

**A STUDY OF OPINION OF TEACHERS, STUDENTS AND PRINCIPALS ABOUT  
SCHOOL BASED COMPREHENSIVE EVALUATION IN GSHSEB SCHOOLS OF  
VADODARA CITY IN GUJARAT**

A Dissertation Submitted

to

Indira Gandhi National Open University

for the Partial fulfilment for Degree of

MASTER OF EDUCATION

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OCTOMBER, 2014-15

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## ACKNOWLEDGEMENT

*We give thanks to you, O God, We thanks to you!*

*We proclaim how great you are and tale of the wonderful things you have gone. (psalm 75:1)*

*It takes vision, passion and commitment to bring dream into reality. It also takes an extra – ordinary amount of support. My dissertation on "A study of opinion of Teachers, Students and Principals about SCE in GSHSEB schools of Vadodara City in Gujarat" was one such dream. Having reached that milestone, it is my privilege to reflect up on the path I have covered for this journey and express my heartfelt gratitude to those whose support helped me to fulfil this part of my dream. My first and foremost gratitude is to the Lord Almighty for bestowing his blessing, kindling the light in me, so that I could accomplish my task successfully.*

*Smt. Dr. Archana Tomar, my mentor, Guru and guide, without whom this work would never have been possible, brought an exceptional wealth of wisdom, experience, and generosity in my project. Her in-depth knowledge in research methodology and attitude mapping stood me in good stead. I express my heartfelt gratitude for her ungrudging remarkable insightful guidance, her vision towards innovative ideas in the education, worthwhile direction and effective suggestions.*

*I express my thanks to Prof. S. C. Panigrahi, Head of the department, CASE, for giving me permission to use library of CASE, MSU, Baroda. I offer my gratitude towards all the teachers those who helped me in my tools validation.*

*I am extremely thankful to all the principals for allowing me to collect data. And my special thanks to all the students, teachers and principals for contributing their valuable time and suggestions.*

*I am conscious of my gratitude towards my friend Sonal ben for their ready assistance at any point of time. I deeply express my indebtedness to my parents and my dear husband Narendra Vasava for their constant encouragement and inspiration.*

*I conclude by thanking once again one and all who has contributed directly or indirectly in completing my project successfully.*

*Yogeshvari Vasava*

## DECLARATION

I hereby declare that the Dissertation entitled “A STUDY OF OPINION OF TEACHERS, STUDENTS AND PRINCIPALS ABOUT SCHOOL BASED COMPREHENSIVE EVALUATION IN GSHSEB SCHOOLS OF VADODARA CITY IN GUJARAT” submitted by me for the partial fulfilment of the M.Ed. programme to Indira Gandhi National Open University (IGNOU) New Delhi, is my original work and has not been submitted earlier either to IGNOU or any other institution for the fulfilment for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done either by others or me.

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## CERTIFICATE

This is to certify that **Mrs. Yogeshvari V. Vasava**, student of M.Ed from Indira Gandhi National Open University, New Delhi has worked under my supervision and guidance for his Dissertation for the Course MESP-068. Her Dissertation “**A study of opinion of Teachers, Students and Principals about School Based Comprehensive Evaluation in GSHSEB schools of Vadodara City in Gujarat**”, which she has submitted is her genuine and original work. The dissertation incorporates the results of independent investigation carried out by her. I find it fit for submission and evaluation.

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## LIST OF CONTENTS

ACKNOWLEDGEMENT	I
DECLARATION	II
CERTIFICATE	III
TABLE OF CONTENTS	IV
BIBLIOGRAPHY	VII
LIST OF APPENDICES	VII

## TABLE OF CONTENTS

### CHAPTER – I

INTRODUCTION	1-17
--------------	------

SR. NO	CONTENTS	PAGE
		NO
1.0	Introduction	01
1.1	Examination System	02
1.1.1	Innovations in School Examination System	03
1.1.2	Concept of Evaluation	03
1.1.3	Grading System	03
1.1.3.1	Types of Academic Term in Education System	04
1.1.3.2	Semester System as Academic Term in Education	05
1.1.4	Semester System in India	05
1.1.4.1	Historical Perspectives of Educational Reform Regarding SCE/Semester System	06
1.1.4.2	Basic Components of SCE/Semester System	08
1.1.4.3	Pre-requisites for Introduction of SCE/Semester System	08
1.1.4.4	Need of a Change in Existing Evaluation System	08
1.1.4.5	Advantages of SCE/Semester System	09
1.1.4.6	Limitations of SCE/Semester System	09
1.1.4.7	Gujarat Secondary and Higher Secondary Education Board and Introduction of SCE/Semester System	09
1.1.5	School Based Comprehensive Evaluation	10

1.1.5.1	Scholastic Assessment	11
1.1.5.2	Co-Scholastic Assessment	12
1.1.6	Functions of School Based Comprehensive Evaluation	12
1.1.7	Scholastic and Co-Scholastic Assessment	13
1.1.7.1	Formative Assessment	13
1.1.7.2	Summative Assessment	14
1.1.8	Implementation of School Based Comprehensive Evaluation	15
1.1.9	Difficulties Faced by the Researcher Dealing with School Based Comprehensive Evaluation	15
1.2	Rationale of the Study	16
1.3	Statement of the Problem	17
1.4	Research Questions	17
1.5	Objectives of the Study	17
1.6	Delimitations of the Study	17

## CHAPTER: II

REVIEW OF RELATED LITERATURE	19-25
------------------------------	-------

SR.NO	CONTENTS	PAGE NO.
2.0	Introduction	19
2.1	Related Literature	19
2.2	Implications for the Present Study	25

## CHAPTER: III

RESEARCH METHODOLOGY	26-27
----------------------	-------

SR.NO	CONTENTS	PAGE NO.
3.0	Introduction	26
3.1	Research design	26
3.2	Population	26

3.3	Sample	26
3.4	Tools and techniques for data collection	27
3.5	Process of Tool Validation	27
3.6	Procedure of data collection	27
3.7	Procedure of data analysis	27

#### CHAPTER: IV

DATA ANALYSIS AND INTERPRETATION	28-41
----------------------------------	-------

SR.NO	CONTENTS	PAGE NO
4.0	Introduction	28
4.1	Objectives of the Study	28
4.2	Data Analysis and Interpretation	28
4.2.1	Opinion of Teachers about School Based Comprehensive Evaluation	28
4.2.2	Opinion of Students about School Based Comprehensive Evaluation	34
4.2.3	Opinion of Principals about School Based Comprehensive Evaluation	41

#### CHAPTER: V

SUMMARY AND CONCLUSIONS	43-57
-------------------------	-------

SR.NO	CONTENTS	PAGE NO
5.0	Introduction	43
5.1	Rationale of the study	44
5.2	Statement of the problem	45
5.3	Research Questions	45
5.4	Objectives of the study	46
5.5	Delimitations	46
5.6	Methodology	46
5.7	Population	46
5.8	Sample	46

5.9	Tools and techniques for data collection	46
5.10	Data Collection	46
5.11	Data Analysis	47
5.12	Major findings of the Study	47
5.13	Discussion	54
5.14	Suggestions for Further Research	56
5.15	Implications and Conclusions	57

## BIBLIOGRAPHY

- Books
- Journals
- Dissertations/Thesis
- Reports

## LIST OF APPENDICES

Appendix-1 Approval of Dissertation Proposal

Appendix-2 Questionnaire for Students

Appendix-3 Questionnaires for Teachers & Principals

Appendix-4 List of Experts

Appendix-5 SCE Report Card



## CHAPTER I

### INTRODUCTION

#### 1.0 Introduction

Globalization has made a tremendous impact on all spheres of our life including education. The growing demands of globalization have given rise to a lot of challenges in education especially on the quality of education. To meet these growing demands a lot of changes are being made in the field of education and one such change is in the field of learner evaluation. “The target of the new innovative reforms is not just to pick one of the best but rather it is to have comprehensive attitude and approach within which to bring to action many good works known to us” (Malik et al., 2010). Evaluation is the most important component of the education system; it is an estimation of the growth and progress of pupils towards objectives or values in curriculum. “The purpose of evaluation is to provide for the collection of evidence which will show the degree to which pupils are progressing toward curricular goals and to permit teacher and supervisor to evaluate the effectiveness of curricular experience, activities and the instructional methods” (Eleanor and William, 1997). Evaluation is widely acknowledged as a powerful means of improving the quality of education. It plays a key role in deciding what the learners learn and what the teachers teach in schools. Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of learner evaluation. Continuous evaluation is an approach that would capture the full range of learners’ performance. CCE will lead to diagnosis, remediation and enhancement of learning. Teachers and administrators would thus be able to assess learners’ progress and would have time to correct the problems.

According to NCFTE (The National Curriculum Framework of Teacher Education-2009), “A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectation of the school system from a teacher changes from time to time, responding to the broader social, economic and political changes taking place in the society.” On this background of demand and expectation from schools and society, Continuous Comprehensive Evaluation as a part of semester system parallel to Annual system needs to be strengthened in all aspects adding innovative ideas and practices and this is possible only by teachers’ readiness to accept new ideas in teaching-learning process. As according to

University Education Commission (1948-49) “Until and unless we have dedicated and committed teachers, who can take teaching as a mission in their lives, we cannot have a good education system”. As teachers are the best minds of the country their opinion about the innovative idea like continuous comprehensive evaluation will definitely be of great importance. The formal education systems tend to emphasize the acquisition of knowledge to be detriment of other types of learning, but it is vital now to conceive education as more encompassing fashion in the light of opportunities in modern world.

There have been recent reforms in the evaluation pattern in secondary school education in Gujarat. The continuous and comprehensive evaluation system which is called ‘School based Comprehensive Evaluation’ has been implemented in 2011 in IX and in 2012 in X at the secondary level in the schools affiliated to Secondary and Higher Secondary Board of Gujarat. This reform in the evaluation pattern has been conceptualized and initiated by the Department of Education, Govt. of Gujarat.

### **1.1 EXAMINATION SYSTEM**

In the present time, examinations are not the real measure of students’ potential because they cover only a small fraction of the course content that the students strive to learn over a period of one year. In India, examination is an integral part of system of education. It can be admitted truly that our education starts with examination and ends also with examination.

“Of the major issues engaging the serious attention and thought of educators is the system of examination we are using at the secondary level. A bold attempt should be made to dispense with the public examination system and to adopt a system of continuous evaluation. Full-time teachers should be encouraged to evaluate their own students. This would involve some training for staff working with students in schools, so that confidence can be placed on their judgement and evaluation. A system of checking and supervision will have to be developed to ensure that high standards of performance are maintained. Administrative difficulties may arise during the implementation, but these have to be solved with imagination, persuasion and firmness” (Shrivastava, 1979). The shortcoming of the present examination system is that the results are declared in terms of raw marks that suffer from a number of inadequacies ranging from the subjectivity of the examiner. As Socrates noted, “Education is not the filling of a vessel but the kindling of a flame.” The trick is to kindle the flame, and the student will remain motivated. On the other hand, an exam system forcing students to memorize a plethora of facts, from unattractive, dry-as-dust textbook – facts usually divorced from any

conceptual framework and certainly from their frame of reference and experience – is unlikely to keep them attending. Educators and higher authorities explore several options for making education more effective by introducing the Continuous and Comprehensive Evaluation.

### **1.1.1 INNOVATIONS IN SCHOOL EXAMINATION SYSTEM**

Some innovations have been incorporated in schools like Grade system, Semester system, Continuous and Comprehensive Evaluation (CCE), more importance to internal assessment than external etc. They can be explained in brief as follow:

### **1.1.2 CONCEPT OF EVALUATION**

Evaluation is the analysis and comparison of actual progress vs. Prior plans, oriented toward improving plans for future implementation. “The system of evaluation should be to test the education given in accordance with the objectives and system adopted. The testing of only knowledge content is the biggest fallacy of an examination system as there is no opportunity to develop abilities in the process of evaluation. Good evaluation is the assessment of the progress made in any field towards achieving an objective in scientific and systematic manner. An effective scheme of evaluation should always be counted scholastic and non-scholastic area as equally important part of evaluation” (Mehta and Verma, 2010).

Assessment tools and artefacts’ such as grading policies, study guides, scoring rubrics make the system’s values concrete. Good ones specify what teachers and administrators want to learn along with the standards for good work. The content, standards and how they are assessed all reflect, in part, what the teacher, department, school, district, and/or state have decided is worth learning. They are statements of collected value. “To support students learning, educators and their allies need to communicate clearly provide opportunities to learn what is valued and use assessments and assessment data to make valid decision about who learned what and what to do next” (Nolen, 2011).

### **1.1.3 GRADING SYSTEM**

According to Groundlund et. Al.,(2009), “Although some educators distinguish between grades and marks, most consider these terms synonymous. Both imply a set of symbols, words or numbers that are used to designate different levels of achievements or performance.” In Gujarat from June 2011, Grading and percentile system has been introduced

in 10<sup>th</sup> and 12<sup>th</sup> examination. Student's mark sheets will not have word 'FAIL', but will have the entries like E1 or E2 grades or 'Improvement needed'. Students with these grades can also get admission in class 11<sup>th</sup> by reappearing in class 10<sup>th</sup> examination. According to NPE (National Policy on Education, 1986), "Use of grades in place of marks must be included in education." Even according to NCF (National Curriculum Framework, 2005) "The Examination Reforms can be brought by the Introduction of grading system." It has also given the advantages of grading system as follows:

1. It will minimize misclassification of students on the basis of marks.
2. It will eliminate unhealthy cut-throat competition among high achievers.
3. It will reduce societal pressure and will provide the learner with more flexibility.
4. It will lead to focus on a better learning environment.

Thus, this shows that if one considers the psychology of students and their parents then grading system finds a better place than marks for evaluation in the field of education.

### **1.1.3.1 TYPES OF ACADEMIC TERM IN EDUCATION SYSTEM**

Academic term – the whole educational term or timing is considered under academic term. There are different forms of academic terms:

Annual Term- An annual system / term is a traditional method that gives students an ample chance of two terms to understand and grasps concepts, and sit at the end of 1 year for a comprehensive exam.

Semester Term (1961) – (one of two divisions of an academic year) – The origin of the word seems to be in German, in 19<sup>th</sup> century. The Webster New International Dictionary of English language gives the Latin equivalent of semester – "half yearly"/"six monthly". The word 'semester' is sometimes used as a synonym for a 'term', as in 'summer semester'.

Trimester Term (1961) – (one of three divisions of an academic year) – A 'trimester' is literally a three-month period (from the Latin meaning "three-monthly"), but the modern academic term evolved out of the semester system.

Quarter Term – (one of four periods into which the school year is divided) taking semester into consideration. A 'quarter' system treats the summer term on an equal footing with the other terms. It divides the academic year into four quarters, each of which is usually 12 weeks long only.

### **1.1.3.2 SEMESTER SYSTEM AS ACADEMIC TERM IN EDUCATION**

Semester had a different history. As earlier told it came from Germany, and its adaptation exemplifies the influence of German higher education upon American University life in long period between civil war and the world war. “The German divides the academic year into two terms as a summer semester, from Easter to Michealmus (Sep 29) and winter semester, from Michealmus to Easter. Each of this term is about the 6 months in length (ignoring the period of recess)” (Malone, 1946), hence the name came up as semester. “Division of the academic year also implies that courses are designed to cover one semester (instead of year) and that final examination is held twice a year” (Mulimani, 2007). Here, commencing with the course could take place in rigorous way and in depth study becomes possible.

### **1.1.4 SEMESTER SYSTEM IN INDIA**

For long, educational institutions have had the format of academic session, spread over 10 to 12 months. “Annual system suffers from several limitations, which is why most institutions of higher education in Western Europe and North America follow a semester based system” (UGC, 2009). In India too, several professional and technical institutions have adopted semester system.

According to NPE (National Policy on Education), 1986- “The greatest advantage of this system is that it reduces the load of the students and inculcates regular study habits in time. Semesterisation thus makes a powerful departure from tradition and calls for exhaustive spade work, on the part of educational and examining agencies, awarding certification of the level of attainment of students”.

According to the Report of the Committee on Examination reform, 2009- “A number of education commissions has discussed the issue of semester system and examines them focusing specifically on the National Curriculum Framework (NCF) 2005 document. Some states like Haryana and Punjab have introduced a semester system in classes 11 and 12. In a Semester System, the one-year syllabus is divided in two semesters and separate examination is conducted for each semester”. As a result, the student is required to appear for exams based on shorter course content for each Semester, thereby reducing the cognitive load on the student. The system has potential to inculcate regular study habits and students can learn at their own pace.

#### 1.1.4.1 HISTORICAL PERSPECTIVES OF EDUCATIONAL REFORMS REGARDING SCE/SEMESTER SYSTEM

Although semester system is a new concept in academic term, with this regard only here researcher wants to present a brief account regarding all the reforms, conferences and plans that had took place in India related to semester system.

- **Principles of mechanics of Semester System (1971)** – It gives survey of the existing arrangement and recommends measures for improvement of standards of teaching and research, suggest model syllabus.
- **UGC plan of action for examination reforms (1973)** – It refers to the semester system. The performance of the students must be assessed over well-distributed intervals of the time so that the course which is going to complete in a year or a semester must come up for examination at the end of the year of semester, without having to wait for final examination. It follows the grading system.
- **Examination Reforms in India (1979)** Courses are to be designed as semester courses in each subject, and they may have a ‘modular’ or unit character. That is, in each subject there may eventually be a few core courses of semester length in category (*b*); then there may be one or two advanced courses in category (*b*) which students wishing to go on to the tertiary level may take. There will also be one or two ‘applied’ courses in the same subject falling in category (*c*) to be taken generally by the vocational stream students. Form of examination being suggested would lead to a result card showing the various semesters courses/training received by the student and the grade – on a seven point scale – obtained in each case. Breaking courses down into self contained units and creating opportunities to improve grades later on our part and parcel of this system.
- **National Policy on Education (1986)** – considered examinations as a means for improvement in quality of education. It refers to removal of subjectivity in examinations, de-emphasis of memorization, continuous and comprehensive evaluation of scholastic and non-scholastic achievements of students, improvement in the conduct of examinations, introduction of concomitant changes in instructional material and methodology, introduction of the semester system from the secondary stage in a phased manner and use of grades in the place of marks.

- The document entitled Higher Secondary Education and Its Vocationalisation (NCERT, 1991-92) during the last fifteen years; semesterisation could be introduced only in a small number of institutions in the country. In most of the cases, a year's course has been arbitrarily divided into two parts to be covered in the two halves of an academic session.
- **Programme of Action (POA) (1992)** – It lays adequate emphasis on both the formative and summative evaluation covering scholastic as well as co-scholastic abilities; urges the use of both self and peer appraisal as vital components of the continuous and comprehensive evaluation; proposes the introduction of semester system at the secondary school and semester system with credits at the higher secondary school system.

- **Report of the conference of Chairman of boards of School Education on Semesterisation and the Examination Reforms (1992)**

To suggest a suitable strategy for learners evaluation as necessary element of adopting Semesterisation

Major outcomes of the conferences

The main objective of semesterisation should be to improve quality of education as well as introduction of flexibility in the transaction of curriculum, besides the examination reforms.

The boards will need to play a much greater role in the curriculum transaction than what they have been doing so far

- **UGC-2009: Action Plan for Academic and Administrative Reforms (2009)** – The Action plan outlines main steps, the central and state universities, colleges and other education institutions of higher education need to consider and adopt in respect of: Semester system, Choice-based credit system, Curriculum development, Admission procedures and Examination reforms.

With these various recommendations, conferences and action plan regarding semester system from the 70s, it can be made out that semester system is not a new concept for the Indian educators. Semester system provides an opportunity to students for continuous learning hence, a better paced understanding of the subject. There will be a continuous engagement between students and teachers, which will result in a more focused class interaction. Conducting examinations twice a year leads to evaluation of students' progress regularly and continuously rather than judging their performance

only at the end of the year. “Semester system based on an accumulation of credits/marks will allow movement of students across universities in India and abroad. Shifting to a semester mode will allow greater exposure to those of our students who get the opportunity to study elsewhere” (Pental, 2009).

#### **1.1.4.2 BASIC COMPONENTS OF SCE/SEMESTER SYSTEM**

1. Re-structuring of Course Content into Smaller homogeneous Modules.
2. Well Planned Academic Calendar.
3. Homogeneous distribution of learner activities throughout the semester.
4. Homogeneous distribution of teachers’ work-loads throughout the semester.
5. Continuous Internal Assessment of Learners’ Progress.
6. High student-teacher Interaction.
7. Selection of the courses according to learners’ choice.
8. Inter-institutional mobility

#### **1.1.4.3 PRE-REQUISITES FOR INTRODUCTION OF SCE/SEMESTER SYSTEM**

1. Regular Classes, even if required during holidays.
2. Strict Academic Calendar.
3. A strong Self-regulatory Mechanism.
4. Integrity and Accountability of the Teachers and Administrators.

#### **1.1.4.4 NEED OF A CHANGE IN EXISTING EVALUATION SYSTEM**

1. Annual system is over dependent on end-term external evaluation.
2. The teachers who teach have very little to say in the evaluation of the performance of the students
3. No continuous evaluation of students’ performance.
4. Less teacher-pupil interaction.



5. Distribution of learner activities is not homogeneous throughout the year – a period of leisure is followed by a period of hyper activity.
6. Less inter-disciplinary
7. No inter-institution/inter university mobility is possible.
8. Less emphasis on non-cognitive aspects.

#### **1.1.4.5 ADVANTAGES OF SCE/SEMESTER SYSTEM**

Therefore, by understanding the importance of semester system it came up as it provides for more in-depth teaching, learning assignments, and classroom and fieldwork assignments. It can provide for more time to learn concepts deeply and absorb the material due to more time for repetition. It provides for more opportunity for authentic and qualitative assessment and evaluation methods. The semester system provides more time for students to integrate knowledge and skills within and across disciplines, which can result in better learning outcomes among students. It further leads for many students concentrating on fewer courses leads to more efficient learning. It is helpful in terms of more intensive coverage of syllabus in each part.

#### **1.1.4.6 LIMITATIONS OF SCE/SEMESTER SYSTEM**

After understanding the concept of semester system, its dogma and its advantages, there are some limitations and weaknesses that were understood with the help of the references (Ansari, 2010) and (Mody, 2010). It reflects that replacing the annual system by semester system. It was seen that it would lead to hectic examination activities. Students are used to start their study only when the examination is near, so it creates regular burden over them. Paucity of time has been the most severe quandary associated with semester system that it left less time for syllabus completion. After the examination is over, students do not start their fresh study before they get feedback from their previous examination results. Since declaration of results takes time, at least 20-30 working days are wasted after every semester. In semester system, usually internal teachers do not set papers. However, internal assessment of students and marking thereof can be subjective giving more room to teacher to be biased to some students in evaluation.

#### **1.1.4.7 GUJARAT SECONDARY AND HIGHER SECONDARY EDUCATION BOARD AND INTRODUCTION OF SCE/SEMESTER SYSTEM**

Gujarat Secondary and Higher Secondary Education Board current evaluation system- characterised by 10<sup>th</sup> and 12<sup>th</sup> class ‘Board’ Exams- “induce an inordinate amount of anxiety and stress. They are largely inappropriate for the ‘knowledge society’ of the 21<sup>st</sup> century and its need for innovative problem-solvers. The quality of question papers is low usually calls for rote memorization and fails to test higher-order skills like reasoning and analysis, let alone lateral thinking, creativity, and judgement” (NCF, 2005 Position Paper on Examination Reforms). They “place stress on children to become aggressively competitive and force them to memorize information and reproduce it for the sake of being examined in a mechanical manner, delinking school knowledge from everyday experience” (Learning Without Burden, 1993).

### **1.1.5 SCHOOL BASED COMPREHENSIVE EVALUATION**

SCE refers to a system of school-based evaluation of students that covers all aspects of students’ development. The ‘continuous’ aspect of SCE takes care for continual and periodicity of evaluation. Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) is done informally using multiple techniques of evaluation. Periodicity means assessment of performance done frequently at the end of term (summative evaluation) using criterion referenced tests and employing multiple techniques of evaluation.

The comprehensive component of SCE takes care of assessment of all round development of the child’s personality. It includes assessment in scholastic as well as co-scholastic aspects of the pupil’s growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include co-curricular and personal social qualities, interest, attitudes and values.

Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/ term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are purposefully re-mediated by giving interventions followed by retesting. Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in social and personal qualities is done using behaviour indicators for various interests, values, attitudes etc.

As per CBSE (2011) the scholastic and co-scholastic assessments should be as follows:

### **1.1.5.1 SCHOLASTIC ASSESSMENT**

- (a) Formative assessment
  - Projects
  - Quizzes
  - Research work
  - Assignments
  - Conversation skills
  - Oral questions
- (b) Summative assessment
  - Written – end of term
  - Multiple choice questions, short answer, long answer
  - Flexible timing

### **1.1.5.2 CO-SCHOLASTIC ASSESSMENT**

- (a) Life skills
- (b) Thinking skills
  - Creative Thinking
  - Critical Thinking
  - Problem Solving
  - Decision Making
- (c) Social Skills
  - Communication Skills
  - Interpersonal Skills
- (d) Emotional Skills
  - Dealing With Emotions
  - Dealing With Stress
  - Self Awareness
- (e) Values
- (f) Attitudes towards
  - Teachers
  - School

- School Programmes
- Environment
- (g) Co-curricular Activities
- (h) Creative and Literary Activities
- (i) Aesthetic activities
- (j) Scientific Activities
- (k) Clubs
  - Eco club
  - Health and Wellness club

### **1.1.6 FUNCTIONS OF SCHOOL BASED COMPREHENSIVE EVALUATION**

1. It helps the teacher to organize effective teaching strategies.
2. Continuous evaluation helps in regular assessment to the extent and degree of learner's progress
3. Continuous evaluation serves to diagnose weakness and her needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching in the whole class or whether a few individuals are in need of remedial instruction.
4. By continuous evaluation, children can know their strength and weakness. It provides a child realistic self- assessment of how he/she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals.
5. Continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes and value systems.
6. It helps in making decisions for the future, regarding choice of subjects, courses, and careers.
7. It provides information reports on the progress of students in scholastic and co-scholastic areas.

The SCE assessment includes both scholastic and co-scholastic assessment. The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis and the ability to apply it in an unfamiliar situation. The desirable behaviour related to learner's Life Skills, attitudes, Interests, values. Co-curricular

activities, health and physical education are described as skills to be acquired in co-scholastic domain in evaluation.

### **1.1.7 SCHOLASTIC AND CO-SCHOLASTIC ASSESSMENT:**

In order to have Continuous and Comprehensive Evaluation, both Scholastic and Co-Scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an on- going and comprehensive profile for each learner which is honest and encouraging. While teachers frequently reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. It can take many forms but all of them should be comprehensive in evaluation.

#### **1.1.7.1 FORMATIVE ASSESSMENT:**

Formative Assessment is a tool used by the teacher to continuously monitor student's progress in learning environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take remedial and improve upon it. If used effectively, it can improve student performance tremendously while raising the self- esteem of the child and reducing the work load of the teacher. Formative Assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners. It is also carried out for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

Features of Formative Assessment :

- Is diagnostic and remedial
- Makes provision for effective feedback
- Active involvement of students in their own learning
- Recognizes the needs for students to be able to assess themselves and understand how to improve.
- Builds on students' prior knowledge and experience in designing what is taught.
- Incorporates varied learning styles to decide how and what to teach.
- Encourages students to understand the criteria that will be used to judge their work.

- Offers an opportunity to students to improve their work after they get the feedback about evaluation.

### **1.1.7.2 SUMMATIVE ASSESSMENT:**

It is carried out at the end of a course of learning. It measures or sums up how much a student has learned from the course. It is usually a grade test, i.e. it is marked according to a scale of set of grades. Assessment that is predominantly of summative nature will not be able to yield a valid measure of the growth and development of the student. It, at best, certifies the level of achievement only at a given point of time through paper pen tests and exams.

Features of Summative Assessment:

- Assessment of learning
- Generally taken at the end of a unit or semester to demonstrate the sum of what they have of have not learned
- Summative assessment methods are the most traditional way of evaluating student work

Continuous and Comprehensive Evaluation was initiated based on the recommendations to reform evaluation practices in school education by National curriculum for elementary and secondary education- a framework (1988). Therefore it is desirable to examine the viewpoints presented in the framework with respect to evaluation. The framework emphasizes the following:

- Defining minimum levels of learning at all stages of education while evaluating the attainment of children.
- Attaining mastery level in all competencies
- Broadening the scope of learners' assessment by way of including the assessment of psycho-motor skills and socio-emotional attributes.
- Aiming at qualitative improvement in education.
- Using grades instead of marks in evaluation.
- As feedback mechanism for the benefit of teachers, learners and parents providing timely corrective measures for attainment level of students.

- Using various tools, techniques and modes of evaluation such as paper pen test, oral test, and observation schedules, rating scales, interviews and anecdotal records, individual and group evaluation methods at different stages. Maintain comprehensive student portfolios based on observational and situational records.
- Reducing undue emphasis on paper pen tests in evaluation
- Using more and more informal means of testing to reduce the anxiety and fear of the examinees for examination.
- Laying more stress on informal and child friendly methods of testing.
- Recording of evidences regarding psycho-motor skills related to co-scholastic areas such as work experience, art education and physical education.
- Participatory and continuous evaluation.

#### **1.1.8 IMPLEMENTATION OF SCHOOL BASED COMPREHENSIVE EVALUATION:**

Some important points to be considered for implementation of School based Comprehensive Evaluation:

- Careful examination of the course and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation) and skills.
- Knowledge and ability to construct assessment tools that are criterion based appropriate for assessing various competencies.
- Careful planning of the competency based teaching procedures.
- Comprehensive evaluation of competencies as well as personality traits and attitudes.
- Maintaining records.
- Requirement of knowledge and skills of evaluation, commitment and assistance to provide remedial teaching on the part of teacher to them.

#### **1.1.9 DIFFICULTIES FACED BY THE RESEARCHER DEALING WITH SCHOOL BASED COMPREHENSIVE EVALUATION**

According to the investigator, there are many issues/problems with school based comprehensive evaluation/semester system due to its recent introduction, there are many hurdles as it needed to replace the annual system. Hurdles are in terms of examination pattern, curriculum, evaluation system etc. The planning of semester system is still not

cleared in mind of all the people, and the training also was not so convincing in terms of understanding the exact aim of introducing semester system. The examination pattern is still not cleared as it is being in mind that all four semester will have same pattern, earlier the pattern of 2<sup>nd</sup> and 4<sup>th</sup> semester was to be like annual pattern but later on changed, how the result is going to be presented, is still not cleared in front of students and teachers. Issues remain due to lack of clarity. It is still in a condition of predicament of its betterment. These things are needed to be clarified and how it affects, it can be only answered by students, teachers and principals, who are really facing such issues/problems more practically in education system.

## **1.2 RATIONALE OF THE STUDY:**

The major strengths of CCE is the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development. CCE uses assessment as a means of motivating learners to provide feedback and follow up work to improve upon the learning in the classroom and to present comprehensive picture of learner's profile. The CCE systems has own advantages like: 1. Continuous assessment encourages regular, systematic study and discourages last-minute cramming, thus rewarding students who work steadily and conscientiously throughout their courses 2. It reduces the domination of both teaching and learning by the requirements of the final examinations.

Continuous and Comprehensive Evaluation gives a new turn in the high school education system. In Gujarat, School Based Comprehensive Evaluation has implemented in high schools. When we implement something new there, we need to change many things from the old system.

In the studies which researcher reviewed for studies, it was found that there are few studies conducted in the areas of CCE and semester system. These are the studies which conducted in the areas of new innovations like CCE and semester system. In those studies they have conducted surveys on teachers and students. Here we can say the studies are revealing the importance of new reforms like CCE and semester system. Akhtar (1980) conducted a critical study on introduction of semester system. In that study investigator was finding out the opinion of teachers and students about semester system. That time semester system was new to them, like now School Based Comprehensive Evaluation is new for GSHSEB Schools' students, teachers and principals. Here the researcher can collect the opinion about School Based Comprehensive Evaluation from students, teachers and principals. So that if any



improvement is needed, that we can find out and it will reduce functioning problem in the coming years.

The researcher wants to take students, teachers and principal of standard IX and X in GSEB Schools of Vadodara city as the population of this study. The sample would be 20 schools which with IX and X standard schools. The researcher wants to find with respect to functioning of SCE its effect on students and to find difficulties faced by teachers and principals.

### **1.3 STATEMENT OF THE PROBLEM**

#### **A Study of opinion of teachers, students and principals about School Based Comprehensive Evaluation in GSHSEB Schools of Vadodara city in Gujarat**

### **1.4 RESEARCH QUESTIONS:**

1. Do the students have real interest in School Based Comprehensive Evaluation?
2. Do the teachers have interest in School Based Comprehensive Evaluation?
3. What are the new changes adopted in procedure of evaluation?
4. Do the students and teachers have awareness about School Based Comprehensive Evaluation?
5. What is the opinion of principals about School Based Comprehensive Evaluation?
6. Why are innovations brought? How are they implemented?
7. How do stakeholders respond to the innovations?
8. What are the difficulties in implementing School Based Comprehensive Evaluation?

### **1.5 OBJECTIVES OF THE STUDY:**

- To study the opinion of teachers about School Based Comprehensive Evaluation.
- To study the opinion of students about School Based Comprehensive Evaluation.
- To study the opinion of principals about School Based Comprehensive Evaluation.

### **1.6 DELIMITATIONS:**

This study is limited to the selected GSHSEB Schools of Vadodara City in Gujarat.

**CONCLUSION:** The introduction chapter talks about the background and history of School Based Comprehensive Evaluation specifically and also shares the concerns of the students, teachers and principals and opinions they generally have. It talks about the rationale, research questions, objectives and delimitations.

## CHAPTER: II

### REVIEW OF RELATED LITERATURE

#### 2.0 INTRODUCTION

Review of related literature provides evidences that the researcher has digested with what is already known and done as part of research and what is unknown. Here review helps to eradicate the replication of what has been done and provides useful suggestion for progressive investigation. “The purpose of the literature review is to expand upon the context and background of the study, to help further define the problem” (Tuckman, 1977)

In this chapter, an effort has been made to provide an analysis of previous researches which have concern with present investigation. This is an important part of any research work as it gives a researcher a background of thinking in research problem. Review of related literature available in research journals, books, dissertations, thesis, dissertation abstracts and project reports is helpful to researcher to acquaint himself/herself with current knowledge in the field or area in which the study is to be conducted. Researcher takes the advantage of the knowledge which has accumulated in the past as the result of constant human endeavour. Research can never been undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. One of the important steps in the planning of any research study is a careful review of the research journals, books, dissertations, thesis and other sources of information on the problem to be investigated. Therefore, a review of the related literature must precede any well planned study of the research problem.

#### 2.1 RELATED LITERATURE

**Gulavani, M. V. (2011)** studied challenges in the implementation of continuous and comprehensive evaluation and plausible solutions. The main aim of the study was to find out the problems faced by the teachers in the implementation of the CCE and suggest some plausible solutions. The data was collected from 31 primary schools and 147 primary teachers. A questionnaire prepared by the researcher was used to collect the data. The findings of this study were 1. No time for experimental teaching 2. Questions in the written examination cannot be asked on each and every lesson. 3. No proof for the evaluation 4. Parents will not be able to know exact marks and achievement of their children. 5 Recording competencies is important, not its achievements.

**Dutta, G. (2011)** studied *Alternative Assessment Strategies in Teacher Education : A tool for combating the challenges of Continuous Comprehensive Evaluation*. The research presented the effectiveness and possibilities of the Alternative Assessment strategies with pre-service level teachers in wake of implementation of CCE practices in schools. One of the main aims of the study was to study the perceptions of practicing school teachers in various and diverse schools of Delhi with respect to CCE, with a focus on issues and problems faced by them. Therefore, for the purpose 40 teachers working at secondary level in 9 different and diverse schools were interviewed and their reactions on CCE were collected and analysed qualitatively. The objectives of the study were: 1. To study the problems and issues faced by school teachers by implementation of CCE practices 2. To study the effectiveness and possibilities of Alternative Modes of Assessment (Performance Assessment ) in Teacher Education in wake of implementation of CCE by the CBSE in the Indian School System. Though there are a number of problems which the teachers are facing, but these initial issues will settle down with time and experience. Concerted efforts needs to be made to bring about a change in the attitudes of practicing teachers and efforts have to be done to make the system more systematic and less cumbersome for them.

**Somaiah (1980)** a study titled as “A study of the attitude of the teachers and students towards semester system of education” 1. To find out the positive and negative attitude of teachers and students of the postgraduate level of Bangalore and Mysore universities towards the semester system of education. 2. To find out the difference in attitude of students grouped based on the higher education, income, size and family. 3. To find the differential attitude of teachers working in different levels of institution and with different specialization 4. To find out the possible reasons for favourable and unfavourable attitude of teachers and students towards semester system. Attitude scale was used here, 26-Likert type items selected on basis of initial responses of 50 students and 10 teachers, was mailed to 500 students and 150 teachers of postgraduate department of Bangalore and Mysore. The return responses were 280 (50%) of students and 118 (79%) of teachers formed the final sample of study. Percentage analysis and content analysis was used here for data analysis.

Findings: 1.The semester system was favoured by both teachers and students on certain positive aspects. System was found to be useful for teacher on account of the fact that it helped to divide the curriculum into smaller units, that the short duration made learning and teaching more regular and that it kept the students busy throughout the year.2. It was not favoured by them because the students were not oriented to study under this system, they

found it difficult to adjust themselves; it needed a lot of planning and there was delay in admission and starting of classes. 3. Both the teachers (96%) and student (94%) tend to agree that the system could be successfully implemented with a smaller teacher pupil ratio (1:30). 4. Both suggested that they need an orientation program for this implementation. 5. Both 85% is referring this system as it reduces the stress and strain on the minds of the students for exam.

**Sinha (1977)**, The main aim of the inquiry were to study the attitudes of students, their teachers, and their parents towards the academics, evaluative and administrative aspects of the existing system of school examination, their attitudes towards different measures of improving the examination system, the relevance of some important factors like sex, subjects, degree of education, achievement and ethnicity which were supposed to influence the attitudes of students, teachers and parents towards the present examination system. The conclusions of the study were the examination system had both merits and demerits, according to students, teachers and parents, it had demerits than merits, a very high percentage of them had agreed with various suggestions for improvement in academic, administrative and evaluative aspects of the examination system. Most students, teachers and parents were dissatisfied with it and wanted immediate and adequate improvement in existing examination system.

**Koul (1979)**, tried to study scaling of some significant Innovation in exam system. The major objective of the study was to investigate the views of university teachers and students regarding the innovation scale and to compare two sets of rating. For this sample of 250 postgraduate students and 80 teachers were selected randomly from the various faculties of the postgraduate centre and Directorate of correspondence courses in university of Himachal Pradesh. The tool consisted of a checklist developed by the author from a list of 13 innovations. Each one of the 13 innovation was combined in pairs with every other innovation and thereby 78- pairs were formed. Thurston's paired comparison method was applied to determine the scale positions of the Innovations for the sample of teachers and students separately. The findings of the study were certain innovations like introducing the grade system of ranking, supplementing essay-type examination with objective type examination, semester system and supplementing external examination with periodic internal assessment were in the top regions of the scales of the teachers and students'. Their views about above innovations differed slightly.

**Akhtar (1980)** conducted a critical study of the semester system in selected universities in India. The main objectives of the study to study the purposes in terms of flexibility and freedom in their formulation provision of choices to the students , methods of teaching adopted by teacher on account of the academic freedom provided to the teachers under the semester system, evaluation in terms of internal assessment, grade system and to study the opinion of teachers with regard to the academic improvement of the students under the semester system. The opinion of the students with regard to their study habits under the semester system, to study the difficulties faced by teachers and students and their suggestions with regard to the semester system, to study the attitudes of the teachers and students towards the semester system. The investigation shows that university authorities took initiatives in introducing the semester system in their university and the experts were involved to help them. The teachers were also included in such decision making process. The teachers spelt out the purposes of introducing the semester system. According to them the semester is implemented to assess the day to day performance of the students. Semester system again gives opportunity to the brighter and weaker students to make progress at their own pace in classroom.

**Tiwari (1975)**, conducted a study with the main objectives were to find out strengths and weakness of the examination papers set by teachers of upper primary schools and to find out problems of teachers in the process of evaluation at upper primary level. The study revealed following the teachers did not know anything about the preparation of the blueprint , the headmaster did not give mastery over their subjects, about 55.5% of paper setters did not find it difficult to frame multiple choice type questions and 19% felt it was not easy to frame essay type questions, teachers were ignorant about the objectives of unit wise teaching, teachers were not trained in evaluation techniques, about 43.7 % teachers were of the opinion that there was no need to get a word limit for the answers in examinations.

**Gunasekaran & Jayanthi (1980)** tried to study the continuous internal assessment and university exam marks of under graduate semester courses. The major objective was to compare the distribution of divisions awarded in the non-semester and semester system. The study dealt with one paper from history, economics, philosophy, chemistry, botany, commerce and zoology. All the colleges offering these subjects were included in the study. Descriptive statistics and product moment coefficient of correlation were used for the analysis of the data. Findings : The percentage of those passing and those getting higher

classes had improved under the semester system as compared to the non-semester system. More students secured first and second division under the semester system.

**Pasha (2002)** Report on Implementation of Semester System in BZU. The main objectives of the study were 1. Investigate whether semester system develops the habit of hard working among the students. 2. Students point of view about the affordability of semester system whether it is expensive or not. 3. Investigate whether semester system develops the habits of hard working among the students, at what extend semester develops this habits in students. 4. Students point of view about the developments of confidence, whether semester system makes the students habit as in following the rules and regulations. For this researcher had conducted personal interview and developed questionnaire. It is given to hundred different students out of which “60” are master level students, “30” are graduate level and “10” are M. Phil level. Findings: 1. Semester system is the best way to educate the students after conducting the research we concluded that semester has some drawbacks. 2. It is very expensive, as majority of the students of this region belong to middle class families. Therefore, they cannot pay heavy dues of semester system. 3. It is necessary that credit hours should be increased over all this system is highly recommended by students whether at any level. 4. Student’s wants to get knowledge, in annual system.

**McDonald (2010)** This summary report identifies the areas that need to be changed if WOU & OUS. were to convert to a semester system. There were advantages identified with the change, but those are not included in this report since the charge was to note any changes and challenges in converting to semester system. Findings: Major concern is timing. Any change to semester system will require print and electronic materials to be changed to reflect new beginning of term enrolment cycles. Banner will also need to be updated to reflect semesters. Outreach efforts will also be required to educate public about the changes and how that affects transfer cycles from community colleges. Rebuilding of ALL articulation tables and then changing web-tables to reflect new articulations. Academic policies would need to be revised. Academic Advising would be impacted as more time would need to be spent helping current students understand the transition and their new degree plans.

**Lakhera H. (2011)** conducted a study of CCE scheme being implemented in CBSE schools of Vadodara. The main objectives of the study were 1.To study the implementation of CCE scheme in secondary classes with respect to its being continuous and comprehensive. 2. To study the reaction of the teachers as how to do they fell about the working of the CCE

scheme. 3. To study the difficulties faced by teachers in implementation of the CCE scheme. The data were collected through questionnaire for the teachers. The researcher visited each selected CBSE schools of Baroda city around 40 questionnaire given to teachers. The study revealed 1. The teacher felt that though the continuous evaluation of student does not overburdens the teachers but too much of paper work required on part of teachers do overburdens the teachers. 2. Due to lack of proper training, teachers had many doubts to assess especially the co- scholastic aspects of the students 3. It was found that the big class size hampers proper implementation of the scheme as teachers found that due to inadequate interaction with students proper evaluation was not possible 4. Teacher found lack of perfect tools to assess different co-scholastic aspects of the students for evaluation.

**S. Rajput. (2012).** The main objectives of the study 1. Prior preparation made by the schools for the teachers to acquaint them with awareness about semester system. 2. Methods of teaching adopted by the teachers under semester system 3. Evaluation in terms of internal assessment, grade system and question bank. 4. Academic improvement of the students under the semester system. 5. Difficulties faced by the teachers/principals under the semester system. Stratified sampling has been used for collecting the data from principals and teachers from the English medium schools affiliated to GSHSEB. Tools used for the research work are questionnaire and interview. The major findings suggested that semester system is found to be very useful for the students for over all development as formative assessment is being carried along with the recording of the day to day work. Even activity based learning is taking place which is helping in making students learn without burden though for teachers it is being difficult to do assessment and keep record of large number of students in classroom. But still proper planning and training of teachers will definitely lead to betterment of semester system.

## **2.2 IMPLICATIONS OF REVIEWS FOR THE PRESENT STUDY**

A number of studies have been carried out on effectiveness of continuous comprehensive evaluation, semester system and grading system. All these are innovations in high school education. The review of related studies has helped in understanding the evaluation system, evaluation procedure and discover the truth about an education system. Because it is an utmost important to make as an integral part of teaching and learning process to promote standards of school education.



Central Board of Secondary Education has implemented Continuous Comprehensive Evaluation since last three years in IX and X standards in India. In Gujarat , it is decided to recognize this CCE scheme as School Based Comprehensive Evaluation. This SCE scheme is introduced in year 2011 only for standard 9<sup>th</sup> in GSEB Schools. No study has been done on SCE in Gujarat. Thus the researcher felt a need to conduct the present study and find out whether the implementation of School Based Comprehensive Evaluation will give the same response as above or not as CCE in CBSE schools. From this we get opinion about SCE and also we can understand the problems faced by teachers, students and principals. This will be useful to analyse and solve the problems. Based on those findings we can improve the limitations of School Based Comprehensive Evaluation.

**CONCLUSION:** The review of related literature chapter talks about the literature which helps the researcher to attain knowledge related with the research problem. Review of related literature available in research journals, books, dissertations, thesis, dissertation abstracts and project reports is helpful to researcher to acquaint herself/himself with current knowledge in the field or area in which the study is to be conducted. The next chapter talks about research methodology. It gives us an idea about how the study would be conducted. It must be planned carefully.

## **CHAPTER: III**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

Methodology is one of the most important aspects in any research work. It gives us an idea about how the study would be conducted. The methodology of any research work needs proper attention and care for its planning and execution. It decides the structures of the study and its outcomes; as such it is regarded as the heart of any research design. No research work can be undertaken successfully without proper thinking and planning. Thus planning and preparation of research design is a fundamental step in the process of research. It must be planned carefully so as to attain perfect result of the research problem.

There are four main features of the research methodology: design, sampling, data collection and data analysis. It includes a detailed description about the methods which are used in the conduct of the study, type of the data needed for the study, the tools and techniques used for data collection and the procedure by which it has been collected.

The detailed outline is provided about the nature of the population, the size of the samples, the methods of sampling, tools, procedure of data collection, data analysis methods to be employed and reasons for selecting such method and how data will be organized and presented for analysis and interpretation.

#### **3.1 RESEARCH DESIGN:**

The research design includes survey method to collect information from different schools of Vadodara city in Gujarat

#### **3.2 POPULATION:**

The population of the present study comprises of all teachers, students and principals of the Government Secondary Schools under Gujarat Board of Vadodara City in Gujarat.

#### **3.3 SAMPLE:**

The sample for the proposed study was selected randomly. 20 GSHSEB schools five from North, South, East and West Zone respectively were selected as the sample of study. Number of these students were 10 including 5 girls and 5 boys from class IX/X respectively. Number

of teachers was 2 including 1 male and 1 female respectively. 1 principal from each school was selected as the sample for study.

### **3.4 TOOLS AND TECHNIQUES FOR DATA COLLECTION:**

Questionnaire: In order to know the opinion of teachers, students and principal, a questionnaire was designed by the researcher. This questionnaire included open ended as well as close ended questions. The questionnaire is enclosed in Appendix No. 2

### **3.5 PROCESS OF TOOL VALIDATION:**

Tools were prepared by the investigator herself i.e. a questionnaire, it was sent to the field experts to establish its content validity in terms of appropriateness of the items and language used. According to the suggestions of the experts the further modifications was done. Then these tools were administered to collect data for the research problem. The list of experts is enclosed in Appendix No.3

### **3.6 PROCEDURE FOR THE DATA COLLECTION:**

The researcher had taken the permission from the principals of the selected schools for the data collection then researcher went to the IX / X classrooms and gave the questionnaire to students and collected data after 45 minutes on the same day. The researcher gave the questionnaire to the teachers and principals also in the selected schools. After getting it filled collected this back from them. Here researcher helped to fill the questionnaire to them. Fifteen days had been taken for the data collection from students, teachers and principals. From questionnaire, the students, teachers and principals of 20 schools said about implementation of School Based Comprehensive Evaluation, difficulties if any faced by them and their suggestions if any for improvement in School Based Comprehensive Evaluation. The researcher faced the difficulties such as not given permission by the principals, not ready to fill the questionnaire, sometimes students were busy in other activities in the classroom. The teachers were not ready to give correct information about School Based Comprehensive Evaluation.

### **3.7 PROCEDURE OF DATA ANALYSIS:**

The major portion of the data was qualitative in nature. Therefore, the data was analysed qualitatively by analysing the content. The data collected was analysed with suitable statistical techniques keeping in mind the objectives of the research problem.

**CONCLUSION:** The present chapter talks about research methodology. It gives us an idea about how the study would be conducted. The next chapter is mainly focused on analysis and interpretation of the data collected to find out how far the stated objectives of the study have been realised.

## **CHAPTER: IV**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.0 INTRODUCTION**

Data analysis defined as “processing the information or data that has been collected using specific tool(s) in order to draw results and concrete conclusion”. Analysis of the data is the heart of the research process. This present chapter is mainly focused on analysis and interpretation of the data collected to find out how far the stated objectives of the study have been realized. Here the researcher tried to analyze the data objective-wise quantitatively using percentage responses. The major concern of the present research work as described in the previous chapter is a study of opinion of teachers, students and principals about School Based Comprehensive Evaluation in GSHSEB Schools of Vadodara city in Gujarat.

#### **4.1 OBJECTIVES OF THE STUDY:**

- To study the opinion of teachers about School Based Comprehensive Evaluation.
- To study the opinion of students about School Based Comprehensive Evaluation.
- To study the opinion of principals about School Based Comprehensive Evaluation.

#### **4.2 DATA ANALYSIS AND INTERPRETATION**

Data collection was done using a questionnaire. The researcher had personally visited 20 different GSHSEB schools of Vadodara city, took permission from the principals, the data was collected from students, teachers and principals personally by the researcher. Data was collected from 200 students, 40 teachers and 20 principals of standard IX and X at Vadodara city in Gujarat.

Further the data collected in the form of responses obtained from students was analyzed using content analysis and percentage. The detailed analysis is presented in the following sections.

##### **4.2.1 OPINION OF TEACHERS ABOUT SCHOOL BASED COMPREHENSIVE EVALUATION**

The Questionnaire for teachers had 19 questions including 16 close ended questions and 3 open ended questions. The content analysis has been done for each open ended question. For close ended question frequency and percentage analysis has been done. Based on the

response, categories were created and frequencies were allotted and converted to percentage. The percentage analysis is given for each of the above mentioned category.

According to objective number one:

To study the opinion of teachers about School Based Comprehensive Evaluation in terms of:

- I. Implementation.
- II. Impact on teachers and their teaching in classroom.
- III. Related to students and their learning in classroom.

**1. Did you have any orientation/workshops related to implementation of school based comprehensive evaluation?**

100% of teachers said that they were given orientation/workshops related to implementation of school based comprehensive evaluation.

**2. Did you get any manual related to implementation of school based comprehensive evaluation?**

100% of teachers said that they have given manual related to implementation of school based comprehensive evaluation.

**3. Is the SCE forced in schools by higher authority such as Department / Govt. of India / NCERT.**

70% of teachers said that the SCE is forced in schools by higher authority such as Govt. of India whereas 30% of teachers said SCE is not forced by higher authority such as Govt. of India.

**Interpretation**

The teachers (70%) said that the SCE is forced in schools by higher authority such as Govt. of India. The department / Govt. of India / NCERT have directly implemented School Based Comprehensive Evaluation without giving training to teachers and perhaps not knowing their opinions about School Based Comprehensive Evaluation. The department / Govt. of India / NCERT perhaps may not have tried to know teachers' practical problems after implementing School Based Comprehensive Evaluation.

**4. Are you satisfied with the existing internal assessment system?**

30% of teachers said they are satisfied with the existing internal assessment system whereas 70% of teachers said they are not satisfied with the existing internal assessment system.

### **Interpretation**

The teachers perhaps may not have sufficient knowledge and awareness about School Based Comprehensive Evaluation. The evaluation pattern and procedure is little complex in School Based Comprehensive Evaluation.

### **5. Do you feel that SCE has given you an opportunity to adopt other teaching methods than lecture in the classroom?**

37.50% of teachers said SCE has given an opportunity to adopt other teaching methods than lecture in the classroom whereas 62.50% of teachers said SCE has not given an opportunity to adopt other teaching methods than lecture in the classroom.

### **Interpretation**

The teachers require sufficient time to use different teaching methods in the classroom. The teachers need to complete the syllabus in time in the classroom. Probably the teachers may not get sufficient time to use different teaching methods so they use only lecture method to teach in the classroom.

### **6. Does SCE help to develop innovative teaching methods and techniques to teach in the classroom?**

37.50% of teachers said SCE helps to develop innovative teaching methods and techniques to teach whereas 62.50% of teachers said SCE doesn't help to develop innovative teaching methods and techniques to teach in the classroom.

### **Interpretation**

The teachers perhaps remain busy in various teaching-learning and co-curricular activities in the classroom. They may not get time to develop innovative teaching methods and techniques to teach in the classroom.

### **7. Are you giving assignment/project under SCE system?**

100% of teachers said that they are giving assignment/project under SCE system.

**8. Do you think that SCE really reduces mental stress of students for examination?**

70% of teachers said SCE reduces mental stress of students whereas 30% of teachers said SCE doesn't reduce the mental stress of students for examination.

**Interpretation**

In School Based Comprehensive Evaluation, 70% of evaluation semester examination is being taken by the Education Board of Gujarat. Whereas 30% of evaluation is done at the School level in Gujarat. Perhaps some students are highly ambitious to achieve good result in semester examination so they may feel mental stress for examination.

**9. Do you agree that due to SCE the workload of teachers has increased?**

100% of teachers agreed that the workload of teachers has increased due to school based comprehensive evaluation.

**10. Does SCE help in academic improvement of students in the classroom?**

50% of teachers said SCE helps in academic improvement of students whereas 50% of teachers said SCE doesn't help in academic improvement of students in the classroom.

**Interpretation**

The teachers (50%) said SCE doesn't help in academic improvement of students in the classroom. In SCE the students perhaps remain too much busy in various academic activities such as project and assignment, debate, seminar, lab experiments etc. so they may not get sufficient time to do their activities properly and they just do such activities just for the sake of doing only and it doesn't help to improve their academic performance in the classroom.

**11. Does SCE develop higher order thinking skills among students in the classroom?**

55% of teachers said SCE develops higher order thinking skills among students whereas 45% of teachers said SCE doesn't develop higher order thinking skills among students in the classroom.

**Interpretation**

In SCE the evaluation pattern requires lot of time to assess each and every student in the classroom. The teachers need sufficient time to organise all the curricular and co-curricular



activities. There are 75 to 85 students studying in the same classroom perhaps it becomes very difficult for teachers to teach and organise various activities properly in the classroom.

**12. Does SCE help to achieve the main purpose of teaching syllabus in the classroom?**

42.50% of teachers said SCE helps to achieve the main purpose of teaching syllabus whereas 57.50% of teachers said SCE doesn't help to achieve the main purpose of teaching syllabus in the classroom.

**Interpretation**

The teachers (57.50%) said SCE doesn't help to achieve the main purpose of teaching syllabus in the classroom perhaps there may be a big gap between the purpose of teaching syllabus and the purpose of teachers' teaching in the classroom.

**13. Does SCE give you the scope to develop creativity among students in the classroom?**

35% of teachers said SCE gives the scope to develop creativity among students whereas 65% of teachers said SCE doesn't give the scope to develop creativity among students in the classroom.

**Interpretation**

The teachers and students both are involved in various curricular and co-curricular activities due to School Based Comprehensive Evaluation. SCE requires sufficient time to organise/conduct various curricular activities. Probably the students are not doing their activities sincerely and heartily due to lack of sufficient time in the classroom so SCE may not develop creativity in students in the classroom.

**14. Does SCE develop various skills practically in subjects such as Computer, Drawing, Music, Physical and Health Education?**

57.50% of teachers said SCE develops various skills practically whereas 42.50% of teachers said SCE doesn't develop various skills practically in subjects such as Computer, Drawing, Music, Physical and Health Education.

**Interpretation**

The teachers (42.50%) said SCE doesn't develop various skills practically in subjects such as Computer, Drawing, Music, Physical and Health Education perhaps the strength of students

is more and every student may not get opportunity to develop skills practically in such as Computer, Drawing, Music, physical and Health Education.

**15. Does SCE make education more development centred through remedial teaching in the classroom?**

30% of teachers said SCE makes education more development centred through remedial teaching whereas 70% of teachers said SCE doesn't make education more development centred through remedial teaching in the classroom.

**Interpretation**

Probably the strength of students is more and it may be difficult to provide remedial teaching in the classroom. The teachers may not be provided extra time for remedial teaching in the classroom.

**16. Does SCE help to achieve all round development of students through Comprehensive Education, Measurement and Evaluation?**

85.50% of teachers said SCE helps to achieve all round development of students whereas 14.50% of teachers said SCE doesn't help to achieve all round development of students through comprehensive education, measurement and evaluation.

**Interpretation**

The teachers (14.50%) said that SCE doesn't help to achieve all round development of students through comprehensive education, measurement and evaluation. They perhaps do some activities for sake of doing and maintaining records so it may not help students' for all round development through comprehensive education, measurement and evaluation.

**17. What are the advantages of school based comprehensive evaluation?**

85.50% of teachers said that SCE is helpful for the all round development of students' personality. 55% of teachers said that SCE helps to give individual attention towards each student in the classroom. 100% of teachers said that SCE reduces stress and tension of students for examination. 81% of teachers said that SCE helps to bring out inner qualities such as literary and artistic creativity, dance, painting, games and sports, of the students in the classroom. 85% of teachers said that students can be evaluated mentally, physically and intellectually in School Based Comprehensive Evaluation.

### **18. What are the disadvantages of school based comprehensive evaluation?**

100% of teachers said that SCE increases the workload of teachers in the classroom. 45% of teachers said that it is not possible to give individual attention towards each student due to more number of students in the classroom. 85% of teachers said that awareness about SCE is not there among students in the classroom. 45% of teachers said that evaluation is not free from prejudice and bias in School Based Comprehensive Evaluation.

### **19. What are the suggestions for the efficient functioning of School Based Comprehensive Evaluation?**

100% of teachers said that training should be provided to teachers so that the teachers know about the procedure about School Based Comprehensive Evaluation. All the information about SCE should be provided to students so that they can develop awareness about School Based Comprehensive Evaluation.

### **4.2.2 OPINION OF STUDENTS ABOUT SCHOOL BASED COMPREHENSIVE EVALUATION**

The Questionnaire for teachers had 21 questions including 20 close ended questions and 1 open ended questions. The content analysis has been done for each open ended and frequency and percentage analysis for close ended question. Based on the response, categories were created and frequencies were allotted and converted to percentage. The percentage analysis is given for each of the above mentioned category.

According to objective number two:

To study the opinion of students about School Based Comprehensive Evaluation in terms of:

- I. Implementation
- II. Related to teachers and their teaching in classroom
- III. Related to students and their learning in classroom

#### **1. According to you, is SCE a Continuous Comprehensive Evaluation?**

85.50% of students said SCE is a Continuous Comprehensive Evaluation whereas 14.50% of students said SCE is not a Continuous Comprehensive Evaluation.

#### **Interpretation**

The students (14.50%) said SCE is not a Continuous Comprehensive Evaluation perhaps some teachers may not maintain records and not doing continuous evaluation. They may give grades to students directly in co-scholastic evaluation. The number of examinations has increased in School Based Comprehensive Evaluation.

**2. Were you given any orientation/workshops related to the examination pattern of school based comprehensive evaluation?**

67.50% of students said they were given orientation/workshops whereas 32.50% of students said they were not given orientation/workshops related to the examination pattern of school based comprehensive evaluation.

**Interpretation**

The students (32.50%) said that they were not given orientation/workshops related to the examination pattern of school based comprehensive evaluation. The teachers may not have given information to students about the examination pattern or perhaps these students may have been absent or busy in some other activities of school.

**3. Do you have any clear idea or information, what is exactly meant by school based comprehensive evaluation?**

57.50% of students said they have clear idea or information whereas 42.50% of students said they have no clear idea or information about school based comprehensive evaluation.

**Interpretation**

The students (42.50%) said that they have no clear idea or information about school based comprehensive evaluation. The students only know little about SCE but they may not have exact and detail information about evaluation procedure of School Based Comprehensive Evaluation. The teachers may not have discussed related to the examination pattern of school based comprehensive evaluation in the classroom.

**4. According to you, is guidance necessary for School Based Comprehensive Evaluation?**

100% of students said guidance is necessary for School Based Comprehensive Evaluation.

**5. Due to SCE, do teachers use different teaching methods other than lecture in the classroom?**

58.50% of students said teachers use different teaching methods whereas 41.50% of students said teachers don't use different teaching methods than lecture in the classroom.

**Interpretation**

The teachers have to complete the syllabus in time and the strength of students may be more in the classroom so perhaps some teachers may use lecture method in the classroom.

**6. Declaration of result in SCE is faster than the previous system.**

52.50% of students said declaration of result in SCE is faster than the previous system whereas 47.50% of students said declaration of result in SCE is not faster than the previous system.

**Interpretation**

Sometimes the declaration of result is done faster than the previous evaluation system. The question paper pattern has also changed and multiple choice questions are added in the examination. Perhaps there is not much time difference or gap between the declaration of result in SCE and the previous evaluation system.

**7. Evaluation in SCE is done with a prejudiced/biased mind.**

58.50% of students said evaluation in SCE is done with a prejudiced/biased mind whereas 41.50% of students said in SCE evaluation is not done with a prejudiced/biased mind.

**Interpretation**

The students (58.50%) said that evaluation is done with a prejudiced/biased mind in School Based Comprehensive Evaluation. In SCE, almost all the evaluation has been done at the school level only so there are lot of chances that evaluation is done with a prejudiced/biased mind in School Based Comprehensive Evaluation.

**8. SCE offers a very flexible and open system than the previous system.**

91.50% of students said SCE offers a very flexible and open system than the previous system whereas 8.50% of students said SCE doesn't offer a very flexible and open system than the previous system.

### **Interpretation**

SCE is a very flexible and open system of evaluation than the previous evaluation system but 8.50% of students said it doesn't offer a very flexible and open system perhaps due to lack of knowledge about School Based Comprehensive Evaluation.

### **9. Workload in SCE is more than the previous system.**

97.50% of students said workload in SCE is more than the previous system whereas 2.50% of students said workload in SCE is not more than the previous system.

### **Interpretation**

The students (2.50%) said workload in SCE is not more than the previous system. Perhaps they don't know much about School Based Comprehensive Evaluation. Sometimes the students may not follow the pattern of School Based Comprehensive Evaluation.

### **10. SCE has made any positive effect in making you attending classes regularly.**

50.50% of students said SCE has made positive effect in making them attending classes regularly whereas 49.50% of students said SCE has not made any positive effect in making them attending classes regularly.

### **Interpretation**

The students (49.50%) said SCE has not made any positive effect in making them attending classes regularly. Probably some students may not be punctual in attending classes regularly. They may think that the teachers will give good grades to maintain the result of the Vidyalaya in School Based Comprehensive Evaluation.

### **11. SCE helps to develop thinking skill in you.**

66% of students said SCE helps to develop thinking skill in students whereas 34% of students said SCE doesn't help to develop thinking skill in students in the classroom.

### **Interpretation**

The students (34%) said that SCE doesn't help to develop thinking skill in students in the classroom. Perhaps some students may not participate in various activities organised by teachers which help to develop thinking skill among them in the classroom.

### **12. SCE helps to develop various life skills in you.**

17.50% of students said SCE helps to develop various life skills in students whereas 82.50% of students said SCE doesn't help to develop various life skills in students in the classroom.

#### **Interpretation**

The students (82.50%) said SCE doesn't help to develop various life skills in students in the classroom. Perhaps the students study to get good result only in examination. They may not give much importance to social and moral education in the classroom.

### **13. SCE provides activity based learning in the classroom.**

53.50% of students said SCE provides activity based learning whereas 46.50% of students said SCE doesn't provide activity based learning in the classroom.

#### **Interpretation**

The students (46.50%) said SCE doesn't provide activity based learning in the classroom. Perhaps some students may not participate due to hesitation in activities organised by teachers in the classroom. It may be very difficult for teachers also to involve all the students in various activities due to lack of time and due to large classroom population in the classroom.

### **14. SCE keeps you more engaged in various activities in the classroom.**

52.50% of students said SCE keeps students more engaged in various activities whereas 47.50% of students said SCE doesn't keep students more engaged in various activities in the classroom.

#### **Interpretation**

The students (47.50%) said SCE doesn't keep students more engaged in various activities in the classroom. In SCE, perhaps most of the activities are given in group wise so one or two students may be actively participated whereas others may not completely participate in various activities organised in the classroom.

**15. SCE gives more time for extra-curricular activities.**

17.50% of students said SCE gives more time for extra-curricular activities whereas 82.50% of students said SCE doesn't give more time for extra-curricular activities in the classroom.

**Interpretation**

The students (82.50%) said SCE doesn't give more time for extra-curricular activities in the classroom. Probably the teachers need to do lot of extra-curricular activities so they may not give more time for extra-curricular activities in the classroom. Sometimes the teachers also may not have sufficient time to organise extra-curricular activities in School Based Comprehensive Evaluation.

**16. Do you prefer internal evaluation?**

52.50% of students prefer internal evaluation whereas 47.50% of students don't prefer internal evaluation.

**Interpretation**

The students (47.50%) don't prefer internal evaluation. In SCE, almost all the evaluation has been done at the school level only so there are lot of chances that evaluation may be done with a prejudiced/biased mind in School Based Comprehensive Evaluation

**17. Evaluation in SCE is more accurate than the previous system.**

22.50% of students said evaluation in SCE is more accurate than the previous system whereas 77.50% of students said evaluation in SCE is not more accurate than the previous evaluation system.

**Interpretation**

The students (77.50%) said evaluation in SCE is not more accurate than the previous evaluation system. In SCE, almost all the evaluation has been done at the school level only so there are lot of chances that evaluation may be done with a prejudiced/biased mind in School Based Comprehensive Evaluation. The students may think that evaluation is not accurate and transparent in School Based Comprehensive Evaluation.



**18. SCE leads you to creativity.**

37.50% of students said SCE leads to creativity whereas 62.50% of students said SCE doesn't lead to creativity.

**Interpretation**

The students (62.50%) said SCE doesn't lead to creativity. The students may not be sincere towards activities which help to develop creativity among them in the classroom. Perhaps the teachers may not get sufficient time to organise various activities properly and systematically. Sometime the teachers may organise activities to maintain records in School Based Comprehensive Evaluation.

**19. You are satisfied with the grading in your evaluation system.**

58.50% of students are satisfied with the grading whereas 41.50% of students are not satisfied with the grading in their evaluation system.

**Interpretation**

The students (41.50%) are not satisfied with the grading in their evaluation system. The students are distributed in different grades in School Based Comprehensive Evaluation. It doesn't give result in percentage in the classroom.

**20. You think that there is a necessity to improve the existing evaluation system.**

82.50% of students said there is a necessity to improve the existing evaluation system whereas 17.50% of students said there is no necessity to improve the existing evaluation system.

**Interpretation**

The students (82.50%) said there is a necessity to improve the existing evaluation system. Perhaps it may not help to provide quality education in the classroom. Almost all the evaluation has been done at the school level only so there are lot of chances that evaluation may be done with a prejudiced/biased mind in School Based Comprehensive Evaluation. The students may think that evaluation is not accurate and transparent in School Based Comprehensive Evaluation.

## **21. What are your suggestions to improve the existing School Based Comprehensive Evaluation?**

The teachers and students should be provided sufficient time to organise activities properly in the classroom. The number of students should be limited in the classroom. The process of evaluation must be transparent and free from prejudices and bias in examinations.

### **4.2.3 OPINION OF PRINCIPALS ABOUT SCHOOL BASED COMPREHENSIVE EVALUATION**

The Questionnaire for principals had eight open ended questions. Content analysis has been done for each open ended question. Based on the response, categories were created and frequencies were allotted and converted to percentage. The percentage analysis is given for each of the above mentioned category.

According to objective number three:

To study the opinion of principals about School Based Comprehensive Evaluation in terms of:

- I. Implementation
- II. Impact on teachers and their teaching in classroom
- III. Related to students and their learning in classroom.

#### **1. According to you, is SCE a continuous comprehensive evaluation? How does SCE help to provide quality Education?**

100% of principals said that SCE is a continuous comprehensive evaluation. In SCE, teachers get opportunities to use various teaching methods and techniques which help to provide quality education in the classroom. The teachers are organizing various scholastic and co-scholastic activities which also provide quality education to them.

#### **2. How does SCE develop social and moral values in students in the classroom?**

In SCE, teachers get opportunities to organise various group co – curricular activities such as quiz, debate, extempore, dance, drama, games and sports etc. which helps to develop social and moral values in students in the classroom.

#### **3. How does SCE improve academic performance of the students in the classroom?**

In SCE, teachers distributes the students in three groups, high achievers, average and slow achievers then provides remedial teaching to weak students in the classroom. This process helps to improve their academic performance. The teachers also give projects and

assignments work to students which improves academic performance of students in the classroom. 100 % of principals said that SCE improves academic performance of students in the classroom.

#### **4. How does SCE help for all round development of students' personality?**

In SCE, teachers organise scholastic and co-scholastic activities which help students for their mental, emotional and intellectual development in the classroom. The teachers give projects and assignments work to students which also develop various skills among students in the classroom.

#### **5. How does SCE develop various life skills in students through education?**

In SCE, teachers organise different group activities such as debate, speech, extempore, quiz, games and sports competitions. The teachers give projects and assignments work to students which develop various life skills among students in the classroom.

#### **6. How does SCE motivate students to develop positive changes and good habits among them?**

100% of principals said in SCE, teachers need to know everything about students including social background so that whenever teachers observe any bad thinking and habits in students, teachers directly counsel students and stop students to develop bad thinking and habits in the classroom.

#### **7. How does SCE reduce mental stress of students for Examination?**

100% of principals said in SCE, almost all the evaluation is in the hands of teachers so the teachers do flexible and liberal assessment in the examination. SCE is a very flexible and open system of evaluation in examination. It reduces mental stress of students for Examination.

#### **8. What suggestions would you like to give for the efficient functioning of School Based Comprehensive Evaluation?**

100% of principals said that training should be provided to teachers in which all information should be discussed clearly about School Based Comprehensive Evaluation. The teachers should have understanding and awareness about functioning of School Based Comprehensive Evaluation.

**CONCLUSION:** The present chapter is mainly focused on analysis and interpretation of the data collected to find out how far the stated objectives of the study have been realized. The next chapter talks about summary and conclusions which includes major findings of the present study, discussion, implications and conclusions.

## **CHAPTER: V**

### **SUMMARY AND CONCLUSIONS**

#### **5.0 INTRODUCTION**

Globalization has made a tremendous impact on all spheres of our life including education. The growing demands of globalization have given rise to a lot of challenges in education especially on the quality of education. To meet these growing demands a lot of changes are being made in the field of education and one such change is in the field of learner evaluation. “The target of the new innovative reforms is not just to pick one of the best but rather it is to have comprehensive attitude and approach within which to bring to action many good works known to us” (Malik et al., 2010). Evaluation is the most important component of the education system; it is an estimation of the growth and progress of pupils towards objectives or values in curriculum. “The purpose of evaluation is to provide for the collection of evidence which will show the degree to which pupils are progressing toward curricular goals and to permit teacher and supervisor to evaluate the effectiveness of curricular experience, activities and the instructional methods” (Eleanor and William, 1997). Evaluation is widely acknowledged as a powerful means of improving the quality of education. It plays a key role in deciding what the learners learn and what the teachers teach in schools. Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of learner evaluation. Continuous evaluation is an approach that would capture the full range of learners’ performance. CCE will lead to diagnosis, remediation and enhancement of learning. Teachers and administrators would thus be able to assess learners’ progress and would have time to correct the problems.

According to NCFTE (The National Curriculum Framework of Teacher Education-2009), “A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectation of the school system from a teacher changes from time to time, responding to the broader social, economic and political changes taking place in the society.” On this background of demand and expectation from schools and society, Continuous Comprehensive Evaluation as a part of semester system parallel to Annual system need to be strengthened in all aspects adding innovative ideas and practices and this is possible only by teachers’ readiness to accept new ideas in teaching-learning process. As according to

University Education Commission (1948-49) “Until and unless we have dedicated and committed teachers, who can take teaching as a mission in their lives, we cannot have a good education system”. As teachers are the best minds of the country their opinion about the innovative idea like continuous comprehensive evaluation will definitely be of great importance. The formal education systems tend to emphasize the acquisition of knowledge to be detriment of other types of learning, but it is vital now to conceive education as more encompassing fashion in the light of opportunities in modern world.

There have been recent reforms in the evaluation pattern in secondary school education in Gujarat. The continuous and comprehensive evaluation system which is called ‘School based Comprehensive Evaluation’ has been implemented in 2011 in IX and in 2012 in X at the secondary level in the schools affiliated to Secondary and Higher Secondary Board of Gujarat. This reform in the evaluation pattern has been conceptualized and initiated by the Department of Education, Govt. of Gujarat.

### **5.1 RATIONALE OF THE STUDY:**

The review of all the studies reveals that Continuous and Comprehensive Evaluation is a system that covers all aspects of a student development. The major strengths of CCE is depended on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development. CCE uses assessment as a means of motivating learners to provide feedback and follow up work to improve upon the learning in the classroom and to present comprehensive picture of learner’s profile. The CCE systems has own advantages like: 1. Continuous assessment encourages regular, systematic study and discourages last-minute cramming, thus rewarding students who work steadily and conscientiously throughout their courses 2. It reduces the domination of both teaching and learning by the requirements of the final examinations.

Continuous and Comprehensive Evaluation gives a new turn in the high school education system. In Gujarat, School Based Comprehensive Evaluation has implemented in high schools. When we implement something new there, we need to change many things from the old system.

In the studies which researcher reviewed for studies, we have seen that there are few studies conducted in the areas of CCE and semester system. These are the studies which conducted in the areas of new innovations like CCE and semester system. In those studies they have

conducted surveys on teachers and students. Here we can say the studies are revealing the importance of new reforms like CCE and semester system. Akhtar (1980) conducted a critical study on introduction of semester system. In that study investigator was finding out the opinion of teachers and students about semester system. That time semester system was new to them, like now School Based Comprehensive Evaluation is new for GSHSEB Schools' students, teachers and principals. Here the researcher can collect the opinion about School Based Comprehensive Evaluation from students, teachers and principals. So that if any improvement is needed, that we can find out and it will reduce functioning problem in the coming years.

The researcher wants to take students, teachers and principal of standard IX and X in GSEB Schools of Vadodara city as the population of this study. The sample would be 20 schools which with IX and X standard schools. The researcher wants to find with respect to functioning of SCE its' effect on students and to find difficulties faced by teachers and principals.

## **5.2 STATEMENT OF THE PROBLEM:**

**A Study of opinion of teachers, students and principals about School Based Comprehensive Evaluation in GSHSEB Schools of Vadodara city in Gujarat**

## **5.3 RESEARCH QUESTIONS:**

1. Do the students have real interest in School Based Comprehensive Evaluation?
2. Do the teachers have interest in School Based Comprehensive Evaluation?
3. What are the new changes adopted in procedure of evaluation?
4. Do the students and teachers have awareness about School Based Comprehensive Evaluation?
5. What is the opinion of principals about School Based Comprehensive Evaluation?
6. Why are innovations brought? How are they implemented?
7. How do stakeholders respond to the innovations?
8. What are the difficulties in implementing School Based Comprehensive Evaluation?

#### **5.4 OBJECTIVES OF THE STUDY:**

- To study the opinion of teachers about School Based Comprehensive Evaluation.
- To study the opinion of students about School Based Comprehensive Evaluation.
- To study the opinion of principals about School Based Comprehensive Evaluation.

#### **5.5 DELIMITATIONS:**

This study is limited to the selected GSHSEB Schools of Vadodara City in Gujarat

#### **5.6 METHODOLOGY**

There are four main features of the research methodology: design, sampling, data collection and data analysis. It includes a detailed description about the methods which are used in the conduct of the study, type of the data needed for the study, the tools and techniques used for data collection and the procedure by which it has been collected.

The detailed outline is provided about the nature of the population, the size of the samples, the methods of sampling, tools, procedure of data collection, data analysis methods to be employed and reasons for selecting such method and how data will be organized and presented for analysis and interpretation.

#### **5.7 POPULATION:**

The population of the present study comprises of all teachers, students and principals of the Government Secondary Schools under Gujarat Board of Vadodara City in Gujarat.

#### **5.8 SAMPLE**

The sample for the proposed study was selected randomly. 20 GSHSEB schools five from North, South, East and West Zone respectively were selected as the sample of study. Number of these students were 10 including 5 girls and 5 boys from class IX/X respectively. Number of teachers was 2 including 1 male and 1 female respectively. 1 principal from each school was selected as the sample for study.

#### **5.9 TOOLS AND TECHNIQUES FOR DATA COLLECTION:**

Questionnaire: In order to know the opinion of teachers, students and principal, a questionnaire will be designed by the researcher. This questionnaire will include open ended as well as close ended questions. The questionnaire is enclosed in Appendix No: 2

### **5.10 DATA COLLECTION:**

The researcher had taken the permission from the principals of the selected schools for the data collection then researcher went to the IX / X classrooms and gave the questionnaire to students and collected data after 45 minutes on the same day. The researcher gave the questionnaire to the teachers and principals also in the selected schools. After getting it filled collected this back from them. Here researcher helped to fill the questionnaire to them. Fifteen days had been taken for the data collection from students, teachers and principals. From questionnaire, the students, teachers and principals of 20 schools said about implementation of School Based Comprehensive Evaluation, difficulties if any faced by them and their suggestions if any for improvement in School Based Comprehensive Evaluation. The researcher faced the difficulties such as not given permission by the principals, not ready to fill questionnaire, sometimes students were busy in other activities in the classroom. The teachers were not ready to give correct information about School Based Comprehensive Evaluation.

### **5.11 DATA ANALYSIS:**

The major portion of the data will be qualitative in nature. Therefore the data will be analysed qualitatively by analysing the content procures through questionnaire. The data collected will be analysed with suitable statistical techniques keeping in mind the objectives of the research problem.

### **5.12 MAJOR FINDINGS OF THE STUDY**

The research findings for teachers, students and principals about School Based Comprehensive Evaluation are as below:

#### **The opinion of teachers about School Based Comprehensive Evaluation**

##### **I. Implementation**

- 100% of teachers said that they were given orientation/workshops and manual related to implementation of school based comprehensive evaluation.
- 70% of teachers said that the SCE is forced in schools by higher authority such as Govt. of India whereas 30% of teachers said SCE is not forced by higher authority such as Govt. of India. Perhaps the department / Govt. of India / NCERT hasn't



tried to know teachers' opinions and practical problems after implementing School Based Comprehensive Evaluation.

- 30% of teachers said they are satisfied with the existing internal assessment system whereas 70% of teachers said they are not satisfied with the existing internal assessment system. The evaluation pattern and procedure is little complex in School Based Comprehensive Evaluation.

## **II. Impact on teachers and their teaching in classroom.**

- 37.50% of teachers said SCE has given an opportunity to adopt other teaching methods than lecture in the classroom, whereas 62.50% of teachers said SCE has not given an opportunity to adopt other teaching methods than lecture in the classroom.
- The teachers require sufficient time to use different teaching methods in the classroom. The teachers need to complete the syllabus in time in the classroom perhaps the teachers may not get sufficient time to use different teaching methods so they use only lecture method to teach in the classroom.
- 37.50% of teachers said SCE helps to develop innovative teaching methods and techniques to teach whereas 62.50% of teachers said SCE doesn't help to develop innovative teaching methods and techniques to teach in the classroom. Perhaps they may not get time to develop innovative teaching methods and techniques to teach in the classroom.
- 100% of teachers said that they are giving assignment/project under SCE system.
- 70% of teachers said SCE reduces mental stress of students whereas 30% of teachers said SCE doesn't reduce the mental stress of students for examination.
- In School Based Comprehensive Evaluation, 70% of evaluation semester examination is being taken by the Education Board of Gujarat Whereas 30% of evaluation is done at the School level in Gujarat. Perhaps some students are highly ambitious to achieve good result in semester examination so they may feel mental stress for examination.
- 100% of teachers agreed that the workload of teachers has increased due to school based comprehensive evaluation.
- 50% of teachers said SCE helps in academic improvement of students whereas 50% of teachers said SCE doesn't help in academic improvement of students in the classroom.

- In SCE, perhaps the students remain too much busy in various academic activities such as project and assignment, debate, seminar, lab experiments etc. so they may not get sufficient time to do their activities properly. The teachers' may do such activities just for the sake of doing and maintaining records only and it may not help to improve students' academic performance in the classroom.
- 55% of teachers said SCE develops higher order thinking skills among students whereas 45% of teachers said SCE doesn't develop higher order thinking skills among students in the classroom.
- In SCE the evaluation pattern requires lot of time to assess each and every student in the classroom. The teachers need sufficient time to organise all the curricular and co-curricular activities. There are 75 to 85 students studying in the same classroom perhaps it becomes very difficult for teachers to teach and organise various activities properly in the classroom.
- 42.50% of teachers said SCE helps to achieve the main purpose of teaching syllabus whereas 57.50% of teachers said SCE doesn't help to achieve the main purpose of teaching syllabus in the classroom. There may be a big gap between the purpose of teaching syllabus and the purpose of teachers' teaching in the classroom.

### **III. Related to students and their learning in classroom.**

- 35% of teachers said SCE gives the scope to develop creativity among students whereas 65% of teachers said SCE doesn't give the scope to develop creativity among students in the classroom. Perhaps the students may not be doing their activities sincerely due to lack of sufficient time in the classroom so SCE may not develop creativity in students in the classroom.
- 57.50% of teachers said SCE develops various skills practically whereas 42.50% of teachers said SCE doesn't develop various skills practically in subjects such as Computer, Drawing, Music, Physical and Health Education.
- Probably the strength of students is more and every student may not get opportunity to develop skills practically in such as Computer, Drawing, Music, physical and Health Education.
- 30% of teachers said SCE makes education more development centred through remedial teaching whereas 70% of teachers said SCE doesn't make education more development centred through remedial teaching in the classroom. Perhaps the strength

of students is more and it may be difficult to provide remedial teaching in the classroom.

- 85.50% of teachers said SCE helps to achieve all round development of students whereas 14.50% of teachers said SCE doesn't help to achieve all round development of students through comprehensive education, measurement and evaluation.
- Probably the teachers do some activities for sake of doing and maintaining records due to lack of time so the teachers may feel that it does not help students' for all round development through comprehensive education, measurement and evaluation.

#### **What are the advantages of school based comprehensive evaluation?**

- 85.50% of teachers said that SCE is helpful for the all round development of students' personality. 55% of teachers said that SCE helps to give individual attention towards each student in the classroom. 100% of teachers said that SCE reduces stress and tension of students for examination. 81% of teachers said that SCE helps to bring out inner qualities such as literary and artistic creativity, dance, painting, games and sports, of the students in the classroom. 85% of teachers said that students can be evaluated mentally, physically and intellectually in School Based Comprehensive Evaluation.

#### **What are the disadvantages of school based comprehensive evaluation?**

- 100% of teachers said that SCE increases the workload of teachers in the classroom. 45% of teachers said that it is not possible to give individual attention towards each student due to more number of students in the classroom. 85% of teachers said that awareness about SCE is not there among students in the classroom. 45% of teachers said that evaluation is not free from prejudice and bias in School Based Comprehensive Evaluation.

#### **What are the suggestions for the efficient functioning of School Based Comprehensive Evaluation?**

- 100% of teachers said that proper training should be provided to teachers so that the teachers know about the procedure about School Based Comprehensive Evaluation. All information about SCE should be provided to students so that they can develop awareness about School Based Comprehensive Evaluation.

### **The opinion of students about School Based Comprehensive Evaluation**

#### **I. Implementation**

- 85.50% of students said SCE is a Continuous Comprehensive Evaluation whereas 14.50% of students said SCE is not a Continuous Comprehensive Evaluation. Perhaps some teachers may not maintain records and not doing continuous evaluation. They may give grades to students directly in co-scholastic evaluation.
- 100% of students said guidance is necessary for School Based Comprehensive Evaluation.
- 67.50% of students said they were given orientation/workshops whereas 32.50% of students said they were not given orientation/workshops related to the examination pattern of school based comprehensive evaluation.
- 57.50% of students said they have clear idea or information whereas 42.50% of students said they have no clear idea or information about school based comprehensive evaluation. Perhaps the teachers may not have discussed related to the examination pattern of school based comprehensive evaluation in the classroom.

## **II. Impact on teachers and their teaching in classroom.**

- 58.50% of students said teachers use different teaching methods whereas 41.50% of students said teachers don't use different teaching methods than lecture in the classroom. Perhaps the teachers have to complete the syllabus in time and the strength of students may be more in the classroom so some teachers perhaps use maximum lecture method in the classroom.
- 52.50% of students said declaration of result in SCE is faster than the previous system whereas 47.50% of students said declaration of result in SCE is not faster than the previous system.
- Sometimes the declaration of result is done faster than the previous evaluation system. The question paper pattern has also changed and multiple choice questions are added in the examination. Probably there is no much time difference or gap between the declaration of result in SCE and the previous evaluation system.
- 58.50% of students said evaluation in SCE is done with a prejudiced/biased mind whereas 41.50% of students said in SCE evaluation is not done with a prejudiced/biased mind. In SCE, almost all the evaluation has been done at the school level only so there are lot of chances that evaluation may be done with a prejudiced/biased mind in School Based Comprehensive Evaluation.

- 91.50% of students said SCE offers a very flexible and open system than the previous system whereas 8.50% of students said it doesn't offer a very flexible and open system due to lack of knowledge about School Based Comprehensive Evaluation.
- 97.50% of students said workload in SCE is more than the previous system whereas 2.50% of students said workload in SCE is not more than the previous system. Probably the students may not know much about School Based Comprehensive Evaluation. Sometimes the students may not follow the pattern of School Based Comprehensive Evaluation.

### **III. Related to students and their learning in classroom.**

- 50.50% of students said SCE has made positive effect in making them attending classes regularly whereas 49.50% of students said SCE has not made any positive effect in making them attending classes regularly. Perhaps some students are not punctual in attending classes regularly. They may think that the teachers will give good grades to maintain the result of the Vidyalaya in School Based Comprehensive Evaluation.
- 66% of students said SCE helps to develop thinking skill in students whereas 34% of students said SCE doesn't help to develop thinking skill in students in the classroom. Perhaps some students may not participate in various activities organise by teachers which helps to develop thinking skill among them in the classroom.
- 17.50% of students said SCE helps to develop various life skills in students whereas 82.50% of students said SCE doesn't help to develop various life skills in students in the classroom. Perhaps the students study to get good result only in examination. They may not give much importance to social and moral education in the classroom.
- 53.50% of students said SCE provides activity based learning whereas 46.50% of students said SCE doesn't provide activity based learning in the classroom. Perhaps some students may not participate due to hesitation in activities organise by teachers in the classroom. It may be very difficult for teachers also to involve all the students in various activities due to lack of time in the classroom.
- 52.50% of students said SCE keeps students more engaged in various activities whereas 47.50% of students said SCE doesn't keep students more engaged in

various activities in the classroom. In SCE, perhaps most of the activities are given in group wise so one or two students may actively participated whereas others may not completely participated in various activities organised in the classroom.

- 17.50% of students said SCE gives more time for extra-curricular activities whereas 82.50% of students said SCE doesn't give more time for extra-curricular activities in the classroom. Perhaps the teachers need to do lot of extra-curricular activities so they don't give more time for extra-curricular activities in the classroom. Sometimes the teachers may not have sufficient time to organise extra-curricular activities in School Based Comprehensive Evaluation.
- 52.50% of students prefer internal evaluation whereas 47.50% of students don't prefer internal evaluation. In SCE, almost all the evaluation has been done at the school level only so there are lot of chances that evaluation may be done with a prejudiced/biased mind in School Based Comprehensive Evaluation
- 22.50% of students said evaluation in SCE is more accurate than the previous system whereas 77.50% of students said evaluation in SCE is not more accurate than the previous evaluation system. In SCE, almost all the evaluation has been done at the school level only so there are lot of chances that evaluation may be done with a prejudiced/biased mind in School Based Comprehensive Evaluation. The students may think that evaluation is not accurate and transparent in School Based Comprehensive Evaluation.
- 37.50% of students said SCE leads to creativity whereas 62.50% of students said SCE doesn't lead to creativity. Perhaps the students are not sincere towards activities which help to develop creativity among them in the classroom. The teachers may not get sufficient time to organise various activities properly and systematically. Sometime the teachers may organise activities to maintain records in School Based Comprehensive Evaluation.
- 58.50% of students are satisfied with the grading whereas 41.50% of students are not satisfied with the grading in their evaluation system. The students are distributed in different grades in School Based Comprehensive Evaluation. It doesn't give result in percentage in the classroom.
- 82.50% of students said there is a necessity to improve the existing evaluation system whereas 17.50% of students said there is not a necessity to improve the

existing evaluation system. Probably it may not help to provide quality education in the classroom. Almost all the evaluation has been done at the school level only so there are lot of chances that evaluation may be done with a prejudiced/biased mind in School Based Comprehensive Evaluation. The students may feel that evaluation is not accurate and transparent in School Based Comprehensive Evaluation.

**What are your suggestions to improve the existing School Based Comprehensive Evaluation?**

- 100% of students said that the teachers and students should be provided sufficient time to organise activities properly and systematically in the classroom. The number of students should be limited in the classroom. The process of evaluation must be transparent and free from prejudices and bias in examinations.

**The opinion of principals about School Based Comprehensive Evaluation**

**I. Implementation**

- 100% of principals said that SCE is a continuous comprehensive evaluation. In SCE, teachers get opportunities to use various teaching methods and techniques which help to provide quality education in the classroom. The teachers are organizing various scholastic and co-scholastic activities which also provide quality education to them.
- 100% of principals said that training should be provided to teachers in which all information should be discussed clearly about School Based Comprehensive Evaluation. The teachers should be developed understanding and awareness about functioning of School Based Comprehensive Evaluation.

**II. Impact on teachers and their teaching in classroom.**

- In SCE, teachers get opportunities to organise various group co – curricular activities such as quiz, debate, extempore, dance, drama, games and sports etc. which helps to develop social and moral values in students in the classroom.
- 100% of principals said that in SCE, teachers distribute the students in three groups, high achievers average and slow achievers then provide remedial teaching to weak students in the classroom. This process helps to improve their academic performance. The teachers also give projects and assignments work to students which improves academic performance of students in the classroom.

### **III. Related to students and their learning in classroom**

- 100% of principals said that in SCE, teachers organise scholastic and co-scholastic activities which help students for their mental, emotional and intellectual development in the classroom. The teachers give projects and assignments work to students which also develop various skills among students in the classroom.
- In SCE, teachers organise different group activities such as debate, speech, extempore, quiz competitions, games and sports competitions. The teachers give projects and assignments work to students which develop various life skills among students in the classroom.
- 100% of principals said that in SCE, teachers need to know everything about students including social background so that whenever teachers observe any bad thinking and habits in students, teachers directly counsel students and stop students to develop bad thinking and habits in the classroom.
- 100% of principals said that in SCE, almost all the evaluation is in the hands of teachers so the teachers do flexible and liberal assessment in the examination. SCE is a very flexible and open system of evaluation in examination.
- The Common points in all the three i.e. students, teachers and principals are that SCE reduces the mental stress of students for examinations. SCE increases the workload of students and teachers in the classroom. Training and guidance is necessary for all students, teachers and principals of School Based Comprehensive Evaluation. Both students (41.50%) and teachers (70%) are not satisfied with school based comprehensive evaluation perhaps it affects quality of education. 55% of teachers, 66% of students and 100% of principals said that SCE develops higher order thinking skills in students in classroom. 65% of teachers and 62.50% of students said SCE doesn't develop creativity in students in the classroom. SCE helps to improve academic performance of students in the classroom.
- The Contradiction points in all the three i.e. students, teachers and principals are that 46.50 % of students may not be participating sincerely and heartily in different scholastic and co-scholastic activities in the classroom and 65% of teachers may not have sufficient time to organise all the activities properly in the classroom. 85.50% of teachers feel SCE contributes towards all round development of students' personality. 50% of principals also may not be making arrangement for smooth conducting of different activities in the schools. 58.50%



of students said teachers are using different teaching methods to teach in the classroom whereas 62.50% of teachers said that SCE has not given an opportunity to adopt other teaching methods than lecture in the classroom and the principals may not be motivating teachers to use different teaching methods in the classroom. 82.50% of students and 42.50% of teachers said that SCE doesn't develop various skills in students whereas 85.50% of teachers and 100% of principals said SCE helps to all round development of students' personality in the classroom.

### **5.13 DISCUSSION**

School Based Comprehensive Evaluation is an innovative step for school examinations. It is an improvement over annual system in terms of better functioning of the education system in schools with respect to syllabus, textbooks, examination and resulting in distressing the students. It could give more scope for improvement of students result. "School Based Comprehensive Evaluation system gave a chance for improvement for students. It focused on all these aspects that ultimately demonstrated the success of semester system in colleges and university. It could be taken into account that semester system may have same type of result at school level also. As in colleges and university level it has proved its betterment in terms of learning" (Roshiah, 1980, Somaiah, 1980, Akhtar, 1980, Pasha, 2002). Dutta, G. (2011) found that there are a number of problems which the teachers are facing, but these initial issues will settle down with time and experience. Concerted efforts needs to be made to bring about a change in the attitudes of practicing teachers and efforts have to be done to make the system more systematic and less cumbersome for them. The teachers face shortage of time and the evaluation pattern requires a lot of time to assess each and every student in the classroom. The teachers need sufficient time to organise all the curricular and co-curricular activities. There are 75 to 85 students studying in the same classroom so it becomes very difficult for teachers to teach and organise various activities properly. SCE keeps both teachers and students very much busy in various activities throughout the year in the classroom. 100% teachers said that proper training should be provided to teachers so the teachers know about the procedure about School Based Comprehensive Evaluation. All information about SCE should be provided to students so they can develop awareness about School Based Comprehensive Evaluation. 70% of teachers said SCE reduces the mental stress of students for examination. Somaiah (1980) also found similar result that 1. Both the teachers (96%) and student (94%) tend to agree that the system could be successfully

implemented with a smaller teacher pupil ratio (1:30). 2. Both suggested that they need an orientation program for this implementation. 3. Both 85% is referring this system as it reduces the stress and strain on the minds of the students for exam. Lakhera H. (2011) also found the similar result that too much of paper work required on part of teachers do overburdens the teachers. Due to lack of proper training, teachers had many doubts to assess especially the co- scholastic aspects of the students. It was found that the big class size hampers proper implementation of the scheme as teachers found that due to inadequate interaction with students proper evaluation was not possible in the classroom. 100% of principals said that in SCE, teachers distribute the students in three groups, high achievers average and slow achievers then provide remedial teaching to weak students in the classroom. This process helps to improve their academic performance and progress at their own pace in classroom. Akhtar (1980) also found the similar result that semester is implemented to assess the day to day performance of the students. Semester system again gives opportunity to the brighter and weaker students to make progress at their own pace in classroom. 100% of teachers agreed that the workload of teachers has increased due to school based comprehensive evaluation. 66% of students said SCE helps to develop thinking skill in students in the classroom. S. Rajput. (2012). found that semester system is found to be very useful for the students for over all development as formative assessment is being carried along with the recording of the day to day work. Even activity based learning is taking place which is helping in making students learn without burden though for teachers it is being difficult to do assessment and keep record of large number of students in classroom. But still proper planning and training of teachers will definitely lead to betterment of semester system. 57.50% of teachers said SCE doesn't help to achieve the main purpose of teaching syllabus in the classroom. There may be a big gap between the purpose of teaching syllabus and the purpose of teachers' teaching in the classroom. 70% of teachers said they are not satisfied with the existing internal assessment system. The evaluation pattern and procedure is little complex in School Based Comprehensive Evaluation. 82.50% of students said there is a necessity to improve the existing evaluation system whereas 17.50% of students said there is not a necessity to improve the existing evaluation system. It doesn't help to provide quality education in the classroom. Almost all the evaluation has been done at the school level only so there are lot of chances that evaluation may be done with a prejudiced/biased mind in School Based Comprehensive Evaluation. The students may feel that evaluation is not accurate and transparent in School Based Comprehensive Evaluation.

## 5.14 SUGGESTIONS FOR FURTHER RESEARCH

The present study has been conducted with the objectives of findings the opinions of teachers, students and principals about School Based Comprehensive Evaluation in GSHSEB Schools of Vadodara City in Gujarat. The investigator has carried out the study with the limited time and samples. In future study can be suggested to be conducted with large sample and more tools that can enhance the research. It can be done in qualitative way also. With regards to this study, the following future studies can be suggested as:

- ✚ Comparative analysis of annual system and School Based Comprehensive Evaluation system.
- ✚ Perceptions of principals and teachers towards semester system.
- ✚ Critical study of functioning of School Based Comprehensive Evaluation system.
- ✚ Comparative analysis of implementation of Grading System in Schools and Universities Examinations.
- ✚ A Study can be conducted in different school students with different streams from different parts of India.

## 5.15 IMPLICATIONS AND CONCLUSIONS

The study over all revealed that School Based Comprehensive Evaluation is an innovative step for school examinations. It is an improvement over annual system in terms of better functioning of the education system in schools. It reduces stress and tensions of students for examinations and helping them to be more focused on studies. However, the present syllabus leads to stress on teachers with respect to time management for syllabus completion. It also considered as a hectic by teachers and students due to regular examination. School Based Comprehensive Evaluation is a very flexible and open system of evaluation which affects the quality of education. It doesn't help to provide quality education. All the scholastic and co-scholastic activities should be conducted as per SCE norms so the quality evaluation can be done in examinations. Due to SCE, students may involve in various activities that help in their overall development of their personality and teachers have too much of paperwork and felt overburdens and time consuming evaluation. The teachers and students both have doubts about School Based Comprehensive Evaluation. The teachers need to be provided proper training and the students need to be provided all the necessary information and develop awareness for the smooth functioning of School Based Comprehensive Evaluation. The teachers face lack of sufficient time to organise various scholastic and co-scholastic activities

in the classroom so sufficient time should be provided to teachers for all activities in the classroom. The number of students should be limited in the classroom so all the activities are being conducted properly in the classroom. Almost all the evaluation has been done at the school level only so there are lot of chances that evaluation may be done with a prejudiced/biased mind in School Based Comprehensive Evaluation. The students may feel that evaluation is not accurate and transparent in School Based Comprehensive Evaluation. The process of evaluation should be free from prejudices and bias in examinations. Everything should be transparent including evaluation aspects, criteria and methods of evaluation in School Based Comprehensive Evaluation.

### **Implications for students dealing with School Based Comprehensive Evaluation**

- ✚ To develop understanding about School Based Comprehensive Evaluation
- ✚ To participate in different scholastic and co-scholastic activities organized by teachers in the classroom

### **Implications for teachers dealing with School Based Comprehensive Evaluation**

- ✚ To provide all the information to students about School Based Comprehensive Evaluation
- ✚ To provide sufficient time to students for scholastic and co-scholastic activities in the classroom
- ✚ To use different teaching methods and techniques during teaching in the classroom
- ✚ To provide remedial teaching to weak students in the classroom

### **Implications for principals dealing with School Based Comprehensive Evaluation**

- ✚ To organise seminars/workshops for both teachers and students about School Based Comprehensive Evaluation
- ✚ To check whether the number of students is limited or not in the classroom
- ✚ To motivate teachers to develop different teaching methods and techniques and use in the classroom
- ✚ To check whether evaluation process is transparent or not, free from prejudices and bias especially in School Based Comprehensive Evaluation

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## QUESTIONNAIRE

### OBJECTIVE:-

To study the opinion of students about School Based Comprehensive Evaluation

Please put tick mark in correct answer wherever required against questions.

### IMPLEMENTATION

1.	According to you, is SCE a continuous comprehensive evaluation?	YES	NO
2.	Were you given any orientation/workshop related to the examination pattern of School Based Comprehensive Evaluation?	YES	NO
3.	Do you have clear idea or information, what is exactly meant by School Based Comprehensive Evaluation?	YES	NO
4.	According to you is guidance necessary for School Based Comprehensive Evaluation?	YES	NO
	<b>RELATED TO TEACHERS AND THEIR TEACHING IN CLASSROOM</b>		
5.	Due to SCE, do teachers use different teaching methods other than lectures in the classroom?	YES	NO
6.	Declaration of result in SCE is faster than the previous system.	YES	NO
7.	Evaluation in SCE is done with a prejudiced/biased mind.	YES	NO
8.	SCE offers a very flexible and open system than the previous system.	YES	NO
9.	Workload in SCE is more than the previous system	YES	NO
	<b>RELATED TO STUDENTS AND THEIR LEARNING IN CLASSROOM</b>		
10.	SCE has made any positive effect in making you attend classes regularly.	YES	NO
11.	SCE helps to develop thinking skill in you.	YES	NO
12.	SCE helps to develop various life skills in you.	YES	NO
13.	SCE provides activity based learning in the classroom.	YES	NO
14.	SCE keeps you more engaged in various activities in the classroom.	YES	NO
15.	SCE gives more time for extra – curricular activities.	YES	NO
16.	Do you prefer internal evaluation?	YES	NO
17.	Evaluation in SCE is more accurate than the previous system.	YES	NO
18.	SCE leads you to more creativity.	YES	NO

19.	You are satisfied with the grading in your evaluation system.	YES	NO
20	You think that there is a necessity to improve the existing SCE system	YES	NO

21. What are your suggestions to improve the existing SCE system?

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## QUESTIONNAIRE

### OBJECTIVE:-

To study the opinion of teachers about School Based Comprehensive Evaluation

Please put tick mark in correct answer wherever required against questions.

### IMPLEMENTATION

1.	Did you have any orientation/workshops related to implementation of School Based Comprehensive Evaluation?	YES	NO
2.	Did you get any manual related to the implementation of School Based Comprehensive Evaluation?	YES	NO
3.	Is the SCE forced in school by higher authority such as Department/Govt. Of Gujarat/ NCERT?	YES	NO
4.	Do you agree that in SCE, internal assessment encourages innovations & experimentations in various methods of teaching?	YES	NO
5	Are you satisfied with the existing internal assessment system?	YES	NO
	<b>IMPACT ON TEACHERS AND THEIR TEACHING IN CLASSROOM</b>		
6.	Do you feel that SCE has given you an opportunity to adopt innovative teaching methods in the classroom?	YES	NO
7.	Are you giving assignment/projects under SCE system?		
8.	Do you think that SCE really reduces mental stress of students for examination?	YES	NO
9.	Do you agree that due to SCE the work load of teacher has increased?	YES	NO
10.	Does SCE help in academic improvement of students in the classroom?	YES	NO
11.	Does SCE develop higher order thinking skills among students in the classroom?	YES	NO
12.	Does SCE help to achieve the main purpose of teaching syllabus in the classroom?	YES	NO
	<b>RELATED TO STUDENTS AND THEIR LEARNING IN CLASSROOM</b>	YES	NO
13.	Does SCE give you the scope to develop creativity among students in the classroom?		
14.	Does SCE develop various skills practically in subjects such as Computer, Drawing, Music and Physical & Health Education?	YES	NO
15.	Does SCE make education more development centred through remedial teaching in the classroom?	YES	NO
16.	Does SCE help to achieve all round development of students through comprehensive education, measurement and evaluation?	YES	NO

17. What are the advantages of School Based Comprehensive Evaluation?

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18. What are the disadvantages of School Based Comprehensive Evaluation?

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19. What are the suggestions would you like to give for the efficient functioning of School Based Comprehensive Evaluation?

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## QUESTIONNAIRE

### OBJECTIVES:-

To Study the opinion of principal about School Based Comprehensive Evaluation

1. According to you, is SCE a continuous comprehensive evaluation? Does SCE help to provide Quality Education?

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2. How does SCE develop social and moral values in students in the classroom?

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3. How does SCE improve academic performance of the students in the classroom?

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4. How does SCE help for all round development of students' personality?

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5. How does SCE develop various life skills in students through education?

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6. How does SCE motivate students to develop positive changes and good habits among them?

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7. How does SCE reduce mental stress of students for Examination?

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8. What suggestions would you like to give for the efficient functioning of School Based Comprehensive Evaluation?

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## LIST OF EXPERTS

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**CONTINUOUS AND COMPREHENSIVE EVALUATION**  
**CERTIFICATE OF SCHOOL - BASED ASSESSMENT**  
(Issued as per directives of Central Board of Secondary Education, Delhi)



AFFILIATION NO. : \_\_\_\_\_

NAME OF SCHOOL : \_\_\_\_\_

COMPLETE ADDRESS : \_\_\_\_\_

E-mail Id : \_\_\_\_\_ Telephone No. : \_\_\_\_\_

**CLASSES IX - X**  
**SESSION : 2009-2011**

STUDENT PROFILE

1. NAME OF STUDENT : \_\_\_\_\_
2. DATE OF BIRTH : \_\_\_\_\_
3. MOTHER'S NAME : \_\_\_\_\_
4. FATHER'S NAME : \_\_\_\_\_
5. ADMISSION NO : \_\_\_\_\_

STUDENT'S PHOTO  
WITH  
SIGNATURE  
(Attested by the  
School Principal with  
School Seal)

SELF AWARENESS

MY GOALS : \_\_\_\_\_

MY STRENGTHS : \_\_\_\_\_

INTERESTS & HOBBIES : \_\_\_\_\_

SPORTS / GAMES : \_\_\_\_\_

RESPONSIBILITIES DISCHARGED / EXCEPTIONAL ACHIEVEMENTS : \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
*Signature of Student*

\_\_\_\_\_  
*Signature of Principal*  
*Seal*

\_\_\_\_\_  
*Signature of Board Official*  
*Seal*

## PART – I : ACADEMIC PERFORMANCE : SCHOLASTIC AREAS

**A.**

S. No.	Subjects	Class IX				Class X			
		Grade Formative Assessment	Grade Summative Assessment	Grade (Formative & Summative)	Overall Grade* (including co-scholastic <sup>†</sup> )	Grade Formative Assessment	Grade Summative Assessment	Grade (Formative & Summative)	Overall Grade* (including co-scholastic)
01	Language-I								
02	Language-II								
03	Mathematics								
04	Science								
05	Social Science								
06*	I.T.								
07	H. Science								
08	Painting								
09	Music								
10	Book Keeping								
11*	Commerce / Accountancy								
12	Addl. Optional Subject								

\* Subjects listed from Serial No. 06 to 11 are prescribed by the CBSE for the children with Learning Disabilities.

**B.**

S.No.		Class IX		Class X	
		Descriptive Indicators*	Overall Grade	Descriptive Indicators*	Overall Grade
1.	Work Experience				
2.	Art Education				
3.	Physical and Health Education/ Games				

**Attendance: Class IX**

Total attendance of the student \_\_\_\_\_

Total working days \_\_\_\_\_

**Attendance: Class X**

Total attendance of the student \_\_\_\_\_

Total working days \_\_\_\_\_

**PART 2: CO – SCHOLASTIC AREAS**  
**2 (A) : LIFE SKILLS**

S.No.	Life Skills	Class IX		Class X	
		Grade	Descriptive Indicators*	Grade	Descriptive Indicators*
1.	<i>Thinking Skills*</i>				
2.	<i>Social Skills*</i>				
3.	<i>Emotional Skills*</i>				

*\*Thinking Skills (Creative and Critical Thinking, Problem Solving, Decision Making, Self Awareness)*

*Social Skills (Interpersonal, Communication, Empathy) Emotional Skills (Coping with Stress, Managing Emotions)*

**\* Descriptive Indicators are statements used to describe each learner.**

**2 (B) : ATTITUDES AND VALUES**

S.No.	Attitude Towards	Class IX		Class X	
		Grade	Descriptive Indicators*	Grade	Descriptive Indicators*
1.1	<i>Teachers</i>				
1.2	<i>School-mates</i>				
1.3	<i>School Programmes</i>				
1.4	<i>Environment</i>				
2.	<i>Value Systems</i>				



### PART 3: CO-SCHOLASTIC ACTIVITIES

#### 3(A) : Literary & Creative Skills, Scientific Skills , Aesthetic Skills & Performing Arts and Clubs (Any two of the following to be assessed)

S.No.	Activities	Class IX		Class X	
		Grade	Descriptive Indicators*	Grade	Descriptive Indicators*
01.	<i>Literary &amp; Creative Skills</i>				
02.	<i>Scientific Skills</i>				
03.	<i>Aesthetic Skills &amp; Performing Art</i>				
04.	<i>Clubs (Eco, Health &amp; Wellness &amp; Others)</i>				

**Activities that can be used for :**

**Literary & Creative Skills :** *Debate, Declamation, Creative Writing, Recitation, Drawing, Poster - Making, Slogan Writing, On-the-Spot Painting, Theatre.*

**Scientific Skills :** *(Science Club, Projects, Maths Club, Science Quiz, Science Exhibition, Olympiads)*

**Aesthetic Skills :** *Music (Vocal, Instrumental), Dance, Drama, Craft, Sculpture, Puppetry, Folk Art forms etc.*

#### 3 (B) : Health and Physical Education

(Any two of the following to be assessed)

- |   |                        |                         |
|---|------------------------|-------------------------|
| 1. Sports/ Indigenous sports (Kho-Kho etc.) | 2. NCC / NSS           | 3. Scouting and Guiding |
| 4. Swimming                                 | 5. Gymnastics          | 6. Yoga                 |
| 7. First Aid                                | 8. Gardening/Shramdaan |                         |

S.No.	Activity	Class IX		Class X	
		Grade	Descriptive Indicators*	Grade	Descriptive Indicators*

**Health Status**

Height : \_\_\_\_\_ Weight : \_\_\_\_\_

Blood Group : \_\_\_\_\_ Vision : (L) \_\_\_\_\_, (R) \_\_\_\_\_

Teeth : \_\_\_\_\_ Oral Hygiene : \_\_\_\_\_

Specific Ailment, if any : \_\_\_\_\_

**Overall Grades : Class IX**

Formative \_\_\_\_\_ Summative \_\_\_\_\_ CGPA \_\_\_\_\_

**Overall Grades : Class X**

Formative \_\_\_\_\_ Summative \_\_\_\_\_ CGPA \_\_\_\_\_

**Continuous and Comprehensive Evaluation**

1. Continuous and Comprehensive Evaluation is a process 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.
2. As it is spread over a period of two years in classes IX & X, it provides several opportunities for the school to identify the latent talents of the learners in different domains.

**GRADING SYSTEM****SCHOLASTIC A**

MARKS RANGE	GRADE	GRADE POINT
91 – 100	A1	10.0
81 – 90	A2	9.0
71 – 80	B1	8.0
61 – 70	B2	7.0
51 – 60	C1	6.0
41 – 50	C2	5.0
33 – 40	D	4.0
21– 32	E1	
00 – 20	E2	

**SCHOLASTIC B  
and Life Skills\*\***

GRADE	GRADE POINT
A +	5
A	4
B+	3
B	2
C	1

**CO-SCHOLASTIC  
ACTIVITIES AND HEALTH  
& PHYSICAL EDUCATION**

GRADE	GRADE POINT
A +	3
A	2
B	1

\* First term – FA1 (10%) + FA2 (10%) + SA1 (20%) Formative Assessment (FA) 1+2+3+4 = 40%

\* Second term – FA3 (10%) + FA4 (10%) + SA2 (40%) Summative Assessment (SA) 1+2 = 60%

## Promotion Policy

1. Overall performance is to be decided on the basis of achievement in the Scholastic as well as in the Co-Scholastic areas.
2. Minimum qualifying grade is D in all the five subjects in scholastic domain 1A.
3. The qualifying grade in 1B section of scholastic domain is B.
4. For weightage to co-scholastic areas, grades are to be converted into grade points according to given scale.
5. If the grade point range is 30-42, student gets the benefit of upscaling of grade to next higher grade in two subjects.
6. If the grade point range is 17-29, the student gets the benefit of upscaling of grade to next higher grade in one subject.
7. Aserisk or Star beside the grade reflects an upscaled grade.

## LIFE SKILLS ASSESSMENT (2A)

\*\* The 5 point Grading Scale for Life Skills Assessment is given below:

<i>Most indicators in a skill</i>	-	A+
<i>Many indicators in a skill</i>	-	A
<i>Some indicators in a skill</i>	-	B+
<i>Few indicators in a skill</i>	-	B
<i>Very few indicators in a skill</i>	-	C

The Indicators of Assessment for each category of Life Skills are given below :

Thinking Skills	Social Skills	Emotional Skills
<p><b>Student demonstrates the ability to:</b></p> <ol style="list-style-type: none"> <li>1. be original, flexible and imaginative</li> <li>2. raise questions, identify and analyze problems.</li> <li>3. implement a well thought out decision and take Responsibility</li> <li>4. generate new ideas with fluency</li> <li>5. elaborate / build on new ideas</li> </ol>	<p><b>Student demonstrates the ability to:</b></p> <ol style="list-style-type: none"> <li>1. identify, verbalize and respond effectively to others' emotions in an empathetic manner</li> <li>2. get along well with others</li> <li>3. take criticism positively</li> <li>4. listen actively</li> <li>5. communicate using appropriate words, intonation and body language</li> </ol>	<p><b>Student demonstrates the ability to:</b></p> <ol style="list-style-type: none"> <li>1. identify one's own strengths and weaknesses</li> <li>2. be comfortable with one's own self and overcome weaknesses for positive self-concept</li> <li>3. identify causes and effects of stress on oneself</li> <li>4. develop and use multi-faceted strategies to deal with stress</li> <li>5. ability to express and respond to emotions with an awareness of the consequences.</li> </ol>

**\*The indicators of assessment for each category are given in Teachers' Manual for School Based Assessment.**



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