



CHAPTER - V

**SUMMARY,
CONCLUSION
AND
RECOMMENDATION**

CHAPTER -V

Summary, Conclusion & Recommendations

5.1 Introduction

This chapter including a brief summary of the study, findings and conclusions drawn from various, analysis. This is followed by the educational implication based on the findings of the study. Suggestion for further researches on related topics have also been outlined.

In implementing a programmed of continuous assessment, teachers need to provide and develop an action plan indicating the scheme of evaluation, identifying the task, and role of different teachers in different activity by implementing the area of scholastic and co-scholastic component of continuous comprehensive evaluation in a time schedule, mode of implementation and feedback mechanism along with remediation strategies provide feedback that will lead to positive action and help the learner to do better.

The present study was an attempt to compare the implementation of CCE with respect to scholastic and co-scholastic area. The study focused on the current implementation of continuous and comprehensive evaluation in Navodyaa Vidyalaya of Pune Region with respect to relationship between scholastic area and co-scholastic area of component like diagnosis of weakness, grading system, supervision and remedial teaching.

5.2 Statement of the problem

The purpose of the study was stated as" study the implementation of continuous and comprehensive evaluation in Navodaya Vidyalaya of Pune Region".

5.3 Objectives

1. To study the relationship between scholastic and co-scholastic area under the implementation of continuous and comprehensive evaluation.
2. The study the implementation of grading system under continuous and comprehensive evaluation with respect to scholastic and co-scholastic area.
3. To study the implementation of Diagnosis of weaknesses under CCE with respect to scholastic and co-scholastic area.
4. To study the implementation of supervision under continuous and comprehensive evaluation with respect to scholastic and co-scholastic area.
5. To study the implementation of Remedial teaching under continuous and comprehensive evaluation with respect to scholastic and co-scholastic area.

5.4 Hypotheses

1. There will be no significant relationship between scholastic and co scholastic area under the implementation of continuous and comprehensive evaluation.
2. There will be no significant difference in implementation of grading system under continuous and comprehensive evaluation with respect to scholastic and co-scholastic area.
3. There will be no significant difference in implementation of Diagnosis of weaknesses under continuous and comprehensive evaluation with respect to scholastic and co-scholastic area.
4. There will be no significant difference in implementation of supervision under continuous comprehensive evaluation with respect to scholastic and co-scholastic area.
5. There will be no significant difference in implementation of remedial teaching under continuous and comprehensive evaluation with respect to scholastic and co-scholastic area.

5.5 The Delimitation of the study

The constraints under which the study was conducted remained confined to the following limitations:

- (1) The study was limited to Pune Region of Navodaya Vidyalaya.
- (2) The study was limited in few selected component of continuous & Comprehensive Evaluation at secondary level of teachers.
- (3) The result of the study are on the basis of 20 teachers in each five Navodaya Vidyalaya.

5.6 Limitation of the Study

Intervariability of Teachers in relation to their subjects could not be assessed. In our approach the information was gathered through a questionnaire only, if this questionnaire is accompanied with the observation technique the data received would have been more valid. This was considered as a limitation of the study.

5.7 Variable of the study

- The independent variables of the study are:
Five Jawahar Navodaya Vidyalaya of Pune Region
- The dependent variables of the study
Implementation of continuous and comprehensive evaluation
Selected component of Scholastic & Co-Scholastic area.

5.8 Sample of the study

For the present study researcher used purposive sampling in which five Navodaya Vidyalaya were taken. In each Navodaya Vidyalaya the 20 teachers were taken. The total 100 teachers were taken in five Navodaya Vidyalaya in Pune Region.

5.9 Tool Used

To study the implementation of continuous and Comprehensive Evaluation in Navodaya Vidyalaya Teachers a self made tool titled as, "Implementation of CCE Teacher Questionnaire" consist of five components.

Component of the tool

The component of CCE with respect to scholastic and co-scholastic are divided in to six component namely-

- (1) Grading System.
- (2) Diagnosis of weaknesses
- (3) Supervision
- (4) Problem Solving
- (5) Remedial Teaching

5.10 Statistical Technique Used

To understand the distribution of variables, basis statistics such as mean, and standard and Deviation were calculated for all variables involved in the study for the total sample, as well as sub group of the sample in scholastic and co-scholastic area of component under CCE will be compared by 't' test and coefficient of co-relation to find is relationship.

5.11 Major Finding of the Study

The following finding flow from the interpretation of data presented in the following chapter.

1. There is significant relationship between in implementation of co-scholastic and scholastic area under the continuous and comprehensive evaluation.
2. There is no significant difference in implementation of grading system in CCE with respect to scholastic and co-scholastic area.
3. There is no significant difference in implementation of Diagnosis of weaknesses in CCE, with respect to scholastic and co-scholastic area.
4. There is no significant difference in implementation of supervision in CCE with respect to scholastic and co-scholastic area.
5. There is no significant difference in implementation of Remedial teaching in CCE with respect to scholastic and co-scholastic area.

5.12 Conclusion

1. There is significant relationship between scholastic and co-scholastic area under implementation of CCE. This implies that both the area are equally importance for all round development of the child.
2. The implementation of Grading system under CCE, there was no significant difference between scholastic and co-scholastic area. This emplies that marks have been replaced by grades in both scholastic & co-scholastic area.

3. The implementation of Diagnosis of weaknesses under CCE, there was no difference between scholastic and co-scholastic area. It concluded that as for Diagnosis of weaknesses concern this technique is utilized in academic and co-curricular activity.
4. In respect of Implementation of Supervision under CCE, there was no difference between scholastic and co-scholastic area. After as a result of introduction of CCE, supervision has been emphasized in academic and co-curricular activity for proper monitoring & regulation of teaching learning process.
5. The Implementation of Remedial teaching under Continuous and Comprehensive Evaluation, there was no significant difference between scholastic and co-scholastic area which implies that remedial teaching is important to improve performance of a child.

Hence it may concluded that under CCE, all the five component i.e. Grading system, Diagnosis of weaknesses, Supervision & Remedial teaching are Implemented in scholastic as well as co-scholastic area under CCE.

5.13 Recommendation for further Research

The present study being exploratory, in nature brings into limelight several issue; in which further research can be undertaken .Following are the few suggestions for the further research.

1. The sample for the present study was limited to Pune Region. But the similar study can also be done by largest size sample at district or regional level of Navodaya Vidyalaya.
2. A longitudinal study can taken to see overall implementation of CCE at different class level.
3. Similar study can be conducted for secondary level student.
4. It has tremendous promise and potential for future.

5. An experimental study can be conducted to see the impact of continuous and Comprehensive Evaluation in respect to teacher's parents & student.
6. A comparative study of implementation of CCE in Kendriya Vidyalaya and Navodaya Vidyalaya.
7. Compare of earlier assessment or evaluation and continuous comprehensive evaluation with respect to student achievement and all round development.

5.14 Educational Implications

The finding of the study emphasize that there is implementation of continuous and comprehensive evaluation should be introduced in each and every school for the welfare of the students performances in the field of education in which scholastic and co-scholastic performance is important in all round development of the child.

- 1) A student should be aware of provision and benefits of continuous and comprehensive evaluation in all schools at upper primary and secondary level.
- 2) A student should be encouraged to participate activity in scholastic and co scholastic area under CCE.
- 3) By organizing orientation programmed towards strength and advantage of CCE during Teacher- parent meeting.
- 4) A use of CCE as a quality control device to maintain desired standard of performances.
- 5) To enhance a proper implementation of CCE in all the schools level there should require community support for achieve holistic approach to the learning.
- 6) Teacher should develop proper monitoring and supervision is needed to manage in continuous and comprehensive evaluation at schools.