

# Continuous and Comprehensive Evaluation: An Attitudinal Study

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Evaluation is an integral part of the educational process. Its importance lies in the fact that it serves to bring about improvement in the teaching learning process so that the learner develops his potentials to the optimum level. Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction. Hence evaluation should be viewed as a component of curriculum with the twin purpose of effective delivery and further improvement in the teaching learning process.

Continuous and Comprehensive Evaluation refers to a system of school-based evaluation of students that covers all aspects of student's development. It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other. In the present global educational scenario, the need is to look at holistic assessment of a learner which includes both scholastic and co-scholastic areas of students' growth. The continuous and comprehensive evaluation scheme aims at addressing this in a complete manner. For carrying out such type of evaluation, multiple techniques have to be employed by the teachers and school authorities. Conclusively, it may be inferred that continuous and comprehensive evaluation intends to identify positive attributes and latent talents of the students which are not usually assessed through written examination.

## Rationale of the study:

In the midst of the enforcement of RTE, the Government of Mizoram felt the need to reform the educational system in the State. Henceforth, Educational Reform Commission (ERCM) had been set up on 8<sup>th</sup> May, 2009 to recommend ways and means to raise standard and improve quality in all sectors of education, namely, pre-school, elementary, secondary, tertiary, professional and technical. The Commission reiterated that no public examination up to elementary stage, that is, class-VIII should be conducted in view of the provision contained in section 29 of The Right of Children to Free and Compulsory Education Act, 2009. This, however, implies much greater accountability on the part of the school and the teachers to use ways and means to ensure required levels of learning on the part of the pupils and their assessment through Continuous and Comprehensive Evaluation (CCE) spread over the total instructional time. The Commission also recommends that the system of CCE should be planned and its details properly worked out and teachers oriented to perform a new role of assessment to their students.

The Government of Mizoram State declared that CCE will be practiced from 2011 at Elementary Schools all over the State. SCERT which has been declared as academic authority for elementary education in Mizoram by the Government of Mizoram vide its Notification no. B.1103/25/94 EDN dated 21/3/11 has also been declared as the Nodal Agency for implementation of CCE in Mizoram.

Until and unless the practitioners are willing whole heartedly to implement such evaluation system in a right manner and spirit, the underlying value of the scheme would be in vain. On the whole it may be said that the success of continuous and comprehensive evaluation in our educational system largely depends on the positive and favourable attitude of headmasters and teachers towards this scheme.

Keeping in mind all the aspects stated above, it is thus felt necessary to study the attitude of parents, headmasters and teachers of elementary schools towards Continuous and Comprehensive Evaluation.

### **Objectives of the study:**

The study was taken up with the following objectives –

- To study the attitude of parents towards CCE.
- To find out the attitude of headmasters towards CCE.
- To study the attitude of teachers towards CCE.
- To compare the attitude of parents and headmasters towards CCE.
- To compare the attitude of parents and teachers towards CCE.
- To compare the attitude of headmasters and teachers towards CCE.
- To compare the attitude of primary school teachers and middle school teachers towards CCE.

### **Findings:**

#### **(a) Attitude of parents, headmasters and teachers**

Table 1: Mean attitude score of parents, headmasters and teachers

Sl.No	Respondents	Sample	Mean Score	Attitude
1	Parents	80	63.37	Neutral
2	Headmasters	20	67	Neutral
3	Teachers	116	59.67	Neutral

- To compare the attitude of male and female teachers towards CCE.

### **Population and Sample:**

The population for the present study comprised of all parents, teachers and headmasters of government elementary schools in Aizawl district.

The sample for the study consisted of 80 parents, 116 teachers and 20 headmasters. The samples were selected randomly from 10 government primary schools and 10 government middle schools in Aizawl district. Multi-stage random cluster sampling was employed for selection of these samples.

### **Tool used:**

For measuring attitude of parents, teachers and headmasters of government elementary schools in Aizawl district, an attitude scale was developed after consulting available literatures. Since a common attitude scale was prepared for parents, headmasters and teachers of elementary schools, content validity of the scale was established by seeking the opinions of experts.

The scale is a self-administering and self-reporting three point scale. Items of the scale are in statement form requiring response for each item on any of the three options on a continuum as follows: agree, undecided and disagree. The scale comprised of 30 (15+ve and 15-ve) statements which shows the respondent's beliefs and inclinations towards CCE. The sum of scores on all statements of the scale was considered as respondent's total attitude score. The score on the scale can range from 30 to 90. The higher total score on the scale reflected positive attitude and vice-versa.

As per table 1, all the respondents – Parents, headmasters and teachers had neutral attitude towards CCE. Among these three groups, headmasters scored highest in the attitude scale followed by parents. Teachers were found to score lowest in the attitude towards CCE.

**(b) Difference between the attitudes of parents and Headmasters towards Continuous and Comprehensive Evaluation**

Table 2: Comparative analysis of attitude of parents and headmasters

Respondents	N	Mean	SD	SED	t- value
Parents	80	63.38	10.77	3.14	1.15
Headmasters	20	67	12.99		

Analysis of data given in table 2 reveals that parents and headmasters did not differ significantly in their attitude towards CCE. The mean score of headmasters was, however slightly higher than parents.

**(c) Difference between the attitudes of parents and teachers towards Continuous and Comprehensive Evaluation**

Table 3: Comparative analysis of attitude of parents and teachers towards CCE

Respondents	N	Mean	SD	SED	t -value	Level of significance
Parents	80	63.38	10.77	1.66	2.23	Significant at 0.05 level
Teachers	116	59.67	12.33			

A perusal of table 3 shows that parents and teachers differed significantly in their attitude towards CCE. The observed difference is in favour of parents.

**(d) Difference between the attitudes of headmasters and teachers towards Continuous and Comprehensive Evaluation**

Table 4: Comparative analysis of attitude of headmasters and teachers towards CCE

Repondents	N	Mean	SD	SED	t -value	Level of significance
Headmasters	20	67	12.99	3.12	2.34	Significant at 0.05 level
Teachers	116	59.67	12.33			

As per table 4, headmasters and teachers differed significantly in their attitude towards CCE. The observed difference is in favour of headmasters.

**(e) Difference between the attitudes of primary school teachers and middle school teachers towards Continuous and Comprehensive Evaluation**

Table 5: Comparative analysis of attitude of primary school teachers and middle school teachers towards CCE

Repondents	N	Mean	SD	SED	t-value	Level of significance
P/S teachers	51	64.5	13.36	2.25	4.28	Significant at 0.01
M/S teachers	65	54.87	10.11			

Analysis of data vide table 5 reveals that primary school teachers and middle school teachers differed significantly in their attitude towards CCE. The observed difference is in favour of primary school teachers.

**(f) Difference between the attitudes of male and female teachers towards Continuous and Comprehensive Evaluation**

Table 6: Comparative analysis of attitude of male and female teachers towards CCE

variables	N	Mean	SD	SED	t ratio	Level of significance
Male	34	55.38	9.46	2.17	2.79	Significant at 0.01 level
Female	82	61.45	13.09			

As per Table 6, male and female teachers differed significantly in their attitude towards CCE. The observed difference is in favour of female teachers.

**Discussion:**

It is discouraging to find that even after five years of implementation of CCE, the attitude of headmasters and teachers towards the same fall under the category of neutral.

The finding that parents, headmasters and teachers have neutral attitude towards CCE may mean that all the respondents were not well aware of the concept of CCE so as to show their true inclination towards CCE.

In spite of the intensity of training conducted for headmasters and teachers, their attitude fell under neutral category. This may mean that there is some deficiency in the contents of the training packages.

Among all the three respondents, teachers have the least favourable attitude towards CCE which differed significantly from those of headmasters and parents. It may be considered that teachers who are the real practitioners in the field of teaching were the ones who faced actual problems with the implementation of CCE. Or it may be concluded that teachers today are not committed enough to adapt themselves in coping new innovation.

The finding that female teachers differed significantly from male in their attitude towards CCE was in tune with the findings of Singh,T and Singh, A (2012). Both the studies found that female teachers have favourable attitude towards CCE. Meanwhile, Singhal, P (2012) and Singh,A , Patel,J & Desai,R (2013) found no significant difference between male and female respondents towards CCE.

**Recommendations:**

The Nodal Department should take effort to supervise and inspect elementary schools at regular interval. It may assign other functionaries like BRCs, DIETs, SDEOs or DEOs. Giving training is not only enough, regular inspection and supervision with keen interest is needed for the successful implementation of CCE.

Headmasters and teachers are the most important elements to make well aware of the idea and practice of CCE. For this more systematic and practical training to sharpen their evaluation skill is recommended. CCE without commitment on the part of the practitioners is impossible. It is further suggested that training would be conducted separately for headmasters and subject teachers. For carrying out CCE, the responsibility of headmasters and subject teachers were not all the same; headmasters were assigned separate tasks and each subject teachers had to follow different criteria for assessing students’ performance.

To be more specific with the responsibility of the headmasters, their sincerity and commitment is a determining factor for the successful implementation of CCE. In his dissertation ‘Improvement of quality education with special reference to Continuous and Comprehensive Evaluation’, Bawa,SS (1988) concluded that ‘To maintain the spirit of the method a devoted head of institution to plan and execute the plans is a must, otherwise the spirit behind the policy will evaporate. CCE can help achieve great wonders, but it will be the executor of this plan which matters as much if not the more to achieve wonders as the plan or device itself.’

As CCE is school based evaluation, cooperation among headmasters and teachers is prior necessity

for the successful implementation of CCE. They should plan and organize different teaching learning programmes so that the problem with time management may be done away more or less. A wise and proper planning and organizing is a need of time for successful execution of CCE.

Proper infrastructure facilities and teaching materials should also be provided. In the mean time teachers should be encouraged to plan activities that would be simple, authentic, less expensive, less time taking and still encouraging. It is very much needed to show way to utilise what is at hand and make the teachers well aware that learners learn better when learning situations are drawn from their environment and when learning is related to their daily life experiences.

Integrated projects may be given where subjects are interlinked. Subject teachers should plan and develop the projects and assess it together.

School Management Committee should be made effective in every school. External supervisor should examine its work at regular time intervals. Moreover, creation of Parent- Teacher Association in every school and organising Parents' Meet at least once at each entry is also recommended.

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