

Students' Behavior towards Constant and Extensive Assessment

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Article Info

Volume 83

Page Number: 100 – 105

Publication Issue:

September/October 2020

ABSTRACT

In education, evaluation is extremely important. The education environment is set to alter with the introduction of NCF-2005 and the mandated practise of reformative Continuous and Comprehensive Evaluation (CCE). Students' attitudes regarding CCE were investigated in this study. Students from CBSE affiliated schools in Jammu province (N=1200) were surveyed. Students' acceptance of CCE is modest, according to the findings. Analysis of variance and the t test were used to determine the significance of differences between the groups. Overall, the findings show that there is a considerable variation in student attitudes regarding continual comprehensive review depending on the kind of institution. Despite the fact that CCE is an excellent strategy for improving the teaching-learning process, instructors and students are not fully prepared for its effective and efficient implementation in schools. As a result, measures to allow successful CCE practise without putting a strain on teaching and learning are needed.

Key words: Attitude, Continuous and Comprehensive Evaluation, Evaluation

Article History

Article Received: 4 June 2020

Revised: 18 July 2020

Accepted: 20 August 2020

Publication: 15 September 2020

INTRODUCTION

Individuals begin official evaluation in the form of written/verbal/practical tests when

they begin their school education. Teachers use a variety of approaches to assess students' progress, including written and spoken assessments, observations, and interviews. Evaluation has been used to determine the extent to which a class or a group of individuals is attaining the curricular program's stated or implicit objectives. Evaluation has also shown to be effective in determining a student's educational needs. The techniques and content of the programme are assessed using evaluation tools.

The Continuous and Complete Evaluation programme was created to relieve kids of the stress of board examinations and to establish a more standard and comprehensive educational pattern for children across the country. The CBSE's decision to implement this system is certainly a great step toward the overall development of a child's personality. CCE encompasses not only academic subjects, but also personality traits, life skills development, behaviour interests, attitudes, values, and co-curricular activity competency [1]. Continuous and comprehensive evaluation gives the children with the most exposure and stimulates them to focus on the needed abilities, allowing them to achieve mastery. It piques their curiosity, draws their attention, and encourages them to study. A well-designed CCE has a significant influence on students' learning outcomes at all levels [2].

II.LITERATURE SURVEY

Several studies have been undertaken to determine how CCE is seen by instructors and students, as well as to investigate its impact on instruction and learning outcomes. The attitude of B.Ed. students toward ongoing internal assessment was found to be relatively

favourable in a study conducted by Singh et al (2013). The majority of students supported the continuance of this evaluation method with certain modifications. They believe that this approach assists both instructors and students in developing themselves on a regular basis; in systematising and regularising studies and students' attendance; and in promoting student accomplishment. Students' attitudes toward ongoing internal assessment were comparable across habitat and caste categories [3]. Stress was investigated by Anand et al (2013) in a continuous and thorough evaluation approach. The study's sample included 30 students in the Continuous Evaluation System (Group-I) and 30 students in the Comprehensive Evaluation System (Group-II) (Group-II). The Perceived Stress Scale, created by Sheldon Cohen, was used to investigate stress. There was a substantial difference in the mean stress score between groups I and II, according to the findings. In compared to kids in Group I, students in Group II were shown to be under a lot of stress. It was deduced that under a continuous assessment system, students can periodically evaluate themselves using their grades. They were driven to enhance their confidence and mental health as a result of their exam results [4]. With its varied evaluation methods and approaches, as well as remedial actions, Herkal (2014) said that continuous and thorough evaluation helps students' successful learning as well as their overall development of personality. The instructor can transform ordinary pupils into engaged learners by employing this unique evaluation approach. Continuous improvement in teaching method benefits students by promoting all-round growth of students, giving all students with the same chance to

demonstrate their particular potential, and assisting teachers in realising the success of the teaching-learning process [5]. Kaur (2014) attempted to investigate the viewpoints of 70 instructors and 120 students on continuous and thorough evaluation by using self-prepared (content verified) questionnaires to obtain data from teachers and students. To derive inferences from the data, percentage analysis was employed. According to the findings, the majority of students (71.66 percent) feel that the CCE system promotes not just academic skills/performance but also other abilities (e.g. performing/expressive art, athletics, etc.). When students were asked which assessment system they prefer if they had an option, just 35% said they would want to go back to the previous system (annual, marking system), while the majority (65%) said they prefer the CCE [6].

III.OBJECTIVES

1. Determine how students feel about CCE.
2. To investigate the major influence of the criterion 'Type of school' on students' attitudes regarding CCE.
3. To investigate the major influence of 'Sex' on students' attitudes regarding CCE, using it as a criteria.
4. To investigate the interactional effect of the criterion 'Type of school and Sex' on students' attitudes regarding CCE.

IV.METHODOLOGY

The current study's sample was chosen utilising multistage stratified random sampling procedures. The official website of CBSE provided a list of all the government (27), public (15), and private (21) CBSE affiliated schools in Jammu province. The sample was

divided into three categories: government, public, and private. All govt., public, and private CBSE schools in five districts of Jammu province were identified, and 24 schools (8 each from govt., public, and private) were chosen at random by lottery technique from that list. From these schools, 1200 pupils in grades 9 and 10 were chosen at random (400 from each of the government, public, and private schools).

V. STATISTICAL ANALYSIS

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

VI.RESULTS

Table I
Distribution of favorableness of students' attitude towards CCE

Response	Govt. (n=400)		Public (n=400)		Private (n=400)		Overall Total (N=1200)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Highly favorable (151-180)	105	26.25	205	51.25	200	50.00	510	42.50
Moderately favorable	278	69.50	278	69.50	250	62.50	806	67.00

(121 - 150)								
Least favorable (90-120)	112	28	120	30	140	35	372	31

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

χ^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 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.

Sources of Variance	Sum of Squares	df	Mean Square	F value	p value
Type of School (A)	1421.159	2	710.580	5.776	0.003*
Sex (B)	9.293	1	9.293	0.076	0.783
Type of School x Sex (A X B)	180.918	2	90.459	0.735	0.480

Table II

Showing summary of Two way Anova for 3(Type of school) x 2(Sex) factorial design for attitude scores of students, as criterion.

*Table value = 4.60; $df = (2, 1188)$; significant at 0.01

Table II reveals attitude of sample students towards CCE on the aspects of Type of school and Sex. In attitude, a significant difference ($p < 0.05$) was found on one indicator only i.e. 'Type of School'. No significant difference ($p > 0.05$) was found among the rest of the indicators i.e. 'Sex' and 'Type of School and Sex'. The F-ratio value (5.776) for the main factor 'Type of School' was found significant. This means that there was a significant difference in the attitude of students belonging to Govt., Public and Private schools towards CCE. These results were further interpreted with the help of mean scores and t ratios as reported in table III.

Table III

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	124.57	1.57	0.121
	A2	123.27		
2	A 2	122.27	1.84	0.064
	A3	121.97		

3	A 1	123.57	3.13**	0.012
	A3	121.97		

**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).

VII. DISCUSSION

Students' acceptance of CCE was modest, according to the findings. The findings matched those of Singh et al (2013), who found that the majority of students (60.4 percent) had a fairly favourable attitude toward the continuous internal evaluation method [3]. The chi square test analysis revealed a significant difference in the amount of students' favourable attitudes regarding CCE depending on the kind of school in the current study. Government and public schools had the highest number of pupils who had a fairly good view about CCE, followed by private schools. This results was similar to that of Sivakumar, et al (2013), who revealed a significant difference in the percentage analysis of students' attitudes regarding CCE in upper primary schools depending on school type. Students in government schools had a greater percentage of positive attitude (94%) than those in private schools (86%) [7]. The students' limited acceptance of CCE may be attributed to the fact that, while their stress levels have decreased, their workload has grown (Kaur, 2014). Furthermore, a significant number of students in the courses, insufficient teaching materials, and a rising

volume of work are all challenges to the proper execution of continuous and thorough evaluation (Sartaz, 2015).

VIII. CONCLUSIONS

The CCE model has the potential to be extremely helpful in developing and institutionalising a learner-centered education system in India. The provision of suitable teaching resources and training facilities is required to address the operational and implementation problems. CCE's innovative teaching-learning patterns will pay off in the long term by transforming Indian education into a stress-free environment. Reasonable teacher-student ratios are required in Indian schools, as well as a shift in the character of the teacher-student interaction from an uneven, hierarchical connection to one of co-participants in a cooperative process of knowledge formation.

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