

A study on the difference of attitude towards the acceptance level of Continuous and Comprehensive Evaluation (CCE) System among the eighth grade students of Hooghly District in West Bengal

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ABSTRACT

The National Policy of Education (1986) had emphasized upon continuous and comprehensive evaluation (CCE) for the improvement of the quality of school education [1]. Continuous and comprehensive evaluation is an education system newly introduced by the West Bengal Board of Secondary Education (WBBSE) [2]. It emphasizes two fold objectives - Continuity in evaluation and assessment of broad based learning. The present investigation was taken to study the difference of attitude towards the acceptance level of continuous and comprehensive evaluation (CCE) system among the students of three randomly selected schools of Hooghly District of West Bengal. The investigators prepared standardized questionnaires for the purpose of the present dissertation. The students' attitude, reflected in the questionnaire, was analysed statistically with IBM SPSS Statistics Version 20.0.

Key Words:

Attitude, Acceptance level, Continuous and comprehensive evaluation system, CCE, WBBSE, Hooghly District, West Bengal.

INTRODUCTION

West Bengal Board of Secondary Education (WBBSE) has introduced Continuous and Comprehensive Evaluation (CCE) system from the academic year 2007-08. But from the very next academic year, i.e., 2008-09 the format of CCE system has been changed by WBBSE where from Class V onwards (up to Class X), all Government, Government-sponsored and Government-aided schools have to conduct 5 Unit Tests along with 2 Remedial Tests in an academic year followed by a Summative Evaluation/Annual Examination [2].

For the students of Class I to Class VIII, the WBBSE has introduced revised Continuous and Comprehensive Evaluation (CCE) system from the academic year 2013. Two types of assessment referred to in this CCE system are Formative and Summative. The periodicity of both types of assessment are thrice (i.e., 1st, 2nd & 3rd Formative & Summative Evaluations) in an academic year. Although, in case of class IX & X the earlier system of CCE (which was introduced from the academic year 2008-09) and annual academic calendar was followed [3].

The WBBSE has implemented the revised system of CCE – 2013 for the students of Class IX from the academic year 2015 and the same for the students of Class X from the present academic year 2016 [3].

In the present system of CCE weightage percentage varies from 15% to 38% for Formative Assessment and 62% to 85% for the Summative Assessment in different classes from V to X. The WBBSE mentioned Five indicators for Formative Assessment, viz., Participation, Questioning and Experimentation, Interpretation and Application, Empathy and Co-operation, Aesthetic and Creative Expression. In the Summative Assessment, according to WBBSE, one-third of the question would be Open-ended and others would judge the Analytic Power and Creativity of the students. There would be Four point Grading system for the Formative and Seven point grading System along with Marks for Summative Assessment in the present CCE system.

This study is an effort to find out the attitude towards the acceptance level of CCE of the students of eighth grade stage of Hooghly District in West Bengal.

OBJECTIVES OF THE STUDY

- 1) To study the Attitude towards the acceptance level of CCE for the sample under consideration.
- 2) To compare the Attitude towards the acceptance level of CCE for their strata and gender.

HYPOTHESES OF THE STUDY

0H 1 : There is no significant difference in the attitude towards the acceptance level of CCE between the male and female students.

0H 2 : There is no significant difference in the attitude towards the acceptance level of CCE between the urban and rural students

0H 3 : There is no significant difference in the attitude towards the acceptance level of CCE between the urban male and urban female students.

0H 4 : There is no significant difference in the attitude towards the acceptance level of CCE between the rural male and rural female students.

0H 5 : There is no significant difference in the attitude towards the acceptance level of CCE between the urban male and rural male students.

0H 6 : There is no significant difference in the attitude towards the acceptance level of CCE between the urban female and rural female students.

RESEARCH METHODOLOGY

Sample

Two hundred students - one hundred male and one hundred female students of class VIII were selected randomly from the Hooghly District of West Bengal for the study.

Area of Study

The schools were selected randomly from urban and rural areas in the Srerampore Sub-Division of the Hooghly District of West Bengal.

Number of Schools

Three schools - two from urban and one from rural situated in Srerampore Sub-Division, Hooghly District, West Bengal were selected randomly for the study.

Gender

Out of 200 randomly selected eighth grade students, 100 were male and 100 were female students.

Strata

The questionnaire was administered on 200 randomly selected eighth grade students among which, 100 were male and 100 were female students.

Variables

In the present study, total three variables were considered by the researcher, viz.,

Dependent Variable

Attitude towards the acceptance level of CCE

By this terminology it is meant the attitude towards the acceptance level of CCE, expressed by the students considered as Sample.

Independent Variables

Gender

It is the gender of the student individuals selected for the study.

Strata

Strata refers the Urban and Rural area of study.

Tools used

Questionnaire to study the attitude towards the acceptance level of Continuous and Comprehensive Evaluation (CCE) system among the randomly selected eighth grade students was developed and standardized by the researcher.

Method

Survey Method was used to collect data and IBM SPSS Statistics Version 20.0 was used for statistical interpretation of data under the present study.

Sampling

A sample of two hundred students was selected randomly from class VIII of three Higher Secondary Schools considering both genders and strata. The sample consisted of one hundred male and one hundred female students. Out of 100 male students, 50 were urban and 50 rural and out of 100 female students 50 were urban and 50 rural.

Sampling Chart

Area	Name of the School	Male Students	Female Students	Total
Urban	Uttarpara Govt. High School	50	-	
	Uttarpara Girls' High School	-	50	
Total				100
Rural	Bamunari High School (H.S.)	50	50	100
TOTAL	No. of School : Three	100	100	200

Construction of Questionnaire

The Questionnaire to study the Attitude towards the acceptance level of Continuous and Comprehensive Evaluation (CCE) system contained 50 statements / items. These statements / items have covered the following important and basic dimensions :

- A) School Activity (Dimension :1)
- B) Future Prospect (Dimension : 2)
- C) Home Atmosphere (Dimension : 3)
- D) Teachers' Participation (Dimension : 4)
- E) Students' Satisfaction (Dimension : 5)

There were ten statements / items in each of the dimensions mentioned above. Thus altogether there were 50 statements / items in a set of which 49 had positive and one had negative statements. Each statement has to be rated by the individual student on a Likert type 5-point scale in a continuum from Strongly Agree to Strongly Disagree.

RESULT AND DISCUSSION

Descriptive analysis (Mean, Standard Deviation and Standard Error of Mean) of the Attitude towards the acceptance level of Continuous and Comprehensive Evaluation (CCE) were calculated separately for male and female students of urban and rural area and presented in the **TABLE : 1**.

From the result of the descriptive analysis (Table : 1) it is seen that Male students have shown better attitude towards the acceptance level of CCE in comparison to the Female students and Urban students have shown better attitude towards the acceptance level of CCE in comparison to the Rural students.

To see whether the mean difference is significant or not Paired Sample t-Test was applied and the result is given in the **TABLE : 2**

From the result of the Paired Sample t-Test of the Attitude towards the Acceptance Level of CCE system between the Male and Female students of Urban and Rural area, it is seen that the t-value is not significant at the 0.05 level for Male & Female students Pair, Urban Male & Urban Female students Pair, Rural Male & Rural Female students Pair and Urban Female & Rural Female students Pair. So the null hypotheses $H_0 1$, $H_0 3$, $H_0 4$ and $H_0 6$ are retained. Hence, there are no significant differences in the Attitude towards the Acceptance Level of CCE system between the Male & Female students, Urban Male & Urban Female students, Rural Male & Rural Female students and Urban Female & Rural Female students.

But the t-value is significant at the 0.05 level for Urban & Rural students pair and Urban Male & Rural Male students pair. So $H_0 2$ and $H_0 5$ null hypotheses are rejected. Therefore, statistical analysis shows that there are significant differences in the Attitude towards the Acceptance Level of CCE system between Urban & Rural students and Urban Male & Rural Male students.

CONCLUSION

It was found through statistical analysis that Urban students have shown better attitude towards the acceptance level of CCE system in comparison to the rural students. It was also found that and Urban male students have shown better attitude towards the acceptance level of CCE system in comparison to the rural male students.

In western countries a very few research work with CCE has been made to see the attitude of the students towards the system, but the amount of research work done in India, especially with students of West Bengal is almost nil. Since the education scenario of our country is totally different from that of the western country, the results of investigations with western students may not be true with Indian and more specifically for the students of West Bengal. Hence investigations, such as this, will be of much importance to all concerned. Moreover as the CCE system has newly introduced, the result of this dissertation will provide some valuable information not only for the future researcher, but also for the academic personnel related to secondary education system of West Bengal.

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(Tables & Figures)

TABLE : 1

Showing the Descriptive analysis (Mean, Standard Deviation and Standard Error of Mean) of the Attitude towards the acceptance level of Continuous and Comprehensive Evaluation (CCE) for male and female students of urban and rural area

Gender of	Area	N	Mean	Standard	Standard	Students
		Deviation	Error of Mean			
Male	Urban & Rural	100	181.35	23.73	2.37	
Female	Urban & Rural	100	178.91	20.77	2.07	
Male	Urban	50	186.76	24.53	3.47	
Female	Urban	50	182.92	22.11	3.13	
Male	Rural	50	175.94	21.80	3.08	
Female	Rural	50	174.90	18.71	2.65	

TABLE : 2

Showing the distribution of Paired Differences with respect to Mean, Standard Deviation (SD), Standard Error of Mean (SEM) and ‘t’ value of the Attitude towards the Acceptance Level of CCE between the Male and Female Students of Urban and Rural area

Pair	Paired Differences			t	df	Sig. (2-tailed)
	Mean	SD	SEM			
Male – Female students	2.44	30.50	3.05	.800	99	.426
Urban – Rural students	9.42	30.82	3.08	3.056	99	.003
Urban Male – Urban Female students	3.84	32.39	4.58	.838	49	.406
Rural Male – Rural Female students	1.04	28.75	4.07	.256	49	.799
Urban Male – Rural Male students	10.82	32.19	4.55	2.38	49	.021
Urban Female – Rural Female students	8.02	29.65	4.19	1.91	49	.062

(Data & Statistics)

TABLE-1
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MALE, urban & rural	181.3500	100	23.72374	2.37237
	FEMALE, urban & rural	178.9100	100	20.77104	2.07710
Pair 2	Urban Male & Female	184.8400	100	23.31459	2.33146
	Rural Male & Female	175.4200	100	20.22059	2.02206
Pair 3	MALE, urban, UGHS	186.7600	50	24.53033	3.46911
	FEMALE, urban, Town	182.9200	50	22.11274	3.12721
	MALE, rural, Bamunari	175.9400	50	21.80939	3.08431
Pair 4	FEMALE, rural, Bamunari	174.9000	50	18.70529	2.64533
Pair 5	MALE, urban, UGHS	186.7600	50	24.53033	3.46911
	MALE, rural, Bamunari	175.9400	50	21.80939	3.08431
	FEMALE, urban, Town	182.9200	50	22.11274	3.12721
Pair 6	FEMALE, rural, Bamunari	174.9000	50	18.70529	2.64533

TABLE-2

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	MALE, urban & rural & FEMALE, urban & rural	100	.065	.521
Pair 2	Urban Male & Female & Rural Male & Female	100	.003	.979
Pair 3	MALE, urban, UGHS & FEMALE, urban, Town	50	.038	.792
Pair 4	MALE, rural, Bamunari & FEMALE, rural, Bamunari	50	-.001	.994
Pair 5	MALE, urban, UGHS & MALE, rural, Bamunari FEMALE, urban, Town	50	.038	.791
Pair 6	& FEMALE, rural, Bamunari	50	-.049	.738

TABLE-3

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	MALE, urban & rural - FEMALE, urban & rural	2.44000	30.50064	3.05006	-3.61199	8.49199	.800	99	.426
Pair 2	Urban Male & Female - Rural Male & Female	9.42000	30.82082	3.08208	3.30448	15.53552	3.056	99	.003
Pair 3	MALE, urban, UGHS - FEMALE, urban, Town	3.84000	32.39007	4.58065	-5.36516	13.04516	.838	49	.406
Pair 4	MALE, rural, Bamunari - FEMALE, rural, Bamunari	1.04000	28.74800	4.06558	-7.13009	9.21009	.256	49	.799
Pair 5	MALE, urban, UGHS - MALE, rural, Bamunari	10.82000	32.19056	4.55243	1.67154	19.96846	2.377	49	.021
Pair 6	FEMALE, urban, Town - FEMALE, rural, Bamunari	8.02000	29.64793	4.19285	-.40585	16.44585	1.913	49	.062