



“Teachers Attitude Towards Continuous and Comprehensive Evaluation on Secondary Schools”

KEYWORDS

Teachers Attitude, Continuous and Comprehensive Evaluation, Secondary Schools.

S.PAZHANIMURUGAN

Ph.D Research Scholar,
Bharathidasan University, Trichy.

R.SIVAKUMAR

Ph.D Research Scholar,
Bharathidasan University, Trichy.

**Dr.A.EDWARD WILLIAM
BENJAMIN**

Associate Professor , Department
of Education (CDE), Bharathidasan
University, Trichy,

ABSTRACT *School is an institution where talents are nurtured. Therefore it becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, character and physical ability of the learner. Indian education is moving from summative to a continuous evaluation system. This study is an attempt to find out teachers' perception about the scheme of continuous and comprehensive evaluation, the problems they face while its execution and the suggestions that teachers want to give in making CCE effective and fruitful on ground realities. The sample consisted of 50 government school teachers from Sivaganga District. The result of the study revealed that currently the perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers. The teachers are not adequately prepared for the effective execution of CCE in government schools. Further the study revealed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.*

INTRODUCTION

“Education as a planned endeavor, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring member of the society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate- in other words, to be inquisitive and to think independently.”

Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question to investigate and to think independently (CBSE manual, 2009)

Education plays a key role in the development of a nation. The education system in vogue in a country reflects the ethos, aspirations and expectations of a particular society. As aspirations and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise. Evaluation is very important component of the education system. It can make or destroy the purpose of education. Evaluation has remained a major irritant in the entire system of educational growth and development. It is the issue discussed widely but which could not be given a proper shape to solve the problems. All policy documents pertaining to Indian education stated that evaluation system in vogue was inadequate and required changes.

NEED OF THE STUDY

Reforms in the examination system are often recommended, sometimes discussed and rarely implemented. Intro-

duction of grading system in assessment is one of such reforms which have undergone a painful journey. CBSE is on the threshold of replacing marks by grades for Class IX in 2010 and Class X board examination in 2011.

Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the ‘learn and forget’ syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners. It is this that has led to the emergence of the concept of Continuous and Comprehensive School-Based Evaluation.

Since the concept of CCE is new in India, there is a wide scope to explore this area. CBSE introduced Teachers ‘Manual on Continuous and Comprehensive Evaluation that contains detailed guidelines on the methodology of evaluation, school based assessment, assessment of scholastic and co-scholastic areas, techniques and tools of evaluation and the implications for schools. In addition to this Manual, CBSE is also in the process of conducting training programs for principals and teachers of all schools affiliated to CBSE and it is hoped that the students, teachers, parents, principals and educational administrators will be involved in this collaborative venture. “Implementing CCE is a huge task as it involves changing the mindset of teachers,” as quoted by Ms. Veenu Gupta, Commissioner and State Project Director of Sarva Shiksha Abhiyan.

Since it is the first time that CBSE has introduced CCE in CBSE affiliated schools and has made quite a lot effort in

its implementation in these schools. It is therefore pertinent to find out teachers' attitude towards Continuous and Comprehensive Evaluation in Higher Secondary Schools, the problem they face in the execution of CCE and if there are any suggestions they want to give in making CCE effective and fruitful. It is this concern that has led the present investigator to find out the ground realities of CCE in government schools.

STATEMENT OF THE PROBLEM
"TEACHERS ATTITUDE TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION IN SECONDARY SCHOOLS"

OBJECTIVES

- To study the teachers' attitude towards CCE in Secondary Schools.
- To find out the difference between male and female teachers attitude towards CCE in secondary schools.
- To study the difference between graduate and post graduate teachers attitude towards CCE in secondary schools.

HYPOTHESES

- There is no significant difference between male and female teachers attitude towards CCE in secondary schools.
- There is no significant difference between graduate and post graduate teachers attitude towards CCE in secondary schools.

Sample and Sampling Procedure

The sample of present the study was drawn from various government schools located in Sivaganga district. A sample of 50 government teachers was finalized for the study. Purposive and convenient sampling techniques were used for the selection of government schools.

Tools

The specific nature of the study was to secure the Teachers attitude towards CCE in secondary schools concerning their experience, expectations, teaching competencies to deal with CCE and the practical problems likely to be encountered by the teachers while executing CCE. Keeping this in mind the following tools were used to collect data for the present study.

1. Questionnaire
2. Interview schedule

DATA ANALYSIS AND FINDINGS

The final data collected through the questionnaire and interview was then subjected to both quantitative and qualitative analysis. The questionnaire data was analyzed, frequencies was used for determining information about the personal data, teachers' attitude regarding CCE in general and the problems the teachers encountered while executing CCE. Mean and Standard Deviation used for determining teachers' readiness for CCE, whereas T-test, used for comparing teachers' attitude about CCE varying by sex and educational background.

HYPOTHESIS:1

There is no significant difference between male and female teachers attitude towards CCE in secondary schools.

Table 1: Showing Mean, Standard Deviation and t-value for comparing teachers' Attitude towards CCE among male and female teachers.

	Compared Group	N	Mean	SD	D.f	t-value.	Level of significance at 0.05.
Teachers' Attitude	Male	32	104.26	14.25	48	0.2946	Not significant
	Female	18	105.47	13.76			

The t-value of both male and female obtained was 0.2946 which was not significant. The null hypothesis was therefore retained and was concluded that there is no significant difference between male and female teachers' attitude towards CCE in secondary schools. This may be because CCE is a new phenomenon thus male and female teachers have similar attitude about it.

HYPOTHESIS: 2.There is no significant difference between graduate and post graduate teachers attitude towards CCE in secondary schools.

Table 2: Showing Mean, Standard deviation and t-value for comparing the difference between graduate and post graduate teachers attitude towards CCE in secondary schools.

	Compared Group	N	Mean	SD	D.f	t-value.	Level of significance at 0.05.
Teachers' Attitude	Graduate	27	108.53	12.64	48	1.087	Not significant
	Post-Graduate	23	112.96	15.68			

The t-value of both graduate and post-graduate teachers obtained was 1.087 which was not significant. The null hypothesis was therefore retained and it was conclude that there is no significant difference between graduate and post-graduate teachers' attitude towards CCE in secondary schools.

CONCLUSIONS

On the basis of analysis the following conclusion have been drawn

- ❖ As far as teachers' attitude towards CCE is concerned the results of the study indicate moderate acceptability of CCE by the government school teachers.
- ❖ Most of the teachers are still unaware of the concept of CCE
- ❖ There was no significant difference between male and female teachers attitude of CCE in secondary schools.
- ❖ There was no significant difference between graduate and post-graduate teachers Attitude towards CCE in secondary schools.
- ❖ Further results revealed that the major problems faced by the school teachers in the execution of CCE were large number of students in classes, lack of training, lack of proper infrastructure facilities and teaching materials. Lack of seriousness among the students towards academics was also reported as a serious concern of the teachers.

- ❖ To overcome these problems teachers suggested to reduce the number of students in classes, provide appropriate teacher training, ensure proper infrastructure and teaching materials in the school for the smooth execution of CCE.

IMPLICATIONS

Some of the main implications of the present study are as follow:

- ❖ The study clearly reflects the teachers attitude towards CCE in government school teachers with respect to their varying teaching levels and sex.
- ❖ This study was an attempt by the investigator to bring out the ground realities of CCE in government schools. It identified the major problems that the government school teachers encounter while executing CCE.
- ❖ The study was able to elucidate the suggestions and the remedial measures from the teachers to overcome the barriers that come in the way of proper execution of CCE.
- ❖ The study can further help the state and the school administration to identify the major problems that the teachers encounter in the classes while executing CCE and take up the appropriate steps in the areas where teachers seek help.
- ❖ The study was able to prove that the teachers have moderate acceptability regarding CCE. Teachers are capable of executing CCE in an effective manner if adequate training, guidance, financial support, teaching materials and infrastructure are provided to them.

REFERENCE

- Mead, Mead, James V. (1992), Washington D.C) "Teachers' Evaluations of Student Work" Research report. Retrieved from .Mangal, S.K.,(1992), Statistics in Psychology and Education,(Second Reprint), Tata Megraw-Hill Publishing Company Limited, New Delhi. Nava, Fe Josefa G. Loyd, Brenda H. (1992), America "An investigation of Achievement and Non achievement Criteria in the Elementary and Secondary School Grading." Retrieved from NCERT. 2000. National Curriculum Framework for School Education pp.93-122. NCERT. 1998. National Curriculum for Elementary and Secondary Education. Pandey M.M (2000). "Curriculum Transcation and Evaluation". Journal of Indian Education, NCERT Volume 25, No.4,pp.167-113. Prakash Ved, Bhalla M.K (1996) "Examination Reforms: Impediments and Breakthrough", Educationa News Volume 21. No 4,pp.14-21. Ramdas. V. and Divya, T. (2007). "Grading in Schools: Knowledge, Attitude and Practice of Elementary Teachers." Edutracks, Hyderabad, Vol. 6. No. 11, July 2007,pp.17-21. Rao. P Manjula (2006) "Impact of Training in Continuous and Comprehensive Evaluation on the Evaluation Practices of Teachers of Primary Schools in Tamil Nadu". Indian Educational Review, Vol. 42. No.1. January 2006,pp. 60-78. Robinson, glen E. Craver, James (1989), Arlington "Assessing and Grading Student Achievement. ERS Report.". Retrieved from Sharma, R.A., Advanced Statistics in Education and Psychology, SuryaPub lication, New Delhi, 2006 Shaffi S.A. (2002), "National Curriculum Framework- A Holistic View".Journal of Indian Education. Vol. 28. No.1, pp.1-9.