



A STUDY ON AWARENESS OF CCE AMONG SECONDARY SCHOOL TEACHERS

Yadu Kumar M, *Research Scholar*,

*Kuvempu University, Shankaraghatta. & Assistant Professor, Kumadvathi College of Education,
Shikaripura-577427, Shivamogga District, Karnataka.*

Dr. Kiran Kumar K. S, *Assistant Professor*,

*Kumadvathi College of Education, Shikaripura - 577427,
Shivamogga - District, Karnataka. - District,*

Abstract

Purpose of the school is an institution where talents are nurtured. Therefore it becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, character and physical ability of the learner. Indian education is moving from summative to a continuous evaluation system. The present study was conducted to explore the secondary school teacher's awareness towards Continuous and Comprehensive Evaluation. This study is an attempt to find out Teacher's awareness about the scheme of continuous and comprehensive evaluation, the problems they face while its execution and the suggestions that teachers want to give in making CCE effective and fruitful on ground realities. The sample of 30 secondary school teachers was drawn from selected schools of Shikaripura taluk. A self-made questionnaire comprising 30 questions were used in this study. The study has brought out the level of awareness among secondary school teachers included in this study is not up to mark, even after more than two years of implementation of continuous evaluation system. Major finding of the study reveals that teachers are not adequately prepared for the effective execution of CCE in schools. Further the study revealed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.

Keywords: *Continuous and Comprehensive Evaluation, Awareness, Evaluation System, Secondary School Teachers*

INTRODUCTION:

“Education as a planned endeavour, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring member of the society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate- in other words, to be inquisitive and to think independently.” (Position Paper on Aims of Education, NCF 2005 NCERT).

The education system in vogue in a country reflects the ethos, aspirations and expectations of a particular society. As aspirations and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise. Evaluation is very important component of the education system. It can make or destroy the purpose of education. Evaluation has remained a major irritant in the entire system of educational growth and development. It is the issue discussed widely but which could not be given a proper shape to solve the problems.

Statement of the Problem

“A Study on Awareness of CCE among Secondary School Teachers”.

Operational Definitions

- **Continuous and Comprehensive Evaluation:** Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation introduced by CBSE in all CBSE affiliated schools across the country to evaluate both scholastic and non-scholastic aspects of students' growth and development.
- **Teacher:** Teacher is a person who imparts the knowledge and provides learning experiences to the pupils. The present study examines the perception of government school teachers at both primary and secondary level towards CCE.
- **Awareness:** concern about and well-informed interest in a particular situation or development. The present study deals with the awareness of secondary school teachers towards CCE on the basis of their experience, expectations, competencies, and the practical problems faced by the teachers during the execution of CCE.

Objectives of the Study

This study was taken up with the following objectives

- To study the secondary school teachers' awareness of CCE.
- To make suggestions for facilitating smooth execution of CCE in schools.

Methodology of the study

The study followed the design of a descriptive survey in order to find out the awareness of secondary school teachers towards CCE concerning their experience, expectations, teaching competencies to deal with CCE and the practical problems likely to be encountered by the teachers while executing CCE.

Sample and Sampling Procedure

The sample of present the study was drawn from various secondary schools located in Shikaripura taluka of Shivamogga District. A sample of 30 secondary school teachers was finalized for the study.

Tools

The specific nature of the study was to secure the awareness of secondary school teachers towards CCE concerning their experience, expectations, teaching competencies to deal with CCE and the practical problems likely to be encountered by the teachers while executing CCE. Keeping this in mind the investigator used self structured questionnaire which following 17 question including personal and professional information of secondary school teachers.

Data Analysis and Result Findings

An analysis of data collected with the help of the self structured questionnaire and interpretation of results is being presented in the following sections:

- Section I: Personal Information
- Section II: Teachers' awareness towards CCE.
- Section III: The problems encountered while executing CCE and suggesting remedial measures.

I. Section I: Personal Information

TABLE 1: INFORMATION ABOUT PARTICIPATED SECONDARY SCHOOL TEACHERS' PERSONAL INFORMATION

Teachers	Number	Percentage
Teaching Experience		
i) Below 5 Years	4	13.33%
ii) 5 to 10 Years	11	36.67%
iii) 10 to 20 Years	10	33.33%
iv) Above 20 Years	5	16.67
Educational Qualification		
i) Graduates	8	26.67%
ii) Post Graduates	22	73.33%

Table 1 shows the personnel features of the sampled subjects. The data also shows that majority of the respondents (36.67%) have teaching experience of 5 to 10 years whereas 13.33 percent have experience of below 5 years, while 33.33 percent teachers had teaching experience of 10-20 years. Similarly 16.67 percent had experience of above 20 years teaching experience. As far as educational qualifications of the respondents is concerned majority of them were post graduate (73.33%) and only 26.67 percent are graduates.

II. Section II: Teachers' awareness towards CCE.

The present study the awareness of teachers towards CCE in general. The teachers awareness were acquired from some questions seeking their awareness about CCE on the basis of nomenclature of CCE, aims/objectives, outcomes of CCE, nature and method of evaluation, feedback mechanism, tools and techniques used in CCE and major components of CCE. The data comprised of responses to 17 items by 30 secondary school teacher pertaining their awareness about CCE. Scores of each teachers were calculated and categorized into three categories viz. above average, average and low average. Respondents with scores 11-17 fall under the category of above average, 6-10 falls under average and remaining that scored below 5 falls under the category of below average.

TABLE 2: LEVEL OF SECONDARY SCHOOL TEACHER'S AWARENESS ABOUT CCE

Number of Secondary School Teachers	Above Average (11-17)	Average (6-10)	Below Average (0-5)
	11	15	4

Regarding the teachers awareness towards CCE, the findings indicate that about of 30 respondents 11 secondary school teachers that constitute 36.11% of the total data possess high awareness towards CCE. Similarly 50% of the respondents have average awareness regarding CCE whereas only 4% of the secondary school teachers were found to have very low awareness of CCE.

III. Section III: The problems encountered while executing CCE and suggesting remedial measures.

The problem areas and the remedial measures suggested by the secondary school teachers were obtained by open ended question. The obtained summary was listed as point wise as below:

1. Problem in area of Implementing CCE in schools:

- a) Large number of students/ overcrowded class rooms
- b) Lack of appropriate training about CCE
- c) Lack of adequate infrastructure and teaching materials
- d) Increased volume of work
- e) Cost factor and time consuming
- f) Lack of seriousness amongst students
- g) Lack of Parents Interest towards CCE concept

2. Remedial measures from secondary school teachers to make effective implementation of CCE at school level.

- a) Limited number of students in class
- b) Adequate training from resource persons
- c) Need guidance and counselling about this concept
- d) Proper infrastructure and teaching materials
- e) Reduce extra duties of the teachers other than teaching
- f) Financial assistance for misalliances work
- g) Create awareness of need and importance of CCE to parents also

Conclusion

The role of CCE is very important when our aim is to improve learner's quality in the cognitive as well as in the non-cognitive domains. In the context of school it is a continuous

updating of teachers about their students.CCE facilities students effective learning as well as their all round development of personality with its multiple tools and techniques and corrective measures. It is a integral part of teaching learning process which promotes standard of school.

Reference

- Agrawal Mamta (2005). "Examination Reform Initiatives in India", Journal of Indian Education" Vol. 31, no.1,pp.27-35.
- Government of India (1986): National Policy on Education, MHRD, Department of Education, New Delhi.
- NCERT (1988): National Curriculum for Elementary and Secondary Education – A Framework (Revised Version), Published at the Publication Department, Secretary, NCERT, New Delhi.
- NCERT (2000): National Curriculum for School Education, Published at the Publication Department, Secretary, NCERT, New Delhi.
- Rao, Manjula et al. (1998): Impact of SOPT Training Programme on the Classroom Practices of Teachers – A Study in Southern States, RIE (NCERT), Mysore.
- Rao Manjula P. (2001): Effectiveness of the Continuous and Comprehensive Evaluation Training Programme over the Evaluation Practices of Primary School Teachers – A DPEP Research Study in Tamil Nadu, RIE, Mysore.
- Ved Prakash, et al. (2000): Grading in Schools, Published at the Publication Division by the Secretary, NCERT, New Delhi.
"http://wikieducator.org/CONTINUOUS_AND_COMPREHENSIVE_EVALUATION-Article"