



## **A STUDY OF THE OPINION OF PRIMARY TEACHERS AND PARENTS TOWARDS NEW CONTINUOUS COMPREHENSIVE EVALUATION (CCE)**

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### **1. Introduction**

Every child must get quality education. How the child is getting education that can be understood by evaluation. It's not only necessary that only teacher has to be aware about how students are evaluated but students, parents, society, these components also would be aware of the same. In the education process of education evaluation system can make changes in the educational process and education system. A good evaluation system provided proper direction, speed and motivation for the education process but the lacunas of education system can become barrier for quality development of the education it's very clear from existing examination framework of 2005 recommended, the use of innovative evaluative techniques. Now the law of right to education makes compulsory implementation of continuous comprehensive education.

### **2. Need and Importance of Research**

Students have variety of competencies like comprehensive, application, thinking, creativity, imagination etc. These competencies must be developed fully instead of mere memory. Education has accepted continuous comprehensive evaluation system keeping in mind the broader objectives of education like psycho motor development and emotional development and emotional development with cognitive development as being essential.

It's essential to know, how students can be evaluated consistently for the whole year through different fields and not merely on tests, semester and annual examinations. Whether teachers have understood those fields? What is logic behind the same? It is important to know, do students develop different qualities or not? What are teacher's attitude towards student's qualities and the assistance of teachers in developing those qualities?

### **3. Objectives of Research**

- To know the opinion of primary teachers about Continuous Comprehensive Evaluation.

- To know the opinion of parents about Continuous Comprehensive Evaluation.

#### **4. Scope and Limitations of Research**

The scope of the study record what the study set out to do delimitations state the parameters of study while limitations express the disabilities the study face-

- The study is restricted to only Marathi medium primary schools.
- The data for the present research is collected from Thane district area only
- The study is restricted to primary teachers of the standard 1st - 8th and respective schools parents.

#### **5. Research Methodology**

The researcher used the survey method of research to collect data.

#### **6. Research Tool**

In the present study, the tool used for collecting the required data was 'Opinionnaire' for primary teachers and parents to know their opinions about the Continuous Comprehensive Evaluation pattern.

#### **7. Sample of Research**

The target population for the study to be conducted was selected as primary schools (std. 1st to 8th) of Thane District. Researcher selected 50 primary teachers from 10 primary schools and 50 parents of representative 10 primary schools.

#### **8. Sampling Technique**

The random (purposive) sampling technique was used to serve the purpose of data collection.

#### **9. Procedure of the Data Collections**

To get required data researcher met with primary teachers and respective parents of that selective schools. He explain the aim of the study and requested to fill up the Opinionnaire in order to carry out the research work.

#### **10. Analysis of data and Statistical Techniques used for the Research**

The data was analysed keeping in view the objective of study frequency percentage has been calculated the data collected for study has been subjected to analysis. The researcher used statistical techniques such as percentage, critical ratio, for analysis of data.

Critical Ratio (N = 50)

Significance of Percentage

Baseline 50 - 50, SE % = 0.078, N = 50

Pi	CR	Significance at 0.05 level
63	1.66	Not Significant
64	1.79	Not Significant
65	1.92	Not Significant
66	2.05>2.01	Significant
67	2.17	Significant
.	.	.
.	.	.
.	.	.
100	6.41	Significant

As per table 'D' when respondent are 66% then values of CR is 2.05 which is greater than 2.01 at 0.05 significant level then statement is accepted therefore when N=50 and respondent are more than 60% then statement should be significant or accepted.

Researcher has used these criteria for the analysis of parents and teacher's Opinionnaire.

## **11. Findings and Conclusion**

### **11.1. Teachers Opinions:**

- Half of the teachers that are not clear with the concepts of Continuous Comprehensive Evaluation even after training of Continuous Comprehensive Evaluation.
- As per Continuous Comprehensive Evaluation pattern purposeful observation of the behavior of the student outside of the class is essential but very few teachers agree with it.
- Many teachers agree that it is necessary to intimate student about content of oral evaluation.
- Many teachers do not agree it is a part of duty of a teacher to provide extra supportive guidance to students before or after the school hours but Continuous Comprehensive Evaluation recommend that it is a part of duty of teachers.
- Only few teachers feel that the test should be based on the taught content and not on the life skills but Continuous Comprehensive Evaluation recommends that the test should be based on content as well as life skill also.
- Majority of the teachers are of the opinion that the student would be careless because of Continuous Comprehensive Evaluation pattern.
- Majority of the teachers feel that the Continuous Comprehensive Evaluation pattern increase the burden on teachers.

- Majority of teachers opined that the problem of indiscipline will increase among the student because they know they will not fail due to Continuous Comprehensive Evaluation.
- Many teachers said that they were not given opportunities to express their views on areas included in student's evaluation as per Continuous Comprehensive Evaluation pattern.
- Very few teachers responded that they got sufficient time for remedial teaching after diagnosing the weakness of students because of the work other than teaching.
- Many teachers think that the number of evaluation tools and techniques under Continuous Comprehensive Evaluation should be reduced.
- More than half teachers are of the opinion that Continuous Comprehensive Evaluation pattern has not reduced stress among the students.
- According to Continuous Comprehensive Evaluation system evaluation of the absent students should be taken again but only few teachers agree with it.
- Many teachers disagree that the students should be strictly given C-2 grade but required to give at least C-2 grade to the students compulsory.
- Many teachers think that the previous mark centered evaluation system was better than Continuous Comprehensive Evaluation pattern because marks obtained by the students are considered at the time of admissions in the colleges after X and Continuous Comprehensive Evaluation grade is not considered for admission.
- More than half of the teachers are not satisfied with the training of Continuous Comprehensive Evaluation pattern.

### **11.2. Parents Opinions:**

- More than average number of parents said that the school has provided clear and proper orientation about Continuous Comprehensive Evaluation pattern but Continuous Comprehensive Evaluation system recommends that all the parents should be made aware about Continuous Comprehensive Evaluation pattern.
- Many parents feel that their child behave carelessly because they know that they will not fail in a particular standard.
- More than half number of parents answered that the school does not tell them about the progress of their child on regular basis as per Continuous Comprehensive Evaluation system the school should inform the parents regularly.
- Majority of parents feel that previous examination system was proper.
- More than average parents do not attend parents-teachers meeting so they are not able to respond properly about Continuous Comprehensive Evaluation pattern.



- May parents feel that the teacher will not teach properly because of no examination from std. 1st to 8th as per Continuous Comprehensive Evaluation pattern?

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