

CHAPTER- 1

INTRODUCTION

1.1 Introduction

“Education is the best mean of bringing about personal development and building relationships among individuals, groups and nations” (Delors, J 1996).

The aim of education is preparing citizens for a meaningful and productive life, making children capable of becoming responsible, productive and useful members of society. Thus, evaluation should be a way of providing credible feedback to the extent to which we have been successful in imparting such an education. From this perspective, the process of evaluation which measures and assesses a very limited range of faculties is inadequate and does not provide a complete picture of an individual's abilities and progress towards fulfilling the aims of education. A meaningful report of the quality and the extent of a child's learning needs to be comprehensive.

In recent years, there has been a growing concern for improving the quality of teaching-learning process at secondary and higher secondary level. However the effectiveness of this process of teaching and learning is marked by the outcome of the evaluation.

"India is said to have an examination system but not an education system... When will young people stop taking exams and do something worthwhile?" (C.N. Rao, 2011. The head of Scientific Advisory Council to the Prime Minister).

Student performance is the indicator of the quality of instruction that is taking place. We need to continuously evaluate the students' performance so that we are in a state of describing students progress in a continuum as well as on that basis assess the quality of teaching learning and make modifications wherever and whenever necessary. One step which has been recently taken with this objective is of **Continuous and Comprehensive Evaluation.**

The present study is a small step towards evaluating this type of evaluation.

1.2 Statement of the Problem

Specifically, the problem of the study can be stated as-

“A Comparative Study of Continuous and Comprehensive Evaluation Practices in GSEB and CBSE Schools”

1.3 Explanation of the Key Words and Operationalisation of the Terms

Continuous: It means continuity and regularity of assessment during the whole session.

Comprehensive: It refers to the areas of assessment which includes both scholastic and co-scholastic aspects of pupils growth helping the all-round development of the child.

Evaluation: In the most simplest terms evaluation is a process of collecting, analyzing and interpreting the evidence of students’ performance and progress to take necessary action for better learning.

GSEB: Gujarat Secondary Education Board

CBSE: Central Board of Secondary Education

1.4 Objectives of the Study

- (a) To study Continuous and Comprehensive Evaluation.
- (b) To study the views of teachers of GSEB and CBSE schools on Formative and Summative evaluation practices.
- (c) To study the views of students on Continuous and Comprehensive evaluation practices.
- (d) To compare the Continuous and Comprehensive evaluation practices in GSEB and CBSE schools.
- (e) To provide suggestions for Continuous and Comprehensive evaluation practices in GSEB and CBSE schools.

1.5 Research Questions

- i. What is Continuous and Comprehensive Evaluation?
- ii. What is the pattern of evaluation followed in GSEB and CBSE schools?

- iii. What are the views of teachers of GSEB and CBSE schools on Continuous and Comprehensive evaluation practices?
- iv. What are the students' views on Continuous and Comprehensive evaluation practices?
- v. What are the suggestions for Continuous and Comprehensive Evaluation practices in GSEB and CBSE schools?

1.6 Delimitation and Limitation of the Study

Delimitation-The present study is confined to secondary level English medium schools of Anand district only.

Limitation-The researcher could collect data only from few teachers of GSEB schools as the number of teachers appointed in the schools at this level is limited.

1.7 Rationale of the Study

Teaching for successful learning cannot occur without high quality evaluation. Therefore evaluation should be integrated with the process of teaching and learning in such a way that it provides constant feedback for growth of individual learners. A good evaluation system benefits both the learners and the educational system.

Schools are managed by private and Government bodies. They have followed their own way of evaluation system. The teachers have adopted and interpreted the concept of evaluation by taking two tests i.e. half yearly and annual examination in an academic session. Neither do they follow Continuous nor Comprehensive Evaluation system during the entire period of instruction within the academic session. In some cases the schools adopt their own strategy of evaluation.

It has been observed that our evaluation system at school stage suffers from lot of imperfections. One is that the focus only on the cognitive learning outcomes and completely ignoring the non-cognitive aspects. These aspects are basically vital components of human personality. Even in cognitive areas too much emphasis is laid on memorization and little on abilities and skills that require higher mental operations like problem solving , creative thinking, summarizing, arguing, questioning etc. Adding to it *NCF(2000)* states that declaration of results in terms of raw marks suffers from a number of inadequacies.

Studies such as *Rao(1968)* and *Sinha(1977)* found that attitude of the students , their teachers and guardians towards the existing system of examination were not favorable and there is a need of reform in examination system.

NCF(2000) states “The evaluation system focuses only on cognitive learning outcomes. Thus examination in the present form are not the real measure of student’s potential.”

Thus there arises a need for reforms in both examination and evaluation system which has been stated by various commissions and committees.

The lack of research evidences in the area of Continuous and Comprehensive evaluation, curiosity to fill in the gaps and having the background of working in CBSE school made the investigator arrive at the problem.

Moreover as the scheme has recently been implemented at secondary level the investigator was much interested in knowing about the present status of implementation of CCE.

1.8 Scheme of Chapterisation

The dissertation has been divided into six chapters. The scheme of chapterisation is as follows-

Chapter-1: Introduction The present chapter begins with an introductory note and states the problem of the study with the explanation of key terms. It also states the objectives of the study undertaken, hypotheses framed and rationale of the study as perceived by the researcher.

Chapter-2: Conceptual Framework This chapter focuses on the conceptual framework or theoretical background of the study undertaken.

Chapter-3: Review of Related Literature The chapter begins with stating the objectives with which review of related literature is done and then presents the different studies reviewed for the present work.

Chapter-4: Methodology of Investigation The chapter focuses on the methodology adopted in the present study. It describes in detail about the research design selected for the present study, the tools used and the procedure adopted for data collection as well as data analysis.

Chapter-5: Data Analysis, Interpretation and Discussion In this chapter the collected data has been analyzed and presented in a tabular form. Interpretations based on the findings have been presented and discussed in the light of the present study undertaken.

Chapter-6: Conclusions, Suggestions and Implications The last chapter of the dissertation deals with the conclusions drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field. The chapter ends with a reflective note by the researcher on the research undertaken.