Chapter - V

Summary, Conclusions and Suggestions
As mentioned earlier, the present study was designed to evaluate the Continuous and Comprehensive Evaluation Scheme presently operative in Govt. and Private Schools. The study was conducted on Primary, Middle, High and Higher Secondary School levels in the Districts of Pulwama and Srinagar.

OBJECTIVES

The objectives of the study were formulated as under:

i) To undertake an objective based evaluation of CCE Scheme.

ii) To conduct process evaluation of how the scheme is being implemented in two types of schools (Govt. and Private).
iii) To study the opinion of teachers about the implementation of the Scheme.

iv) To study the opinion of students about the implementation of the Scheme.

v) To study the opinion of parents about the implementation of the Scheme.

vi) 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).

SAMPLE

The sample consisted of the Headmaster/Principals, teachers, students and their parents drawn from Govt. and Private Schools in District Srinagar and Pulwama. The total strength of sample was 6264 which included 320 Headmasters/Principals 1368 teachers, 3040 students and 1536 parents.

TOOLS

The following research tools were employed for data collection:

i) Questionnaire for Principals/Headmasters (PHQ) for Objective based evaluation of CCE Scheme.

ii) Process Evaluation Questionnaire (PEQ) for undertaking process evaluation of CCE Scheme.
iii) Opinionnaires for teachers, students and their parents with 3-points rating scale of 'Agree', 'Undecided' and 'Disagree' was administered to know their opinion regarding the implementation of CCE Scheme.

iv) A Checklist was used to assess the availability of infrastructural facilities made available for the effective implementation of CCE Scheme.

STATISTICAL ANALYSIS

The data collected through various data gathering devices was subjected to statistical treatment i.e. percentage statistics.

CONCLUSIONS

On the basis of analysis and interpretation of the results in the foregoing chapter certain meaningful conclusions have been drawn which are reported as under:

1. Regarding Objective based evaluation, the analysis showed that the Govt. school Heads of the Institutions were fairly convinced that Continuous and Comprehensive Evaluation Scheme (CCE) has:

   i) a significant role for providing feedback in the form of remedial teaching; and

   ii) 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 was observed that the private school Heads of the Institutions were fairly convinced that Continuous and Comprehensive Evaluation Scheme (CCE) has:

i) helped in identifying learning in-adequacies of the students;

ii) maintained the desired standard of performance by using evaluation as a quality control device;

iii) included both scholastic and non-scholastic areas to assess growth and development of learners;

iv) helped to de-emphasized memorization;

v) made teaching learning Child centric, Activity based and joyful; and

vi) 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.
2. Regarding process evaluation, the analysis showed that the Govt.
school Heads of the Institutions have expressed:

i) difficulty in using different techniques of evaluation for the
   assessment of pupils growth and development in the
   scholastic;

ii) difficulty in using different techniques of evaluation for
    the assessment of pupils growth and development in the
    non-scholastic aspect; and

iii) were fed up with the continuous and comprehensive
    evaluation.

On the above three mentioned dimensions of CCE 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:

i) for evaluation, 3 unit tests and 2 term tests are necessary;

ii) art, health and physical education had been given due
    weightage in the scheme;

iii) with the help of present scheme, learners have became
    more interested in studies;
iv) present scheme motivated students to be regular and punctual in the class;

v) it helped them in maintaining discipline in the classroom;

vi) it has lessened the scope for chance and subjectivity; and

vii) 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 Heads of the institutions, whereas the Govt. school heads of the institutions have shown total disagreement with these dimensions.

3. The analysis of teachers’ opinion has revealed that for Govt. school teachers:

i) there is no difference between traditional scheme of evaluation and the present CCE scheme; and

ii) techniques of evaluation which assess 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 was assessed that Private school teachers had favourable opinion towards the following dimensions of opinionnaire:

i) Students should be given grades instead of marks.

ii) Inclusion of Art education in the scheme shall enable us to produce creative learners.

iii) It has boosted the academic achievement of pupils.

iv) After the implementation of CCE scheme pupils are not resorting to rote memory anymore.

v) It has replaced traditional system of evaluation completely.

vi) It has made them familiar with various techniques of evaluation.

Out of 8 dimensions of the opinionnaire, Private school teachers have shown favourable opinion on 6 dimensions which were disagreed by the Govt. school teachers.

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

i) They were facing difficulty in taking unit/term tests continuously.
ii) Only one examination should be at the end of Year.

However, on both these dimensions Private school students expressed their satisfaction with unit / term tests and continuous examinations round the year.

With regard to the opinion of students, it was seen that Private School students have more favourable opinion towards the following dimensions:

i) The scheme has helped to develop quality of punctuality in them.

ii) The Scheme has helped to develop the quality of discipline in them.

iii) The scheme has helped to develop quality of regularity in them.

iv) The scheme has motivated them for hard work.

v) The scheme has inculcated the positive attitude and values like cooperation.

vi) The scheme is Joyful.

vii) The project work has helped them to acquire skills of collecting and recording data, translate verbal information and communicate results.
viii) The scheme has helped in improving quality of education in schools.

ix) Remedial measures are provided to them.

x) The scheme is Learner-Centric.

xi) Students preferred oral tests than written tests.

xii) The scheme is Activity-Centric.

xiii) The scheme has helped them to know their strength and weakness.

xiv) The scheme has improved their academic achievements.

 xv) Students know about the CCE scheme.

xvi) After the implementation of the CCE scheme, there is no chance of Subjectivity

On all the 16 dimensions favoured by Private school students Govt. school students have shown disagreement which indicates that Govt. school students were not satisfied with these dimensions of the CCE scheme.

5. Based on the analysis of parents opinion, it has been revealed that parents of Govt. school students were not convinced on any dimension of parents opinionnaire and advocated that:
chapter V: summary, conclusions and suggestions

i) Scheme should be replaced by the traditional scheme of evaluation.

Quite contrarily to the opinion of Govt. school students parents, the analysis has revealed that parents of private school students have expressed their opinion as:

i) scheme has inculcated tolerance in their wards;

ii) children have participated in different games and co-curricular activities;

iii) scheme has inculcated the punctuality in their wards;

iv) children are getting report cards immediately after the unit/term tests;

v) scheme has inculcated the quality of regularity in their wards;

vi) scheme has inculcated the quality of discipline in their wards;

vii) children are deriving pleasure out of taking tests in piece meals as against covering the total syllabus in one go;

viii) unit/term tests have lessened the tension and anxiety of their wards;

ix) scheme has positively changed the entire atmosphere in schools;
x) school in which their wards are studying has shown better academic achievement;

xi) scheme has inculcated dignity of labour in their wards;

xii) children are encouraged to participate in projects work;

xiii) children are not resorting to rote memory anymore;

xiv) children have become able to practice and perform manual work; and

xv) scheme has motivated their wards to participate increasingly in productive work;

All the above fifteen 15 dimensions of the opinionnaire of parents, Govt. school students have shown total disagreement.

6) The analysis regarding the availability of facilities for implementation of evaluative scheme has revealed that:

i) both Govt. and private Institutions have teachers as incharge examination.

ii) Majority of private institutions are providing Progress Report Cards to the students, while as a minimum percentage of Govt. schools are providing Progress Report Cards to the students that too at the end of an academic session.
iii) Regarding non-scholastic aspect, the progress report cards issued by private institutions contains non-scholastic aspect, while as Govt. schools do not include non-scholastic aspect in their progress report cards.

iv) It was found that no Govt. or Private institution is maintaining separate result register book for each department viz., primary, middle, secondary and higher secondary.

SUGGESTIONS AND MODALITIES

i) It is suggested that workshops at Zonal levels may be conducted to make teachers familiar with important aspects of Continuous and Comprehensive Evaluation Scheme.

ii) Non-scholastic areas should be given equal weightage in the overall assessment of the learners. For this purpose, necessary facilities need to be created. Various school committees like poor fund, News fund, Red Cross, Games, Picnic etc, should be made functional so that the learners get opportunity to express themselves and teachers get an opportunity to assess the qualities of leadership, perseverance, honesty, dedication and attitude of the participating learners.

iii) Teachers were generally found to be not aware of different evaluation techniques, therefore, workshops should be conducted on a variety of evaluation techniques including,
Conclusions and Suggestions

Rating scales, Interview, Case Study Method, Observation Techniques, Psychological Tests and Questionnaire.

iv) Teacher made tests are usually not standardized. Therefore, for effective implementation of the CCE Scheme, it is imperative that teachers are trained in the basic skills of construction and standardization of achievement tests.

v) Remedial teaching should be provided to the academically weak students and for this purpose zero hour classes and also remedial classes after school hours may be conducted.

vi) Learning in-adequacies of students should be identified and remedial measures should be taken to overcome these learning in-adequacies.

vii) Project work should be made compulsory in both Govt. and private schools.

viii) Teaching learning process should be made child centric so as to enable the child to unfold his/her abilities, interests, desires and needs.

ix) Learning should be made activity based and joyful which motivates the child to be regular in the class room and enjoy his/her studies.

x) Progress report cards covering scholastic and non-scholastic aspects should be provided to the students after Unit/Term tests.
xi) Parent teacher meetings should be arranged in Govt. schools also.

xii) Guideline booklets giving details regarding effective implementation of the scheme prepared by State Board of School Education may be provided to all the teachers.

xiii) Newly appointed teachers should be given at least one month training about implementation of the CCE scheme.

xiv) Oral testing should be given its due preference in the overall process of evaluation.

xv) A minimum of 180 working days in schools in an academic session should be ensured.

xvi) Qualified and experienced teachers/lecturers should be assigned the job of conduct of examination, evaluation and preparation of the results.

xvii) Separate result register books should be maintained for each level of education.

xviii) Students should be encouraged to take part in different games and co-curricular activities which is essential for physical and mental development.

xix) Workshops may be conducted to make teachers aware about taxonomy of educational objectives in its three domain cognitive, affective and psychomotor. They may also be trained
in adopting teaching-learning strategies that may involve higher levels of instructional objectives.

SUGGESTIONS FOR FURTHER RESEARCH

1. The present study may be replicated on a larger sample drawn from all the districts of Kashmir valley.

2. A comparative study on the implementation of CCE scheme in the three divisions of Kashmir, Ladakh and Jammu may be undertaken.

3. An experimental study may be conducted to measure the impact of school on various parameters of learners non-scholastic aspect of personality.

4. Content analysis of text books in various subjects may be undertaken to determine as to how far this content is relevant for teaching-learners in their higher mental faculties.