

# Impact of Continuous and Comprehensive Evaluation on Self-Efficacy at 9th Standard

## **Abstract**

The present study was to find out self-efficacy of 9<sup>th</sup> standard students going through Continuous Comprehensive Evaluation. A sample of 400 secondary school students has been selected based on Multi-stage sampling. To test the hypotheses, the investigator has developed SERS. The investigator has conducted survey on the selected sample to find out impact of CCE on self-efficacy. The results indicate that the students with CCE are high in self-efficacy.

**Keywords:** CCE, Self-efficacy, Examination Reforms.

## **Introduction**

An education system cannot be considered without any philosophical approach. This is an aspect that is adhered by all teachers, schools and administrators. The Report of the International Commission on Education for 21st Century to UNESCO referred to four planes of living of human individuals viz; physical, intellectual, mental and spiritual. Aims in Policies and Committees/Commissions/Reports, almost all policy and curricular documents on education in India contain some form of aims of education. Historically, the evaluation procedures is claimed to bring enormous changes from the traditional chalk and talk method of teaching from Hunter Commission (1882) to NCF 2005. Indian Education commission, 1882(Hunter Commission) suggested that the upper and lower primary examinations should not be made compulsory and "care should be taken not to interfere with the freedom of the managers of aided schools in the choice of textbooks". Calcutta University Commission or Sadler Commission (1917-1919), Hartog Committee Report (1929), the Report of Central Advisory Board / Sargent Plan (1944), Secondary Education Commission / Mudaliar Commission (1952-53) have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through continuous and Comprehensive Evaluation, Mondal, A. Mete, J. 128 (Issues and Ideas in Education, Volume 1, Number 2, September 2013).

This aspect has been strongly taken care of in the National Policy on Education-1986 which states that "Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time" {8.24 (iii)}. Report on the Committee for Review of NPE-1986 – recommendation brought out by Government of India in 1991 lays down norms for "Continuous comprehensive internal evaluation and suggests safeguards against abuse of this evaluation system" {268 (iv)}. Report on the CABE Committee on Policy brought out by MHRD, Govt. of India in January, 1992 has also referred to the provisions of NPE with regard to evaluation process and examination reforms and also suggested 'continuous and comprehensive internal evaluation of the scholastic and non-scholastic achievement of the students' (16.8). The need for Continuous and Comprehensive School-based Evaluation has been reiterated over the last few decades. The Kothari Commission report (1966) observed, 'on the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination.' (9.81). It further adds, 'This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. The National Curriculum Framework-2005 (NCF-05) also proposed examination reforms. In its Position Paper on Examination Reforms 2.8 (1),



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aim of CCE ie.. the holistic development of the individual.

### **Significance of the study**

If it is seen as a Philosophy then it would change the whole belief system of what and how learning happens and in turn it would impact the teaching learning practices and behavior of the teachers. This Philosophical shift will impact the whole process of annual syllabus planning, lesson planning, and classroom practices, teaching learning methodologies, assessment, and feedback and reporting systems within the whole school. This will take the focus of the teacher and the learner away from the textbook as well as the examinations, the focus will shift to the learning outcomes to be achieved and the learner as well as the teacher will continuously focus on ways and means of achieving the outcomes. If it has been received only as a shift in the process of assessment then, it would mean that the impact of the change would be very limited and the CCE will not bring in the desired level of change within the educational system. This could also bring down the quality of teaching and learning the classroom as the teacher as well as the students who till now have been focusing their attention and energies on success in examinations become complacent. It has been observed that fostering a culture of less rigor and accountability not useful for the all-round development of the individual. Until or unless students believe in themselves they have got potentialities and do well when provided number opportunities, they don't really learn. Therefore, the researcher has taken up present study to investigate effects of CCE on self-efficacy.

### **Statement of the Problem**

The present study has been entitled as "Impact of Continuous and Comprehensive Evaluation on Self-Efficacy at 9<sup>th</sup> Standard"

### **Review of Literature**

A Study on Awareness of CCE among Secondary School Teachers by Yadu Kumar (2015), in his study, concluded that the level of awareness among secondary school teachers included in this study is not up to mark, even after more than two years of implementation of continuous evaluation system. Major finding of the study reveals that teachers are not adequately prepared for the effective execution of CCE in schools. Frassrand (2005) in his study, concluded that students studying in Continuous Evaluation System were found to have less stress than students studying in Comprehensive Evaluation System. Rakshinder Kaur (2013) reports that schools extending daily tests and home assignments to students under the grab of the new CCE system create pressure not only to students but their parents too are under pressure because of this new system of evaluation RaoMajula P. (2001) in her study on Effectiveness of CCE orientation program over the evaluation practices – DPEP Initiative, finds out his kind not only strengthens the recommendations of earlier Committees and policies through its fruitful outcomes, but also provides a gateway to many challenging research questions in the area of Continuous and Comprehensive Evaluation to be explored. Nawani, (2013) reports, Changes are

NCERT mandates that School based CCE system should be established to 1) reduce stress on children; 2) make evaluation comprehensive and regular; 3) provide space for the teacher for creative teaching; and 4) provide a tool of diagnosis and for producing learners with greater skills.

The NCF - 2005 has also recommended several reforms regarding paper setting, examining and reporting (P. – 114) : "The focus should shift to framing good questions rather than mere paper setting... we need to be able to increasingly shift towards school-based assessment, and devise ways in which to make such internal assessment more credible(Continuous and Comprehensive Evaluation – An Appraisal). On 27th August 2009, Govt. of India adopted a new act "Right of Children to Free and Compulsory Education Act, 2009 (RTE). This law came into force for the entire country (except Kashmir) w. e. f. 1st April, 2010. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. It is observed that unless or until the individual satisfy himself/herself, they can't contribute something to the society. It is only possible that they have to realize they have got potentialities in one or some other areas. The students have to assert that the school is a place of all round development. They should believe they can perform well at situations when opportunities provided.

### **Emergence of the Problem**

It has been the same over the years where the students have went to an examination hall, then given an examination in a short time where they are supposed to give their best with respect to the questions that they face and then waited for the results. Quite often it has been seen that guys who have prepared all the year have suffered nerves on the big day or some other problem and then had a poor exam while someone who got questions he or she was acquainted with had a terrific examination and then basically had a good results (Drawbacks of Examination System in India by Samudranil (November 29, 2013). In India, suicides due to failure in Examination were 2,403 (2014). Sudhanshu, 17 years old from Noida-DPS had hanged himself to death from the ceiling fan using his mother's sari. To eliminate all these examination suicides, Indian government has undertaken CCE as it provides a series of tests/opportunities. So that, a student can't suffer his/her with academic deficiencies and he/she knows they have multiple opportunities such as arts, humanities, sports, music. V. R. Jayaprasad (2011) reports CCE based on aptitude, set realistic targets for progress can make development plans and set new targets. Most of the researches have done to prove CCE effectiveness on Academic achievement, reducing stress, teacher competencies. The present study looks up to how CCE impacting individual' self-efficacy. As the student passes through certain series of tests, he/she should believe in her/his potentialities that makes them accomplished which is the primary

necessary in the ways in which one views learning, teaching and assessment.

After going through all these literature, the researcher observed that most of the researches have been done on stress, learning, teaching, academic achievement in relation with Continuous Comprehensive Evaluation. No studies were focused on self-potentialities, So, the researcher has taken up this study in relation to self-efficacy.

#### **Operational Definitions**

**Continuous and comprehensive evaluation**

Continuous and comprehensive evaluation, a system of school based assessment that covers all aspects of student's development.

#### **Self-efficacy**

Bandura (1994): "Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives." The importance of perceived self-efficacy is it can influence how people feel and behave.

#### **Objectives of the study**

1. To study the effect of Scholastic areas of CCE on self-efficacy at 9<sup>th</sup> standard
2. To study the effect of Co-Scholastic areas of CCE on self-efficacy at 9<sup>th</sup> standard
3. To study the effect of Co-Scholastic activities of CCE on self-efficacy at 9<sup>th</sup> standard
4. To study the gender differences on self-efficacy at 9<sup>th</sup> standard
5. To study the interaction effect of CCE and Gender on self-efficacy at 9<sup>th</sup> standard

#### **Hypotheses of the study**

1. There will be no significant effect of Scholastic areas of CCE on self-efficacy at 9<sup>th</sup> standard
2. There will be no significant effect of Co-Scholastic areas of CCE on self-efficacy at 9<sup>th</sup> standard
3. There will be no significant effect of Co-Scholastic activities of CCE on self-efficacy at 9<sup>th</sup> standard

**Table No. I Comparisons between CBSE Students and ICSE Students**

Group	N	Mean	SD	df	T value obtained	Significance at 0.05 levels
CBSE Students	400	28.42	10.6	798	2.27	Significant
ICSE Students	400	24.00	10.8			
<b>Effect of Scholastic areas of CCE on self-efficacy at 9<sup>th</sup> standard</b>						
CBSE Students	400	5.13	1.77	798	2.04	Significant
ICSE Students	400	3.60	1.73			
<b>Effect of Co-Scholastic areas of CCE on self-efficacy at 9<sup>th</sup> standard</b>						
CBSE Students	400	7.57	2.28	798	2.26	Significant
ICSE Students	400	6.57	2.56			
<b>Effect of Co-Scholastic Activities of CCE on self-efficacy at 9<sup>th</sup> standard</b>						
CBSE Students	400	8.90	3.42	798	2.00	Significant
ICSE Students	400	7.80	2.55			
<b>Gender differences of CCE on self-efficacy of students</b>						
Boys	400	9.40	2.81	798	2.90	Significant at 0.01 levels
Girls	400	7.83	3.12			

**Table-(i) Overall comparison of Self-Efficacy between CBSE Students and ICSE Students**

Group	N	Mean	SD	df	T value obtained	Significance at 0.05 levels
CBSE Students	400	28.42	10.6	798	2.27	Significant
ICSE Students	400	24.00	10.8			

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4. There will be no significant effect of gender differences on self-efficacy at 9<sup>th</sup> standard
5. There will be no significant interaction effect of CCE and gender differences on self-efficacy at 9<sup>th</sup> standard

#### **Delimitations of the study**

1. The present study is delimited to Scholastic areas, Co-Scholastic areas and Co-Scholastic activities of CCE.
2. The present study is delimited to Self efficacy (Bandura Guide 2006) only.
3. The present study is delimited to CBSE and ICSE schools only.
4. The present study is delimited to 9<sup>th</sup> standard only.
5. The present study is delimited to Agra city only

#### **Method of the study**

The present study has been carried out by Descriptive Survey method.

#### **Sampling**

5 ICSE Board schools consisting of 400 students of 9th class, 5 CBSE schools consisting of 400 students of 9<sup>th</sup> class have been selected following Multi-stage random sampling.

School	No. of schools	N	Gender	n
CBSE schools	5	400	Girls	200
			Boys	200
ICSE Board Schools	5	400	Girls	200
			Boys	200

#### **Tools, Statistical Techniques and Interpretation Of Data**

The researcher has developed Rating scale for assessing self -efficacy. Parametric statistics like ANOVA and t-test and Correlation will be used for analyzing and interpreting the data.

**H01**

From the table no.(i), the mean and standard deviation of CBSE students were 28.42 and 10.6 whereas mean and SD of ICSE students were 24.00 and 10.8 respectively, the obtained "t" value was 2.27.

**Table – (ii) Comparison of Scholastic areas on self-efficacy between CBSE and ICSE students**

Group	N	Mean	SD	D F	't' value obtained	Significance at 0.05 level
CBSE Students	400	5.13	1.77			
ICSE Students	400	3.60	1.73	798	2.04	Significant

**H02**

From the table no.(ii), the mean and SD of the CBSE students were 5.13 and 1.77 respectively whereas the mean and SD of ICSE group were 3.60 and 1.73 and the obtained 't' value was 2.04. It

clearly indicates that there is a significance difference in the scores of CBSE and ICSE groups at 0.05 levels with reference self-efficacy at IX standard. So, the null hypothesis has been rejected

**Table - (iii) Effect of Co-Scholastic areas of CCE on self-efficacy at 9<sup>th</sup> standard**

Group	N	Mean	SD	D F	't' value obtained	Significance at 0.05 level
CBSE students	400	7.57	2.28			
ICSE students	400	6.57	2.56	798	2.260	Significant

**H03**

From the table no.(iii), the mean and SD of CBSE group were 7.57 and 2.28 whereas mean and SD of ICSE group were 6.57 and 2.56 respectively and the obtained 't' value was 2.26. It clearly

indicates that there is a significance difference in the scores of CBSE group and ICSE group at 0.05 levels with special reference to Co-Scholastic areas on self-efficacy. So, the null hypothesis has been rejected.

**Table – (iv) Comparison of Co-Scholastic activities on self-efficacy between CBSE and ICSE groups**

Group	N	Mean	SD	D F	't' value obtained	Significance at 0.05 levels
CBSE group	400	8.90	3.42			
ICSE group	400	7.80	2.55	798	2.00	Significant

**H04(iv)**

From the table no.(iv), the mean and SD of CBSE were 8.90 and 3.42 whereas mean and SD of ICSE group were 3.42 and 2.55 and the obtained 't' value was 2.00. It clearly shows us there is a

significance difference in the scores of CBSE group and ICSE group at 0.05 levels with special reference to Co-Scholastic activities on self-efficacy. So, the null hypothesis has been rejected.

**Table- (v) Gender differences on self-efficacy**

Group	N	Mean	SD	D F	't' value obtained	Significance at 0.01 levels
Boys	400	9.40	2.81			
Girls	400	7.83	3.12	798	2.90	Significant

**H05(iv)**

From the table no. (v), the mean and SD of boys were 9.40 and 2.81 whereas mean and SD of girls were 7.83 and 3.12 respectively. The obtained t value was 2.90. It clearly indicates us there is a significance difference in the scores of boys and girls at 0.01 levels with special reference to self-efficacy. So, the hypothesis has been rejected.

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