

Continuous Comprehensive Evaluation Implementation under Right to Education Act, 2009 in Rajasthan: Challenges and Possibilities

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Abstract: This paper is an exclusive exploratory study in order to understand the key challenges faced by the teachers in implementation of Continuous Comprehensive Evaluation under Right to Education Act, 2009. The analysis drawn in the study is from the experiences shared by the Govt. School teacher, research articles and on the basis of government published reports. An attempt is been made towards coming up with key possibilities in order to strengthen the existing implementation of the Act that eventually will contribute towards better learning levels of students.

Keywords: Right to Education, Evaluation, Children, School.

I. INTRODUCTION

The Continuous and Comprehensive Evaluation (CCE) was introduced by Central Board of Secondary Education (CBSE) in phased manner in 2000. This evaluation gave importance to assess the overall development and covers all the necessary aspects of the child's personality. In 2004 this concept was implemented all over India with the notion of not failing any students till Class Five; rather focus on a holistic approach towards his/her development. The National Curriculum Framework (NCF) which came out in 2005 strongly criticized the traditional way of examining students as was only limited to specific question and answer rounds. It unknowingly ignored the child's logical, analytical and social skills which was a crucial matter of concern. Till the end of 21st century India is expecting a change in education system. It promises quality education with equity. Inclusion of Right to Education in the 86th amendment in Indian constitution is a landmark in this field. According to the Right to Education (2009) every child has a fundamental right of gaining education. It has become an obligation for each state to provide free and compulsory elementary education to every child in the state. The exact execution of the Act can be well found in National Curriculum Framework (NCF) 2005. Right to Education (RTE) was enacted on 1st April 2010 was in itself a landmark step taken by government for improvement in education system of India. It has been assured by Act that, the education system will be free from anxiety, stress, corporal punishment, fear and mental harassment of child.

RTE has assured a paradigm shift in the education system by demanding inclusive education for all. It has further demanded a significant change in perception and thinking of teacher and made it mandatory to adopt Continuous Comprehensive Education in all government schools for

initiating an anxiety and stress free assessment of child. Under it, it is the responsibility of teacher to regularly analyze the learning level of the child by asking questions, assigning tasks, projects, various practicals and games, thus making it an interesting rather than an exhaustive exercise for the student. This practices will definitely open up a broader scope for teacher for to understand the learning level and difficulties faced by child at early stage.

After all these rulings and policies and amendments in the field of education and with the RTE, CCE and NCF all filled up of lovely words and promises and hopes of a tension free environment for the innocent little kids, the big BUT is the implementation part. There is a huge discrepancy between what we show on paper and actually takes place in the field here. CCE, as has been stated in the introduction is an amazing initiative and can change the face of education in government schools if properly implemented, but it is? And, can it? How different are the ground realities of this technique? To systematically understand and analyze this with the help of the researcher's findings, the paper has been divided in the following headings:

1. Literature Review
 - 1.1. Education Reform in India
 - 1.2. Right to Education (Review)
2. Challenges under CCE implementation
 - 2.1. Enrollment:
 - 2.1.1. Enrollment of students
 - 2.1.2. Enrollment of Teachers
 - 2.2. Issue of drop out students
 - 2.3. Lack of teacher trainings
 - 2.4. Lethargy/ Lack of Willingness to do the paperwork

It is the issue that has really to be understood and analyze the situation. S Chandrashekha & Abhiroop Mukhodhapy (2006) put forward that, education now has become more important and has become a fundamental right of an individual. Moreover the 86th amendment of the constitution of India it has included a norm and practice of free and compulsory education to all individual of India till the age of 14 giving further impetus to CCE. Hence CCE is the factor that cannot

be left out from the flow of ensuring education as a fundamental right. Right to Education (RTE) was enacted on 1st April 2010 was in itself a landmark step taken by government for improvement in education system of India. It has been assured by Act that, the education system will be free from anxiety, stress, corporal punishment, fear and mental stress to child. RTE has assured a paradigm shift in the education system by demanding inclusive education for all. It has further demanded a significant change in perception and thinking of teacher. Further it has made mandatory to adopt continuous and comprehensive across all government schools Also for initiating anxiety and stress free assessment of child. A self-explanatory definition of CCE can be understood in it. Hence CCE is nothing but a frequent assessment of child in terms of his/her abilities. More importantly assessing child's learning level is an important task that has to be understood by teacher. Learning level of child is the ultimate factor that lies with him/her throughout. It is the responsibility of teacher to assure the learning level of child by asking questions, assigning tasks, projects, various practical's, opportunity for self-exploration etc. This practices will definitely open up a broader scope for teacher for to understand the learning level and difficulties faced by child at early stage. A need and care given on time to an individual in his/her learning level will certainly benefit a child and nation at broader level. In a way it is the method of self-analysis of child that has to be understood by teacher. Further it is the responsibility of teacher to frequently be in analysis of strength, weakness, opportunities & threat (SWOT) to come up with best teaching method.

A sudden introduction of CCE has obviously given a rise of misconceptions, confusion and fear among teachers. An acceptance of this model is yet to be experience. Challenges in implementation of CCE are endless but to come over is the collective responsibility of teacher, academicians and society.

II. LITERATURE REVIEW

Medieval period in India is to be considered as the inception point for the education in India. On an investigation of certain facts and literature it has been found that during the medieval period, education was more dominated by the institution of religions. According to Padma Ramachandran and Vasantha Ramkumar (2005), Vedic¹ religion gave the necessary details about the economy, politics and social life of people. It has become very important to understand the concern role of education in changing the whole dimension of belief of people in India. It has also been perceptual experience of seeing that the, education was limited with certain group of people (Education in India, 2005). Further, Padma Ramachandran and Vasantha Ramkumar (2005) argue that the whole concept of Buddhism has taken birth in the opposition of rituals and dogmatism followed by Vedic religion. It becomes important to understand the whole process of education in India. It has

been also argued in Discoveries of India that, education has given wide rise in the social change through social action. Most importantly the whole education as a system has given birth to various numbers of revolutionaries to open education as a system of public forum. Further it become important to understand the whole process of education in India.

This part of the paper will discuss about the semantics of literature towards education reform in India, review of RTE, pedagogy, and education in few other states.

2.1. Education Reform in India

Role of education in India is considered to be a major factor in mass social change in India. Further, education has brought better social transform in modern society of India. The aim panned out by the national child education policy was to develop education as a system (National Child Education Policy, 1986). According to the national policy (1986), education has evolved to diversify and extend its coverage since the availability of human history. It is been identical that every country, state, region and group develops its own identity. Further national policy (1986) argues about that, every country even put up their own efforts to meet new upcoming and daily occurring challenges. Today India has reached to a new height. It has been visualized that the Liberalization Privatization and Globalization (LPG) has given a total new dimension in terms of development and availability of resources. When India is enjoying all technological and economic aspects, then it became a bit difficult to stop it from its development. Then in this pace of development, education Act as a highway to achieve it (National Policy of Education, 1986). Sovereign India has paid a sincere efforts and attention towards enrollment of students and betterment of education system. It has been argued by N. Jayaram in his article that the higher education in India has been rooted since from British rule. The clear intention stated by N. Jayaram of British Empire, was to maintain their dominance in country through conquering the access on economy, politics and administrative aspects of the country. Though the intention of British government was to conquer the country politically but in return they gave us a better higher education system in India. To keep track on the availability of education resources in India it become important to understand the statistical data of the country.

On the review of country we can come across that, Indian education scenario is changing day by day in regards of academics and administrations (Ministry of HRD, 2008). Education system in India is changing massively. It is including finance, introduction of new learning courses, distance learning courses etc. Every social aspect is accepting the changing form of education in India. According to Human Resource Development Ministry, it becomes important to understand the role of Sarva Shiksha Abhiyaan (SSA) in implementation of Continuous and Comprehensive Evaluation/ Assessment in India. According to report published by HRD ministry (2008-09) SSA has acted very

¹ Of or relating to the Vedas or to the ancient Sanskrit in which they were written

well in effective execution of CCE to bring about change in assessment system of India. It has better resulted in the enrollment of children in schools. This increasing pace of school's in India itself is an indicator of reform in education system in India. In increasing speed of educational system in India it has also given rise to privatization of education (N. Jayaram). Moreover he (N. Jayaram) also argues about the privatization of education, as a welcome trend in Indian society. Particularly focusing on imparting of education, it has developed a thought process that, private schools are effective in development of standards in education system. School is an institution that is frequently in demand of creativity, accountability and quality in delivering education across the society (N. Jayaram). On the wake of Liberalization Privatization and Globalization (LPG) it has continuously kept schools in limelight for up gradation of their own skills and ability. One thing that has come on the rise of LPG is dilemma in delivering education across the society. It has been crystallized that, in Indian class society there are schools that demands for higher fees and on other side there are government schools struggling for enrollment, proper assessment of student and implementation of national curricular framework (NCF), implementation of various governmental schemes, and cognitive development of child and more importantly retention of child in schools.

Education reform is a continuous process. Frequent and mass efforts at society level are the facet for reform. There is always going to be a difference in delivering education as a system to every individual of the society as we will have to assess various indicators at micro and macro level that can bring about change in education system as a whole.

2.2. Right to Education (Review)

The year 2011 had an important landmark; firstly it completed a century for the first draft on educational bill in 1911, and it also completed 1 successful year for RTE 2009. The important factor remained at the back stage as a point of discussion was to make free and compulsory elementary education as a directive principle. Frequent and continuous efforts taken by civil society organisation was fruitful in articulating, Importance and Implications of the Right to Free and Compulsory Education, 2012.

India has agreed to the norms that has been laid down by universal declaration of Human Rights, 1948, International Covenant on Economic, Social and Cultural Right, 1966 and Convention on Child Rights, 1989 (Dr. Niranjana Radhaya and Aruna Kashyap, 2006). According to Dr. Niranjana Radhaya and Aruna Kashyap (2006), India has joined its hand with albeit² in 2002 after 55 years of Independence. The valued articulation of Article 21-A of Indian constitution has addressed state governments to provide free and compulsory education to every child in the age of 6 to 14 (Fundamentals of the fundamental Right to Education, 2006).

² The host of countries that provides constitutional guarantee for free and compulsory education to children

Right to education Act, 2009 popularly known as RTE, 2009 came in to force in India in January 2010. RTE Act has become a precursor for the education system in India. It has enclosed various ways of implementation of education through schools. Act has acted as an important landmark step in the sector of education of India. Various provisions of the Act provide a legal right to child to have an access towards free and equitable right. The main aim of the child is to provide free and compulsory admission, enrollment and completion of elementary education courses. Further National Policy on Education (NPE), 1986, conveys that, there should not be any sort of punishment procedure or there should not be expulsion of child from the school. The main focus of NPE, 1986 policy was, to increase the enrollment of child in schools and develop his/her motivation and interest towards education. Ultimately it is the focus of implementing RTE in the schools exclusively is with the purpose of to bring a change classroom processes. Further it also has included Continuous and Comprehensive Evaluation as a prime resource to bring about a change in the classroom processes of government schools.

It is more important to understand and focus on the part of evaluation of an individual carried ahead in the classroom throughout his school life. More importantly it is brought in light about the importance of overall development of child in his/her achievement in his/her career life. CCE is an attempt that has brought in about a lot of change in the perspective of teacher, parents and guardian for better understanding of school as a medium of effective learning of child and a mode of personality development of child.

III. METHODOLOGY

Type of Research: Qualitative Research

Research Design and Procedure: This research is a complete exploratory in nature and analyzing facts states in the available literature and on the basis of personal visits made to the Govt. Schools of Rajasthan in order to understand experiences of school teachers towards implementation of CCE. A detailed secondary data analysis has taken up in order to understand the various parameters associated with the education with specific reference to CCE implementation in schools. An extensive secondary research has given an insight about various key decisions and policy changes in the country affecting education systems in India. This study leans towards qualitative approach and uses qualitative framework of analysis. Qualitative research is concerned with individuals own account of understanding towards the topic. Hence a rigorous analysis of Acts, historical evidences and academic papers was conducted in order to understand the various point and juncture of the education transform in the country

Source of Data Collection: Secondary and primary source of data

Data Analysis: Content analysis to understand the overall impact of various incidences on the education system within

the country. In depth analysis is been made to understand and make inferences from the data collected

IV. CHALLENGES UNDER CCE IMPLEMENTATION

Giving a detailed literature review was the precursor towards analyzing the pros and cons of CCE implementation as stated in the abstract as well. The researcher's area of analysis is Rajasthan in which there emerged few issues or rather challenges which are addressed point wise as follows on the basis of visits to the schools:

4.1 Enrollment

No matter how many policies the government makes regarding education, no education reform can be complete without a minimum enrollment of students and adequate recruitment of teachers to support it.

3.1.1. Enrollment of Students and Teacher in Upper Primary School:

State/ UT	Year		UPS (I - VIII)
Rajasthan	2014-15	Schools	37346
		Enrolment	4809011
		Teachers	235499
	2015-16	Schools	37428
		Enrolment	4817752
		Teachers	234628
	2016-17	Schools	36807
		Enrolment	4632552
		Teachers	224826
Source: Elementary State Report Card: 2015-16 & 2016-17			

On the topic of CCE as well, this is therefore a big hurdle to cross as the implementation of CCE can't be checked in the private schools, leaving the government on a relatively delicate position on the analysis of CCE performance.

Further it become important to understand that the importance of gross enrollment as a part of an assessment. According to the Census of India (2011), total population of children between age group of (06-14 years) is 14,716,568. Therefore the basic analysis that we can understand that of the total population of children in Rajasthan in the age group of 06-14 years in 2014-15 the enrollment was 33 per cent, in 2015-16 was 33 per cent and in 2016-17 it dropped to 31 per cent in school. Hence it is assumed that, the remaining percentage of Children are either dropped out from school or in involved in unorganized form of work or have never been admitted in schools. It is been argued that the importance of at least getting enrolled in school will bring out the desired change in child. Hence a greater emphasis on enrollment and retention of child in school is important.

Recruitment of teachers

The recruitment of professionally trained teachers or rather the lack of it is another area which is crucial to the implementation of CCE. The quality of education in any school is it private or government depends on the size of the classroom and the number of students a teacher handles. If the number of students is less and the teacher is able to pay attention to those students, the quality of study is better; the teacher can give time and attention to every child and notice his/her improvements or failures. This is more important in CCE implementation as the teacher has to keep a sharp record of the progress of the child through his/her modules, as the students are divided in groups based on the "learning levels", a regular assessment becomes urgent and mandatory, which calls for a good student-teacher ratio.

Understanding the whole concept of government schools in India and the surprising revelations of school visits most of the teachers are either on leave or on some abstract government duty most of the times. Therefore these everyday queries and issues are faced by the government schools in India.

Implementation of Continuous and Comprehensive Evaluation is only possible on effective enrollment of students and sufficing teacher recruitment for mentoring students into a right direction. More importantly if the state is not able to provide at least the minimum teacher requirement then the student enrollment become difficult to achieve. Hence it is important to understand that, after mother, school teacher is the next person with whom he/she spends maximum of time. School is the immediate institute for a child where he/she spend maximum time of his/her childhood. School is the platform that provides scope to a child to develop himself/herself for better future in the world competition. To ensure that the child gains everything that is required to be a citizen of society through school, teachers are very important as they are the closest to a child after his mother. Teachers as a role model of the society need to spread awareness among the society about the importance of enrollment in the government schools and the need to ensure education as a basic fundamental right to a child.

4.2 Dropping out of students

After the kids are enrolled in school, there arises another problem- that of the drop outs! It is another challenge which one faces in CCE implementation as the children often drop out of schools even after registering for school due to various financial and family problems. Addressing these issues and reducing the drop out ratio will ensure better application of the policy. It is important that a new ways of teaching learning process has to be introduced besides limiting oneself only with projects and oral tests throughout the year. It is important that the contextual curriculum to be introduced to a child as per his/her culture and tradition in order to fasten the learning levels and stay intact within the school premises and complete his/her educational goals

4.3 Lack of Teacher Training:

CCE require adequately trained teachers who can give school teaching a new face of interest and happiness for the kids. The old-fashioned way of teaching as a one way phenomenon ought to stop and pave way for this new age learning and teaching technique which is more “learner centric” than “teaching centric”. The problem area here is that though the government has made CCE compulsory but the teachers are not yet trained to do it properly, the summative and formative evaluation which records a child’s progress and the portfolio which elucidates it are very easy to maintain once learnt properly, but can’t be done without training. Moreover handling multiple levels of groups in classes need a teacher capable of making and practicing a lesson plan fit for all children’s’ learning levels. Therefore, if the government wishes CCE a grand success in India, Teachers Training need to be a prime concern.

4.4 Lethargy/Lack of Willingness to do the Paperwork

One complaint which almost every *teacher* has regarding CCE is –“*Humen itna time kahan milta hai ki hum ye sara paperwork karen?*” (We don’t get enough free time to do all this paperwork.). Now this is something which can only be resolved through proper trainings and regular adherence to the rules and procedures of CCE. It is true that the portfolio designing, baseline assessments, summative and formative evaluation and other routine procedures including a personal individual report does make it heavy work especially for the government employees habituated to their limited work profiles, but it does not provide an excuse to back out from the work involved in the implementation of such a progressive project. A timely planned work schedule will give output in achieving the work goals. A prime responsibility of school head master become important in order to ensure motivation level of a teacher through various refreshers courses and coming up of new ideas to link various other Civil Society Organizations in and around schools to contribute towards strengthening capacities of teachers.

V. RESULT ANALYSIS

It further occurs that there is a deeper need of overcoming the thought about implementation of CCE at the field level. A greater emphasis on trainings, and linking up various civil society organizations with the schools is important in order to strengthen the capacity of the school staff and introduced them to new form of teaching learning processes. It becomes important to capture regular need of teacher in implementation of CCE in the school. A focus has to be on ensuring teacher to be in the school premises and not to be involved in any other governmental duties. It is necessary that school management committee to be made more aware about their rights and duties in order to participate in schools to understand its overall development and contribution to be made by the community towards strengthening of their school and their children.

VI. CONCLUSION

CCE is a step that has brought in by the government through Right to Education Act, 2009. It is the overall assessment of the child that has to be carried out in understanding the child as a whole. Getting enrolled in school being a basic right of child will suffice the implementation of CCE. Enrollment is not mere just a count that has to be increased by any school to mark its achievements. Ultimately it has to be understood that, for effective implementation of CCE in school there should be at least a frequent follow up of the enrollment of children in schools. Enrollment and sufficient teachers are the prime focus in implementation of CCE in schools. As the major challenge faced in implementation of CCE is lack of enrollment, frequent drop out of children, non-clarity of teacher in understanding CCE, lot of paper work etc. CCE as an important aspect in child education has its own scope. On effective implementation of CCE there will be an anxiety free knowledge assessment of children, it will emphasize more on the children’s understanding towards subject, education will become more like an enjoyable learning activity and avoidance of other slow learners will be effectively handled.

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