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Research Article

ATTITUDE OF SENIOR SECONDARY SCHOOL STUDENTS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION

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ABSTRACT

This study aims to study the Attitude of senior secondary school students towards Continuous and Comprehensive Evaluation. Attitude towards Continuous and Comprehensive Evaluation is assessed by Attitude towards CCE Scale developed by investigator. A sample of 200 students of senior secondary school students have been taken for the study. A simple random technique has been used for sampling. The major findings of the study are (i) There is significant difference between attitude towards CCE of male and female students. (ii) There is significant difference between attitude towards CCE of students of rural and urban areas. (iii) There is significant difference between attitude towards CCE of students of working and non-working mothers.

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INTRODUCTION

Continuous and Comprehensive Evaluation (CCE) helps in reducing stress of students by Identifying learning, progress of students at regular time intervals on small portions of content, Employing a variety of remedial measures of teaching based on learning needs and potential of different students, Avoiding from using negative comments on the learner's performance, Encouraging learning through employment of a variety of teaching aids and techniques, Involving learners actively in the learning process, Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.

Review of Related Literature

Pani, P. (2004) conducted a Study on the Impact of Continuous and Comprehensive Evaluation at Primary Level in the State of Orissa to study the effect of Continuous and Comprehensive Evaluation (CCE) on achievement of Primary School Children in Scholastic areas and Co-Scholastic areas. Experimental designs were employed. The sample for the experiment comprised of 400 class V students, 200 from Bhubaneswar and 200 from Khurda. Competency based test (pre-tests), unit tests, competency based achievement test (post-test), and five point rating scale for Co-Scholastic areas have been used. The CCE has been found to have significant

effect on both the scholastic areas, namely, Mathematics, Language and Environmental science, and Co-scholastic areas, namely, regularity, punctuality, discipline and cleanliness.

Bhattacharjee and Sarma (2009) conducted a study on the Status of Co-Scholastic activities in the school programme of the elementary schools. The sample of the study consisted of 50 elementary school from three educational blocks of the Jorhat district of Assam. It was found that co-scholastic activities have not earned a proper place in the school routine. The teachers did not have any kind of formal training to handle the co-scholastic activities. There was no evaluation of these activities either half yearly or annually. Co-scholastic part of the curriculum was totally ignored in the school programme.

Singh Avtar, Dr. Patel Jayesh *et.al* (2013) conducted a research on Attitude of student teachers towards Continuous Comprehensive Evaluation with reference to Gender, Caste and Habitat. The population of the study constituted all students in the B.Ed. programme of Maharaja Sayajirao University of Baroda, Vadodara, India. The population i.e. 180 students of B.Ed. course, being too small, the entire population was taken for the sample. A five-point Likert type attitude scale was used. It was found that the Attitude of B.Ed. students towards continuous internal assessment was moderately favourable. There was no significant difference in the mean attitude towards continuous internal assessment of male and female

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B.Ed. students; students belonging to different habitat and students belonging to different caste categories.

Sivakumar R., Pazhanimurugan S. *et.al* (2013) studied on Students attitude towards Continuous and Comprehensive Evaluation of seven govt. and aided Upper Primary Schools of Sivaganga district in Tamilnadu to find out the percentage analysis of CCE of upper primary schools based on sex, type of school and parents occupation. A questionnaire comprising of 21 questions on implementation of CCE in Schools were used for the Survey method of the study. Unstructured interview was also used for collecting data from students. 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. Female students' attitude is higher than the male students and Govt. and Govt. Employee parents attitude are higher than the private school and private employee parents attitude.

Significance of the Study

The learner's progress was no longer going to be measured by his/her cramming capacity, but would display their development of personality. It is hoped that CCE would do away with the lop-sided view of personality development portrayed through results in the year-end examinations. This evaluation system will allow the learners to enjoy their schooling and learning in a stress-free environment. Though this educational reform met with criticism from some corners, the CCE has strengths that cannot be overlooked. Learners are tested at regular intervals right from the beginning of the academic year, to identify the learning challenges being faced by them. This information so gleaned, is used to help designing further lessons to help them to improve their performance. The assessment is aimed at diagnosing the problem areas in the child's development and not merely his academic results.

Objectives of the Study

1. To study the difference between attitude towards CCE of male and female students.
2. To study the difference between attitude towards CCE of students of rural and urban areas.
3. To study the difference between students of working mothers and non-working mothers.

Hypotheses of the study

1. There is no significant difference between attitude towards CCE of male and female students.
2. There is no significant difference between attitude towards CCE of students of rural and urban areas.
3. There is no significant difference between students of working mothers and non-working mothers.

Sample of the Study

The sample was selected from the schools of Allahabad. The size of the sample was of 200 students (100 male and 100 female students) of class XI.

Tool of the Study

A questionnaire was developed by the investigator to measure the Attitude towards CCE and their reliability, validity were calculated. The questionnaire consisted of 50 items.

Statistical Techniques Used

A questionnaire was developed by the investigator to measure the Attitude towards CCE and their reliability, validity were calculated. The questionnaire consisted of 50 items.

Analysis and Interpretation

For the analysis of the data, the data collected was tabulated.

Objective.1 Significance of difference between attitude towards CCE of male and female students

Table 1 Mean of attitude towards continuous and comprehensive evaluation of students

Gender	N	Mean	S.D	Degree of Freedom	t-value calculated	Level of Significance
Male	100	170	8.79	198	8.89	Significant*
Female	100	162	10.25			

*At 0.05 level

No. of male and female students are 100 and 100 respectively. Mean of attitude towards CCE of male and female students are 170 and 162 respectively. The statistically calculated t-value is 8.89 which is significant at level of 0.05 with df= 198. The result indicates that there is significant difference between attitude towards CCE of male and female students. Male students have more positive attitude than female students. Therefore the Hypothesis "There is no significant difference between attitude towards CCE of male and female students" is rejected.

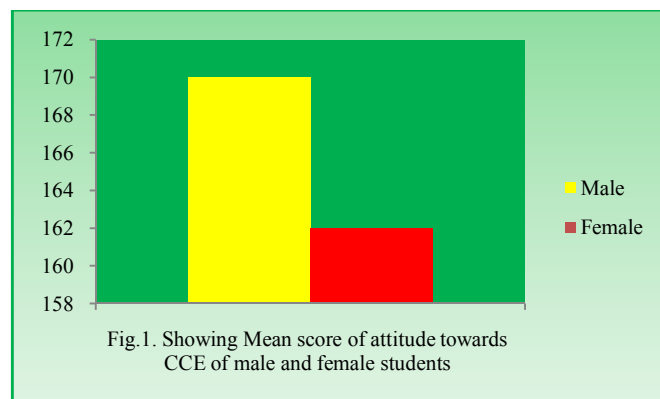


Fig. 1. Showing Mean score of attitude towards CCE of male and female students

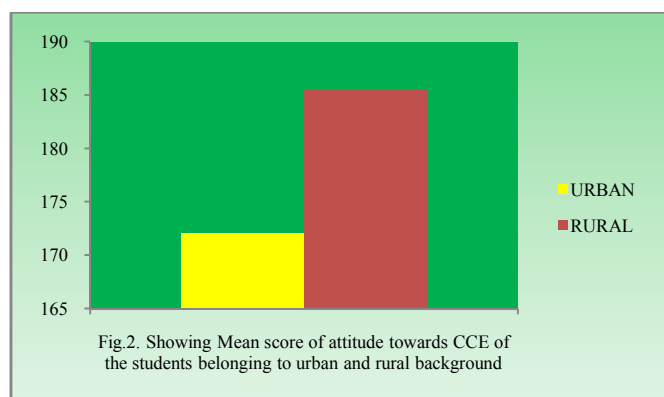
Objective.2. Significance of difference between attitude towards CCE of students of rural and urban areas

Table 2 Showing significant difference between students of rural and urban areas

Students	N	Mean	S.D	Degree of Freedom	t-value calculated	Level of Significance
Rural Areas	134	185.43	3.29	198	16.33	Significant*
Urban Areas	66	172.04	6.25			

*At 0.05 level

No of students from rural areas and urban areas are 134 and 66 respectively. Mean of attitude towards CCE of students of rural and urban areas are 185.43 and 172.04 respectively. The statistically calculated t-value is 16.33 which is significant at level of 0.05 with df= 198. The result indicates that there is significant difference between attitude towards CCE of students of rural and urban areas. Attitude of students of rural areas is more positive than urban areas. Therefore the Hypothesis "There is no significant difference between attitude towards CCE of students of rural and urban areas" is rejected.



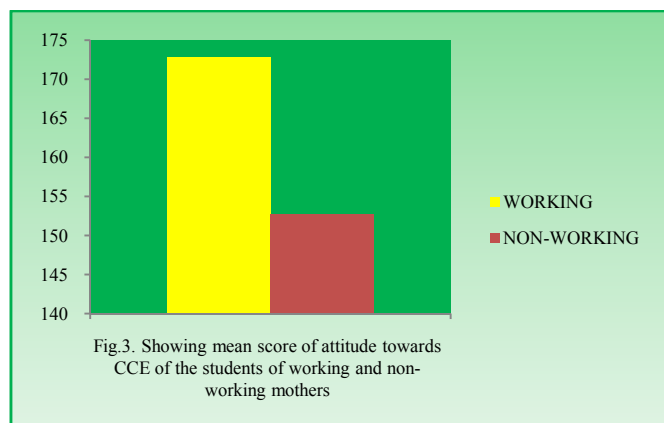
Objective.3. Significance of difference between students of working mothers and non-working mothers

Table 3 Showing significant difference between students of working and non-working mothers

Students of	N	Mean	S.D	Degree of Freedom	t-value calculated	Level of Significance
Working Mothers	120	172.88	6.62	198	17.34	Significant*
Non-Working Mothers	80	152.76	8.86			

*At 0.05 level

No. of students of working mothers and non-working mothers are 120 and 80. Mean of attitude towards CCE of students of working mothers and non-working mothers are 172.88 and 152.76 respectively. The statistically calculated t-value is 17.34 which is significant at level of 0.05 with df= 198. The result indicates that there is significant difference between attitude towards CCE of students of working mothers and non-working mothers. Students of working mothers have more positive attitude than non-working mothers. Therefore the Hypothesis “There is no significant difference between attitude towards CCE of students of working mothers and non-working mothers” is rejected.



CONCLUSIONS

1. There is significant difference between attitude towards CCE of male and female students. Male students have more positive attitude than female students.

2. There is significant difference between attitude towards CCE of students of rural and urban areas. Attitude of students of rural areas is more positive than urban areas
3. There is significant difference between attitude towards CCE of students of working mothers and non-working mothers. Students of working mothers have more positive attitude than non-working mothers.

Implications

The present study explores the variables which affect the attitude towards CCE pattern of the students. Students learn with learning by doing method in CCE pattern. They get opportunity for their all-round development that is cognitive, affective and psychomotor aspects of the development which develop positive attitude in the students towards CCE.

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