

RESEARCH ARTICLE



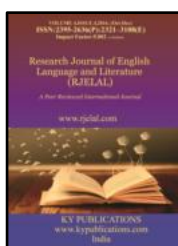
INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA
2395-2636 (Print); 2321-3108 (online)

EFFECTIVE IMPLEMENTATION OF CONTINUOUS COMPREHENSIVE EVALUATION TO MAKE IT A SUCCESS IN THE STATE OF TELANGANA

Dr. M LATHA¹, MINHAI FATHIMA²

¹HOD OF ENGLISH, ²RESEARCH SCHOLAR
KL UNIVERSITY

mlatha@kluniversity.in¹; minhaj.fathima786@gmail.com²



ABSTRACT

After the rolling back of CCE in CBSE schools, the question arises what went wrong? Telangana government after studying the CCE implementation in CBSE schools introduced it in the schools of Telangana in the year 2013-14. But when it failed recently in CBSE where the quality of teachers and students is far better than in SSC schools, how can we make it a success. The author therefore felt the need for the study.

KEY WORDS: CBSE, CCE, quality, SSC, Telangana.

INTRODUCTION

In the year 2010, KapilSibal, chair person of ministry of Human Resource and development, under Government of India introduced CCE education system also called Continuous Comprehensive Evaluation.

The proposed benefits of launching CCE were:

- Reducing stress on students so as to maximize student's educational output.
- Constantly looking over student's performance at small intervals of course for better growth of students.
- Teaching students through various techniques and examples so that he/she understands the concepts completely.
- Increasing the participation of students in the learning process so that they experience everything themselves.
- Participation of students in more and more co-curricular activity so as to recognize the abilities of an academically non-performer into other fields.
- According to this system, the marks traditionally allotted to students will be replaced by grades.

One of the important features of Right to Education act (RTE) was the introduction of CCE. It is a holistic assessment system aiming to develop skills of students in all areas in order to make children stress free. The system is designed to assess students from various perspectives, intending eventually to eliminate rote learning and cramming.

According to CBSE, education is meant to bring the best out of a learner. Since this is a continuous process therefore a continuous evaluation system is adopted to check the effectiveness of learning process. This evaluation system includes both the scholastic and co-scholastic aspect of a learner's growth.

Lot of hopes were pinned when CCE was introduced for the first time in Telangana in the year 2013- 2014 after studying the implementation of it in CBSE schools. This decision was taken after many discussions with the experts in education field. Several training sessions were held across the state. Hand books for each subject were published and issued to the teachers. A lot of work has gone in the previous years. New textbooks were developed according to the instructions of NCF 2005, RTE 2009 and SCF 2011. Even the text books of private publishers followed CCE pattern while coming up

with books. The evaluation pattern underwent a drastic change. The present evaluation system is supposed to be a continuous one. A child is to be evaluated on the basis of the daily activities and not on the basis of the examination he/ she takes at the end of the academic year. According to it 20 % of marks are allotted for the Formative assessments (FA) and 80% of the marks are allotted for the Summative Assessment(SA).

Summative assessment is also based on the comprehension skills and not on rote learning. Moreover, the present system focuses on all round development of students. It is taking in to its purview health and physical education, Art and cultural education, work and computer education and value education. These are also evaluated periodically. As it assesses all the skills of the learners and the child has to be regular to school and an active participant all the time. So, most of the students have named the CCE system of evaluation as "Children Crying Everywhere".

Now that CBSE board has rolled back the CCE pattern, more efforts should be put at all the levels to make it a success in Telangana state.

STUDY :The paper proposes to find out the methods to make this CCE pattern a successful so that it doesn't succumb to the fate of emotional educators. A questionnaire was prepared and administered to 25 teachers who are dealing with it and are in favour of continuing it.

THE FINDINGS

- Most of the teachers felt that In service teacher training at a larger and continuous scale will prove more beneficial.
- 90% of the teachers are of opinion that parents must be counseled which will lead to a better understanding.
- 81% of the teachers said CCE scheme could be successful when there is continuous dialogue between teachers, students, parents and community members.
- 69% of teachers opine that positive environment must be created among the students so that there is a greater level of acceptance among the students.
- Some of them also felt that the difficulty level of question papers must be reduced.

CONCLUSION

I conclude my paper with the statement of NCF which says "Each school should evolve a flexible and implementable scheme of continuous and comprehensive Evaluation, primarily for diagnosis, remediation and enhancing of learning"

A list of some source books used

- 1) Coyle, Do (2010) ; CLIL Paperback: content and language integrated learning
- 2) Dalton-Puffer, Christiane (2007); Discourse in content and language integrated learning classrooms.
- 3) Penny Ur (2012) ; A course in English Language Teaching
- 4) Paul Lennon (2012); Learner autonomy in English Classroom.
- 5) English Teacher's Hand book; SCERT, Hyderabad
- 6) Teacher's Hand book Social Studies class 10, SCERT, Hyderabad
- 7) www.thehindu.com