CHAPTER THREE
OBJECTIVES AND HYPOTHESES
Chapter-3

Objectives and Hypotheses

Concepts used in the Research

Comprehensive Evaluation

The term “comprehensive” refers to areas of assessment both scholastic and non – scholastic evaluation has three phases i.e. information gathering, judgement making and decision making.

Evaluation

An educational point of view evaluation may be defined as a systematic process of determining the context to which educational objectives are achieved by pupils.

In other words the term “comprehensive” refers to all aspect of the child development cognitive and non-cognitive. The “comprehensive” evaluation covers all aspect of growth and development of the child which includes physical, intellectual, emotional and social, The term “evaluation” is the process to find the extend to which the objectives of the curriculum of the desired outcome are achieved.

Co-Scholastic Activities

The school curriculum has two board areas to take care of all the development aspects of the child viz. cognitive, affective and psychomotor. Subject like language, mathematics, science and social studies helps mainly the cognitive development of the child. Many other activities are necessary for development of the affective and psychomotor domain, those activities like games and sports, art and music, craft work etc. is termed as co-scholastic activities. Instead of co-curricular activities the term co-scholastic activity are used as both cognitive and non-cognitive development can take
place by exposing the child to the lesson on scholastic subjects and non-scholastic subjects.

**Elementary School**

The upper primary stage together is called elementary stage of education.

**CBSE Board**

All students have been awarded grades not marks.

The practice of declaring compartment/fail has been discontinued.

The result of a candidate is now declared in two categories: Eligible for qualifying certificate and Eligible for improving performance.

All candidates even if they have failed in all subjects will now have five chances to improve their performance without having to repeat a year.

**The New Order**

With board exams being made optional from the academic year 2010-11 a new system of evaluation – continuous and comprehensive evaluation based on grades has been approved. It comprises formative and summative assessment of the student to be done over two – term first and second during the year long academic calendar.

**Summative Assessment: Based on the term end examination** –

- There will be two evaluations each in the first and second terms.
- The first term end exam will carry 20 marks.
- The second term – end exam will carry 40 marks.

**Formative Assessment: To evaluate and grade classwork, homework assignment and project work** – There will be one term end exam for each term. Each evaluation will carry 10 marks a piece.
Grading System for Scholastic Evaluation

It is exhibited in the following table –

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>A₁</td>
<td>10</td>
</tr>
<tr>
<td>81-90</td>
<td>A₂</td>
<td>9</td>
</tr>
<tr>
<td>71-80</td>
<td>B₁</td>
<td>8</td>
</tr>
<tr>
<td>61-70</td>
<td>B₂</td>
<td>7</td>
</tr>
<tr>
<td>51-60</td>
<td>C₁</td>
<td>6</td>
</tr>
<tr>
<td>41-50</td>
<td>C₂</td>
<td>5</td>
</tr>
<tr>
<td>31-40</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>21-30</td>
<td>E₁</td>
<td>-</td>
</tr>
<tr>
<td>20 &amp; Below</td>
<td>E₂</td>
<td>-</td>
</tr>
</tbody>
</table>

- Thus grade on a 9 point scale will be awarded to students.
- Performance may be assessed by using conventional numerical marking and same will be converted into grades.

Rationale of the study

Empirical studies on students, parents and teachers attitude towards comprehensive evaluation system in Indian context have not yet been conducted. Thus, the understanding of the nature of comprehensive evaluation system remains significantly limited. To bridge the gap in the literature, the present study purports to examine the students, parents and teachers attitude towards comprehensive evaluation system.

Objectives

On the basis of above facts, the objectives of the present study are as follows:

A1. To examine whether attitude of teachers towards Comprehensive Evaluation System (CES) are different for two genders.

A2. To examine whether attitude of teachers towards Comprehensive Evaluation System vary according to level of teaching.
A3. To examine whether attitude of students towards Comprehensive Evaluation System vary according to gender of the students

A4. To examine whether attitude of students towards Comprehensive Evaluation System vary for low and high level classes.

A5. To examine whether attitude of parents toward Comprehensive Evaluation System vary according to their socio-economic status.

A6. To examine whether attitude of parents toward Comprehensive Evaluation System vary according to their occupation.


B2. To obtain suggestions of boys and girls students for change in Comprehensive Evaluation System.

B3. To obtain suggestions of parents for change in Comprehensive Evaluation System.

Hypotheses

A1. The attitude of teachers towards Comprehensive Evaluation System would differ significantly for male and female teachers.

A2. The attitude of teachers towards Comprehensive Evaluation System would differ for the teachers of lower and higher level classes.

A3. The attitude of students towards Comprehensive Evaluation System would differ significantly for boys and girls.

A4. The attitude of students towards Comprehensive Evaluation System would differ for low and high level class groups.

A5. The attitude of parents towards Comprehensive Evaluation System would differ significantly for low and high socio-economic groups.

A6. The attitude of parents towards Comprehensive Evaluation System would be significantly different for different occupations.
A Psychological analysis of the Comprehensive Evaluation System of CBSE Board and the Corrective Measures

B1. There would be significant difference in the suggestions given by male and female teachers of different levels of classes for change in Comprehensive Evaluation System.

B2. There would be significant difference in the suggestions given by boys and girls students of middle and high school levels for change in Comprehensive Evaluation System.

B3. There would be significant difference in the suggestions given by parents of different socio- economic- status levels and occupations at levels for change in Comprehensive Evaluation System.