



Dr. Beena Singh<sup>1</sup> and Namita Gauraha<sup>2</sup>

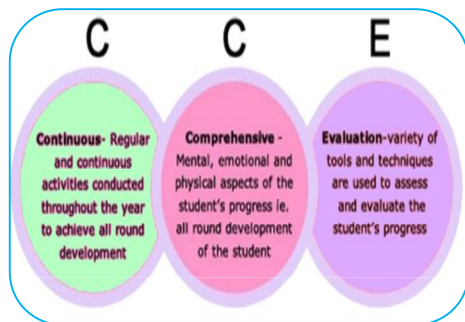
<sup>2</sup>Research Scholar.

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 8 | MAY - 2019



### 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.

#### REFERENCE :-

- Aggrawal ,J.C.(1994).*Essentials of Education Psychology*, USB Publisher's Pvt. Ltd.
- Chauhan ,S.S. (2000).*Advanced Educational psychology*,Vikas Publication House, New Delhi.
- Garette H.E.(2005).*Statistics in Psychology and Education*, Paragaon International Publishers, New Delhi.
- Hall,N.C.Chipperfield, J.G,Perry,R.P,Goetz (2006).*Primary and secondary control in academic development; Gender- Specific implication for stress and health in college students,Anxiety ,stress and Coping*,19,189210.
- Busari,A.O.Eniola,M.S(2007)Effect of stress management training on self image of Visually impaired individuals. Essay in education online journal,University of south corolina Aiken 19.10-17.
- Singh,A.,Patel,J.&Desai,R (2013) A study of the Attitude of Student Teachers towards Continuous Comprehensive Evaluation with Reference to Gender, Caste and Habitat.
- Thakur ,U.R.(2016). A Study on the perception of the students and teachers towards continuous and comprehensive evaluation at secondary school level under Dibrugarh district of Assam, *International Journal of Humanities & Social Science Studies (IJHSSS) A Peer-Reviewed Bi-monthly Bi-lingual Research Journal ISSN: 2349-6959 (Online), ISSN: 2349-6711 Vol-II(IV)*,pp 165-169.



**Namita Gauraha**  
Research Scholar.