

A STUDY OF SCHOOL TEACHERS' ATTITUDE TOWARDS
CONTINUOUS COMPREHENSIVE EVALUATION

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Abstract

Continuous comprehensive evaluation dominates the educational discourse today. One of the most important purposes of assessment is its ability to provide input on where the teaching learning process is going wrong and how teachers could make improvement in it. The present scenario of education possibly after NCF2005 and RTE2009 changing the way one looked at education has started looking into practices and methods to develop an assessment strategy that is both continuous and comprehensive in its evaluation of a student's personality. The main objective of this research were: (i) To Study the Level of School teachers' attitude toward Continuous and Comprehensive Evaluation, (ii) To compare the male and female School teachers' attitude towards Continuous and Comprehensive Evaluation and (iii) To compare the school teachers' attitude towards Continuous and Comprehensive Evaluation working in urban and rural areas. The findings of present study were: some of school teachers working in urban areas have moderate favorable attitude towards continuous and comprehensive evaluation. Only few male school teachers working in rural areas have unfavorable attitude towards continuous and comprehensive evaluation. Majority of female school teachers working in rural areas have highly favorable attitude towards continuous and comprehensive evaluation. The findings of the study indicated that almost female school teachers working in urban and rural areas have favorable attitude towards continuous and comprehensive evaluation. The findings of the study were also indicated that there was no significant difference between the male and female school teachers' attitude towards continuous and comprehensive evaluation and there was no significant difference between school teachers' attitude towards continuous and comprehensive evaluation working in urban and rural areas.

Keywords: *continuous and comprehensive evaluation*

Introduction

Continuous and comprehensive evaluation (CCE) was introduced in the Indian education system in 2004 as an assessment scheme with an aim to

refurbish the existing education system which was exam oriented, rigid and promoted only lower learning among students. CCE is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. A testing evaluation is also concerned with identification of learning experiences and educative environment to produce changes in the learner's behavior (NCERT, 2000). It involves information gathering, information processing, judgment forming, and decisions making. Continuous and comprehensive evaluation which is school based and aims at all round development of the student. This process includes continuity of testing with responsible intervals and covering different expects of curricular and co-curricular areas so as to help the student.

The term “**continuous**” refers to regularity in assessment. Since, the development of child is a continuous phenomenon; evaluation has to be completely integrated with the teaching – learning process as to assess the progress of students at regular intervals.

The term “**comprehensive**” refers to assessment in both, the scholastic as well as co scholastic area of student’s development.

The **evaluation** of scholastic aspects includes assessment of personal and social qualities, interest, attitudes, values, life skills and level of participation in different co-curricular activities. For carrying out such type of evaluation, multiple techniques have to be employed by the teachers and school authorities. Conclusively, it may be inferred that continuous and comprehensive evaluation is intended to identify positive attributes and talents of this students which are not usually assesses through written examination. There have been efforts for the last few years by the central government and few state governments in India to introduce continuous and comprehensive evaluation system in school.

Evaluation is a continuous process of inquiry concerned with the study, appraisal, and improvement of all aspect of the education program. The most ideal is for this process to be carried out co-operatively by all concerned with the growth and development of children.

Objectives of the CCE Scheme

- To make evaluation an integral part of teaching learning-process.
- To use evaluation for improvement o f student's achievement and teaching-leaning strategies on the basis o f regular diagnosis followed by remedial instructions.
- To provide scope for self-evaluation by teachers and students.
- To analyze evidences gathered about the student's achievement to identify, in adequacies in their learning and provide basis for remedial measures.
- An attempt to maintain desired standard of performance using evaluation as a quality control device.
- To include both scholastic and non-scholastic areas to asses growth and development o f pupils using different techniques of evaluation.
- To de-emphasize memorization. viii. To make teaching-leaning child centred, activity centred and joyful. The scheme operates as under.

Kumari (2012) has carried out a study on challenges and development of strategies in carrying out CCE by secondary school Mathematics teachers. Findings revealed that the teachers faced challenge in areas related to resources as well as in the areas related to student learning and the assessment. Lal (2015) has carried out a study on effective CCE practices in government schools of Uttarakhand. The study revealed that the challenge for the constructivist teacher is to develop better means of measuring both the factual knowledge and the kind of understanding students acquire through these activities. Marva (2008) examined that teacher perception of implementation of the National Continuous Assessment Programmed in a primary school in Trinidad and Tobago. Major findings revealed that the success of the innovation depended to a large extent on training, leadership,

collegial relationships, administrative support, parental involvement and resources. Recommendations for more effective implementation of the Continuous Assessment Programmed included .The need for more administrative policies and structures both at the school and district level. Jaiswal (2010) has carried out a study on attitude toward new evaluation system. The objectives of the study were to find out whether the primary teachers are aware of this concept and to which extent they practice it in their school. The findings of the study were that Kendriya vidyalayas had given balanced weightage to all the three objectives i.e. knowledge, comprehension & expression as compared to rest of the schools. All private schools and one government school gave attention to higher mental abilities whether other schools tested only the students' textual knowledge. Isave has carried out a study on the Continuous Comprehensive Evaluation Scheme at secondary school. The present study was concluded that evaluation practices are carried out in school but not exactly the view points as mentioned in the framework. Lack of daily record maintenance, daily feedback and formative feedback is not provided. Remedial instruction discusses in PTM meeting is not mentioned in the diary. Teachers were not prepared their own evaluation tool CCE is a hectic process for them. The role of CCE is very important when our aim is to improve learner's quality in the cognitive as well as in the non-cognitive domains. In the context of school it is a continuous updating of teachers about their students.CCE facilities students effective learning as well as their all round development of personality with its multiple tools and techniques and corrective measures. It is an integral part of teaching learning process which promotes standard of school.

Thus teachers are increasingly facing issues with regards to implementing CCE within schools. However, there are certain teachers who have not only accepted the CCE philosophy but have brilliantly integrated it within their classroom and within these classrooms core philosophy of CCE is seen spreading its wings.

Continuous comprehensive evaluation is very effective new scheme of Evaluation. CCE is to evaluate every aspect of the child during their presence

at the school. This is believed to help in reducing the pressure on the child during/ before examination and to improve the overall skill and ability of the student by mean of evaluation of other activity. These efforts would not turn to be effective and successful until unless our teachers are not willing whole heartedly to implement such evaluation system in right manner and spirit. In this regard, it has been rightly remarked that the evaluation skill of the teachers is very important competence expected of them to raise the standards of achievement in pupils by giving constant feedback, remediation and improvement of classroom instructional strategies based on evaluation system followed in school education. The need is to bring a favorable change in teachers towards this scheme. The need is to bring a favorable change in teacher's attitude towards CCE through different means of training, orientation, incentives and other alike. Hence, there is great need to study teacher's attitude towards continuous comprehensive evaluation.

Statement of the Study

“A Study of Teachers’ Attitude towards Continuous and Comprehensive Evaluation.”

Objectives of the Study

1. To study the level of school teachers’ attitude toward continuous and comprehensive evaluation.
2. To compare the male and female school teachers’ attitude towards continuous and comprehensive evaluation.
3. To compare the school teachers’ attitude towards continuous and comprehensive evaluation working in urban and rural areas.

Hypotheses of the Study

1. There is no significant difference between male and female school teachers' attitude towards continuous and comprehensive evaluation.
2. There is no significant difference between school teachers' attitude towards continuous and comprehensive evaluation working in urban and rural areas.

Design of the Study

The investigator had visited the selected school of Sonapat district. First investigator had taken permission from the head of the institutions. After receiving the permission, investigator had collected the data. The Teachers attitude scale towards continuous comprehensive Evaluation had been distributed to the school teachers.

Sample

In the present study, the sample of 100 school teachers was selected on the random basis. Out of total 100 school teachers, 50 school teachers from the rural areas & other 50 school teachers from the urban areas. 25 male school teachers and 25 female school teachers was working in rural areas. 25 male school teachers & 25 female school teachers was working in urban areas.

Tool Used

Teachers attitude scale towards continuous and comprehensive Evaluation developed by **Dr. Vishal Sood** and **Dr. Arti Anand** selected for the purpose of data collection for the present study so that researcher could have both qualitative & quantitative data and information.

Statistical techniques

To analyses and interpret the data, the investigator was Mean, Standard Derivation, Standard Error of difference and 't' Test to study and compare the school teachers' attitude towards the continuous and comprehensive evaluation.

Main Findings

The findings of present study on the basis of analysis and interpretation of data were: Some of male and female school teachers working in urban area have moderate favorable attitude towards continuous and comprehensive evaluation. Only few male school teachers working in rural areas have unfavorable attitude towards continuous and comprehensive evaluation. Majority of female school teachers working in rural areas have highly favorable attitude towards continuous and comprehensive evaluation. Only few male school teachers working in urban and rural areas have highly unfavorable attitude towards continuous and comprehensive evaluation. This indicated that almost female school teachers working in urban and rural areas have favorable attitude towards continuous and comprehensive evaluation. Further, there is no significant difference between the male and female school teachers' attitude towards continuous and comprehensive evaluation and there is no significant difference between school teachers' attitude towards continuous and comprehensive evaluation working in urban and rural areas.

Educational Implications

Every research activity has its own implementations with own implications with its relevant fields. The piece of research is not an exception from this. This research has its wider implications particularly in educational field, for students, teachers, principals and educational administrations and planners. As the study showed that no significance difference between attitude towards the CCE of male and female school teachers as well as school teachers working in urban and rural areas. So the educators need to take lead in the

design, development and effective use of CCE to evaluate and assess the learners.

The results of present study indicate that more workshop have to be conducted at state level in order to motivate the teachers and care has to be taken that teachers undergo through training before they start implementing CCE in their classrooms. In order to improve the rural school teachers' attitude, appropriate material on CCE should be given to teachers and guidelines and manuals have to be given to all the teachers and apart from that it has to be made sure that all school teachers have understood clearly. They should be made aware of the requirements of the systems, its importance and how to implement it. The appropriate tool and test needed for assessing students on CCE can also be designed by a panel of expert and be given to teacher. The concept to CCE and its implementation procedure should be clearly explained to low experienced teachers. This will help in successful and effective implementation of CCE in classes. Students and parents should also be given proper awareness on continuous and comprehensive evaluation. Continuous feedback should be provided during the course of instruction which can be helpful for both the teachers and the learners for taking decisions regarding appropriate modification in the transactional procedures, learning activities and improving their performance. On non-teaching days schools organize meeting for different teacher so they can discuss individuals' cases and do some moderation for assessment of students in co scholastic areas. In teacher training institutions continuous and comprehensive evaluation should be dealt practically so that the trainees acquire necessary skill to use it in their respective schools.

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