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## AN ANALYSIS OF AWARENESS AMONG SECONDARY SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION IN CENTRAL INDIA

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### ABSTRACT

*Purpose of the school is an institution where talents are nurtured. Therefore it becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, character and physical ability of the learner. Indian education is moving from summative to a continuous evaluation system. The present study was conducted to explore the awareness towards Continuous and Comprehensive Evaluation. The sample of 200 secondary school teachers was drawn from Central India. A self-made questionnaire comprising 29 multiple choice questions was used in this study. The study has brought out the level of awareness among secondary school teachers included in this study is not up to mark, even after more than two years of implementation of continuous evaluation system. Major finding of the study reveals that Government teachers are comparatively more aware as compared to private school teachers.*

### KEYWORDS

Awareness Secondary School, Continuous and Comprehensive Evaluation. Central India.

### INTRODUCTION

Education as a planned endeavour, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring member of the society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate. In other words, to be inquisitive and to think independently CBSE (2009). Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question to investigate and to think independently CBSE (2009). Education plays a key role in the development of a nation. The education system in vogue in a country reflects the ethos, aspirations and expectations of a particular society. As aspirations and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise. Evaluation is very important component of the education system. It can make or destroy the purpose of education. Evaluation has remained a major irritant in the entire system of educational growth and development. It is the issue discussed widely but which could not be given a proper shape to solve the problems. All policy documents pertaining to Indian education stated that evaluation system in vogue was inadequate and required changes.

### REVIEW OF LITERATURE

Examination are an indispensable part of the education process as some form of assessment is necessary to determine the effectiveness of teaching learning process and their internalization by learners. Various Commissions and Committees have felt the need for examination reforms. The Hunter Commission (1882), Hartog Committee Report (1929), the report of Central Advisory Board or Sargeant Plan (1944), Secondary Education Commission or Mudaliar Commission (1952) have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation.

The need for continuous and Comprehensive School Based Evaluation as been reiterated over the last few decades. The Kothari Commission report (1966) observed, "On the completion of the course, at the end of the lower of higher secondary stages, the students should receive a certificate from the school along with the recorded of this internal assessment as contained in his cumulative recorded. This certificate may be attached to that given by the Board in connections with external examination. It is further adds, "this internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluation all those aspects of students growths that are measured by the external examination and also those personality traits, interests and attitudes which many not assessed by it.

This aspects has been strongly taken care of in the National education Policy on Education (1986) which states that "Continuous and Comprehensive Evaluation, spread over the total span of instructional time.

Report on the Committee for Review of NPE (1986) recommendations brought out by Government of India in 1997 lays down norms for "Continues comprehensive internal evaluation and suggests safeguards against of this evaluation systems. Report on the CABE Committee on Policy brought by Ministry of Human Resources Development (MHRD), Government of India in January, 1992 has also referred to the provisions of NPE with regards to evaluation process and examination reforms and also suggested "Continuous and Comprehensive internal evaluation of the scholastics and non-scholastic achievements of the students.

The report of the Tasks Force on the role and status of the Board of Secondary education (1997) observed; In our scheme of things it is the Schools Board which are expected to play the central role in the academics renovations of the school systems. In other words, leadership has to come from the Board. Once the boards get committed to this vital and supplementary system of evaluations and push it vigorously, this innovation will come to be accepted by more and more schools. "Learning without Burden: report of the National Advisory Committee appointed by the MHRD, Department of Education, Government of India has stated "Board examination, taken at the end of class X and XII have remained rigid, bureaucratic and essentially un-educative

According to National Curriculum Framework, 2005 proposing Examination reforms " Indeed, boards should considered, as a long measures, making the Class examination optional, thus permitting students continuing in the same school to take an internal school examination instead and continues, "excellence in

diverse areas should be recognized and rewarded ,And it is children’s responsiveness to what is to taught rather than just their capacity to retain it what should be the focus of evaluation .

Considered necessary to develop a scheme of evaluation in order to improve the evaluations system. A schools based evaluations scheme was conceived at implementation the idea of continues and comprehensive evaluations in school situation

**NEED OF THE STUDY**

The concept of evaluation in education was restricted to the academic performance of the learners for long time. Slowly it was realized that without the development of different aspects of personality, the so called human resource development cannot take place. Along with scholastic development, co-scholastic development is also the need of the hour. This is not possible through the conventional term-end summative evaluation. This gave rise to a new term; formation evaluation that has extended itself so much that continuous and comprehensive evaluation has become the most talked about concept in schools. Though it has been in vogue in schools for past some years at different levels, the change in the pattern of evaluation and introduction of grading system in Secondary School Examinations of CBSE has made it very important, especially with the plans of the board to extend the grading system to IX level also. Continuous and Comprehensive Evaluation (CCE) is intended to provide a holistic profile of the learners through assessment of both scholastic and co-scholastic aspects of education spread over the total span of instructional time in schools. It helps to identify those positive attributes of the learners which are not usually assessed during the examinations conducted by the Board. As it is spread over a period of two years in class IX and X it provides several opportunities for the school to identify the latent talents of the learners in different contexts. It can be interpreted, thus, that to secure a suitable future career, more attention is paid to holistic assessment of earners in CCE than in earlier evaluation systems. It intends to make assessment of learners' holistic profile throughout the academic session stress free, thus minimizing the hazards of summative evaluation. To reach high standards of development we should first strengthen our base, and CCE at secondary level serves this purpose. With so much emphasis on CCE in newspapers, television, internet and other mass media, different researchers from the field of education are conducting studies on different aspects of it. Since the whole emphasis of CCE is the betterment of learners, it becomes imperative to find out their perception about this whole idea of Continuous and Comprehensive Evaluation. It was in this context that the present study was undertaken.

**STATEMENT OF PROBLEM**

An Analysis of Awareness among Secondary School Teachers towards Continuous and Comprehensive Evaluation in Central India.

**OBJECTIVES**

The following are the objectives of the preset study

- 1) To find the difference in CCE awareness among male and female secondary school teachers.
- 2) To compare the CCE awareness among the secondary school teachers belonging to Urban and Rural areas.
- 3) To compare the CCE awareness among the secondary school teachers belonging to Government and Private school.

**HYPOTHESIS**

In light of the objectives, the following Hypothesis was formulated

HO<sub>1</sub>: There is no significance difference in CCE awareness among male and female secondary school teachers

HO<sub>2</sub>: There is no significance difference in CCE awareness among school teachers belonging to Urban and Rural areas.

HO<sub>3</sub>: There is no significance difference in CCE awareness among school teachers belonging to Government and Private schools.

**METHODOLOGY**

**Design of the study:** The research study was essentially descriptive/survey in nature. Since teachers in secondary schools irrespective of sex and geographical location are involved in Continuous and Comprehensive Evaluation, the target or accessible population for the study therefore consisted of the secondary school teachers in Central India.

**Sample:** Incidental sampling technique was used to draw the sample of the study. Total Sample size was 200. There were 100 boys and 100 girls students from both Urban and Rural Schools. The breakup of sample in depicted in the table below.

**RESULTS AND DISCUSSION**

**TABLE-1: BREAK OF SAMPLE**

S No	School	Sample size	Gender	
			Male	Female
1	School1 (Private)	50	25	25
2	School 2 (Private )	50	25	25
3	School 3 (Government)	50	25	25
4	School 4(Government)	50	25	25
Total		200	100	100

**TABLE-2: DEMOGRAPHIC PROFILE OF SECONDARY SCHOOL TEACHERS**

Gender			Educational qualification			Teaching Experience			Teachers other source of incomes		
Sex	Frequency	%	Group	Frequency	%	Group	Frequency	%	Group	Frequency	%
Male	100	50	M.A.B.Ed	60	30	≤1	10	5	Yes	34	17
Female	100	50	M.Sc. B.Ed	70	35	1-3	20	10	No	166	83
			M.Ed	10	05	4-7	40	20			
			M.Phil	40	20	8-10	50	25			
			Ph.D	20	10	≥10	80	40			

**TABLE-3: TEST OF ANALYSIS OF CCE AWARENESS MALE AND FEMALE TEACHERS**

Group	N	Mean	SD	Mean difference	t-ratio	Decision
Male	100	9.34	2.83	0.79	1.77	H <sub>0</sub> accepted
Female	100	8.55	2.31			

There is no significant difference in CCE awareness among male and female secondary school teachers . Observation of Table-3 reveals that the “t” ratio is 1.77 which is not significant at 0.05 level. It means that male and female secondary school teachers have equal awareness .Hence Null hypothesis is accepted .It is therefore, concluded that there is no significant difference in CCE awareness among males and female secondary school teachers.



TABLE-4: TEST OF ANALYSIS OF CCE AWARENESS AMONG TEACHERS BELONGING TO URBAN AND RURAL AREAS

Group	N	Mean	SD	Mean difference	t-ratio	Decision
Urban	100	9.19	2.49	0.39	1.06	H <sub>0</sub> accepted
Rural	100	9.70	2.73			

There is no significant difference in CCE awareness among secondary school teachers belonging to Urban and Rural area. Observation of Table-4 reveals that the "t" ratio is 1.06 which is not significant at 0.05 level. It means that secondary school teachers belonging to Urban and Rural area have equal awareness. Hence Null hypothesis is accepted. It is therefore, concluded that there is no significant difference in CCE awareness among secondary school teachers belonging to Urban and Rural area.

TABLE-5: TEST OF ANALYSIS OF CCE AWARENESS AMONG TEACHERS BELONGING TO GOVERNMENT AND PRIVATE SCHOOLS

Group	N	Mean	SD	Mean difference	t-ratio	Decision
Govt. School	100	10.19	2.79	1.59	3.9	H <sub>0</sub> rejected
Private school	100	9.70	1.88			

There is no significant difference in CCE awareness among secondary school teachers belonging Government and Private schools. Observation of Table-4 reveals that the "t" ratio is 3.9 which is significant at 0.05 levels. It means that secondary school teachers belonging to Urban and Rural area have equal awareness. Hence Null hypothesis is rejected. It is therefore, concluded that secondary school teachers working in Government school have more awareness towards CCE.

## CONCLUSION

1. Total mean score is less than 50% means that teachers included in this study is less aware about CCE.
2. Female and Male teacher have equal awareness about CCE.
3. Awareness among teacher working in urban area and rural area have equal awareness about CCE.
4. Awareness among teacher working in Government school and private schools, Government school teacher have more awareness about CCE than private school teachers.

## RECOMMENDATIONS

- (1) Seminars, conferences and workshops should be organized regularly for school teachers to expose them acquire the skills required to practice CCE in schools. These seminars/conferences/workshops should also embrace programmes that will up-date the knowledge and skills of the serving lecturers on the various CCE techniques. This will help them implement CCE in schools adequately.
- (2) Schools should be adequately funded since a lot of money is needed in the implementation of CCE. Computer usage should be introduced and computers made available to schools to facilitate the implementation of CCE practices. Apart from facilitating instructions, computer introduces innovations to teaching as well as secures examination materials adequately.
- (3) School authorities/government should encourage teachers to participate effectively in these seminars, conferences and workshops by sponsoring their attendance to these conferences.
- (4) Manuals on CCE implementation procedures should be made available to schools to get them well informed.
- (5) Adequate incentives or remuneration should be given to teachers of schools who distinguish themselves in the implementation of continuous assessment.

## LIMITATIONS OF THE STUDY

After retrospective view of the whole study, the investigators find that there were a few limitations that constricted the area of generalization of this study. The limitations were as given below:

1. Due to paucity of time and resources a sample of only 200 secondary school teachers was taken which restricted the scope of generalization.
2. There are many variables which may affect the awareness of teachers towards CCE like some socioeconomic variables, intellectual level, and maturity level and so on. Though these variables were included in the study, they were not used in analysis in any way.
3. Since the awareness was measured on the basis of fixed responses, the students might have given socially accepted responses instead of giving correct responses.
4. Only a very few schools affiliated to CBSE were selected in this study.
5. Some respondents put tick mark against more than one alternative and sometimes they left some of the items unanswered which presented difficulty in accurate analysis of data.
6. The biggest limitation was that some teachers consulted with each other while making their choice. So the result might have got affected due to this.
7. Present study was conducted only in one state therefore more empirical evidences will be required from more states before ample generalization may be made. In light of this, it is suggested that a similar but more elaborate study may be conducted using a larger sample and covering more states in India.

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