

Perception of Headmaster on Implementation of Continuous and Comprehensive Evaluation At Elementary School Level

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Abstract



Akshaya Kumar Sahu
Research Scholar,
Dept. of Education,
Dr. P M IASE,
Sambalpur, U.P., India

The school-based evaluation extends to almost all the areas of learners' personality development. It should be comprehensive in nature which include both scholastic and co-scholastic areas. This is in line with the goals of education. Evaluation is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunities to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching strategies. Evaluation is seen as an integral part built into the teaching learning process. It will lead to diagnosis, remedial action and enhancement of learning. The 'continuous' aspect of Continuous and Comprehensive Evaluation (CCE) takes care of the 'continual' and 'periodicity' aspect of evaluation. Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation. Periodicity means assessment of performance done frequently at the end of unit/term (summative evaluation). The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth.

Keywords: Continuous, Comprehensive, Summative, Scholastic, Co-scholastic, Formative.

Introduction

Continuous and Comprehensive Evaluation (CCE) is a new paradigm of the present assessment system. It is a structure of school-based assessment where overall aspects of a student's progress are assessed as a whole. It is an evolving process of students which highlights two-fold purposes. These purposes are continuousness in evaluation and valuation of broad-based learning and behavioural changes on the other. The word 'continuous' is envisioned to give importance to the evaluation of notorious aspects of pupils 'growth and development. It is an unremitting process rather than an incident, built into the total education process and spread over the total duration of academic session. It means symmetry of assessment, occurrence of unit testing, analysis of learning gaps, use of remedial measures, retesting and feedback of evidence to instructor and learner for their self-evaluation.

The second word 'comprehensive' denotes that the structure tries to cover curricular areas as well as co-curricular aspects of the learners' progress. The word refers to application of diversity of tools and techniques (both in testing and non-testing) as per the abilities, attitudes and aptitudes of the child which can manifest themselves in forms other than the written word. It aims at measuring a learner's progress in areas of learning, like: Knowledge, comprehension, Applying, Analysing, Evaluating & Creating

The objectives are:

1. To develop cognitive, psychomotor and affective skills
2. To lay importance on thought process and de-emphasis memorization
3. To use evaluation for improvement of students' achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions
4. To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment

The Features are:

Curricular aspects are related to subject specific areas, on the Co-curricular aspect included other than curricular aspect like Life Skills education, Co-scholastic Activities, Attitudes and Values. In Scholastic areas, assessment is conducted both informally and formally using manifold techniques of evaluation recurrently and intermittently. The indicative evaluation takes place at the end of a unit or term test. The reasons for poor performance in some units are analysed using analytical tests. These are followed up with appropriate feedback and corrective measures. (Source - Examination Reforms, NCERT)

Need and Significance of the Study

The present study is an attempt to study Continuous and Comprehensive Evaluation in Odisha. In the 21st century, the importance of continuous and comprehensive evaluation cannot be ignored, as it strongly focuses on the continuous academic progress of the students in an educational setting. It assists the learners to be in touch with some sorts of academic and non-academic activities particularly in school context. A little study concerning continuous and comprehensive evaluation in Odisha was found from the extensive review of related literature. It was therefore, thought worthwhile to undertake the present piece of research with an objective to evaluate Continuous and Comprehensive Evaluation launched in 2013 in Odisha with respect to quality improvement at elementary stage. Keeping in view the importance of Continuous and Comprehensive Evaluation the study will envisage to find out whether the objectives visualized during planning and implementation are being achieved successfully or not. The results of the present study will also throw light on those particular areas of Continuous and Comprehensive Evaluation towards which teachers have not favourable attitude. On the basis of this, the training programmes may be devised and developed for bringing a favourable change in the teachers' attitude towards Continuous and Comprehensive Evaluation.

Statement of the Problem

“Perception Of Headmaster On Implementation Of Continuous And Comprehensive Evaluation At Elementary School Level”

Objective of the Study

- The main objectives of the present study are
1. To study the types of assessment conducted for scholastic aspect & Co-scholastic aspect at elementary level.
 2. To study the tools used by HM for assessing Co-scholastic and Scholastic aspects.

Operational Definitions of the Terms Used Continuous and Comprehensive Evaluation

The Continuous and Comprehensive Evaluation (CCE), as the name suggests, intends to evaluate the progress of the child continuously (not restricted to exams only) and comprehensively takes into account the scholastic and non-scholastic achievements of the child. Continuous and Comprehensive Evaluation refers to a system of school-based evaluation of students that covers all aspects of students' development.

Elementary Level

Elementary level refers to the classes I to VIII in Government run schools of Odisha.

Delimitations of the Study

- The present study was delimited to:
1. The Elementary schools of Subarnapur District, managed by S&ME Department of Odisha.
 2. Implementation of CCE in class- VI and VII.

Design of the Study

Sample is a group of people, objects, or items that are taken from a larger population for measurement. .

Method

The investigator selected the descriptive survey method as per the requirement of the present study.

Population

All the elementary school Headmasters of Subarnapur District comprise the population of the present study.

Samples

In the present study 50 elementary school HM from all six blocks of Subarnapur district will take as sample for collecting information regarding perception of HM on implementation of CCE.

Tools Used

To study the perception of the HM on implementation of CCE at Elementary schools of Subarnapur district, the investigator developed a HM Questionnaire comprising of 12 items under different categories such as tools & techniques used during teaching learning process, Formative and Summative assessment, Scoring procedures

Collection of Data

The researcher had gone personally to the different schools of Subarnapur in order to collect the data. The investigator also requested the HM to extend their full cooperation to fill up the questionnaire as per the instruction.

Statistical Techniques Used

Simple percentage calculation was employed to analyze the data and interpreted accordingly.

Analysis and Interpretation

Analysis & interpretation of data help future researchers to attach the related problem with appropriate statistical technique to avoid necessary labour.

Data Analysis

In the Present research study investigator collected data in the form of questionnaires from headmasters and analysed by the frequency percentages.

General description of HM response

The HM questionnaire (HQ) was administered on 50 Elementary school Headmasters of Subarnapur district of Odisha. The main components of the Questionnaire were:

1. teaching learning process
2. Tools used for Assessment
3. formative and summative assessment
4. Scoring Procedures
5. feedback,
6. Tools used in the assessment.

Table 1 Demographics information of Headmaster

Sl. No.	Gender	Frequency	%
1	Male	38	76.00
2	Female	12	24.00
	Total	50	100.00
	Location of School	Frequency	%
1	Urban	6	12.00
2	Rural	44	88.00
	Total	50	100.00
	Educational Qualification of HM	Frequency	%
1	MA B.Ed.	16	32.00
2	M.ScB.Ed	12	24.00
3	B.A B.Ed	12	24.00
4	B.ScB.Ed	10	20.00

From the above table 1, it represented the demographic information of the Headmasters. Out of 50 HM, the majority of HM 38 (76%) were from Male category whereas 12(24%) were from the Female category. It represented that out of 50 HM, 24% were of having M.Sc., B.Ed and BA B.Ed. qualification whereas 20% were of having B.Sc. B.Ed. qualification. Majority of HM (32%) were of MA B.Ed. educational qualification. It was found that almost all HM were of qualified and trained teachers. From the above Table no.1 it was perceived that out of total no of 50 Schools majority of the schools (78%) belong to rural areas where only 22% were from urban area school.

Table No 2 Self Learning

Sl. No.	Items	Yes		No	
		f	%	f	%
1	CCE Scheme has made evaluation an integral part of teaching learning process	48	96	2	4

2	CCE Scheme had a significant role for providing feedback to the learners in the form of remedial teaching.	49	98	1	2
3	Operational scheme provides the scope for self-evaluation by teachers and students.	42	84	8	16
4	The present CCE Scheme has helped in identifying learning in-adequacies of the students.	35	70	15	30

From the above table it was found that out of 50 HM, 48(96%) HM stated that CCE pattern has made the evaluation an integral part of the learning process as it aims for all round development of the students. Further 49(98%) HM responded that the CCE scheme had a significant role for providing feedback to the learners in the form of remedial teaching. Majority of the HM 42(84%) opined that this scheme provides the scope for self-evaluation by teachers and students. However, 35(70%) HM viewed that the present CCE scheme has helped in identifying the learning in-adequacy of the students. Thus, CCE based learning was quite helpful for students self-learning.

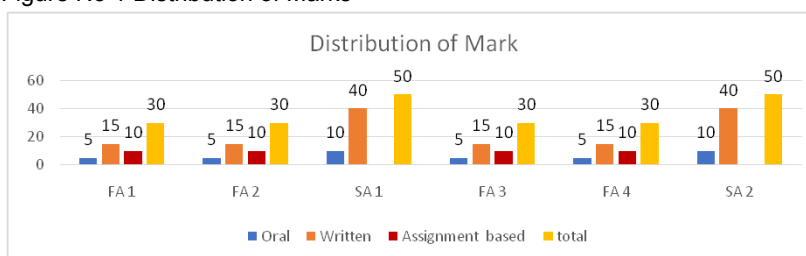
Table No.3 Holistic Development

Sl. No.	Items	Yes		No	
		f	%	f	%
5	The present operational scheme maintained the desired standard of performance by using evaluation as a quality control device	39	78	11	22
6	The implemented scheme included both scholastic and non-scholastic areas to assess growth and development of the learners	50	100	0	0
7	The CCE Scheme helped to de-emphasize memorization	50	100		
8	The CCE Scheme is child centric, activity based and joyful	50	100		0

From the above table no. 3, it was observed that almost all HM (100%) agreed that CCE scheme is child centric, activity-based and joyful learning as well as help to de-emphasize memorization. Further all HM agreed that due to implementation of CCE both Scholastic & Non-scholastic areas are assessed for all-round growth & development of the learners.

Distribution of Marks for different tool and techniques for scholastic Assessment

Figure No 1 Distribution of Marks



From the above figure it represented a distribution of marks that students were given written and Oral test in every Formative assessment as well as Summative Assessment. Where Other Tools and techniques were used to evaluate in the formative assessment for enhancing holistic development of the students.

Table No 4 Tools and Techniques used in the Assessment

Sl No	Items	Response	%
9.	Tools and technique used in the Assessment		
	if yes then specify		
a)	Oral questions	48	96
b)	Class notes	48	96
c)	Observations	50	100
d)	Students' dairies	47	94
e)	Slip tests	35	70
f)	Project work	50	100
g)	Assignments	50	100
h)	Port Folio	35	70
l)	Anecdote	38	76
j)	Rubrics	42	84
k)	chick list	50	100

From the above Table no 4, it was observed that Majority of the HM 48(96 %) described oral questions and Class Notes used in Formative Assessment to assess the children's ability. Further cent percent of sample school HM (100%) opined that Observation, Project Work, Assignment and Check list were frequently used for assessing students' performance. About 35(70%) HM viewed that Slip Test and PortFolio were also used as one of the tools for assessment of CCE in formative assessment. Further 94% HM stated that Students Diary also used as a tool in the formative assessment. In the same way 38(76%) HM opined that Anecdote was used in the assessment whereas 42(84%) viewed that Rubrics was mostly used by the Teachers for Formative Assessment at Elementary school level.

Tools used for Assessing Scholastic area

Figure No. 2 Tools used for Assessing Scholastic area

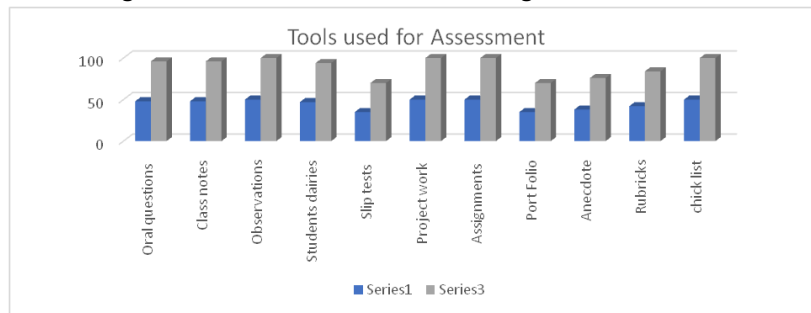
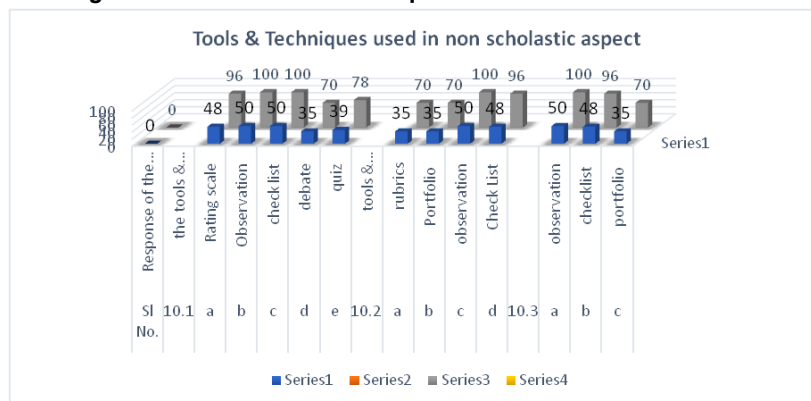


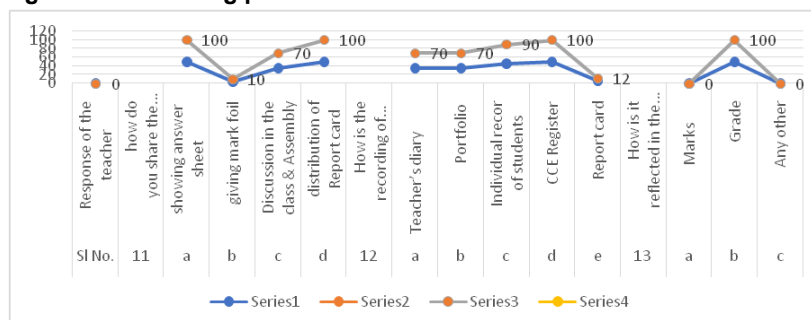
Figure No 2 Tools & Techniques used for Assessment revealed that the majority of the teachers were using oral questions , class notes, observations, student dairies, slip tests, project work, and assignments as tools in the formative assessment.

Figure No.3 Tools and Techniques used in Non-Scholastic Areas



From the figure no. 3it was observed that all the sample schools HM reported that they used observation and checklist as a tool for assessing other curricular aspects as well as Socio-personal Quality of the students. Out of 50 HM 70% HM opined that portfolio and rubrics were used for assessing the both non-scholastic areas as well as SPQ. Majority of the HM 48(96%) opined that rating scale was most suitable to be used for assessing Co-scholastic areas. However 35(70%) for debate and 39(78%) HM viewed that debate and quiz are also important tools for assessing student's non scholastic areas. It was observed that observation, checklist, rating scale, portfolio were mostly used tools and techniques in CCE based assessment.

Figure No. 4 Scoring procedure and record maintenance



From the above Figure it was revealed that cent percent sample schools were sharing the result by showing the answer sheets and Report card to the parents as well as students' concern. Out of 50 HM 35(70%) HM revealed that results were also shared in the Class and during Assembly. Regarding scoring of the result out of 50 HM, cent percent HM agreed that score was recorded in the form of CCE register. Further 90% HM viewed that result of the students recorded through individual registers maintained in the school.

Follow up activities for below and above average students in school

Schools have adopting to follow up activities for the students it was presented in Table 8

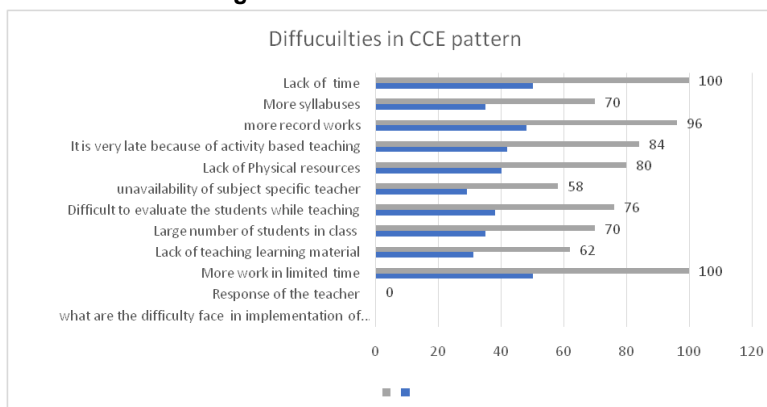
Table 5: Follow up activities for below and above average students in school

SI No.	Sub Item	Yes		No	
		f	%	f	%
A.	Instructions for Slow Learners in School				
1	Remedial classes Conducted	35	70	15	30
2	Special Assignments	33	66	17	34
3	Separate Work for Slow Learners	48	96	2	4
B.	Instructions for Gifted Students in School				
a.	Special Classes	26	52	24	48
b.	Special Assignments	24	48	26	52
c.	Providing opportunity to lead the group	38	76	12	24
d.	any other	10	20	40	80

From the Table-5, it was observed that school has provided for better achievement and support for higher learning. Out of 50 schools, 35 (70%) of the schools have conducted remedial classes to improve the performance of the students. The special assignments have been given to 33 (66%) of the students for showing continuous progress, whereas 34% of the schools were not giving any kind of special assignments to students. Majority 96% of the schools paid more attention to separate work for slow learners. Thus it ensures more percentage for the school. Maximum schools 26 (52%) have tried to cater to gifted students by providing special classes and special assignments. Majority of the schools were not giving any assignments to gifted students; however, they were taking special classes for the gifted students. Maximum schools 38(76%) school teachers have been provided opportunities for gifted students to lead the group. Some other motivational techniques were adopted for enhancing learning. Further it was observed that the majority of the schools were giving instructions to below average students.

The details of difficulties faced by the school was also represented in the figure No. 6

Figure No. 5 Difficulties in CCE Pattern



From the figure no. 5, it was perceived that almost all sample schools faced problems due to lack of time or more work to be done within a limited time frame.

Further 48(96%) HM reported that they faced difficulties due to more record works rather than academic activity. 31(62%) HM revealed that due to lack of teaching learning material they faced difficulties in CCE based teaching, whereas 35(70%) HM stated that larger class size & heavy Syllabuses were also created greater challenges for smooth implementation of CCE pattern. Around 40 (80%) HM revealed that they faced difficulties due to lack of physical resources like shortage of teachers, lack of playground for scholastic aspects.

Major Findings

1. 48(96%) HM feel that CCE pattern has made the evaluation an integral part of the learning process as it aims for all round development of the students. Further 49(98%) HM think that CCE scheme had a significant role for providing feedback to the learners in the form of remedial teaching. Majority of the HM 42(84%) opined that this scheme provides the scope for self-evaluation by teachers and students
2. All HM (100%) agreed that CCE scheme is based on child centric, activity based and joyful learning as well as help to de-emphasizes memorization. Further all HM agreed that due to implementation of CCE both Scholastic & Non-scholastic areas are assessed for all-round growth & development of the learners
3. All Sample school HM (100%) has opined that Observation, Project Work, Assignment and Check list were frequently used for assessing students' performance. Further 94% HM opined that Students Diary is used as a tool in the formative assessment.
4. Out of 50 HM 35(70%) HM revealed that result also sharing in the Class and during Assembly. Regarding scoring of the result out of 50 HM, cent percent HM agreed that score is being recorded in the form of CCE register. Further 90% HM viewed that result of the students recorded through individual register maintained in the school
5. Maximum schools 26(52%) have tried to cater to gifted students by providing special classes and special assignments. Majority of the schools were not giving any assignments to gifted students; however, they are taking special classes for the gifted students. Maximum schools 38(76%), schoolteachers have been provided opportunities for gifted students to lead the group.
6. Majority of HM 62% revealed that lack of physical resources, larger class size, lack of time were major hindrances for smooth implementation of the CCE pattern
7. It was found that providing physical facilities, abolition of multi-grade teaching, reduction of absenteeism and appointment of subject specific teachers may help in implementation of CCE in an effective manner.

Educational Implication of the study

1. Subject specific teachers should be recruited following appropriate Pupil-Teacher ratio.
2. Facilities of Language laboratories should be provided in the respective school.
3. Anecdotes & Portfolio should be maintained properly for enhancing and recording progressive performance of students.
4. Govt. should provide adequate facilities for conducting Games and Sports in the school.
5. Facilities for Computer lab, Internet along with computer teacher should be recruited in nonavailability school.
6. For instilling various skills among the students, Life skills Education should be executed properly in the school.
7. Separate classrooms and sufficient teachers should be appointed for avoiding multi grade teaching for better implementation of the CCE.
8. Follow-up training, workshop should be conducted in a periodical manner for overcoming the burden of CCE pattern.

Suggestion for further Research

In the light of present study, further research can be conducted in the following aspects.

1. Attitude of BEO, ABEO, CRCC & Teachers towards implementation of CCE
2. Attitude of the parents to ward implementation CCE pattern
3. The difficulties faced by student, parents & administrators on implementation of CCE

Conclusion

In the present context of education CCE brings a healthy change in the school environment towards all-round development of the learners. Continuous and comprehensive evaluation is one of the most effective means of achieving the expected learning outcomes by all pupils of a particular class. The teachers must be clear about the skills, which are to be developed among his students. The skills help the teachers to decide the content, appropriate strategy, teaching, teaching - learning materials, evaluation techniques & also the remedial measures for those who fail to achieve the skills up to the mastery level.

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