



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Continuous and Comprehensive Evaluation at Secondary Level in Himachal Pradesh

An Evaluative Study

Rajesh Kumar Verma, PhD Scholar

Singhania University, Jhunjhunu, Rajasthan

Co-Author: Dr. Shivkant Sharma

Abstract

The aim of this study is to concentrate on the Attitude of senior optional school understudies towards Continuous and Comprehensive Evaluation (CCE) on their review propensities in Himachal Pradesh. Disposition towards CCE is estimated by CCE Attitude Scale created by specialist and Study Habits of the understudies towards CCE is evaluated by the Study Habit Inventory by Experts. An example of 200 understudies of senior optional school of CBSE leading body of Himachal Pradesh has been taken for the review through straightforward arbitrary procedure. Study showed that there is a critical positive connection between disposition of senior optional school understudies towards CCE and their review propensities and understudies had genuinely good review propensities displayed genuinely ideal mentality towards CCE. Further there is a critical contrast between generally positive and least ideal gathering of demeanor towards Continuous and Comprehensive Evaluation of understudies on their review propensities and Attitude of male and female understudies don't vary essentially towards CCE.

A study may be conducted to survey the viability of different educator preparing programs dispatched by government for better execution of Continuous and Comprehensive Evaluation in schools.

Keyword: Attitude Towards Continuous & Comprehensive Evaluation, Study Habits.

Introduction

Education aims at making children capable of becoming responsible, productive and useful members of society. School education is the necessary foundation for strengthening human resources that has been deemed central for the National development. Since the time of our independence, many committees and commissions persistently emphasized upon the free and compulsory education in our country. Schooling targets making kids equipped for becoming capable, useful and helpful citizenry. School instruction is the vital establishment for the fortifying HR that has been considered fundamental for the National turn of events. Since the hour of our autonomy, numerous boards of trustees and commissions tenaciously accentuated upon the free and necessary schooling in our country [1]. Among different measures that have been embraced to grow the arrangements for understanding the objective of universalizing rudimentary instruction, the National Policy of Education had made a few proposals to work on the nature of school training [2]. The suggestions incorporate the youngster focused methodology, improvement in the nature of training through changes in the unique circumstance and the course of instruction, school offices, extra instructors, setting down least degrees of learning, and accentuation upon Continuous and Comprehensive Evaluation [3] [4].

Audit of Related Literature

The concentrate more intentional and thorough, it is important to gather whatever number investigations as could reasonably be expected. Survey of related writing other than permitting the scientist to familiarize with momentum information in the field or region in which one will lead his/her exploration fills the different explicit needs. First and foremost, the information on related writing welcomes the scientist forward-thinking on the work which others have done and in this way to express the targets obviously and briefly. By exploring the previous information the scientist can choose those regions where positive discoveries are probably going to result.

Dutta and Joshi (2012) in their paper on 'Intelligent Practices in Teaching' expressed that assessment, an indispensable piece of the informative cycle includes assessment of the understudies' advancement through oral, composed or commonsense assessment and during the school experience program, the forthcoming educators ought to be given a chance to develop various sorts of assessment devices.

Pooja Singhal (2012) directed a review on Continuous and Comprehensive Evaluation: An investigation of instructors' discernment. The review followed the plan of an illustrative study and comprised an example of 100 government teachers from Delhi locale. The aftereffect of the review is that as of now the impression of government teachers is normal which demonstrates moderate agreeableness of CCE by the instructors and huge number of understudies in the classes, absence of proper preparing, deficient foundation and showing materials and expanded volume of work go about as boundaries in smooth execution of CCE.

Singh Avtar, Dr. Patel Jayesh & Desai Roshni (2013) directed an exploration on Attitude of under study instructors towards Continuous Comprehensive Evaluation regarding Gender, Caste and Habitat. The number of inhabitants in the review established all understudies in the B.Ed. program of Maharaja Sayajirao University of Baroda, Vadodara, India. The populace for example 180 under studies of B.Ed. course, being too little, the whole populace was taken for the example. A five-point Likert type mentality scale was utilized. It was tracked down that the Attitude of B.Ed. under studies towards consistent interior evaluation was moderately favourable. There was no huge difference in the mean demeanor towards ceaseless inside evaluation of male and female B.Ed. understudies; understudies having a place with various living space and understudies having a place with various standing classifications.

Marie Jean N. Mendezabal (2013) directed a review on Study Habits and Attitudes: The Road to Academic Success to explore the relationship of understudies' review propensities and mentalities and their presentation in license assessments. The members were graduates in school year 2009-2010 from the various projects of the University. Aftereffects of the review are that the members had positive review propensities, displayed genuinely great mentalities toward educators' study hall conduct and strategies, and performed well in the licensure assessments. Understudies who have more good review propensities and mentalities got better evaluating in the licensure assessment.

Angadi and Akki (2013) coordinated an examination on impact of consistent and thorough Evaluation (CCE) and fixed stretch calender on academic accomplishment of discretionary school understudies in english. The huge objectives find the impact of CCE.

Consequently it very well may be reasoned that different examinations were led in space of consistent inward appraisal including educators, understudies and understudy instructors concerning number of factors. Yet a reasonable picture isn't coming out through these investigations. It can similarly be closed from above investigations that constant inner appraisal led by individual establishments is of incredible importance and ought to be given expanding significance.

Significant of The Study

There is a need to change in the conventional assessment framework since Students and guardians have disappointment for this example of Evaluation. Assumptive Assessment nature isn't so much debonair to survey the development and advancement of the youngster. It can just quantify the degree of accomplishment of the under study just at a specific season of assessment. The additive evaluation framework upgrade just packing limit in the understudies and diminishes the level of the arrangement [5] [6]. Multinational appraisal framework creates pressure and nervousness in the students. There is need to present such Evaluation model which might have more noteworthy significance on conduct improvement of the youngster. It is this that has prompted the development of the idea of nonstop and exhaustive school-based-assessment. Since the entire accentuation of CCE is passim improvement of understudies, see the effect of CCE design on concentrate on propensities for senior auxiliary school understudies [7] [8].

Objectives of The Study

The Objectives of the review are:

1. To review the connection between demeanor towards persistent and thorough assessment and Study propensities for senior auxiliary school understudies.
2. To review the contrast between generally ideal and least positive gathering of demeanor towards consistent and complete assessment of understudies on the proportion of study propensities [9].
3. To review the distinction in disposition of male and female understudies towards CCE [10].

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 **Hampirpur, Kangra and Una, Bilaspur and Chamba cities of Himachal Pradesh** was taken from the official website of CBSE. The sample was stratified into three strata viz. govt., public and private. From that list, all the govt., public and private CBSE schools of five districts of Himachal Pradesh 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 9th and 10th were selected randomly [11] [12] [13].

Statistical Analysis

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

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

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

$$\chi^2_{\text{calculated}} = 13.38$$

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. 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 [14] [15]. 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 ($M=123.63$).

Discussion

Results revealed that students showed moderate acceptability of CCE [16] [17] [18]. 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 [19][20] [21]. In the present research, the chi square test analysis showed significant difference in the extent of positiveness 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%) [22]. 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 [23].

Conclusions

1. The attitude of senior secondary school students of various schools of CBSE board do not differ significantly towards CCE pattern.
2. Most favourable and least favourable group of attitude towards Continuous and Comprehensive Evaluation of students differ significantly on the measure of study habits.
3. Attitude of male and female students do not differ significantly towards CCE. Thus we can say that Continuous and Comprehensive Evaluation is better evaluation system than assumptive evaluation method to evaluate the scholastic and non-scholastic aspects of students. It gives chance to the students for betterment of learning skills.
4. The CCE model can be of immense significance in creating and institutionalizing a learner centrist 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.

Implications : The present study explores the variables which affect the attitude towards CCE pattern of the students. Students learn with learning by doing method in CCE pattern. They get opportunity for their all round development that is cognitive, affective and psycho-motor aspects of the development which develop positive attitude in the students towards CCE.

Suggestions For Further Research

The scope of the present study was delimited in a number of ways. Hence in the humble view of the researcher, some suggestions in the continuity of this research endeavor are laid down for further research:

1. Further researches may be undertaken with a large sample covering all the districts of the State, so as to make generalizations with regard to the perceptions and attitude of the different functionaries, heads, teachers, students and parents.
2. A comparative study to evaluate the effectiveness of Continuous and Comprehensive Evaluation System in tribal and non-tribal areas of Himachal Pradesh can be undertaken.

References

1. Aggarwal, Y. (2009). **Quality Concerns in Primary Education in India**. Where is the Problem? New Delhi: NIEPA. Retrieved from <http://www.dise.iny Downloads/Reports and Studies/Quality on dated 24/08/2011>.
2. Airasian, P. (2005). **Assessment in the Classroom: A Concise Approach** (2nd ed.). Boston, MA: McGraw-Hill Company.
3. Airasian, P.W., & Madaus, G.J. (1972). Functional Types of Student Evaluation. **Measurement and Evaluation in Guidance**, Vol.4, pp.221-233.
4. Aksu, M. (1982). Effects of Formative Evaluation in School Achievement. **Dissertation Abstract International**, Vol.43(8), 1983, p.2640-A.
5. Brookhart, S.M. (2003). Developing Measurement Theory for Classroom Assessment Purposes and Uses. **Educational Measurement: Issues and Practice**, Vol.22(4), pp.5-25.
6. CBSE. (2010). Teachers Manual for Continuous and Comprehensive Evaluation for Class VI to VIII. New Delhi. CCE. (2010). Article on Continuous and Comprehensive Evaluation. Retrieved from wikieducator.org/Continuous_And_Comprehensive_Evaluation on dated 15/07/2011.
7. DeBoer, B.V., Anderson, D.M., & Elfessi, A.M. (2007). Grading Styles and Instructor Attitudes. **College Teaching**, Vol.55(2), pp.57-65.
8. Donna, W. (1995). Parent Preferences for Student Assessment and Factors that Influence those Preferences. **Dissertation Abstract International**, Vol.56(10), 1996, p.3928-A.

9. Entwisle, D.R., Alexander, K.L., & Olson, Lss. S. (2007). Early Schooling: the Handicap of being Poor and Male. **Sociology of Education**, Vol.80, pp.114- 138.
10. NCERT (2003), "School Based Evaluation: A Scheme Experimented in Primary Classes of D.M. Schools attached to RIEs", (N.R F23292, Unpublished), New Delhi, India; Rajput S., Tewari A.D & Kumar S.
11. NCERT, RIE (2004), "Training of the KRPs in Continuous and Comprehensive Evaluation with Focus on Grading at the Elementary Stage", (N.R 923943, Unpublished). Bhubaneswar, India; Padhi J.S.
12. NCERT (2004), 'Training in Continuous and Comprehensive Evaluation (Class VI-VIII) for the Key Resource persons of Rajasthan, Himachal Pradesh, Jammu & Kashmir and Chandigarh., (NAT F23745, Unpublished), Ajmer, India; Pandey M.M.
13. Shuying, L. (2005). Pedegogy of Examination: A Phenomenological Inquiry into the Pedagogical Significance of Chinese Students' Lived Experiences of Examination. Dissertation Abstract International, Vol.66(10), 2006, p.282.
14. Sinha, S.K. (1977). A Study of Attitude Towards the Present System of Examination. *Fourth Survey of Research in Education*^983-88), Vol.1, New Delhi: NCERT, pp.893-894.
15. Singhal, Pooja(2012). Continuous and Comprehensive Evaluation:A study of Teachers' perception, Delhi Business Review X, Vol.13, No.1 (Jan- June 2012)

16. Singh, A., Patel, J. & Desai, R. (2013). Educationia Confab, ISSN: 2320-009X Vol. 2, No. 1, January 2013
17. Sharma. K. (2014). CCE Programme of States and UTs. National Council of Educational Research and Training. Sri Aurobindo Marg, New Delhi - 110 016.
18. Szpyrka, D.A. (2001). Exploration of Instruction, Assessment and Equity in the Middle School Science Classrooms. **Dissertation Abstract International**, Vol.62(10), 2002,p.266.
19. Thangamani, C.C. (1989). Oral Examination as an Instrument of Diagnostic Evaluation. Fifth Survey of Educational Research (1988-92), Vol.11, New Delhi: NCERT, p. 1802.
20. USAID. (1999). Linking Continuous Assessment and Teacher Development: Evaluating a Model of Continuous Assessment for Primary Schools in Malawi. **EQ Review**, Vol.1(1), 2003. Retrieved from http://www.equipl23.net/EQ_Review/l_1.pdf on dated 30/08/2011.
21. Vereen, D.M. (1997). The Holistic Classroom Assessment System for Multicultural Learners. **Dissertation Abstract International**, Vol.58(3), 1997, p.838-A.
22. Sartaz, M. (2015). Cognizance of continuous and comprehensive evaluation (CCE) among school teachers. *Indian Journal of Applied Research*. 5(6): 488-491.
23. Cox, D.E., Sproles, E.K., & Sproles, G.B. (1998). Learning style variations between rural and urban students. *Research in Rural Education*. 5(1):27-31