



Study the Continuous Comprehensive Evaluation Scheme at secondary school

Dr. Madhuri Isave

Assit. Prof. Tilak College of Education, Pune.

Abstract

School education is a basic education that everybody should educate in the country. This expectation realized in 'Education for All' scheme of education. The time of our independence many commission and committees emphasised upon the free and compulsory education. National Policy of Education laid so much importance on school education. Every student at the school level laying down minimum levels of learning and emphasised upon Continuous Comprehensive evaluation scheme at school level.

The present paper examines the concept of CCE as per the view points of framework and its implementation at school level.

1. The objectives of the study were To study the current evaluation system in secondary school.
2. To examine the viewpoints regarding CCE presented in the framework.
3. To study the practice of CCE in secondary school.

A survey research methodology was selected. Tools used for the study is questionnaire which was based on view points expressed in the framework. 30 secondary school teachers were selected from three Marathi medium schools. Questionnaire was distributed and analyses as per the responses given by the teachers. Analysis was done into two parts that is Scholastic and no scholastic area of evaluation. Conclusions were drawn.

The present study were concluded that,

- Evaluation practices are carried out in school but not exactly the view points as mentioned in the framework.
- Lack of daily record maintenance and daily feedback.

- Formative feedback is not provided.
- Remedial instruction discuss in PTA meeting or mentioned in the diary.
- Teachers were not prepared their own evaluation tool
- CCE is a hectic process for them.

The role of CCE is very important when our aim is to improve learner's quality in the cognitive as well as in the non-cognitive domains. In the context of school it is a continuous updating of teachers about their students. CCE facilitates students effective learning as well as their all round development of personality with its multiple tools and techniques and corrective measures. It is an integral part of teaching learning process which promotes standard of school.

Key words- Continuous Comprehensive Evaluation, School, Framework

Introduction

The continuous comprehensive evaluation scheme was initiated based on recommendation to reform evaluation practice in school education by National Curriculum for Elementary and secondary education- a framework.(1988).Therefore it is expected to evaluate students at the viewpoints presented with respect to framework.

The framework emphasis followings-

- Minimum level of learning
- Mastery level in competencies
- Assessment of psychomotor skill, socio emotional attributes
- Valuation
- Grade instead of marks
- Feedback mechanism
- Using tools, techniques for evaluation
- Record maintenance
- Less paper- pencil test in evaluation
- Recording of evidence regarding area wise

- Preparing profile of the growth and development of every learners
- Planning of a detailed scheme of evaluation.
- Diagnosis the area of difficulty and arranged remedial teaching.
- Transparent for community and parents.

Current status of the evaluation system in school

The State Council for Education, Research and Training (SCERT) prepared proposal to overhaul the examination system in schools. According to this the current system replaced by a CCE like the Central Board of Secondary Education (CBSE). There is 'no Fail' system under the Right to Education Act(RTE). But there is a number of monthly unit tests instead of the present half-yearly and annual examinations. The marks system is replaced by grades and the performance of students in both curricular and cocurricular subjects reflected in the report card. There is created profile of each student on their performance levels in non-scholastic aspects including co-curricular activities and behavioural attitudes like social attitude, life skill, cleanliness and participation in activities

The new CCE process aims at holistic growth of children. The examination is no more be limited to textbooks. Non-scholastic assessment of students is also important in school. The researcher tried to focus the examine of current practice of evaluation in school. The researcher examined those points which mentioned in the framework.

Theoretical base of the study

The CCE initiated to reform evaluation practise in school education by National Curriculum for Elementary and secondary education- a **framework. (1988). NPE (1986)** recommended minimum level of learning (MLL). **Yashpal committee reported (2007)** recommended CCE. **Dr. Sanjeev Sonawane(2011).** suggested his leading lecture given in State level conference, that now a day's CCE is implemented in school but as per the teachers point of view there is some problem generated that only given stress on content teaching but ignore how to fulfil objectives . The solution is that every teacher prepare their own teaching material with decided ability and check accordingly than it will be the meaningful teaching learning process.

Review of the related literature

NPE,(1986). Recommended that minimum level of learning laid down at each stage of primary education, and that steps be undertaken to ensure that all students achieve these minimum levels of learning.

Rao, Manjula,(2002). Studied the scenario of evaluation practices in schools and reported following observations .1)In school conventional evaluation practice was conducted,2)CCE not followed systematically.3)Remedial instruction not provided.

National Curriculum Framework,(1988) . Considered necessary to develop a scheme of evaluation in order to improve the evaluation system. A school based evaluation scheme was conceived at implementing the idea of continuous and comprehensive evaluation in school situation by the unit of Department of Educational Evaluation and Measurement.

Objectives of the study-

4. To study the current evaluation system in secondary school.
5. To examine the view points regarding CCE presented in the framework.
6. To study the practice of CCE in secondary school

Research Questions.

1. Are the school teachers aware about the concept of CCE.?
2. How CCE implemented in secondary school?

Delimitations

1. The present study is delimited to Marathi medium schools
2. The present study is delimited to 30 teachers from 3 Marathi medium schools

Limitations

1. The researcher considered viewpoints which mentioned in framework.
2. Conclusion based on information given by teachers.

Population- All the secondary schools and teachers in Pune district.

Sample – A sample for the study was 30 school teachers selected by random sampling method.

Research methodology

A survey research methodology was selected.

Tools for the study were- A Questionnaire was prepared by the researcher.

Questionnaire was based on view point's presented regarding CCE in the framework.

Questionnaires have two parts one part based on concept of CCE and second part based on practice of CCE in school. Close ended questions prepared.

Sr.No.	Questions	Numbers
1	Concept of CCE	07
2	Practise based question on CCE	18
	Total	25

Procedure of the Study

The researcher visited to secondary school to know the current status of evaluation practise. A questionnaire was prepared on the viewpoints regarding CCE given in framework. A questionnaire were distributed and analysed as per the responses given by the teachers.

Qualitative analysis was done.

RQ1- Teachers were familiar with the term CCE but they unaware about the exact meaning of continuous comprehensive evaluation. They are given stress on student's achievement instead of improvement. Teachers don't know that CCE is not only concerned with the appraisal of achievement but also with its improvement.

RQ2 – Evaluation of scholastic area by the teachers

The entire school subject by oral test, written test, project work and practical activity. Tools prepared for the evaluation was oral questions, paper pencil test, unit test and assignment were given. They conducted monthly class test, unit test and terminal test. Direct or indirect grade was given

• **Evaluation of non-scholastic area by the teachers**

Area	Technique	Tool	Periodicity	Reporting
MLL	-	-	-	-
Mastery over the subject	Unit test	Paper pencil test	Monthly , yearly	Report card
Social and personal qualities, Clenliness, obedience, discipline , cooperation, Regularity, Punctuality, environmental value , Patriotism, Responsibility	Activities conducted,	Observation. Maintained diary	Day to day observation and as per time table.	Direct grading on report card

Some points reveal the following

- Evaluation practices are carried out in school but not exactly the view points as mentioned in the framework.
- Lack of daily record maintenance and daily feedback.
- Formative feedback is not provided.
- Remedial instruction discuss in PTA meeting or mentioned in the diary.
- Teachers were not prepared their own evaluation tool
- CCE is a hectic process for them.

Conclusions

The role of CCE is very important when our aim is to improve learner's quality in the cognitive s well as in the non-cognitive domains. In the context of school it is a

continuous updating of teachers about their students. CCE facilitates students effective learning as well as their all round development of personality with its multiple tools and techniques and corrective measures. It is an integral part of teaching learning process which promotes standard of school.

References

1. Government of India (1986): National Policy on Education, MHRD, Department of Education, New Delhi.
2. NCERT (1988): National Curriculum for Elementary and Secondary Education – A Framework (Revised Version), Published at the Publication Department, Secretary, NCERT, New Delhi.
3. NCERT (2000): National Curriculum for School Education, Published at the Publication Department, Secretary, NCERT, New Delhi.
4. Rao, Manjula et al. (1998): Impact of SOPT Training Programme on the Classroom Practices of Teachers – A Study in Southern States, RIE (NCERT), Mysore.
5. Rao Manjula P. (2001): Effectiveness of the Continuous and Comprehensive Evaluation Training Programme over the Evaluation Practices of Primary School Teachers – A DPEP Research Study in Tamil Nadu, RIE, Mysore.
6. Ved Prakash, et al. (2000): Grading in Schools, Published at the Publication Division by the Secretary, NCERT, New Delhi.]
"[http://wikieducator.org/CONTINUOUS AND COMPREHENSIVE EVALUATION-Article](http://wikieducator.org/CONTINUOUS_AND_COMPREHENSIVE_EVALUATION-Article)"