

Continuous and Comprehensive Evaluation: Towards a Quest for Holistic Evaluation

Dr. Rajendra Prasad, Assistant Professor, Department of Education, Tripura University, Suryamaninagar-799022, Tripura West, INDIA

&

Dr. Rajeev Dubey, Assistant Professor, Department of Sociology, Tripura University, Suryamaninagar-799022, Tripura West, INDIA

AGENDA

- Situating the Problem
- What is CCE?
- Methodology of the Study
- Objective wise analysis & findings
- Suggestions to policy planner, teacher trainer/educators and teachers



Situating the Problem

- Problematizing the prevailing division system of evaluation in India
 - classification based on 101 point scale in divisions and pass/fail is both arbitrary and artificial
 - achievement is an interval level measurement where there is absence of absolute zero
 - difference in standard of awarding marks among the teachers
 - evaluates only scholastic aspects & ignore co-scholastic aspects
 - no scope to identify learning deficiencies and hard spots
 during course of instruction

What is CCE?

- The term 'Continuous' refers to continuity and regularity in achievement i.e. weekly/monthly/half yearly/ terminal as the growth of the child is a continuous phenomenon; whereas it is 'Comprehensive' because it covers both scholastic and co-scholastic aspects of students' growth.
- The main Pillars of CCE
 - formative evaluation and
 - summative evaluation



Methodology of the Study

- Descriptive research method with quantitative and qualitative approach
- Sampling: two hundred prospective teachers -simple random sampling - teacher training center of Dayal Bagh University, Agra, India
- Tools and Its Administration:
 - standardized CCE attitude scale developed by Dr. Vishal Sood and Dr. Arti Anand
 - follow up interview schedule
- Analysis of Data: statistical techniques like z-score, standard deviation, and t-test.

Objective wise Analysis & Findings

1. To study attitude of prospective teachers towards continuous and comprehensive evaluation.

Level of Attitude	Range of z- Scores	No. of prospective Teachers	Response of prospective Teachers In Terms of percentage %		
Extremely favourable	+ 2.01 and above	0	0 %		
Highly favourable + 1.26 to + 2		18	9 %		
Above Average favourable	+ 0.51 to + 1.25	71	35.5 %		
Average and moderate favourable	- 0.50 to + 0.50	86	43 %		
Below average favourable	-0.51 to-1.25	21	10.5 %		
Highly unfavourable	-1.26 to-2.00	3	1.5 %		
Extremely unfavourable	-2.01 to and below	1	0.5 %		

2. To study attitude of male prospective teachers towards continuous and comprehensive evaluation.

Level of Attitude	Range of z -Scores	No. of prospective Teachers	Response of male prospective Teachers In Terms of percentage %
Extremely favourable	+ 2.01 and above	0	0 %
Highly favourable	+ 1.26 to + 2.00	0	0 %
Above Average favourable	+ 0.51 to + 1.25	23	23 %
Average and moderate favourable	– 0.50 to + 0.50	49	49 %
Below average favourable	-0.51 to-1.25	27	27 %
Highly unfavourable	-1.26 to-2.00	0	0 %
Extremely unfavourable	-2.01 to and below	0	0 %

3. To study the attitude of female teacher trainees towards continuous and comprehensive evaluation.

Level of Attitude	Range of z – Scores	No. of prospective Teachers	Response of female prospective Teachers In Terms of percentage %
Extremely favourable	+ 2.01 and above	0	0 %
Highly favourable	+ 1.26 to + 2.00	5	5 %
Above Average favourable	+ 0.51 to + 1.25	30	30 %
Average and moderate favourable	- 0.50 to + 0.50	48	48 %
Below average favourable	-0.51 to-1.25	13	13 %
Highly unfavourable	-1.26 to-2.00	3	3 %
Extremely unfavourable	-2.01 to and below	1	1 %

4. To compare attitude of male and female prospective teacher towards CCE.

Statistical Measures	N	Mean	SD	Df	t-Value	Significant level	Accept or Reject
Male Prospective Teachers	100	170.79	13.06	198		04	
Female Prospective Teachers	100	169.49	14.33		1.75	.01	Accepted



5. To study implementation of CCE at ground level (follow up).

Sr.	Description	Yes	No.
No		Response in terms of percentag	Response in terms of percentag
		e %	e %
1	Do you have understanding about purpose and nature of CCE?	92 %	8 %
2	Do you have conceptual understanding and practical approach towards test construction?	62.5 %	37.5 %
3	Are you able to convert raw scores into grades?	45 %	65 %
4	Do you arrange remedial teaching to fulfill learning gaps of your students?	57.50 %	42.50 %
5	Do you use results of formative evaluation in guidance and counseling of students?	67.50 %	32.50%

6	Do you feel difficulty in using different methods of assessment and what to look during assessment under CCE?	38.5 %	61.5 %			
7	Do you share case history of students with parents in parent	53 %	47 %			
	teacher association meeting (PTA)?					
8	Do you maintain records of co-scholastic aspects of students	54 %	46 %			
	daily (Recording and Reporting)?					
9	Do you develop question bank of your teaching subject?	20.50 %	79.50 %			
10	Do you maintain cumulative record of your students daily?	52 %	48 %			
11	Do you maintain and update anecdotal record daily?	53 %	47 %			
12	Do you motivate your students to prepare a self-appraisal	00 %	100 %			
	report?					
13	Have you participated in capacity building programme of	23.50 %	86.5 0 %			
	CCE?					
14	Do you develop material related to CCE such as diagnostic	34.5 %	65.5 %			
	test, check list, rating scale, observation schedule and					
	inventories etc.?					
15	Do you provide formative feedback to parents in parent	62 %	48 %			
IGA	teacher association meeting (PTA)?					

	Description		Weekl y	Mon thly	Half- yearly
16	What is periodicity of testing of scholastic aspects except annual examination?			54%	40%
		Every day		Once a month	Never
17	What is periodicity of testing of coscholastic aspects?	44%	34%	22%	0%

- 6. To explore problems of trained teachers in implementation of CCE.
- evaluation under CCE is more time consuming
- challenge of judging so many co-scholastic aspects
- challenge of converting raw score to grades and reporting
- Heavy workload on teachers due to CCE
- Large size of classroom
- Inadequate training on CCE
- CCE demands regularity in assessment, therefore, difficult to assess irregular students
- Administrative pressure under CCE
- Difficulty in record keeping
- Limited resources

Suggestions to policy planner, teacher trainer/educators and teachers

- Development of rubrics should be essential part of CCE teacher training
- award those involved in development of innovative material and effective implementation of CCE
- Separate autonomous examination body for CCE
- Constructive feedback and suggestions from CCE practitioners should be invited
- Sharing of the best practices in CCE implementation across the world.
- uniform training module for CCE
- CCE practical handbook

Dr. Rajendra Prasad, Assistant Professor, Department of Education, Tripura University, Suryamaninagar-799022, Tripura West, INDIA (jareduggu@gmail.com), +91-8730909188

&

Dr. Rajeev Dubey, Assistant Professor, Department of Sociology, Tripura University, Suryamaninagar-799022, Tripura West, INDIA (dubeyrajeev.jnu@gmail.com), +91-897404017



Thank You

