



ROLE OF CONTINUOUS AND COMPREHENSIVE EVALUATION IN ATTAINING EDUCATIONAL OBJECTIVES AT UPPER PRIMARY LEVEL

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ABSTRACT The present study was carried out to know the role of CCE in attaining educational objectives at Upper Primary Level. 351 samples were used in this present study. Survey method was adopted and data were analysed by percentage analysis and 't' test. The results of the present study revealed that CCE plays a moderate level role in attaining educational objectives at Upper Primary Level and there is significant difference in the Mean Score between the role of CCE in attaining educational objectives at upper primary level with respect to Mode of Appointment.

KEYWORDS : CCE, Upper Primary Level, Educational objectives

Introduction

In recent years, there has been a growing concern for improving the quality and achievements of all learners at school level. But this aim to improve learners' quality and it is not being realized, due to inadequate evaluation practices which are conventional and narrow in their scope. The evaluation practices carried out in schools aims at measuring the achievement in knowledge and understanding level of learners. It neglected the evaluation of skills and higher mental abilities, but our objective is towards all round development of the learner. Least attention was paid to assess their personal development. Various committees and commissions stressed the implementation of CCE in education at various levels.

Review of related literature

Rao and Bharathi (1989) studied the effect of Continuous and Comprehensive Evaluation System on the final performance of students was observed in Hindi in both Vishakhapatnam and Delhi school. Partial success was observed in Science in the Delhi school and also in Social Studies in Vishakhapatnam School. Complete success of the system was observed in English in the Delhi school and in Mathematics in Vishakhapatnam school. In other words, in Sambalpur, the system was a complete failure. Teachers responded positively to Continuous and Comprehensive Evaluation. A substantial majority of the teachers seemed to think that it promoted creativity, analytical ability, regularity and command over the subjects by students.

Rao (2001) conducted study on effectiveness of Continuous and Comprehensive Evaluation in 4 educational blocks in Tamil Nadu. In this study 53 schools were selected randomly and one teacher from each school was selected. Three tools were used to know the effectiveness of Continuous and Comprehensive Evaluation i.e. Teacher schedule (TS), Questionnaire skills (QS) and Classroom evaluation schedule (CRES). The findings of the study shows that 51% of the teachers were average, 34% of the teachers were below average in evaluation skills, only 14.3% of the teachers had shown above average performance.

Rao and Kulkarni (2002) developed a School Based Evaluation scheme at implementing the idea of Continuous and Comprehensive Evaluation in Demonstration Multipurpose School of all RIEs in 2001. The project aimed at developing students' achievement through continuous assessment, diagnoses and remediation, assessment in co-scholastic areas and personal and social qualities. The head teacher and the teachers were expected to assume more responsibility and power to take initiatives to improve evaluations. The scheme also aimed at the involvement of parents in improvement of learners' progress in both scholastic and co-scholastic areas. The scheme had a positive impact on learners, especially in improvement of personal and social qualities. The teachers were found to have improved their evaluation competencies. The teachers of DMS, RIE are continuing the scheme,

which is an indicator of successful impact of evaluation scheme on parents, teachers and students.

Need and significance of the study

The basic objective of education in school level is to enable students to acquire knowledge, develop understanding, skills positive attitudes, values and habits. They are conducive to all round development of their personality. Evaluation helps us to find out the extent to which the desired changes in behaviour (both affective and cognitive) have taken place in students. Here the investigator wants to know the new evaluation system CCE plays its role to attain educational objectives. Investigator selects Upper Primary level for this study. In Upper Primary level CCE was introduced by Tamilnadu government for the standards I to VIII in 2012-13. From the last four years teachers got experience to handle CCE in classroom. Investigator thought it's a need to find whether CCE plays a role in attaining educational objectives at Upper Primary level or not.

Objectives

- To find out the role of CCE in attaining educational objectives at Upper Primary Level is moderate.
- To find out whether there is any significant difference between the mean scores of role of CCE in attaining educational objectives at upper primary level with respect to mode of appointment.

Hypotheses

- The role of CCE in attaining educational objectives at Upper Primary Level is moderate.
- There is no significant difference between the mean scores of role of CCE in attaining educational objectives at upper primary level with respect to mode of appointment.

Methodology

Investigator used survey method to collect data.

Population

Upper Primary level teachers are those who work in Panchayat Union Middle Schools and Municipal Middle Schools in Tiruppur District.

Sample

The samples of 351 teachers were selected by using the technique of simple random sampling.

Tool and Technique

In the present study the investigator prepared a CCE scale. It consists of 72 items. Percentage analysis and 't' test were used to analyse the collected data.

Data analysis Percentage Analysis

Table 1.1

Score Category	Frequency	Percentage
Low	90	25.6
Moderate	237	67.5
High	24	6.8
TOTAL	351	100

From this above table we come to know that maximum 67.5% of teachers secured the moderate level scores. It indicates that they felt CCE plays a moderate level in attaining educational objectives at Upper Primary Level.

't' Test**Hypothesis: 1**

There is no significant difference between the mean scores of role of CCE in attaining educational objectives at upper primary level with respect to mode of appointment.

Table 1.2**'t'-Test for the Mean scores Difference in the Mean Score between the role of CCE in attaining educational objectives at upper primary level with respect to Mode of Appointment**

Mode of Appointment	N	Mean	Standard Deviation	Calculate d 't' value	Remarks
Seniority	282	232.41	28.571	3.929	S
TRB	69	247.52	28.940		

It is inferred from the above table (1.2) shows that, the calculated t-value (3.929) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis, "There is no significant difference between the mean scores of role of CCE in attaining educational objectives at upper primary level with respect to mode of appointment" is rejected. It shows that there is significant difference in the Mean Score between the role of CCE in attaining educational objectives at upper primary level with respect to Mode of Appointment.

Findings and Discussion

CCE plays a moderate level role in attaining educational objectives at Upper Primary Level. There is significant difference in the Mean Score between the role of CCE in attaining educational objectives at upper primary level with respect to Mode of Appointment. The mean score of appointment through TRB is greater than appointment through Seniority.

Teachers were unaware about the various aspects about CCE. The reason behind it was that they need proper training. Teachers appointed through TRB were easily grasped the new techniques rather than teachers through seniority.

Conclusion

CCE is an evaluation tool in the hands of teachers. Based on the results the evaluation skill of teachers should be raised at the expected level. The research finding provides a gate way to pose challenging questions in the areas of CCE to be answered. Teachers are responsible to manipulate CCE in a well manner. CCE is a read made weapon to harvest the achievement of students. But CCE can't play its role independently without the help of stakeholders.

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