

# Teachers' Perception towards Continuous and Comprehensive Evaluation (CCE) at Secondary Schools of Lakhimpur District of Assam

Mithun Mondal and Jayanta Doley

**Abstract---** Evaluation not only involves gathering and interpreting information about how well an educational programme is succeeding in attaining its objectives but judgments about the goals themselves. It involves questions about how well a programme is helping to meet larger educational goals and gives feedback to the process with a view to some actions to increase the effectiveness, efficiency etc. 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. The Continuous and Comprehensive Evaluation is one of the innovative schemes of evaluation implemented by the Central Board of Secondary Education (CBSE) under the RTE Act-2009 in India. Continuous and Comprehensive Evaluation (CCE) refers to a system of School-based evaluation of students that includes all aspects of students' development. Major objectives of this study were (i) to find out the perception of secondary school teachers towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam; (ii) to find out the difference between the male and female secondary school teachers' perception towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam; (iii) to find out the difference between the rural and urban secondary school teachers' perception towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam. In this piece of research the investigators used descriptive Cum Survey method of Educational Research in order to find out the perception of secondary school teachers towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam. The researcher found that the secondary school teachers of Lakhimpur District of Assam had shown positive perception towards CCE. The researcher has also found that the male-female and rural-urban Secondary School teachers does not differ significantly in terms of their level of perception towards CCE.

**Keywords---** Perception, Continuous, Comprehensive, Secondary School, Lakhimpur Assam.

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## I. THE CONTEXT

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development. With the broader aim of examination reforms in mind, the scheme of Continuous and Comprehensive Evaluation envisages that every learner is to be evaluated over the entire period of learning schedule rather than one-shot three hour external examination at the end of a course of learning. Besides, the process of evaluation should also include and reflect all components of personality of an individual. Such a scheme of CCE not only provides necessary feedback about the acquired levels of learning and areas of desired additional inputs of enhancement of learning in scholastic areas, it also lays equal emphasis on achievement in outdoor co-curricular activities including sports and games.

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“**Continuous**” is meant to emphasize that evaluation of identified aspects of students’ growth and development is a 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, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self-evaluation. The second term “**Comprehensive**” means that the scheme attempts to cover both the scholastic and non-scholastic aspects of students’ growth and development. CCE encompasses 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 and fear in the minds of the students in examinations. 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 possessing sound health, appropriate skills and desirable qualities besides academic excellence. It is hoped that this will equip the learners to meet the challenges of life with confidence and success.

## **II. OBJECTIVE OF THE STUDY**

The major objective of this study were

1. To find out the perception of secondary school teachers towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.
2. To find out the difference between the male and female secondary school teachers’ perception towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.
3. To find out the difference between the rural and urban secondary school teachers’ perception towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.

## **III. HYPOTHESES OF THE STUDY**

In view of the above stated objectives the researcher had formulated the following hypothesis.

1. There is no significant difference among Male and Female secondary school teachers’ perception towards Continuous and Comprehensive Evaluation (CCE) system in Lakhimpur District of Assam.
2. There is no significant difference between Rural and Urban secondary school teachers’ perception towards Continuous and Comprehensive Evaluation (CCE) system in Lakhimpur District of Assam.

## **IV. METHODOLOGY**

### **• Method used in the Study**

In this present study the investigator applied Descriptive Cum Survey method of Educational Research in order find out the perception of secondary school teachers of Lakhimpur District of Assam towards Continuous and Comprehensive Evaluation in Secondary schools.

- **Population of the Study**

The target population of the present study was consisted of secondary school teachers of Lakhimpur District of Assam during the session 2017-2018.

- **Sample of the Study**

In this study the investigators used the Stratified Random sampling procedure for collection of data which was consisted of 200 10<sup>th</sup> grade Secondary school Students from 5 Urban and 5 from Rural Secondary Schools of Lakhimpur District of Assam as the sample for the study during the session 2017 and 2018.

- **Tools Used in the Study**

In order to assess the perception of secondary school teachers towards Continuous and Comprehensive Evaluation (CCE) the investigators also used a self- developed standardized Perception scale prepared by himself. This scale consisted of 21 statements related to three dimensions of CCE.

## V. STATISTICAL TECHNIQUES USED

The investigators used Mean, Standard Deviation, Percentage and  $\chi^2$  (Chi Square) in order to analyze and interpret the result for the purpose of the study.

## VI. MAJOR FINDINGS OF THE STUDY

**Objective-I:** To find out the perception of secondary school teachers towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.

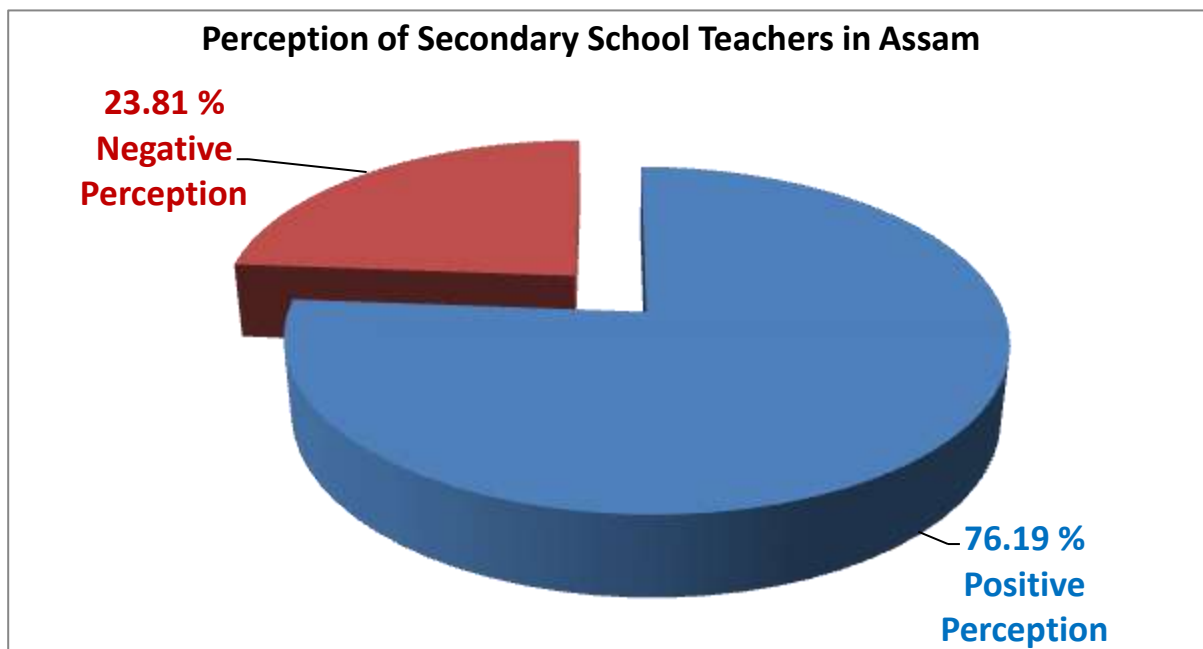


Figure: 1: Showing the Perception of Secondary School Teachers of Assam on Continuous and Comprehensive Evaluation (CCE)

**Interpretation:** The above pie diagram no. (1) reveals that the secondary school teachers of Assam had (74.67%) positive Perception towards the new Scheme of evaluation CCE. On the other hand the secondary school teachers of Assam had (25.33%) negative Perception on this new scheme of evaluation on CCE. Therefore, the study brings to the light that though Continuous and Comprehensive Evaluation (CCE) has been running through different controversies but the secondary school teachers of Assam shows positive perception on CCE. So this study conveys the message to the public that the parents of secondary schools of Assam were quite satisfied with the performance of their children under this new scheme of Evaluation.

**Objective-2:** To find out the difference between the male and female secondary school teachers' perception towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.

**Hypothesis-1:** There is no significant difference among Male and Female secondary school teachers towards Continuous and Comprehensive Evaluation (CCE) system in Lakhimpur District of Assam

Table 1: Showing the Total No of Positive and Negative Frequencies of Secondary School Teachers of Assam towards CCE in Relation to Gender

Variable	Type of Frequencies	Dimensions	Frequencies	Total No of Frequencies
Male Teachers (N=29)	Positive	ME	148	454
		TC	137	
		Good	169	
	Negative	LE	55	155
		TD	66	
		Poor	34	
Female Teachers (N=21)	Positive	ME	114	346
		TC	106	
		Good	126	
	Negative	LE	33	95
		TD	41	
		Poor	21	

\*Note: ME= Most Effective, LE= Least Effective, TC= To be Continued, TD= To be Discontinued

Table 2: Showing the  $\chi^2$  (Chi Square) Value of Male and Female Secondary School teacher's Perception towards CCE in Assam

Gender	Over all Perception		Calculated $\chi^2$ Value	Table $\chi^2$ Value	Remarks
	Positive (ME, TC & Good)	Negative (LE, TD & Poor)			
Male Teacher (N=29)	454	155	2.16	3.84 at 0.05 level of Significance with df 1	P < 3.84 Not Significant
Female Teacher (N=21)	346	95			

**Interpretation:** Looking at a glance into the table no. (2) indicates that the computed  $\chi^2$  value on the perception of male and female secondary school teachers of Assam towards Continuous and Comprehensive Evaluation (CCE) found to be (2.16) which is smaller than the criterion  $\chi^2$  value (3.84) at 0.05 level of significance with df 1. Therefore, the decision level is declared as not significant. As the calculated  $\chi^2$  hypothetical value is smaller than the table  $\chi^2$  value hence forth the formulated sub-hypothesis  $\{H_0 - 1\}$  "There doesn't exist significant difference

between the male and female secondary school teachers on the perception of Continuous and comprehensive Evaluation (CCE) in Assam” gets Accepted. From the above analysis it is interpreted that in true sense there exist no significant difference in the perception among the male and female secondary school teachers of Assam towards CCE. In this context it is being generalized that gender did not matter anything towards the implementation of CCE in Assam at secondary School level. Rather, it indicates that both male and female school teachers of Assam did have equal Perception on CCE programme at secondary school level irrespective of gender disparity. The equal perception found among them may be because of the influence of formal training, equal awareness on CCE and deeper understanding about the system and positive self concept and attitude found on CCE.

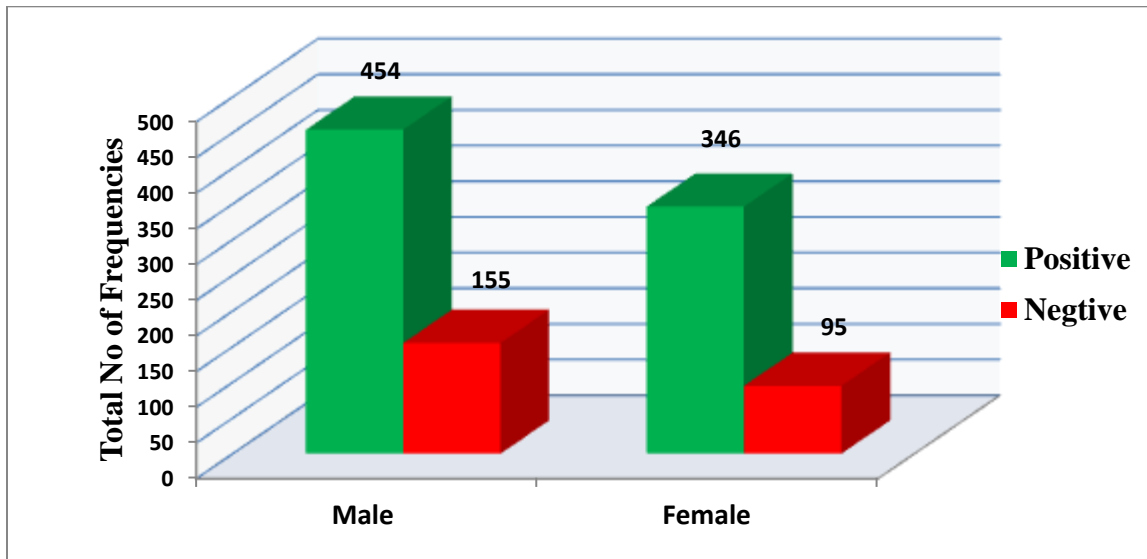


Figure 2: Showing the Total No of Positive and Negative Frequencies of Male and Female Secondary School Teachers of Assam on the Perception of CCE

**Objective-3:** To find out the difference between the rural and urban secondary school teachers’ perception towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.

**Hypothesis-2:** There is no significant difference between Rural and Urban secondary school teachers towards Continuous and Comprehensive Evaluation (CCE) system in Lakhimpur District of Assam.

Table 3: Showing the Total No of Positive and Negative Frequencies of Secondary School Teachers of Assam towards CCE in Relation to Settlement

Variable	Type of Frequencies	Dimensions	Frequencies	Total No of Frequencies
Rural Teachers (N=25)	Positive	ME	133	390
		TC	119	
		Good	138	
	Negative	LE	42	135
		TD	56	
Poor		37		
Urban Teachers (N=25)	Positive	ME	129	410
		TC	124	
		Good	157	
	Negative	LE	46	115
		TD	51	
Poor		18		

\*Note: ME= Most Effective, LE= Least Effective, TC= To be Continued, TD= To be Discontinued

Table 4: Showing the  $\chi^2$  (Chi Square) Value of Rural and Urban Secondary School teachers' Perception towards CCE in Assam

Settlement	Over all Perception		Calculated $\chi^2$ Value	Table $\chi^2$ Value	Remarks
	Positive (ME, TC & Good)	Negative (LE, TD & Poor)			
Rural Teacher (N=25)	390	135	2.10	3.84 at 0.05 level of Significance with df 1	P < 3.84 Not Significant
Urban Teacher (N=25)	410	115			

**Interpretation:** Looking at the table no. (4), it revealed that the computed  $\chi^2$  value on the perception of Rural and Urban secondary school teachers of Assam towards Continuous and Comprehensive Evaluation (CCE) estimated to be (2.10) which is smaller than the criterion  $\chi^2$  value (3.84) at 0.05 level of significance with df 1. The decision level declared as not significant. As the calculated  $\chi^2$  hypothetical value is smaller than the table  $\chi^2$  value henceforth the formulated sub-hypothesis  $\{H_0 - 2\}$  "There doesn't exist significant difference between the Rural and Urban secondary school teachers on the perception of Continuous and comprehensive Evaluation (CCE) in Assam" gets retained. From the above analysis it is comprehended that in true sense there exists no significant difference in the perception among the Rural and Urban secondary school teachers of Assam towards CCE. In this context it is being said that settlement did not matter towards the implementation of CCE in Assam at secondary School level. Rather it indicates that both Rural and Urban school teachers of Assam did have equal Perception on CCE programme at secondary school level irrespective of location of schools. The equal perception found among them may be because of the influence of formal training, equal awareness on CCE and deeper understanding about the system, proper implementation of the programme and positive self concept and attitude found among them on CCE.

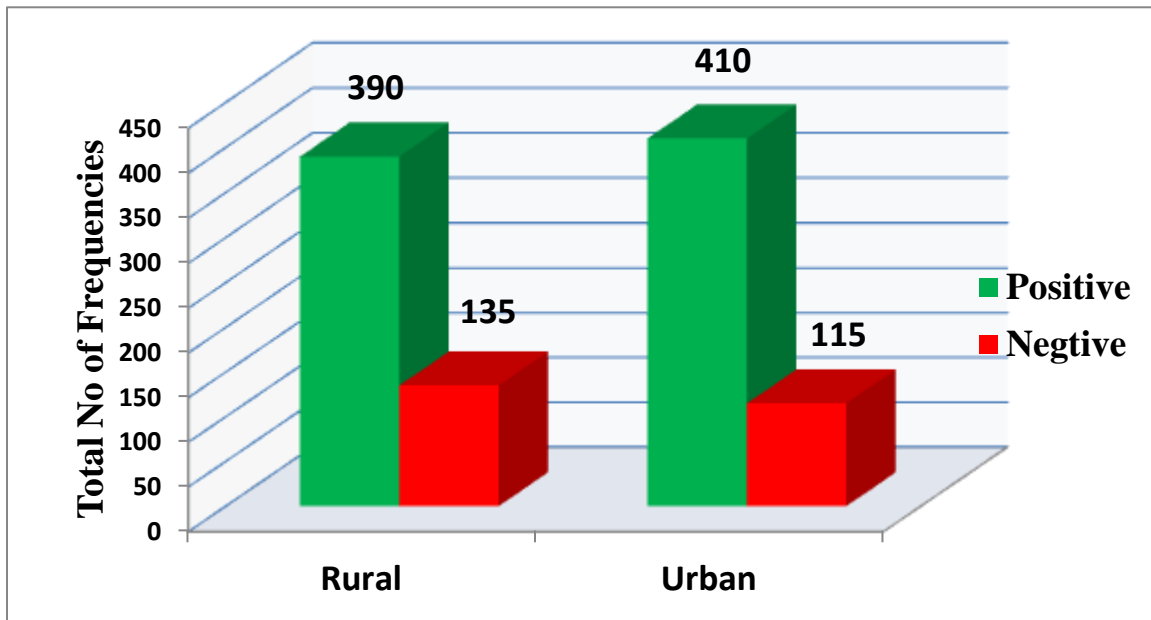


Figure 3: Showing the Total No of Positive and Negative Frequencies of Rural and Urban Secondary School Teachers of Assam on the Perception of CCE

## VII. DISCUSSION OF THE RESULTS

The findings and interpretations of the study relating to the Perception of secondary school teachers of Assam towards CCE in relation to gender and settlement the study revealed that, the secondary school teachers of Assam had shown (74.67%) positive response towards the new Scheme of evaluation CCE in relation to the their perception. Likewise, the secondary school teachers of Assam had shown only (25.33%) negative response towards CCE in relation to their perception. Therefore, the study brings to the light that though Continuous and Comprehensive Evaluation (CCE) has been running through different controversies but the secondary school teachers of Assam had shown positive perception towards CCE. So this study conveys the message to the public that the secondary schools teachers of Assam were quite satisfied with this new scheme of Evaluation.

From this investigation it was also indicated that there were no significant differences found in the perception of secondary school teachers of Assam in Relation to gender and settlement. In this context it is being generalized that gender and settlement did not matter anything towards the implementation of CCE in Assam at secondary School level. Rather, it indicates that secondary school teachers of Assam did have equal Perception on CCE programme at secondary school level irrespective of gender, settlement and professional training disparity. This finding is supported by the study conducted by Kumar, S. & Aggarwal, R. (2016).

## VIII. 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 so that all the Secondary 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 Anxiety towards an effective implementation of this programme as a whole in the Secondary Schools of Assam.

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