



## **A STUDY ON CONTINUOUS AND COMPREHENSIVE EVALUATION SYSTEM TO ANALYSE THE EFFECTIVENESS OF ACTIVITY BASED LEARNING AT HIGH SCHOOL LEVEL IN TAMIL NADU**

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### **STATEMENT OF THE PROBLEM**

Continuous and Comprehensive Evaluation is an educational system introduced by Central Board of Secondary Education in India for students of 6<sup>th</sup> to 10<sup>th</sup> grades. The aim of CCE is to evaluate every aspect of the child's learning during their presence at the school. It is believed to help reduce the pressure on the child during or before examinations. The students have to sit for multiple tests throughout academic year.

Investigation claims that CCE method brings enormous changes from Traditional chalk and talk method of teaching to evaluation. The Assessment is termed by Formative and Summative. The Formative Assessment contains pre-test, post-test, and activities of the child's learning. It helps the child avoid rote learning. The examination of the test is implemented for 40 marks.

The Summative Assessment is conducted to test the content level of the children. This evaluation process is conducted for 60 marks. CCE method is entirely different from the Traditional method of evaluation; but this has brought a lot of educational problems in the present scenario. It is imperative to analyze this innovative method in the new evaluation process.

### **OBJECTIVES OF THE STUDY**

- To study and understand every aspect of child's learning during his/her presence at school.
- To test and evaluate the effectiveness of CCE system at VII Std level in Thalavadi Block.
- To process learning efficiency by way of Formative and Summative Assessment.
- To diagnose evaluation problems that exists in the CCE system.
- To analyse the activities executed in the teaching learning process.

### **SIGNIFICANCE OF THE STUDY**

Introduction of Continuous and Comprehensive Evaluation has brought lot changes in the education process of teaching and learning in the present educational scenario. It is a pioneering attempt in implementing CCE method to the school going children. This will bring out the essence of new techniques and methods to light.

### **RESEARCH QUESTIONS**

1. What extent the new CCE methods and techniques are applied and followed in the evaluation system?
2. How this evaluation system is varied from the Traditional one?
3. What are the reasons for introducing the new evaluation system especially in the school testing and evaluation?
4. Are there any problems in implementing the new method of evaluation?

### **METHODOLOGY OF THE STUDY**

This study adopts descriptive method in order to undergo the evaluation methods.

### **LIMITATIONS OF THE STUDY**

- This study is confined to Thalavadi Block only.
- The research work is limited to a sample of 34 students.



- The study is limited to VII Std Matriculation of Divine Vidyalaya School.
- The investigation pertains to English Language.
- This study is conducted on CCE based activities.

## RESEARCH TOOLS

1. VII Std uniform text book of English.
2. Questionnaire prepared from uniform text book syllabus.
3. CCE evaluation based activities.

## REVIEW OF RELATED LITERATURE

**Bloom (1978)** Summative evaluation has often been associated with the identification of the preset objectives and judgements as to their achievement. The assumption in this case is that, unlike in formative modes, evaluation is not (should not be) involved in changing the project in midstream otherwise the relationship between objectives and achievement cannot be evaluated every new curriculum, research project, or evaluation programme starts with the specifications to be met in terms of content and objectives and then develops instruments, sampling procedures, a research design, and data analysis in terms of these specifications.

**Parsons (1981)** for some commentators the distinction is between ‘evaluation’ and ‘research’, ignoring any such concept as ‘evaluation research’. The distinction drawn is generally between the methodology of research based in the social sciences, and often directed towards answering questions relating to policy. The recent approaches are seen as serving a very different purpose. He argues that in case such assessment is seen as serving the interests of decision makers then there is no right to claim the title ‘examination’ which is a form of research and should obey the rigorous rules to decision makers who are the real ‘examiners’.

The formative examiner is an internal critic and provides information and feedback service. The examination serves a narrow audience, the developers, and to be effective needs to be closely allied to an integral part of the team. The commitment generated would make formative evaluator suspect provider of objective summative information of significance to a wider audience. This is a critique of claims for examination to research.

## DATA ANALYSIS

The following table shows the credits of children’s performance in  
**CONTINUOUS AND COMPREHENSIVE EVALUATION (ACTIVITY BASED)**  
**STANDARD - VII** (Table 1.1)

Sl. No	Name of the Student (BOYS)	FA (a)				Marks Scored (20)	FA (b)				Marks Scored (20)	Total Marks FA (a+b)	Grade FA (40)	S.A. (60)	Grand Total (100)	Grade
		Drawing	Reading	Speaking	Assignment		Oral Test	Dictation	Slip test	Presentation						
1.	A. Abdul Akkim	5	6	6	7	13	6	4	6	7	13	26	B2	24	50	C2
2.	G. Akash	6	7	8	8	16	7	7	9	10	19	35	A2	51	86	A2
3.	S. Arun Kumar	8	6	8	7	16	6	3	6	9	15	31	B1	39	70	B2
4.	A. Heric Robin	9	9	10	9	19	9	9	9	10	19	38	A1	60	98	A1
5.	E. Josephebenizer	6	7	9	7	16	8	7	7	8	16	32	B1	45	77	B1
6.	H. Jobindass	5	7	8	6	15	6	4	6	7	13	28	B2	42	70	B2
7.	N. Nageshmurthy	7	6	7	7	14	7	4	3	8	15	29	B1	09	38	D



8.	S.Nandha Kumar	8	7	5	8	16	7	7	9	8	17	33	A2	54	87	A2
9.	S. Praveen	7	8	6	7	15	8	8	8	10	18	33	A2	51	84	A2
10.	M. Punithkumar	7	7	6	6	14	10	3	7	4	17	31	B1	36	67	B2
11.	R. Samanson	8	10	9	9	19	8	9	8	10	19	38	A1	36	74	B1
12.	L. Sanjay	8	8	8	8	16	7	3	8	4	15	31	B1	24	55	C1
13.	R. Sanjay	5	7	7	8	15	8	2	5	3	13	28	B2	06	34	D
14.	S. Shiva Prasad	7	6	6	7	14	7	2	7	4	14	28	B2	24	52	C1
15.	M. Subramanya	9	9	8	8	18	8	7	7	6	15	33	A2	27	60	C1
16.	P. Vikas	6	8	8	9	17	7	8	8	10	18	35	A2	30	65	B2
17.	D. Vinith	6	7	9	7	16	7	5	9	5	16	32	B1	45	77	B1
18.	S. Vasanth	7	8	8	9	17	8	6	8	10	18	35	A2	45	80	B1
	(Girls)															
19.	G. Ashwini	7	8	9	8	17	9	7	9	10	19	36	A2	48	84	A2
20.	A. Azra	8	7	8	6	16	7	10	9	10	20	36	A2	54	90	A2
21.	D. Dharani	7	5	6	5	13	5	2	5	7	12	25	B2	06	31	D
22.	M. Divya	10	8	8	8	18	8	6	9	10	19	37	A1	57	94	A1
23.	C. Kavya	10	9	9	9	19	10	9	10	10	20	39	A1	57	96	A1
24.	V. Manju	9	9	8	9	18	9	8	9	8	18	36	A2	57	96	A1
25.	P. Navedita	7	8	8	8	16	8	7	9	10	19	35	A2	39	75	B1
26.	T. Poopana	6	7	7	7	14	7	8	8	10	18	32	B1	48	80	B1
27.	P. Priyanka	9	9	8	8	18	9	10	9	8	19	37	A1	51	88	A2
28.	N. Priyanka	5	8	6	7	15	8	9	9	10	19	34	A2	57	91	A1
29.	N. Rabiya	6	7	7	8	15	7	6	8	8	16	31	B1	48	79	B1
30.	K. Ranjitha	9	8	9	8	18	9	7	9	8	18	36	A2	54	90	A2
31.	D. Shalini	8	8	9	9	18	9	10	9	8	19	37	A1	60	97	A1
32.	N. Sowndharya	9	10	10	10	20	10	10	10	10	20	39	A1	57	96	A1
33.	S. Vijayalaxmi	6	8	8	8	16	8	7	9	7	17	33	A2	45	78	B1
34.	A. Zuanaousheen	8	7	8	8	16	7	9	9	8	18	34	A2	45	79	B1

**Interpretation of Continuous and Comprehensive Evaluation** CCE is mainly divided into two parts. One is Formative Assessment (F.A) that contains 40 marks. And another is Summative Assessment (S.A) which contains 60 marks.

**Formative Assessment** is again divided into two parts that is F.A (a) and F.A (b). The Formative Assessment (a) includes 20 marks of Pre-Test. It is done before teaching the passage. This aims to improve the language skills of the children. The preparatory activities are implemented to create awareness on the content which is going to be taught very soon. Drawing, reading, speaking and assignments were assigned as home work. Any four activities are executed related to the topic. According to the performance of the students in the given activities marks are awarded to the students. Out of these marks the highest two marks are taken into consideration for F.A (a).

As far as F.A (b) is concerned, it includes 20 more marks for Post-Test. Which includes more activities like Oral Test, Dictation, Slip Test and Presentation? Each of these activities contains 10 marks. According to the performance of the children marks are awarded. Out of which 4 activity marks, the highest two marks are taken for F.A (b). It is executed after completion of teaching the paragraph in order to know the children's understanding on the content level of the given story.

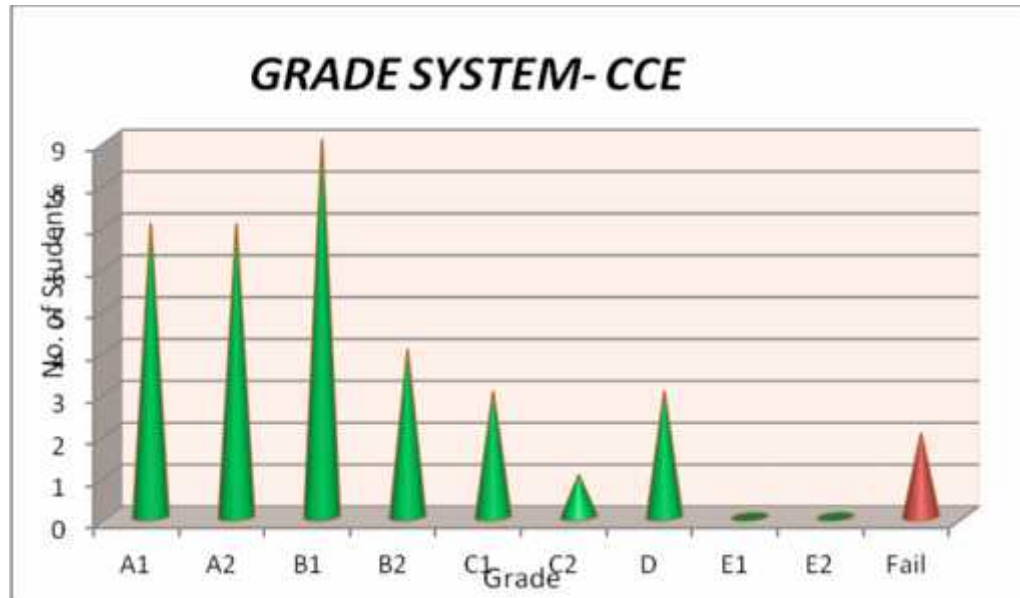
**Summative Assessment** is conducted at the end of a particular academic term or programme to evaluate the children's comprehension level of the given content in the syllabus. It includes Objective Type, Short answer type and Descriptive Type Questions accordingly. This Summative Assessment contains 60 marks. Scoring of marks in the examination is added with Formative Assessment. Thus, the consolidation list was prepared for 100 marks by the investigator.



### POPULATION OF THE STUDY

Population taken for the study is 34. It includes 18 boys and 16 girls of VII Std children at Divine Vidyalaya Matriculation School, Doddagajanur, Thalavadi Block. This study is a pioneer research attempt in this particular area. The investigation aims at testing the effectiveness of Continuous and Comprehensive Evaluation. The research attempt was held in the month of June 2013. The School undertaken for the study is a private institution which comes under the jurisdiction of Erode District, Sathyamangalam Taluk.

### Graphical Representation of the Rank System (Continuous and Comprehensive Evaluation) (Graph 1.1)



The above figure represents the progress level of children in the examination held based on Continuous and Comprehensive Evaluation system.

#### Note:

Green colour points out the successful students in the test conducted.  
Red colour points out the detainers in the test conducted.

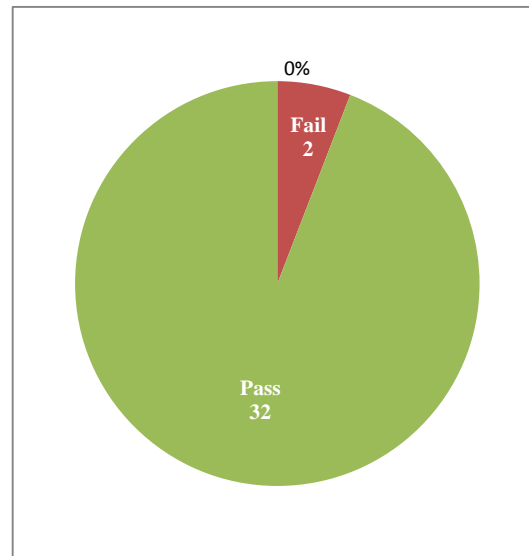
### FINDINGS OF THE STUDY

- Implementation of new teaching methods and tools in CCE system, improved children's scoring marks.
- CCE method helps the children learn the language skills in systematic ways.
- CCE system reduces the percentage of failing students in the subject.
- Implementing CCE in the evaluation system, out of 34 students only 2 detained and other 32 passed.
- CCE system helps the children to learn through activities.
- It provides platform for reasoning of problems, analysis of cases. Further, it also improves general mental ability of students.
- This new system of evaluation avoids rote learning.
- CCE system is more practical than theoretical.

The following pie diagram shows the result of Continuous and Comprehensive Evaluation System implemented for the research study.



**Performance of 34 Students  
(Continuous Comprehensive Evaluation)**



**(Diagram 1-1)**

**SUGGESTIONS FOR FUTURE STUDY**

- Sample of the study is only 34 students. Using more number of samples will be more valid for future research.
- Related research can be conducted in Higher Educational levels like Colleges, Universities and Research Institutions.
- CCE system is recently implemented. The school going teachers are not very much familiar with it. Therefore, Orientation programme, short and long term programmes, special meetings and refresher courses can be held with the help of experts to equip the teachers' evaluation levels.
- More number of researches can be undertaken based on CCE. This will bring out a clearer picture on new system and its drawbacks if any.
- Every evaluation system has its own merits. The advantages of Traditional Evaluation could be incorporated into CCE to form a better evaluation technique.
- Number of research investigations should be conducted on Traditional Evaluation to find its merits.
- Adequate comparative studies must be done on Traditional Evaluation and contemporary evaluation (CCE) to analyze both evaluation methods.

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