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### A STUDY OF IMPACT ON CONTINUOUS COMPREHENSIVE EVALUATION AMONG THE STUDENTS OF SECONDARY CLASSES FROM KANCHEEPURAM DISTRICT

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#### ABSTRACT

*In the current competitive world, lot of tremendous changes were observed in almost all fields including education system. These changes may lead to the implementation of Continuous and Comprehensive Evaluation (CCE) in the education system. This system fulfilled the growing demands of globalization among CBSE schools. In order to raise the standard of comprehension over the syllabus taught on the part of a learner. Hence, the infusion of CCE is perceived as the perfect initiative for better evaluation of learners. In this aspect, the present study analyse the attitude and knowledge towards the implementation of CCE in CBSE schools of selected schools in Kancheepuram District.*



*education, the need is to conduct an assessment or analysis which has been approved as the best tool. This assessment study assists in measuring the learning quotient for the learners and the way teachers impart tutoring in schools. Therefore, the need is to prepare a fruitful evaluative study in order to develop the way of learning, infusing the aspect of confidence and improved*

**KEYWORDS :** *Continuous and Comprehensive Evaluation , education system , better evaluation of learners.*

#### CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE):

CCE is a programme designed to evaluate the students' way of learning in school, encompassing all the features of development. The 'continuous' application of CCE assists in evaluation from time to time as per the prescribed schedule to become continual and periodicity. Continual connotes students' evaluation at the initial stage of instruction placement evaluation and at the time of the instructional process formative evaluation which has been done through several techniques of evaluation. As far as periodicity is concerned, it is about evaluation of performance at certain intervals of time towards the last stage of term summative through reference test as per the criteria prescribed and implementing various approaches of evaluation. Some activities resort to observation and discussion among the members of the group, the criteria meant for conducting an evaluative study. Moreover, to evaluate the personality of a child, CCE takes care of this through its factor of comprehensive. This evaluation process consists of scholastic and co-scholastic to assess the learning growth of a student. When it comes to scholastic, it involves subject specific curriculum; on the other hand, co-scholastic encompasses the attributes of co-curricular and personal social qualities, interest, values, attitudes, and the way to implement several procedures (both testing and non-testing). After all, the

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goal is to evaluate the development of students in areas such as: Knowledge, Creativity, Application, Analysis, Evaluation and Understanding/Comprehension (CBSE, 2010). Evaluation in scholastic aspect is conducted both officially and non-officially through the application of Continuous and Comprehensive Evaluation. In the case of assessment through the means of the diagnostic, it is carried out in the last stage of semester. In order to assess the reason behind poor outcome on the part of a student, diagnostic tests assist in recognizing the issues. These things are implemented with certain intention for which the concerned authority intervenes and resorts to retest. Evaluation through scholastic means is subjected to application of various procedures through identified criteria, whereas, for evaluating social and personal qualities, the responsible components to be used are various interests, values, attitudes etc. It assists the teacher to develop a meaningful strategy for imparting teaching. Moreover, the need is to assess on perennial basis in order to identify the liabilities and strengths of a student by the teacher. As a result, the teacher gets to know the existing issue instantly, who in turn plans the way to impart teaching. Again, it helps the teacher to go through the report card for assessing the extent to which student has progressed in context to scholastic and co scholastic areas. This assessment assists in making a prognosis of learning in future of a learner (CBSE, 2015). As per CBSE (2011) and SCERT, the scholastic assessment has classified into two types, scholastic and co-scholastic activities. Scholastic activities are again categorized as formative and summative assessments. Scholastic activities assist in gaining insights over the subjects. While in co scholastic assessments, students obtain knowledge about the society.

#### **CCE PRIMARY CLASSES:**

The motive of CBSE is crystal clear with the induction of CCE at the Primary level that evaluation must be in context to all the activities of the personality development of the learner which never ceases, so is the case for assessment as well. CCE basically emphasizes on learning through testing after realizing the importance of assessment as far as the whole aspects of teaching and learning are concerned. Thus, with the implementation of CCE, assessment is no longer required and is naturally involved in the instructional process. These type of concepts require more thrust on factors of determinative assessment. Thus, it must be concluded that in spite of most of the schools implementing CCE over the years in context to methods of assessment for classes I-VIII, the entire scenario remains on the aspect of 'measuring' instead of 'enhancing' learning. CCE is responsible for enhancing the aspect of formative assessment as the objective is to ensure learning through development if the methods of the teaching-learning with respect to the information collected through assessment. Summative assessment still has its importance as it offers better insights over the tools and procedures and aims to gain clear-cut insights and provide meaningful examples to teachers over formative assessment with an aim to facilitate information made easy for understanding the fundamental idea behind it, Board has come out with a plan involving a number of manuals in sequential order meant for both classes first and fifth encompassing prominent subjects including examples for teachers to find it easy to teach (CBSE, 2010).

#### **NEED FOR THE STUDY:**

The outcome of this system of CCE at the initial level varies. Though most of the schools implemented it quickly, teachers and students who were more connected to the older system of evaluation and examination faced difficulties coping with the changes. The main aim of CCE being to reduce the pressure, so as to allow the majority of students who are unable to effectively participate in the educational system feeling dejected and with low self-confidence, instead of celebrating the success and glory of a minuscule few who, owing to their socio-cultural milieu, were able to take advantage of the previous system. Some point out that the process of continuous learning actually focuses more on projects, activities, than actual learning. The workload is nowhere reduced in truth, because even though the exams have been cut off, students wrestle with time and effort making projects and preparing for oral tests all the year round. Even if the syllabus is not covered, one needs to participate in activities. But the outcomes by this method

were projected to be better than rote learning of the previous system which placed an undue emphasis on memory and facts instead of understanding and creating a learning environment. Some students will appreciate it and some strongly depreciate it. If a child gets into the good books of a teacher then he is able to get good grades throughout the year. Flattery is often used by some children to get into good books of a teacher. Some teachers also do biased marking.

#### **NATURE AND SCOPE OF THE STUDY:**

Indian education system has undergone several changes since ages from Gurukul system to modern day. In every aspect of education like curriculum, pedagogy, methodology, educational technology, teacher education, there are changes. Education system has incorporated these changes and innovations incorporated society, parents, and students and also from community (Pandey, cited in Cenbosec, 2011). Education system offers different learning abilities for children. The prominent feature of learning is creating potential for a precise outline. There are so many ways of learning such as reading, listening, writing, thinking, and the idea of empirical testing, including delivering speech. Hence, the probability of developing conceptual insights through the means of active involvement of students in the course of learning. In order to develop innovative ideas, there is a need for active participation in terms of leveraging the advantages, making an assessment, raising questions, debate etc. Hence, the challenges before the teacher are to initiate a process of active involvement in the learning of various concepts. Several evaluation methodologies evolved in the process. Human resources contributed their best to the development of innovations in educational methodology. Teacher education has changed drastically according to modern societal needs. Not only has teachers' education methodology undergone training, formalities for students methodology has also changed. In these aspects, innovations occurred in student's evaluation methods and tools. Innovations in Evaluation methods and tools have also changed because of innovative evaluation methods like Continuous and Comprehensive Evaluation (CCE), through paper-pencil tests, debates, seminars, quizzes, symposia, etc. Evaluation on progressive basis is a method which provides information over the way learners gain insights over the study materials.

The CCE system evaluates the children not only in academics but also in co-scholastic and co-curricular area. These new evaluation methods have helped children to understand, think, and reflect and to perform well. Such evaluation methods have helped the children to develop self-confidence, ability of expression, social behaviour, and right attitude towards teachers, class mates and environment and develop various life skills. Again, this assists in diagnosis and provides remedial measures while augmenting the way of learning. As a result, the task of teachers and administrators becomes easy to evaluate the improvement of the learner and the necessary measures to deal with the issues. CCE has been referred many times in terms of effective assessment program as per the report by National Curriculum Framework (NCF, 2005); moreover, the need is to focus on the duration during which it should be implemented to yield better outcome. However, a lot of time requires to be invested on the part of a teacher to evaluate including the potential to keep records intact; this responsibility assist in implementing in the right perspective. Though, the CCE has been adopted in many areas of the country, however, the accuracy of its execution should be examined. Hence, this paper explores to examine the efficacy of CCE and the methods adopted way to execute in selected CBSE schools for this study in Tamil Nadu at Kancheepuram.

Today, we are in a Global village where world-class educated people take maximum material advantage. To sustain the process of development in all its aspects and dimensions, one has to swim with the global current. Indian Government has attempted to evaluate the standard of education so that it will be helpful in fulfilling the national objectives. For this several committees have been constituted. Several recommendations were made after observation of the educational system. In the last decades, several educational experts analyzed the current educational system. It was revealed that evaluation is the missing link in education system. CCE is the best educational assessment tool to evaluate the learning ability of students. Another problem is the rise of Internet that broadened the horizon of information. Students are

not confined for any piece of information as their teachers. Learning and sharing by interacting has become an essential part of building knowledge. With the advent of CCE, the stress is on creating understanding (Pandey, cited in Cenbosec, 2011). The development in technology has changed the world outside the classroom. It is more eye-catching and interesting for a student than the classroom setting. As a result, students find classroom instructions dull and devoid of life and of low interest, in some of the schools, workshops conducted are not adequate. Discussion sessions have to be organized for the same at State level; CCE acts a best tool to provide many novel ideas in teaching learning process. Classroom dynamics has undergone a sea change. The student centric education has demanded changes from the teacher as well as the system. In all the scholastic subjects, the curriculum transaction can take place through a variety of tools. The opportunity of using these tools has given the teacher a room for innovation. Hence, it is worthwhile to explore the possibilities of innovations that our teachers can take up. Innovations can be tried out by teachers during planning, executing and evaluating the above tools. The innovations need not be elaborate, but could be on a small scale (Nagaraju, cited in Cenbosec, 2011). The most wonderful part of CCE scheme is that the teacher acts as a guide or facilitator, the student learns through projects, seminars, group discussions etc., thereby supporting the fact of 'learning by doing'. This system is followed by the grading system for evaluation of students. The grading system of CBSE has proved to be helpful in maintaining a meaningful continuity in the assessment pattern from the primary level to the secondary level and also in ensuring a basic uniformity in the schools. This method of assessment will bring conformity and fluidity within education with a recognizable term of reference. Further the CCE scheme has minimized the misclassification of students on the basis of marks, thereby eliminating the unhealthy cut-throat competition among high achievers and has provided the students with more flexibility. The grading of students has taken away the frightening judgmental quality of marks obtained in a test leading to a stress free and joyful learning environment in the school. The result is seen in the form of a better learning environment and academic development. Therefore, the present study analyse the attitudes of students on the implementation of CCE including the grading system.

#### **OBJECTIVE OF THE STUDY:**

CCE system helps the performance of students with learning difficulties at regular intervals right from the beginning of the academic session and employ suitable remedial measures to enhance their learning performance. Hence, this study helps to understand the knowledge and attitudes of students and provide the valuable remedies to improve the student's knowledge. Any development of evaluation systems in schools depend upon the active participation of three members - teachers, students and parents. Therefore, this study would shed light on learning difficulties of students and also forwards the knowledge about new evaluation implementation system called CCE in the perspective of students, teachers and parents at schools especially CBSE. In the previous studies, knowledge and attitudes of these respondents have been limited. Thus, the study gives the fore most understanding of perceptions among these three respondents to the systems in CBSE schools. The main objective of this study is to investigate the attitude and knowledge of students, teachers and parents towards CCE in selected districts of Tamil Nadu CBSE schools.

#### **LIMITATIONS OF THE STUDY:**

The research study is limited to randomly selected CBSE schools in Kancheepuram only. The study is limited to the classes of first and fifth that adhere to the CCE learning and only students, teachers and parents were involved in the study. This study is based on cross sectional quantitative approach. The researcher adopted this approach to attain data from various viewpoints on how, why questions. Secondly it helps in provision of data and generation of hypothesis, which is helpful for future researchers. Cross sectional design helps to collect huge sample size within a short period of time to evaluate the attitudes and knowledge of parents, teachers and students. This approach, however, limits the cause and effect of

relationships. Hence future studies should focus on the longitudinal study design that helps to understand the strategies and recommendation to improve CCE in CBSE schools.

### **PROPOSED METHODOLOGY:**

The study adopted quantitative research approach to identify the attitudes and knowledge of students, teachers and parents towards CCE. Survey research design will be used to collect information from larger samples and this method allows setting survey questionnaire, collecting data and analysing data. Three different questionnaires were used in this study from the perspectives of parents, teachers and students. In questionnaire, questions are set up on the basis of research and employed hypotheses are thoroughly determined. Questionnaires were distributed to parents, teachers and students respondents in order to identify the attitudes and knowledge about CCE. Hence Questionnaire survey is the most suitable technique with respect to the particular objectives of this specific research. Positivism is chosen as research philosophical approach and also applied deductive study method; this may be suitable in order to study the natural sciences and social reality to find out the awareness of these people towards CCE. In this paper, Primary data was used to identify the depth of the information from collection of real data with regards the perspectives of parents, teachers and students. Several literature sources are examined to gather the data made on the basis of existing study like text books, peer reviewed journals, newspaper articles and additional authenticated sources. The data examination was carried out by using SPSS version so that quantitative information are evaluated and represented and executed by both inferential and descriptive statistics. Independent sample t-test, Percentage analysis, Chi square test, Reliability, ANOVA, Friedman test, Regression and correlation test were used in the investigative procedure to study the hypotheses and examine the information acquired. This paper consists of introduction of the study, description of CCE, education systems in India, need for the study, nature and scope of the study, significance, objectives, and limitations of the study, proposed method and study background. Further, this chapter has a problem statement, apart from research questions. Education plays a major role in the process of globalization. The increasing demands of globalization have put forth many challenges to the role of education. This has led to the development of changes in the field of learner's evaluation. Evaluating a learner is one of the major means to understand the quality of education provided. It also helps in the quantitative and qualitative assessment of the learners and the teachers in schools. Planned evaluation helps in learning, building confidence and also helps in building characters of students. Continuous and Comprehensive Evaluation (CCE) is considered as a major step taken to advance and strengthen the quality of education. Therefore, this study makes an attempt to understand the attitude and knowledge of students, teachers and parents towards CCE in selected districts of Tamil Nadu Central Board of Secondary Education (CBSE) schools.

### **CONCEPTS AND DEFINITIONS OF CCE:**

Continuous and Comprehensive Evaluation (CCE) is a system introduced by CBSE to evaluate all CBSE affiliated schools across the country and assess both academic and non-academic features of student's growth and development. National Curriculum for Elementary and Secondary Education - a framework (1988) started the CCE scheme based on the suggestions given to restructure the evaluation practice in school education. According to National Curriculum Framework (NCF, 2005), CCE has been regularly cited as the only logical evaluation method. This method also requires close monitoring when used in a system effectively. The complete component of CCE addresses evaluation of all round development of the student's personality .CCE supports a school based evaluation system reduces, the stress on children, evaluates comprehensively and regularly; provides space for the teacher to make the class creative; and also provides tools to diagnose and make build greater skills in learners. The notion of CCE covers all parts of student personalities. This initiative is made to shift emphasis from sheer testing to a holistic approach. This initiative evaluates the recognized aspects of student's growth continuously. This approach is built into both the teaching and learning process and is followed throughout the academic year. This scheme covers both the



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curriculum and co-curriculum aspects of student's growth and development. CCE methodically collects, analyses and reports information about student's calibre, attitude, skill, intentions and behaviours concerning specific issues.

#### **OVERVIEW OF INDIAN EDUCATION SYSTEM:**

The Indian Education System practiced many innovations before and after independence. Our education system has continuously improvised from time to time according to the social requirements. This system has made the country one of the major manpower exporting countries in the world. Yet, this country still remains to take knowledge from other countries than create its own. Today, India has world class educated people who take maximum materialistic advantage. We as the country have to be abreast with the world to maintain the rate of development in all directions. Our Government is taking efforts to examine the level of education to fulfil the national objectives and many committees have been formed for it. These committees have provided many recommendations after evaluating the education system. In the past decades, many experts have analysed the present education system and have revealed that evaluation is the missing link in the system. Education plays a major role in the progress of a nation. This system reflects the culture, aspirations and expectations of a society. A constant revision of the curriculum and examination system is required to keep up the variation in aspirations and expectations. Education aspires to make the children competent to become responsible, productive and useful members of society. Schools are the major places for the students to build attitudes, skills and gain knowledge from opportunities created. The students can analyze, evaluate, think independently and learn to doubt in a classroom. One of the major components of the education system is evaluation. Evaluation can create or destroy the system of education.

#### **ATTITUDE:**

Attitude is formed from different forms of judgments. Attitude extends from the ABC model (affect, behaviour and cognition). The emotional response is a response of an individual to show their preferences and priority. The behavioural intention is a verbal indication or typical behaviour tendency of an individual. The cognitive response is that an individual believes in the object. Most of the attitudes are the result of either direct experiences or observational learning from the environment. The favourable or unfavourable components are components of attitude that are related to person, objects or events. It also reflects on how an individual feels.

#### **CCE IN EDUCATION SYSTEM:**

Since Independence, India has been empowering enormous resources into the enhancement of education in the country. Different commissions and committees such as Kothari Commission (1964-66), National Policy on Education (NPE) (1986), etc. have recommended bringing sufficient changes in the education system. The committee also has suggested making adequate changes in the field of evaluation to make the process a continuous and comprehensive instead of merely focusing on the marks obtained by the student at the end of the term. After years of rigorous recommendations, finally CBSE has introduced and implemented the system of Continuous and Comprehensive Evaluation (CCE) in schools. This is a Constructivist Approach, student-centered, accommodating the individual differences and also ensuring the holistic development of every individual.

This system of evaluation is a school based evaluation of students that includes all the different aspects of student's overall development. The term 'Continuous' in this context, indicates that it is a process built into the total teaching and learning process, spread over the whole of the academic session by assessing through Formative and Summative Assessments. The term 'Comprehensive' indicates that evaluation should cover all the aspects of student's growth and development namely scholastic and co-scholastic aspects. This method is one of the ways through which an active learning strategy can be

encouraged. Thus, the system of CCE ensures all round development of each and every individual. System has often been subjected to severe criticism, ranging from its inequitable and hierarchical nature to the poor quality educational experiences that children go through in its classrooms. Among the several limitations pointed out, the nature and manner in which students' learning is examined has also been a central and oft-repeated concern of educationists, policymakers, teachers and parents alike. At the moment, India is at a crucial juncture with education having been made a fundamental right for all children in the age group 6-14 years. Concerns are simultaneously being expressed about providing uniform good quality education to all children, irrespective of their socio- economic and cultural backgrounds.

The need for meaningfully assessing children's growth in schools features in the recently enacted Right to Education Act (RE) (Ministry of Human Resource Development or MHRD 2009) as well. It states that a "comprehensive and continuous evaluation of the child's understanding of knowledge and his or her ability to apply the same" will now be made. While the need for meaningful examination reforms can hardly be under stated, it is important to exercise caution in proposing reforms and in understanding their potential, both in terms of addressing the malaise associated with the existing examination system and implications for facilitating, enriching and equitable teaching-learning process in classrooms.

Continuous and Comprehensive Evaluation (CCE) is a term currently being used in the context of educational reforms, particularly reforms in assessment. The Central Board of Secondary Education (CBSE) proposed it for students in the primary classes (first through fifth) in 2004 and upper primary classes (sixth through eighth) in 2006 in schools affiliated to it. In 2010, the 10th class board examination was also made optional for students continuing in the same schools. Several other school boards are now emphasizing the importance of CCE and have taken measures to implement it with the cooperation of state education departments.

#### CONCLUSION:

CCE refers to a system of school-based evaluation of a student that covers all aspects of a student development. It is a developmental process of a student which emphasises on two- fold objectives. These objectives are continuity in evaluation and assessment of broad- based learning and behavioural outcomes on the other (CBSE, 2010). CCE thus places "teacher judgment" at the heart of assessment. They are regarded as the key enforcement agents of these reforms. There is also an implication that an assessment of this kind is not only about assessing learning as an end in itself, but also as a means for improving teaching learning processes in schools and assisting students to optimally develop their potential in both scholastic and non-scholastic domains. "Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction" (CBSE, 2010).

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