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A Study on the perception of the students and teachers towards continuous and comprehensive evaluation at secondary school level under Dibrugarh district of Assam

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Abstract

Continuous and comprehensive evaluation is a process of assessment mandated by the Right to Education Act, of India. The Board of Secondary Education of Assam has introduced continuous and comprehensive in 1988. The introduction of continuous and comprehensive evaluation is considered as one of the major steps taken to improve and strengthen the quality of learner evaluation school is an institution where talents are nurtured. Therefore it becomes very essential to continuously revise and introduced such measures and schemes which will impact the minds character and physical ability of the learner. The present study attempts to find out the perception of teacher and students towards continuous and comprehensive evaluation and various problems in proper execution of continuous and comprehensive evaluation. Samples of 10 secondary schools were randomly selected from two educational blocks namely Jaipur and Tengakhat block of Dibrugarh district of Assam. fifty secondary school teachers and 100 secondary school students were randomly selected . Questionnaires consisting of 8 items for teachers and 12 items for students were prepared and distributed among them. Students were taken from class IX and X. For the present study secondary data such as books, journal, magazines, internet etc. was also used to find out the problems of continuous and comprehensive evaluation.

Key Words: Continuous and comprehensive evaluation, perception of students, Perception of Teachers, Problems, suggestions.

1. Introduction: Continuous and comprehensive evaluation refers to a system of school based evaluation of students that covers all aspects of students development. It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioral outcomes on the other. It is a process of determining the extent to which the objectives are achieved. Continuous and comprehensive evaluation helps to develop cognitive, affective and psychomotor skills of the pupil continuous and comprehensive evaluation also covers co-scholastic areas such as performance in games, sports, physical education, creative education, Art, music, Dance, Drama other cultural activities and personal and social qualities.

2. Objective of the Study:

- To find out the perception of teachers towards continuous and comprehensive evaluation.
- To find out the perception of students towards continuous and comprehensive evaluation.

- To find out the various problems in execution of continuous and comprehensive evaluation.

3. Methodology

For the present study both primary and secondary data has been used

3.1: Primary Data - To find out the perception of the students and teachers towards continuous and comprehensive evaluation questionnaires were prepared. Eight items for teachers and twelve items for students and response made of “Yes” and “No” was used.

3.2: Secondary Data - Books, Journals, Magazines, Internet etc. were used.

4. Result and Discussion

Table No. 1: Perception of teachers towards continuous and comprehensive evaluation

Items	Teachers Response In (%) N=50	
	Y	N
Do you know about CCE?	95%	5%
Do you evaluate students' performance in every area?	85%	15%
Do you use various tools and techniques for students Evaluation?	100%	0%
Do you give equal emphasis on all type of examination?	100%	0%
Do you feel any effect of continuous and comprehensive evaluation on students' performance?	90%	10%
Do you identify learning difficulties of students?	83%	17%
Do you give remedial teaching?	90%	10%
Do you evaluate socio personal qualities of students?	40%	60%

Note : Y = Yes, N = No

Table - 2: Students perception towards continuous and comprehensive evaluation

Items	Students Response In (%) N=100	
	Y	N
Do you know about continuous and comprehensive evaluation?	40%	60%
One formative assessment are conducted in a term	15%	85%
Two formative assessments conducted in a term	12%	88%
Three formative assessments conducted in a term	90%	10%
Four formative assessments conducted in a term	20%	80%
Five formative assessments conducted in a term	8%	92%
Projects, assignments, quizzes, oral questions all are used for assessments	70%	30%
Co-Curricular activities are organized every month	30%	70%
Socio personal qualities are evaluated	20%	80%
Do you enjoy examination?	70%	30%
Only subject knowledge is evaluated	20%	80%
Are you happy with continuous and comprehensive evaluation?	60%	40%

Note : Y = Yes, N = No

4.1 Perception of teachers towards continuous and comprehensive evaluation:

- It was found that regarding the statement “Do you know about CCE?” 95% of teachers responded with “Yes” and 5% with “No”. So majority of the teachers are aware about continuous and comprehensive evaluation.
- To the statement “Do you evaluate students’ performance in every areas?” 85% of students responded with “yes” and 15% with “No”. They evaluate curricular subjects like language, mathematics, science, social sciences etc.; curricular activities like debate, sports, arts and socio- personal qualities like personality, character, leadership quality, behaviour, etc. but they cannot properly evaluate curricular activities or socio-personal qualities of learners due to lack of training, shortage of teachers, inadequate supporting infrastructure, paucity of time and heavy workload.
- It was found that regarding the statement “Do you use various tools and techniques for student evaluation?” 100% of the teacher’s responded with “Yes”. They adopt written examination because it is very easy to administer and it saves time. money and effort. They use practical test in science subjects, assignments to students. They also administer unit test, monthly test, half-yearly and annual examination.
- To the statement “Do you give equal emphasis on all type of examination?” “ 100% of the teacher respondent with “Yes”. They give importance to written test, oral test and other examinations according to state guidelines.
- It was found that to the statement “Do you feel any effect of continuous and comprehensive evaluation on students’ performance?” 90% of teachers responded with “Yes” and 10% with “No”.
- To the statement “Do you identify learning difficulties of students?” It was found that 83% of teachers responded with “Yes” and 17% with “No”. They identify learning difficulties through observation and diagnostic test in curricular areas.
- It was found to the statement “Do you give remedial teaching?” 90% of teachers responded with “Yes” and 10% with “No”. They give remedial teaching to those students who are academically poor.
- To the statement “Do you evaluate socio personal qualities of students?” it was found that 40% of Teacher responded with Yes and 60% with “No”. They evaluate students’ cleanliness, behaviour, character and responsibility. Evaluation of socio personal qualities is very difficult as teachers are biased by previous observation and personal relationship some students behave well in school but not at home. Hence, it is difficult to evaluate. Sometimes, students do not behave normally. It is artificial. So, they face difficulty to evaluate socio personal qualities.

4.2 Perception of students towards continuous and comprehensive evaluation:

- To the statement “Do you know about continuous and comprehensive evaluation?” it was found that 40% of the students responded with “Yes” and 60% with “No”.
- To the statement “one formative assessment conducted in a term”, “Two formative assessment conducted in a term”, “Three formative assessment conducted in a term”, “Four formative assessment conducted in term”, “Five formative assessment conducted in a term” it was found that majority of the student revealed that three formative assessments conducted in a term and 20% revealed that four formative assessment are conducted in a term. 15% of students revealed that one formative assessment conducted in a term,12%

revealed that two formative assessment conducted in a term and 8% revealed that five formative assessment conducted in a term.

- It was found 70% of students revealed that projects, assignments, quizzes oral questions all are used for assessment.
- To the statement “Co-curricular activities are organized every month” it was found that 30% respond with “Yes” and 70% with No.
- It was found regarding the statement “Socio personal qualities are evaluated”. 20% of students respond with “Yes” and 80% with “No”.
- To the statement “Do you enjoy examination?” 70% of the students responded with “Yes” and 30% of Students with “No”.
- To the statement “only subject knowledge is evaluated” 20% of the students respond with “Yes” and 80% with “No”.
- It was found regarding the statement “Are you happy with continuous and comprehensive evaluation” 60% of the students respond with “Yes” and 40% with “No”.

4.3 Problems in execution of continuous and comprehensive evaluation:

- It is difficult for most of the teachers to execute continuous and comprehensive in classes with large number of students as they are not able to give individual attention in such classes.
- Due to lack of appropriate training among the school teachers it is difficult to execute continuous and comprehensive evaluation.
- Lack of adequate infrastructure and teaching materials also make execution of continuous and evaluation a difficult task in the classrooms.
- Students are not serious regarding continuous and comprehensive evaluation as they are aware of the fact that they will pass without making enough efforts in academics.
- Continuous and comprehensive evaluation is time consuming and there are many financial constrains associated with it that does not suit the pocket of students.
- Teachers were over burden with the increased volume of work that affected their teaching effectively in the classrooms.

5. Suggestions:

- Co-curricular activities should be organized every month because students have interest in sports, debate, arts and other activities.
- Teachers should continuously observe students socio personal qualities and consult with parents about their behaviour and other qualities of the child.
- Most of the students are not aware about continuous and comprehensive evaluation. The students should be enable to understand the aims, objectives and functions of continuous and comprehensive evaluation.
- Lack of adequate teachers is one of the major problems in proper execution of continuous and comprehensive evaluation in true spirit. So government should provide sufficient numbers of teachers.
- State should provide adequate training to the teachers.
- Proper infrastructure facilities and teaching materials should also be provided to facilitate teaching learning process in government schools.

- The appropriate tools for continuous and comprehensive evaluation can also be designed by panel of experts and be given to teachers.
- Teacher should give importance and conduct remedial teaching classes and no student should be allowed to proceed to the next session unless his/her deficiencies are fully rectified.
- Formative assessment should be discussed in the beginning of the session with all subject teachers so that projects of all subjects are not pre-arranged and assigned at the same time. To avoid unnecessary stress and pressure on part of the students, they should be completed within school hours under the supervision of their mentor. Efforts should be taken in a direction to assign integrated projects and its assessment should also be done in collaboration.

6. Conclusion: The main objective of continuous and comprehensive evaluation is quality education. For developing quality education, teachers must be efficient in teaching as well as in assessment practices in and outside the classroom. CCE has been fruitful in improving the evaluation skills of the teachers which is very important. Readiness of the teachers to bring about a change in the evaluation techniques is the most important component for the success of CCE. CCE is an examination reform initiative which has the potential of removing almost all ills of examination improving learning through continuous feedback and brings in qualitative improvement in education at school level. Evaluation is one of the indispensable components of any curriculum. It plays a very crucial role in teaching learning process and influences the quality of teaching and learning. Only when learners are evaluated, can their weakness and difficulties be diagnosed and remedies be given for more effective learning. With the onset of globalization a skilled workforce is the demand of the hour and for this all round development of learners is very important.

7. Works Cited

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