

A STUDY ON IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION IN UPPER PRIMARY SCHOOLS OF KERALA

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Evaluation is widely acknowledged as a powerful means of improving the quality of education. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of learner evaluation. The state of Kerala has been going through a series of educational reforms over the last decade or so and the introduction of CCE in the state is one among them. As emphasized by Kerala Curriculum Framework (2007) the implementation of new evaluation practices focusing on CCE was introduced right from primary to secondary level. Though the state has made all-out efforts to implement CCE in its true spirit, the questions that remain unanswered are that whether CCE has been actually and effectively implemented in all classes, what problems are being faced by teachers while implementing CCE. The present paper is a brief attempt made in this regard and is directed towards answering these questions and giving suggestions for the same. The study has been conducted on teachers of upper primary government schools of Kerala.

KEYWORDS: Continuous and Comprehensive Evaluation, Primary Schools

INTRODUCTION AND BACKGROUND

Globalization has made a tremendous impact on all spheres of our life and education is no exception. The growing demands of globalization have given

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rise to a lot of challenges in education especially on the quality of education. To meet these growing demands a lot of changes are being made in the field of education and one such change is in the field of learner evaluation. Evaluation is widely acknowledged as a powerful means of improving the quality of education. It plays a key role in deciding what the learners learn and what the teachers teach in schools. Effectively planned evaluation can promote learning, build confidence and develop students' understanding of themselves as active learners. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of learner evaluation. Continuous evaluation is an approach that would capture the full range of learners' performance. CCE will lead to diagnosis, remediation and enhancement of learning. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems. According to National Curriculum Framework (NCF, 2005) CCE has frequently been cited as the only meaningful kind of evaluation and it also requires much more careful thinking through about when it is to be employed in a system effectively. Such evaluation places a lot of demand on teachers' time and ability to maintain meticulous records if it is to be meaningfully executed and if it is to have any reliability as an assessment. CCE has of course been implemented in various parts of our country but to what extent it is actually and effectively being implemented has to be found out. The present paper makes an attempt to study CCE and its implementation in Government schools of Ernakulam district, Kerala.

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

CCE refers to a system of school-based evaluation of students that covers all aspects of students' development. The 'continuous' aspect of CCE takes care for continual and periodicity 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) using criterion referenced tests and employing multiple techniques of 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. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include co-curricular and personal social qualities, interest, attitudes and values.

Assessment in scholastic areas is done informally and formally using

multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/ term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are purposefully re-mediated by giving interventions followed by retesting. Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in social and personal qualities is done using behavior indicators for various interests, values, attitudes etc.

As per CBSE (2011) the scholastic and co scholastic assessments should be as follows:

SCHOLASTIC ASSESSMENT

(a) Formative assessment

- Projects
- Quizzes
- Research work
- Assignments
- Conversation skills
- Oral questions

(b) Summative assessment

- Written – end of term
- Multiple choice questions, short answer, long answer
- Flexible timing

CO-SCHOLASTIC ASSESSMENT

(a) Life skills

(b) Thinking skills

- Creative Thinking
- Critical Thinking
- Problem Solving
- Decision Making

(c) Social Skills

- Communication Skills
- Interpersonal Skills

(d) Emotional Skills

- Dealing With Emotions
- Dealing with stress
- Self awareness

(e) Values

(f) Attitude towards

- Teachers

- Students/peers
- School programmes
- Environment
- (g) Co-curricular activities
- (h) Creative and literary activities
- (i) Aesthetic activities
- (j) Scientific activities
- (k) Clubs
 - Eco club
 - Health and wellness club

CCE AND THE STATE OF KERALA

The state of Kerala has been going through a series of educational reforms over the last decade or so with the objective of improving quality of education. During the year 1999-2000 State Council of Educational Research and Training (SCERT) completed the crucial second phase of the ongoing curriculum and textbook revision process that began from standard one. The first phase covered the curriculum and textbooks of the lower primary classes. In order to facilitate a smooth passage for curriculum revision and other innovative practices the state has prepared the Kerala Curriculum Framework (KCF, 2007) after holding discussions with academicians, organizations of teachers and students, non-governmental organizations and the general public in tune with the National Curriculum Framework (2005). Based on the recommendations of the Kerala Curriculum Framework (2007), the state has initiated revising the curricula and syllabi of school education and accordingly prepared new textbooks for classes 1,3,5 and 7 during the year 2008-09. These textbooks have been introduced from the academic year 2008-2009.

Another important feature of the Kerala Curriculum Framework (2007) is that along with the new curriculum it also envisaged the implementation of new evaluation practices focusing on Continuous and Comprehensive Evaluation (CCE) involving activities, project work and oral expression, which is being introduced right from primary to secondary level from 2008. As majority of teachers were not familiar with the methods of CCE, serious practical problems came up in classrooms, especially at upper primary level. The SCERT organized a training program in three stages to address the issues and to give practical training on evaluation methods. Though terminal examinations are not encouraged in the new curriculum, it was felt that parents and society would not accept an abrupt change in general, and it was decided that the terminal examination in a modified form would be continued for some time more.

Though the state has made all-out efforts to implement the CCE in its true spirit, the questions that remain unanswered are that whether CCE has been

actually and effectively implemented in all classes? What are the major challenges while implementing CCE? Unless attempts are made to find out how CCE is being implemented, what problems arise while implementing CCE and solutions be found out for the same, the expected benefits of CCE cannot be made. The present paper is a brief attempt made in this regard and is directed towards answering these questions. Data for the same has been collected from teachers. Since textbooks for upper primary classes were revised to provide scope for CCE this paper has focused on teachers of upper primary Government schools.

OBJECTIVE OF THE STUDY

To study the implementation of CCE in upper primary schools with respect to:

- (a) How it is implemented in classes by teachers
- (b) Assessment of scholastic and co-scholastic aspects
- (c) Problems faced by teachers while implementing CCE.

RESEARCH METHODOLOGY

The Survey method was used for the present study.

POPULATION AND SAMPLE

The study was carried out in Ernakulam district in the state of Kerala. There are 105 English medium schools with upper primary classes in Ernakulam following Kerala State Board Syllabus. Ten schools were randomly selected. All upper primary teachers of these schools formed sample of study. Thus it became cluster sampling. A total of 75 teachers formed the sample of the study.

TOOL USED

A questionnaire comprising of 21 questions on implementation of CCE in schools was used for the study. Questions on how CCE was being implemented, whether assessment of all scholastic and co-scholastics aspects was taken care of, what problems were being faced while its implementation and suggestions for the same were included in the questionnaire. Items were designed based on concept of CCE given by CBSE (2011). The tool was validated by three experts and three teachers and as per their suggestions necessary modifications were made. Unstructured interview was also used for collecting data from teachers.

DATA COLLECTION

Data was collected during the month of January, 2012. The questionnaire on CCE was given to the upper primary teachers of the selected schools. Teachers

were briefed on the purpose of the study and on the questions given in the questionnaire. Unstructured interview was also conducted with few teachers.

DATA ANALYSIS

The data collected using the questionnaire was analyzed using frequency and percentage. Content analysis was used for analyzing open ended questions.

FINDINGS OF THE STUDY

- The number of days in a particular term is one hundred and thirty. The duration of each period is forty five minutes.
- Seventy one percent of teachers had more than forty number of students in their classes, twenty one percent had students between thirty and forty and only eight percent of teachers had less than thirty students in their classes.
- The number of formative assessments conducted per term varied as per teachers. Majority of the teachers (fifty two percent) revealed that they conducted three formative assessments in a term and twenty percent revealed that they conducted four formative assessments per term. Fifteen percent however conducted only one assessment per term and eight percent claimed to conduct five assessments per term.
- A weightage of 75:25 was given for scholastic and co-scholastic aspects by fifty seven percent teachers. Twenty eight percent teachers gave a weightage of 60:40 for the same while fifteen percent gave a weightage of 80:20.
- According to fifty nine percent of teachers there were 4 periods per week for co- curricular activities in their schools and according to thirty one percent there were 5 periods per week for the same. Four percent reported to have 6 periods per week for co-curricular activities while two percent reported a number of 7 periods per week.
- It was found that projects, assignments, quizzes, oral questions and research work were used for making formative scholastic assessments. However only forty one percent teachers claimed to have used all of them. Others used either of them. Assignments were used to the maximum but research work was used to the least.
- Almost all teachers (ninety three percent) conducted diagnostic tests and remedial measures for students and out of that fifty six percent conducted it after class hours and thirty seven percent conducted it during class hours.
- Sixty one percent of teachers said that they assessed life skills, thinking skills, emotional skills and social skills of students but none of them could clearly specify the sub skills they measured under the above mentioned skills. Under thinking skills it was mentioned that they assessed logical

thinking, identification and analysis of problem and raising questions. Under social skills communication, leadership, group work, interaction with others, empathy and taking criticism positively were reported to be checked for and regarding emotional skills learners' expressions and responses to emotions were only checked.

- The tools used by most of the teachers for assessing the above skills were checklists and rating scales. Thirty two percent teachers used both rating scale and checklist while thirty one percent used only rating scale and seven percent only checklist. Five percent claimed to use other tools like questionnaire and some other methods like seminars, model making, projects and quizzes for assessing these skills.
- All teachers revealed that there were clubs in their schools and they were functional. Co-curricular activities were also conducted by all schools.
- Eighty five percent teachers mentioned that they assessed the attitude of their students towards teachers, other students, environment and school programmes. Others assessed attitude towards either one of them. Majority (seventy seven percent) of them used their own tests for the above and only twenty three percent of them used standardized tests.
- All teachers reported that they had proper time to implement CCE during the specific year plan and eighty percent of them felt that the syllabus was suitable for CCE implementation.
- Seventy three percent teachers said that they had attended workshops on CCE while twenty seven percent had not attended any workshop on CCE. Ninety five percent claimed to have manual/guidelines regarding CCE implementation in classes.
- The following were the problems mentioned by teachers while implementing CCE in classrooms:
 - (a) Teachers felt that the syllabus was lengthy and thus found difficulty in implementation of CCE in classes.
 - (b) Due to heavy syllabus they were finding it difficult to manage time while implementing CCE. They had to hurry while carrying out CCE in order to finish syllabus on time and thus couldn't give proper justice to CCE at times.
 - (c) Most of the teachers handled classes with more than forty students and this made it difficult for them to effectively implement CCE. They were also not able to give personal attention to students while assessing them due to the high strength of class.
 - (d) Though guidelines/ manuals were given to teachers they claimed to lack necessary and relevant materials that gave them specific clarity on proper implementation of CCE in classrooms. They also claimed to be less aware of what exactly CCE is and how it has to be implemented effectively in classes.

- (e) Teachers raised the problem of CCE causing disturbance to other classes. While assessing students on activities for CCE, teachers mentioned that they could not control all students and as a result their classes got noisy disturbing nearby classes. This they said was mainly due to more number of students in classes. If the number of students are reduced then it would be easy to attend to all and the problem could be solved.
- (f) Another problem being faced was that many students were not submitting their assignments on time. According to teachers this was mainly because students were not properly aware of CCE and its implementation.
- (g) Every child differs from the other with respect to his abilities and talent in each task. Teachers were not clear on how to make assessments in such situations.

RECOMMENDATIONS FOR IMPLEMENTATION OF CCE

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

- 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.
- 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. 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. 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.
- 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.
- 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

also suggested increasing the number of divisions so that strength of each class can be reduced.

- 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. 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
- 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 be 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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