Awareness of Elementary School Teachers about Assessment of Personal-social Qualities of Learners

SUDARSHAN MISHRA* AND TAPASWINI MOHARANA**

ABSTRACT

The investigators undertook a study related to awareness of teachers about assessment of personal-social qualities (PSQs) of learners in the context of implementationof continuous and comprehensive evaluation (CCE) scheme in Odisha. Descriptive survey method was followed for the present study. A sample of thirty six elementary schools was selected randomly from three districts of Odisha namely, Cuttack, Khordha and Nayagarh. One hundred fifty-five elementary school teachers were selected from these districts. An awareness schedule was developed by the investigators to collect relevant data from the teachers. Results showed that overall awareness of teachers towards assessment of PSQs of the learners in elementary schools was high. No significant difference was found in awareness of teachers about assessment of PSQs of students with reference to gender, locality, qualification and teaching experiences. Based on the findings, possible implications of the study have been discussed.

सार

अन्वेषकों द्वारा सतत और व्यापक मूल्यांकन योजना के कार्यान्वयन के संदर्भ में शिक्षार्थियों के व्यक्तिगत सामाजिक गुणों के मूल्यांकन के प्रति शिक्षकों की जागरूकता पर ओडिशा में अध्ययन किया गया है। अध्ययन में वर्णनात्मक सर्वेक्षण विधि का प्रयोग किया गया है। ओडिशा के तीन जिलों (कटक, खुर्दा व नयागढ़) से छत्तीस प्राथमिक स्तर के स्कूलों (विद्यालयों) का

* Sudarshan Mishra, *Head,* Department of Education, Ravenshaw University, Cuttack, Odisha (e- mail: sudarshanmishra@yahoo.com)

** Tapaswini Moharana, *Lecturer in Education,* Lakshminarayan Sahu Mahavidyalaya, Jagatpur, Cuttack, Odisha (e-mail: tapaswinimoharana@hotmail.com)

एक न्यादर्श यादृच्छिक रूप से चुना गया। इन जिलों से एक सौ पचास प्राथमिक विद्यालय शिक्षकों का चयन किया गया। शिक्षकों की जागरूकता हेतु जाँचकर्ताओं द्वारा एक जागरूकता अनुसूची विकसित की गई जिसमें यह पाया गया कि प्राथमिक विद्यालयों में शिक्षार्थियों के व्यक्तिगत सामाजिक गुणों के मूल्यांकन के प्रति शिक्षकों की जागरूकता अधिक है। शिक्षकों की जागरूकता में लिंग, स्थानीयता, योग्यता और शिक्षण अनुभवों के संदर्भ में छात्रों के मूल्यांकन के विषय में कोई महत्वपूर्ण अंतर नहीं पाया गया। निष्कर्षों के आधार पर अध्ययन के संभावित प्रभावों के विषय में चर्चा की गई।

Keywords: *continuous and comprehensive evaluation, personal and social qualities, awareness, elementary school teachers.*

Introduction

The ultimate goal of education is the harmonious development of personality of the children. The learning experiences provided in the school should contribute towards achievement of this goal. Along with intellectual development, development of personal-social qualities (PSQs) of children is also equally important as it supports and enhances child's holistic development. According to the NCF-2005, "Learning takes place both within school and outside school". Hence, varieties of experiences should be provided to the children both inside and outside the classroom so that holistic development can be possible. Teaching and learning process of the school should consider the cognitive, affective and psycho-motor development of the child. Evaluation process as an integral part of teaching and learning process, must take into account all three domains of child's learning.

As per Directorate of Teacher Education (TE) and SCERT, Odisha (2012), Continuous and Comprehensive Evaluation (CCE) shall be carried out in three areas of students' progress such as, Curricular areas, Other curricular areas and PSQs. PSQs include assessment of regularity, punctuality, discipline, cleanliness, emotional stability, initiative, cooperation, sense of responsibility, civic consciousness, environmental awareness, honesty, spirit of social service, attitudes (towards teachers, studies, schoolmates, school programmes, school property, physical health, etc.).

While reviewing the then examination system, Satrusallya (1991), Bhattacharjee and Sarma (2010) found that the existing examination system was primarily cognitive in nature and no importance was given to the assessment of affective and psycho-

motor domain which results in the lop-sided development of the learners. The traditional evaluation system encourages rote learning among the children (Nagaraj & Nagaraj, 2015). Once the examination is over, they forget all that they have learnt. Moreover, one's overall performance cannot be assessed in one shot three hour examination held at the end of the year. There is no permanency in learning and no reflection in attitudes, behaviour and values in students' real life. The teacher should give attention to the individual difference and develop a deep insight into the emotional and psychological needs of the learners and integrate the teaching-learning process into a holistic and realistic life experience. Children should be given ample freedom and opportunities to construct their own knowledge, and develop essential attitudes, values and qualities. Realising this, RTE Act, which has been implemented since April 2010, makes CCE mandatory. CCE facilitates overall growth of child's personality. CCE is systematic in nature and it brings holistic development of the students learning through the assessment of curricular and co-curricular areas and socio-personal qualities (Pani, 2004; NCERT, 2004; Panda, 2005;Jadal, 2011; Panda, 2012; Idowu & Esere,2009; Kothari & Thomas, 2012; & Raveendran, 2013).

The *National Policy of Education* (1986) and *Programme of Action* (1992) followed by the *National Curriculum Framework for Elementary and Secondary Education* (1988) reiterated the need for developing the personal and social qualities in learners. It suggested that the scope of assessment should be broad enough to cover socio-emotional attributes and psycho-motor skills and emphasised the evaluation of the key PSQs of the learners. Assessment of PSQs of learners as a part of CCE has been done along with the assessment of curricular and co-curricular areas after implementation of CCE (Panda 2005; Pradhan, 2007; Panda, 2012; Mishra and Mallik, 2014; Lakshminarayan, 2014). It is further stated that the personal-social qualities and behaviour of learners has improved through continuous assessment. Active involvement of learners in curricular and co-curricular activities develops important PSQs such as leadership, responsibility, social skill, etc. (Haber & Komives, 2009; Asare, et.al 2015; Madhavan, 2016). The assessments of personal-social qualities have created consciousness and awareness among the students and parents (NCERT, 2004). Assessment of PSQs as an important part of CCE scheme has already been implemented in elementary schools of

Odisha. PSQs are those qualities that students develop through interaction with peers, parents and teachers at school, home as well as in their social surroundings. All such traits contribute to a students' sound personality. However, if one is not aware of the process of assessment of PSQs, he/she cannot assess the PSQs of learners. Hence, whether the teachers who are the prime implementers of the CCE are aware about assessment of PSQs need to be studied. There is hardly any study relating to the awareness of teachers regarding the assessment of PSQs.

Objective of the Study

To study the awareness of elementary school teachers about assessment practice of personal-social qualities of learners with respect to their gender, locality, qualification and teaching experience.

Hypotheses

$H_{0.1}$: There is no significant difference in awareness of elementary school teachers towards assessment of personal-social qualities of learners with respect to their gender.

$H_{0.2}$: There is no significant difference in awareness of elementary school teachers towards assessment of personal-social qualities of learners with respect to their locality.

$H_{0.3}$: There is no significant difference in awareness of elementary school teachers towards assessment of personal-social qualities of learners with respect to their qualification.

$H_{0.4}$: There is no significant difference in awareness of elementary school teachers towards assessment of personal-social qualities of learners with respect to their teaching experience.

Method

Since the study attempted to know the awareness level of teachers about currently implemented CCE scheme, descriptive survey method was appropriate for the present study. A sample of thirty-six elementary schools was selected randomly from three districts of Odisha namely, Cuttack, Khordha and Nayagarh. All the available teachers from these schools were selected (155 teachers).

For collecting the relevant data related to the awareness of teachers about assessment of PSQs, structured awareness

schedule was developed by the investigators in English language which was reviewed by the experts. The tool was modified and finalised based on the suggestions of the experts. Then the tool was translated into Odia. The tool was intended to elicit responses of the teachers about their awareness and understanding of the concept, dimensions, assessment procedures and benefits of PSQs in holistic development of students. The tool had two sections. In Section-1 basic information regarding gender, locality, qualification and teaching experiences were identified. Forty multiple-choice items were there in Section-2 of the preliminary list, which were related to comprehensiveness of the scheme, frequency of assessment, motivation of learners regarding assessment of PSQs, etc. Each item had four alternatives, out of which one was the correct response.

After pilot study, many items were corrected and modified. A total of eight items were rejected. Finally, there were 32 multiple-choice items in the awareness schedule related to ten dimensions: meaning of PSQs (five items), purpose of PSQs (one item), modes of assessment (four items), benefits of PSQs (three items), relationship of PSQs with CCE (two items), dimensions of PSQs (one item), multiple tools of PSQs (one item), assessment of PSQ (seven items), techniques of assessment of PSQs (seven items) and purpose of PTM meeting (one item).

In this study, the investigators used multiple choice question items. For correct response, one mark and for wrong response, zero mark was assigned. Permissible maximum and minimum scores were 32 and 0. After the collection of relevant data by the investigators, data were analysed by using both descriptive and inferential statistics. Descriptive statistics included mean and standard deviation and inferential statistics included t-test and ANOVA.

Results

Overall Awareness of Teachers on Assessment of PSQs of the learners was analysed and presented in the Table-1.

Table 1

Overall Awareness of Teachers about Assessment of PSQs

Item	N	Mean	Median	Mode	Std. Deviation	Variance	Skewness	Kurtosis
Awareness of Teachers	155	23.39	23.00	22.00	3.50231	12.266	0.108	0.736

From Table 1, it is observed that there were 155 teacher respondents whose mean awareness score is 23.39. Median and Mode are 23.00 and 22.00 which are slightly less than the Mean. The maximum score was 32 and the mean is 23.39 (73.09%). Hence, it can be concluded that the overall awareness of teachers about assessment of PSQs is high. The elementary school teachers are aware about the assessment of PSQs.

Gender-wise awareness of Teachers about the assessment of PSQs

Gender wise awareness of teachers on assessment of PSQs of the learners was analysed and presented in the Table 2.

Table 2

Means, SDs and t-values of Male and Female Teachers on Assessment of PSQs

Dimensions	Gender	N	Mean	SD	df	t-value
Meaning of PSQs	Male	46	4.52	0.658	153	1.170
	Female	109	4.38	0.814		
Purpose of PSQs	Male	46	0.83	0.383	153	0.539
	Female	109	0.79	0.410		
Modes of Assessment	Male	46	2.37	1.062	153	**0.279**
	Female	109	2.42	1.091		
Benefits of PSQs	Male	46	2.65	0.566	153	3.258**
	Female	109	2.27	0.878		
Relationship of PSQs with CCE	Male	46	1.37	0.572	153	1.552
	Female	109	1.52	0.537		
Dimensions of PSQs	Male	46	0.98	0.147	153	0.815
	Female	109	0.95	0.210		
Multiple Tools of PSQs	Male	46	0.96	0.206	153	0.192
	Female	109	0.96	0.189		

Assessment of PSQs	Male	46	5.39	1.308	153	0.671
	Female	109	5.54	1.183		
Techniques of Assessment of PSQs	Male	46	3.26	1.692	153	1.387
	Female	109	3.66	1.504		
Purpose of PTM meeting	Male	46	0.93	0.250	153	1.120*
	Female	109	0.88	0.326		
Overall	Male	46	23.48	3.595	153	0.192
		109	23.36	3.479		

*P<.05, **P<.01

Table 2 shows that the overall Mean and SD of male teachers were 23.48 and 3.595 and female teachers were 23.36 and 3.479, respectively. The obtained p-value of 0.948 is greater than 0.05. Hence, the null hypothesis, "There is no significant difference in awareness of elementary school teachers towards assessment of Personal-Social Qualities of learners with respect to their gender" is retained. No significant difference was also found between male and female teachers in eight different dimensions such as: meaning of PSQs; purpose of PSQs; modes of assessment; relationship of PSQs with CCE; dimensions of PSQs; multiple Tools of PSQs; assessment of PSQs; and techniques of assessment of PSQs. However, significant difference was found between male and female teachers in two dimensions such as benefits of PSQs and the purpose of PTM meeting (p-values are 0.001 and 0.038). Male teachers are significantly more aware than their female counterparts in these two dimensions.

Locality-wise Awareness of Elementary School Teachers about Assessment of PSQs

Locality-wise awareness of teachers on assessment of PSQs of the learners is analysed and presented in Table 3.

Table 3

Means, SDs and t-values of Rural and Urban Teachers on Assessment of PSQs

Dimensions	Area	N	Mean	SD	df	t-value
Meaning of PSQs	Rural	72	4.53	0.691	153	1.659
	Urban	83	4.33	0.828		

Purpose of PSQs	Rural	72	0.88	0.333	153	2.238**
	Urban	83	0.73	0.444		
Modes of Assessment	Rural	72	2.32	1.085	153	0.934
	Urban	83	2.48	1.075		
Benefits of PSQs	Rural	72	2.51	0.712	153	1.939*
	Urban	83	2.27	0.885		
Relationship of PSQs with CCE	Rural	72	1.42	0.575	153	1.274
	Urban	83	1.53	0.526		
Dimensions of PSQs	Rural	72	0.94	0.261	153	0.982*
	Urban	83	0.98	0.154		
Multiple Tools of PSQs	Rural	72	0.93	0.256	153	1.767**
	Urban	83	0.99	0.110		
Assessment of PSQs	Rural	72	5.53	1.210	153	0.294
	Urban	83	5.47	1.233		
Techniques of Assessment	Rural	72	3.11	1.632	153	3.254
	Urban	83	3.99	1.416		
Purpose of PTM meeting	Rural	72	0.90	0.298	153	0.228
	Urban	83	0.89	0.313		
Overall	Rural	72	23.18	3.542	153	0.703
	Urban	83	23.58	3.479		

** P< 0.01, *P<0.05 level of significance

Results show that the overall Mean and SD of rural teachers was 23.18 and 3.542 and that of urban teachers was 23.58 and 3.479, respectively. The obtained p-value (0.927) is greater than 0.05. Hence, the null hypothesis, "There is no significant difference in awareness of elementary school teachers towards assessment of Personal-Social Qualities of learners with respect to their locality", is retained.

While analysing dimension-wise, no significant difference was found between rural and urban teachers in six different dimensions such as: meaning of PSQs, modes of assessment of PSQs, relationship of PSQs with CCE, assessment of PSQs, techniques of assessment of PSQs and purpose of PTM meeting. Significant difference was found between rural and urban teachers in four dimensions such as: purpose of PSQs, benefits of PSQs, dimensions of PSQs and multiple tools of PSQs. Rural teachers were significantly more aware than their urban counterparts on

two dimensions such as purpose of PSQs and benefits of PSQs. Urban teachers were significantly more aware than their rural counterparts on two dimensions such as dimensions of PSQs and multiple tools of PSQs.

Similar results were found from the study of Panda (2012) and Kauts and Kaur (2013), which revealed that rural school teachers perceived CCE in a better way than urban school teachers. Contradictory result was found from the study of Sharma (2013) which says that the urban school teachers had more positive attitude towards CCE than rural school teachers.

Qualification-wise Awareness of Elementary School Teachers about assessment of PSQs

Qualification wise, there are three sub-groups i.e. up to Matric CT (N=30), +2 CT (N=83) and BA, B.Ed (N=42). The awareness of teachers about assessment practice of PSQs of learners with respect to their qualification was analysed using inferential statistics (t-test and ANOVA). The result has been presented in Table 4.

Table 4
Qualification-wise F Values on Awareness of Teachers about Assessment

Dimensions	Qualification	Sum of Squares	df	Mean Square	F
Meaning of PSQs	Between Group	0.949	2	0.474	0.794
	Within Group	90.793	152	0.597	
	Total	91.742	154		
Purpose of PSQs	Between Group	1.036	2	0.518	3.314*
	Within Group	23.764	152	0.156	
	Total	24.800	154		
Modes of Assessment	Between Group	5.383	2	2.692	2.351
	Within Group	174.010	152	1.145	
	Total	179.394	154		
Benefits of PSQs	Between Group	7.369	2	3.685	5.885**
	Within Group	95.172	152	0.626	
	Total	102.542	154		

Relationship of PSQs with CCE	Between Group	3.029	2	1.515	5.275**
	Within Group	43.642	152	0.287	
	Total	46.671	154		
Dimensions of PSQs	Between Group	0.056	2	0.028	0.742
	Within Group	5.712	152	0.038	
	Total	5.768	154		
Multiple Tools of PSQs	Between Group	0.090	2	0.045	1.211
	Within Group	5.677	152	0.037	
	Total	5.768	154		
Assessment of PSQs	Between Group	6.094	2	3.047	1.403
	Within Group	330.190	152	2.172	
	Total	336.284	154		
Techniques of Assessment	Between Group	9.419	2	4.710	1.971
	Within Group	363.136	152	2.389	
	Total	372.555	154		
Purpose of PTM meeting	Between Group	0.182	2	0.091	0.975
	Within Group	14.167	152	0.093	
	Total	14.348	154		
Overall	Between Group	3.610	2	1.805	0.140
	Within Groups	1958.674	152	12.886	
	Total	1962.284	154		

** P< 0.01, *P< 0.05

Table 4 shows, the obtained p-value is 0.869. Hence, the null hypothesis, "There is no significant difference in awareness of elementary school teachers towards assessment of Personal-Social Qualities of learners with respect to their qualification", is retained. However, it is revealed that there is significant difference among elementary school teachers on three dimensions such as: purpose of PSQs, benefits of PSQs and relationship of PSQs with CCE. However, no significant difference was found on seven dimensions such as: meaning of PSQs, modes of assessment of

PSQs, Dimensions of PSQs, multiple tools of PSQs, assessment of PSQs, techniques of assessment of PSQs and purpose of PTM meeting.

Multiple comparisons using Tukey test of Post hoc with three groups is presented in Table 5.

Table 5

Multiple Comparison of Qualification-wise Significant Difference of Teachers on Awareness

Dimension	Qualification (I)	Qualification (J)	Mean Difference	Std. Error
Purpose of PSQs	Matric, CT	+2, CT	–0.21004*	0.08423
		BA, B.Ed.	–0.20000	0.09452
	+2, CT	Matric, CT	0.21004*	0.08423
		BA, B.Ed.	0.01004	0.07487
	BA, B.Ed.	Matric, CT	0.20000	0.09452
		+2, CT	–0.01004	0.07487
Benefits of PSQs	Matric, CT	+2, CT	–0.01968	0.16857
		BA, B.Ed.	–0.50476*	0.18915
	+2, CT	Matric, CT	0.01968	0.16857
		BA, B.Ed.	–0.48508**	0.14984
	BA, B.Ed.	Matric, CT	0.50476*	0.18915
		+2, CT	0.48508*	0.14984
Relationship PSQs with CCE	Matric, CT	+2, CT	–0.31807*	0.11415
		BA, B.Ed.	–0.39524*	0.12809
	+2, CT	Matric, CT	0.31807*	0.11415
		BA, B.Ed.	–0.07717	0.10147
	BA, B.Ed.	Matric, CT	0.39524*	0.12809
		+2, CT	0.07717	0.10147

** P< .01, * P<.05

Results from the Table 5 indicate a significant difference in awareness about purpose of PSQs between Matric, CT and +2, CT qualified teachers (p-Value is 0.036). The mean difference was -0.21004. Hence, +2, CT qualified teachers were significantly more aware than Matric, CT qualified teachers regarding the purpose of PSQs.

Significant difference was found in awareness about benefits of PSQs between Matric, CT and BA, B.Ed qualified teachers (The

obtained p-Value is 0.023). The mean difference is –0.50476. Hence, BA, B.Ed qualified teachers were significantly more aware than Matric, CT qualified teachers regarding the benefits of PSQs. Significant difference was also found in awareness about benefits of PSQs between +2, CT and BA, B.Ed qualified teachers (The obtained p-value was 0.004 which is less than 0.01 level). The mean difference is –0.48508. Hence, BA, B.Ed qualified teachers are significantly more aware than +2, CT qualified teachers regarding the benefits of PSQs.

Significant difference was found in awareness about relationship of PSQs with CCE between matric, CT and +2, CT qualified teachers (The obtained p-Value is 0.016). The mean difference is -0.31807. Hence, +2, CT qualified teachers were significantly more aware than Matric, CT qualified teachers regarding the relationship of PSQs with CCE. Significant difference was also found in awareness about relationship of PSQs with CCE between matric, CT and BA, B.Ed qualified teachers (The obtained p-Value is 0.007). The mean difference is –0.39524. Hence, BA, B.Ed qualified teachers are significantly more aware than Matric, CT qualified teachers regarding the relationship of PSQs with CCE.

Experience-wise Awareness of Elementary School Teachers about Assessment of PSQs

There were three subgroups of teachers based on experience, i.e., up to 9 years (N=49), 10–14 years (N=46) and 15 and above years (N=60). The awareness of teachers about assessment of PSQs of learners with respect to their teaching experiences was analysed using inferential statistics (t-test and ANOVA) which is given in Table 6.

Table 6

Experience-wise F-value of Teachers on Awareness of Assessment of PSQs

Dimensions	Qualification	Sum of Squares	df	Mean Square	F
Meaning of PSQs	Between Group	1.941	2	0.971	1.643
	Within Group	89.800	152	0.591	
	Total	91.742	154		

Purpose of PSQs	Between Group	1.814	2	0.907	5.999**
	Within Group	22.986	152	0.151	
	Total	24.800	154		
Modes of Assessment	Between Group	5.689	2	2.845	2.489
	Within Group	173.704	152	1.143	
	Total	179.394	154		
Benefits of PSQs	Between Group	1.796	2	0.898	1.355
	Within Group	100.746	152	0.663	
	Total	102.542	154		
Relationship of PSQs with CCE	Between Group	0.204	2	0.102	0.333
	Within Group	46.467	152	0.306	
	Total	46.671	154		
Dimensions of PSQs	Between Group	0.197	2	0.099	2.690
	Within Group	5.571	152	0.037	
	Total	5.768	154		
Multiple Tools of PSQs	Between Group	0.062	2	0.031	0.822
	Within Group	5.706	152	.038	
	Total	5.768	154		
Assessment of PSQs	Between Group	9.411	2	4.706	2.188
	Within Group	326.873	152	2.150	
	Total	336.284	154		
Techniques of Assessment	Between Group	4.035	2	2.018	0.832
	Within Group	368.520	152	2.424	
	Total	372.555	154		
Purpose of PTM meeting	Between Group	0.090	3	0.030	0.230
	Within Group	14.259	151	0.094	
	Total	14.348	154		
Overall	Between Group	0.043	2	0.022	0.313
	Within Group	14.305	152	0.094	
	Total	14.348	154		

**P< .01

Table 6 indicates that the overall mean square of between groups is 0.043 and within groups was 14.305. The obtained p-value is 0.732. Hence, the null hypothesis, "There is no significant difference in awareness of elementary school teachers towards assessment of Personal-Social Qualities of learners with respect to their teaching experience", is retained. Only, experience-wise there was significant difference about Purpose of PSQs among the teachers. Further, the investigators conducted multiple comparisons of significant difference of experiences of teachers using Tukey Test of Post hoc which has been presented below in the Table 7.

Table 7

Experience-wise Multiple Comparisons of Significant Difference of Teachers about Purpose of PSQs

Dimension	Experience (I)	Experience (J)	Mean Difference	Std. Error
Purpose of PSQs	Up to 9yrs	10–14 yrs	–0.05590	0.07983
		15 and above years	0.19048*	0.07488
	10–14 yrs	Up to 9 yrs	0.05590	0.07983
		15 and above years	0.24638*	0.07621
	15 and above years	Up to 9 yrs	–0.19048*	0.07488
		10–14 yrs	–0.24638*	0.07621

**sig. at P<.05

From Table 7, it is revealed that there was significant difference between teachers who had served up to 9 years and 15 and above years (The obtained p-Value is 0.032). The mean difference was 0.19048. Hence, teachers who had up to 9 years of teaching experience were significantly more aware than teachers who had 15 and above years of teaching experience regarding the purpose of PSQs. Significant difference was also found between teachers who had served for 10–14 years and 15 and above years (The obtained p-Value is 0.004). The mean difference is 0.24638. Thus, it is confirmed that teachers who had 10–14 years of teaching experience were significantly more aware than teachers who had 15 and above years of teaching experience regarding the purpose of PSQs.

Major Findings

1. Overall awareness of elementary school teachers about the assessment of PSQs was high.
2. There was no significant difference in awareness of teachers towards the assessment of PSQs with respect to their gender, locality, qualification and teaching experience.
3. Significant difference was found between male and female teachers on two dimensions such as benefits of PSQs and purpose of PTM meeting. Male teachers were significantly more aware than their female counterparts on these two dimensions.
4. Significant difference was found between rural and urban teachers in four dimensions such as, purpose of PSQs, benefits of PSQs, dimensions of PSQs and multiple tools of PSQs. Rural teachers were significantly more aware than their urban counterparts on two dimensions such as, purpose of PSQs and benefits of PSQs. Urban teachers were significantly more aware than their rural counterparts on two dimensions such as, dimensions of PSQs and multiple tools of PSQs.
5. Significant difference was found among elementary school teachers with respect to their qualification on three dimensions such as: purpose of PSQs, benefits of PSQs and relationship of PSQs with CCE. +2, CT qualified teachers were significantly more aware than Matric, CT qualified teachers regarding the purpose of PSQs. BA, B.Ed qualified teachers were significantly more aware than Matric, CT and +2, CT qualified teachers regarding the benefits of PSQs. +2, CT qualified teachers were significantly more aware than Matric, CT qualified teachers regarding the relationship of PSQs with CCE. BA, B.Ed qualified teachers were significantly more aware than Matric, CT qualified teachers regarding the relationship of PSQs with CCE.
6. There was significant difference between teachers who have served up to 9–15 years and above years. Teachers who had teaching experience up to 9 years were significantly more aware than teachers who had teaching experience of 15 and above years regarding the purpose of PSQs. Teachers who have 10–14 years of teaching experience were significantly more aware than teachers who have 15 and above years of teaching experience regarding the purpose of PSQs.

Discussion

Overall awareness of elementary school teachers about assessment of PSQs was high. No significant difference was found in overall awareness about assessment of PSQs in relation to their gender, locality, qualification and teaching experience. This may be because that all the teachers irrespective of their gender, locality, qualification and teaching experience had been given in-service training on CCE at Block and District level. CCE Manual and study materials have been provided to teachers. The Government of Odisha had also organised seminars and workshops on CCE regularly so that all the teachers should become aware about the programme.

However, male teachers were found to be more aware than their female counterparts regarding the dimensions such as, benefits of PSQs and purpose of PTM meeting. Rural teachers were significantly more aware than their urban counterpart on two dimensions such as, purpose of PSQs and benefits of PSQs. Urban teachers were significantly more aware than their rural counterpart on two dimensions such as, dimensions of PSQs and multiple tools of PSQs.

Intermediate passed and CT qualified teachers were significantly more aware than Matric and CT qualified teachers regarding the purpose of PSQs and relationship of PSQs with CCE. BA, B.Ed qualified teachers were significantly more aware than Matric, CT and +2, CT qualified teachers regarding the benefits of PSQs. BA, B.Ed qualified teachers were significantly more aware than Matric, CT qualified teachers regarding the relationship of PSQs with CCE. This shows that higher the qualification, higher is the awareness about assessment of PSQs in the dimensions such as benefits of PSQs, purpose of PSQs and relationship of PSQs with CCE. Hence, special training and orientation workshops should be organised regularly for the less qualified teachers on assessment of aforesaid dimensions.

Teachers who had up to 9 years of teaching experience were significantly more aware than teachers who had 15 and above years of teaching experience regarding the purpose of PSQs. Teachers who had 10–14 years of teaching experience were significantly more aware than teachers who had 15 and above years of teaching experience regarding the purpose of PSQs. This shows that young teachers are more aware about assessment of PSQs in the dimension purpose of PSQs than the senior teachers.

Lack of conceptual clarity and interest, heavy workload, and lack of cooperation may be the reasons for such differences among teachers. Hence, special training and orientation workshop should be organised for the senior teachers on assessment of aforesaid dimensions. Senior teachers need to be given training for more conceptual clarity. Morespecific learning materials should be developed which will help in the assessment of PSQs.

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