

A study on the awareness of Government Teachers on the Continuous and Comprehensive Evaluation

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Abstract: The present study focused on the awareness of government teachers on Continuous and Comprehensive Evaluation. The findings of this study will have implication value in designing curriculum. The type of the present research work is 'Applied Research' and uses the 'Survey Method' of research. 'Simple Random Sampling Method' adopted for sampling. The researcher developed a questionnaire for collecting the data, which consisting of 26 items; and standardized, it is classified into categories defined, formative assessment, grading, academic standards and planning. The study covered 50 graduate and postgraduate government school teachers. The awareness of school teachers' on CCE has average to above average awareness on CCE. There is a significant difference between the graduate and post graduate teachers on the awareness on CCE. The study recommends that, provide the awareness programs to teachers for understanding the CCE methods in a better way. Make available the materials like Computer, OHP lab materials to schools. Regular and periodical awareness programs to be provide the on CCE to the Teachers.

Key Words: CCE, formative assessment, grading, academic standards and planning.

1. INTRODUCTION:

Education is the process of facilitating teaching and learning. Values, knowledge, skills, habits and beliefs of a group of people or generation are transferred to other people or other generations. The way of transferring may through teaching, training, discussion, storytelling and/or research. Education often takes place under the guidance of educators, but learners may also educate themselves in autodidactic process. Any experience that has a formative effect on the way someone acts, feels and/or thinks may be considered educational.

Continuous and Comprehensive Evaluation (hereafter CCE) is an educational system recently launched by Central Board of Secondary Education in India, for school students of VI to X grades and XII in some schools. The major aim of CCE is to evaluate each aspect of the student during their presence at the school. This is supposed to facilitate decrease the pressure on the student during/before examinations as the student will have to sit for several tests during the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is declared to bring huge changes from the conventional chalk and talk method of teaching provided it is implemented accurately.

As a part of this new CCE method, students' marks will be substituted by grades, which will be evaluated from beginning to end a series of curricular and extra-curricular evaluations by the side of with academics. The curriculum provides equal importance to teaching-learning experiences as well as the evaluation of the achievement of the student. If the evaluation conducted in schools evaluate not only the children's ability to construct knowledge, but also their personality development, and is done on a continuous basis throughout the year, it can be called Continuous Comprehensive Evaluation. (CBSE)

Hence the researcher chose to study on the topic awareness of government school teachers about CCE.

2. STATEMENT OF THE PROBLEM:

A study on the awareness of government teachers on Continuous and Comprehensive Evaluation with reference to Sangareddy District of Telangana State.

3. SIGNIFICANCE OF STUDY:

Evaluation in all forms is important because everything else orbits around it; Evaluation is significant in any system of education for determining the individual differences in attainment. Teaching and Evaluation are interdependent. As such, one cannot think of one without the other evaluation is helpful to both teacher and student.

The Introduction of CCE is considered as one of the major steps taken in this regard, as the teacher plays a pivotal role in evaluation of learner's education and they are the first person to evaluate individual differences among the students through evaluation.

Thus, the teachers should have considerable knowledge about the CCE pattern which is introduced by the government to improve and strengthen the quality study to of learning. Hence the present study to assess the awareness of the teacher's on CCE.

4. OBJECTIVES OF THE STUDY:

- To know the awareness of the government school teachers on CCE.
- To compare the awareness of graduate and post graduate teachers on CCE.
- To compare the awareness of male and female teachers on CCE.

5. HYPOTHESIS OF THE STUDY:

- There is no significant difference in the awareness on CCE between graduate and postgraduate teachers.
- There is no significant difference in the awareness on CCE between male and female teachers.

6. OPERATIONAL DEFINITIONS:

Continuous and Comprehensive Evaluation (CCE): refers to a system of school-based evaluation of students that covers all aspects as prescribed by CBSE.

Sanagreddy: is the one of the districts of Telangana State in India.

7. LIMITATIONS OF THE STUDY:

The study was undertaken with the following limitations:

- The study is limited to the government schools which are located in Sangareddy District in Telangana State.
- The study is limited to the awareness of teachers on Continuous and Comprehensive Evaluation.
- The study is confined to school teachers.
- The study is limited to graduate and post graduate teachers.

8. LITERATURE REVIEW:

The researcher made an attempt to review the literature and previous studies related to the topic. The researcher reviewed the studies of **Anitha, T.S (2016)**, **Kusum Sharma (2015)**, **Pooja, Singhal (2015)**, **Dr. Madhuri, Isave (2014)**, Continues and Comprehensive Evaluation manual for Teachers by Central Board of Secondary Education (2010).

9. MATERIALS:

METHODOLOGY OF THE STUDY:

The Emotional Intelligence research work is '**Applied Research**' because; it is concerned with certain sample and the results applicable to the educational field. The research work is all about present problem and preparing the future suggestions based on current findings. Therefore '**Survey Method**' has adapted for the present study. The population of the study includes all the Graduate and Postgraduate teachers, working in the government schools of Sangareddy District. A sample of 50 government teachers from five schools is taken by '**Simple Random Sampling Method**' for the study.

Tool used for the study:

The researcher developed the questionnaire consisting of 26 items and standardized with the help of two subject experts by following all the necessary precautions. The categories in which awareness of CCE taken into consideration is defined, formative assessment, grading, academic standards and planning in the questionnaire.

Statistical Techniques in details:

The obtained data was tabulated and analysed, Statistical techniques which are adopted are percentages, mean, standard deviation and **t**-test.

Analysis of tools / data with details:

The researcher collected the data personally with the help of the tool, i.e. self prepared standardised tool. The data collected from 50 government school teachers by the questionnaire consists of 26 items. Each item analysed by item analysis, mean, standard deviation and **t**-test.

10. FINDINGS:

1. The awareness of school teachers' on CCE has average to above average awareness on CCE.
2. There is a significant difference between the graduate and post graduate teacher's on the awareness on CCE.
3. There is a no significant difference in awareness between male and female teachers on CCE.

11. DISCUSSION OF EVALUATION:

Evaluation in all forms is important because everything else orbits around it; Evaluation is significant in any system of education for determining the individual differences in attainment. Teaching and Evaluation are interdependent. As such, one cannot think of one without the other evaluation is helpful to both teacher and student.

The Introduction of CCE is considered as one of the major steps taken in this regard, as the teacher plays a pivotal role in evaluation of learner's education and they are the first person to evaluate individual differences among the students through evaluation.

12 RECOMMENDATIONS:

- The Government should provide the awareness programs to teachers for understanding the CCE methods in a better way.
- Provide the materials like Computer, OHP lab materials to schools.
- To give the awareness programs on CCE to the Teacher's every month.
- Encouraging every teacher on implementation once.
- Provide training programs to the graduate teachers to enhance awareness of CCE.

13. SUGGESTION FOR FURTHER RESEARCH:

The present study was carried out to know the awareness of male and female teacher's awareness on CCE.

- A similar study can be carried out to compare the awareness of male and female teacher's on CCE in other Districts or state level.
- A similar study can be carried out to compare the awareness of graduate and post graduate teachers on CCE in other Districts or state level.
- A similar study can be carried out to compare the awareness of private schools and government school teacher's on CCE.
- A similar study can be carried out to compare the awareness of non-language teacher's and language teacher's awareness on CCE.
- A similar study can be carried out to know the awareness of school teachers' on CCE with reference to other districts.

14. CONCLUSION:

The present study concludes that, most of the school teachers have above average awareness on CCE, also there is a significant difference in the awareness among graduate and post graduates on CCE. There is no significant difference between the awareness on CCE between male and female teachers. The Government should provide the awareness programs to teachers for understanding the CCE methods in a better way. Make available the materials like Computer, OHP lab materials to schools. Regular and periodical awareness programs to be provide the on CCE to the Teachers.

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