



KNOWLEDGE OF CONTINUOUS AND COMPREHENSIVE EVALUATION AMONG D.EL.ED STUDENT TEACHERS

S. MABEL SORUBA RANI

Ph.D Scholar Alagappa University College of Education Karaikudi – 630 003.

Dr. M. SUGANTHI

Assistant Professor Alagappa University College of Education Karaikudi – 630 003.

ABSTRACT

Evaluation is widely acknowledged as a powerful means of improving the quality of education. CCE refers to a system of school-based evaluation of learners that covers all aspects of learners' development. The 'Continuous' aspect of CCE takes care for continued and periodical evaluation. The 'Comprehensive' aspect takes care of assessment of all round development of the child's personality. Teachers have the responsibility to implement CCE effectively to attain the objectives in system. Like them student teachers are also have responsibility to know that evaluation system clearly. The present paper is a brief attempt made to check the knowledge related to CCE among student teachers through a questionnaire.

KEYWORDS : CCE, Knowledge, D.EL.ED student teachers.

Introduction:

CCE is one of the most effective means of achieving the expected learning outcomes by all the students in a class. The 'Continuous' aspect of CCE takes care for continued and periodical evaluation. The 'Comprehensive' aspect takes care of assessment of all round development of the child's personality. CCE is an evaluation tool, in the hands of teacher to implement for the welfare of students as well as themselves. Teachers got the knowledge of CCE through trainings, refresher course orientation programmes.

Need for the study

In the curriculum of D.El.Ed course CCE is included as theory part. The student teachers in future they become teachers should know what is the new evaluation system followed in schools? what are the aspects? How do manipulate this in class? etc., In D.El.Ed curriculum includes CCE under evaluation unit in various subjects and core papers. Theory based CCE taught in classroom. They are insisted to observe the CCE practically in schools. There is no option to leave or escape from knowing CCE. It was implemented in schools already. So each and every student teacher should know very thoroughly about CCE. Here the researcher as a teacher educator wants to know the knowledge of CCE among her student teachers.

Review of related literature

Rao and Rao (2004) conducted a study in Mysore, on the Effectiveness of CCE over the evaluation practices of teachers. The finding of the study is necessity to equip the teachers with essential skills and competencies of evaluation so that they would be able to integrate evaluation well their teaching learning process.

Ishita M. Badiyani (2013) conducted a study in Gujarat on Continuous and Comprehensive Evaluation (CCE) for quality sustenance: perception of teacher educators. The finding of the study is that perception of teacher educators towards CCE is positive.

Nalla Tirupathi Naidu (2013) conducted a study on the Implementation of Continuous and Comprehensive Evaluation at Elementary Level. It was found that majority of teachers working in elementary schools are not fully aware of assessment practices and tools of CCE for effective implementation. Significant differences were found in the scores of the perceptions between different categories of teachers towards the implementation of CCE in Elementary schools.

Objectives

1. To find out the knowledge among D.El.Ed students towards CCE.
2. To analyze the categories using percentage method.

Hypotheses

There is no significant difference in the mean scores of percentage analyses of student teachers' knowledge of CCE.

Methodology

To meet the objectives survey method was applied. Teacher trainees are the source of information. To collect data a questionnaire was used by the researcher.

Participants

The major purpose of the study was to find out the knowledge level of student teachers towards CCE. Sixty student teachers of DIET, Thirumoothynagar have been the sample of the study.

Procedure

Administering the questionnaire on the given sample data was collected. The data was analyzed on the basis of the objectives. 15 MCQs were analyzed using percentage method of analysis.

Tool used

A questionnaire comprising of 15 questions was prepared and used for the study. It has three parts namely is concept of CCE, marks allotment and assessment method.

S. No.	Questions	Numbers
1	Concept of CCE	05
2	Marks allotment	05
3	Assessment method	05
	TOTAL	15

Data analysis

Table No.1

Total marks	Frequencies	Percentage %
11 to 15	0	0
9, 10	4	7
7,8	18	30
5,6	20	33
3,4	14	23
2	0	0
1	4	7

Table No.2

S. No	Category	Frequencies	Percentage
1	Concept of CCE	30	50
2	Marks allotment	18	30
3	Assessment method	12	20

Findings

From the table no. 1 we come to know that the majority (33%) of student teachers got one third of scores. Above the score of eleven

there is no one. The scores are spread between the score 1 and the score 10. From that we find one third of student teachers have the knowledge on CCE.

From the table no.2 was analyzed category wise the following were found. Student teachers are having the knowledge on the concept of CCE, but they are lacking in mark allotment and how to conduct CCE in classroom.

Conclusion

During the course time trainers became well versed in every teaching learning and evaluation aspects, government would not spend more amount to train them after they become teachers. The solution to rectify the defect is that in the D.El.Ed course teacher trainees will be evaluated through CCE. It is necessary to equip the teachers with the essential skills and competencies of evaluation. Through their curriculum, they get the theoretical knowledge and in the internship they get practical knowledge. Teacher educators and guide teachers in schools (at the time of teaching practice and observation) should take the responsibility to teach and train them in CCE. CCE should be made a regular practice in teacher education institutions.

References

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