

The Role of Technology in Enhancing the Implementation of Continuous and Comprehensive Evaluation in the Upper Primary School of Rewa District

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Abstract: *The goal of a new system of evaluation that strives to make evaluation more systematic and dynamic is continuous and comprehensive evaluation. The core tenet of CCE is that every kid can get better. The plan of continuous and thorough assessment envisions that every learner would be reviewed over the full time of learning schedule rather than only one three-hour external examination at the conclusion of a course of learning, keeping in mind the larger goal of examination reforms. Every child should be given the opportunity to grow holistically, which may be done by actively engaging in a variety of activities. This helps learners build a sense of self-worth. School-based procedures are used for evaluation. The relevance of formative evaluation in this new system cannot be overstated. The goal of CCE is to prepare kids to contribute to society as responsible, useful, and productive citizens. One of these improvements that can make education more meaningful for students is the introduction of continuous and comprehensive evaluation (CCE). The concept of continuous and comprehensive evaluation, its historical aspects, its need and relevance, its features, and the role of teachers in implementing CCE in the contemporary educational system are all examined in this article.*

Keywords: Continuous, Comprehensive Evaluation, Academic Achievement, Upper Primary School Students, Rewa District

I. INTRODUCTION

The nation has long cherished demands, including the free, universal, and mandatory nature of basic education. The country's primary educational development objectives since gaining independence have been the universalization of elementary education and adult literacy. The Directive guiding principles of the nation are outlined in Part IV of our constitution. The state "shall, within the limits of its economic capacity and development, make effective provision for securing the right to Education," according to Article-41, Part. Article-45 in the same part of the constitution states that all children must get free and compulsory education for a period of 10 years from the time it took effect until they turn 14 years old. Education was made a concurrent list issue by the 42nd Constitutional Amendment in 1976, which also made the States and the Federal Government equal partners in formulating education policies. On the other hand, the right to education was weakened as a Fundamental Right by the 86th Constitutional Amendment of 2002. The constitution (Eight-Sixth Amendment) Act of 2002 added Article 21 A of the Indian Constitution into the Constitution. All children between the ages of six and fourteen must get free and required education from the state in a way determined by the state. As determined by legislation. The constitution was amended to quickly provision for elementary education. Article 45 was changed because it was impossible to carry out its directive to provide free and required education for all children until they become 14 years old. The Indian government was ordered by the Supreme Court to add education on the list of Fundamental Rights. The nation had to reach its goal of having all citizens be literate by the time they turned 14 years old. Unfortunately, the goal has not been effectively attained or achieved even

in 2009, or 61 years after the constitutional declaration of Article 45. The new National Policy on Education (NPE) was adopted by the Indian Parliament in May of that year. The government also authorised a thorough plan of action (POA) in 1986 for putting the NPE's recommendations into practise. The NPE states the UEE and illiteracy eradication goals as follows: "...it shall be ensured that all children who attain the age of approximately 11 years by 1990 will have had five years of schooling, or its equivalent through non-formal stream. Likewise, all children will get free, compulsory education up to the age of 14 by 1995. However, a number of issues have prevented the aim of 100% literacy, or UEE, from being reached. In response, the Indian government has approved and implemented a number of new programmes and initiatives, including the District Primary Education Programme (DPEP), Operation Black Board (OBB), and Sarva Siksha Abhiyan (SSA), all of which are aimed at ensuring excellent education and the universalization of elementary education (UEE). These programmes and initiatives have been viewed as the implementers of solutions to the many issues with the objective to make primary education universal. Following DPEP, the state education ministers' conference held in October 1998 made proposals for pursuing UEE as a mission, which led to the development of the Sarva Siksha Abhiyan (SSA) programme. In 2000, SSA was approved. The SSA is designed to provide for the educational needs of the following groups: girls from scheduled castes and scheduled tribes, as well as youngsters in various situations. The scheme's major interventions began in the middle of 2002–2003. On the access front, it is projected that more than 13.40 lakh children between the ages of 6 and 14 do not attend school, and more than 12,000 residential areas lack any form of educational infrastructure. Therefore, establishing educational facilities in underserved communities and enrolling all out-of-school children in schools were given top priority. SSA has created and implemented a number of modified interventions in both the evaluation system and regular classroom activities. The idea of continuous and comprehensive evaluation (CCE) can be recognised as one of the main interventions in the field of evaluation. In SSA, the CCE idea and plan are not particularly significant, but their real goal is to fundamentally alter evaluation so that it becomes continuous and all-encompassing.

II. LITERATURE REVIEW

As we know review of related literature is one of the integral parts of Research study. So, in connection with the present area some past literature had been reviewed and it was observed that in the area of evaluation very less number of study had been completed. The completed studies are mentioned below Sinha, S.K. (1977) completed the study on "A study of attitudes towards the present system of examination." (Ph.D. Psy. Ran. U). The study was conducted with the objectives to study the attitudes of students, their teachers, and their guardians towards the academic, evaluative and administrative aspects of the existing system of university examination. Tiwari (1975) in which he studied the system of evaluation in upper primary schools and its problems. A new feature in evaluation is the non-detention of students in primary classes. The SCERT, Andhra Pradesh (1976) studied the impact of the non-detention policy. It was found that, while the students were free from the fear of examinations they were not motivated for study. Their study habits were impaired and this policy adversely affected the children of the weaker sections. Another study by Sharma (1981) on this policy indicated that non-detention contributed towards retention of educational wastage to some extent at the primary and secondary stage sin Andhra Pradesh. Dave, P.N. (1968), Buch, M.B. (1972); Buch, M.B. and Passi, B.K. (1974); Passi, B.K. and Padma, M.S. (1974); Natarajan V. and Kuishetra, S.P. (1983); Passi, B.K. and Hooda (1986) and more recently by Singh, P and Prakash. V. (1991). These surveys reviewed the work in these areas in India upto 1988. The present report takes into consideration the Indian studies done during 1988-92. Jyoti, Nirmala M. (1992) completed the study on "An Evaluation of the Non-detention system" with the view to study the evaluation under Non- detention system on different aspects like its effects on achievement students, percentage of passes, rate of drop-outs, and attitude of teachers, students and administrators. Mabto, R. K. Completed the study on "A study of Sarva Shiksha Abhiyan (SSA) initiative on quality Education at Elementary stage A case study of Arunachal Pradesh. he work undertaken by Nazish et al (2016) studied the influence of Socio-economic Status on academic achievement of 540 students of class IX and class X from 45 public Secondary Schools which showed a positive influence of Socio-economic Status on academic achievement. Belonging to High Socio-economic Status guarantees a child to successfully fulfill his/her daily needs in an easier way (Showkeen and Atieq, 2014). Those students who belong to high Socio-economic Status show

better in their academic achievement. Also Singh and Choudhary (2015) inquired the impact of Socio-economic Status on academic

achievement of secondary school students of Delhi city and revealed a difference between academic achievements of High and Low Socio-economic Status. It is found that Socio-economic Status influences academic achievement. Chandra and Azimuddin (2013) investigated the impact of Socio-economic Status on academic achievement of Secondary School going children and found that those students who come from High Socio-economic background are good achievers in their scholastic areas in comparison to those who belong to average Socio-economic background.

III. METHODOLOGY

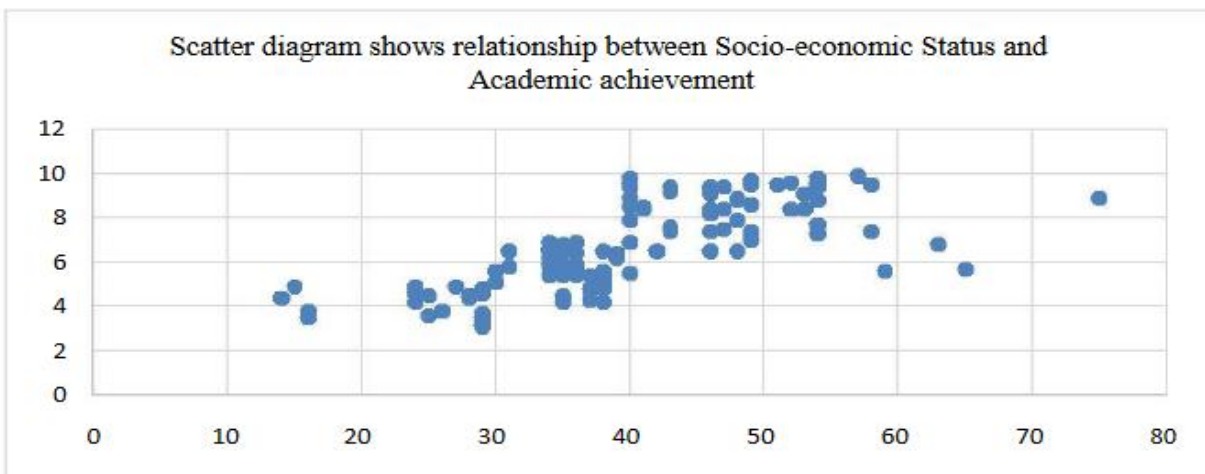
The study shows how upper primary school pupils' socioeconomic status and academic achievement are related. 121 A.M.U. School students make up the sample. R. L. Bhardwaj's (2014) Socio- Economic Status Scale was used to collect the data, and as an indicator of academic success, students' cumulative grades from the preceding class were employed. The statistical methods employed in the current study were mean (M), standard deviation (S.D.), and t-test.

(i) **Data Analysis-** According to Table 1, there is a positive and significant association between socioeconomic status and academic attainment ($r=0.72$, $p=.000-.01$), supporting Null Hypothesis No. 1. It is refuted that "There is no relationship between upper primary students' socioeconomic status and academic achievement."

Variables	N	r- value	Sig.(2 tailed)
Socio-economic Status	121	0.72	.000*
Academic Achievement			

*Significant at .01 level

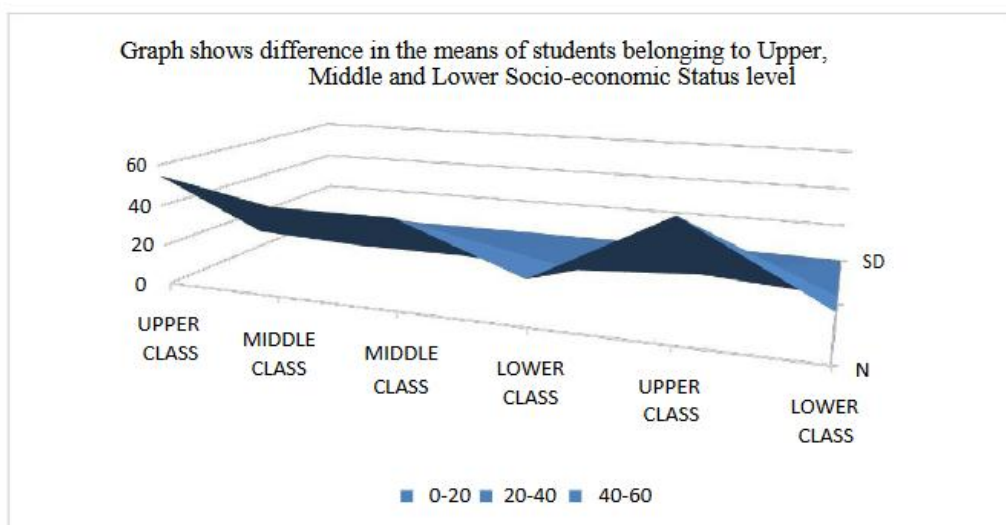
Table 1- Showing the relationship between Socio-economic Status and Academic achievement of students at upper Primary Stage



Variables	N	Mean	S.D	t-value	Sig.(2 tailed)
Upper Class	55	8.26	1.17	12.61	.000*
Middle Class	44	5.73	0.71		
Middle Class	44	5.73	0.71	8.66	.000*
Lower Class	22	4.17	0.62		
Upper Class	55	8.26	1.17	15.52	.000*
Lower Class	22	4.17	0.62		

*Significant at 0.01 level

Table 2 -Showing the Significant difference in Academic Achievement among Upper, Middle and Lower Socio-economic Status Level Students at Upper Primary Stage



The t-value in Table 2 and the graph, which is 12.61 ($p=.0000.01$), demonstrates that pupils with higher socioeconomic status and those with middle socioeconomic status perform significantly differently academically. Therefore, the null hypothesis that "There is no discernible difference in academic achievement between upper socioeconomic Status level and middle socioeconomic Status level upper primary school students" is rejected. The t-value between kids with intermediate socioeconomic status and students with lower socioeconomic status is determined to be 8.66 ($p=.0000.01$), indicating that students in the two groups perform significantly differently academically. Therefore, the null hypothesis that "There is no discernible difference in academic achievement between middle socioeconomic Status level and lower socioeconomic Status level upper primary students" is rejected. Additionally, the t-value between students with higher socioeconomic status levels and those with lower socioeconomic status levels is determined to be 15.52 ($p=.0000.01$), indicating a substantial difference between the two groups in terms of academic achievement. Therefore, the null hypothesis that "There is no discernible difference in academic achievement between upper socioeconomic Status level and lower socioeconomic Status level upper primary school students" is rejected.

(ii) Design of the study- The current investigator will employ the descriptive survey method taking into account the current area of research. As we all know, the purpose of descriptive research studies is to gather specific and essential data regarding a phenomenon's current state and, whenever possible, to derive reliable general inferences from the information gathered. This approach is particularly helpful for developing fresh ideas for local, state, national, and worldwide problems. Studies that are descriptive look at things in their natural environment. In order to use the data to support current circumstances and practises or to develop more clever strategies for their improvement, descriptive survey studies are done to gather in-depth descriptions of existing phenomena. Their goals include analysing, interpreting, and reporting the status of an organisation, group, or place to inform practise in the near future as well as assessing the sufficiency of status by contrasting it with accepted norms. The current researcher will carry out the study using the descriptive survey method in accordance with the nature and aims of the investigation.

IV. FINDINGS OF THE STUDY

- The number of days in a particular term is one hundred and thirty. The duration of each period is forty five minutes.
- Seventy five percent of teachers had more than forty five number of students in their classes, thirty one percent had students are between thirty five to forty and only five percent of students had less than thirty students in their classes.
- The number of formative assessment conducted per term varied as per teachers. Majority of the teachers revealed that they conduct four formative assessments in a term.
- A weight age of 75:25 was given for scholastic co-scholastic aspects by majority of the teachers.

- Almost all teacher conducted diagnostic tests and take remedial measures for students.
- All teachers reported that they had proper time to conduct CCE during the specific year plan and the syllabus is suitable for CCE implementation.
- All teachers revealed that there were clubs in their schools and they were functional. Co-curricular activities were also conducted by all schools.
- Some of schools were facing problems with CCE due to the shortage of teacher in the school.
- Most of the teachers handled classes with more than forty students and this made it difficult for them to give personal attention to students during assessment.
- Every child differs from the other with respect to his abilities and talent in each task. Teachers were not clear on how to make assessment in such situations.

V. CONCLUSION

One of the essential components of formal education is evaluation. Evaluation is a method for determining the calibre of instruction and learning. Only after a learner has been examined can their weaknesses and challenges be identified and solutions for more effective learning supplied. A qualified workforce is in high demand in the age of globalisation, and for this reason, learner development on all fronts is crucial. One of the newest assessment concepts, CCE, was developed in response to a requirement for time. However, the anticipated outcomes would not be guaranteed by their CCE execution. The results of the current investigation point in the same direction. More workshops and training sessions need to be held on a regular basis for improved CCE implementation, and teacher feedback needs to be collected at the same time.

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