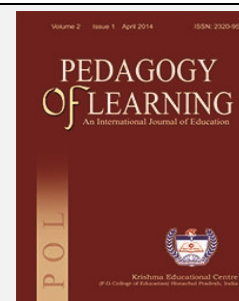


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Continuous and Comprehensive Evaluation at Elementary School Level in Odisha

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Abstract

Major emphasis of our education system is examination. Traditional examination system has largely ignored essential aspects of learning, such as listening skills, cognitive skills, critical analysis, communication skills, data interpretation and organizational skills. The focus was on memorizing and accumulation of facts. The weightage is given to external examination only. But the child's participation in classroom discussion, co-curricular activities, study habits etc. are not taken into consideration. Various Committees and Commissions had shown their concern over the defective examination system. As a result, Continuous and Comprehensive Evaluation (CCE) has been introduced in our education system which assesses not only Curricular subjects but also Other curricular subjects, Curricular activities and Socio-personal qualities on a continuous basis instead of one-time term-end examination. The authors discussed about the major initiatives taken by implementing agencies of CCE in general and Odisha state with research support. It also discussed about various problems in implementing CCE scheme.

Keywords: *continuous and comprehensive evaluation, elementary school, curricular subjects, Curricular activities and Socio-personal qualities*

INTRODUCTION

Every child has an urge to excel. Every child is endowed with inherent potentialities, which need to be nourished by providing proper opportunities. Most of the research studies show that students' minds are not empty but have plenty of ideas or prior knowledge. If children are given proper guidance, opportunities, freedom and environment to grow, they will prove themselves. To give each and every child equal opportunity to grow, they should be provided with relevant skills and attitudes so that they become competent and confident to face the challenges of life. Ideally, education is supposed to encourage the students to analyse and evaluate their experiments, to doubt, to question, to investigate – in other words, to be inquisitive and to think independently (NCF, 2005).

Nevertheless, the major emphasis of our education system is examination. Educated as well as uneducated parents, have the belief that what really matters in education is the score one gets in the final examination. Percentage of marks in the Board examinations is the most important criteria for being called for an interview for admission to a higher level course or for getting a job. Sustained effort of learners is evaluated by the examiners in a short span of time. Parents and teachers persuade the child that the only way to prepare for examination is memorising a whole lot of information from the textbook, guidebooks and reproduce these information during the time of examination.

Traditional examination system has largely ignored essential aspects of learning, such as listening skills, cognitive skills, critical analysis, communication skills, data interpretation and organizational skills. The focus was on memorizing and accumulation of facts. It is a pity if children were merely taught a prescribed curriculum but not made to understand why they are being taught something and how it is useful to their everyday life. The defects in the existing examination system may be listed as follows:

- a) It lacks objectivity and reliability. The same answer script is evaluated differently by different examiner.
- b) It was pre-dominantly essay type. So, the limited coverage affects the reliability and validity of the test. The essay type test contains limited number of questions. This creates chance for selecting some questions and preparing for the examination.
- c) The weightage was given to external examination only. But the child's participation in classroom discussion, co-curricular activities, study habits etc. are not taken into consideration.
- d) It measures only the scholastic aspects. So, the co-scholastic aspect is neglected which hampers to reach at the real goal of education.
- e) It induces an inordinate level of anxiety and stress. In addition to widespread trauma, mass media and counsellors report that a growing number of exams induced suicides and nervous break downs.

- f) Because the quality of question papers is low, they usually call for rote memorization and fail to test higher order thinking like reasoning and analysis, let alone lateral thinking creativity and judgment.
- g) There is a lot of inter-examiner and intra-examiner variability in the marking and as a result of that, the reliability of the examination suffers.

The question of changing the pattern of examination along with changing the educational system in the country has been engaging the attention of the government, educationists, teachers, and researchers ever since India attained independence. The unsuitability and inadequacies of the educational system to meet the needs of the Indian society have been highlighted by commissions and committees from time to time.

Initiatives to improve the examination system has begun long back, but has not resulted any tangible achievement. The observation of different commissions, committees, policies and frameworks are worth quoting to know the background of examination reforms. Radhakrishnan Commission (1948-49) emphasized that examinations, as they have been functioning, have been recognized as one of the worst features of Indian education and if we are to suggest to single reform in education, it should be that of examination. Mudaliar Commission (1952-54) recommended for reducing emphasis on external examination and encouraging internal assessment in the teaching-learning process. The Commission has reported that a proper system of school records should be maintained for every pupil indicating the work done by him/her in the school from day to day, month to month, and year to year. Such a school record would be able to present a clear and continuous statement of the attainment of the child in different stages of his education.

The need for Continuous and Comprehensive School Based Evaluation has been reiterated over the last few decades. The Education Commission (1964-66) observed, *“On the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school along with the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination...”* (9.81). It further adds, *“This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students’ growth that are measured by the external examination and also those personality traits, interests and attitudes which cannot be assessed by it.”* (9.84). This aspect has been strongly taken care of in the National Policy on Education (1986) which states that, *“Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time”* {8.24(iii)} should be followed.

CCE was initiated based on the recommendations to reform evaluation practices in school education by the National Curriculum for Elementary and Secondary Education – A Framework (1988).

- Defining minimum levels of learning at all stages of education while evaluating the attainment of children and attaining the mastery level in all competencies

- Broadening the scope of learner's assessment by way of including the assessment of psychomotor skills and socio-emotional attributes.
- Aiming at qualitative improvement in education through valuation and using grades instead of marks.
- Providing timely corrective measures for improving achievement level of student as feedback mechanism for the benefit of student, teachers and parents.
- Using various tools and techniques and modes of evaluation such as paper – written tests, oral testing, observation schedules, rating scales, interview, and anecdotal records, individual and group evaluation method at different stages.
- Reducing undue emphasis on paper-pencil tests in evaluation process and using more and more informal means of testing to reduce the anxiety and fear of the examinee.
- Recording of evidences regarding psychomotor skills related to co-scholastic areas such as work experience, art education, physical education and preparing a profile of the growth and development of the every learner.
- Planning in every school for a detailed scheme of evaluation in view of the minimum learning outcomes coupled with content.
- Evaluating the key qualities like regularity and punctuality, cleanliness, self-control, sense of duty, desire to serve, responsibility, democratic attitude and sense of obligation to environmental protection.
- Maintaining continuity of evaluation through periodic assessment for diagnosing the areas of difficulty and arranging remedial instruction.
- Demystifying of evaluation process by making it transparent to parents and community through communication of evaluation outcomes in a positive manner.

Report on the Committee for Review of NPE (1986) recommendation brought out by Government of India in 1991 lays down norms for *"continuous comprehensive internal evaluation and suggests safeguards against abuse of this evaluation system"*.

Report on the CABE Committee on Policy brought out by Ministry of Human Resource Development (MHRD), Govt. of India in January, 1992 has also referred to the provisions of NPE with regard to evaluation process and examination reforms and also suggested *'continuous and comprehensive internal evaluation of the scholastic and non-scholastic achievement of the students'*.

The Report of the Task Force on the Role and status of the Board of Secondary Education (1997) observed: *In our scheme of things, it is the School Boards which are expected to play the central role in the academic renovation of the school system. In other words, leadership has to come from the Board.* Once the Boards get committed to this vital and supplementary system of evaluation and push it vigorously, this innovation will come to be accepted by more and more schools.

“Learning without Burden”- Report of the National Advisory Committee appointed by the MHRD, Department of Education, Govt. of India has stated, *“Board examinations, taken at the end of Class X and XII, have remained rigid, bureaucratic, and essentially uneducative...”* Accordingly, National Curriculum Framework, 2005 proposing examination reforms stated, *“Indeed, boards should consider, as a long-term measure, making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school examination instead and continue.”* As a sequel to above, the Position Paper on ‘Examination Reforms’ by NCERT 2006, states, *“Indeed, it is our view that the tenth grade exam be made optional forthwith. Tenth-graders, who intend to continue in the eleventh grade at the same school and do not need the Board certificate for any immediate purpose, should be free to take a school conducted exam instead of the Board exam”*

The RIE (NCERT), Bhubaneswar (2005) conducted a study in the state of Odisha on school-based evaluation and found that the scheme is feasible, effective and dependable for catering all round development of learners by adopting multiple tools and techniques of assessment.

The Central Advisory Board of Education (CABE) approved a decision on 31st August 2009 to implement CCE. It meant that examination will become optional for Class X CBSE students from the academic year 2010-11 onwards. Under the CCE system student will be evaluated throughout the academic year, consisting of two terms and there will be a formative assessment and summative assessment.

The RTE ACT (2009) has made the use of CCE mandatory till the completion of elementary stages of education. Section 29 (1) stated that curriculum and evaluation procedure shall make the child free from fear, trauma, and anxiety and Section 31 (1) highlights that no child shall be required to pass any Board examination till the completion of elementary education.

One common thread running through all these important recommendations, policy statements and documents is the expressed need to have a regular and comprehensive school-based assessment of all the aspects of students’ personality, interests and attitudes, which could then be meaningfully used by teachers to help in all facets of their growth.

Continuous and Comprehensive Evaluation (CCE)

One of the guiding principles of National curriculum framework (NCF 2005) is “ensuring that learning is shifted away from rote methods”. Hence, importance should be given for comprehensive evaluation to assess development of important skills and abilities, higher order thinking skills like, problem solving, reasoning, creative thinking and judgement, etc. Learners should be assessed about their competency in the following areas:

- *Curricular subjects*: It includes subjects like, language, mathematics, science and social sciences.
- *Other curricular subjects*: NCF (2005) identified four other curricular areas: work, the arts and heritage crafts, health and physical education, and peace.

- *Curricular activities*: It includes Literary and scientific activities (such as, library reading, debate, recitation, creative writing, speech-making, science club, etc.); Cultural activities (such as: drama, music, dance, drawing and painting, sculpture, artistic embroidery); and Outdoor activities (such as, games, sports, Scouting, NCC, First Aid, Junior Red Cross, study tour, excursion, community services, gardening, etc).
- *Socio-personal qualities*: It includes regularity, punctuality, discipline, habits of cleanliness, emotional stability, initiative, cooperation, sense of responsibility, entrepreneurship, civic consciousness, spirit of social service, attitudes (towards teachers, studies, schoolmates, school programmes, school property), physical health, etc.

Another guiding principle of NCF 2005 is “making examinations more flexible and integrating them with classroom life”. Constructivists say learners who have been engaged to construct new knowledge are expected to learn more during assessment (Brooks and Brooks, 1993). Hence, assessment should be a continuous process. Sustained efforts of learners should be evaluated on a continuous basis instead of one time term-end examination. There should be regularity in assessing learners. It may be through class test, unit test, monthly test, half-yearly or annual examination. Techniques of assessment may include written, oral, practical examination; observation; medical check-up; etc.

Hence, Continuous and Comprehensive Evaluation (CCE), refers to a system of school-based evaluation of students that cover evaluation of curricular subjects, other curricular subjects, curricular activities and socio-personal qualities on a regular basis. It is a development process of assessment which emphasizes on two-fold objectives: 1) Comprehensiveness in evaluation covering all aspects of students’ personality and 2) continuity in evaluation which should be both process and product oriented.

NCF-2005 says, “Each school should evolve a flexible and implementable scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning” (p.115). Right to Education Act, 2009 in its section-29 (2), clause-h recommended for comprehensive and continuous evaluation of child’s understanding of knowledge and his/her ability to apply the same. NCF-2005 has already been implemented in almost all the states. The CBSE had initiated the scheme of CCE and Grading System in all schools affiliated to it. By and large the scheme has been accepted and implemented whole heartedly by the schools. NCF-2005 has already been implemented in Odisha. States instituted curriculum and textbooks reform based on child-centric assumptions elaborated in NPE-1986/92, NCF-2005, and RTE Act, 2009. Sarva Shiksha Abhiyan (SSA) has initiated number of steps towards improving the quality of elementary education in the state. SSA provides support under Learning Enhancement Programme (LEP). LEP funds are utilized for developing modules and exemplar material for teaching learning, teacher training and for implementing CCE scheme.

Major Initiatives taken by Implementing Agencies of CCE

Central Board of Secondary Education (CBSE)

Central Board of Secondary Education (CBSE) was first to implement CCE in its affiliated schools in the year 2009. CBSE has introduced a number of steps to bring about reforms in the school education sector. CBSE has introduced and circulated teachers' manuals for different classes for effective implementation of CCE in its schools. CBSE also regularly hold seminars and training programmes for development of CCE system and its implementation.

NCERT

In view of existing evaluation practices prevalent in schools and based on the recommendation of NPE 1986 followed by the National Curriculum Framework for school education 2000 and 2005, it was considered necessary to develop a scheme of evaluation to improve the existing evaluation system. A school-based evaluation scheme was conceived for implementing the idea of continuous and comprehensive evaluation in school situation by the Department of Educational Measurement and Evaluation, NCERT in Demonstration Multipurpose Schools attached to all the RIEs with effect from the year 2001. The project aimed at developing student's achievement through continuous assessment, diagnosis and remediation, assessment in co-scholastic areas and personal and social qualities. Monitoring and supervision were another component of the scheme that aimed at effective implementation the scheme as well as for providing timely interventions for its smooth functioning. The head teachers and the teachers were expected to assume more responsibility and power to take initiatives to improve evaluation. The scheme was aimed at the involvement of parent in the improvement of learner's progress in both scholastic and co-scholastic areas. The scheme had a positive impact on learners, especially in the improvement of personal and social qualities and life-skills etc.

State Governments

Each state government must declare an academic authority for the state as per the RTE Act, 2009. The academic authority in each state has to develop CCE for its primary and upper primary stages of education. It should include the policy, guidelines, instruments and teacher handbook relating to CCE. All the teachers have to be made aware of their responsibilities in CCE through intensive training programme.

Adoption of CCE scheme in Odisha

Efforts have been made at different times in Odisha to bring CCE into teaching learning process at school stage. All teachers at elementary and secondary stage in the state were exposed to CCE concept through the programme of Mass Orientation of Teachers on NPE 1986. With DPEP being launched in 1996-97 in the state, an attempt was made to enhance students' achievement level by 25% through CCE. Accordingly, teachers were oriented to conduct six unit tests along with half-yearly and annual examinations. CCE gained momentum when Learning Achievement Tracking system (LATS) was introduced in 2003 at elementary stage in Odisha. The LATS emphasized formative assessment in every

two months as well as a common annual examination at the district level. An empirical study conducted by the Regional Institute of Education, Bhubaneswar in Odisha in 2005 observed that the CCE was feasible, effective and dependable at primary level. Teachers were willing to use multiple tools and techniques to evaluate learner performance and progress. Basing upon NCF-2005, NCERT developed a sourcebook on learning assessment tools which elaborated the assessment procedure using varieties of tools and techniques. It was tried out in 2007 in two districts of the state and finding revealed that teachers could put into use the learning assessment tools for continuous and comprehensive evaluation. At present, all elementary schools in Odisha conduct unit tests on regular basis which is monitored through "SAMIKHYA", a monthly review exercise at the state level.

Guidelines for Continuous and Comprehensive Evaluation Scheme in Odisha

The following are the guidelines for Continuous and Comprehensive Evaluation for all the elementary schools in Odisha. They are required to follow these guidelines while implementing CCE. These are listed as under:

- A flexible curriculum of continuous and comprehensive evaluation for elementary schools in Odisha has been conceptualized so as to accommodate the local specific features of the schools and individuals.
- The components of CCE as conceptualized by NCERT, the National Academic Authority founded on the theoretical understanding of the broad dimensions of all round development of child's personality (i.e. curricular, co-curricular and personal-social dimensions) remain same in the state framework for CCE.
- The progress in various dimensions (i.e. curricular, co-curricular and personal-social qualities) of a learner's personality shall be evaluated and recorded independently. There shall be no overall index of learning.
- The tools and techniques of evaluation suggested in the National Curriculum Frameworks (pg.73,76) i.e. observation, rubrics, oral interaction, and performance tasks along with written tests shall be adopted at different stages as would be suitable in the context.
- Five-point grading (A, B, C, D and E) shall be used for recording progress in curricular areas and three-point grading (A, B and C) in other curricular area and personal-social qualities.
- A profile of each individual child shall be maintained by the school which would serve supplementing data base for learners' progress.
- At the completion of the elementary education or in case of transfer, each child shall be given CCE report showing the child's progress.
- Continuous and comprehensive evaluation is a dynamic process. It shall be reviewed and refined every year in the light of experience and demand of the situation in the state of Odisha.

- All elementary school teachers and academic support personnel shall be trained in CCE. Teachers shall be supported with teacher's manual and model question items. There shall be regular monitoring and evaluation of implementation of CCE.

(Source: *Continuous and Comprehensive Evaluation- Framework for Elementary Stage in Odisha, 2012*)

Areas of Learner Assessment

CCE is carried out in three areas of student progress at elementary level. These are as follows:

1. Curricular areas
2. Other curricular areas
3. Personal and Social Qualities

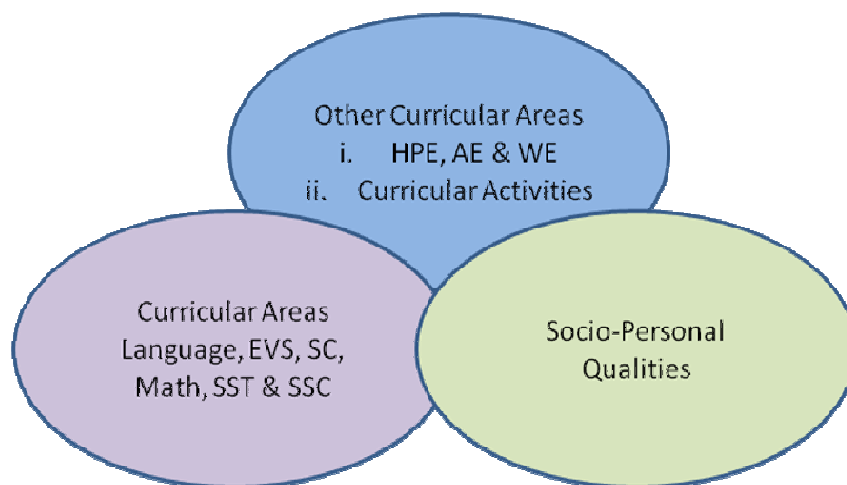


Figure -1.1: Different aspects of CCE

(Source: *Continuous and Comprehensive Evaluation- Framework for Elementary Stage in Odisha, Deptt. of School and Mass Education, Odisha, 2012*)

Evaluation in Curricular Areas

Curricular areas include all subjects of studies taught in the elementary classes in Odisha. Study of Language, Mathematics, General Science, Social Studies etc. is treated as 'curricular' areas which predominately cover the cognitive domain aiming at the intellectual development of children. The evaluation of curricular areas requires more inputs to make it more systematic. Hence, various dimensions have been identified for assessment with variation from level to level.

Evaluation in curricular areas must be continuous from the beginning of academic session. An academic session is divided into two phases: April to September and October to March. In each phase, there shall be three assessments at an interval of two month each. Each assessment shall cover the portion taught within that period only. Portions covered in

one assessment shall not be repeated in another subsequent assessment. The purpose is to identify the learning deficiencies of students in each subject unit for selecting appropriate remedial measures. It aims at correcting or enriching student's learning.

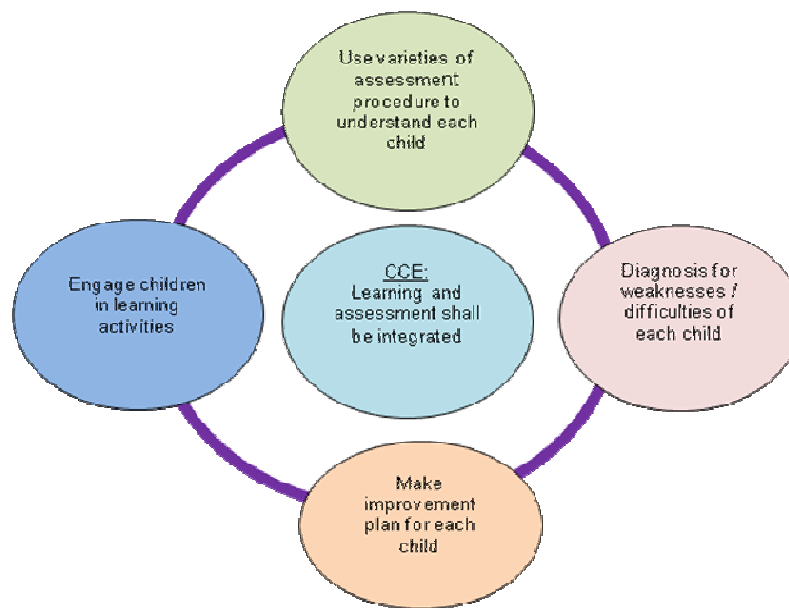


Figure-1.2: CCE Process

(Source: Continuous and Comprehensive Evaluation- Framework for Elementary Stage in Odisha, Deptt. of School and Mass Education, Odisha, 2012)

In curricular areas, there should be both formal and informal evaluation as a part of CCE. Assessment of students learning in these areas shall be done through teacher made unit tests. The answer papers shall be shown to students and parents for sharing and feedback. A variety of tools and techniques shall be used in assessment, such as written, oral, assignment, project, observation etc. Further, peer evaluation and self-evaluation can also be used as a part of informal evaluation under CCE.

Evaluation in Other Curricular Areas

Subjects like Art Education, Health Education, Peace Education and Work Education come under other curricular areas. Students taking part in art education, work education, peace education and health and physical education should be observed and assessed by the teachers. Evaluation in these areas shall be made through project and performance etc. however, students' learning and progress in the above areas are to be internally evaluated by the teachers both inside and outside of the classroom, while the learners are doing project work in group, interacting in a group or learning collaborate and performing any task in the classroom. There shall be at least two assessments in each phase of the academic session with the help of three point-scale (A, B and C) at the primary level; and five-point scale (A, B, C, D and E) at the upper primary level. The results of evaluation shall be shared with student and parents through report cards.

Evaluation in Curricular Activities

Every school organises a variety of curricular activities to provide students with opportunities for participation, exposure, experience and building his/her her capabilities to promote various dimension of personality. The activities identified for different stages of education are as follows:

Table -1: Curricular Activities

Curricular activities		
Classes I & II	Classes III to V	Classes VI to VIII
i) Language Skill ii) Nature observation iii) Games and sports iv) Other skills	i) Language related skill ii) Scientific skill iii) Games and sports iv) Others (School Cabinet, Meena Manch, Cultural Activities, Dance, Song etc)	i) Literary activities ii) Scientific skill iii) Games and sports iv) Others ((School Cabinet, Meena Manch, Cultural Activities, Dance, Song, couts, Guides, Red Cross etc))

(Source: Continuous and Comprehensive Evaluation- Framework for Elementary Stage in Odisha, Deptt. of School and Mass Education, Odisha)

Each school shall select multiple activities under each category so that student gets opportunities to participate according to his/her ability and interest. The activities may vary with school resources and socio-cultural context. Prior to the NCF-2005, the activities such as debates, recitation, creative writing, music, drama, dance, painting, games, sports and other indoor and outdoor activities were termed as non-scholastic, co-scholastic or co-curricular activities were mostly neglected in schools. However, NCF-2005 has considered all activities being organised in the schools are essentially a part of curricular activities.

Personal and Social Qualities

Students through interaction with peers, teachers, and school environment develop many personal and social qualities. All such traits contribute to a student’s personality. PSQ as suggested by NCF-2005 are to be observed as integral part of curricular areas and activities in each class; and as elements of affective domain. Keeping in mind the maturity level of the students, the teacher shall observe and record PSQ using behaviour indicators with the help of three-point scale for primary level and five-point scale for upper primary level so as to eliminate the unhealthy competition.

Table -2: Evaluation of Personal and Social Qualities

Evaluation of Personal and Social Qualities		
Classes I & II	Classes III to V	Classes VI to VIII
i. Cleanliness ii. Cooperation iii. Use of toilets iv. Punctuality v. Use of Dustbin vi. Washing of hands vii. Respect towards elders/superiors viii. Taking care of animals, birds and surroundings	i. Cleanliness ii. Cooperation iii. Punctuality iv. Environmental awareness and protection v. Love for physical labour vi. Respect towards superiors vii. Shouldering responsibility	i. Truthfulness ii. Cooperation iii. Emotional stability iv. Punctuality v. Environmental awareness vi. Love for physical work and labour vii. Respect towards elders viii. Protection of environment ix. Responsibility x. Leadership xi. Appreciation xii. Honesty

(Source: Continuous and Comprehensive Evaluation- Framework for Elementary Stage in Odisha, Dept of School and Mass Education, Odisha, 2012)

The main purpose of the assessing the above qualities is to watch students' behaviour and provide them with proper feedback. Through the assessment of PSQ unhealthy traits and behaviour of the students can be eliminated and positive and supportive qualities can be developed. While assessing students' personal and social qualities, teachers should take the views of peers, parents and such community members who are concerned with the child. Teachers shall recognise and appreciate students' personal and social qualities and have to keep regular notes of important events, situations and activities in and outside the class. Teachers award grades to students basing upon such notes and records.

What Research says?

After the implementation of CCE, various studies have been conducted by the different scholars. Some of the findings are presented by the investigator in the following.

Prakash and Bhalla (1996) suggested that the reforms in examination system must aim at gearing up the system to bring about qualitative improvement in school education. It mainly suggested adopting Continuous and Comprehensive Evaluation (CCE) in place of traditional examination. Well, et al. (2004) conducted a study on open book examination. The study found that students feel less anxiety when preparing for and completing open book assessment. Malhotra , et. al (1989); Malhotra and Tulsi (1990); Meera (1996); and Iqbal and Rauf (2011) conducted studies on internal assessment. It revealed that students favoured the total internal assessment system and acknowledged the benefits offered.

Regarding the studies in the areas of curricular area and co-curricular areas, the findings revealed that educational institutions confirmed themselves to the development of scholastic abilities only. The affective domain was almost neglected. Teachers did not attempt to assess the non-scholastic abilities for various reasons concluded by Natarajan and Kulashrestha (1983). Similar conclusion was drawn by Satrusalhya (1990), Bhattacharjee and Sen (2008) whose finding were: some common activities viz. Sports, games, drama, debate, N.S.S., N.C.C., school magazine, cultural activities etc., in which both the boys and girls were interested. It was not possible on the part of the institution to implement all co-curricular activities due to non-availability of adequate funds, space, time, experts, staffs, equipment, leisure etc. The study revealed that the school-based evaluation scheme has helped in improving the performance of students in scholastic areas and in co-curricular activities. The assessments of social personal qualities have created consciousness and awareness among the students and parents.

National Policy of Education (1986) recommended that Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time should be done. In continuation, the NCF - 2005 has also recommended several reforms regarding paper setting, examining and reporting (P. – 114) : *“The focus should shift to framing good questions rather than mere paper setting... we need to be able to increasingly shift towards school-based assessment, and devise ways in which to make such internal assessment more credible. Each school should evolve a flexible and implement able scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning”*. On 27th August 2009, Govt. of India adopted a historic Act “Right of Children to Free and Compulsory Education Act, 2009 (RTE). This law came into force for the entire country (except Kashmir) w. e. f. 1st April, 2010. Section 29(2) mandates that the academic authority, while laying down the curriculum and the evaluation procedure. In one of the sub-section it has stressed on making the child free of fear, trauma and anxiety and helping the child to express views freely and implementation of scheme of comprehensive and continuous evaluation of child understands of knowledge and his or her ability to apply the same.

Natarajan and Arora (1989), Patel, Patel, and Paten (1990), Bhatia (1997) and Pradhan (2007) revealed that reasons of unfair means are excessive competitions, psychological frustrations and succumbing to temptations. Prakash and Bhalla (1996) suggested that the reforms in examination system must aim at gearing up the system to bring about qualitative improvement in school education. It mainly suggested adopting Continuous and Comprehensive Evaluation (CCE) in place of traditional examination. Well, Daniels and Stewart (2004) found that students feel less anxiety when preparing for and completing open book assessment. Malhotra , et. al (1989), Malhotra and Tulsii (1990), Meera (1996), and Iqbal and Rauf (2011) revealed that students favoured the total internal assessment system and acknowledged the benefits offered.

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scholastic abilities only. The affective domain was almost neglected. Teachers did not attempt to assess the non-scholastic abilities for various reasons (Natrajan and Kulashrestha, 1983; Satrusalhya, 1990; Bhattacharjee and Sen, 2008). The principal and the teachers should develop an action plan indicating the scheme of evaluation, the task and the role of different stakeholders, and the implementation process and orientation programme for principals and teachers on the different aspects of the scheme is needed (Rajput, Tewari and Kumar, 2005). NCERT (2004) revealed that the school based evaluation scheme has helped in improving the performance of students in curricular areas and in co-curricular activities. The assessments of social personal qualities have created consciousness and awareness among the students and parents.

Rao and Rao (2001) found that the teachers had improved in their awareness and practices of CCE in the classroom. Pani (2004) found that CCE had significant effect on both scholastic and co-scholastic areas. Interaction of treatment and area has been found to have no significant effect on scholastic and co-scholastic achievement of Class-V children. (Jadal 2011; Panda 2012; Appasaheb, Kothari and Thomas 2012; Raveendran 2013; Idowu and Esere 2009) all had similar conclusion about CCE that it is systematic in nature and it brings improvement in the students learning and holistic development of their personality. Laxmi Narayan (2014) found that continuous assessment scheme helps to develop personal and social qualities. The study revealed that there was improvement in qualities like cooperation, regularity and responsibility. There was no improvement in qualities like regular habits, cleanliness, protecting environment, physical emotional development, self-expression, protection of public property and appreciation of cultural heritage. (Mishra and Mallik 2014; Singhal 2012; Kasture and Joshi 2011; Onuka 2010) found that perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers and revealed the problems such as large number of students in the classes, low level of awareness on the part of parents, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE. Similarly, the study of Panda (2012) is significant in this context. He views that holistic development of a child depends on learning pertaining to curricular areas, curricular activities and personal-social qualities.

Conclusion

CCE scheme has already been implemented in our schools. However, whether the real aim of CCE is achieved or not needs to be studied. The above studies reveal that most of studies have been conducted on continuous and comprehensive evaluation. From the findings, it is found that students, teachers, parents and committee members are becoming aware about efficacy of CCE after its implementation by CBSE. But their awareness is not to the satisfactory levels due to a lots of problems involved while executing continuous and comprehensive evaluation such as lack of adequate infrastructure, unavailability of teaching material, lack of adequate teachers, low salary of teachers, poor background of children, illiteracy of parents, community and government, lack of appropriate training and orientation programme for teachers to implement CCE, inappropriate teacher-pupil ratio,

inadequate tools and techniques for assessment and inadequate attention to personal-social qualities of learners.

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