

# A Comparative Study of the effectiveness of CCE in Wokha Town and Tseminyu area of Nagaland

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## Abstract

Continuous comprehensive evaluation has been introduced to many schools in Nagaland. The effectiveness of this system was studied in a few selected schools and the results of the study are presented here. Problems faced in achieving the full potential of this evaluation system is highlighted with suggestion to make it more effective.

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## 1. Introduction:

Continuous and Comprehensive Evaluation is a new scheme of evaluation introduced in the educational system. It has its roots in the report of the Indian Education Commission (1964-66). Later on, NPE, 1986, and POA, 1992, deliberated upon the introduction of (CCE) at the elementary school level so as to ensure quality education to all the children in the country. Subsequently, the National Curriculum Framework for School Education (2000), NCF (2005), SSA (2000-01) has also insisted the need for introduction of a 'School-Based' continuous and comprehensive evaluation in a phased manner for class one to eight. Finally, under the RTE Act, 2009, the CCE was introduced and implemented in the country from 1<sup>st</sup> April 2010, with the aim to reduce emphasis on external examination and encourage internal assessment. Hence, CCE has brought about a paradigm shift from examination to effective pedagogy.

The traditional system of evaluation is limited to academic aspect alone and the co-scholastic which is also an equally important aspect of harmonious development of the personality of the learner remains unfulfilled. CCE refers to a system of school based evaluation of students that covers all aspects of his growth and development.

**Continuous** stands for assessment of a student throughout the year. It may be done formally or informally using different techniques of evaluation. The frequency of assessment can make the evaluation regular.

**Comprehensive** takes care of assessment of all round development of a child's personality. This means that a student will be assessed not only in terms of his knowledge about a subject but

his participation in other activities as well. We can say that we assess a student's growth in two areas- scholastic and co-scholastic aspects. The term Scholastic refers to those aspects which are related to intellect or the brain. Co-scholastic refers to area such as life skills, attitudes and values, sports and games and co-curricular activities.

**Table: 1 Showing the Grading System of Evaluation**

Sl.no	Grade	Mark Range	Numerical Grade	Terms of Performances
1	A1	90-100	9	Outstanding
2	A2	80-89	8	Excellent
3	B1	70-79	7	Very Good
4	B2	60-69	6	Good
5	C1	50-59	5	Above Average
6	C2	40-49	4	Average
7	D1	30-39	3	Needs Improvement
8	D2	20-29	2	Needs Improvement
9	E	Below 20	1	Needs Improvement

The above table is the grading system of evaluation followed by the schools in Kohima District as provided in the Teacher's manual for implementation of CCE by SCERT.

The schools follow the quarterly evaluation process and the students are evaluated continuously through written test, project works, class-work. The responsibility of the teacher is to see that every student in the class passes all the tests at the end of the quarterly term. A number of remedial teaching in the form of re-teach, re-test are conducted for the weaker students till they acquire the requisite grades. Every student has been promoted following the non-detention policy of RTE.

## 2. Need and justification of the Study:

Education is regarded as the most significant instrument for the progress of human society. Any society which is interested in the welfare of its members cannot afford to ignore the important function of education. The fact that it fosters the character building of an individual and also plays a significant role in transmitting culture, beliefs and values of the society to the coming generation. Besides, it brings about new innovation, discoveries thereby meeting the growing needs of the nation. In other words education is the key to a country's success. However education for the masses is a great challenge for every nation. In our country there is still a huge

portion of its population that is still illiterate due to various socio-economic conditions. Recognizing the need for literacy, India has joined the elite league of countries where education is the fundamental right of every child.

The Right to Education Act, (RTE) 2009, ensures free and compulsory education for all children in the age group of 6-14 years. The Act is an effort made by the government to ensure every child to attain basic education of reasonable quality, based on principles of equity and non-discrimination.

Continuous Comprehensive Evaluation is a new scheme of evaluation for elementary students under the RTE, Act. The main objective is to reduce the accumulated stress on students and to introduce a more uniform and comprehensive pattern in education of students.

The present study is carried out so as to assess and compare the status and effectiveness in the implementation of CCE in Wokha Town and Tseminyu area of Nagaland.

The need for the present study is necessitated because of the following reasons:

- It will be an in-depth and systematic study about the effectiveness of CCE.
- The study will be a sincere attempt to find out the opinions of parents, teachers and students about CCE, its benefits, their awareness about RTE Act and to highlight the progress made by the students.
- The study will not only throw light into the problems related to CCE in these areas, but will also reveal ways and means for quality improvement of CCE at elementary level in the two areas under study and the country at large.

### **3. Objectives of the Study:**

The present study had the following objectives;

1. To find out the awareness level of RTE in Wokha Town and Tseminyu area.
2. To study the effectiveness of CCE at the elementary level in both areas.
3. To examine the opinion of teachers, parents and students about CCE.
4. To find out the impact (benefit) of CCE.
5. To study the problems related to CCE.
6. To bring out suggestions for improvement.



**Research Design:**

The Descriptive method was adopted for the present study.

**Population and Sample:** The simple random sampling technique was used for selection of sample for the present study. This size of the sample is shown in the table given below.

**Table: 2 showing sample of the study**

Areas	Schools	Teachers	Students	Parents
Wakha Town	15	50	67	50
Thuminyu area	10	40	50	40

**Tools used:** Questionnaire was used as a tool for data collection. There were 3 sets of questionnaires which were separately constructed for the teachers, parents and students. The questionnaires covered the following broad dimensions:

- Awareness about the RTE Act and free and compulsory education.
- Evaluation process and evaluation of student's performance.
- Teaching learning process used.
- Activities conducted.
- Re-test, exam pressure and workload
- Non-detention policy and weaker students
- Quality of Education
- Changes brought with the introduction of CCE
- Problems faced by teachers and students.
- Teacher-student relationship and so on.

**Analysis:**

The data collected through questionnaires were analysed categorically and percentage was used for analysing the data

**Major Findings of the Study:**

The finding of the present study is presented in accordance with the objectives of the

### **Objective I (Awareness about RTE Act)**

With regard to awareness about the RTE Act, the study revealed that all the teachers and majority of the parents (84%) in Wokha Town were aware about the RTE act, whereas about 90% teachers and 40% of the parents in Tseminyu area were aware about the Act. The study also revealed that majority (53.73%) of the students in Wokha Town and 40% in Tseminyu areas were aware about the RTE Act. This shows that awareness programmes should be made for the parents and students of both the areas.

The study further indicated that about 60% of parents from Wokha town and only 40% from Tseminyu were aware about free and compulsory education to children. This shows that quite a lot of parents were still not aware or not sure about the free and compulsory education to children.

### **Objective II (Effectiveness of CCE)**

**Improvement in Enrolment:** Majority of teachers (65%) in Wokha Town were of the view that the enrolment of students had been improved to a great extent with the introduction of CCE, however in Tseminyu area only 10% of the teachers stated that enrolment was improved to a great extent.

**Area focused besides Academic:** The study indicated that the schools of both the areas gave a lot of activities to students beside the academic activities. They were NCC, Eco-club, games and sports, painting, essay writing competition, science exhibition and so on.

**Evaluation of Student Performance:** It was found that all the sample teachers of Wokha town and Tseminyu area evaluate the student's performance in terms of academic achievements, their personality, and participation in co-curricular activities and also other areas like attendance, discipline, creative presentation of projects and assignments and leadership quality of students.

The study further revealed that the sample schools in both Wokha Town and Tseminyu area followed the quarterly evaluation process and also the grading system given in the teacher's manual for implementation of CCE by SCERT.

**Teaching-Learning Process:** With regard to teaching learning process, it was found that writing, listening, reading and teaching were the most common practice/method used by most of the teachers in both Wokha Town and Tseminyu area.

**Classroom Activities Conducted:** In both Wokha town and Tseminyu area the teachers conduct 5-10 times class test and 2-5 projects in a subject in a quarterly assessment. However, daily home-works was given to students in schools of Wokha town only.

### Objective III (Opinion of Teachers, parents and students about CCE)

**Teaching-learning process:** Cent percent of the sample parents of Wokha Town and 50% of the parents in Tseminyu area were of the view that the teaching learning process was child friendly and child-centred.

**Importance to Co-Scholastic approach:** It was seen from the study that all the teachers in Wokha Town and 80% in Tseminyu area were of the view that the school gave importance to co-scholastic aspects along with scholastic aspects.

**Changes in the Child Development:** The Parents of both the areas revealed that the introduction of CCE in the schools has improved the regular study habits of their children.

**Improvement over Traditional Method:** The study revealed that majority of the teachers in Wokha Town and Tseminyu are agreed that CCE is an improvement over traditional method besides giving the view that it reduces exam pressure and workload of students.

The parents of the students in Wokha area were of the view that though CCE has improved the study habits of their children, however they revealed that the new system was too focused on exam and test, there was less time for the children to give time to other activities, less of quality and more of quantity, heavy workload for everyone. Whereas in Tseminyu area certain problems such as projects works of the children were expensive sometimes, too much work at a time, biasness of teachers, students were not serious in studies and they find it difficult to fulfil the various demands were some of the problems revealed by the study.

### Objective IV (Impact of CCE)

**Re-test method:** In Wokha town retest methods were carried out so as to give the student another chance to make-up and also by evaluating the performance of previous work. Whereas in Tseminyu area, retest was for those students who secured less than 40 marks in a subject and the teachers carry out the method by giving extra time and re-teaching the topic, besides the questions are also set in a simpler manner for weaker students in re-test.

**Non-Detention Policy and Weaker Students:** The study found out that non-detention policy has jeopardized quality education at the school level in both Wokha and Tseminyu area as the students were promoted to the next level even if they lack real understanding of the lesson imparted to them coupled with lack of proper knowledge needed for the next standard.

**Changes brought with the introduction of CCE:** In both the areas it was found that a lot of positive changes like regular study habits, active participation in various activities and so on were seen after the introduction of the new system. However, the main disadvantage that came up with the new system was the non-detention policy as this has hampered the educational quality (growth) of the child. This remained as the main concern of teachers.

**Contribution of CCE towards the student:** The following common findings were seen in both the areas which are given below;

- Improvement in scoring of marks and percentage.
- Enable students to give equal importance to all subjects.
- Develops child's personality.
- Scholastic and non scholastic areas are developed.
- Development of sense of responsibility and sincerity in the students.
- Weaker students are given much attention.
- Children get opportunity to learn by doing.

#### **Objective V (Problems related to CCE)**

The present study revealed that in both the areas of Wokha Town and Tseminyu area the teachers were faced with various problems such as lack of proper facilities and learning materials, heavy workload, high number of students in the class, lack of discipline in students as a result of restriction on punishment, less contribution by parents etc. Besides, there was no thorough training and orientation provided to the teachers and as result they find themselves ill-equipped to fully employ the new system of evaluation.

The study also found out that in both the areas, the bright students were neglected as the teachers were involved with improving the weaker students most of the time and this had led to boredom, frustration and misbehaviour of the academically advanced students. This has hampered their progress.



The other problems faced by the students of Wokha Town were exam fatigue due to continuous test and re-test, lack of competitive spirit due to non-detention policy and lack of proper guidance. Whereas, in Tseminyu area problems such as difficulty of weaker students in coping with the system, lack of parental support in academic activities, problem with regard to language especially in rural areas, insufficient books and uniforms were some of the problems faced by students.

## **7. Suggestion for Improvement**

Basing on the findings of the study the following suggestions are provided for the improvement of CCE system in both Wokha Town and Tseminyu area;

1. Awareness programmes on RTE Act should be made for parents and students of both Wokha and Tseminyu areas through seminars and mass media.
2. Training of teachers should be given utmost importance.
3. Proper infrastructural facilities should be provided in the schools.
4. Enrichment of the curriculum of the bright students.
5. Learning materials should be made available to students so as to facilitate proper learning.
6. Overcrowding in the class should be avoided so that the teachers will be able to pay individual attention.
7. Encourage English speaking so as to curtail the problems relating to language skills.
8. Reviewing the curriculum to ensure proper implementation of CCE and to realize the goal of quality education.
9. Teacher student ratio should be strictly maintained at 1:30 as directed by RTE, Act.
10. Some level of autonomy should be given to teachers so as to curb indiscipline of students in the classrooms.
11. The parents should be actively involved with the daily work of their children.
12. Constant monitoring of the performance and progress of CCE.
13. Non-detention policy of RTE should be lifted.



### **Conclusion:**

Continuous comprehensive evaluation has its advantages in the elementary schools. This is because learning through active participation has developed motivation and concentration in students, thereby nurturing understanding. This has greatly improved the weaker students. The new system has also stimulated responsibility in the student as well as the teacher, thereby fostering better understanding and relationship between the teachers and the taught. Besides, sincerity on the part of the students with regular study habits and better grades were prominent. This has not only reduced tension and pressure but has improved the social skill, attitude and personality of the students.

Nevertheless, there is a huge task ahead to make Continuous and Comprehensive Evaluation ideal for our schools and to make it successful, it has to be a joint effort of all stakeholders. The curriculum has to be made relevant; there should be commitment on the part of the teachers and above all a conducive learning environment should be provided to the student so as to bequeath him with all the necessary rudiments for achieving his total development.

### **References**

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