

A Study of Difference in CBSE and UP Board Secondary schools about CCE Pattern

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Abstract: Cce pattern is the main part of RTE act and it is necessary to know the awareness of teachers about this. Secondary schools are the familiar with the cce pattern because after cbse, it has been come in government schools in up through rte act. Actually a secondary school teacher of CBSE was aware and applied and UP Board secondary school was not completely applied but aware. UP Board school teachers have need to apply this pattern properly in their school of this pattern to doing the harmonious development of students.

Keywords: CCE, CBSE students

I. INTRODUCTION

Central Board of Secondary Education (CBSE) formulated CCE (Continuous and Comprehensive Evaluation) method for its students from Class I to X in the year 2009 and started implementing the same in a phased manner. Kendriya Vidyalaya Sanathan, a Central Government Body which runs schools all over India under CBSE curriculum introduced from Class III to X from the academic session 2010-11.

Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student's development. It emphasizes two fold objectives. Continuity in evaluation and assessment of broad based learning. CCE pattern is the basic requirement for the quality assessment of students. It is essential to all the UP Board and CBSE Board teacher that they have the complete knowledge about CCE pattern. CBSE teachers was more aware than UP Board secondary school teachers. In this study author had seen the difference of awareness of CBSE and UP Board secondary school teachers about CCE.

II. REVIEW OF RELATED LITERATURE

NPE, (1986). Recommended that minimum level of learning laid down at each stage of primary education, and that steps be undertaken to ensure that all students achieve these minimum levels of learning.

Rao, Manjula, (2002). Studied the scenario of evaluation practices in schools and reported following observations. 1) In school conventional evaluation practice was conducted, 2) CCE not followed systematically, 3) Remedial instruction not provided.

National Curriculum Framework, (1988). Considered necessary to develop a scheme of evaluation in order to improve the evaluation system. A school based evaluation scheme was conceived at implementing the idea of

continuous and comprehensive evaluation in school situation by the unit of Department of Educational Evaluation and Measurement.

III. OBJECTIVES

1. To study the cce pattern in UP Board secondary schools.
2. To study the cce pattern in CBSE Board secondary schools.
3. To study the difference between CBSE and UP Board secondary school about cce pattern.

IV. HYPOTHESIS

1. There is no significant difference between CBSE and UP Board secondary school about cce pattern.

V. DELIMITATION

1. The present study is delimited to secondary CBSE and UP Board schools only.
2. The present study is delimited to 15 CBSE and 15 UP Board secondary school teachers only.
3. The present study is delimited to secondary Teachers of Bahraich district UP only

VI. POPULATION

All the CBSE and UP Board secondary school teachers in Bahraich district UP.

VII. SAMPLE

A sample for the study was 15 CBSE and 15 UP Board secondary school teachers selected by random sampling method.

VIII. RESEARCH METHODOLOGY

A survey research methodology was selected.

Tool

It is a interview.

IX. RESULT

There is significant difference between CBSE and UP Board secondary school about cce pattern.

X. IMPLICATIONS OF THE STUDY

1. The main implication of this research is the need of training about cce pattern of all UP Board Secondary school teachers. They was aware but not applied in proper way about this pattern. Especially old teachers are more unaware in comparison to new teachers.
2. It is advised to UP Board policy makers to apply cce pattern. They increase the achievement of students. They can do qualitative and quantitative achievement in students.
3. To improve the quality of UP Board secondary school teachers as like the CBSE Schools. Otherwise UP Board school students will become backward of CBSE students.
4. To doing the same achievement of CBSE and UP Board secondary school students.

XI. CONCLUSION

Cbse board school students highly achieved than the UP Board students because cce pattern was completely applied in CBSE but not in UP Board. It is good base to improve the quality, in real meaning through we had to change the behavior of the students. UP Board teachers can learn cce and applied to it to improve the achievement of students.

XII. REFERENCES

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