

Attitude Of Senior Secondary School Students Towards Continuous & Comprehensive Evaluation In Relation To Scholastic Achievement

AnshuBala Singh, Dr. Jarrar Ahmad
PhD Scholar, Integral University, Lucknow, U.P
Assistant Professor, Integral University, Lucknow, U.P

Abstract: This study explores the Attitude of senior secondary school students towards Continuous & Comprehensive Evaluation in relation to Scholastic achievement. The simple random sampling technique was used to draw the sample of 200 students of Allahabad city. The researcher used self prepared tool for the study and calculated its reliability and validity. The major findings of the study are: The attitude of senior secondary school students of different schools of CBSE does not differ significantly towards CCE pattern. Most favourable and least favourable group of attitude towards Continuous and Comprehensive Evaluation of students differ significantly on the measure of scholastic achievement and Attitude of girls and boys do not differ significantly towards CCE.

KEYWORDS: Attitude of senior secondary school students towards Continuous & Comprehensive Evaluation, Scholastic Achievement

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I. INTRODUCTION

Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student's development. The 'continuous' aspect of CCE takes care for Continual and periodicity of evaluation. Continuous means regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self evaluation etc. The comprehensive component of CCE takes care of assessment of all round development of the child's personality. Comprehensive on the other hand attempts to cover both the scholastic and the co-scholastic aspects of a student's growth and development — with both these aspects of the evaluation process being assessed through Formative and Summative Assessments. It includes assessment in scholastic as well as co-scholastic aspects of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include co-curricular and personal social qualities, interest, attitudes and values. Assessment in scholastic areas is done informally and formally using Implementation of Continuous and Comprehensive Evaluation 169 multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/ term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are purposefully re-mediated by giving interventions followed by retesting. Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in social and personal qualities is done using behavior indicators for various interests, values, attitudes etc. Continuous and Comprehensive Evaluation covers mainly two fold objectives. Continuity in evaluation and assessment of broad based learning. CCE helps in reducing stress of students by identifying learning progress of students at regular time intervals on small portions of content, employing a variety of remedial measures of teaching based on learning needs and potential of different students, desisting from using negative comments on the learner's performance, encouraging learning through employment of a variety of teaching aids and techniques, involving learners actively in the learning process and by recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.

II. REVIEW OF RELATED LITERATURE

Singhal, P. (2004) conducted study on continuous and comprehensive Evaluation, a study of teachers' perception and concluded that currently the perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers. The teachers are not adequately prepared for the effective of CCE in government schools. Further, the study revealed that the large number of students in the classes, lack of

appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.

Agrawal (2005) examined the major examination reform initiatives in India with a historical perspective. She also presented the salient features of the reforms and their implications in the classroom. This paper also taught about the scheme of Continuous and Comprehensive Evaluation for different stages of school education. Many schools in the country like Kendriya Vidyalayas, Navodaya Vidyalaya and a number of public schools use CCE for evaluating their students.

Kothari and Thomas (2006) conducted study on implementation of continuous and comprehensive evaluation in upper primary schools of Kerala and concluded that mere implementation of CCE would not ensure the desired results. Finding presents study also direct towards the same. More workshops and training programs have to be conducted periodically and feedback taken from teachers simultaneously.

Rao and Rao (2007) conducted study on effectiveness of continuous and comprehensive evaluation over the evaluation practices of teachers concluded that the effort of this study had been fruitful in improving the evaluation skills of the teachers which is very important competence expected of them to raise the standards of achievement of class room instructional strategies.

Bhattacharjee and Sarma (2009) conducted a study on the Status of Co-Scholastic activities in the school programme of the elementary schools. The sample of the study consisted of 50 elementary school from three educational blocks of the Jorhat district of Assam. It was found that co-scholastic activities have not earned a proper place in the school routine. The teachers did not have any kind of formal training to handle the co-scholastic activities. There was no evaluation of these activities either half yearly or annually. Co-scholastic part of the curriculum was totally ignored in the school programme.

Prof. Jadal. M. M. (2011) studied on Effect of continuous & comprehensive evaluation on student's attainment at primary level to examine the effect of, continuous & comprehensive evaluation on students' attainment at primary of VII th std. students in English subject. It was found that systematic & well planned continuous & comprehensive evaluation has profound implication on the attainment of the learning achievement of the students.

SIGNIFICANCE OF THE STUDY

There is a need to reform in the traditional examination system because Students and parents have dissatisfaction for examination system. Summative Assessment nature is not so much authentic to assess the growth and development of the child. It can only measure the level of achievement of the student only at a particular time of examination. The paper pencil tests are unfair, unscientific and illogical. The summative assessment system enhance only cramming capacity in the students and decreases the level of the understanding. Summative assessment system develops stress and anxiety in the students. There is need of that type of evaluation system so that students can achieve all round development. It is this that has led to the emergence of the concept of continuous and comprehensive school-based-evaluation. Since the whole emphasis of CCE is all round development of students, it is important to see the effect of CCE pattern on scholastic achievement of senior secondary school students.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To study the relationship between attitude towards continuous and comprehensive evaluation and Scholastic Achievement of senior secondary school students.
2. To study the difference between most favourable and least favourable group of attitude towards Continuous and Comprehensive Evaluation of students on the measure of scholastic achievement.
3. To study the difference in attitude of male and female students towards CCE.

HYPOTHESES OF THE STUDY

1. There is no significant correlation between attitude towards continuous and comprehensive evaluation and Scholastic Achievement of senior secondary school students.
2. There is no significant difference between most favourable and least favourable group of attitude towards Continuous and Comprehensive Evaluation of students on the measure of scholastic achievement.
3. There is no significant difference between attitude of male and female students towards CCE.

SAMPLE OF THE STUDY

The sample was selected from the schools of Allahabad city. The size of the sample was of 200 students (100 male and 100 female students) of class XI.

TOOL OF THE STUDY

A questionnaire was developed by the investigator to measure the Attitude towards CCE and their reliability, validity were calculated. The questionnaire consisted of 50 items.

STATISTICAL TECHNIQUES USED

For the analysis of data, investigator used Mean, S.D, t-test and Correlation Statistics.

ANALYSIS AND INTERPRETATION

For the analysis of the data, the data collected was tabulated

Significance of correlation between attitude towards continuous and comprehensive evaluation and Scholastic Achievement of senior secondary school students

Name of the School	No of the Students	Degree of Freedom	Correlation	Hypotheses
DPS English Medium School	50	48	0.819	Rejected
Golden Jubilee English Medium School	50	48	0.832	Rejected
Ganga Gurukulam	50	48	0.826	Rejected
Ramanujam Public School	50	48	0.845	Rejected
TOTAL	200		0.831	Rejected

Table-1 : Relationship between attitude towards continuous and comprehensive evaluation and Scholastic Achievement

From the table the total correlation between attitude towards continuous and comprehensive evaluation and Scholastic Achievement is 0.831 which is significant at the level of 0.05. Therefore the Hypothesis that “There is no significant correlation between attitude towards continuous and comprehensive evaluation and Scholastic Achievement of senior secondary school students” is rejected.

Significance of difference between positive and negative group of attitude towards continuous and comprehensive evaluation of students on the measure of scholastic achievement

Students' Attitude	N	Mean	S.D	Degree of Freedom	t-value calculated	Level of Significance
Positive	134	85.43	8.79	198	3.14	0.05
Negative	66	82.04	10.25			

Table-2 Mean of Achievement of class XI students

The statistically calculated t-value is 3.14 which is significant at level of 0.05 with df= 198. The result indicates that there is significant difference between positive and negative group of attitude towards continuous and comprehensive evaluation of students on the measure of scholastic achievement. Therefore the Hypothesis that “There is no significant difference between positive and negative group of attitude towards continuous and comprehensive evaluation of students on the measure of scholastic achievement” is rejected.

Significance of difference between male and female students on the measure of scholastic achievement of senior secondary school students

Gender	N	Mean	S.D	Degree of Freedom	t-value calculated	Level of Significance
Male	100	69.27	30.38	198	1.32	0.05
Female	100	62.85	37.94			

Table-3 Mean of attitude of class XI students

The statistically calculated t-value is 1.32 which is not significant at level of 0.05 with df= 198. The result indicates that there is no significant difference between male and female students on the measure of scholastic achievement of senior secondary school students. Therefore the Hypothesis that “There is no significant difference between attitude of male and female students towards CCE” is accepted.

III. CONCLUSIONS

1. The attitude of senior secondary school students of different schools of CBSE does not differ significantly towards CCE pattern. Difference might be due to some other factors
2. Most favourable and least favourable group of attitude towards Continuous and Comprehensive Evaluation of students differ significantly on the measure of scholastic achievement.
3. Attitude of girls and boys do not differ significantly towards CCE. Thus we can say that Continuous and Comprehensive Evaluation is better evaluation system than summative evaluation method to evaluate the

scholastic and non-scholastic aspects of students. It gives chance to the students for betterment of learning skills.

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 psychomotor aspects of the development which develop positive attitude in the students towards CCE.

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