

Empowering Teachers to Implement CCE in Classroom: ODL Initiatives

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Abstract: Continuous and Comprehensive Evaluation (CCE) is a major focus of the National Curriculum Framework (NCF) – 2005. Along with the Central Board of Secondary Education (CBSE) at the Central level, many State secondary education boards have implemented CCE at elementary and secondary levels in last few years. In-service teachers, practicing the traditional mode of assessment are yet to come to terms with the CCE. They are facing problems not only with the process but also with the terms (or jargons used in CCE documents). Teachers have been facing problems with the effective implementation of CCE. Many times, parents also have complained that CCE has just replaced the trimester examination with unit tests. Reality is that due to lack of proper orientation, teachers are not able to do justice with CCE processes.

To facilitate practicing teachers across the country, Distance Education Programme - Sarve Shiksha Abhiyan (DEP-SSA), a national project of the Ministry of Human Recourse Development, Government of India at Indira Gandhi National Open University (IGNOU) initiated workshop mode orientation of practicing teachers all around the country. DEP-SSA practiced a unique technology blended workshop model to prepare master trainers at elementary level among various states.

Present paper presents a critique of the model of workshop, way of orientation and efforts made to ensure quality and uniformity of training content in this training model.

Researcher being a participant in planning and implementation of the experiment, analyzed the whole experiment. It is found that with millions of teacher practicing in school without proper orientation and training, it is not possible to achieve the goals behind implementation of CCE. As the Right to

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Education Act also provides certain guidelines for the evaluation process to be in holistic perspective, CCE has to play a crucial role. Experiments like one of the DEP-SSA are opening new ways to orient the teacher at their workplace. We can adopt such experiments and adopt them as per local needs and settings to enrich our practicing teachers as onus of successful implementation of CCE lies on their shoulders.

Continuous and Comprehensive Evaluation (CCE) is a major focus of the National Curriculum Framework (NCF) – 2005. Along with the Central Board of Secondary Education (CBSE) at the Central level, many State secondary education boards have implemented CCE at elementary and secondary levels in last few years.

The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps towards improving and strengthening the quality of learner evaluation. Continuous evaluation is an approach that would capture the full range of learners' performance (Kothari and Thomas, 2012). CCE refers to a school based evaluation, which covers all aspects of school activities related to child's development. It emphasizes two fold objectives such as continuity of evaluation and assessment of learning outcomes in a comprehensive manner. It covers all the domains of learning i.e. cognitive, affective and psychomotor domains. It treats evaluation as a developmental process. Evaluation in the cognitive domain is associated with the evaluation of cognitive abilities such as knowledge, understanding, application, etc. Evaluation in the affective domain means evaluation of attributes such as attitudes, motives, interests, and other personality traits. Evaluation in the psychomotor domain involves assessing learners' skills to use their hands (e.g. in handwriting, construction and projects).

In CCE, student's performance in both scholastic and co-scholastic areas is assessed. CCE aims to reduce the curricular workload on students and to improve the overall abilities and skills of students by means of evaluation of students' performance in various types of activities.

Teachers have been following the traditional mode of evaluation and they believe in that system because they were trained to do so and they have successfully practiced it since they started teaching. Proper re-training of teachers is needed. In the changed scenario, a teacher ought to maintain a number of records like child's portfolios, anecdotal records, prepare checklists, rubrics for assessment. Practicing modes and modalities of CCE is a challenge before traditional teachers. More workshops have to be conducted at State levels and care has to be taken that all teachers undergo thorough training before they start implementing CCE in their classrooms (Kothari and Thomas, 2012). It is absolutely essential that teachers need to be provided with orientation about

the CCE scheme incorporating both the scholastic and co-scholastic areas of learners' growth. (Saxena and Namdeo, 2012)

Many times, parents also have complained that CCE has just replaced the trimester examination with unit tests. Gohain (2011) reported that according to a survey conducted by National Association of School Principals, 62% of the parents felt that CCE is not a better system.

Reality is that due to lack of proper orientation, teachers are not able to do justice with CCE practices. It has been realized that a sincere effort for training of teachers is required.

Empowering
teachers to
implement CCE in
classroom: ODL
initiatives

1. INITIATIVE

Kothari and Thomas (2012) suggested that if teachers get practical training on implementation of CCE can they implement it successfully in their classes. Such workshops and trainings will give those hands on experience on CCE implementation. It will also give them a chance to interact with experts and other teachers and thus share their problems and find solutions for the same. Saxena and Namdeo (2012) also suggested that teachers should be oriented in such a way that they can efficiently participate in effective assessment of indoor and outdoor classroom activities of the students. Training programme should include methods of collecting, recording, compiling and interpreting evidences of learner's growth. Bansal (2013) also argued that there is an urgent need of teacher professional development, may it be, knowledge and skills in development of assessment tools, their proper execution, different ways of record keeping, making meaningful inferences from the information collected and providing stakeholders with constructive feedback. Need of proper orientation was also accepted by CBSE chairman. According to a report in Times of India (2011), he accepted that to handle large classes and children from different socio-economic backgrounds are some of the issues that teachers face in the implementation of CCE. Need for proper training was further supported by various surveys. One of the surveys conducted by National Association of School Principals in 2011 as reported by Gohain (2011) in Times of India revealed that even after two years of introduction of CCE system by CBSE, a staggering 67% of the teachers are still grappling with it, while 58% of them have a negative or indifferent approach towards it. Of the 260 schools surveyed, 151 felt that teachers still have a negative or indifferent attitude towards the system. Jose (2012) reported that due to CCE, teachers are struggling to cope with the additional work load. It has added to the stress level of teachers because of the considerable paper work involved.

Whole discussion made above substantiates the importance of proper hands-on training of teachers on CCE. Bansal (2012) suggested one step ahead as she argued that change needs to be instituted not only in in-service but pre-

Singh, G.

service teacher education programs as well. CBSE later realized the importance of CCE. In a recent report in Times of India (2013) it has been mentioned that according to the rules prescribed on the CBSE website, “Every school should organize at least a weeklong training programme for teachers every year, in association with a teachers training institute recognized by the State or Central government or by any agency identified by the board.”

In order to facilitate the practicing teachers across the country, Distance Education Programme - Sarve Shiksha Abhiyan (DEP-SSA), a nationwide project of Ministry of Human Recourse Development, Government of India at Indira Gandhi National Open University (IGNOU) initiated workshop mode orientation of practicing teachers from different states. DEP-SSA practiced a unique technology blended workshop model to prepare master trainers at elementary level in various states.

2. FRAMEWORK

The three days technology blended face-to-face workshop was planned by the DEP-SSA as an experiment. Workshop schedule was planned in an expert committee meeting and it was finalized and vetted by experts of teacher education. Workshop had a total of eighteen (18) sessions including three sessions per day i.e. total nine sessions through teleconferencing from the head quarters.

Workshop schedule was sent in advance to all the state project directors (SPDs) of Sarve Shiksha Abhiyan and proposals were invited for conduction workshop. In the first phase, workshop was conducted simultaneously at 18 centers from 11 states of India.

Session 2, 3 and 4 on every day were telecasted through Gyandarshan-2 at all the training centers along with national coverage. Sessions were interactive in nature. One way video-two way audio and at some centers two way video and two way audio through EDUSAT was used for interaction and presentation. Workshop schedule was as follows:

	0930-1045	1100-1145	1200-1245	1300-1345	1430-1545	1600-1715
Day 1	Ice breaking and need of CCE	Need and significance of training on CCE (TC)	Understanding CCE-its nature (TC)	Understanding CCE – purpose (TC)	Need and evaluation for holistic development	Group discussion & home work
Day 2	Scholastic and co-scholastic abilities	Assessment of Life skills (TC)	Assessment of Attitude and human values (TC)	Implementation activities for CCE in classroom situations (TC)	Designing and developing the activities based on subject teaching of life skills	Group discussion & presentation

Day 3	Discussion on designing and development of assessment tools	Assessment tools for scholastic aspects (TC)	Assessment tools for co-scholastic aspects (TC)	Recording and reporting results (TC)	Activity for recording and reporting	Presentation on recording and reporting
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Empowering teachers to implement CCE in classroom: ODL initiatives

*TC- Sessions through teleconferencing

Along with it, every training center was supported by DEP-SSA appointed subject expert to coordinate and facilitate the training workshop.

To review the out come of the workshop, a pre-test and post test on CCE was administered. Data was collected, compiled and interpreted.

3. PARTICIPANTS

There were 30 participants at one training center. Participants were selected by state project officer or district project officer from amongst the elementary schools teachers. One of the objectives was to prepare them as master trainers for training of teachers at elementary level in that particular states/district/ clusters.

3.1 Methodology

The workshop schedule was provided to participants in advance. Care was taken to ensure audio-visual facility at every study center.

First session of every day was orientation cum feedback session. In this session workshop facilitators discussed various issues with participants as well as feed back from participants on previous day's activities. This session was planned as ice braking session on first day. On day two and three, it was designed to orient and prepare participants for activities and discussion in other sessions on that day.

Session 2, 3 and 4 on every day were for interactive teleconferencing through Gyandarshan-2. Experts having field experience and policy planning and development related to CCE from various organizations were invited to deliver an interactive lecture with participants. Every teleconferencing session was of 45 minutes. In every session initial 15 minutes were provided to experts to present their ideas/content and rest of the time was for interaction with teachers. After 3 session of two way interaction, teachers were asked to plan activities, design tools and tests and use them in simulated situation among peers in the workshop, followed by discussion and presentation.

The whole workshop was planned to provide an ease to teachers for implementing CCE in their classroom and also to make them able to train their peers at their workplace.

4. OUTCOMES

Through 18 parallel workshops, around 540 teachers were trained simultaneously across the country. Though it is an experiment and has a lot of options for improvement in future. In order to analyze its outcomes, SWAT has been used.

4.1 Strengths

Strengths of this workshop models are as follows:

- i. Simultaneous training at many places.
- ii. Quality and uniformity of content can be ensured.
- iii. Activity based workshop, which will help teachers to overcome operational issues of CCE.
- iv. Use of latest telecast technology to encourage and motivate participants.
- v. Nationwide coverage through satellite and webcast.
- vi. Opportunities to teachers to share their experiences and good practices across the nation with fellow teachers.
- vii. Real operational problems and issues can be chalked out easily.

4.2 Weakness

Weaknesses of this training programme are:

- i. All participants did not get opportunity to interact with national experts due to limited time for interaction.
- ii. Experts are not able to see the response of participants as at most of the places, it is one way video
- iii. Human element of emotions and expression of feeling is missing.
- iv. Uniformity in workshop based activities and practices can not be maintained.
- v. Three days are not enough for training on all aspects of CCE.
- vi. Experts deputed by DEP-SSA for face to face interaction have faced problem of language.
- vii. Mostly interaction in teleconferencing sessions was in English, which was difficult to understand in some Hindi speaking as well as other areas.

4.3 Opportunities

As it has been mentioned earlier that it is an experiment, means has a lot of chances and opportunities for improvement. Few of them are as follows:

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- i. Same model may be adopted for state-wise training.
 - ii. Teacher training institutions/DIETs may be training centers for programme.
 - iii. Teachers in bulk may be trained without compromising on quality and by ensuring participation.
 - iv. This model has an option to be converted into a credit based certificate in-service training programme, in which model text and workshop practical handbook may be prepared and be provided to participants in advance.
 - v. This workshop may be telecast in schools, if internet or DTH is available in schools. Teachers can be trained at their own workplace.

Empowering
teachers to
implement CCE in
classroom: ODL
initiatives

4.4 Threats

This training model has a few threats, which are pointed out by teachers during discussion.

- i. The biggest threat is overdependence on technology and poor technology infrastructure in Indian schools/training institutions.
- ii. Another threat, which teachers have pointed out, was related to criticism of policy issue an open forum, which may be used for political benefits.
- iii. Many teachers are not receptive to any new adaptation or training with such openness, which may discourage them.

5. CONCLUSION

Overall, the training programme was the first of its type experiment initiated by DEP-SSA. It was well accepted and welcomed in many states, which encouraged the organizations to initiate a series of such training programmes. Now similar in-service training programmes are being planned in many other areas of importance for teachers like RtE, action research, dealing with out of school children encouraging community participation in schools and so on.

Researcher being a participant in planning, implementation and evaluation of the practice, analyzed the whole experiment. It may be concluded that with millions of teacher practicing in school without proper orientation and training, it is not possible to achieve the goals behind implementation of CCE. As RtE Act also provides the evaluation process in holistic perspective, CCE has to play a crucial role in it. Experiments like DEP-SSA will also open new methods to orient the teachers at their workplace. We can adopt such experiments and adopt them as per local needs and settings to enrich our practicing teachers.

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