



A STUDY OF AWARENESS ABOUT CONTINUOUS AND COMPREHENSIVE EVALUATION AMONG SECONDARY SCHOOL TEACHERS

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3. **Abstract:** The present paper is related to the study of awareness about Continuous and Comprehensive Evaluation among secondary school teachers of Patna District. In this study researcher investigate the level of awareness of secondary school teachers about CCE. Samples of 60 secondary school teachers from 6 schools were selected randomly. Out of 6 schools, 3 schools were from urban areas and 3 schools were from rural areas. Self constructed, CCE awareness questionnaire consisted 28 items of 5 different dimensions related to CCE, was used for the collection of required data. Statistical techniques such as mean, standard deviation and t-test were used for the analysis of data. The result of the study revealed that there is no significant difference between male and female teachers' awareness, but male teachers' possess slightly higher awareness than female teachers towards Continuous and Comprehensive Evaluation. But, there is significant difference between urban and rural teachers' awareness, and urban teachers' possess higher awareness than rural teachers towards Continuous and Comprehensive Evaluation. It was concluded that all the teachers possess same kind of awareness towards CCE irrespective of their gender but there is difference in awareness about CCE with respect to locality of school. Urban school teachers were more aware than rural school teachers. It needs to put more attention over rural areas' teachers to improve their awareness about CCE. Without proper awareness of teachers, it is impossible to achieve the objectives of CCE.

Keywords: Continuous and Comprehensive Evaluation, Awareness, Secondary School

I. INTRODUCTION

From the beginning education has been considered as a powerful instrument that helps to overcome any problem. The aim of education is to make the children responsible, productive and useful members of society. Therefore, it is necessary to provide the opportunities that each one is able to get educated. There has been a growing concern for improving the quality of achievement of learners at elementary and secondary level. But this aim to improve learners' quality and to universalize the improved quality is not being realized totally due to defective teaching learning processes and improper evaluation practices.

The evaluation practices carried out in schools aim to assess the knowledge and understanding outcomes of learners, neglecting the evaluation of skills and higher mental abilities. Whereas, holistic education emphasized over the development of each and every aspects of individual's personality including cognitive, affective and psychomotor domains, not much attention and emphasis is given to the development of interest, hobbies and passion of learners during evaluation. CCE is an overall assessment system aiming to develop skills of students in all areas in order to make children stress-free. This aim of improving learners quality can be achieved only if all

the members of society especially teachers took the responsibilities. Therefore, it is essential that teachers should be aware from the new technology and evaluation techniques. If the teachers are not aware from the different strategies of teaching learning process and evaluation system then it is impossible to develop all the aspects of students.

II. REVIEW OF THE RELATED LITERATURE

The following studies related to continuous and comprehensive evaluation system are reviewed by the researcher.

Rao Manjula. P. (2006) conducted a study on “*Impact of Training in Continuous and Comprehensive Evaluation on the Evaluation Practices of Teachers of Primary Schools in Tamil Nadu*”. The results of this study revealed that the teachers had improved their questioning skills in the classrooms, evaluation practices pertaining to scholastic areas and personal and social qualities of students which were Continuous and Comprehensive in nature with the help of training.

Kauts and kaur (2013) conducted a study about “*Perception and Attitude of Teachers from Rural and Urban Schools towards Continuous and Comprehensive Evaluation System Launched by CBSE at Secondary School Level*”. Result found that there was significant difference Perception of Rural and Urban school teachers with respect to Teachers Performance, Curriculum, Discipline, Learning, Teaching, Child-centeredness, Personality, Parents Attitude, Evaluation, Students Support System and criteria of Admissions. The rural school teachers had perceived CCE in a better way than their counterparts in urban schools but secondly there is no significant difference in Attitude of Rural and Urban school teachers towards CCE.

Singh A., Patel J. & Desai R. (2013) conducted a study on “*Attitude of Student Teachers towards Continuous Comprehensive Evaluation with Reference to Gender, Caste and Habitat*” to measure the attitude of B.Ed. students of The Maharaja Sayajirao University of Baroda, India towards Continuous Internal Assessment. Result revealed that the attitude of B.Ed. students towards continuous internal assessment had favourable. The majority of the students were in the favor of continuation of this system of assessment with certain improvements. They were of opinion that this system helps, both teachers and students for improving themselves time to time; in systematizing and regularize the studies and students’ attendance; enhancing the achievement of the students.

Singhal, P. (2012) conducted the study to find out “*Teachers’ Perception about the Scheme of Continuous and Comprehensive Evaluation*”. The sample consisted of 100 government school teachers from Delhi region. The result of the study revealed that the perception of government school teachers was average which indicates moderate acceptability of CCE by the teachers. The teachers were not adequately prepared for the effective execution of CCE in government schools. Also, 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.

III. SIGNIFICANCE OF THE STUDY

Continuous and Comprehensive Evaluation facilitate the students to in improve their performance by identifying the learning difficulties at regular time intervals from the beginning of the academic session and employing suitable remedial measures from enhancing their learning performance. The teacher must be clear about the skills help the teacher to decide the content, appropriate strategy, teaching, teaching-learning materials, Evaluation techniques and also the remedial measures. The success of this system depends on teachers themselves. They must be aware and confidence with the new technology and evaluation process. The teacher helps the learners to acquire the skills through continuous assessments by conducting written, oral and performance tests in scholastic areas and following the continuous observation and interactional techniques in the co- scholastic areas. Therefore, it is necessary to find the level of awareness of teachers about CCE and also locate the problems they face for making the teaching - learning process effectively.

Objectives of the Study

The study was conducted with the following objectives.

1. To access the level of awareness about CCE among Secondary School teachers.
2. To compare the level of awareness about CCE among Secondary School teachers with respect to gender.
3. To compare the level of awareness about CCE among Secondary School teachers with respect to locality.

Hypotheses

The study was conducted with the following hypotheses.

1. There is no significant difference in the awareness about CCE among Secondary School teachers with respect to gender.
2. There is no significant difference in the awareness about CCE among Secondary School teachers with respect to locality.

IV. METHODOLOGY

Descriptive survey method of research was used for the collection of data.

Research design

The present study was designed to study the awareness about CCE among Secondary School teachers.

Population and Sample

The population of the study consisted all the secondary school teachers of Patna District. The samples of 60 teachers were selected randomly from 6 different secondary schools (3 from urban and 3 from rural areas) of Patna District. 10 teachers were selected from each school.

Tool of the Study

Self constructed, CCE awareness questionnaire was used for the collection of required data of the study. CCE awareness questionnaire consisted 28 items related to 5 different dimensions. Dimensions of the tool were related to the knowledge, significance, scholastic and co-scholastic area, evaluation process and strength & weakness of CCE.

Statistical Techniques to be Used

For achieving the objectives of the study and to test the hypotheses, statistics such as mean, standard deviation and t-value were used.

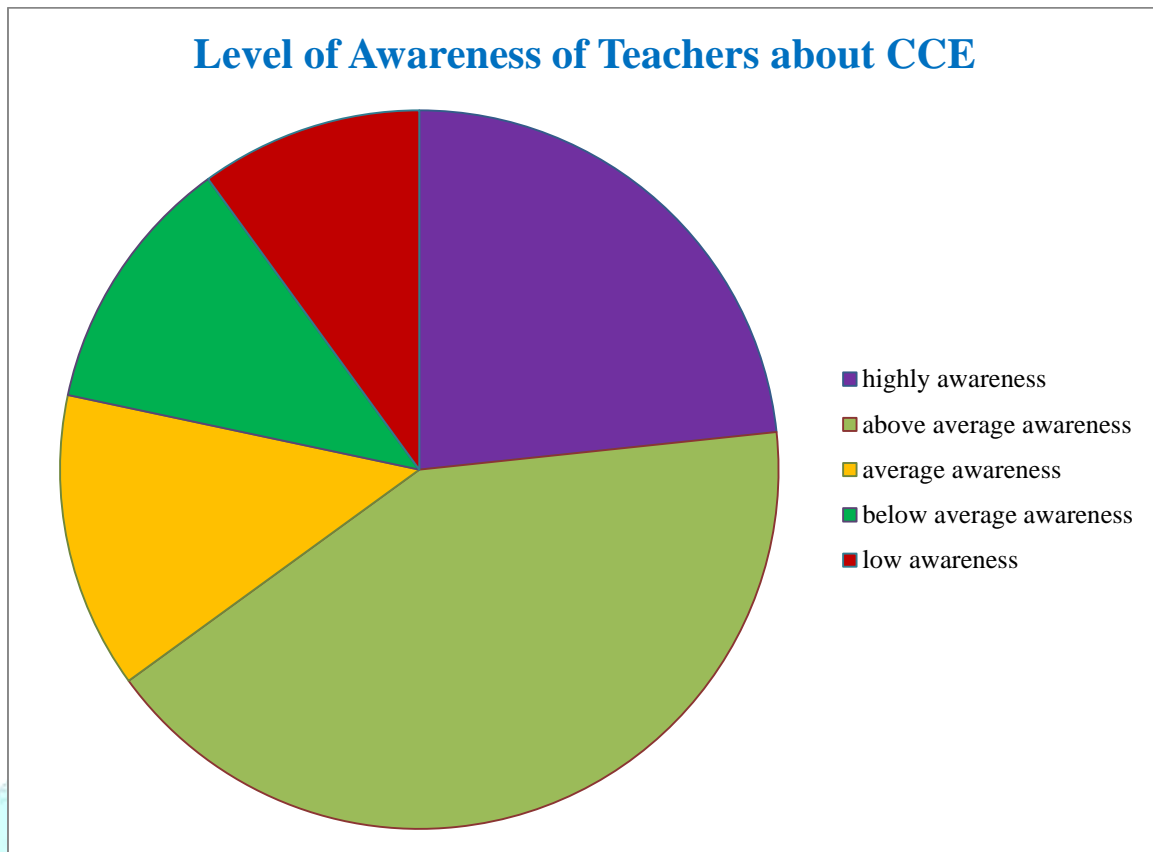
V. ANALYSIS AND INTERPRETATION OF DATA

Table -1

Level of Teachers' Awareness about CCE

Level Of Teacher's Awareness	Number of Teachers	Percentage of Teachers
Highly Awareness	14	23.33
Above Average Awareness	25	41.67
Average Awareness	8	13.33
Below Average Awareness	7	11.67
Low Awareness	6	10.00
Total	60	100

Table 1 show that out of 60 teachers 23.33% had high awareness about continuous and comprehensive evaluation. 41.67% of the teachers possessed above average awareness, 13.33% teachers possessed average awareness and 11.67% having below average awareness towards CCE. Only 10% teachers were not much aware from CCE.

Picture – 1: Showing the Level of Awareness of Teachers about Continuous and Comprehensive Evaluation**Table-2****Mean, Standard Deviation and “t” value of Awareness of Teachers with regard to Gender**

Sr. no.	Gender	No. of Teachers	Mean	Standard Deviation	t-value
1	Male	28	20.50	3.29	0.67
2	Female	32	19.94	3.13	

Degree of Freedom - 58

The Table-2 revealed that the mean score of male and female secondary school teachers were 20.50 and 19.94 with SD 3.29 and 3.13 respectively. The calculated “t” value 0.67 was smaller than the table value 2.00 at 0.05 and 2.66 at the 0.01 level of significance. It was inferred from the above table that there was no significant difference between male and female teachers’ awareness towards Continuous and Comprehensive Evaluation. Also it was clear that mean value of male teachers’ awareness were slightly higher than female teachers’ awareness, but the difference was not significant so the hypothesis, “There is no significant difference between the awareness of male and female secondary school teachers towards continuous and comprehensive evaluation” was accepted.

Table-3**Mean, Standard Deviation and “t” value of Attitude of Urban and Rural Teachers with regard to Locality of School**

Sr. no.	Locality of School	No.	Mean	Standard Deviation	t-value
1	Urban	30	21.91	3.07	2.98
2	Rural	30	19.40	3.47	

Degree of Freedom - 58

The Table-3 revealed that the mean score of urban and rural secondary school teachers were 21.91 and 19.40 with SD 3.07 and 3.47 respectively. The calculated “t” value 2.98 was more than the table value 1.67 at 0.05 and 2.66 at the 0.01 level of significance. It was shown from the above table that there was significant difference between urban and rural teachers’ awareness towards Continuous and Comprehensive Evaluation. Also it was clear that mean value of urban teachers’ awareness were higher than rural teachers’ awareness, and also the difference was significant so the hypothesis, “There is no significant difference between the awareness of urban and rural secondary school teachers towards continuous and comprehensive evaluation” was rejected.

VI. FINDING OF THE STUDY

- The present study revealed that 65% teachers possessed high awareness towards CCE.
- There was no significant difference between male and female teachers’ awareness, but male teachers’ possess slightly higher awareness than female teachers towards Continuous and Comprehensive Evaluation.
- There was significant difference between urban and rural teachers’ awareness, and urban teachers’ possess higher awareness than rural teachers towards Continuous and Comprehensive Evaluation.
- All teachers possess same kind of awareness towards CCE irrespective of their gender but there is difference in awareness about CCE with respect to locality of school. Urban school teachers were more aware than rural school teachers.

VII. EDUCATIONAL IMPLICATION

- Teachers should not be discriminated on the basis of gender.
- Teachers should participate in the seminar, workshop and training related to CCE to understand the better concept related to evaluation process.
- The study was able to reveal the suggestions and the remedial measures for the teachers of rural areas to overcome the barriers that they face in the proper understanding concept of CCE.
- The finding of the study can further help the state and the school administration to identify the major problems that the teachers implementation of CCE and take up the suitable steps in the areas where teachers seek help.

VIII. LIMITATIONS

In the present study, few limitations were found. The limitations were as given below:

- Due to lack of time and resources a sample of only 60 secondary school teachers were taken which restricted the scope of generalization.
- There were many variables which affect the awareness of teachers towards CCE like some socioeconomic variables, intellectual level, training and maturity level and so on. These variables were not taken in the study due to insufficient time.
- Since the awareness was measured by fixed responses, the teachers may have given socially accepted responses instead of giving correct responses.
- The biggest limitation was that some teachers consulted with each other and also suggested to select a particular answer while making their choice. Due to this the result might have got affected.

Therefore, it was suggested that a similar but more refined study may be conducted using a larger sample and covering broader areas.

IX. CONCLUSION

On the basis of above discussion it was concluded that the awareness of secondary school teachers were satisfactory, but it need to be enhanced by using different measures. It needs to put more attention over rural areas’ teachers to improve their awareness about CCE. Without proper awareness of teachers, it is impossible to achieve the objectives of CCE.

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