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## CONTINUOUS AND COMPREHENSIVE EVALUATION- A STUDY OF TEACHERS' ATTITUDE

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### Abstract:

*This study is an attempt to find out teachers' attitude about the system of continuous and comprehensive evaluation. The sample consisted of 100 teachers from government and non-government schools of Dist. Sonipat, Haryana. For the collection of data, the investigator used, "Teachers attitude scale towards continuous comprehensive evaluation" developed by Dr. Vishal Sood and Dr. Arti Anand. The result of the study revealed that most of the teachers have highly favourable attitude towards CCE. The overall results indicated that there is significant difference between the attitude of school teachers towards continuous comprehensive evaluation in relation to the nature of the school but teachers have a same kind of attitude towards CCE in relation to their subjects and teaching experience.*

### KEY WORDS:

Continuous and Comprehensive Evaluation, Teachers Attitude.

### INTRODUCTION

Continuous and Comprehensive Evaluation (CCE) is a term currently being used in the context of educational reforms, particularly reforms in assessment. Indian education is moving from summative to a continuous evaluation system. CCE is the buzz word being in the air since the talks of the examination reforms being given utmost importance as far as the Indian education system is concerned (Aggarwal, M. 2004). Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. The scheme of Continuous and Comprehensive Evaluation was recommended by many National Commissions and Committees like Radhakrishnan Commission (1948–49), Secondary Education Commission (1952–53), The Education Commission (1964–66), National Policy on Education (NPE 1986) etc. The need for meaningfully assessing children's growth in schools features in the recently enacted Right to Education Act (RTE) (Ministry of Human Resource Development or MHRD 2009) as well. It states that a "comprehensive and continuous evaluation of the child's understanding to knowledge and his or her ability to apply the same" will now be made. It is apart of Examination Reforms Programme with the aim of developing the holistic profile of the learner through CCE. Continuous Internal Assessment is a process, that extends over a period of time, of continuous awareness of the knowledge and development of the students by the same teacher engaged in teaching learning process and gives cumulative and comprehensive judgment about students' progress. The assessment involves tests (written, oral), assignments, projects, fieldwork, discussion, practical work, class-work etc. Connecting knowledge to life outside the school, ensuring that learning is shifted away from rote methods, enriching the curriculum to provide for overall development of children rather than

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remain textbook centric, making examinations more flexible and integrated into classroom life and nurturing an over-riding identity informed by caring concerns within the democratic polity of the country are the main guiding principles of CCE (NCF 2005, p. 5). It is a developmental process of a child which emphasizes on two fold objectives. These objectives are continuity in evaluation on one hand and assessment of broad based learning and behavioral outcomes on the other. All intelligentsia converged to the CCE as an assessment tool for holistic evaluation of the students' learning. In the scheme of Continuous and Comprehensive Evaluation the term “Continuous” is meant to emphasize that evaluation of identified aspects of students’ growth and development is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term “Comprehensive” means that the scheme attempts to cover both the scholastic and non-scholastic aspects of students’ growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than written words, the term refers to the application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner’s development in the various areas of learning (CBSE Manual, 2009, p. 5).

The concept of continuous & comprehensive education (CCE) has emphasized on learner focused evaluation rather than teacher focused. It aims at all- round development of the learner. It is called as continuous because it consists continuity & regularity of assessment during the whole session. The National Policy on Education (NPE 1986), states that Comprehensive and Continuous Evaluation should incorporate both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include co- curricular and personal social qualities, interest, attitudes and values. This CCE is multidimensional as it involves multiple techniques & different persons like teacher, pupil, peer group, parents, community etc. Thus it is helpful in achieving the desired standard of achievement through diagnosis and remediation. Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is required. But true implementation of CCE system depends upon the active participation of the teachers and active participation of the teachers greatly depends upon their attitude. A positive attitude makes the work not only easier but more effective also & professionally rewarding. A negative attitude makes the teaching task harder, less effective and unpleasant. So the knowledge of the attitude of the teachers will be helpful to the policy makers for the true implementation and to know the success of the system.

OBJECTIVES OF THE STUDY

The main objectives of this investigation are as follow:

1. To find out the level of teachers attitude on continuous and comprehensive evaluation.
2. To find out whether the attitude of science and social studies teachers significantly differ on continuous and comprehensive evaluation.
3. To find out whether the attitude of teachers working in government and non- government schools significantly differ on continuous and comprehensive evaluation.
4. To find out whether the attitude of more experienced and less experienced teachers significantly differ on continuous and comprehensive evaluation frustration.

HYPOTHESES

- 1.Attitude of science and social studies teachers do not significantly differ on continuous and comprehensive evaluation.
- 2.Attitude of teachers working in government and non-government schools do not significantly differ on continuous and comprehensive evaluation.
- 3.Attitude of more experienced and less experienced teachers do not significantly differ on continuous and comprehensive evaluation.

METHODOLOGY

Sampling Design

In the present study, a sample of 100 teachers belonging to government and non-government schools of Dist. Sonipat, Haryana were selected through simple random sampling technique through

survey method.

Tool of Research

Teacher's attitude scale towards continuous and comprehensive evaluation developed by Dr. Vishal Sood and Dr. Arti Anand (2011) was adopted for the study.

Procedure

Descriptive survey method of research was employed for the present study.

Statistical techniques employed:

t-test was used for testing the hypotheses for the significance of mean difference in the attitude towards continuous and comprehensive evaluation of various groups was compared.

Analysis and Interpretation:

Table -1: Shows the level of teachers' attitude towards CCE

Level of teacher's attitude	Percentage of teachers
Extremely Favourable	18
Highly Favourable	40
Above Average Favourable	20
Average/ moderate Favourable	17
Below Average Favourable	04
Highly Unfavourable	01
Extremely Unfavourable	00

Table 1 shows that out of 100 teachers 18% are extremely in favour of continuous and comprehensive evaluation. 40% of the teachers are having highly favourable attitude, 20% of the teachers are above average favourable and 17% having moderately favorable attitude towards CCE. Only 5% teachers are not having positive attitude towards CCE.

Table 2:Shows the mean, standard deviation and t- ratio for testing the significant differences between Science and Social Studies teachers' attitude towards CCE

Category	N	M	S.D	S.Ed.	t- value	Level of significance
						0.05
Science	35	180.5	24.54	4.86	0.87	Not Significant
Social Studies	65	176.2	20.71			

It is inferred from the above table that there is no significant difference between science and social studies teachers' attitude towards Continuous and Comprehensive Evaluation. A close look of table clearly reveals that mean value of science teachers' attitude is higher than social studies teachers' attitude, but the difference is not significant so the hypothesis, "Attitude of science and social studies teachers do not significantly differ on Continuous and Comprehensive Evaluation" is accepted.

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Table 3:Shows the mean, standard deviation and t- ratio for testing the significant differences between Government and Non- Government teachers' attitude towards CCE

Category	N	M	S.D	S.Ed.	t- value	Level of significance 0.05
Government	50	182.86	20.76	4.34	2.16	Significant
Non-Government	50	173.47	23.24			

Table showing that the obtained t-value 2.16 is greater than the table value at 0.05 level of significance. Thus the null hypothesis is rejected and in its place alternative hypothesis is accepted and hence it is concluded that Attitude of teachers working in government and non-government schools significantly differ on Continuous and Comprehensive Evaluation. Comparing the mean value of teachers working in government schools (182.86) is higher than that of teachers working in non-government schools (173.47). Hence teacher of government schools have more positive attitudes towards Continuous and Comprehensive Evaluation.

Table 4:Shows the mean, standard deviation and t- ratio for testing the significant differences between Less experienced and More experienced teachers' attitude towards CCE

Category	N	M	S.D	S.Ed.	t- value	Level of Significance 0.05
Less Experienced	56	180.43	23.35	4.39	1.40	Not Sig
More Experienced	44	174.27	20.46			

Table 4 shows the mean score and standard deviation of more experienced teachers (N=44) are174.27 and 20.46 respectively. The mean score and standard deviation of low experienced teachers (N=56) are180.43 and 23.35 respectively. t-test was computed for the comparisons of mean score of more and less experienced teachers. The value of t-ratio was calculated to be 1.40 which is insignificant at 0.05 level of significance. Therefore the hypothesis “Attitude of more experienced and less experienced teachers do not significantly differ on Continuous and Comprehensive Evaluation” is retained

FINDINGS OF THE STUDY

With the onset of globalization a skilled workforce is the demand of the hour and for this all round development of learner is very important. Proper implementation of CCE would ensure the desired results. The present study revealed that more than 50% teachers are having highly favourable attitude towards CCE.

There is no significant difference regarding attitude of Continuous and Comprehensive Evaluation among science and social studies teachers. This may be due to the same attitude of teachers regarding the continuous and comprehensive evaluation. All teachers have a same kind of attitude towards CCE irrespective of their subjects.

There is a significant difference of attitude of Continuous and Comprehensive Evaluation among government and non- government teachers. Comparing the mean values of government teachers (182.86) is higher than that of non- government teachers (173.47). So it can be concluded that government teacher has more or better attitudes towards Continuous and Comprehensive Evaluation.

There is no significant difference of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience. Comparing the mean values of attitude of teachers with less experience (180.43) is higher than that of teacher with more experience (174.27). Although it is not significant but a close look of results clearly reveals that teacher with less experience has

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more positive attitudes towards Continuous and Comprehensive Evaluation. It is very obvious that young teachers has depth knowledge and more familiar about the subject and the content, continuous and comprehensive evaluation must have been great impact on young teachers so the new trained teacher has more attitude towards CCE.

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