

Compare The Attitude Of Secondary School Teachers Towards Continuous And Comprehensive Evaluation (Cce) In Relation To Gender And Types Of School.

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ABSTRACT: The study has been attempted to compare the attitude of secondary school teachers towards continuous and comprehensive evaluation (CCE) in relation to gender and types of school. One hundred secondary school teachers were selected by random sampling from five schools, which were located in Delhi region. All subjects were healthy and normal. Dr. Vishal Sood and Dr. Arti Anand Attitude scale was used to assess the attitude of secondary school teachers towards continuous and comprehensive evaluation that was analyzed by using mean, S.D and t-test. The results showed that there is a significant difference in attitude of government and non-government secondary school teachers towards continuous and comprehensive evaluation in child related and process related dimensions.

"Evaluation is a relatively new technical term introduced to designate a more comprehensive concept of measurement that is applied in conventional tests and examination..... The emphasis is upon broad personality change and major objective of educational program. These include not only subject matter achievements but also attitudes, interests, ideals, ways of thinking, work habits, personal and social adaptability."

I. INTRODUCTION

Hazarika, D. (2009) conducted a study on the effectiveness of the present evaluation system in elementary level. The study was conducted in five districts- Bongaigaon, Kamrup, N.C., Hills, Sibsagar and Sonitpur. Data was collected from head- teachers (146), assistant teachers (259), students (502) and parents (100) through questionnaires and interviews. Secondary information was gathered from Mission Office at state, district and block level. Data was analyzed using descriptive and inferential statistics.

Continuous and Comprehensive Evaluation refers to particular process of evaluation

that is school based and aims at all round development of the student. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas to help the students. According to Meera (1996), Hellen M.G.W (2005), Bhattacharjee Archana and Sarma Nirmala (2009), Hazarika, D. (2009), Rajput, S., Tewari, A.D. & Kumar, S. (2003), Siemat (2008), Ramdas, V. and Divya, T. (2007), RaoManjula. P, 2006, DrManjula P Rao and Dr. Purushothama Rao conducted in this field and all of them suggested some needs to improve this area to make it more practical and effective. It is strongly felt that teachers should help in improvement of evaluation system. Therefore, the researcher selected the topic for the study-compare the attitude of secondary school teachers towards continuous and comprehensive evaluation in relation to gender and types of schools.

Continuous and comprehensive evaluation has three key words. The term continuous refers to continuity and regularity of assessment during the whole session. The frequency of class test, unit tests and terminal tests can make the evaluation regular.

The second key word is comprehensive. This refers to the areas of assessment which include both scholastic and co-scholastic aspects of pupils growth helping the all-round development of the child. In scholastic aspect, cognitive growth in subject specific areas and in co-scholastic aspects the growth in affective and psychomotor areas are covered.

The third important component is evaluation, which has been discussed earlier. In CCE both continuous and comprehensive are qualifiers to evaluation. It takes care of student's pace of

II. NEED OF THE STUDY

It has not been practiced in school with its defined purpose. It is the one shot examination at the end of year at the terminal stage of schooling. It evaluates only the scholastic aspect of the students. The aim of the evaluation is not to improve the learner's quality that is not being served in the yearly and external evaluation system so; it does not evaluate all the abilities of the children. Based on marks obtained in the written examination the students are declared pass or fail and further classification into pre-determined divisions. Pass or fail system frustration is inhumane because the fail candidate feel depressed and sometime they take serious step, to avoid their fear of future. Multiple technique of evaluation are not being served to capture the potential of the children the potential of the children in a more valid and reliable way. Co-scholastic areas are totally ignored and have no place in the scheme of education and evaluation. Analysis and interpretation of test results is not done in a scientific way. The different spread of scores in different subjects creates the problem in marking system.

OPERATIONAL MEANING OF THE TERMS USED IN THE STUDY-There are three terms involved in the framework of (CCE).These are continuous, comprehensive and evaluation.

CONTINUOUS: The term continuous refers to continuity and regularity of assessment during the whole session. The frequency of class test, unit tests and terminal tests can make the evaluation regular.

COMPREHENSION: This refers to the areas of assessment which include both scholastic and co-scholastic aspects of pupils growth helping the all-round development of the child.

Comparative Study Of The Attitude Of Non-Government Male And Female Teachers Towards Continuous And Comprehensive Evaluation:

TABLE 1.1 showing statistics for comparative study of the attitude of non-government male and female teachers

Dimensions	Mean	S.D.	t-value
1.a)Male	70.68	11.12	2.09**
b)female	77.24	11.08	
2. a)male	45.12	5.71	3.24**
b)female	40.16	5.10	
3. a)male	42.4	6.05	0.32*
b)female	41.88	5.41	
Total	161.2	18.48	0.43*
a) male	163.28	15.53	
b)female			

EVALUATION: It takes care of student's pace of learning in all aspects of personality growth with regular periodicity and timely remediation.

ATTITUDE: An attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way in situation that involves that something, whether person, idea or object .It is partially rational and partially emotional &it is not inherit in an individual.

OBJECTIVES OF THE STUDY:

- To compare the attitude of government and non-government secondary school teachers towards continuous and comprehensive evaluation.

HYPOTHESES OF THE STUDY:

- There is no significant difference in the attitude of government and non-government secondary school teachers towards continuous and comprehensive evaluation.

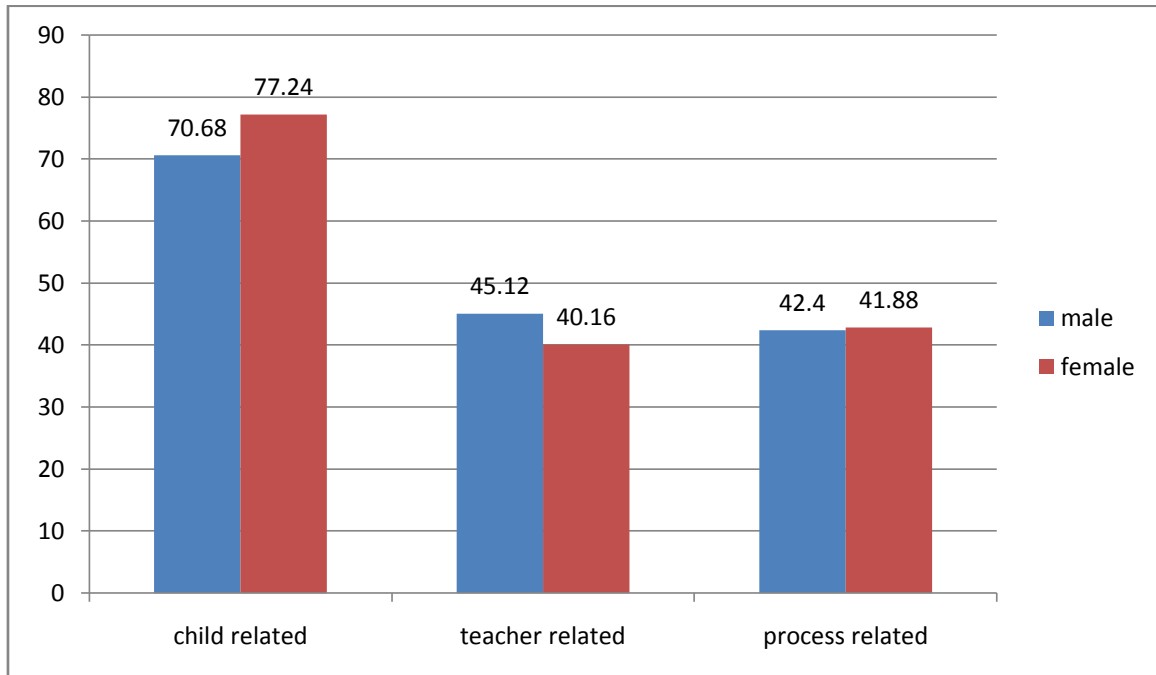
TOOL USED –standardized tool on continuous and comprehensive evaluation by Dr. Vishal Sood and Dr. Arti Anand used for the data collection. The final form of questionnaire consists of forty-eight items and three dimensions:

- 1-Child related
- 2-Teacher related
- 3-Process related

Sampling techniques- Random sampling done for data collection.

Statistical techniques:-

- MEAN
- STANDARD DEVIATION
- 't'- TEST



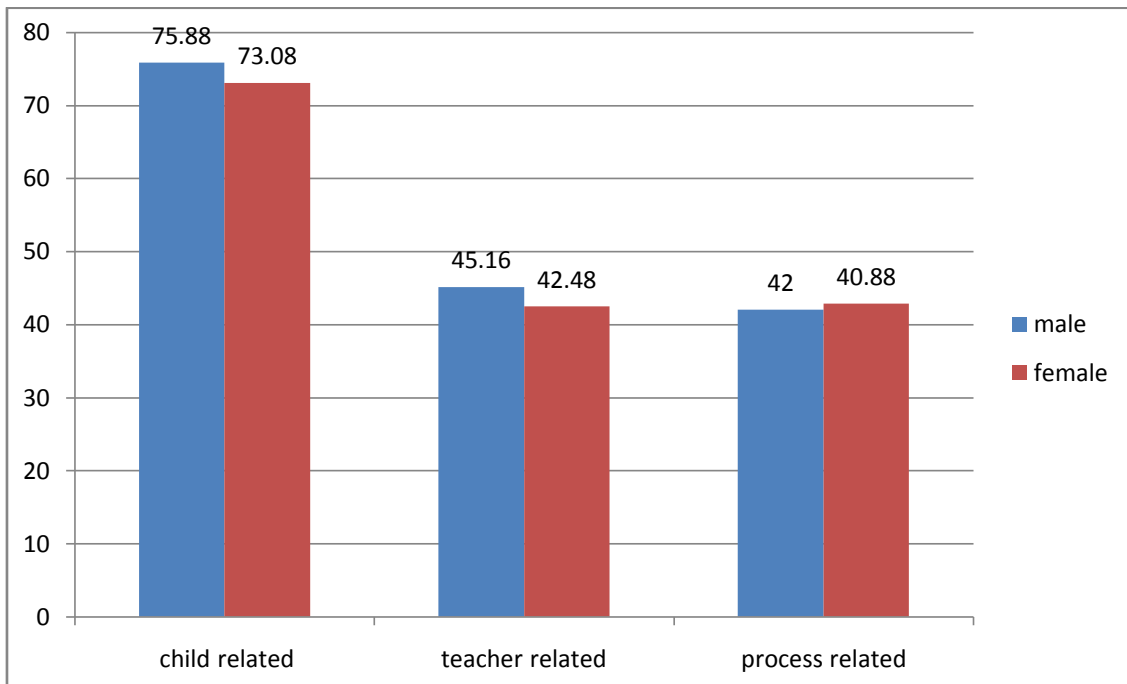
INTERPRETATION: While comparing non-government male and female teachers' attitude towards- child related dimension of CCE scale, it was found that the difference in the attitude is significant at 0.05 level of significance. Higher mean score value is 77.24 of non-government female teachers as compare to that of male non-government i.e. 70.68. Although the result is significant towards teacher related dimension of CCE scale, mean score value is 45.12 of male non-government teachers is higher than the mean score

value i.e. 40.16 of female teachers. On comparing the attitude of male and female non-government teacher's attitude towards- process related dimension on CCE scale, it was found that there was no significant difference in attitude of male and female non-government secondary school teacher's i.e. higher score value of male teachers is 41.88 as compare to the female teachers i.e.42.4 reveals that there is no significant difference in their attitude. The value of degree of freedom is 48. Hence, the null hypothesis is rejected.

Comparative study of the attitude of government male and female teachers towards continuous and comprehensive evaluation:

Table 1.2 showing statistics for comparative study of the attitude of government male and female teachers

Dimensions	Mean scores	Standard deviation	Calculated t-value
1. a) Male	75.88	10.99	0.87*
b) female	73.08	11.74	
2. a) male	45.16	5.51	1.72*
b) female	42.48	5.43	
3. a) male	42.00	5.03	0.69*
b) female	40.88	6.32	
Total	163.04	16.02	0.35*
a) male	161.44	16.20	
b) female			



INTERPRETATION:

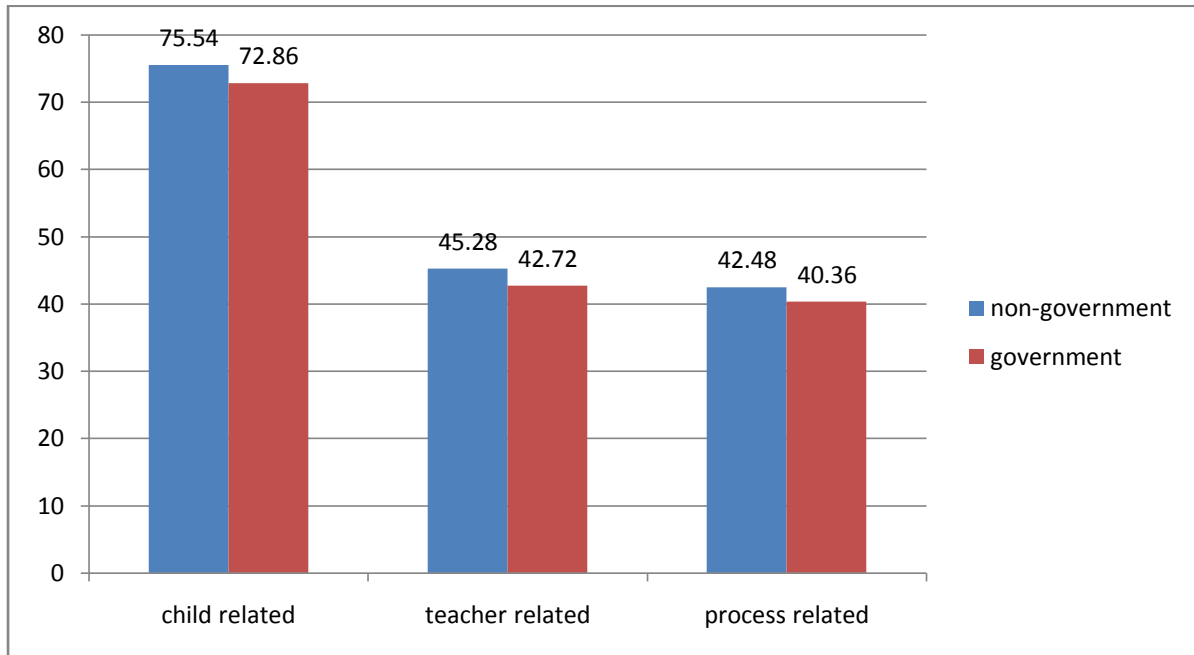
While comparing government male and female teachers' attitude towards- child related dimension of CCE scale, it was found that the difference in the attitude is not significant. Higher mean score value is 75.88 of non-government male teachers as compare to that of female government i.e. 73.08 reveals there is no significant difference in their attitude. Although the result is non-significant towards teacher related dimension of CCE scale, mean score value is 45.16 of male government teachers is slightly higher than the

mean score value i.e. 42.48 of female teachers. On comparing the attitude of male and female government teacher's attitude towards- process related dimension on CCE scale, it was found that there was no significant difference in attitude of male and female non-government secondary school teacher's i.e. higher score value of male teachers is 42 as compare to the female teachers i.e.40.88 reveals that there is no significant difference in their attitude. The value of degree of freedom is 48. Hence, the null hypothesis is accepted.

Comparative study of the attitude of government and non-government secondary school teachers towards continuous and comprehensive evaluation:

Table 1.3 showing statistics for comparative study of the attitude of government and non-government secondary school teachers

Dimensions	Mean	S.D.	t-value
1. a)Male	75.54	11.65	1.22*
b)female	72.86	10.25	
2. a)male	45.28	5.86	2.39**
b)female	42.72	4.84	
3. a)male	42.48	5.69	1.85*
b)female	40.36	5.73	
Total	163.3	19.02	0.71*
a) male	160.94	13.58	
b)female			



INTERPRETATIONS-

While comparing the government and non-government secondary school teachers' attitude towards- child related dimension of CCE scale, it was found that the difference in the attitude is not significant. Higher mean score value is 75.54 of non-government secondary school teachers as compare to that of government secondary school teachers i.e. 72.86 reveals there is no significant difference in their attitude. Although the result is significant at 0.05 level of significance towards teacher related dimension of CCE scale, mean score value is 45.28 of non-government secondary school teachers is slightly higher than the mean score value i.e. 42.72 of government secondary school teachers. On comparing the attitude of government and non-government secondary school teacher's attitude towards- process related dimension on CCE scale, it was found that there was no significant difference in attitude of government and non-government secondary school teacher's i.e. higher score value of non-government secondary school teachers is 42.48 as compare to the government secondary school teacher i.e.40.36 reveals that there is no significant difference in their attitude. The value of degree of freedom is 98. Hence, the null hypothesis is partially rejected.

MAIN FINDINGS: - There is a significant difference in the attitude of government and non-government secondary school teachers towards continuous and comprehensive evaluation at child related and process related dimensions.

EDUCATIONAL IMPLICATION:-The implications of the present study are:

Teacher's preparation:

The training and orientation at pre service and in service levels should address the issue of continuous and comprehensive evaluation, so that teachers are better equipped to the work in the area of continuous and comprehensive evaluation. Some of the issues in training that needs to be addressed include the methodology to be adopted for implementation of continuous and comprehensive evaluation, awareness about various techniques of evaluating every aspect related to the student's growth etc.

Active support and involvement of school administration-

It has been found that teachers alone cannot do everything in the field unless they get cooperation from the school administration. Administration is crucial component to educational change. Their support is necessary to ensure the successful implication of continuous and comprehensive evaluation. Guidelines and resources facilities needed for implementation of continuous and comprehensive evaluation should be provided by the administration. So the seminars and the workshops should be conducted by the government and school authority.

Provision of appropriate students- Teachers' ratio in the classroom- some steps should be taken to keep the appropriate students- teacher ratio in the

classroom such as construction of more schools and sufficient numbers of teachers in the area where student's strength is very high.

SUGGESTION FOR FURTHER STUDY:

- 1). This study may be carried out between the teachers of different age group.
- 2). This study may be carried out between the rural and urban areas teachers.
- 3). This study may be carried out between male and female teachers at higher level.
- 4). An investigation can be conducted covering various zones of Delhi
- 5). A comparative study can be under taken between the government and private schools on the understanding of continuous and comprehensive evaluation.
- 6). A similar study can also be conducted on a large sample including teachers of kendriya vidhalayas; sarvodaya etc. for studying the evaluation practices adopted them.

III. CONCLUSION:-

On the basis of above findings, it can be concluded that majority of the teachers have high or average knowledge about the concept of continuous and comprehensive evaluation. Though they are aware about the scheme to great extent, but they are not very much familiar with it. few teachers showed a negative perception about the continuous and comprehensive evaluation. Continuous and comprehensive evaluation seems to be a challenging system to be implemented in the schools in its true spirit. But it is not impossible if proper attention is given to this area by the government, teachers, school administration and parents.

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