

Scholastic Achievement of Primary School Students in Continuous Comprehensive Evaluation (CCE) with reference to their Gender, Locale and Type of Schools

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ABSTRACT

Continuous Comprehensive Evaluation (CCE) is the continuous check of the total growth and development of the learners. As rightly quoted by National Curriculum Frame Work (2005) CCE Evaluation is concerned with identification of learning experience and provide proper learning environment to the learners. The Right of the Children to Free and Compulsory Education Act 2009 ensures learning through activities, exploration and discovery in a child friendly approach. Apart from teaching the content, making the child free from fear, anxiety and helping the child to express their views freely are the essential duties and responsibilities of a teacher in the classroom. All these are being covered in the CCE since it involves multiple tools for evaluation which lead to holistic learning among the learners. CCE covers Scholastic and co-Scholastic areas. Scholastic area includes formative and summative. Academic achievement means attaining the learning goals through proper learning environment. During the year 2012-13 CCE evaluation was introduced to I to VIII Std. and CCE was introduced to IX Std during the year 2013-14. There are different types of schools in different locale with gender differences in Tamilnadu State. This study aims to reaching holistic development of the students irrespective of (i) category of schools such as Govt. Aided, Welfare, Matric and Self-financed schools (ii) Locale of the School (Rural, Urban) (iii) Gender (Boys, Girls). This study also attempts to answer the following questions viz., How do learners perceive the system? What are the levels of achievement of learners? Can we say anything about the impact of different variables like Gender, locale and different types of schools towards CCE?

1. Introduction

In ancient India, Guru has freedom to select and design assessment activities. In the 19th Century provision of mass education leads to conduct public examinations at the end of school leaving stage. Examinations become acceptable technique to assess a learners' learning achievement. Slowly examinations became the most important component in education systems because it decided the carrier and life opportunities of learners. Examination anxiety has an adverse effect on the psycho of growing children. The aim of education is developing the whole child. Holistic education demands development of all aspects of individuals' personality including cognitive affective and psychomotor domains. In 1986, NPE envisages the need for Continuous and Comprehensive Evaluation at all stages of school education. This was followed by recommendation by various commissions and committees viz., the National Curriculum Frame Work 2005 and the Right of Children to Free and Compulsory Education Act 2009. The review of the examination system by those commissions and committees and reports indicated as follows.

- Enhancing achievement of learners and helping them to achieve the desired levels of learning.
- Reducing examination phobia among learners.
- Route learning activities and exercise and learning tasks can be used to assess learners' progress. Such tasks should be realistic, practical and challenging for the learners.
- Building up learners' knowledge, potential and talent.

- Helping the learner to express their views freely.

Considering the recommendations of various commissions and committees, the achievement of reducing examination phobia, learning tasks, building up learners' knowledge, expressing their views freely are emerged as the prime areas of concern in context of examination reforms. To overcome the drawbacks in evaluation system and to test students learning achievement, it is necessary to understand the prevalent reforms in the system. The understandings of the reforms (CCE) enable the policymakers to suggest improvement measures for CCE reforms that are being adopted in Examination systems in all schools in Tamilnadu.

CCE evaluates overall skill ability of the students and they show their talent in other fields such arts, humanities, sports, music, athletics etc.,. CCE is a new strategy to assess all round development of child, irrespective of individual differences. The CCE covers the Scholastic and co-Scholastic areas of school education. The two types of assessment are formative and summative. Co-curricular activities are directed and supervised by the teachers. The assessment involves tests (written, oral) assignments, projects, fieldwork, discussion, practical work, class work etc.,

Scholastic Achievement is the sum total of the learners' indignation and feeling, prejudice and bias, ideas, about particular concept related to continuous assessment. It is perception, thinking and feeling of learners towards particular concept. By this definition, the scope of achievement study is

limited to Learners' achievement with regard to specific concept and events related to the continuous internal assessment.

2. Review of Literature and Rationale for the present study

The review of all these related literature has however, elucidated the following observations which further justifies the causes of taking up the present study.

- The studies of Jadal (2011), Anitha Bhalla (2010) have showed CCE is one of the most effective means of achieving the expected learning outcomes by all learners of a particular class.
- The study of Pratyusa Kumar Mandal (2010) concludes that success of CCE depends on the ability of the school to (a) formulate an effective academic calendar at the state of the session for the whole year (b) adopt flexible daily routine activities (c) train teachers to implement the scheme for all teachers.
- Angad and Akki (2013) designed a study to find out the impact of CCE, and interval schedule reinforcement on academic achievements of VIII standard students in English. It was found that CCE and fixed interval schedule reinforcement have significant relationship with learning and academic achievements in the subject of English at Secondary School level.

Thus it could be concluded that varied studies were conducted in area of continuous interval assessment including teachers, students with respect to number of variables. It can also be concluded from above studies that continuous assessment conducted by individual institutions is of great significance and should be given increasing importance. To assess the scholastic aspect of learning continuous assessment is important. But at the same time there are many factors like teachers, students, behavior and several features of students like gender, locale and type of school where the learners undergone their studies also plays a major role in determining their scholastic attainment. Therefore more research is needed to study the impact of those variables involved, how their heterogeneity can influences the system and on that basis think of a path or improve the existing system. This provides a strong rationale for carrying out the present piece of research. Hence in the present research an attempt has been made to seek answers to these questions viz., Can we say anything firmly about the learning achievement of students who are already in the system of continuous assessment? Can we say anything about the impact of different variables like Gender, Locale and Type of schools towards continuous assessment?

3. Objectives

- To find out the level of academic achievement (in Scholastic area) of Primary School Students with regard to gender, locale and type of the school.
- To find out the significant difference if any between academic achievement (in Scholastic area) of Primary School Students with regard to gender, locale and type of the school.

4. Hypothesis

- The level of academic achievement (in Scholastic area) of Primary School Students with regard to gender, locale and type of the school is high.
- There is no significant difference between academic achievement (in Scholastic area) of Primary School Students with regard to gender, locale and type of the school.

5. Sample for the Study

The population of the study constituted students studying V standard under the control of State Board of Elementary Education, Tamilnadu, Dindigul District. The sample for the pilot study consisted of 20 students drawn from Panchayat Union Middle School, Oddanchatram, Dindigul District. The sample for the final study, (100 Students) was drawn by stratified random sampling technique. 10 schools were selected from Dindigul district. In these schools, 5 schools were located in Urban and other 5 schools were located in Rural areas. The sample constituted 50 boys and 50 girls. The sample of the study was heterogeneous type, with students coming with a different locale (rural, urban), gender (boys, girls) and type of school (Government, Government Aided, Self- financed, Matric and Adi Dravidar Welfare (ADW) Schools)

6. Tools for the Present Study

The investigator developed and validated Achievement Test in all the school taught subjects viz., Tamil, English, Mathematics, Science and Social Science for Class V (Term II). This developed and validated tool was used to collect data. All the test items were multiple choice items. In the pilot study 157 test items were given to 20 V Standard students of Panchayat Union Middle School, Oddanchatram, Dindigul District, Tamilnadu.

From the results of item discrimination and Item Difficulty values that is items having higher value of discriminative index (above 0.20) and difficulty index (between 25% and 75%) were selected for the final tool. The final tool consists of 60 test items. Out of 60 items each subject tests 12 items. For each question, there are four responses and each correct response carries one mark. The allowed time to answer all the 60 test items was sixty minutes. Thus the total score for the present tool is 60. The minimum score and maximum score that could be scored by the students are 0 and 60 respectively. The validated achievement test was administrated to 100 V Standard Students of Dindigul District representing Students of Rural Areas, Urban Areas, Boys', Girls', Government Schools, Government Aided Schools, Matric Schools and Self-financed Schools, Gender (Boys, Girls).

7. Data Analysis

The collected data was analyzed both quantitatively and qualitatively. After the scoring the test items, mean, SD, percentage were calculated to find out the level of Achievement in Scholastic area. To find out the influence of different variables on the level of achievement, the 't' test and ANOVA were utilized.

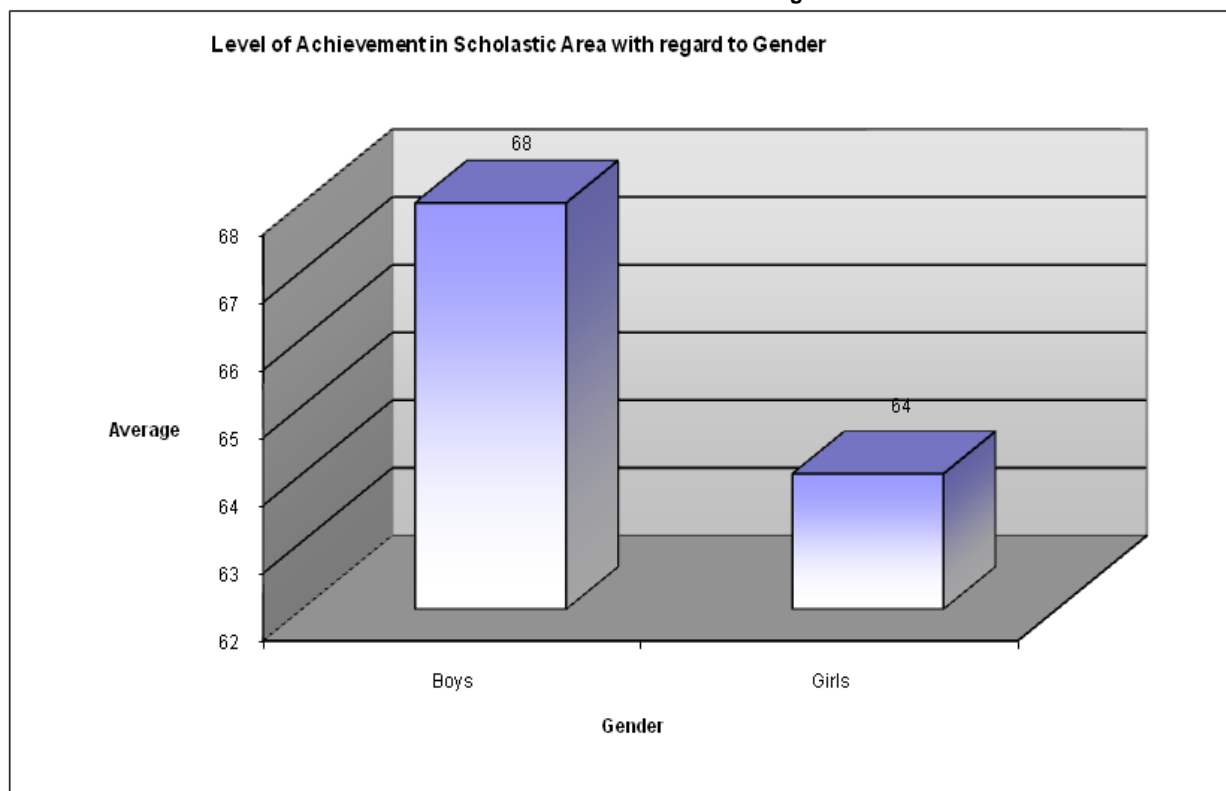
7.1. Level of Achievement in Scholastic area with regard to Gender

Table -1
Performances of Boys and Girls in Scholastic Areas

Variables	Sub Variables	Level of Achievement		
		Low	Average	High
Gender	Boys	16	68	16
	Girls	14	64	22

The Performances of Boys and Girls in Scholastic Areas are given in Table-1. It reveals that Girls have more number of High achievers than Boys. The level of Academic achievement in (Scholastic area) of Primary School students with regard to Gender reveal that Girls are high achievers (22%) than boys (16%), 68% Boys are Average achievers and 64% Girls are average achievers 16% Boys are low achievers and 14% Girls are low achievers, on the whole, Girls' performance is better than Boys' in Scholastic area . This may be due to more enthusiasm to learn new concepts or learn new things shown by the Girls.

Fig.-1
Level of Achievement in Scholastic Area with regard to Gender



7.2. Level of Achievement in Scholastic area with regard to Locale

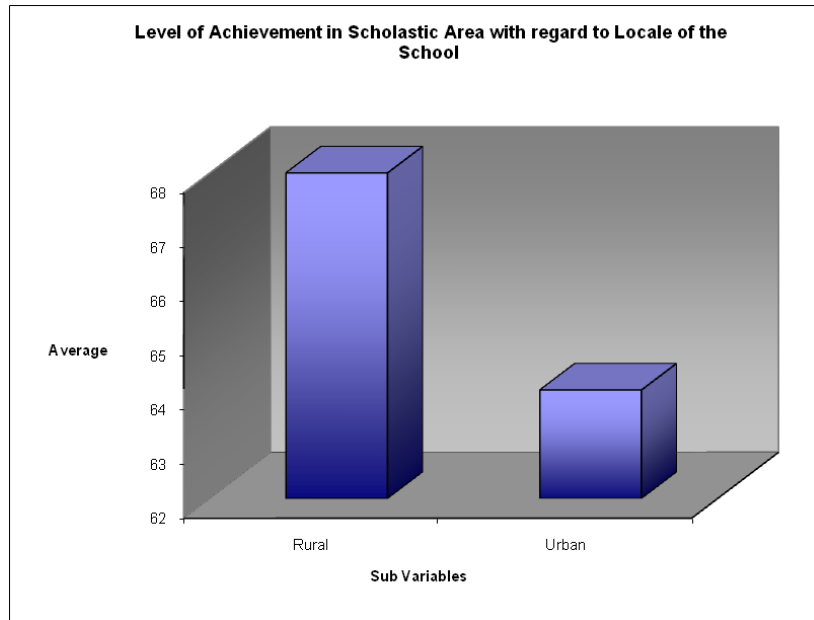
Table -2
Performances of Rural and Urban Areas Students in Scholastic Areas

Variables	Sub Variables	Level of Achievement		
		Low	Average	High
Locale	Rural	12	68	20
	Urban	18	64	18

Table -2 shows Performances of Rural and Urban Areas Students in Scholastic Areas. It reveals that Rural students are

high achievers than Urban students. Academic achievement in (Scholastic area) of Primary School students with regard to Locale of the school reveals that Rural students (20%) are high achievers than Urban students (18%), 68% of Rural students are Average achievers and 64% of Urban students are average achievers. 64% Urban students are average achievers and 12% Rural students are low achievers. 18% of Urban students are low achievers on the whole, Rural students' performance is better than Urban students' in (Scholastic area) because Rural students have no distraction but Urban students have more distraction.

Fig. -2
Level of Achievement in Scholastic Area with regard to Locale of the School



7.3. Level of Achievement in Scholastic area with regard to Locale

Table -3
Performances of Students in Scholastic Areas with regard to Type of school

Variables	Sub Variables	Level of Achievement		
		Low	Average	High
Type of School	Govt.	20	30	50
	Aided	20	80	0
	Self -Financed	30	70	0
	Matric	0	80	20
	ADW	10	90	0

The Performances of Students in Scholastic Areas with regard to Type of school is given in Table-3. It reveals that Government School students are high achievers than other schools. Academic achievement in (Scholastic area) of Primary

School students with regard to Type of School reveals that Government Schools have (50%) high achievers than other type of Schools. The reasons for the better performance of Government School Students are: Most of the students availed welfare schemes; utilizing resources of qualified teachers; ignoring all the hurdles such as problem from parents, community in security in all directions compared to other type of Schools.

The Table-3 also reveals that none of the Students of Matric Schools have come under low achievers in Scholastic Area (20% High Achievers and 80% Average Achievers). This may be due to the fact that Parents of these students are mostly educated and employed in any one of the organizations, Teachers are more workaholic by the effective administration of the Management and the existence of sound structured infrastructure facilities in the schools.

Fig.-3
Level of Achievement in Scholastic Area with regard to Type of School

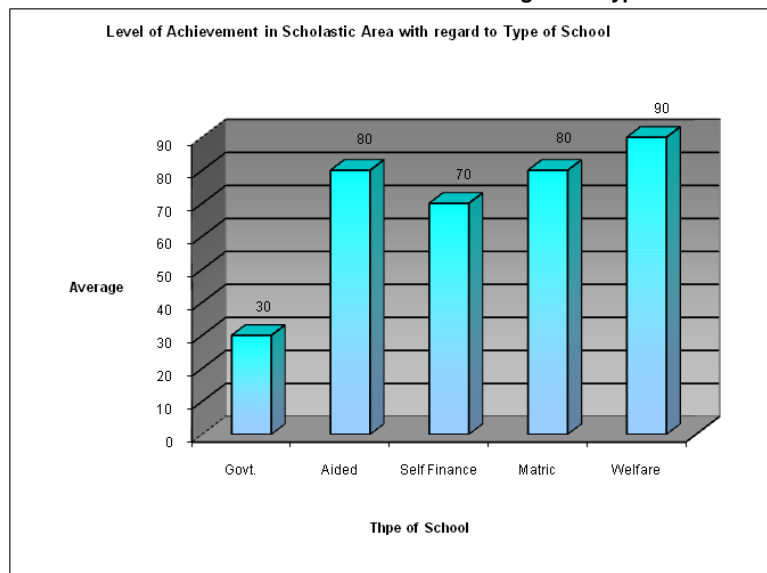


Table -4
ANOVA Table – Type of School

Variable	Sum of squares	df	Mean square	F	Level of significance
Between group	6499.78	4	1624.95	5.19	0.001
Within group	29693.95	9	312.56		
Total	36193.44	99			

Table-4 shows that the calculated F value 5.19 is greater than the table value 2.45 for df (4,9) and hence the null hypothesis there exists significant difference in Scholastic Areas among the Primary School Students of Dindigul District

with respect to the variable Type of Schools was rejected. Hence it is concluded that Primary School Students of Dindigul District differ in their Scholastic Areas with respect to the variable Type of School. Hence further analysis was done.

Table -5
Mean of Students in Scholastic Areas with regard to Type of School

Category	Mean Value	Mean Difference	Remarks
Government	78.06	10.97	NS
Aided	67.08		
Government	78.06	21.72	Significant
Self – Financed	56.33		
Government	78.06	5.27	NS
ADW	83.33		
Government	78.06	7.55	NS
Matric	70.50		
Aided	67.08	10.75	NS
Self – Finance	56.33		
Aided	67.08	16.25	NS
ADW	83.33		
Aided	67.08	3.41	NS
Matric	70.50		
Self – Financed	56.33	27.00	NS
ADW	83.33		
Self – Financed	56.33	14.16	NS
Matric	80.50		
ADW	83.33	12.83	NS
Matric	70.50		

From the mean difference it is observed that there exists significant difference in Scholastic Areas only between Primary School Students of Government Schools and Self-Financed Schools of Dindigul District. The Primary School Students of Government Schools have obtained more scores in Scholastic Areas than the Primary School Students of Self-Financed Schools. The Primary School Students of Dindigul District do not differ in their Scholastic Areas between the Primary School Students of Government Schools & Government Aided Schools, Government Schools & ADW Schools, Government Schools & Matric Schools, Government Aided Schools & Self-financed Schools, Government Aided Schools & ADW Schools, Government Aided Schools & Matric Schools, Self-financed Schools & ADW Schools, Self-financed Schools & Matric Schools and ADW Schools & Matric Schools.

8. Major Findings

The major findings that emerged from the present study are:

- There is no significant different between Girls and Boys in the level of academic achievement in scholastic area

- The level of academic achievement in (Scholastic area) of Primary School Students of Dindigul District with regard to locale reveals that rural students are high achievers than urban students.
- The level of academic achievement in (Scholastic area) of Primary School Students of Dindigul District with regard to type of school reveals that Government Schools Students are better than Self-financed School Students. It is further found that Students of ADW Schools have got highest mean score in Scholastic Areas. (83.3)

9. Discussion

In this study level of achievement in (Scholastic area) of Primary School Students of Dindigul District with regard to Gender reveals that Girls are high achievers than Boys. This may be due to the fact that girls are more active to learn more number of concepts than Boys.

The level of achievement in (Scholastic area) of Primary School students with regard to Type of school reveals that the

students who are studying in welfare schools are better in the mean academic achievement than other type of schools. This evinces that students of Welfare schools use properly Government welfare schemes and utilize resources of meritorious teachers. These welfare schemes have inspiration to come forward in future and tackle all the problems such as poor home climate, and insecure situation in society.

Students of Government Schools (50%) have more number of High achievers followed by Matric schools (20). This shows that students of Government schools use properly Government welfare schemes and utilize resources of meritorious teachers. The 20 % of High achieves of Matric School students clearly shows that rich home climate, proper leaving environment in school and best co-operation from parents and teachers play a vital role in improving the achievement in Scholastic Areas of the learners .

The present study reveals that there are no High achievers in Government Aided schools, Self-financed schools and Welfare schools. The reasons for this findings: a) Teachers of Aided Schools couldn't achieve their goal or couldn't not produce high achievers due to large size class rooms ; Teachers of Self-financed Schools couldn't achieve their goal or couldn't not produce high achievers due to the non-exposure in what are happening in present educational situation that is Lack of training on CCE; Though the Teachers of Welfare Schools had produced best students in earlier periods at present couldn't achieve their goal or couldn't not produce high achievers due to the lack of infrastructure and non co-operation from students, parent, teachers; Hence Teachers of Aided schools, Self-financed Schools and Welfare Schools concentrate only on getting pass marks. They couldn't concentrate to produce high achievers.

These findings direct the policy makers to take steps to:

- reduce the classroom size to a optimal level for implementing CCE in the Classroom,
- to impart training to all types of teachers including self-financed schools when new interventions are introduced in the school system,
- improve the infrastructural facilities of ADW Schools either by doing renovation or constriction if needed.

The level of academic achievement (in Scholastic area) of Primary school students with regard to locale of the school reveals that Rural students are high achievers than Urban students. This shows that students of Rural students have no distraction; they are playing in evening and helping their parents; before coming to schools and after reaching home rural students help parents in doing some small works in field as well as in home; have inspiration to come to higher studies or higher position. But students in Urban schools have number of distractions, Media, Video games, extra tuitions which upset or create dullness to do their home work and study their lessons hence they are not willing to learn new things.

10. Conclusion

The present study shows that Continuous and Comprehensive Evaluation facilitates rural students and Government school students to obtain effective learning as well as their all round development of personality since CCE provides platform to use /adopt multiple evaluation tools and techniques for doing corrective measures that ensures effective learning. The low performance shown by students of Self-financed schools emphasizes that when new interventions are introduced in the school system, proper orientation on that new intervention should be given to all types of teachers including self-financed.

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