



STUDY OF CONTINUOUS AND COMPREHENSIVE EVALUATION SCHEME (CCE) OF EDUCATION IN JAMMU AND KASHMIR

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Abstract

Education is a vibrant progression which is always countered with numerous problems particularly with references to a decision making for implementing the policies and schemes. In this backdrop current study was carried out to analyze the opinion of teachers from various sectors regarding implementation of CCE Scheme in J&K. A sample 769 Government school and 600 Private school teachers were selected from district Srinagar and Pulwama of J&K state. The main findings obtained from the private school teachers were (1) students should be given grades instead of marks. (2) Inclusion of Art education in the scheme shall enable us to produce creative learners. (3) It has boosted the academic achievement of pupils. (4) After the implementation of CCE scheme pupils are not resorting to rote memory anymore. (5) It has replaced traditional system of evaluation completely. (6) It has made them familiar with various techniques of evaluation. Government school teachers had given their opinion as (1) there is no difference between traditional scheme of evaluation and the present CCE scheme; and techniques of evaluation which assess growth and development of pupils in both scholastic and non scholastic aspects should be changed.

Keywords: CCE scheme, Education, Teachers, Traditional, evaluation

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.[1]

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. [2] 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 land mark of thoughtful planning, inventive development of techniques, and thoroughness in gathering information about studies to judge their performance level in the learning process [3].



Peng [10] conducted study on Effectiveness and Evaluation in one regional education authority in China. The results reveal that significant differences in Value added' measures of school effectiveness appear to exist between senior secondary schools in China, and also that some schools are differentially effective (i.e., more effective in one academic subject than another). Recommendations are outlined in terms of how the results could be used to enhance school self-evaluation and the findings are also discussed in relation to the future quality in education research agenda in China.

Mishra [7] conducted study on effects of competency based evaluation of students attainment at primary level. The results reveals: (1) Attainment of the concepts and development of multiple abilities/ mastery of competencies can be possible through competency based evaluation techniques at primary level. (2) Competency based performance tests and oral test provide maximum exposure to children and motivate them to concentrate on the required competencies which help them to reach the mastery level [3]. Competency based evaluation approach creates interest, attention and learning attitudes among students and this evaluation technique helps in the acquisition of different performance skills and enhance the level of listening, reading and comprehension abilities among children. Aggarwal [8] studied the role of teachers and administrators for effective implementation of continuous and comprehensive evaluation scheme. Panday [5] in his study discussed certain concerns and issues, in student evaluation with respect to identification, selection and preparation of tools, techniques & modes. John [6] found in his study that children became more sophisticated evaluation consumers as they grew older. Females processed evaluation data more productively than males, and found few cultural differences in responses to evaluation. Students responded to traditional and alternate evaluation in very similar ways.

Panda [4] have conducted study on the effect of systematic activity-based teaching-cum evaluation strategy on attainment of learning and the gains from the method as against the traditional method. The results indicated that achievement of the experimental group with activity based teaching was much higher, and more than 85 percent children attained mastery. This strategy was better than traditional method and let to better retention. Clin [9] conducted study on the impact of gender on primary teachers, evaluation of children's difficulties in school. The results reveal that when the experimental task was contextualized in the way the gender of child effect disappeared and the gender of teacher did not influence the result.

In the light of the above studies, the present investigator felt the need to know the opinion of teachers about the implementation of the continuous and comprehensive evaluation scheme (CCES) which was implemented in J&K State in the year 1993.

Objectives Of The Study

- i) To study the opinion of Teachers working in Government schools about the implementation of the CCE scheme.
- ii) To study the opinion of Teachers working in Private schools about the implementation of the CCE scheme

Methods & Design

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

Sample

For this purpose 769 Government and 600 Private school teachers from 24 educational zones of district Pulwama and Srinagar were selected randomly.

Tools

For the purpose of data collection the opinionnaire was used for both Government and Private school Teachers.



**Analysis & Interpretation Of Data:
 In Order To Achieve The Objective The Data
 Collected Was Tabulated As Under.**

Showing opinion of teachers on the issue that
 “scheme made familiar with various techniques
 of evaluation”

Table 1.0

Type of school	Primary			Middle			High			Hr. Sec			Average%		
	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
Govt.	31.25 N=60	62.50 N=120	6.25 N=12	41.66 N=80	53.66 N=103	4.68 N=9	38.54 N=74	55.72 N=107	5.72 N=11	57.29 N=110	33.85 N=65	8.85 N=17	42.18 N=84	51.43 N=103	6.37 N=13
Private	70.31 N=135	28.64 N=55	1.04 N=2	78.12 N=150	18.22 N=35	3.64 N=7	72.91 N=140	25.52 N=49	1.56 N=3	75.00 N=18	25.00 N=6	0.00 N=0	73.83 N=148	24.16 N=48	2.00 N=4

The analysis of table 1.0 shows the opinion percentage of teachers working in Govt. and Private schools regarding the issue that "Scheme makes familiar with various techniques of evaluation". On an average 42.18% Govt. school teachers have expressed favorable opinion, while as 51.43% have shown unfavorable opinion and 6.37% remained undecided. On the other hand,

73.83% private school teachers had a favorable opinion and 24.16% did not favored the above mentioned issue while as 2.00% remained undecided.

Table 1.1

Showing opinion of teachers towards the issue that “there is no difference between traditional scheme of evaluation and present CCE scheme”

Type of school	Primary			Middle			High			Hr. Sec			Average%		
	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
Govt.	20.83 N=40	66.14 N=127	13.02 N=25	11.45 N=22	82.81 N=159	5.72 N=11	15.62 N=30	77.08 N=148	7.29 N=14	2.60 N=5	91.14 N=175	6.25 N=12	12.62 N=25	79.29 N=158	8.07 N=16
Private	1.04 N=2	97.39 N=187	1.56 N=3	0.52 N=1	98.43 N=189	1.04 N=2	2.08 N=4	95.31 N=183	2.60 N=5	0.00 N=0	91.66 N=22	8.33 N=2	0.91 N=2	96.83 N=20	2.00 N=4

A quick look at the table 1.1 clearly reveals that on an average, only 12.62% Govt, school teachers believe that “there is no difference

between traditional scheme o f evaluation and the present CCE scheme” while as 79.29% showed disagreement and 8.07% could not decide on the issue. On the other hand, only 0.91% teachers teaching in private schools agree with the above-mentioned issue,



whereas 96.83% negated the perception and only 2.00% could not decide on the mentioned issue.

Table 1.2

Showing opinion of teachers towards the issue that “techniques of evaluation which assess growth and development of pupils in both scholastic and non- scholastic aspects should be changed”

Type of school	Primary			Middle			High			Hr. Sec			Average%		
	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
Govt.	28.64 N=55	50.52 N=97	20.83 N=40	35.41 N=68	46.35 N=89	18.22 N=35	29.68 N=57	58.85 N=113	11.45 N=22	32.29 N=62	61.97 N=119	5.72 N=11	31.51 N=66	54.42 N=106	14.06 N=28
Private	5.20 N=10	86.97 N=167	7.81 N=15	7.29 N=14	87.50 N=168	5.20 N=10	17.70 N=34	79.12 N=152	3.12 N=6	25.00 N=06	70.83 N=17	4.16 N=1	10.66 N=1	84.00 N=1	5.33 N=1

An examination of the table 1.2 reveals that on an average 31.51% Govt. school teachers believe that "Techniques of evaluation which assess growth and development of pupils on both scholastic and non-scholastic aspects should be changed" whereas 54.42% have shown disagreement and 14.06% remained undecided. On the other hand, it has been found

that on an average only 10.66% Private, Primary, Middle, High and Hr. Sec. school teachers agree with the above statement, whereas 84% disagreed and 5.33% had remain undecided.

TABLE 1.3

Showing opinion of teachers towards the issue that “scheme replaced traditional scheme of evaluation completely”

Type of school	Primary			Middle			High			Hr. Sec			Average%		
	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
Govt.	31.25 N=60	66.14 N=127	2.60 N=5	40.10 N=77	53.64 N=103	6.25 N=12	57.29 N=110	38.02 N=73	4.68 N=9	55.72 N=107	40.62 N=78	3.64 N=7	46.09 N=90	49.60 N=96	4.29 N=8
Private	65.10 N=125	31.77 N=61	3.12 N=6	67.70 N=130	30.72 N=59	1.56 N=3	63.02 N=121	35.96 N=69	1.04 N=2	95.83 N=23	4.16 N=1	0.00 N=00	66.50 N=133	31.66 N=63	1.83 N=4

The analysis of the table 1.3 implies that on an average 46.09% Govt school teachers believe that "Scheme replaced traditional system of evaluation completely" whereas 49.60% did not agree with the statement and 4.29% remained undecided. On the other hand, 66.50% teachers working in private schools favoured the statement, where as 31.66%

have shown unfavourable opinion while as 1.83% could not decide.

TABLE - 1.4

Showing opinion of teachers towards the issue that “after the implementation of CCE scheme pupils are not resorting to rote memory anymore”



Type of school	Primary			Middle			High			Hr. Sec			Average%		
	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
Govt.	29.16 N=56	67.70 N=130	3.12 N=6	34.89 N=67	63.54 N=122	1.56 N=3	39.06 N=75	59.17 N=114	1.56 N=3	38.02 N=73	58.33 N=112	3.64 N=7	35.28 N=7	62.23 N=7	2.47 N=7
Private	58.33 N=112	35.93 N=69	5.72 N=11	60.41 N=116	34.37 N=66	5.20 N=10	72.91 N=140	23.43 N=45	3.64 N=7	83.33 N=20	8.33 N=2	8.33 N=2	64.66 N=2	30.33 N=2	5.00 N=2

An analysis of the data obtained from Govt. and Private Primary, Middle, High and Higher Secondary school reveals that on an average 35.28% Govt. school teachers have favourable opinion regarding that "After the implementation of CCE Scheme pupils are not resorting to rote memory anymore" while as 62.23% did not believe in the same way and

have expressed unfavourable opinion further 2.47% could not decide on the issue. On the other hand, 64.66% Private school teachers expressed favourable opinion as against the 30.33% unfavourable opinion with 5.00% who could not decide on the issue.

TABLE 1.5
Showing opinion of teachers on "CCE scheme boosted the academic achievement of pupils"

Type of school	Primary			Middle			High			Hr. Sec			Average%		
	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
Govt.	26.04 N=50	69.27 N=133	4.68 N=9	36.97 N=71	59.17 N=114	3.64 N=7	41.66 N=60	52.63 N=100	6.52 N=12	47.91 N=92	44.27 N=85	7.81 N=15	38.15 N=0	56.25 N=0	5.59 N=0
Private	62.50 N=120	34.37 N=66	3.12 N=6	52.63 N=100	46.87 N=90	1.04 N=2	72.91 N=140	25.52 N=49	1.56 N=3	87.50 N=21	12.50 N=3	0.00 N=0	63.50 N=0	34.66 N=0	1.83 N=0

Table 1.6 presents the percentage distribution of Primary, Middle, High and Hr. Sec. school Govt. and Private school teachers. On an average 62.75% of Govt. school teachers have favourable opinion towards the issue of "students should be given grades instead of marks", while as 32.54% have shown unfavourable opinion and 4.68% could not make a decision on the issue. On the other hand, majority of private school teachers 92.83% have shown favourable opinion, while

as only 5.66% had unfavourable opinion and 1.50% could not come to a decision.

TABLE 1.7
Opinion of teachers on "the inclusion of Art education in the operational scheme had produced creative learners"



Type of school	Primary			Middle			High			Hr. Sec			Average%		
	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD	A	DA	UD
Govt.	20.83 N=40	68.75 N=132	10.41 N=20	28.64 N=55	57.29 N=110	14.06 N=27	36.45 N=70	57.81 N=111	5.72 N=11	42.18 N=81	54.16 N=104	3.64 N=7	32.03 N=64	59.50 N=111	8.46 N=16
Private	62.50 N=120	31.25 N=60	6.25 N=12	70.31 N=135	27.08 N=52	2.60 N=5	83.33 N=160	13.02 N=25	3.64 N=7	83.33 N=20	16.66 N=4	0.00 N=0	72.50 N=145	23.50 N=47	4.00 N=8

Table 1.7 manifest that on an average only 32.03% of Govt. Primary, Middle, High and Hr. Sec. schools teachers have shown favourable opinion towards the issue that "the inclusion of Art education in the operational scheme has produced creative learners" while as 59.50% have expressed un favourable opinion and 8.46% could not come to a decision on the issue. On the other hand, a vast majority of 72.50% of Private school teachers have shown favourable opinion, while as 23.50% negated the perception however 4.00% of teachers could not decide on the issue.

VII. FINDINGS/CONCLUSIONS

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

Opinion of teachers working in government schools:

1. there is no difference between traditional scheme of evaluation and the present C C E scheme; and
2. 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 the 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 eight dimensions of the opinionnaire Private school teachers have shown favourable opinion on six dimensions which were disagreed by the Govt school teachers.

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