

ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS CO-SCHOLASTIC ASPECTS OF CONTINUOUS AND COMPREHENSIVE EVALUATION

***Dr. Sandeep Sawhney**

***Mini Sharma**

Abstract

The present study was undertaken to study the attitude of secondary school teachers towards co-scholastic aspects of continuous and comprehensive evaluation (CCE). A Sample of 100 students were taken. Self constructed scale was used to check the attitude of secondary school teachers towards co-scholastic aspects of continuous and comprehensive evaluation. The objectives of the study were to study and compare the attitude of secondary school teachers towards co-scholastic aspects of continuous and comprehensive in relation to gender and locale of school. The investigator found that no significant difference between attitude of teachers towards co-scholastic aspects of Continuous and Comprehensive Evaluation with respect to gender (male and female), locality (urban and rural). No significant difference between attitude of urban male and female secondary school teachers towards co-scholastic aspects of Continuous and Comprehensive Evaluation, No significant difference between attitude of rural male and female secondary school teachers towards co-scholastic aspects of Continuous and Comprehensive Evaluation

Keywords: CCE, Attitude of secondary school teachers

Continuous and comprehensive Evaluation (CCE) refers to a system of school based evaluation of students and covers all aspects of a student's growth and development. It is a developmental process of a child which emphasizes on two fold objectives. These objectives are continuity in evaluation on one hand and assessment of board based learning and behaviour outcomes on the other. Continuous and comprehensive evaluation evaluates every aspect of the child during their presence in the school. This is believed to help reduce the pressure during/ before examination and to improve the overall skill and ability of the student by means of evaluation of other activity. Evaluation practices carried out in schools are still conventional in their nature and purpose. Continuous assessment is not followed systematically even though the teachers were trained through in-service programmes. Co-scholastic activities have not earned a proper place in school routine. The teachers did not have any kind of formal training to handle the co-scholastic

activities. There was also no evaluation of these activities either half yearly, (Bhattacharjee and Sarma, 2010). The need is to bring a favourable change in teachers' attitude towards this scheme. Male teachers have unfavourable attitude whereas female teachers had favourable attitude towards the role in CCE (Singh and Singh, 2012). The need is to bring a favourable change in teacher's attitude towards co-scholastic CCE through different means of training, orientations, incentives and others alike. The issue of grading system has been discussed and debated up teen number of times in the National Conference of the Chairpersons of School Education (Singh, 2010). Since the concept of CCE is new in India, there is a wide scope to explore this area. CBSE introduced Teachers' Manual on Continuous and Comprehensive Evaluation that contains detailed guidelines on the methodology of evaluation, school based assessment, assessment of scholastic and co-scholastic areas, techniques and tools of evaluation and the implications for schools. In addition to this Manual, CBSE is also in the process

*Principal, Doraha College of Education, Doraha

**Asst. Prof. GHG Khalsa College of Education, Gurusar Sudhar

of conducting training programs for principals and teachers of all schools affiliated to CBSE and it is hoped that the students, teachers, parents, principals and educational administrators will be involved in this collaborative venture. "Implementing CCE is a huge task as it involves changing the mindset of teachers," as quoted by Ms. Gupta, Commissioner and State Project Director of Sarva Shiksha Abhiyan. Hence, there is great need to check teacher's attitude towards co-scholastic continuous and comprehensive evaluation.

OBJECTIVES OF THE STUDY

The study will be carried out with following objectives:

- To study and compare the attitude of secondary school teachers towards co-scholastic aspects of continuous and comprehensive evaluation in relation to gender, locale of school.

METHOD

In the present study, descriptive survey method was used.

SAMPE

In the present study, a sample of 100 secondary school teachers of Ludhiana district which is divided into 50 male teachers and 50 female teachers. In it, there are 25 urban male teachers and 25 rural male teachers and it has 25 urban female teachers and 25 rural female teachers also.

MEASURES

Self constructed scale was used to check the attitude of secondary school teachers towards co-scholastic aspects of continuous and comprehensive evaluation. Before constructing the scale, the investigator studied all the available literature related to the study under investigation. On the basis of the information gathered, a preliminary draft was made consisting of 35 items. After the item analysis of preliminary draft and suggestions taken from the various Principals and CCE Coordinators of CBSE affiliated schools, a final draft of the scale consisting of 20 items was constructed.

RESULTS AND DISCUSSIONS

Table 1 Significance of difference between mean scores of attitude of male and female secondary school teachers towards co-scholastic aspects of CCE (N=100)

Group	N	Mean	S.D	S.E _d	t-value
Male Teachers	50	23.5	6.25	1.04	0.77ns
Female Teachers	50	24.3	3.87		

Ns- Not significant

Table 1 reveals that the mean scores of attitude of male and female secondary school teachers towards co-scholastic aspects of Continuous and Comprehensive Evaluation are 23.5 and 24.3 respectively and their S.D is 6.25 and 3.87 respectively. The t-ratio is 0.77 with df=98 which is not significant as compared to table value 1.98 and 2.63 at 0.05 level of difference. This reveals that no significant difference exists between mean scores of attitude of male and female secondary school teachers towards co-scholastic aspects of CCE. Therefore, the Hypothesis 1 stating that "There will be no significant difference between attitude of male and female secondary school teachers towards co-scholastic aspects of CCE" stands accepted.

Table 2 Significance of difference between mean scores of attitude of urban and rural secondary school teachers towards co-scholastic aspects of CCE (N=100)

Teachers	N	Mean	S.D	S.E _d	t-value
Urban school Teachers	50	24.4	7.3	1.59	0.63ns
Rural school Teachers	50	23.4	5.15		

Ns- Not significant

Table 2 shows that the mean scores of attitude of urban and rural secondary school teachers towards co-scholastic aspects of Continuous and Comprehensive Evaluation are 24.4 and 23.4 respectively and their S.D is 7.3 and 5.15 respectively. The t-ratio is 0.63 with df=98 which is not significant as compared to table value 1.98 and 2.63 at 0.05 and 0.01 level of difference. This reveals that no significant difference exists between mean scores of attitude of urban and rural secondary school teachers towards co-scholastic aspects of

CCE. Therefore, the Hypothesis stating that “There will be no significant difference between attitude of urban and rural secondary school teachers towards co-scholastic aspects of CCE” stands accepted.

Table 3 Significance of difference between mean scores of attitude of urban male and female secondary school teachers towards co-scholastic aspects of CCE(N=100)

Teachers	N	Mean	S.D	S.E _d	t-value
Urban Male Teachers	25	23.72	6.72	1.58	0.38ns
Urban Female Teachers	25	23.12	4.30		

Ns- Not significant

Table 3 reveals that the mean scores of attitude of urban male and female secondary school teachers towards co-scholastic aspects of CCE are 23.72 and 23.12 respectively and their S.D is 6.72 and 4.30 respectively. The t-ratio is 0.38 with df=48 which is not significant as compared to table value 2.01 and 2.68 at 0.05 and 0.01 level of difference. This reveals that no significant difference exists between mean scores of attitude of urban male and female secondary school teachers towards co-scholastic aspects of Continuous and Comprehensive Evaluation. Therefore, the Hypothesis 3 stating that “There will be no significant difference between attitude of urban male and female secondary school teachers towards co-scholastic aspects of CCE” stands accepted.

Table 4 Significance of difference between mean scores of attitude of rural male and female secondary school teachers towards co-scholastic aspects of CCE

Teachers	N	Mean	S.D	S.E.d	t-value
Rural Male Teachers	25	22.32	6.18	1.4	0.74ns
Rural Female Teachers	25	23.36	3.44		

Ns- Not significant

Table 4 reveals that the mean scores of attitude of rural male and female secondary school teachers towards co-scholastic aspects of CCE are 22.32 and 23.36 respectively and their S.D is 6.18 and 3.44 respectively. The t-ratio is 0.74 with df=48 which is not significant as compared to table value 2.01 and 2.68 at 0.05 and 0.01 level of difference respectively. This reveals that no significant difference exists between attitude of rural male and female secondary school teachers towards co-scholastic aspects of Continuous and Comprehensive Evaluation. Therefore, the Hypothesis 4 stating that “There will be no significant difference between attitude of rural male and female secondary school teachers towards co-scholastic aspects of CCE” stands accepted.

Table 5: Significance of difference between mean scores of attitude of urban and rural male secondary school teachers towards co-scholastic aspects of CCE

Teachers	N	Mean	S.D	S.E.d	t-value
Urban Male Teachers	25	23.72	6.72	1.81	0.77ns
Rural Male Teachers	25	22.32	6.18		

Ns- Not significant

Table 5 reveals that the mean scores of attitude of urban and rural male secondary school teachers towards co-scholastic aspects of Continuous and Comprehensive Evaluation are 23.72 and 22.32 respectively and their S.D is 6.72 and 6.18 respectively. The t-ratio is 0.77 with df=48 which is not significant as compared to table value 2.01 and 2.68 at 0.05 and 0.01 level of difference respectively. This reveals that no significant difference exists between mean scores of attitude of urban and rural male secondary school teachers towards co-scholastic aspects of Continuous and Comprehensive Evaluation. Therefore, the Hypothesis 5 stating that “There will be no significant difference between attitude of urban and rural male secondary school teachers towards co-scholastic aspects of CCE” stands accepted.

Table 6 Significance of difference between mean scores of attitude of urban and rural female secondary school teachers towards co-scholastic aspects of CCE

Teachers	N	Mean	S.D	S.E.d	t-value
Urban Female Teachers	25	23.36	3.44	0.31	0.77ns
Rural Female Teachers	25	23.12	4.30		

Ns- Not significant

Table 6 reveals that the mean scores of attitude of urban and rural female secondary school teachers towards co-scholastic aspects of Continuous and Comprehensive Evaluation are 23.36 and 23.12 respectively and their S.D is 3.44 and 4.30 respectively. The t-ratio is 0.77 with df=48 which is not significant as compared to table value 2.01 and 2.68 at 0.05 and 0.01 level of difference respectively. This reveals that no significant difference exists between mean scores of attitude of urban and rural female secondary school teachers towards co-scholastic aspects of CCE. Therefore, the Hypothesis 6 stating that "There will be no significant difference between attitude of urban and rural female secondary school teachers towards co-scholastic aspects of CCE" stands accepted.

IMPLICATIONS

- The result of present study indicates that female teachers have significantly better attitude towards co-scholastic aspects of Continuous and Comprehensive Evaluation. In order to improve the male teachers' attitude more workshops have to be conducted at state level and care has to be taken that male teachers undergo through training before they start implementing co-scholastic aspects of Continuous and Comprehensive Evaluation in their classrooms.
- The result of present study indicates that urban secondary school teachers have significantly better attitude towards co-

scholastic aspects of Continuous and Comprehensive Evaluation. In order to improve the rural school teachers' attitude towards co-scholastic aspects of Continuous and Comprehensive Evaluation rural teachers should be encouraged for favourable attitude towards the practice of Continuous and Comprehensive Evaluation. They should be made aware of the requirements of the systems, its importance and how to implement it.

- Student and parents should also be given proper awareness on Continuous and Comprehensive Evaluation.
- Continuous feedback should be provided during the course of instruction which can be helpful for both the teachers and the learners for taking decisions regarding appropriate modification in the transactional procedures, learning activities and improving their performance.
- In teacher training institutions Continuous and Comprehensive Evaluation should be dealt practically so that the trainees acquire necessary skill to use it in their respective schools.

REFERENCES

- Bhattacharjee, A. & Sarma, N. (2010). Status of Co-scholastic Activities in the School programme of the Elementary Schools, *Journal of all India Association for Educational Research*, 22(1), 61-65.
- Kaur, J. (2012). *Analytical study of awareness about continuous and comprehensive evaluation programme among secondary school students*. Unpublished M.Ed dissertation, Panjab University, Chandigarh.
- Kothari, R.G. & Thomas M.V. (2012). A study of Implementation of Continuous and Comprehensive Evaluation in Upper Primary Schools of Kerala. *MIER Journal of Educational Studies, Trends & Practices*, 2(2), 168-176.
- Sharma, K. (2013). Attitude of Teachers Towards Continuous and Comprehensive

- Evaluation(CCE).Scholarly Research Journal for Interdisciplinary Studies.1(1),1570-1585.
- Singh, T. & Singh, A. (2012). Attitude of School Teachers towards Continuous and Comprehensive Evaluation: Role of Gender. *Edutracks*. 11(10), 35-37.
- The National Curriculum Framework-2005, NCERT. Retrieved from http://cbse.nic.in/cce/ccmanual/chapter_1.pdf at 5.19pm
- Times of India (2015, April 15) Speed News. Retrieved from <http://timesofindia.indiatimes.com/topic/CCE> at 12.10pm

