



ATTITUDE OF TEACHER TRAINEES TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Rajni Kumari

Senior Research Fellow, Department of Education, Kurukshetra University, Kurukshetra

Yogesh Punia

Junior Research Fellow, Department of Education, Kurukshetra University, Kurukshetra

Voice of Research

Volume 5, Issue 2

September 2016

ISSN 2277-7733

Abstract

There is need for a functional and reliable system of school-based evaluation i.e. continuous and comprehensive evaluation." National Curriculum Framework (2005). Teacher are the most important link for the successful realization of any education policy and therefore building their capacity in understanding the concept and purpose of CCE is essential to the successful implementation of the program. Keeping in view, the investigator has conducted an independent study to measure the attitude of teacher trainees towards continuous and comprehensive evaluation (CCE). Survey method was used in the present investigation. A self-developed scale for Attitude of Teacher Trainees towards CCE was used and Mean, SD and t-test were used for analysis and interpretation of data in present study. Results of the study reveals that still we have a place for improvement in teacher training in relation to CCE. Until the space is not filled up it is not possible to make impartial and successful implementation of CCE in education system, a reality.

Keywords: School-based Evaluation, NCF (2005), Education Policy

“External examinations are largely inappropriate for the knowledge society of 21st century and it need for innovative problem solving. Questions if not framed well, call for rote memorization fail to test higher order skills like reasoning and analysis, lateral thinking, creativity and judgment. External examinations make no allowance for different types of learners and learning environments and induce an inordinate level of anxiety and stress. Therefore, there is need for a functional and reliable system of school-based evaluation i.e. continuous and comprehensive evaluation.”National Curriculum Framework (2005)

The term ‘continuous’ refers to regularity in assessment. Since, the development of the child is a continuous phenomenon; evaluation has to be completely integrated with the teaching-learning process so as to assess the progress of student at regular intervals. The term ‘comprehensive’ refers to assessment in both, the scholastic as well as co-scholastic areas of students’ development. The evaluation of scholastic aspects includes assessment of personal and social qualities, interest, attitudes, values, life skills and level of participation in different co-curricular activities. 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 is intended to identify positive attributes and latent talents of the students which are not usually assessed through written examinations.

Significance of the Study

In the present global educational scenario with cut-throat competition in every sphere of life, the need is to look at holistic assessment of a learner which also includes both scholastic and co-scholastic areas of students’ growth with special reference to attributes such as; life skills, attitudes and values, performance in sports and games as well as in other co-curricular activities. The review of previous studies by Natrajan an Arora (1989), Das (2007), Ghanchi (2009) indicated that prevailing examination system has a number of weaknesses and as a result of this an adverse impact was experienced by both the students and teachers. The NCF (2000) has laid emphasis on continuous and comprehensive evaluation with stress on both formative and summative evaluation. As per recommendations by various commissions and committees the government of India has introduced

CCE system with a broad minded concept of providing wider scope to students to utilize their inherent talent. But the main concern is that how far this concept has been implemented successfully unless and until our teachers are not willing whole-heartedly to implement such system in right manner and skill. On the whole, it may be said that the success of CCE in our educational system largely depends on the positive and favorable attitude of teachers towards the scheme. It is not only to change the attitude of teachers who are already teaching in schools but also the teacher trainees’ understanding and have favorable attitude is most important for successful implementation of CCE. Keeping in view the investigator has conducted an independent study to measure the attitude of teacher trainees towards continuous and comprehensive evaluation (CCE) as there is no such study is conducted in this area.

Statement of the Problem: Attitude of Teacher Trainees towards Continuous and Comprehensive Evaluation (CCE)

Operational Definition of Key Terms Used

Attitude: The term attitude in the present study represent the state of mind and feeling; disposition of teacher trainees (would be teachers) towards Continuous Comprehensive Evaluation (CCE) in schools.

Teacher Trainees: The term teacher trainees in the present context refer to the pupil teacher those are under training for elementary (D.Ed.) and secondary (B.Ed.) school levels.

Continuous Comprehensive Evaluation: Continuous Comprehensive Evaluation (CCE) in present investigation means a method adopted to evaluate the various aspects of development of students personality from various dimensions.

Objectives of the Study

To study the attitude of teacher trainees towards continuous and comprehensive evaluation; To compare the attitude of B.Ed. and D.Ed. teacher trainees towards continuous and comprehensive evaluation; To compare the attitude of male and female teacher trainees towards continuous and comprehensive evaluation.

Hypotheses of the Study

There exists no significant difference between the attitude of B.Ed. and D.Ed. teacher trainees towards continuous and comprehensive evaluation; There exists no significant



difference between the attitude of male and female teacher trainees towards continuous and comprehensive evaluation.

Delimitation of the Study

The study was delimited to the 100 teacher trainees of Budha College of Education, Karnal only.

Research Methodology

Survey method was used in the present investigation.

Sample: The sample of the present study consisted of 100 teacher trainees of from Budha College of Education, Karnal through stratified random sampling technique.

Tools Used: A self-developed scale for Attitude of Teacher Trainees towards CCE was used in the present study.

Statistical Techniques Used: Mean, SD and t-test were used for analysis and interpretation of data.

Main Findings

Attitude of teacher trainees towards continuous and comprehensive evaluation: Present study reveals that 98% teacher trainees showed average attitude towards Continuous Comprehensive Evaluation (CCE), only 2% teacher trainees showed below average attitude and not a single teacher trainee showed above average attitude towards CCE.

Comparison between the attitude of B.Ed. and D.Ed. teacher trainees towards continuous and comprehensive evaluation: Finding of the present study revealed that the mean attitude scores of D.Ed and B.Ed. teacher training towards Continuous Comprehensive Evaluation (CCE) are 95.77 and 103.78, standard deviations are 20.07 and 18.95 respectively and the 't'-value is found to be 1.66 which is significant at .05 levels. It indicated that the two groups differ significantly on their attitudes towards Continuous Comprehensive Evaluation (CCE). Therefore, the earlier stated hypothesis that, there exists no significance of difference in the attitude of rural and urban primary school teachers towards the abolition of corporal punishment is rejected.

Comparison of the attitude of male and female teacher trainees towards continuous and comprehensive evaluation: Another finding of the present study depicted that the mean attitude scores of male and female teacher trainees towards Continuous Comprehensive Evaluation (CCE) are 98.7 and 99.65 respectively, where as the standard deviations of the same groups are 19.3 and 31.9 and the 't'-value is found 0.151 which is not significant at .05 levels. It indicates that the two groups differ not significantly on their attitude towards CCE. Therefore, the hypothesis, there exists no significance of difference in the attitude of male and female teacher trainees towards Continuous Comprehensive Evaluation (CCE) is accepted.

Educational Implications and Suggestions

In the present study investigators found 98% teacher trainees with average attitude towards Continuous Comprehensive Evaluation (CCE), it's very good symbol that only 2% teacher trainees showed below average attitude but along with above finding it also seems that no teacher trainee were found with above average attitude towards Continuous Comprehensive Evaluation (CCE). Thus from the above mentioned findings we can say that still we have a place for improvement in our teacher education system by which a above average attitude can be inculcate among our prospective teachers.

Results of present study reveal that the practical for Continuous Comprehensive Evaluation (CCE) must be

included in teacher education curriculum to give a live experience to the teacher trainees in which various tasks such as construction of at different types of tests and tools, administration of a such test, analysis and interpretation of results, maintaining the records etc. can be assigned to teacher trainees. An external viva examination should be conducted for the practical, a file named Achievement Test Report should be prepared by the teacher trainees in a comprehensive form. Teacher trainees should be taught construction of various tools and tests for the purpose of effective Continuous Comprehensive Evaluation (CCE) of students to raise confidence sake among teacher trainees. Teacher educators also can take initiative at their own pace by acquainting teacher trainees with the use and effect (importance) of Continuous Comprehensive Evaluation (CCE). Teacher educators should assign the 'preparing a blue print and a question paper' to the teacher trainees in the teaching subjects instead of any other general assignments. Seminars, Workshops, Conferences should be organized on Continuous Comprehensive Evaluation (CCE) at wide range so that the teacher trainees can be acquaint with the usefulness of CCE for a successful education system.

Conclusion

Continuous and Comprehensive Evaluation is a process of determining the extent to which the objectives are achieved. It is concerned with the appraisal of achievement and also with its improvement. It is also concerned with identification of learning experiences and educative environment to produce changes in the learner's behaviour. It involves information gathering, information processing, judgment forming, and decision-making. In recent years, there has been a growing concern for improving the quality of achievement of all students. The CCE is an attempt to shift from learning by rote to applying one's knowledge. As per the norms of CCE the questions in examination paper may not simply be based on information, but on interpretation of concepts too. In successful implementation of CCE depends on teacher's competency which can inculcate only through efficient training and positive attitude towards CCE among teachers. Teacher are the most important link for the successful realization of any education policy and therefore building their capacity in understanding the concept and purpose of CCE is essential to the successful implementation of the program. Present study reveals that still we have a place for improvement in teacher training in relation to CCE. Until the space is not filled up it is not possible to make impartial and successful implementation of CCE in education system, a reality.

References

- Das, B. (2007). Examination reforms: marking vs grading. *University News*, 45(13),19-21.
- Ghanchi, D. A. (2009). Integrative role of evaluation in curriculum construction and transaction: need for a paradigm shift. *University news*, 47(45), 46-48.
- Natrajan, V. and Arora, A. (1989). *Unfair means in university examinations: A study*. In fifth survey of educational research, II, 1785, New Delhi: NCERT.
- National Curriculum Framework for school education (2000). New Delhi: NCERT
- National Curriculum Framework (2005). New Delhi: NCERT