ARTICLE

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

* Hetal V. Surani, Research Scholar,
Department of Education, S.P. University, Vallabh Vidyanagar
Email: heli.patel1702@gmail.com: 78747-59197(M)

Abstract

This study was designed to assess the awareness and explore the problems of students regarding continuous and comprehensive evaluation. The sample of the study consists of 120 students drawn from four GHSEB affiliated Higher Secondary Schools located at Ahmedabad city 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 analyzed using percentage technique, while data gathered from interviews was analyzed qualitatively using thematic approach. The findings of the study will draw the attention of all the stakeholders, especially policy planners and schools administration to take necessary steps for smooth functioning of CCE in Higher Secondary schools. In the light of findings of the study few recommendations are made for effective implementation of CCE.

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 point into consideration the Gujarat Higher Secondary Education Board (GHSEB) Gandhinagar has implemented continuous and comprehensive evaluation in its affiliated higher secondary schools from the session 2016-17. Continuous and comprehensive evaluation 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.

Problems of the Statement

The present study was focused on the awareness of students and their problems related CCE, which is entitled as

Continuous and Comprehensive Evaluation in Higher Secondary

School: Awareness and Problems of Students.

Objectives of the Study

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

1. To study the awareness of students of GHSEB affiliated Higher Secondary School about continuous and comprehensive evaluation.
2. To explore the problems of students of GHSEB affiliated Higher 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 GHSEB affiliated Higher Secondary Schools of Ahmedabad City. In the present study, purposive sampling technique was used to draw the sample from the population. Three government and one private GHSEB affiliated Higher Secondary Schools were selected in order to draw the sample. The sample size comprises 120 students from these Higher 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 times related to general aspect, scholastic aspect, co-scholastic aspect, students' 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

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. Calculations and details of the data analysis are contained in the following table.

Table No.-1

Sl. no.	Statement(s)	Percentage%
1	Scholastics & co-scholastic assessment	80.00%
2	Experience Subjectivity in co-Scholastics assessment	60.00%
3	Team of Teacher's in co-scholastics assessment	70.00%
4	Total no. of assignment of Students	70.00%
5	Choice of Subjects, Courses, Careers	70.00%
6	Identifying talents of students	73.33%
7	Provides a scope of Business of Teachers	65.83%
8	Provides a scope of Business of Teachers	60.00%
9	Butter evaluation system and Previous evaluation system	70.00%
10	Perceived CCE as Practicable	60.00%
11	Favored semester System	80.00%
12	Dislike Comparison to Marking System	53.33%

Findings

- 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 marking 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.

- 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% students favored 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.

Conclusion

The findings of the present study will be beneficial to policy planners, school administration, teaches, as well as researcher. 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 students related to CCE through case study approach.

References

- Government of India (1986) **National Policy on Education MHRD**, Department of Education, New Delhi.

- John, W. Best (1986). **Research in Education**. (Fifty Ed.) New Delhi : Prentice Hall of India. P.3

- BuchM.B. (1988). **Fourth Survey of Research in Education**. NCERT, New Delhi.

- National Council of Educational Research and Training (2005). **National Curriculum Framework for School Education**. New Delhi :NCERT.

- National Council of Educational Research and Training (2006). **Position Paper on 'Examination Reforms'** New Delhi :NCERT.

- Isaksson, S. (2008). **Assess as you go : The effect of continuous assessment on students learning during a short course in archaeology**. Assessment & Evaluation in Higher Education, 33 (1), 1-7, DOI : 10.1080 /02602930601122498.

* Corresponding Author:
Hetal V. Surani, *Research Scholar,*
Department of Education, S.P. University, Vallabh Vidyanagar
Email: heli.patel1702@gmail.com: 78747-59197(M)