Chapter - I

Introduction
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 ancient literature reveals that the Socratic Method was based solely on the system of oral questioning (Wrightstone et al. 1964, p.111). The ancient Chinees also used an examination system for their civil service as far back as 2,000 B.C. As their examination system was uniform, it proved very useful in maintaining national integration and political stability in China (Aggarwal, 1964; p.24).
Examinations are, however, inevitable. Without examination the works of students and teachers will neither have precision, nor any direction. John Butler (1967) has rightly remarked: "we can not abolish evaluation without abolishing teaching for only by evaluating, we can direct the course of learning. It is generally maintained that the examination, whether internal or external, whether subjective or objective, is an instrument for measuring the quality and quantity of learning in a specific field.

There is no doubt that scholars, philosopher and researchers from times immemorial have been constantly trying to see the educational implications of a very dominant system of examination under different headings, such as, selection, categorization, assessment, measurement, evaluation and grading etc. But it can also be categorically concluded that we have not been able to achieve any tangible result apart from some perfunctory type of generalizations. Consequently, it has led to such a dilemma that we can neither do any away with examination nor continue with them, as they are existing in our education system.

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. A number of evaluation projects were
carried out by the investigators and the progressive association of USA, which collected useful information from many schools and colleges, also formulated a number of innovative instruments and techniques that stand as a landmark of thoughtful planning, inventive development of techniques, and thoroughness in gathering information about studies to judge their performance level in the learning process.

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. It further 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, on the one hand, and with different aspects of the evaluation process, on the other hand, the term had rather different significance in the work of different writers. The evaluation is applied to students in educational situations as such, this evaluation serves either for the guidance of the students or for assessment of some aspect of the curriculum. Evaluation can be undertaken of educational products and evaluation of proposal (Scrivan 1974). As such, methods of evaluation applicable to different areas of educational system
have been devised by the experts rapidly. 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.

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.
But the long range goal is fixed and the programme shows its results after
sometimes. Since the teacher evaluator has already fixed a goal to achieve it
with hard efforts. In fact, it is interpreted as the task with respect to the
programme’s achievement and goal is to provide each learner with
descriptions of the amount of achievement, the programme seems to have
produced and supported by evidence that the achievement measure which
the evaluator has used is sensitive to the programmes objectives and likely to
be giving accurate information. 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.

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.

"A major goal of examination reforms should be to improve the
reliability and validity of examinations and make evaluation a continuous
process aimed at helping the students to improve his level of achievement
rather than at "certifying" the quality of his performance at a given
movement of time".

In 1987 Kashmir University conducted, a workshop on Examination
Reforms in which various experts from rest of the country participated. Dr.
H. Harper, Principal, Regional college of education and Mr. Goyal UGC,
threw light on present system of education and the same was compared with
the American system of education based pragmatic philosophy as advocated
by John Dewey.

"The greatest evil from which Indian Education System suffers is that
teaching is subordinated to examination and not examination to teaching." "If we are to suggest a single recommendation for reforming education
system, we would do it in the area of examination." "The secondary
education commission (1952-53) analyzed the major short coming of the
examination system in the following words:

Dead weight of examination tend to:

i) Curb teacher Initiative.

ii) Promote mechanical and lifeless method of instruction.

iii) Stereotype curriculum.

iv) Discourage the spirit of experimentation.
It recommended the introduction of objective type test and system of symbolic rather than numerical marking for evaluating and Grading the work of the students."

"The Education Commission (1964-66) recommended that the following steps be taken to raise the credibility of the system of examination:

i) Improving written examination so that it becomes a valid and reliable measure of educational achievement.

ii) Devising techniques for measuring those aspects of student's growth that are not covered by written examinations.

iii) Raising the technical competence of paper setters.

iv) Orienting questions to different set of objectives of different levels.

v) Making internal assessment more comprehensive."

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". "The policy of 'no detention' at the primary stage has unfortunately, over the years come
to be interpreted as the policy of 'no education'. This anomaly has badly affected the teaching-learning process in our primary schools.” In the light of this fact we can justify the reasons why our efforts to achieve universalization of elementary Education has not yet fructified. The revised National Policy of Education, (1986) and the programme of action (POA 1992) has highlighted the need to make a substantial Improvement in the quality of education to enable all children to achieve essential levels of learning. This issue was also focused in 1992 by Central Board of Secondary Education (COBSE) conference held at Mussoorie when inter-alia recommended that:

i. The minimum levels of learning (MLLS) developed by the Ministry of human resources and development (MHRD) at national level shall be adopted by the concerned agency in each state to suit its local conditions.

ii. In view of no detention policy envisaged at the primary stage (class I-V) the nature so as to provide remedial help to the pupils.

iii. In each state the concerned agency will prepare a flexible scheme of continuous and comprehensive evaluation (CCE) at the elementary stage so as to make the process of evaluation as integral part of teaching and learning at this stage. The CCE will cover the cognitive, the affective and the Psychomotor areas of pupils growth and these evaluations will be reported in the form of grades on a comprehensive proforma”. “It is in this context that the J&K State Board of school education, has implemented this scheme of continuous and comprehensive Evaluation in schools.” “The introduction of the scheme is a for sighted plan of nurturing children of our state into good citizens possessing
sound health, appropriate skills and desirable qualities, besides academic excellence.”

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.

Before adopting this scheme (CCE), carry on system was functional in our Board. The First draft of this scheme, was prepared by the Curriculum Development Research Wing (CDR) of J&K State Board of School Education, and was reviewed and revised by Prof. H.S. Srivastava, Ex. Dean NCERT, Dr. D.V. Sharma, secretary COBSE and Dr. K. D. Sharma, Ex. Director of National open school. “The revised draft was discussed thoroughly and redrafted by the Dy. Director, Academic of the Board, to accommodate suggestions of the experts”.

In this scheme the term ‘continuous’ is meant to emphasize that evaluation of identified aspects of student’s growth and development is a
continuous process rather than an event built into the total teaching learning process spread over the entire span of academic session. It means, regularity in assessment of student’s achievement, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, re-testing and feed back of evidences to teachers and students for self-evaluation.

The second term ‘comprehensive’ means that the scheme attempts to cover both the Scholastic and the non-scholastic aspects of student’s growth and development. It means that the scheme aims at assessing and promoting pupil’s growth in cognitive areas of learning like

i) Knowledge

ii) Comprehension

iii) Application

iv) 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 etc. It means to promote desirable interests and attitudes like teamwork, leadership hard work, inventiveness, creativity etc.

The third term ‘evaluation’ means assessment of student’s performance for improvement of student’s achievement and teaching learning strategies. It starts where examination ends. It is diagnostic in nature meant to provide remedial help to the pupils.

The scheme is a curricular initiative and aims at shifting emphasis from ‘instruction’ to ‘education’ to nurture the children of the state into good citizens possessing sound health appropriate skills and desirable qualities besides academic excellence thereby and desirable them to met the challenges of life with confidence and success.
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.

The scheme operates as under; (Areas wise)

i. Evaluation in subjects of the curriculum,

ii. Evaluation of personal/social qualities and attitudes

iii. Evaluation of co-curricular activities and interest.

iv. Assignment and project work.

In this scheme three unit tests and term tests are conducted. Evaluation has to be done on a five point rating scale based on the descriptive parallels of different grades: A grade for excellent, B for very
good, C for good and so on. However these rating are not meant to
determine, promotion from one class to another. Evaluation of co-curricular
activities and interests will be displayed through the co-curricular activities,
which the students would choose to participate in. Each student will be
evaluated only in respect of his/her proficiency in the activity he chooses to
participate in from those listed under literacy and cultural activities and
provided by the school. However every student is required to take up at least
one activity. The evaluation of proficiency or level of performance in the co-
curricular activity concerned will also be done just before both the terminal
examinations, for the rating to be indicated in the certificate of achievement/
Report card.

Assignment usually involves a series of pupil’s activities to collect
relevant information from books, magazines, etc. to present the same in the
form of a report assisted by charts and models. The objectives of project
work are:

i) To develop habit of reading books, magazines etc.

ii) To acquire the skill of collecting and recording data/information from various sources.

iii) Interpret the data in the form of statement, tables, graphs, models etc.

iv) Translate verbal information in the form of Graphs, Diagrams etc.

v) Communicate results/ideas.

vi) Initiate discussion and express ideas.

vii) Inculcate personal and social qualities.
Need and Importance of 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 parents towards the implementation of the scheme, so that further improvement and valuable suggestions can prove fruitful in this direction.

Statement of the Problem

The problem for the present study was formulated as under:

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

Objectives of the Present Study

The objectives of the present study were formulated as:

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 and students about the implementation of the Scheme.
iv) to study the opinion of parents about the implementation of the Scheme.
v) 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).