

TEACHERS' ATTITUDE TOWARDS CCE SYSTEM IN CONTEXT TO THEIR EMOTIONAL INTELLIGENCE

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ABSTRACT

The present study was undertaken to investigate the attitude of teachers towards Continuous and Comprehensive Evaluation System in relation to their Emotional Intelligence. The sample of the study comprised of 120 teachers were selected from twelve different schools of Ahmedabad city by multi stage sampling technique. Attitude of teachers towards Continuous and Comprehensive Evaluation (CCE) system Scale was constructed and validated by the investigator himself used for the purpose of data collection. Emotional Intelligence Inventory developed by R.S. Patel and published by Akash Manomapan Kendra was used to assess emotional intelligence of teachers and to collect data. Findings of the study were that emotional intelligence contributes significantly in the attitude of Secondary School Teachers (SST) towards CCE.

Keywords: *Attitude Toward CCE, CCE System, Emotional Intelligence.*

Introduction

The education system of India is not able to achieve its main aim, i.e., complete development of students' personality. This shortcoming has given rise to serious concern in the educational field and also on evaluation techniques. Continuous and comprehensive evaluation plays very important role in the educational system. It also provides motivation and a sense of purpose to both teachers and students to achieve set goals. The National Policy on Education (1986) reformed the new system of evaluation by introducing the concept of Continuous and Comprehensive Evaluation (CCE). After the National Curriculum Framework (2009). Accordingly, CBSE and GSEB started implementing CCE has two major aspects, known as continuity and comprehensiveness. The continuity aspect of the evaluation demands that since the changes in behavior of the children by the scholastic and co-scholastic measures are continuous and need to be assessed the teaching-learning outcomes of the students and teachers. This includes the changes brought about cognitive affective and psychomotor domain. It focuses on the means and techniques adopted for the measurement and assessment of the learning outcomes in all the three domains of the child's behavior. CCE has imbibed the features like Formative Assessment & Summative Assessment.

CCE assesses both scholastic and co-scholastic areas by adopting several techniques, but teacher attitude towards CCE system is the missing link. The validity of this continuous and comprehensive evaluation depends upon the positive attitude, awareness and knowledge of teaching about the system. As the investigator is himself, review the pilot project of Gujarat Secondary Education Board (GSEB) of Gujarat state. Attitude of teachers towards CCE system may be defined as a positive or negative responses or liking and disliking towards CCE system. Some teachers have favorable attitude towards CCE because it helps them to learn new skills and improve their teaching by use of new methods. It also relieves teachers from unexpected results of annual examination. Everyone observed that after the implementation of CCE, students have become stress free of fear of annual examination system. The investigator also informally discussed with a few school teachers about CCE and varying reactions of teachers were noted regarding this new CCE system. By doing this informal research, the investigator came to know the attitude of SST actually have towards CCE System and wants to explore how it relates to their emotional intelligence and their professional stress.

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- **Attitude Towards CCE:** Attitude is a condition of readiness for a certain type of activity. Attitude denotes the inner feeling or belief of a person towards particular phenomena. Attitudes are dynamic, so they change with time and experience. Attitude of teachers towards CCE system may be defined as a positive or negative evaluation or liking and disliking about CCE system. In the present study attitude of teachers towards CCE system is defined as the sum total of the teachers' inclination and feeling, prejudice and bias, ideas and conviction about a particular aspect related to the CCE system i.e. it is the perception, thinking, and feeling of teachers towards CCE. By this definition the scope of the attitude study is limited to teachers' attitude with regard to specific objects and events related to the CCE system.
- **CCE System:** CCE means Continuous and Comprehensive Evaluation. It assesses both scholastic and co-scholastic areas by adopting several techniques. According to (2012), CCE is a giant leap forward in teaching. It implemented in true letter and spirit, it can usher in a revolution in school education. It aims at the all round development of the child's personality. It is expected that a student will be able to take up competitive examination in right earnest and it prepares students to meet different life situations with greater maturity. This new reform in Indian education is really worth appreciating but it will take time for the people to realize the importance of this system. In Gujarat state CCE was implemented in 2009-10 with pilot project of 86 schools of Ahmedabad city. After reviewing the project it was implemented to all schools of Gujarat State in 2010-11.
- **Emotional Intelligence:** Goleman (1995) suggests that emotional intelligence consists of major parts knowing our own emotions, managing our own emotions, motivating ourselves, recognizing and influencing other's emotions, handling relationships. The present test of EI was constructed on the basis of defined Goleman the Bantam book (Emotional Intelligence) It consist of five components: (1) Emotional Awareness (2) Self Management (3) Motivation (4) Empathy (5) Social Skill. Each components divided into sub components.

The phrase 'Emotional intelligence was first introduced in 1990 by two American Professors, Dr. John Mayer and Dr. Peter Salvoes who defined it as the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. Gardner (2007) viewed emotional intelligence as the innate potential to feel, use, communicate, recognize, remember, learn from, manage, understand and explain emotions.

The term emotional intelligence in the present study means to identify and express emotions of one's own and to understand emotions of others as well. Emotional intelligence is a set of interrelated skills, which comprised of the ability to perceive accurately, appraise and express emotions. It is the ability to generate feelings which facilitate thoughts and thus promote emotional and intellectual growth.

Background

Rao and Rao (2001), conducted developmental study on primary school teachers from southern region as a part of PAC programme of the institution in Dharmapuri district of Tamil Nadu. The analysis revealed that 51% of the teachers were of average, while 34% of the teachers were below average in their evaluation skills. Only 11.3% of the teachers had shown above average performance. It further revealed that the teachers were implementing the knowledge of evaluation techniques acquired in the training programme in their classrooms.

A study conducted by Mangal, Goel and Sehgal (2010), on a group of 100 teachers, teaching in secondary schools of Bareilly district concluded that both urban and rural SST have positive attitude towards grading system of evaluation. Singh and Singh (2012), conducted a study on teachers teaching in schools affiliated to the C.B.S.E of Jalandhar district in Panjab. They concluded that the male teachers had unfavorable attitude whereas female teachers had favorable attitude towards CCE system. A study was conducted by Singh (2012), on 100 government school teachers in South and North West Delhi region. The results of the study revealed that currently the perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers. The teachers are not adequately prepared for the effective execution of CCE in government schools. Further the study revealed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.

Mangal & Mangal (2011), in their study titled "an emotionally intelligent teacher at the heart of successful CCE", emphasized that the desired attention should essentially be paid for providing proper opportunities to the school teachers for the development of emotional intelligence through some well

organized programme carried out at both the pre-service and in-service stage for the successful implementation of CCE. A research conducted by Edannur (2010) on 40 teacher educators of six teacher education institutions of Barak Valley of Assam. It emphasized that working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever.

So, it may be concluded that the large class size, lack of appropriate training, inadequate infrastructure and increased volume of work act as barriers in smooth execution of CCE. So, there is a need to implement CCE, system whole heartedly as this system helps in acquisition of different skills and helps in promoting standard of school education. Further emotional intelligence may be a correlating variable in the attitude of teachers towards continuous and comprehensive evaluation system.

Objectives

The following objectives were framed for the present study:

- To study and compare the attitude of SST towards CCE system of granted and self finance schools
- To study and compare the attitude of SST towards CCE system in context to gender
- To study the attitude of SST towards CCE system in context to Emotional Intelligence (EI)

Hypotheses

The following null hypotheses were formulated in accordance with the objectives for present study:

- There will be no significant difference in the mean score of attitude of SST towards CCE in granted and self-finance (S.F.) schools.
- There will be no significant difference in the mean score attitude of SST towards CCE system with regard to gender.
- There will be no significant difference in the mean score attitude of SST towards CCE system in relation to high and low E.I.

Methods and Procedure

Design of the Study

For the purpose of present investigation, descriptive survey method of research was employed. This method of research helps to explain the educational phenomenon in terms of conditions or relationships that exists, opinions that are held by teachers and experts, process that are going on, effects that are evident or trends that are developing.

Variables

In this study attitude of teachers is a major variables which is related with (1) Gender, (2) Type of School and (3) Level of Emotional Intelligence.

Sample

The sample for the present study comprised of 120 SST selected at by random sampling method. It comprised of 60 teachers from granted schools and 60 from S.F. schools of Ahmedabad city. Six granted and six S.F. schools were randomly selected and from each school average 10 teachers were selected purposefully having equal number of teachers on the basis of gender were included from both the types of schools. Thus the sample was multistage sampling technique was employed.

Tools

Following tools were used for the purpose of data collection:

- A self-constructed and validated scale for Teachers Attitude towards CCE System was prepared by the investigator in the pilot project study of Gujarat State. The same tool was used for measuring the attitudes of teachers towards CCE. This tool was published (2012) by Akash Manomapan Kendra, Ahmedabad.
- Emotional Intelligence Inventory constructed and standardized by Dr. R.S. Patel (2013) published by Akash Manomapan Kendra, Ahmedabad.

Analysis and interpretation of Data

The data was collected by the field investigator and collected data was edited, coding, classified, tabulated and analyze by the investigator and the interpretation (Patel-2012) and discussion have been presented.

- **Objective 1:** To study and compare the attitude of SST towards CCE system in Granted and Self Finance schools.

Hypothesis 1: There will be no significant difference in the mean score attitude of SST towards CCE in granted and S.F. schools.

In order to test the first hypothesis Table-1 has been prepared, data is entered, interpreted and results have been discussed.

Table 1: Descriptive Statistics with t-ratio of the Attitude of School Teachers towards CCE among Granted and S.F. Schools teachers

Variables	Type of School	N	Mean	S.D.	Std. Error Mean	t Cal at df = 118 (t tab=1.98)
Attitude towards CCE	Granted	60	97.0	14.2	2.10	0.702
	S.F.	60	96.8	15.1	2.12	

Discussion of Results Based on Table 1

Table 1 shows mean scores, standard deviation, std. error of mean and t-ratios of attitude of granted and S.F. school teachers towards CCE. The mean scores of attitude of granted and S.F. teachers towards CCE are 97.0 and 96.8 respectively. The standard deviation scores of attitude granted and S.F. school teachers towards CCE were 14.2 and 15.1 respectively. The calculated t-ratio of attitude of granted and S.F. school teachers towards CCE was 0.702 at 118df which was not significant at any level. This shows that granted and S.F. school teachers do not differ significantly in their attitude towards CCE, indicating both have equally favorable attitude towards CCE system.

So, the first hypothesis that "there will be no significant difference in the attitude of SST towards CCE in granted and S.F. schools" accepted. The above results were supported by a similar study conducted by Mangal, Goel and Sehgal (2010), on a group of 100 teachers teaching in secondary schools of Bareilly district concluded that both urban and rural SST have positive attitude towards grading system of evaluation.

- **Objective 2:** To study and compare the attitude of SST towards CCE system in context to gender.

Hypothesis 2: There will be no significant difference in the mean score attitude of SST towards CCE system with regard to gender. In order to test the second hypothesis, table 2 has been prepared, data is entered, interpreted and results have been discussed.

Table 2: Descriptive Statistics and t-ratio of the Attitude of School Teachers towards CCE System with regard to Gender

Variables	Type of School	N	Mean	S.D.	Std. Error Mean	t Cal at df = 118 (t tab = 1.98)
Attitude towards CCE	Male	60	98.8	13.1	1.87	1.02
	Female	60	96.0	16.1	2.28	

Discussion of Results Based on Table 2

Table 2 shows mean scores, standard deviation, std. error of mean and t-ratios of attitude of school teachers towards CCE with regard to gender. The mean scores attitude of male and female teachers towards CCE system is 98.8 and 96.0 respectively. The standard deviation of attitude of male and female school teachers towards CCE system was found to be 13.1 and 16.1 respectively. The calculated t-ratio of attitude of male and female school teachers towards CCE system was .1.02 at 118 df which is not significant at any level.

This shows that male and female SST do not differ in their attitude towards CCE system.

So the second null hypothesis that "there will be no significant difference in the attitude of SST towards CCE in context to gender" stands accepted.

The above result was supported by following research studies:

Singh, Patel and Desai (2013), conducted research on 139 students in the B.Ed. programme in the Maharaja Sayajirao University of Baroda, Vadodara, India" Attitude of B.Ed. students towards continuous internal assessment was found to be moderately favorable. It was concluded that there was no significant difference in the mean scores of attitude towards continuous internal assessment of male and female B.Ed. students.

Singh and Singh (2012) conducted a study on teachers teaching in schools affiliated to the C.B.S.E of Jalandhar district in Panjab. They concluded that the male teachers had unfavorable attitude whereas female teachers had favorable attitude towards the role in CCE.

- **Objective 3:** To study the attitude of SST towards CCE system in context to Emotional Intelligence (EI)

Hypothesis 3: There will be no significant difference in the mean score attitude of SST towards CCE system in relation to high and low E.I.

In order to test the third hypothesis, table 3 has been prepared, data is entered, interpreted (according to Patel-2012) and results have been discussed.

Table 3: Descriptive Statistics and t-ratio of the Attitude of School Teachers Towards CCE System in Relation to High and Low E.I.

Sr. No.	Dimensions of Emotional Intelligence	Attitude Towards CCE	N	Mean	S.D.	SE _M	t Cal at (df = 118) (t _{tab} = 2.01)
1	Emotional Awareness	High	30	103.8	10.8	2.10	3.46**
		Low	30	91.7	14.6	2.80	
2	Self Management	High	30	102.5	12.1	2.52	3.555**
		Low	30	90.0	12.8	2.5	
3	Motivation	High	30	104	11.4	2.2	3.24**
		Low	30	93	13.8	2.7	
4	Empathy	High	30	99.5	14.5	2.8	3.34
		Low	30	94.1	13.9	2.11	
5	Social Skill	High	30	105	9.5	1.8	4.12**
		Low	30	94.1	12.4	2.5	
Total		High	30	105.8	9.6	1.8	4.33
		Low	30	93.0	12.5	2.4	

Note: ** Significant at 0.01 level

Discussion of Results Based on Table 3

Table 3 shows mean, SD, Standard Error of Mean, t-ratio of the attitude of SST towards CCE system in relation to various dimensions of emotional intelligence. The results have been discussed dimension wise.

• Emotional Awareness

The mean scores of attitude of school teachers in relation to Emotional awareness were 1.38 (high) and 91.7 (low), which shows very good attitude of SST towards CCE system in relation to emotional awareness. The standard deviation of attitude of school teachers in relation to emotional awareness comes out to be 10.8 (high) and 14.6 (low).

The calculated t-ratio of attitude of SST towards CCE system in relation to emotional awareness dimension of E.I. was found to be 3.46 at 58 df which was significant at 0.01 level of significance. This shows that emotional awareness dimension of E.I. contributes significantly in the attitude of SST towards CCE system. Thus, if teacher is having emotional and accurate self-assessment then it will surely build worthwhile capabilities and attitudes.

• Self Management

The mean scores of attitude of school teachers in relation to Self management is 102.5 (high) and 91.7 (low). The mean scores shows very good attitude of SST towards CCE system in relation to self management. The standard deviation of attitude of school teachers in relation to self management comes out to be 13.1 (high) and 12.8 (low). The calculated t-ratio of attitude of SST towards CCE system in relation to self-management dimension of E.I. was found to be 3.55 at 58 df which is significant at 0.01 level of significance. This shows that self-management dimension of E.I. contributes significantly in the attitude of SST towards CCE system. Thus, healthy relations among teachers will help them to develop favorable attitude towards CCE System.

• Motivation

The mean scores of attitude of school teachers in relation to Motivation is 104.0 (high) and 93.0 (low). The mean scores shows very good attitude of SST towards CCE system in relation to Motivation. The standard deviation of attitude of school teachers in relation to Motivation comes out to be 11.4 (high) and 13.8 (low).

The calculated t-ratio of attitude of SST towards CCE system in relation to Motivation dimension of E.I. was found to be 3.24 at 58 df which is significant at 0.01 level of significance. This shows that motivation dimension of E.I. configures significantly in the attitude of SST towards CCE system. Thus, managing, understanding, and assessing one's own emotions will help teachers to have a positive outlook towards CCE system.

- **Empathy**

The mean scores of attitude of school teachers towards CCE system in relation to Empathy is 99.5 (high) and 94.01 (low). The mean scores shows favorable attitude of SST towards CCE system with regard to Empathy. The standard deviation of attitude of school teachers towards CCE system in relation to Empathy comes out to be 14.5 (high) and 13.9 (low).

The calculated t-ratio of attitude of SST towards CCE system in relation to empathy dimension of E.I. was found to be 3.34 at 58 df which is significant at 0.01 level of significance. This shows that empathy dimension of E.I. contribute significantly in the attitude of SST towards CCE system.

- **Social Skill**

The mean scores of attitude of school teachers in relation to Social Skill is 105.6 (high) and 94.4 (low). The mean scores shows very good attitude of SST towards CCE system with regard to Social Skill. The standard deviation of attitude of school teachers in relation to social skill comes out to be 9.5 (high) and 12.4 (low). The calculated-ratio of attitude of SST towards CCE system in relation to social skill of E.I. was 4.12 at 58 df which is significant at 0.01 level of significance. This shows that Social Skill contribute significantly in the attitude of SST towards CCE system.

- **Total**

The mean scores of attitude of school teachers in relation to E.I. (Total) is 105.8 (high) and 93.0 (low). The mean scores shows very good attitude of SST towards CCE system with regard to E.I. (Total). The standard deviation of attitude of school teachers in relation to E.I. (Total) comes out to be 9.6 (high) and 12.5 (low). The calculated F-ratio of attitude of SST towards CCE system in relation to E.I. (Total) was 4.33 at 58 df which is significant at 0.01 level of significance. This shows that E.I. (Total) contribute significantly in the attitude of SST towards CCE system.

So the third hypothesis that 'there will be no significant difference in the attitude of SST towards CCE system in relation to high and low E.I. stands fully rejected.

It is concluded that there is a significant difference in the attitude of SST towards CCE system in relation to high and low E.I., in three dimensions i.e. Emotional, self-management, Motivation, empathy and social skill of E.I. Thus, Emotional awareness, self-management, Motivation, empathy and social skills helps the teachers to have strong conviction towards implementation of CCE system.

The above results were supported by a research conducted by Edannur (2010) on 40 teacher educators of six teacher education institutions of Barak Valley of Assam. It emphasized that working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever. An emotionally intelligent teacher serves as an important role model for students, particularly as the extraordinary challenges in the classroom in future.

Overall Conclusions of the Study

- The attitude of granted and S.F. school teachers towards CCE system did not differ significantly ($t=0.702$). This shows that CCE system is rightly acknowledged in all schools irrespective of type i.e. granted or S.F. due to same national pattern.
- Male and female teachers had more or less similar attitude towards CCE system ($t= 1.02$), which was found to be favorable, which is an encouraging finding.
- The Emotional Awareness contributes significantly ($t= 3.46$) in the attitude of SST towards CCE system. This shows that if teacher is having emotional and accurate self-assessment then it will surely build worthwhile capabilities and attitudes.
- The Self-Management contributes significantly ($t= 3.55$) in the attitude of SST towards CCE system. This shows that healthy relations among teachers will help them to develop favorable attitude toward CCE system.
- The Motivation contributes significantly ($t= 3.24$) in the attitude of SST towards CCE system. This shows that managing, understanding, and assessing one's own emotions will help teachers to have a positive outlook towards CCE system.

- The Empathy contributes significantly ($t= 3.34$) in the attitude of SST towards CCE system.
- The Social Skill Contributes significantly ($t=4.12$) in the attitudes of SST towards CCE System. This shows that managing, understanding and socially attached to each other with help teachers to have a positive outlook towards CCE System.
- There was significant difference in the attitude of teachers towards CCE system in relation to E.I. overall ($t=4.33$) So, it may be concluded that Emotional awareness, self-management, Motivation, empathy and social skills helps teachers to have strong conviction towards implementation of CCE system.

Educational Implications

- The curriculum of teacher education shall include the E.I. training package to train the student-teachers in emotional intelligence competencies and evaluate the same during teaching practice.
- Emotional intelligence can be inculcated in pupils and teachers through co-operative learning, transformed learning and by developing programs as Mastering Emotional Intelligence Program, Emotional Training Programme.
- Mandatory in-service training and refresher courses to update their knowledge and skills of continuous assessment.
- In -service programs should be organized for teachers to enhance emotional competencies. The curriculum of teacher education should be reconstructed so that the whole education system created a climate of emotional competency. Therefore, there is a need for the various agencies of education to shift away from the examination-centered practices to experience and skill based practice.

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