
IS CONTINUOUS COMPREHENSIVE EVALUATION STRESS FREE?

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Abstract: The state board of Telangana has introduced the revision in the evaluation and testing in the academic year 2014-15. This revision has also led to the changes in the teaching methodology in terms of skill based learning. Prior to this the traditional method of rote learning was being followed. In the year 2014 Continuous Comprehensive Evaluation was introduced and the curriculum underwent a complete change. The main aim of this change was to reduce the stress on students. This change was made without looking at the ground reality. The students come from different Socio economic, class, caste and religious background. It is difficult to train the teachers in new method.

This paper proposes to look at the impact of this revision on the students and teachers of class X. In order to do so I will closely examine the class room transaction of a private school of Hyderabad.

The paper will analyse the data in terms of learners and teachers attitude towards this change. The students have been studied over a month long period.

Keywords: Continuous Comprehensive Evaluation, ground reality, curriculum, revision, skill based learning, stress.

Introduction: In the year 2014-15 Telangana state government implemented the examination reforms following the GO 60 issued in the year 2013 for the implementation of CCE. Accordingly the text books were revised and examination pattern was redesigned. In the new pattern 20% marks are assigned for internal assessment i.e formative assessment and 80% marks are for external assessment. The formative assessment is based on parameters like story books, children literature newspapers and reflecting in terms of writing and presentation in the class room for languages and experiments and record books for Sciences.

The proposed examination reforms will facilitate for a shift in teaching learning process and improved transaction of new text books and transforms the ways of learning with activities, projects, dialogue and discussions, experiments.

It is in a way bidding good bye to rote learning and encourages students to think, analyse critically and draw conclusions on their own.

Need Of The Reforms: The role of the school was reduced to prepare the child mechanically for their exams limiting their knowledge to textbooks. Learning by rote memory and mechanical completion of syllabus do not prove beneficial for achieving the objectives of education. A school must enable the children to explore, search, discuss, read the reference books, discriminate and analyze. When these are kept in view, there was a need to change the present system of examination.

Class X is treated as an important phase and more focus is on examination outcomes. Therefore, the syllabus is completed much earlier than the decided months. There is no opportunity for the children to think on their own and construct answers applying their knowledge and experience. **As a result there is**

stress and anxiety in the entire preparation for class X on the part of children and teachers.

The examination pattern and system is not focusing on testing the children's logical, analytical and communication abilities. Though the children are getting good marks, it does not reveal their abilities and competencies. **There is high expectation on the part of the students of class X in terms of marks which leads to pressure on them and they resort to various types of incidences.**

School should function for all round development of children. Presently teaching is limited to subjects and only these are being evaluated. Teaching must take place considering Health and Physical education, Art And Cultural Education. Work and Computer Education and Value Education. They should not be treated as Co-curricular activities and must be evaluated periodically.

The most important person in school education is Teacher. Development of the students depends on the activities and programmes conducted by the teacher. Hence, the evaluation methods need to be reformed in this perspective. Instead of allotting the complete weightage the public exams, we should consider teacher at school level and some weightage must be given to internal or Formative assessment.

In this present situation, children are under stress as evaluating them is just limited to exams. Alternate aspects must be included to avoid pressure among children. Keeping in view the above points the need was felt for reforms in the evaluation pattern.

Action Taken:

Series of actions contemplated by SCERT for developing proposal on SSC Examination reforms

- Conducted a meeting with text book writers and experts on the proposed SSC examination reforms during September ,2013and discussed.

- Based on the above discussions and existing CBSE pattern, draft proposals have been formulated.
- A meeting was conducted with subject specific teachers, head masters academic officers selective DEO's professors of SCERT during March, 2014 .
- Based on the above discussions the CCE pattern was implemented.

Study: This paper proposes to look at the impact of the implementation of CCE pattern on the students and teachers of class X. For this purpose I have studied 25 students and 5 teachers of a private school in Hyderabad.

Conclusion: It appears that this shift is having a negative impact on the mental and physical health of students and teachers. As per the studies conducted by NCF 2005 learning has become a source of stress and burden on children and parents and it is leading to a deep distortion in educational aims and quality.

- The students are busy and concentrating day and night on the tools of Formative Assessment.
- The students come from different Socio-economic class, caste and religious background. Most of them are first generation learners who don't get any help from home.
- It is causing a lot of stress to the teachers as they want their students to score maximum marks in

Formative Assessments. For this purpose they are making the students do double work. That is rough and fair work. The teachers are also overburdened with corrections and they in turn under constant pressure from management and state board who are conducting frequent inspection to evaluate the progress.

- This change was made without looking at the ground reality. Every one is just concentrating on the 20 M of Formative Evaluation leaving behind the main 80 M.
- In the year 2014-2015 the SSC results have shown steep decline where the number of failures increased which also proves my point.
- The parents are also of opinion that their children are just busy in completing the activities and are not at all studying.
- The parents are constantly complaining of the stress caused to their children mainly due to the insufficient hours of sleep.

For the purpose of paper it is not possible to reach to an absolute conclusion but it indicates that the new CCE pattern of evaluation is not reducing the burden. Infact the students are more stressed and are not able to enjoy the learning.

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