**ATTITUDE OF HIGHER SECONDARY SCHOOL TEACHERS OF CALICUT DISTRICT TOWARDS CONTINUOUS
AND COMPREHENSIVE EVALUATION**

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**Dissertation**

**Submitted to the University of Calicut**

**In partial fulfilment of the**

**Requirements for the degree of**

**MASTER OF EDUCATION**

FAROOK TRAINING COLLEGE

UNIVERSITY OF CALICUT

2011

**DECLARATION**

I, **SHAMEENA M.**, do hereby declare that this dissertation, “**ATTITUDE OF HIGHER SECONDARY SCHOOL TEACHERS OF CALICUT DISTRICT TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION**” has not been submitted by me for the award of any degree, Diploma, Title or Recognition before.

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**CERTIFICATE**

I, **Dr. T. MOHAMED SALEEM,** do here by certify that this dissertation **“ATTITUDE OF HIGHER SECONDARY SCHOOL TEACHERS OF CALICUT DISTRICT TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION”** is a record of bonafide study and research carried out by **SHAMEENA M..,** under my supervision and guidance. That report has not been submitted by him for the award of any Degree, Diploma, Title or Recognition before.

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**ACKNOWLEDGMENT**

First of all I express my sincere gratitude towards Almighty God, who gave me the courage and strength for the successful completion of this work.

 The investigator conducted the study under the guidance of
**Dr. T Mohammed Saleem,** Assistant Professor in Education, Farook Training College, He has been an unending source of inspiration, a spring of corrective suggestions which have been a boost for the investigator from the beginning to end.

 The investigator is also thankful to **Prof. A Fazaluddin**, Principal Farook Training College, for all the valuable assistance provided during the study. The investigator express her sincere thanks to all the teaching and non-teaching staff of Farook Training College who provided all possible help in conducting the study.

 The investigator expresses her sincere thanks to all teachers of the respective higher secondary schools of Calicut District who co-operated with the collection of data required for the study. The investigator also expresses her thanks to **Mrs. Mishrija**, who help the investigator for analyising the data.

 The investigator acknowledges the immense moral support and encouragement received from her **family** who have been constant source of inspiration for the study. The investigator extends her gratitude to all those who had helped directly or indriectly for the completion of this study.

Farook College **SHAMEENA M.**

 .12.2011

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**CHAPTER I**

**INTRODUCTION**

* **Need and Significance of the Study**
* **Statement of the Problem**
* **Objectives of the Study**
* **Methodology**
* **Scope and Limitations**
* **Organization of the Report**

**INTRODUCTION**

 Education serves as the means to bring about the desired change in society, to develop a generation of virtuous individuals and thus contribute to the development of good human beings. The fundamental purpose of education is to gain knowledge, inculcate the forms of proper conduct and acquire technical competency. It serves as the means to develop oneself physically, mentally and socially. Education tells men how to think, how to work properly, how to make decision. Through education only one can make separate identity. Man becomes a rational animal when he is educated.

 Education is the core stone of economic , social and cultural development of country. It has emerged as the most important single impact in promoting human resource development, in achieving rapid economic development and technological progress and in creating a social order based on virtues of freedom, social justice and equal opportunities in the country.

 In it’s functional term education could be defined as the process of bringing out desirable changes in learners (behavioral modifications). The educational technique must help us to measure the performance and abilities of students in the academic fields. In a formal system of education, examination performs one of the important function in education, the other two being effective teaching and learning.

 Mainly educational process involves three components, they are teacher, student and curriculum. It has three types of objectives – cognitive, affective and psychomotor. Also educational process involves three major activities which are teaching, learning and Evaluation. According to B.S. Bloom education is a tripolar process involving educational process, learning experiences and change of behavior.

 In teaching process, there are three steps involved, they are the formulation of objectives, provision of learning experiences and evaluation which are interdependent and inseparable. This interrelationship of the three steps can be illustrated by a triangle called triangle of evaluation. The effectiveness of the educational programme or the educational system as a whole is determined by the quality of its product which can be assured only through proper evaluation.

 One of the most important fact influencing education is the evaluation procedure. Evaluation is a comprehensive and continuous process which covers every aspect of an individual’s achievement in the educative programme. It is an integral part of education in which students and teachers are partners. It signifies a wider process of judging students’ progress in various aspects.

 According to Bloom (1971), the main purpose of evaluation are: to discover the extent of competence which the student has developed in initiating , organizing and improving his day-to-day work and to diagnose his strengths and weakness with a view to further guidance; to predict the educational practices which a particular student-teacher can best participate in or organize; at the end of a career to certify the students’ degree of proficiency in a particular educational practice.

 Evaluation in general is an act or a process that allows one to make a judgment about the desirability or value of a measure. Evaluation in educational situations is thus a relatively new term introduced to designate a more comprehensive concept of measurement than is implied in conventional tests and examinations. The emphasis in evaluation being upon broad personality changes and major objectives of an educational programme includes not only subject matter achievements, but also attitudes, ideals, ways of thinking, work habits and personal and social adaptability.Thus evaluation is not just a testing programme. Tests are but one of the many different techniques that may contribute to the total evaluation programme. Evaluation is any systematic continuous process of determining: The extent to which specified educational objectives, previously identified and defined are obtained; The effectiveness of the learning experiences provided in the classroom; How well the goals of education have been accomplished.

 Thus evaluation is integrated with the whole task of education and its purpose is to improve instruction and not merely to measure its achievements. In its highest form evaluation brings out the factors that are inherent in student’s growth such as proper attitudes and habits, manipulative skills, appreciations and understandings in addition to the conventional acquisition of knowledge.

 The purpose of evaluation are to provide for the collection of evidence to which will show the degree to which the pupils are progressing towards curricular goals, to permit teachers and supervisors evaluate the effectiveness of curricular experiences, activities and instructional methods, to make provision for building the growth of individual pupils, to diagnose their weakness and strengths, to point out areas where remedial measures are desirable, to provide a basis for modification of the curriculum or for the introduction of experiences to meet the needs of the individuals and groups of pupils, to motivate pupils towards better attainment and growth.

 The major steps involved in the process of evaluation are i) Define the objectives to be tested (Determining and classifying what is to be evaluated always has priority in the evaluation process). ii) State objectives (State objectives in terms of behavior modification i.e the learning outcomes). iii) Selection of evaluation tools (After the objectives are clarified, select the evaluation tools and techniques to apprise a group of them). iv) Efficacy tools (Ensure that the selected tools satisfy the criteria of validity, reliability and usability). v) Administrability of tools (Administer the tool of evaluation selected or constructed to assess the selected objectives. This will yield raw scores of students). vi) Interpretation of data (Interprets the scores obtained using various methods of interpretation) vii) Application of results (Apply the results of evaluation to the teaching methods, learning activities and experiences).

 The traditional system of evaluating achievements of leaners by a terminal written examination and passing judgments on them on the basis of the marks obtained in that only have been severely criticized during the past several days. It was often found that such an evaluation system is only consider the cognitive domain only. The other important domains of development- affective domain and psychomotor domain- were almost completely neglected. Thus the national Policy on Education (NPE) stressed the need for making evaluation continuous and comprehensive and to give stress to summative and formative evaluation at the same time.

 In Kerala, when DPEP scheme was introduced, attempts were made at the lower classes to reduce the undue importance given to written tests that were narrowly conceived and also to evaluate all aspects of development through a variety of techniques such as observation, pupil performance together with partial use of tests also. Moreover, there was an attempt to assess these various aspects in terms of grades instead of marks.

 The curriculum revision of 1997 brought considerable change in the process of evaluation. It spread the message that evaluation ought to be continuous and comprehensive. In order to avoid unhealthy competition, the grading system was introduced. It was decided that questions for the terminal examination should be in conformity with the learning activities. The influence of such an evaluation system was seen up to the higher secondary classes by the year 2007. In higher secondary level the process oriented learning and continuous evaluation were implemented without much changes in the content area of different subjects. Hence the process of evaluation was done as envisioned. But a change in public examination process could made possible. The new evaluation was based on the premise that any leaner who passes through a process of learning should be able to answer a particular level of questions. The grade and promotion to higher classes were decided up on by adding the score given for continuous evaluation and terminal examination in a specific ratio.

 Thus we can conclude that the function of education is not merely to supply some amount of knowledge to the student; but to develop in him to desirable habits, interests, attitudes and skills which help him to lead a worthwhile life. To attain these objectives, we have to provide appropriate learning experiences to the students. If evaluation is continuous and comprehensive, then it will help to know the strengths, weakness interests and attitude of pupils and thus will help in the all- round development of the individual as education aims. Continuous and comprehensive evaluation means a regular assessments of all the aspects – scholastic and co-scholastic – of pupil’s learning in the school. As the triangle of evaluation shows, the objectives, learning experiences are linked with one and other. Hence, the attainment of objectives – by giving suitable learning experiences – can only be measured by a properly planned out comprehesive evaluation. That means there is a significant place for comprehensive evaluation in determining the quality of education.

 CCE or Continuous and Comprehensive Evaluation scheme refers to a school-based evaluation of students that covers all the aspects of a student’s development. Continuous means regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self-evaluation, etc. Comprehensive on the other hand attempts to cover both the scholastic and the co-scholastic aspects of a student’s growth.

1. **NEED AND SIGNIFICANCE**

 Evaluation is an integral part of education. It is an instrument to test what the student has learned and retained in his mind. According to J.H. Ahman and M.D. Glock (1974) the overall purpose of evaluation will be “to provide information to enable each pupil to develop according to his potential within the framework of the educational framework of the school”.

 To a teacher with a clear concept of evaluation, changes in the behavior of the pupils, in their thinking, feeling and actions are the basis for the both of his instruction and assessment.

 Evaluation provides the teacher with adequate knowledge with concerning the students entry behavior. The importance of readiness to learn is a well accepted fact. For teaching effectively , the teacher must find out where a student is, from where to start and where to go. A teacher, therefore, must have estimates of a student’s ability for learning and what he currently knows. Also evaluation helps to measure pupils’ strength and weakness in a learning situation and lead to constructive planning, it should continually more the day-to-day achievements of the students, it should measure the power of understanding, critical thinking and appreciation of the students, it should measure the extent to which the students are co-operative, reliable, courageous – the qualities which a man of character should possess.

 Thus, in educational research, the study of evaluation has an important place. Researches in evaluation are necessary for improvement of evaluation procedure and improved evaluation procedure is an essential condition for successful education. An attitudinal study of the present conditions may show a better direction in analyzing the evaluation process and in introducing necessary reforms.

 The concept of CCE has been introduced in the education system many decades ago but the programmes were not successfully implemented. In recent time CCE was recommended in the NPE (1986) and the Modified Plan of Action (1992) suggests that the introduction of CCE. Its introduction has given new dimension to the concept of evaluation. CCE postulates measurement of a comprehensive range of objectives concerning intellectual, emotional , physical and social aspects of pupils growth in a regular manner coupled with the process of instruction.

 Thus, it is very relevant to know the awareness and attitude of teachers, students and parents regarding CCE. Teachers have a very prominent role in educational process. teacher must transact the evolutional process in a desirable way. For this the teacher must have a deep knowledge in the strategies of evaluation. Lack of knowledge in CCE will badly effect the entire educative process and also the teacher cannot achieve their learning objectives.

 Success of CCE depends upon the attitude of teachers. Here the attitude of higher secondary school teachers whether they favourable or unfavorable towards continuous and comprehensive evaluation plays an important role. Thus the investigator make an attempt to know the attitude of higher secondary school teachers towards CCE.

1. **STATEMENT OF THE PROBLEM**

 The problem for the present study is entitled as “ATITUDE OF HIGHER SECONDARY SCHOOL TEACHERS OF CALICUT DISTRICT TOWARDS CONTINOUS AND COMPREHENSIVE EVALUATION ”

1. **DEFENITION OF KEY TERMS**

a. Continuous and Comprehensive evaluation

 CCE or Continuous and Comprehensive Evaluation is the process by which the teacher evaluate the student continuously and comprehensively.

b. Higher Secondary School Teachers

 There are so many grades of schooling among them the higher secondary grade of teaching learning process is one which runs classes XI, XII. In this study the term higher secondary school teachers denotes the teacher who teaches the higher secondary classes i.e. XI & XII

c. Attitude

 Attitude means an organized predisposition to think, feel, perceive and behave toward a referent or cognitive object. It is a enduring structure of belief that predisposes the individual to behave selectively toward attitude referents (Edward, 1996)

1. **OBJECTIVES OF THE STLUDY**

1. To find out the extent of attitude of higher secondary school teachers towards continuous and comprehensive evaluation in the total sample and the relevant sub sample based on gender and type of management.

2. To find out whether there exists any significant difference in the attitude of higher secondary school teachers towards continuous and comprehensive evaluation in the relevant sub samples based on gender and type of management.

3. To suggest better practices for strengthening the continuous and comprehensive evaluation in higher secondary level.

1. **METHODOLOGY**
2. **Sample**

 The present study was conducted on a representative sample of 250 higher secondary school teachers in Calicut district by giving due representation to gender (Male and Female) and type of management. Stratified random sampling technique is used for selecting the sample.

**b) Tools employed for the collection of data**

 A scale on Attitude of higher secondary school teachers towards continuous and comprehensive evaluation, which was developed by the investigator with the help of supervising teacher, was used for the present study. The attitude scale was constructed by using Lickert technique.

**c) Statistical techniques used for analyzing the data.**

 Percentage analysis and test of significance were used to analyse and interpret the data.

1. **SCOPE AND LIMITATIONS OF THE STUDY**

 As the study was primarily aims at finding the attitude of higher secondary school teachers towards continuous and comprehensive evaluation. It is hoped that the attitude of higher secondary school teachers towards continuous and comprehensive evaluation is having great significant, they are the sculptures and shapes the future citizens of our country. The actual change of behavior among the learners and teachers after the implementation of CCE learned. It is hoped that the positive opinion of teachers will be help the successful implementation of CCE. It will also give an insight about the negative attitude of teachers will badly affect the evaluation process.

 In spite of putting maximum efforts to make the study the most objective, precise and reliable, the investigator could not get rid of the following limitations.

1. The sample of study is not a state wide one but confined to Calicut district only.
2. The study was conducted on higher secondary school teachers only.
3. **ORGANISATION OF THE REPORT**

 Chapter one contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, hypothesis and scope and limitations of the study. Second chapter gives theoretical overview of CCE and studies related to CCE.

 Chapter three discusses the methodology of the study in detail with description of objectives, hypothesis, tools employed for data collection, sample for the study, data collection procedure, standardization procedure, scoring and consolidation of data and the statistical technique used for analysis. Fourth chapter describes preliminary analysis, details of major statistical analysis of data and interpretation of data.

 The last chapter contains summary of the study, major findings, tenability of hypothesis, educational implications of the study and suggestions for further research in this area.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

* **Theoretical Overview of Continuous and Comprehensive Evaluation**
* **Related Studies in Continuous and Comprehensive Evaluation**

**REVIEW OF LITERATURE**

 One of the most important preliminary steps in research process is doing a thorough review of the scientific literature on the topic for the study.

 A literature review is the process of locating, obtaining, reading and evaluating the research literature in the investigator’s area of interest. There are several important reasons for conducting a literature review. The important reason is to avoid needless duplication of effort. Also review of literature in the concerned area helps the investigator in stating the problem accurately, selecting appropriate design of study tools and techniques needed for analysis of the data.

 This chapter mention about the theoretical overview of continuous and comprehensive evaluation and the related studies in continuous and comprehensive evaluation.

**A. THEORETICAL OVERVIEW OF CONTINUOUS AND COMPREHENSIVE EVALUATION**

 Evaluation is a continuous and comprehensive process which covers every aspect of an individual’s achievement in the educative programme. It is an integral part of education in which students and teachers are partners. It signifies a wider process of judging student’s progress in various aspects. Evaluation is integrated with the entire task of education and not only with examination tests and measurement.

 William Wiersma and Stephan G. Jurs in their publication Educational measurement and Testing (1990) defines “Evaluation is a process includes measurement and possibility testing but it also contains the notion of value judgment, if a teacher administers a test to a class and computes the percentage of correct responses, measurement and testing have takes place. The scores must be interpreted which may mean converting them to values like As, Bs and Cs and so on and judging them to be excellent, good, fail or poor. This process is evaluation because value judgments are made.”

**The Background**

 In ancient India, the Vedic texts were often the subjects of study and examinations in their recitation were the normal practice. The examinee making a single mistake or two mistakes in the recitation was classified as a pupil of one error or two errors. The stress was on memorization as inevitably knowledge had to pass from man to man largely through oral instruction. With the advent of the British rule though there was a specific shift in the educational system, the stress on memory continued. Education was mainly for recruitment to services and depended upon the results of examination in terms of pass or fail.

**Conventional Evaluation**

 The pitfalls of the system of conventional evaluation through pen and paper tests are well known. These test are no doubt efficacious in evaluating students’ knowledge of the content given in the textbooks, but so far as evaluating the “the extent of nature of the students’ learning in different domains” vis-a vis “the broader curricular objectives” are concerned, these tests fails on many counts. If one accepts the premise that “a good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback” then the system surely calls for an imaginative reformulation..

**Examination Ridden Education System, Commissions And Reforms**

 Immediately after independence, the university education commission (1949) convincingly said, “If we are suggest any single reform in university education it should that of examination”. The secondary education commission (1953) recommended a new approach to school evaluation and made a number of concrete proposals for the improvement of external examination and the methods of internal assessment.

 As a result the examination reform movement started. The movement gathered momentum with the establishment of Central examination Unit of trained evaluation officers by the Government of India in 1958 and the subsequent establishment of Evaluation Units in different States during Third Five Year Plan. The work of N. C. E. R. T. in this direction is also great significance.

 The report on Examination Reform (1962) published by the University Grants Commission dealing with reforms in methods of evaluation, marking and ranking asserted that no reform would reduce the failure rate unless the prevailing admission procedure were improved.

 Discussing the new concept of evaluation, the education Commission (1964-66) said “As the common method of evaluation used at present in India is the written examination, a natural corollary of the acceptance of the new approach will be to improve the written examination in such a way that it becomes a valid and reliable measure of educational achievement... Other methods such as observation techniques, oral test and practical examination, have to be devised for collecting evidence for the purpose.” The commission also recommended that classes I to IV should be treated as an ungraded unit, weightage should be given to oral test upto the higher primary level and external examination should be improved by raising the technical competence of paper setters, orienting question papers, improving the nature of questions, adopting scientific procedures and mechanizing the procedure of results.

 The Committee on examination (1971) appointed by the Central Advisory Board of Education examined the prevailing situation and made recommendation counteract malpractices and to give protection to those concerned with the conduct of examinations.

**Present Position and Recent Developments in the System of Examination in India**

 There are both internal and external examinations in India.External examinations are held at the end of the school stage in all he states. For this there are different State Secondary Boards, Departments of Education or Universities, besides the Central Board of Secondary Education whose services may be availed of by any educational institution in India. In some states the external examinations are held at the end of class X (High school or High school leaving certificate examinations) and in some states at the end of class XI (Higher secondary or Secondary School leaving Examinations). With the introduction of the 10+2+3 pattern of education, external examination are conducted at the end of class X and XII by the State Boards and at the end of three year degree course by the Universities.

 The main purpose of these examinations is certification which enables students either to go to the University or get some employment. In the past there used to be two other external examinations, one at the end of the primary stage, and another at the end of the middle school stage but now these are not a common feature. In some states external examination is held at the end of class VII or VIII. This examination, as a general practice, is not compulsory and students can pursue their studies to higher classes without passing this examination. In addition in some states special examination are held at the end of classes IV or V and VII or VIII for award of scholarship. There is another examination conducted at the national level for the award of merit scholarships for the age groups 9 to 11 and 11 to 13.

 Internal examinations are conducted by schools. Generally there are three quarterly examinations and one annual or comprehensive examination every year. In some areas there may be monthly or weekly tests in place of or in addition to the quarterly examinations. Usually in the eyes of both the school authorities and the pupils, the most important of these internal test and examinations is the annual examinations. On the result of this examination the annual promotion are decided so that it dominates all other tests and examinations.

**National policy on education 1986 and as modified 1992 on Examination and Evaluation Reform**

 In the part VIII, entitled ‘Reorienting the content and process of Education’ the NPE set the following directions:

1. Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvement in education.
2. The objective will be to recast the examination system so as to ensure a method of assessment that is valid and reliable measure of student development and a powerful instrument for improving teaching and learning. In functional terms, this would mean:
3. The elimination of excessive element of chance and subjectivity;
4. The de-emphasis of memorization;
5. Continuous and comprehensive evaluation that incorporates both scholastic and non scholastic aspects, of education, spread over the total span of instructional time.
6. Effective use of evaluation process by teachers, students and parents;
7. Improvement in the conduct of examinations;
8. The introduction of concomitant changes in material and methodology;
9. The introduction of the semester system from the secondary stage in a phased manner, and
10. The use of grades in place of marks
11. The above goals are relevant both for external examination and evaluation within educational institutions. Evaluation at the institutional level will be streamlined and the predominance of external examination reduced.

 A review of the present situation would reveal that by and large, follow up work on the directions of the NPE is rather very negligent. The Central Board of Secondary Education, Delhi, which affiliates about 4,500 secondary and senior secondary schools out of a total of about 80,000 schools in the country, started multiple set of question papers at the Senior Secondary stage (class XII) in the year 1992with the objective of checking copying and the use of unfair means in the examinations.

**Modern Concept of Evaluation**

 Modern concept of evaluation is very broad. It is not confine itselfto mere conduct of tests or examinations. Examinations, oral or written, constitute a small part of evaluation. Evaluation warrants the determination of specific goals. There is a criticism that the previous system of evaluation was aimed at evaluating and enriching only the academic achievements of the leaner, especially his/her ability to memorize and reproduce information. In fact, even in the cognitive domain knowledge/understanding (recall) is a very preliminary educational objective, which has to lead to higher objectives, viz. application, analysis, synthesis, evaluation, problem solving and creativity. Unfortunately most of the teachers do not go beyond the objective of knowledge and understanding during the teaching-learning process. The secondary education commission [1952] and Kothari Commission [1964-66] stated precisely the need for a new pattern of evaluation.

 “…….the final assessment of pupil should not be based entirely on the results of external examination, other things such as internal evaluation and school records maintained by teachers should be taken into consideration and due credit be given to them.” (chapter XI, P-148, Secondary Education Commission, 1952).

 “……………..internal assessment or evaluation conducted by individual schools is of great is of great significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students’ growth that measured by the external examination and those personality traits, interest and attitudes which cannot be assessed by it……… It must be pointed out that all items of internal assessment need not follow quantified scoring procedure ………….. The results should be kept separately and not combine artificially with other results to form an aggregate score. (9.84, P-43, Kothari Commission, 1964-66).

 The primary change inevitable in today’s system of evaluation is to include all levels of educational objectives of cognitive domain. Besides, our system should also be able to encompass the physical, artistic, emotional and moralistic development of learner, all of which come under the co-scholastic domain. Only when an evaluation system encompasses congintive, affective and psychomotor domains it can become a comprehensive one.

 Evaluation as a process should be carried out taking into consideration the all- round development of the learner. It is essential that the we check at each step of learning, whether educational objectives stipulated in the curriculum are realized, using scientific ways and means, for ensuring a comprehensive evaluation in learning whether educational objectives stipulated in the curriculum are realized, using scientific ways and means, for ensuring comprehensives evaluation in learning. In fact, comprehensive evaluation should bring out the level of development of the following basic skills, viz. basic the skills suitable for modern social context, communicative skills, self-learning skills, problem – solving skills, group activity skills, critical thinking, analytic skills, creativity, skill to pursue a set target etc. Besides, evaluation should be able to bring out and enrich special talents in each learner. Evaluation should be suitable for the activity – based curriculum in which there is emphasis on the ‘how’ of learning as on the ‘what’ of learning. The new evaluation scheme should concentrate more on process than product of the teaching-learning process. Moreover, as learning is a continuous ongoing process, evaluation has to be also carried out as a continuous process.

 There are four basic aspects in the evaluation system, they are, Continuous and Comprehensive Evaluation (CCE), Provision for formative as well as summative evaluation, Provision for evaluating scholastic as well as co-scholastic areas, Introducing the grading system for evaluation.

 The new system as compared to the previous system places lesser importance on written examination. Instead of evaluating the students based on marks scores, the new evaluation seeks to measures their abilities in different areas. Instead of evaluating seeks to measure their abilities in different areas. Instead of evaluating the student based on final written, test at the end of the academic year, the new system envisages continuous evaluation throughout the year. The new system evaluates the students’ abilities comprehensively and not just their memories. It also tries to eliminate fear of examination from their minds. The students get opportunity to improve their performance without losing an academic year.

**Concept of Continuous and Comprehensive Evaluation**

 In CCE two terms are involved. The term ‘continuous’ refers to regularity in assessment. Since the growth of the child is a continuous phenomenon, evaluation has to be completely integrated with the teaching-learning processes and the progress of the students should be evaluated regularly.

 The term ‘comprehensive refers to both scholastic and co-scholastic areas of pupil’s growth. CCE, therefore means a regular assessment of all the aspects to pupil’s learning in the school. It warrants adequate emphasis on both the formative and summative evaluation.

 CCE of intended to provide a holistic profile of the learner through assessment of both scholastic and co-scholastic aspects of education spread over the total span of instructional time in schools.In helps to identify, those positive attributes of the learner which are not usually assessed during the written examinations.As the assessment spreads throughout the year, it provides several opportunities for the school to identify the latent talents of the learner in different contexts.It helps teachers and students to make the necessary modification of the teaching – learning process in the light of performance of students measured in CCE.It will also help teachers to identify slow learners and learning difficulties and to give proper corrective measures.

 In order to implement CCE in Indian schools, it is necessary to develop a scheme which is both academically sound and practically feasible. The scheme may include evaluation of 1) Scholastic and 2) co-scholastic aspects.

 Evaluation of Scholastic aspects include, All the school subjects like language, maths, science and social sciences. It can be tested through written tests, oral tests, practical tests, project work, assignments, diagnostic tests, quizzes, performances tests etc. Methods of reporting includes3-Point letter grades for primary classes, 5 point letter grades in upper primary and 9-point letter grades in secondary and higher secondary classes. No declaration of pass and fail.

 Evaluation of Co-scholastic aspects includes, Personal and social qualities (cleanliness, truthfulness, industriousness, cooperation, regularity, punctuality, discipline, initiative, spirit of social service, sense of responsibility, emotional stability, obedience etc).interests (literary, scientific, musical, artistic, social service, sports and games, etc) attitude (towards teachers, studies, school matters, own property, school programmesetc), values (responsibility, honesty, equality, respect for elders, patriotism etc) and co-curricular activities (scouting, guiding, dance, drama, music, painting, debate, quiz, creative writing, adventure activities, sports and games, community service, gardening, craft, recitation, speech making etc).It can be assessed by Rating scales, Anecdotal record, Checklist, Observation, Portfolios etc.

 Letter grades on 3-point descriptive remarks (no negative remarks) are used for reporting. Each school can select four or five personal can social qualities which they can evaluate depending on the resources and facilities available. Similarly, each child can be evaluated for at least one particular aspect of interest, attitude, value and co-curricular activity depending on the abilities of students. The letter grade or remarks regarding the co-scholastic areas may be reported on the report card of the students.

 As CCE attempts to cover both the scholastic and co-scholastic aspects of student growth, there may be separate certificates of external examination and the CCE. In regard to the co-scholastic aspects of pupil growth the certificates of CCE may indicate only the positive qualities of a student and not negative ones. CCE may cover the following aspects. Cumulative academic achievements, Health aspects, Personal and social qualities, Interests of the student, Attitude of the student, Participation and proficiency in co-curricular activities.

 CCE may contain enough flexibility to be put in to practice, in all schools, of all types. The main purpose of CCE is to improve the level of performance and proficiency of the students and not just to assess it.

**Domains of Evaluation**

 By the time the students complete their two years of education at the higher secondary stage, they would have acquired scholastic as well as co-scholastic competencies in all the three domains of comprehensive evaluation i. e, cognitive domain, affective domain and psychomotor domain.

 Of these, the cognitive domain primarily encompasses scholastic competencies or mental processes such as [a] recollection (ability to retrieve, recollect or retell information),[b] classification (ability to organize, arrange or categories information), [c] comparison (ability to compare and contrast between sets of information or concepts,[d] conceptualization (ability to grasp the idea presented in a communication), [e] imagination (ability to think creatively based on received information), [f] analysis, (ability to explain an issue or situation), [g] reasoning, (ability to establish cause and effect relationship or put forward arguments for or against an issue) and [h] evaluation, (the ability to judge the merits and demerits of an issue or argument and arrive at conclusion).

 On the other hand, the affective domain includes mostly co-scholastic competencies or values such as [a] awareness, (ability to take cognizance of and showing sensitivity to the central message or value inherent in a lesson), [b] interest (ability to appreciate and respond to an issue or situation), [c] attitude (ability to adhere to the values learnt) [d] character (ability to pursue a code of conduct in life).

 Similarly, the psychomotor domain also takes into account other co-scholastic competencies or abilities such as [a] imitation, (ability to think of and do a particular task), [b] manipulation (ability to follow direction, select a task and perform it), [c] precision (ability to carry out a task as required) [d] articulation (ability to perform a task in right sequence) and [e] naturalization (ability to perform a task in a routine manner).

 However, such categorization of competencies into various domains does not imply that a particular competency in one domain has no correspondence with competencies in other domains. On the contrary, in the course of their learning students develop competencies in all the three domains almost simultaneously.

**The Role of Teacher in CCE**

 Education is not only concerned with acquisition of knowledge but also concerned with the development of desired attitudes, interests, skills, and various personal and social qualities. The quality of a nation depends upon the quality of its citizens, the quality of its citizens depends – not exclusively but in critical measure – upon the quality their education. The quality of their education more than any other single factor , upon the quality of their teachers. Thus a teacher play a leading role in educational process. The teacher should have well integrated and effective personality; qualities of leadership; knowledge of current trend in Modern Indian Education; progressive and dynamic outlook etc.

 In the system of continuous and comprehensive evaluation, teachers have a wide role in practicing the CCE. He should have developed a typical nature in his working and behavior by adopting systematic and logical approach in his working, brevity and simplicity in his expression, truthfulness, neat and cleanliness in his exposition and behavior.

 The most important role of a teacher is to inspire the students and influence their life with good ideals and values. It means they have a dedicated social responsibility. But this requires good emotional maturity on the part of the teacher. He or she has there fore play a role of a planned organizer, innovator, good resource person and be very much creative. He or she has to be a good communicator too. Thus to know the attitude of teachers towards CCE is crucial for the proper working of CCE.

**B. REVIEW OF RELATED STUDIES ON CONTINUOUS AND COMPREHENSIVE EVALUATION**

 An attempt was done to go through the reported research studies in the area of evaluation system to have a clear cut idea about the nature of studies in the field. The studies related to continuous and comprehensive evaluation are presented below,

 In 1975 Teweri studied evaluation process and its problems in upper primary schools and came to the conclusion that the teachers did not know anything about the preparation of the blue print, the head masters did not give them general instructions , the teacher did not have mastery over their subjects and teachers were ignorant of the objectives of the unit wise teaching.

 In 1979 an another study conducted by Sinha about evaluation found that the most students, teachers and guardians were dissatisfied with the existing examination system and they wanted make an adequate improvement on it. Most of them gave good suggestions for the improvement in academic administrative and evaluative aspect of existing examination system of that day.

 In 1987 Worthen and sanders designeda book named ‘Educational Evaluation: alternative approaches and practical guideline’ , which is primarily as a basic text for graduate courses in evaluation, or related administration, curriculum or teacher education courses. This book make an attempt to teach practitioners how to assess the effectiveness of their educational endeavors .It seeks of familiarize readers with alternative approaches for planning evaluation and provides step-by-step practical guidelines for conducting them.

 An another attempt by Rao and Bharatiin 1989, conducted a study on the continuous evaluation in KendriyaVidhyalaya. The study revealed that most of the teachers are in favour to continuous and comprehensive evaluation. As it promotes creativity, analytical ability, regularity and command over the subjects by students. But some students ( twenty five percent of students ) disliked this system of evaluation.

 Rai (1989) conducted a study on Spot Evaluation. The objective of the study were to find out the Attitude of examiners towards Spot Evaluation in relation to sex, level and stream. The major findings of the study were the examiners did not possess favorable attitude towards Spot Evaluation System. The science stream examiners were more favorably inclined towards the Spot Evaluation System.

 In 1989 a study were conducted on the existing system of Internal Assessment of students in the polytechnics of Haryana by Molhotra.The techniques used for the assessing course work in respect of cognitive abilities, practical skills and attitudes were found lack validity, now uniform pattern with regard to the elements of course work assessment existed for the same category of subject taught by the teachers were the major findings of the study. These were also found to be helpful to students in their progressive learning, students expressed dissatisfaction with the techniques used for assessment. According to them, the assessment lacked objectivity , copying homework, assignments and class test and no opportunity for improvement.

 Malhotra and Tulsi (1990) conducted a study in the polytechnic of Haryana. The study were titled as ‘an investigation on scheme of Internal assessment of students’, The study conducted that 1. The proposed design for internal assessment of students performance took into considerations the capabilities like basic knowledge and skills, generic skills relating to problem solving, creativity etc, that need to be acquired by the students. This requires a veriety of assessment techniques consistent within the type of capabilities. 2. In the scheme it was suggested that assessment of students performance in theory subjects can be done through class tests and home assignments or term papers. For assessment of performance in practical work, it was suggested that assessment should be through observation of performance of tasks, judging the quality of product, observing general behavior and conductiog viva-voce. 3. The scheme also discussed the qualities for designing tools for various components of assessments and criterion for assessing student in theory and practical subjects.

 In 1991 Kumar conducted a study on the ‘Comparative Reliability to grading and marking mainly focuses on the problem of evaluation. The major findings of the study were that the consistency in grading was found to be low. The coefficient of correlation between grading and regarding was found to be 0.74, where as in the case of marking and remarking it was found to be 0.77.the calculated values that is the values from coefficient of correlation indicated that themarking system were found more consistent than the grading system although difference was insignificant.

 In 1996 Meera conducted a study with the objective that 1. to find out the views of teaching faculty about the total Internal Assessment in Avinashslingam Deemed University. This study find out that the teachers have a positive attitude towards the total Internal assessment System. That is most of the teachers want internal assessment in the existing evaluation system.

 In 1996a study conducted by Panda on the effect of Activity Based Teaching come Evaluation Strategy on child Achievement and retention. The experimental group performed better than the control group in every unit as well as an overall performance; Systematic activity based teaching cum evaluation strategy was a better method as compared to the traditional method in developing Mathematical concept; Retention was better in the experimental group than in control group are the major findings of the study.

 Weston et,al (1997), conducted an investigation with the objective is to determine the influence of learners and experts on the improvement of written instructional material and determined that revised versions incorporating learner feed back, hence the most impact on improving learning and that revisers have a far more powerful impact than was supposed. He explained Formative evaluation as a means of improving instructional material through try out and revision.

 Black (1998) reported review of literature about the use of formative assessment in the classroom. A brief overview of the evidence, both qualitative and quantitative, of the quality of teachers classroom assessment practices were provided.

 In 1998, ‘a study on Innovative Practices in Pupil Evaluation’ conducte by Centre for Advanced Studies in Education (CASE), findings of the study were as follows;The primary level need to be examined thoroughly, Over standardization has affected the curriculum. Therefore curriculum should be according to the contemporary needs of the pupils and evaluation should emerge from the grass root level; The concept of MLL needs to be understood ‘on the right perspective before it can be practiced; There should be more focus on formativeevaluatuion.

 In 1999, Angelo and Cross’s, ‘Classroom assessment techniques : a hand book for college teachers provides an outstanding background on classroom assessment in general and instruction of fifty specific classroom assessment technique. The authors illustrate their approach through twelve case studies that details the real life classroom experiences of teachers carrying out successful classroom assessment projects.

 In 2000, An interesting study conducted by Kapur, which is very crucial in evaluation process, ‘teaching = learning + evaluation’ stresses that where ever teachers have been successful, provide evaluation is continuous, completely transparent, objective and based on grades rather than on marks. The evaluation of students by their teachers will also mean continuous feedback on learning of students for both students and teachers and this will become a reality very soon.

 A paper ‘Innovations Practiced in CCE’ submitted by Oza,Dipti and Shetty in 2000 stresses the importance of CCE. According to them the most important advantage of this system is that it provides immediate feedback to teachers and students, thus teachers can improve or modify their teaching style and students can improve their learning process. Over leading the tender minds before the final examinations resultants, psychological and clinical problems may be avoided if CCE is properly implemented.

In a study of the awareness of teachers about continuous evaluation on a sample of twenty five primary schools of seven districts in Delhi, Rajput and Agarwal (2001) reported that the heads of public schools and KendriyaVidhyaleya were quite aware of continuous and comprehensive evaluation. In aided school only one head out of four knew about it and the needs of Navyug schools. MCD schools and private unrecognized schools were totally unaware of continuous and comprehensive evaluation. Head of all the schools agreed that evaluation is a continuous process, it was assessed that the central schools and public schools not only evaluate the students on their performance in scholastic areas but give equal weight age to nonscholastic areas also.

 In 2002, a study on examination anxiety as a correlate of Academic Achievement in Natural Science of secondary school pupils on Kerala conducted by Kumar revealed that, government school pupil showed a marked relationship between examination anxiety and achievement in Natural Science. Examination anxiety has influence on the academic achievement of every student. Moderate level anxiety promotes achievement but high anxiety creates negative effects.

 In 2002,Hemma conducted a study on ‘ A Formative evaluation of the effectiveness of Instruction through Science club in creating scientific awareness in High school students’. Her study find that the importance of formative evaluation in Scientific Instruction helps the teacher to correct himself and to diagnose the difficulties of students at each steps – so that remedial teaching can be given at proper time. This will improve the output and it is equally important as summative evaluation.

 In 2004, A study was conducted on the opinion of students on continuous internal assessment by Sekar. The major findings of his study includes: All the autonomous colleges in Tamil Nadu have continuous internal assessment where as only 61.4 percent students of Andhra Pradesh have continuous internal assessment in their autonomous colleges, All students who have continuous internal assessment, have test as a component,The other components assignments, attendance, seminars, and quiz, Almost all students (92.11%) want the continuous internal assessment to continue, The students do not have sufficient time to study the subject properly because of too many tests and assignments in each subject.

 AboobackerSidheeq (2005) conducted a study on the problems faced by the secondary school teachers in practicing continuous and comprehensive evaluation. The study was conducted on a sample of 504 teachers drawn from 24 secondary school of Malappuram District. The investigator developed a questionnaire on CCE for data collection procedure. The major objectives of the study were the following, 1.To identify major problem areas of CCE for secondary school teachers.2.To compare the major problem of CCE for teachers in subsamples based on gender, type of management, subject of specialization, teaching experience.The major findings of the study were ; Increase in the workload of teachers, lack of sufficient time, personal life of teachers are interrupted, non availability of information received from resource persons, non availability of hand book, difficulty in completing preplanned learning activities within the scheduled time, evaluation of project works within the scheduled time, proper evaluation of the seminar reports,the individual evaluation through projects, on the sport evaluation through group activities, evaluation of the projects, assignments, seminars, collection etc based on the standards, timely evaluation of home work and lack awareness about CCE. The most difficult areas in CCE for secondary school teachers are planning, related to job, implementation interpretation and personal.

 Swapna K.T (2006) conducted a study on the awareness and attitude of parents regarding continuous and comprehensive evaluation practiced in secondary schools. The major objectives of study were :1.To find out theawareness of parents towards continuous and comprehensive evaluation2.To find out the attitude of parents towards continuous and comprehensive evaluation3.To compare the awareness of parents towards continuous and comprehensive evaluation in the subsamples based on educated and uneducated parents, teacher parents and educated parents other than teachers.4.To compare the attitude of parents towards continuous and comprehensive evaluation in the subsamples based on educated and uneducated parents, teacher parents and educated parents other than teachers. This study reveals that Parents have high level of Awareness and attitude regarding CCE. Educated Parents and Uneducated Parents have no significant difference in their level of attitude and awareness. The teacher parents and educated parents other than teachers have no significant difference in their level of awareness and attitude regarding CCE.

 **CHAPTER II**

**REVIEW OF RELATED LITERATURE**

* **Theoretical Overview of Continuous and Comprehensive Evaluation**
* **Related Studies in Continuous and Comprehensive Evaluation**

**REVIEW OF LITERATURE**

 One of the most important preliminary steps in research process is doing a thorough review of the scientific literature on the topic for the study.

 A literature review is the process of locating, obtaining, reading and evaluating the research literature in the investigator’s area of interest. There are several important reasons for conducting a literature review. The important reason is to avoid needless duplication of effort. Also review of literature in the concerned area helps the investigator in stating the problem accurately, selecting appropriate design of study tools and techniques needed for analysis of the data.

 This chapter mention about the theoretical overview of continuous and comprehensive evaluation and the related studies in continuous and comprehensive evaluation.

**A. THEORETICAL OVERVIEW OF CONTINUOUS AND COMPREHENSIVE EVALUATION**

 Evaluation is a continuous and comprehensive process which covers every aspect of an individual’s achievement in the educative programme. It is an integral part of education in which students and teachers are partners. It signifies a wider process of judging student’s progress in various aspects. Evaluation is integrated with the entire task of education and not only with examination tests and measurement.

 William Wiersma and Stephan G. Jurs in their publication Educational measurement and Testing (1990) defines “Evaluation is a process includes measurement and possibility testing but it also contains the notion of value judgment, if a teacher administers a test to a class and computes the percentage of correct responses, measurement and testing have takes place. The scores must be interpreted which may mean converting them to values like As, Bs and Cs and so on and judging them to be excellent, good, fail or poor. This process is evaluation because value judgments are made.”

**The Background**

 In ancient India, the Vedic texts were often the subjects of study and examinations in their recitation were the normal practice. The examinee making a single mistake or two mistakes in the recitation was classified as a pupil of one error or two errors. The stress was on memorization as inevitably knowledge had to pass from man to man largely through oral instruction. With the advent of the British rule though there was a specific shift in the educational system, the stress on memory continued. Education was mainly for recruitment to services and depended upon the results of examination in terms of pass or fail.

**Conventional Evaluation**

 The pitfalls of the system of conventional evaluation through pen and paper tests are well known. These test are no doubt efficacious in evaluating students’ knowledge of the content given in the textbooks, but so far as evaluating the “the extent of nature of the students’ learning in different domains” vis-a vis “the broader curricular objectives” are concerned, these tests fails on many counts. If one accepts the premise that “a good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback” then the system surely calls for an imaginative reformulation..

**Examination Ridden Education System, Commissions And Reforms**

 Immediately after independence, the university education commission (1949) convincingly said, “If we are suggest any single reform in university education it should that of examination”. The secondary education commission (1953) recommended a new approach to school evaluation and made a number of concrete proposals for the improvement of external examination and the methods of internal assessment.

 As a result the examination reform movement started. The movement gathered momentum with the establishment of Central examination Unit of trained evaluation officers by the Government of India in 1958 and the subsequent establishment of Evaluation Units in different States during Third Five Year Plan. The work of N. C. E. R. T. in this direction is also great significance.

 The report on Examination Reform (1962) published by the University Grants Commission dealing with reforms in methods of evaluation, marking and ranking asserted that no reform would reduce the failure rate unless the prevailing admission procedure were improved.

 Discussing the new concept of evaluation, the education Commission (1964-66) said “As the common method of evaluation used at present in India is the written examination, a natural corollary of the acceptance of the new approach will be to improve the written examination in such a way that it becomes a valid and reliable measure of educational achievement... Other methods such as observation techniques, oral test and practical examination, have to be devised for collecting evidence for the purpose.” The commission also recommended that classes I to IV should be treated as an ungraded unit, weightage should be given to oral test upto the higher primary level and external examination should be improved by raising the technical competence of paper setters, orienting question papers, improving the nature of questions, adopting scientific procedures and mechanizing the procedure of results.

 The Committee on examination (1971) appointed by the Central Advisory Board of Education examined the prevailing situation and made recommendation counteract malpractices and to give protection to those concerned with the conduct of examinations.

**Present Position and Recent Developments in the System of Examination in India**

 There are both internal and external examinations in India.External examinations are held at the end of the school stage in all he states. For this there are different State Secondary Boards, Departments of Education or Universities, besides the Central Board of Secondary Education whose services may be availed of by any educational institution in India. In some states the external examinations are held at the end of class X (High school or High school leaving certificate examinations) and in some states at the end of class XI (Higher secondary or Secondary School leaving Examinations). With the introduction of the 10+2+3 pattern of education, external examination are conducted at the end of class X and XII by the State Boards and at the end of three year degree course by the Universities.

 The main purpose of these examinations is certification which enables students either to go to the University or get some employment. In the past there used to be two other external examinations, one at the end of the primary stage, and another at the end of the middle school stage but now these are not a common feature. In some states external examination is held at the end of class VII or VIII. This examination, as a general practice, is not compulsory and students can pursue their studies to higher classes without passing this examination. In addition in some states special examination are held at the end of classes IV or V and VII or VIII for award of scholarship. There is another examination conducted at the national level for the award of merit scholarships for the age groups 9 to 11 and 11 to 13.

 Internal examinations are conducted by schools. Generally there are three quarterly examinations and one annual or comprehensive examination every year. In some areas there may be monthly or weekly tests in place of or in addition to the quarterly examinations. Usually in the eyes of both the school authorities and the pupils, the most important of these internal test and examinations is the annual examinations. On the result of this examination the annual promotion are decided so that it dominates all other tests and examinations.

**National policy on education 1986 and as modified 1992 on Examination and Evaluation Reform**

 In the part VIII, entitled ‘Reorienting the content and process of Education’ the NPE set the following directions:

1. Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvement in education.
2. The objective will be to recast the examination system so as to ensure a method of assessment that is valid and reliable measure of student development and a powerful instrument for improving teaching and learning. In functional terms, this would mean:
3. The elimination of excessive element of chance and subjectivity;
4. The de-emphasis of memorization;
5. Continuous and comprehensive evaluation that incorporates both scholastic and non scholastic aspects, of education, spread over the total span of instructional time.
6. Effective use of evaluation process by teachers, students and parents;
7. Improvement in the conduct of examinations;
8. The introduction of concomitant changes in material and methodology;
9. The introduction of the semester system from the secondary stage in a phased manner, and
10. The use of grades in place of marks
11. The above goals are relevant both for external examination and evaluation within educational institutions. Evaluation at the institutional level will be streamlined and the predominance of external examination reduced.

 A review of the present situation would reveal that by and large, follow up work on the directions of the NPE is rather very negligent. The Central Board of Secondary Education, Delhi, which affiliates about 4,500 secondary and senior secondary schools out of a total of about 80,000 schools in the country, started multiple set of question papers at the Senior Secondary stage (class XII) in the year 1992with the objective of checking copying and the use of unfair means in the examinations.

**Modern Concept of Evaluation**

 Modern concept of evaluation is very broad. It is not confine itselfto mere conduct of tests or examinations. Examinations, oral or written, constitute a small part of evaluation. Evaluation warrants the determination of specific goals. There is a criticism that the previous system of evaluation was aimed at evaluating and enriching only the academic achievements of the leaner, especially his/her ability to memorize and reproduce information. In fact, even in the cognitive domain knowledge/understanding (recall) is a very preliminary educational objective, which has to lead to higher objectives, viz. application, analysis, synthesis, evaluation, problem solving and creativity. Unfortunately most of the teachers do not go beyond the objective of knowledge and understanding during the teaching-learning process. The secondary education commission [1952] and Kothari Commission [1964-66] stated precisely the need for a new pattern of evaluation.

 “…….the final assessment of pupil should not be based entirely on the results of external examination, other things such as internal evaluation and school records maintained by teachers should be taken into consideration and due credit be given to them.” (chapter XI, P-148, Secondary Education Commission, 1952).

 “……………..internal assessment or evaluation conducted by individual schools is of great is of great significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students’ growth that measured by the external examination and those personality traits, interest and attitudes which cannot be assessed by it……… It must be pointed out that all items of internal assessment need not follow quantified scoring procedure ………….. The results should be kept separately and not combine artificially with other results to form an aggregate score. (9.84, P-43, Kothari Commission, 1964-66).

 The primary change inevitable in today’s system of evaluation is to include all levels of educational objectives of cognitive domain. Besides, our system should also be able to encompass the physical, artistic, emotional and moralistic development of learner, all of which come under the co-scholastic domain. Only when an evaluation system encompasses congintive, affective and psychomotor domains it can become a comprehensive one.

 Evaluation as a process should be carried out taking into consideration the all- round development of the learner. It is essential that the we check at each step of learning, whether educational objectives stipulated in the curriculum are realized, using scientific ways and means, for ensuring a comprehensive evaluation in learning whether educational objectives stipulated in the curriculum are realized, using scientific ways and means, for ensuring comprehensives evaluation in learning. In fact, comprehensive evaluation should bring out the level of development of the following basic skills, viz. basic the skills suitable for modern social context, communicative skills, self-learning skills, problem – solving skills, group activity skills, critical thinking, analytic skills, creativity, skill to pursue a set target etc. Besides, evaluation should be able to bring out and enrich special talents in each learner. Evaluation should be suitable for the activity – based curriculum in which there is emphasis on the ‘how’ of learning as on the ‘what’ of learning. The new evaluation scheme should concentrate more on process than product of the teaching-learning process. Moreover, as learning is a continuous ongoing process, evaluation has to be also carried out as a continuous process.

 There are four basic aspects in the evaluation system, they are, Continuous and Comprehensive Evaluation (CCE), Provision for formative as well as summative evaluation, Provision for evaluating scholastic as well as co-scholastic areas, Introducing the grading system for evaluation.

 The new system as compared to the previous system places lesser importance on written examination. Instead of evaluating the students based on marks scores, the new evaluation seeks to measures their abilities in different areas. Instead of evaluating seeks to measure their abilities in different areas. Instead of evaluating the student based on final written, test at the end of the academic year, the new system envisages continuous evaluation throughout the year. The new system evaluates the students’ abilities comprehensively and not just their memories. It also tries to eliminate fear of examination from their minds. The students get opportunity to improve their performance without losing an academic year.

**Concept of Continuous and Comprehensive Evaluation**

 In CCE two terms are involved. The term ‘continuous’ refers to regularity in assessment. Since the growth of the child is a continuous phenomenon, evaluation has to be completely integrated with the teaching-learning processes and the progress of the students should be evaluated regularly.

 The term ‘comprehensive refers to both scholastic and co-scholastic areas of pupil’s growth. CCE, therefore means a regular assessment of all the aspects to pupil’s learning in the school. It warrants adequate emphasis on both the formative and summative evaluation.

 CCE of intended to provide a holistic profile of the learner through assessment of both scholastic and co-scholastic aspects of education spread over the total span of instructional time in schools.In helps to identify, those positive attributes of the learner which are not usually assessed during the written examinations.As the assessment spreads throughout the year, it provides several opportunities for the school to identify the latent talents of the learner in different contexts.It helps teachers and students to make the necessary modification of the teaching – learning process in the light of performance of students measured in CCE.It will also help teachers to identify slow learners and learning difficulties and to give proper corrective measures.

 In order to implement CCE in Indian schools, it is necessary to develop a scheme which is both academically sound and practically feasible. The scheme may include evaluation of 1) Scholastic and 2) co-scholastic aspects.

 Evaluation of Scholastic aspects include, All the school subjects like language, maths, science and social sciences. It can be tested through written tests, oral tests, practical tests, project work, assignments, diagnostic tests, quizzes, performances tests etc. Methods of reporting includes3-Point letter grades for primary classes, 5 point letter grades in upper primary and 9-point letter grades in secondary and higher secondary classes. No declaration of pass and fail.

 Evaluation of Co-scholastic aspects includes, Personal and social qualities (cleanliness, truthfulness, industriousness, cooperation, regularity, punctuality, discipline, initiative, spirit of social service, sense of responsibility, emotional stability, obedience etc).interests (literary, scientific, musical, artistic, social service, sports and games, etc) attitude (towards teachers, studies, school matters, own property, school programmesetc), values (responsibility, honesty, equality, respect for elders, patriotism etc) and co-curricular activities (scouting, guiding, dance, drama, music, painting, debate, quiz, creative writing, adventure activities, sports and games, community service, gardening, craft, recitation, speech making etc).It can be assessed by Rating scales, Anecdotal record, Checklist, Observation, Portfolios etc.

 Letter grades on 3-point descriptive remarks (no negative remarks) are used for reporting. Each school can select four or five personal can social qualities which they can evaluate depending on the resources and facilities available. Similarly, each child can be evaluated for at least one particular aspect of interest, attitude, value and co-curricular activity depending on the abilities of students. The letter grade or remarks regarding the co-scholastic areas may be reported on the report card of the students.

 As CCE attempts to cover both the scholastic and co-scholastic aspects of student growth, there may be separate certificates of external examination and the CCE. In regard to the co-scholastic aspects of pupil growth the certificates of CCE may indicate only the positive qualities of a student and not negative ones. CCE may cover the following aspects. Cumulative academic achievements, Health aspects, Personal and social qualities, Interests of the student, Attitude of the student, Participation and proficiency in co-curricular activities.

 CCE may contain enough flexibility to be put in to practice, in all schools, of all types. The main purpose of CCE is to improve the level of performance and proficiency of the students and not just to assess it.

**Domains of Evaluation**

 By the time the students complete their two years of education at the higher secondary stage, they would have acquired scholastic as well as co-scholastic competencies in all the three domains of comprehensive evaluation i. e, cognitive domain, affective domain and psychomotor domain.

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 In the system of continuous and comprehensive evaluation, teachers have a wide role in practicing the CCE. He should have developed a typical nature in his working and behavior by adopting systematic and logical approach in his working, brevity and simplicity in his expression, truthfulness, neat and cleanliness in his exposition and behavior.

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 An another attempt by Rao and Bharatiin 1989, conducted a study on the continuous evaluation in KendriyaVidhyalaya. The study revealed that most of the teachers are in favour to continuous and comprehensive evaluation. As it promotes creativity, analytical ability, regularity and command over the subjects by students. But some students ( twenty five percent of students ) disliked this system of evaluation.

 Rai (1989) conducted a study on Spot Evaluation. The objective of the study were to find out the Attitude of examiners towards Spot Evaluation in relation to sex, level and stream. The major findings of the study were the examiners did not possess favorable attitude towards Spot Evaluation System. The science stream examiners were more favorably inclined towards the Spot Evaluation System.

 In 1989 a study were conducted on the existing system of Internal Assessment of students in the polytechnics of Haryana by Molhotra.The techniques used for the assessing course work in respect of cognitive abilities, practical skills and attitudes were found lack validity, now uniform pattern with regard to the elements of course work assessment existed for the same category of subject taught by the teachers were the major findings of the study. These were also found to be helpful to students in their progressive learning, students expressed dissatisfaction with the techniques used for assessment. According to them, the assessment lacked objectivity , copying homework, assignments and class test and no opportunity for improvement.

 Malhotra and Tulsi (1990) conducted a study in the polytechnic of Haryana. The study were titled as ‘an investigation on scheme of Internal assessment of students’, The study conducted that 1. The proposed design for internal assessment of students performance took into considerations the capabilities like basic knowledge and skills, generic skills relating to problem solving, creativity etc, that need to be acquired by the students. This requires a veriety of assessment techniques consistent within the type of capabilities. 2. In the scheme it was suggested that assessment of students performance in theory subjects can be done through class tests and home assignments or term papers. For assessment of performance in practical work, it was suggested that assessment should be through observation of performance of tasks, judging the quality of product, observing general behavior and conductiog viva-voce. 3. The scheme also discussed the qualities for designing tools for various components of assessments and criterion for assessing student in theory and practical subjects.

 In 1991 Kumar conducted a study on the ‘Comparative Reliability to grading and marking mainly focuses on the problem of evaluation. The major findings of the study were that the consistency in grading was found to be low. The coefficient of correlation between grading and regarding was found to be 0.74, where as in the case of marking and remarking it was found to be 0.77.the calculated values that is the values from coefficient of correlation indicated that themarking system were found more consistent than the grading system although difference was insignificant.

 In 1996 Meera conducted a study with the objective that 1. to find out the views of teaching faculty about the total Internal Assessment in Avinashslingam Deemed University. This study find out that the teachers have a positive attitude towards the total Internal assessment System. That is most of the teachers want internal assessment in the existing evaluation system.

 In 1996a study conducted by Panda on the effect of Activity Based Teaching come Evaluation Strategy on child Achievement and retention. The experimental group performed better than the control group in every unit as well as an overall performance; Systematic activity based teaching cum evaluation strategy was a better method as compared to the traditional method in developing Mathematical concept; Retention was better in the experimental group than in control group are the major findings of the study.

 Weston et,al (1997), conducted an investigation with the objective is to determine the influence of learners and experts on the improvement of written instructional material and determined that revised versions incorporating learner feed back, hence the most impact on improving learning and that revisers have a far more powerful impact than was supposed. He explained Formative evaluation as a means of improving instructional material through try out and revision.

 Black (1998) reported review of literature about the use of formative assessment in the classroom. A brief overview of the evidence, both qualitative and quantitative, of the quality of teachers classroom assessment practices were provided.

 In 1998, ‘a study on Innovative Practices in Pupil Evaluation’ conducte by Centre for Advanced Studies in Education (CASE), findings of the study were as follows;The primary level need to be examined thoroughly, Over standardization has affected the curriculum. Therefore curriculum should be according to the contemporary needs of the pupils and evaluation should emerge from the grass root level; The concept of MLL needs to be understood ‘on the right perspective before it can be practiced; There should be more focus on formativeevaluatuion.

 In 1999, Angelo and Cross’s, ‘Classroom assessment techniques : a hand book for college teachers provides an outstanding background on classroom assessment in general and instruction of fifty specific classroom assessment technique. The authors illustrate their approach through twelve case studies that details the real life classroom experiences of teachers carrying out successful classroom assessment projects.

 In 2000, An interesting study conducted by Kapur, which is very crucial in evaluation process, ‘teaching = learning + evaluation’ stresses that where ever teachers have been successful, provide evaluation is continuous, completely transparent, objective and based on grades rather than on marks. The evaluation of students by their teachers will also mean continuous feedback on learning of students for both students and teachers and this will become a reality very soon.

 A paper ‘Innovations Practiced in CCE’ submitted by Oza,Dipti and Shetty in 2000 stresses the importance of CCE. According to them the most important advantage of this system is that it provides immediate feedback to teachers and students, thus teachers can improve or modify their teaching style and students can improve their learning process. Over leading the tender minds before the final examinations resultants, psychological and clinical problems may be avoided if CCE is properly implemented.

In a study of the awareness of teachers about continuous evaluation on a sample of twenty five primary schools of seven districts in Delhi, Rajput and Agarwal (2001) reported that the heads of public schools and KendriyaVidhyaleya were quite aware of continuous and comprehensive evaluation. In aided school only one head out of four knew about it and the needs of Navyug schools. MCD schools and private unrecognized schools were totally unaware of continuous and comprehensive evaluation. Head of all the schools agreed that evaluation is a continuous process, it was assessed that the central schools and public schools not only evaluate the students on their performance in scholastic areas but give equal weight age to nonscholastic areas also.

 In 2002, a study on examination anxiety as a correlate of Academic Achievement in Natural Science of secondary school pupils on Kerala conducted by Kumar revealed that, government school pupil showed a marked relationship between examination anxiety and achievement in Natural Science. Examination anxiety has influence on the academic achievement of every student. Moderate level anxiety promotes achievement but high anxiety creates negative effects.

 In 2002,Hemma conducted a study on ‘ A Formative evaluation of the effectiveness of Instruction through Science club in creating scientific awareness in High school students’. Her study find that the importance of formative evaluation in Scientific Instruction helps the teacher to correct himself and to diagnose the difficulties of students at each steps – so that remedial teaching can be given at proper time. This will improve the output and it is equally important as summative evaluation.

 In 2004, A study was conducted on the opinion of students on continuous internal assessment by Sekar. The major findings of his study includes: All the autonomous colleges in Tamil Nadu have continuous internal assessment where as only 61.4 percent students of Andhra Pradesh have continuous internal assessment in their autonomous colleges, All students who have continuous internal assessment, have test as a component,The other components assignments, attendance, seminars, and quiz, Almost all students (92.11%) want the continuous internal assessment to continue, The students do not have sufficient time to study the subject properly because of too many tests and assignments in each subject.

 AboobackerSidheeq (2005) conducted a study on the problems faced by the secondary school teachers in practicing continuous and comprehensive evaluation. The study was conducted on a sample of 504 teachers drawn from 24 secondary school of Malappuram District. The investigator developed a questionnaire on CCE for data collection procedure. The major objectives of the study were the following, 1.To identify major problem areas of CCE for secondary school teachers.2.To compare the major problem of CCE for teachers in subsamples based on gender, type of management, subject of specialization, teaching experience.The major findings of the study were ; Increase in the workload of teachers, lack of sufficient time, personal life of teachers are interrupted, non availability of information received from resource persons, non availability of hand book, difficulty in completing preplanned learning activities within the scheduled time, evaluation of project works within the scheduled time, proper evaluation of the seminar reports,the individual evaluation through projects, on the sport evaluation through group activities, evaluation of the projects, assignments, seminars, collection etc based on the standards, timely evaluation of home work and lack awareness about CCE. The most difficult areas in CCE for secondary school teachers are planning, related to job, implementation interpretation and personal.

 Swapna K.T (2006) conducted a study on the awareness and attitude of parents regarding continuous and comprehensive evaluation practiced in secondary schools. The major objectives of study were :1.To find out theawareness of parents towards continuous and comprehensive evaluation2.To find out the attitude of parents towards continuous and comprehensive evaluation3.To compare the awareness of parents towards continuous and comprehensive evaluation in the subsamples based on educated and uneducated parents, teacher parents and educated parents other than teachers.4.To compare the attitude of parents towards continuous and comprehensive evaluation in the subsamples based on educated and uneducated parents, teacher parents and educated parents other than teachers. This study reveals that Parents have high level of Awareness and attitude regarding CCE. Educated Parents and Uneducated Parents have no significant difference in their level of attitude and awareness. The teacher parents and educated parents other than teachers have no significant difference in their level of awareness and attitude regarding CCE.

 **CHAPTER III**

**METHODOLOGY**

* **Objectives**
* **Tools used for data collection**
* **Sample used for the study**
* **Data collection procedure,**
* **Scoring and consolidation of data**
* **Statistical techniques used**

**METHODOLOGY**

 Research is the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles and theories, resulting in prediction and possibly ultimate control of events.

 Methodology of research refers the theory of how one carries out research or applies the general principles of conducting research and epistemology as theory of knowledge. The success of research pursuit is largely determined by the methodology on which it is based. It elucidates the theoretical orientation with which the research process is to be carried out that guides the choice methods and techniques to be used (Allen, 1991).

 The present study is entitled as attitude of higher secondary school teachers of Calicut District towards continuous and comprehensive evaluation, attempts to find out the attitude of higher secondary school teachers towards continuous and comprehensive evaluation. The methodology adopted for the study is described under the following major headings.

1. Objectives
2. Tools employed for data collection
3. Sample used for study
4. Data collection procedure, scoring and consolidation of data
5. Statistical techniques used
6. **Objectives**

 The objectives set forth for the study are the following

1. To find out the extent of attitude of higher secondary school teachers towards continuous and comprehensive evaluation in the total sample and the relevant sub sample based on gender and type of management.
2. To find out whether there exists any significant difference in the attitude of higher secondary school teachers towards continuous and comprehensive evaluation in the relevant sub samples based on gender and type of management.
3. To suggest better practices for strengthening the continuous and comprehensive evaluation in higher secondary level.
4. **Tools Employed For Data Collection**

 For each and every type of research we need certain instruments to gather new facts or to explore new fields. The instrument thus employed as means are called tools. The selection of suitable instruments or tools is of vital importance for successful research. A reliable and valid instrument enhances the quality of data collected. A poorly worded tool can seriously affect precision, affecting the entire research process. The researcher must be very careful in developing the instrument for survey in order to enhance its quality and purpose.

 The investigator developed an attitude scale on higher secondary school teacher’s attitude towards continuous and comprehensive evaluation. The investigator was constructed the tool based on Lickert method (1932) of summated rating techniques. This scale consists of fifty statements, out of which fourteen are negatively stated statements and thirty six are positively stated statements. The procedure of constructing and standardizing the scale is described under the following headings.

1. Planning of the scale
2. Try out of preliminary Scale
3. Item analysis
4. Reliability
5. Validity
6. **Planning of the Scale**

 For the construction and standardization of the scale, the investigator reviewed related studies and available reference materials related to the measurement of attitude of CCE. The investigator consulted with experts and accepted their valuable suggestions regarding the construction of the scale. The scale consists of fifty items based on the following dimensions.

1. **Teacher’s role:**

 The teaching process is effective if the teacher acts in ways that are favourable to the development of skills, work habits, desirable habits, value judgements and adequate personal adjustment of the pupil. They have to mould the behaviour of children more than their academic development. Example for the items includes in this category as follows,

Eg: The assessment of students based on their assignment and seminar report are increasing the workload of teachers.

1. **Evaluation system:**

 Evaluation is an integral part of education. It is an instrument to test what the students has learned and retained in his mind. Evaluation also helps to recognise the ability, aptitude of the leaner in the educative process. Example for the items includes in this category as follows,

Eg: examination is not the criteria for evaluating the success and failure of the students. But , it is the evaluation of academic experiences of students.

1. **In-service training of teachers:**

 Inservice training is necessary part of educative process. It will help the traditional teacher to adapt with the new evaluation procedure and make necessary training on changing evaluation system. Recently cluster meetings, courses are associated with the evaluation procedure is organised to acquaint the teachers with CCE. Example for the items includes in this category as follows,

Eg: The training given to the teachers by department on new evaluation system is not sufficient.

1. **Continuous feedback:**

 The most important fact of CCE is that continuous feedback on teaching and learning are available to the teachers/ students which are crucial in readjusting the teaching and learning accordingly. Example for the items includes in this category as follows,

Eg: Students could arrenge their learning activities systematically since CCE provides continuous feedback.

1. **Draw back of CCE:**

 Teachers is considered the major draw back of CCE. That is victimisation of students by some teachers and generous granting of marks in profit motivated institutions are two important problems in CCE. Example for the items includes in this category as follows,

Eg: CCE has become a system in which all the students can gain a fixed mark.

1. **Try out of preliminary scale.**

 Try out the first draft was done in order to select valid items for the final scale. The draft scale was administered to a sample of 250 higher secondary school teachers selected by using stratified random sampling techniques giving due representation into gender and type of management.

1. **Item analysis**

 For the finalization of the scale, item analysis was done. Statements are selected on the basis of item analysis procedure suggested by Edwards (1957) was followed. After tryout, the response sheets were scored according to the scoring scheme and the total score of each sheet was calculated, then the response sheets were arranged in descending order of the total score and the highest 27 percent and lowest 27 percent with respect to the total scores were separated.

 As the total number is 250 the highest 27 percent and lowest 27 percent were taken as high and low group respectively. The mean and standard deviation of the scores obtained for each item for the upper group and lower group were calculated separately. Then the critical ratio for each item was calculated using the formula,



 - Mean score of upper group ( for an item)

 - Mean score of lower group

1 – Standard deviation of upper group.

2 – Standard deviation of lower group

N1 - Sample size of the upper group

N2 - Sample size of the lower group

 The critical ratio obtained for each item together with means and standard deviations of the score of the two groups are given in table 1.

**TABLE 3.1**

**Critical Ratio with Means and Standard Deviation of the two Groups**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item No.** | **Upper Group** | **Lower Group** | **Critical Ratio** | **Accepted /Rejected**  |
|  | **1** |  | **2** |
| 1 | 3.478 | 0.496 | 2.687 | 0.707 | 5.913 | Accepted |
| 2 | 3.492 | 0.374 | 2.433 | 1.007 | 7.379 | Accepted |
| 3 | 2.269 | 1.260 | 1.850 | 1.402 | 2.096 | Accepted |
| 4 | 3.149 | 0.553 | 2.014 | 0.984 | 7.487 | Accepted |
| 5 | 2.149 | 1.250 | 1 | 1.0606 | 6.188 | Accepted |
| 6 | 3.299 | 0.546 | 2.627 | 0.722 | 4.881 | Accepted |
| 7 | 1.583 | 0.974 | 1.417 | 0.943 | 0.970 | Rejected |
| 8 | 3.238 | 0.608 | 1.522 | 1.071 | 10.838 | Accepted |
| 9 | 3.298 | 0.454 | 2.477 | 0.980 | 5.608 | Accepted |
| 10 | 3.283 | 0.369 | 2.343 | 1.107 | 5.942 | Accepted |
| 11 | 3.075 | 0.767 | 2.253 | 1.131 | 4.876 | Accepted |
| 12 | 3.045 | 0.649 | 1.955 | 1.194 | 6.566 | Accepted |
| 13 | 3.134 | 0.451 | 2.029 | 1.211 | 7.011 | Accepted |
| 14 | 2.508 | 1.284 | 1.701 | 0.939 | 4.423 | Accepted |
| 15 | 2.209 | 1.168 | 1.223 | 1.297 | 5.135 | Accepted |
| 16 | 2.671 | 0.981 | 1.895 | 1.519 | 4.071 | Accepted |
| 17 | 2.269 | 1.229 | 2.716 | 1.054 | -2.424 | Rejected |
| 18 | 2.462 | 1.1008 | 1.194 | 0.825 | 7.482 | Accepted |
| 19 | 3.478 | 0.314 | 2.029 | 1.334 | 9.235 | Accepted |
| 20 | 2.134 | 1.330 | 1.970 | 1.332 | 0.823 | Rejected |
| 21 | 2.910 | 0.597 | 1.787 | 1.092 | 7.066 | Accepted |
| 22 | 3.059 | 0.329 | 1.971 | 1.059 | 7.566 | Accepted |
| 23 | 3.104 | 0.579 | 2.089 | 1.325 | 6.019 | Accepted |
| 24 | 2.805 | 0.704 | 1.402 | 1.062 | 8.641 | Accepted |
| 25 | 3.059 | 0.481 | 1.791 | 1.258 | 7.872 | Accepted |
| 26 | 3.552 | 0.402 | 2.941 | 0.935 | 4.329 | Accepted |
| 27 | 2.851 | 0.886 | 1.656 | 0.925 | 7.260 | Accepted |
| 28 | 1.641 | 1.051 | 1.597 | 0.819 | 0.267 | Rejected |
| 29 | 1.626 | 0.995 | 1.059 | 1.147 | 3.171 | Accepted |
| 30 | 2.358 | 0.9001 | 1.477 | 1.011 | 5.214 | Accepted |
| 31 | 2.313 | 1.127 | 1.119 | 0.712 | 7.204 | Accepted |
| 32 | 1.910 | 1.385 | 1.865 | 0.936 | 0.240 | Rejected |
| 33 | 1.955 | 1.437 | 2.208 | 0.864 | -1.368 | Rejected |
| 34 | 2.477 | 1.465 | 2.552 | 1.281 | -0.368 | Rejected |
| 35 | 2.731 | 0.744 | 2.104 | 1.246 | 3.636 | Accepted |
| 36 | 2.268 | 1.290 | 2.388 | 0.968 | -0.651 | Rejected |
| 37 | 1.955 | 1.255 | 1.567 | 1.218 | 2.019 | Accepted |
| 38 | 3.149 | 0.644 | 2.507 | 0.981 | 4.120 | Accepted |
| 39 | 2.179 | 1.088 | 1.417 | 1.065 | 4.245 | Accepted |
| 40 | 3.134 | 0.724 | 1.895 | 1.004 | 7.713 | Accepted |
| 41 | 2.970 | 0.514 | 2.358 | 0.931 | 4.167 | Accepted |
| 42 | 2.761 | 0.760 | 1.776 | 0.994 | 6.086 | Accepted |
| 43 | 1.671 | 0.921 | 1.851 | 0.916 | -1.081 | Rejected |
| 44 | 2.835 | 0.957 | 2.029 | 1.271 | 4.418 | Accepted |
| 45 | 2.432 | 1.279 | 2.477 | 1.283 | -0.228 | Rejected |
| 46 | 2.776 | 1.207 | 2.686 | 1.066 | 3.035 | Accepted |
| 47 | 3.134 | 0.390 | 2.582 | 1.034 | 3.785 | Accepted |
| 48 | 2.835 | 0.866 | 2.507 | 1.223 | 1.859 | Rejected |
| 49 | 2.253 | 0.919 | 1.776 | 1.146 | 2.720 | Accepted |
| 50 | 2.325 | 1.101 | 2.164 | 0.987 | 5.078 | Accepted |

**Finalisation of the Scale**

 Items with critical ratio greater than 1.96, the tabled value of ‘t’ for 0.05 level of significance are selected for final scale. From the total 50 items only 38 items are selected for final scale. A copy of the final scale of higher secondary school teachers’ attitude towards continuous and comprehensive evaluation is given as appendix III.

1. **Reliability**

 Reliability is the consistency of the test to yield consistent result from one set of measure to another. The investigator used test retest method to find out the reliability of the test.

 In test retest method, the tool was retested on sample of 30 teachers after an interval of two week. The correlation between the first test scores and the scores on retest were calculated using the formula, Pearson’s product moment coefficient of correlation,

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 For the present study, the correlation coefficient is obtained as 0.82 for the scale of attitude. This indicates that the tool is reliable.

1. **Validity**

 According to Best and Khan(2002) validity is the quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure. The validity of the scale is done through face validity. The items in the present scale prepared in least ambiguous way and the meaning of the items are clearly defined. A test is said to have face validity when it appears to measure whatever the author had in mind namely what rethought he was measuring (Garret, 2005). It is found that experts comprehended the attitude scale clearly and responded to the items without misunderstanding. Thus the attitude scale possess face validity.

**SAMPLE SELECTED FOR THE STUDY**

 The population meant for the study is higher secondary school teachers who is teaching class XI & XII in the government and aided school of Calicut district. The size of the population characteristics as such. There for it was decided to take representative sample of the population, which determines the extent of generalizability of the results obtained through this study. The investigator selected the sample based on stratified random sampling technique.

TABLE 3.2

**Break-up of the Sample**

|  |  |
| --- | --- |
| **Gender** | **Type of Management** |
| **Male** | **Female** | **Government** | **Aided** |
| 133 | 117 | 119 | 131 |
| Total = 250 | Total = 290 |

**DATA COLLECTION PROCEDURE**

 After the selection of the sample, the investigator contacted the head of the higher secondary schools and sought permission to administer the test. The investigator met the teachers individually and explained the nature and confidentiality of the study and made them convinced. Copies of the attitude scale along with response sheet given and collected the data. Personal information are also included in the schedule itself.

 The responses were scored according to the scoring scheme prepared. The incomplete data sheets were removed and this resulted in final sample of 250 higher secondary school teachers in Calicut district. The scale on attitude of higher secondary teachers towards continuous and comprehensive evaluation contains both positive and negative items. The responses of the positive statements, strongly agree, agree, undecided, disagree, strongly disagree were provided with scores of 4,3,2,1,0 respectively. The negative statements were scored reversely.

 The attitude scale were constructed using Lickert method. The test scores obtained on all the items would then measure the respondents favourableness towards CCE. The present attitude scale consists of 39 items or statements. In the case of positive statement the maximum score of the attitude scale was found to be 156 (that is for Strongly Agree, 39\*4 = 156, where 39 is the number of total items in the finalised attitude scale and 4 is the highest score given for each item), for Agree it was 39\*3= 117, for undecided 39\*2 = 78, for Disagree 39\*2 = 39, and for Strongly Disagree 39\*0 = 0. In the case of negative items the maximum score for Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree were 0, 39, 78,117 and 156 respectively.

 Then the sample is categorised into two on the basis of score obtained from the scale on attitude of higher secondary teachers towards CCE. Hence the score for any individual would fall between 0 and 156, if the individual would shown the attitude score of above 78, then their attitude towards CCE is favourable. If it below 78 then the attitude is unfavourable.

**STATISTICAL TECHNIQUES USED**

 The collected data were classified based on gender and type of management. Then each of the divisions were tabulated and converted into frequency distribution. The statistical techniques used were the following.

1. **Preliminary analysis**

 The important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis of the variable was computed for the total sample and the subsample based on gender, type of management.

1. **Percentage analysis**

 Percentage analysis was used in order to measure the intensity of attitude of higher secondary school teachers towards CCE on the total sample and on subsamples based on gender and type of management

1. **Test of significance of difference between means (t-test)**

 The statistical technique, test of significance of difference between means for different categories, t-test is used to find out if there exist any significant differences in attitude of higher secondary school teachers towards continuous and comprehensive evaluation between relevant samples.

**CHAPTER IV**

**ANALYSIS AND INTERPRETATION**

* **Preliminary Analysis**
* **Percentage Analysis**
* **Mean Difference Analysis**

**ANALYSIS AND INTERPRETATION**

 The aim of the present study is to determine the attitude of higher secondary school teachers towards continuous and comprehensive evaluation. A representative sample of 250 higher secondary school teachers from Calicut District constituted the sample for the study. This chapter describes the details of statistical analysis of the data collected by means of standardized tools.

 The data collections for the sample were analyzed according to the objectives of the study. They are

1. To find out the extent of attitude of higher secondary school teachers towards continuous and comprehensive evaluation in the total sample and the relevant sub sample based on gender and type of management.
2. To find out whether there exists any significant difference in the attitude of higher secondary school teachers towards continuous and comprehensive evaluation in the relevant sub samples based on gender and type of management.
3. To suggest better practices for strengthening the continuous and comprehensive evaluation in higher secondary level.

 The details of the analysis carried out are presented below under following heads.

1. Preliminary analysis
2. Percentage analysis
3. Mean difference analysis

**A. PRELIMINARY ANALYSIS**

 The important statistical properties of scores of the variables under study were analyzed as a preliminary step. The statistical constant such as arithmetic mean, median, mode, standard deviation, skewness and kurtosis of the variable attitude of higher secondary school teachers towards continuous and comprehensive evaluation were computed for the total sample and relevant subsamples formed on the basis of gender and type of management.

 Preliminary analysis was carried out to get an appropriate set of summary statistics which may provide a quick impression of the main features of the data, which in turn may provide guidance as how the analysis and interpretation should proceed. Details are presented in Table 4.1.

TABLE 4.1

**Statistical Characterisation of
the Variables for the Total Sample and Sub sample**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sample** | **Number** | **Mean** | **Median** | **Mode** | **Standard deviation** | **Skewness** | **Kurtosis** |
| Total sample  | 250 | 93.88 | 95 | 100 | 15.32 | 0.0039 | 0.644 |
| Male | 133 | 96.23 | 98 | 100 | 15.21 | 0.255 | 0.691 |
| Female | 117 | 91.22 | 92 | 83 | 15.063 | 0.215 | 0.448 |
| Government | 119 | 95.26 | 96 | 104 | 14.64 | 0.108 | 0.156 |
| Aided | 131 | 92.59 | 93 | 101 | 15.88 | 0.035 | 0.972 |

 Table 4.1 shows the value of arithmetic mean, median, mode and standard deviation for the total sample are 93.88,95,100,15.32 respectively. These values are almost equal, which shows the possibility of normality of distribution. The value of skewness is 0.0039, which is very closer to zero indicates that the distribution is symmetrical. The value of kurtosis is 0.644, which is greater than 0.263 suggest that the distribution is platykurtic.

 The value of arithmetic mean, median, mode and standard deviation of male teachers are 96.23,98,100 and 15.21 respectively. The value of arithmetic mean, median, mode and standard deviation of female teachers are 91.22,92,83 and 15.063 respectively.The value of arithmetic mean, median, mode and standard deviation of aided school teachers are 95.26,96,104 and 14.64 respectively. The value of arithmetic mean, median, mode and standard deviation of government school teachers are 92.59,93,101 and 15.88 respectively.

 The above discussion shows that the basic measures of average are almost nearest values, it shows the normality of the distribution.

**B. PERCENTAGE ANALYSIS**

 In the present study the investigator employed percentage analysis to find out the intensity in percentage of favorable and unfavorable of the total sample and the relevant subsamples, gender and type of management. There are 39 items in the tool. Thus the maximum possible score for a respondent in the five point scale is 39\*4 ie 156. Thus 78 is the neutral value, hence the respondents whose score above 78 were considered to be favorable attitude towards CCE and those whose score below 78 were considered as having unfavorable attitude towards CCE.

1. **Attitude of higher secondary school teachers towards continuous and comprehensive evaluation based on the total sample**

 To find out the extent of attitude of higher secondary school teachers towards continuous and comprehensive evaluation based on the total sample, percentage analysis were employed. Hence the investigator divided the whole sample as teachers’ with positive attitude towards CCE and teachers with negative attitude towards CCE and find out the percentage of attitude towards CCE. The data and result of percentage analysis were presented in Table 4.2

TABLE 4.2

**Percentage of the Attitude of
Higher Secondary School Teachers Towards Continuous
and Comprehensive Evaluation with Respect to the Total Sample**

|  |  |  |
| --- | --- | --- |
| **Group** | **Number** | **%** |
| Teachers with favourable attitude towards CCE | 210 | 84 |
| Teachers with unfavourable attitude towards CCE | 40 | 16 |
| Total | 250 | 100 |

 Table 4.2 shows that 84% of the higher secondary schools teachers shows their positive attitude towards the CCE, whereas 16% of the higher secondary school teachers reveals their negative attitude towards CCE. Hence it revealed that most of the higher secondary school teachers have favourable attitude towards CCE.

1. **Attitude of higher secondary school teachers towards CCE with respect to Gender.**

 To find out the extent of attitude of higher secondary school teachers towards continuous and comprehensive evaluation based on gender, percentage analysis were employed. Hence the investigator divided the whole sample as teachers’ with positive attitude towards CCE and teachers with negative attitude towards CCE and find out the percentage of attitude towards CCE. The data and result of percentage analysis were presented in Table 4.3

TABLE 4.3

**Percentage of the Attitude of Higher Secondary
School Teachers Towards CCE with Respect to Gender**

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **Number** | **Percentage of favorable attitude towards CCE** | **Percentage of unfavorable attitude towards CCE** |
| Male | 133 | 84.2 | 15.79 |
| Female | 117 | 83.76 | 16.23 |

 Table 4.3 shows that out of 133 male teachers 84.2% having favourable attitude towards CCE and only 15.79% teachers having unfavourable attitude towards CCE. Similarly out of 117 female teachers , 83.76% female teachers having favourable attitude towards CCE and only 16.23% teachers having unfavourable attitude towards CCE. Hence it revealed that most of the male and female teachers have favourable attitude towards CCE.

1. **Attitude of higher secondary school teachers towards CCE with respect to type of management.**

 To find out the extent of attitude of higher secondary school teachers towards continuous and comprehensive evaluation based on type of management, percentage analysis were employed. Hence the investigator divided the whole sample as teachers’ with positive attitude towards CCE and teachers with negative attitude towards CCE and find out the percentage of attitude towards CCE. The data and result of percentage analysis were presented in Table 4.4

TABLE 4.4

**Percentage of the Attitude of Higher Secondary
School Teachers Towards CCE with Respect to Type of Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Management** | **Number** | **Percentage of favourable attitude towards CCE** | **Percentage of unfavourable attitude towards CCE** |
| Aided | 131 | 85.12 | 14.88 |
| Government | 119 | 82.94 | 17.05 |

 Table 4.4 shows that out of 121 aided school teachers, 85.12% having favorable attitude towards CCE and only 14.88% teachers having unfavorable attitude towards CCE. Similarly out of 129 Government school teachers , 82.94 teachers having favorable attitude towards CCE and only 17.05% teachers having unfavorable attitude towards CCE. Hence it revealed majority of both government and aided teachers have favorable attitude towards CCE.

1. **MEAN DIFFERENCE ANALYSIS**

 In this section of analysis, investigation of gender and management for the attitude of higher secondary school teacher for CCE were computed. The intention was to find out whether any significant difference exists in the mean scores of attitude towards CCE based on gender and type of management. For this purpose mean and standard deviation of the variable calculated seperately and the ‘t’ value were calculated by test of significance.

1. **Comparison of the mean scores of the attitude of higher secondary school teachers towards CCE with respect to gender.**

 Inorder to study gender difference in attitude of higher secondary school teachers towards CCE of the total sample the mean and standard deviation of the variable male and female were calculated. The data and result of t-test of the selected sub samples that is male and female, are presented in table 4.5

TABLE 4.5

**Data and Result of the t-test for the
Mean Scores of Attitude of Higher Secondary School
Teachers Towards CCE on the sub Samples based on Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gender** | **Number** | **Mean** | **Standard Deviation** | **C.R** |
| Male teachers | 133 | 96.23 | 15.21 | 2.612 \* |
| Female teachers | 117 | 91.22 | 15.063 |

\* significant at 0.01 level.

 Table 4.5 shows that the ‘t’ value obtained for the variable attitude of higher secondary school teachers towards CCE with respect to gender is 2.612, which is greater than 2.58, the required value of ‘t’ for significance at 0.01 level.

 This reveals that there exist significant difference between male and female teachers in the mean score of attitude towards CCE . This shows that the male teachers are not identical to female teachers in their attitude towards CCE.

1. **Comparison of mean scores of attitude of higher secondary school teachers towards CCE with respect to type of management**

 Inorder to study type of management difference in attitude of higher secondary school teachers towards CCE of the total sample the mean and standard deviation of the variable aided and government school teachers were calculated. The data and result of t-test of the selected sub samples , are presented in table 4.6

TABLE 4.6

**Data and Result of the t-test for the
Mean Scores of Attitude of Higher Secondary School Teachers
Towards CCE on the sub Samples based on Type of Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of management** | **Number** | **Mean** | **Standard Deviation** | **C.R** |
| Aided | 131 | 95.26 | 14.64 | 1.383\* |
| Government | 119 | 92.59 | 15.88 |

\*Not significant at 0.05 level

 Table 4.6 shows that the ‘t’ value obtained for the variable attitude of higher secondary school teachers towards CCE with respect to type of management is 1.383, which is less than 1.96, the required value of ‘t’ for significance at 0.05 level.

 There is no significant difference in the mean score of attitude of higher secondary school teachers towards CCE based on type of management. Hence this shows that aided and government school teachers showing similar attitude towards CCE.

**CONCLUSION**

 In the present study two statistical techniques were employed for analysis of data. Percentage analysis and test of significance. From the result of analysis the following conclusions are formulated.

 From the percentage of analysis of the total sample and relevant sub samples it is revealed that the most of respondents were favorable attitude towards continuous and comprehensive evaluation. However a considerable number of higher secondary school teachers were unfavorable to it.

 Test of significance of difference between means of large independent sample was used to find out the difference in attitude towards continuous and comprehensive evaluation based on the subsamples. The ‘t’ value obtained for the attitude of higher secondary school teachers towards continuous and comprehensive evaluation based on male and female is significant. The ‘t’ value was found not significant in comparison of government and aided higher secondary teachers towards continuous and comprehensive evaluation.

**CHAPTER V**

**SUMMARY OF MAJOR FINDINGS, CONCLUSION AND SUGGESTIONS**

* **Study in Retrospect**
* **Major Findings and Conclusions**
* **Educational Implications**
* **Suggestions for Further Research**

**SUMMARY, FINDINGS, CONCLUSION
AND SUGGESTIONS**

 This chapter is the concluding part of research report, which explains the entire process of the present research work, and covers details of the relevant aspects related to the study such as major findings, conclusions, educational implications and suggestions for further research in this area presented in a concise way. To have a comprehensive view, the study in retrospect is also attempted

1. **THE STUDY IN RETROSPECT**
2. **Restatement of the problem**

 The present study is entitled as **“**Attitude of Higher Secondary School Teachers of Calicut District Towards Continuous and Comprehensive Evaluation”

1. **Objectives**

 The major objectives of the study are follows

1. To find out the extent of attitude of higher secondary school teachers towards continuous and comprehensive evaluation in the total sample and the relevant sub sample based on gender and type of management.
2. To find out whether there exists any significant difference in the attitude of higher secondary school teachers towards continuous and comprehensive evaluation in the relevant sub samples based on gender and type of management.
3. To suggest better practices for strengthening the CCE in higher secondary level.
4. **Methodology**

 Methodology deals with precise description of sample used for the study, tool used and statistical techniques used.

**i) Sample**

 The present study was conducted on a sample of 250 higher secondary school teachers in Calicut district by giving due representation to gender (Male and Female) and locale (Rural and Urban)

**ii) Tools employed for the collection of data**

 The investigator developed an Attitude scale on continuous and comprehensive evaluation among higher school teachers as a tool for collecting the data.

**iii) Statistical techniques used for analyzing the data.**

 The collected data were analyzed using the following statiscal techniques

1. Preliminary analysis
2. Percentage analysis and
3. Mean difference analysis
4. **MAJOR FINDINGS OF THE STUDY**

 Major findings of the present investigation are summarized and presented below.

1. The study indicates that out of the 250 higher secondary school teachers, majority of the teachers i.e 84% possess favourable attitude towards the CCE.
2. The study suggests that out of 250 higher secondary school teachers, only 16% teachers having unfavourable attitude towards CCE.
3. It was revealed that out of 133 male teachers , 84.2% teachers having favorable attitude towards CCE. Only 15.79% teachers having unfavourable attitude towards CCE.
4. Out of 117 female teachers 83.76% teachers having favourable attitude towards CCE. Only 16.23% teachers having unfavourable attitude towards CCE.
5. This study finds that out of 131 aided school teachers 85.12% teachers having favorable attitude towards CCE, only 14.88% of teachers having unfavourable attitude towards CCE.
6. Out of 129 government school teachers i.e 82.94% teachers having favorable attitude towards CCE, only 17.05% of teachers having unfavourable attitude towards CCE.
7. There exists significant difference in the Mean Score of attitude of higher secondary school teachers towards CCE when they are classified on the basis of gender. Hence it indicates that the male teachers and female teachers are not identical in their attitude towards continuous and comprehensive evaluation.
8. There is no significant difference in the Mean Score of attitude of higher secondary school teachers towards CCE when they are classified on the basis of type of management**.** There fore it is revealed that the aided higher secondary school teachers and government higher secondary school teachers are identical in their attitude towards the present evaluation system.
9. **CONCLUSION**

 Analysis of data collected made by the investigator to arrive at following conclusion.

1. Most of the higher secondary school teachers possess favorable attitude towards CCE.
2. When considering the gender, most of the male and female teachers having favorable attitude towards CCE.
3. When considering the type of management, most of the Aided and Government Higher Secondary School Teachers are having favorable attitude towards CCE.
4. There exist gender difference in the attitude of higher secondary school teachers towards CCE but there is no significant difference in the type of management of higher secondary school teachers in the attitude towards CCE.
5. **EDUCATIONAL IMPLICATIONS**

 Each and every educational research will be focusing on the development of educational status of the country. In the same way the present study has also some implications for the development of teaching learning process. The findings of the study should help the educational practitioners to improve their performance in some way or other.

 The study was intended to find out the extent of attitude of higher secondary school teachers towards continuous and comprehensive evaluation. Developing proper attitude towards continuous and comprehensive evaluation among higher secondary school teachers is an important factor affecting the entire educational process.

 The findings of the study reveals that there is no considerable change or variation in the attitude towards continuous and comprehensive evaluation in terms of the total sample and sub samples based on gender and type of management. Based on the conclusion of present investigation the following suggestions have been worked out for improving the educational practice.

* 1. The unfavorable attitude of higher secondary school teachers may badly affect the evaluation procedure.
	2. Measure should be taken to develop a positive attitude as well as to implement continuous and comprehensive evaluation effectively among teachers.
	3. There is a need for taking initiative from the government and educational experts for finding out the causes of the unfavorable attitude towards continuous and comprehensive evaluation.
	4. The redesigning, revision and modification of continuous and comprehensive evaluation can be done through the analysis of the attitude of teachers towards continuous and comprehensive evaluation.
	5. Effective in-service training is compulsory for higher secondary school teachers for their smooth functioning. There for the teacher training programmes will have to given greater attention.
	6. The evaluation system in any educational institution should be judicial and objective. Hence the measure should take to make the continuous and comprehensive evaluation more reliable and objective.
	7. The critical reasoning and challenging ability of the students must be developed through seminars, projects etc.
	8. Students can get continuous feed back, thus they can improve their learning process.
	9. Through continuous feedback of students teachers can modify their teaching process according to the need of students.
	10. The teacher must identify the ability or skill of the leaner inorder to make effective teaching learning process. Because the advancement of technology demands a radical change in the role of teacher.
1. **SUGGESTIONS FOR FURTHER RESEARCH**

 Review of related studies and findings of the study lead the investigator to suggest the following new areas for further research.

1. A study can be conducted on the attitude of higher secondary school students’ towards CCE.

2. A study can be conducted on the effectiveness of CCE in higher secondary level, graduate level etc.

3. The study was conducted on Calicut district only, the same can be conducted at state level.

4. A study can be conducted on the awareness of parents regarding CCE.

5. Attitude of parents and students towards continuous and comprehensive evaluation- A comparative study.

6. A comparative study on different evaluation system of the state can be done.

7. Academic achievement of the leaner through introduction of continuous and comprehensive evaluation.

8. Difficulties faced by teachers in continuous and comprehensive evaluation are an area of further research.

9. Development of process skill as a result of the introduction of continuous and comprehensive evaluation.

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**APPENDICES**

**APPENDIX III**

**FAROOK TRAINING COLLEGE, CALICUT**

**TEACHER ATTITUDE SCALE ON CONTINUOUS AND**

**COMPREHENSIVE EVALUATION**

**(FINAL)**

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**INSTRUCTIONS**

 The objective of this scale is to know the attitude of higher secondary school teachers towards Continuous and Comprehensive Evaluation. Following pages contain 39 statements carries five responses *viz*, Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Please read each statement carefully and indicate your attitude by ticking only one alternative that is most appropriate for you. The information is very crucial to the purpose of this research. Your answer will be treated as strictly confidential and will be used for research purpose only.

**Personal information**

Name : Name of school :

Gender : Type of management :

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Statements** | **Strongly Agree** | **Agree** | **Undecided** | **Disagree** | **Strongly disagree** |
| 1 | Continuous and Comprehensive Evaluation helps Students make their academic activities systematic.  |  |  |  |  |  |
| 2 | Continuous and Comprehensive Evaluation approach is very much helpful in expressing students Skills. |  |  |  |  |  |
| 3 | It is not possible to Strictly evaluate the project, Assignment and Seminar, given to the Students as a part of C.C.E  |  |  |  |  |  |
| 4 | Students are getting proper training with C.C.E activities to do their curricular and co-curricular activities |  |  |  |  |  |
| 5 | The assessment of students based on their Assignments and Seminar Reports are increasing the workload of teachers. |  |  |  |  |  |
| 6 | Group activities as a part of CCE make deep relationship among students  |  |  |  |  |  |
| 7 | Continuous and Comprehensive Evaluation make the academic activities much more interesting for the students.  |  |  |  |  |  |
| 8 | Students are capable of easily recollecting things which they have learned through group activities. |  |  |  |  |  |
| 9 | Examination is not a criterion for evaluating the success and failure of the students. But it is the evaluation of academic experiences of students. |  |  |  |  |  |
| 10 | CCE programmesencourages and provide chance for students to select and shine in their fields of interest. |  |  |  |  |  |
| 11 | Continuous and comprehensive evaluation helps to evaluate social awareness among the students.  |  |  |  |  |  |
| 12 | Students can improve their academic activities since continuous and comprehensive evaluation provides continuous feed back. |  |  |  |  |  |
| 13 | The new evaluation system creates many difficulties to the teacher in class management. |  |  |  |  |  |
| 14 | All students get good mark in internal evaluation because of their own abilities. |  |  |  |  |  |
| 15 | Not much importance should be given to internal evaluation which are only twenty percentage. |  |  |  |  |  |
| 16 | The shift from former evaluation system to continuous and comprehensive evaluation does not provide much improvement to students  |  |  |  |  |  |
| 17 | The new evaluation system is encourage both the students and teachers to go for better reference. |  |  |  |  |  |
| 18 | The students can get a clear idea about the topic, through the preparation of assignments. |  |  |  |  |  |
| 19 | Continuous and comprehensive evaluation activities help the student to understand and rectify their faults. |  |  |  |  |  |
| 20 | New evaluation system help the students to improve their creativity. |  |  |  |  |  |
| 21 | The existing learning system and examination system are capable of getting bright future to students. |  |  |  |  |  |
| 22 | All are hopefully looking the changes in the examination system, which is a part of continuous and comprehensive evaluation. |  |  |  |  |  |
| 23 | It seems that student can improve their ability to face audience through seminar presentation. |  |  |  |  |  |
| 24 | In the new system, all students can get recognition according to their skills. |  |  |  |  |  |
| 25 | The training given to the teachers by department on new evaluation system is not sufficient. |  |  |  |  |  |
| 26 | Continuous and comprehensive evaluation does not give much benefit to the students who are poor in study. |  |  |  |  |  |
| 27 | It is not possible to evaluate the overall skills of students through continuous and comprehensive evaluation. |  |  |  |  |  |
| 28 | As a teacher I am able to give marks in accordance with the performance of students. |  |  |  |  |  |
| 29 | Assignment, seminar and project do not bring the expected result. |  |  |  |  |  |
| 30 | Seminar presentation help the students to develop leadership qualities. |  |  |  |  |  |
| 31 | Continuous and comprehensive evaluation fails to ensure the participation of students. |  |  |  |  |  |
| 32 | Continuous and comprehensive evaluation programmes help to understand the abilities of students. |  |  |  |  |  |
| 33 | Students are able to attend the examination if they are not prepare very well.  |  |  |  |  |  |
| 34 | Continuous and comprehensive evaluation programe help the student to understand their social responsibility |  |  |  |  |  |
| 35 | The new evaluation system helps to analyze the personal skills and abilities of each student |  |  |  |  |  |
| 36 | Continuous and comprehensive evaluation has become a system in which all the students can gain a fixed mark  |  |  |  |  |  |
| 37 | Project activities increase their thinking capacity. |  |  |  |  |  |
| 38 | Teachers cannot give proper guidance to students because of the burden of continuous and comprehensive evaluation |  |  |  |  |  |
| 39 | Almost all students feel the activities , given as a part of internal evaluation as a problem. |  |  |  |  |  |