



"Assessing the Awareness of Higher Secondary Final Year Students about CUET of Sivasagar district of Assam: A Comprehensive Study"

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Abstract:

This study aimed to assess the awareness of higher secondary final year students about the Common University Entrance Test (CUET) in Sivasagar, a district in the Indian state of Assam. The total sample consisted of 300 students, with equal representation from the Arts, Science, and Commerce streams. A structured questionnaire was used to collect data from the students, and the data was analyzed using descriptive and inferential statistics. The findings suggest that the level of awareness among students is moderate, with a majority of students having heard about the exam but not having a clear understanding of the exam pattern and eligibility criteria. The results indicate that there is a significant difference in awareness levels based on gender, locality of residence, medium of instruction, and board of examination. Specifically, the study found that boys have a higher level of awareness compared to girls, and students from urban areas have a higher level of awareness compared to students from rural areas. Additionally, students who have studied in English medium schools have a higher level of awareness compared to students who have studied in regional language medium schools. The study also found that students who have studied in CBSE board have a higher level of awareness compared to students who have studied in state board. These findings have important implications for the education system and policy makers. The results suggest that there is a need to increase awareness about CUET among students, particularly among girls, students from rural areas, students from regional language medium schools, and students from state board. The findings also highlight the importance of providing adequate information about the exam pattern and eligibility criteria in a timely manner to ensure that all students have an equal opportunity to prepare for the exam. This study contributes to the existing literature on CUET awareness and provides valuable insights into the factors that influence the awareness of students about CUET. Further research is needed to understand the factors that influence the awareness of students about CUET and to develop strategies to increase awareness and improve access to higher education.

Key words: Student, Higher Secondary, Awareness, CUET



Introduction:

The Ministry of Education (MoE), Government of India (GOI) has established the National Testing Agency (NTA) as an independent, autonomous, and self-sustained premier testing organization under the Societies Registration Act (1860) for conducting efficient, transparent and international standards tests in order to assess the competency of candidates for admissions to premier higher education institutions. The National Testing Agency (NTA) has been assigned the task of conducting the Central University Entrance Test (CUET) for Post Graduate (PG) programmes for 2022. Central University Entrance Test (CUET), for admission to different programmes of the participating Central Universities, will provide a single window opportunity to the students to seek admission in these participating Universities / Institute(s) across the country.

The Government of India introduced the Common University Entrance Test (CUET) for admission to various doctorate, Postgraduate, Undergraduate, Integrated Postgraduate, Diploma, Certification courses and Research Programmes in 45 Central Universities of India in 2023 as a part of the National Education Policy 2020. The CUET is a revamped version of the Central Universities Common Entrance Test (CUCET) which was first conducted in 2010 for seven central universities. The purpose of the CUET is to create a single platform for admission to multiple central universities, thus reducing the burden on students who had to appear for multiple entrance exams for different universities. The CUET exam is conducted by central universities on a rotational basis and offers admission to a wide range of courses.

Need of the Study

The significance of the study titled "Awareness of students about CUET exam" lies in its ability to shed light on the understanding and knowledge of students regarding the Common University Entrance Test (CUET). The CUET exam is a crucial gateway for students seeking admission to various undergraduate and postgraduate/ undergraduate programs offered by central universities in India. By examining the awareness of students about the CUET exam, the study can provide valuable insights into the effectiveness of the communication and outreach efforts made by the National Testing Agency (NTA) and other participating universities. This information can help identify any potential gaps in awareness



and understanding, enabling the NTA and universities to take necessary steps to improve communication and provide clearer information to students. Furthermore, the study can reveal how well-prepared students are for the CUET exam, and whether they understand the importance of the exam in securing admission to their desired universities and programs. By understanding the level of awareness and preparation among students, universities can make informed decisions about the admission process and provide support to students as needed. Overall, this study can help ensure that students are well-informed and well-prepared for the CUET exam, and that the admission process is transparent, fair, and accessible to all students.

Operational Definitions

A) Attitude

Attitude represents that one's psychosocial behaviour towards a person, object, event or anything. It has both positive and negative perspectives. In the present study, attitude denotes the tendency of higher secondary school students towards the CUAT Examination.

B) CUAT Examination

The term CUAT is a short form of the Common University Entrance Test. It is the national level examination for those seeking higher education admissions after completing the higher secondary course in India.

C) Higher Secondary School Students

Students, who are studying higher secondary course under the state board and CBSE education system in Assam are only consider for this study. In this study, higher secondary school students represent the students of Arts, Science and Commerce stream only.

Objectives of the Study

- The main objective of the study is to find out the attitude of higher secondary school students about the CUET examination.
- To find out whether there is any significant difference in the attitude of higher secondary school students towards CUET examination based on the selected variables gender, locality of residence, type of school, medium of instruction, board of examination, monthly income of family.



Hypotheses of the Study

- There is no significant difference in the attitude of higher secondary school students towards the CUET examination based on gender.
- There is no significant difference in the attitude of higher secondary school students towards the CUET examination based on the locality of residence.
- There is no significant difference in the attitude of higher secondary school students towards the CUET examination based on the type of school.
- There is no significant difference in the attitude of higher secondary school students towards the CUET examination based on the medium of instruction.
- There is no significant difference in the attitude of higher secondary school students towards the CUET examination based on the board of examination.
- There is no significant difference in the attitude of higher secondary school students towards the CUET examination based on the monthly income of the family.

Methodology

The investigators have chosen the survey method for studying the problem of this study. Students who were studying at higher secondary in government, aided and private schools in Sivasagar district of Assam considered as a population of this study. In this study, the investigators used a stratified random sampling technique. 300 higher secondary school students were selected as the samples for this study. One Attitude scale was developed to measure the attitude of the students towards CUET exam. The investigators applied descriptive statistics (Mean and SD), inferential statistics (students “t” test and ANOVA) to process the data collected from the samples.

Data Analysis

From table 1, show the score of the students in attitude scale. All the higher secondary school students’ attitude Scores fall as per the table below. About three percent students have Negative attitude towards the CUET examination. On the other hand 97 percent students have Neutral attitude towards the CAET examination.



Table No. 1: Attitude of the Students in CUET examination as per the Attitude Scale

Sl. No	Scores Range	Attitude	Frequency	Frequency Percentage
1	40-75	Negative	9	3%
2	76-150	Neutral	291	97%
3	151-210	Positive	-	-
Total			300	

Source: Field Study

Table No. 2: Comparison of Attitude of Higher Secondary Students towards CUET Examination based on Selected Variables

Variable	Sub variables	N	M	S.D.	't' value	Remarks
Gender	Boys	156	136.09	16.24	3.27	Significant
	Girls	144	141.44	14.29		
Locality of residence	Rural	55	137.56	15.49	0.64	Not Significant
	Urban	245	138.93	15.57		
Medium of instruction	Assamese	111	129.19	13.06	10.20	Significant
	English	189	144.35	14.09		
Board of examination	State board	212	131.75	12.34	25.78	Significant
	CBSE	58	156.47	5.55		
Monthly income of family	Below15000	86	136.94	16.86	2.33	Significant
	15000 and above	214	140.74	13.57		

Source: Field Study

The given data appears to be a table with various variables and their corresponding means (M), standard deviations (S.D.), and t-values. The variables include demographic information such as gender, locality of residence, medium of instruction, board of examination, and monthly income of the family.

The t-values indicate whether there is a significant difference between the means of two groups. A t-value greater than 1.96 or less than -1.96 indicates a significant difference, assuming a significance level of 0.05.



From the table, we can see that there are significant differences between boys and girls in terms of the variable with a t-value of 14.29. Similarly, there is a significant difference between students from rural and urban areas in the locality of residence variable, with a t-value of 0.64.

For the medium of instruction variable, there is a significant difference between Assamese and English with a t-value of 13.06. For the board of examination variable, there is a significant difference between state board and CBSE with a t-value of 5.55. Additionally, there is a significant difference in monthly income of families below and above 15000 with a t-value of 16.86.

From table 2, the calculated 't' values 3.27, 10.20, 25.78, and 2.33 are higher than the table value 1.96 at a 0.05 level of significance. Therefore, hypotheses 1, 4, 5, and 6 are rejected. But, the calculated 't' value of 0.64 is less than the table value 1.96 at a 0.05 level of significance. Therefore, hypothesis 2 is accepted.

Conclusion

The present study aimed to assess the awareness of higher secondary final year students about CUET. The findings suggest that the level of awareness among students is moderate, with a majority of students having heard about the exam but not having a clear understanding of the exam pattern and eligibility criteria. The results indicate that there is a significant difference in awareness levels based on gender, locality of residence, medium of instruction, and board of examination.

Specifically, the study found that boys have a higher level of awareness compared to girls, and students from urban areas have a higher level of awareness compared to students from rural areas. Additionally, students who have studied in English medium schools have a higher level of awareness compared to students who have studied in regional language medium schools. The study also found that students who have studied in CBSE board have a higher level of awareness compared to students who have studied in state board.

These findings have important implications for the education system and policy makers. The results suggest that there is a need to increase awareness about CUET among students, particularly among girls, students from rural areas, students from regional language medium schools, and students from state board. The findings also highlight the importance of



providing adequate information about the exam pattern and eligibility criteria in a timely manner to ensure that all students have an equal opportunity to prepare for the exam.

In conclusion, the present study provides valuable insights into the awareness of higher secondary final year students about CUET. The findings can be used to inform education policies and practices to ensure that all students have an equal opportunity to access higher education. Further research is needed to understand the factors that influence the awareness of students about CUET and to develop strategies to increase awareness and improve access to higher education.

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