

A study on Continuous and Comprehensive Evaluation System Practiced in the Primary Schools with Reference to Kokrajhar District of Assam

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Abstract

Continuous and Comprehensive Evaluation is a new approach to the system of evaluation that aims to make evaluation more systematic and dynamic. The major assumption of CCE is that every child can improve. With the broader aim of examination reforms in mind, the scheme of continuous and comprehensive evaluation envisages that every learner is to be evaluated over the entire period of learning schedule rather than one three hour external examination at the end of a course of learning. CCE emphasis on the all-round development of every child and that can be achieved by active participation in different activities which in turn helps to derive self belief in the learners. The evaluation process is school based. In this new scheme, the role of formative evaluation is of utmost importance. CCE aims at making children capable of becoming responsible, productive and useful member of a society. Introduction of continuous and comprehensive evaluation (CCE) is one of such reforms in entire education that can make education more meaningful for the learners. This article examines the concept of continuous and comprehensive evaluation, its historical perspectives, its need and importance, its features and role of teacher in implementing CCE in the modern education system.

Key Words: *Continuous and Comprehensive Evaluation, primary school, Examination, Self-learning, Effectiveness.*

Introduction

To make elementary education free, compulsory and universal are the long cherished demand of the country. Since the time of independence, of the country, universalisation of elementary education as well as adult literacy have been the basic goals of educational development of the country. Part-IV of our constitution lays down the Directive principles of the country. Article-41 under part says that – “the state shall, within the limits of its economic capacity and development, make effective provision for securing the right toEducation.....’ Article-45 under the same part, which deals with a period of 10 years from the commencement of this constitution for free and compulsory education for all children unit they complete the age of 14 years.”

By the 42nd Constitutional Amendment in 1976 Education became a subject of Concurrent list and it make both the States and Central Government equal Partners in framing Education Policies. On the other hand by the 86th Constitutional Amendment of 2002 Right to Education was decelerated as a Fundamental Right. Article 21 A of Indian Constitution was incorporated in

the Constitution by constitution (Eight-Sixth Amendment) Act, 2002. “The State shall provide free and compulsory Education to all children of the age of six to fourteen years in such a manner as the state. By law, determine.” The Amendment in the constitution was made to speedily provide Elementary Education. Article – 45 was amended as its direction for providing free and compulsory Education for all children till they complete the age of 14 years could not be carried out. A judgment of the Supreme Court directed the Government of India to include education in the list of Fundamental Rights. Thus, the country had to achieve the target of 100% literacy up to the age of 14 years. Unfortunately even 2009, i.e. after 61 years of the constitutional declaration of the Article 45, the target has not been practically reached or achieve.

It was in May, 1986, the parliament of India adopted new National Policy on Education (NPE). Similarly in 1986, the Government approved a detailed programme of Action (POA) for the implementation of the recommendations of the NPE. The NPE states the goals of universalization of elementary education (UEE) and of eradication of illiteracy, in the following terms: “...it shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education up to 14 years of age.

But, due to various problems the target of 100% literacy i.e. UEE have not been achieved. As a result the Government of India has accepted and launched different new programmes and schemes such as – District Primary Education Programme (DPEP), Operation Black Board (OBB), Sarva Siksha Abhiyan (SSA) for the universalization of Elementary Education (UEE) and quality education. These programmes and schemes have been treated as the solution implementing agencies of the various problems of the mission universalization of elementary education.

The DPEP guidelines were formulated in 1993 and was implemented in 1994 and was in operation in 44 districts spread over 8 (eight) states. Latter on it covered 273 districts spread over 18 states including Assam and its Kokrajhar district.

After DPEP the scheme of Sarva Siksha Abhiyan (SSA) was evolved from the recommendations of the state Education Ministers’ Conference held in October, 1998 to pursue UEE as a mission. SSA was approved in 2000. The SSA is meant to cover the entire country with a special focus on educational needs of the following categories i.e. Girls scheduled castes and scheduled tribes and children in different circumstances. The Abhiyan was started in the state of Assam in the latter part of 2001-02 and by the first part of 2002-03. The major interventions of the scheme were launched from the middle of 2002-03. In the access front, it has been estimated that more than 13.40 lakh children in the age group of 6-14 years are out of school and more than 12,000 habitations are not having any kind of schooling facility. The first priority, therefore, was attached to the establishment of schooling facility in the unserved habitations as well as to bringing all the out of school children to schools. SSA has developed implemented various modified interventions in regular classroom transaction and also in evaluation system. In the area of evaluation the concept of continuous and comprehensive evaluation (CCE) can be mentioned as one of the major intervention. The scheme and concept of CCE has not significant importance in SSA and its actual target is to bring drastic changes in the area of evaluation making it continuous and comprehensive.

Statement of the problem

The selected problem for the present investigation can be stated as –

A study on Continuous and Comprehensive Evaluation System Practiced in the Primary Schools with Special Reference to Kokrajhar District of Assam.

Objectives of the Study

The present investigation consider following objectives –

- The make a comparative study of the system of practicing the continuous and comprehensive evaluation (CCE) in rural and urban primary schools as per the guideline.
- The make a comparative study of the effectiveness of continuous and comprehensive evaluation in the schools with adequate and inadequate teachers (teaching staff).
- The make a comparative study
- To make a comparative study of effectiveness of Continuous and Comprehensive Evaluation in lower primary and upper primary schools.
- To study the perception of teachers and students regarding the effectiveness of Continuous and Comprehensive Evaluation

Hypothesis

The present study is designed to test the following hypothesis:

- The Primary Schools with adequate teaching staff using Continuous and Comprehensive Evaluation (CCE) more effectively than the schools with inadequate teaching staff.
- Continuous and Comprehensive Evaluation (CCE) is more effective in assessing the achievement level of high intelligence students than the average and above average students.

Significance of the Problem

A detailed and broad based study on Continuous and Comprehensive Evaluation is the urgent need of present time. The history of Continuous and Comprehensive Evaluation is very old. In 1986 the National Policy on Education, in 1991, the Meeting of the Boards Organised by NCERT, CBSE Scheme of Certificate of Achievement in 1990. The District Primary Education Programme (DPEP) of 1993 and at present the Sarva Siksha Abhiyan (SSA) is also recommended and implemented it as a major intervention in the evaluation system.

In the present context the study on the impact of Continuous and Comprehensive Evaluation is very significant. Because, it is observed that SSA was launched in the country to ensure quality education and to make Evaluation Continuous and Comprehensive. It was implemented with a view to remove the existing defects of evaluation. But, its practical effectiveness was not estimated till date. So, it is the right time to measure its practical effectiveness in evaluation.

On the other hand, after the implementation of this intervention in the primary schools teachers are trained up to make it effective. But, it has not been studied about the system of their practicing. So, it is the time to see whether the teachers are practicing it or not as per the given guideline.

It is also important and significant to test/study the improvement level of average, above average and high intelligence students under CCE and to test the effectiveness of the process in Lower Primary and Upper Primary Schools.

On the other hand another significant purpose is to study the perception of the students and teachers regarding the programme.

So, it can be said that the present area of study is very significant, because it is very closely related with some burning issues in the area of evaluation. The present study is intended to test various questions related with CCE. Thus, its significance can be estimated.

Delimitation of the Study

Although in the field of evaluation we need wide based investigation or study. But, due to some constraints and problems we have to delimit the area of the study. The present study is delimited within the Kokrajhar District of Assam. The district is Sub divided in to 5 (five) Educational Blocks i.e. Kokrajhar, Gosaigaon, Dotma, Kachugaon and Sidli. In the present study only the Govt. and provincialised L.P. and U.P/M.V. Schools will be taken which are total 1078 Nos and 131 Nos respectively.

Definition of Terms and Concepts

In the present investigation the investigator used some terms and concepts, which bears following meaning-

Practiced

The term practice means action, actuality, application, operation, reality etc.

Continuous

The term Continuous is used to mean without interruption, forming a series with no exceptions or reversals.

Comprehensive

It indicates about including or dealing with all or nearly all aspects of something.

Evaluation

Evaluation means apprising assessing, calculating, estimating, judging, valuing etc.

Continuous and Comprehensive Evaluation (CCE)

The term continuous and comprehensive evaluation means the regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feed back of evidences to teachers and students for their self evaluation to cover both the scholastic and non-scholastic aspects of students' growth and development.

Review of related literature

As we know review of related literature is one of the integral parts of Research study. So, in connection with the present area some past literature had been reviewed and it was observed that in the area of evaluation very less number of study had been completed. The completed studies are mentioned below-

Sinha, S.K. (1977)- completed the study on — “A study of attitudes towards the present system of examination.” (Ph.D. Psy. Ran. U). The study was conducted with the objectives to study the attitudes of students, their teachers, and their guardians towards the academic, evaluative and administrative aspects of the existing system of university examination.

Tiwari (1975) in which he studied the system of evaluation in upper primary schools and its problems. A new feature in evaluation is the non-detention of students in primary classes. The SCERT, Andhra Pradesh (1976) studied the impact of the non-detention policy. It was found that, while the students were free from the fear of examinations they were not motivated for study. Their study habits were impaired and this policy adversely affected the children of the weaker sections. Another study by Sharma (1981) on this policy indicated that non-detention contributed towards retention of educational wastage to some extent at the primary and secondary stage in Andhra Pradesh.

Dave, P.N. (1968), Buch, M.B. (1972); Buch, M.B. and Passi, B.K. (1974); Passi, B.K. and Padma, M.S. (1974); Natarajan V. and Kuishetra, S.P. (1983); Passi, B.K. and Hooda (1986) and more recently by Singh, P and Prakash. V. (1991). These surveys reviewed the work in these areas in India upto 1988. The present report takes into consideration the Indian studies done during 1988-92.

Jyoti, Nirmala M. (1992) completed the study on “An Evaluation of the Non-detention system” with the view to study the evaluation under Non- detention system on different aspects like its effects on achievement students, percentage of passes, rate of drop-outs, and attitude of teachers, students and administrators.

Mabto, R. K.- Completed the study on “A study of Sarva Shiksha Abhiyan (SSA) initiative on quality Education at Elementary stage A case study of Arunachal Pradesh.

Design of the study

Considering the present area of investigation the present investigator will use descriptive survey method. As we know descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered. This method is also very useful to formulate some new principle and techniques concerning local, state, national and international issues. Descriptive studies investigate phenomena in their natural setting.

The descriptive survey studies are conducted to collect detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them. Their objectives is not only to analyze, interpret, and report the status of an institution, group or area in order to guide practice in the

immediate future, but also to determine the adequacy of status by comparing it with established standards.

As per the nature and objectives of the present study the present investigator will use descriptive survey method to complete the study.

Population and sample

In the present investigation the total population and sample is taken from the entire Kokrajhar district, which is sub-divided into 5 (five) Educational Blocks. The total population for the Lower Primary School is 1078 and for upper primary school are 131. So, the sample is selected considering the existing number of Schools.

Method of Sampling

In the present investigation the investigator used stratified random sampling. Because, as per the nature of the area of investigation this stratified random sampling is appropriate.

Tools and procedures of Data collection

The present study is an informational study and considering the nature of the study the investigator used Questionnaire to gather different information as per the formulated objectives and hypothesis.

Findings of the study

- The number of days in a particular term is one hundred and thirty. The duration of each period is forty five minutes.
- Seventy five percent of teachers had more than forty five number of students in their classes, thirty one percent had students are between thirty five to forty and only five percent of students had less than thirty students in their classes.
- The number of formative assessment conducted per term varied as per teachers. Majority of the teachers revealed that they conduct four formative assessments in a term.
- A weight age of 75:25 was given for scholastic co-scholastic aspects by majority of the teachers.
- Almost all teacher conducted diagnostic tests and take remedial measures for students.
- All teachers reported that they had proper time to conduct CCE during the specific year plan and the syllabus is suitable for CCE implementation.
- All teachers revealed that there were clubs in their schools and they were functional. Co-curricular activities were also conducted by all schools.
- Some of schools were facing problems with CCE due to the shortage of teacher in the school.
- Most of the teachers handled classes with more than forty students and this made it difficult for them to give personal attention to students during assessment.
- Every child differs from the other with respect to his abilities and talent in each task. Teachers were not clear on how to make assessment in such situations.

Conclusion

Evaluation is one of the indispensable parts of formal education. The quality of teaching and learning can be assessed by evaluation. Only when learners were evaluated, can their weakness and difficulties be diagnosed and remedies are given for more effective learning. In the era of globalization a skilled workforce is the demand of the hour and for this all round development of learner is very important. CCE is one of the latest concepts of evaluation emerged due to the need of time. But, there implementation of CCE would not ensure the desired results. Findings of the present study also direct towards the same. For better implementation of CCE more workshop and training programs have to be conducted periodically and feedback taken from teachers simultaneously.

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