

A Study of Challenges Faced by Secondary School Teachers in Implementing CCE in Ranchi,
Jharkhand

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Abstract

This study investigates the attitudes of secondary school teachers towards **Continuous and Comprehensive Evaluation (CCE)**, a system designed to evaluate every aspect of a student's growth and development. The significance of this research lies in CCE's potential to reduce examination-related pressure on children while fostering essential life skills such as innovation, teamwork, and behavioral stability. By de-emphasizing the traditional pass/fail system and academic-only focus, CCE allows students with talents in non-scholastic fields—such as arts, crafts, sports, and music—to gain recognition through positive reinforcement.

The present research study "**A Study of Challenges Faced by Secondary School Teachers in Implementing CCE in Ranchi, Jharkhand**", acknowledges that the success of this evolutionary system depends heavily on the wholehearted willingness and proper implementation by both teachers and students. Therefore, there is a critical need to assess teacher attitudes and facilitate favorable changes through targeted training, orientation, and incentives.

Ultimately, the study aims to identify the barriers to proper execution and provide remedial measures to help school administrations support teachers in creating a more learner-centered, stress-free educational environment.

Key Words: Continuous and Comprehensive Evaluation, Teacher, Attitude

Introduction

The aim of civilization is the overall development of the society and best resource for development is a human resource. This resource can only be tapped through Education.

The report of international Commission on education for 21st century referred to four planes of living of human individuals namely; physical, intellectual, mental and spiritual. Thus all round development as stated purpose of education involves optimization of hidden potentials of every child in the physical, intellectual, mental and spiritual places.

The sustainable development goal 4 given by UNESCO (2017) emphasised on ensuring inclusive and equitable quality education for lifelong learning, while considerable innovations have been carried out in India to improve the quality of education through renewable of Curricula, Syllabi, Textbook, Teaching learning's and various Pedagogical, intervention examination reforms have failed to make a noticeable impact NCERT (2013). Large scale survey achievement survey (2017) indicates exponential decline in accomplishment of learning outcome. The global education monitoring report (2015) also reflect the same.

According to various experts India's traditional education system has become outdated and students have experienced excessive workload student today are hampered by lack of time as they have expected to work extremely hard in a school. We are in the era of Globalisation and in every sphere of society has significant implications for Education. Growth and development and the increasingly competitive environment into which school are being drawn, and the aspirations of parents place tremendous burden of stress and anxiety on children, thus hamper joy of learning. The uninspiring practice that continues in several schools and higher educational institutes are aimed at preparing the learner just to qualify for the examination. A wholesome development of Student is the major objective of Education which includes the intellectual, physical, social, moral, ethical and emotional aspects. A holistic approach is cornerstone for providing ideal kind of education to the students. An appropriate ways to assess if the students are progressing in a wholesome manner and just not academically is via continuous comprehensive evaluation. The evaluation should be comprehensive in nature wherein all learning experiences pertaining to scholastic and co-scholastic and personals and social qualities are assumed also in decision-making.

The national policy on education 1986 followed by the national curriculum framework of school education 1986 and 2000 stressed the point that evolution should be comprehensive in nature.

From **Kothari Commission 1964-66, NPE 1986, Yashpal Committee 1993 and NCERT, NCF 2005 to NEP 2020** have all stressed on the importance of CCE (Continuous and Comprehensive Evaluation) and was mandated by the right to Education Act (RTE) of India in 2009.

The continuous and comprehensive evaluation scheme was initially based on the recommendation to reform evaluation practices in school education by national curriculum for elementary and secondary education a framework 1988 therefore it is expected to evaluate student as the viewpoints presented with respect to the framework the framework emphasis the following points:

- Minimum level of learning
- Mastery level in competencies
- Assessment of psychomotor social emotional attributes
- Grades instead of marks
- Feedback mechanism
- Evaluation
- Using tools, techniques for evaluation
- Record maintenance

Continuous and Comprehensive Evaluation

CCE is to provide valid and reliable measures of pupil growth and it should act as a powerful instrument for improving -learning process. CCE, if effectively implemented lead school improvement. The term **Continuous** implies pupil evaluation spread over the entire span of educational endeavour.

The term '**Comprehensive**' implies that besides scholastic aspects, pupil evaluation needs to cover the non-scholastic aspects of personality which include interests, attitudes, personal and social qualities, proficiency in co-curricular activities, health of the pupil, etc. In technical terms, it means the affective and psycho motor domains of pupil growth should be covered in the evaluation.

The term '**Evaluation**' is different from the term 'measurement', which is quantitative in nature. Evaluation is qualitative as well as quantitative. It aims at improving the level of achievement and proficiency through diagnosis and remediation and uses unconventional tools such as rating scales, check lists, inventories, observation schedules, etc., besides test. Besides NPE, the National Curriculum Framework (NCF) 1988 recommended for interactive methodology in schools which involves continuous dialogue between teacher and pupils (group discussion, investigation, problem solving, etc.). It could provide conducive environment that could develop abstract cognitive skills.

Characteristics of Continuous and Comprehensive Evaluation

1. The 'continuous' characteristic of CCE takes care of the 'continual' and 'periodicity' characteristic of assessment.
2. **Continual** means evaluation of pupils in the initiation of instructions (placement).
3. **Periodically** means the evaluation of performance of the students done at the end of a unit/term also known as summative evaluation.
4. The 'comprehensive' element of CCE takes care of evaluation of the all-round development of the child's personality. It includes evaluation of both the scholastic as well as co-scholastic features of the students' growth and development.
5. The scholastic areas include curricular and subject specific areas and on the other hand co-scholastic areas are the students' abilities, skills, and co-curricular activities.
6. Evaluations in Scholastic parts are conducted informally and formally using various methods of assessment repetitively and occasionally.
7. Evaluation in Co-Scholastic areas is done using various techniques on the basis of known principles; where evaluation in life skills is done on the basis of Indicators.

Objectives of Continuous and Comprehensive Evaluation

1. To help the students develop cognitive, psychomotor and affective skills.
2. To give importance to the thought process and de-emphasis memorization.
3. To make assessment an important part of teaching-learning process.
4. To use assessment for enhancement of students' achievement and teaching learning approaches on the basis of regular diagnosis followed by corrective measures.

5. To promote the standards of performance by using assessment as a quality control method.
6. To take appropriate decision about the students, the learning environment and will help in determining the social utility.
7. To make the process of teaching and learning a learner-centered.

Features of CCE

1. It is continuous, periodical and takes care of all round personality development of the child.
2. It includes assessment in scholastic and co-scholastic aspects. Scholastic part includes subjects whereas co-scholastic part includes life skills, co-curricular activities, and attitudes.
3. CCE helps the teacher to identify the strengths and weaknesses of the child.
4. It also helps the students to know their strengths and weaknesses. It motivates the students to develop good study habits.
5. It helps in making decisions for the future in choosing courses and careers.
6. It helps the teacher to get immediate feedback so that the teacher can decide whether a particular topic needs to be taught to the whole class or few who are in need of re-teaching.

Significance of the study

The study investigates the attitudes of teachers towards continuous and comprehensive evaluation aims at evaluating every aspect of students. This is believed to help to reduce the pressure on child during or before exam to improve overall skills, innovation, behaviour, stability, teamwork and for grades awarded. This helps the student who are not good in academic to show their talent in other fields such as art craft, sports, music etc. It is also recommended the removal of pass/fail system. The focus is on the recognitions of the talents of the learners and permitting positive input. These efforts would not be effective and successful until the student; teachers are willing wholeheartedly to implement such evolution system in right manner. The need is also bringing a favourable change in teachers towards this CCE through to realize the effectiveness of teaching learning process different means of training, orientation incentives and other alike. Hence there is a great need/ importance to check students and teacher attitudes towards continuous and comprehensive evaluation.

Statement of the Problem

‘A Study of Challenges Faced by Secondary School Teachers in Implementing CCE in Ranchi, Jharkhand’

Objective of the study

1. To study the attitudes of government and private secondary school teachers towards continuous and comprehensive evaluation.
2. To study the attitude of male and female teachers of government and private towards CCE.

Hypothesis of the Study

H01. There will be no significant difference in the attitude of government and private secondary school teachers towards CCE.

H02. There will be no significant difference in the attitude of male and female (gender) teachers of secondary schools of government and private towards CCE.

Methodology

The present study was a descriptive survey type study. Here the researcher had applied survey method for gathering data.

Analysis of Data

The researcher analyzed the data with the help of various statistics like descriptive statistics Mean, standard deviation, t-test and graphical representations.

Findings of the Study

1. It was found that the mean scores of secondary school teachers working Private school is 129.425 and Government is 130.15 with a S.D. of 12.78397936 and 11.30235004 respectively, and (t-value 0.967535171) is found to be not significant at 0.01 levels. Hence the null hypothesis is accepted, which means that there is no significant difference in attitude of secondary school teachers towards CCE with regard to the type of schools.
2. It was found that the mean scores of Male teachers is 132.35 and Female is 127.85 with a S.D. 14.49648 and 9.322017 respectively, and (t-value 0.10045) is found to be significant at 0.01 levels. Hence the null hypothesis is accepted, which means that there is no significant difference in attitude of secondary school teachers towards CCE with regard to their Gender (Male, Female).

Educational Implications

- Teachers should not be discriminated on the basis of government and private school.
- Teachers should not be discriminated on the basis of being male and female for the effect of work load on their teaching effectiveness.
- The study was able to elucidate the suggestions and the remedial measures from the teachers to overcome the barriers that come in the way of proper execution of CCE.
- The study can further help the state and the school administration to identify the major problems that the teachers encounter in the classes while executing CCE and take up the appropriate steps in the areas where teachers seek help.
- There is a great need to stress upon Continuous and Comprehensive Evaluation in CBSE board schools, ICSE and State board school in order to make students Stress free.
- There is a great need to create positive attitude among teachers towards Continuous and Comprehensive Evaluation so that they can implement it in better way.

- The Government or management can conduct a training programme time to time for the teachers with regard to CCE.
- The Government can implement certain positive measures in the CCE system to make it teacher friendly.

Conclusion

CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India. The operational and implementation challenges need to be taken care of by the provision of adequate teaching resources and training facilities. The new teaching-learning patterns envisaged by CCE will reap benefits in the long run by initiating Indian education into stress free education. Indian schools need reasonable teacher-student ratios and changes in the nature of the teacher-student relationship, from an unequal, hierarchical relationship to that of co-participants in a joint process of knowledge construction. The study revealed that there was no significant difference in the Attitude of Teachers working in Private and Government schools. The study also reveals that male and female teachers do not differ in terms of Attitude towards CCE.

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