



Continuous and Comprehensive :is it Really Stress Reliever?

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ABSTRACT

Today, we are witnessing near 74% literacy rate as compared to 12.2% in the pre-independence era (1947). The sole aim of education has been the all round development of the child since times unmemorable. Continuous and comprehensive evaluation is an education system newly introduced by Central Board of Secondary Education in India, for students of sixth to tenth grades. The main aim of CCE is to Secondary Education in India, for students of sixth to tenth grades. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. CCE may have positive outcomes but some problems which emerged after it implementation are raising questions. Work load on students as well as on teacher's, partiality in evaluation, lack of training to assess life skills, no detention policy and many more problems are raising the eyebrows of each and every stakeholder of education. Now the big question is that Is it really a stress reliever as claimed by the authorities?

KEYWORDS

Rural Development, Programmes, Agriculture, Industry

"KNOW AS YOU GROW" the logo of CCE has been very rightly framed by associating knowledge and growth. Gaining knowledge with the passage of time is the rule of life and continuous comprehensive evaluation is an effort to evaluate everything that has been learnt by the students except the course books. The word 'continuous' means regularity, continuity and integration of evaluation with the teaching learning process. The word 'comprehensive' stands for the use of various tools and techniques for the assessment of cognitive, affective and psychomotor domains of behaviour of the learner. It provides a holistic profile of the learner through assessment of the scholastic and co-scholastic domains of development of the learner. Scholastic refers to those aspects which are related to the intellect i.e. The curricular subjects, assignment, project work, practical, oral work, etc. The co-scholastic domain includes the psychomotor skills, physical development, life skills, attitudes, values, interests and participation in co-curricular activities. CCE will cover the scholastic and co-scholastic areas of school education. Main features of CCE are: The two types of assessment referred to in the circular are formative and summative. The periodicity of the two types of assessment is four and twice a year respectively; formative assessment totals to 40% weight age; Summative assessment total to 60% weight age ; there are nine grades in part A of scholastic assessment and part B of the same assessment has five grades; Summative assessment covers non academic areas likes attitude and skills and there are three grades ; If a student secures grades 6 in the academic areas his/her marks would range from 51% to 60%; CCE Advocate absolute grading which mean that Grade 9 would imply an A2 grade: The academic term will be divided into two terms.

Although the govt. Has tried its best to overhaul the education system and give a substitute to reduce the stressful summative system of evaluation by waving of the system of annual evaluation for promoting the child to the next class and introducing the CCE, but in fact it hasn't been able to do as much good as was expected from the continuous comprehensive system of evaluation. Let us have a view at the repercussions of adopting this new system of evaluation.

It has reduced competition: The most basic point is that CCE can prove to be dangerous because students are taking studies casually. If there won't be any competition all students won't study sincerely. The promotion to next class is taken for granted till the elementary level under RTE and the lust for win dies till then. Afterwards, in the IX and X class the stu-

dents don't die hard to get a few marks more to outshine their competitors because grade A doesn't mentions whether its lower A or upper A. Our education system needed improvement but such a random change would have been introduced gradually it would have been better. But now, studies are taken as secondary and as a result scores are dropping in all schools. 10th provides a base for boards. Now, children have to directly face board exams in 12th. So, they lack experience which can result in immense pressure on students.

Manipulation in the results: Manipulation in the results can be done by the school very easily because there are no strict guidelines and supervision in this system. Most of the students have come to think that acting smartly in front of the teacher is the key to success. Buttering and pampering the teacher for more marks has become a part of the student behaviour now. It is said that are no rules in love and war. This is evident from the example of teacher education colleges also. In the last decades, when a number of colleges popped up like mushrooms, assessment was taken as a weapon to woo the students to get more marks by taking admission in these new colleges who wanted to leap forward in the rat racing going on. Some procedure is followed now-a-day by the private as well as the high profile school in the cities, where there is a lot of competition among the various institutions. The school award more assessment to the students to improve their profile i.e. increase the number of students in merit list. But, actually this is doing more harm the student than the good as whatever is obtained free of cost has no value for and individual. Ultimately, only those students would immerge as Winner Who Have strived hard to gain the real knowledge and win the race of life. Pressure on the Students: Students hate CCE for the "shackles" it has put around them – daily studies, endless projects, surprise test and, what is worse, they can't talk and joke loudly with friends any more. CCE has put too much of burden on children regarding projects and homework. The Students lack of time has resulted in the living unhealthy lives and some are now suffering from mental depression. Every other day, there is some assessment or the other, so children have to be ready all the time or risk losing marks. In making the projects students didn't find time to study nor could they do the activities properly. As a result the grade of a normal students decline which was later considerably good; and competition has lost and everything become burden for the students creating a lot of stress which led to other harms.

Scope of Partially: This system gives a lot of power to the

teaching staff of the specific school, unlike the board exams: this means that there could be a lot of partiality on behalf of the teacher, whether it be knowingly or unknowingly. The halo effect passes the mark to all aspects of students who are academically good or to those who are good flatterers, on the other hand, students who don't have a good report due to some reason or the other may lose their marks in all the scholastic and co-scholastic areas if assessed by the same teacher. It would surely have been better if each examination sheet was kept anonymous so there would have been lesser scope for partiality, and even better, like the boards, the papers being marked by teachers outside the school. Internal assessment has many benefits only if it is awarded with 101% impartiality.

Bright students are unhappy: There are the bright children who are unhappy with the grading system. "Now there is no difference between a student who gets 100 and 91, both get an A1. What's the use of killing ourselves studying to become top scores?" feels a Class 9 student of a public school who has always been topping her class till now.

Lack of training of Teachers: CBSE has taken few initiatives to train the heads of various schools regarding CCE in last Years, but still teachers are not fully aware how to assess the skills. Creative thinking skills, critical thinking skills cannot be assessed with stenotype evaluation techniques prevailing in schools.

More work load and fewer salaries: With the implementation of CCE the work load of teachers had been increased manifold. They have to maintain so many activities, record along with teaching their subject. They have to collect so many type of information related to the cognitive, conative and affective domain of behaviour of a student. Rutherford had rightly said we're drowning in information and starving for knowledge. On the other hand, so many B. Ed colleges in India and specially in Punjab and Haryana has increased the supply of trained teacher which resulted into low salaries as compared to their qualification and work. It is the only profession where salaries in private sector are decreasing.

Same reaction to low grades as well as was to marks: Those students who achieve low grades may become saddened and discouraged. They will feel undervalued and worthless, which could lead to feelings of isolation. Pupils could be classed as stupid or unintelligent from a very early age, which is unfair as children develop at different rates. This will lead to many students focusing less on their studies, as they feel they can never succeed in the academic world, and more on other aspects of life such as being social and having fun. Some pupils may even become disruptive and misbehave in the classroom, which negatively impacts all students in a school.

Many of the above said problems may have administrative nature. Teachers can plan projects work before the start of sessions. CBSE can also make a flexible schedule of all the internal activities of CCE to guide the schools. Training of teachers and head of the school should be more organised one. From the time of independence we have been working towards making our country better which is possible with Education. Education is the key to the sustained growth of a nation.

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