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## Students Perception towards Continuous and Comprehensive Evaluation in Erode District With Reference To Selected Variables

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### ABSTRACT

*The strength and success of an educational system depends on a sound examination system which is necessary to determine the effectiveness of the dissemination of knowledge by teachers and its assimilation by students. This is an attempt to know the perception of upper primary students towards Continuous and Comprehensive Evaluation in Erode district with respect to their selected variables such as sex, school type and medium of instruction. Student's perception of CCE tool consists of Sixty six items was constructed by the investigator and survey method was employed. Considering the hypotheses of the study, Correlation, descriptive and differential analysis 't' and ANOVA were employed. Major findings of the study revealed that there is a significant means score difference in the perception of upper primary students towards CCE with respect to their Gender and Medium of Instruction.*

**Keywords:** Perception, Upper primary students, Continuous and Comprehensive Evaluation

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### INTRODUCTION

Education is a comprehensive activity which involves human and material resources like teachers, students, administrators, policy makers, curriculum and the infrastructural facilities. Of these the teachers' role is crucial in the transaction of the curriculum. The success of the curriculum depends on how it is interpreted by its implementers, teachers. Research suggests that the success of reforms critically depends on the extent to which they are compatible with teachers' belief about what is worthwhile in education (Beijaard *et al.*, 2000, Day, 2002; Fives and Buehl, 2008).

In the last decades, several educational experts analyzed "evaluation" of the present education system. Considering the recommendations of various commissions and committees the internal assessment, semester system, continuous and comprehensiveness of the assessment process and grading emerged as the prime areas of concern in context of examination reforms. To overcome the drawbacks in the evaluation system and to tests students understanding, application, skill, analytical and synthesis abilities, it is necessary to understand the prevalent reforms in the system so as to be able to suggest improvement measures.

Examination, a pivotal role player in the system of assessment, are indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of the dissemination of knowledge by teachers and its assimilation by students (Kumar, 2003). The strength and success of an educational system depends on a sound examination system.

## **Statement of the problem**

All the committees and commissions on Education as well as National Policy on Education (1986) focussed on the importance of making education contemporary to the modern world. For any qualitative change from the present scenario, education must undergo paradigm shift from rote learning to inquiry based approach with more emphasis on co-curricular and extracurricular activities aimed at stimulating investigative ability, inventiveness and creativity. The examination system should launch new ways of testing students that would reduce the high level of examination related stress and focus on testing multiple abilities rather than formal scholastic competence.

Based on the recommendations of Examination Reforms by NCF 2005, CBSE has launched the new pattern of evaluation system i.e. Continuous and Comprehensive Evaluation which focuses on multiple abilities of children in totality. Teachers' role and responsibilities have been magnified to perform classroom activities and continuously evaluate children from various angles. There is a need for CCE, a school – based evaluation has been reiterated over the last few decades. So an attempt has been made in the study perception of CCE. Hence the investigator formulated the problem as “*Students Perception towards Continuous and Comprehensive Evaluation in Erode District*”.

## **Objectives of the Study**

To find out the perception of upper primary students towards Continuous and Comprehensive Evaluation in Erode district with respect to their personal variables such as:

- ❖ Sex
- ❖ School Type
- ❖ Medium of Instruction

## **Hypotheses of the Study**

There is no significant difference in the perception of upper primary students towards Continuous and Comprehensive Evaluation with respect to their:

- a) Sex
- b) School Type
- c) Medium of Instruction

## **Definitions of key terms used in the study**

- ❖ **Perception:** Here, perception refers to understand and interpretation of CCE by the upper primary students and teachers and administrators.
- ❖ **Continuous and Comprehensive Evaluation (CCE):** It is a system of school based evaluation of a student that covers all aspects of a student development. It is a developmental process of student which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioral outcomes.
- ❖ **Students:** A person who is formally engaged in learning especially enrolled at a school or other place of higher education. Here a student refers to the person who learns in upper primary class in Erode District.

## **Need and significance of the study**

Needs of the nation and society are fulfilled by education and its curriculum. The form of governance has direct influence on education process. Autocratic governance employs teacher instruction in school, whereas democratic governance considers interactive process learner – centered instruction. In our country we do not have national system of education. Every state has its own system of education and forms its curriculum. Educations have the philosophical, sociological, and psychological aspects which are used in the day today life. Education mainly emphasizes that education is for the child and not that child is for education. Psychology has also established the fact that a child develops through various stages.

Indian Educational system has introduced Continuous and Comprehensive Evaluation (CCE) by which evaluates the entire progress of the students. Continuous Evaluation can bring about renewal of motivation, effective classroom teaching and learning, develop relationship with students and colleagues, sharing ideas and problems and development in the atmosphere of a school. It can also decrease a teacher's sense of efficacy. The ultimate aim of education is to bring a change in the behaviour of pupils which occurs by teaching the students various school subjects. The process of behaviour such as learning, maturation and perception are significant in our life because they contribute to the process of adjustment. The way we interact with people depends to a great extent upon how we perceive them and how we interpret their behaviour.

## **REVIEW OF RELATED LITERATURE**

**Abdulmajeed A.AI. Drees (2015)** examined students' perception towards the problem based learning (PBL) session in a system-based hybrid curriculum where most students reported that PBL sessions encouraged self-directed learning, collaborative

learning, and improved decision making skills. However, 54.5% of students reported lack of proper training before starting the PBL sessions, and only 25.1% of students agreed that the teaching staffs are well prepared to run the sessions. Most students used the internet (93.1%), lecture notes (76.7%), and books (64.4%) as learning resources. Most students reported repetition of topics between PBL sessions and lectures ( $p=0.07$ ).

**Urbi Raj Thakur (2016)** conducted “A study on the perception of the students and teachers towards continuous and comprehensive evaluation at secondary school level under Dibrugarh district of Assam”. In this study, the investigator concluded that CCE has been fruitful in improving the evaluation skills of the teachers which is very important. Readiness of the teachers to bring about a change in the evaluation techniques is the most important component for the success. CCE is an examination reform initiative which has the potential of removing almost all ills of examination improving learning through continuous feed- back and brings in qualitative improvement in education at school level. Evaluation is one of the indispensable components of any curriculum. It plays a very crucial role in teaching leaning process and influences the quality of teaching and learning. Only when learners are evaluated, can their weakness and difficulties be diagnosed and remedies be given for more effective learning.

**Vanita Chopra and Deepty Gupta (2013)** conducted a study on “Learner’s Attitude towards Continuous and Comprehensive Evaluation”. The study was conducted in one Central Government School and one Private School in Delhi. Thirty secondary level students were selected for this study. Findings reveal that learner’s have a favourable attitude towards the CCE along with having an influence on their lives. However they show average favourable attitude towards the assessment practices done by the teachers.

**Deepa Saxena and Tyagi (2014)** in their article entitled “CCE a New Pattern of Evaluation” stated that CCE is a new pattern of Evaluation system by teachers, students and school management which faced many problems. It augurs well that it is now beginning to move away from the textbook oriented teaching to more creative ways of involving students in the learning process. The students who are stressed by continuous exams will find the schedule more rewarding and less hectic.

## **METHODOLOGY**

Survey method was employed by assigning samples randomly to groups and used identical measures to assess the outcomes of each group.

### **Population and study area**

The investigator selected upper primary school students, constitute the population. For the study five hundred upper primary school students were selected in Erode District. Student’s perception of CCE tool was constructed by the investigator under the guidance of N. Pugalenthi & V.Nareshkumar (2015)

### **Administration of tools for final study**

Student’s perception of CCE tool consists of Sixty six items. Scale consists of four dimensions

- ♥ General information’s about CCE
- ♥ Formative Assessment [FA(a)]
- ♥ Formative Assessment [FA(b)]
- ♥ Co scholastic

### **Scoring procedure**

The tools for the final study were five point scale which are Strongly agree, Agree, Undecided, disagree, Strongly disagree. Each item consists 5, 4, 3, 2, and 1 for positive questions. 1,2,3,4 and 5 for negative items.

### **Statistical techniques**

Considering the hypotheses of the study, Correlation, descriptive and differential analysis ‘t’ and ANOVA were employed.

## **DATA ANALYSIS**

The collected data has been treated with statistical techniques in order to meet the requirements of objectives and to check the hypotheses framed and also get meaningful interpretations. For the purpose, the ‘t’ test and ANOVA were employed. The test and their results are tabulated as follows:

### **Hypothesis : 1**

*There is no significant difference in the perception of upper primary students towards Continuous and Comprehensive Evaluation (CCE) with respect to their gender.*

**Table- 4.6. Mean score, SD and ‘t’ value of Perception towards CCE among upper primary boys and girls students.**

Group	N	Mean	SD	‘t’-value	Significant level
Boys	228	229.79	16.10	5.91	Significant
Girls	272	238.77	17.59		

**\*\*Correlation is significant at the 0.05 level (2-tailed)**

The formulated hypothesis “There is no significant difference in the perception of upper primary students towards Continuous and Comprehensive Evaluation (CCE) with respect to their gender” is rejected. It is also observed that the mean score of girls is greater than that of the boys which shows that perception towards CCE is more. Hence, it is concluded that the upper primary girl students have better perception of CCE than the boys.

**Hypothesis : 2**

*There is no significant difference in the perception of upper primary students towards Continuous and Comprehensive Evaluation (CCE) with respect to their School type.*

**Table-4.7. F-value of Perception towards CCE among Middle, High School and Higher Secondary upper primary students.**

Source of variation	Sum of Squares	df	Mean Squares	F	Significant level
Between group	841.443	2	420.721	1.38	Not Significant
Within groups	151938.069	497	305.710		
Total	152779.512	499			

The formulated hypothesis “There is no significant difference in the perception of upper primary students towards Continuous and Comprehensive Evaluation (CCE) with respect to their School type” is accepted. It is also observed that the mean score of upper primary students have no significant difference in the perception of CCE with respect to their School type. Hence, it is concluded that the upper primary students do not differ in the perception of CCE.

**Hypothesis : 3**

*There is no significant difference in the perception of upper primary students towards Continuous and Comprehensive Evaluation (CCE) with respect to their Medium of Instruction.*

**Table - 4.9. Mean score, SD and ‘t’ value of Perception towards CCE among Tamil and English Medium upper primary students.**

Group	N	Mean	SD	‘t’-value	Significant level
Tamil Medium	370	232.88	17.31	3.93	Significant
English Medium	130	239.78	17.07		

From table 4.9 it is understood that the calculated 't' value (3.93) is greater than the table value (2.59) at 0.01 level of significance. Hence the formulated hypothesis "There is no significant difference in the perception of upper primary students towards Continuous and Comprehensive Evaluation (CCE) with respect to their Medium of Instruction" is rejected.

It is also observed that the mean score of English Medium upper primary students is greater than that of Tamil medium. Hence, it is concluded that the Tamil medium upper primary students have better perception of CCE with respect to their Medium of Instruction.

## **DELIMITATIONS OF THE STUDY**

Due to lack of time and logistics the investigator considered only the Eighth Standard Students, for the present study is restricted to Erode district only.

## **SUGGESTIONS FOR FURTHER RESEARCH**

This study can be

- ♪ Repeated for a large sample for representing all districts in the state to ensure the validity of results.
- ♪ Extended to find out the perception of CCE with other variables.
- ♪ Perception of Educational Practitioners, curriculum framers, High and Higher Secondary school teachers, parents and public may also be studied.

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