

CHAPTER- 6

CONCLUSION, SUGGESTIONS AND IMPLICATIONS

A lot of innovations are being made in schools and the introduction of Continuous and Comprehensive Evaluation practices is one among them. But mere implementation of CCE would not ensure the desired results. Findings of the present study also direct towards the same.

In this chapter findings have been derived from the content analysis of questionnaire and feedback form given to teachers and students respectively. Then the researcher has also tried to make some suggestions regarding further areas of research.

6.1 Conclusion

- The continuous and comprehensive evaluation practices have become a regular feature in CBSE as well as GSEB schools.
- It was found that majority of the teachers of both CBSE and GSEB schools have felt that continuous and comprehensive assessment practices help in identifying the innate abilities of the students and helps in qualitative improvement of the child.
- Both of them, the teachers as well as the students derive satisfaction and contentment from introduction of such evaluation practices.
- Although majority of teachers of both CBSE and GSEB schools feel that continuous and comprehensive practices have helped remove stress from the mind of students yet they equally feel that it has increased the workload of the students.
- It was found that students like continuous and comprehensive evaluation practices but they feel the pressure of weekly tests and because of this pressure they are losing upon their leisure time.
- It was also found that the big class-size hampers proper implementation of the scheme as teachers' felt that due to inadequate interaction with students' proper evaluation was not possible.

- Though the evaluation practices in IX and X standard has been continuous and comprehensive since two years, the teachers still have many doubts regarding the implementation part. The doubts are basically about assessing various skills.
- Due to lack of proper training and inadequate knowledge teachers had many doubts to assess the co-scholastic aspects of the students. The observation method remains the prominent method used for assessing such skills.
- Despite the change in evaluation pattern paper-pen tests remains the easiest and frequently used method for assessing students.
- It was observed that according to the teachers continuous and comprehensive evaluation practices are cumbersome activity as they are time consuming and no separate time slot is allotted in the time table for carrying out such work. Hence, they have demanded that class size be decreased, syllabus should be modified in accordance to the evaluation practices and separate time slot be allotted for maintaining descriptive records.

6.2 Suggestions for Further Study

The continuous and comprehensive evaluation practice is a new venture in our education system. Thus it offers a wide range of field in research. The following suggestions may be taken into account for undertaking further research in the area of continuous and comprehensive evaluation practices.

The present study is the comparative one to know the effect of continuous and comprehensive evaluation practices in CBSE and GSEB schools. Similar studies may be conducted at primary level since the scheme has been made compulsory from class IV.

- A study may be undertaken to know the problems and strategies of implementation of continuous and comprehensive evaluation practices across the boards.
- A study may be conducted by covering all the subjects of the scholastic areas and different aspects of co-scholastic areas.
- A study may be undertaken to discover various methods and techniques used for continuous evaluation of the students.

- A study may be undertaken to demonstrate whether the CCE scheme is effectively performing the function required of it.
- A study may be taken up to design and implement tools and techniques for example rubrics which can be used in continuous and comprehensive evaluation of students.

6.3 Implications

Quality is the single most important issue in education today. Students should be the product of an education system that focuses on quality not on quantity. One of the key components of the educational programme of a quality school is the development and implementation of an evaluation system which enables its teachers to keep tabs on the level of its student's achievement and their personality development.

- Continuous and comprehensive evaluation is the only effective scheme which takes into account and incorporates both the scholastic and co-scholastic aspects of pupil's growth.
- Since the system of CCE is quite effective it should be made compulsory in all the schools/boards.
- Teachers of both CBSE and GSEB schools feel that continuous and comprehensive practices have helped in removing stress from the mind of students.
- The Continuous and Comprehensive Evaluation practices have completely transformed the education system in schools. Teachers have observed an overall change in students' performance as academics is not the only parameter for evaluation. In CCE, non-academic skills, once rejected by parents and students, are being valued as co-scholastic activities holding good weightage.

The motive of Indian government is to make education enjoyable in schools. The Continuous and Comprehensive Evaluation (CCE) is definitely a right step in the direction of improving the educational standards of our country; its teething problems notwithstanding. Though there are a number of problems which the teachers are facing, but these initial issues will settle down with time and experience. Concerted efforts needs to be made to bring about a change in the attitudes of practicing teachers and efforts have to be done to make the system more systematic and less cumbersome for them.

With all ifs and buts, with all Haves and Have Not, the CCE has its own Strength and Power. The CCE, irrespective of the conditions which the various Boards and Schools obtain needs to be implemented with true substance and spirit.