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## “AWARENESS OF SECONDARY SCHOOL TEACHERS TOWARDS THE IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) IN SECONDARY SCHOOLS OF KARNATAKA”

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### Abstract:

The main aim of this article was to study awareness of secondary school teachers towards the implementation of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore District. 500 male teachers and 500 female teachers working in the Secondary schools of Mysore District were selected for the study. Awareness Test on Continuous and Comprehensive Evaluation (developed by the investigator) were used. The results shows the male and female secondary school teachers differ in their level of awareness, the arts and science secondary school teachers differ in their level of awareness, the Woman and co-education secondary school teachers differ in their level of awareness.

Key Words: awareness, secondary school teachers, implementation, continuous and comprehensive evaluation

## 1. Introduction:

Continuous and Comprehensive Evaluation is the scheme introduced by the Government of Karnataka to bring out the revolutionary changes in the evaluation techniques. The Continuous Comprehensive Evaluation of any programmer is depending on these target groups. The teachers and students are the important personnels who have been involved in the Continuous Comprehensive Evaluation It is important to know what they are thinking about this concept and what are the problems they have in the Continuous and Comprehensive Evaluation implementation of this scheme. This endeavor has been taken to study the Perception of the parents, teachers and students on the Continuous and Comprehensive Evaluation programme. This study reveals awareness of the secondary school teachers of the Continuous and Comprehensive Evaluation programme.

## 2. Continuous and comprehensive evaluation:

Continuous and Comprehensive Evaluation is an education system newly introduced by Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools. The main aim of Continuous and Comprehensive Evaluation is to evaluate every aspect of the child during their presence at the school. This is believed to reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The Continuous and Comprehensive Evaluation method is claimed to bring enormous changes from the traditional chalk and talk method of teaching, provided it is implemented accurately.

## 3. Purpose of continuous and comprehensive evaluation:

The basic question arises why there is more emphasis on Continuous and Comprehensive Evaluation when schools and a large number of school education boards are already doing evaluation and certification of students. To get the answer of this, first of all one must be aware about the shortcomings in the present evaluation system and then find an answer to the above question. Major shortcomings of the present evaluation system are as under: There is too much emphasis on memorization, on cognitive abilities and meta cognitive abilities that are ignored altogether. It is not the real measure of students, potential as only a part of the course is tested by the Continuous and Comprehensive Evaluation. The public examination pattern is practiced at secondary classes without any efforts for diagnosis, remediation and meaningful reporting from the upper primary students. A lot of psychological fear and tension is created among children due to present system of examination. The present education system is totally examination centred system, whatever is to be tested, is always taught. It promotes only selective learning. To overcome the above limitation and to evaluate children comprehensively on regular basis with the aim of overcoming learning difficulties and promotion of all round development, a scheme of Continuous and Comprehensive Evaluation is needed. The scheme should empower teachers and schools to evaluate regularly and enhance the learning levels of children.

#### 4. Hypotheses:

1. There is a significant difference between the means of awareness of Male and Female of continuous and comprehensive evaluation (CCE) in secondary schools of Karnataka.
2. There is a significant difference between awareness of Govt., aided and private of continuous and comprehensive evaluation (CCE) in secondary schools of Karnataka.
3. There is a significant difference between awareness of urban and rural of continuous and comprehensive evaluation (CCE) in secondary schools of Karnataka.
4. There is a significant difference between awareness of arts and science of continuous and comprehensive evaluation (CCE) in secondary schools of Karnataka.
5. There is a significant difference between awareness of girls and co-education of continuous and comprehensive evaluation (CCE) in secondary schools of Karnataka.
6. There is a significant difference between awareness of below 10 years, 10-20 years and above 20 years experienced of continuous and comprehensive evaluation (CCE) in secondary schools of Karnataka.
7. There is a significant difference between awareness of below age 25-34 years, 35-44 years and above 45 years age of continuous and comprehensive evaluation (CCE) in secondary schools of Karnataka.

#### 5. Need and significance of the study:

In the context of education, the teachers are the pillars to the Continuous and Comprehensive Evaluation implementation of various programmes, principles, policies and schemes. The Continuous and Comprehensive Evaluation is a newly introduced scheme at the primary level in the school system and that is to be studied seriously. The attitude, performance, interest and problems of the parents, teachers, and students towards Continuous and Comprehensive Evaluation play significant role in the Continuous and Comprehensive Evaluation implementation. The student's achievement will also vary according to the new policies and programmes of education system. To find out the changes in the achievement of the students the study is required. Hence, it is the need of the hour to study the parent, teacher, and students' attitude in relation Continuous and Comprehensive Evaluation. Continuous and Comprehensive Evaluation is a very effective new scheme of evaluation. Continuous and Comprehensive Evaluation is to evaluate every aspect of the child during their presence at the school. This is believed to help to reduce the pressure on the child during/ before examination and to improve the overall skill and ability of the students by means of evaluation of other activity. Grades are awarded to students based on work experience skill, innovation, steadiness, team work, public ability. This helps the students who are not good in academic to show their talents in other fields such as arts, humanities, sports, music, athletics etc.

## 6. Review of related literature:

1. **Kanwar (2016)** was designed to understand about CCE at primary level. The study suggested the need for more training programme among the primary school teachers regarding CCE. Further, the study revealed that the understanding level of the sample teachers regarding CCE was not up to the mark.
2. **Acharya and Mondal (2015)**: They conducted study on to find out the knowledge of Secondary teachers on continuous and comprehensive evaluation. For this purpose Descriptive survey method was used. It was found that about 38.62% of Secondary school teachers did not have adequate knowledge on CCE. Also the study found no significant difference in the awareness about CCE among the teachers in relation to gender and settlement.
3. **Pazhanimurugan et al. (2015)** studied the teachers' attitude towards the scheme of CCE and the probable problems regarding its execution. The findings of the study indicated that the perception of government school teachers was average. Also it was found that the teachers had moderate acceptability of CCE. The teachers were not adequately prepared for the effective execution of CCE in government schools. The barriers in the smooth execution of CCE includes large class size, lack of appropriate training, in adequate infrastructure and teaching materials and increased volume of workload of the teachers.
4. **Sartaz (2015)** reported that the perception of government school teachers was average which indicated moderate level of acceptability of CCE by the teachers. The educators were not sufficiently trained for the implementation of CCE in government schools. Thakur (2016) conducted a study on the perception of the students and teachers towards CCE at secondary level in Dibrugarh district of Assam. The study concluded that 83% of teachers were able to identify learning difficulties and to provide remedial teaching to students who were academically poor. As many as 70% of students opined that projects, assignments, and quizzes were used for assessment.
5. **Anitha (2014)** made a comparative study on the Awareness of government and private school teachers of Chittor district towards CCE. As many as 100 teachers were selected purposively to conduct the study. The overall results indicated significant difference between the awareness of the sample teachers towards CCE in relation to gender and type of management of school.

## 7. Operational definition of the key terms used:

Different terms have their connotations according to their place of reference. The key terms which have been used in the study are operationally defined here;

- 1) **Awareness towards CCE:** Here awareness of the elementary teachers towards continuous and comprehensive evaluation refers to knowledge and understanding of a teacher working at the elementary level of those facts, concepts and activities related to continuous and comprehensive evaluation.
- 2) **Continuous and Comprehensive Evaluation:** Continuous and Comprehensive Evaluation is based on continuous collection of information about learners' progress and growth through both formalized routine and informal activities employing varieties of means to generate a comprehensive picture on each learner.

## 8. Design of the study:

### Sample:

500 male teachers and 500 female teachers working in the Secondary schools of Mysore District were selected for the study.

### Tools used for the study:

Awareness Test on Continuous and Comprehensive Evaluation (developed by the investigator). Due to non-availability of such a standardized awareness test preferably suitable for the sample under investigation, the investigator made an attempt to develop such a test. The Awareness Test on CCE is reliable and valid. The evaluated test is then ready for collection of data and further use. The final test is consisted of 30 items. Each of the items in the test is of multiple-choice type and has four options out of which only one is correct. Each correct response is awarded one mark. Thus, the total score of the test ranges from '0' to '30'. The maximum time allowed to complete the test is 30 minutes.

### Statistical Technique:

The data were tabulated and analyzed keeping in view the objectives spelt out and hypotheses formulated. Mean, SD, t-value and Correlation (Product moment) were calculated.

## 9. Data analysis based on Hypothesis:

**H<sub>01</sub>: There is no significant difference between the means of awareness of Male and Female of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.**

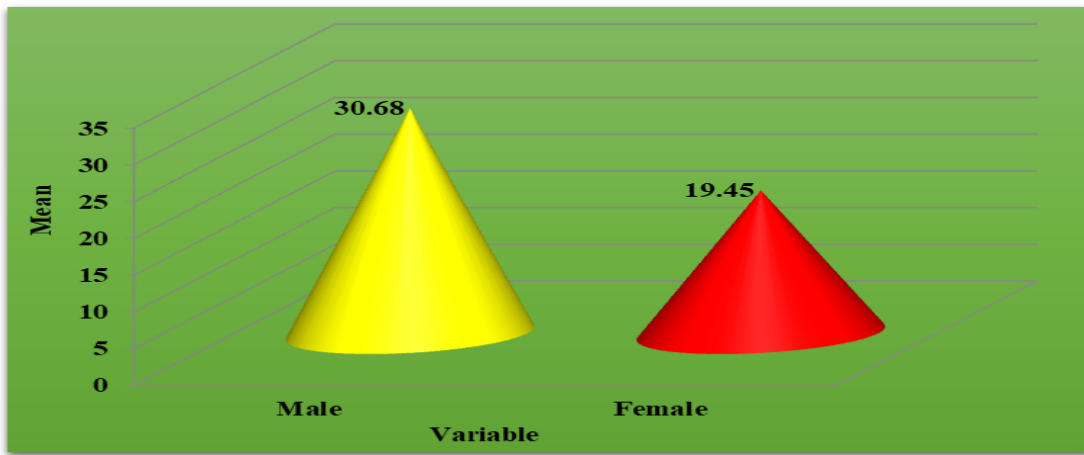
**Table-1: Mean, S.D. t-value of scores of awareness male and female of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.**

Variable	N	Mean	SD	't' value	Sig
Male	300	30.68	6.828	43.155	Significant
Female	300	19.45	6.300		

(Table value of  $t = 1.960$  is at 0.05 level of significance and degree of 798)

It is evident from table 4.3 that there is significant difference between the means of male and female secondary school teachers on awareness scale ('t' = 43.155 is significant). Hence, the null hypothesis is rejected and alternative hypothesis accepted and concluded that the male and female secondary school teachers differ in their level of awareness. It is also observed from the table that, the male student have higher mean (mean=30.68) of awareness than their female counterparts (mean=19.45). Further, graphical representation of mean differences between male and female secondary school teachers in awareness is represented vide figure 4.3.

**Graph-1: Comparison scores of awareness male and female secondary school teachers.**



**H<sub>a2</sub>:** There is no significant difference between the means of awareness of arts and science of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.

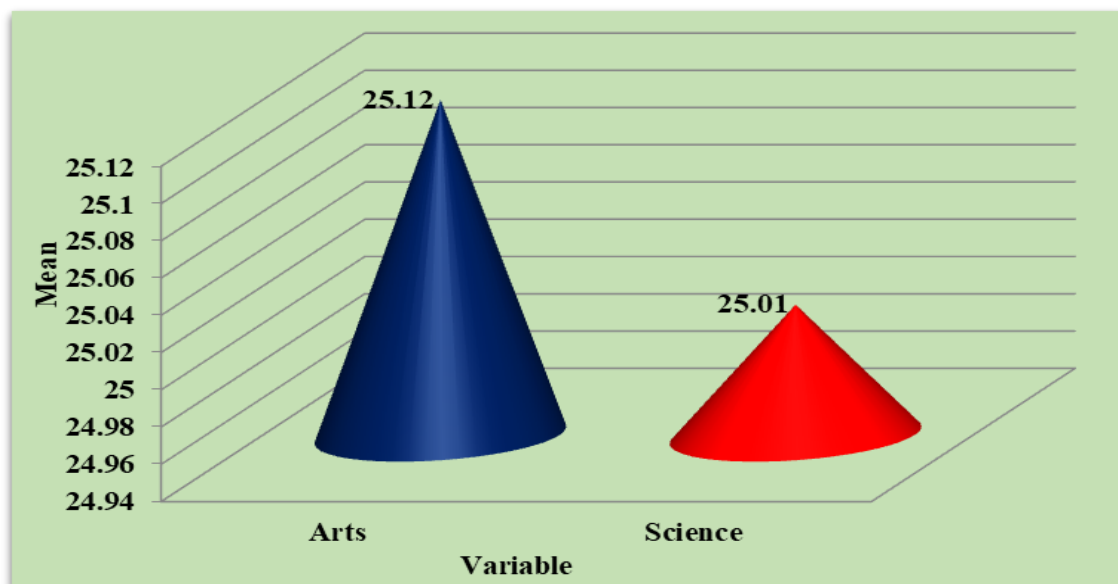
**Table-2: Mean, S.D. t-value of scores of awareness arts and science of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.**

Variable	N	Mean	SD	't' value	Sig
Arts	300	25.12	8.643	0.888	Significant
Science	300	25.01	8.651		

(Table value of  $t = 1.960$  is at 0.05 level of significance and degree of 798)

It is evident from table -2 that there is significant difference between the means of arts and science secondary school teachers on awareness scale ('t' = 0.888 is significant). Hence, the null hypothesis is rejected and alternative hypothesis accepted and concluded that the arts and science secondary school teachers differ in their level of awareness. It is also observed from the table that, the arts student have higher mean (mean=25.12) of awareness than their science counterparts (mean=25.01). further, graphical representation of mean differences between arts and science secondary school teachers in awareness is represented vide figure -2.

**Graph- 2: Comparison scores of awareness arts and science secondary school teachers.**



**H<sub>a3</sub>:** There is a significant difference between the means of awareness of Woman and co-education of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.

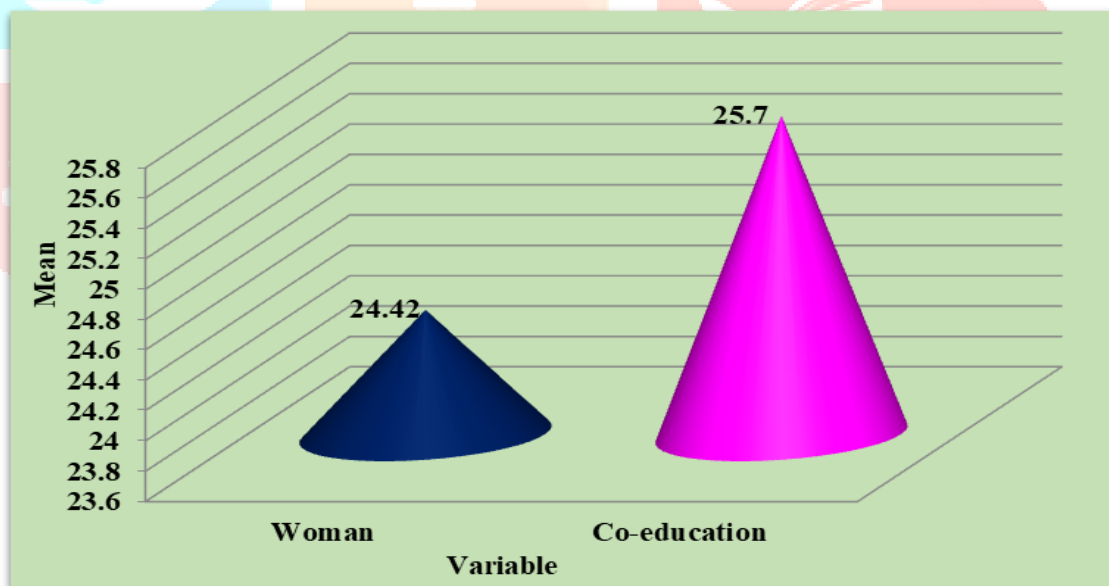
**Table-3:** Mean, S.D. t-value of scores of awareness Woman and co-education of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.

Variable	N	Mean	SD	't' value	Sig
Woman	300	24.42	8.638	6.854	Significant
Co-education	300	25.70	8.608		

(Table value of  $t = 1.960$  is at 0.05 level of significance and degree of 798)

It is evident from table -3 that there is significant difference between the means of Woman and co-education secondary school teachers on awareness scale ( $t = 6.854$  is significant). hence, the null hypothesis is rejected and alternative hypothesis accepted and concluded that the Woman and co-education secondary school teachers differ in their level of awareness. it is also observed from the table that, the Woman student have higher mean (mean=24.42) of awareness than their co-education counterparts (mean=25.70). further, graphical representation of mean differences between Woman and co-education secondary school teachers in awareness is represented vide figure -3.

**Graph- 3:** Comparison scores of awareness Woman and co-education secondary school teachers.



**H<sub>04</sub>:** There is no significant difference between awareness of Govt., aided and private of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.

One way ANOVA was employed to test the hypothesis, as it required comparison of more than 2 Means and table 5. presents the details

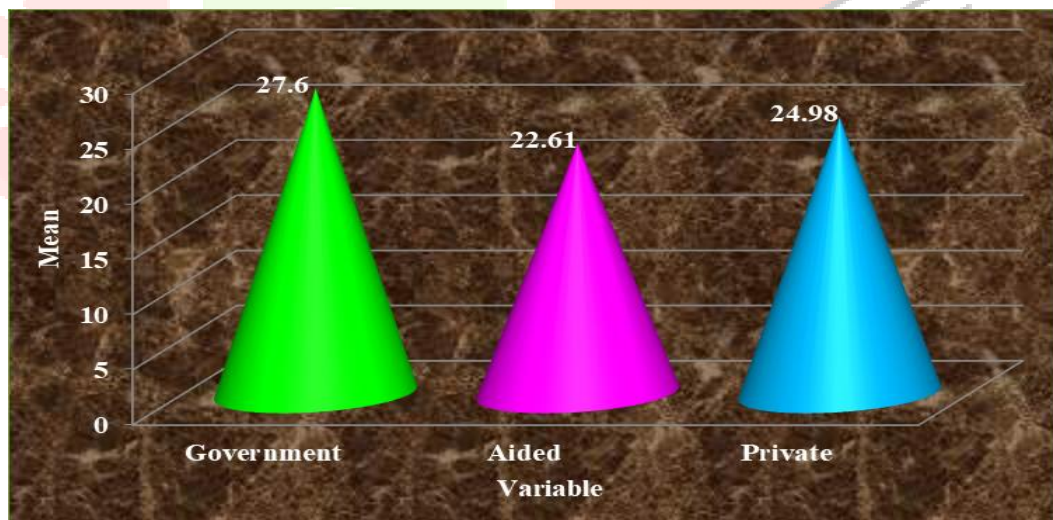
**Table-4: ‘One way ANOVA’ details for difference among the Means of awareness of government, aided and private of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district**

Variable	Mean		Sum of squares	df	Mean square	‘f’ value	Sig.
Government	27.60	Between groups	2492.093	2	1246.047	17.620	Sign. at 0.05 level
Aided	22.61	Within groups	42219.500	597	70.719		
Private	24.98	Total	44711.593	599			

(Table value of  $f = 4.61$  is at 0.05 level of significance)

The table 4 indicated that f-value (17.620) for difference among the means of awareness of teachers of different secondary school teachers is significant. Hence, the null hypothesis is rejected and alternative hypothesis accepted and concluded that there is significant difference among teachers of different secondary school teachers in their level of awareness. In other words, the teachers of different secondary school teachers differ significantly in their awareness level. Further, graphical representation of mean differences between teachers of secondary school teachers in their awareness is represented vide figure 4.

**Graph- 4: Comparison scores of awareness of government, aided and private secondary school teachers**



**H<sub>a5</sub>:** There is a significant difference between awareness of below 10 years, 10-20 years and above 20 years experienced of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.

One way ANOVA was employed to test the hypothesis, as it required comparison of more than 2 Means and table 5 presents the details

**Table-5: ‘One way ANOVA’ details for difference among the Means of awareness of below 10 years, 10-20 years and above 20 years experienced of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.**

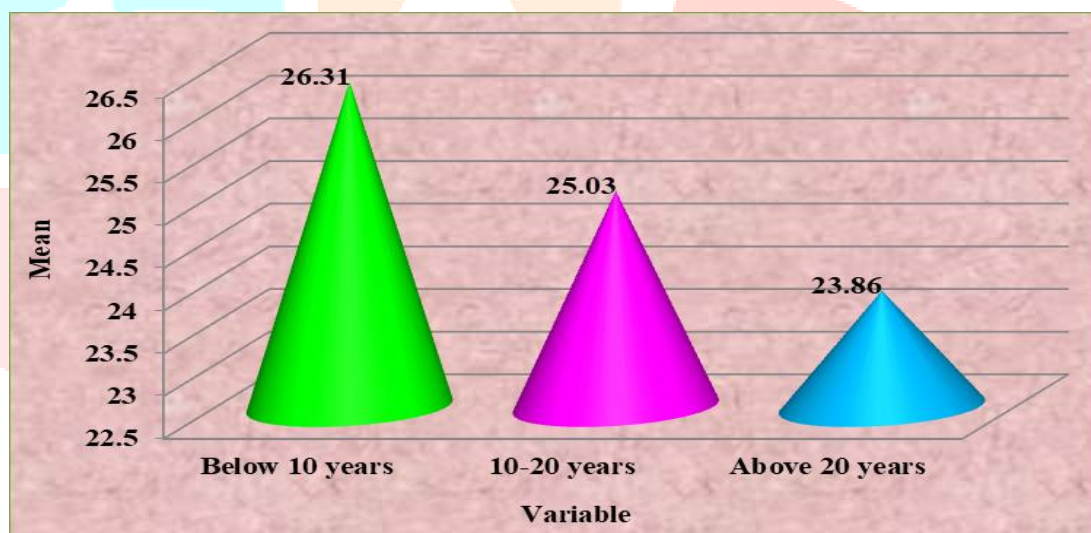


Variable	Mean		Sum of squares	df	Mean square	'f' value	Sig.
Below 10 years	26.31	Between groups	598.243	2	299.122	4.048	Sign. at 0.05 level
10-20 years	25.03	Within groups	44113.350	597	73.892		
Above 20 years	23.86	Total	44711.593	599			

(Table value of  $f = 4.61$  is at 0.05 level of significance)

The table 6 indicated that  $f$ -value (4.048) for difference among the means of awareness of teachers of different secondary school teachers is significant. Hence, the null hypothesis is rejected and alternative hypothesis accepted and concluded that there is significant difference among teachers of different secondary school teachers in their level of awareness. In other words, the teachers of different secondary school teachers differ significantly in their awareness level. Further, graphical representation of mean differences between teachers of secondary school teachers in their awareness is represented vide figure 5.

**Graph- 5: comparison scores of awareness of below 10 years, 10-20 years and above 20 years experienced secondary school teachers**



**H<sub>06</sub>: There is a significant difference between awareness of below 25-34 age years, 35-44 age years and above 45 age years of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.**

One way ANOVA was employed to test the hypothesis, as it required comparison of more than 2 Means and table 7 presents the details

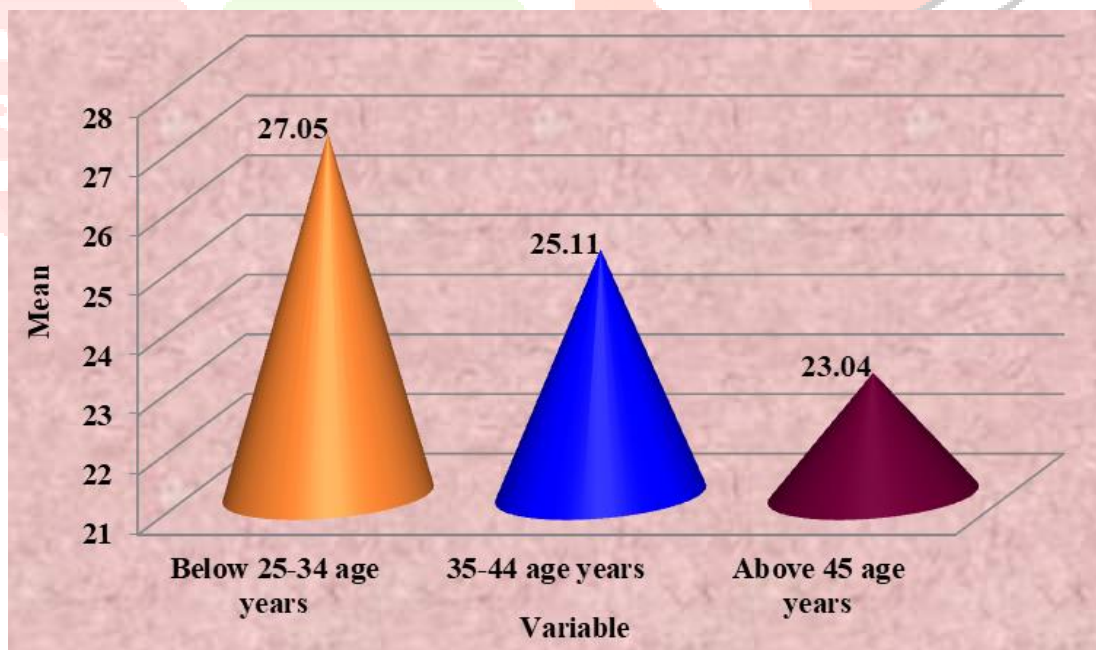
**Table-6: ‘One way ANOVA’ details for difference among the Means of AWARENESS of below age 25-34 years, 35-44 years and above 45 years age of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.**

Variable	Mean		Sum of squares	df	Mean square	‘f’ value	Sig.
Below 25-34 age years	27.05	Between groups	1612.543	2	806.272	11.168	Sign. at 0.05 level
35-44 age years	25.11	Within groups	43099.050	597	72.193		
Above 45 age years	23.04	Total	44711.593	599			

(Table value of  $f = 4.61$  is at 0.05 level of significance)

The table 6 indicated that f-value (11.168) for difference among the means of awareness of teachers of different secondary school teachers is significant. Hence, the null hypothesis is rejected and alternative hypothesis accepted and concluded that there is significant difference among teachers of different secondary school teachers in their level of awareness. In other words, the teachers of different secondary school teachers differ significantly in their awareness level. Further, graphical representation of mean differences between teachers of secondary school teachers in their awareness is represented vide figure 6.

**Graph- 6: Comparison scores of awareness of below 25-34 age years, 35-44 age years and above 45 age years secondary school teachers.**



**H<sub>0</sub>7: There is no significant difference between awareness of PG, UG and Others Education of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.**

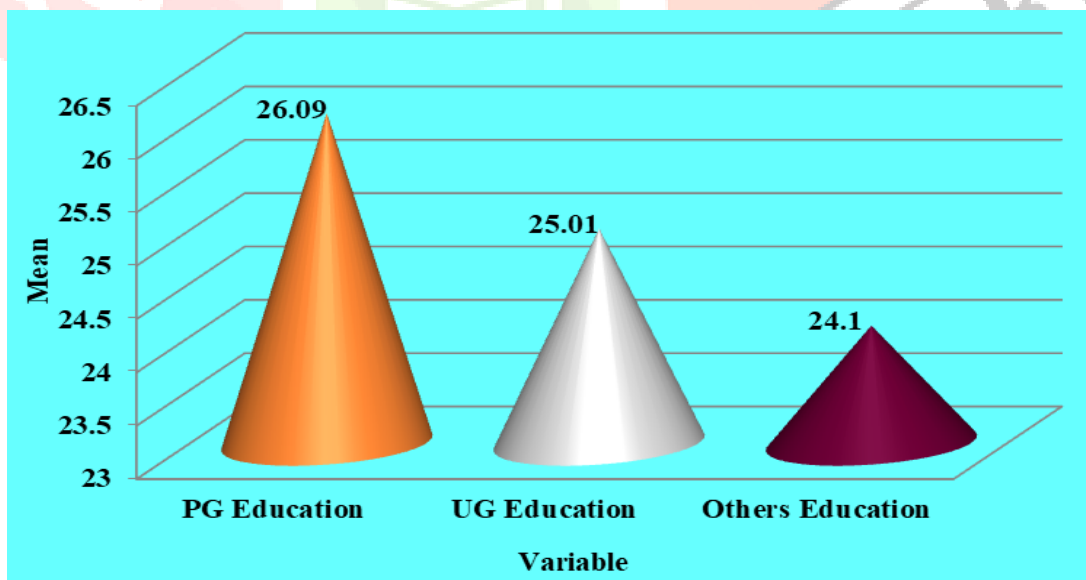
**Table-7: ‘One way ANOVA’ details for difference among the Means of awareness of PG, UG and Others Education of continuous and comprehensive evaluation (CCE) in secondary schools of Mysore district.**

Variable	Mean		Sum of squares	df	Mean square	‘f’ value	Sig.
PG Education	26.09	Between groups	396.863	2	198.432	2.673	Sign. at 0.05 level
UG Education	25.01	Within groups	44314.730	597	74.229		
Others Education	24.10	Total	44711.593	599			

(Table value of  $f = 4.61$  is at 0.05 level of significance)

The table 7 indicated that  $f$ -value (2.673) for difference among the means of awareness of teachers of different secondary school teachers is significant. Hence, the null hypothesis is rejected and alternative hypothesis accepted and concluded that there is significant difference among teachers of different secondary school teachers in their level of awareness. In other words, the teachers of different secondary school teachers differ significantly in their awareness level. Further, graphical representation of mean differences between teachers of secondary school teachers in their awareness is represented vide figure 7.

**Graph- 7: Comparison scores of awareness of PG, UG and Others Education secondary school teachers.**



## 10. Conclusion:

In view of the existing evaluation practices prevalent in state schools a strong assessment policy helps to create the conditions needed to accomplish School Based Evaluation scheme was conceived at implementing the idea of continuous and comprehensive evaluation.

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