

CHALLENGES FACED BY SECONDARY SCHOOL TEACHERS IN CARRYING OUT CONTINUOUS COMPREHENSIVE EVALUATION (CCE)

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Abstract

School is an institution where talents are nurtured. Therefore it becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, character and physical ability of the learner. Indian education is moving from summative to a continuous evaluation system. This study is an attempt to find out the challenges faced by secondary school teachers in carrying out CCE. The sample consisted of 100 government and private school teachers and random sampling technique was used for the collection of data. The results of the study revealed regarding the challenges. The teachers are not adequately prepared for the effective execution of CCE in schools. Further the study revealed that the major challenges faced by the school teachers in the execution of CCE were increased volume of work, disturbance in classes, difficult in implementation, time consuming, financial difficulties, lack of adequate infrastructure and teaching materials.

Keywords: Continuous and Comprehensive Evaluation, Challenges, Secondary Schools, Teachers



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Introduction

"Education means bringing out of the ideas of universal validity which are latent in the mind of every man".

Socrates

Globalization has made a tremendous impact on all spheres of our life and education is no exception. The growing demands of globalization have given rise to a lot of challenges in education especially on the quality of education. To meet these growing demands a lot of changes are being made in the field of education and one such change is in the field of learner evaluation. Evaluation is widely acknowledged as a powerful means of improving the quality of education. It plays a key role in deciding what the teachers teach in schools and what the learners learn? Effectively planned evaluation can promote learning, build confidence and develop students' understanding of themselves as active learners.

Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge, skills and attitudes are built through learning experiences

and opportunities created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question, to investigate and to think independently. Globalization in every sphere of society has important implications for education. We are witnessing the increasing commercialization of education. According to National Curriculum Framework (NCF, 2005) CCE has frequently been cited as the only meaningful kind of evaluation and it also requires much more careful thinking when it is to be employed in a system effectively.

Continuous Comprehensive Evaluation

We are all aware that Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), has been implemented since April 2010. *This Act requires that CCE be implemented for each child till the completion of elementary schooling.* Continuous and comprehensive evaluation is a 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.

The term 'continuous' is meant to emphasize 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 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 feedback of evidence to teachers and students for their self evaluation.

The second term 'comprehensive' means scheme that attempts to cover both the scholastic and the 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, like Knowledge, Understanding, Applying, Analyzing, Evaluating, Creating.

Operational Definitions

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Continuous and Comprehensive Evaluation: Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation introduced by CBSE in all CBSE affiliated schools across the country to evaluate both scholastic and non-scholastic aspects of students' growth and development.

Emergence of the Problem:

The concept of CCE is new in India; there is a wide scope to explore this area. CBSE introduced teachers' manual on CCE that contains detailed guidelines on the methodology of evaluation, school based assessment, assessment of scholastic and co-scholastic areas, techniques and tools of evaluation and the implications for schools. This is believed to help reduce the pressure on the child before and during examination and to improve the overall skill and ability of the student by means of evaluation of other activity. This helps the students who are not good in academic to show their talent in other fields such as arts, humanities, sports, music, athletics etc. CBSE recommended a five point rating scale, it also recommended the elimination of the pass/ fail system at the primary level. The need is to bring a favorable change in teacher's attitude towards CCE through different means of training, orientation, incentives and other alike. Hence, there is great need to check teacher's attitude towards continuous comprehensive evaluation.

Teachers are confused regarding this new way of evaluation, some teachers perceived it as assessment technique whereas others saw it as assessment through activities. The field experiences and interaction with teachers informed that teachers are facing problems in the implementation of CCE. So the investigator is interested to study the challenges faced by the secondary school teachers.

Objectives

1. To study the secondary school teachers' level of awareness about CCE.
2. To study the challenges of using CCE by secondary school teachers.

Hypotheses

1. Teachers face challenges while using CCE.

Singhal, P. (2012) conducted a study on continuous and comprehensive evaluation and studied teacher's perception, the problems they face while its execution and the suggestions that teachers want to give in making CCE effective and fruitful. The sample consisted of 100 government school teachers from Delhi region. The result of the study revealed that currently the perception of government school teachers is average which indicates moderate

acceptability of CCE by the teachers. The teachers are not adequately prepared for the effective execution of CCE in government schools.

Kumar and Kumar (2014) explored the secondary school teachers' awareness about the scheme of CCE and the problems they face while its execution. After interviewing 30 secondary school teachers, the findings revealed that majority of the teachers possessed awareness towards the policy. The study also took account of the problems that teachers face during the execution of the CCE. Overcrowding in the classrooms, lack of proper training of teachers regarding the CCE, lack of adequate infrastructure and teaching materials, increased volume of work, cost factor, time consumed and lack or parents' interest towards CCE are the major factors that hinder the effective implementation of CCE.

Design of the study

The study followed the design of descriptive survey in order to find out the challenges faced by government and private school teachers in carrying out CCE and also concerning their experience, expectations, teaching competencies to deal with CCE and the practical problems likely to be encountered by the teachers while executing CCE

Sample and Sampling Procedure

For the present study sample was drawn from various government and private schools located in Ferozpur district. A sample of 100 teachers was finalized for the study. Random sampling techniques were used for the selection of government and private schools.

Tools

The main objective of the study was to know about the challenges faced by government and private school teachers in carrying out CCE and also concerning their experience, expectations, teaching competencies to deal with CCE and the practical problems likely to be encountered by the teachers while using CCE. Keeping this in view a Questionnaire was prepared by the investigator for the present study.

Description of tools

The investigator could not find any appropriate standardized tool for the present study, thus in the absence of the standardized tool the investigator used self structured questionnaire. The questionnaire consists of 31 items and there were five options for each statement and subject has to choose only one option.

Results

Table: Showing the challenges faced by secondary school teachers while using CCE
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Challenges	Number of responses	Percentage
Increased volume of work	40	40%
Disturbance in classes	35	35%
Difficult in implementation	50	50%
Time consuming	44	44%
Financial difficulties	44	44%
Lack of adequate infrastructure and teaching materials	60	60%
In present scenario, CCE works effectively	50	50%
CCE practices are carried according to given guidelines in framework	38	38%

Above findings revealed that the major challenges faced by the school teachers in the execution of CCE were increased volume of work, disturbance in classes, difficult in implementation, time consuming, financial difficulties, lack of adequate infrastructure and teaching materials

Conclusion

This study was an attempt by the investigator to bring out the ground realities of CCE in different schools. It identified the major challenge that secondary school teachers encounter while executing CCE. Most of the teachers are still unaware of the concept of CCE. 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. It was able to prove that the teachers have moderate acceptability regarding CCE. Teachers are capable of executing CCE in an effective manner if adequate training, guidance, financial support, teaching materials and infrastructure are provided to them.

Educational Implications of the study

1. Teachers' competency needs to be developed through orientation programmers, which helps the teachers and stimulates for action which is essential for successful implementation of any innovation in the field of education.
2. There is a need to maintain credibility in assessment so that the teachers perform their functions of providing feedback to the children in a meaningful way.
3. To make proper awareness towards this system, it is needed that a proper training should be organized to the teachers and teachers are capable of using CCE in an

effective manner if adequate training, guidance, financial support, teaching materials and infrastructure are provided to them.

4. To promote better understanding of the scheme, mode of transaction should be made better. Proper training programs, workshops, seminars should be conducted to foster better understanding of the concepts among the teachers. Instead of pressurizing the teachers to adopt the new evaluation procedure, they should be convinced and inspired to adopt it.
5. Teachers should be provided ample material and professional support for implementation of this system.

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