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## THE ATTITUDE OF TEACHERS TOWARDS THE ACTIVITIES CONDUCTED UNDER CONTINUOUS AND COMPREHENSIVE EVALUATION IN THE CONTEXT OF DIFFERENT SCHOOLS

Ashok Kumar Bairwa<sup>1</sup> and Dr. Satish Chand Mangal<sup>2</sup>  
<sup>2</sup>Assistant professor, Sh.Agrasen Snatakottar Shiksha Mahavidhyalaya (C.T.E.),Keshav Vidyapeeth,jamdoli, Jaipur, Rajasthan.



### ABSTRACT

School education is the necessary foundation for strengthening human resources, society and nation that has been deemed central for nation's development. The major aim of education is making children capable of becoming responsible, productive and useful member of a society. The school provides opportunities to learners for built their knowledge, skills and attitude through their learning experiences. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question, to investigate and to think independently. The main purpose of evaluation is to help the learners for improve achievement in scholastic areas and to develops own self in co-scholastic areas with references to larger context and canvas of life. In keeping with the above reforms in the examination system are often recommended by various committees and commissions which appointed time to time by govt. of India. The nature and manner of students learning is examined has also been a central and often repeated concern of teachers, parents, administrators, educationalist and policy makers. Continuous and comprehensive evaluation is one of such reform in Indian school examination system.

**KEYWORDS:** Continuous and comprehensive evaluation (CCE), Examination, learning experiences, TLP/ Teaching learning Experiences, Evaluation.

### INTRODUCTION:

Education is the training of mind and assimilation of ideas leading to dynamism of character and creativity of personality. The major objective of education is all round development of learner's personality with respect to body, mind and spirit. The Indian and western educationist both are agreeing with this philosophy. They divide the human personality in three domain namely as cognitive, affective and psychomotor domain. These which are related in sequence to head, heart and hand .School curriculum and syllabus based above these domains and conduct of examination based upon these objectives. Evaluation and examination pattern is a path to improve students to next higher class. Conducting examinations in education system works like a regularity mechanism in improving quality in education. As Childs development is a continuous process, evaluation should be continuous. The progress of learner will be evaluated quite often in continuous evaluation. Learner is subjected to schooling for scholastic and co-scholastic gains. A unique evaluation must be requires for assessing all round development of child including scholastic and co scholastic domains. Therefore evaluation becomes important component of education. In Indian education system the term evaluation is associated with examination stress and anxiety. The purpose of evaluation is not to motivate students, to study under threat, to identify or label students as slow-learners or bright students or problem children, to identify who need remediation and to diagnose learning difficulties or problem areas. Therefore it's become significant to

continuously revise and introduce such measures and schemes. The pattern of evaluation is shifting from summative to continuous assessment. Thus all-round development as the stated purpose of education implies optimization of hidden potential of every child in the physical, intellectual, mental and spiritual plans. First time in the country CBSE makes an effort to translate the lofty goal of all round development into practices. NCERT & CBSE designed and CBSE implemented a complete evaluation pattern all over the country, which known as continuous and comprehensive evaluation (CCE).

**Place of evaluation in the curriculum:** Curriculum is a picture that tells what constitutes a total teaching learning programmed composed of overall aims, syllabus, materials, methods and design of assessment. The syllabus provides a statement of purpose, means and standards against which one can investigate the effectiveness of program and the progress made by learners. Evaluation is a important component of curriculum with the twin purpose of effective delivery and further improvement in the teaching learning process.

**Historical perspective of CCE -A Journey:** Since Independence, India has been investing lot of resources into the expansion and improvement of education in the country. The scheme of continuous and comprehensive evaluation was recommended by many national commissions and committees like as Secondary Education Commission (1952-53), Education Commission 1964-66, National Policy on Education (NPE) 1986, NCF 2000 and NCF 2005 etc.

The National policy on education (NPE 1986), which states that “comprehensive and continuous evaluation should incorporate both scholastic and non scholastic aspects of evaluation spread over the total span of instructional time.”

The NCF 2005 also recommends that a school based continuous and comprehensive evaluation system be established in order to (1) Reduce stress on the children (2) Make evaluation comprehensive and regular (3) Provides space for the teacher for creative teaching,(4) Provide a tool for diagnosis and for producing learner with greater skills.

**The RTE.act-2009 ensures (article-29) the following:**

- Building up child's knowledge, potential and talent.
- Learning through activities, exploitation and discovery in a child friendly and child centered manner.
- Making the child free from fear, trauma and anxiety and helping the child to express views freely.
- Continuous and comprehensive evaluation (CCE) of the Childs understanding of knowledge and his or her ability to apply the same.

**Continuous and comprehensive evaluation - meaning :** In the scheme of CCE the term "continuous" is meant to emphasize that evaluation of identified aspects of student's 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 student's growth and development. Since abilities, attitudes and aptitudes can manifest themselves in form other than written words, the term refers to the application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learners development in the various areas of learning (CBSE mammal 2009 p.5).

There are no two views about the fact that the sneers of the implementation of the scheme of CCE largely depend on the teachers. It is the teachers who are directly responsible for implementation the scheme. Besides the knowledge and skills possessed by teachers in different components of CCE, their attitude towards activities conducted under CCE is one of the primary determinants of effective implementations of the scheme of CCE at the school stage. Therefore, It is essential to know the attitudes of teachers towards activities conducted under CCE in context of different schools.

**Research objectives:** The study was conducted with the following objectives in mind

- + To study the direction and intensity of attitude of teachers towards activities conducted under CCE.
- + To study the difference, if any, in attitude towards activities conducted under CCE among teachers with their different faculty streams/educational backgrounds (arts, science and commerce).
- + To study the variation, if any, in attitude towards activities conducted under CCE among teachers teaching in different types of schools viz. kvs ,private, Government & missionary schools.
- + To study the difference, if any, in attitude towards activities conducted under CCE among teachers with different level of educational qualifications.
- + To study the attitudes of teachers towards activities conducted under CCE in relation to years of teaching Experience.

**Hypothesis:** following conceptual and null hypotheses were formulated and tested

- + Teachers possessing positive attitude towards activities conducted under CCE.
- + There is no significant difference in attitude towards activities conducted under CCE among teachers with different faculty streams/educational backgrounds (arts, science and commerce).
- + There is no significant difference in attitude towards activities conducted under CCE among teacher teaching in different types of schools viz. KVs, private, Government & missionary schools.
- + There is no significant difference in attitude towards activities conducted under CCE among teachers with different level of educational qualifications.
- + There is no significant difference in attitude towards activities conducted under CCE among teacher with years of teaching experience.

#### **METHODOLOGY:**

**Research method:** - Considering the nature of the investigation, descriptive survey research method was followed in conducting the study.

**Population and sample:-** CBSE affiliated schools and Rajasthan Govt.schools (CC Executing there also) running in Jaipur district is identified as population of study. 30 Schools were selected from the population. The attitude scale was administered on the teacher of these schools, who teaching in these secondary schools. The data producing sample of teachers consisted of 200 teachers from four type of school. The sample consisted of 50 teachers each type of schools like as KVs, private, Government and missionary schools.

**Data collection tool:** - Data for the present study were collected by administering the following data collection tool on the teacher of the selected schools. The details about the data collection tool developed by the investigator and used in the present study are described below:-

#### **(i) A Scale on attitude towards activities conduces under contentions and comprehensive evaluation.**

The investigator developed a lickert type attitude scale to measure the attitude of teacher towards activities conducted under continuous and comprehensive evaluation. There were 30 items statements/items in the expert's opinion and review, - items were retained for try out. Equal numbers of positive statements/ items were included. Each item was followed by five responses, viz. completely agree (CA), Agree (A) Undeceive (UD). Disagree (DA) and completely disagree (CD). A respondent was required to select any one of the responses by encircling the same. For scoring purpose, each response was allotted a pre- determined score as follows

	CA	A	UD	DA	CD
Positive	5	4	3	2	1

The scale was administered on a sample of teachers 200 and scoring was done following the procedures

explained above.

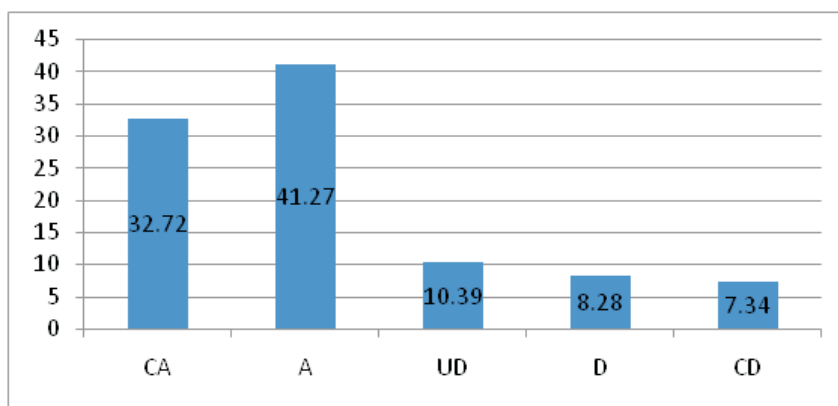
**Data Analysis methods/ Techniques:** - Data were analyzed using different statistical techniques such as t- test, ANOVAs and also frequency and parentage analysis was carried out as per requirement.

**RESULT AND DISCUSSION:**

**(A) Attitude of Teachers towards activities conducted under CCE.**

**Table-1 Attitude of Teachers towards activities conducted under CCE**

Complete Agree	Agree	Undecided	Disagree	Complete Disagree
32.72	41.27	10.39	8.28	7.34



**Figure-1:-Attitude of teachers towards activities conducted under CCE**

Table- 1 shows that only 32.72 percent of teachers exhibited completely positive and 41.27 percent of teachers exhibited positive attitude towards activities contented under CCE. About three- fourth of teachers had positive attitude towards activities conducted under CCE. Exactly one-ten/10.39% of the teacher exhibited natural attitude towards activities conducted under CCE. The remaining 15.62% displayed negative attitude towards activities conducted under CCE. The findings thus showed that 73.99 percent of teacher had positive attitude and little more than one-fifteen had negative attitude towards activities conducted under CCE. The data are graphically represented in figure-1

**(B)Attitude towards activities conducted under CCE in relation to different faculty stream /educational background of teacher.**

**Table-2 ANOVA Results:-Attitude in relation to different faculty streams/educational backgrounds.**

Source of variation	Sum of squares	df	Mean squares	F-ratio
Between Groups	5063.058	2	2531.529	1.137
within groups	438679.022	198	2226.797	
Total	443742.080	200		

\*\* Significant at 0.05 level  $F > 3.00$  \* Significant at 0.01 level  $F > 4.63$

Table-2 shows that the observed F- ratio was not significant at 0.05 level and hence the null hypothesis of



no significant difference in attitude towards activities conducted under CCE among teachers with different faculty streams/educational backgrounds (arts, science and commerce), was rejected. It is indicated that the teachers having different faculty backgrounds/streams differ in attitude towards the activities conducted under CCE.

(C) Attitude towards activities conducted under CCE in relation to different types of schools teachers.

**Table- 3 ANOVA Results: Attitude in relation to different types of schools.**

Source of variation	sum of squares	df	Mean square	F-ratio
Between Groups	31094.072	3	10364.691	4.923**
Within Groups	412648.008	196	2105.347	
total	443742.080	196		

\*\* Significant at 0.05 level  $F > 3.00$

\* Significant at 0.01 level  $F > 4.63$

Table - 3 shows that the observed F- ratio was significant at 0.05 level and hence the null hypothesis of no significant difference in attitude towards activities conducted under CCE among teacher with different types of schools viz. KV, private, Government & missionary schools, was selected. It is indicated that the teacher having different types of schools not differed in their attitude towards activities conducted under CCE.

**(D) Attitude towards activities conducted under in relation to level of educational qualifications of teacher.**

**Table - 4 t-value results: attitude towards activities conducted under CCE in relation to level of educational qualifications of teacher.**

Educational qualifications	N	Mean	t- value
Graduate	53	275.077	1.151
post –graduate	147	266.3333	

\*\* Significant at 0.05 level  $t > 1.97$

\* Significant at 0.01 level  $t > 2.60$

Table - 4 Shows that the observed t-ratio was not significant at 0.05 level of significance and hence the null hypothesis of no significant difference in attitude towards activities conducted under CCE among teachers with different level of educational qualifications, was rejected. It indicated that the teacher having different levels of educational qualifications differ in their attitude (Graduate & post graduate) towards activities conducted under CCE.

**(D) Attitudes towards activities conducted under CCE in relation to years of teaching Experience.**

**Table - 5 ANOVA Results: attitude in relation to years of teaching Experience.**

Source of variation	Sum of squares	df	mean square	F-ratio
Between groups	13273.749	3	4424.583	2.015
within groups	430468.331	196	2196.267	
total	443742.080	199		

\*\* Significant at 0.05 level  $F > 3.0$  \* Significant at 0.01 level  $F > 4.63$

Table - 5 shows that the observed f-ratio was significant at 0.05 level and hence the null hypothesis of no significant difference in attitude towards activities conducted under CCE among teacher with years of teaching experience, (up to years 6-10 years, 11-15 years & more than 15 years), was rejected. The attitude of teachers not differs towards activities conducted under CCE with causes of teaching experience. It means teaching experience of teacher has nothing to do with their attitude towards activities conducted under CCE. In other words, the findings indicated that these two variables are independent of each-other and hence by knowing the teaching experience of teachers, one cannot say anything about their attitude towards CCE. The present findings is in conformity with that of Sharma, Kusum (2013), Thote, P. (2014) and Pradhan, Dr. G. C. (2016)

### CONCLUSIONS:

The findings from present study above, as the following conclusions

1. Strongly more than 3/4 of teacher possess positive attitude towards activities conducted under CCE. One-ten of teachers have neutral and one - sixth of teacher have negative attitude towards activities conducted under the scheme of CCE.
2. Attitude of teachers towards activities conducted under CCE is influenced by their qualifications
3. Teacher teaching in different types of schools like as kvs, private, Govt. & missionary schools, possess higher attitude towards activities conducted under CCE.
4. There is no significant difference in attitude of teachers towards activities conducted under CCE and their years of teaching experience.
5. There is significant difference in attitude of teachers towards activities conducted under CCE and their educational qualification.

### EDUCATIONAL IMPLICATIONS:

- + Since the majority of the teacher do not have positive attitude towards CCE, appropriate steps need to be taken by the authorities concerned to develop positive attitudes among teacher towards CCE, especially for Govt. school teachers. So that teachers prepare him/her accountable towards their responsibilities.
- + Since attitude towards CCE is positively related to Knowledge & practice of teachers about CCE, steps have to be taken to enhance Knowledge, practice and experience of teacher in CCE so that their perception towards CCE and adoptability will improve.
- + Today/ Present time there is need to take appropriate steps by authorities' for practice trainings for Govt. schools teacher.
- + CCE is a unique evaluation system in education but there is a need to regulate teachers by credit based accountability system for effective implementation of CCE.

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