ABSTRACT
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 was 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 were specific yardsticks for measuring students progress and the quality of educational programme. A
moment of objective based evaluation was started by the experts such as Eurich, Raths, Tylor and Wrightstone to broaden the appraisal and included attributes such as attitudes, interests, ideals, ways of thinking, work habits, personal and social adoptability.

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.

Since the ultimate goal of education is all-round development of the personality of the child, learning experiences have to be provided in the schools that contribute towards achievement of this end. In the Scheme there is a provision of growth of Non-Scholastic cognitive areas, like Health, Physical education, work experience and Art education. The Scheme is a curricular initiative and child centered aimed at Improving the process of teaching and learning in the schools. The ultimate success of this scheme depends on efficiency, commitment, and training of practicing teachers and effective monitoring by the heads of the schools and the officers of education department.

The low percentage of students appearing at different Board examinations speaks volumes of the tremendous wastage and stagnation in our education. One of the reason 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".
In our state, the policy of non-detention at the lower primary stage (class I-V) is being retained and under the Continuous and Comprehensive Evaluation Scheme the entire primary stage (class I-VIII) is diagnostic in nature, so as to provide the remedial help to our students. As recommended in the revised National policy of education (1986) and the programme of action (1992) the scheme covers the cognitive, the affective and the Psychomotor areas of pupils growth. This will be employed for collecting evidences on different dimensions of pupils growth. For reporting these evaluations, comprehensive Performa’s have been prepared and incorporated in this scheme.

"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 Compressive Evaluation Scheme is justified.

Objectives of the CCE Scheme

i. To make evaluation an integral part of teaching learning-process.

ii. To use evaluation for improvement of student's achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions.

iii. To provide scope for self-evaluation by teachers and students.

iv. To analyze evidences gathered about the student’s achievement to identify, in adequacies in their learning and provide basis for remedial measures.
v. An attempt to maintain desired standard of performance using evaluation as a quality control device.

vi. To include both scholastic and non-scholastic areas to assess growth and development of pupils using different techniques of evaluation.

vii. To de-emphasize memorization.

viii. To make teaching-learning child centered, activity centered and joyful.

NEED & IMPORTANCE FOR THE PRESENT STUDY

The utility of the traditional system of external examination is limited to assessment of a very few aspects of student's personality. This system can't measure qualities like perseverance, consistency of effort, initiative, interest, leadership, attitudes, team work etc which are important for the all-round development of the personality of the child, because of its narrow scope it can't promote learning in critical areas. The system demands students to answer stereotyped questions involving a great deal of memory work and has as such degenerated into recall or memory testing.

In order to correct this imbalance, the Board has introduced the scheme of continuous and comprehensive evaluation so as to make the system valid and a reliable measure of students development and a powerful instrument of improving teaching and learning as contemplated in NPE, 1986 and also in its modified version of 1992. The scheme is curricular initiative and its main focus is on improving student's achievement and teaching learning strategies. It is an important step towards the integration of teaching learning and testing.

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. There is a need to study, the impact of this scheme on the progress of the student within the three domains i.e. cognitive, affective and psychomotor.

There is a need to conduct process evaluation, based on observations and description of how a scheme is being conducted and how the change, if any is occurring in the teaching/learning process. There is a need to make a status study of the existing system of internal assessment of the students. It is being realized by the investigator that there is need to study the mechanism of this scheme operating in our schools, and suggest valuable research findings in this direction, for further strengthening of this scheme.

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”.

The present study shall address to the various areas and issues of the scheme. There is a general consensus on the issue, that the non-scholastic area of the scheme is neglected in most of the schools. There is focus only on one talent and that is academic talent. The present study shall a comprehensive report of the post implementation developments of the 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.

STATEMENT OF THE RESEARCH TOPIC

The problem for the present study was formulated as under:

"An Evaluative Study of Continuous and Comprehensive Evaluation Scheme".

OBJECTIVES OF THE RESEARCH TOPIC

In order to carry out the evaluative study meaningfully the following objectives were formulated for the present study:

1) to undertake an objective based evaluation of CCE Scheme.
2) to conduct process evaluation of how the scheme is being implemented in two types of schools (Govt. and Private).
3) to study the opinion of teachers about the implementation of the Scheme.
4) to study the opinion of students about the implementation of the Scheme.
5) to study the opinion of parents about the implementation of the Scheme.
6) 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. Such objectives by their nature...
cannot be limited to the academic areas. They would naturally encompass the total personality of the learner, as is experienced in the classroom i.e. growth both in scholastic and non-scholastic areas. 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. Any scheme of evaluation is to be evolved on the basis of the objectives of education stipulated for various levels. Accordingly, the scheme of evaluation needs to be comprehensive in its scope and continuous in its process.

2. **Continuous**

The term 'Continuous' as mentioned in the guideline booklet of Jammu and Kashmir State Board of School Education is meant to emphasize that evaluation of identified aspects of students growth and development is a continuous process rather than an 'event' built into a total teaching-learning process spread over the entire span of academic session. 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**

Comprehensive as mentioned in the guideline booklet of Jammu and Kashmir State Board of School Education means that the scheme attempts to cover both the scholastic and non-scholastic aspects of students growth and development. It means that the scheme aims at assessing and promoting pupils growth in cognitive areas of learning like: a) knowledge, b) comprehension, c) understanding, d) application, e) 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 & DESIGN

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

A. Sample

For this purpose 24 educational zones of district Srinagar and Pulwama were selected randomly. From each zone 14 schools comprised of 4 Primary schools (classes I-V), 4 Middle Schools (classes V-VIII), 4 High schools (classes IX-X) and 24 Govt. Higher Secondary schools and 8 Private Higher Secondary schools (class XI) were finally selected.

The break-up of the sample schools is given as under:

<table>
<thead>
<tr>
<th>District</th>
<th>GOVERNMENT SCHOOL</th>
<th>PRIVATE SCHOOL</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Middle</td>
<td>High</td>
</tr>
<tr>
<td>Srinagar</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Pulwama</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>48</td>
<td>48</td>
</tr>
</tbody>
</table>

From the above selected sample schools, the heads of the institutions, teachers, students and parents were drawn as under:

<table>
<thead>
<tr>
<th>School</th>
<th>Principals / Headmasters</th>
<th>Teachers</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>168</td>
<td>768</td>
<td>1560</td>
<td>768</td>
</tr>
<tr>
<td>Private</td>
<td>152</td>
<td>600</td>
<td>1480</td>
<td>768</td>
</tr>
<tr>
<td>Total</td>
<td>320</td>
<td>1368</td>
<td>3040</td>
<td>1536</td>
</tr>
</tbody>
</table>
TOOLS USED

The following tools were constructed and administered on the subjects for the purpose of collection of data:

i. Principals/Headmasters Questionnaire (PHQ)
ii. Process Evaluation Questionnaire (PEQ)
iii. Opinionnaire – I
iv. Opinionnaire – II
v. Opinionnaire – III
vi. Checklist

B. Statistical Analysis

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

FINDINGS

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

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.
Abstract

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.

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.

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.

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:
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;
xii. scheme has inculcated dignity of labour in their wards;
xiii. children are encouraged to participate in projects work;
xiv. children are not resorting to rote memory anymore;
xv. 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.
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.