



CONTINUOUS AND COMPREHENSIVE EVALUATION - A STUDY OF TEACHER'S PERCEPTION

KEYWORDS

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ABSTRACT

The study was conducted to investigate the continuous and comprehensive evaluation - a study of teacher's perception. A total sample of this study used 100 Government teachers in working in various government schools in Tiruchirappalli District, Tamil nadu. The findings of the study reveal that government school teachers male and female, primary and secondary, educational qualification are no significant but teaching experience in government teachers are significant of the study.

INTRODUCTION:

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of a students' development. It is a developmental process of a child which emphasizes on two fold objectives. These objectives are continuity in evaluation on one hand and assessment of broad based learning and behavioral outcomes on the other.

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and comprehensive evaluation is a process of assessment, mandated by the Right to Education Act, of India. This approach to assessment has been introduced by state governments in India, as well as by the Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools. The Karnataka government has introduced CCE for grades 1 through 9 later it was also introduced for 12th grades students. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional *chalk and talk* method of teaching provided it is implemented accurately. Presently the CCE assessment is under the position of being cancelled due to the pressure created by it.

As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to decrease the workload on the student by means of continuous evaluation by taking number of small tests throughout the year in place of single test at the end of the academic program. Only Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behaviour, etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, and also helps to motivate the students who have a thirst of knowledge.

STATEMENT OF THE PROBLEM:

Continuous and Comprehensive Evaluation - A Study of Teachers' Perception"

OBJECTIVE OF THE STUDY:

1. To study the difference in the perception of male and female government school teachers towards CCE
2. To study perception of the primary and secondary government school teachers' towards CCE.
3. To study the teacher's perception of CCE with varying educational qualifications.
4. To study the teachers' perception of CCE with regarding to

teaching experiences.

HYPOTHESES:

1. There is no significant difference in the perception of male and female school teachers towards CCE.
2. There is no significant difference in the school teachers' perception of CCE at primary and secondary level.
3. There is no significant difference in the teachers' perception of CCE with varying educational qualifications.
4. There is no significant difference in the teachers' perception of CCE with regarding teaching experiences.

METHODOLOGY:

Descriptive survey method was used in order to find out the perception of Government school teachers towards CCE concerning their experience, expectations, teaching competencies and practical problems encountered while executing CCE.

SAMPLE OF THE STUDY:

A sample of 100 government school teachers in Trichy district was selected for the study.

DATA ANALYSIS:

The final data collected through the questionnaire and interview was then subjected to both quantitative and qualitative analysis. The questionnaire data was analyzed, frequencies and percentages were used for determining information about the personal data, teachers' perception regarding CCE in general and the problems the teachers encountered while executing CCE.

Mean and Standard Deviation used for determining teachers' readiness for CCE, whereas T-test, used for comparing teachers' perception about CCE varying by sex, age, teaching experience, and educational background. The data received from interview was transcribed; content analyzed and categorized under specific themes related to the research objectives.

Objective: 1

The first objective of the present study was to study the difference in the perception of male and female school teachers towards CCE

Teachers' Perception of CCE among Male and Female Teachers

	Compared Group	N	Mean	Standard Deviation (SD)	T- Value
Teachers' perception	Male	58	109.27	15.17	0.15
	Female	42	109.42	13.49	

Degree of freedom (df) = 98

The t-value of both male and female obtained was 0.15 which was not significant. The null hypothesis was therefore retained and was concluded that there is no significant difference between male and

female teachers' perception of CCE among the sampled schools.

Objective: 2

The second objective of the study was to study the school teachers' perception of CCE at primary and secondary level.

Teachers' Perception of CCE among Primary and Secondary Teachers

	Compared Group	N	Mean	Standard Deviation (SD)	T- Value
Teachers' perception	Primary Teachers	20	115	17.15	1.94
	Secondary Teachers	80	108	13.42	

Degree of freedom (df) = 98

The t-value of both primary and secondary teachers obtained was 1.94 which was not significant, the null hypothesis was therefore retained and it was concluded that there is no significant difference in the perception towards CCE among primary and secondary school teachers.

Objective: 3

Similarly another objective of the study was to study the teachers' perception of CCE with varying educational qualifications

Teachers' Perception of CCE among Graduate and Post Graduate Teachers

	Compared Group	N	Mean	Standard Deviation (SD)	T- Value
Teachers' Perception	Graduate Teachers	32	116.75	11.71	1.22
	Post Graduate Teachers	68	110.56	15.48	

Degree of freedom (df) = 98

The t-value of both graduate and post-graduate teachers obtained was 1.22 which was not significant. The null hypothesis was therefore retained and it was conclude that there is no significant difference between graduate and post-graduate teachers' perception of CCE among the sampled schools.

Objective: 4

The next objective of the study was to study the teachers' perception of CCE with regard to number of years spent in teaching.

Showing Mean, Standard Deviation and T-Value for Comparing Teachers' Perception of CCE among Less and Moderate experienced and Highly Experienced School Teachers

	Compared Group	N	Mean	Standard Deviation (SD)	T- Value
Teachers' perception	Less and Moderated experienced teachers (0 - 10 yrs)	44	118.92	6.20	2.01
	Highly experienced Teachers(10Yrs & Above)	56	117.19	6.09	

Degree of freedom (df) = 98

By using significant t-test the difference the mean score of less and moderate experienced teachers and highly experienced teachers it was found that their t-value was 2.01 which were significant. The null hypothesis was therefore rejected and alternative hypothesis was retained. Thus it can be concluded that there is a significant difference in teachers' perception of CCE among less and moderate experienced teachers and highly experienced school teachers. This may be because the teachers with less and moderate teaching experience are more flexible and are ready to accept changes unlike teachers with very high teaching experiences who resist changes.

FINDING OF THE STUDY:

1. There is no significant difference between male and female teachers' perception of CCE among the sampled schools.

2. There is no significant difference in the perception towards CCE among primary and secondary school teachers.
3. There is no significant difference between graduate and post-graduate teachers' perception of CCE among the sampled schools.
4. There is a significant difference in teachers' perception of CCE among less and moderate experienced teachers and highly experienced school teachers.

CONCLUSIONS

On the basis of analysis the following conclusion have been drawn

1. As far as teachers' perception of CCE is concerned the results of the study indicate moderate acceptability of CCE by the school teachers.
2. Further results revealed that the major problems faced by the school teachers in the execution of CCE were large number of students in classes, lack of training, lack of proper infrastructure facilities and teaching materials. Lack of seriousness among the students towards academics was also reported as a serious concern of the teachers
3. To overcome these problems teachers suggested to reduce the number of students in classes, provide appropriate teacher training, ensure proper infrastructure and teaching materials for the smooth execution of CCE.

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