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RESEARCH ARTICLE

CONTINUOUS AND COMPREHENSIVE EVALUATION- A STUDY OF TEACHERS' ATTITUDE

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ABSTRACT

Evaluation in education holds great significance. With the implementation of NCF-2005 and the mandatory practice of the reformatory Continuous and Comprehensive Evaluation (CCE), education scene is bound to change. In the present study, teachers' attitude towards CCE was studied. Data was collected from teachers (N=144) of CBSE affiliated schools of Jammu province. Results reflect the uncertainty and mixed feelings of the teachers towards CCE. To study the significance of difference between the various groups, Analysis of variance and t test were applied. The overall results indicate that there is a significant difference between the attitude of teachers towards continuous comprehensive evaluation in relation to the interaction of school type, qualification and locality. In spite of knowing the fact that CCE is an effective scheme to improve the teaching learning process, the teachers and students are not adequately prepared for the effective and efficient execution of CCE in schools on reality ground. Therefore, there is a need to work out strategies which may facilitate effective practice of CCE without the burden on teaching and learning.

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INTRODUCTION

Student learning has been adversely affected by test papers and 'teaching to test' (Herman & Gribbons, 2001). Evidences from the field show that students' learning is not promoting analytical and critical thinking skill, but is engaging them in surface learning and rote learning in a disorderly way (Entwistle, 1981; Gibbs, 1992 & Boud, 1992). To keep these harmful effects of examination to the minimum and improve student learning formative assessment methods have been advocated. Following which various countries including Australia, Canada, Denmark, England, Finland, Italy, New Zealand and Scotland have been following formative assessment methods. Committees and policy documents pertaining to Indian education way back from Kothari commission, 1966; National policy on Education, 1986; Yashpal committee report, 1993; National Curriculum Frameworks, NCERT; Position paper on Examination Reforms, NCERT have all stressed on the importance of better assessment technique of students learning. The need for school based assessment comprehensive of all aspects of students' personality, interests and attitudes have been reflected on these policy statements and documents (OECD, 2005; NCERT, 1966, 2000 & 2005; NPE, 1986; NAC, 1993). It is asserted that

the biggest challenge most schools are facing today is that teachers are not equipped to handle grading as it involves very complex process. Evaluation practices are carried out in school but not exactly on the view points as mentioned in the framework. There is a lack of daily record maintenance and daily feedback. Formative feedback is also not provided (Sonawane & Isave 2012)

Evaluation plays a pivotal role in all spheres of life. Evaluation in education is particularly important because it not only ascertains the students' learning but also provides feedback to the teacher about the effectiveness of his/her teaching and to the learner about the area/s and the scope of improvement. It is, therefore aptly said, "Teaching for successful learning cannot occur without high quality evaluation" (NCF for School Education, 2000). The National Policy on Education (1986) followed by the National Curriculum Framework of School Education (1986 and 2000) reiterated the need for developing the personal and social qualities in learners. They stressed the point that the evaluation should be comprehensive in nature, wherein all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed. The comprehensive evaluation necessitates the summative assessment of cognitive abilities as well as the assessment of

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health habits, work habits, cleanliness, cooperation and other social and personal qualities through simple and manageable means of tools. The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency and accountability. Continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. Along with the emphasis on introducing the Continuous and Comprehensive Evaluation, the grading system was also recommended.

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. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development. Continuous and comprehensive evaluation facilitates students' effective learning as well as their all round development of personality with its multiple evaluation tools and techniques and corrective measures. By using this particular evaluation technique, the teacher can turn ordinary students into active learners. By facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping the teacher to realize the effectiveness of teaching learning process, continuous of teaching technique proves itself as a boost to student. Thus It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education (Herkel, 2014). CCE helps a classroom teacher to improve students' learning through diagnosis of their performance; to plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competency; to improve or alter instructional strategies to enhance the quality of teaching and to strengthen evaluation procedure itself.

Objectives

1. To study CBSE School teachers' attitude towards CCE
2. To study the main effect of 'Type of school' on the attitude of teachers towards CCE, taken as criterion.
3. To study the main effect of 'Qualification' on the attitude of teachers towards CCE, taken as criterion.
4. To study the main effect of 'Locality' on the attitude of teachers towards CCE, taken as criterion.
5. To study the interactional effect of 'Type of school and Qualification' on the attitude of teachers towards CCE, taken as criterion
6. To study the interactional effect of 'Type of school and locality' on the attitude of teachers towards CCE, taken as criterion
7. To study the interactional effect of 'Locality and Qualification' on the attitude of teachers towards CCE, taken as criterion

8. To study the triple interactional effect of 'Type of school, Qualification and locality' on the attitude of teachers towards CCE, taken as criterion

METHODOLOGY

The sample for the present study was selected using random sampling techniques. Firstly a list of all the govt. (27), public (15) and private (21) CBSE affiliated schools (Total 63 schools) of Jammu province was taken from the official website of CBSE and from that list 24 schools (8 each from govt., public and private) were selected at random by lottery method. To collect the information from the teachers, 144 subject teachers of secondary classes (48 each from govt., public and private schools) were selected randomly. A self devised attitude scale comprising of 35 items was used by the researcher to collect the required information. The reliability of the tool was found to be 0.70 using cronbach alpha test.

Statistical analysis

Data obtained was analyzed using chisquare, analysis of variance and t test.

RESULTS

Table 1 Distribution of favorableness of teachers' attitude towards CCE.

Response	Govt . N (%)	Public N (%)	Private N (%)	Total N (%)
Highly favorable (159-175)	17 (35.4)	15 (31.2)	18 (37.5)	50 (34.7)
Moderately favorable (142-158)	16 (33.3)	20 (41.6)	20 (41.6)	56 (38.8)
Least favorable (125-141)	15 (31.2)	13 (27.0)	10 (20.8)	38 (26.3)
Total	48	48	48	144

² tabulated (= .05)=9.48,df=4 ² calculated =1.84

Table 1 reveals that the attitude towards CCE was shown favorable to the moderate extent by majority of teachers i.e. 38.8%. The no. of teachers revealing moderately favorable attitude towards CCE was more in Public and Private Schools i.e.41.6%, followed by Govt. Schools i.e. 33.3%. The attitude towards CCE was shown favorable to the high extent by 34.7% of teachers. The no. of teachers showing highly favorable attitude towards CCE was more in Govt. Schools i.e. 35.4%, followed by Private Schools i.e. 37.5% and Public Schools i.e. 31.2%. Only few teachers i.e. 26.3% showed least favorable attitude towards CCE. The no. of teachers revealing least favorable attitude was more in Govt. Schools i.e. 31.2%, followed by Public Schools i.e.27% and Private Schools i.e. 20.8%. The results of chi square revealed that the difference in the distribution of attitude of teachers belonging to Govt., Public and Private schools in relation to CCE was not significant.

Table 2 reveals attitude of sample teachers towards CCE on the aspects of Type of school, Qualification and Locality. In attitude, a significant difference (p 0.05) was found on one indicator only i.e. the triple interactional effect of 'Type of School, Qualification and Locality'. No significant difference (p 0.05) was found among the rest of the indicators i.e. the main factors 'Type of School', 'Qualification', 'Locality' and

Table 2 Showing summary of three way ANOVA for 3(Type of School) x 2(Qualification) x 2(Locality) factorial design for attitude scores of teachers, as criterion

Sources of Variance	Sum of Squares	df	Mean Square	F value	p value
Type of School (A)	117.599	2	58.799	0.330	0.719
Qualification (B)	84.312	1	84.312	0.474	0.492
Locality (C)	201.808	1	201.808	1.134	0.289
Type of School x Qualification (A X B)	48.321	2	24.161	0.136	0.873
Type of School x Locality (A X C)	97.615	2	48.807	0.274	0.761
Qualification x Locality (B X C)	97.030	1	97.030	0.545	0.462
Type of School x Qualification x Locality (A X B X C)	1462.388	2	731.194	4.109	0.019*
Within	23491.593	132	177.967		

*Table value = 3.07; df= (2, 132) ; significant at 0.05

Table 3 Means and t-ratios for three way interaction (3x2x2) between Type of School, Qualification and Locality (AxBxC)

S.No.	Groups	Means	t-ratio
1	A1B1C1	150.16	1.77
	A1B1C2	151.30	
	A2B1C1	152.90	
2	A2B1C2	144.91	0.49
	A1B2C1	152.07	
	A1B2C2	149.25	
3	A2B2C1	149.20	0.86
	A2B2C2	153.93	
	A2B1C1	152.90	
4	A2B1C2	144.91	2.41*
	A3B1C1	149.00	
	A3B1C2	153.66	
5	A2B2C1	149.20	0.91
	A2B2C2	153.93	
	A3B2C1	160.38	
6	A3B2C2	146.36	2.90**
	A1B1C1	150.16	
	A1B1C2	151.30	
7	A3B1C1	149.00	0.46
	A1B2C1	152.07	
	A2B1C1	152.90	
8	A2B2C1	149.20	1.80
	A1B1C2	151.30	
	A1B2C2	149.25	
9	A2B1C2	144.91	1.98*
	A2B2C2	153.93	
	A2B1C1	152.90	
10	A2B2C1	149.20	0.44
	A3B1C1	149.00	
	A3B2C1	160.38	
11	A2B1C2	144.91	2.45*
	A1B1C2	151.30	
	A1B2C2	152.07	
12	A3B1C1	149.00	1.36
	A3B2C1	160.38	
	A1B1C2	151.30	

*significant at 0.05 level **significant at 0.01 level

the double interactional effects of ‘Type of School and Locality’, ‘Qualification and Locality’.

F-ratio value (4.109) against the triple interactional effect of ‘Type of School, Qualification and Locality’ was found significant. It can therefore be inferred that there was found a significant joint influence of Type of School, Qualification and Locality in different combinations on attitude of teachers towards CCE. In order to interpret this result further, the means and t ratios for interaction have been reported in table 3

It can be inferred from the table 3 that the pair combination of the Post graduate teachers of urban areas teaching in Private Schools (M=160.38) were responsible for causing significant differences in the attitude when the joint influence of type of school, class and family system was seen.

DISCUSSION

A statistically significant difference was not found in the extent to which the attitude of teachers was favorable towards CCE. The teachers seemed to show mixed feelings towards CCE. This may be due to various reasons. Most of the teachers agree that the old examination system was faulty and stressful, while in this new evaluation every child has been given a fair chance and now a child who earlier was unable to perform well in the written tests is also given a chance to excel. A common observation is also that the pressure brought on by the examinations had, no doubt been lifted from the children, but a different kind of pressure has taken its place, especially for the teachers and school management due to confusion related to formative assessment and the validity of this evaluation programme. Most of the teachers are still unaware of the concept of CCE. They lack the understanding of the purpose and nature of CCE, which has created difficulties for their practice. The educators are not sufficiently trained for the operational implementation of Continuous and Comprehensive Evaluation in the schools. Moreover, there are several obstacles in the appropriate implementation of Continuous and Comprehensive Evaluation such as large number of students in the classes, lack of appropriate training, inadequate teaching materials and increased volume of work. **Teachers are capable of executing CCE in an effective manner** if adequate training, guidance, financial support, teaching materials and infrastructure are provided to them. Therefore, it can be inferred that in spite of knowing the fact that CCE is an effective scheme to improve the teaching learning process, the teachers are not adequately prepared for the effective and efficient execution of CCE in schools on reality ground. Similar results were found in the study conducted by Kaur, 2013.

Further, Analysis of variance and t test analysis showed significant differences in the attitude towards CCE with respect to interaction of type of school, qualification and locality. The Post graduate teachers of urban areas teaching in private schools were responsible for causing significant differences in the attitude when the joint influence of type of school, class and family system was seen. It may be due to the reason that in private schools, appropriate material on CCE is available for the teachers along with the guidelines and manuals that are

given to all the teachers. Apart from that it is made sure that all the teachers have understood CCE clearly. In urban areas, the teachers are aware of the requirements of this system of evaluation, its importance and how to implement it. It is also very obvious that post graduate teachers have depth knowledge about the subject and the content and continuous and comprehensive evaluation must have a great impact on post graduate teachers as they have a stronger attitude towards CCE. The results of present study were akin to the results of the studies conducted by Sharma, 2013 & Kumar, 2014.

CONCLUSION

The CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India. The operational and implementation challenges need to be taken care of by the provision of adequate teaching resources and training facilities. The new teaching-learning patterns envisaged by CCE will reap benefits in the long run by initiating Indian education into stress free education. Indian schools need reasonable teacher-student ratios and changes in the nature of the teacher-student relationship, from an unequal, hierarchical relationship to that of co-participants in a joint process of knowledge construction.

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