

A critical analysis of Continuous and Comprehensive Evaluation Scheme

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ABSTRACT-

Continuous and Comprehensive Evaluation refers to a system of school based evaluation of students that covers all aspects of students' personality. Continuous means that the evaluation of identified aspects of student's growth and development is a continuous process rather than an event. It is built into the teaching learning process and spread across the entire academic session. Comprehensive means the scheme attempts to cover both the scholastic and the co-scholastic aspect of student's growth and development. That is, to study the implementation of Continuous and Comprehensive Evaluation process in secondary schools, to know the implementation of grading system in summative and formative evaluation process, to know the conduct and evolution of extracurricular activities at secondary schools and to study the Continuous and Comprehensive Evaluation, grading, formative and summative evaluation process. Teachers have high appreciation for the grading and Continuous and Comprehensive Evaluation.

Key words- Critical analysis, Continuous and Comprehensive Evaluation Scheme

Education is a dynamic process. However, in the field of education, a number of problems arise at every moment. Persons involved in education have to make a number of decisions at every step. Some of these persons such as Educators, Administrators and Principals are connected with policy-making bodies. There are some who are in-charge of the actual teaching learning processes. Even parents are connected with the process of education. All these persons face educational problems of a quite varying nature.

The innovative concepts of evaluation emerged in early thirties as a step to broaden the relatively narrow information and skill oriented educational measurement. The tests in the field of education developed in the first quarter of the present century that tended to focus on easily measuring the various fields of knowledge and skills of the learners.

However, the emphasis is given on educational philosophy to achieve the goals of education. But much could not be achieved with the help of standardized achievement tests as there are specific yardsticks for measuring student's progress and the quality of educational programme.

Evaluation plays a very significant role in the educational programme. It helps to measure the performance level of the learner in every kind of situation in the educational institution; evaluation of any programme improves practice in the new variety of activities related to education. It is important to observe the effectiveness of the educational programme which is initiated in the institution to make learning more meaningful and effective. Therefore, every educational programme is evaluated by the expert in order to see the utility, effectiveness and benefits of the programme and also its substance.

Evaluation in Education is to assess the worth of a variety of events from the specific to general and from small to large. It is a meaningful process which evaluates the performance of students, teachers, administrators and other personnel involved in the educational institutions which signify describing something in terms of selected attributes, and judging the degree of acceptability of suitability of that which has been described. The '**something**' that is to be described and judged may be any aspect of the educational scene, but it is typically (a) a total education programme and (b) a curricular procedure, or (c) an individual or a group of individuals. The process of evaluation involves three distinct aspects: (a) selecting the attributes that are important for judging the worth of the learner to be evaluated (b) developing and applying procedures that

will describe these attributes truly and accurately and (c) synthesizing the evidence yielded by these procedures into a final judgement of worth since different persons who have worked with or written about problems of evaluation have been primarily concerned with different kinds of evaluation phenomena. The evaluation is unique and different from traditional educational testing, as it includes comprehensive description of personality traits of the learners. In view of this, the attempts have been made to prepare a comprehensive and complete statement of the objective of education, with the goal that all of these be appraised for a given learner, educator or school system.

The low percentage of students appearing at different Board examinations speaks volumes of the tremendous wastage and stagnation in our education. One of the reasons put forth by practising teachers at the elementary level is that children passing out of primary schools do not possess the expected level of achievement. They say, they teach but little is learnt or understood by the pupils and therefore the wastage.

‘Our traditional examination system has reduced learning to part time activity, teaching to a particular portion of the prescribed text book and education to a relatively drab and meaningless activity. It has, therefore, become quite urgent to put the examination in its proper setting as something which contributes to the total purpose of Education.

‘The National Policy of Education 1986 also made certain recommendations like introducing continuous, institutional evaluation, recording students performance through letter grades and keeping a provision for improvement of performance through subsequent appearances etc.’

In the light of the recommendations of the above-mentioned committees and commissions, a need for the implementation of the Continuous and Comprehensive Evaluation Scheme is justified.

Objectives of the Continuous and Comprehensive Evaluation Scheme-

- To make evaluation an integral part of teaching learning-process.
- To use evaluation for improvement of student's achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions.
- To provide scope for self-evaluation by teachers and students.
- To make teaching-learning child centred, activity centred and Joyful.

Need and importance for the present study-

There is a need to study the direction of this scheme. Since the objectives of this scheme can't be realized with the traditional chalk and talk method, it needs, innovative methodology, to realize its objectives. There is a need to study the methodology of teaching in the school, where the scheme is being implemented.

The present examination system and procedures of internal and external evaluation are so narrow that the entire teaching-learning process is geared to passing of examination and getting good marks required for entry to the higher level of education and for the job market. They are hardly serving the purpose of conveying powerful message to teachers, students and parents, about what should be taught. 'Another trend which is clearly noticeable in many educational evaluations conducted in India is that these studies are primarily concerned with the product of learning rather than with the process of learning'. In the light of this research gap, the investigator justifies the need to conduct a research study on 'An evaluative study of continuous and comprehensive evaluation scheme'.

It shall identify the strengths and weakness of the scheme. The study shall address to the constraints faced by the teachers and other school members in implementing the scheme. The study shall focus on the opinion of teachers, students and their parents towards the implementation of the scheme, so that further improvement and valuable suggestions can prove fruitful in this direction.

Objectives of the research-

In order to carry out the evaluative study meaningfully the following objectives are formulated for the present study-

- To undertake an objective based evaluation of Continuous and Comprehensive Evaluation Scheme.
- To conduct process evaluation of how the scheme is being implemented in two types of schools (Govt, and Private).
- To study the opinion of teachers about the implementation of the Scheme.
- To study the opinion of students about the implementation of the Scheme.
- To study the opinion of parents about the implementation of the Scheme.
- To assess the availability of facilities and other infrastructural requirements for the effective implementation of the scheme in two types of schools (Govt, and private).

Operational definition of terms and variables-

1. Objective-based Evaluation-

Evaluation has to be objective based. The objectives of education are derived from the environment-social and political system. Economic structure.

Psychological development, cultural heritage and national needs and aspirations and existing store of human knowledge. Achievement in academic areas and growth in personal and social qualities, interests, attitudes and skills are all objectives in education that need to be evaluated. Accordingly, the scheme of evaluation needs to be comprehensive in its scope and continuous in its process.

2. Continuous-

It means regularity in assessment of students' achievement, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidences to teachers and students for self-evaluation.

3. Comprehensive-

It means that the scheme aims at assessing and promoting pupil's growth in cognitive areas of learning like-

- Knowledge
- Comprehension
- Understanding
- Application
- Creativity, besides skills of communication and computation.

On the non-cognitive side it aims at assessing and promoting social and personal qualities like regularity/ punctuality, cleanliness, discipline. It means to promote desirable interests and attitudes like- teamwork, leadership, hard work, inventiveness creativity etc.

Method and design-

The details about sample, tools & statistical analysis are reported as under-

A. Sample-

For these purpose educational zones of district Meerut and Ghaziabad are selected randomly. From each zone 10 schools of Higher Secondary schools and 8 Private Higher Secondary schools are finally selected.

Tools used-

The following tools are constructed and administered on the subjects for the purpose of collection of data-

- Principals/Headmasters Questionnaire
- Process Evaluation Questionnaire
- Opinionnaires- 1to III

- Checklist

Statistical Analysis-

The data obtained through the administration of questionnaires, opinionnaires and check list is put to statistical treatment by way of computing percentage statistics.

Results of the study-

The present study has lead to the formulation of very important and interesting findings which are concluded as under-

Regarding Objective based evaluation, the analysis showed that the Govt, school Heads of the Institutions are fairly convinced that Continuous and Comprehensive Evaluation Scheme has-

- A significant role for providing feedback in the form of remedial teaching
- It provided the scope for self-evaluation by teachers and students.

On only 2 dimensions out of 8 dimensions. Govt, school Heads of the Institutions have shown agreement, while as private school Heads of the institutions have shown disagreement to the above mentioned two dimensions. Further, it is observed that the private school Heads of the Institutions are fairly convinced that Continuous and Comprehensive Evaluation Scheme has-

- Helped in identifying learning in-adequacies of the students
- Maintained the desired standard of performance by using evaluation as a quality control device
- Included both scholastic and non-scholastic areas to assess growth and development of learners
- Helped to de-emphasized memorization
- Made teaching learning child centric, activity based and joyful
- Made evaluation an integral part of teaching-learning process.

Out of 8 dimensions, private school Heads of the institutions have shown agreement on 6 dimensions; while as on the above 6 dimension Govt, school Heads of the institutions have shown total disagreement.

Regarding process evaluation, the analysis showed that the Govt. school Heads of the Institutions have expressed-

- Difficulty in using different techniques of evaluation for the assessment of pupils growth and development in the scholastic;
- Difficulty in using different techniques of evaluation for the assessment of pupils growth and development in the non-scholastic aspect; and
- Are fed up with the continuous and comprehensive evaluation.

On the above three mentioned dimensions of Continuous and Comprehensive Evaluation scheme Private school Heads of the institutions have shown disagreement. Based on the analysis of process evaluation, it has been revealed that Private school Heads of the Institutions are fairly convinced that-

- For evaluation, 3 unit tests and 2 term tests are necessary
- Art, health and physical education had been given due weight age in the scheme
- With the help of present scheme, learners have become more interested in studies
- Present scheme motivated students to be regular and punctual in the class
- It helped them in maintaining discipline in the classroom
- It has lessened the scope for chance and subjectivity
- It has enabled to know the strengths and weaknesses of pupils.

It is interesting to note that the above mentioned seven (07) dimensions have been favoured by Private Head's of the institutions, whereas the Govt, school heads of the institutions have shown total disagreement with these dimensions.

The analysis of teachers' opinion has revealed that for Govt, school teachers-

- There is no difference between traditional scheme of evaluation and the present Continuous and Comprehensive Evaluation scheme.
- Techniques of evaluation which assesses growth and development of pupils in both scholastic and non-scholastic aspects should be changed.

But the opinion of Private school teachers did not match with the opinion of Govt, school teachers on the above mentioned dimensions. After analyzing the data, it is assessed that Private school teachers had favourable opinion towards the following dimensions of opinionnaires-

- Students should be given grades instead of marks.
- Inclusion of Art education in the scheme shall enable us to produce creative learners.
- It has boosted the academic achievement of pupils.
- After the implementation of Continuous and Comprehensive Evaluation scheme pupils are not resorting to rote memory anymore.
- It has replaced traditional system of evaluation completely.
- It has made them familiar with various techniques of evaluation.

The analysis of students' opinion has revealed that Govt. School students have expressed their opinion towards the following dimensions as under-

- They are facing difficulty in taking unit/term tests continuously.
- Only one examination should be at the end of Year.
- The Scheme has helped to develop the quality of discipline in them.
- The scheme has helped to develop quality of regularity in them.
- The scheme has motivated them for hard work.
- The scheme has inculcated the positive attitude and values like cooperation.
- Remedial measures are provided to them.
- The scheme is Learner-Centric.

- Students preferred oral tests than written tests. The scheme is activity centred. The scheme has improved their academic achievements.
- Scheme has inculcated tolerance in their wards.
- Children have participated in different games and co-curricular activities.
- Scheme has inculcated the punctuality in their wards.
- Children are getting report cards immediately after the unit tests.
- Scheme has inculcated the quality of regularity in their wards.
- Scheme has inculcated the quality of discipline in their wards.
- Children are deriving pleasure out of taking tests in piece meals as against covering the total syllabus in one go.
- Unit/term tests have lessened the tension and anxiety of their wards.
- Scheme has positively changed the entire atmosphere in schools.

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