

## Construction and Standardization of Teachers' Awareness Questionnaire towards Continuous and Comprehensive Evaluation

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### Abstract

India boasts of 3.1 million schools (approx.) and more than 34 school examination boards. Every board has its own mission and vision and infact different areas of emphasis. Thus there is more diversity, less cohesion among boards that has resulted in tunneled vision of school education introduction CCE is initiative of CBSE. CCE is a note worthy from such worldwide step in that direction. However, the very objectives of implementing in pan India. CBSE School received severe criticism with regard to some of its loopholes which have created doubts and confusion in the reform movement spearheaded and standardized by the author on teachers' awareness towards Continuous and Comprehensive Evaluation. Test consisted of three dimensions of Continuous and Comprehensive scheme i.e. General awareness about scheme, scholastic aspect and awareness and Co-Scholastic aspect awareness. Questions were frames on multiple choice techniques and with the help of 'Manual for teachers' prescribed by Central Board of Secondary Education. Answer Key framed accordingly. Results were interpreted qualitatively by Statistical technique.

**KEYWORDS:** Continuous and Comprehensive Evaluation (CCE) scheme, Awareness, Awareness test, Scholastic aspect, Co-scholastic aspect.

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### INTRODUCTION

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

- National Curriculum Framework  
(2005)

Truly, our education starts with examination and ends with examinations. Examinations have become the sole criteria for judging the effectiveness of any education programme and success of individual in any field. The present system of examination has come under the scrutiny of educational institutions, governing bodies, students and parents due to inherent flaws, discrepancies and lack of accountability. Examination

results are no longer an accurate and reliable measure of one's abilities. On the contrary, they could as well be an indication of one's manipulative power and as such. Examinations have more or less, lost their validity in the prevailing educational scenario. The review of previous studies indicated that prevailing examination system has a number of weaknesses and as a result of this; an adverse impact was experienced by both the students and teachers. Natrajan and Arora (1989) reported that unfair means have become a part of our educational culture which may be attributed to excessive competition and psychological frustration among students. Das (2007) indicated that marks make an unnatural pretext of accuracy in judging competency level of students. Subjectivity in judgment was reported as more severe in marking than in grading system. Ghanchi (2009) was of the view that the growing disconnect which has fractured the age-old unity between the curriculum, instruction and evaluation has resulted in giving rise to a system whose products are anemic and uninspired and are generally misfits in the global scenario of world of work. For coming out of such situations, a large number of efforts are being undertaken to overhaul examination system and replace it with school-based evaluation system i.e. continuous and comprehensive evaluation. National policy on Education (1986) in this regard has rightly remarked that, "... As a part of sound educational strategy, examination should be employed to bring about qualitative improvement in education. The need is to re-cast the examination system so as to ensure a method of assessment that is valid and reliable measure of students' development and powerful instrument for improving teaching-learning process". Different commissions and committees have recommended to make evaluation process, a regular and inseparable feature of educational process. The National Curriculum Framework (2000) has laid emphasis on continuous and comprehensive evaluation with stress on both formative and summative evaluation. It talked of exposing students slowly to evaluation system, replacing pass/fail system with grading system and suggested different methods of grading in scholastic and co-scholastic areas including one for school-based evaluation and public examination. Although, evaluation is examination but it is an extensive and general term. It signifies the extent to which the students have acquired the imparted knowledge, how much changes have taken place in their liking and behavior, how much is their interest in a particular subjects, what is their understanding level etc.? overall, it may be said that evaluation is the collective report of examination, measurement and value judgments. In the present collective report of examination, measurement and value judgment. In the present global educational scenario with cut-throat competition in every sphere of life, the need is to look at holistic assessment of a learner which also includes both scholastic and co-scholastic areas of students' growth with special reference to attributes such as: life skills, attitudes and values performance in sports and games as well as in other co-curricular activities. The continuous and comprehensive evaluation scheme aims at addressing this in a complete manner. The term 'continuous' refers to regularity in assessment. Since, the development of child is a continuous phenomenon, evaluation has to be completely integrated with the teaching-learning process so as to assess the progress of students at regular intervals. The term 'comprehensive' refers to assessment in both, the scholastic as well as co-scholastic areas of students' development. The evaluation of scholastic aspect includes assessment of personal and social qualities, interest, attitudes, values, life skills and level of participation in different co-curricular activities. For carrying out such type of evaluation, multiple techniques have to be

employed by the teachers and school authorities. Conclusively, it may be inferred that continuous and comprehensive evaluation is intended to identify positive attributes and latent talents of the students which are not usually assessed through written examinations. There have been efforts for last few years by the central government and few state government in India to introduce continuous and comprehensive evaluation system in schools. The recent efforts in this context include; (i) making class 10th examination optional by CBSE, (ii) shifting from marking system to grading system by CBSE and certain State Educational Boards and (iii) introduction of continuous and comprehensive evaluation system at elementary stage under the programme of Sarva Shiksha Abhiyan (SSA). But, these efforts would not turn to be effective and successful until and unless our teachers are not willing whole-heartedly to implement such evaluation system in right manner and spirit. In this regard, it has been rightly remarked that the evaluation skill of the teachers is very important competence expected of them to raise the standards of achievement in pupils by giving constant feedback, remediation and improvement of classroom instructional strategies based on evaluation system followed in school education. It is essential to equip the teachers with the requisite skills, right attitudes and competencies of evaluating students' development in a holistic fashion. Any well-conceptualized scheme would invariably fail if the Awareness of teachers 'the real field workers' towards that scheme is not up to mark because the scheme has to be implemented by the teachers only. On the whole, it may be said that the success of continuous and comprehensive evaluation in our educational system largely depends on the awareness of teachers.towards this scheme

Hence, the need is to bring awareness among teachers towards continuous and comprehensive evaluation through different means of training, orientations, incentives and others alike keeping in view, it was thought worthwhile by the investigator. To develop a questionnaire to know about the awareness of teachers towards continuous and comprehensive evaluation as there was no standardized tool available on this significant topic.

**PURPOSE AND TECHIQUE EMPLOYED FOR DEVELOPMENT OF TEACHERS' AWARENESS QUESTIONNAIRE** the construction of "Teacher's Awareness questionnaire towards continuous and comprehensive evaluation (TATTCCCE) was planned with the purpose of measuring teachers awareness towards different aspect of continuous and comprehensive evaluation. The construction of test was carried out with the technical assistance and consultations with experts. 'Multiple choice question' (MCQ) has been employed for development of present awareness test. Each statement has four option (a), (b), (c) and (d). MCQ were framed with the help of "Manual for teachers' prescribed by Central Board of Secondary Education and answer key were framed accordingly.

**ASPECTS OF TEACHRS' AWARENESS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)** the information regarding different aspects of continuous and comprehensive evaluation was obtained in consultations with field experts and discussions with teacher educators, school heads and researchers and it was analyzed carefully it was finalized to have three aspects or dimensions of teachers' awareness towards CCE which are briefly discussed here under:-

- i) **General Awareness Aspect towards CCE:-** This dimension of teachers awareness includes items/Statements which are related to salient features of continuous and comprehensive evaluation scheme.
- ii) **Awareness about scholastic Aspect of CCE Scheme:-** This aspect of continuous and comprehensive evaluation comprised of items/statements related to the objective of scholastic domain. The objectives of the scholastic domain are :-
  - Desirable behavior related to the learners knowledge, understanding, application, evaluation, analysis and ability to apply it in an unfamiliar situation.
  - To improve the teaching-learning process.
  - Assessment should be based upon both formative and summative assessment.
- iii) **Awareness about co-scholastic aspect of CCE Scheme:-** Under this aspect such items/statements have been included which are related to co-scholastic assessment aspect of CCE scheme. The desirable behavior related to learners life skills, attitudes, interests, values, co-curricular activities and physical health are described as skills to be acquired in co-scholastic domain.

#### **DEVELOPMENT OF TEACHERS' AWARENESS QUESTIONNAIRE TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION SCHEME**

following steps were undertaken for development of Awareness Test in order to know about Teachers' awareness towards Continuous and Comprehensive Evaluation scheme (CCE).

This test has been prepared for teachers to study the Awareness of teachers' towards CCE scheme. The questionnaire has been prepared by the investigator through the following steps: -

**PLANNING OF THE TEST** it was the first step of construction. The test construction specified the broad and specific objective of the test in clear terms. This test consists of three parts regarding General Awareness, Awareness about Scholastic area and awareness about Co-Scholastic area.

#### **DESIGNING**

**COLLECTION OF STATEMENT FOR INITIAL DRAFT OF TEACHER AWARENESS TEST** initially, of list of 75 items was prepared which were intended to ascertain teachers' awareness towards three dimensions/ aspects of CCE scheme. The items were developed in English language. The items were collected / developed by receiving the available literature and carrying out personal discussions with teacher educators, school heads, school teachers and researchers with regards to various aspects of Continuous and Comprehensive Evaluation. These items were developed in the form of multiple choice questions. This test consist of useful statements that consists of (15) statements regarding general awareness towards CCE scheme (30) statement towards scholastic aspect of CCE scheme and (30) statement towards Co-scholastic aspect of

CCE scheme. Along with this mode of scoring and instruction for the respondents were developed.

**Table 1**

**Indicates detailed description of no of statements of the Teachers Awareness questionnaire towards CCE scheme.**

S. No	Aspect	No. of statements
1.	General Awareness	15
2.	Scholastic Awareness	30
3.	Co-Scholastic Awareness	30
<b>Total</b>		<b>75</b>

#### **Editing And Revising Statements Items:**

After preparing initial draft of tool it was circulated, amongst the experts in the field of education and educationalists for language proficiency on the basis of feedback in the form of various suggestions and recommendations of the language experts regarding the language used, content and structure of questions. Statement/ Items were modified. After modification of items modification of items modified initial draft 75 statements circulated amongst the 28 principals to analyze each statement/item and mark ( ) against the item to be deleted modified / Retained for assessment of awareness and suggestion were also invited for modification and improvement of item/ statements.

#### **Description of Questionnaire after expert opinions:**

**Table 2**

S. No	Aspect	Serial No. of Question
1.	General Awareness	15
2.	Scholastic Awareness	24
3.	Co- Scholastic Awareness	25
<b>Total</b>		<b>64</b>

**PRELIMINARY TRY OUT OF THE TEST** the test was administered to eighty teachers of Garden Valley International School, Machhiwara of Ludhiana district of PUNJAB. After Preliminary try out, Problems faced by the teachers were noted and given the due consideration at the time of revision of first draft. On the basis of performance of the teachers discussion was held with the teachers individually. After that item analysis of draft was done.

**ITEM ANALYSIS** the item Analysis suitability of each test item is seen statistically one by one. Item analysis is a set of Procedures that is applied to know the indices for the truthfulness of items. In other words item analysis is a technique through which those items which are valid and suited to the purpose are selected and the rest are either eliminated are modified to suit the purpose. In brief, it can be said that item analysis demonstrate how effectively a given test item functions within the total test. The main objectives of item analysis are enumerated below.

- ❖ Item analysis indicates which items is difficulty, easy, moderately difficult or moderately easy. In other words, it provides an index of the difficulty value of each item.
- ❖ It also provides indices of the ability of the item to discriminate between high and low. In other words, item analysis indicates the discrimination value of each item. This is known as discrimination index.

Item analysis helps in the selection or rejection of items in a test and reveals the nature of each question. These statistics are

- ❖ The Item difficulty
- ❖ The Item discrimination

For the analysis a Sample of 80 teachers from Garden Valley International School, Machhiwara Ludhiana district was selected. The test was administered to them. The aim of this try out was to provide data for item analysis. Clear and detailed instruction were given for proper administration of the test.

**ARRANGEMENT OF DATA FOR ITEN ANALYSIS** Questionnaire were checked and award list of scores obtained by the teachers was prepared now arrange the scores in descending order. Award list of scores in descending order. Then make two groups. An upper group consisting 27% of total teachers, who received the highest scores in the test. A lower group consisting 27% of the total teachers who received the lowest score in the test. Then using cayleys formula, calculate **discriminating** power (D.V) of the items/ statements using cayleys formula (1939)

$$DV = \frac{RU + RL}{N}$$

$$DP = \frac{RU + RL}{N/2}$$

**Where D.V is difficulty value**

**D.P is discriminating power**

**RU is total number of right responses in upper group**

**RL is total number of right responses in lower group and N is the total number of teachers in both of the groups.**

**Then after calculation select the item for final draft whose Difficulty value lies between 0.25 to 0.75 and Discriminating power lies between 0.20 to 0.90 on the basis**

of Cayley's formula as mentioned above 24 items were rejected from the questionnaire. As shown in table 3

**Table 3**  
**Description of Calculation Item Analysis Try Out I**  
**Q. No 1 to 64**

Q. No.	Number of right upper responses	Number of right upper responses	$DP = \frac{RU + RL}{N}$ Here N=44	$DP = \frac{RU - RL}{N2}$ Here N=22
1.1	21	16	0.84	0.22
1.2	20	12	0.72	0.36
1.3	20	17	0.65	-0.22
1.4	10	04	0.31	0.27
1.5	17	10	0.61	0.31
1.6	18	18	0.81	00
1.7	19	112	0.70	0.31
1.8	2	0	0.04	0.09
1.9	13	0	0.29	0.59
1.10	3	07	0.22	0.18
1.11	22	09	0.70	0.59
1.12	20	13	0.75	0.31
1.13	2	0	0.04	0.09
1.14	18	09	0.61	0.40
1.15	22	20	0.95	0.09
2.1	22	11	0.75	0.50
2.2	20	03	0.52	0.77
2.3	10	0	0.25	0.45
2.4	9	04	0.29	0.22
2.5	13	08	0.47	0.22
2.6	19	13	0.72	0.27
2.7	14	06	0.40	0.36
2.8	21	17	0.86	0.18
2.9	13	05	0.40	0.36
2.10	17	18	0.79	-0.04
2.11	20	15	0.79	0.22
2.12	15	10	0.56	0.22
2.13	22	03	0.56	0.86
2.14	21	13	0.77	0.36
2.15	21	11	0.72	0.50
2.16	20	02	0.50	0.81
2.17	22	15	0.84	0.31
2.18	9	04	0.29	0.22

2.19	17	06	0.52	0.50
2.20	3	9	0.27	-0.27
2.21	12	03	0.34	0.40
2.22	18	15	0.75	0.13
2.23	20	16	0.81	0.18
2.24	22	10	0.72	0.54
3.1	3	06	0.20	-0.13
3.2	3	06	0.20	-0.13
3.3	11	06	0.38	0.22
3.4	3	08	0.25	-0.22
3.5	21	20	0.93	0.04
3.6	20	03	0.52	0.77
3.7	8	17	0.56	-0.40
3.8	17	08	0.56	0.40
3.9	21	15	0.81	0.27
3.10	21	06	0.61	0.68
3.11	17	09	0.59	0.36
3.12	14	7	0.47	0.31
3.13	17	11	0.63	0.27
3.14	3	00	0.06	0.13
3.15	3	10	0.02	-0.31
3.16	16	08	0.54	0.36
3.17	15	09	0.54	0.27
3.18	11	05	0.36	0.27
3.19	13	00	0.29	0.59
3.20	16	10	0.59	0.27
3.21	21	01	0.50	0.19
3.22	19	11	0.68	0.36
3.23	21	15	0.84	0.31
3.24	20	11	0.70	0.40
3.25	20	19	0.88	0.04

### FINAL DRAFT OF THE TEST

Final draft was framed consisting 40 selected items again final draft of questionnaire was administered on eighty teachers of garden valley international school, Bela branch, fatehgarh sahib district. Complete procedure of item analysis once again employed and hence in this way after calculating discrimination power (D.P) and difficulty value (D.V) it was seen that all the items were acceptable as their D.V lies between 0.25 to 0.75 and D.P lies between 0.20 to 0.90s



**Table 4: -****Description of Serial Number of Dropped Items**

S. No	Topic	Serial No. of dropped Items	No. of Left Items
1.	General awareness about CCE Scheme	1.1, 1.6, 1.8, 1.10, 1.13, 1.15	9
2.	Awareness about scholastic area	2.8, 2.10, 2.11, 2.14, 2.17, 2.20, 2.22, 2.23	16
3.	Awareness about Co-Scholastic area	3.1, 3.2, 3.4, 3.5, 3.7, 3.9, 3.14, 3.15, 3.23, 3.25	15
Total			40

**SCORING PROCEDURE** Teacher Awareness questionnaire is a self-administering and self reporting test. Items of the test are in multiple choice question requiring responses out of four option (a), (b), (c), (d). The test items are scored in a manner that if the answer is right option the credit one is given and for wrong zero. The sum of scores of all statements of the test is considered as respondent's total awareness score.

**METHODS OF ESTIMATE RELIABILITY OF THE TEST**

**RELIABILITY**, reliability refers to the consistency of scores or measurement which is reflected in the reproducibility of the scores. A test is said to be consistent over a given period of time when all the examinees retain their same relative ranks of two separate testing with the same test. In other words reliability tests that to what extent individual differences of scores can be assigned to chance error.

In the words of *Anastasi (1951)*, "Reliability refers to the consistency of scores obtained by the same individuals when re-examined with the same test on different occasions or with different sets of equivalent items or under other variable examining conditions." *Ebel (1979)* defines it as the consistency which a set of test scores measure whatever they do measure.

There are four procedures in common use for computing reliability. These are:-

1. Alternative or Parallel Form Method
2. Split-half Method
3. Rational Equivalence Method
4. Test-Retest Method

**Internal Consistency method has been used for calculating the coefficient of reliability for items including in the test**

**Administration of Scale for Calculating Reliability:**

Final draft of scale was administered to eight three teachers of garden valley International C.B.S.E affiliated school, Machiara. After collecting the required data from the teachers scoring was done. The total scores were calculated by running up the scores of each statement. After the gap of six months again test was administered on the same group. Again scoring was done.

In test retest reliability method two sets when corrected give the value of the reliability coefficient. The reliability coefficient thus obtained is also known as temporal reliability coefficient and indicates as to what extent the examines retain their relative position as measured in statements of the test scores over a given period of time. Guilford (1956) writes in this regard that, “ A retest coefficient of correlation tells us the internal consistency of a test. The key concept for this procedure is that of stability. It answer the question concerning how stable or dependable are the measurement over a period of time. The test retest method is the only feasible approach to the establishment of the reliability of the test. The answer of one question given by a respondent in two instances can be compared for estimating consistency.

**Calculation of Reliability Coefficient :-**

Internal Consistency method of correlation has been used for calculating the coefficient of reliably for statements by administering following formula:

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Where X = X-X  
 Y = Y-Y

- X = Scores of teachers obtained in try out I
- Y = Scores of teachers obtained in tryout II [ After six months]
- X = Mean of scores obtained in try out I**
- Y = Means of scores obtained in try out II**
- R = Coefficient of Correlation**

Description of Calculation for Calculation of Reliability ( Internal Consistency by correlation)

**Table VI**

N= 80	$\sum xy = \sum(x - \bar{x})(y - \bar{y})$	$\sum x^2 = \sum(x - \bar{x})^2$	$\sum y^2 = \sum(y - \bar{y})^2$	Reliability $r = \frac{\sum xy}{\sqrt{\sum x^2 - \sum y^2}}$
	2108.4	4207.92	2769.3	6.6

**VALIDITY**

The degree of validity is the single most important aspect of a test. Validity can be best defined as the degree to which a test a capable of achieving certain aims. The validity of the test is determined by measuring to extent which it matches with a given criterion.

**Detail of description of Validity of Test  
Table VII - Validity of Second Draft**

S. No	x	dx = x- $\bar{x}$	dx <sup>2</sup>	S. No	x	dx = x- $\bar{x}$	dx <sup>2</sup>	S. No	x	dx = x- $\bar{x}$	dx <sup>2</sup>
1	21	-0.4	0.16	28	32	10.4	108.2	55	18	-3.4	12.6
2	22	0.6	0.36	29	21	-0.4	0.16	56	21	-0.4	0.16
3	22	0.6	0.36	30	36	14.6	213.6	57	21	-0.4	0.16
4	20	-1.4	1.96	31	20	-1.4	1.96	58	12	-9.4	8.4
5	22	0.6	0.36	32	20	-1.4	1.96	59	20	-1.4	1.96
6	25	3.6	12.96	33	20	-1.4	1.96	60	20	-1.4	1.96
7	21	-0.44	0.16	34	31	9.6	92.2	61	12	-9.4	88.4
8	21	-0.4	0.16	35	20	-1.4	1.96	62	20	-1.4	1.96
9	18	-3.4	12.6	36	28	6.6	43.6	63	20	0.6	0.36
10	21	-0.4	0.16	37	32	10.6	112.4	64	20	-1.4	1.96
11	26	4.6	21.2	38	14	-7.4	54.8	65	12	-9.4	88.4
12	29	7.6	57.8	39	20	-1.4	1.96	66	12	-9.4	88.4
13	21	-0.4	0.16	40	22	0.6	0.36	67	10	-11.4	129.9
14	21	-0.4	0.16	41	17	-4.4	19.4	68	12	-9.4	88.4
15	33	11.6	134.6	42	22	0.6	0.36	69	13	-8.4	70.6
16	37	15.6	243.4	43	18	-3.4	11.6	70	13	-8.4	70.6
17	33	11.6	134.6	44	22	0.6	0.36	71	11	-10.4	108.2
18	30	8.6	73.9	45	22	0.6	0.36	72	12	-9.4	88.4
19	27	5.6	31.4	46	22	0.6	0.36	73	10	-11.4	129.9
20	27	5.6	31.4	47	32	10.6	112.4	74	20	-1.4	1.96
21	21	-0.4	0.16	48	37	15.6	243.4	75	20	0.6	0.36
22	21	-0.4	0.16	49	22	0.6	0.36	76	10	-11.4	129.9
23	37	15.6	243.4	50	22	0.6	0.36	77	12	-9.4	88.4
24	08	-13.4	179.6	51	30	8.6	73.9	78	11	-10.4	108.2
25	30	8.6	73.9	52	22	0.6	0.36	79	11	-10.4	108.2
26	23	1.6	2.56	53	31	9.6	92.2	80	10	-11.4	129.9
27	33	11.6	134.6	54	22	0.6	0.36				

N=80	$x = \frac{\text{sum of scores obtained by teachers}}{\text{total Number of teachers}}$	$\sigma = \sqrt{\frac{\sum dx^2}{N}} = \sqrt{\frac{4207.92}{80}}$
	$x = \frac{1714}{80} = 21.4$	$\sigma_1 = \sqrt{52.599} = 7.2$ Validity of test = 7.2

**Detailed of Description of Validity of Retest:-**

**Table VIII - Validity of Final Draft**

S. No	y	dx = $\bar{y}$ -y	dy <sup>2</sup>	S. No	y	dx = $\bar{y}$ -y	dy <sup>2</sup>	S. No	y	dx = $\bar{y}$ -y	dy <sup>2</sup>
1	28	0.6	0.36	28	26	-1.4	1.96	55	19	-8.4	73.9
2	28	0.6	0.36	29	27-	-0.4	0.16	56	25	-2.4	5.76
3	28	0.6	0.36	30	28	0.6	0.36	57	19	-8.4	70.6
4	36	8.6	73.9	31	36	8.6	73.9	58	21	-6.4	5.76

5	25	-2.4	5.76	32	36	8.6	73.9	59	25	-2.4	70.6
6	36	8.6	73.9	33	36	8.6	73.9	60	21	-6.4	40.9
7	28	0.6	0.36	34	35	7.6	57.8	61	19	-8.4	70.6
8	36	8.6	73.9	35	28	0.6	0.36	62	25	-2.4	5.76
9	25	-2.4	5.76	36	36	8.6	73.9	63	28	0.6	0.36
10	28	0.6	0.36	37	36	8.6	73.9	64	19	-8.4	70.6
11	28	0.6	0.36	38	36	8.6	73.9	65	20	-7.4	54.7
12	24	-3.4	11.36	39	36	2.6	73.9	66	21	-6.4	40.9
13	28	0.6	0.36	40	25	-2.4	5.76	67	21	-6.4	40.9
14	25	-2.4	5.76	41	26	-1.4	1.96	68	21	-6.4	40.9
15	27	-0.4	0.16	42	28	0.6	0.36	69	21	-6.4	40.9
16	36	8.6	73.9	43	28	0.6	0.36	70	21	-6.4	40.9
17	25	-2.4	5.76	44	36	8.6	73.9	71	19	-8.4	70.6
18	36	8.6	73.9	45	37	9.6	92.2	72	21	-6.4	40.9
19	36	8.6	73.9	46	28	0.6	0.36	73	19	-8.4	70.6
20	27	-0.4	0.16	47	35	7.6	57.8	74	25	-2.4	5.76
21	26	-1.4	1.96	48	38	10.6	112.4	75	22	-5.4	29.2
22	25	-2.4	5.76	49	26	-1.4	1.96	76	21	-6.4	40.9
23	34	6.6	43.6	50	25	-2.4	5.76	77	21	-6.4	40.2
24	27	-0.4	0.16	51	28	0.6	1.96	78	22	-5.4	29.2
25	36	8.6	73.9	52	24	3.4	5.76	79	21	-6.4	40.9
26	26	-1.4	1.96	53	36	8.6	0.36	80	20	-7.4	54.8
27	36	8.6	73.9	54	25	-2.4	11.6				

N=80	$y = \frac{\text{sum of scores obtained by teachers}}{\text{total Number of teachers}}$	$\sigma_2 = \sqrt{\frac{\sum dy^2}{N}} = \sqrt{\frac{2769.3}{80}}$
	$\bar{y} = \frac{1714}{80} = 21.4$	$\sigma_2 = \sqrt{34.61625} = 5.8$ Validity of Retest = 5.8

**TIME LIMIT FOR THE TEST** When the test was given to an equivalent group for item analysis the time taken by each teacher was noted to have an estimate of the time required for the completion of the test. The mean of the time of first ninety percent teachers was calculated which cannot out to be 35 minutes. Then the test was again given to eighty teachers of equivalent group. The teachers were divided in five groups and were given time of 40 minutes, 45 minutes, 50 minutes, 55 minutes and 60 minutes to complete the test. Then standard deviation of each group was calculated. The standard deviation of the group, who have completed test in 30 minutes was maximum. Hence the time limit for the completion of the test was set at 30 minutes.

**UTILITY OF TEST** the test is fairly reliable and valid to measure teachers' awareness towards various aspects of continuous and comprehensive evaluation (CCE). This test can also be safely used to measure awareness of school teachers irrespective of level of education and types of institutions in which they are serving. This test can also be administered to school heads for ascertaining their awareness towards CCE. It can be administered in individual as well as in group situations.

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