



# Continuous and Comprehensive Evaluation: A Study of Students' Attitude

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## Abstract:

Evaluation in education holds great significance. With the implementation of NCF-2005 and the mandatory practice of the reformative Continuous and Comprehensive Evaluation (CCE), education scene is bound to change. In the present study, students' attitude towards CCE was studied. Data was collected from students (N=1200) of CBSE affiliated schools of Jammu province. Results reflect the moderate acceptability of CCE by students. To study the significance of difference between the various groups, Analysis of variance and t test were applied. The overall results indicate that there is a significant difference between the attitude of students towards continuous comprehensive evaluation in relation to type of school, locality, the interaction of school type and locality. In spite of knowing the fact that CCE is an effective scheme to improve the teaching learning process, the teachers and students are not adequately prepared for the effective and efficient execution of CCE in schools on reality ground. Therefore, there is a need to work out strategies which may facilitate effective practice of CCE without the burden on teaching and learning.

**Key words:** Attitude, Continuous and Comprehensive Evaluation, Evaluation

## I. INTRODUCTION

The formal evaluation in the form of written/verbal/practical test starts when individuals start taking school education. Teachers employ various techniques like written and oral tests, observations, interviews to arrive at the judgment about the progress of the students. Evaluation has been employed in estimating the degree to which a class or a group of individuals is achieving the objectives which are expressed or implied in curricular program. Evaluation has also been useful in providing an educational diagnosis of the individual student. Evaluation instruments assess methods and material of the curriculum. The scheme of Continuous and comprehensive evaluation was formulated to decrease the stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation. The initiative taken by CBSE to introduce this scheme is unquestionably a positive step in the direction of holistic development of child's personality. CCE includes not only the scholastic areas but also reflects personality attributes, life skills acquisition, behaviour interests, attitudes, values and proficiency in co-curricular activities [1]. Continuous & comprehensive evaluation provides maximum exposure to the children & motivates the children to be concentrated on the required skills, which help them to reach at the mastery level. It creates interest, attention & learning attitude among them. A well planned CCE has a profound impact on learning achievements of students at all levels [2].

## II. LITERATURE SURVEY

Numerous studies have been conducted to find out how CCE has been perceived by teachers and students and examine its effect

on instruction and learning outcomes. In a study carried out by Singh et al (2013), the attitude of B.Ed. students towards continuous internal assessment was found to be moderately favourable. The majority of the students were in the favour of continuation of this system of assessment with certain improvements. They were of opinion that this system helps, both teachers and students for improving themselves from time to time; in systematizing and regularizing the studies and students' attendance; enhancing the achievement of the students. The attitude of students towards continual internal assessment was similar with respect to habitat and caste categories [3]. Anand et al (2013) studied stress in continuous and comprehensive evaluation system. The sample of the study consisted of 30 students in Continuous Evaluation System (Group-I) and 30 students in Comprehensive Evaluation System (Group-II). Stress was studied by administering Perceived Stress Scale developed by Sheldon Cohen. Results showed a significant difference in the mean score of stress in group-I and for group-II. Students of group II were found with high stress in comparison to the students of Group I. It was inferred that in continuous evaluation system, students can evaluate themselves with their marks from time to time. Good scores in exams motivated them to improve their confidence level and mental health also [4]. In a philosophical study conducted by Herkal (2014), it was asserted that continuous and comprehensive evaluation facilitates students' effective learning as well as their all round development of personality with its multiple evaluation tools and techniques and corrective measures. By using this particular evaluation technique, the teacher can turn ordinary students into active learners. By facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping the teacher to realize

the effectiveness of teaching learning process, continuous improvement in teaching technique proves itself as a boon to student [5]. An attempt was made by Kaur (2014) to study 70 teachers' and 120 students' perspectives on continuous and comprehensive evaluation in which self-prepared (content validated) questionnaires were used to collect data from teachers and students. Percentage analysis was used to draw conclusions from the data. The results reported that majority of the students (71.66%) believed that CCE system encourages not only the academic skills/performance but also the other abilities among them (e.g. performing/ expressive art, sports, etc.). When students were asked, if given a choice, which evaluation system they prefer, only 35% expressed that they would like to switch back to the older system (annual, marking system) whereas majority (65%) expressed their preference for the CCE [6].

### III.OBJECTIVES

1. To study students' attitude towards CCE.
2. To study the main effect of 'Type of school' on the attitude of students towards CCE, taken as criterion.
3. To study the main effect of 'Locality' on the attitude of students towards CCE, taken as criterion.
4. To study the main effect of 'Family System' on the attitude of students towards CCE, taken as criterion.
5. To study the interactional effect of 'Type of school and Locality' on the attitude of students towards CCE, taken as criterion

### VI.RESULTS

**Table.1. Distribution of favorableness of students' attitude towards cce**

Response	Govt. (n=400)		Public (n=400)		Private (n=400)		Overall (N=1200)		Total
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Highly favorable (151-180)	10	2.5	2	0.5	2	0.5	14	1.2	
Moderately favorable (121-150)	278	69.5	278	69.5	258	64.5	814	62.8	
Least favorable (90-120)	112	28.0	120	30.0	140	35.0	372	31.0	

$\chi^2$  tabulated ( $\alpha = .05$ ) = 9.48, df=4

$\chi^2$  calculated = 13.38

Table I reveals that the overall attitude towards CCE was shown favorable to the moderate extent by majority of students i.e. 62.8%. The no. of students revealing highly favourable attitude was less (1.2%) than the students who exhibited least favourable attitude i.e. 31%. When the distribution (level) of attitude in relation to type of school was seen, it was found that the no. of students revealing moderately favorable attitude towards CCE was more in Govt. and Public schools i.e. 69.5%, followed by Private schools i.e. 64.5%. On the other hand, the no. of students

6. To study the interactional effect of 'Type of school and Family system' on the attitude of students towards CCE, taken as criterion

7. To study the interactional effect of 'Locality and Family system' on the attitude of students towards CCE, taken as criterion

8. To study the triple interactional effect of 'Type of school, Locality and Family system' on the attitude of students towards CCE, taken as criterion

### IV. METHODOLOGY

The sample for the present study was selected using multistage stratified random sampling techniques. A list of all the govt (27), public (15) and private (21) CBSE affiliated schools of Jammu province was taken from the official website of CBSE. The sample was stratified into three stratas viz. govt., public and private. From that list, all the govt., public and private CBSE schools of five districts of Jammu province were listed from which 24 schools (8 each from govt, public and private) were selected at random by lottery method. From these schools, 1200 students (400 each from govt, public and private schools) belonging to class 9<sup>th</sup> and 10<sup>th</sup> were selected randomly.

### V. STATISTICAL ANALYSIS

Data obtained was analyzed using chisquare, analysis of variance and t test.

showing least favorable attitude towards CCE was more in Private schools i.e. 35%, followed by Public schools i.e. 30% and Govt. schools i.e. 28%. Only few students of Govt. schools i.e. 2.5% showed highly favorable attitude towards CCE. The no. of students revealing highly favorable attitude towards the scheme was equal in Public and Private schools (0.5%). The results of chi square ( $\chi^2 = 13.38$ ) revealed that the difference in the distribution of attitude of students belonging to Govt., Public and Private schools in relation to CCE was significant.

**Table.2. Showing summary of three way anova for 3(type of school) x2(locality) x2(family system) factorial design for attitude scores of students, as criterion.**

Sources of Variance	Sum of Squares	df	Mean Square	F value	p value
Type of School (A)	1483.491	2	741.746	6.033*	0.002
Locality (B)	580.728	1	580.728	4.723**	0.030
Family System (C)	2.037	1	2.037	0.017	0.898
Type of School x Locality (A X B)	78.612	2	39.306	0.320	0.726
Type of School x Family System (A X C)	424.407	2	212.204	1.726	0.178
Locality x Family System (B X C)	17.664	1	17.664	0.144	0.705
Type of School x Locality x Family System (A X B X C)	199.313	2	99.657	0.811	0.445
Within	146062.134	1188	122.948		

\*Table value = 4.60; df= (2, 1188); significant at 0.01 \*\*Table value = 3.84; df= (1, 1188); significant at 0.05

Table II reveals attitude of sample students towards CCE on the aspects of Type of school, Locality and Family system. In attitude, a significant difference ( $p < 0.05$ ) was found on the two indicators only i.e. 'Type of School' and 'Locality'. No significant difference ( $p > 0.05$ ) was found among the rest of the indicators i.e. 'Family System', 'Type of School and Locality', 'Type of School and Family System', 'Locality and Family System' and 'Type of School, Locality and Family System'. The

F-ratio values (6.033) and (4.723) for the main factors 'Type of School' and 'Locality' were found significant respectively. This means that there was a significant difference in the attitude of students belonging to Govt., Public and Private schools as well as the students belonging to Rural and Urban areas, towards CCE. These results were further interpreted with the help of mean scores and t ratios as reported in tables III and IV

**Table.3. Means and t-ratios for attitude scores of students with respect to type of school (a)**

S.No.	Groups	Means	t-ratio	p value
1	A 1	125.57	1.59	0.111
	A2	124.27		
2	A 2	124.27	1.85	0.074
	A3	122.97		
3	A 1	125.57	3.16**	0.002
	A3	122.97		

\*\*significant at 0.01

Table III showed that significant differences in the attitude towards CCE existed among the students studying in Govt. schools (M=125.57) and those studying in the Private schools

(M=122.97). The attitude of students of Govt. schools was strongest (M=125.57) towards CCE while the attitude of students of Private schools was weakest (122.97).

**Table.4. Means and t-ratio for attitude scores of students with respect to locality (b)**

S.No.	Groups	Mean	t-ratio	p value
1	B 1	123.63	2.251*	0.025
2	B 2	125.08		

\*significant at 0.05

Table II showed that the F-ratio value (4.723) was significant ( $p < 0.05$ ) for the main factor 'Locality'. When this F-ratio was supplemented with the Mean scores and t-test, table IV showed that the students belonging to Rural areas showed stronger attitude (M=125.08) towards CCE than those who belonged to Urban areas (M=123.63).

## VII. DISCUSSION

Results revealed that students showed moderate acceptability of CCE. The results were in tune with the results of the study undertaken by Singh et al (2013) where majority (60.4%) of students were having a moderately favourable attitude towards continuous internal assessment system [3]. In the present research, the chi square test analysis showed significant

difference in the extent of favorableness of attitude of students towards CCE with respect to type of school. The no. of students revealing moderately favorable attitude towards CCE was more in govt. schools and public schools, followed by private schools. This result was akin to the findings of a study by Sivakumar, et al (2013) in which a significant difference was found in the percentage analysis of students' attitude towards CCE in the upper primary schools, based on type of the school. The percentage of attitude score of students of govt. schools (94%) was higher than those of private schools (86%) [7]. The moderate acceptability of CCE by the students may be due to the reason that though their stress levels have lowered but their workload has increased (Kaur, 2014). Moreover, there are several obstacles in the appropriate implementation of Continuous and comprehensive evaluation such as large number

of students in the classes, inadequate teaching materials and increased volume of work (Sartaz, 2015). The results also revealed that the attitude towards CCE was stronger in case of students belonging to rural areas. The findings are in the tune with the findings of the study undertaken by Cox et al (1998), where it was reported that the rural students appeared to be more committed to and engaged in the educational process than urban students. In fact, they were found to be serious analytical and active practical learners [9].

## VIII. CONCLUSIONS

The CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India. The operational and implementation challenges need to be taken care of by the provision of adequate teaching resources and training facilities. The new teaching-learning patterns envisaged by CCE will reap benefits in the long run by initiating Indian education into stress free education. Indian schools need reasonable teacher-student ratios and changes in the nature of the teacher-student relationship, from an unequal, hierarchical relationship to that of co-participants in a joint process of knowledge construction.

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