

A study of awareness of upper primary government schools about continuous and comprehensive evaluation

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Abstract: Cce pattern is the main part of RTE act and it is necessary to know the awareness of teachers about this. Primary and upper primary schools are the familiar with the cce pattern because after cbse, it has been come in government schools in up through rte act. Actually upper primary school teachers are completely not aware of this especially old teacher and they have need the training or awareness about this to doing the harmonious development of students.

Keywords: Continuous & Comprehensive evaluation, student performance, awareness

I. INTRODUCTION

Primary School education is a basic education that everybody should educate in the country. This expectation realized in 'Education for All' scheme of education. The time of our independence many commission and committees emphasized upon the free and compulsory education. National Policy of Education laid so much importance on school education. Every student at the school level laying down minimum levels of learning and emphasized upon Continuous Comprehensive evaluation scheme at school level. The continuous comprehensive evaluation scheme was initiated based on recommendation to reform evaluation practice in school education by National Curriculum for Elementary and secondary education- a framework.(1988).Therefore it is expected to evaluate students at the viewpoints presented with respect to framework.

The framework emphasis followings-

- (a) Mastery of learning
- (b) Mastery level in competencies
- (c) Psychomotor skill of students
- (d) Grade system
- (e) Feedback
- (f) Using tools, techniques for evaluation
- (g) Record maintenance
- (h) Records
- (i) Planning of a detailed scheme of evaluation.
- (j) Diagnosis the area of difficulty and arranged remedial teaching.
- (k) Transparent for community and parents.

II. REVIEW OF RELATED LITERATURE

NPE, (1986) recommended that minimum level of learning laid down at each stage of primary education, and that steps be undertaken to ensure that all students achieve these minimum levels of learning.

Rao, Manjula,(2002). Studied the scenario of evaluation practices in schools and reported following observations .1)In school conventional evaluation practice was conducted,2)CCE not followed systematically.3)Remedial instruction not provided.

National Curriculum Framework,(1988) . Considered necessary to develop a scheme of evaluation in order to improve the evaluation system. A school based evaluation scheme was conceived at implementing the idea of continuous and comprehensive evaluation in school situation by the unit of Department of Educational Evaluation and Measurement.

III. OBJECTIVES

The objectives of the study were

1. To study the current evaluation system in upper primary school.
2. To examine the viewpoints regarding CCE presented in the framework.
3. To study the awareness of teachers about cce pattern.
4. To study the difference of cce pattern knowledge between the old teachers and the new teachers.

IV. RESEARCH QUESTIONS

- a. Are the upper school teachers aware about the concept of cce?
- b. How cce implemented in upper primary government school teachers?
- c. Is the difference between the new and old government teachers knowledge about the cce pattern

V. DELIMITATION

- a. The present study is delimited to upper primary government schools only.

- b. The present study is only delimited to hindi medium schools.
- c. The present study is delimited to 30 teachers only.
- d. The present study is delimited to Gov. Teachers of bahraich district UP only

VI. POPULATION

All the upper primary school teachers in Bahraich district UP.

VII. SAMPLE

A sample for the study was 30 upper primary school teachers selected by random sampling method.

VIII. RESEARCH METHODOLOGY

A survey research methodology was selected.

IX. TOOL

A questionnaire was prepared by the researcher. It was made on viewpoints presented regarding CCE in the framework. It is related to knowledge of formative and summative evaluation of upper primary teachers. It was based the concept of CCE .

X. PROCEDURE OF THE STUDY

The researcher visited to upper primary schools to know the awareness of teachers about CCE. A questionnaire was prepared on the viewpoints regarding CCE given in framework. A questionnaire were distributed and analysed as per the responses given by the upper primary government school teachers.

Qualitative analysis was done

RQ (a) Teachers were familiar with the term CCE but they unaware about the exact meaning of continuous comprehensive evaluation. They are given stress on student's achievement instead of improvement. Teachers don't know that CCE is not only concerned with the appraisal of achievement but also with its improvement..

RQ (b) Actually it is implemented in upper primary schools through training. Teachers were not interested in cce pattern. They do not use of this properly and many teachers do not know this meaning and they do not know its properly used and they need the training to use of cce pattern properly.

RQ(c) There was the difference about the knowledge of CCE between old and new teachers. About 70% teacher were completely unknown of this pattern and mostly old teachers.95% of old teachers are completely unknown of this pattern and about 65% of new teachers are also unaware of this pattern.

Some points reveal the following

- a. Evaluation practices are carried out in school but not exactly the view points as mentioned in the framework.
- b. Lack of daily record maintenance and daily feedback.
- c. Formative feedback is not provided.

- d. Teachers were not prepared their own evaluation tool

XI. IMPLICATIONS OF THE STUDY

- (a) The main implication of this research is the need of training about cce pattern of all government upper primary school teachers. They are unaware about this pattern. Specially old teachers are more unaware in comparison to new teachers.
- (b) To achieve the knowledge of cce pattern of government upper primary school teachers. They increase the achievement of students. They can do qualitative and quantitative achievement in students.
- (c) To improve the behavior of students it is necessary to trained the upper primary school teachers of cce pattern.

XII. CONCLUSION

The role of CCE is very important when our aim is to improve learner's quality in the cognitive s well as in the non-cognitive domains to trained the teachers about CCE. 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 an integral part of teaching learning process which promotes to change the behavior of the students.

XIII. REFERENCES

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