

A Study of Teachers' Perception on Continuous and Comprehensive Evaluation



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Abstract

Continuous and Comprehensive Evaluation (CCE) 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 behavioural outcomes on the other. By facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping the teacher to realize the effectiveness of teaching learning process, continuous of teaching technique proves itself as a boost to student. Thus, it is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education. The objective was to study the perception of teachers about the Continuous and Comprehensive Evaluation system in school education. From the State of Sikkim, only 10% schools of East district had been taken for the study by purposive sampling procedure. The tool-(CCEI) Continuous and Comprehensive Evaluation Inventory for Teachers had been developed with reference to the questionnaire used by Hassan (2010), and it was used for data collection. The finding of the study was that majority of teachers perceived that CCE is a pupil centred evaluation system and helpful in identifying latent talents of students.

Keywords: Perception, CCE, CCEI, Academic Achievement etc.

Introduction

The highest rung of the education-ladder is evaluation by which the extent of acquisition of learning competencies as well as changes in behavioural changes is measured. It is one of the corner stones, upon which the edifice of educational activities is built. After completing an instruction a teacher tries to evaluate the process by measuring students' academic achievement. This process is called educational evaluation. One of the major weaknesses conventional evaluation system has is its complete dependence on the three hour final examination that a student has to sit at the end of an assigned course of syllabus on the outcome of which his/her fate in terms of marks or grades is sealed. Even if a student does quite satisfactorily through the year and if, for one or other reason, say due to an illness, he/she underperforms in the public examination, then an unsatisfactory tag is appended to his/her certificate.

In such cases the certificate is not a true representation of the student's personality. There is no way the certificate that he/she gets will reveal his or her above average performance through the year. Another deficiency in the traditional examination is its too much dependence on the subjective judgment of teachers evaluating answer scripts variation in marks between the two teachers awarding the marks sometimes as high as 15 per cent. All these shortcomings leave deep scar on the students and parents, sometimes leading to desperation. One cannot blame the teachers for this imperfection subjectivity is one of the attributes humans have in God's world.

It is here that CCE or Continuous Comprehensive Evaluation is expected to do away with some of these drawbacks in the conventional examinations. Under it evaluation will be done not at the gap of months with one final public examination deciding the fate of students. Its inherent in-built strength is its continuous nature and regularity. One significant aspect of CCE is in its turning evaluation into an exercise closely knit into the fabric of day-to-day class-room teaching and learning process. Because of its flexibility a teacher will be free to hold a test in a class period

on a chapter or unit on his/her own. It is to be held as a part of the daily school activities. The main purpose of these tests is to cull feedback of what he/she had taught. Depending on the feedback the teacher should decide if a remedial teaching will be necessary or not. All this evaluation exercise, because of their frequency and non-threatening atmosphere in which they are held makes the students free from examination phobia.

Evaluation itself is freed from one time exercise unconnected with day-to-day classroom teaching learning activities, a monster of a night-mare to students. Evaluation is turned into an exercise that the students look forward to, and for the teachers a convenient tool to carry on the business of teaching learning activity. This is indeed a great plus point in favour of CCE.

Yigzaw (2013) found that "continuous assessment" was exclusively used for developing students' intellectual skills. **Zelege (2013)** found out that both the testees and the testers over value the judgmental role of continuous assessment at the expense of its developmental role. **Shandilya (2014)** found moderate acceptability of CCE by the secondary school teachers as 64% teachers had average level of acceptance for CCE. **Srinivasan (2015)** found that the Right of Children to Free and Compulsory Education (popularly known as RTE) Act, 2009 attempts to ensure the availability of quality schooling and the provision of good facilities for children in the age group 6-14 years. **De Lisle (2015)** suggested that the programme planners' formative intent was often not fulfilled.

Rationale of the Study

Reforms in the examination system are often recommended, sometimes discussed and rarely implemented. Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners. It is this that has led to the emergence of the concept of Continuous and Comprehensive School-Based Evaluation.

In this regard, the researcher would like to try to answer the following queries:

1. Is the perception of school teachers positive enough to indicate the acceptability of CCE by all of them?
2. Are the teachers adequately trained and skilled for the effective execution of CCE in schools?
3. Whether there is a need for the training on CCE for the process and frequency of formative assessment in both scholastic and co-scholastic areas?

Taking the above questions into consideration, the researcher is inclined to investigate on the issue of 'A Study of Teachers' Perception on Continuous and Comprehensive Evaluation.'

Objectives of the Study

1. To study the implementation of CCE in Secondary schools and its progress.
2. To study the perception of teachers about the Continuous and Comprehensive Evaluation system in school education.
3. To study the perception of teachers on CCE in relation to the personal variables of gender, academic streams pursued by them, and professional experience.
4. To make suggestions for facilitating smooth execution of CCE in schools.

Methodology: Design

The study followed the design of a descriptive survey in order to find out the perception of teachers of CBSE/ICSE Schools of Gangtok, East-Sikkim on CCE. Hence, it would preferably be a qualitative study.

Sample

The total population of the study comprises of the School teachers teaching in CBSE/ICSE Schools of Sikkim. From the State of Sikkim, only 10% schools of East district had been taken for the study. Sampling procedure adopted was 'Purposive' because teachers from all academic streams, gender and professional experience had been collected in order to assess the reactions of the teachers towards the implementation process.

Tools Used

The tool-(CCEI) Continuous and Comprehensive Evaluation Inventory for Teachers had been developed with reference to the questionnaire used by Hassan (2010), and it was used for data collection. The tool consists of a total of 47 items related to General aspect (14 items), Scholastic aspect (6 items), Co-Scholastic aspect (6 items), Students related indicators (6 items), Teacher's role (6 items), and Suggestions of teachers (9 items). Each item consists of three responses- Agree, Disagree and Undecided.

Analysis and Interpretation of Data

An analysis of data collected with the help of the self-constructed tool and interpretation of results is being presented in the following four sections:

Section I

The analysis and interpretation of data collected through CCEI

Item-1: Semester System Reduces Students' Curriculum Load

91% teachers agreed that semester system reduces students' curriculum load.

Item-2: Grading System is not better than marking System

46% agreed that grading system is not better than marking system.

Item-3: CCE is Very Tough to Follow

34% expressed that CCE is really very tough to follow.

Item-4: CCE is better than Previous Evaluation System

Comparing the CCE with previous evaluation system, 56 teachers agreed that CCE is better than previous evaluation system.

Item-5: CCE is Helpful in Reducing Examination Stress

86% had their view that CCE is helpful in reducing examination stress among students.

Item-6: CCE will Reduce Suicidal Cases among Students Due to Examination

Taking the opinion on above statement, 74% were agreed that CCE will reduce suicidal cases among students due to examination.

Item-7: CCE Gives Due Importance to Both Scholastic as well as Co-Scholastic Area of Learner's Development

On this basic concept of CCE, 90% agreed that CCE gives due importance to both scholastic as well as co-scholastic area of learner's development.

Item-8: CCE Helps to Make the Process of Teaching-Learning Pupil-Centred in Real Sense

Responding to the issue of pupil-centred education 68% agreed that CCE helps to make the process of teaching-learning pupil-centred in real sense.

Item-9: CCE Provides Proper and Continuous Feedback to Teachers, Students as well as Parents

Taking the account of feedback system, 83% agreed that CCE provides proper and continuous feedback to teachers, students as well as parents.

Item-10: CCE Allows Using a Variety of Ways to Collect Information about the Learners' Development

In order to respond the above item 75% agreed that CCE allows using a variety of ways to collect information about the learner's development.

Item-11: CCE is nothing Except Frequent Tests and Assignments

Only 27% agreed that CCE is nothing except frequent tests and assignments.

Item-12: CCE Provides Opportunities for School to Identify the Latent Talents of the Learners

72% teachers agreed that CCE provides opportunities for school to identify the latent talents of the learners as it assess all the dimensions of learners' development.

Item-13: The Present Facilities in Schools are Not Sufficient for CCE

Responding to the facilities in schools 72% out of hundred teachers agreed that the present facilities in schools are not sufficient for CCE.

Item-14: CCE Will Develop a Healthy Relationship Among Teachers and Students

On the issue of student-teacher relationship 76% teachers agreed that CCE will develop a healthy relationship among teachers and students.

Item-15: CCE Provides the Platform for Active Involvement of Students in their Learning Through Formative Assessment

Responding to involvement of students, 76% teachers agreed that CCE provides the platform for active involvement of students in their learning through formative assessment.

Item-16: There is a Very Less Scope of Controlling Unfair Means and Practices Used by Students to Complete the Project Works

Taking the account of unfair practices 38% teachers agreed that there is a very less scope of controlling unfair means and practices used by students to complete the project works.

Item-17: The Number of Assignments and Project Works are Quite Large

In order to respond this issue, 46% agreed that the number of assignments and projects per semester is high.

Item-18: Formative Assessment under CCE Enables Teachers to improve their Teaching According to Learner's Requirement

65% agreed that formative assessment allows teachers to improve their teaching according to learner's need.

Item-19: Formative Assessment under CCE Encourages Students to Improve their Performance

76% asserted that formative assessment encourages students for better performance. It can be inferred as they perceived that result of one formative assessment provides the feedback and chance for students to improve in next formative assessment.

Item-20: CCE Makes Evaluation as an Integral Part of Teaching-Learning Process

Going through the responses of teachers 81% of them agreed that CCE makes evaluation as an integral part of teaching-learning process.

Item-21: Assessment of Co-Scholastic Aspects of Learners is Subjective in Nature

About the subjectivity in assessment 35% of teachers agreed that assessment of co-scholastic aspects of learners is subjective in nature because it basically depends upon the observations of various teachers time to time.

Item- 22: Students Spend More Time in Co-Curricular Activities than their Curricular Activities

28% accepted that students have to spend more time in co-curricular activities. Whereas 72% teachers had their view that co-curricular activities under CCE do not hamper the curricular activities.

Item-23: Facility of Medical Check-Up of Students is Not Adequate

On the issue of medical facility, only 42% teachers agreed on the above statement whereas 58% teachers confirmed the sufficiency of medical check-up for students.

Item-24: Mentioning Specific Ailments of the Students in Report Card is wrong

Taking the views on this issue, 56% teachers agreed that mentioning specific ailments of the students in report card is wrong.

Item-25: It is Not Possible for One or Two Teachers to Assess All the Co-Scholastic Aspects of Each Student of a Class Objectively

86% are in favour of the above statement, which indicates one or two teachers are not sufficient for this work and some kind of team approach is required in this context.

Item-26: It is Very Tough to Organize All the Co-Curricular Activities in Session for A School

Responding to the time framework 48% of teachers agreed that organization of all the co-curricular activities in a session is very tough job.

Item-27: CCE Provides Learners A Better Platform to Understand and Improve Themselves

Taking these views on the statement, 74% teachers accepted that CCE helps students in development of self-awareness and for improvement in their performance.

Item-28: CCE Never Encourages Healthy Competition among Students

Only 28% teachers agreed that CCE never encourages healthy competition among students.

Item-29: There is a Less Scope of Leisure Hours under CCE

In order to express opinion about the leisure hours 50% teachers agreed that there is a less scope of leisure hours under CCE.

Item-30: CCE is Very Helpful to those Students who are Very Good in Co-Curricular, But Poor in Academic Performance

About recognition to co-curricular performance 67% teachers accepted that CCE is quite helpful to those students who are very good in co-curricular, but poor in academic performance.

Item-31: CCE will Inculcate the Habit of Self-Learning among Students

Responding to this statement 80% teachers accepted that CCE will inculcate the habit of self-learning among students, which indicates that the CCE is pupil-centred and encourage students for better performance.

Item-32: CCE Helps for Choosing Subjects, Courses and Careers for Future

In order to get teachers' view on decision making issue, 81% teachers acknowledged that CCE is helpful in decision making like choice of subjects, courses and careers.

Item-33: Teachers are not properly Trained for CCE

66% teachers accepted that they are not properly trained for CCE.

Item-34: CCE Makes Teachers Busy in The Process of Assessment instead of Teaching

Taking the account of teachers' opinion, 58% teachers agreed that they are busy in assessment instead of teaching due to CCE.

Item-35: CCE Demands Special Skills on The Part of a Teacher

In order to get opinion about professional skills, 86% of teacher agreed that CCE demands special skills on part of teachers.

Item-36: CCE Multiply the Work Load of Teachers

Responding to the work load of teachers 74% of them expressed that CCE multiplied their work load.

Item-37: School Based CCE Provides Scope to the Teachers for Creative Teaching

On account to the scope of creative teaching, 90% teachers agreed that school based CCE promotes for creative teaching.

Item-38: Teachers are the Most Appropriate Persons to Evaluate Their Students

Taking the view of teachers on the above statement 86% of teachers agreed that they are the most appropriate persons for evaluation of students.

Item-39: The Number of Teachers Should be Increased for Smooth Functioning of CCE

Responding to the above view 88% teachers suggested that teaching strength should be increased for smooth functioning of CCE.

Item-40: Observation Records Should be Prepared and Maintained By Non-Teaching Staff

Only 31% teachers recommended that non-teaching staff should prepare the observation records.

Item-41: The Specific Ailment of Student Should Not be Mentioned on Report Card

Expressing the view on above statement 52% teachers accepted that specific ailment of student should not be mentioned on report card.

Item-42: It is Better to Inform Only Parents about Specific Ailment of their Children

Resolving the issue of specific ailment of students 44% teachers suggested that only parents should be informed about specific ailment of their children.

Item-43: The CBSE Should Organize Series of Training Programmes for Teachers for Smooth Functioning of CCE

On the issue of in-service training, 94% teachers recommended that CBSE should organize series of training programmes for teachers.

Item-44: The School Should Have Given Adequate Freedom to Design Strategies for Proper Implementation of CCE

84% teachers agreed that school should get freedom to design strategies for implementation of CCE.

Item-45: Assessment of Co-Scholastic Areas May be done By a Team of Teachers in Order to Minimize Subjectivity

In order to minimize the subjectivity in assessment, 80% teachers asserted that a team of teachers should assess the co-scholastic aspects.

Item-46: There is a Need to Modify the Curriculum According to Different Provisions of CCE

82% of teachers suggested for the modification in curriculum according to CCE.

Item-47: CCE Should be Followed by Other Boards of Examination

Taking the account on the above statement only 42% suggested that CCE should be adopted by other Boards of Examination.

Therefore, schools and the State HRD Department need to work more in this direction as majority of the teachers' perception is not positive in this regard.

Section II: Teachers' Perception about CCE in General and its Implementation and Progress in Secondary Schools.

The investigator found that the percentage of the teachers' response on entire thirty two (32) items i.e. Item number 1-14 covering General aspect, Item number 15-20 covering Scholastic, Item number 21-26 covering Co-Scholastic and Item number 27-32 covering Students Related aspects was very positive

as in most of the items under this aspect, teachers response percentage is in the range of 50% to 91%. But there is an exception in the form of Item 13, which has got very less supportive response. Taking account of the (Item 13) present facilities in schools, only 28% teachers agreed that the schools are not short of the required facilities. Whereas, 72% teachers retorted that the present facilities in schools are not sufficient for CCE.

Thus, it was concluded from the acknowledgement of the teachers that currently the general perception of Secondary school teachers is very positive towards CCE. But with regard to the Implementation and Progress of CCE in the schools, they asserted that there is a need to review the facilities of schools by which CCE can be implemented with its full strength.

Section III: Comparing Teachers' Perception about CCE Varying By Gender, Academic Streams, and Professional Experience.

From the result it is evident that from the sub category of male and female teachers, there are a comparatively higher percentage of teachers from female section who agrees in support of CCE. It is also found that from the sub category of Science and Non science teachers, there are a comparatively higher percentage of teachers from Science section who agrees in support of CCE. It is found that from the sub category of trained & untrained teachers, the perception of trained teachers is much better than that of non trained teachers with regard to the CCE.

Therefore, schools and the State HRD Department need to work more in this direction as many of the schools still have a good proportion of untrained teachers' whose perception is really going to inhibit the proper execution of CCE in the schools.

Section IV: Teachers' Suggestions for Facilitating Smooth Execution of CCE in Schools.

The present study along with the study of perception of teachers towards CCE further necessitated the finding of the suggestions from the teachers for facilitating smooth execution of CCE in Schools. Only 31% teachers recommended that non-teaching staff should prepare the observation records. Although, teachers claimed for increased work load due to CCE, but accepted the preparation of observation records as their duty. 52% teachers accepted that specific ailment of student should not be mentioned on report card. More than fifty percent of teachers felt that health status of students should not be open for everyone. On the issue of in-service training, 94% teachers recommended that CBSE should organize series of training programmes for teachers. 84% teachers agreed that school should get freedom to design strategies for implementation of CCE. In order to minimize the subjectivity in assessment, 80% teachers asserted that a team of teachers should assess the co-scholastic aspects. 82% of teachers suggested for the modification in curriculum according to CCE.

It indicates that despite the teachers felt the importance of CCE over previous evaluation system, there is still a large proportion of teachers who are not sure (51%) and the teachers who disagree (07%)

about the adoption of the CCE by other Boards of Examination. Therefore, schools and the State HRD Department need to work more in this direction as majority of the teachers' perception is not positive in this regard.

Major Findings of the Study

1. The majority of teachers perceived CCE as better evaluation system than previous one.
2. The majority of teachers perceived that CCE is a pupil centred evaluation system and helpful in identifying latent talents of students.
3. The majority of teachers believed that the teachers are the most appropriate persons to evaluate their students.
4. The majority of teachers accepted that CCE is helpful in reducing examination stress and suicidal cases among students.
5. The majority of teachers perceived that present facilities in schools are not sufficient for facilitating smooth execution of CCE in schools.
6. There is a significant difference in perception of male & female teachers towards CCE.
7. There exists a significant difference in perception of science and non science teachers towards CCE.
8. There exists a significant difference in perception of trained and untrained teachers towards CCE.
9. Teachers are capable of executing CCE in an effective manner if adequate training, professional freedom, teaching materials and infrastructure are provided to them.

Recommendations for Implementation of CCE

The following are a few recommendations for proper implementation of CCE taking into consideration teachers' suggestions also:

1. Syllabus should be reduced and designed in such a way that it provides scope for effective implementation of CCE. If syllabus is lengthy teachers will be in a hurry to get over with syllabus due to lack of time and this would hinder proper implementation of CCE.
2. Appropriate materials on CCE should be given to teachers. Guidelines and manuals have to be given to all teachers and apart from that it has to be made sure that all teachers have understood clearly about all that is given in the materials.
3. Successful implementation of CCE means more work to the teacher, more demand on his or her time and more responsibility on him or her. Teachers should be encouraged to form favourable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement it.
4. The study revealed that in spite of teachers having guidelines/manuals they were not fully clear with the same. So this aspect has to be taken care of.
5. Proper training for teachers is also needed. More workshops have to be conducted at State levels and care has to be taken that all teachers undergo thorough training before they start implementing CCE in their classrooms. Only if they get practical training on implementation of CCE can they implement it successfully in their

classes. Such workshops and trainings will give those hands on experience on CCE implementation. It will also give them a chance to interact with experts and other teachers and thus share their problems and find solutions for the same.

6. The number of students in a class needs to be reduced. In the present study majority of the classes had more than forty students. This is quite a high number for a single teacher to handle. Teachers of the present study have suggested that class strength of 30-35 would be appropriate. They have Implementation of Continuous and Comprehensive Evaluation for a class-strength of 50 above also, but have suggested increasing the number of divisions so that strength of each class can be reduced.
7. The appropriate tools and tests needed for assessing students in CCE can also be designed by a panel of experts and be given to teachers. Teachers also can be given training for constructing valid tools and tests for CCE during workshops and training programmes. This would help reduce burden of teachers and also maintain uniformity in assessments made by all teachers.
8. In the present study, teachers suggested to reduce the number of activities in CCE. This can also be taken care of. Instead of adding on lot of activities for assessment it can be divided in different terms as per convenience of teacher.
9. Students and parents should also be given proper awareness on CCE. The concept of CCE and its implementation procedures should be clearly explained to them. This will help in successful and effective implementation of CCE in classes.

Conclusion

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 weaknesses and difficulties be diagnosed and remedies are 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 learner is very important. A lot of innovations are being made in schools for the same and the introduction of CCE is one among them. But mere implementation of CCE would not ensure the desired results. Findings of the present study also direct towards the same. Workshops conducted are not adequate. More

workshops and training programmes have to be conducted periodically and feedback taken from teachers simultaneously. Teachers need to be given more clarity and more specific materials on how exactly to conduct CCE and on how to tackle the problems they face while implementing CCE in their classes. More uniformity has to be brought in implementation of CCE. Discussion sessions have to be organized for the same at State level. Studies have to be taken up to evaluate the implementation of CCE. This would help find out the problems and challenges that hinder proper implementation of CCE and thus help in finding solutions for the same.

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