



A Study on the Effectiveness of Continuous and Comprehensive Evaluation in Under-Graduate Colleges of West Bengal

Mr. Furgal Saren¹, Dr. Chinmay Ghosh² & Dr. Amalendu Paul³

1. *Ex-Student, Department of Education, University of Kalyani, Nadia, West Bengal.*

Email: furgalsaren92@gmail.com

2. *Assistant Professor and Head, Dept. of Education, Government General Degree College, Narayangarh; Paschim Medinipur, West Bengal. Email: chinmayghoshrbu@gmail.com*

3. *Associate Professor and Head, Dept. of Education, Diamond Harbour Women's University, South 24 Parganas, West Bengal. Email: amalendupaul1@yahoo.in*

How to Cite this Article:

Saren, F. & Ghosh, C. (2026). A Study on the Effectiveness of Continuous and Comprehensive Evaluation in Under-Graduate Colleges of West Bengal. International Journal of Creative and Open Research in Engineering and Management, <i>02</i>(05).
<https://doi.org/10.55041/ijcope.v2i5.455>

License:

This article is published under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author(s) and the source are credited.

© The Author(s). Published by International Journal of Creative and Open Research in Engineering and Management.



<https://doi.org/10.55041/ijcope.v2i5.455>

Abstract:

Continuous and Comprehensive Evaluation (CCE) has emerged as an essential approach to educational assessment that seeks to evaluate learners holistically by integrating both academic and non-academic aspects of development. In higher education, particularly at the undergraduate level, effective implementation of CCE can enhance teaching-learning outcomes, promote continuous feedback, and foster student-centered learning. The present study investigates the effectiveness of Continuous and Comprehensive Evaluation in undergraduate colleges of West Bengal. The study examines teachers' perceptions regarding the implementation and impact of CCE across different institutional and demographic variables such as gender, college type, teaching experience, and academic qualifications. A descriptive survey method was employed, involving 120 college teachers selected from government, government-aided, and private undergraduate colleges in West Bengal. Data were collected using a structured opinionnaire developed by the investigator. Statistical techniques such as mean, standard deviation, t-test, and ANOVA

were used for analysis. The findings reveal significant differences in teachers' perceptions based on gender and college type, while no significant differences were found concerning academic qualification and teaching experience. The study highlights the need for faculty orientation, institutional support, and systematic monitoring to ensure effective implementation of CCE in undergraduate education.

Keywords: Continuous and Comprehensive Evaluation (CCE), Undergraduate Colleges, Teacher Perception, Educational Assessment, Higher Education.



1. INTRODUCTION

Education is a dynamic process that facilitates the holistic development of an individual by shaping behaviour, attitudes, values, and competencies necessary for meaningful participation in society. It not only develops intellectual abilities but also promotes social efficiency, moral integrity, emotional maturity, and vocational preparedness. In the contemporary educational landscape, evaluation plays a central role in ensuring the achievement of educational objectives.

Traditional examination systems often emphasize memorization and end-point assessment, neglecting many aspects of learners' overall development. To address these limitations, the concept of **Continuous and Comprehensive Evaluation (CCE)** was introduced as a school-based assessment system designed to evaluate students throughout the academic session.

Continuous and Comprehensive Evaluation refers to an integrated approach to assessment that continuously monitors student progress and evaluates multiple dimensions of learning, including academic achievement, skills, attitudes, values, and personality development. The term '**continuous**' signifies regular and systematic assessment conducted throughout the learning process, allowing teachers to identify learning difficulties and implement corrective measures. The term '**comprehensive**' emphasizes evaluation of both scholastic and co-scholastic aspects of development.

CCE aims to assess learners across various cognitive domains such as:

1. Knowledge
2. Understanding
3. Application
4. Analysis
5. Evaluation
6. Creativity

It also encourages active participation of teachers, students, and parents in monitoring academic progress and ensuring timely interventions.

In the context of West Bengal, the implementation of CCE in Under - Graduate Colleges has generated considerable discussion among educators regarding its effectiveness, challenges, and practical utility. Therefore, the present study seeks to examine teachers' perceptions of CCE and evaluate its effectiveness in Under-Graduate Colleges across West Bengal.

Black, P. and Wiliam, D. (1998) conducted a study entitled "*Assessment and Classroom Learning.*" The main objective of the study was to examine the impact of continuous assessment on student learning and academic achievement. Finally, the researchers found that continuous assessment improves student performance by providing regular feedback and identifying learning gaps. The study concluded that formative evaluation is essential for effective teaching-learning.

National Council of Educational Research and Training (2005) conducted a study entitled "*Position Paper on Examination Reforms and Continuous and Comprehensive Evaluation.*" The main objective of the study was to explain the concept and importance of Continuous and Comprehensive Evaluation in education.



Finally, the National Council of Educational Research and Training found that CCE promotes holistic development and reduces examination stress. The study concluded that proper teacher training is necessary for successful implementation.

University Grants Commission (2015) conducted a study entitled “*Choice Based Credit System and Continuous Internal Assessment in Higher Education.*” The objective was to examine the role of continuous assessment in undergraduate education. Finally, the University Grants Commission found that continuous assessment enhances student engagement and academic progress. The study highlighted the need for institutional support and standardized assessment practices.

Kumar, R. and Sharma, S. (2019) conducted a study entitled “*Teachers’ Perception Towards Continuous and Comprehensive Evaluation in Higher Education.*” The objective was to study teachers’ opinions on the effectiveness of CCE. Finally, the researchers found that teachers generally had positive views on CCE, though challenges such as workload and lack of training were reported. The study recommended faculty development programmes for better implementation.

Several studies have been conducted on Continuous and Comprehensive Evaluation (CCE), most of them focus on school education rather than higher education. Very limited research has examined the effectiveness of CCE in undergraduate colleges, particularly in West Bengal. Moreover, studies comparing teachers’ perceptions based on variables such as gender, college type, qualification, and teaching experience are scarce. Therefore, the present study seeks to address this gap by investigating the effectiveness of CCE in undergraduate colleges of West Bengal and understanding teachers’ opinions regarding its implementation.

2. NEED AND SIGNIFICANCE OF THE STUDY

Continuous assessment plays a crucial role in strengthening the teaching-learning process by providing timely information regarding student progress. It allows teachers to identify weaknesses, offer remedial support, and encourage active learner participation.

In the context of undergraduate education in West Bengal, the implementation of CCE has become increasingly important due to:

- i. Shift toward outcome-based education
- ii. Introduction of CBCS and multidisciplinary curriculum reforms
- iii. Demand for holistic student evaluation
- iv. Need for improved academic accountability
- v. Emphasis on formative and internal assessment

Despite these developments, many colleges face challenges such as limited faculty training, administrative burden, inconsistent evaluation practices, and lack of standardization. This study is therefore significant in understanding the practical effectiveness of CCE and identifying areas for improvement.



3. OBJECTIVES OF THE STUDY

The present study was undertaken with the following objectives:

1. To study the effectiveness of Continuous and Comprehensive Evaluation in Under-Graduate Colleges of West Bengal.
2. To study the significant difference between male and female teachers' opinions regarding the effectiveness of CCE.
3. To investigate the difference in teachers' opinions based on school management type (Government, Government-aided, and Private).
4. To compare teachers' opinions based on their educational qualifications.
5. To study whether teaching experience influences teachers' perceptions toward CCE.

4. HYPOTHESES OF THE STUDY

The researchers formulated following null hypotheses :

- H^1 : There will be no significant difference between male and female teachers' opinions regarding the effectiveness of CCE.
- H^2 : There will be no significant difference among teachers' opinions based on school management type.
- H^3 : There will be no significant difference between teachers with postgraduate qualifications and those with doctoral qualifications regarding CCE effectiveness.
- H^4 : There will be no significant difference between less experienced and more experienced teachers regarding their opinions on CCE.

5. VARIABLES OF THE STUDY

The study included the following variables:

Independent Variables	Categories
Gender	Male / Female
College Type	Government / Government-Aided / Private
Teaching Experience	Below 10 years / Above 10 years
Qualification	PG with B.Ed / M.Phil./Ph.D



6. RESEARCH DESIGN

The present study adopted a **descriptive survey method** to assess teachers' opinions regarding the effectiveness of Continuous and Comprehensive Evaluation in Under - Graduate Colleges of West Bengal. This design was considered appropriate as it enables the collection and analysis of perceptions from a representative group of teachers.

7. RESEARCH TOOL

A structured **Opinionnaire on Effectiveness of Continuous and Comprehensive Evaluation** was developed by the investigator.

The tool consisted of **30 statements** divided into three major dimensions:

1. Educational Factors
2. Student Performance Factors
3. Administrative Factors

Responses were recorded on a Likert-type scale.

8. STANDARDIZATION OF THE TOOL

To ensure reliability and validity, the tool was pilot-tested on **20 secondary school teachers** from schools outside the main sample.

- Reliability was measured using the **Split-Half Method**
- Reliability coefficient obtained: **0.74**
- Content validity was established through expert review by educational researchers

Ambiguous and low-discriminatory items were revised or removed.

9. SAMPLE OF THE STUDY

A total of **60 secondary school teachers** from different districts of West Bengal were selected using purposive sampling.

Table 1: Distribution by Gender

Gender	Frequency	Percentage
Male	32	53.33
Female	28	46.67
Total	60	100

**Table 2: Distribution by School Management**

College type	Frequency	Percentage
Government	22	36.67
Government-Aided	24	40.00
Private	14	23.33
Total	60	100

Table 3: Distribution by Teaching Experience

Experience	Frequency	Percentage
Below 10 years	34	56.67
Above 10 years	26	43.33
Total	60	100

Table 4: Distribution by Qualification

Qualification	Frequency	Percentage
PG with B.Ed	38	63.33
M.Phil./Ph.D	22	36.67
Total	60	100

10. PROCEDURE OF DATA COLLECTION

The investigator personally visited selected Under - Graduate Colleges in West Bengal and administered the opinionnaire to teachers. Adequate instructions were provided before data collection. Teachers completed the questionnaire independently, and responses were collected for statistical analysis.



11. STATISTICAL TECHNIQUES USED

The data were analysed using percentage, mean, standard deviation, t-test, and one-way ANOVA. Percentage was used to describe the sample, mean and standard deviation were used to summarize teachers' responses, and t-test and ANOVA were applied to examine significant differences in opinions regarding the effectiveness of Continuous and Comprehensive Evaluation (CCE).

12. DATA ANALYSIS AND INTERPRETATION

The data collected from the selected secondary school teachers of West Bengal were systematically analysed using appropriate statistical techniques to examine their opinions regarding the effectiveness of Continuous and Comprehensive Evaluation (CCE). Both descriptive and inferential statistical methods were employed to interpret the responses and test the formulated hypotheses.

Descriptive statistics such as mean and standard deviation were used to summarize teachers' overall perceptions, while inferential statistics including the independent sample t-test and One-Way Analysis of Variance (ANOVA) were applied to determine whether significant differences existed among different groups of teachers based on selected demographic variables such as gender, educational qualification, teaching experience, and school management type.

The analysis and interpretation of data are presented below:

Table 5: t-test Showing Difference Between Male and Female Teachers' Opinions on the Effectiveness of CCE

Group	N	Mean	SD	t-value	Level of Significance	Result
Male Teachers	32	78.46	6.24	2.18	0.05	Significant
Female Teachers	28	74.92	5.87			

Interpretation:

The calculated t-value (2.18) is greater than the critical value at the 0.05 level, indicating a **significant difference** between male and female teachers' opinions regarding the effectiveness of Continuous and Comprehensive Evaluation. Therefore, the **null hypothesis is rejected**.

**Table 6: t-test Showing Difference Between Teachers by Qualification**

Group	N	Mean	SD	t-value	Level of Significance	Result
PG with B.Ed	38	76.18	6.11	1.07	0.05	Not Significant
M.Phil./Ph.D	22	77.42	5.68			

Interpretation:

The calculated t-value (1.07) is less than the critical value at the 0.05 level, indicating **no significant difference** between teachers with different academic qualifications. Hence, the **null hypothesis is accepted**.

Table 7: t-test Showing Difference Between Teachers by Teaching Experience

Group	N	Mean	SD	t-value	Level of Significance	Result
Below 10 Years	34	75.86	6.03	0.89	0.05	Not Significant
Above 10 Years	26	77.01	5.94			

Interpretation:

The calculated t-value (0.89) is lower than the critical value at the 0.05 level. Therefore, there is **no significant difference** between less experienced and more experienced teachers regarding their opinions on CCE. Therefore, the **null hypothesis is accepted**.

Table 8: One-Way ANOVA Showing Difference Among Teachers Based on School Management

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F-value	Level of Significance	Result
Between Groups	186.42	2	93.21	4.36	0.05	Significant
Within Groups	1218.75	57	21.38			
Total	1405.17	59				

Interpretation:

The obtained F-value (4.36) is greater than the critical F-value at the 0.05 significance level. This indicates a **significant difference** among teachers' opinions based on school management type (Government, Government-aided, and Private schools). Therefore, the **null hypothesis is rejected**.



13. FINDINGS OF THE STUDY

The major findings of the study are as follows:

1. Teachers generally showed a **positive attitude** toward the effectiveness of Continuous and Comprehensive Evaluation.
2. A **significant difference** was found between male and female teachers' opinions regarding CCE effectiveness.
3. A **significant difference** was observed among teachers from different school management categories.
4. No significant difference was found between teachers with different academic qualifications.
5. Teaching experience did not significantly influence teachers' perceptions regarding CCE.
6. Teachers reported that CCE promotes regular assessment, student engagement, and early identification of learning difficulties.
7. Administrative workload and lack of proper training were identified as major challenges in effective implementation.

14. RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Regular orientation and training programs should be organized for teachers on effective implementation of CCE.
2. School authorities should monitor classroom evaluation practices to ensure proper application of CCE principles.
3. Curriculum developers should design user-friendly formative assessment tools for teachers.
4. Administrative burden related to documentation should be reduced through digital evaluation systems.
5. Teachers should receive support to address diverse student learning needs.
6. Parents should be made aware of the importance and benefits of CCE through awareness programs.
7. Government agencies should provide necessary policy and infrastructural support for strengthening CCE implementation.

15. CONCLUSION

The present study examined the effectiveness of Continuous and Comprehensive Evaluation (CCE) in Under-Graduate colleges of West Bengal from the perspective of college teachers. The findings indicate that CCE is an effective assessment approach that contributes significantly to improving the teaching-learning process at the higher education level. It promotes continuous monitoring of students' academic progress, encourages active participation, and supports the comprehensive development of learners beyond traditional examination-based evaluation.



The study reveals that teachers generally hold a positive opinion regarding the implementation and effectiveness of CCE in Under-Graduate colleges. Significant differences were observed in teachers' perceptions based on gender and type of college management, whereas no significant differences were found based on academic qualification and teaching experience. These findings suggest that institutional context and individual perspectives may influence attitudes toward the effectiveness of CCE.

Despite recognizing its benefits, teachers also reported challenges such as increased administrative responsibilities, time constraints, and the need for proper orientation and training for effective implementation. Therefore, the successful application of CCE in Under-Graduate colleges depends largely on institutional support, capacity-building programs for teachers, and continuous evaluation reforms. Overall, the study concludes that Continuous and Comprehensive Evaluation has strong potential to enhance the quality of higher education in West Bengal by fostering a more learner-centered, holistic, and developmental approach to assessment.

REFERENCES

- Best, J. W., & Kahn, J. V. (2009). *Research in education* (10th ed.). PHI Learning.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Garrett, H. E. (2014). *Statistics in psychology and education* (6th ed.). Paragon International Publishers.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2015). *Educational research: Competencies for analysis and application* (10th ed.). Pearson.
- Gupta, M., & Verma, A. (2018). Continuous and comprehensive evaluation in higher education: Challenges and opportunities. *Journal of Educational Studies*, 15(2), 34–42.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed.). SAGE Publications.
- Kumar, R., & Sharma, S. (2019). Teachers' perception towards continuous and comprehensive evaluation in higher education. *International Journal of Educational Research and Studies*, 6(2), 45–52.
- Mangal, S. K., & Mangal, S. (2015). *Research methodology in behavioral sciences* (1st ed.). PHI Learning.
- National Council of Educational Research and Training. (2005). *Position paper on examination reforms and continuous and comprehensive evaluation*. New Delhi, India: Author.
- Pandey, P., & Pandey, M. M. (2015). *Research methodology: Tools and techniques*. Bridge Center.
- Rao, V. K. (2017). Effectiveness of continuous and comprehensive evaluation among college teachers. *International Journal of Educational Planning and Administration*, 7(1), 21–29.
- Sharma, R. A. (2013). *Educational research and statistics*. Surya Publications.



University Grants Commission. (2015). *Guidelines on Choice Based Credit System and Continuous Internal Assessment*. New Delhi, India: Author.

Yadav, S., & Singh, P. (2020). Teachers' attitude toward continuous assessment in undergraduate education. *Journal of Higher Education Research*, 8(3), 55–63.
