



Students Attitude Towards Continuous and Comprehensive Evaluation of Upper Primary Schools

KEYWORDS

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ABSTRACT Evaluation is widely acknowledged as a powerful means of improving the quality of education. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of learner evaluation. The state of Tamil Nadu has been through a series of educational reforms over the last decade or so and the introduction of CCE in the state is one among them. As emphasized the Curriculum Framework (2007) the implementation of new evaluation practices focusing on CCE was introduced right from primary to secondary level. Though the state has made all-out efforts to implement CCE in its true spirit, the questions that remain unanswered are that whether CCE has been actually and effectively implemented in all classes, what problems are being faced by teachers while implementing CCE. The present paper is a brief attempt made in this regard and is directed towards answering these questions and giving suggestions for the same. The study has been conducted on teachers of upper primary government schools of Tamilnadu. The present study deals with students' attitude towards continuous and comprehensive Evaluation of upper primary schools. The investigator has randomly selected seven school students in various upper primary levels. Also the result reveals that significant difference between students attitude towards continuous and comprehensive evaluation of upper primary schools.

INTRODUCTION

Globalization has made a tremendous impact on all spheres of our life and Education is no exception. The growing demands of globalization have given Continuous and Comprehensive Evaluation upper Primary Schools.

To meet these growing demands a lot of changes are being made in the field of education and one such change is in the field of learner evaluation. Evaluation is widely acknowledged as a powerful means of improving the quality of education. It plays a key role in deciding what the learners learn and what the teachers teach in schools.

Effectively planned evaluation can promote learning, build confidence and develop students' understanding of themselves as active learners. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of learner evaluation. Continuous evaluation is an approach that would capture the full range of learners' performance. CCE will lead to diagnosis, remediation and enhancement of learning. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems.

According to **National Curriculum Framework (NCF, 2005)** CCE has frequently been cited as the only meaningful kind of evaluation and it also requires much more careful thinking through about when it is to be employed in a system effectively. Such evaluation places a lot of demand on teachers' time and ability to maintain meticulous records if it is to be meaningfully executed and if it is to have any reliability as an assessment. CCE has of course been implemented in various parts of our country but to what extent it is actually and effectively being implemented has to be found out. The present paper makes an attempt to study CCE and its implementation in Government schools of sivaganga district, Tamilnadu.

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

CCE refers to a system of school-based evaluation of students that covers all Aspects of students' development. The 'continuous' aspect of CCE takes care for Continual and periodicity of evaluation. Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation. Periodicity means assessment of performance done frequently at the end of unit/term (summative) using criterion referenced tests and employing multiple techniques of evaluation.

The comprehensive component of CCE takes care of assessment of all round development of the child's personality. 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.

As per CBSE (2011) the scholastic and co scholastic assessments should be as follows:

SCHOLASTIC ASSESSMENT

- Formative assessment Projects, Quizzes, Research work, Assignments, Conversation skills and Oral questions
- Summative assessment Written – end of term, multiple

choice questions, short answer, long answer, Flexible timing

CO- SCHOLASTIC ASSESSMENT

(a) Life skills (b) Thinking skills, Creative Thinking, Critical Thinking, Problem Solving, Decision Making, (c) Social Skills, Communication Skills, Interpersonal Skills(d) Emotional Skills, Dealing With Emotions, Dealing with stress, Self awareness, Values (f) Attitude towards Co-curricular activities - Creative and literary activities, Aesthetic activities, Scientific activities, Clubs, Eco club and Health and wellness club.

OBJECTIVES OF THE STUDY

To find out the percentage analysis of CCE of upper primary schools based on sex, type of school and parents occupation.

HYPOTHESES

There is no significant difference between the percentage analysis of students' attitude towards CCE of upper primary school based on sex, type of the school and parents occupation.

RESEARCH METHODOLOGY

The Survey method was used for the present study.

POPULATION AND SAMPLE

The study was carried out in sivaganga district in the state of Tamilnadu. There are seven govt. and Aided schools with upper primary classes in sivaganga district were randomly selected.

TOOL USED

A questionnaire comprising of 21 questions on implementation of CCE in Schools were used for the study. Questions on student's attitude towards CCE of upper primary level being implemented, whether assessment of all scholastic and co-scholastics aspects was taken care of, and what problems were being faced while its implementation and suggestions for the same were included in the questionnaire. Items were designed based on concept of CCE given by CBSE (2011). The tool was validated by three experts and three teachers and as per their suggestions Necessary modifications were made. Unstructured interview was also used for collecting data from students.

DATA ANALYSIS

The data collected using the questionnaire was analyzed using frequency and Percentage. Content analysis was used for analyzing open ended questions.

Table 1.1

S. NO	Variable	Cat-egory	Sub Group	N	% Analysis
1.	Students Attitude towards CCE of upper primary schools.	Sex	Male	170	91%
			Female	180	96%
		Type of school	Government	200	94%
			Private	150	86%
		Parents Occupation	Government Employee	168	97%
			Private Employee	182	90%

It is 5% level of significant .Hence the null hypotheses is rejected. Finally concluded that female students' attitude (96%) is higher than the male students (91%) and Govt. (94%) and Govt. Employee parents attitude (97%) are higher than the

private school (86%) and private employee parents attitude (90%). Therefore there is significant difference between the percentage analysis of students' attitude towards CCE of upper primary school based on sex, type of the school and parents occupation.

FINDINGS OF THE STUDY

The number of formative assessments conducted per term varied as per Students. Majority of the students revealed that they conducted three formative assessments in a term and twenty percent revealed that they conducted four formative assessments per term. Fifteen Percent however conducted only one assessment per term and eight Percent claimed to conduct five assessments per term. A weightage was given for scholastic and co-scholastic aspects by Fifty seven percent students. Twenty eight percent students gave a weightage for the same.

It was found that projects, assignments, quizzes, oral questions and Research works were used for making formative scholastic assessments. However only forty one percent students claimed to have used all of them. Others used either of them. Assignments were used to the maximum but Research work was used to the least .Therefore It is 5% level of significant .Hence the null hypotheses is rejected. Finally concluded that female students' attitude (96%) is higher than the male students (91%) and Govt. and private school students (94%) and Govt. Employee parents' attitude (97%) is higher than the private school (86%) and private employee parents' attitude (90%).

RECOMMENDATIONS FOR IMPLEMENTATION OF CCE

The following are a few recommendations for proper implementation of CCE taking into consideration teachers' suggestions also Syllabus should be reduced and designed in such a way that it provides scope for effective implementation of CCE. Appropriate materials on CCE should be given to students. Guidelines and manuals have to be given to all students and apart from that it has to be made sure that all students have understood clearly about all that is given in the materials. Successful implementation of CCE means more work to the students.

Proper training for students was also needed. The appropriate tools and tests needed for assessing students in CCE can also be designed by a panel of experts and be given to teachers. Teachers also can be given training for constructing valid tools and tests for CCE during workshops and training programmes.

CONCLUSION

Evaluation is one of the indispensable components of any curriculum. It plays a very crucial role in teaching learning process and influences the quality of teaching and learning. Only when learners are evaluated, can their weaknesses and difficulties be diagnosed and remedies be given for more effective learning. With the onset of globalization a skilled workforce is the demand of the hour and for this all round development of learner is very important. A lot of innovations are being made in schools for the same and the introduction of CCE is one among them. But mere implementation of CCE would not ensure the desired results. Findings of the present study also direct towards the same. Workshops conducted are not adequate. Discussion sessions have to be organized for the same at State level. Studies have to be taken up to evaluate the implementation of CCE. This would help find out the problems and challenges that hinder proper implementation of CCE and thus help in finding solutions for the same.

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