

ATTITUDE TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION OF HIGH SCHOOL STUDENTS

By

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ABSTRACT

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation introduced by CBSE in all CBSE affiliated schools across the country to evaluate both scholastic and non-scholastic aspects of students' growth and development. Continuous and comprehensive evaluation is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during and before the examination and to improve the overall skill and ability of the student by means of evaluation of other activities. The focus was on identifying the talents of the learner and empowering with positive input. The purpose of the present study was to find out the attitude towards continuous and comprehensive evaluation of high school students. The research type was a survey method, which consists of purposive sampling of 99 high school students in Dindigul district. Personal data sheet and Attitude towards continuous and comprehensive evaluation scale was prepared and validated by the investigator. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The results showed that, the attitude of continuous and comprehensive evaluation of high school students in Dindigul district, found to be positive.

Keywords: Attitude, High School Students, Continuous and Comprehensive Evaluation.

INTRODUCTION

Evaluation is the structured interpretation and giving of meaning to predict the actual impacts of proposals or results. Evaluation can be characterized as being either formative or summative. Formative evaluation takes place in the lead up to the project, as well as during the project in order to improve the project design as it is being implemented. Formative evaluation often lends itself to the qualitative methods of inquiry. Continuous and comprehensive evaluation is a process of formative assessment, mandated by the Right to Education Act, of India. This approach to assessment has been introduced by the state governments in India, as well as by the Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools (Aggrawal Mamta, 2005). Continuous and comprehensive evaluation refers to a system of school based evaluation of students that covers all aspects of a students' development. It is a developmental process of a child,

which emphasizes on two fold objectives. These objectives are continuously in evaluation on one hand and assessment of learning and behavioral outcomes on the other.

Review of Related Literature

Prashant Thote (2014) found that, the secondary school teacher's attitude towards in-service training programmes of CCE with Educational qualification at Post Graduation scores is less than the obtained values (1.96) at 0.05 level of significance. Therefore, the null hypothesis in this regard is accepted. Therefore it is concluded that, there is no significant difference between Science and Art Post Graduate teachers' attitude towards in-service training programs of CCE.

Deepa Sikand Kauts and Vishavpreet Kaur (2013) found that, there is a significance difference between the perception of teachers from rural and urban background and the Rural School Teachers perceived CCE in a better

way than the Urban School Teachers. Also, it was found that, rural people were proud of their schools and typically described a feeling of family, individual attention and community commitment of resources and people.

Need for the Study

Education completes a man. Students need quality education suitable for life. Perceiving the needs of the learners, appropriate changes are made in the curriculum, syllabus and textbook on a need basis. Currently, changes have taken place in the evaluation system. The long practiced marking scheme has been done away with and the grading system has been brought in its place. The students are assessed not only during examinations; but, all through the term. Evaluation is conducted through activities, observation and group discussions. The evaluation is done under two parts, namely scholastic and co-scholastic activities. Indian education is moving from summative to a continuous evaluation system (NCERT, 2003). This study is an attempt to find out the student's attitude about the scheme of continuous and comprehensive evaluation, the problems they face while its execution and the suggestions that students want to give in making CCE effective and fruitful on ground realities.

Significance of the Study

Continuous and comprehensive evaluation is an incredibly effective new system of evaluation. It is to evaluate every portion of the child during their presence at the school. This is supposed to help reduce the stress on the child during and before the examination and to improve the overall skill and capability of the student by means of evaluation of other actions. Grades are awarded to the student based on work familiarity skill, originality, reliability, team work and public speaking performance to evaluate and gave an overall determination of the student's ability. This help the students who are not good in academics to show their talent in other fields such as Arts, Humanities, Sports, Music and Games, etc. The Central Board of Secondary Education suggested a five point rating scale; it also recommended the abolition of the pass/fail structure at the primary level

(CBSE, 2011). The focus was on identifying the talents of the learners and empowering with positive input. In this regard, it has been rightly remarked that, the understanding of continuous and comprehensive evaluation of the students is a very important competence expected from them to raise the standards of achievement in pupils by giving a constant response, remediation and development of classroom instructional strategies based on evaluation system followed in school education.

The need is to bring a favorable change in student's attitude towards continuous and comprehensive evaluation through different means of internal assessment, activity, projects, periodical tests, etc. Hence, there is great need to check the student's attitude towards continuous comprehensive evaluation.

Objectives

- To find out the level of continuous and comprehensive evaluation of high school students.
- To find out whether there is any significant difference between the continuous and comprehensive evaluation with regard to gender.
- To find out whether there is any significant difference between continuous and comprehensive evaluation with regard to native place of the student.
- To find out whether there is any significant difference between continuous and comprehensive evaluation with regard to the type of family.
- To find out whether there is any significant difference among continuous and comprehensive evaluation with regard to the type of school.

Hypotheses

H₀1: There is no significant difference between continuous and comprehensive evaluation with regard to their gender.

H₀2: There is no significant difference between continuous and comprehensive evaluation with regard to their native place of the student.

H₀3: There is no significant difference between continuous and comprehensive evaluation with regard to their

type of family.

H₄: There is no significant difference among continuous and comprehensive evaluation with regard to their type of school.

Method Used

The survey Method is used for this study. John W. Best (1986) states that, "The survey method involves interpretation, comparison, measurement, classification, evaluation and generalization. All directed towards a proper understanding and solution of significant educational problems". So, the researcher has chosen the survey method to study the "Attitude towards Continuous and Comprehensive Evaluation of High School Students".

Population and Sample

The population of the present study consists of those students who are studying in the middle and high schools of Dindigul District, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 99 Middle and High school students (Best John W & Khan James, 1992).

Tool Used

This study aims to evaluate the attitude towards continuous and comprehensive evaluation of high school students. The investigator has prepared and validated the continuous and comprehensive evaluation scale.

Statistical Techniques Used

Percentage analysis, 't' test and correlation were used in this study.

Analysis of Data

- To find out the level of attitude towards CCE of high school students.

Table 1 shows the Level of Attitude towards CCE of High School Students. 18.2% of students have a high level continuous and comprehensive evaluation. 60.6% of

Attitude towards CCE	Low		Moderate		High	
	N	%	N	%	N	%
	21	21.2%	60	60.6%	18	18.8%

Table 1. Level of Attitude Towards CCE of High School Students

students have moderate level continuous and comprehensive evaluation. 21.2% of high school students have low level continuous and comprehensive evaluation.

- To find out the level of attitude towards CCE of high school students with reference to background variables.

Table 2 shows the Level of CCE with Reference to the Background Variables.

Null Hypothesis 1

There is no significant difference between continuous and comprehensive evaluation with regard to their gender.

It is inferred from Table 3 that, the calculated 't' value (1.35) is less than the Table value of 't' (1.96) at 5% level of significance. Hence null hypothesis is accepted.

Variables	Category	Low		CCE Total Moderate		High	
		Count	%	Count	%	Count	%
Gender	Male	9	22.5%	22	55.0%	9	22.5%
	Female	12	20.3%	38	64.4%	9	15.3%
Native Place	Rural	18	21.7%	53	63.9%	12	14.5%
	Urban	3	18.8%	7	43.8%	6	37.5%
Type of Family	Nuclear	20	24.7%	46	56.8%	15	18.5%
	Joint	1	5.6%	14	77.8%	3	16.7%
Type of School	Government	7	28.0%	17	68.0%	1	4.0%
	Aided	6	24.0%	15	60.0%	4	16.0%
	Private	8	16.3%	28	57.1%	13	26.5%

Table 2. Level of CCE with Reference to Background Variables

Attitude towards CCE	Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Female	59	64.14	3.893			

(At 5% level of significance the table value of 't' is 1.96) (NS - Not Significant)

Table 3. Difference between Male and Female Students in Continuous and Comprehensive Evaluation

Attitude towards CCE	Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Urban	16	67.06	3.750			

(At 5% level of significance the table value of 't' is 1.96, S - Significant)

Table 4. Difference between Rural and Urban Students in Continuous and Comprehensive Evaluation

Null Hypothesis 2

There is no significant difference between continuous and comprehensive evaluation with regard to the native place of the student.

It is inferred from Table 4 that, the calculated 't' value (2.69) is greater than the Table value of 't' (1.96) at 5% level of significance. Hence null hypothesis is rejected. Thus, results that there is a significant difference between rural and urban higher secondary students in their continuous and comprehensive evaluation. While comparing the mean scores of rural ($m = 64.12$) and urban students ($m = 67.03$) in their continuous and comprehensive evaluation, the urban students are better than the rural students.

Null Hypothesis 3

There is no significant difference between continuous and comprehensive evaluation with regard to their type of family.

It is inferred from Table 5 that, the calculated 't' value (2.12) is greater than the Table value of 't' (1.96) at 5% level of significance. Hence null hypothesis is rejected. Thus, there is a significant difference between the nuclear and joint family higher secondary students in their continuous and comprehensive evaluation. While comparing the mean scores of nuclear family ($m = 64.26$) and joint family students ($m = 66.11$) in their continuous and comprehensive evaluation, the joint family students are better than the nuclear family students.

	Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Attitude towards CCE	Nuclear	81	64.26	4.254	2.12	S
	Joint	18	66.11	3.104		

(At 5% level of significance the table value of 't' is 1.96, S – Significant)

Table 5. Difference between Nuclear and Joint Family Students in Continuous and Comprehensive Evaluation

	Source of variation	Sum of squares	Mean square	Calculated 'F' value	Remarks at 5% level
Attitude towards CCE	Between	105.876	52.938	3.266	S
	Within	1555.962	16.208		

(At 5% level of significance, for (2,96) df the table value of 'F' is 3.09)

Table 6. Difference among Government, Aided and Private School Students in their Continuous and Comprehensive Evaluation

Null Hypothesis 4

There is no significant difference between continuous and comprehensive evaluation with regard to their type of school.

It is inferred from Table 6 that, the calculated 't' value (3.26) is greater than the Table value of 't' (1.96) at 5% level of significance. Hence null hypothesis is rejected. Thus, resulting in the significant difference between private, government and aided school higher secondary students in their continuous and comprehensive evaluation. The private school students are better than the government and aided school students in their continuous and comprehensive evaluation.

Results and Discussion

Table 1 reveals that, 21.2% of high school students have low, 60.6% of them have moderate and 18.2% of them have high level continuous and comprehensive evaluation.

Table 2 reveals that, among the male students, 22.5% of them have low, 55.0% of them have moderate and 22.5% of them have high; among the female students, 20.3% of them have low, 64.4% have moderate and 15.3% of them have high; among the rural students, 21.7% of them have low, 63.9% of them have moderate and 14.5% of them have high; among the urban students, 18.8% of them have low, 43.8% have moderate and 37.5% of them have high; among the nuclear family students, 24.7% of them have low, 56.8% of them have moderate and 18.5% of them have high; among the joint family students, 5.6% of them have low, 77.8% have moderate and 16.7% of them have high; among the government school students, 28.0% of them have low, 68.0% of them have moderate and 4.0% of them have high; among the aided school students, 24.0% of them have low, 60.0% have moderate and 16.0% of them have high; among the private school students, 16.3% of them have low, 57.1% have moderate and 26.5% of them have high levels of continuous and comprehensive evaluation.

Table 3 reveals that, there is no significant difference between male and female students in their continuous

and comprehensive evaluation.

Table 4 reveals that, there is a significant difference between rural and urban students in their continuous and comprehensive evaluation. While comparing the mean scores, the urban students are better than the rural students in their continuous and comprehensive evaluation. This may be due to the fact that, the urban students have a chance of higher participation in all the activities. They have more opportunities and resources to equip themselves in the urban area.

Table 5 reveals that, there is a significant difference between the joint and nuclear family students in their continuous and comprehensive evaluation. While comparing the mean scores, the joint family students are better than the nuclear family students in their continuous and comprehensive evaluation. This may be due to the fact that, in a joint family, there may be so many educated elders. So, older people guide the younger generation with various experiences. The student from a joint family can get the help from the family members and they can develop their positive attitude within the family itself.

Table 6 reveals that, there is a significant difference among government, aided and private school students in their continuous and comprehensive evaluation. While comparing the mean scores, the private school students are better than the government and aided school students in their continuous and comprehensive evaluation. This may be due to the fact that, the private school students have better infrastructure required for the physical and mental development of the child. They can help with the required facilities for the students to learn their lessons in a better way. The infrastructure can help them to have a practical approach to education. The teachers are generally paid more; so, they put more of an effort into educating their students.

Educational Implications

On the basis of the findings, the investigators give the following recommendations. The result shows that, there is no significant difference between the male and female students in their continuous and comprehensive

evaluation. The male and female students were in the favor of continuous and comprehensive evaluation of this system of assessment with confident improvements. The student community would realize that, such a system improves and enhances their burden.

The result shows that, there is a significant difference between the rural and urban students in their continuous and comprehensive evaluation. So that, efforts are to be made to improve the attitude towards continuous and comprehensive evaluation system in the rural school students.

The result shows that, there is a significant difference between the joint and nuclear family students in their continuous and comprehensive evaluation. The school should take necessary steps to create awareness among the nuclear family members regarding the continuous and comprehensive evaluation.

The result also shows that, there is a significant difference among government, aided and private school students in their continuous and comprehensive evaluation. So that, efforts to be made to improve the attitude towards continuous and comprehensive evaluation system in government and aided schools.

Conclusion

The attitude of continuous and comprehensive evaluation of high school students in Dindigul District, has found to be positive. Overall above the truthfulness, unbiased attitude and loyalty to the part of the students play an important part in the successful implementation and continuation of the continuous internal system. The success and the failure of any system depend upon the attitude of those involved in the system and students are the major part of the whole educational endeavor.

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