

4

Why CCE Still a Challenge?

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Introduction

On 6 March, 2014, there was an article in the newspaper, *The Times of India*, titled, “CCE has improved scores, not teaching”. In this article, a conversation with the CBSE Chairperson Mr. Vineet Joshi has also been published; the conversation, concluded “Shift in teaching methodology still a challenge”. This article raised some questions such as: why teaching has not improved, even after so many efforts? Or, Why Continuous and Comprehensive Evaluation still a Challenge? Or, is the attitude of teachers played any role in it? The following article is an effort to find out the answers of these questions as well as to study the Attitude of Teachers of Government and Non-Government Schools towards Continuous and Comprehensive Evaluation.

Continuous and Comprehensive Evaluation

Amendments in the examination system are frequently recommended, sometimes discussed and exceptionally

implemented. One of such amendment which has undergone a nasty journey is the introduction of grading system in assessment. CBSE has replaced marks by grades for class IX in 2010 and class X board examination in 2011.

Evaluation does not mean measurement of learning outcomes’ level only, but it acts as an approach for reconstructing the system. It should be diagnostic and formative in nature so that it can contribute in remedial measures for the students. Moreover, it should be of summative in nature and a valid measure of the growth and development of the child. Evaluation authorises the Childs’ level of achievement only at a particular time. Basically the written tests are a one-time mode of assessment only and to depend on it for taking a decision about the development of the child is prejudiced. It leads to the perception, which the children have, about the assessment that it is different from learning due to over emphasis on examination marks which focus on

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only scholastic aspects of the child and hence resulting in the 'learn and forget' problem. The stress on summative assessment system not only creates excessive stress and anxiety among the children but also, encouraging the unhealthy competition. It is this that hassled to the evolution of the Concept of Continuous and Comprehensive School – based Evaluation.

The concept of continuous and comprehensive evaluation was introduced mainly to compensate the deficiency in our external examination system. The realisation of the issue that the student's performance should be assessed in both scholastic and co-scholastic aspects; is the result of rising importance of life skills.

Continuous and Comprehensive Evaluation is a school based evaluation system that covers both the scholastic and co-scholastic aspects to make the evaluation comprehensive. The scholastic aspect covers the cognitive domain whereas the co scholastic aspect covers affecting and psycho-motor domains and the assessment of co scholastic aspect refers to the assessment of student's performance in various co curricular activities including socio-cultural activities which are organized in and outside of the classrooms.

Continuous and Comprehensive Evaluation and Different Education Commissions

Different Education Commissions set up by the Government of India from time to time after Independence

lays stress on the need to introduce the Continuous and Comprehensive Evaluation at the school level, they also comment on the quality of the external examination. The Secondary Education Commission i.e., the Mudaliar Commission in 1952-54 recommended that , “—the final assessment of pupil should not be based entirely on the result of external examination, other things such as internal evaluation and school records maintained by teachers should be taken into consideration and due credit be given to them.” This recommendation was also recited by the Kothari Commission (1964-66), who underlined the importance of the internal assessment by saying that “the internal assessment or evaluation conducted by schools should be comprehensive”. National Policy on Education in 1986 also pointed out that “Continuous and Comprehensive Evaluation that incorporates scholastic and non- scholastic aspects of evaluation should spread over the total span of instructional time.” And now, the NCF (2005) in its Position Paper on Examination Reforms states that “External examinations are largely inappropriate for the knowledge society of the 21st century and it needs for innovative problem solvers, questions should be framed well, so that it does not lead to rote memorisation and they will not fail in testing the higher order skills such as reasoning, thinking, analysis, creativity and judgment. External exams make no support for different types of learners and

learning environments and it generate ordinate level of anxiety and stress. Hence, there is a need for a functional and reliable system of school – based evaluation and therefore in the light of NCF (2005) and the arising demands of a knowledgeable society, the CBSE introduced the concept of Continuous and Comprehensive Evaluation in schools since 2010.

Need of Continuous and Comprehensive Evaluation

The school-based evaluation of students that covers all aspects of students' development is referred as Continuous and comprehensive evaluation. Continuous and comprehensive evaluation is an assessment process which is developmental in nature and which emphasizes on objectives of continuity in evaluation and assessment of learning and the behavioral outcomes. Here, the term 'continuous' refers to the consistency in assessment, regularity in unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers as well as the students for their self-evaluation. It is meant to emphasize that evaluation of identified aspect of students 'growth and development' is a continuous process erected into the total teaching – learning process and spread over the whole period of academic session. The other term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of student's growth and

development. The term refers to application of range of tools and techniques and aims at assessing a learner's development in the area of learning such as: knowledge, understanding, applying, analyzing, evaluating and creating since the abilities, attitudes and aptitudes can manifest themselves in form other than the written word.

The scheme is thus a curricular initiative; try to shift emphasis from testing to holistic learning. It aims at creating valuable citizen acquiring sound health, relevant skills and desirable qualities besides academic excellence. It is hoped that this will equipped the learners to meet the challenges of life with confidence.

Need of the Study

Since it is the first time that CBSE has introduced CCE in CBSE affiliated school and has made a lot of efforts in implementing the scheme in the schools. An achievement record card was designed which reflects attainment of the student in scholastic and co-scholastic domains and separate assessment cards were also designed for primary stage and schools were advised to use these cards for comprehensive assessment of the students. Keeping in mind the local environments, necessary flexibility was provided to incorporate any changes in the assessment card suited to them. The aim of this document is to provide the holistic profile of the child without reflecting any negative remarks. For this, a five- points

grading was recommended to show attainment profile of the child. The Schools were advised to desist from declaring students pass or fail only on the basis of end of year single examination.

CBSE also, introduced Teacher's Manual on this scheme which contains detailed guidelines on the methodology of evaluation, school based assessment, assessment of scholastic and co-scholastic areas, techniques and tools of evaluation. Moreover, CBSE also conducts training programs for principals and teachers of all schools affiliated to CBSE so that all the school personnel like students, teachers, parents, principals and educational administrators could be involved in this collective attempt. The huge task of implementing the scheme of continuous and comprehensive evaluation involves the changing of the mindset of teachers as teachers are important pillars. It is important to find out the attitude of teachers on continuous and comprehensive evaluation and to find out the problems they face in the execution of the process and their suggestions making it effective and fruitful. It is this concern that has led the present author to find out the ground realities in government and non government schools regarding CCE. For this, she tries to study the attitude of school teachers of government and non government school towards CCE and any difference, if any, in their attitude?

Methodology

To meet the purpose of the present study, the author has used a self – constructed questionnaire with 20 Likert type statements for the assessment of attitude of teachers towards continuous and comprehensive evaluation. To develop the items of the questionnaire she undertook of examination reforms suggested by various commissions and committees, National Curriculum Framework 2000 & 2005 and Teacher's Manual on continuous and comprehensive evaluation, 2009 introduced by CBSE. The main objective of the questionnaire was to explore the attitude of teachers of the government and non-government school on continuous and comprehensive evaluation. The complete instructions were provided in the questionnaire so that the respondents find themselves free to respond.

Collection of Data, its Analysis and Findings

To collect the data, the author took the help of her B.Ed. students during the school practice teaching program. A sample of 60 IX Class Teachers (30 teachers from government and 30 teachers from non-government schools) of Delhi, were taken from different schools of Delhi on convenient bases. The teachers were asked to respond to each and every item by checking out one out of five responses namely strongly agree, agree, neutral, disagree and strongly disagree. The scoring was done by assigning the score 5 to

strongly agree, 4 to agree, 3 to neutral, 2 to disagree and 1 to strongly disagree for the positive statements and the vice versa for the negative statements. Then, the data was suitably analysed using the statistical technique-Mean value; Standard Deviation (S.D) and t-value were computed to test the proposed hypothesis that “There is no significant difference in the attitude of teachers of government and non government school towards continuous and comprehensive evaluation”. The following table shows the Mean, Standard Deviation and value of ‘t’ on the attitude of teachers in government and non-government school towards Continuous and comprehensive evaluation;

The above table indicates that

Type of schools	No. of Teachers	Mean	Standard Deviation	Z Score value
Government	30	63.7	9.05	2.40
Private	30	69	8.0	

Note: * Not Significant at 1% levels but significant at 5% level

the ‘mean score’ of government teachers is 63.7 and that of non-government teachers is 69. The SD of the government and non-government teachers are 9.05 and 8.0 respectively. The mean score of the non-government school teachers is higher than the government school teachers. This indicates that the non-government schools teachers are more satisfied with continuous and comprehensive evaluation. Also, the Z score value 2.40 is significant at 5% level but not significant at 1% level, shows that there

is a significant difference in the attitude of the teachers in the government and non-government schools on Continuous and Comprehensive Evaluation.

Teacher both in government and non government schools are agreed that the concept of CCE is very good but actually teachers are the only persons who are facing more problems under CCE. Register work has increased too much now and because of this, it has become difficult to handle a class with a large number of students. Again the teachers who are familiar with traditional teaching, they are facing a lot of problems under CCE since the students are getting more indiscipline.

Problems faced by Teachers in Implementation of CCE

Government as well as private teachers were having opinion that they face many problems while executing continuous and comprehensive evaluation and they are –

- Students are careless
- Large strength of class
- Maintenance of record is huge task by teachers
- Students attitude towards CCE
- Shortage of resources
- Students do not participate effectively
- Lack of proper training for assessment process in CCE

Suggestions by Government and Non-Government teachers to reduce problems related to implementation of CCE

Teachers of both types schools suggested some measures to reduce problems related to CCE –

- Class strength should be reduced
- Training for teachers should be conducted through regular seminars and workshop
- Encourage students to be regular in the class
- Board exams must also be there along with CCE
- Criteria for Promotion to the next class should be based on performance in academics
- Regular conduction of parent – teacher meetings
- Students’ attitude towards CCE need to be changed .They should be made aware about its purpose so that they can take this system seriously.

Teachers also suggest reducing record maintenance as is big burden

on them. Teachers are not able to give best efforts in the teaching – learning process as most of them is utilised in maintain records of large number of students.

Therefore it can be concluded that collaborative efforts of teachers, students and even parent can lead to an effective and innovative learning environment for the students under continuous and comprehensive evaluation.

On the basis of her long experience of teaching, author wants to give some suggestions to the teachers;

- Teachers should appreciate the need to change the assessment system and cooperate faithfully in the effective implementation of the CCE. They should recognize their crucial role in making the CCE scheme a continuous and comprehensive evaluations
- They should take initiative to get oriented and offer services as master trainers
- They should adopt improved pedagogy for the benefit of students.

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