

A STUDY ON THE CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) PROCESS IN SECONDARY SCHOOLS IN GUNTUR DISTRICT

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ABSTRACT

CCE refers to a system of school based evaluation of students that covers all aspects of students' personality. Continuous means that the evaluation of identified aspects of student's growth and development is a continuous process rather than an event. It is built into the teaching learning process and spread across the entire academic session. Comprehensive means the scheme attempts to cover both the scholastic and the co-scholastic aspect of student's growth and development. That is, to study the implementation of evaluation (CCE) process in secondary schools, to know the implementation of grading system in summative and formative evaluation process, to know the conduct and evolution of extracurricular activities at secondary schools in Guntur District and to study the opinion of the teacher about CCE, grading, formative and summative evaluation process. Teachers have high appreciation for the grading and CCE. Some schools are not following SCERT norms and standards in conducting and evaluating formative assessment. They are not giving proper importance to conducting and evaluating other curricular activities. Most of high school teachers were in favor of the regular monthly formative evaluation and summative evaluation. Continuous monitoring helps teachers in strengthening their understanding of various techniques of evaluation. Teachers need training in preparing formal diagnostic tests and remedial exercises. High school teachers' perceived grading procedure is responsible for improving the school environment. A study with the similar objectives may be taken up with larger sample covering different parts of the states. A study may be taken up on the student opinions. The teacher should undergo training on CCE Programmes according to changes in the education system and the evaluation system should change for every 5 years.

KEYWORDS: *Evaluation, Curricular, Comprehensive, Appreciation, Assessment*

INTRODUCTION

Evaluation

Education is a process of changing behavior pattern of human beings in terms of thinking. The aim of education is the comprehensive & the all-round development of the child. It may be physical, intellectual, social, emotional, spiritual and moral. It is a continuous process. Evaluation is the systematic process of collecting and analyzing data in order to determine whether, and to what degree objectives have been, or are being achieved. Evaluation is a systematic process of collecting and analyzing data in order to make decisions. Evaluation is not an objective process. There is another dimension of evaluation process that is, the individual judgment.

CCE (Continuous and Comprehensive Evaluation)

CCE refers to a system of school based evaluation of students that covers all aspects of students' personality. It is a curricular initiative, attempting to shift from mere testing to holistic learning. Continuous means that the evaluation of identified aspects of student's growth and development is a continuous process rather than an event. It is built into the teaching learning process and spread across the entire academic session. Comprehensive means the scheme attempts to cover both the scholastic and the co-scholastic aspect of the student's growth and development.

Features of Continuous and Comprehensive Evaluation

The continuous aspect of CCE takes care of continual and periodicity aspects of evaluation (summative). Scholastic aspect includes curricular areas or subject specific areas, where as co-scholastic aspects include life skills co-curricular, attitudes and values. Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment, during the instructional process (formative evaluation).

Objectives of the Study

- To study the implementation of evaluation (CCE) process in secondary schools.
- To know the implementation of grading system in summative and formative evaluation process.
- To know the conduct and evolution of extracurricular activities at secondary schools in GUNTUR District.
- To know they maintain Anecdotal and cumulative records and overall performance of the students for evaluation.
- To study the opinion of the science teacher about CCE, grading, formative and summative evaluation process.

Hypothesis of the Study

Hypothesis-1: Schools follow SCERT rules and regulations for conducting examinations (unit, quarterly, half yearly and annual examinations)

Hypothesis-2: Schools follow summative assessment

Hypothesis-3: Schools follow formative evaluation

Hypothesis-4: Schools conduct and evaluate the Science related and other curricular activities in secondary schools.

Hypothesis-5: Schools follow grading system in formative and summative

Hypothesis-6: Schools maintain the anecdotal record and cumulative record for the purpose of evaluation

METHODOLOGY

Introduction

Research methodology involves the systematic procedure by which the research starts the initial identification of the problem to its final conclusions. Research methodology consists of all general and specific activities of research.

Title

A study on implementation of evaluation process (CCE) at secondary schools in GUNTUR District. The statement of the problem to study the evaluation process especially CCE, formative, summative evaluation grading system and opinion of the teachers.

Table: 1: Variables of the Study

Independent Variable	Dependent Variable
School Teachers	1. Formative Evaluation 2. Summative Evaluation 3. Grading System
1. Gender (Male and Fe-male)	
2. Professional (Trained Teachers)	
3. Class VII Teachers	
4. Marital Status (Married and Unmarried)	
5. School Type (Co-Edn): Govt Teachers	

Sample

The representative proportion of the population is called a sample. Sampling plays a vital role in carrying out any research the study. Sample should be free from error due to bias or due deliberate selection of the sample.

Sampling Technique Adopted

Stratified Random sampling procedure will be use for the selection of the sample. For size of the sample 20 teachers will select who have sufficient qualification for study. The size of the sample consists of 20 teachers training from Govt. secondary schools.

Design of Study

The following are the hypothesis of the problem survey method. The method used by the researcher survey method which is concern with the present and attempts to determine the states of the phenomena under investigation.

Administering the Tools

Data collection will be done personally by using a questionnaire.

Questionnaire

It is a form prepared and distributed to secure responses to certain questions. The questionnaire is used as a tool of the study.

Methodology of Data Collection

The investigation has prepared a questionnaire to find out the implementation of the evaluation process in secondary school. The questionnaire will be given to 20 schools & clear instructions will be given and administer 60 minute till the questionnaires are collected.

Statistical Test Used

Chi-Squire Test was used.

ANALYSIS AND INTERPRETATION OF DATA

Introduction

Analysis is the ordering of data into constituent parts to obtain answer for research questions. This chapter discusses the data analyzed and null hypothesis. Statistical methods are adopted and tested to know whether null hypothesis has been accepted or rejected.

Questionnaire Analysis

Chi-square formula & Tables will be used for Analysis & Interpretation of the Responses of Teachers (Questionnaire).

SUMMARY AND CONCLUSIONS

- On the basis of analysis, the following conclusion will be drawn
- The results of the study indicate moderate Acceptability of CCE by the government school teachers.
- May be, no significant difference is there between male and female teachers' perception of CCE
- May be, a significant difference is there in the teachers' perception of CCE among moderate and highly experienced teachers.
- Further results will be revealed that the major problems faced by the school teachers in the execution of CCE were a large number of students in classes, 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. To overcome these problems teachers suggested to reduce the number of students in classes, provide appropriate teacher training, ensure
- Proper infrastructure and teaching materials in the school for the smooth execution of CCE.

Limitations of the Study

- The study is limited to Guntur district only.
- The study is limited to certain randomly selected government schools only.
- The study covers 20 schools from Guntur district only.
- The study is limited to the partial fulfillment of Research period only.

Hypothesis Wise an Alysis

Hypothesis-1: Schools follow SCERT rules and regulations for conducting examinations (unit, quarterly, half yearly and annual examinations)

Finding-1: Yes it is proved that all schools follow SCERT rules and regulations for conducting examinations (unit, quarterly, half yearly and annual examinations). Hypothesis is accepted.

Hypothesis-2: Schools follow summative assessment.

Finding-2: It is proved that all schools follow summative assessment. Hypothesis is accepted.

Hypothesis-3: Schools follow formative evaluation.

Finding-3: It is proved that all schools follow formative assessment. Hypothesis is accepted.

Hypothesis-4: Schools conduct and evaluate the Science related and other curricular activities.

Finding-4 It is proved that schools conduct and evaluate the Science related and other curricular activities (Some are rejected like quiz evaluating, first aid & environmental hygiene evaluating, fire safety programme conducting & evaluating). Hypothesis is accepted.

Hypothesis-5: Schools follow grading system in formative and summative evaluation.

Finding-5: It is proved that schools follow grading system in formative and summative evaluation. Hypothesis is accepted.

Hypothesis-6: Schools maintain the anecdotal record and cumulative record.

Finding-6: It is proved that schools maintain the anecdotal record and cumulative record for the purpose of Evaluation. Hypothesis is accepted.

Major Findings of the Study

- Teachers have high appreciation for the grading and CCE. But number of teachers face difficulties in assessing students performance as desired by the grading system.
- Some schools are not following SCERT norms and standards in conducting and Evaluating formative assessment.
- They are not giving proper importance to conducting and evaluating of other curricular activities like Quiz, Science fairs and seminars, health education, environmental hygiene. Fire safety programme
- Mostly schools are maintaining Anecdotal and cumulative records. But they are not recording information in proper way about students.
- Most of the schools were able to complete the course in time
- Most of high school teachers were in favor of regular monthly formative evaluation and summative evaluation.
- Continuous monitoring in helped teachers in strengthening their understanding of various techniques of evaluation. Teachers need training in preparing formal diagnostic tests and remedial exercises.
- High school teacher's perceived grading procedure as responsible for improving school environment.

Suggestions for the Further Study

- After completion of research hypothesis wise Analysis, Major findings of the study & Suggestions for the further study will be done.
- A study with the similar objectives may be taken up with larger sample covering different parts of the states.
- A study may be taken up on the student opinions

- Teachers should undergo training on CCE programmes
- According to changes in the education system, evaluation system should change for every 5 years

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