

Assessing Secondary School Teacher's Attitude Towards Continuous And Comprehensive Evaluation in Terms of Location of Institutions & Gender



Education

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Dr. Reena Rani

Assistant Professor, B.P.S. Institute of Teacher Training & Research, B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonepat)

Ms. Priya Dhingra

Assistant Professor, B.P.S. Institute of Teacher Training & Research, B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonepat)

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. CCE is conceptualized as a way of reforming the traditional examination regime, particularly board examinations, in India which has gained quite notoriety owing to its prime focus on education selection and certification. This study is an attempt to find out teachers' attitude about the scheme of continuous and comprehensive evaluation. The result of the study indicates that there is no significant difference between the attitude of urban and rural secondary school teachers towards continuous comprehensive evaluation. Thus urban and rural teachers have similar attitude towards CCE. The result also shows that there is no significant difference between male and female teacher's attitude towards CCE. It means that both groups have same attitude towards CCE.

Introduction:

Education as a planned endeavour, 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 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 CBSE (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. 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. The CCE system therefore was introduced in October 2009 with intention of reducing burden of studies on students, percentage of suicide and to introduce a more uniform and comprehensive pattern in education for the children all over the country. The assessment system is designed to replace board examination testing by evaluating students based on academic and personal progress in Scholastic and Co-Scholastic areas. It is aimed at grooming students academically as well as shaping their attitudes, beliefs and values, to reduce the workload on students in order to improve the overall personality of the student by means of evaluation of other activities in terms of Grades in place of marks. Singhal, (2012) conducted a study related with teacher's perception of the implementation continuous comprehensive evaluation. The result of this study revealed that currently the perception of government school teachers is average which indicates moderate acceptability of Continuous Comprehensive Evaluation by the teachers. The teachers are not adequately prepared for the effective execution of Continuous Comprehensive Evaluation in government schools. Further the study revealed that the large number of students in the classes lack appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of Continuous Comprehensive Evaluation. In this regards, it has been rightly remarked that evaluation skill of the teachers is very important competence expected of them to raise the standards of

achievements in pupils by giving constant feedback, remediation and improvement of classrooms instructional strategies based on evaluation system followed in school education. It is essentials to equip the teachers with the requisite skills, right attitudes and competencies of evaluating student's development in a holistic fashion.

Emergence of the Study:

The concept of CCE is new in India; there is a wide scope to explore this area. CBSE introduced Teachers' Manual on CCE 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. This is believed to help reduce 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. Grades are awarded to student based on work experience skill, innovation, steadiness, team work, public speaking, behaviour etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academic to show their talent in other fields such as arts, humanities, sports, music, athletics etc. the CBSE recommended a five point rating scale, it also recommended the elimination of the pass/ fail system at the primary level. 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 favourable change in teacher's attitude towards CCE through different means of training, orientation, incentives and other alike. Hence, there is great need to check teacher's attitude towards continuous comprehensive evaluation.

Objectives of the Study:

- To assess the attitude of secondary school teachers towards continuous comprehensive evaluation.
- To study and compare the attitude of urban and rural secondary school teachers towards continuous comprehensive evaluation.
- To study and compare the attitude of male and female secondary school teachers towards continuous comprehensive evaluation.

Hypotheses of the Study:

- There is no significant difference between the attitude of urban and rural secondary school teachers towards continuous comprehensive evaluation.
- There is no significant difference between the attitude of male and female secondary school teachers towards continuous comprehensive evaluation.

Methodology:-

The present investigation was plan to check the attitude of teachers towards continuous comprehensive evaluation. The study was conducted through descriptive survey method of research. Descriptive method is concerned with present and attempt to determined the status of the phenomena under investigation.

Sample of the study:

Sample of 150 school teachers was taken on the basis of random sampling from Sonepat district. Out of 150 school teachers, 75 were taken from Schools located in urban and 75 were from Schools located in rural areas.

Tool Used:

For the collection of data for the present study, the investigator used standardized tool named, "*Teachers attitude scale towards continuous comprehensive evaluation*" given by Dr. vishal Sood and Dr. Mrs.) Arti Anand.

Analysis and interpretation of the data:-

Analysis of data is the most important steps in educational research. The scores obtained from the attitude scales were tabulated and analysed. Statistical techniques like mean, standard deviation and t test were used to analyse the data.

Section I:- Attitude towards Continuous Comprehensive Evaluation.**Objective:- To Assess The Attitude of Secondary School Teachers Towards Continuous Comprehensive Evaluation.****Table-1**

Sr.No.	Range of Z-Score	No. of Teachers	Remarks
1	+2.01 And Above	5	Extremely Favourable
2	+1.26 To +2.00	10	Highly Favourable
3	+0.51 To +1.25	29	Above Average Favourable
4	-0.50 To +0.50	64	Moderate Favourable
5	-0.51 To -1.26	28	Below Average Favourable
6	-1.27 To -2.00	11	Highly Unfavourable
7	-2.01 And Below	3	Extremely Unfavourable
Total: 150			

Interpretation:

It is clearly evident from the table1, the highest scores of teachers towards CCE is range from - 0.50 to +0.50 which means, the maximum teachers have moderate favourable attitude towards CCE. The lowest scores of the teachers towards CCE is ranges from +2.01and above. It means that only few teachers have extremely favourable attitude towards CCE.

Section II: - Comparison between the Attitude of Urban And Rural Secondary School Teachers Towards Continuous Comprehensive Evaluation.

Objective II:-To Study And Compare the Attitude of Urban And Rural Secondary School Teachers Towards Continuous Comprehensive Evaluation.

Table-2**Mean standard deviation and t-ratio for testing the significant difference of the attitude of urban and rural secondary school teachers towards CCE.**

Teachers	N	Mean	Standard Deviation	Degree of Freedom	t-value
Urban	75	141.04	21.73	148	1.84
Rural	75	156.16	17.34		

Interpretation: The t-value of both urban and rural teachers obtained was 1.84 which was not significant. The null hypothesis was therefore retained and was concluded that there is no significant difference between urban and rural teachers' attitude towards CCE among the sampled on the basis of location wise schools. This may be because CCE is a new phenomenon thus urban and rural teachers have similar attitude about it.

Section III: - Comparison between the Attitude of Male And Female Secondary School Teachers Towards Continuous Comprehensive Evaluation.

Objective III:-To Study And Compare the Attitude of Male And Female Secondary School Teachers Towards Continuous Comprehensive Evaluation.

Table-3**Mean standard deviation and t-ratio for testing the significant difference of the attitude of male and female secondary school teachers towards CCE.**

Teachers	N	Mean	Standard Deviation	Degree of Freedom	t-value
Male	75	147.02	20.49	148	0.33
Female	75	144.41	21.65		

Interpretation: The result of table 3 depicts that the mean scores of Male teachers are (147.02) higher than the mean scores (144.41) of female teachers which indicates that male teachers' attitude towards CCE is having positive attitude towards CCE than female teachers. But the t-value is 0.33 which is not significant at 0.05 level. This value indicates that there is no significant difference between male and female teacher's attitude towards CCE. So our hypothesis is retained. It means that both groups have same attitude towards CCE.

Conclusion:

This study was an attempt by the investigator to bring out the ground realities of CCE in different schools. It identified the major problems that secondary 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. It 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.

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