



Teachers' and Students' perspectives on Continuous and Comprehensive Evaluation

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ABSTRACT

Evaluation in education holds great significance. With the implementation of NCF-2005 and the mandatory practice of the reformatory Continuous and Comprehensive Evaluation (CCE), education scene is bound to change. In the present descriptive study, teachers' and students' perspectives towards CCE were. Data was collected from teachers (N=70) and students (N=120) of CBSE affiliated schools of Chandigarh. Results reflect the uncertainty and mixed feelings of the students towards CCE. Their doubts, however, can be lifted by teachers through effective and transparent implementation of CCE. But majority of teachers reported that this reform has increased their workload. Same feeling is shared by students also. In order to reap the best results from this reformatory system and practice, we need to ensure that one negative aspect should not shadow all other positives of it. Therefore, need to work out strategies which may facilitate effective practice of CCE without the burden of learning and teaching.

KEYWORDS : Continuous and Comprehensive Evaluation, National Curriculum Framework

Evaluation plays a pivotal role in all spheres of life. Evaluation in education is particularly important because it not only ascertains the students' learning but also provides feedback to the teacher about the effectiveness of his/her teaching and to the learner about the area/s and the scope of improvement. It is, therefore aptly said, "Teaching for successful learning cannot occur without high quality evaluation" (NCF for School Education, 2000).

Continuous and Comprehensive Evaluation (CCE) is a reformatory step towards quality evaluation. Such a scheme was recommended by many National Commissions on education in the past and its implementation in the schools has been long overdue (Sibal, 2009). But its effective implementation requires that the teachers are fully conversant with this system. Also, their attitude towards this change from older system of evaluation to the new system as envisaged in NCF-2005 will be a key factor in its effective implementation.

CCE has been mandated for all CBSE affiliated schools but the objective of nationwide uniform evaluation system implementation still remains far from reach. Before a case is made for CCE's implementation in all schools (not just CBSE affiliated schools) and all classes across India, it is important to understand how the school teachers and also the school students take to this new format of evaluation.

The positive attitude promotes growth, negative attitude hinders growth, critical attitude helps in taking wise decisions and tolerant attitude helps in adjusting to new situations. Therefore, it will be interesting to study teachers' and students' attitude towards CCE which can bring altogether different direction and open up new dimensions to the objective of CCE.

Emphasizing the need for understanding the CCE system, Sibal (2012) said CCE could not succeed till the examination system is transformed.

Objectives

1. To study teachers' perspectives on Continuous and Comprehensive Evaluation.
2. To study students' perspectives on Continuous and Comprehensive Evaluation.

Delimitations

1. Teachers' and students' samples were taken from schools of Chandigarh only.
2. Sample of teachers and students are not necessarily coming from the same schools.

Sample and Sampling

Two separate samples (i) of 70 teachers (20 male and 50 female teachers) and (ii) of 120 students (63 male and 57 female students) were randomly selected from CBSE affiliated schools located in Chandigarh.

Design

The study is descriptive in nature wherein teachers' and students' perspectives (which include their personal experiences of CCE; their atti-

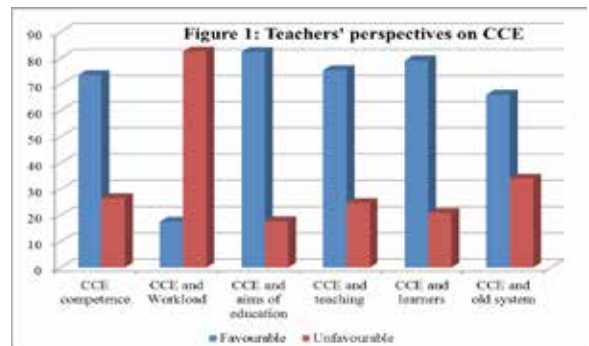
tude and opinion about CCE) were explored and analyzed.

Tools used and statistical analysis

Self prepared (content validated) questionnaires were used to collect data from teachers and students. Percentage analysis was used to draw conclusions from the data.

Findings

Objective 1: To study teachers' perspectives on Continuous and Comprehensive Evaluation.



a) Competence in using CCE:

Majority of the teachers (73.5%) feel competent to evaluate students as per the new format of evaluation, i.e., CCE. They also reported satisfaction over the effectiveness of the training sessions which were organized for the better understanding and implementation of the CCE.

b) CCE and workload:

Major proportion (83.5%) of teachers' sample believes that CCE has increased their workload manifold and they feel that stress has shifted from students to teachers.

c) CCE and aims of Education:

Teachers' faith in the objective of CCE is evident from the fact that majority of them (82.32%) believe that CCE system will facilitate fulfillment of the prime aim of education, i.e., all round development of the child. They also believe that this system will bring about a paradigm shift from examination orientation to effective pedagogy and students to become aware, communicative, and more skilled and application oriented.

d) CCE and teaching:

75.4% of sampled teachers' believed that with the introduction of CCE, teachers can organize effective teaching strategies, provide insight to discover the methods and remedial measures in resolving individual learner's problems.

e) CCE and learners:

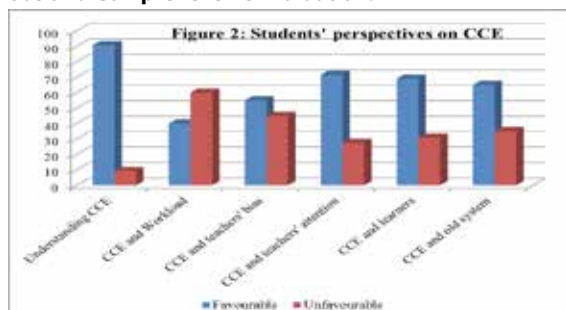
79.1% of teachers believe that CCE provides opportunities to the stu-

dents to develop their interests, hobbies, etc. Also, CCE can be instrumental in making students behave and encourage them to be regular with their studies.

f) CCE or the old annual, marking system:

66.1% of sampled teachers, as against 43.9%, reported that the new system of evaluation, i.e., CCE (continuous, comprehensive, and grading) is better than the older (annual, marking) system.

Objective 2: To study students' perspectives on Continuous and Comprehensive Evaluation.



a) Understanding of CCE:

Of the total students, majority of students (109 out of 120 or 90.83% students) reported that they fully understand the CCE format as compared to the 9.17% who reported their lack of understanding of CCE.

b) Workload, Stress, and Competition:

When asked whether CCE has changed their workload and stress level, although 60% of the students feel that it has added to their workload, yet half (exactly 50%) of them believed that it has reduced their stress level and 61.66% of students expect that it may help in reducing parental pressure too. Also, 50.83% of the students feel that CCE may put a check on the unhealthy competition.

c) CCE and teacher:

When asked whether CCE may curb teacher bias, only 45% students

believed (as against 55%) that CCE may check teacher bias/subjectivity. Majority of them (78.33%) see CCE as a tool in the hands of the teacher to discipline the students. They (71.66%) also believe that CCE may ensure that the teacher pays closer attention to every single student.

d) CCE and student performance:

About half of the students (50.83%) feel that CCE system may help in inculcating interest for studies among students. Majority of them (69.16%) believe that it will encourage students to be more regular in the class and their studies. Again, majority of them (71.66%) believe that CCE system encourages not only the academic skills/performance but also the other abilities among students (e.g., performing/expressive art, sports, etc.)

e) CCE or the older system of evaluation:

When students were asked, if given a choice, which evaluation system they prefer, only 35% expressed that they would like to switch back to the older system (annual, marking system) whereas majority (65%) expressed their preference for the CCE.

Conclusion

Students and teachers are the important, rather key stakeholders of CCE. From the data results one can feel the uncertainty and mixed feelings of the students towards CCE. Their doubts, however, can be lifted by teachers through effective and transparent implementation of CCE. A teacher will be able to do so only if s/he her-/himself is conversant and convinced by the CCE system. Results indicate that teachers themselves are still struggling with it – majority of them reported that this reform has increased their workload. Same feeling is shared by students when they reported that though their stress levels have lowered but their workload has increased. In order to reap the best results from this reformatory system and practice, we need to ensure that one negative aspect should not shadow the all positives of it. Therefore, need to work out strategies which may facilitate effective practice of CCE without the burden – Learning Without Burden (1993) and teaching without burden.

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