



**PRESENT STATUS OF CONTINUOUS AND COMPREHENSIVE EVALUATION IN  
THE PRIVATE ENGLISH MEDIUM SCHOOLS UNDER BOARD OF SECONDARY  
EDUCATION , ASSAM (SEBA)**

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**Abstract**

*Focusing on the excellence in academics alone undoubtedly result in lopsided development of personality. In order to bring about the improvement in the quality of education and the wholesome development of the child, evaluation process should pay adequate importance on both scholastic and non-scholastic areas of development. Continuous and Comprehensive Evaluation (CCE) refers to a school based system of assessment that covers all aspects of students' development. It helps in improving student performance by identifying his/her learning difficulties at regular intervals right from beginning of the academic session and employing suitable remedial measures for enhancing their learning performance. By facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping the teachers to realize the effectiveness of teaching learning process, continuous and comprehensive evaluation technique proves to be boost to the students. At the same time it also shows the shortcomings of the teachers. In this study an effort has been to analyse the present position CCE in the secondary level in some selected English Schools.*



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**Introduction:** The purpose of evaluation is necessarily to improve the teaching learning process and be able to review the objectives that have been identified for different school stages by gauging the extent to which capabilities of the learners have been developed. It also points out the abilities as well as shortcomings of the learners. Examination plays an important part in one's educational career. The present examination system is predominately focus on the intellectual

skills mainly and the present society also supports it. The psychomotor and affective domains of holistic learning have not received due importance. But the true aim of education is the balanced development of the whole child. Holistic education demands development of all aspects of individual's personality which includes cognitive, affective and psychomotor domains. The life of the students' becomes very stressful in the present days because of excessive importance on cognitive domain at the cost of affective and psychomotor domains. Teachers' professional self esteem, promotions etc. are measured with the scholastic achievements of the students'.

### **Research Questions**

1. Are the students who are studying in Private English Medium schools in Sivasagar District satisfied with the CEE?
2. Is there any difficulty faced by the secondary level students studying in Private English Medium schools of Sivasagar District of Assam?
3. What are the views and opinions of the teachers working in Private English Medium schools in Sivasagar District of Assam about CEE?
4. What are the difficulties faced by the teachers working in Private English Medium schools of Sivasagar District of Assam due to CEE?

**Objectives of the Study:** Following are the objectives of the Study.

1. To study opinions of the secondary level students about CEE studying in Private English Medium schools in Sivasagar District of Assam.
2. To study difficulties faced by secondary level students due to CEE who are studying in Private English Medium schools in Sivasagar District of Assam.
3. To study the opinions of the teachers about CEE who are working in Private English Medium schools in Sivasagar District of Assam.
4. To study the difficulties faced by the teachers due to CEE who are working in Private English Medium schools in Sivasagar District of Assam.
5. To suggest ways and means for further improvement of CEE in Private English Medium schools in Sivasagar District of Assam.

**Method of the Study:** Descriptive Survey was used in conducting this study.

**Population:** The population of the study comprised 3587 students studying in Private English Medium schools and 409 teachers working in Private English Medium teachers in Sivasagar District of Assam.

**Sample:** By using simple random technique 300 studying at the secondary level in Private English Medium schools and 100 teachers working in Private English Medium schools in Sivasagar District of Assam were selected from 10 schools for the study.

**Tools Used for the Study:** Two questionnaires, one meant for the teachers and the other for students were used for the study. Before administering the Questionnaire, content validity was established in consultation with experts.

**Analysis of data:** The Questionnaire were analysed with help of frequency and percentage. Efforts were also made for qualitative analysis form the descriptive questions.

### **Findings of the study**

- 89% students were in favour of CEE. The reasons for their support CEE are-
  - i. It helps in better learning and to maintain good academic career.
  - ii. It helps in the development of good study habit.
  - iii. CEE helps in self assessment and to understanding themselves.
  - iv. The students secure good complements from their parents, which was another reason.
  - v. It develops a sense of self responsibility.
- 11% students opined that the system of CEE creates ample pressure in their mind.
  - i. Due to frequent tests they only study to pass the exams.
  - ii. Students neither get extra time for themselves nor for their parents. They don't get extra time to read magazines and extra books.
  - iii. All the presentations, seminars and project works are time consuming and actually hampers in their study.
  - iv. A large number of home works reduces time for study, creates mental pressure, compels to study only for marks, no time for play, always remain tired, do not get time for practicing different hobbies.
- The students are of the opinion that they get very less time for co-curricular activities. On an average they get 15-20 minutes for it which they feel insufficient.
- The teachers opined that due to CEE the students acquire more knowledge and they become mentally strong.
- It increases the level of concentration of students and make easy to comprehension the discussions done in class.
- The teachers get feedback and it becomes easy for them for remedial teaching.

- Under CEE, a student has to undergo a number of tests and through can rectify their own mistakes.
- Some of the difficulties faced by the teachers due CEE are-
  - i. After school hours also the teachers' need to keep busy in evaluation works.
  - ii. They don't get sufficient time for themselves because they need to check large number of copies in a very limited time.
  - iii. Due to pressure of too many tests and copy checking and very less number of off periods provides them very less time for preparation for the class.

With regard to further improve of CEE according to teachers are-

- i. Too much burden should not be given to the students. There must be a proper planning for the tests, assignments and projects.
- ii. To break monotony to both teachers and students a variety of co-curricular activities need to organize in schools.
- iii. The intake capacity in each class should be of optimum size so as to enable the teachers to implement the CEE in right direction and in the right way.

**Conclusion:** No doubt that continuous and comprehensive evaluation is more beneficial in contrast of its few limitations. Its utility depends upon techniques and skills of the teachers. The practice of undue importance on scholastic activities at the cost of non-scholastic activities is quite detrimental to the students. Importance should be given on feedback to the students. For functioning of CEE, proper planning should be done by the teachers through discussion so that students will not face problems like too much assignment and projects at the same timeframe. In the studied area there exist some variations among the schools in implementation of CEE which can be solved by collective efforts of teachers. Attention must be paid so that students' will face no over work and adequate provision for rest and recreation in school for joyful learning.

### **References**

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