



Teachers' Attitude towards Continuous and Comprehensive Evaluation: A Comparison of Government and Private Schools of Delhi

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Abstract: *The success of any innovation in the field of education depends greatly upon its proper implementation by the practitioners. The implementation depends upon practitioners' attitude towards Continuous and Comprehensive Evaluation as per CBSE scheme. Teachers should have sound attitude towards Continuous and Comprehensive Evaluation. It lays emphasis on thought process and de-emphasizes memorization. CCE uses a variety of ways to collect information about the learner's learning and progress in different subjects and co-curricular activities. For studying the school teachers' attitude towards CCE, the study has been conducted on 200 school teachers in all, equal number from each of the school (10 teachers from 10 Government and 10 Private schools) as well as subject wise (Hindi, English, Social Science, Mathematics and Science) 2 teachers from each school were selected. The sample of 200 school teachers has been selected through random sampling method. A self made attitude scale based on 5 point Likert's scale for assessing the school teachers' attitude towards CCE has been used by researcher. In Attitude scale, 40 items has been responded by 100 Government and 100 Private school teachers.*

Keywords: *Attitude, Continuous, Comprehensive and Evaluation.*

1. INTRODUCTION

"If we wish to discover the truth about an educational system, we must look into its assessment procedures"

- Rowntree, 1977

The aim of education is to prepare the children as responsible, productive and useful members of the society. We can create knowledge, skills and attitudes in the children by providing learning experiences and opportunities in school. Learners can analyze and evaluate their experiences, learn to doubt, to question, to investigate and to think independently in the classroom. The purpose of education simultaneously reflects the current needs and aspirations of the society as well as its lasting values and human ideals. It can be called contemporary and contextual articulations of broad and lasting human aspirations and values.

Board vide its Advisory No. 39 dated 20.9.2009 introduced Examination Reforms and Continuous and Comprehensive Evaluation in the CBSE. The first phase of teacher training was initiated in

October, 2009 and carried on till December. Continuous and Comprehensive Evaluation was a process of assessment, mandated by the Right to Education Act, 2009 in India. CCE method is claimed to bring enormous changes from the traditional chalk and talk method of teaching provided it is implemented accurately.

Classroom practices can be improved through understanding of learners, educational aims, the nature of knowledge and school as a social organization. Conceptual development helps in deepening and enriching connections and acquiring new layers of meaning. Simultaneously, theories of natural and social world development help the children to understand the cause and effect relationship of the things. Cognitive development includes attitude, emotions and values which are linked to the development of language, mental representations, concepts and reasoning.

Meta-cognitive capabilities among children help them to aware about their own beliefs and make them capable to regulate their own learning.

The goal of education is to modify the behavior of pupils in desired direction. We assess only how well the learner has grasped the content, but how well the content, methods of instruction and instructional material used, have been effective in achieving the pre-determined objectives. As such assessment becomes an important constituent of education process. The process of evaluation uses different types of tools including achievement, aptitude and personality tests. Every teacher must be trained in test development technology and its classroom applications.

Education process is a chain of activities, formulating and stating objectives, selecting and planning learning experiences, organizing learning experiences and ascertaining

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whether the pre-defined educational objectives have been achieved. Evaluation is mostly used at the last stage. Traditionally, assessment was conducted at the completion of the syllabus and served as summative assessment. But with the advent of modern theories of learning and instruction, the process of assessment has acquired new dimensions with an interventionist role in the improvement of instructional process. In other words, assessment has potential to improve the quality of teaching and learning in classroom situations. This is the formative function of assessment.

Evaluation plays an important role in teaching and learning process especially at the school level. From time to time, a teacher needs to know as to how far he/she is able to achieve the instructional objectives set forth. And also the teacher should be interested and keen to find out how far the children's performance has changed and to what extent the child has progressed in different dimensions related to the classroom transaction. This is an attempt to assess regularly from time to time, the desirable change among the students as per the desired educational objectives in different dimensions by using various techniques and tools.

For instance, the regular tests, assignments and terminal quarter wise and half- yearly examinations are conducted by using written, oral and practical activities to know the progress by way of scoring the performance on some criteria. Similarly the other activities like games, sports, library activities, child's physical health, good habits, interests, attitudes, cultural, social and community services related activities are included in Continuous and Comprehensive Evaluation (CCE) system. For these activities, it is not possible to use formal tools. Instead, various other informal tools like observation schedules, rating scales, checklists, anecdotal records and medical reports are used.

In spite of our familiarity with various terms like test, examination, measurement, assessment, appraisal used in relation to educational evaluation, most of the teachers and even teacher-educators and some educators do not properly use these terms in educational contexts. This not only makes the communication problematic among themselves but even leads to differences in opinions which creates problems for pupils too. It is therefore, essential that real connotations of these terms can be made clear with reference to evaluation. Unless the nature, purpose and scope of these terms are clear, it may be difficult to appreciate the role and function of evaluation in the teaching and learning process.

There is a need of understanding the way evaluation is related to instructional objectives, content of teaching, instruction, and learning experiences. This would help the students to appreciate as to how the role of evaluation is significant in validating the whole educational process. Another important

point to understand is that evaluation is concerned not only with measurement of learners' achievement and certification of their achievement but also in improving their achievement. As such, it is also necessary to discuss both the measurement as well as the pedagogical value of education. It provides the empirical basis for undertaking remedial instruction by teachers to make up the deficiencies of students in general and poor performers in particular. It is in this context that students, teachers as well as practicing teachers must realize that evaluation should not only be considered as a measuring device to measure students' achievement but also as a pedagogical device to improve their achievement for better performance.

Measurement is mainly concerned with collection and gathering of data e.g. students' scores in an examination. It is the process in which physical properties of objects such as length and mass are measured. Similarly, it measures the psychological characteristics such as neuroticism, and attitudes towards various phenomena in the behavioral sciences. The measurement assigns a score on a given task performed by the learner e.g., 33/50 i.e. thirty three out of fifty.

Thus, we find that evaluation includes both assessment and measurement. Assessment and measurement are narrower terms than the term evaluation. It can be represented as

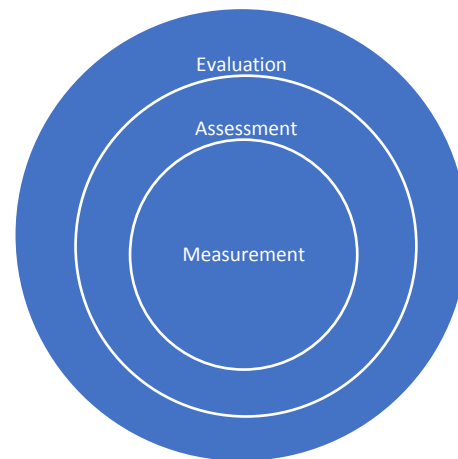


Fig. 1. Representation of Measurement, Assessment and Evaluation

The term Assessment means the act of judging the progress of an ongoing activity and answers the question 'how well'? Numerals are also assigned to the activity which is being assessed, to represent the level of its progress at a particular point of time. For example, a teacher may be interested in knowing how well his students are doing towards the achievement of educational objectives as the teaching work progresses. A factory owner may be interested in knowing

how well his work is progressing. He may have to carry out periodic assessment for this purpose. There is very thin line of demarcation in the meanings of measurement and assessment.

Assessment is narrower than evaluation but broader than measurement. In its origination, the word assess means "to sit beside" or "to assist the judge". It is the process of gathering the data and fashioning them into an interpretable form. Judgment can be done on the basis of the assessment. Let us take an example of testing of school children by Secondary Board. Tests are administered in reading, writing, science and other academic areas. Based on the information provided by the Secondary Board, all citizens, educators and political leaders then make judgments about the effectiveness of the education system. Assessment is the final decision making step in evaluation e.g., the decision to continue, modify or terminate an educational programme.

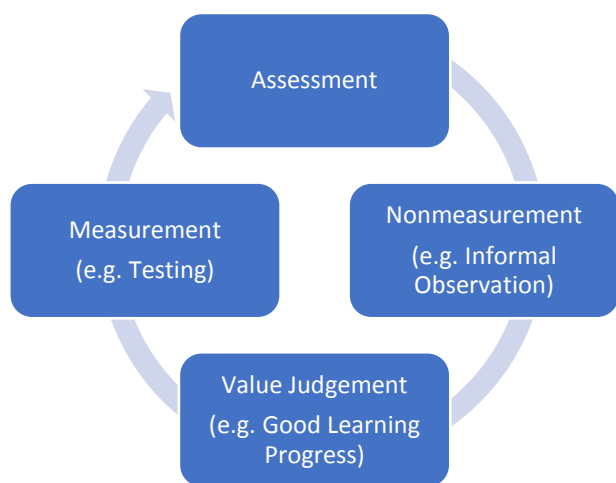


Fig. 2. The Assessment Process

Evaluation means the quality of results obtained through the processes of measurement and assessment. It involves value judgment and obtains the answer of the question 'how good' or 'how well'. Its results depend on their adequacy or suitability for some purposes which is characterized by an element of decision- making.

2. STATEMENT OF THE PROBLEM

On the basis of the above exposition, the researcher chose the following problem for investigation, "Teachers' Attitude towards Continuous and Comprehensive Evaluation: A Comparison of Government and Private Schools".

3. METHODOLOGY OF THE STUDY

The present study falls under the domain of descriptive research. For this study, teachers of Government and Private

Schools of Delhi who were teaching subjects like Hindi, English, Social Science, Mathematics and Science to IXth class students were given attitude scale. Survey method of research is used to answer questions that have been raised to solve problems which have been observed to assess needs and set goals. An attitude scale was developed trying to measure the attitude of the target group on certain key points/objectives.

At least 58 questions were framed to know their attitude towards objectives. The scale was structured in the Likert fashion that is on a 5-point scale which ranges from "Strongly Agree (SA)", "Agree (A)", "Undecided (U)", "Disagree (D)" to "Strongly Disagree (SD)". Respondents were then, instructed to respond to their degree of agreement with the statements of the scale. Since the sample of the attitude of teachers towards CCE is the Government and Private secondary school teachers in the present study. The attitude scale included the three major categories relating to CCE to see the difference in attitude of Government and Private school teachers towards CCE as per CBSE Scheme which were as-

SECTION-1: Concept of Continuous and Comprehensive Evaluation

SECTION-2: Impact of Continuous and Comprehensive Evaluation on Teachers

SECTION-3: Implementation of Continuous and Comprehensive Evaluation in the light of Tools and Techniques

4. OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To study Government school teachers' attitude towards Continuous and Comprehensive Evaluation as per CBSE scheme.
2. To study Private school teachers' attitude towards Continuous and Comprehensive Evaluation as per CBSE scheme.
3. To compare Government and Private school teachers' attitude towards Continuous and Comprehensive Evaluation as per CBSE scheme.

5. DEFINITIONS OF TECHNICAL TERMS USED

ATTITUDE:

Attitude is defined operationally as an individual's degree of liking or disliking of an item which has been measured by an

attitude scale based on Likert's scale developed by the investigator.

Attitude towards CCE refers to teacher's reactions in a certain way to grade, see and interpret them according to certain predispositions. Attitude towards grading is inextricably related to values that the teachers hold. Good practice of CCE is linked to making effective use of the procedures suggested for evaluation and execution of the system in the manner it is desired.

CONTINUOUS

It includes the regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, re-testing and feedback of evidence to teachers and students for their self evaluation. Continuous means regularity in assessment. It should be evaluated continuously and the progress of the learner should be evaluated frequently (periodically) because growth of the child is a continuous phenomenon. The 'Continuous' aspect of Continuous and Comprehensive Evaluation System includes Continual' and 'Periodicity' aspects of evaluation. Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) by using multiple techniques of evaluation. Periodicity means assessment of performance done frequently at the end of unit/term (summative).

COMPREHENSIVE

The term Comprehensive includes both the scholastic and co-scholastic areas of pupil's growth. In fact, comprehensive evaluation covers the student's experiences in their school activities. It includes physical, intellectual, emotional and social growth comprising of social personal qualities, interest, attitude and values.

Comprehensive evaluation is carried out by using variety of techniques of evaluation. 'Comprehensive' component of Continuous and Comprehensive Evaluation System means assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-scholastic aspects of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include life-skills, co-curricular activities, attitudes and values.

EVALUATION

According to Grondlund (2003), "Evaluation is a much more comprehensive and inclusive term than measurement. Evaluation includes both qualitative and quantitative descriptions of pupil behavior plus value judgments concerning the desirability of that behavior."

Evaluation = Qualitative description+ Quantitative description+ Value judgment

TOOLS USED: The tool used for the study was a self developed tool in the form of attitude scale covering Concept of Continuous and Comprehensive Evaluation, Impact of Continuous and Comprehensive Evaluation on Teachers and Implementation of Continuous and Comprehensive Evaluation in the light of Tools and Techniques. After consulting relevant literature and suggestions of group of experts in the field of education, 40 items were finalized by researcher to prepare self made attitude scale. Further, the response format included a 5 point Likert scale, so that respondents could indicate the frequency of agree or disagree with the statements relating to Continuous and Comprehensive Evaluation.

SAMPLE

A sample of 200 government and private school teachers of Delhi in all, equal number from each of the school (10 teachers from 10 Government and 10 Private schools) as well as subject wise (Hindi, English, Social Science, Mathematics and Science), 2 teachers from each school was chosen randomly for the study.

PROCEDURE

The attitude scale was developed by the researcher. An average subject requires approximately 15 to 25minutes in completing the scale. The attitude scale consisted of 40 items involving a range of aspects relating to Continuous and Comprehensive Evaluation. Further, the response format included a 5 point Likert scale, so that respondents could indicate the frequency of agree or disagree with the statements relating to Continuous and Comprehensive Evaluation.

The distribution of scores on these three aspects was kept in continuum. In the beginning of the scale, directions were given and subjects were clearly instructed to tick (✓) any one point against a statement after reading it carefully. School teachers expressed their views by going through the relative statements and marked tick after selecting right and appropriate option for them. This attitude scale was a rating scale bannered or fire point as-

Strongly Agree	Agree	Can't Say/Undecided	Disagree	Strongly Disagree
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SCORING: The objective of the research was to study the attitude of Government and Private school teachers towards Continuous and Comprehensive Evaluation in schools. These attitudes were acquired from the responses of the subjects on a five point Likert Scale in the attitude scale. There were total of 40 questions and scoring was done for each item as per the formula given.

SAX5 + AX4 +UX3 + DX2 +SDX1 (FOR NEGATIVELY FRAMED ITEMS, MARKING WAS DONE IN REVERSE ORDER)

Then the item wise scores are to be transferred in the table to obtain different competences scores. Manual scoring is done conveniently. Next the frequency of scores is considered for measuring the attitude of Government and Private school teachers towards Continuous and Comprehensive Evaluation.

NORMS :

Attitude of Teachers towards Continuous and Comprehensive Evaluation

TABLE I

Range of Raw Score	Classification
401& above	Highly Positive
301-400	Moderately Positive
201-300	Neutral
101-200	Moderately Negative
100 & below	Highly Negative

6. ANALYSIS AND INTERPRETATION

The data and its interpretation related to three aspects of the study are as follows:

Objective 1: To Study Government School Teachers' Attitude towards Continuous and Comprehensive Evaluation as per CBSE Scheme.

Attitude of Government school teachers was moderately positive towards the concept of CCE. They agreed that it helps the learners to improve their achievement in scholastic and co-scholastic areas. They all agreed that not only book-worm students favored examination ridden system but low achievers were also in the favor of examination ridden system to get the exact percentage of marks in their performances. The attitude of maximum Government school teachers was neutral about the new CCE system and they all favored new CCE system as well as traditional system of evaluation equally.

They agreed that CCE eliminated the discrimination among students on the basis of marks obtained by them. They also favored that underachievers are more benefitted by CCE system and students are free from Private tuitions in the CCE system. A high percentage of Government school teachers had highly positive attitude towards the impact of CCE where a teacher can motivate the students to become a good human being instead of only getting good grades. They agreed that students have feared of examination as well as they do their class/home work honestly.

Maximum strength of Government school teachers agreed that teachers give grades only on the basis of their assumptions and not giving the chance to the students to prove themselves due to lack of facilities in Government schools. They also agreed that students have maximum time to explore their talents through different co-curricular activities. They all favored that all the time, teachers are patient and hardworking in organizing and facilitating the co-curricular activities for students. In spite of that, most of teachers had adopted this new CCE system.

Objective 2: To Study Private School Teachers' Attitude towards Continuous and Comprehensive Evaluation as per CBSE Scheme.

Attitude of Private school teachers was moderately positive towards the concept of CCE. They agreed that it helps the learners to improve their achievement in scholastic and co-scholastic areas. They all had neutral response about the statement that only book-worm student favored examination ridden system. They further said that examination ridden system was also the choice of other students so that they can get exact percentage of marks instead of conversion of marks into grades. The attitude of maximum Private school teachers was moderately positive towards the new CCE system and they all favored the Continuous and Comprehensive Evaluation System as compared to traditional system of evaluation.

Private school teachers had moderately positive attitude towards CCE which eliminates the discrimination among students on the basis of marks obtained by them. Most of Private school teachers had neutral attitude towards CCE in which underachievers are more benefitted by CCE system and students are free from Private tuitions in this CCE system. A high percentage of Private school teachers had highly positive attitude towards CCE system which helps the parents to know about the progress of their children timely in each semester of the class and also favored CCE system where a teacher can motivate the students to become a good human being instead of only getting good grades. A few percentages of Private school teachers had neutral attitude towards those students who don't have any fear of examination and they don't do their class/home work honestly.

Maximum Private School teachers' attitude was moderately positive towards teachers who think it is burden to organize different subject activities for students and is not the part of their teaching. They also had neutral response on assigning grades to students with partial behavior towards them. The neutral attitude of teachers showed that sometimes students don't /do show artificial behavior towards teachers, friends and parents to get good grades in their report cards. The attitude of teachers was moderately negative on the

professional growth of teachers due to increase of their manual work.

They also agreed that students have maximum time to explore their talents through different co-curricular activities. Maximum Private school teachers had moderately positive attitude about the teachers who are considerate and honest in assigning the grades to the students according to their abilities

and capacities and all the time, teachers are patient and hardworking in organizing and facilitating the co-curricular activities for students.

Objective 3: To Compare Government and Private School Teachers' Attitude towards Continuous and Comprehensive Evaluation as per CBSE Scheme.

TABLE II

Category	Name of Category	No. of Items	Compared Group	Average X	Average Mean	Standard Deviation	t-Test
SECTION – 1	Concept of Continuous and Comprehensive Evaluation	10	Government School	332.1	3.32	26.9	0.017
			Private School	337.8	3.38	22.7	
SECTION – 2	Impact of Continuous and Comprehensive Evaluation on Teachers	20	Government School	286.65	2.86	52.3	0.0185
			Private School	299.1	2.99	46.8	
SECTION – 3	Implementation of Continuous and Comprehensive Evaluation in the light of Tools and Techniques	10	Government School	308.2	3.08	60.2	0.0035
			Private School	331.8	3.32	57.8	

Analysis of Table

Degree of freedom (df) = $N_1 + N_2 - 2 = 100 + 100 - 2$

So, Degree of freedom (df) = 198

't' values with df 198

0.05 levels – 1.97 s units

0.01 levels – 2.60 s units

It was found that the table value of 't' with df 198 is 1.97 and 2.60 at 0.05 and 0.01 levels of significance.

In Section –I of the category, the calculated 't' value 0.017 is less than table values at both levels of significance. The null hypothesis is accepted at both levels.

It may be stated that there is no significant difference between Government and Private school teachers' attitude towards concept of Continuous and Comprehensive Evaluation.

In Section –II of the category, the calculated 't' value 0.0183 is less than table values at both levels of significance. The null hypothesis is accepted at both levels.

It may be stated that there is no significant difference between Government and Private school teachers' attitude towards impact of Continuous and Comprehensive Evaluation on Teachers.

In Section –III of the category, the calculated 't' value 0.0035 is less than table values at both levels of significance. The null hypothesis is accepted at both levels.

It may be stated that there is no significant difference between Government and Private school teachers' attitude towards implementation of Continuous and Comprehensive Evaluation in the light of tools and techniques.

Thus there is no significant difference between Government and Private school teachers' attitude towards Continuous and Comprehensive Evaluation as per CBSE scheme.

7. IMPLICATIONS OF CCE

- Child centered teaching and learning: Better learning takes place under friendly and supportive conditions. Students should study and learn due to love for learning

and not because of fear of examinations. It creates democratic environment in the class.

Here the student and teacher have equal participation in the teaching learning process.

This system is based on child psychology. This system encourages participatory teaching-learning process.

- **Fostering creativity:** Through a well-designed scheme of continuous and comprehensive evaluation, a student is able to perform according to his own interest and can show his creativity in areas of own interest.
- **Immediate feedback to students and teachers:** It exercises a great influence of the pupil's study habits and the teacher's method of instruction and help not only to measure educational achievement but also to improve it.
- **Holistic development of learners:** Continuous and comprehensive evaluation is the one which not only concerns the cognitive side but also covers all aspects of pupil's growth and development. Evaluation should concern itself with pupil's physical development, personality and character, social achievement, academic achievement and achievement in various types of skills. It covers the personality of the students incorporating the cognitive, affective and psychomotor aspects and not limited to a few selected aspects of personality.
- **Effective evaluation tools and techniques:** It is necessary to use variety of evaluation tools and technique. Evaluation is a process by which we can collect evidences for student progress. Portfolios, anecdotal records, checklists, rubrics for assessment are used. Diagnosis and remedial measures It helps in improving student's performance by identifying his/ her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.
- **Maximum level of achievement:** Assessment should be viewed as developmental which emphasized on the improvement of pupils rather than achievement. For slow learners it helps in achieving maximum level.
- **Assessment:** Teacher allows peer and self- assessment. It helps the students in self learning. CCE assess both product as well as process. It impacts the teaching and learning.
- **Marks to grade:** In this system, student's performance will be assessed using conventional numerical marking mode, and the same will be later converted into the grades on the basis of the predetermined marks. Grading system has changed the mindset of people; previously there were lot of pressure on students as well as on parents, to bring

good marks. This sometimes worked negatively for students and they lose their confidence level in studies. Introduction to grading system for exams, will take away fear factor from students and their parents. The grading of students would also take away the frightening judgmental quality of marks obtained in a test leading to a joyful stress free and learning environment in the school. Now student can participate freely in different activities in school because there is a less pressure of studies on them.

It considerably reduces the pressure from students and motivates them to bring good grades.

The main objective of continuous and comprehensive evaluation is quality education.

For developing quality education, teachers must be efficient in teaching as well as in assessment practices in and outside the class room. CCE has been fruitful in improving the evaluation skills of the teachers which is very important. The competence expected of them is be able to raise the standard of achievement in pupils by constant feedback, remediation and improvement of classroom instructional strategies based on the evaluation results. Moreover, comprehensive assessment of every aspect of changes in physical, emotional and intellectual spheres must be evaluated. This in turn results in the improvement of quality education. It is important to equip teachers with required skills and competencies of evaluation so that they will be able to integrate evaluation well with the teaching – learning process

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