



A STUDY ON IMPACT ON CONTINUOUS COMPREHENSIVE EVALUATION AMONG THE STUDENTS OF SECONDARY CLASSES FROM KANCHEEPURAM

S. Maheswari* & Dr. M. Baskaran**

* Research Scholar, Manomaniam Sundaranar University, Tirunelveli, Tamilnadu

** Research Guide, Sri Krishna College of Education, Panapakkam, Tambaram,
Chennai, Tamilnadu

Cite This Article: S. Maheswari & Dr. M. Baskaran, "A Study on Impact on Continuous Comprehensive Evaluation among the Students of Secondary Classes from Kancheepuram", International Journal of Multidisciplinary Research and Modern Education, Volume 4, Issue 1, Page Number 5-8, 2018.

Copy Right: © IJMRME, R&D Modern Research Publication, 2018 (All Rights Reserved). This is an Open Access Article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Abstract:

There is a developing arrangement amid the speculative and communal contribution, in schools and among scholars, concerning the benefits of developmental calculation and the limits of comprehensive calculation. In this article, the school-based assessment reform of the Central Board of Secondary Education (CBSE) usually recognised in India as Continuous and Comprehensive Evaluation (CCE) is studied in the framework of the programme policy outlined by the National Focus Group (NFG) on examination reforms and the National Curriculum Framework 2005 (NCF 2005). The need, significance and opportunity of CCE have been a matter of discussion among participants. This paper attentions on how curriculum organisers have comprehended of school-based assessment and how it is applied by CBSE. Though CBSE makes widespread reference to NCF 2005 in its blue-collar, its scheme of CCE challenges with the attitude of that framework. At the same time, CBSE's CCE is more in arrangement with the position of the NFG, which formed the basis for NCF 2005 on students' assessment. The author deliberates that these conceptual modifications in policy and implementation framework have created misperception. Additionally, devolved executive on assessment, unbending recording and reporting procedures, flexible timeframes, and incessant assignation with teachers are essential for actual implementation of CCE.

School education is the essential substance for establishment student's possessions that has been thought central for the national development. Since the time of our independence, many committees and commissions determinedly put emphasis on the permitted and enforced education into the students. In the middle of several measures that have been accepted to enlarge the requirements to comprehend the goal mouth of worldwide fundamental education, the National Policy of Education had made quite a lot of recommendations to progress the superiority of school education. The recommendations include the children primary approach improvement in the quality of education through reforms in the context and the process of education, school facilities, additional teachers, laying down minimum levels of learning, and emphasis upon continuous and comprehensive evaluation. This paper examines the concept of continuous and comprehensive evaluation, its need and significance, role of teachers and its implementation in schools with an experimental support.

The Continuous and Comprehensive Evaluation (CCE) system introduced by the Central Board of School Education (CBSE) involves 'learning by doing', for students to understand concepts better. Worksheets, activity books and group project works are an integral part of the class. But the activities given to lower classes are different from the assignment and projects handed out to higher classes. "For primary sections the activities are closer to concepts taught in class. For instance we ask students to cut, colour and paste images of planets on a chart paper after they are taught about the solar system. But for higher classes the project work is relatively harder and involves application of concepts," says Padmini Sriram, Principal, Hindu Secondary School. Planning activities for lower classes is more interesting, say teachers. While parents play a key role in the learning process of their child, and sometimes it adds on to their routine. "Students are evaluated on a daily basis and this helps them learn their daily lessons. The daily activities and project work also add to their work. "Projects such as making models of compass or traffic signal is beyond a Class III student's ability. Often, parents end up making these models, and children do not learn anything in the process. Most often it merely becomes a competition among parents to make a better model," she says that some parents also end up just copying from the internet and the children learn little in the process from them about the models.

Objectives of CCE:

- ✓ Encourage development of cognitive skills and de-emphasize rote learning.
- ✓ Make the entire education process a student-centric activity.
- ✓ Help develop cognitive, psychomotor and interpersonal skills.
- ✓ Make holistic evaluation an integral part of entire education process.

- ✓ Improve student's accomplishments through regular diagnostics and remedial instructions.
- ✓ Use evaluation to control quality and maintain desired performance.
- ✓ Take decisions about the learner, learning process and learning environment by determining social utility, desirability & effectiveness of the programme.

Focuses only on the end term examination and evaluates only Scholastic aspects of education. Focuses equally on both scholastic and co-scholastic areas of development of the students, thus taking into account the holistic development of the students. Evaluates students continuously at regular time intervals on small portions of content which helps teachers in employing a variety of remedial measures of teaching based on learning needs and student potential. Declares results of the students as “pass” or “fail” on the basis of their marks leading to undesirable competition among students. Shifts the focus of the education community from marks to grades thereby reducing pressure, of getting “good marks”, on students from their parents and teachers. Prevents cut-throat competition among the students.

Evaluation of Scholastic Areas:

Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. There are two types of Assessments, in an academic year, to test the Scholastic areas: One is Formative Assessment (FA) and another one is Summative Assessment (SA).

Formative Assessment (FA): It is carried out as a part of the instruction methodology and provides continuous feedback to both the teachers and the learners. It comprises of Class work, Homework, Oral questions, Quizzes, Projects, and Assignments tests etc.

Summative Assessment (SA):

It is carried out at the end of a term. It measures how much a student has learnt from the course and is usually a graded test i.e. Examination. Summative Assessment (SA) might not be able to yield a valid measure of the growth and development of the child. It might only certify the level of achievement only at a given point of time. Therefore, Continuous and Comprehensive Evaluation is designed to measure continuous assessment in the form of Formative Assessment, along with the Summative Assessment.

Challenges faced while implementing Continuous and Comprehensive Evaluation (CCE) and the proposed solutions the first type challenges faced CCE implemented in a hurry, thus teachers are still very much on the starting block in terms of comprehension and adoption of CCE:

- ✓ The success of CCE is largely hinged on the adoption of the model by the teachers.
- ✓ The teachers have been conditioned to the traditional system of evaluation and will take time to understand, apply and realize the value of the CCE.
- ✓ It is an evolving methodology which implies teachers need to be continually educated to ensure that they are equipped with necessary knowledge and skills.
- ✓ Due to hasty implementation of CCE students are facing increased stress and pressure in the form of project work.
- ✓ Implementation ambiguity at teacher's level has resulted into an overdose of project work for students, resulting in lesser time for self-study.

Proposed Solutions, Schools should provide teachers with learning opportunity in the form of classroom and online assistance, so that they could understand the evaluating methodology, carefully designed metrics. CBSE has identified various training partners for this initiative, however, to make it a success. CBSE should work closely with the schools to mandate that all teachers directly involved in CCE be trained and equipped with the required skills and knowledge. The nature of projects and linkages to CCE pattern needs to be revisited. School administration and teachers should work on calibrating these issues and identifying correct metrics for student evaluation and if need be, help can be solicited from external consultants, challenges faced While implementing CCE and the proposed solutions challenges faced.

In Dwearkesh Vidhyashram CBSC School, Kancheepuram, Manual generation of report cards can take anywhere between a couple of weeks to a month. Although the entire process of student evaluation is decentralized, CBSE holds control on issuing the final certificate of assessment to Class IX students which requires schools to send student's performance data for Classes & Electronically to the board at the end of the academic session that further calls for maintenance of performance data in different formats by the school, resulting in duplication of effort. Result is increased stress for teachers. No uniform model of recording the assessment has been followed anywhere for long distance, personal attention for the students by the teachers, which is important for the success of CCE, is not possible in many schools as the student-teacher ratio is widely skewed, ranging from 40 to 60, thus resulting in 'efficiency and effectiveness' related issues.

Proposed Solutions:

CBSE has shortlisted some companies for developing tools to assist schools in report making and data maintenance. The ideal platform should be completely web based. They should provide minimal entry and maximum flexible and give teachers and schools the freedom to define their own indicators of evaluation.

Problems Associated Continuous and Comprehensive Evaluation (CCE):

- ✓ The results of the study appraisal revealed: The teachers faced the following problems while executing CCE at school level.
- ✓ Large number of students in classes: The results revealed that most of the teachers find it difficult to execute CCE in large classes as they are not able to give individual attention in such classes.
- ✓ Lack of appropriate training: Other constrain for the smooth execution of CCE was stated as lack of appropriate training among the school teachers.
- ✓ Lack of seriousness amongst the students: Further the teachers reported that there was lack of seriousness amongst the students regarding CCE as they were aware of the fact that they will pass without making enough efforts in academics.
- ✓ Financial Constraints: Likewise many teachers stated that CCE was time consuming and there were many financial constrains associated with it that does not suit the pocket of every student.
- ✓ Lack of adequate infrastructural facilities and teaching materials: Teachers felt that there was lack of adequate infrastructural facilities and teaching materials that made execution of CCE a difficult task in the classrooms.
- ✓ Increased volume of work: Teachers were over burdened with the increased volume of work that affected their teaching effectiveness in the classrooms.

Measures for the smooth execution of CCE some important points to be considered:

- ✓ Due to large number of students in classes teachers may find it difficult to execute CCE as they are not able to give individual attention in such large classes. That's why the number of students in classes should be limited to 30–40.
- ✓ Teachers may lack proper training. So the state should provide adequate training to conferences, meetings, workshops in the concerned area.
- ✓ Proper infrastructure facilities and teaching materials should also be provided to facilitate teaching learning process in government schools.
- ✓ Careful examination of the course, and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance.
- ✓ Knowledge and ability to construct assessment tools that are criterion based appropriate for assessing the competencies.
- ✓ Careful planning of the competency based teaching procedures. There should be congruence between teaching and assessment without which assessment would become distorted.

Personality traits and attitudes problem slave the needs:

- ✓ The maintenance of records.
- ✓ Requirement of knowledge and skills of evaluation, commitment, and assistance to provide remedial teaching on part of the teacher.
- ✓ Other issues that the teachers need for are financial support and detachment of extra duties other than teaching as it puts unnecessary burden on already busy teachers.

Teachers should keep the suggestions given:

- ✓ Use a variety of tools (oral, projects, presentations).
- ✓ Understand different learning styles and abilities.
- ✓ Share the assessment criteria with the students.
- ✓ Allow peer and self-assessment.
- ✓ Give an opportunity to the student to improve.

Conclusion:

The scheme of Continuous and Comprehensive Evaluation (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 Continuous and Comprehensive Evaluation (CCE) will reap benefits in the long run by initiating Indian education into stress free education. In concluding the discussion it Comprehensive 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 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.

References:

1. Aggarwal, J. C. (2005). Essentials of Examination System. New Delhi: Vikash Publishing House Pvt. Ltd...
2. CBSE (2009). Teacher's Manual on CCE. : CBSE.
3. CBSE (2010). "Continuous and Comprehensive Evaluation Manual for Teacher, Classes VI-VIII" in CBSE.
4. Government of India (1986). National Policy on Education. New Delhi: MHRD, Department of Education
5. MHRD (1986). National Policy on Education, Department of Education. New Delhi: Govt. of India.
6. NCERT (1988). National Curriculum for Elementary and Secondary Education – A Framework (Revised Version). New Delhi: Publication Department, NCERT.