

# Teachers' Awareness on Continuous and Comprehensive Evaluation (CCE) at Elementary Schools of Assam



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## Abstract

The highest goal of the educational ladder is by which the extent of acquisition of learning competencies as well as behavioral changes are measured. It is one of the corner stone upon which the edifice of educational activities is built. After completing an instruction a teacher tries to evaluate the process by measuring students' academic achievement. This process is called educational evaluation. At present, a major breakthrough has taken place in the system of education as evaluation which is popularly known as continuous and comprehensive evaluation (CCE). Continuous and comprehensive evaluation (CCE) means the evaluation of identified aspects of students' growth and development is a continuous process rather than an event including both the scholastic and non-scholastic aspects of students' growth and development. CCE emphasizes the evaluation of both scholastic and co-scholastic aspects of pupil's growth and is carried out on continuous basis spreading over the whole academic session. The significance of CCE in Elementary school is that the scheme is a school-based evaluation of students and covers all the aspects of a student's development. Therefore, the purpose of this present paper was to discover the knowledge of elementary school teachers of Lakhimpur District of Assam. In this study the investigators used descriptive Cum Survey method of educational research in order to discover the Knowledge of Elementary School Teachers in Lakhimpur District of Assam and found that 38.62% of elementary school teachers in Lakhimpur District of Assam do not have adequate knowledge on CCE. The study further revealed that there is no any profound difference exhibited among the teachers in relation to gender, settlement and training variables.

**Keywords:** Knowledge, Continuous, Comprehensive, Scholastic.

## Introduction

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. The main focus of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help 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 CCE method is claimed to bring enormous changes from the traditional *chalk and talk* method of teaching, provided it is implemented practiced accurately.

Different authors have different notions of educational evaluation. These sometimes dissimilar views are due to the varied training and background of the writers in terms of their profession concerned with different aspects of the education process. In the scheme of Continuous and Comprehensive Evaluation (CCE) the term Continuous is meant to emphasize that evaluation of identified aspect of student's growth and development is continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequently of unit testing, diagnostic of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self. The second term Comprehensive means that the scheme attempts to cover both the scholastic and non-scholastic aspects of student's growth and development. Since abilities, aptitudes and attitudes can manifest themselves in forms other than written words. The term refers to the

application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in the various areas of learning (CBSE manual, 2009 p.5).

The term Continuous and Comprehensive Evaluation (CCE) is used for school based evaluation of pupils in which their assessment is done on a continuous basis throughout the year and which is also comprehensive in nature, in the sense that it is not confined to assessment in scholastic subjects but also covers co-scholastic areas such as performance in games/sports, Physical education, Creative Education, Art, Music, Dance, Drama, other cultural activities and Personal & Social qualities

CCE emphasizes the evaluation of both scholastic and co-scholastic aspects of pupil growth and is carried out on continuous basis spreading over the whole academic session. It not only counteracts the over emphasis on the development of intellectual abilities but also helps in removing the tension and fear from the minds of the students which they otherwise feel in examinations which are conducted on annual basis. Not only this, it also helps in the removing of tension fear in the mind of the students in examination. Perhaps the greatest advantage of this reform is that it provides a more valid assessment of students as compare to one shot examination at the end of the year. Through CCE, the teacher knows the progress of the students and evaluates the process and product of learning.

The scheme is thus a curricular initiative, attempting to shift emphasis from testing to holistic learning. It aims at creating good citizens processing sound health, appropriate skills and desirable qualities besides academic excellence. Taking into cognizance of the necessity of the thrust area the researchers undertook a study on the elementary school teachers and their knowledge about CCE.

#### **Objective of the Study**

The major objective of the study was

1. To find out the knowledge of Teachers on Continuous and Comprehensive Evaluation (CCE) at Elementary schools of Lakhimpur District of Assam in relation to professional qualification, settlement and gender.

#### **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 Elementary School Teachers on the knowledge of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.
2. There is no significant difference between the Rural and Urban Elementary School Teachers on the knowledge of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.
3. There is no significant difference between the Trained and Untrained Elementary School Teachers on the knowledge 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 Knowledge of Elementary School Teachers in Lakhimpur District of Assam.

#### **Population**

The target population of the present study consisted of Male-Female Teachers of elementary schools of Lakhimpur District of Assam during the session 2014-2015.

#### **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 Elementary Schools of Lakhimpur District of Assam.

#### **Tools Used in the Study**

The investigators used a self- developed Knowledge and Awareness questionnaire on the elementary school teachers to measure the Knowledge and Awareness on Continuous Comprehensive Evaluation.

The Knowledge and Awareness questionnaire was consisted of 20 questions in which the responses were made in terms of closed and open ended form. Before using the questionnaire the investigator adopted the test standardization procedure and the content validity was established with consultation of the subject experts. The initial draft of the questionnaire was having 30 items which were administered on a five number of sample Teachers of Elementary School. After tried- out of the questionnaire, the investigators rejected 10 numbers of items on the basis of item analyses through the item difficulty procedure and discrimination power of the items. At last 20 numbers of items were kept for the final try- out and again it was re-administered on the 05 numbers of Elementary Schools Teachers on whom the initial try -out was made. Then, it was found that no item was felt more difficult or easier. Almost all the items were considered to be moderate type, which established a high content validity of the test items, therefore, for the present study the investigators decided to keep a 20 items finally in the Knowledge and Awareness on Continuous and Comprehensive Evaluation (CCE) which was used in the field over the concerned sample at the time of data collection.

#### **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.

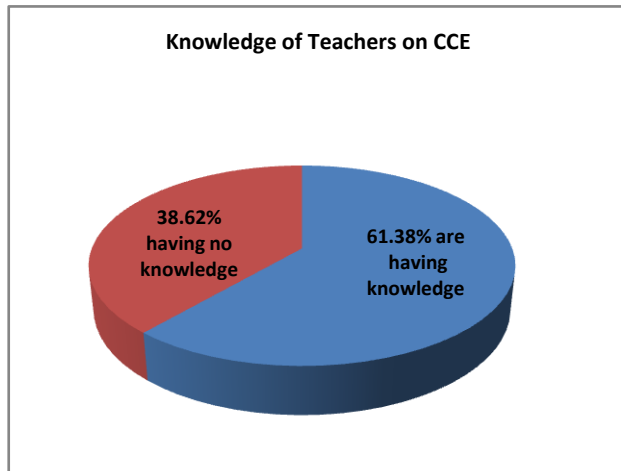
#### **Major Findings of the Study**

Variable wise estimation on the knowledge of Elementary 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**

To find out the Knowledge of Teachers on Continuous and Comprehensive Evaluation (CCE) at Elementary Schools of Lakhimpur District of Assam in relation to professional qualification, settlement, gender and Educational variables.

**Figure -1: Summary of Knowledge of Teachers on CCE in the Elementary Schools of Lakhimpur District of Assam.**



**Result**

From this study it was found that there are 61.38% of teachers who have knowledge on this new scheme of evaluation CCE and on the other hand 38.62% teachers don't have the adequate knowledge on the said area. Therefore, the study reveals that no rigorous trainings have been provided to the school teachers about the CCE approach in Lakhimpur District of Assam.

**Objective**

To study the Knowledge of Teachers on Continuous and Comprehensive Evaluation (CCE) at Elementary Schools of Lakhimpur District of Assam in relation to professional qualification, settlement, gender and Educational variables.

**Hypothesis-1**

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

**Table-1: Summary of CCE Mean Scores and SD Values of Male and Female Elementary School Teachers on the Knowledge of CCE in Lakhimpur District of Assam**

Groups	N	Mean	SD	SED	Computed 't' value	Criterion 't' value	Remark
Male Teacher	29	12.13	1.53	0.45	0.64	2.01 At 0.05 level of significance	Not Significant
Female Teacher	21	12.42	2.76				

**Result**

The above table no. 1 depicts that the computed 't' value came out to be (0.64) which is smaller than (<) the criterion 't' value (2.01) at 0.05 level of significance for df 48. As the computed 't' value 0.64 is not significant at 0.05 level, therefore the formulated hypothesis (Ho-1) "There is no significant difference between the Male and Female Elementary School Teachers on the Knowledge of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam" gets accepted. From this it is clearly understood that truly there is no significant difference between the Male and Female Elementary School Teachers on the Knowledge of Continuous and Comprehensive Evaluation (CCE). It signifies that both the Male and Female Elementary School Teachers of Lakhimpur District had equal performance in terms of the Knowledge of CCE. But by looking at the Mean scores of both the Urban and Rural Elementary School Teachers of Lakhimpur District of Assam which seems to be that the mean score of Female Teachers (12.42) is little bit higher than the mean score of Male Teachers (12.31).

Though statistically there is no significant difference between the Male and Female School Teachers on the Knowledge of CCE, but as per the mean scores it indicates that the Female Elementary School Teachers of Lakhimpur district of Assam to some extent are having better Knowledge 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.

**Objective**

To find out the Knowledge of Teachers on Continuous and Comprehensive Evaluation (CCE) at Elementary Schools of Lakhimpur District of Assam in relation to professional qualification, settlement, gender and Educational variables.

**Hypothesis- 2**

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

**Table-2: Summary of CCE Mean and Standard Deviation (SD) value of Urban and Rural Elementary School Teachers on the Knowledge of CCE in Lakhimpur District of Assam**

Groups	N	Mean	SD	SED	Computed 't' value	Criterion 't' value	Remark
Urban Teacher	25	12.60	1.80	0.45	1.07	2.01 At 0.05 level of significance	Not Significant
Rural Teacher	25	12.12	1.46				

**Result**

The above table no. 2 reveals that the computed't' value came out to be (1.07) which is smaller than (<) the criterion 't' value (2.01) at 0.05 level of significance for df 48. As the computed 't' value 1.07 is not significant at 0.05 level, therefore the formulated hypothesis (Ho-2) "There is no significant difference between the Rural and Urban

Elementary School Teachers on the Knowledge of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam" gets accepted. From this it is clearly understood that merely there is no significant difference between the Rural and Urban Elementary School Teachers on the Knowledge of Continuous and Comprehensive Evaluation (CCE). It signifies that both the Urban and Rural Elementary

School Teachers of Lakhimpur District had equal performance in terms of the Knowledge of CCE. But by looking at the Mean scores of both the Urban and Rural Elementary School Teachers of Lakhimpur District of Assam it is noticed that the mean score of Urban Teachers (12.60) is little bit higher than the mean score of Rural Teachers (12.12). Though statistically there is no significant difference between the Rural and Urban Teachers on the knowledge of CCE, but as per the Mean scores it reveals that the urban elementary school Teachers of Lakhimpur District of Assam to some extent are having better Knowledge towards the CCE system in comparison to the rural elementary school teachers. 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.

#### Objectives

To find out the Knowledge of Teachers on Continuous and Comprehensive Evaluation (CCE) at Elementary Schools of Lakhimpur District of Assam in relation to professional qualification, settlement, gender and Educational variables.

#### Hypothesis-3

There is no significant difference between the Trained and Untrained Elementary School Teachers on the Knowledge of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.

**Table- 3: Summary of CCE Mean and Standard Deviation (SD) value of Trained and Untrained Elementary School Teachers on the Knowledge of CCE in Lakhimpur District of Assam**

Groups	N	Mean	SD	SED	Computed 't' value	Criterion 't' value	Remark
Trained Teacher	21	12.48	1.69	0.45	0.69	2.01 At 0.05 level of Significance	Not Significant
Untrained Teacher	29	12.17	1.44				

#### Result

The above table no. 3 reveals that the computed 't' value came out to be (0.69) which is smaller than (<) the criterion 't' value (2.01) at 0.05 level of significance for df 48. As the computed 't' value 0.69 is not significant at 0.05 level, therefore the formulated hypothesis (Ho-3) "There is no significant difference between the Trained and Untrained Elementary School Teachers on the Knowledge of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam" gets accepted. From this, it is clearly comprehended that truly, there is no significant difference between the Trained and Untrained Elementary School Teachers on the Knowledge of Continuous and Comprehensive Evaluation (CCE). It statement indicates that both the Trained and Untrained Elementary School Teachers of Lakhimpur District had equal performance in terms of the Knowledge of CCE. But by looking at the Mean scores of both the Trained and Untrained Elementary School Teachers of Lakhimpur District of Assam which seems to be that the Mean score of Trained Teachers (12.48) is little bit higher than the Mean score of Untrained Teachers (12.17). Though statistically there is no significant difference between the Trained and Untrained Teachers on the Knowledge of CCE, but as per the Mean scores it figures that the Trained Elementary School Teachers of Lakhimpur District of Assam to some extent are having better Knowledge towards the CCE system in comparison to the Untrained Teachers. This difference also exists because of the chance factors or sampling errors/ errors in the measurement at the time of administration.

#### Discussion of the Result

In view of the above analyses and findings of the study relating to the knowledge of Teachers of the Elementary Schools in Lakhimpur District of Assam on CCE, it is to be noted that the male- female, rural-urban and trained- untrained Elementary School Teachers in Lakhimpur District of Assam do not differ significantly in terms of knowledge on the new

approach of Continuous and Comprehensive Evaluation system adopted in the Elementary Schools by the Ministry of Human Resource Development (MHRD) government of India after implementing of RTE- Act-2009. Since there are no differences found among the Elementary School Teachers of Lakhimpur District on the knowledge of CCE with respect to Gender, Location and Professional Qualification variables, therefore, this result conveys the message to the public and the administration that, there has been proper implementation and trainings are being provided successfully to all the Elementary School Teachers in the Lakhimpur District of Assam. But there is no iota of doubt when we look into the matter of difference in the knowledge of School Teacher in Lakhimpur District of Assam so far the mean scores are concerned; the female Elementary School Teachers, the urban located Elementary School Teachers and the trained Elementary School Teachers of Lakhimpur District obviously are having better knowledge towards the CCE system in Comparison to the male, rural based and untrained Elementary School Teachers of Lakhimpur District of Assam. Though, it doesn't exhibit any difference in relation to their knowledge statistically, however, from this analysis it is to be understood that Continuous and Comprehensive Evaluation approach was found most effective Evaluation approach as compared to the conventional Evaluation method of Education system with respect to the knowledge of teachers on CCE.

#### Conclusion

From the above analyses and discussion of the study on Continuous and Comprehensive evaluation (CCE) in a nut shell, the researcher can affirm the view that Continuous Comprehensive Evaluation system is no doubt effective evaluation strategy in comparison to the conventional method of evaluation and examination. Moreover, we can also say that all the elementary school teachers, secondary school teachers and the parents of the students must be well acquainted with this pattern of evaluation and should develop a kind of positive

attitude towards an effective implementation of this programme as a whole in the Elementary Schools of Assam.

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