

Students Anxiety Towards Continuous and Comprehensive Evaluation (CCE) at Secondary Schools of Lakhimpur District of Assam

^IMithun Mondal, ^{II}Prof. Prasata Kurmar Acharya

^IResearch Scholar, Dept. of Education, Rajiv Gandhi University, Arunachal Pradesh, India

^{II}Professor, Dept. of Education, Rajiv Gandhi University, Arunachal Pradesh, India

Abstract

Evaluation is an essential part of any teaching and learning programme. The quality of evaluation is directly linked with the quality of education. Both teaching and evaluation are depending on the instructional goal which gives the teachers direction. Instructional objectives are those alluring behaviors which are to be developed in students through the learning procedure. These are reflected as syllabus, instructional material and information given by the educators, and evaluation is done to see whether the instructional objectives have been accomplished and to what extent. The three segments of teaching, learning and evaluation constitute an integrated network. Through evaluation the teacher not only assesses as to how far the students have achieved the objectives, but also examines the effectiveness of the teaching strategy, teaching material as well as teaching methodology. The Continuous and Comprehensive Evaluation is one of the recent innovative schemes of evaluation implemented by the government of India. Continuous and Comprehensive Evaluation (CCE) refers to a system of School-based evaluation of students that covers all aspects of students' development. The major objectives of this study were (i) to find out the Anxiety level of 10th grade secondary school students towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam; (ii) to find out the difference between the male and female 10th grade secondary school students in their level of Anxiety towards CCE in Lakhimpur District of Assam; (iii) to find out the difference between the rural and urban 10th grade secondary school students in their level of anxiety towards CCE in Lakhimpur District of Assam. In this study the investigators used descriptive Cum Survey method of Educational Research in order to find out the Anxiety level of 10th grade students towards Continuous and Comprehensive Evaluation (CCE) at Secondary schools of Lakhimpur District of Assam. The researcher found that the 10th grade secondary school students are having low anxiety towards CCE in Lakhimpur District of Assam. The researcher also found that the male-female and rural-urban Secondary School students does not differ significantly in their anxiety level towards CCE.

Keywords

Anxiety, Continuous, Comprehensive, Secondary School, Lakhimpur Assam.

The context

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development. The scheme of 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 has recently 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, anxieties, 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 skills but also the ability to use these competencies in real life situations. Thus the emphasis is now both on knowledge 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.

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. It is hoped that due emphasis on development of necessary personality attributes and other co-scholastic areas along with desired levels of attainment in the scholastic domain will certainly help the young learners grow into better human beings and will enable them to contribute meaningfully towards societal requirements and national expectations.

In the scheme of Continuous and Comprehensive Evaluation the term

“**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. Since abilities, Anxieties and aptitudes 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). 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.

Objective of the Study

The major objective of this study was

1. To find out the difference between the male and female 10th grade students in their anxiety level towards Continuous and Comprehensive Evaluation (CCE) at secondary schools of Lakhimpur District of Assam.
2. To find out the difference between the rural and urban 10th grade students in their anxiety level towards Continuous and Comprehensive Evaluation (CCE) at secondary schools of Lakhimpur District of Assam.

Hypotheses of the Study

1. There is no significant difference among Male and Female 10th grade Students studying in the Secondary Schools in their level of anxiety towards Continuous and Comprehensive Evaluation (CCE) system in Lakhimpur District of Assam.
2. There is no significant difference among Rural and Urban 10th grade Students studying in the Secondary Schools in their level of anxiety towards Continuous and Comprehensive Evaluation (CCE) system in Lakhimpur District of Assam.

Methodology

In this present study the investigator 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 Lakhimpur District of Assam.

Population of the Study

The target population of the present study consisted of 10th Grade Students in 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 10th 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 Anxiety of 8th grade Students towards Continuous and Comprehensive Evaluation (CCE) the investigators 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 inferential statistics as 't' test in order to analyze and interpret the result for the purpose of the study.

Major Findings of the study

Variable wise estimation of Secondary school Students on their Anxiety level towards Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.

Objective-I: To find out the difference between the male and female 10th grade students in their anxiety level towards Continuous and Comprehensive Evaluation (CCE) at secondary schools of Lakhimpur District of Assam.

Hypothesis-I: There is no significant difference among Male and Female 10th grade Students studying in the Secondary Schools in their level of anxiety towards Continuous and Comprehensive Evaluation (CCE) system in Lakhimpur District of Assam.

Table 1: Summary of Anxiety Level of Male and Female 10th Grade Students of Assam on CCE.

Group	N	Mean	%	Remark
Male Students	97	87.27	72.73	Low Anxiety
Female Students	103	85.89	71.58	High Anxiety

Table 2: Summary of Mean scores and SD values of Male and Female 10th Grade students on their level of Anxiety on CCE in Assam.

Groups	N	Mean	SD		Computed 't' value	Criterion 't' value	Remark
Male Student	97	87.27	9.80	1.31	1.05	1.97 At 0.05 level of significance	Not significant with df 198 p < 1.97
Female Student	103	85.89	8.70				

Result: The above table no. 2 indicates that the computed 't' value came out to be (1.05) which is smaller than (<) the criterion 't' value (1.97) at 0.05 level of significance for df 198. As the computed 't' value 1.05 is not significant at 0.05 level, therefore the formulated sub-hypothesis {Ho-14(a) "There doesn't exist any significant difference between the male and female 10th grade students in their level anxiety on Continuous and comprehensive Evaluation (CCE) in the secondary schools of Assam" gets accepted.

From this it is clearly understood that truly there is no significant difference between the Male and Female 10th grade Secondary School students of Assam on their level of Anxiety on Continuous and Comprehensive Evaluation (CCE). It signifies that both the Male and Female 10th grade students of Assam 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 Assam which seems to be that the mean score of male 10th grade students i.e. 87.27 is little bit higher than the mean score of female 10th grade students i.e. 85.89 (Shown in the Figure no- 1 & Table No. 1). Though statistically there is no significant difference between the Male and Female students on their level of Anxiety on CCE, but as per the mean scores are concerned it reveals that the Female 10th grade Secondary School students of Assam to some extent are more anxious about CCE system in comparison to their Counterparts. This difference exists because of the chance factors only. The result is indicative that the same environment prevails for both male and female 10th grade learners under the same roof of class-room and the teaching learning. Parameters of CCE were equally implemented for them irrespective of any gender discrimination. As such no anxiety difference took place in the 10th grade learners of Assam towards CCE.

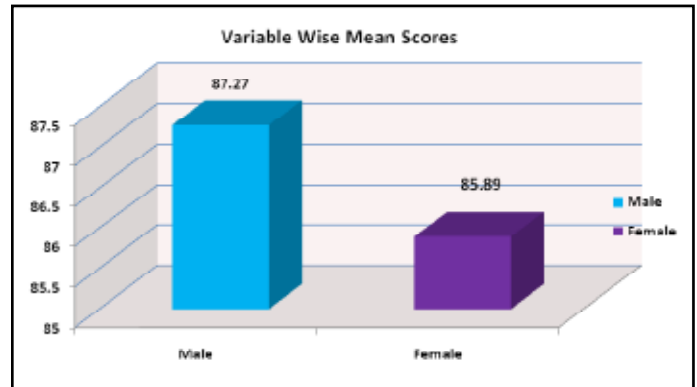


Fig. 1: Showing the Mean Scores of Male and Female Students on their Anxiety level towards Continuous and Comprehensive Evaluation (CCE).

Objective- II: To find out the difference between the rural and urban 10th grade students in their anxiety level towards Continuous and Comprehensive Evaluation (CCE) at secondary schools of Lakhimpur District of Assam.

Hypothesis-II: There is no significant difference among Rural and Urban 10th grade Students studying in the Secondary Schools in their level of anxiety towards Continuous and Comprehensive Evaluation (CCE) system in Lakhimpur District of Assam.

Table 3: Summary of Anxiety Level of Male and Female 10th Grade Students of Assam on CCE.

Group	N	Mean	%	Remark
Rural Students	100	86.70	72.25	Low Anxiety
Urban Students	100	86.10	71.75	High Anxiety

Table 4: Summary of Mean Scores, SD values and ‘t’ of Rural and Urban 10th Grade students on their level of Anxiety on CCE in Assam.

Groups	N	Mean	SD		Computed ‘t’ value	Criterion ‘t’ value	Remark
Rural Student	100	86.70	7.70	1.25	0.48	1.97 At 0.05 level of significance	Not significant with df 198 p < 1.97
Urban Student	100	86.10	9.90				

Results: An examination into the table no. 4 reveals that the computed ‘t’ value estimated as (0.48) which is smaller than (<) the criterion ‘t’ value (1.97) at 0.05 level of significance for df 198. As the computed ‘t’ value 0.48 is not significant at 0.05 level, therefore the formulated sub-hypothesis {Ho-14(b) “There doesn’t exist any significant difference between the rural and urban 10th grade students in their level anxiety on Continuous and comprehensive Evaluation (CCE) in the secondary schools of Assam” gets accepted. Thus it is clear that truly there is no significant difference between the Rural and Urban 10th grade students of Assam on their level of Anxiety on Continuous and Comprehensive Evaluation (CCE). It signifies that both the Rural and Urban 10th grade students of Assam had equal anxiety level on CCE. But by looking at the mean scores of both the Rural and Urban 10th grade students of Assam which seems to be that the mean score of male 10th grade students i.e. 86.70 is little bit higher than the mean score of Urban 10th grade students i.e. 86.10 (Shown

in the Figure No. 2) Though statistically there is no significant difference between the Rural and Urban 10th grade students on their level of Anxiety on CCE, but according to the mean scores it indicates that the Urban 10th grade students of Assam to some extent are having high anxiety about CCE system in comparison to rural 10th grade students (shown in the table no- 3). 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. Thus, in a nutshell it can be generalised that Rural and Urban 10th grade learners of Assam had equal anxiety level because of their exposure to the same teaching learning environment and school management taken place for implementation of CCE.

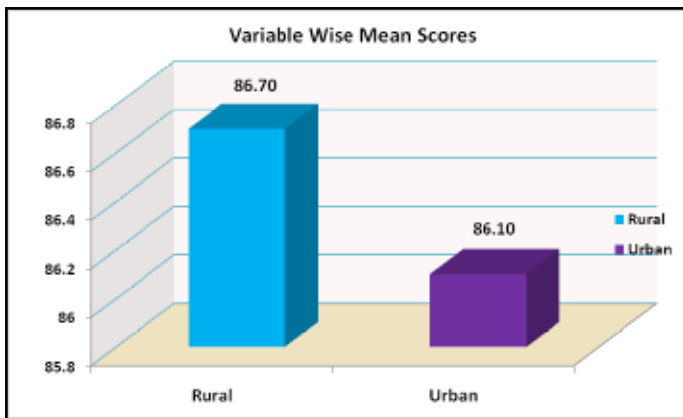


Fig. 2: Showing the Mean Scores of Rural and Urban 10th Grade Students on their Anxiety level towards Continuous and Comprehensive Evaluation (CCE).

Discussion of the Result

In view of the above analyses and findings of the study relating to the Anxiety of Secondary School students in Lakhimpur District of Assam towards CCE, it is to be noted that the Secondary school students of Lakhimpur District of Assam have low Anxiety level towards the new system of evaluation CCE. This study also reveals that the male- female and rural- urban 8th Grade Students of the Secondary School of Lakhimpur District 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. They exhibit no significant difference 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 Assam towards CCE. Since there are no differences found among the Secondary School students of Lakhimpur 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 Lakhimpur District of Assam. But there is no iota of doubt when we look into the matter of difference in the Anxiety level of Secondary School students in Lakhimpur District of Assam so far the mean scores are concerned; the female Secondary School students and the urban located Secondary School students of Lakhimpur District obviously are more Anxious towards the CCE system in Comparison to the male and rural based Secondary School students of Lakhimpur District of Assam. 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.

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.

References:

- [1]. Ahuja, R. (2011): *Research Method*. Rawat Publication, Satyam Apts, Sector 3, Jawahar Nagar, Jaipur – 302004 (India), Pp – 396-401.
- [2]. Best, J.W. (1996): *Research in Education*. Prentice Hall of India Pvt. Ltd; New Delhi.
- [3]. Bhatnagar, A. B. & Bhatnagar, A. (2013): *Measurement and Evaluation*. Vinay Rakheja, Meerut. Pp 1-31.
- [4]. Buch, M.B. (Ed.) (1991): *Forth Survey of Research in Education (1983- 1988)*. Vol. I, NCERT, New Delhi.
- [5]. Chaudhari, S. (2012): *Methodology of Educational Research*. GLOBAL VISION PUBLISHING HOUSE, F4, 1ST floor, Hari Sadan 20, Ansari Road, Daryaganj, New Delhi - 11002 (India).
- [6]. Gareett, H.E. (1986): *Statistics in Psychology and Education*. Allied Practice Private Ltd; Bombay.
- [7]. Granlund, N.E. (1981): *Measurement and Evaluation in Teaching*. Macmillan Publishing Co. Inc; New York.
- [8]. Koul, L. (2008): *Methodology of Research* (4th Edition): Vikash Publishing House Pvt Limited, Noida.
- [9]. Mondal, A. & Mete, J. (2013): *Continuous and Comprehensive Evaluation- An Appraisal*. Department of Education (AISE), University of Kalyani, Kalyani West Bengal. Issues and Ideas in Education, Vol- 1, Number-2. Retrieved from-http://iie.chitkara.edu.in/pdf/papers/sep_2013/01_IIE_Ajit.pdf.
- [10]. NCERT (2006): *Sixth Survey of Educational Research 1993-2009*. Volume – I. NCERT, New Delhi.
- [11]. NCERT (2007): *Sixth Survey of Educational Research 1993-2007, volume II*. NCERT, New Delhi.
- [12]. NCERT (2006): *Indian Educational Abstract. National Council of Educational Research and Training*. Vol. 6 (2), July; New Delhi.
- [13]. NCERT (Ed) (2006): *Sixth Survey of Educational Research (1993- 2000)*. National Council of Educational Research and Training, Vol. I; New Delhi.
- [14]. NCERT (Ed) (2007): *Sixth Survey of Educational Research (1993- 2000)*. National Council of Educational Research and Training, Vol. II; New Delhi.
- [15]. Noel, E. (1989): *Handbook of Educational Ideas and Practices*. Routledge, London and New York;
- [16]. Pathak, R.P. (2007): *Statistics in Educational Research*. Kanishka Publisher; Distributers 4696/5-2/A, Ansari Road, Daruaganj, New Delhi – 110002. Pp-28-66.
- [17]. Pandva, R. S. (2010): *Educational Research*. APH Publishing Corporation, 4435-36/7, Ansari Road, Daryaganj, New Delhi-110002.
- [18]. Raina, M.K. (2006): *Educational Research*. Max ford Books Publication. New Delhi. Pp-245.
- [19]. Sharma, R.A. (2011): *Advanced Statistics in Education and Psychology*. Vinay Rakheja Publisher, C/O R. Lall Book Depot, Near Govt Inter College Meerut. Pp- 37, 74-83.
- [20]. Sidhu, K.S. (2007): *New Approach to Measurement and Education*. Sterling Publishers Private Limited. A-59 Okhla Industrial Area, Phase-II, New Delhi-110020. P-1.

- [21]. **Shinghal, P. (2012):** *Continuous and Comprehensive Evaluation- A study of Teachers Perception.* Delhi Business Review X Vol. 13 No. 1, New Delhi, India. Retrieved from-https://www.google.co.in/search?q=CONTINUOUS+AND+COMPREHENSIVE+EVALUATION+A+STUDY+OF+TEACHERS%20PERCEPTION&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a&safe=strict&gfe_rd=cr&ei=CTpGU_O2HerV8gfl9IHQBw.
- [22]. **Singh, R. (1994):** *Techniques of Measurement of Education.* Common Wealth Publishers, 4378/4-B, Murari Lal Street, Ansari Road, Daryaganj, New Delhi-110002.
- [23]. **Sharma, R.S. (2006):** *Measurement and Evaluation Techniques.* ABD Publisher, B-46, Nataraj Nagar, Imliwala Phatak, Jaipur-302005 (Rajasthan) India.

Internet Sources

- [1]. [www.ck12.com/question/what + does - continuous – mean.](http://www.ck12.com/question/what+does+continuous+mean)
- [2]. [En.wikipedia.org/wiki/knowledge](http://en.wikipedia.org/wiki/knowledge) www.oxforddictionaries.com/definition/english/comprehensive