



## Teachers' Attitude Towards Continuous and Comprehensive Evaluation

### KEYWORDS

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**ABSTRACT** *The need for Continuous and Comprehensive School-based Evaluation has been reiterated over the last few decades. Different commission and committees have recommended to make evaluation process, a regular and inseparable feature of educational process. The present study was conducted on secondary school teachers of district Sonapat. Main concerned of the study was to observe the attitude of the teachers towards continuous and comprehensive evaluation. Objectives were formed to find the attitude of teachers, difference in attitude towards CCE on the basis of gender and locality of school. Analysis of data shows that there is no significant difference of attitude on the basis of these variables.*

### Introduction:-

The need for Continuous and Comprehensive School-based Evaluation has been reiterated over the last few decades. The Kothari Commission report (1966) observed, 'on the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal assessment as contained in his cumulative record. National policy on education (1986) in this regard has rightly remarked that, "As apart of sound educational strategy, examination should be employed to bring about qualitative improvement in education. The need is to recast the examination system so as to ensure a method of assessment that is valid and reliable measure of students development and powerful instrument for improving teaching learning process." Different commission and committees have recommended to make evaluation process, a regular and inseparable feature of educational process. The national curriculum framework (2000) has laid emphasis on continuous and comprehensive evaluation with stress on both formative and summative 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 Comprehensive Evaluation.
- 2) There is no significant difference between schoolteachers attitude towards Continuous Comprehensive Evaluation working in urban and rural areas.

### Related studies:-

Avtar Singh, Dr. Jayesh Patel & Roshni Desai (2013) have carried out "Attitude of Student Teachers towards Continuous Comprehensive Evaluation With Reference To Gender, Caste and Habitat.

Dr.B.J.Mundhe (2013) has carried out a study on "Emerg-

ing School Based Continuous & Comprehensive Evaluation". It was concluded that to understand the concepts of formative assessment and summative assessment in proper perspective so that we will be able to not only construct tools accordingly but also use them for the purposes for which we construct them.

Himani Anand, Gargi Sharma & Rubeena Khatoon (2013) has carried out a study on "comparative study of stress in Continuous and Comprehensive Evaluation System". The present study revealed a significant difference in the level of stress between the two groups.

Deepa Sikand Kauts & Ms. Vishavpreet Kaur (2013) have carried out a study on "perception and attitude of teachers from rural and urban schools towards continuous and comprehensive evaluation system at secondary level. A significant difference has been found in Perception of Rural and Urban school teachers with respect to Teachers Performance, Curriculum, Discipline, Learning, Teaching, Child-centeredness, Personality, Parents Attitude, Evaluation, Students Support System and criteria of Admissions.

Kusum Sharma (2013) has carried out a study on "Attitude of teachers towards continuous comprehensive evaluation (CCE)". The overall results indicated that there is significant difference between the attitude of school teachers towards continuous comprehensive evaluation in relation to locality experience and nature of school.

Pooja Singhal (2013) has carried out "This study is an attempt to find out teachers' perception about the scheme of continuous and comprehensive evaluation". 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.

G. R. Angadi & M. B. Akki (2013) have carried a study on "impact of continuous and comprehensive evaluation and fixed interval schedule reinforcement on academic achievements of secondary school students in English" It is recommended that educational institutional management and government may arrange capacity building programs for teachers to familiarize them with evaluation, its importance and its process.

Pratibha Rani Singh & Jyotindra Kumar (2013) have carried out a study on "Continuous & comprehensive Evaluation for quality achievement". The recommendations include the child centered approach improvement in the quality of education through reform in the context and the process of education teacher, laying down minimum levels of learning and emphasis upon continuous and comprehensive evaluation.

Ajit Mondal and Jayanta Mete (2014) have carried out "Continuous and Comprehensive Evaluation — An Appraisal" (IASE). This article examines the concept continuous and comprehensive evaluation, its historical perspectives, its need and importance, its features and role of teacher in implementing CCE in the landscape of Indian schools.

Nitu Kaur (2014) has carried out a study on "Continuous and Comprehensive Evaluation (CCE) as an evaluative alternative in quality education". It was concluded that evaluation in a holistic manner suggests that the latent competencies of learners are reported and identifies the positive attributes of learners.

**Sample:-**

S.No.	Areas	Gender	Number of tcrs	Total
1.	Urban school teachers	Male	25	50
		Female	25	
2.	Rural school teachers	Male	25	50
		Female	25	

**Tool used:** "Teachers attitude scale towards continuous comprehensive Evaluation" developed by Dr. Vishal Sood and Dr.( Mrs.) Arti Anand was used for the purpose of data collection.

**Analysis and Interpretation:- OBJECTIVE-1**

To Study the Level of School teachers' attitude toward continuous Comprehensive Evaluation.

**Table no.1**

Sr.no.	Level of Teacher Attitude	Urban		% Female		% Rural		% Female	
		Male(25)	%	(25)	%	Male(25)	%	(25)	%
1	Extremely Favourable	2	8%	--	--	5	20%	2	8%
2	Highly Favourable	7	28%	2	8%	8	32%	13	52%
3	Above Average Favourable	6	24%	12	48%	8	32%	5	20%
4	Average/Mod rate Favourable	8	32%	8	32%	2	8%	4	16%
5	Below Average Favourable	1	4%	3	12%	1	4%	1	4%
6	Highly unfavourable	1	4%	--	--	1	4%	--	--
7	Extremely unfavourable	--	--	--	--	--	--	--	--

**Interpretation:** Table and figure 1 shows the level of school teachers attitude towards continuous comprehensive evaluation.

- Majority(52%) of female School Teachers of rural area have highly favorable attitude towards continuous Comprehensive Evaluation.
- Most (48%) of female School Teachers of urban area have above average favorable attitude towards continuous Comprehensive Evaluation.
- some (32%) of urban school teachers have moderate favorable attitude towards continuous Comprehensive Evaluation.
- Only(20%) of male school teachers of rural area have extremely favorable attitude towards continuous Comprehensive Evaluation.
- only(12%) of female School Teachers of urban area have below average favorable attitude towards continuous Comprehensive Evaluation.
- Only (4%) of male school teachers of urban and rural have highly unfavorable attitude towards continuous Comprehensive Evaluation.

**OBJECTIVE-2**

Our second objective was to compare the male and female school teachers attitude towards continuous comprehensive evaluation.

**Hypothesis-1**

There is no significant difference between the male and female School teachers' attitude towards Continuous comprehensive evaluation.

**Table -2**

**Mean, standard deviation and t-ratio for the male and female school teachers' attitude of towards continuous Comprehensive evaluation.**

Teacher's	Mean	Sd.	S.E.D.	t-ratio	Level of significance at 0.05 and 0.01
Male	176.6	23.114	4.45	0.48	Not significant
Female	178.78	21.465			

N=total no. of teachers

M= mean score of male and female teachers.

SD= Standard deviation of male and female teacher

**Interpretation**

Table and figure -2 shows the comparisons of mean score of male and female school teachers attitude towards continuous comprehensive evaluation. Table 4.2 shows the mean score and standard deviation of male teachers (N=50) are 176.6 and 23.114 respectively. The mean score and standard deviation of female teachers (N=50) are 178.78 and 21.465 respectively. t-test was computed for the comparisons of mean score of male and female teachers. T value was calculated to be 0.48 which is insignificant at 0.01 level and 0.05 level of significance. Therefore the hypothesis continuous comprehensive evaluation is retained.

**OBJECTIVE-3**

To compare the urban and rural areas school teachers at-

titude towards continuous Comprehensive evaluation.

#### Hypothesis-2:

There is no significant difference between the urban and rural areas school teachers attitude towards continuous Comprehensive evaluation.

**Table -3**

**Mean, standard deviation and t-ratio for the urban and rural areas school teachers' attitude towards continuous Comprehensive evaluation.**

Teacher's	Mean	Sd.	S.E.D.	t-ratio	Level of significance at 0.05 and 0.01
Urban	178.6	24.099	4.46	0.403	Not significant
Rural	176.8	20.400			

N=total no. of teachers ,M= mean score of urban and rural areas of school teachers.

SD= Standard deviation ofurban and rural areas of school teachers.

#### Interpretation

Table and figure-3 shows the comparisons of mean score of urban and rural areas school teachers attitude towards continuous comprehensive evaluation. Table-3 shows the mean score and standard deviation of urban area school teachers (N=50) are 178.6 and 24.099 respectively. The mean score and standard deviation of rural area school teachers (N=50) are 176.8 and 20.400 respectively. t-test was computed for the comparisons of mean score of male and female teachers. T value was calculated to be 0.403 which is in significant at 0.01 level and 0.05 level of significance. Therefore the hypothesis 'there is no significant difference between the urban and rural areas school teachers attitude towards continuous comprehensive evaluation is retained.

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