

## A study of the effect of continuous and comprehensive evaluation on academic achievement of x<sup>th</sup> graders



\* Jatinder Kumra



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\* GGMSSS Sec-18, U.T.Chandigarh

### ABSTRACT

*The present study is an attempt to study the effect of CCE on the academic achievement of Xth graders. A total of 100 student of GGMSSS sec-47 were taken for the study. 50 students were of 2008-2009 session in which traditional system of examination was followed and 50 students were of 2012-2013 session in which CCE was followed. Final academic records were compared. It was found that CCE had no significant effect on the academic achievement of the students as dreaded by the people.*

*Key words: CCE, Academic achievement*

### Introduction:

It is very true that education dominates the destiny of a nation. Everyone knows that whenever any system starts, it is purposive and focused, but over a period of time, one tends to lose or dilute its purposes. The same is true, perhaps more true, in the case of education. Traditional examination system started with the introduction of education by the Britishers in India and since then it was being practiced in India. In traditional examination system, students were evaluated on the basis of their score in unit tests and term exams. These examinations aimed at evaluating only the scholastic aspect of students.

The results being declared would lead to cut-throat competition as marks were given in numbers. It was burdening the students with peer-pressure and parental pressure. This problem reached at such a height that many cases of hypertension, cardiac arrest, suicides etc came into existence due to this number race.

No heed was being given to evaluate the co-scholastic aspect of students leaving the personality of students under-developed. The whole annual examination system was based on written examination. On the basis of marks obtained in written examination the students were declared pass or fail and further classified into predetermined division causing frustration and dissatisfaction among students. Moreover, only limited techniques of evaluation without potential for judging a student were being used due to variety of errors. Is that the end product of education? Is it right? Isn't it examination centered? Answer was being awaited by everyone. And the answer appeared in the guise of CCE- Continuous and Comprehensive Evaluation. It was implemented in 2010 in all CBSE affiliated schools. It aims at all round development (cognitive, conative & affective) of the personality of students. CCE is not just the measurement of the level

of learning outcomes but more so an approach for further improving the system. It is diagnostic and formative in nature to provide remedial help to the students. It is child centered as it attempts to consider the learner as a unique entity for its individual pattern of development. It builds on child's abilities, progress and development in achieving already set goals and objectives of education as an individual and not just his/her position in relation to other learners.

CABE committee on policy (1992) brought out by MHRD, Government of India has also referred to the needs of NPE with regard to evaluation process and examination reforms and also suggested continuous and comprehensive evaluation of the scholastic and non-scholastic achievement of the students. Rao(2000) conducted a study on the effectiveness of CCE over the current evaluation practices of teachers. In consonance with the recommendations made for improving evaluation system in school education, it is extremely necessary to make evaluation as the school based one, which will incorporate a continuous evaluation of both scholastic and non-scholastic areas.

On May 17 2011, CISCE (Council for The Indian School Certificate Examination) announced a national pass percentage of 98.61% in class 10<sup>th</sup> examination (without implementing CCE) whereas CBSE announced the national pass percentage of 98.6% (CCE implemented). Singh(2011) quoted, "I don't think CBSE should be blamed. It's credibility has never been questioned. It's not too bad if the quality of students is improving. This research is very significant and highly needed at this juncture as CCE is just at its infancy stage. CCE has introduced a new era of education and undoubtedly 10<sup>th</sup> class is considered as milestone in the life of any student. Marks attained in 10<sup>th</sup> class decide the whole course of his life. So we need to do deep and thorough study of the implementation of this

system and its effects on the academic achievement of X<sup>th</sup> graders. Research is highly needed to ascertain whether the CCE has positive or negative impact on the whole student fraternity. The finding of this study will provide assistance in curriculum designing and modifications in the educational programs.

**Objectives of the study:**

1. To study the effect of CCE on the academic achievement of X<sup>th</sup> graders.
2. To study the difference in academic achievement of X<sup>th</sup> grade boys after the implementation of CCE.
3. To study the difference in academic achievement of X<sup>th</sup> grade girls after the implementation of CCE.

**Hypotheses of the study:**

1. There is no significant effect of CCE on the academic achievement of X<sup>th</sup> graders.
2. There is no significant difference in the academic achievement of X<sup>th</sup> grade boys after the implementation of CCE.
3. There is no significant difference in the academic achievement of X<sup>th</sup> grade girls after the implementation of CCE.

**Sample of the study:**

The present study was delimited to Govt. Model Sen.Sec.School Sec-47,Chandigarh. 100 students were selected conveniently. Out of the 100 students 50 were boys and 50 were girls. A comparative study was conducted. Academic achievement of X<sup>th</sup> graders 2012-2013(with CCE implementation) was compared with academic achievement of X<sup>th</sup> graders 2008-2009 (with traditional examination) by using appropriate statistical measures.

**Statistical Techniques Used:**

1. Mean, Median, Std Deviation.
2. T-Ratio.

**Results and discussions:**

**H01:** There is no significant effect of CCE on the academic achievement of X<sup>th</sup> graders.

The above table shows that the mean scores of students of traditional system is 78.75 while that of CCE is 80.75. The calculated t-value is .71 which is insignificant at .01 level. It means that there is no significant effect of CCE on the academic achievement

Category	N	Mean	Std .Deviation	t-value
Traditional exam	50	78.75	12.12	.71
CCE	50	80.75	13.03	

of the students. Hence the hypothesis is accepted.

**H02:** There is no significant difference in the academic achievement of X<sup>th</sup> grade boys after the implementation of CCE. The above table shows that the mean scores

Category	Boys	Mean	Std. Deviation	t-value
Traditional Exam	25	73	11.35	1.12
CCE	25	77.5	14	

of boys of traditional exam system is 73 while that of boys with CCE is 77.5. The t-value is 1.12 which is not significant at .01 level. It means that there is no significant difference in the academic achievement of boys after the implementation of CCE.

Hence the hypothesis is accepted.

**H03:** There is no significant difference in the academic achievement of X<sup>th</sup> grade girls after the implementation of CCE. The above table shows that the mean scores of girls of traditional exam system is 84.4 and that of girls with CCE is 84. The t-value is 0.12 which is not significant at .01 level. It means there is no significant difference in the academic achievement of girls after the implementation of CCE.

Category	Girls	Mean	Std. Deviation	t-value
Traditional Exam	25	84.4	9.95	0.12
CCE	25	84	11.08	

Hence the hypothesis is accepted.

**Conclusion:**

1. There is no significant effect of CCE on the academic achievement of X<sup>th</sup> graders since the t-value is not significant.
2. There is no significant difference in the academic achievement of X<sup>th</sup> grade boys after the implementation of CCE since the calculated t-value is not significant.
3. There is no significant difference in the academic achievement of X<sup>th</sup> grade girls after the implementation of CCE since t-value is not significant.

The question was to see whether the CCE has made any difference on the academic achievement of X<sup>th</sup> graders. Because everyone was so stuck to earlier system of education that CCE was taken as impractical and faulty. By the time it has been implemented it is subjected to various debates regarding its purposes, strategies and implementations. But it can be seen from the above results that CCE has not made any significant difference on the achievement level of students. CCE is not any paradise for students as it is a common notion which prevails among the society. But the fact is CCE has put an end to only unhealthy competition among students and freed them from stress, anxiety and many other problems. CCE aims at making education student centered and multidimensional rather than only marks awarding system.

**REFERENCE**

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