



Education

Explore—Journal of Research for UG and PG Students

ISSN 2278 – 0297 (Print)

ISSN 2278 – 6414 (Online)

© Patna Women's College, Patna, India

<http://www.patnawomenscollege.in/journal>

Perception of secondary school students towards continuous and comprehensive evaluation

**Kavita Srivastava • Sulakshna Bharti
• Upasana Singh**

Received : December 2010
Accepted : February 2011
Corresponding Author : Upasana Singh

Abstract : *Continuous and Comprehensive Evaluation (CCE) is one term that is being extensively used in school education system these days. It has crossed the barriers of conventional testing and is on way to bringing a radical change in the evaluation system. It has a number of benefits, which if properly extracted, can make teaching-learning at school a joyous activity for the students, besides providing an insight to the teachers, parents and the students themselves about their future possibilities of growth and development. With so much talk everywhere about the mental health of the students being hampered by the conventional education system, Continuous and Comprehensive Evaluation undoubtedly provides respite to millions of students who are at a tender stage of development. CBSE recently introduced Continuous and*

Comprehensive Evaluation in the secondary classes and changed the whole pattern of evaluation, initiating the grading system. This has resulted in mixed responses from all sections of the society. Some were confused about the results; some showed dissatisfaction while some were very much in favour of this system.

When so much experimentation is going on at the school level and the recommendations of all the past commissions are being reviewed to substantiate this step, when the Human Resource Ministry, National Council of Educational Research and Training, Central Board of Secondary Education and so on are working on this concept rigorously, trying to make it better and better, it seemed proper to the investigators of this study to take up this topic to find out the perception of the students studying in secondary classes of CBSE towards this Continuous and Comprehensive Evaluation System, to study the difference in their perception with respect to their achievement and also with respect to their gender. It also occurred to the investigators to compare the perception of students and teachers which is very important for the success of continuous and comprehensive evaluation in future.

Key words : *Perception, Secondary School, Continuous and Comprehensive Evaluation.*

Kavita Srivastava

Education, Session: 2010-2011,
Patna Women's College, Patna University, Patna,
Bihar, India

Sulakshna Bharti

Education, Session: 2010-2011,
Patna Women's College, Patna University, Patna,
Bihar, India

Upasana Singh

Head, Department of Education,
Patna Women's College, Bailey Road,
Patna – 800 001, Bihar, India
E-mail : upasanasinghpwc@gmail.com

Introduction :

In the 21st Century, when there is such high competition everywhere, evaluation has become an integral part of every sector. It is so because when we evaluate a thing or a person, we decide about its present value or worth and accordingly can plan strategies to bring improvement in that thing or person in due course of time. Basically, evaluation forms the basis of two significant terms, quality sustenance and quality enhancement. These terms become all the more important when we talk of human resource development. The key to human resource development is education. It is the result of our education system that we get doctors, engineers, teachers, lawyers, technicians, computer professionals, scientists and so on. Quality education of the students shapes the destiny of a nation. So for a developing nation like ours, quality education is of utmost importance. What will decide whether the education imparted to students is good in quality or not? Also, what will decide whether the intended objectives of education for a level have been attained or not? The answer to both these questions is 'evaluation'. This shows the importance of evaluation in the teaching learning process.

For a very long time, the concept of evaluation in education was restricted to the academic performance of the learners. Slowly it was realized that without the development of different aspects of personality, the so called human resource development cannot take place. Along with scholastic development, co-scholastic development is also the need of the hour. This is not possible through the conventional term-end summative evaluation. This gave rise to a new term; formation evaluation that has extended itself so much that continuous and comprehensive evaluation has become the most talked about concept in schools. Though it has been in vogue in

schools for past some years at different levels, the change in the pattern of evaluation and introduction of grading system in Secondary School Examinations of CBSE has made it very important, especially with the plans of the board to extend the grading system to IX level also. Continuous and Comprehensive Evaluation (CCE) is intended to provide a holistic profile of the learners through assessment of both scholastic and co-scholastic aspects of education spread over the total span of instructional time in schools. It helps to identify those positive attributes of the learners which are not usually assessed during the examinations conducted by the Board. As it is spread over a period of two years in class IX and X it provides several opportunities for the school to identify the latent talents of the learners in different contexts.

It can be interpreted, thus, that to secure a suitable future career, more attention is paid to holistic assessment of learners in CCE than in earlier evaluation systems. It intends to make assessment of learners' holistic profile throughout the academic session stress free, thus minimizing the hazards of summative evaluation. To reach high standards of development we should first strengthen our base, and CCE at secondary level serves this purpose. With so much emphasis on CCE in newspapers, television, internet and other mass media, different researchers from the field of education are conducting studies on different aspects of it. Since the whole emphasis of CCE is the betterment of learners, it becomes imperative to find out their perception about this whole idea of Continuous and Comprehensive Evaluation. It was in this context that the present study was undertaken.

Objectives of the study :

The following objectives were proposed for achievement in this study:

1. To find out the percentage of secondary school students whose perception favours CCE.
2. To outline the reasons behind the perception of secondary school students towards CCE.
3. To compare the perception of students towards CCE.
4. To compare the perception of IX and X standard students towards CCE.
5. To compare the perception of girls and boys towards CCE.
6. To compare the perception of students of different CBSE schools towards CCE.
7. To compare the difference in the perception of high, average and low achievers towards CCE.
8. To compare the perception of learners and teachers towards CCE.

Null Hypotheses :

The first **two** objectives were directly achieved through the responses of the students to the questionnaire developed. The null hypotheses framed for the achievement of the next **seven** objectives were:

H₀₃ : Students of the secondary schools do not differ significantly in their perception towards CCE.

H₀₄ : IX and X standard students of the secondary schools do not differ significantly in their perception towards CCE.

H₀₅ : The boys and girls of secondary schools do not differ significantly in their perception towards CCE.

H₀₆ : Students of different schools of CBSE do not differ significantly in their perception towards CCE.

H₀₇ : High, average and low achievers of different schools of CBSE do not differ significantly in their perception towards CCE.

The **last** objective was achieved through qualitative comparison of students' and teachers' responses to some open ended questions.

Methodology :

Design of the study

Simple descriptive survey method was employed to study and compare the variables under study. Qualitative and quantitative treatment of data has been done to collect and analyze the relevant data.

Population of the study

The **secondary school students** studying in IX and X standards of **CBSE public schools of Patna** during the session 2010 – 2011 and **teachers** teaching them during the same session constituted the population of the study.

Sample of the study

Incidental sampling technique was used to draw the sample of the study. Total sample size was 200 for students and 30 for teachers. The break up of the sample is depicted in the table below.

Table 1: Break-up of the study sample

S. No.	Name of the schools	Sample Size (Students)	Sample Size (Teachers)	Standard			
				IX		X	
				Boys	Girls	Boys	Girls
1.	Notre Dame Academy	50	5		25		25
2.	Loyola High School	50	10	25		25	
3.	Baldwin Academy	50	10	12	13	13	12
4.	St. Dominic Savio High School	50	5	13	12	12	13

Tool of the study :

A questionnaire was developed to measure the perception of students towards Continuous and Comprehensive Evaluation. It consisted of three

parts, viz., ‘Part-A’ for extracting personal information, ‘Part-B’, was a perception scale and ‘Part-C’, the open ended part of the questionnaire. The questionnaire consisted of 29 items. The statements/ items of the perception scale were based on two aspects of the evaluation, scholastic and co-scholastic. For teachers, no questionnaire was framed. They were just asked to give their comments on CCE on a plain sheet of paper. Split half reliability (0.63) and content validity of the perception scale were established.

Table 2 : Descriptive statistics related to perception scores

Sl. No.	Statistics	Value of statistics
1.	Mean	46.35
2.	Median	47.00
3.	Mode	48.30
4.	Standard Deviation	6.90

Analysis :

Percentage of secondary school students favouring CCE

Table 3 : Overall percentage of secondary school students who have favourable, unclear and unfavourable perception

Perception Scores	Types of Perception	Frequency of Students	Percentage of Students
20 – 33	Negative	11	05.50
34 – 46	Unclear	58	29.00
47 – 60	Positive	131	65.50
		N=200	

The analysis revealed that overall only 5.50% of the secondary school students have negative perception towards CCE. There are 29% secondary school students who do not have clear perception towards CCE and there are as many as 65.50% students who have positive perception towards CCE. **Therefore it could be concluded that nearly two-third of the students of secondary schools favour CCE.**

Reasons for differing perception of secondary school students towards CCE

From analysis related to the second objective some reasons came to light. These were grouped as follow:

- **Psychological reasons for positive perception**
 - (i) Overall development
 - (ii) Continuous study
 - (iii) Gateway to new knowledge
 - (iv) Organized examinations
- **Psychological reasons for negative perception**
 - (i) Creates stress
 - (ii) No free time
 - (iii) Skills are imposed
 - (iv) Manipulation in evaluation

Comparison of perception of secondary school students towards CCE

Table 4: F-value of perception of students of secondary school

Perception	F-value	df	Inference
Negative	14.80	df1=2	S*
Unclear		df2=197	
Positive			

df1 = degree of freedom between groups,
df2 = degree of freedom within groups and
S = significant at 0.05 level of significance*

Table 4 shows that there is a significant difference between negative, unclear and positive perception of secondary school students .This led to the rejection of the null hypothesis and acceptance of hypothesis that ‘Students of the secondary schools have significant difference in their perception towards CCE’.

Comparison of perception of IX and X std. students towards CCE

Table 5: Mean, SD, t-value of perception scores of students of IX and X standards

Standard	Mean	SD	t-Value	df	Inference
IX	47.70	5.93	2.78	198	S*
X	45.00	7.76			

df = degree of freedom between the groups,
S = significant at 0.05 level of significance*

Table 5 shows that difference between the two means was 2.70 and t-value was 2.78 which was significant at the 0.05 level of significance. Thus the null hypothesis was rejected showing that standard of students does result in their different perception towards CCE.

Comparison of perception of girls and boys towards CCE

Table 6: Mean, SD and t-value of perception scores of girls and boys secondary school

Sex	Mean	SD	t-value	df	Inference
Boys	45.54	7.08	1.64	198	NS
Girls	47.12	6.63			

df= degree of freedom between groups and
NS= not significant at 0.05 level of significance

The above table 6 shows that there is no significant difference between the mean perception scores of girls and boys of secondary school. The mean score of the two groups were 45.54 and 47.12. The difference between the two was 1.58 and t-value was 1.64 which was not significant at 0.5 level of significance. Therefore the null hypothesis was accepted showing that on the basis of gender significant difference does not exist in the perception of students towards CCE.

Comparison of perception of different schools towards CCE

Table 7: Mean, SD and F-value of perception scores of students of four different schools

Sl. No.	School	Mean	SD	F-value	df	Inference
1.	Notre Dame Academy	46.20	5.78	0.32	df1=3 df2=196	NS
2.	Loyola High School	46.70	5.52			
3.	Baldwin Academy	46.20	5.78			
4.	St. Dominic Savio High School	45.10	9.69			

df1= degree of freedom between groups,
df2= degree of freedom within groups and
NS= not significant at 0.05 level of significance

Table 7 shows that there is no significant difference among the mean perception scores of students enrolled in different schools. This led to the acceptance of null hypothesis and so whatever difference was observed in the perception of secondary level students belonging to different CBSE schools towards CCE was not real but just by chance. Thus it may be inferred that CCE is uniformly followed in all the schools taken in the sample of the study.

Comparison of perception of different levels of achievers towards CCE

Table 8: Mean, SD and F-value of perception scores of high, average and low achievers of Notre Dame Academy

Sl. No.	Achievers	N	Mean	SD	F-value	df	Inference
1.	Low	08	46.37	5.29	0.02	df1=2 df2=47	NS
2.	Average	34	45.17	5.24			
3.	High	08	45.50	4.84			

df1= degree of freedom between groups,
df2= degree of freedom within groups and
NS= not significant at 0.05 level of significance

Table 9 : Mean, SD and F-value of perception scores of high, average and low achievers of Loyola High School

Sl. No.	Achievers	N	Mean	SD	F-value	df	Inference
1.	Low	08	48.62	5.39	0.13	df1=2 df2=47	NS
2.	Average	34	45.61	5.17			
3.	High	08	44.00	4.96			

df1= degree of freedom between groups,
df2= degree of freedom within groups and
NS= not significant at 0.05 level of significance

Table 10: Mean, SD and F-value of perception scores of high, average and low achievers of Baldwin Academy

Sl. No.	Achievers	N	Mean	SD	F-value	df	Inference
1.	Low	08	48.00	5.10	0.50	df1=2 df2=47	NS
2.	Average	34	46.08	5.96			
3.	High	08	43.37	4.88			

df1= degree of freedom between groups,
df2= degree of freedom within groups and
NS= not significant at 0.05 level of significance

Table 11: Mean, SD and F-value of perception scores of high, average and low achievers of St. Dominic Savio High School

Sl. No.	Groups	N	Mean	SD	F-value	df	Inference
1.	Low	08	51.12	2.76	8.05	df1=2	S*
2.	Average	34	43.55	9.8		df2=47	
3.	High	08	53.50	2.64			

df1 = degree of freedom between groups,

df2 = degree of freedom within groups and

S = significant at 0.05 level of significance*

The above tables show that except for St. Dominic Savio School, in all other CBSE schools there was no significant difference in the perception of students towards CCE. Thus the null hypothesis was accepted that high and low achievers do not differ significantly towards CCE. However in case of St. Dominic Savio School it was rejected. This necessitates the need of deeper studies in this context.

Comparison of perception of learners and teachers towards CCE

The eighth objective of the study was to compare the perception of teachers and students towards CCE. For this purpose the open ended responses of the students and their teachers were compared. The results obtained on analyzing the responses were that there are certain differences in the perception of the teachers and students. 66% of the teachers consider CCE as burden. On the other hand, it was found that 65.50% of the students have positive perception towards CCE

Conclusions :

The investigation was conducted to find out the perception of secondary school students towards CCE. The variables were perception towards CCE, secondary school students, and achievement. The various conclusions can be enumerated as follows:

1. The students in general, perceive CCE in a positive manner. There is a large difference

between the percentage of students who favour CCE and who have unfavourable perception towards CCE.

- 2. Some of the important reasons for positive perception are** that CCE continuously evaluates students, opens gateway to new knowledge, facilitates overall development and organized exams. **Similarly there are a number of reasons for negative perception** such as it creates stress, gives no free time, skills are imposed, and grades are in the hands of teachers who can manipulate them.
- 3. The percentage of students who possess favourable perception towards CCE is more in IX standard students.** Although the students of IX and X standard have positive perception towards CCE when it comes to find whether they perceive CCE as a burden or not, most of the student do not consider it as a burden.
- 4. Perception of girls and boys do not differ significantly towards CCE.** Thus we can say that continuous and comprehensive evaluation is a good method to evaluate or judge scholastic and co-scholastic aspects and it gives more opportunities to students to develop themselves in every field.
- 5. The perception of secondary school students of different schools of CBSE does not differ significantly towards CCE.** The difference might be due to some chance factors.
- 6. In general it can be said that low, average and high achieves do not differ significantly in their perception towards CCE** though there was a significant difference among perception of low, average and high achieves of St Dominic Savio High School students.

- 7. Most of the teachers consider CCE as a burden and perceive CCE negatively.** Opposite to it, most of the students perceive CCE as effective.

Limitations of the study :

After retrospective view of the whole study, the investigators find that there were a few limitations that constricted the area of generalization of this study. The limitations were as given below:

1. Due to paucity of time and resources a sample of only 200 secondary school students and 30 teachers was taken which restricted the scope of generalization.
2. There are many variables which may affect the perception of teachers towards CCE like some socio-economic variables, intellectual level, maturity level and so on. Though these variables were included in the study, they were not used in analysis in any way.
3. Since the perception was measured on the basis of fixed responses, the students might have given socially accepted responses instead of giving correct responses.
4. Only a very few schools affiliated to CBSE were selected in this study.
5. Some respondents put tick mark against more than one alternative and sometimes they left some of the items unanswered which presented difficulty in accurate analysis of data.
6. Only students who scored 60% to 95% marks were taken in the sample.
7. The biggest limitation was that some students and teachers consulted with each other while making their choice. So the result might have got affected due to this.

References :

- Aaronson I (1919). *Perception*. Journal of Philosophy, Psychology and Scientific Methods 11, pp. 37-46.
- Aggarwal, JC (2005). *Curriculum Development: Towards Learning without Burden and Quality of Education- An Evaluation*. Shipra Publications: New Delhi.
- Best, JW and Kahn, JV (2003). *Research in Education*. Prentice Hall of India Private Limited: New Delhi.
- Dasgupta, DN (2004). *Effective Teaching Techniques*. Avishkar Publishers: Jaipur.
- George, A (2004). *A Manual of Practice Teaching*. Commonwealth Publishers: New Delhi.
- George, P (1971). *A Theory of Perception*. Princeton University Press: Princeton.
- Hedges, LV & Olkin, I (1995). *Statistical Methods for Meta Analysis*. Academic Press: Boston.
- House, ER (1978). *Assumptions underlying Evaluation Models*. Educational Researcher, pp. 4-12.
- Purvis, R (1990). *Continuous Assessment*. CISED Publications: The Robert Gordon University.
- Race, P (1996). *The Art of Assessing-2*. New Academic, pp. 3-6.
- Rowntre, D (1987). *Assessing Students: How Shall We Know Them?* Kogan Page: London.
- Sharma, T (2006). *A Basic Teaching Learning Model*. Sarup and Sons: New Delhi.
- Stufflebeam, DL & Webster, WJ (1980). *An Analysis of Alternative Approaches to Evaluation*. Educational Evaluation and Policy Analysis, pp. 5-19.
- Vaidya, S (2005). *New Trends and Innovations in Educational Studies: Education Reforms*. NCERT: New Delhi.
- Wadhwa, S (2005). *Role of Teachers in Teaching and Learning*. Sarup and Sons: New Delhi. Retrieved from [http:// www.cbse.nic.in/cce/index.html](http://www.cbse.nic.in/cce/index.html) on 28.09.2010.

Website :

<http://www.ncert.nic.in/html/syllabusrevision.htm>. Retrieved on 28.09.2010.