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A STUDY ON STRESS TOWARDS CCE SYSTEM

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Page No: 105

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ABSTRACT:

Education is a continuous process of human developments which not only make an individual pessimistic but also successfully deals with every dimension of human development and present him like complete individuals. CCE is appreciable step in the field of education. In the present study 100 students of govt. and non-govt. schools were selected randomly. The mean of govt. school students is 19.67 and non-govt. school student is 28.8 and the t-value is calculated 11 at 0.01 level and result indicate that the non-govt. school

students found high stress level in comparison to govt. school students:

KEYWORDS: *human developments, field of education.*

INTRODUCTION

Evaluation is the continuous process which is important part of the integral education system. Evaluation affects the study habit of the student and teaching method. It is not only helpful but also improves the academic achievement of the students. Technique of the evaluation provides proofs for student development in various dimension but techniques should have objectivity, reliability and applicability. Evaluation is the process which decides the educational objectives. CCE is important process of evaluation helps in learning and achievement of students. CCE is the appropriate mode to evaluate students. It is made up of 3 words continuous,

comprehensive and evaluation. The term 'ceaseless' give weight on assessment of recognized parts of understudies' 'development and improvement' is a constant procedure as opposed to an occasion, incorporated with the all out instructing learning procedure and spread the whole range of scholastic session. It means continuity of assessment, frequency of unit testing, diagnosis of learning gaps, use of remedial measures, retesting and for their self evaluation. The second term 'extensive' implies that the plan endeavors to cover both the scholastic and the non-scholarly parts of understudies' development and improvement. Comprehensive Evaluation targets on developing all aspects of a child's personality, psychomotor, affective and cognitive skills of learners

through identified and vital aspects of learning. Continuous and Comprehensive Evaluation (CCE) was a process of assessment, established by the Right to Education Act, of India in 2009. The main objective of CCE was to evaluate every prospect of the child during their presence at the school. Busari A.O, Eniola, M.S. (2007) studied and found that the stress is behavioral and main the reason of the stress are educational performance. (2006) Perry, Goetz T. studied on stress and found stress can be seen in the various aspect of life.

OBJECTIVE:-

To measure the level of stress of govt. and non- govt. school students towards CCE system.

HYPOTHESIS :-

There will be no significant difference between the level of

stress of govt. and non- govt. school students towards CCE system.

RESEARCH DESIGN:-

Independent variable	Evaluation system
Dependent variable	Level of stress
Statistics	t-value

SAMPLE

In the present study 100 students of govt. and non- govt. school of Durg district were selected by random sampling method.

TOOLS

Student Stress Scale developed by Z Akhtar has been used to measure the level of stress of govt. and non- govt. school students towards CCE.

DATA ANALYSIS:

Statistical analysis of level of stress of govt. and non-govt. school students towards CCE

S. No.	Groups	No. of data	Mean	SD Standard deviation	t-value
01.	Govt. school students	50	28.8	5.62	5.11
02.	Female teachers of Non -govt. school	50	19.67	8.1	
Degree of freedom df = 98 P<.01					

It indicates from the table that the mean scores of the level of stress of govt. and non govt. school students towards CCE system came out to be 28.8 and 19.67 ,SD is 5.62 and 8.1, t-value is 5.11 significant at 0.01 level. It means there is significant difference between the level of stress of govt. and non- govt. school students towards CCE system. So, the hypothesis is accepted.

CONCLUSION :-

In the present era stress is work like a psychological factor which effect the academic achievement of students. Academic Achievement is the first priority of every student. So, CCE the evaluation system which helps the teacher to evaluate the every trial of their student continuously.CCE gives better result to the students. (2013) Singh and Patel have studied about the Attitude of Student Teachers towards Continuous Comprehensive Evaluation with Reference to Gender, Caste and Habitat. There exists no significant difference in the attitude of the students with respect to Caste and Habitat towards continuous internal assessment. (2015) Yagnamurthy S. studied Continuous and comprehensive evaluation (CCE): policy and practice at the national level and found that these conceptual differences in policy and implementation framework have created confusion. Furthermore; decentralized decision-making on assessment, less rigid recording and reporting procedures, flexible timeframes, and continuous engagement with teachers are necessary for effective implementation of CCE. (2016) Thakur .R. have studied on the perception of the students and teachers towards continuous and comprehensive evaluation at secondary school level under Dibrugarh district of Assam found that CCE has been fruitful in improving the evaluation skills of the teachers which is very important. Readiness of the teachers to bring about a change in the evaluation techniques is the most important component for the success of CCE. CCE is an examination reform initiative which has the potential of

removing almost all ills of examination improving learning through continuous feedback and brings in qualitative improvement in education at school level.

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Attitude of Female Teachers Towards Effectiveness Of CCE

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Abstract

Education is a process of human development. Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student's development. Now according to Right to Education act Continuous Comprehensive Evaluation become mandatory at primary level of education. In the present study 50 women teachers have been selected randomly. Teacher attitude scale developed by Dr. VishalShood and AartiAnand has been used to measure teachers attitude towards effectiveness of CCE . t-value has been used for data analysis and found significant difference between the attitude of female teachers of govt. school and female teachers of non govt. school towards the effectiveness of CCE

Introduction :-

Education is the medium which can create a civilized citizen. And only a civilized and a cultured individual can understand the problem of the society and able to resolve it. Education is a process of human development. Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student's development.

The term "continuous" refers to regularity in assessment. Since, the development of child is a continuous phenomenon; evaluation has to be completely integrated with the teaching - learning process as to assess the progress of students at regular intervals.

The term "comprehensive" refers to assessment in both, the scholastic as well as co scholastic area of student's development.

The evaluation of scholastic aspects includes assessment of personal and social qualities, interest, attitudes, values, life skills and level of participation in different co-curricular activities. For carrying out such type of evaluation, multiple techniques have to be employed by the teachers and school authorities. Conclusively, it may be inferred that continuous and comprehensive evaluation is intended to identify positive attributes and talents of this students which are not usually assesses through written examination. There have been efforts for the last few years by the central government and few state governments in India to introduce continuous and comprehensive evaluation system in school. Now according to Right to Education act Continuous Comprehensive Evaluation become mandatory at primary level of education. Implementation of Continuous and Comprehensive Evaluation was one of the recommendations of the Indian Education Commission, 1964-66 popularly known as Kothari Commission. The recommendation was accepted by the Government of India under National Policy of Education (NPE), 1968 which was formulated on the basis of the recommendations of the Kothari Commission. A humble beginning was made since then by introducing unit tests in

place of Term end exam or year end exam. Much later, the Education Policy of India (NPE -1986), "86 and its revised Programme of Action (POA-1992) categorically endorsed the spirit of continuous and comprehensive evaluation in schools in order to bring quality. Since then the CCE is discussed and debated and is being implemented in schools. The effort got an impetus after the implementation of Right to Education (RTE) Act, 2009 which categorically emphasize that schools are mandated to practice CCE by the provisions of Act. However, there have not been any single, concrete and uniformly accepted views about how to go about CCE in schools, leading teachers, students, functionaries and parents to confusion. Of late, the CBSE developed a package on CCE for its affiliated schools, but that too is not considered to be free from flaws and criticism. The RTE Act, 2009 has made education a Fundamental Right to provide free and compulsory education to all children in the age group of six to fourteen years since April 2010. Under Section 29 of this Act, the elementary school curriculum is envisaged to promote all round development of children (cognitive, psychomotor and affective in a holistic manner), building their knowledge, potentiality and talent, development of physical and mental abilities to the fullest extent in a fear and trauma free environment using Continuous and Comprehensive Evaluation (CCE).

Objectives of the CCE Scheme

- To make evaluation an integral part of teaching learning-process.
- To use evaluation for improvement of student's achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions.
- To provide scope for self-evaluation by teachers and students.
- To analyze evidences gathered about the student's achievement to identify, in adequacies in their learning and provide basis for remedial measures.
- An attempt to maintain desired standard of performance using evaluation as a quality control device.
- To include both scholastic and non-scholastic areas to assess growth and development of pupils using different techniques of evaluation.
- To make teaching-learning child-centred, activity centred and joyful. The scheme operates as under.

Objective :-

To measure the attitude of female teachers of govt. School and female teachers of non- govt. School towards the effectiveness of CCE.

To measure the attitude of experienced and low experienced female teachers of govt. School towards the effectiveness of CCE.

To measure the attitude of experienced and low experienced female teachers of non-govt. School towards the effectiveness of CCE.

Hypothesis :-

- H-1 There will be significant difference between the female teachers of govt. school and female teachers of non- govt. school towards the effectiveness of CCE.
- H-2 There will be significant difference between the attitude of experienced and low experienced female teachers of govt. School towards the effectiveness of CCE.
- H-3 There will be significant difference between the attitude of experienced and low experienced female teachers of non-govt. School towards the effectiveness of CCE.

Sample

In the present study 100 female teachers were selected randomly out of which 50 were govt. and 50 were non- govt. female teachers.

Tools

(TASTCCE) teacher attitude scale towards CCE developed by VishalShood And AartiAnanad has been used to measure teachers attitude towards effectiveness of CCE.

Data Analysis:

H-1 There will be significant difference between the female teachers of govt. school and female teachers of non- govt. school towards the effectiveness of CCE.

Table - 01

S. No.	Groups	No. of data	Mean	SD Standard deviation	t-value
01.	Female teachers of govt. school	50	195.3	24.14	0.259
02.	Female teachers of Non -govt. school	50	205.86	24.11	
Degree of freedom df =98					

It indicates from the table that the mean scores of the attitude of female teachers of govt. school and female teachers of non govt. school towards the effectiveness of CCE came out to be 195.3, 205.86 ,SD is 24.14 and 24.11 and t-value is 0.259, significant at 0.05 level. It means there is no significant difference between the attitude of female teachers of govt. school and female teachers of non govt. school towards the effectiveness of CCE. So, the hypothesis is rejected.

H-2 There will be significant difference between the attitude of experienced and low experienced female teachers of govt. School towards the effectiveness of CCE.

Table -02

S. No.	Groups	No. of data	Mean	SD Standard deviation	t-value
01.	Female teachers of govt. school	25	138.2	145.67	.454
02.	Female teachers of Non -govt. school	25	158.2	159.17	
Degree of freedom df = 48					

It indicates from the table that the mean scores of attitude of experienced female teachers and attitude of low experienced female teachers of govt. school towards the effectiveness of CCE came out to be 138.2,158.2,SD is 145.67and159.1 and t-value is .454, significant at 0.05 level. It means there is significant difference between the attitude of experienced female teachers and attitude of low

experienced female teachers of govt. school towards the effectiveness of CCE. So, the hypothesis is accepted.

H-3 There will be significant difference between the attitude of experienced and low experienced female teachers of non-govt. School towards the effectiveness of CCE.

Table -03

S. No.	Groups	No. of data	Mean	SD Standard deviation	t-value
01.	Female teachers of govt. school	25	197.76	24.16	0.179
02.	Female teachers of Non -govt. school	25	208.4	24.12	
Degree of freedom df = 48					

It indicates from the table that the mean scores of the attitude of experienced female teachers and attitude of low experienced female teachers of non govt. school towards the effectiveness of CCE came out to be 197.76, 208.4, SD is 24.16 and 24.12 and t-value is 0.179, significant at 0.05 level. It means there is no significant difference between the attitude of experienced female teachers and attitude of low experienced female teachers of non govt. school towards the effectiveness of CCE. So, the hypothesis is rejected.

Conclusion

The evaluation process of non govt. schools is conducted according to the process of central school and the teachers were well trained and due to the technical advancement they can able to do their work efficiently But, there is lack of training in govt. schools and because of semester system, whole year teachers were involve in evaluation process which makes them impassive regarding their job..On the other it is also noticed that on the basis of experience also the attitude differs.

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