

Teachers' Attitude Towards Continuous and Comprehensive Evaluation in the Context of NEP 2020: a Study of Secondary School Teachers

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ABSTRACT

The National Education Policy (NEP) 2020 calls for a transformation of assessment from predominantly summative and content-based practices towards regular, formative, competency-based and holistic assessment that supports learning and development. In this context, the principles underlying Continuous and Comprehensive Evaluation (CCE)—continuous feedback, attention to multiple dimensions of learner development, and the use of assessment to improve teaching-learning—remain relevant to the emerging assessment culture envisaged by NEP 2020. The present study examines the attitude of secondary school teachers towards CCE and interprets its implications in the context of NEP 2020. A sample of 164 teachers (48 males and 116 females) working in Government and Provincialised secondary schools of Guwahati city was randomly selected. The standardized instrument 'Teachers' Attitude towards Continuous and Comprehensive Evaluation' prepared by Vishal Sood and Aarti Anand was used for data collection. Appropriate statistical techniques were employed to examine differences between groups. The findings revealed that both male and female teachers have a favourable attitude towards CCE and that there is no significant gender difference in attitudes towards student-related, teacher-related, process-related, and overall aspects of CCE. The findings suggest a supportive attitudinal base among teachers for implementing the learner-centred, formative and holistic assessment reforms emphasized in NEP 2020, while also underscoring the need for sustained professional development in competency-based assessment.

Keywords: NEP 2020, Continuous and Comprehensive Evaluation, Competency-Based Assessment, Formative Assessment, Holistic Assessment, Teacher Attitude, Secondary School Teachers

INTRODUCTION

Assessment is an integral component of the teaching-learning process because it provides evidence about learners' progress and helps teachers improve pedagogy. The Education Commission (1964–66) viewed evaluation as a continuous process closely related to educational objectives, while the National Curriculum Framework (2005) emphasized assessment as an integral part of learning and encouraged continuous and comprehensive approaches. These ideas acquire renewed significance under the National Education Policy (NEP) 2020. NEP 2020 seeks to transform the culture of assessment by moving away from rote memorization and high-stakes testing towards regular, formative and competency-based assessment that promotes learning, tests higher-order skills, and helps teachers revise teaching-learning processes. Thus, assessment is increasingly understood not merely as assessment of learning, but also as assessment for learning and as a means of supporting each learner's development. In this policy context, CCE may be viewed as an important conceptual foundation for continuous feedback, diagnosis of learning difficulties, learner participation and improvement of classroom instruction. The focus is not on frequent testing, but on systematically observing progress, identifying learning gaps and providing timely support. Such an approach is consistent with NEP 2020's emphasis on learner-centred, experiential and competency-oriented education.

The comprehensive dimension of evaluation extends beyond scholastic achievement to the wider development of the learner. NEP 2020 similarly envisages a holistic, multidimensional understanding of student progress, including cognitive, affective, socio-emotional and psychomotor development. Its vision of a 360-degree Holistic Progress Card, incorporating teacher assessment along with self- and peer-assessment and evidence from projects, inquiry, group work and portfolios, strengthens the relevance of comprehensive assessment. Accordingly, qualities such as creativity, participation, collaboration, leadership, physical development and socio-emotional growth need to be recognized alongside academic competencies. CCE and the assessment reforms of NEP 2020 therefore converge in their emphasis on continuous feedback, holistic development and improvement-oriented assessment, although NEP 2020 places a stronger explicit emphasis on competencies, higher-order thinking and multidimensional progress reporting.

NEED OF THE STUDY:

The implementation of NEP 2020 has made teachers' assessment beliefs and attitudes particularly significant. The Policy expects assessment to become regular, formative, competency-based, learner-centred and development-oriented. Such a shift cannot be achieved through policy prescriptions alone; teachers must understand, accept and effectively use varied assessment strategies in everyday classroom practice. The earlier experience of CCE is therefore valuable because it provides evidence about teachers' readiness to engage with continuous feedback, holistic learner development and

process-oriented assessment. A favourable attitude towards these principles may support the transition to the competency-based and holistic assessment culture envisaged by NEP 2020, whereas conceptual confusion, workload, inadequate resources or insufficient training may constrain implementation. Earlier studies have also reported practical challenges in CCE, including large classes, heavy syllabus load, inadequate instructional support and lack of training. Re-examining teacher attitude in the NEP 2020 context is therefore important for identifying both enabling conditions and capacity-building needs.

Against this background, the present study examines secondary school teachers' attitudes towards CCE and interprets the findings in relation to NEP 2020 assessment reforms. The study does not claim to measure teachers' attitudes towards NEP 2020 directly; rather, it uses the existing CCE attitude data to understand the extent to which teachers appear receptive to continuous, learner-centred and comprehensive assessment principles that overlap with the assessment vision of NEP 2020.

In Assam, CCE has provided schools and teachers with prior experience of continuous and school-based evaluation. With NEP 2020 calling for a further shift towards competency-based assessment, higher-order thinking, formative feedback and holistic progress reporting, this experience offers an important policy bridge. Studying teachers' attitudes towards CCE can therefore contribute to understanding their preparedness for the broader assessment transformation now expected under NEP 2020 and can inform teacher professional development, resource support and implementation strategies in secondary schools.

REVIEW OF RESEARCH RELATED STUDIES:

The research in the field of continuous and comprehensive evaluation is not new. Different researchers conducted different studies in this regard. Here, some related research studies are stated:

Kusum Sharma (2013) studied the attitude of teachers towards continuous and comprehensive evaluation. In conclusion of this study, it was found that teachers working in urban areas have a high attitude towards continuous and comprehensive evaluation.

Barwal, Sangeeta Kumari, and Kavita Sharma (2015) studied the attitude of senior secondary school teachers toward continuous and comprehensive evaluation. The study concluded that there is no significant difference in the attitude of male and female teachers towards continuous and comprehensive evaluation.

M. Yadu Kumari and K. S. Kiran Kumar (2015) studied the awareness of continuous and comprehensive evaluation of higher secondary school teachers. The study concluded that 36.11 percent of teachers are highly aware of the continuous and comprehensive evaluation, while 50 percent of teachers are averagely aware.

Surender Singh Rana (2015) studied the attitude of teachers towards continuous and comprehensive evaluation. The study concluded that 48 percent of urban female and 20 percent of urban male teachers have a high attitude towards continuous and comprehensive evaluation. No significant difference was found in the attitude of male and female teachers towards continuous and comprehensive evaluation.

Phukan and Sultana (2021) studied the attitude of primary school teachers toward continuous and comprehensive evaluation. The study concluded that the teachers are having a highly favorable attitude towards Continues and Comprehensive Evaluation (CCE).

The reviewed studies show that teachers' attitudes and awareness are central to the effective implementation of continuous assessment practices. However, limited empirical work in Guwahati city has examined these attitudes in relation to the changing national assessment discourse. The present study therefore retains its empirical focus on teachers' attitudes towards CCE while locating the findings within NEP 2020's wider vision of competency-based, formative and holistic assessment. This provides scope for interpreting established CCE-related attitudes as an indicator of the enabling conditions and professional-development requirements for contemporary assessment reform.

NEP 2020 and the Transformation of School Assessment:

NEP 2020 proposes a fundamental change in the purpose and practice of school assessment. Assessment is expected to be regular, formative and competency-based; to promote learning and development; to assess higher-order capacities such as analysis, critical thinking and conceptual clarity; and to provide feedback for improving teaching-learning processes. The Policy also envisages a holistic, 360-degree progress card reflecting the uniqueness and progress of each learner across multiple domains, with scope for self-assessment, peer-assessment and varied classroom evidence. PARAKH, established within NCERT as the national assessment centre, further supports standards, norms and guidelines for competency-based and holistic assessment. These developments

make teachers' assessment literacy, attitudes and classroom practices central to successful policy implementation. The present study's evidence on attitudes towards CCE is therefore interpreted as a relevant empirical lens for understanding the transition from continuous and comprehensive evaluation towards the broader competency-based and holistic assessment framework of NEP 2020.

Objectives of the Study:

In the context of the assessment reforms envisaged under NEP 2020, the objectives of this research were:

To study the level of attitude of secondary school teachers towards Continuous and Comprehensive Evaluation and interpret its relevance to the formative and holistic assessment orientation of NEP 2020.

To compare the attitude of male and female secondary school teachers towards the student-related, teacher-related and process-related aspects of Continuous and Comprehensive Evaluation, with reference to the learner-centred assessment principles emphasized in NEP 2020.

Hypotheses of the Study:

Based on above mentioned objective no. 2, the following hypotheses are framed for this research-

There is no significant difference in the attitude of male and female teachers towards student aspects in continuous and comprehensive evaluation.

There is no significant difference in the attitude of male and female teachers towards teacher aspects in continuous and comprehensive evaluation.

There is no significant difference in the attitude of male and female teachers towards process aspects in continuous and comprehensive evaluation.

There is no significant difference in the attitude of male and female teachers towards continuous and comprehensive evaluation.

PLAN AND PROCEDURE:**Selection of Research Method:**

This research study falls under the descriptive survey method. It is descriptive because it describes the present phenomenon of the attitude of teachers towards continuous and comprehensive evaluation. All the required data is also collected through field surveys. Hence, the descriptive survey method is employed in this study.

Sample:

All the teachers of Government and Provincialised secondary schools of Guwahati city of Kamrup (M) district constitute the population of the study. Out of the total schools, two (02) Government and eight (08) Provincialised schools were selected to collect the necessary data from the respondents. There are 546 teachers in these selected schools out of that, 161 teachers were male and 385 teachers were female. Out of this population, 30% of the proportionate sample i.e. 164 teachers (48 male and 116 female) working in government and Provincialised secondary schools of Guwahati city of Kamrup (Metro) district were selected by random sampling method.

Research Tool Used:

In this research study, the standardized tool 'Attitude of teachers towards Continuous and Comprehensive Evaluation' prepared by Dr. Vishal Sood and Dr. (Mrs.) Aarti Anand (2011) was used for the data collection. There are three aspects namely Child related, Teacher related, and Process related in this scale and a total of 48 items are there. The Items are scored in such a way that if the answer to a positive item is 'Strongly Agree', a Score of 5 is given, for 'Agree' option- 4, for 'Undecided'- 3, for "Disagree"-2, and for "Strongly Disagree"-1. In the case of negative items, the above scoring method is entirely reversed. The reliability of this scale is measured by the Split-half method, Test-Retest, and Internal Consistency Technique. And the validity of the scale was established using content validity item validity, Intrinsic validity, Face validity, and Cross validity.

Statistical Support:

Collected data were analyzed by proper statistical techniques viz. Z-score, Mean, Standard deviation, and Critical ratio test.

Delimitation of the Study:

This research study was limited to teachers working in Government and Provincialised secondary schools located in Guwahati city of Kamrup (Metro) district of Assam.

Ethical Approval and Informed Consent

The study was conducted in accordance with accepted ethical principles for educational and social science research. Prior to data collection, the researchers personally approached the selected secondary school teachers and explained the purpose and nature of the study. Informed consent was obtained from all participating teachers before administering the research tool. Participation in the study was entirely voluntary, and the respondents were informed that the information provided by them would be used solely for academic and research purposes.

The researchers personally met the participating teachers for the collection of data and ensured that they had adequate opportunity to understand the purpose of the research and respond to the instrument voluntarily.

Confidentiality and anonymity of the participants were maintained throughout the study, and no personally identifiable information was disclosed in the analysis, interpretation, or reporting of the findings. The study involved no intervention, experimentation, or procedure posing physical or psychological risk to the participants. The dignity, privacy, and rights of all participants were respected throughout the research process.

DATA ANALYSIS AND INTERPRETATION:

The collected data are analyzed with proper statistical techniques and interpreted in the following way:

Level of Attitude of Secondary School Teachers towards Continuous and Comprehensive Evaluation:

The level of attitude of secondary school teachers towards continuous and comprehensive evaluation is measured by the norms set by the constructors of the scale which is mainly analyzed with the help of the Z-score.

Table 1: Level of Attitude of Male and Female Teachers towards Continuous and Comprehensive Evaluation

Range of Z-Scores	Level of Teachers' Attitude	Total Teachers (164)		Male Teachers (48)		Female Teachers (116)	
		f	%	f	%	f	%
+2.01 and above	Extremely Favourable	9	5.49	3	6.25	6	5.17
+1.26 to +2.00	Highly Favourable	30	18.29	8	16.67	22	18.96
+0.51 to +1.25	Above Average Favourable	47	28.66	15	31.25	32	27.59
-0.50 to +0.50	Average Favourable	66	40.24	19	39.58	47	40.52
-0.51 to -1.25	Below Average Favourable	12	7.32	3	6.25	9	7.76
-1.26 to -2.00	Highly Unfavourable	-	-	-	-	-	-
-2.01 and below	Extremely Unfavourable	-	-	-	-	-	-

It is clear from the results displayed in Table 1 that 5.49%, 18.29%, 28.66%, 40.24%, and 7.32% of total secondary school teachers' attitude towards continuous and comprehensive evaluation is extremely favorable, highly favorable, above average favorable, average favorable and below average favorable respectively. In the case of male teachers 6.25%, 16.67%, 31.25%, 39.58 and 7.32% of teachers' attitude towards continuous and comprehensive evaluation is extremely favorable, highly favorable, above average favorable, average favorable, and below average favorable respectively. Again in female teachers, 5.17%, 18.96%, 27.59%, 40.52%, and 7.76% of teachers' attitude towards continuous and comprehensive evaluation is extremely favorable, highly favorable, above average favorable, average favorable, and below average favorable respectively.

Comparison of Attitude of Secondary School Teachers in the aspect of Student/Teacher/Process in Continuous and Comprehensive Evaluation

The attitude of secondary school teachers towards continuous and comprehensive evaluation is measured in terms of three aspects stated in the tool viz. student, teacher, process, and overall in the following way:

Table 2: Gender wise Mean, S.Ds. and Critical Ratio for Different Aspects of Attitude towards Continuous and Comprehensive Evaluation of Secondary School Teachers

Aspects	Group	Number	Mean	Standard Deviation	Critical Ratio	Remarks
Student related	Male	48	78.06	10.91	0.26	NS
	Female	116	78.46	7.95		
Teacher related	Male	48	44.94	4.80	1.88	NS
	Female	116	43.26	4.13		
Process related	Male	48	49.50	5.78	1.57	NS
	Female	116	50.77	4.21		
Overall attitude	Male	48	181.12	14.39	1.28	NS
	Female	116	178.58	10.14		

NS= Not significance

It is clear from the results displayed in Table 2 that the values of critical ratio obtained for male and female teachers in student/teacher/process aspects as well as the overall attitude of continuous and comprehensive evaluation are 0.26, 1.88, 1.57, and 1.28 respectively at 162 degrees of independence at 0.05 levels of significance. These critical ratio values are less than 1.98. Therefore, the hypotheses made based on the above results, that 'there is no significant difference in the attitude of male and female teachers towards student aspects in continuous and comprehensive evaluation', 'there is no significant difference in the attitude of male and female teachers towards teacher aspects in continuous and comprehensive evaluation', 'there is no significant difference in the attitude of male and female teachers towards process aspects in continuous and comprehensive evaluation' and 'there is no significant difference in the attitude of male and female teachers towards continuous and comprehensive evaluation' are accepted.

Findings and Discussion in the Context of NEP 2020:

The major findings are interpreted below in relation to the assessment reforms envisaged under NEP 2020:

The attitude of secondary school teachers towards continuous and comprehensive evaluation implemented in secondary schools was found to be favorable as a maximum number of teachers' attitude levels are under average favorable, above average favorable, highly favorable, and extremely favorable categories.

Both male and female teachers demonstrated a favourable attitude towards CCE. This finding is significant in the context of NEP 2020 because the Policy requires teachers to play a central role in regular formative assessment, competency-based evaluation and the use of feedback to improve learning. A favourable disposition towards continuous and comprehensive assessment principles may provide an enabling foundation for this transition. However, favourable attitude alone should not be treated as evidence of full preparedness for NEP 2020, since competency-based assessment also requires teachers to design authentic tasks, assess higher-order skills, use rubrics and varied evidence, provide developmental feedback, and interpret assessment information for pedagogic improvement.

No significant difference was found in the attitude of male and female teachers towards the student-related aspect, teacher-related aspect, process-related aspect, and overall attitude of continuous and comprehensive evaluation implemented in secondary schools of Guwahati city of Kamrup (M), Assam.

The absence of significant gender differences across student-related, teacher-related, process-related and overall attitude suggests that receptiveness to CCE principles is broadly shared among the male and female teachers in the sample. From an NEP 2020 perspective, this indicates that professional development for assessment reform need not be differentiated by gender on the basis of these findings. Greater attention may instead be given to teachers' assessment literacy, competency mapping, formative feedback practices, use of self- and peer-assessment, project and portfolio assessment, and the development of holistic progress records. These interpretations should remain within the limits of the study, as the original instrument measured attitudes towards CCE rather than direct knowledge or implementation of NEP 2020.

Educational Implications in the Context of NEP 2020:

Teacher education and in-service professional development should connect teachers' prior understanding of CCE with NEP 2020 concepts such as competency-based assessment, assessment for learning, higher-order thinking, authentic tasks, rubrics and constructive feedback.

School assessment should support holistic development by generating evidence not only of academic achievement but also of competencies, creativity, socio-emotional growth, participation and other dimensions of learner development envisaged through holistic progress reporting.

Teachers should be encouraged to use diverse and innovative assessment practices such as projects, portfolios, inquiry tasks, quizzes, group work, observation, self-assessment and peer-assessment rather than relying predominantly on written tests.

Assessment evidence and student feedback should be used diagnostically to identify learning gaps, plan remedial support and modify teaching-learning processes, thereby strengthening the principle of assessment for learning.

Awareness and orientation programmes for parents and other stakeholders should explain the purpose of competency-based and holistic assessment so that progress is understood beyond marks and examination scores.

Schools should provide adequate assessment resources, exemplars, digital support and sustained mentoring. Capacity building should also familiarize teachers with the Holistic Progress Card and the broader standards and guidance emerging under PARAKH and related NEP 2020 assessment reforms.

CONCLUSION

The study concludes that secondary school teachers in the selected Government and Provincialised schools of Guwahati demonstrate a favourable attitude towards Continuous and Comprehensive Evaluation, with no significant gender differences across student-related, teacher-related, process-related and overall dimensions. Reinterpreted in the context of NEP 2020, these findings are relevant because CCE and the new assessment vision share important principles: continuity of assessment, learner-centred feedback, attention to holistic development

and the use of evaluation to improve teaching and learning. NEP 2020, however, extends this orientation through a more explicit focus on competency-based assessment, higher-order thinking, assessment for learning and multidimensional progress reporting. The favourable teacher attitudes identified in this study may therefore be regarded as a useful enabling condition, but not as sufficient evidence of readiness for NEP 2020 implementation. Effective transformation will require sustained professional development, practical assessment resources, institutional support and opportunities for teachers to develop competency-based assessment literacy. The study thus highlights the value of building upon teachers' existing acceptance of continuous and comprehensive assessment while strengthening the knowledge and practices required for the assessment culture envisioned by NEP 2020

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