

Impact of CCE Pattern on Secondary School Children Studying In Andhra Pradesh

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ABSTRACT

Continuous and Comprehensive Evaluation is a new approach to the system of evaluation that aims to make evaluation more systematic and dynamic. The major assumption of CCE is that every child can improve. With the broader aim of examination reforms in mind, the scheme of continuous and comprehensive evaluation envisages that every learner is to be evaluated over the entire period of learning schedule rather than one three hour external examination at the end of a course of learning. CCE emphasis on the all-round development of every child and that can be achieved by active participation in different activities which in turn helps to derive self belief in the learners. The evaluation process is school based. In this new scheme, the role of formative evaluation is of utmost importance. CCE aims at making children capable of becoming responsible, productive and useful member of a society. Introduction of continuous and comprehensive evaluation (CCE) is one of such reforms in entire education that can make education more meaningful for the learners. This article examines the concept of continuous and comprehensive evaluation, its historical perspectives, its need and importance, its features and role of teacher in implementing CCE in the modern education system.

Keywords: Comprehensive, Continuous, Education, Examination, Evaluation, Learning

INTRODUCTION

A detailed and broad based study on Continuous and Comprehensive Evaluation is the urgent need of present time. The history of Continuous and Comprehensive Evaluation is very old. In 1986 the National Policy on Education, in 1991, the Meeting of the Boards Organised by NCERT, CBSE Scheme of Certificate of Achievement in 1990. The District Primary Education Programme (DPEP) of 1993 and at present the Sarva Siksha Abhiyan (SSA) is also recommended and implemented it as a major intervention in the evaluation system. In the present context the study on the impact of Continuous and Comprehensive Evaluation is very significant. Because, it is observed that SSA was launched in the country to ensure quality education and to make Evaluation Continuous and Comprehensive. It was implemented with a view to remove the existing defects of evaluation. But, its practical effectiveness was not estimated till date. So, it is the right time to measure its practical effectiveness in evaluation.

CCE refers to a system of school based evaluation of students that covers all aspects of students' personality. Continuous means that the evaluation of identified aspects of student's growth and development is a continuous process rather than an event. It is built into the teaching learning process and spread across the entire academic session. Comprehensive means the scheme attempts to cover both the scholastic and the co-scholastic aspect of student's growth and development. That is, to study the implementation of evaluation (CCE) process in secondary schools, to know the implementation of grading system in summative and formative evaluation process, to know the conduct and evolution of extracurricular activities at secondary schools in Andhra Pradesh and to study the opinion of the teacher about CCE, grading, formative and summative evaluation process.

Teachers have high appreciation for the grading and CCE. Some schools are not following SCERT norms and standards in conducting and evaluating formative assessment. They are not giving proper importance to conducting and evaluating other curricular activities. Most of high school teachers were in favor of the regular monthly formative evaluation and summative evaluation. Continuous monitoring helps teachers in strengthening their understanding of various techniques of evaluation. Teachers need training in preparing formal diagnostic tests and remedial exercises.

High school teachers' perceived grading procedure is responsible for improving the school environment. A study with the similar objectives may be taken up with larger sample covering different parts of the states. A study may be taken up on the student opinions. The teacher should undergo training on CCE Programmes according to changes in the education system and the evaluation system should change for every 5 years.

REVIEW OF RELATED LITERATURE

As we know review of related literature is one of the integral parts of Research study. So, in connection with the present area some past literature had been reviewed and it was observed that in the area of evaluation very less number of study had been completed. The completed studies are mentioned below Sinha, S.K. (1977)- completed the study on — “A study of attitudes towards the present system of examination.” (Ph.D. Psy. Ran. U). The study was conducted with the objectives to study the attitudes of students, their teachers, and their guardians towards the academic, evaluative and administrative aspects of the existing system of university examination. Tiwari (1975) in which he studied the system of evaluation in upper primary schools and its problems. A new feature in evaluation is the non-detention of students in primary classes.

The SCERT, Andhra Pradesh (1976) studied the impact of the non-detention policy. It was found that, while the students were free from the fear of examinations they were not motivated for study. Their study habits were impaired and this policy adversely affected the children of the weaker sections. Another study by Sharma (1981) on this policy indicated that non-detention contributed towards retention of educational wastage to some extent at the primary and secondary stage in Andhra Pradesh. Dave, P.N. (1968), Buch, M.B. (1972); Buch, M.B. and Passi, B.K. (1974); Passi, B.K. and Padma, M.S. (1974); Natarajan V. and Kuishetra, S.P. (1983); Passi, B.K. and Hooda (1986) and more recently by Singh, P and Prakash. V. (1991). These surveys reviewed the work in these areas in India upto 1988. The present report takes into consideration the Indian studies done during 1988-92. Jyoti, Nirmala M. (1992) completed the study on “An Evaluation of the Non-detention system” with the view to study the evaluation under Non- detention system on different aspects like its effects on achievement students, percentage of passes, rate of drop-outs, and attitude of teachers, students and administrators.

Continuous and Comprehensive Evaluation

Continuous and Comprehensive evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. It is a developmental process of assessment which emphasizes on two-fold objectives. These objectives as continuity in evaluation and assessment of broad-based learning and behavioral outcomes on the other. In this scheme the term 'continuous' is meant to emphasize that evaluation of identified aspects of students 'growth and development' is a continuous process rather than event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and for their self-evaluation.

The second term 'comprehensive' means that scheme attempts to cover both the scholastic and the co-scholastic aspects of student's growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of the tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like: 1.Knowledge 2.Understanding/Comprehension 3.Applying 4.Analyzing 5.Evaluating 6.Creating Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is require. Because of some personal reasons, family problems and adjustment problems, children start neglecting their studies, resulting in sudden fall in their achievement. If the teacher, child and parents don't come to know about this sudden fall in the achievements and the neglect in studies by the child continuous for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.

Objectives of the Study:

- 1.To study the significance difference between male and female teachers opinions towards effectiveness of CCE in secondary schools.
- 2.To study the significance difference among teachers opinions based on their school management with respect to effectiveness of CCE in secondary schools of Andhra Pradesh.
3. To study the significance difference between UG with B.Ed and PG with B.Ed, qualified teachers opinion towards effectiveness of CCE in secondary schools.

4.To study the significance difference between below 10 and above 10 years experienced teachers opinion towards effectiveness of CCE in secondary schools of Andhra Pradesh

Hypothesis of the Study:

1. There will be no significant difference between male and female teachers opinion towards effectiveness of CCE in secondary schools. 2. There will be no significant difference among teachers opinion based on their school management with respect to effectiveness of CCE in secondary schools. 3. There will be no significant difference between UG with B.Ed and PG with B.Ed, qualified teachers opinion towards effectiveness of CCE in secondary schools. 4. There will be no significant difference between below 10 and above 10 years experienced teachers opinion towards effectiveness of CCE in secondary schools of Andhra Pradesh.

Sample:

The researches have covered all 80 teachers who are participated in the present study interview are working in the sample area in Andhra Pradesh could have given scope for under generalization of the findings.

Findings of the Study

1. The number of days in a particular term is one hundred and thirty.
2. The duration of each period is forty five minutes.
3. Seventy five percent of teachers had more than forty five number of students in their classes, thirty one percent had students are between thirty five to forty and only five percent of students had less than thirty students in their classes.
4. The number of formative assessment conducted per term varied as per teachers.
5. Majority of the teachers revealed that they conduct four formative assessments in a term.
6. A weight age of 75:25 was given for scholastic co-scholastic aspects by majority of the teachers.
7. Almost all teacher conducted diagnostic tests and take remedial measures for students.
8. All teachers reported that they had proper time to conduct CCE during the specific year plan and the syllabus is suitable for CCE implementation.
9. All teachers revealed that there were clubs in their schools and they were functional. Cocurricular activities were also conducted by all schools.
10. Some of schools were facing problems with CCE due to the shortage of teacher in the school.
11. Most of the teachers handled classes with more than forty students and this made it difficult for them to give personal attention to students during assessment.
12. Every child differs from the other with respect to his abilities and talent in each task.
13. Teachers were not clear on how to make assessment in such situations.

Evaluation is one of the indispensable parts of formal education. The quality of teaching and learning can be assessed by evaluation. Only when learners were evaluated, can their weakness and difficulties be diagnosed and remedies are given for more effective learning. In the era of globalization a skilled workforce is the demand of the hour and for this all round development of learner is very important. CCE is one of the latest concepts of evaluation emerged due to the need of time. But, there implementation of CCE would not ensure the desired results. Findings of the present study also direct towards the same. For better implementation of CCE more workshop and training programs have to be conducted periodically and feedback taken from teachers simultaneously.

In order to bring about the improvement in the quality of education and the wholesome development of the child, evaluation process should pay adequate importance on both scholastic and non-scholastic areas of development. CCE refers to a school based system of assessment that covers all aspects of students' development. It helps in improving student performance by identifying his/her learning difficulties at regular intervals right from beginning of the academic session and employing suitable remedial measures for enhancing their learning performance. By facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping the teachers to realize the effectiveness of teaching learning process, continuous and comprehensive evaluation technique proved to be enhance to the student but futile to generate time for the evaluation and the revaluation techniques. Focusing on the excellence in academics alone undoubtedly result in lopsided development of personality.

Evaluation is Strategic

Evaluation is the strategic framework of designing the question papers in order to meet the goal of language acquisition. For this, a proper agenda, generally, maintained by knowledgeable teachers which finally give rise to the 100% answering of the paper. But in practical situations, the present evaluations are going on with the display questions and a little importance is given for the individual proficiency in writing. The teaching techniques followed by the teachers are different from the deliberation in the class room related to LSRW skills.

This can be done through introducing the Task Based Language Learning (TBLL). The student response is expected to answer the LSRW skills but the evaluation of the student is based upon the open type display questions. The problem arise here is the award is given only a chance to go for a right option out of four. Among many reasons, why CCE pattern is futile in its practicality, the researcher will go with the one of the main reasons for the CCE pattern to turn out to be a lopsided one. In order to bring about the improvement in the quality of education and the wholesome development of the child, evaluation process should pay adequate importance on both scholastic and non-scholastic areas of development.

CONCLUSION

Teachers felt that the syllabus was lengthy and thus found difficulty in implementation of CCE in classes. Due to heavy syllabus they were finding it difficult to manage time while implementing CCE. They had to hurry while carrying out CCE in order to finish syllabus on time and thus couldn't give proper justice to CCE at times. Most of the teachers handled classes with more than forty students and this made it difficult for them to effectively implement CCE. They were also not able to give personal attention to students while assessing them due to the high strength of class. Though guidelines/ manuals were given to teachers they claimed to lack necessary and relevant materials that gave them specific clarity on proper implementation of CCE in classrooms. They also claimed to be less aware of what exactly CCE is and how it has to be implemented effectively in classes. The study can further help the state and the school administration to identify the major problems that the teachers encounter in the classes while executing CCE and take up the appropriate steps in the areas where teachers seek help. Some of the major problems faced by the school teachers in the execution of CCE were large number of students in classes, lack of training, lack of proper infrastructure facilities and teaching materials. Lack of seriousness among the students towards academics was also reported as a serious concern of the teachers. To overcome these problems teachers suggested to reduce the number of students in classes, provide appropriate teacher training, ensure proper infrastructure and teaching materials in the school for the smooth execution of CCE.

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