



**A STUDY OF IMPLEMENTATION AND CHALLENGES OF CONTINUOUS AND  
COMPREHENSIVE EVALUATION AS MENTIONED IN RIGHT TO EDUCATION  
ACT, 2009 AMONG MUNICIPAL CORPORATION PRIMARY SCHOOL  
TEACHERS OF DELHI**

**Charu Sethi<sup>1</sup> & Alka Muddgal<sup>2</sup>, Ph. D.**

<sup>1</sup>*Research Scholar, Amity Institute of Education, Amity University Uttar Pradesh.*

<sup>2</sup>*HOI, Amity Institute of Education, Amity University Uttar Pradesh.*

**Abstract**

*The present article is an attempt to study the implementation and challenges of Continuous and Comprehensive Evaluation placement of children as mentioned in Right to Education Act, 2009 among MCP School Teachers of Delhi. The study is descriptive survey. The data was collected from 120 in-service teachers teaching in Municipal Corporation Schools of Delhi. A questionnaire comprising of open ended questions was prepared for studying the implementation and challenges of the teachers regarding Continuous and Comprehensive Evaluation enrolment of children as mentioned in the RTE Act. The data collected was systematically tabulated and was analysed qualitatively. The findings of the study showed that there is a wide gap between policy interventions and how it is actually perceived and implemented in the field.*



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**Continuous and Comprehensive Evaluation (CCE)** refers to a system of school based evaluation of student that covers all aspects of student development. It is a developmental process of student which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other. The term '**continuous**' is meant to emphasise that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation. The evaluation is a continuous and on-going process, spread over and beyond the entire span of academic session.

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 Pupil's growth. The other 'C' in CCE is 'Comprehensive' component of assessment. Comprehensive component means getting a sense of 'holistic' development of child's progress. Progress cannot be made in a segregated manner, that is, cognitive aspects, personal-social qualities, etc. The teacher designs activities based on expected learning indicators. These activities need to be of varied nature. Through these questions/activities the teacher would assess the learners and that data would be one kind of summative data of a lesson/theme. Such assessment data must be recorded by the teacher. These data would give 'comprehensive' picture of child's learning and development. This data would help to know to the assessment of learning among children.

CCE covers both the scholastic and co-scholastic aspects of the students' 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 tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning.

The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore it will not be merely limited to assessment of learner's scholastic attainments. CCE uses assessment as a means of motivating learners to provide feedback and do not follow up to further improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

In the context of RTE Act, Continuous and Comprehensive Evaluation refers to continuous check of learner's development and learning so that all children can realise their potential. The Act suggests that all children can learn, and school must ensure that they achieve the desired levels of learning with every child realising his/her potential.

Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), has been implemented since April 2010. *The Act requires that CCE be implemented for each child till the completion of elementary schooling.* Thus, CCE is a mandatory requirement under RTE which is to be implemented in true spirit. In implementing CCE, the role of teachers becomes central.

The RTE Act prohibits any public examination up to Class VIII and promotes 'no detention' policy. The implementing of no-detention policy should not lead to absence of teaching-learning in schools. On the contrary, CCE play as a powerful instrument in respecting the intent of RTE on the one hand and ensuring learning for all children on the other hand, as assessment during teaching-learning process would provide for necessary and timely

feedback for further improvement. CCE in turn would encourage all to focus on child's progress with her/his own performance over time.

### **Objectives of the Study**

- To study the strategies adopted by MCP School teachers for implementation CCE as mentioned in RTE Act.
- To identify the challenges faced by MCP School teachers in implementing CCE as mentioned in RTE Act.
- To explore the measures for bridging the gap in implementation of RTE Act.

### **Methodology**

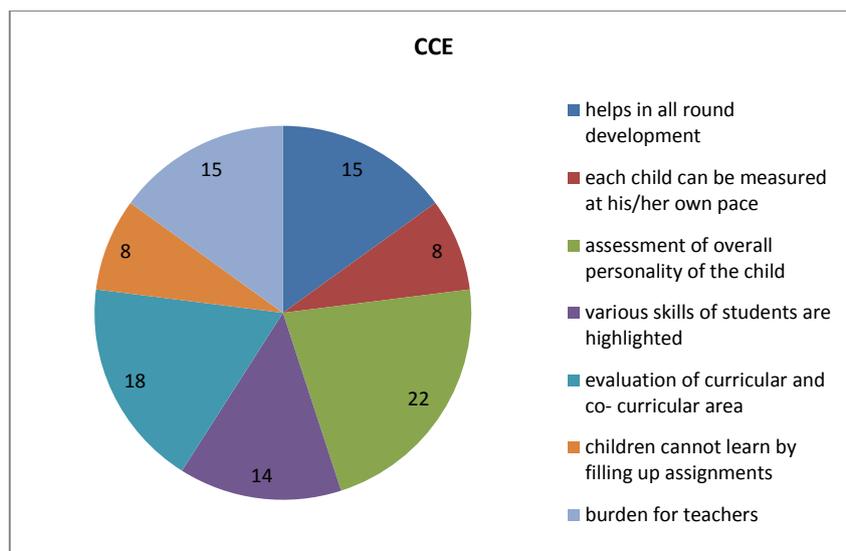
Descriptive survey method was used for the study. A sample of 120 in service teachers teaching in MCP schools of Delhi was selected.

For **implementation, challenges and suggestions** of the Continuous and Comprehensive Evaluation, an open ended questionnaire was prepared for the teachers, which included questions related to; views of the teachers regarding CCE, strategies adopted by the teachers for the implementation of CCE, problems and suggestions given by teachers with reference CCE.

The data collected through questionnaire was put to content analysis.

### **Results and Discussion**

Findings of the study, showed that twenty two percent (22%) of teachers responded that Continuous and Comprehensive Evaluation was considered as assessment of over-all development of personality of the child and 15% of teachers mentioned that CCE helps in the all- round development of the child. Around 15 % of teachers responded that, with the help of CCE various skills of the students were highlighted and 8% of teachers agreed that students can be evaluated at their own pace with the help of CCE. Eighteen percent (18%) of teachers accepted CCE as an evaluation criteria of curricular and co- curricular activities. Whereas, 8% of teachers responded that it cannot help in learning of the students. Remaining 15% of teachers considered CCE as burden.



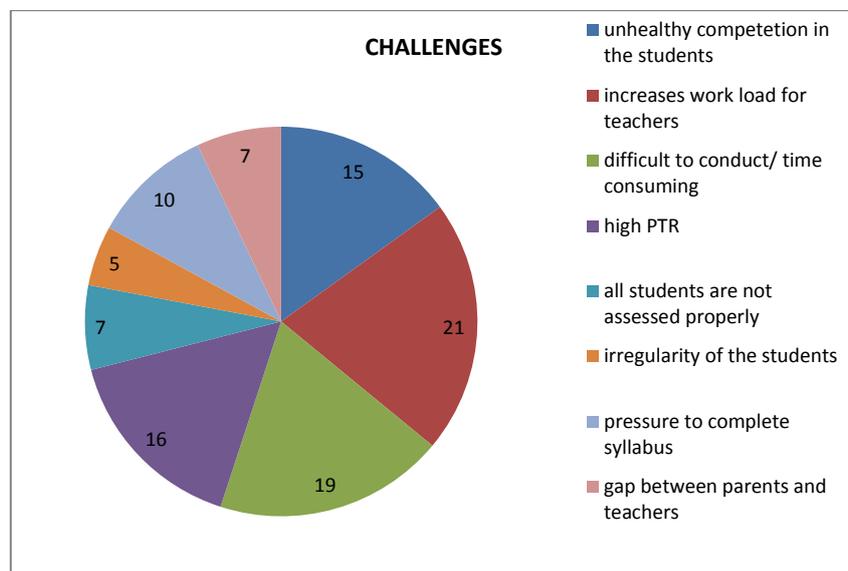
**Figure 1 Views of teachers regarding continuous and comprehensive evaluation**

Regarding **implementation** of CCE, Seventeen percent (17%) of teachers were practicing regular tests in the name of continuous assessment of the subjects. ‘*Continuous Evaluation*’ was considered by teachers as a regular conduct of ‘tests’. ‘*Comprehensive Evaluation*’ was considered as combination of curricular and co-curricular activities in evaluation process. Twenty five percent (25%) of teachers evaluate these dimensions; Language, Mathematics, EVS, Science, and Social Sciences in curricular/ scholastic activities and Arts Education, Health and Physical Education, and Work Education, in co-curricular/ co-scholastic activities. Whereas, National Curriculum Framework, 2005 places Art education, health and physical education, work education also as curricular areas.

Other fifty percent (50%) of teachers responded that CCE was used as formative and summative assessments, which were taken in the form of oral or written tests. Remaining 18% of teachers have reported conduction of experiments in the classroom, giving projects and assignments for the evaluation of the child.

For the **challenges in implementing CCE**, nineteen percent (19%) of teachers responded that CCE was a difficult task, as it was time consuming and multiple activities cannot be conducted in classrooms. Twenty one percent (21%) showed their helplessness in matching up with unrealistic expectation and felt extremely burdened. On the contrary, CCE aimed at reducing the teacher’s burden. It places the collective responsibility of implementing CCE on various stakeholders i.e. administrators, parents, children and teachers. But due to the gap between parents and teachers as mentioned by 7% of teachers, the burden of CCE had increased on teachers. It can be said that CCE was misunderstood as the sole responsibility of a teacher. Ten percent (10%) of teachers responded that they were not able to complete

syllabus due to the tedious evaluation criteria and 7% of teachers responded that they were not able to assess all the students. Evaluation was equated as record keeping exercise for teachers. As a result of this, teachers were highly confused and they complained about being engaged in compiling the assessment records/data of CCE during their teaching-learning time, resulting in the loss of time meant for 'actual' teaching-learning. Fifteen percent (15%) of teachers responded that CCE increase the unhealthy competition among children. The spirit of CCE is to enhance student learning both through process of assessment and evaluation. It compares the performance of a child with her/his previous performance, instead of comparing her with her peers. Irregularity of students (5%) and high PTR (12%) were also major challenges in the implementation of CCE as reported by the teachers.



**Figure 2 Challenges in implementing continuous and comprehensive evaluation**

**Suggestions given by teachers for successful implementation of CCE** included; 22 % of teachers believe that appropriate pupil teacher ratio (PTR) was important for keeping a record of every child in the classroom. Fifteen percent (15%) of teachers responded for the provision of essential facilities in schools and other 15% teachers agreed that increase in regularity of the students was very important for the evaluation of the each child. Thirty percent (30%) of teachers responded that they require training for the understanding of the evaluation techniques of CCE for their implementation in the classrooms. Eighteen percent (18%) of teachers suggested a concept of resource room, which can be incorporated in the schools, where all the resources are kept and used by the teachers.

### **Conclusion**

With regard to evaluation methods, the investigator found that the schools were following CCE, as they have understood it. The methods adopted by most of the teachers for continuous

evaluation were; unit test, monthly test, half yearly examination, annual examination etc. that CCE was used as formative and summative assessments, which were taken in the form of oral or written tests.

Evaluation was equated as record keeping exercise for teachers. As a result of this, teachers were highly confused and they complained about being engaged in compiling the assessment records/data of CCE during their teaching-learning time, resulting in the loss of time meant for 'actual' teaching-learning. The investigator observed that there is a wide gap between policy interventions and how it is actually perceived and implemented in the field.

The spirit of CCE is to enhance student learning both through process of assessment and evaluation. It compares the performance of a child with her/his previous performance, instead of comparing her with her peers. The actual motive behind CCE as a way to assess the child's understanding and ability has been taken over by mechanical activities of doing some projects.

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## **WEBSOURCES**

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[www.unief.org](http://www.unief.org)  
[www.ncpcr.gov.in](http://www.ncpcr.gov.in)  
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