

A study of Continuous Comprehensive Evaluation practices and its impact on student's achievement in Parishadiya Elementary Schools of U.P

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Abstract

Examination and assessment are the important and integral part of education system. Continuous and Comprehensive Evaluation in education is an innovation which refers to a system of school based assessment that covers all aspects of student's development. The two types of assessment referred to in the circular are formative and summative. The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the Students growth. This type of evaluation helps in identifying learning progress of students at regular time intervals on small portions of content. All types and level of schools are affected by CCE. This empirical study aims to take a snapshot of the existing situation regarding the use of CCE in Govt Elementary Schools of Uttar Pradesh. This study is also testing the impact of CCE on students achievement.

Introduction

Education aims at making children capable of becoming responsible, productive and useful members of society. Examinations are an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning processes and their internalization by The scope of evaluation in schools extends to almost all the areas of learners' personality development. It should include both scholastic and co-scholastic areas. A Good Assessment is directed with objectives , having appropriate standards. Assessment should be Authentic and holistic and it should facilitative degree of structure to promote self-direction with timely formative feedback . **Continuous and comprehensive evaluation** is an process of assessment, mandated by the Right to Education Act, of 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, In this new system, student's marks are replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. **Continuous and comprehensive evaluation** is an innovation in education system newly introduced for middle school(6-10).CCE helps in improving student's performance by identifying students learning difficulties and abilities at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.

CCE was initiated based on the recommendations to reform evaluation practices in school education by National curriculum for elementary and secondary education – a framework (1988).The framework emphasizes the following.

1. Defining minimum levels of learning at all stages of education while evaluating the attainment of children

2. Broadening the scope of learners' assessment by way of including the assessment of psychomotor skills and socio-emotional attributes.
3. Aiming at qualitative improvement in education through evaluation.
4. Using grades instead of marks
5. Using various tools, techniques and modes of evaluation such as paper, pencil test, oral testing, observation schedules, rating scales, interviews and anecdotal records, individual and group evaluation methods at different stages.
6. Reducing emphasis on paper pencil tests in evaluation process.
7. Using techniques of testing to reduce the anxiety and fear of the examinees.
8. Laying more stress on informal and child friendly methods of testing.
9. Recording of evidences regarding psychomotor skills related to co-scholastic areas.
10. Preparing a school profile of the growth and development of every student.
11. Evaluation of qualities like regularity and punctuality, cleanliness, self-control, sense of duty, desire to serve, responsibility, fraternity, democratic attitude and sense of obligation to environmental protection.
12. Participatory and humane evaluation.
13. Continuity of evaluation through periodical assessment of learning to be utilized for diagnosing the areas of difficulty and manage remedial instruction.
14. Evaluation process for making it transparent by taking parents and community into confidence.

- CCE refers to a system of school based assessment that covers all aspects of student's development. It emphasizes two fold objectives. Continuity in evaluation and assessment of broad based learning and Behavioral out come. It will be comprised of 2termed Academic year - First term and Second term: Each term to have two formative assessments & one summative assessment in each subject.

FORMATIVE ASSESSMENT (FA) includes:

- **Class work**
- **Homework**
- **Oral questions**
- **Projects**
- **Assignments/Tests**

SUMMATIVE ASSESSMENT (SA) HALF yearly & FINAL Examination

- **Co-scholastic activities-**
- **Other School activities includes-**

Towards Teachers	<ul style="list-style-type: none"> • Shows respect and courtesy at all times inside and outside the classroom • Demonstrates attitudes that are positive and conducive to learning • Takes criticism in the right spirit • Undertakes corrective measures suggested by the teachers.
Towards other students	<ul style="list-style-type: none"> • Shares a healthy rapport with peers/mates • able to interact effectively with Classmates • Respects and is sensitive to differences among peers For religious beliefs, ability, gender, culture etc. • able to inspire members of the class or peer group
Towards School activities	<p>punctuality and regularity</p> <ul style="list-style-type: none"> • Participates and volunteers often • Delivers a job assigned effectively and responsibly • Displays a healthy school spirit
Towards School Environment	<ul style="list-style-type: none"> • Respects school property <p>Particular about cleanliness of the school</p> <ul style="list-style-type: none"> • Participates in activities relating to care for the environment • Takes the initiative and plans activities directed towards the betterment of the environment • conscious towards conserving natural resources
Literary & Creative Skills	<ul style="list-style-type: none"> • Participates actively in literary and creative skills • Initiation to plan various literary events . • Always converses in English • able to express ideas/opinions • Shows good collaborative skills and is able to work effectively in a group
Sports	<ul style="list-style-type: none"> • Demonstrates Physical qualities needed • Displays a healthy team and school spirit • Discipline for practice • Represented a team in various levels.

In this context the NPE, 1986 recommended that minimum levels of learning (MLL) be laid down at each stage of primary education, and that steps be undertaken to ensure that all students achieve these minimum levels of learning. As a follow-up, the MLL for each subject form class 1 to v were stated in terms of competencies. It becomes essential for the teachers to adopt a scheme of continuous evaluation that helps in confirming whether or not he learners have mastered the competencies or not. The comprehensive evaluation involves the summative assessment

of cognitive abilities, as well as the assessment of health habits, work habits, cleanliness, cooperation, and other social and personal qualities through simple and manageable means of tools. The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency, and accountability. Continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. In sum, the continuous and comprehensive evaluation helps a classroom teacher in the following ways.

- To identify learning difficulties of students, certain competencies and the intensity of such learning difficulties.
- To improve students' learning through diagnosis of their performance.
- To plan appropriate remedial measures to enable the students having learning difficulties.
- To improve the instructional strategies to enhance the quality of teaching.

Teachers are instructed, prepared and expected to do continuous and comprehensive evaluation of all the students to insure quantitative and qualitative expansion of primary education. All these effort has been made under SSA to uplift teaching learning environment and achievement of the students studying in these schools. This study has been taken to assess the present situation

OBJECTIVES OF THE STUDY:-The objectives of the study were as follows-

1. To study the teachers activities in adapting Continuous Comprehensive Evaluation process.
2. To study the impact of Continuous Comprehensive Evaluation process on students achievement.

HYPOTHESES:- In the context of above objective of the selected study these hypothesis could be framed:-

1. Teachers are using the Continuous Comprehensive Evaluation process in Parishadiya Primary Schools.
2. Continuous Comprehensive Evaluation practice stimulates student's achievement.

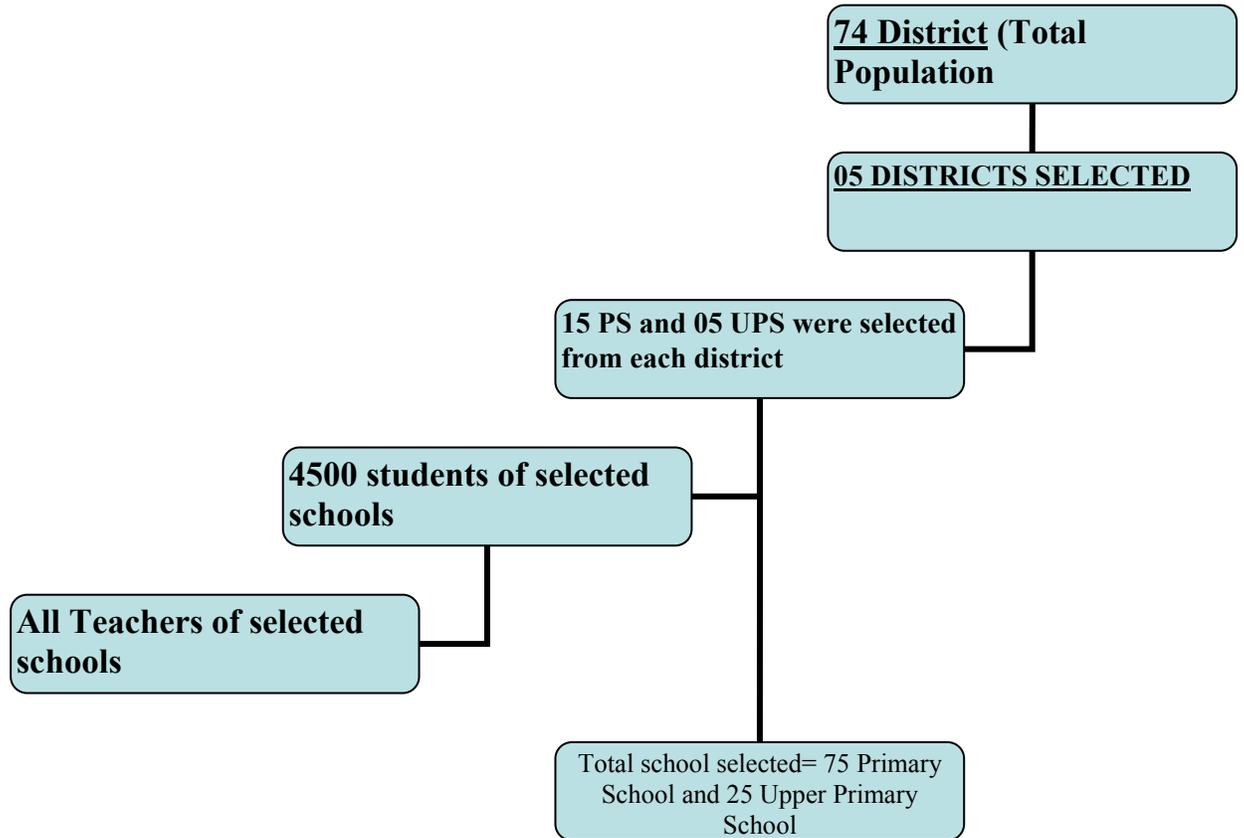
LIMITATIONS OF THE STUDY- This study concerns only with the CCE practice in Parishadiya Primary Schools of Uttar Pradesh.

METHODOLOGY: - Approach is medium through with data are collected. Approach has two dimension first dimension is related to the time that whether the problem is related to present, past and future. It answer is in present then we apply **Survey approach of Research**.The study is **Empirical & Theoretical** in nature. While using **Descriptive Survey Design** questionnaire, interview and observations were done through field trip.

SAMPLE- Gorakhpur , Jhansi, Pratapgarh Gaziabad and Aligarh districts of various commissionaires were selected from Uttar Pradesh to conduct the study. S ample selection procedure is given below.

FIG-1

**Stratified Sampling
Lottery method of Random sampling**



PREPERATION OF MEASURING TOOLS: For the collection of data these tools were prepared by the researcher.

- 👤 Questionnaire to assess teacher’s behavior and activities regarding CCE
- 👤 Science Achievement Test

MAJOR FINDINGS

The analysis, discussion and interpretation of the data collected from the schools of selected districts of Uttar Pradesh, leads to major findings-

Hypothesis-1 - Teachers are not using the Continuous Comprehensive Evaluation process in Parishadiya Primary Schools.

To test this hypothesis 75 Primary School and 25 Upper Primary School were surveyed and observed with **Questionnaire to assess teacher’s behavior and activities regarding CCE**. Tool was administered on 4500 students of PS and UPS. Maths and Science

teaching Classes were observed .Data collected was statistically treated to draw the results Table below reflects the results.

TABLE-1
Teacher Activity and CCE

s.n	IMPORTANT ACTIVITIES	always	Sometimes	Never
1	Teacher's attention towards presence in the school.	56.0	25.0	19.0
2	Teachers attention towards your discipline	76.0	24.0	-----
3	Teachers attention towards your activity	69.6	24.0	6.4
4	Teachers attention towards your presence in the school	65.0	32.0	3.0
5	Teachers attention towards your concentration towards study	67.8	25.6	6.4
6	Teachers attention towards your behavior in the school.	72.0	24.1	3.9
7	Teachers attention towards your activity in the classroom during teaching.	45.6	21.4	33.0
8	Teacher's suggestion to reform your mistakes.	56.7	32.6	10.7
9	Teacher's effort to know the problems related to tough concepts.	65.1	23.0	11.9
10	Teacher uses special teaching technique after attending your problem.	49.8	23.0	27.2
11	Probing questions during teaching.	98.1	0.9	-----
12	Feedback after clarifying tough areas.	45.0	4.50	10.0
13	Teachers attention towards answer given by the students.	58.9	41.1	
15	Teacher suggestion to give the answers in a right way	47.0	23.0	30.0
16	Teachers repeat the previous taught subject matter before starting the new.	32.0	40.0	280
17	Teacher proceeds after assessing your gained knowledge.	65.0	35.0	-----
18	Every day classroom work given the teacher.	82.0	12.0	6.0
19	Every day classroom work is checked by the teacher.	56.9	32.1	11.0
20	Continuous evaluation of classroom work done by the students.	98.1	1.9	-----
21	Teacher gives homework per day.	23.0	15.0	62.0

22	Continuous evaluation of homework done by the teachers.	13.0	15.0	72.0
23	Continuous suggestion provided by the teachers to improve class work and homework.	46.0	30.0	24.0
24	Teacher conducts unit test every weekends.	10.0	23.0	48.0
25	Teacher conducts half year exams every year.	64.8	35.2	----
26	Teacher gives suggestion to improve achievement after results.	45.0	35.0	10.0
27	Teachers motivate for good achievement.	10.00	-----	-----
28	Teacher conducts annual examinations.	100.0	0	-----
29	Teacher also takes oral examinations.	40.0	20.0	40.0

CO-SCHOLASTIC ACTIVITIES (summative evaluation)

SPORTS ACTIVITIES			
Organization of sports meet	60	40	0
participation in sports	50	10	40
VOCATIONAL TRAINING			
Organization of vocational training	21	20	59
Participation in vocational activities	94	02	04
LITERARY ACTIVITIES			
Organization of literary programs	25.6	34	40
Participation in literary program	60	15	25
MORNING ASSEMBLY			
Organization of morning assembly	100	0	0
CUTURAL ACTIVITIES			
Organization of cultural activities	20	40	40
Participation in cultural activities	93.7	6.3	0
PHYSICAL-EXERCISES			
Organization of physical exercises	10.5	42.5	47
Participation in physical exercises	100	0	0
COMMUNITY WORK			
Organization of awareness programm	16.7	10.3	73
Participation in community Works	50	0	50

DISCUSSIONS-

- ☛ About 75% of the students reported that their Teacher's pay attention towards presence in the school.
- ☛ Cent percent students agreed that their teachers pay attention towards their discipline. 96% of the students reported that teachers are attentive towards student's activity in the school.

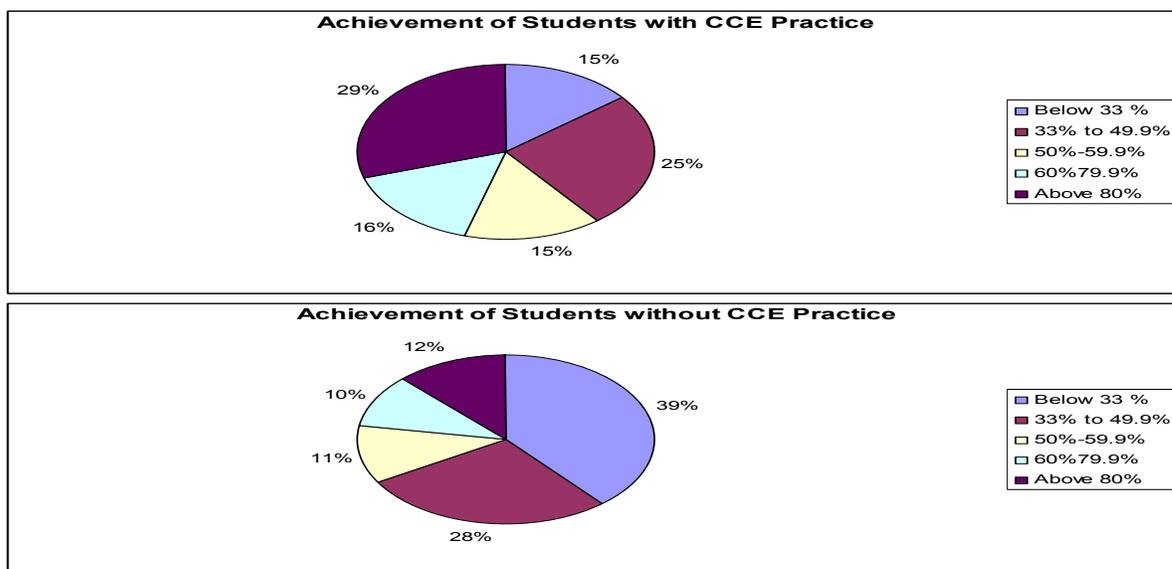
- 👤 More than 90% of the students accepted that teachers always instruct their behavior in the school.
- 👤 About 60% of the students informed that their teachers carefully observe students activity in the classroom during teaching and make suggestions to reform mistakes.
- 👤 More than 70% of the students reported that their teachers use special teaching technique after attending their problems.
- 👤 Only 50% of the students accepted that their teachers provided Feedback after clarifying tough areas. Cent percent students reported that their teachers gave suggestion to the students to correct the answers.
- 👤 70% of the students agreed that their teacher repeats the previous taught subject matter before starting the new.
- 👤 90% of the students reported that their teacher gives classroom work day everyday and cent percent students informed that teachers continuous evaluate the classroom work done by the students.
- 👤 Only 40% of the students informed that they have been instructed to do homework and only 17% of the teachers check the homework
- 👤 Only 31% of the students reported that teachers conduct Unit Test.
- 👤 Cent percent teachers conduct Half Yearly Examination teachers give suggestions to improve the results but only 10% of the teachers motivate students for better achievement.
- 👤 Cent percent student informed that their teachers conduct Annual Examination. Only 40% of the students reported that teachers also conducted oral examination.
- 👤 All the students reported that Annual sports meet has been organized regularly. Only 60% of the students participated in these activities.
- 👤 Only 41% of the students accepted that vocational training program were organized in which all the students participated.
- 👤 Only 69% of the students accepted that their teacher organized literary program such as poem, debate, lectures, reading and writing competitions. 75% students of these schools participated in these program.
- 👤 60% of the students accepted that their school organized cultural activities in National festivals and all the students participated in these activities.
- 👤 52% of the students informed that their teachers organize physical activities such as Yoga, Physical exercises and March Past and all the students of these schools participated in these activities.
- 👤 Only 26% of the students reported that Community Work related activities were organized and teachers motivated to participate and examined their activities.

Above responses indicate that teachers of Parishadiya elementary schools have opted some of the aspect of CCE and it also proved that research hypothesis-“ Teachers are using the Continuous Comprehensive Evaluation process in Parishadiya Primary Schools” has been selected and null hypothesis was rejected.

Hypothesis-1 - Continuous Comprehensive Evaluation practice stimulates student's achievement.

To test the above hypothesis about 427 questionnaires of the students of class seventh, where teachers used maximum and minimum aspect of CCE were identified separately and A Science Achievement Test was administered. Achievement test was treated and analyzed separately. Results drawn at various aspects have been given in the figure below.

FIG-2
IMPACT OF CONTINUOUS COMPREHENSIVE EVALUATION ON STUDENT'S ACHIEVEMENT



Above fig indicates that students performed well where teachers are habitual of using CCE practice. Continuous comprehensive evaluation procedure helped teachers and students in upgrading achievements. 39% of the students taught without CCE were unable to achieve 33% of the marks where as 26% of the students scored below 50% of the total marks. Only 15% of the students failed where teachers followed CCE practice. 29% of the students scored above 80% of the marks where teachers evaluate and noticed students carefully.

It reflected that maximum student scores lies 28 to 36 where teachers are attentive towards the overall development and evaluation of the students. 40% of the students presented the excellent performance and scored 44 to 50 marks.

TABLE-4.18

	SCORES OF STUDENTS WITHCCE	SCORES OF STUDENTS WITHOUTCCE
N	427	427
Mean	30.5059	22.1241
Std. Deviation	12.04362	11.90558
C.R value= 8.05 significant at 0.01 level		

Table-4.18 reflects the difference assessed between the achievements of students examined in two conditioned school environment. C.R value 8.05 indicates that there is a significance difference in achievement between the two group's of the students. Students of school having CCE practice (mean 30.505), Students of school having without CCE (mean 22.124) and variance between the two also highlights a clear difference and describes that use of CCE practices in a school environment and teachers affects the teaching learning process positively and it makes the teaching learning process affective and makes a remarkable effect on the achievement level. Thus research hypothesis "CCE practice stimulates student's achievement" was selected and null hypothesis was rejected.

Some observations and Suggestions- *During survey these facts were observed.*

- Continuous assessment was not followed systematically in all the schools.
- Although teachers were using some of the aspects of CCE but they were not fully aware of this evaluation process so an orientation course is needed for the teachers working in these schools.
- No uniform model of assessment was followed by the schools.
- Education administration does not take interest in Formative assessment pressures are given only for half yearly and annual examinations.
- The teachers were found to be recording mechanically. Teachers were paying more attention towards maintaining the records for which they are suppose to be prepared.
- Student' learning difficulties were not identified, and consequently remedial teaching was not provided anywhere. Education Administration should pay attention towards providing remedial support to the learners.
- The progress cards which were analyzed it revealed that the students' parents and teachers do not take it seriously.
- Conduction of Mid terms exams in all the subjects should be emphasized and to increase the importance the records should be submitted at BRC and CRC level.
- Reporting of continuous assessment of the competencies in co-scholastic areas were not found in any of the school.
- The assessment of personal and social qualities of students was ignored it shows that education in schools is not preparing the child for future life and society.
- Continuous In-service training program should be organized to update teachers with innovations so that they could be expertise competent motivated and having innovative mood continuously.
- Continuous assessment of teaching learning process in various subjects by the administration and eminent subject related experts is needed to know the situation. Continuous supervision might create a pressure on the teachers to teach properly. This may also support the respective teachers to solve their teaching related problems.

Key Words used- Continuous Comprehensive Evaluation, Parishadiya Elementary Schools, Formative Assessment, Summative Assessment, Scholastic Activities, Co-Scholastic Activities, continuous supervision

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