

Students' Anxiety on Continuous and Comprehensive Evaluation (CCE) at Secondary Schools of Papum Pare District of Arunachal Pradesh

Dr. Mithun Mondal and Jayanta Doley

Abstract--- *The scheme of Continuous and Comprehensive Evaluation (CCE) is an effective tool to enhance the quality of teaching learning processes in the school. The emphasis is now ensuring that every child not only acquire the Knowledge and awareness and skills but also the ability to use these competencies in real life situations. Thus the emphasis is now both on Knowledge and awareness as well as on performance. The CCE or Continuous and Comprehensive Evaluation scheme refers to a school-based evaluation of students that covers all the aspects of a student's development. Major objectives of this study were i) to find out the level of anxiety of 10th grade secondary school going students on CCE of Papum Pare District of Arunachal Pradesh; ii) to compare the level of anxiety of 10th grade secondary school going students on CCE of Papum Pare District of Arunachal Pradesh in relation to gender variable; iii) to compare the level of anxiety of 10th grade secondary school going students on CCE of Papum Pare district of Arunachal Pradesh in relation to settlement variable. In this study the investigators used descriptive survey method of Educational research. From this study the researcher had found that majority of the secondary school students i.e. (62.50%) shows moderate anxiety level towards CCE after its implementation in the school system of Arunachal Pradesh. From this study it was also found that there is no significant difference between the 10th grade Secondary School students of Arunachal Pradesh on their level of Anxiety on Continuous and Comprehensive Evaluation (CCE) in relation to gender and settlement variable.*

Keywords--- *Anxiety, Continuous, Comprehensive, Evaluation, Papum Pare, Arunachal Pradesh and Arunachal Pradesh.*

I. INTRODUCTION

In school education system, the conduct of examination and evaluation for the promotion to next higher classes is an important activity. Conducting examinations in education system works like a mechanism in improving quality of education. As child development is a continuous process, evaluation should be continuous also. The progress of the learner will be evaluated quite often in continuous manner.

Learner is subjected to schooling for scholastic and co-scholastic gains for holistic development of his/her personality. In fact, comprehensive evaluation covers the whole range of student's experiences in the context of total school activities. It includes physical, intellectual, emotional and social growth comprising of social personal qualities, interest, attitude and values.

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The scheme of Continuous and Comprehensive Evaluation was recommended by many National Commissions and Committees like Radhakrishnan Commission (1948–49), Secondary Education Commission (1952–53), The Education Commission (1964–66), National Policy on Education (NPE 1986) etc. Thus keeping these recommendations in the consideration, the Ministry of Human Resource Development had brought in the scheme of Continuous and Comprehensive Evaluation as a part of Examination Reforms Programme with the aim of developing the holistic profile of the learner through CCE.

The earlier over emphasis on cognitive domain has been replaced with a more holistic learning plan providing for development of affective and psychomotor domains of the learners personality such as human values, attitudes, life skills, physical and mental health. The scheme of CCE is an effective tool to enhance the quality of teaching learning processes in the school. The emphasis is now ensuring that every child not only acquire the Knowledge and awareness and skills but also the ability to use these competencies in real life situations. Thus the emphasis is now both on Knowledge and awareness as well as on performance. The CCE or Continuous and Comprehensive Evaluation scheme refers to a school-based evaluation of students that covers all the aspects of a student's development.

Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of the learner that covers all aspects of the learner development. This development profile of the learner is facilitated through continuous assessment of one's learning content, the responses, the nature and success of its applications and the behavioural outcomes and further by the measurement of the holistic development through comprehensive tools of assessment.

Objectives of the Study

On the basis of the nature of the research problem, the researcher had formulated the following objectives.

1. To find out the level of anxiety of 10th grade secondary school going students on CCE of Papum Pare District of Arunachal Pradesh.
2. To compare the level of anxiety of 10th grade secondary school going students on CCE of Papum Pare District of Arunachal Pradesh in relation to gender variable.
3. To compare the level of anxiety of 10th grade secondary school going students on CCE of Papum Pare district of Arunachal Pradesh in relation to settlement variable.

Hypotheses of the Study

Keeping in view the objectives of the study, the researcher had formulated the following hypotheses. These were-

1. There doesn't exist any significant difference between the male and female 10th grade secondary school going students in their level of anxiety on Continuous and comprehensive Evaluation (CCE) in Papum Pare district of Arunachal Pradesh.

2. There doesn't exist any significant difference between the rural and urban 10th grade secondary school going students in their level of anxiety on Continuous and comprehensive Evaluation (CCE) in Papum Pare district of Arunachal Pradesh.

II. METHODOLOGY

In this study the researcher applied Descriptive Cum Survey method of Educational Research in order discover the level of anxiety of 10th grade students towards Continuous and Comprehensive Evaluation in Secondary schools of Papum Pare District of Arunachal Pradesh.

Population of the Study

The target population of the present study was consisted of 10th Grade Students of Papum Pare District of Arunachal Pradesh during the session 2017-2018.

Sample of the Study

In this study the investigator used the Stratified Random sampling procedure for collection of data which was consisted of 200 10th grade Secondary school Students from 5 Urban and 5 from Rural Secondary Schools of Papum Pare District of Arunachal Pradesh as the sample for the study during the session 2017 and 2018.

Tools Used in the Study

In order to assess the Anxiety of 8th grade Students towards Continuous and Comprehensive Evaluation (CCE) the investigator also used a self- developed standardized Anxiety scale prepared by himself. This scale consisted of 30 statements related to various dimensions on CCE.

Statistical Techniques Used

The investigators used mean, standard deviation, percentage and inferential statistics as 't' test in order to analyze and interpret the result for the purpose of the study.

III. MAJOR FINDINGS OF THE STUDY

Variable wise estimation of Secondary school Students on their Anxiety level towards Continuous and Comprehensive Evaluation (CCE) in Papum Pare District of Arunachal Pradesh.

Objective-1: To find out the level of anxiety of 10th grade secondary school going students on CCE of Papum Pare District of Arunachal Pradesh.

Table 1: Showing the Level of Anxiety of 10th Grade Students on CCE at Secondary Schools of Papum Pare District of Arunachal Pradesh

<i>Category of Students' Anxiety</i>	<i>No. Students</i>	<i>Percentage</i>
Low Anxiety (Mean + SD & Above)	77	19.25%
Moderate Anxiety (Mean + SD) to (Mean - SD)	250	62.50%
High Anxiety (Mean - SD & Below)	73	18.25%

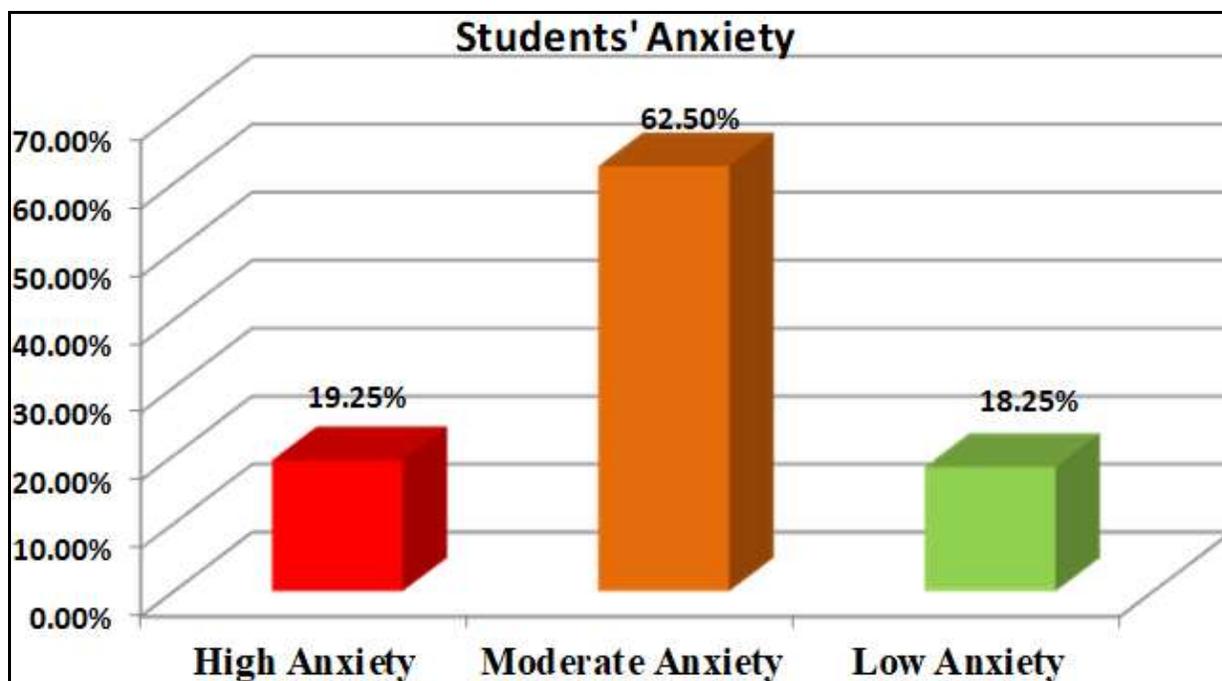


Figure 1: Showing the Anxiety Level of 10th Grade Secondary School Students of Papum Pare District of Arunachal Pradesh on Continuous and Comprehensive Evaluation (CCE)

Interpretation: The above Diagram- 1 and the Table-1 shows that, majority of the secondary school students i.e. (62.50%) shows moderate anxiety level towards CCE after its implementation in the school system of Papum Pare District Arunachal Pradesh. The study also reveals that, (19.25%) secondary school student shows high anxiety towards CCE in Arunachal Pradesh and (18.25%) secondary student were less anxious about this new scheme of evaluation i.e. CCE. Therefore, the outcomes of this study reveals that, though Continuous and Comprehensive Evaluation system is meant for students' quality development in their academic life but still very few students were found having low anxiety about this scheme of evaluation majority of the students were found having moderate and high anxiety about CCE in Papum Pare District Arunachal Pradesh.

Objective- 2: To compare the level of anxiety of 10th grade secondary school going students on CCE of Papum Pare District of Arunachal Pradesh in relation to gender variable

Hypothesis- 1: There doesn't exist any significant difference between the male and female 10th grade secondary school going students in their level of anxiety on Continuous and comprehensive Evaluation (CCE) in Papum Pare district of Arunachal Pradesh.

Table 2: Summary of Anxiety Level of Male and Female 10th Grade Students of Arunachal Pradesh on CCE

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>%</i>	<i>Remark</i>
Male Students	90	81.65	69.04	Low Anxiety
Female Students	110	79.59	66.33	High Anxiety

Table 3: Summary of Mean Scores, SD, and 't' Values of Male and Female 10th Grade Students on their Level of Anxiety on CCE in Arunachal Pradesh

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>SE_D</i>	<i>Computed 't' Value</i>	<i>Criterion 't' Value</i>	<i>Remark</i>
Male Students	90	81.65	9.27	1.33	1.55	1.97 At 0.05 level of significance	Not significant with df 98 p < 1.97
Female Students	110	79.59	9.43				

Interpretation: The above table no. 3 shows that the computed 't' value came out to be (1.55) which is smaller than (<) the criterion 't' value (1.97) at 0.05 level of significance for df 198. As the computed 't' value (1.55) is not significant at 0.05 level, therefore the formulated sub-hypothesis {Ho-1 "There doesn't exist any significant difference between the male and female 10th grade secondary school going students in their level of anxiety on Continuous and comprehensive Evaluation (CCE) in Papum Pare district of Arunachal Pradesh"} gets accepted. It indicates that truly there is no significant difference between the Male and Female 10th grade Secondary School students of Arunachal Pradesh on their level of Anxiety on Continuous and Comprehensive Evaluation (CCE). It signifies that both the Male and Female 10th grade students of Arunachal Pradesh had equal anxiety level on CCE. But by looking at the Mean scores of both the Male and Female 10th grade Secondary School students of Arunachal Pradesh which seems to be that the mean score of male 10th grade students (81.65) is little bit higher than the mean score of female 10th grade students (79.59). Though statistically there is no significant difference between the Male and Female students on their level of Anxiety on CCE, but in terms of mean scores it indicates that, the Female 10th grade students of Arunachal Pradesh to some extent are more anxious about CCE system in comparison to the male 10th grade students. The female 10th grade students to some extent have high anxiety than the male 10th grade students towards CCE (Shown in the Table no. 2). This difference exists because of the chance factors in research. Thus, it can be concluded that male and female 10th grade learners of Arunachal Pradesh had equal anxiety level because of their exposure to the same teaching learning environment and school management taken place for implementation of CCE.

Objective- 3: To compare the level of anxiety of 10th grade secondary school going students on CCE of Papum Pare district of Arunachal Pradesh in relation to settlement variable.

Hypothesis- 2: There doesn't exist any significant difference between the rural and urban 10th grade secondary school going students in their level of anxiety on Continuous and comprehensive Evaluation (CCE) in Papum Pare district of Arunachal Pradesh.

Table 4: Summary of Anxiety Level of Rural and Urban based 10th Grade Students of Arunachal Pradesh on CCE

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>%</i>	<i>Remark</i>
Rural Students	100	81.60	68	Low Anxiety
Urban Students	100	79.30	66.08	High Anxiety

Table 5: Summary of Mean Scores, SD and 't' Values of Rural and Urban 10th Grade Students on their Level of Anxiety on CCE in Arunachal Pradesh

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>SE_D</i>	<i>Computed 't' value</i>	<i>Criterion 't' value</i>	<i>Remark</i>
Rural Students	100	81.60	9.38	1.33	1.73	1.97 At 0.05 level of significance	Not significant with df 198 p < 1.97
Urban Students	100	79.30	9.38				

Interpretation: The above table no. 5 depicts that the computed 't' value came out to be (1.73) which is smaller

than ($<$) the criterion 't' value (1.97) at 0.05 level of significance for df 198. As the computed 't' value (1.73) is not significant at 0.05 level, therefore the formulated hypothesis {Ho-2}. "There doesn't exist any significant difference between the rural and urban 10th grade secondary school going students in their level of anxiety on Continuous and comprehensive Evaluation (CCE) in Papum Pare district of Arunachal Pradesh" gets accepted. Truly there is no significant difference found between the Rural and Urban 10th grade students of Arunachal Pradesh on their level of Anxiety on Continuous and Comprehensive Evaluation (CCE). It signifies that both the Rural and Urban 10th grade students of Arunachal Pradesh had equal anxiety level on CCE. But by looking at the mean scores of both the Rural and Urban 10th grade students of Arunachal Pradesh which seems to be that the mean score of Rural 10th grade students (81.60) is slightly higher than the mean score of Urban 10th grade students (79.30). Though statistically there is no significant difference between the Rural and Urban 10th grade students on their level of Anxiety on CCE, but so far the mean scores are concerned it indicates that the Urban 10th grade students of Arunachal Pradesh to some extent are more anxious about CCE system in comparison to their Counterparts (shown in the table no. 4). 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. The 10th grade learners of Arunachal Pradesh exhibited same anxiety due to their knowledge and awareness about the CCE which have been implemented and applicable to the rural urban secondary schools in the state.

IV. DISCUSSION OF THE RESULT

In view of the findings of the study relating to the Anxiety of Secondary School students in Papum Pare district of Arunachal Pradesh towards CCE, it reveals that the Secondary school students of Papum Pare District of Arunachal have low Anxiety level towards Continuous and Comprehensive Evaluation (CCE). This study also brings to light that the male- female and rural- urban 10th Grade Students of the Secondary School of Papum Pare District of Arunachal Pradesh had almost the same Anxiety level towards the new approach of Continuous and Comprehensive Evaluation system adopted in the Secondary Schools by the Ministry of Human Resource Development (MHRD) government of India after implementing of RTE- Act-2009. Since there was no significant difference found among the secondary school students irrespective of gender and Location that may be because of the same environment prevails for 10th grade learners under the same roof of class-room and the teaching learning. Parameters of CCE were equally implemented for them. As such no anxiety difference took place in the 10th grade learners of Papum Pare District of Arunachal Pradesh towards CCE. Since there are no differences found among the Secondary School students of Papum Pare District towards the Anxiety of CCE with respect to Gender and Location 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 Secondary Schools in the of Arunachal Pradesh. But there is no iota of doubt when we look into the matter of difference in the Anxiety level of Secondary School students in Papum Pare district of Arunachal Pradesh so far the mean scores are concerned; the female Secondary School students and the urban located Secondary School students of Papum Pare district obviously are more Anxious towards the CCE system in Comparison to the male and rural based Secondary School students of Papum Pare district of Arunachal Pradesh. Though, it doesn't exhibit any difference in relation to their Anxiety 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 Anxiety of students towards CCE.

V. CONCLUSION

From this study related to Continuous and Comprehensive evaluation (CCE) the researcher can affirm that though CCE was implemented in the school system of India under the RTE Act- 2009 by the Central Board of Secondary Education (CBSE) to enhance the quality of Education but still these new scheme of evaluation to some extent failed to achieve its goal. No doubt, CCE is an innovation and effective scheme of Evaluation in comparison to the Traditional one shot examination. But the outcome on CCE system is not fruitful so far the quality of Education is concerned. Therefore the government should take proper initiative to implement this scheme smoothly by providing adequate training to the teachers and also providing awareness to the teachers, students and Parents.

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