

## **IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE ASSESSMENT AT SECONDARY SCHOOLS OF KENDRAPADA DISTRICT**

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### **Abstract**

*This study focuses on examining the views of secondary teachers about implementation of continuous and comprehensive assessment in rural and urban secondary schools. The investigator used purposive sampling and selected ten secondary schools which comprised of five urban and five rural areas in Kendrapada district of Odisha. The Descriptive Survey method with qualitative approaches and questionnaire was employed to get data from forty secondary schools' teachers. The findings revealed that most rural schools' teachers reported that the Government is not providing sufficient in -service training to competent in the different areas of continuous and comprehensive assessment. All the teachers of both urban and rural schools viewed that two summative and four formative Assessment were conducted regularly. It is therefore recommended that school and mass education should cater to in-service teachers, raining to adept them with new tools and techniques of Continuous and Comprehensive assessment.*

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## **INTRODUCTION**

Assessment plays a vital role in the field of Education. Assessment and its function as a guide to the learner and teacher is an important part of curriculum syllabi (Eash-1974).A good

assessment and examination system can become an integral part of learning process and benefit both the learners themselves and the educational system by giving credible feedback(NcF-2005).Education as a planned endeavor, at a personal level on a small scale on institutional level on a large scale, aims at making children capable of becoming active, responsible, productive and curing member of society .There are made familiar with the various practice of the community by imparting the relevant skills and ideas.Ideally education is supposed to encourage the student to analysis and evaluate their experience to doubt, to question to investigate-in other words ,to be inquisitive and to think independently “(Position paper on aims of education ,NCF-2005 NCERT).Education plays a key role in the development of a nation. The education system in vogue. In a country reflects the ethos, aspiration and expectations of a particular society. As aspiration & Expectations of each generation vary with time, constant review of curriculum & assessment system becomes an essential exercise. Assessment is very important component of the education system. It can make or destroy the purpose of education. Assessment has remained a major irritant in the entire system of educational growth &development. It is the issue discussed widely but which could not be given a proper shape to solve the problems. All police documents pertaining to Indian education stated that assessment system vogue was inadequate and required changes. Hence in this regard the study on continuous and comprehensive assessment is tremendous importance.

### **RATIONAL OF THE STUDY**

Continuous and comprehensive assessment has been started at the Elementary classes since 2010. Elementary stage is an Integral part of the education and very important stage for holistic development of the child. Continuous and Comprehensive Assessment aims at assessing the absolute performance of a student and always avoids complain of one student with another. The traditional assessment was confined to the major curricular areas like mathematics, science, language, and comprehensive assessment is carried out both scholastic and co-scholastic area work experience physical education with equal emphasis on socio personal qualities of students. A study was conducted by Rao Manjula P. on “impact of training in Continuous and Comprehensive Assessment practices of teachers at primary schools in Tamil Nadu.” The research finding of this study is that the teacher had improved their questioning skill in the classroom and other assessment practices pertaining to scholastic area and personal and social qualities of students which were continuous and comprehensive Assessment. From the above studies it was found that Continuous and Comprehensive Assessment has improved the questioning skill of teachers which is an improvement in the

assessment practices. Hence, here the researchers want to make a study on the Implementation of Continuous and Comprehensive Assessment at secondary schools.

**OBJECTIVES OF THE STUDY:** The present study was undertaken with the following objectives:

1. To study the extent of implementation of Continuous and Comprehensive Assessment at the secondary schools.
2. To study the scholastic and co-scholastic area of Continuous and Comprehensive Assessment at the secondary schools.
3. To study different types of tools and techniques used for assessment of scholastic aspect at the secondary schools.
4. To investigate the problems faced by the teachers in implementing the continuous and comprehensive assessment at the secondary school.
5. To provide measure for successful implementation of CCA.

#### **RESEARCH QUESTIONS**

1. What are the teachers view about the implementation of continuous and comprehensive assessment in rural and urban secondary schools with regards to the following dimensions-
2. Regularity, Tools and Techniques, Scholastic and Co-scholastic areas, Anecdotal records portfolio, Grading system, Holistic progress card.
3. What are the problems faced by teacher while conducting continuous and comprehensive assessment with regards to the following dimensions-
4. Participation, Regularity, Grading system, Comprehensive areas, Evaluation

#### **METHOD OF THE STUDY: Design, Population, Sample, Tools and Techniques used.**

The present study comes under Descriptive Survey method of research was adopted by researcher to study Implementation of Continuous and Comprehensive Assessment at Secondary Schools of Kendrapara District. Based on the access and availability the investigator was selected 10 secondary schools which comprised of five urban and five rural areas. Sample of the study constituted of 40 Secondary teachers of Pattamundai block of Kendrapara District. Out of 30 Secondary Schools of Pattamundai Block, 10 Secondary Schools were selected randomly. Four teachers were selected from each school purposively. Out of four teachers, two teachers belonged to Arts stream and two teachers belonged to science stream. Since the investigation was concerned with the study of the Implementation of Continuous and Comprehensive Assessment at Secondary Schools, data were collected with the help of

questionnaire. Data collected through the questionnaires were analysed using frequency and percentage.

### **ANALYSIS OF DATA**

1. It was found that all the teachers awarded of different objectives relating to CCA.
2. All the teachers of both urban and rural schools viewed that feedback mechanism were given to students at the end of each unit assessment.
3. Almost all the teachers of urban schools mentioned that CCA was both process as well as product.
4. All teachers of urban and rural schools reported that four formative and two summative assessments were conducted periodically in their school.
5. 40% Teachers of rural schools were not well acquainted with curricular and co-curricular areas whereas merely 30 percent of teachers were aware about socio-personal qualities.
6. All the teachers of both urban and rural schools knew about different features of CCA i.e. formative and summative and Scholastic and Co-scholastic.
7. None of teachers used Rubrics, Socio-metrics, and Rating scales for assessing students' performance in different field.
8. Portfolio and Anecdotal records were used very rarely in rural schools.
9. Fifty eighty percent teachers reported that they had to face problem while conducting regular test due to large no. of students in classroom.
10. Ninety percent of teachers suggested that they needed different orientation programmes relating tools, comprehensive areas, and grading system etc.
11. Teachers suggested that Govt. Of Odisha should provide extra fund for school infrastructure, TLMS, amenities etc...

### **RECOMMENDATIONS**

The following recommendations as directed under few lines: The Government should increase the quantity of funds to purchase teaching aids, TLM for qualitative improvement in scholastic aspect and moreover should provide in-service training to teachers well adept with new tools and techniques of assessment for effective implementation of continuous and comprehensive assessments. A healthy interaction between parents and teachers should be established in the school, parents should be awarded of the continuous and comprehensive assessment and regularly attend the PTA meeting for getting their children's progress report.

## CONCLUSION

The world has seen a sea change in scientific and technological advancement in the last decade of 20th century. India has led to change in the ethos, aspiration, demand, and expectations of the new generation. As education is the means through which we prepare young generation to face challenges of life, it become imperative to bring adequate changes in school curriculum. Assessment is a very important component of the educational system. To overcome previous deficiencies of the existing system of assessment in our secondary schools Continuous and compressive assessment was recommended in the National Policy on Education (NPE, 1986) and in the modified Plan of Action (1992) The term continuous and compressive assessment (CCA) suggest continuous check of the total growth and development of pupils. The shift of learning responsibility from teachers to learners does not exist in a vacuum, rather in certain context continuous and comprehensive assessment as the context. It is one of the interventions to provide multifarious opportunities and create favourable ground for nurturing and flourishing autonomy in learner. A continuous and comprehensive assessment is thus a process of assessing the learners' behaviour regularly and periodically in both scholastic and co-scholastic areas during instruction of an academic session through a variety of tools and techniques. Based on analysis, the following conclusion have been drawn. Further results revealed that the major problems may be faced by the schoolteachers in the executing of CCA may be due large number of students in classes, lack of training, lack of proper infrastructure facilities and teaching materials, lack of seriousness among the students towards academic was also reported as a serious concern of the teachers. To overcome these problems some steps should be taken like to reduce the number of students in classes, provide teaching materials in the school for the smooth execution of continuous and comprehensive assessment.

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