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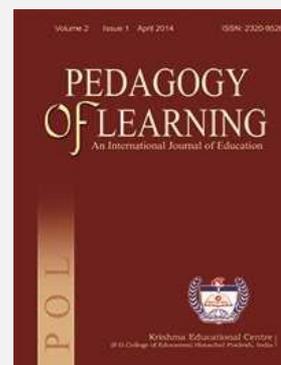
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Continuous and Comprehensive Evaluation in West Bengal: A Study of Elementary School Teachers' Attitude

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Abstract

The present research paper aimed to study the attitude of teachers towards the implementation of continuous comprehensive evaluation system at elementary level and to see the influence of variables such as gender, experience and locality of schools on the attitude of such teachers towards CCE in West Bengal. Eighty four (N=84) teachers from 24 schools (2 from each sampled block) were selected randomly. A self developed five-point attitude scale was employed for collecting data. The findings of the study revealed a favourable attitude of teachers towards the existing CCE system. Majority of teachers (62%) were having moderately favourable attitude whereas as 17% were having the least favourable towards the existing CCE system. There was no significant difference in the mean attitude towards continuous Comprehensive Evaluation of male and female teachers. Besides, experience had no role to play in developing attitude towards CCE. On the other hand, mean attitude score significant was significant with reference to urban –rural set up.

Keywords: Continuous and Comprehensive Evaluation, Attitude, Elementary School Teachers

I. INTRODUCTION

Evaluation is a very important part of school education. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of school education. Continuous and Comprehensive Evaluation (CCE) is not successfully implemented without the change of teachers' attitude regarding the evaluation system of the learner. The true implementation of this evaluation system depends upon the active participation of the teachers. The performance of the teachers greatly depends upon their attitude. A positive attitude makes the work not only easier but more satisfying also and professionally rewarding. So, the knowledge of the attitude of the teachers will be helpful to the policy makers for the true implementation and to know the success of the system.

In 2011 on the light of NCF 2005 and RTE 2009 expert committee formulated one model called PEACOCK Model on CCE system. Now in 2013 new revised Continuous and Comprehensive Evaluation (CCE) started being implemented at the upper primary education level in West Bengal. The name of evaluation structure is PEACOCK model due to two reasons. Firstly, if the first letter of the each indicator of formative evaluation are joined then the word comes as PEACOCK like Participation, Experimentation, Application, Co-operation and Creation in the process of construction of Knowledge.

Secondly, peacock symbolizes feelings of freedom and joy. In dance of peacock with full fledged Pelham is very much joyful as one child always searches. The report of Yashpal Committee (1993) entitled "Learning without Burden", NPE (1986) have envisaged joyful learning of children.

II. RATIONALE OF THE STUDY

The review of all these related literature has however, elucidated the following observations, which further justifies the causes of taking up the present study. When we considered attitude of teachers on implementation of CCE, then we found four Indian studies Raina and Verma (2015), Rani and Priya (2015), Kaur (2013), Singhal (2012) found teachers had moderate favourable attitude towards CCE. But in abroad Ovute and Maxwell (2015) found masters had very low attitudes towards the use of continuous assessment. Maximum studies Barwal and Sharma(2015), Pazhanimurugan et al (2015), Rani & Priya (2015), Pradhan and Singh (2015), chopra and Bhatia (2014), Sharma (2013), Jaiswal (2009) showed there was no significant difference between male and female teachers' attitude towards CCE in schools. But Anitha (2014) supported for Govt. Teachers only. Only Sourav (2015), Singh and Singh (2012) found female teachers had favourable attitude than male but opposite by Naidu (2017). Again Singhal (2012) Rathee (2014), Singh and Singh (2012) found less experienced teacher's attitude was more towards continuous and comprehensive evaluation than more experienced. Shandilya (2014) studied gave opposite result. Again Odili (2014) study found there was no significant difference between the teachers of experienced and nonexperienced teachers.

Barwal and Sharma(2015), Naur (2013), Rani and Priya (2015), Anitha (2014) found that there was no significant difference between the attitude of rural and urban school teachers towards continuous and comprehensive evaluation. But Naidu (2017) and Sharma (2013) demanded that the attitude of teachers of Urban schools was strongest towards CCE than

rural schools. Rathee (2014) found that there was no significant difference between attitude of science and social studies teachers. Alphanumerical et AL (2015), Singhal (2012) found there was no significant difference between graduate and post-graduate teachers Attitude towards CCE in secondary schools. Wallis (2009), Jaiswal (2009) found there was no significant difference of attitude between Para teachers and regular teachers. In the context of West Bengal Panda (2012) revealed that almost teachers of schools at elementary stage had average awareness, appreciation and attitude on CCE. But Sen and Chakraborty (2017) found that school teachers of rural area have more favourable attitude than that of urban area school teachers in respect to Continuous Comprehensive Evaluation. Thus ,different studies were conducted specially in area of attitude of teachers towards continuous comprehensive evaluation with respect to number of variables like gender, experience, locality of schools, subjects, degree and also category of teachers etc . But still a clear and fixed picture is not coming out through these studies regarding attitude of teachers with respect to various variables. Therefore more research is needed to study the attitude of teachers.

Furthermore very less research on CCE focused on elementary level. So research must needed in this level regarding attitude of teachers towards CCE. In West Bengal only three studies of 2012 & 2013 and 2017 were conducted and out of three Panda (2012) studied for attitude and also gave average results. From 2013 in West Bengal CCE was implemented in full fledged form. So after that from 2014 to 2017 one study was done on picture of CCE and also attitude of teachers towards CCE. This provides a strong rationale for carrying out the present piece of research

Objectives of the Study

1. To study the attitude of teachers towards the implementation of continuous comprehensive evaluation system at elementary level in West Bengal.
2. To study the influence of gender, experience and locality of schools on attitude of elementary school teachers towards continuous comprehensive.

Hypotheses of the Study

1. There will be no significant difference in the attitude of male and female teachers towards the implementation of continuous comprehensive evaluation system at elementary level in West Bengal.
2. There will be no significant difference in the attitude of less experienced and more experienced teachers towards the implementation of continuous comprehensive evaluation system at elementary level in West Bengal.
3. There will be no significant difference in the attitude of teachers of rural schools with teachers of urban schools.

III. METHODOLOGY OF THE STUDY

In the state elementary classes are running in different schools. All primary schools, junior high schools, all high schools and all higher secondary schools and teachers who teach the classes from class I to class VIII of West Bengal are population of the study.

Using Multistage sampling one District was selected randomly from each of three revenue division of West Bengal state. Total 6 blocks (One rural block and one urban area (NAC,

Municipality) from each of three sampled district.) were selected randomly.

Total 24 schools (2 primary and 2 high/high/higher secondary school from each sampled block) were selected randomly. Total 84 teachers (Two teachers from each primary school and five teachers (especially from five subjects area language, mathematics, science, social science and physical Education) from each junior high/high/higher secondary school) were selected randomly for this study.

To measure the attitude of teachers a five-point Likert type attitude scale was constructed by the investigators after identification of the components/dimensions of attitude towards the continuous comprehensive evaluation system through reviewing related literature; reviewing a number of attitude scales constructed earlier. The tool had 54 statements of both positive and negative nature. It was meant to measure the attitude of teachers on various aspects of CCE. Each statement was required to be assessed on a 05-point scale such as Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). There was no right or wrong answer for the statements.

Table I: Distribution of the statements according to the Components and Polarity

Component	Number of the Statements with		Number of the Statements
	Positive Polarity	Negative Polarity	
Impact of CCE	5	6	11
Students perspectives about CCE	5	5	10
Teaching-Learning process and Practice of CCE	7	4	11
Shortcomings of CCE	3	7	10
Knowledge about CCE	7	5	12
Total	27	27	54

IV. RESULTS AND DISCUSSION

The collected data was analyzed both qualitatively and quantitatively. After the scoring procedure Mean, median and mode were calculated to find out the distribution of the attitude towards continuous comprehensive evaluation. To find out the influence of different variables on attitude the t-test has been used.

A) Overall Attitude of Teachers towards Continuous Comprehensive Evaluation System

Table II: Distribution of the Attitude Score of Teachers towards Continuous Comprehensive Evaluation.

N	Mean	Median	Mode
84	168.7	169	169

The Table II indicated the overall attitude of teachers. There were 84 teachers in sample. The

measures of the central tendency – mean, median and mode of the distribution was 168.7, 169 and 169 respectively. This implies that this construct attitude was normally distributed, as all three values are almost equal. The average attitude score of the distribution was 168.7, on the measuring scale 169 was the point, above and below which were 50% of the attitude scores lies .It is clear from Table II that the average attitude towards continuous comprehensive evaluation of the entire sample was 168.7 which is more than the average of the ideally maximum and the minimum obtainable scores (270 and 54).

Table III: Distribution of Favorableness of Attitude of Teachers Towards Continuous Comprehensive Evaluation

Variables	Category of Teachers	Number of teachers in attitude score band			Total
		Least Favourable	Moderately Favourable	Highly Favourable	
Gender	Male	10 (22%)	23 (50%)	13 (28%)	46
	Female	4 (11%)	29 (76%)	5 (13%)	38
Locality of schools	Rural	3 (7%)	28 (67%)	11 (26%)	42
	Urban	11 (26%)	24 (57%)	7 (17%)	42
Experience	Less (< 10 Years)	7 (15%)	30 (67%)	8 (18%)	45
	More (> 10 years)	7 (18%)	22 (56%)	10 (26%)	39
Total		14 (17%)	52 (62%)	18 (21%)	84

Table III shows approximately 21% of the teachers were having highly favorable attitude, 62% of the teachers were moderately favorable and 17% having the least favorable towards the existing continuous Comprehensive Evaluation System.

B) Attitude male and female teachers towards Continuous Comprehensive Evaluation System

Table IV: Significance of Mean Differences in the Attitude of Male and Female Elementary School Teachers towards Continuous Comprehensive Evaluation

Gender	N	Mean	Median	SEM	S D	SEd	df	t-value	Level of significance
Male	46	168.9	169	1.42	9.64	1.833	81	0.2565	0.05
Female	38	168.4	169	1.16	7.13				

From the Table IV, it can be observed that 46 teachers were male and 38 teachers were female. It can be seen that mean attitude score of male 168.9 has been found very little higher than that of female teachers that is,168.4. It is emerged clear that both the groups male and female had favorable attitude towards the continuous comprehensive evaluation. In terms of Standard Deviation, male and female teachers were found to be heterogeneous. The t-value of 0.256 was found less than table value at 0.05 levels with 81 degrees of freedom, which

indicate that the difference was not significant. So the attitude of male and female teachers towards Continuous comprehensive evaluation did not differ significantly. So, the formulated null hypothesis was accepted.

C) Attitude of more and less experienced Teachers towards Continuous Comprehensive Evaluation System with

Table V: Significance of Mean Differences in the Attitude of Elementary School Teachers towards Continuous Comprehensive Evaluation with respect to variables like Experience

Experience	N	Mean	Median	SEM	S D	SEd	df	t-value	Level of significance
Less	45	168.87	169	1.11	7.46	1.92	70.61	0.21124	0.05
More	39	168.46	167	1.56	9.76				

From the Table V, it is observed that 45 teachers had less than 10 years experience and 39 teachers having 10 years and more than 10 years experience. It can be seen that mean attitude score of less experienced teachers (168.87) has been found little higher than that of more experienced teachers (168.46). It is emerged clear that less and more experienced teachers had favorable attitude towards the continuous comprehensive evaluation. In terms of Standard Deviation, less and more experienced teachers were found to be heterogeneous. The t-value of 0.211 was found less than table value at 0.05 levels with 71 degrees of freedom, which indicate that the difference was not significant. so the attitude of less and more experienced teachers towards Continuous comprehensive evaluation did not differ significantly. So, the formulated null hypothesis was accepted.

D) Attitude of rural and urban school Teachers towards Continuous Comprehensive Evaluation System.

Table VI: Significance of Mean Differences in the Attitude of Elementary School Teachers towards Continuous Comprehensive Evaluation with respect to variable Locality of Schools

Locality of Schools	N	Mean	Median	SEM	S D	SEd	df	t-value	Level of significance
Rural	42	170.7	171.5	1.02	6.61	1.82	72	2.21	0.05
Urban	42	166.7	166.5	1.51	9.80				

From the Table VI it can be observed that 42 teachers were selected from each rural as well as urban school. In terms of Mean, it can be seen that mean attitude score of teachers from rural schools (170.7) has been found higher than that of urban school teachers that is, 166.7. It is emerged clear that both the groups are. Teachers from rural and urban had favourable attitude towards the continuous comprehensive evaluation. In terms of Standard Deviation, teachers from rural and urban schools were found to be heterogeneous. The t-value of 2.21 was found higher than table value. So the difference of attitude of teachers from rural and urban schools

was significant at 0.05 levels with 72 degrees of freedom, which indicates that the attitude of teachers from rural and urban schools towards Continuous comprehensive evaluation did differ significantly. So, the null hypothesis was not accepted. As mean of attitude of teachers of rural schools was higher than that of teachers of urban schools. So teachers of rural schools had higher attitude than that of teachers of urban schools.

Major Findings

1. The teachers had favourable attitude towards the existing continuous Comprehensive Evaluation System. The mean, median and mode score of the distribution was very near value which were higher than average of ideal value.
2. Approximately 21% of the teachers were having highly favourable attitude, 62% of the teachers were moderately favourable and 17% having the least favourable towards the existing continuous comprehensive evaluation system. So most of the teachers had moderate attitude towards the existing continuous Comprehensive Evaluation System.
3. The mean attitude towards continuous Comprehensive Evaluation of male and female teachers was 168.9 and 168.4 respectively. The t-value was 0.256, which was not significant at 0.05 levels with degree of freedom 81. Hence it is concluded that there was no significant difference in the mean attitude towards continuous Comprehensive Evaluation of male and female teachers.
4. The mean attitude towards continuous Comprehensive Evaluation of teachers of less than 10 years experience and more than 10 years experience was 168.87 and 168.46 respectively. The t-value was 0.211 which was not significant at 0.05 levels with degree of freedom 71. Hence it is concluded that there is no significant difference in the mean attitude towards continuous comprehensive evaluation of teachers of less and more experience.
5. The mean attitude score of teachers from rural schools (170.7) has been found higher than that of urban school teachers that is, 166.7. The t-value of 2.21 was found significant at 0.05 levels with 72 degrees of freedom, which indicate that the attitude of teachers from rural and urban schools towards Continuous comprehensive evaluation did differ significantly. So, the null hypothesis was not accepted. In terms of mean teachers of rural schools had higher attitude than that of teachers of urban schools.

So overall teachers had moderate attitude towards continuous Comprehensive Evaluation. It can be concluded that both male and female and also less and more experienced teachers had similar attitude towards continuous Comprehensive Evaluation but teachers from rural schools had more favourable attitude than teachers from urban schools towards continuous Comprehensive Evaluation.

Discussion

The mean attitude score reflects that the teachers had moderately favorable attitude towards the existing continuous Comprehensive Evaluation System which was supported by Raina and Verma (2015), Rani and Priya (2015), Kaur (2013), Singhal (2012). The presents study showed male and female teachers had no significant difference in mean attitude towards continuous Comprehensive Evaluation similar with Barwal and Sharma(2015), Pazhanimurugan et al (2015), Rani and Priya (2015), Pradhan and Singh (2015), Chopra and

Bhatia (2014), Sharma (2013), Jaiswal (2009) and two foreign studies Sades (2015) and Majuro (2008) but Sourav (2015), Singh and Singh (2012) differs. Also results showed that there was no significant difference in the mean attitude towards continuous Comprehensive Evaluation of teachers of less and more experience which was not going like findings of the studies Singhal (2012) Rathee (2014), Singh and Singh (2012), only similar with Odili (2014). The findings of the present study found that teachers from rural schools had more attitude than teachers from urban schools towards continuous Comprehensive Evaluation which differs with Adhara and Sing (2015), Naidu (2017), Barwal and Sharma(2015), Naur (2013), Rani and Priya (2015), Anitha (2014), Sharma (2013).

The reason could be that the teachers from different gender, experience and also from different areas had realized the importance of the continuous comprehensive evaluation and found this system of assessment interesting. The mutual discussion for implementations and smooth running this evaluation techniques between various experienced teachers leads to similar attitude of CCE where value of experience combine with new ideas as well as various opinions. Compare to urban schools less students in class, livelier environment and students also etc were the reasons behind the more favourable attitude of teachers from rural area than that of teachers from urban schools. So overall the moderately favourable attitude of the teachers emerged through the present study implies that that if teaching-learning process is continuous, examination/assessment should also be continuous and along with, only that teacher can best evaluate the students who are constantly in touch with the students while the teaching learning process is going on.

V. EDUCATIONAL IMPLICATIONS

Some of the main implications of the present study are as follow:

- i. This study was very important to bring out the ground realities of attitude of elementary teachers towards CCE in West Bengal.
- ii. The study clearly reflected that the attitude of teachers towards CCE among teachers with respect to their gender, experience and also locality of their schools etc .
- iii. This study was helpful to identify the major disputes and place of disputes on attitude of teachers. It was easy to find out solutions and to elucidate the suggestions and the remedial measures to overcome the barriers that come in the way of this issue for proper execution of CCE.
- iv. The study further helped the state and the school administration to identify the major problems regarding attitude of teachers. They arranged to provide teachers adequate training, guidance, financial support, teaching materials and infrastructure to overcome and for good execution CCE.
- v. The research of this kind was not only strengthen the recommendations of earlier Committees and policies through its fruitful outcomes, but also provided a gateway to many challenging research questions in the area of Continuous and Comprehensive Evaluation to be explored.

VI. CONCLUSION

The CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India. The new teaching learning patterns envisaged by CCE will reap benefits in the long run by initiating Indian education to stress free education. Schools

need reasonable student teacher ratios and changes in nature of their mutual relationship from unequal, hierarchical relationship to that of co-participants in a joint process of knowledge construction. But mere implementation of CCE would not ensure the desired result demanded by the review of literature and present study also. State should examine periodically the implementation of CCE to find out the problems as well as the proper solutions for this.

From the present study it can be concluded that the attitude of elementary teachers towards continuous comprehensive evaluation has found to be favourable. The majority of the responses were in the favor of continuation of this system of assessment with certain improvements. In West Bengal new format of CCE was introduced in just few years backs (2013), teachers should have get time to understand properly then automatically positive attitude would be develop. The functionally streamlined continuous comprehensive evaluation enables the teachers to analyze the course content into meaningful segments, prepares the blue print of instructional strategy with build-in evaluation of a formative nature that included a few unit tests, oral tests, field works etc. Over all above the honesty, unbiased attitude and devotion to the duty on the part of the teacher plays an important part in the successful implementation and continuation of the continuous comprehensive evaluation. Finally, no system can be termed to be free from shortcomings and errors. As a system the CCE is good but functionally it has its own limitations. In spite of all its inherent limitations we are look forward for its best results.

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