



Perception Of Headmasters On Continuous And Comprehensive Evaluation At Elementary Level Of Education In Mizoram

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Abstract: The present study attempted to find out the level of perception of headmasters at elementary level of education in Mizoram. The total number of selected headmasters for sample was 80; taking 20 each from all the selected districts. The study found that majority (52.5%) of headmasters had neutral perception on Continuous and Comprehensive Evaluation. Headmasters from rural area, private managed schools, primary level of education as well as female headmasters were more positive in their perception on CCE comparing to their counterparts.

Introduction:

The educational system has gone through many changes and has been shaped by a growing concern for improving the quality of achievement of all learners. Various Commissions and Committees felt the need for examination reforms. The Hunter Commission (1882), Calcutta University Commission or Saddler Commission (1917- 1919), Hartog Committee Report (1929), the Report of Central Advisory Board/ Sargeant Plan (1944), Secondary Education Commission/ Mudaliar Commission (1952- 1953) made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation.

On 27th August, 2009, Government of India adopted a new Act called “right to free and compulsory education for children between 6- 14 years of age”. This law came into force for the entire country with effect from 1st April, 2010. It states that students up to std. VIII should not be made to appear for any Board examination; from the year 2010-2011 a scheme of continuous and comprehensive evaluation to be implemented from std. I to VIII.

Continuous and Comprehensive Evaluation refers to a system of school-based evaluation of students that covers all aspects of student’s development. It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other.

Rationale:

The introduction of Continuous and Comprehensive Evaluation at elementary level of education brought about many changes in the evaluation system of the school. Headmasters and teachers started handling new system of evaluation that superseded the examination system which had been the stronghold of evaluation. The new evaluation system insists to employ new tools and techniques to assess the progress of scholastic and co-scholastic areas of the students.

As it brings new system of evaluation which is to be carried out at school level, Continuous and Comprehensive Evaluation brings more responsibility to both headmasters and teachers. Successful implementation of such scheme largely depends on the willingness and sincerity of the practitioners. The present study tries to find out how the headmasters perceived the new scheme as it determines to carry out the underlying value of the scheme.

Review of related studies:

In her study 'Attitude towards new evaluation system', Jaiswal (2005) found that there was a significant difference between para teachers and teachers with respect to their attitude towards this system. A remarkable difference had also been seen in the attitude of male and female teachers. While conducting research the researcher had noticed some facts which were obstacles in the successful execution of the system. The finding revealed that the para teachers had less positive attitude toward this system. She also found that those who had negative attitude were totally unaware of the procedure of the system.

Singh and Singh (2012) studied about 'Attitude of school teachers towards Continuous and Comprehensive Evaluation: role of gender', they broke up into six dimensions namely teachers' role in CCE; formative and summative; students' status; quality control in CCE; feasibility of CCE; grading system; and assessment and record keeping in CCE. They found that female teachers had favourable attitude in all six dimensions namely teacher's role in CCE, formative and summative evaluation, students' status, quality control in CCE, feasibility of CCE, grading system, and assessment and record keeping in CCE. Both male and female had unfavourable attitude towards dimensions like teacher's role in CCE and feasibility of CCE.

In her study entitled 'Continuous and Comprehensive Evaluation – A study of teachers' perception', Singhal (2012) found that government school teachers had moderate acceptability of CCE. Most of the teachers were still unaware of the concept of CCE. There was no significant difference between male and female teachers perception of CCE. No significant difference was found in the perception towards CCE among primary and secondary government school teachers. There was no significant difference between graduate and post-graduate teachers perception of CCE. There was a significant difference in teachers' perception of CCE among moderate and highly experienced teachers.

Kaut and Kaur (2013) studied on 'Perception and attitude of teachers from rural and urban background towards CCE at secondary level' and found significant difference between

teachers from rural and urban background in their attitude towards CCE, rural school teachers perceived CCE in a better way.

Objective of the study:

1. To study the perception of headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.
2. To compare elementary school headmasters from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation.
3. To study the difference of elementary school headmasters from government and private schools in Mizoram on their perception of Continuous and Comprehensive Evaluation.
4. To find out the difference between the perception of male and female headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.
5. To compare middle school and primary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

Hypotheses:

1. Elementary school headmasters from rural and urban areas in Mizoram differ significantly in their perception on Continuous and Comprehensive Evaluation.
2. Elementary school headmasters from government schools and private schools in Mizoram differ significantly in their perception on Continuous and Comprehensive Evaluation.
3. There is a significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.
4. There is a significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation.

The above hypotheses were converted into null hypotheses for the purpose of testing as follows:-

1. There is no significant difference between the perception of elementary school headmasters from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.
2. There is no significant difference between the perception of elementary school headmasters from government and private schools in Mizoram on Continuous and Comprehensive Evaluation.
3. There is no significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

4. There is no significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation.

Population and Sample

Population of the study consists of all headmasters of elementary schools in Mizoram.

Out of the eight (8) districts of Mizoram, four (4) districts were selected randomly. 80 elementary schools were selected as sample taking 20 each from all the selected districts. Thus, sample of the study consists of all the headmasters from sample schools.

Tool used:

To measure the perception of headmasters on CCE a perception scale was developed. Content validity of the scale was established by obtaining the opinions of experts.

For reliability of the test, the split-half reliability was calculated and was found to be 0.85

Findings:

- (a) Perception of headmasters on CCE

Table 1: Level of perception of headmasters on CCE

Sl.no	Level of Perception	No. of headmasters	Percent
1	Positive	20	25
2	Neutral	42	52.5
3	Negative	18	22.5

Analysis of data given in Table No.1 shows that 20 (25%) headmasters at elementary level of education had positive perception on Continuous and Comprehensive Evaluation while 42 (52.5%) were neutral in their perception on Continuous and Comprehensive Evaluation. Out of 80 headmasters 18 (22.5%) fell under negative level of perception.

- (b) **Significance of difference between perception of headmasters from rural and urban areas**

Table 2: Comparative analysis of headmasters from rural and urban areas on CCE

Variables	N	Mean	SD	SED	t -value	Level of significance
Rural	40	47.925	8.56	1.9	2.89	0.01

Urban	40	42.45	8.47			
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A perusal of data vide Table 2 indicates that headmasters from rural and urban areas differed significantly in their perception on CCE. Headmasters from rural areas are more positive towards CCE than their urban counterpart.

(c) Significance of difference between headmasters from government schools and private schools

Table 3: Comparative analysis of headmasters from government schools and private schools on CCE

Variables	N	Mean	SD	SED	t-value	Level of significance
Government	40	45.075	9.17	2	0.11	Not significant
Private	40	45.3	8.74			

As per Table 3, headmasters from government schools and private schools do not differ significantly in their perception on CCE. The observed difference is in favour of headmasters from private schools.

(d) Significance of difference between male and female headmasters on CCE

Table 4: Comparative analysis of perception of male and female headmasters on CCE

Analysis of table 4 shows that there is no significant difference between the

Variables	N	Mean	SD	SED	t-value	Level of significance
Male	56	43.96	8.61	2.18	1.85	Not Significant
Female	24	48	9.09			

perception of male and female headmasters on CCE. The observed difference is in favour of female teachers.

(e) Significance of difference between middle and primary school headmasters on CCE

Table 5: Comparative analysis of perception of middle and primary school headmasters on CCE

Variables	N	Mean	SD	SED	t-value	Level of significance
Middle	40	44.65	5.65	1.62	0.65	Not Significant
Primary	40	45.725	8.58			

Table 5 indicates that middle and primary school headmasters do not differ significantly in their perception on CCE. However, the observed difference is in favour of primary school headmasters.

Discussion and Conclusion

The finding that majority of headmasters have neutral perception on CCE may indicate that headmasters were not given proper training on the concept, needs and benefits of CCE which can be the reason for their neutral perception. It may also indicate that headmasters who serve a number of years may feel comfortable with the conventional system of evaluation i.e., examination and are not fully ready to adopt new system of evaluation; Headmasters from rural and urban areas differed significantly in their perception on CCE. Headmasters from rural areas are more positive in their perception. Similar finding was made by Kaut and Kaur (2013) in their study on 'Perception and attitude of teachers from rural and urban background towards CCE at secondary level'. They found significant difference between teachers from rural and urban background in their attitude towards CCE, rural school teachers perceived CCE in a better way.

The present study found no significant difference between the perception of male and female headmasters on CCE. Though the observed difference is in favour of female teachers. The finding that female teachers are more favourable was in tune with the findings of Singh and Singh (2012). In their studies on the attitude of students towards CCE, Sivakumar, Pazhanimurugan and Benjamin (2013) found that female students are more favourable than their male counterparts.

Education, in all its spheres has been going through many changes. Evaluation, as it one of the main components has been wholly concentrated on examination system. The defects of examination system ultimately brought Continuous and Comprehensive Evaluation which further requires new practices. In his dissertation 'Improvement of quality education with special reference to Continuous and Comprehensive Evaluation' Bawa (1988) concluded that 'To maintain the spirit of the method a devoted head of institution to plan and execute the plans is a must, otherwise the spirit behind the policy will evaporate. CCE can help achieve great wonders, but it will be the executor of this plan which matters as much if not the more to achieve wonders as the plan or device itself.'

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