	20	100
Self	0	0	0
Peer	0	0	0

**Table 7: Percentage of schools using different forms of recording students assessment N=40**

Forms of recording assessments	Curricular Areas	Other curricular areas	Social Personal Qualities (SPQ)
Sores /Marks	0	0	0
Grades	0	100	100
Both marks & grades	100	0	0
Notes/ Diary	0	0	0

Recording assessment is very much important in CCE. Different forms of recording assessment are presented in table 7.

Perusal of the table shows that curricular areas were assessed by hundred percent schools by following both marks and grades. Five point grading scales i.e., A, B, C, D, E were used in recording curricular areas. Students secured 80 per cent or above will get 'A' grade, students secured 65 to 79 per cent will be awarded grade 'B', in between 50 to 64 per cent will be placed in 'C' grade, in between 35 to 49 per cent will find themselves 'D' grade and students secure 34 per cent or below it will be declared with 'E' grade. It was found that other curricular areas like art education, games and sports, health and physical education, music and social personal qualities assessed were recorded in

three point grading scale i.e., A, B, C. 'A' indicates excellent, 'B' indicates good and 'C' indicates needs special attention. No record was found about the assessment of other areas except mentioned above.

Successful implementation of CCE depends on teachers' capabilities and efficiency. So teachers need to be trained on CCE. Percentages of teachers trained in CCE are presented in table 8.

A close look at the table 8 shows that no training was organised for teachers at elementary level for conducting CCE. Hundred percent teachers opined that some aspects of CCE were discussed in monthly sharing meeting.

#### **Findings of the Study**

- Subjects like Language, Mathematics and Environmental

**Table 8: Percentage of teacher trained for conducting CCE N=40**

Areas	Teachers trained at Primary Level	Teachers trained at Upper Primary level
Curricular Areas	0	0
Other curricular areas	0	0
Social Personal Qualities (SPQ)	0	0

- studies are assessed in curricular areas from Class I to II.
- A subject like English is being added and in lieu of Environmental studies, General science and Social Science are being assessed from Class III to V.
  - The subjects Social Science gets divided into History and Geography and other subjects remain unchanged and are being assessed from Class VI to VIII. In addition to those subjects Hindi and Sanskrit are added to the assessment process in Class VIII but with no seriousness.
  - Though English was introduced in Class III but only oral technique of assessment is adopted for determining the level of learning.
  - Other curricular areas like Art Education, Health and Physical Education, Language skills, Games and Sports, Dance, Song are evaluated at elementary level. Besides areas cited above, a little variation was found for assessing other areas.
  - No Scout and Guides, First Aid, Red Cross are emphasised at Upper Primary level of schooling.
  - Social Personal Qualities (SPQ) like cleanliness, regularity and respect for others were evaluated in cent-percent schools at upper primary level annually using three point value scale i.e., 'A' includes (Excellent), 'B' includes (Good), Grade 'C' indicates (needs special attention).
  - It is found that least emphasis was given on most of the socio-personal qualities of the learner. It indicates that it makes a barrier for all-round growth and development of the learner.
  - While observation, written and oral test are used to evaluate curricular and other curricular areas in cent-percent schools, only observation is used for assessing social personal qualities of students.
  - Hundred percent schools follow unit, half-yearly and annual test for ascertaining curricular areas using five point grading scale and other curricular areas are assessed half-yearly and annually using three point grading scale. SPQ is assessed annually using three point grading scale.
  - Hundred percent schools assess curricular areas individually. Eighty percentage of schools assess other curricular areas individually and twenty percentage by group. SPQ is assessed by both individual and group in hundred percent of schools.
  - While hundred percent schools follow both marks and grades for curricular areas only grades are used for determining other curricular areas and social personal qualities.
  - Teachers are not trained at all for conducting CCE.

## Conclusion

From the present study, it may be concluded that thrust of quality education can be achieved through continuous and comprehensive evaluation. Though it is a better means for moving towards all-round growth and development of a learner in schooling system, still due to lack of training, experience, awareness among teachers it becomes difficult to achieve the goal. During the process of implementation most of the actions taken by the teacher in the form of continuous and comprehensive become ritual. The assessment of personal social qualities is not being done continuously. Personal bias and carelessness play an important role in

lieu of continuity of observation. Due to lack of right orientation towards the programme and much of paper work the teachers feel it as necessary evil and perform the activity as duty bound. The flexibility of examination creates tension in both teacher and learner though the curriculum of *NCF -2005* thought otherwise. Hence, it becomes necessary to impart training to teacher who practices CCE in regular schooling with authenticity. It is easy to modify the reporting card i.e., progress report for documenting all the aspects to be assessed in each class but to make it effective frequent monitoring and supervision of CCE at school level become essential.

## REFERENCES

- DAS, R. 2010. Evaluation Practises in Primary schools: A study. *Ambikeya Journal of Education*. 1(1): 29-33.
- LOCKHEED, M.E., AND A.M. VERSPOOR. 1991. *Improving Primary Education in Developing Countries*. World Bank in Conjunction with Oxford University Press. Washington.
- MANGAL, S.K., AND S. MANGAL. 2011. An emotionally intelligent teacher at the heart of successful CCE. *Edutrack*. 10(8): 6-8.
- PANDA, B.N. 2012. *Status of CCE at Elementary stage*. RIE. NCERT. Bhubaneswar.
- SARANGI, D. Continuous and Comprehensive Evaluation of students learning and progress at elementary stage in Odisha. A mandate U/S 29 (h) of RTE, 2009.
- SCHIEFELVIN, E. AND J. SIMMONS. 1981. The determinants of school achievement: A Review of the Research for Developing countries. IDRC. Ottawa.