

A Study on the Awareness among Secondary School Teachers on Continuous and Comprehensive Evaluation (CCE) in Assam with Special Reference to Lakhimpur District



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Abstract

The Continuous and Comprehensive Evaluation is one of the ongoing creative plan of evaluation executed by the administration of India. Continuous and Comprehensive Evaluation (CCE) alludes to an arrangement of School-based evaluation of students that covers all aspects of students' development. The term 'Continuous and Comprehensive Evaluation (CCE)' means the process of continuous assessment of student's performance in an academic year including all aspects of student's development. This evaluation scheme includes the scholastic areas as well as co-scholastic areas of students learning. The major objectives of this study were (i) to find out the Awareness of Secondary School Teachers of Lakhimpur District of Assam on Continuous and Comprehensive Evaluation; (ii) to find out the difference between the male and female Secondary School Teachers on the Awareness of Continuous and Comprehensive Evaluation in Lakhimpur district of Assam; and iii) to find out the difference between the rural and urban Secondary School Teachers on the Awareness of Continuous and Comprehensive Evaluation in Lakhimpur district of Assam. In this study the investigators used descriptive Cum Survey method of educational research in order to find out the Awareness of Secondary School Teacher on Continuous and Comprehensive Evaluation (CCE) at Lakhimpur District of Assam. The researcher found that Secondary School Teachers of Lakhimpur District are having considerable Awareness on Continuous and Comprehensive Evaluation (CCE) and there in no significant difference found between the male and female, the rural and urban Secondary School Teachers on the Awareness of CCE.

Keywords: Awareness, Secondary School, Teachers, Continuous and Comprehensive, Evaluation, Assam, Lakhimpur.

Introduction

In the scheme of Continuous and Comprehensive Evaluation the term "Continuous" is intended to accentuate that assessment of recognized aspects of students' development and advancement is a continuous process rather than an event, incorporated with the aggregate teaching-learning process and spread over the whole traverse of academic session. It implies consistency of assessment, recurrence of unit testing, diagnosis of learning gaps, utilization of restorative measures, retesting and feedback of evidence to Teachers and students for their self-assessment. The second term "Comprehensive" implies that the scheme endeavors to cover both the scholastic and non-scholastic parts of students' development and advancement. Since capacities, attitudes and aptitudes can show themselves in shapes other than composed words, the term alludes to the use of assortment of apparatuses and techniques (both testing and non-testing) and aims at evaluating a student's development in different areas of learning (CBSE Manual, 2009, p. 5). The investigator conducted the study in the Lakhimpur District of Assam because, though CCE has been implemented in India al long time back after the TRE Act-2009 but yet the Teachers are not well aware about this Scheme of evaluation. So, the main aim of this paper was only to investigate the Awareness and Awareness of Secondary School Teachers regarding CCE.

Statement of the Problem

A Study on the Awareness among Secondary School Teachers on Continuous and Comprehensive Evaluation (CCE) in Assam with Special Reference to Lakhimpur District

Objective of the Study

The major objective of this study were-

- 1. To find out the Awareness of Secondary School Teachers of Lakhimpur District of Assam on Continuous and Comprehensive Evaluation (CCE).
2. To find out the difference between the male and female Secondary School Teachers on the Awareness of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur district of Assam.
3. To find out the difference between the rural and urban Secondary School Teachers on the Awareness of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur district of Assam.

Hypotheses of the Study

On the basis of the nature of objectives of the study the researchers formulated the following hypotheses in null form.

- 1. There is no significant difference between the Male and Female Secondary School Teachers on the Awareness of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.
2. There is no significant difference between the Rural and Urban Secondary School Teachers on the Awareness of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.

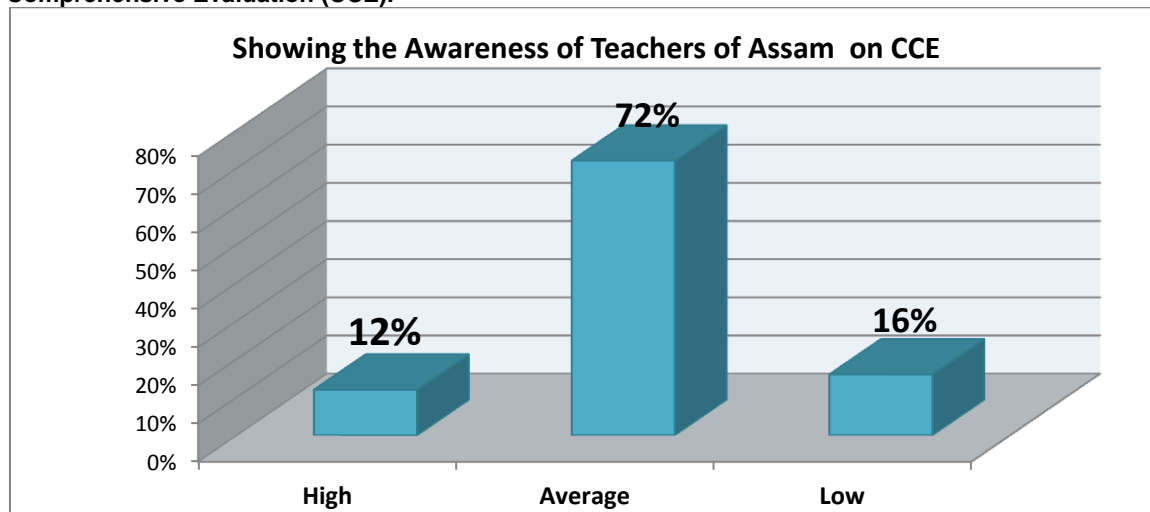
Methodology

In this present study, the investigators applied Descriptive cum Survey method of Educational Research in order to discover the Awareness of Secondary School Teachers in Lakhimpur District of Assam.

Population

The target population of the present study consisted of Male-Female Teachers of Secondary Schools of Lakhimpur District of Assam during the session 2017-2018.

Figure- 4.1.2: Showing the Awareness of Secondary School Teacher of Assam on Continuous and Comprehensive Evaluation (CCE).



Sample

The investigators used the Stratified Random sampling procedure for collection of data which was consisted of 50 numbers of Teachers drawn as the sample for the study from the Secondary Schools of Lakhimpur District of Assam.

Tools Used in the Study

The investigator in the present study used a self- developed Awareness scale to measure the Awareness on Continuous and Comprehensive Evaluation implemented in the Secondary schools of Lakhimpur District of Assam as per RTE act-2009. The questionnaire was used by the researcher to find out the Awareness and awareness of secondary school teachers on Continuous and Comprehensive Evaluation in Lakhimpur District of Assam. Firstly, all the questions of this questionnaire have been written in English then it was translated in Assamese language because in Assam the medium of instruction of secondary schools is Assamese. The questionnaire comprises of 30 items where the response were made in terms of closed and open ended from which covers all the dimensions of Continuous and Comprehensive Evaluation. Before using the questionnaire the investigator adopted the test standardization procedure and the content validity was established with consultation of the subject experts.

Statistical Techniques Used

The investigators used inferential statistics as 't' test, simple % and pie chart for graphical representation in order to analyze and interpret the result for the purpose of the study.

Major Findings of the Study

Variable wise estimation on the Awareness of Secondary School Teachers towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam and the major findings of the study has been stated under.

Objective- 1

To investigate the awareness of teachers on CCE at secondary schools in Lakhimpur District of Assam.

Interpretation

The above bar diagram depicts that majority of the Secondary school teacher i.e. 72% of Secondary school teachers Assam have average level of Awareness on CCE. On the other hand, only 12% of the secondary school teachers of Assam have high level of awareness on CCE and 16% teachers of Assam have low awareness on CCE. The study reveals that till now majority of the secondary school teachers of Assam have 50% awareness on CCE. Therefore it signifies that rigorous trainings should be provided to the school teachers about the CCE approach in Assam to enhance the awareness and

Awareness of teachers for the smooth running of CCE system.

Objective-II

To find out the difference between the male and female Secondary School Teachers on the Awareness of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur district of Assam.

Hypothesis-1

There is no significant difference between the Male and Female Secondary School Teachers on the Awareness of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.

Table-1: Summary of Mean scores, SD and 't' Values of Male and Female Secondary School Teachers on the Awareness of CCE in Assam

| Group | N | Mean | SD | SE _D | Computed 't' value | Criterion 't' value | Remark |
|-----------------|----|-------|------|-----------------|--------------------|---------------------------------------|-------------------------------------|
| Male Teachers | 28 | 19.42 | 3.39 | 0.88 | 1.28 | 2.01 At 0.05 level of significance | Not significant p < 2.01 with df 48 |
| Female Teachers | 22 | 20.55 | 2.84 | | | | |

Interpretation

The above table no. 1 depicts that the computed 't' value came out to be (1.28) which is smaller than (<) the criterion 't' value (2.01) at 0.05 level of significance for df 48. As the computed 't' value 1.28 is not significant at 0.05 level, therefore the formulated sub-hypothesis {Ho-2 (a)} "There doesn't exist any significant difference between the male and female secondary school teachers on the awareness of CCE in Assam" gets accepted. From this it is clearly understood that truly there exists no significant difference between the Male and Female Secondary School Teachers of Assam on the awareness of Continuous and Comprehensive Evaluation (CCE). It signifies that both the Male and Female Secondary School Teachers of Assam had equal performance in terms of the awareness on CCE. But by looking into the Mean scores of both the Male and Female Secondary School Teachers of Assam which seems to be that the mean score of Female Teachers i.e. (20.55) is little bit higher than the mean score of Male Teachers i.e. (19.42). Though statistically there is no significant difference between the Male and Female School Teachers on the

awareness of CCE, but so far the mean scores are concerned, it indicates that the Female Secondary School Teachers of Assam to some extent are having better awareness towards the CCE system in comparison to their Counterparts. This difference exists because of the chance factors or sampling errors/ errors in the measurement at the time of administration of tools or collection of data or analysis of the results. Finally it can be concluded that in Assam, both the male and female secondary school teachers have given induction programme by school administration or District School Administration about the concept, awareness on CCE. That's why the null hypothesis was retained by the researcher.

Objective-III

To find out the difference between the rural and urban Secondary School Teachers on the Awareness of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur district of Assam.

Hypothesis- II

There is no significant difference between the Rural and Urban Secondary School Teachers on the Awareness of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.

Table-2: Summary of CCE Mean, Standard Deviation (SD) and 't' Value of Urban and Rural Secondary School Teachers on the Awareness of CCE in Assam.

| Group | N | Mean | SD | SE _D | Computed 't' value | Criterion 't' value | Remark |
|----------------|----|-------|------|-----------------|--------------------|---------------------------------------|-----------------------------------------------------|
| Rural Teachers | 25 | 19.40 | 3.79 | 0.99 | 0.97 | 2.01 At 0.05 level of significance | Not significant with 48 degrees of Freedom p < 2.01 |
| Urban Teachers | 25 | 20.36 | 3.22 | | | | |

Interpretation

An examination into the table no. 2 reveals that the computed 't' value estimated to be (0.97) which is smaller than (<) the criterion 't' value (2.01) at 0.05 level of significance for df 48. As the computed 't' value (0.97) is not significant at 0.05 level, therefore the formulated sub-hypothesis {Ho-2(b)} "There doesn't exist any significant difference between the Rural and Urban secondary school teachers on the

awareness of CCE in Assam." gets retained. From this, it is clearly comprehended that merely there is no significant difference between the Rural and Urban Secondary School Teachers on the awareness of Continuous and Comprehensive Evaluation (CCE), which signifies that both the Urban and Rural Secondary School Teachers of Assam had shown equal performance in terms of the awareness of CCE. But by looking at the Mean scores of both the Urban

and Rural Secondary School Teachers of Assam it is noticed that the mean score of Urban Teachers i.e. (20.36) is slightly higher than the mean score of Rural Teachers i.e. (19.40). Though statistically there is no significant difference between the Rural and Urban Secondary school Teachers on the awareness of CCE, but as per the Mean scores it was found that the Urban Secondary School Teachers of Assam to some extent are having better awareness towards the CCE system in comparison to their Counterparts. This difference exists because of the chance factors or sampling errors/ errors in the measurement at the time of administration of tools or collection of data or analysis of the results. And in the same manner, it can be concluded that, there has been proper training on rural and urban based secondary schools by the state mechanism on CCE in Assam. that's why no difference was found between the urban and rural based secondary school teachers in Assam, so far their awareness is concerned on CCE.

Discussion of the Result

In view of the above Analyses and Findings of the study relating to the Awareness of Teachers of the Secondary Schools of Lakhimpur District of Assam revealed some interesting facts. When we go through the awareness of secondary school teachers of Lakhimpur District of Assam, it is to be noted that the awareness of Secondary school teachers of Lakhimpur District of Assam revealed that 72% of the secondary school teachers had average awareness about the new Scheme of evaluation CCE. On the other hand 12% secondary school teachers of Lakhimpur District of Assam had high level of Awareness and 16% Secondary School teachers had low awareness regarding this new scheme of evaluation CCE. Majority of the secondary school teacher of Lakhimpur district of Assam had average level of awareness towards the new approach of Continuous and Comprehensive Evaluation system adopted in the Secondary Schools by the Ministry of Human Resource Development (MHRD) by the government of India after implementation of RTE- Act-2009. The finding of this study is supported by Mishra, S. & Mallik, P. (2014), Kumar, Y. M. & Kumar. K.S. Therefore, this result conveys the message to the public and the administration that, rigorous trainings should be provided to the secondary school teachers about the CCE approach in Assam to promote positive attitude and perception as well as to enhance the Awareness and Awareness of teachers for the smooth running of CCE system in the state.

Further, the investigator investigated the awareness of Secondary school Teachers on the new scheme of Evaluation i.e. CCE pertaining to Gender and Location variables. From this analysis, it can be indicated here that there was no significant difference found between the Male & Female and Rural & Urban Secondary School Teachers of Lakhimpur District of Assam on the Awareness of Continuous and Comprehensive Evaluation (CCE). It reveals that the Male & Female, Rural & Urban and Trained & Untrained Secondary School Teachers of Assam had equal performance in terms of the awareness on CCE. But by looking at the Mean scores of Secondary

school teachers of Assam, it indicates that the Mean score of Female and Urban Teachers were bit higher than the Mean score of Male and Rural secondary school teachers.

Conclusion

Educational evaluation is clearly decision-oriented and is undertaken with the intention that some action will take place as. It is intended to lead to better policies and practices in education. In connection with this CCE was implemented in India as per the RTE Act-2009 to enhance the quality of education by providing a better evaluation system. But in reality so far the quality of education is concerned CCE is always comes under a question mark whether the quality of education has increased or decreased after implementation of CCE in the school system of Education. After completion of the research work on CCE, it was found that the secondary school teachers of Lakhimpur District of Assam were having moderate awareness on CCE system. Therefore the researcher can conclude that the CCE system in Assam is running quite well in comparison to the traditional evaluation system. But, still some modification should be done in this system of Evaluation to get better results and also orientation programmers and awareness programme should be organize about the CCE system to develop positive attitude and Perception towards CCE.

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