

ELEMENTARY SCHOOL TEACHERS' AWARENESS, PRACTICE AND PROBLEMS RELATED TO CONTINUOUS AND COMPREHENSIVE EVALUATION IN MALWA REGION OF PUNJAB

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Abstract

This research is focused on the elementary school teachers' awareness, practice and problems related to continuous and comprehensive evaluation (CCE) in Malwa region of Punjab. The data were collected from eight schools of the four districts i.e. two schools from each district of Malwa region of Punjab covering 38 elementary school teachers. Simple random sampling technique was used to select the sample for investigation. A self-constructed questionnaire having 44 items on awareness, practice and problems related to CCE was used for data collection. For analyzing the data collected from the sample, item-wise percentage analysis was done by the investigator. Findings of the study reveal that the majority of the teachers are aware about the pattern of CCE and they consider it helpful for the regular progress of the students. Elementary school teachers evaluate the scholastic aspect of the students in fixed time interval with the use of different types of test items in their school. Majority of teachers conduct the formative and summative assessments as per the scheme but very few teachers reported that they conduct summative assessments occasionally. Sometimes, teachers face implementation related problems of CCE like use of different techniques while evaluating scholastic aspects, distraction from teaching and overburden due to CCE, evaluation of socio-personal skills of students on five-point scale and maintenance of records of the students.

Keywords: Continuous and comprehensive evaluation (CCE), Elementary school teachers, Awareness, Practice, Problems



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Introduction

Education is the most important entity for the development of an individual. The development of an individual further leads towards the betterment of society and nation. Evaluation and education always move together as evaluation always fulfills the purpose of education. Growth and development of any education system depends upon the quality of evaluation pattern. The main purpose of evaluation is to assess the achievement level of the students, diagnosis of their difficulties and areas of improvement for further remedial instruction. Our education system has been emphasizing upon the examinations since few

decades which are based on rote memory. Most of the parents are used to have the belief that what really matters in education is the marks, their ward gets in the final examinations. The examinations are mainly focused on the evaluation of the cognitive aspects of the students instead of the holistic evaluation of the students. This implies that evaluation should be comprehensive in nature focusing on all the three domains i.e. cognitive as well as affective and psychomotor domains for the all-round development of students. Various commissions and committees gave their recommendations to reform the examination system like the Hunter Commission (1882), Kothari Commission Report (1966), and National Policy of Education (1986) etc. They all have given recommendations to minimize the external examination and put more emphasis on internal assessment for the holistic development of the students. The Continuous and Comprehensive Evaluation (CCE) fulfills the requirements of these recommendations as it covers both aspects of evaluation i.e. scholastic and co-scholastic. Thus, continuous and comprehensive evaluation is a paradigm shift in evaluation system which is based on two important objectives- continuity in evaluation and broad based evaluation of learning as well as behavior of students.

Continuous and Comprehensive Evaluation (CCE)

CCE comprises of three terms i.e. continuous, comprehensive and evaluation. First term 'continuous' means the evaluation of the students is done in continuous or regular manner. The second term 'comprehensive' means to evaluate the both aspects i.e. scholastic and co-scholastic aspects of the students for their holistic development. Scholastic aspect covers all the instructional subjects and co-scholastic aspect covers life skills, attitude, aptitude, and social personal qualities of the students. The third term 'evaluation' refers to the judgement of the students in both quantitative and qualitative manner for their further improvement. In addition to the holistic perspective of evaluation of students, CCE helps the teachers to improve their methods of teaching. They get immediate feedback by recognizing the need of re-teaching. Through continuous evaluation, students become able to assess themselves regularly and can know their strengths and weaknesses. CCE also helps in improving the performance of students through identification of their difficulties in learning (Parkash & Kumar, 2012). Through proper diagnosis and remedial measures under CCE, the quality of students' achievement get enhanced in scholastic area. (Rajput, Tewari & Kumar, 2003; Rana & Aswal, 2009)

Perception of teachers towards Continuous and Comprehensive Evaluation

Teachers are aware of the term continuous and comprehensive evaluation (CCE) but they do not have holistic conceptual understanding of CCE. Instead of giving stress to the improvement of students' learning, they are still putting emphasis on students' achievement (Sikdar & Poddar, 2014; Rani, 2016). As per the researches done on CCE, the teachers are having mixed perception towards CCE. Some researches reveal that teachers have positive attitude towards CCE as it helps in improving the performance of the students (Verma & Singh, 2012; Chopra & Gupta, 2013). CCE is perceived as a helpful scheme by the teachers as it helps in decreasing the level of stress among students (Singh, 2017). But teachers feel the need of reducing the pupil-teacher ratio. While implementing CCE, teachers face many problems like increase in work load, lack of adequate time for preparation of lessons (Verma & Singh, 2012; Bhuyan, 2016), large size of class, lack of adequate infrastructure and improper training of teacher (Singhal, 2012; Kumar & Kumar, 2014; Sartaz, 2015; Pazhanimurugan, Sivakumar & Benjamin, 2015). The tools of evaluation are not prepared by the teachers themselves and they consider CCE as a time consuming process (Sonawane & Isave, 2012). Majority of teachers consider CCE as a cause of disturbance in the normal functioning of school activities. They perceive that there is a decline in the quality of education after the implementation of CCE (Kaur, 2014; Kumar, 2015).

Teachers should have favorable attitude towards CCE and the aims, objectives and functions of CCE should be clearly understood by them (Sonawane & Isave, 2012). Many researches have been done to see the perception of pre-service teachers towards CCE. Majority of the prospective teachers are in favor of CCE but they also feel the need of some improvements. They perceive CCE as a helpful scheme for both teachers and students as it enhances the achievement of students by systematizing their study habits and provides immediate feedback to the teachers (Singh, Patel & Desai, 2013; Kumari & Punia, 2016). They believe that CCE pattern of evaluation discourages the negative comments of teachers about the actions of students and encourages their active participation in various activities (Kasture & Joshi, 2011).

Rationale of the Study

Evaluation in any education system is the most important component for the growth and development of the students. If the students are evaluated properly, then it will help the students to know their strengths and weaknesses. Elementary education, being a foundation stage of the education, provides a base for the enhancement of abilities and potential among

the students. So, evaluation carried out at the elementary stage will certainly affect their abilities and skills in future. On the recommendation of the Right to Education Act 2009, Continuous and comprehensive evaluation scheme was implemented in the state of Punjab. It was one of the major initiative for the improvement of quality of school education. Though the students of government schools of Punjab are evaluated under the scheme of CCE, but the personal experiences of investigator put a question mark on its effective implementation in these schools. Successful implementation of any scheme in the schools depends upon the level of awareness of teachers about those schemes and the effectiveness of practices carried out by them in their schools. Hence, the investigator was keen to study the awareness, practice and problems of elementary school teachers related to CCE

Statement of the Problem

Elementary School Teachers' Awareness, Practice and Problems related to Continuous and Comprehensive Evaluation in Malwa Region of Punjab

Objectives of the Study

Following are the objectives of the present study:

1. To study the awareness of elementary school teachers about Continuous and Comprehensive Evaluation in Malwa region of Punjab
2. To reveal the practices related to Continuous and Comprehensive Evaluation carried out by the elementary school teachers of Malwa region of Punjab
3. To examine the implementation related problems of Continuous and Comprehensive Evaluation faced by the elementary school teachers of Malwa region of Punjab

Research Questions

The focus of the present study was to reveal the elementary school teachers' awareness, practice and problems related to CCE in Malwa region of Punjab. Following research questions are addressed in the present study:

1. Are the elementary school teachers of Malwa region of Punjab aware about the Continuous and Comprehensive Evaluation scheme?
2. What are the practices related to CCE carried out by the elementary school teachers in Malwa region of Punjab?
3. What are the problems encountered by the teachers during the implementation of Continuous and Comprehensive Evaluation in Malwa region of Punjab?

Methodology

To study the elementary school teachers' awareness, practice and problems related to CCE in Malwa region of Punjab, the survey method under descriptive type of research was employed by the investigator. The data were collected from eight schools of the four districts of Malwa region of Punjab covering 38 elementary teachers from two schools of each district. Lottery method of simple random sampling technique was used for the purpose of sample selection. A questionnaire was constructed by the investigator to reveal the elementary school teachers' awareness, practice and problems related to CCE. The questionnaire consisted of 44 items covering these three aspects of CCE. The response pattern of the items varied on the basis of dimension and item format. The response patterns were namely, aware, somewhat aware, undecided, less aware, not aware; always, sometimes, seldom, occasionally, never. For analyzing the data collected from the sample, item-wise percentage analysis was done by the investigator.

Results and Discussion

A. Awareness of Elementary School Teachers on CCE

All the teachers were aware of the pattern of evaluation under the scheme of CCE (I₁, 100%). Almost all the teachers found CCE helpful in knowing the regular progress of students (I₂, 92%) and they were aware of the evaluation procedures of CCE (I₃, 97%). Considering the improvement in the standard of students, the teachers found CCE helpful in this regard (I₄, 89%) and they believed that CCE is essential for ensuring integrated development of the students (I₅, 86%). The elementary school teachers reported that they assess the co-scholastic aspects of students on a 5-point grading scale (I₆, 82%) and they were aware about the range of marks from 71 to 80 contained in grade B₁ under CCE (I₇, 62% aware, 27% somewhat aware). It is also found that teachers consider CCE to be helpful in raising the standard of their teaching (I₈, 84%) and CCE gives an opportunity for diagnosis of student's needs (I₉, 79%). While responding to the question that whether the photographs, audio-video recordings and self-assessment sheets of students are included in the portfolios of students, mixed responses were given by the elementary school teachers (I₁₀, 47% aware, 26% somewhat aware & 21% undecided). Mixed responses were also found on the ambiguity of the evaluation procedures of CCE (I₁₁, 27% aware, 21% somewhat aware & 49% undecided)

B. Practices of Elementary School Teachers on CCE

Considering the practices carried out by the elementary school teachers of Malwa region of Punjab, the elementary school teachers always evaluate the scholastic aspects of students in

fixed time interval in their schools (I₁, 97%) and they use different types of test items for formative evaluation during a term (I₂, 84% always, 8% sometimes). The teachers reported that they conduct summative assessment once in a term in their schools (I₃, 60% always, 14% sometimes & 26% occasionally). It was found that they assess the scholastic aspects of the students on nine point grading scale (I₄, 43% always, 30% sometimes & 14% seldom) and formative assessment is done by them twice in each term (I₅, 76% always & 18% sometimes). It was found from the responses given by the elementary school teachers that they give timely feedback to the parents about their children's achievements (I₆, 95%). The teachers feel satisfied with the techniques of evaluation for assessing the scholastic aspect of students (I₇, 58% always, 29% sometimes, 10% seldom, & 3% occasionally). They give timely feedback to the students about their achievements (I₈, 90%) and prepare essay type questions to encourage the students for self-expression (I₉, 42% always). Different methods like assignments and projects are used by the teachers for evaluating the scholastic aspects of the students (I₁₀, 58%). It was reported by the teachers that the students take more interest in studies with the CCE scheme (I₁₁, 71%) and it enables the students to know about their strengths and weaknesses. (I₁₂, 74%). The teachers include the co-scholastic aspects of the students in their report cards (I₁₃, 71%). It was also reported by the teachers that the students participate in co-curricular activities organized in the school (I₁₄, 89%). The teachers assess the social skills of the students in the classroom (I₁₅, 79%) and inculcate the moral values in students by organizing activities under CCE (I₁₆, 78%). They periodically evaluate the life skills of the students (I₁₇, 69%) and regularly maintain the portfolios of the students (I₁₈, 89%). While evaluating the students, they give due weightage to art, health and physical education (I₁₉, 87%). They reported that CCE scheme helps the students to be regular in the school (I₂₀, 71%).

C. Problems of Elementary School Teachers related to CCE

Considering the implementation related problems of CCE encountered by the teachers, they sometimes find it difficult to use different techniques of evaluation to assess scholastic aspects of the students (I₁, 68%). The teachers viewed that they are sometimes overburdened due to CCE (I₂, 53%) and they feel difficulty in assessing the students with special needs through CCE (I₃, 3% always, 39% sometimes, 8% seldom, 45% occasionally & 5% never). Majority of the teachers feel that it is always difficult to implement CCE because of 'No Detention Policy' (I₄, 58%). It was also reported by the teachers that the parents support in the completion of assignments and project work (I₅, 16% always, 18% sometimes, 50%

seldom & 16% never). Teachers vary in their response on whether they get distracted from their teaching due to CCE (I₆, 5% always, 49% sometimes, 13% seldom, 8% occasionally & 24% never). Mixed responses have been reported by the teachers on the difficulty in evaluating the socio-personal skills of students on a five point scale (I₇, 11% always, 45% sometimes, 11% seldom, 25% occasionally & 8% never) and in maintaining the record of students' achievement in co-scholastic areas (I₈, 11% always, 45% sometimes, 16% seldom, 10% occasionally & 18% never). Most of the teachers also believe that it is not possible to observe the socio-personal skills of all the students (I₉, 54% sometimes, 32% seldom). Teachers have reported mixed feelings on whether the planning and organization of co-scholastic activities is the wastage of time of the teachers (I₁₀, 5% always, 16% sometimes, 27% seldom, 16% occasionally & 35% never) and whether they feel that too much co-scholastic activities in the school hampers the students' academic work (I₁₁, 18% always, 16% sometimes, 3% seldom, 47% occasionally & 16% never). Most of the teachers find that the recording of the behavior of students in diary on daily basis is rarely a difficult task (I₁₂, 21% always, 5% sometimes, 13% seldom, 43% occasionally & 18% never) and they rarely find it difficult to provide life skills education in the school environment through CCE (I₁₃, 5% always, 16% sometimes, 13% seldom, 37% occasionally & 29% never)

Findings of the Study

From the discussions made in the preceding paragraphs; the following findings can be drawn;

1. that the majority of the teachers are aware about the pattern of CCE and they consider it helpful for the regular progress of the students. In addition to this, they consider it helpful in raising the standards of the teaching Teachers are aware of the grading system for both scholastic and co-scholastic aspects under CCE.
2. that the elementary school teachers of Malwa region of Punjab evaluate the scholastic aspect of the students in fixed time interval with the use of different types of test items in their school. Majority of teachers conduct the formative and summative assessments as per the scheme but very few teachers reported that they conduct summative assessments occasionally. Teachers give equal importance to both scholastic and co-scholastic aspects while implementing CCE and they organize various activities related to co-scholastic areas in their classrooms. Teachers also reported the positive attitude of students towards CCE.

3. that teachers sometimes face implementation related problems of CCE like use of different techniques while evaluating scholastic aspects, distraction from teaching and overburden due to CCE, evaluation of socio-personal skills of students on five-point scale and maintenance of records of the students. They also highlighted that organization of a lot of co-scholastic activities hinders the academic work of the students.

Conclusion

The research study conducted by the investigator clearly indicates that the condition of CCE in the elementary schools of Malwa region of the state Punjab is not in a satisfactory condition. Though the teachers are aware about the objective of continuous and comprehensive evaluation scheme but they fail to implement it properly due to poor training and lack of proper environment. The teachers seem to be overburdened for which the continuous and comprehensive evaluation scheme fails to achieve its desired target.

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