



Continuous and Comprehensive Evaluation in Kashmir- Challenges and Suggestions

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Abstract

The present study intends to examine the problems and challenges of continuous comprehensive evaluation in schools of Kashmir valley. The variety of parameter has been examined to analyze the continuous comprehensive evaluation in the schools of Kashmir valley. In the study various problems of continuous comprehensive evaluation have been discussed. After pooling opinions from different stakeholders some practical suggestions have been given that will draw the attention of policy planners and school administrators to take necessary steps to make system of examination more comprehensive and valid.

Keywords: Continuous, Comprehensive, Evaluation. Kashmir



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INTRODUCTION:

Continuous Comprehensive Evaluation (CCE) refers to a system of school based evaluation of students that covers all aspects of student personality. It is a curricular initiative, attempting to shift emphasis from mere testing to Holistic Learning. In the Scheme 'Continuous' means that the evaluation of identified aspects of student's 'growth and development' which is a continuous process rather than an event. It is built into the total teaching learning process & spread over the entire academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidences to teachers for

their self evaluation. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of student's growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like:

- Knowledge
- Understanding/Comprehension
- Applying
- Analyzing
- Evaluating
- Creating

Various Commission like *Hunter Commission (1882)*, *Calcutta University Commission or Sadler Commission (1917-1919)*, *Hartog Committee Report (1929)*, *The Report of Central Advisory Board / Sargant Plan (1944)*, *Secondary Education Commission / Mudaliar Commission (1952-53)* have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation. National Policy on Education- 1986 has also stated that "*Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time*".

The National Curriculum Framework- 2005 (NCF-05) also proposed examination reforms.

Its position paper on Aims of Education – NCF 2005, NCERT says:

School based CCE system should be established to...

1. Reduce stress on children
2. Make evaluation comprehensive and regular.
3. Provide space for the teacher for creative teaching.
4. Provide a tool of diagnosis & remediation
5. Produce learners with greater skills.

Right to Education Act RTE – 2009 On 27th August 2009, Govt. of India adopted a new act "Right to free and compulsory education for children between 6-14 years of age". This law came into force for the entire country (except Kashmir) w.e.f 1st April 2010. It states that

students up to std. VIII should not be made to appear for any board examination. From the year 2010-2011, a scheme of continuous comprehensive evaluation to be implemented from Std. I to VIII.

The objectives of the Scheme are:

- a. To help develop cognitive, Affective and Psychomotor skills.
- b. To lay emphasis on thought process and de-emphasize memorization.
- c. To make evaluation an integral part of teaching-learning process.
- d. To use evaluation for improvement of students achievement and teaching – learning strategies on
- e. The basis of regular diagnosis followed by remedial instruction
- f. To use evaluation as a quality control devise to maintain desired standard of performance
- g. To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
- h. To make the process of teaching and learning a learner-centered activity.

CONTINUOUS COMPREHENSIVE EVALUATION IN JAMMU AND KASHMIR

In Jammu and Kashmir the Curriculum Development and Research wing (CDR wing) has published CCE document for class 1 to 12th for school education Department for implementation of the scheme in schools:

The objectives of the scheme in Jammu and Kashmir are:

1. Qualitative improvement in education through evaluation .
2. Use grades instead of marks
3. Evolve feedback mechanism for teachers, learners and parents by providing them timely corrective measures for improving attainment level of learners
4. Use informal means of testing to reduce the anxiety and fear of examinees.
5. Prepare a profile of the growth and development of every learner.

6. Evaluate regularity, punctuality, cleanliness, self-control, sense of duty, desire to serve, responsibility, democratic attitude and sensitivity towards environmental concerns.
7. Evaluate performance periodically and diagnose the areas of difficulty
8. Communicate evaluation outcomes in a positive manner.
9. Develop competence for self-evaluation keeping in view the age of children
10. Attain mastery in scholastic, co-scholastic areas, personal and social qualities, Plan remedial measures for learners

CHALLENGES IN IMPLEMENTATION OF CCE SCHEME IN J&K

1. Lack of information about CCE:

Since the scheme was implemented in 1993 in state but that teachers as well as students are not much aware about CCE, because no such effective orientation is provided to them. Everyone expressed that they are just following CCE without proper understanding and have many confusions regarding CCE.

2. Continuous assessment not usually followed in a majority of schools:

Evaluation practices carried out in most of schools is still traditional. Although the state board of school education have asked all schools to adopt the scheme properly. So, that the evaluation of the students from class 5th to 9th will be done on basis of CCE.

3. Remedial classes:

Diagnosis and remediation is the most important aspect of CCE (NCF-2005). There is no concept of remedial classes in Kashmir. Very few schools conduct remedial classes that too in the name of zero class. Most of the students were not happy with remedial classes. Because it is not done with right spirit. Some students claimed that the remedial class is not much different from a regular class, except the name remedial. Students also claimed about negligence in solving individual problem in these classes. The students showed strong dissatisfaction with the timing and frequency of the remedial classes. The wanted a fixed schedule for these classes also.

4. Co-Scholastic Assessment –:

Most of the students criticized the co-scholastic assessment in terms of its execution and subjectivity. They experienced that few teachers were biased in assessing co-scholastic aspect.

5. Grading system –

A large fraction of the students dislikes grading system. They perceived it as problem for them. They said no for grading system in a single voice. Students had their argument that grading system can't discriminate students securing 91 marks from those getting 99 marks. They supported marking system over the grading system. They also want to see their evaluated answer sheets. Students had their opinion that marks should be provided along with grades in the report card.

6. Assignments and projects –

Students feel that the load of assignments and projects in a semester is quite heavy. They have to devote extra times in nights to prepare these assignments and projects. They do not have sufficient time for co-curricular activities due to large number of assignments and projects. Students were in favor of reducing the total number assignments and projects in a semester.

7. Difficulty in Execution:

Most of the teachers find it difficult to execute CCE in large classes as they are not able to give individual attention in such classes. Other constrain for the smooth execution of CCE was stated as lack of appropriate training among the school teachers.

8. Time consuming and costly:

It was found that CCE was time consuming and there were many financial constrains associated with it that does not suit the pocket of every student.

9. Heavy work load:

Teachers were over burdened with the increased volume of work that affected their teaching effectiveness in the classrooms.

SUGGESTIONS

To overcome these problems practical suggestions were given to draw the attention of policy planners and school administrators to take necessary steps to make system of examination more comprehensive and valid.

1. Awareness programme for students :-

There is an urgent need of awareness programmes for students about CCE. These programmes should be intended to provide information regarding different schemes of CCE and importance of their role in CCE. In this context, a hand book on CCE for students should also be available including proper explanation of controversial issues.

2. Counseling programmes :-

It was felt that there should be a regular counseling programme for students to know their problems related to CCE. It may be individual as well as group counseling to get students' feedback about CCE. As it was found that students were not in favor of grading system although it was recommended by all the educational commission and committees. Therefore, counseling is an effective way to make their attitude positive towards grading system. The students should be informed about the advantages of grading system over marking system in a logical way.

3. Improve remedial teaching –

Students were not happy with the way remedial teaching provided to them. The individual problem of student should be given due importance in remedial class. Therefore, it is necessary for every school to provide regular and effective remedial teaching. Remedial teaching should have a proper schedule and individual problem related to particular subject should be given due importance.

4. Co-scholastic assessment by a team of teachers –

Students accepted the subjectivity in assessment of co-scholastic aspects of students. Therefore, it better to assess co-scholastic aspects of students by a team of teachers. There should be separate teams for each class or section and these teams should consist of the class teacher.

5. Small Class Size

To overcome these problems it has been suggested to reduce the number of students in classes, provide appropriate teacher training and ensure proper infrastructure and teaching materials in the school for the smooth execution of CCE.

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