CHAPTER SIX
SUMMARY
Chapter-6

Summary

Comprehensive Evaluation System is an education system newly introduced by Central Board of Secondary Education in India for students of sixth to tenth grades. The main aim of this system is to evaluate every personality aspect of the students during their academic session at the school. This will help to reduce pressures on the students during and before examinations as the student will have to sit for multiple tests throughout the year. In this system no test or the syllabus covered will be repeated at the end of the year. The Comprehensive Evaluation System method is claimed to bring enormous changes from the traditional method of teaching provided, it is implemented seriously.

Implementation of Comprehensive Evaluation was one of the recommendations of the Indian Education Commission, 1964-1966 popularly known as Kothari Commission. The recommendation was a Comprehensive Evaluation System by the Government of India under National Policy of Education (NPE), 1986. This is the new evaluation method introduced recently to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the students all over the nation. Comprehensive Evaluation System helps in improving student’s performance by identifying his/her learning difficulties and abilities at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance. Comprehensive Evaluation System is the modern method of evaluating all the important and major dimensions of a student's personality. As a part of this new system, student's marks are replaced by grades which are evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to reduce the workload on
students and to improve the overall skill and ability of the student by means of evaluation of other activities. Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behaviour etc to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to reveal their talent in other fields such as arts, humanities, sports, music, athletics etc.

In Comprehensive Evaluation System the marks obtained in an exam are not revealed. However, equivalent grades which would be deduced using a special method by the teachers during evaluation, would be revealed. This is considered as a drawback since students with 92 marks will get the same grade as the students with 100 marks and their talents cannot be recognized by anyone else other than their teachers. Though this system might have some drawbacks it instills this value that students need to compete with themselves to get a better grade and not with others.

**Rationale of the study**

Empirical studies on 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.
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.

Methodology

Research design

In the present piece of research a 2x2 factorial ‘ex-post-facto’ non-experimental design with fixed model was employed. The dependent variable is towards Comprehensive Evaluation System.

Participants

In order to meet the requirement of 2x2 factorial design; the stratified random sampling technique was employed to select an unbiased representative sample from the universe. For this purpose an initial population of 480 school teachers within the age range of 25 to 50 years, were drawn randomly from different 12 CBSE schools of Durg district. From the initial sample four homogenous strata according to the two specific characteristics of population, i.e., levels of teaching class (middle & high), and gender, which were varied to two levels, were determined. In each cell or strata 70 Ss were put randomly. Thus, a total of 280 Ss were selected in the final sample.

Further, initial population of 640 students within the age range of 12 to 16 years, were drawn randomly from different CBSE schools of Durg district. From the initial sample four homogenous strata according to the two specific characteristics of population, i.e.,
levels of pursuing class (middle & high), and gender, which were varied to two levels, were determined. In each cell or strata 80 Ss were put randomly. Thus, a total of 320 Ss were selected in the final sample.

Moreover, initial population of 240 parents within the age range of 28 to 47 years, were drawn randomly from different CBSE schools of Durg district. From the initial sample four homogenous strata according to the two specific characteristics of population, i.e., occupation (Service & Business), and socioeconomic status, which were varied to two levels, were determined. In each cell or strata 30 Ss were put randomly. Thus, a total of 120 Ss were selected in the final sample.

**Measures**

**SESS-UR- KASS (Kalia & Shahu, 2012)**

In this present research socioeconomic status was measured by SESS-UR-KASS (Kalia & Shahu, 2012). It has minimum 13 and maximum 115 score. A higher score indicates higher socioeconomic status. Kalia and Shahu, (2012) reported that satisfactory internal consistency reliability, convergent and discriminant validity. In the present sample the internal consistency (α) of this measure was .750 for socioculture, .823 for economic, .690 for possession of goods, .789 for health and .750 for education.

**Attitude towards Comprehensive Evaluation System Scale (Kour, Jha, Singh & Khan, 2015)**

Different stakeholder (viz. Students, parents and teachers) attitude towards comprehensive evaluation system was measured by attitude towards comprehensive evaluation system scale (Kour, Jha, Singh & Khan, 2015). It has minimum 50 and maximum 250 score. A higher score indicates positive attitude towards comprehensive evaluation system. In the present sample the internal consistency (α) of this measure was .763 for over all, attitude towards comprehensive evaluation system scale.
Procedure

Prior to initiation of the study, all participants gave their informed and written consent. The study obtained ethics approval of the institutional ethics committee for human research of the Pt. Ravishankar Shukla University, Raipur, India.

Major Findings

After ensuring the homogeneity of variance the scores of all the ten independent dimensions of attitude towards comprehensive evaluation system were subjected to a 2x2 ANOVA treatment to work out the main and interactional effects of the two factors under investigation.

A1. Teachers Attitude towards Comprehensive Evaluation System

Level of teaching classes (F₁, 276= 5.53, p<.05) is able to account for variance of life skill component of attitude towards comprehensive evaluation system. Level of teaching classes (F₁, 276= 6.36, p<.05), level of teaching classes and gender (F₁, 276= 5.66, p<.05) are jointly able to account for variance of visual and performing art component of attitude towards comprehensive evaluation system. Level of teaching classes and gender (F₁, 276= 4.09, p<.05) are jointly able to account for variance of scholastic activity component of attitude towards comprehensive evaluation system. Level of teaching classes (F₁, 276= 6.37, p<.05) and gender (F₁, 276= 4.10, p<.05) are able to account for variance of health and physical education component of attitude towards comprehensive evaluation system. Level of teaching classes (F₁, 276= 6.147, p<.05) and gender (F₁, 276= 5.239, p<.05) are able to account for variance of overall attitude towards comprehensive evaluation system.

A2. Suggestion of teachers for change in Comprehensive Evaluation System

Mean rank of suggestion on male (150) is greater than the female (40.00) on syllabus must be reduced. The difference is significant at .001 level [U₂₇⁹ = 8470, Z= -2.420,
Mean rank of suggestion on middle school teachers (131.88) is less than the high school teachers (149.24) on ICT technique should be included. The difference is significant at .001 level \[U_{279} = 8584.5, Z= -2.217, p<.01\]. Mean rank of suggestion on middle school teachers (131.81) is less than the high school teachers (149.31) on teacher training should be included. The difference is significant at .001 level \[U_{279} = 8574.5, Z= -2.411, p<.01\]. Mean rank of suggestion on middle school teachers (151.25) is higher than the high school teachers (129.60) on syllabus must be reduced. The difference is significant at .001 level \[U_{279} = 8284, Z= -2.758, p<.01\].

**B1. Students Attitude towards Comprehensive Evaluation System**

Gender \((F_{1, 276}= 4.02, p<.05)\) is able to account for variance of life skill component of attitude towards comprehensive evaluation system. Gender \((F_{1, 276}= 4.87, p<.05)\) is able to account for variance of health and physical education component of attitude towards comprehensive evaluation system. Gender \((F_{1, 276}= 10.19, p<.01)\) and pursuing classes \((F_{1, 276}= 5.00, p<.05)\) are able to account for variance of academic performance component of attitude towards comprehensive evaluation system. Pursuing classes \((F_{1, 276}= 9.84, p<.01)\) is able to account for variance of attendance component of attitude towards comprehensive evaluation system. Gender \((F_{1, 276}= 12.73, p<.01)\) and pursuing classes \((F_{1, 276}= 17.57, p<.01)\) are able to account for variance of overall attitude towards comprehensive evaluation system.

**B2. Suggestion of students for change in Comprehensive Evaluation System**

Mean rank of suggestion on boys (176.5) is greater than the girls (152.30) on sports must be required. The difference is significant at .001 level \([U_{279} = 11520, Z= -3.312, p<.01]\). Mean rank of suggestion on boys (154.92) is less than the girls (178.20) on Co-curricular activity must be included. The difference is significant at .001 level \([U_{279} = \ldots\)
Mean rank of suggestion on girls (154.30) is less than the boys (149.31) on course should be reduced. The difference is significant at .001 level [U_{279} = 11820, Z= -3.562, p<.01]. Mean rank of suggestion on boys (183.10) is higher than the boys (162.10) on home work must be reduced. The difference is significant at .001 level [U_{279} = 11612, Z= -3.98, p<.01]. Mean rank of suggestion on boys (178.17) is higher than the girls (150.30) on fare evaluation must be required. The difference is significant at .001 level [U_{279} = 11220, Z= -3.189, p<.01]. Mean rank of suggestion on middle school students (179.00) is higher than the high school students (150.70) on fare evaluation must be required. The difference is significant at .001 level [U_{279} = 11220, Z= -3.316, p<.01].

**C1. Parents Attitude towards Comprehensive Evaluation System**

Type of occupation (F_{1, 276} = 11.46, p<.01) is able to account for variance of value systems component of attitude towards comprehensive evaluation system.

**C2. Suggestion of Parents for change in Comprehensive Evaluation System**

Mean rank of suggestion on business class parents (49.46) is less than the service class parents (74.36) on discipline must be required. The difference is significant at .001 level [U_{279} = 1100, Z= -4.497, p<.01]. Mean rank of suggestion on business class parents (48.24) is less than the service class parents (75.66) on racial discrimination must be avoid. The difference is significant at .001 level [U_{279} = 1023, Z= -5.041, p<.01]. Mean rank of suggestion on business class parents (51.71) is less than the service class parents (71.96) on special attention for weak students should be required. The difference is significant at .001 level [U_{279} = 1241, Z= -3.674, p<.01]. Mean rank
of suggestion on business class parents (48.71) is less than the service class parents (75.16) on semester system should be adopted should be required. The difference is significant at .001 level \( U_{279} = 1052, Z= -4.88, p<.01 \).

Mean rank of suggestion on low socio- economical class parents (51.31) is less than the service class parents (71.05) on discipline must be required. The difference is significant at .001 level \( U_{279} = 1257, Z= -3.815, p<.01 \). Mean rank of suggestion on low socio- economical class parents (44.70) is less than the service class parents (77.23) on racial discrimination must be avoid. The difference is significant at .001 level \( U_{279} = 867, Z= -6.048, p<.01 \). Mean rank of suggestion on low socio- economical class parents (46.17) is less than the service class parents (75.86) on healthy competition among students must be developed. The difference is significant at .001 level \( U_{279} = 954, Z= -5.664, p<.01 \).

Mean rank of suggestion on low socio- economical class parents (53.20) is less than the service class parents (69.27) on semester system should be adopted. The difference is significant at .001 level \( U_{279} = 1369, Z= -3.401, p<.01 \).

**Conclusion**

Present study concluded that there is sufficient empirical and statistical evidence of the main effect of gender and pursuing classes on students attitude towards Comprehensive Evaluation System. Main effect of teaching classes on teachers attitude towards Comprehensive Evaluation System. Main effect of categories of occupation on parents attitude towards Comprehensive Evaluation System. Present research demonstrates thorough understanding of different stakeholders (viz. students, teachers and parents) attitude towards Comprehensive Evaluation System.