

A STUDY ON AWARENESS OF CONTINUOUS AND COMPREHENSIVE EVALUATION AMONG STATE BOARD OF SECONDARY SCHOOL TEACHERS

Dr. Thanuja.k

Associate Professor

Keyi Sahib Training College, Karimbam, Taliparamba.

Abstract

This study is an attempt to find out teacher's awareness about the continuous and comprehensive evaluation(CCE). The sample consisted of 130 school teachers from Kannur, Kozhikode and Malappuram districts of Kerala. A Questionnaire to Teachers on CCE Practices (Thanuja, 2013) was used in this study. The data was scored by the scoring procedure, one mark for correct answer and zero for wrong answer. To study the difference between the various groups t- test was applied. The overall results indicated that there is significant difference between the awareness of school teachers towards continuous and comprehensive evaluation in relation to school management type and region. No significant difference was found between gender.

Key words: Awareness, Teachers, Continuous and Comprehensive Evaluation.

Introduction

Continuous and Comprehensive Evaluation is a process to provide holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development. Continuous and Comprehensive Evaluation aims at making evaluation an integral part of teaching-learning process. It focuses on all round development of personality of the learners. It also envisages improving on-going teaching learning process by diagnosing the learning gaps and offering correctives and enrichment output. Continuous and Comprehensive Evaluation brings about a paradigm shift from product evaluation to process and performance based evaluation.

Continuous and comprehensive evaluation is said to encourage students to become more active and participative in classroom interaction, rooted in a sociocultural constructivist view of learning by Vygotsky and mastery learning by Bloom's theory. In continuous and comprehensive evaluation, the student's relationship to learning changes in terms of developing a greater awareness of what is expected of them, that is learning objectives/criteria that must be clear to them for achieving the targeted goals set by the learning environment and moreover they are responsible for their own learning and achievement. While teaching, teacher uses various tools and techniques for continuous assessment based on learning objectives and provides constructive feedbacks, and corrective measures which help the students for further learning. That is learning to learn.

Teachers must change their role in classroom interaction when continuous and comprehensive evaluation is introduced. For that awareness and knowledge in theory and practice of continuous and comprehensive evaluation is necessary. Their participation is said to shift the prime concern to be a content deliverer, to a scaffolder of learning who collaborates with students during the class, supporting and monitoring their progress.

Need of the study

Continuous and Comprehensive Evaluation is introduced as school based system of evaluation as per Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), implemented since April

2010. The Act requires that Continuous and Comprehensive Evaluation implemented for children till the completion of elementary schooling. National Policy on Education (NPE) -1986 deliberated and considered assessment as an integral part of any process of learning and teaching. The NCF-2005 portraying child as a natural learner emphasized giving space to children to find their voice and opportunities to nurture their curiosity to come up with knowledge as the outcome of their active engagement with the world around. Considering attitudes, emotions and values as the integral part of cognitive development. NCF-2005 recommended an internal school-based system of assessment that could provide information on a child's overall development in a continuous and comprehensive manner.

It can be seen that in tune with NCF (2005), CBSE and KBSE Schools are introduced CCE in line with how it is envisaged from 2009 onwards. The state council of Educational Research and Training (SCERT) prepared the revised curriculum namely Kerala Curriculum Frame Work (2007). It also envisaged the implementation of new evaluation practices focusing on continuous and comprehensive Evaluation which is being introduced right from primary to secondary level from 2008 onwards.

For implementing this scheme in its true sense teachers must be aware of the different theoretical aspects of CCE, its purpose, its features and how to implement this scheme effectively. For that knowledge in continuous and comprehensive evaluation is required.

Statement of the Problem

“A study on Awareness of Continuous and Comprehensive Evaluation among State Board of Secondary School Teachers”

Definition of Key terms

The key terms used in the statement of the problem are defined in the following part.

Continuous and Comprehensive Evaluation (Abbreviated as CCE)

Continuous and comprehensive evaluation refers to the system of evaluation practices in school education to assess the scholastic and co-scholastic aspects of student's growth and development that are attained by school education through Assessment For Learning, Assessment As Learning and Assessment Of Learning.

Kerala State Board of Secondary Education (Abbreviated as KBSE)

It is the state Board of secondary school education established under the State Government of Kerala. Which runs courses from I to X of Secondary.

Awareness

Awareness means knowledge that something exists or understanding of a situation or subject at the present time based on information or experience.

Awareness in CCE

In this study the term awareness in Continuous Comprehensive Evaluation refers to the amount of information and knowledge possessed by teachers of schools with regard to the concept of Continuous Comprehensive Evaluation, purpose of CCE, and practices of CCE as measured by Test of Teacher Awareness on CCE (Thanuja,2013)

Objectives of the study

To compare the awareness on CCE of teachers working in the KBSE schools based on each of the classificatory variables viz., Gender, School locality and Type of schools

Hypothesis of the study

Significant difference exists in the mean scores of Awareness on CCE of KBSE school teachers classified on the basis of Gender, School Locale and Type of Management of the schools.

METHODOLOGY OF THE STUDY

The study was conducted through descriptive survey method.

. Sample of the Study.

The investigator selected 34 KBSE schools and 130 KBSE school teachers from three northern districts of Kerala viz., Kannur, Kozhikode and Malappuram as Sample for the study.

Tools Employed for Data Collection

For collecting data for the present study, the investigator used Awareness Test on CCE, which is developed and standardized by K. Thanuja

Statistical Techniques used for Analysis

Student's Distribution (t)

DATA ANALYSIS

Group difference in awareness on CCE of KBSE School Teachers based on the subsample

The statistical data used and the results of the test of significance of difference between means of the subsamples namely, gender, locale and school of management type in the awareness of KBSE school teachers about CCE are presented in the table below.

Table

Data and Test results of difference in means of KBSE School Teachers awareness on CCE, based on subsamples

Variables	Category	N	Df	Awareness in CCE		
				Mean	SD	t-value
Gender	Male	53	128	22.83	5.892	0.953
	Female	77		21.01	8.234	
Region	Rural	70	128	19.26	6.399	4.378*
	Urban	60		24.67	7.469	
School Management	Govt.	66	128	17.91	3.72	6.973*
	Private	64		25.72	8.146	

** Significance at 0.01 level

$H_0: \mu_1 = \mu_2$

Degrees of freedom = 128

$H_1: \mu_1 \neq \mu_2$

Results given in the table reveal that there exists significant difference in KBSE School teacher's awareness about CCE based on the subsamples region (4.378, $p < 0.01$) and school management type ($t = 6.973$, $p < 0.01$). Since calculated t-value is greater than the tabled value at 0.01 level of significance with degrees of freedom 128. But no significant difference is found in awareness about CCE with respect to gender ($t = 0.953$, $p > 0.01$).

Tenability of Hypothesis

Based upon the findings, the tenability for the study was tested. That is whether the hypothesis set for the study have been validated or not with reference to the results obtained. They are examined below.

The hypothesis states that ‘Significant difference exists in the mean scores of Awareness on CCE of KBSE School teachers classified on the basis of Gender, school Locale and Type of Management of the schools.

From the study it was found that the significant difference exists between mean scores of the sub samples school locale and type of management but not on gender of KBSE school teachers’ awareness on CCE. Hence hypothesis is partially substantiated.

Conclusion

KBSE teachers working in the private and schools located in urban areas shows more awareness in CCE. Local panchayats and government can take necessary action in this regard for improving the awareness on CCE of government school teachers and teachers working in the rural areas. Teachers should attend well developed and recognised professional development programmes regarding Teaching and Evaluation that help them to develop flexible and deep understanding of the sense of approach, and not just to accumulate a set of techniques they might apply without the required level of reflection.

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