

Continuous and Comprehensive Evaluation in Secondary School: Awareness and Problems of Students

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Abstract: *This study was designed to assess the awareness and explore the problems of students regarding Continuous and Comprehensive Evaluation (CCE). The sample of the study consists of 120 students drawn from four CBSE affiliated secondary schools located at Bilaspur and Raipur districts of Chhattisgarh through purposive sampling technique. A self-constructed inventory having 47 items was used for data collection. Semi-structured interview were also conducted to explore students' problems regarding CCE. The data collected through inventory was analysed using percentage technique, while data gathered from interview was analysed qualitatively using thematic approach. The findings of the study will draw the attention of all the stakeholders, especially policy planners and school administration to take necessary steps for smooth functioning of CCE in secondary schools. In the light of findings of the study few recommendations are made for effective implementation of CCE.*

Keywords: *Awareness, Continuous and Comprehensive Evaluation, Grading System*

I. Introduction

Examination reform is the prime focus to improve the quality in education and to facilitate all-round development of the learners. In this context, a school-based evaluation system is crucial which include both scholastic and co-scholastic aspects of students development. Taking the above points into consideration the Central Board of Secondary Education (CBSE), Delhi has implemented Continuous and Comprehensive Evaluation (CCE) in its affiliated secondary schools from the session 2010-11. Continuous and Comprehensive Evaluation (CCE) may be defined as a school-based evaluation system to provide holistic profile of the learner through regular assessment of both scholastic and co-scholastic aspects of development over the total span of learning time.

The need of Continuous and Comprehensive School-based Evaluation has been felt over the last few decades. The Secondary Education Commission (1952-53) suggested that internal examination and school records should be given due importance in final assessment of students. The commission also recommended adopting a system of letter grading rather than numerical marking. The Kothari Commission report (1964-1966) has also recommended the school based evaluation system. But it was NPE, 1986 which first time recommended CCE strongly in schools. Similarly National Policy on Education (NPE), 1992 also expressed need of CCE in context of Examination Reform that should include both scholastic and non-scholastic achievement of the students. National Curriculum Framework - 2005 has emphasised the implementation of CCE primarily for diagnosis, remediation and enhancing of learning. Likewise, the Position Paper National Focus Group on Examination-2006 highlighted nature and characteristics of CCE as a school-based assessment system.

II. Background of the study

The different issues of Continuous and Comprehensive Evaluation (CCE) were comprehensively addressed in various research studies. Rajput, Tewari, & Kumar (2005) in their study found that CCE is feasible at primary level of education. Rao & Rao (n.d.) concluded that CCE had improved the evaluation skills of primary teachers. Trotter (2006) conducted a cohort study in which it was found that students were very positive towards continuous assessment (CA) and it enhanced the performance of students. Isaksson (2008) found that the frequency of CA was positively correlated with performance of students. Rust, Price & O'Donovan (2003) found that students' understanding of assessment criteria and process can improve their learning and performance.

It was found that awareness, problems of all stakeholder, teachers' training and class size plays important role in school based evaluation (Singh et al., 2004; Rajput, Tewari & Kumar, 2005; Hayford, 2007; Begum & Farooqui, 2008; Kakai, 2010; and Pinar, 2011). Pani (2004) found that CCE has significant effect on both scholastic areas and co-scholastic areas. Kauts & Kaur (2013) found that rural teachers were better in perception than urban teachers, but similar in attitude toward CCE. Mishra & Mallik (2014) concluded that students perceived CCE a good system as it minimised the examination fear and monitor their academic progress. However, they also found that co-scholastic assessment was not properly organized. After analysing the Frequently Asked Questions (FAQ) to Chairperson of CBSE, it is found that most of the questions are

related to validity of Report card, confusions and limitations of Grading system, objectivity and transparency of school-based assessment, process and frequency of formative assessment, number of assignments and projects, and subjectivity in co-scholastic assessment (CBSE, 2009).

The opinions of the stakeholders (students, teachers and parents) about CCE are contradictory. The mass media has continuously reporting the comments and views of all the stakeholders of CCE (Pushkarna, 2011; Rana, 2011; & Dore, 2011). Going through these reports it seems that students are in confusion on the choice between board examination and CCE. The anxiety and confusion about different schemes of CCE may be due to improper awareness about CCE. The problems that students felt during their evaluation under CCE are also crucial in this context. Therefore, the status of students' awareness towards CCE and problem, they are experiencing, are the key issues for a research study.

Problem Statement

Taking the above points into firm consideration, the present study was focused on the awareness of students and their problems related CCE, which is entitled as *Continuous and Comprehensive Evaluation in Secondary School: Awareness and Problems of Students*

Objectives of the Study

The following objectives were framed for the present study in order to investigate the above issues:

1. To study the awareness of students of CBSE affiliated secondary schools about Continuous and Comprehensive Evaluation
2. To explore the problems of students of CBSE affiliated secondary schools in Continuous and Comprehensive Evaluation

Methodology of the study

Descriptive Survey method was followed in this study. The population of the study comprises students of CBSE affiliated secondary schools of Bilaspur and Raipur districts of Chhattisgarh. In the present study, purposive sampling technique was used to draw the sample from the population. Three government and one private CBSE affiliated secondary schools were selected in order to draw the sample. The sample size comprises 120 students from these secondary schools.

Tools and Techniques

Continuous and Comprehensive Evaluation Inventory (CCEI) was constructed by the researcher to assess the awareness of the students towards CCE. The tool has 47 items related to general aspect, scholastic aspect, co-scholastic aspect, student's related indicators, teacher's role and suggestions of students. Each statement has two response categories- Agree and Disagree. Semi-structured interview were conducted to explore the problems of students related to CCE.

Data Analysis Techniques

The data was analysed using descriptive statistical technique- Percentage. The responses of students have been analysed item wise. The data obtained through semi-structured interview were analysed qualitatively to identify the problems.

Major Findings

The majority of students (70%) perceived CCE as better evaluation system than previous evaluation system. 72.5% students perceived that CCE is student-friendly system of evaluation. More than 70% students accepted that CCE is helpful in reducing examination stress as well as suicidal cases among students due to examination. Around 60% students perceived CCE as practicable. But three-fourth students expressed the adequate freedom to school in designing strategies regarding it. Nearly, 80% student favoured semester system since it reduces their curriculum load. However, grading system did not get enough support of students, as 53.33% students dislike it in comparison to marking system.

A large fraction of students (80%) agreed with the use of variety of tools and techniques in both scholastic and co-scholastic assessment of student. However, more than 60% of them have experienced the subjectivity in co-scholastic assessment. More than three-fourth of the respondents also agreed that one or two teachers are insufficient to assess co-scholastic aspects of whole class objectively. Therefore, students (around 70%) demand for a team of teachers in co-scholastic assessment. The majority of students (70%) also perceived that total number of assignment and projects per semester was quite high.

Nearly three-fourth students perceived that CCE integrates evaluation with teaching-learning and has effective feedback system for their stakeholders. More than 70% students found CCE helpful in making decision like choice of subjects, courses and careers. More than 80% students had opinion that CCE encourages students for active participation, self-learning and improving their performance by knowing their strength and weakness. They (73.33%) also asserted that CCE is helpful in identifying talents of students. But the students (60%) felt that CCE has reduced their leisure hours.

The three-fourth students believed that the teachers are the most appropriate persons to evaluate them. But the majority of students (65.83%) perceived that CCE provides a scope of biasness of teachers towards them. More than 60% students agreed that teachers were busy in assessment instead of teaching as well as increased their workload due to CCE. Therefore, nearly three-fourth of them suggested increasing the number of teaching faculty.

Problems of students related to CCE

The following problems were identified from semi-structured interviews of students:

- **Insufficient information about CCE** – It was found from the interview that students are not much aware about CCE, because no such effective orientation is provided to them. Students expressed that they are just following CCE without proper understanding and have many confusions regarding CCE. Begum and Farooqui (2008); Singh et al. (2004); Rust, Price and O'Donovan (2003) found that awareness is one of the major factor to insure student's participation and the success of the evaluation scheme.
- **Grading system** – A large fraction of the students dislikes grading system. They perceived it as problem for them. They said no for grading system in a single voice. Students had their argument that grading system can't discriminate students securing 91 marks from those getting 99 marks. They supported marking system over the grading system. They also want to see their evaluated answer sheets. Students had their opinion that marks should be provided along with grades in the report card.
- **Co-Scholastic Assessment** – The students has criticized the co-scholastic assessment in terms of its execution and subjectivity. They claimed that co-scholastic assessment was improperly organized and single teacher was not sufficient for assessing whole class. They experienced that few teachers were biased in assessing co-scholastic aspect. Mishra & Mallik (2014) also found that co-scholastic assessment was not properly organized.
- **Number of assignments and projects** – The majority of students feel that the load of assignments and projects in a semester is quite heavy. They have to devote extra times in nights to prepare these assignments and projects. They do not have sufficient time for co-curricular activities due to large number of assignments and projects. Some students perceived that these works put a financial burden. Students were in favour of reducing the total number assignments and projects in a semester.
- **Remedial classes** – Diagnosis and remediation is the most important aspect of CCE (NCF-2005). It was found that students were not happy with remedial classes. Because it is not done with right spirit. Some students claimed that the remedial class is not much different from a regular class, except the name remedial. Students also claimed about negligence in solving individual problem in these classes. The students showed strong dissatisfaction with the timing and frequency of the remedial classes. The wanted a fixed schedule for these classes also.

III. Recommendation

On the basis of above findings the study, following recommendations are made in order to resolve the identified issues:

- **Awareness programme for students** – There is an urgent need of awareness programmes for students about CCE. These programmes should be intended to provide information regarding different schemes of CCE and importance of their role in CCE. In this context, a hand book on CCE for students should also be available including proper explanation of controversial issues.
- **Counselling programmes** – it was felt that there should be a regular counselling programme for students to know their problems related to CCE. It may be individual as well as group counselling to get students' feedback about CCE. As it was found that students were not in favour of grading system although it was recommended by all the educational commission and committees. Therefore, counselling is an effective way to make their attitude positive towards grading system. The students should be informed about the advantages of grading system over marking system in a logical way.
- **Improve remedial teaching** – It was found that students were not happy with the way remedial teaching provided to them. The individual problem of student should be given due importance in remedial class. Therefore, it is necessary for every school to provide regular and effective remedial teaching. Remedial teaching should have a proper schedule and individual problem related to particular subject should be given due importance.
- **Co-scholastic assessment by a team of teachers** – It was found that the students accepted the subjectivity in assessment of co-scholastic aspects of students. Therefore, it better to assess co-scholastic aspects of students by a team of teachers. There should be separate teams for each class or section and these teams should consist of the class teacher.

IV. Conclusion

The findings of the present study will be beneficial to policy planners, school administration, teachers, as well as researchers. The present study is limited in terms of scope, sample size as well as methodology of the study. Therefore, a similar kind of research on large sample applying inferential statistical analysis is advisable. There is a need to investigate the problems of students related to CCE through case study approach.

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