



Status of Continuous and Comprehensive Evaluation in Academic Performance of Upper Primary School Children with Special Needs of Howrah and Paschim Medinipur Districts in West Bengal

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Abstract: *Continuous and Comprehensive Evaluation is a new approach to the system of evaluation that aims to make evaluation more systematic and dynamic. The major assumption of CCE is that every child can improve. With the broader aim of examination reforms in mind, the scheme of continuous and comprehensive evaluation envisages that every learner is to be evaluated over the entire period of learning schedule rather than one three hour external examination at the end of a course of learning. CCE emphasis on the all-round development of every child and that can be achieved by active participation in different activities which in turn helps to derive self belief in the learners. The evaluation process is school based. In this new scheme, the role of formative evaluation is of almost importance. CCE aims at making children capable of becoming responsible, productive and useful member of a society. Introduction of continuous and comprehensive evaluation (CCE) is one of such reforms in entire education that can make education more meaningful for the learners. This article examines the concept of continuous and comprehensive evaluation, its historical perspectives, its need and importance, its features and role of teacher in implementing CCE in the modern education system.*

Keywords: *Continuous, Comprehensive Evaluation, primary school, Examination, Self learning, Effectiveness.*

Introduction: To make elementary education free, compulsory and universal are the long cherished demand of the country. Since the time of independence, of the country, universalisation of elementary education as well as adult literacy have been the basic goals of educational development of the country. Part-IV of our constitution lays down the Directive principles of the country. Article-41 under part says that – “the state shall, within the limits of its economic capacity and development, make effective provision for securing the right toEducation.....’ Article-45 under the same part, which deals with a period of 10 years from the commencement of this constitution for free and compulsory education for all children unit they complete the age of 14 years.”

In order to achieve all these targets i.e. the all-round development of the individual, school is considered as the best platform. School provides the child a varied degree of experiences by different curricular, co-curricular and extracurricular activities. School takes the responsibility of developing the innate potentialities of the child through various programmes but it is quite essential to evaluate their outcomes in terms of their level of attainment.(Acharya, and Mondal, 2015) The development of a child can better be ensured through a comprehensive system of education where there is opportunity for scholastic and co-scholastic

development of the child, followed by a system of continuous and comprehensive system of evaluation that will provide time to time feedback to all the beneficiaries of the system of education including the child, teacher etc. (Anand, 2013)

The development of a child can better be ensured through a comprehensive system of education where there is opportunity for scholastic and co-scholastic development of the child, followed by a system of continuous and comprehensive system of evaluation that will provide time to time feedback to all the beneficiaries of the system of education including the child, teacher etc. (Herkel, 2014) The school curriculum should be well supported by an appropriate system of evaluation which will make it easy to assess the overall and specific developmental aspects of a child and necessary steps can accordingly be taken to provide remedial classes or extra opportunities for different activities.

Review of Literature:

As we know review of related literature is one of the integral parts of Research study. So, in connection with the present area some past literature had been reviewed and it was observed that in the area of evaluation very less number of study had been completed. The completed studies are mentioned below- Sinha, S.K. (1977)- completed the study on — “A study of attitudes towards the present system of examination.” (Ph.D. Psy. Ran. U). The study was conducted with the objectives to study the attitudes of students, their teachers, and their guardians towards the academic, evaluative and administrative aspects of the existing system of university examination. Tiwari (1975) in which he studied the system of evaluation in upper primary schools and its problems. A new feature in evaluation is the non-detention of students in primary classes. The SCERT, Andhra Pradesh (1976) studied the impact of the non-detention policy. It was found that, while the students were free from the fear of examinations they were not motivated for study. Their study habits were impaired and this policy adversely affected the children of the weaker sections. Another study by Sharma (1981) on this policy indicated that non-detention contributed towards retention of educational wastage to some extent at the primary and secondary stage in Andhra Pradesh. Dave, P.N. (1968), Buch, M.B. (1972); Buch, M.B. and Passi, B.K. (1974); Passi, B.K. and Padma, M.S. (1974); Natarajan V. and Kuishetra, S.P. (1983); Passi, B.K. and Hooda (1986) and more recently by Singh, P and Prakash. V. (1991). These surveys reviewed the work in these areas in India upto 1988. The present report takes into consideration the Indian studies done during 1988-92. Jyoti, Nirmala M. (1992) completed the study on “An Evaluation of the Non-detention system” with the view to study the evaluation under Non-detention system on different aspects like its effects on achievement students, percentage of passes, rate of drop-outs, and attitude of teachers, students and administrators.

Objectives –

- The make a comparative study of the system of practicing the continuous and comprehensive evaluation (CCE) in rural and urban primary schools as per the guideline.
- The make a comparative study of the effectiveness of continuous and comprehensive evaluation in the schools with adequate and inadequate teachers (teaching staff).
- The make a comparative study.
- To make a comparative study of effectiveness of Continuous and Comprehensive Evaluation in lower primary and upper primary schools.
- To study the perception of teachers and students regarding the effectiveness of Continuous and Comprehensive Evaluation.

Hypothesis

The present study is designed to test the following hypothesis:

The Primary Schools with adequate teaching staff using Continuous and Comprehensive Evaluation (CCE) more effectively than the schools with inadequate teaching staff.

Continuous and Comprehensive Evaluation (CCE) is more effective in assessing the achievement level of high intelligence students than the average and above average students.

Population and sample

In the present investigation the total population and sample is taken from the entire PaschimMedinipur district, which is sub-divided into 5 (five) Educational Blocks. The total population for the Lower Primary School is 1078 and for upper primary school are 131. So, the sample is selected considering the existing number of Schools. Method of Sampling In the present investigation the investigator used stratified random sampling. Because, as per the nature of the area of investigation this stratified random sampling is appropriate. Tools and procedures of Data collection The present study is an informational study and considering the nature of the study the investigator used Questionnaire to gather different information as per the formulated objectives and hypothesis.

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Findings

The number of days in a particular term is one hundred and thirty. The duration of each period is forty five minutes. Seventy five percent of teachers had more than forty five number of students in their classes, thirty one percent had students are between thirty five to forty and only five percent of students had less than thirty students in their classes. The number of formative assessment conducted per term varied as per teachers. Majority of the teachers revealed that they conduct four formative assessments in a term. A weight age of 75:25 was given for scholastic co-scholastic aspects by majority of the teachers. Almost all teacher conducted diagnostic tests and take remedial measures for students. □ All teachers reported that they had proper time to conduct CCE during the specific year plan and the syllabus is suitable for CCE implementation. All teachers revealed that there were clubs in their schools and they were functional. Cocurricular activities were also conducted by all schools. Some of schools were facing problems with CCE due to the shortage of teacher in the school. Most of the teachers handled classes with more than forty students and this made it difficult for them to give personal attention to students during assessment. Every child differs from the other with respect to his abilities and talent in each task. Teachers were not clear on how to make assessment in such situations.

Continuous and Comprehensive Evaluation

CCE or Continuous and Comprehensive Evaluation is a process of evaluating the child's development in all the school-related activities. This proposal was directed under the Right to Education Act in 2009 by the Central Board of Secondary Education of India and the state governments in India. Using CCE, teachers can diagnose learners' deficiencies using a variety of assessment activities. After completing the assessment

activities, learners are given valuable feedback. The teacher guides and supports them to identify the problems.

❖ **Aim Of Continuous And Comprehensive Evaluation**

- Evaluation (CCE)
- Evaluate and guide the students in all aspects of education
- Improve learning outcomes by focusing on skills and cognitive abilities of students
- Encourage regular assessment and constructive criticism
- Reduce stress and pressure on students
- Enable the instructors with prolific teaching.

❖ **Features Of Continuous And Comprehensive Evaluation (CCE)**

- Enables effective teaching
- Conducts continuous assessment of student progress
- Helps to create teaching-learning plans for future
- Creates good attitude and imbibes good values in students
- Helps to improve Scholastic as well as Co-Scholastic growth
- Encourages all round development of the students.

❖ **Functions Of Continuous And Comprehensive Evaluation (CCE)**

Helps in the development of new and effective teaching strategies. Aids regular assessment to understand student's progress. Helps to understand the weaknesses and strengths of students. Enables the teacher to understand problems faced by students and make changes in teaching techniques. Encourages self-assessment among the students. Helps students to develop good habits, work on their weaknesses and correct the errors. It gives an idea about the change in student's attitudes and values. It gives reports about student's progress over a period of time

Conclusion:

Evaluation is one of the indispensable parts of formal education. The quality of teaching and learning can be assessed by evaluation. Only when learners were evaluated, can their weakness and difficulties be diagnosed and remedies are given for more effective learning. In the era of globalization a skilled workforce is the demand of the hour and for this all round development of learner is very important. CCE is one of the latest concepts of evaluation emerged due to the need of time. But, there implementation of CCE would not ensure the desired results. Findings of the present study also direct towards the same. For better implementation of CCE more workshop and training programs have to be conducted periodically and feedback taken from teachers simultaneously. Continuous and comprehensive evaluation has the potential to bring remarkable change in the whole evaluation process including the process of education. It makes the process of evaluation continuous reducing the year end burden upon the students and comprehensive in terms of evaluating all the domains of behavior ranging from cognitive to psychomotor. Therefore the introduction of continuous and comprehensive evaluation in schools is expected to introduce a balanced development among the students with due emphasis on the intellectual, social, moral and skill development.

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