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CHAPTER -4
DATA ANALYSIS AND INTERPRETATION

ANALYSIS AND DATA INTERPRETATION

4.0 Introduction

The present chapter data analysis and interpretation deals about the how investigator interpreted the collected data with help of different statistical techniques. The data was collected using different tools viz checklist, observation schedule, questionnaires, perception scale, students reaction scale, structured interview and focused group discussion. The collected data was consists of qualitative and quantitative in the nature. The collected data was analyzed by the investigator both qualitative and quantitative techniques of analysis. The analysis of the data is presented objective wise.

The comprehensive description of the data analysis and interpretation is presented as follows

1. Analysis and interpretation of the checklist

2. Analysis and interpretation of the CCE based classroom observation schedule

3. Analysis and interpretation of the Head master questionnaire

4 Analysis and interpretation of the teacher's questionnaire on problems of implementation of CCE

5 Analysis and interpretation of the Teacher's perception scale on CCE

6. Analysis and interpretation of the students' reaction scale on CCE

7. Analysis and interpretation of the structured interview for Mandal educational officers.

8. Analysis and interpretation of the focused group discussion for students on implementation of CCE

9 Content analysis and interpretation of the A grade and B grade schools

Presentation of the analysis is according to the objectives of the study. Each of the objectives is considered separately for developing clarity, and provides focus required for the data to show the direction. Presentation of the analysis for the objective 1 is presented as follows

4.1 Data Analysis of Check list

Objective 1 reads as to find out the scholastic and co-scholastic aspects of CCE implementation. In order to realize this objective investigator prepared the checklist and classroom observation schedule. Firstly investigator administered checklist on the sample schools. The sample was selected by the investigator randomly. The checklist was given to H.M for data collection. Total 40 Head masters filled the checklist. The analysis of the checklist data presented in the Table.4.1. Check list was used to collect data regarding infrastructural facilities available in the 40 Upper Primary schools of Prakasam district of Andhra Pradesh. The collected data have been analyzed by using frequency and percentage.

Table no 4.0 Availability of staff in upper primary schools

S. NO	Upper Primary School no.	M at.	Sci.	SS	Tel.	Hin di	Eng	SG T	V.V Vs	Tot al	Stren gth of the school
1	school 1	1	0	1	1	1	0	5	0	9	206
2	School 2	0	0	0	0	0	0	4	0	4	115
3	school 3	0	1	0	1	1	0	3	0	6	144
4	school 4	0	0	0	0	1	0	6	0	7	260
5	school 5	1	0	1	1	1	0	3	0	7	102
6	school 6	1	0	1	1	1	0	6	0	10	260
7	school 7	0	1	1	1	1	0	8	0	12	155
8	school 8	0	1	1	0	0	0	4	0	6	67
9	school 9	1	0	1	1	1	0	5	0	9	347
10	school 10	0	1	1	0	1	0	3	0	6	65
11	school 11	0	1	0	0	0	0	4	0	5	44
12	school 12	0	0	1	1	1	0	5	0	8	212
13	school 13	1	1	0	1	1	0	5	0	9	180

14	school 14	1	0	1	1	1	0	3	0	7	151
15	school 15	0	1	1	1	1	0	5	0	9	154
16	school 16	0	1	1	1	1	0	2	0	6	81
17	school 17	1	0	1	1	1	0	4	0	8	150
18	school 18	0	1	0	1	1	0	4	0	7	253
19	school 19	0	0	1	0	0	0	5	0	6	298
20	school 20	0	0	1	0	1	0	3	0	5	119
21	school 21	1	0	1	1	1	0	2	0	6	93
22	school 22	1	0	1	1	1	0	3	0	7	131
23	school 23	1	0	1	1	1	0	4	0	8	140
24	school 24	0	1	0	0	1	0	4	0	6	168
25	school 25	1	0	1	1	1	0	3	0	7	89
26	school 26	0	0	1	1	0	0	7	0	9	256
27	school 27	0	0	1	0	0	0	8	0	9	347
28	school 28	0	1	1	1	1	0	2	0	6	45
29	school 29	0	0	1	1	1	0	3	0	6	140
30	school 30	1	0	1	1	1	0	3	0	7	81
31	school 31	0	1	1	1	1	0	3	0	7	108
32	school 32	1	0	1	1	1	0	5	0	9	197
33	school 33	0	1	1	1	1	0	3	0	7	90
34	school 34	1	0	1	1	1	0	3	0	7	97
35	school 35	1	0	1	0	0	0	2	0	4	65
36	school 36	1	0	1	1	1	0	3	0	7	95
37	school 37	0	1	0	0	0	0	6	0	7	136
38	school 38	0	1	1	1	0	0	1	0	4	149

39	school 39	1	0	0	1	1	0	5	0	8	84
40	school 40	1	0	0	1	0	0	4	0	6	131
	Total	**18**	**15**	**30**	**29**	**30**	**0**	**161**	**0**	**283**	**6305**

From the above table no 4.0 it can be observed that out of 40 schools, majority of the upper primary schools 30 (75%) are having the social studies teacher, and Hindi teacher. Further majority of the schools were having Telugu subject teacher 29(72.5%).whereas very few schools were having the mathematics and science teacher 18(45%). In all sample schools it was found non availability of English teacher 40(100%).In any school it was observed that of part time teachers are not available. It can be observed that majority of the schools were having the Telugu, Hindi, and social studies subject teachers, very few schools were having the mathematics and science teachers. No English teacher was found in all sample schools.

4.1.1 Infrastructural facilities Available in the Upper Primary Schools

The infrastructure facilities available in the upper primary school in the Prakasam district are found to be in adequate .by the DISE data given by NUEPA, New Delhi and the data collected during the present survey. The table 4.1 shows the Infrastructural facilities available in the Upper Primary Schools of Prakasam district

Table 4.1: Infrastructural facilities Available in the Upper Primary Schools

Sr. No.	Type of Infrastructural Facility	Yes		No	
		f	**%**	**f**	**%**
1	Number of class rooms (sufficient)	Above 6	37.5	Below 6	62.5
2	Head master room	17	42.5	23	57.5
3	Staff room	4	10	36	90
4	Library	4	10	36	90
5	Science laboratory	0	0	40	100

6	Language laboratory	0	0	40	100
7	Drinking water facilities	32	80	8	20
8	Proper play ground	19	47.5	21	52.5
9	Toilet facilities for boys and girls separately	36	90	4	10
10	Toilet facilities for staff	7	17.5	33	82.5
11	Adequate furniture in all class rooms	18	45	22	55

From the Table 4.1 it can be observed that with regard to an Infrastructural facility Available in the Upper Primary Schools. Total forty schools data was taken and analyzed the detailed availability of infrastructural facilities was given in the figure 4.1

Figure no 4.1 Availability of infrastructural facilities
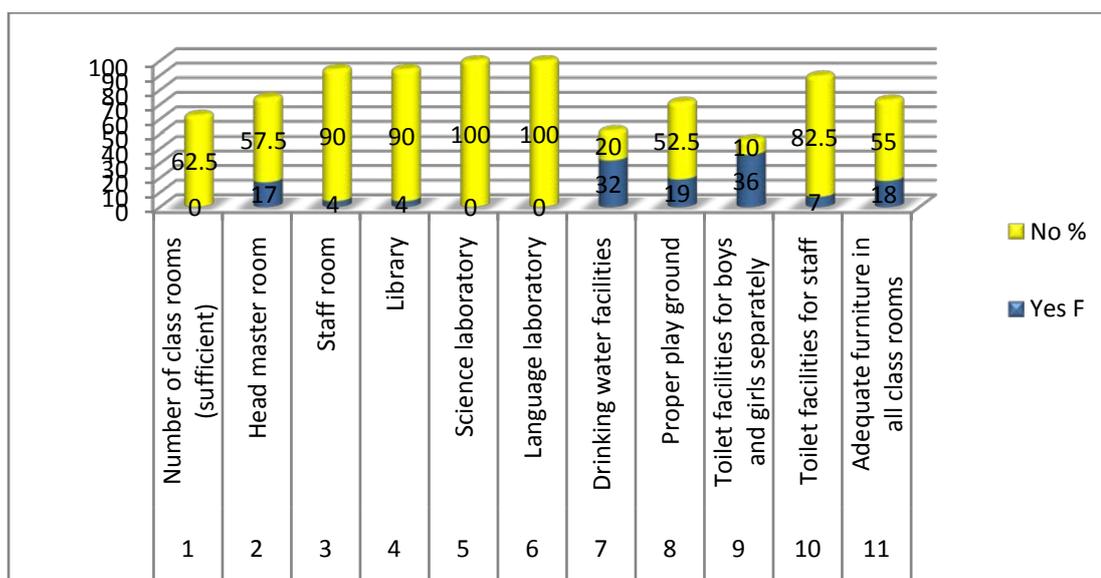
From the Table 4.1, and figure 4.1 it can be observed that out of 40 (100%) upper primary schools in the sample most of the schools were having facilities of the drinking water (80%), separate facilities of toilets for girls and boys (90%). Majority of the schools do not have a facility for science and language laboratory. Most of the schools do not have facilities for staffroom (90%), and library room (90%). Majority members of the staff (82.5%) do not have toilet facility mostly including head master also. Table 4.1 also revealed that 57.5% of the schools do not have the separate room

for Head master. It was also observed that 55% of the schools do not have adequate furniture. Further most of the schools were having the less than six classrooms for teaching (62.5).It was observed that 21(52.5%) out of 40 schools do not have the proper play ground for the school. Majority of the schools were having the drinking water facilities in their schools. So it can be observed that majority of the schools were not having the adequate infrastructural facilities in the schools. Only few schools were having the facilities.

4.1.2 Scholastic aspects

The state curriculum framework pointed that implementation of CCE from the in the year 2011 in Andhra Pradesh. It was given adequate emphasis for scholastic and non scholastic aspects. SCERT prepared handbooks for teachers consulting .The waightage given for scholastic and non scholastic aspects and distributed to all the teachers in upper primary level. The teachers were also oriented for changes in the curriculum. According to CCE the implementation in different schools in Prakasam district shows relative variation. Table 4.2 the investigator have been presented the indicators of scholastic aspects in CCE implementation.

Table 4. 2 Records maintenance Scholastic aspects   (T0TAL 40)

Sr. No	Item	Yes		No	
		f	%	f	%
1	school prepared annual plan for implementation of CCE according to SCERT guide lines	39	97.5	1	2.5
(a)	Teachers lesson plans prepared	38	95	2	5
(b)	Maintenance of individual profile of the every student	24	60	16	40
(c)	Consolidated marks register maintained for every class in CCE pattern	40	100	0	0
(d)	Maintenance of progress records	30	75	10	25
(e)	Head master monitoring register	27	67.5	13	32.5
(g)	Teachers dairy	32	80	8	20

From the table 4.2, it can be observed that most of the schools prepared the annual plan for CCE according to the SCERT guidelines (97.5%). Majority of the teachers 38 (95%) prepared lesson plans for their teaching purpose. Further 60% of the schools have maintained the individual profile of the every student, and all the schools in the sample 40 (100%) have maintained the Consolidated marks register for every class in CCE pattern. Majority of the schools30 (75%) Maintain progress records of the students. 67.5% of the schools were maintaining head masters monitoring register.80% of the teachers were maintaining the teachers dairy. It can be observed that reading of table 4.2 and personal visit to the school by the investigator it reveals that most of the teachers and head masters in upper primary schools are conscious of CCE and maintained the records and registers and also other appropriate document (dairy), progress records, consolidated marks and individual profile etc.

4.1.3 Tools techniques for formative assessment

There were several tools and techniques used for the formative assessment in different schools (purely Mandal parishat schools) in the sample. Table 4.3 presented the tools and techniques for the formative assessment.

Table 4.3 Tools and techniques of Formative Assessment

Sr. No	Sub item	Yes	%	No	%
1	Oral questions	39	97.5	1	2.5
2	Class notes	40	100	------	------
3	Assignments	39	97.5	1	2.5
4	Project work	40	100	------	------
5	Classroom observations	39	97.5	1	2.5
6	Portfolios	6	15	34	85
7	Students dairies	24	60	16	40

8	Paper pencil tests	40	100	------	------
9	Anecdotal records	4	10	36	90
10	Documentations	19	47.5	21	52.5
11	Quizzes	38	95	2	5
12	Group discussions	37	92.5	3	7.5

From the table 4.3, it can be observed that one of the major records was available with the students for assessment of the teacher 100% it was the class notes. And 97.5% classroom observations, 100% project work and 97.5 % assignments were followed in most of the school. Further 97.5% of the schools were following oral questions for assessment of the child progress. The other documents were maintained in the classroom for assessment portfolios 6(15%), four schools (10%), and Anecdotal records. and documentation19 (47.5%).It indicates majority of the schools were not following the portfolios, documentation, and anecdotal records. The three mostly followed techniques in Majority of the schools following CCE based paper pencil tests 40(100%), quizzes38 (95%) and group discussions37 (92.5%). investigator has observed that most of the schools were trying to implement CCE techniques. However paper pencil tests, oral questions, assignments, group discussions, quizzes**,** paper pencil tests, classroom observations, project works, and class notes were followed in most of the sample schools .where as portfolios, documentation, and anecdotal records were not followed in majority of the schools.

4.1.4 School Providing Feedback Regarding Formative Assessment

Feedback is one of the important components in the CCE implementation. Every teacher must give the feedback to the students based on the student's performance. The details of the research results regarding feedback presented follow in Table 4.4.

Table: 4.4 School Providing Feedback Regarding Formative Assessment

Sr. No	Sub item	Yes		No	
		f	%	f	%
1	Feed back to individual	36	90	4	10
2	Group feedback	29	72.5	11	27.5
3	Total class feedback	26	65	14	35

From the table 4.4, it can be observed that most of the schools 36(90%) in the sample have given feedback to the individual in the formative assessment. Sometimes school has decided to give the group feedback 29 (72.5%). Hence majority of the teachers26 (65%) have given feedback to the whole class. Only few of the schools were not giving proper feedback to the students in the formative assessment. It was observed by the investigator teacher and the students both have appreciated both individual and group feedback.

4.1.5. Conduct of Summative Assessment

Summative assessment was the important assessment in implementation of the CCE. In that teacher can assess the children performance three times in a year. In this assessment many components were included. The table 4.5 shows the actual data collected from the schools.

Table 4.5 Shows conduct of Summative Assessment (T0TAL 40)

Sr. No	Sub item	Yes	%	No	%
1	Oral assessment	36	90	4	10
2	Written assessment	40	100	-	-
3	Any other	4	10	36	90

From the table 4.5, it can be observed that out of 40 (100%) schools 36(90%) of the school Head masters mentioned that following oral assessment is part of the summative evaluation. Whereas only few of H.Ms 4(10%) were reported, not following oral assessment. Further in the part of the written assessment almost all

schools headmasters 40(100%) have reported that they were following the written assessment as part of summative assessment. It can be observed that all schools were following oral and written examinations in summative assessment.

4.1.6 Instructions for below and above average students in school

Schools follow giving instructions to the students it was presented in Table 4.6

Table 4.6: Instructions for below and above average students in school

Sr. No	Sub item	Yes	%	No	%
1	Remedial classes conducted	22	55	18	45
2	Special assignments	20	50	20	50
3	Separate work for slow learners	36	90	4	10
(B)	**Instructions for Gifted Students in school**				
a	Special classes	11	27.5	29	72.5
b	Special assignments	10	25	30	75
c	Providing opportunity to lead the group	30	75	10	25
d	Any other	6	15	34	85

From the Table 4.6, it can be observed that school has provided for better achievement and support for higher learning. 22(55%) of the schools have conducted remedial classes to improve the performance of the students. The special assignments have been given to 20(50%) of the students for showing continuous progress. Whereas 50% of the schools were not giving any special assignments to students.90% of the schools (36) paid more attention to separate work for slow learners.

Thus ensure more percentage for the school. Some of the schools 11(27.5%) have tried to cater to gifted students by providing special classes and special assignments 10(25%). Majority of the schools are not giving any assignments and they not taking any separate classes to gifted students. Some attempts have been made by class teachers to provide opportunity for gifted students to lead the group 30(75%). Some other motivational techniques were adopted for enhancing learning. Further it can be

observed that majority of the schools giving instructions to below average students. Whereas majority of the schools were not giving any instructions apart from providing lead the group. It can be observed that majority of the schools were giving instruction for average students and majority of schools have giving opportunity to gifted students to lead the group.

### 4.1.7. Co-scholastic aspects follow in school

Co-scholastic aspects are also part of the comprehensive development of the child. It plays a predominant role to make the personality of the child. The investigator have been presented actual data of co-scholastic aspects followed in upper primary school in Table 4.7

Table No. 4.7 Co-scholastic aspects follow in school

Sr. No	Item	Yes	%	No	%
1	Art and Cultural Education	15	37.5	25	62.5
2	Health and physical Education	18	45	22	55
3	Work and Computer Education	13	32.5	27	67.5
4	Value based Education and life skills	20	50	20	50

From the table 4.7, it can be observed that with regard to Co-scholastic aspects follow in school. The detailed information of the responses of the head masters about following co scholastic aspects was presented in the figure no 4.2

Figure 4.2 Co-scholastic aspects follow in upper primary schools
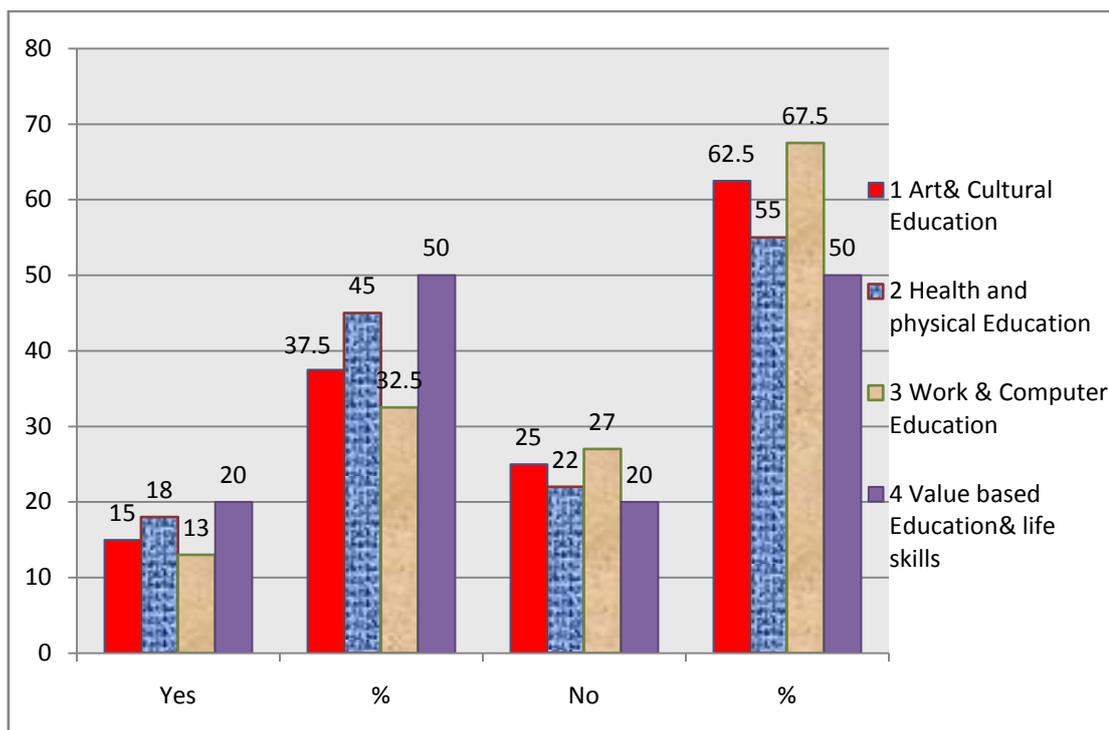
From the Figure 4.2, it can be observed that out of 40 (100%) sample schools 25 (62.5%) of the schools are not implementing art and cultural education. Whereas only 15 (37.5%) of the head masters reported that they are not following art and cultural education. Health and physical education 22 (55%), and work and computer education 27 (67.5%) schools were not implementing these co scholastic aspects. Half of the schools 20 (50%) were implementing value based education and life skills. It can be observed that majority of the schools were not following, Health and physical Education, art and Cultural Education, Work and Computer Education. Only 50% of the schools were not following Value based Education and life skills.

4.7.1.1 Availability of facilities in the school for Health and Physical Education

Implementation of the co scholastic aspects in the school requires facilities. In this connection investigator have presented Availability of facilities in the school for health and physical education in the Table 4.8

Table 4.8 availability of facilities in the school for health and physical education

Sr. No	Sub item	Yes	%	No	%
1	Availability of physical education teacher	3	7.5	37	92.5
2	N.S.S programme	----	----	40	100
3	N.C.C unit	3	7.5	37	92.5
4	First aid kit	37	92.5	3	7.5
5	Yoga	14	35	26	65
6	Meditation	16	40	24	60
7	Health check up to students with specialist doctor	34	85	6	15

From the table 4.8, it can be observed that out of 40 (100%) sample schools 37 (92.5%) of the schools were not having the physical education teacher. Whereas only 3(7.5) of the schools have physical education teacher. Further all sample schools40 (100%) were not having the NSS program and 37 (92.5%) of the schools are not having the N.C.C unit. Most of the schools 37(92.5%) have first aid kits ready to use in the school. Majority of the schools were not conducting yoga activity and 26(65%), meditation 24(60%) in the school for the children improvement of the health. Majority of the schools 34(85%) have reported that health checkup is provided to students with specialist doctor. Whereas only few schools 6(15%) of the schools are not providing the facility to children for their health checkup with specialist doctor. It can be observed that majority of the schools are not having the physical education teacher, N.S.S program, N.C.C unit, yoga, and meditation. Most of the schools were having the first aid kit and health checkup facility for children.

4.7.1.2 Infrastructure and Record maintenance for the Health and Physical Education

Implementation of the Physical Education it is essential to have the school certain infrastructural facilities. Investigator presented the data regarding the availability of the Infrastructure facilities and Record maintenance for the Health and Physical Education in the Table 4.9

Table 4.9 Infrastructure and Record maintenance for the Health and Physical Education

Sr. No	Sub item	Yes	%	No	%
1	Adequate play ground	19	45	21	52.5
2	Tennis court	3	7.5	37	92.5
3	Ball badminton court	1	2.5	39	97.5
4	Valley ball court	2	5	38	95
5	Kabbadi	8	20	32	80
6	Kho-kho court	7	17.5	33	82.5
7	Foot ball court	1	2.5	39	97.5
8	Availability of adequate playing material for sports and games	12	30	28	70
9	Teacher diary	4	10	36	90
10	Student's individual health profile	29	72.5	11	27.5
11	Student's participation register	2	5	38	95
12	Photo regarding sports and games	3	7.5	37	92.5
13	Anecdotal records	0	0	40	100
14	Student's achievements register for sports and games	1	2.5	39	97.5
15	Physical disability student's records	4	10	36	90

From the table 4.9, it can be observed that out of 40 (100%) sample schools 21(52.5%) of the sample schools reported that not having the adequate play ground in the school. Only 19(45%) of the schools were having the proper play ground. The types of facility in the playground are listed as under. **Tennis court**: 37(92.5%) of the schools do not have the facility of tennis court in the ground. Whereas 3(7.5%) of the schools have the tennis court. Tennis is elite game less practiced with more resources. **Badminton court**: majority of the schools 38(97.5%) do not have the facility for badminton court. Whereas only 2(2.5%) of the schools were have the badminton court

in the ground. It seems to be badminton is not a popular game for the school in the sample. **Volleyball**: majority of the schools 39(97.5%) of the schools do not have the volley ball court. whereas only 2(5%) of the schools have the volley ball court. It seems to be volley ball is an upcoming game in upper primary schools along with tennis. Kabbadi: kabbadi seems to be popular game in 20% of the schools. Majority of the schools 32 (80%) do not have the kabbadi court in the school. Kho- kho: kho-kho seems another game which is popular in schools. Majority of the schools 33(82.5%) of the schools do not have the facility for kho-kho game. Whereas only 7(17.5%) of the schools have the facilities for kho - kho game in the school. Football: majority of the schools do not have the facility of the football game and court 39 (97.5%). Only 1 (2.5%) of the schools have the facility of football game.

In the table no 4.9 also shows that there was inadequate playing material for sports and games in majority of the schools 28(70%).whereas 12(30%) of the schools seems to have sports and games material in the school. It may be observed that more subsidy and support need to be providing for procuring and games material. There was no distinction made concerned sports and games specially boys and girls. Some of the records maintained on the part of the physical education in the schools were observed as follows. Teacher dairy is not found in 36 (90%) of the schools. Only 4(10%) of the schools have maintained teacher dairy. Student's individual health profile is maintained in majority of the schools 29 (72.5%). Some schools have failed to maintain students health profile 11(27.5%).majority of the schools 38(95%) have not maintained the students participation register in the schools. However, only 2(5%) of the schools have maintained students participation register. Photo concerning sports and games is considered as costly. Majority of the schools 37(92.5%) have not maintained photo regarding sports and games. However, 3(7.5%) of the schools have some photography on sports and games. Anecdotal records are not at all maintained in all the sample schools 40(100%).students achievement register for sports and games are not maintained in majority of the schools 39 (97.5%). Majority of the schools 36 (90 %.) do not have the physical disability students record. However 4(10%) of the schools have maintained physical disability students record. It can be observed that majority of the schools do not have facilities for implementation of the health and Physical education. Only very few schools were having the facilities for health and physical education at upper primary school.

4.1.8 Details of Computer Education

Providing Computer Education is the part of CCE implementation. Computer education details are presented in table no 4.10

Table 4.10: Details of Computer Education

Sr. No	Sub item	Yes	%	No	%
1	Availability of computer teacher	2	5	38	95
2	Proper computer room	7	17.5	33	82.5
3	Adequate computers in lab	17	42.5	23	57.5
4	Electricity facility	37	92.5	3	7.5
5	Computer books for students	1	2.5	39	97.5
6	Internet facilities	0	0	40	100
7	Generator facilities	1	2.5	39	97.5
(B)	Record maintained for Computer Education				
8	Teachers dairy	0	0	40	100
9	Students class notes	1	2.5	39	97.5
10	Anecdotal records	1	2.5	39	97.5
11	Student's progress register	0	0	40	100
12	Students dairy	0	0	40	100

From the table 4.10, it can be observed that out of 40 (100%) sample schools the facility for computer teacher was not found in most of the schools 38(95%).however 2(5%) of the schools have computer teacher. Proper computer facilities are not found in majority of the schools 33(82.5%).only 7(17.5%) of the schools have computer rooms. Majority of the schools are not having the computers 23 (57.5%).whereas 17 (42.5%) of the schools have adequate computers in the school and the electricity facility seems to be favorable in majority of the schools 37(92.5%).where as 3(7.5%) of the schools not having the electricity facility .in majority of the schools 37(92.5%) do not have the computer books for students. Whereas 3(7.5%) of the schools not having the computer books. All the schools in the sample do not have any internet facility 40(100%).Generator facility was not available in 39(97.5) majority schools in

the sample, do not maintain class notes All the schools 40(100%) do not have the teacher dairy for computer education. majority of the schools 39(97.5) do not maintain class notes. Majority of the schools 39(97.5) do not have any anecdotal records and 2.5% of the schools were maintained some anecdotal records. All the schools in the sample do not maintain student's progress register and student's dairy for computer education. It can be observed that majority of the schools not implementing and not maintaining required records for computer education effectively.

4.1.9 Details of Work Education:

Work education was one of the subjects in co scholastic aspects. It need to be implemented all schools for children in growth and development. The actual situation of the work education in the schools have been presented by the investigator in the Table 4.11

Table 4.11: Details of Work Educations

Sr. No	Sub item	Yes	%	No	%
1	Availability of teacher for work education	1	2.5	39	97.5
2	Work education room	0	0	40	100
3	Adequate raw material	2	5	38	95

The comprehensive information was presented in figure no 4.3

Figure no 4.3 implementation status of work education
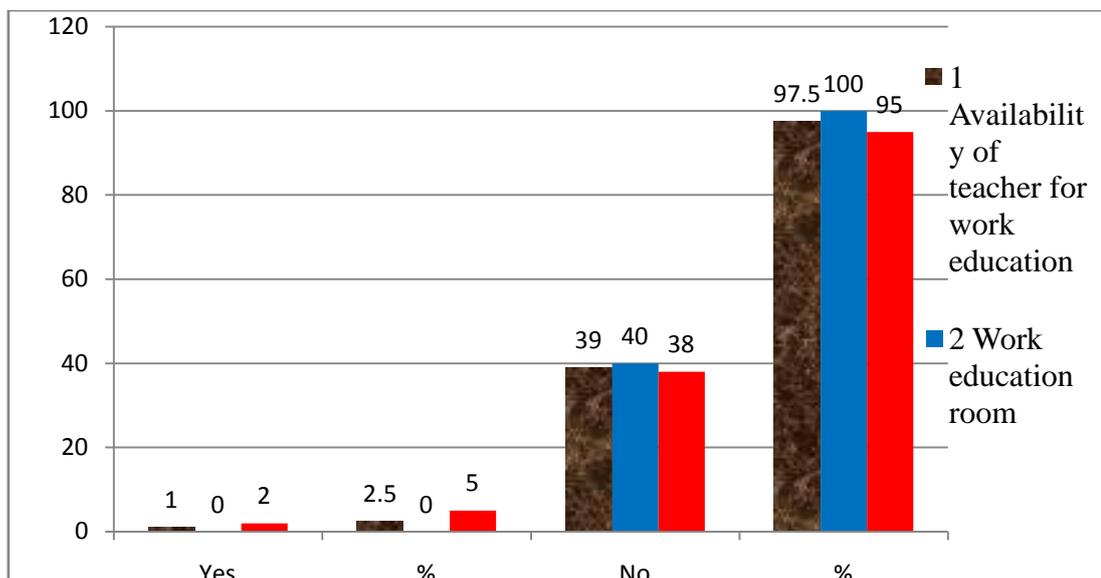
From the Table 4.11, and figure 4.3 it can be observed that out of 40 (100%) sample majority of the schools 39(97.5) was not having teacher for work education. All schools 40(100%) in the sample do not have the facility for work education. Majority of the schools 38(95%) do not have adequate raw material for implementation of the work education. Whereas 2(5%) of the schools have some material for work education. Although S.U.P.W has been emphasized after eshwaribhai committee report and modification in the CBSE very less attention is paid to work education. It can be observed that majority schools were not having certain facilities like separate room, required raw material for work education.

4.1.10 Activities and Maintenance of Records in Work Education

The indicators of the implementation of the work education has been presented in the table 4.12

Table 4.12 Activities and Maintenance of Records in Work Education

Sr. No	Sub item	Yes	%	No	%
1	Preparation of stationary items	0	0	40	100
2	Hand embroidery	1	2.5	39	97.5
3	Photography	0	0	40	100
4	Stitching work	3	7.5	37	92.5
5	Carpentry work	0	0	40	100
6	Painting	2	5	38	95
7	Preparation of the different models	1	2.5	39	97.5
8	Any other work related to work education	0	0	40	100
(B)	**Maintenance of records**				
9	Teacher dairy	0	0	40	100
10	Student's achievement register	0	0	40	100
11	Student's attendance register	0	0	40	100
12	N.G.C record	0	0	40	100

From the above table 4.12, it can be observed that many activities carried out sparingly in various areas in some schools .majority of the schools in the sample are not conducting any activity in work education. Especially it was observed that activity preparation of the stationary items 40 (100%), hand embroidery 39 (97.5%), and preparation of the different models regarding work education are not done in 39 (97.5%), of the schools. Majority of the schools are not having the photography 40(100%), and also carpentry work, 100%, and all sample schools reported that they are not following work education. There was no painting activity in 38(95%) of the schools. In the same way Preparation of the different models were not found in 39(97.5%) of the schools. No schools were having any record on the work education. Such as teacher's dairy (100%), students achievement registers (100%), and also students attendance register, N.G.C record (100%).it can be observed that majority of the schools are not implementing and they are not maintaining certain records, activities in work education.

4.1.11. Value Education and Life skill

Value Education & Life skills are very important in co-scholastic subjects in the part of CCE implementation. The present condition of the value and life skills at upper primary schools in the Prakasam district investigator has been presented in the Table No. 4.13

Table no 4.13 Actual positions of Value Education and Life skill

Sr. No	Sub item	Yes	%	No	%
1	Availability of teacher	0	0	40	100
2	Periods allotted in class time table	27	67.5	13	32.5
3	Availability of certain books on moral education	22	55	18	45
(B)	**Maintenance of records**				
4	Teachers dairy	1	2.5	39	97.5
5	Student's achievement record	1	2.5	39	97.5
6	Albums maintenance	0	0	40	100

The graphical representation of the values education and life skills were presented following figure 4.4

Figure 4.4 Status of the values education and life skills

Values Education and Life skills
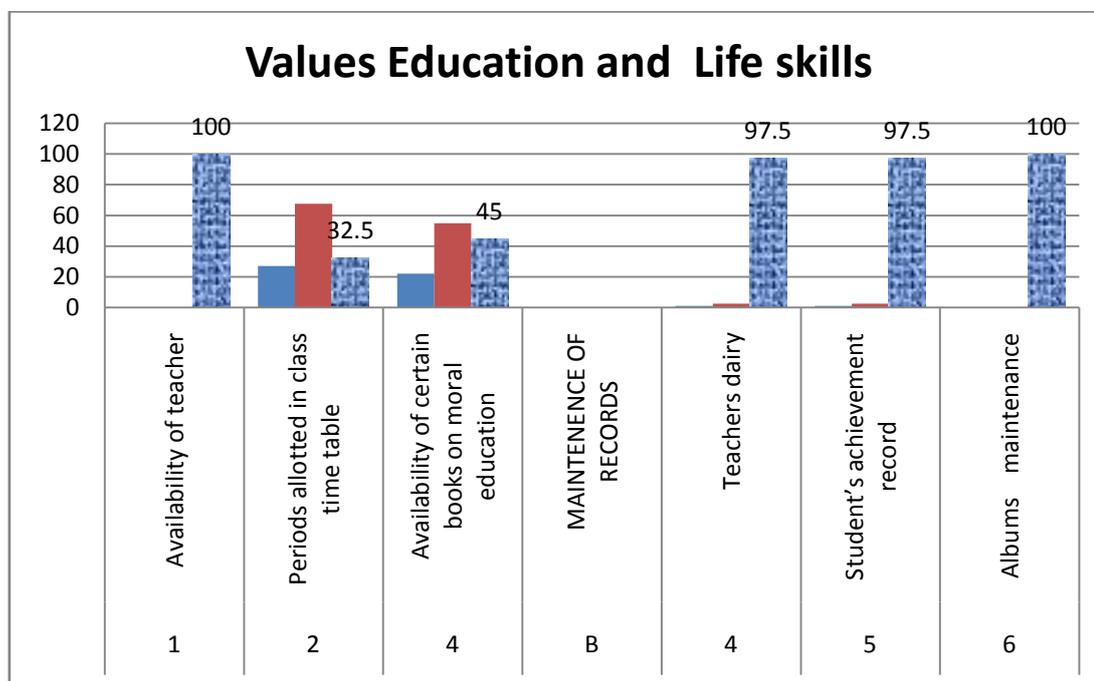
From the table 4.13 and figure 4.4 it can be observed that no teacher was available for specifically teaching value education and life skills in any school in sample. However 27(67.5%) schools were allotted some periods in class time table. Whereas 32.5% of the schools were do not allot any period in class time table. Majority schools 22(55%) were having some books on moral education.45% of the schools do not have any books on moral education. The section B of the table 4.13 reveals the maintenance of the record in value education and life skills. From the data presented in table 4.13, it was observed that majority (97.5 %) of the schools were not maintaining teacher's dairy and students' achievement record .Whereas only 1 school was maintaining achievement record of the students. Then no one school in the sample seems to maintain albums concerning value education and life skills. It can be observed that majority of the schools do not have teacher, and they are not maintaining teacher dairy and student's achievement record. Further majority of the schools allotted periods in class time table and schools were having the moral education books also.

4 .1.12 Art and Cultural Education and activities:

The indicators of the implementation of art and cultural education has been presented in the table 4.14

Table 4.14 Art and Cultural education and activities

Sr. No	Sub item	Yes		No	
		f	%	f	%
1	Availability of teacher	0	0	40	100
2	Art and cultural education room	0	0	40	100
3	Adequate raw material	3	7.5	37	92.5
(B)	**Activities for Art and Cultural Education**				
4	Preparing models and drawing pictures	4	10	36	90
5	Tyan grami, origami	2	5	38	95
6	Songs competitions and use of musical instruments	1	2.5	39	97.5
7	Demonstrations of local arts	0	0	40	100

Figure 4.5 Statuses of the Art and Physical Education
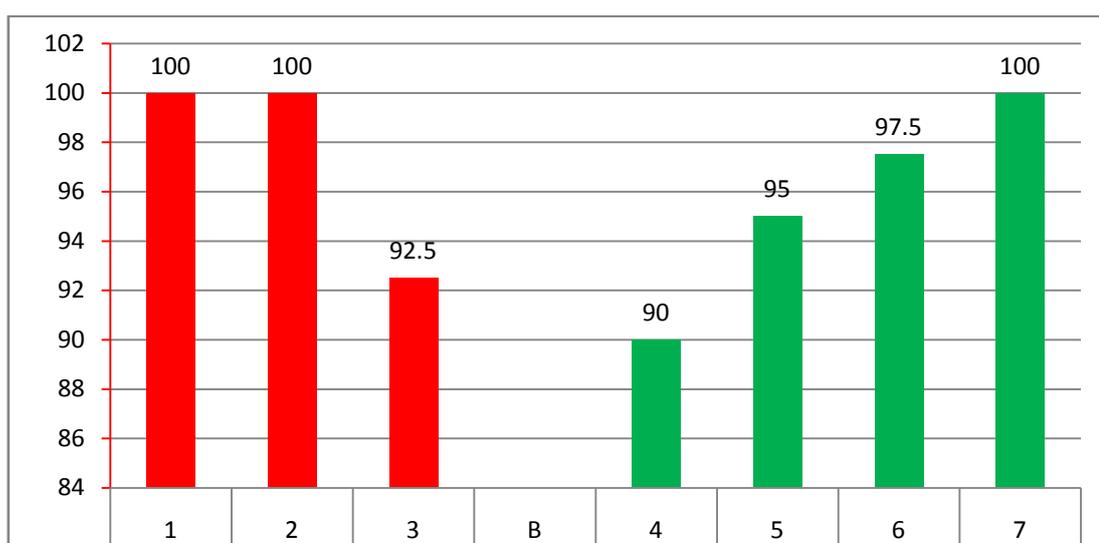
From the table No. 4.14, and figure no 4.5 it can be observed that all the schools (40(100%) in the sample do not have art and cultural education teacher. In the same

way there is no art education room in all sample schools 40(100%).further 37(92.5%) of the schools do not have some adequate raw material for the art and cultural education. Only 7.5 % of the schools have adequate raw material for the art and cultural education. The section B of the table No. 4.14 reveals activities for art and cultural education. From the data presented in table No.4.14, it was observed that majority of the schools in the sample are not conducting any activity in the name of art and cultural education. Only few schools were conducting activities like Preparing models and drawing pictures 10%, Tyan grami, origami 5% etc .it can be observed that most of the schools in the sample not implementing the art and cultural education.

Overall observation: the facilities available for schools regarding teachers under various categories seem to be in -adequate.the facilities available in school for scholastic and non scholastic are also inadequate. The supporting material, finance and support seems to be inadequate in schools, including student's participation in school activities. The Mandal parishad seems to be in adequate in making schools autonomous and resourceful and rich, health, Education and culture. Because implementation of the CCE successfully at upper primary levels the minimum facilities like subject teachers, proper classrooms, sufficient material was needed.

4.1.13 Major observations in objective -1

1. All most all schools do not have a facility for science and language laboratory (100%). Most of the schools do not have facilities for staffroom (90%), and library room (90%).Most members of the staff (82.5%) do not have toilet facility mostly including head master also.

2. Most of the schools prepared the annual plan for CCE according to the SCERT guidelines (97.5%) and (75%) of the schools maintenance of progress records of the students. 67.5% of the schools were maintaining head masters monitoring register.

3. Most of the schools not using the anecdotal records (90%), and portfolios (85%), and documentations (52.5%) type of tools not using in the formative assessment. (90%) of the schools in the sample have given feedback to the individual in the formative assessment.

4. Majority of the schools (62.5%) were not implementing art &cultural education. (55%), of the schools were not implementing health and physical education,

(67.5%)of the schools were not implementing work and computer education and 50% of the schools were not implementing value based education and life skills including maintenance of records at upper primary level.

5. Majority of the schools (92.5%) were not having the physical education teacher. All most all schools (100%) were not having the NSS program me. Majority of the schools were not conducting any yoga activity and 26(65%), meditation (60%) in the school for the children.(52.5%) of the sample schools were not having the adequate play ground in the school.

6. Majority of the schools (85%) have reported that health checkup is provided to students with specialist doctor. Majority of the schools were not having requirement facilities for implementation of health and physical education.

7. Majority of the schools not having the Facility for computer teacher (95%). Proper computer facilities (82.5%), adequate computers for children for implementation of the computer education (57.5%).Most of the schools (100%) do not maintains the teacher dairy for computer education

Picture no 4.1 Investigator observing the mid day meal scheme

Picture no 4.2 Investigator checking mid day meal scheme at school

4.2 TEACHERS QUESTIONNAIRE

Objective: 2 to analyse the problems of the teachers on implementation of the continuous and comprehensive evaluation at upper primary school

In order to study this objective investigator has prepared teachers questionnaire with specific reference to CCE. The questionnaire is having both open ended questions and closed ended questions. Teacher's questionnaire was administered to 191 teachers from the sample schools in four educational divisions of Prakasam district. The collected data was analyzed with frequency percentage and content analysis.

4.2.1 Concept and awareness of CCE

The investigator thought that the concept and awareness of CCE among teachers is the prime factor to bring about total implementation of CCE in Prakasam district at upper primary level. In order to understand teachers understanding of CCE some questions was posed to them.

Table No 4.15; Concept and Awareness of CCE

Sr. No	Items	YES		NO	
		f	%	f	%
1	Is there any need to implement CCE in schools?	187	97.9	4	2.1
2	Is CCE really helpful to the students at school level	179	93.7	12	6.3
3	Is CCE is really applicable in all subjects	152	79.6	39.	20.4
4	Do you feel any difficulty while implementing CCE	109	57.1	82	42,9
5	Do you understand the concept of CCE?	186	97.4	5	2.6
6	Do you know about grading system in CCE?	188	98.4	3	1.6

As shown in the table number 4.15 it can be observed that Majority of the teachers 187 (97.9%) felt that it is needed to implement CCE in the schools, and they also opined that it is really helpful to the students at upper primary level179 (93.7%). majority of the teachers 152(79.6%) think that CCE is really applicable in all subjects.

Majority of the teachers109 (57.1) revealed that it is very difficult for implementation of C.C.E.; in Andhra Pradesh Whereas 82(42.9%) of the teachers feel that implementation of the CCE is not difficult at school level. Majority of the teachers 186 (97.4%) understand the concept of the CCE and they know about grading system 188(98.4%).it is for the first time the evaluation system change from the marking system to grading system. So it can be observed that majority of the teachers were aware and understand the concept of CCE, and they felt that it is very difficult to implement at school level.

Table No: 4.16 Difficulties in grading system

Sr. No	Item	Yes		No	
		f	**%**	**f**	**%**
7	disadvantage in grading system	109	57.1	82	42.9
	If Yes then specify	Total responses		%	
(a)	It is very difficult to allot the grades	25		22.93	
(b)	It is difficult to calculate the grades	25		22.93	
(c)	It is very difficult to make the students to understand the grades	45		41.28	
(d)	Grades are not calculating students ability exactly	90		82.56	
(e)	It is very difficult to maintain registers according to grades	46		42.0	

As shown in the table number 4.16 it can be observed that with regard to difficulties in grading system Majority of the teachers 109 (57.1%) think that there is disadvantage in the grading system. Whereas 82(42.9) of the teachers have reported that grading system has many advantages. Teachers were mentioned their responses. These responses were presented as follows in sub item no (a) (b) (c) (d) (e) in the figure no 4.6

Figure 4.6 difficulties in grading system
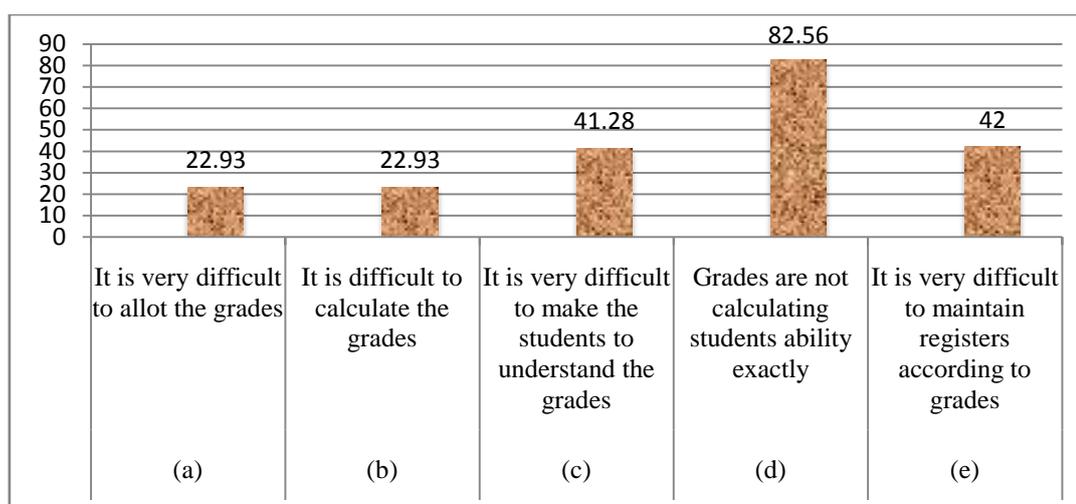
Above figure 4.6 shows difficulty of grading system. Majority of the teachers in the sample 90(82.56%) responded that Grades are not calculating students ability exactly .further 46(42%) of the teachers opined that It is very difficult to maintain registers according to grading system. Whereas other Difficulties also they mentioned such as difficult to award the grades 25(22.93%), difficult to calculate the grades 25(22.93%), difficult to make the students to understand the grades 45(23.6%). It can be observed that Teachers were facing difficulties in grading system

Table No 4.17 Problems related to Physical resources

Sr. No	Item	Yes		No	
		f	**%**	**f**	**%**
8	Problems facing regarding classrooms in the school	132	69.1	59	30.9
	If Yes then specify	Total responses		%	
a	A lack of sufficient classrooms	75		56.81	
b	Lack of rooms for non scholastic aspects	90		68.18	
c	Lack of computer rooms	89		67.42	
d	Lack of laboratories in the school	110		83.33	
9	Do you have sufficient laboratories and material in the schools for conducting experiments	6	3.1	184	96.3

As show in the table number 4.17 it can be observed that majority of the teachers132 (69.1%) think that they were facing problem regarding classroom in the school with reference to CCE. whereas 59(30.9%) of the teachers revealed that there was no problem regarding classrooms due to CCE. majority of the teachers 75(56.81%) think that classrooms are not sufficient. Further 90(68.18%) of the teachers think that rooms are not sufficient for non scholastic aspects, such as cultural education, Art, work education and computer educationetc.89(67.42%) of the teachers think that computer rooms in the schools are inadequate, further majority of the teachers in the sample 110(83.33%) reported that laboratories in the school was inadequate. Most of the teachers 184(96.3%) opined that laboratories and materials available in the schools for conducting the experiments are not sufficient. It can be observed that majority of the schools were facing the problem regarding physical resources in the schools. Only few schools were not facing any problem related to classrooms and laboratories at upper primary school.

Picture no 4.3 Investigator Distributing Questionnaires to teachers

Picture no 4.4 Investigator explaining about the research study

Table No 4.18 Problems related to teaching learning process

Sr. No	Items	YES		NO	
		f	%	f	%
10	Do you motivate the students in the beginning of the lesson?	191	100	0	0
11	Do you give the chance for students to participate in your teaching	190	99.5	1	0.5
12	Do you feel any burden in teaching CCE pattern	108	56.5	83	43.5

As shown in the table number 4.18 it can be observed that all teachers in the sample 191(100%) motivate the students in the beginning of the lesson. In the same way most of the teachers 190 (99.5%) of the teachers give the chance for students to participate in their teaching learning process. It can be observed that most of the teachers motivating the students and giving the chance to participating the students in teaching. Further only 83(43.5%) of the teachers felt that teaching in CCE pattern is not burden. Majority of the teachers 108(56.5%) were reported that they are feeling burden in CCE pattern. Regarding that teachers responses has received and presented in the figure 4.7

Figure 4.7 Burdens in teaching CCE pattern
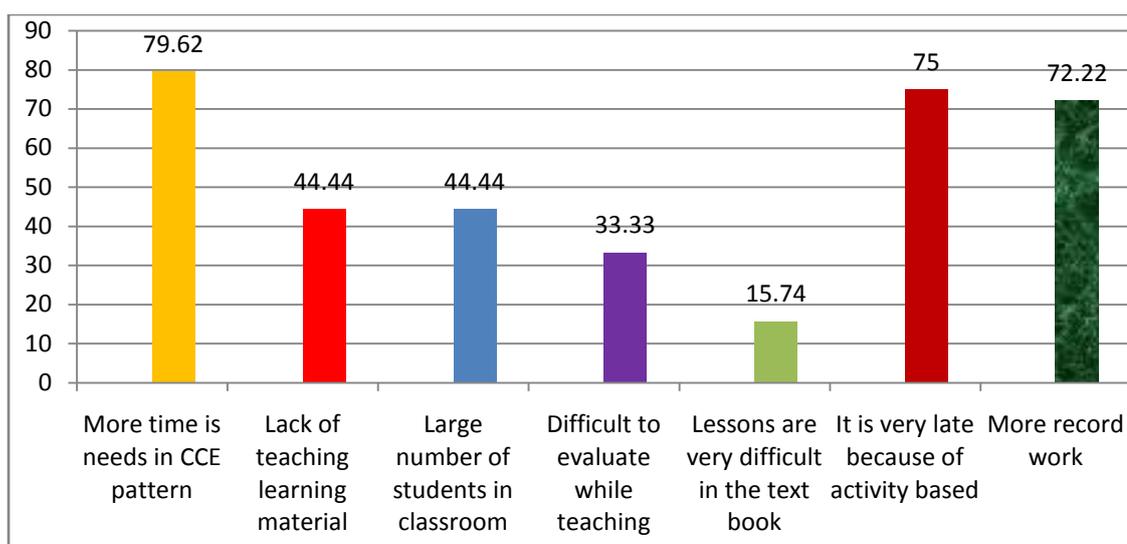
Above figure no 4.7 shows that Out of 108 teachers 86(79.62%) were reported that More time is needs in CCE pattern, and 81 (75%) of the teachers felt that teaching learning process is very slow, because CCE based teaching was mostly related to activity based. Further Majority of the teachers 78(72.22%) opined that in CCE pattern record work was more. Whereas 48(44.44%)of the n teachers were reported that non availability of teaching learning material was a problem ,and also reported that large number in classroom also another burden for implementation of the CCE. It can be observed majority of the teachers reported that it is very difficult in teach in CCE pattern. Because more time was needed, it was activity based teaching and also more record work.

Table no 4.19 Problems related to teaching learning process

Sr .No.	Items	Yes		No	
		f	%	f	%
13	Do you think syllabus is very vast in your subject?	114	59.68	87	40.32
14	Has the CCE scheme made the teaching learning process more interesting	119	62.3	72	37.7
15	Do you face any difficulty in assessing all the students in your class	119	62.3	72	37.7

As shown in the Table no 4.19 it can be observed that with regard to problems related to teaching learning process, majority of the teachers 114(59.68%) think that syllabus was very vast in their subject. Further majority of the teacher's were 119(62.3%) reveals that CCE scheme made the teaching learning process more interesting. In the same way 119(62.3%) of the teachers agree that there was difficult to assessing all students in the class room. The difficulties in assessing students in the class .Teachers responses received and presented in the figure 4.8

Figure no 4.8 Difficulties in assessing students in the class
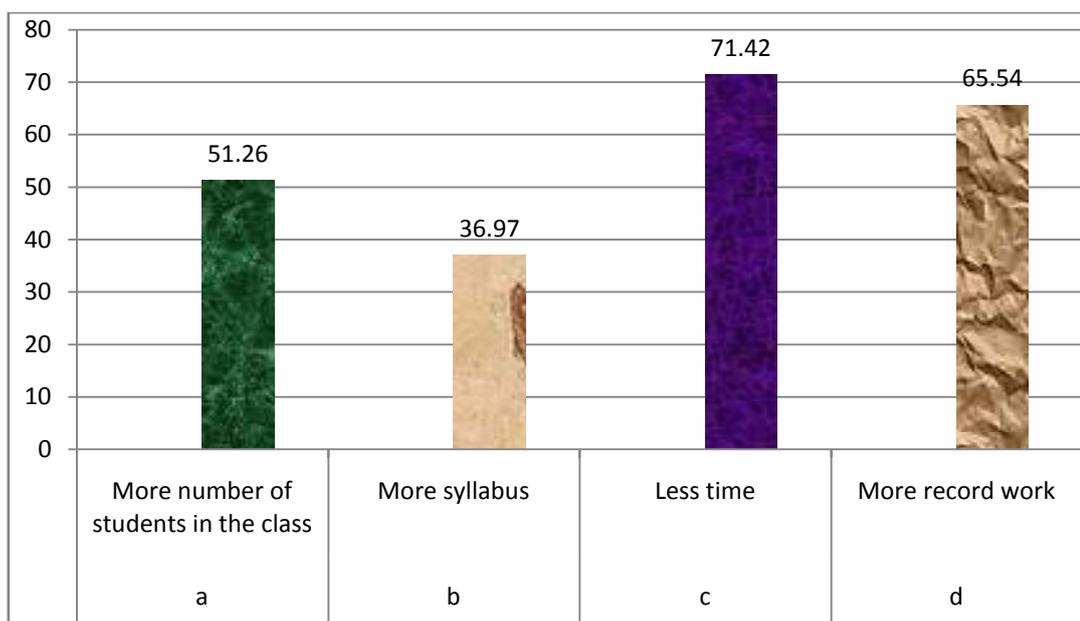
Above figure no 4.8 shows that difficulty in assessing students in the class. Majority of the teachers specify the reasons for the difficulty in assessing all students in the class.61 (51.26%) of the teachers felt that it was very difficult to assess when more number of students are found in the classroom. Further 44(36.97%) think that more syllabus was another obstacle to assess the students because it is needed to complete the syllabus with in prescribed time. For there is a less time is another problem 85(71.42%) of the teachers. Further 78(65.54%) of the teachers opined that more record work is in CCE system because we are unable to assess the students ability exactly. It can be observed that majority of the teachers feel that syllabus is vast and it is very difficult assess the children ability but teaching in CCE is more interesting.

Picture no 4.5 Investigator interacting and explaining about research study

Picture no 4.6 Investigator interacting with teachers

Table no 4.20 Tools and evaluation

S r .No	Item				
16	**Tools and techniques used in formative assessment**				
	If Yes then specify	Total responses		%	
(a)	Oral questions	168		87.95	
(b)	Class notes	165		86.38	
(c)	Observations	141		73.8	
(d)	Students dairies	106		55.5	
(e)	Slip tests	108		56.54	
(f)	Project work	147		76.96	
(g)	Assignments	105		54.97	
17	Do you use paper-pencil test for formative assessment?	**Yes**	**%**	**No**	**%**
		187	**97.9**	**4**	**2.1**

From the above Table no 4.20 it can be observed that there are several tools and techniques used by the teachers to assess students in their subjects during formative assessment. Majority of the teachers 168(87.95%) were reported that oral questions were used in formative assessment to assess the children ability. Further 165(86.38%) teachers has given option class notes and 141(73.8%) teachers observations, 106(55.5%) student dairies also using one of the tool for assessment of CCE in formative assessment. Further majority of the teachers 108(56.54%) think that slip tests are mostly used tool in the formative assessment. 147(76.96%) of the teachers in the sample were reported that project work was frequently using in formative assessment. In the same way 105(54.97%) teachers were using assignments as a tool. 187 (97.9%) of the teachers using paper pencil tests for F.A at upper primary level. It can be observed that majority of the teachers were using oral questions ,class notes, observations, student dairies, slip tests, project work, and assignments as tools in the formative assessment.

Table no 4.21: Problems related Co- scholastic aspects

Sr. No	Item	Yes	%	No	%
18	Problems of assessing students in co-scholastic aspects	145	75.91	46	24.08

As shows Table no 4.21 it can be observed that with regard to problems of implantation of co-scholastic aspects at upper primary schools. Majority of the teachers145 (75.91%) of the teachers think that they were facing the problem in the process of assessing co scholastic aspects. Teachers were responded about the Problems of assessing students in co-scholastic aspects .Teachers responses received and presented in the figure 4.9

Figure 4.9 Problems of assessing students in co-scholastic aspects
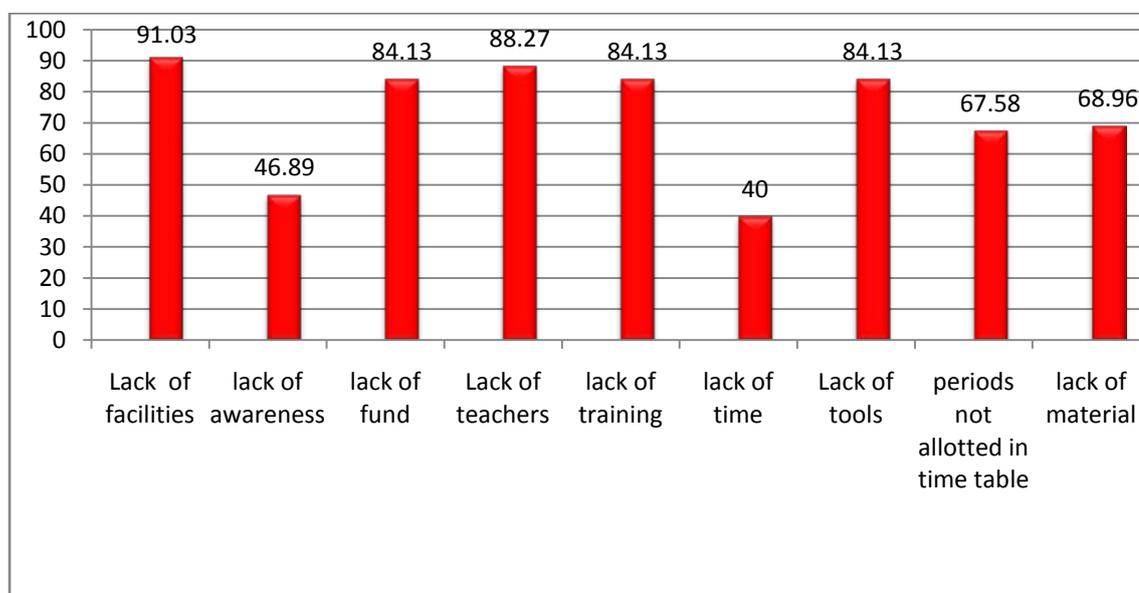
Above figure no 4.9 it can be observed that Problems of assessing students in co-scholastic aspects. Majority of the teachers responded that 132(91.08%) lack of sufficient facilities was the main problem for assessing students .further teachers also reported that lack of fund 122(84.13%), lack of teachers128 (88.27%), lack of training 122(84.13%), lack of tools 122(84.13%), and periods not allotted in the class time table. Majority of the teachers reports that Lack of material 100 (68.96) also one of the problem for assessing non scholastic aspects .whereas 68(46.89%) of the teachers were having the awareness about co scholastic aspects. Small portion of the teachers 58(40%) reported that they don't have time to assess the co-scholastic aspects. It can be observed that majority of the teachers facing the problem in assess in co-scholastic

aspects. Majority of the teachers were having the awareness but because of the problems they were not concentration co-scholastic aspects.

Table no 4.22 conducting formative assessment

Sr. No	Item			
19	How many times do you carry out formative assessment in a year			
	Responses of the teachers	Total responses	%	
a	Two times	4	2.1	
b	Three times	43	22.5	
c	Four times	137	71.7	
d	Five times	2	1.0	
e	Six times	5	2.6	
20	Do you give diagnostic tests and remedial measures for students to improve	**142** **74.3**	**49**	**25.7**

From the above Table no 4.22 it can be observed that with regard to item no 19 reveals the different viewpoints among the teachers concerning number of times the formative assessment need to be carried out in a year at upper primary level, teachers responses have presented follows.137 (71.7%) of the teachers opted four times in a year, 43(22.5%) of teachers conducted F.A three times per year. Whereas only few teachers were mentioned six times 5(2.6%), two times 4(2.1%), and two times 2(1.0%) conduct formative assessment per year. Majority of the teachers 142(74.3%) of the teachers think to give diagnostic tests and remedial measures for students frequently and continuously helps to improve the students their knowledge. It can be observed that most of the teachers have the knowledge about formative assessment and they know diagnostic tests and remedial measures to improve the children ability.

Table No 4.23 Problems related to training

Sr. No	Item	YES	%	NO	%
21	Have you undergone any training programme related to CCE	176	92.1	15	7.9
22	Have you attended any workshop on CCE	32	16.8	158	82.7
23	Did you receive the teacher's manual related to CCE	160	83.8	31	16.2
24	In CCE training have you received complete information regarding the CCE	138	72.3	53	27.7
25	Do you have subject manual?	139	72.8	56	27.2
26	Did you satisfy the CCE training	94	49.2	97	50.8
	If No then specify	Total responses		%	
a	Unable to get information regarding to training	57		58.76	
b	Lack of manuals	47		48.45	
c	Even resource persons not having comprehensive idea	52		53.60	
d	Training period is less	55		56.7	
e	Giving training is formality because of training	56		56.7	
f	Non availability Expert resource persons	48		57.7	
27	How many days have you taken CCE training?				
a	0 to3 days	58	30.36		
b	4 to 6 days	60		31.41	
c	7 to 10 days	18		9.4	
d	11 days above	47		24.6	
e	Not taken any training	8		4.18	
28	Do you think Training material provided by government t is effective in expressing the objective of CCE?	136	71.2	55	28.8
29	Did you taken any training about co-scholastic aspect?	25	13.1	166	86.9

From above table no 4.23 it can be observed that most of the teachers 176(92.1%) have undergone the training program on CCE. Majority of the teachers158 (82.7%) are not attended any workshop related to CCE. whereas only few members32 (16.8%) attended workshop on CCE.A large majority of the teachers 160(83.8%) have received teachers manual related to CCE, and significant number of the teachers138 (72.3%) have received training on complete information regarding CCE. further 139(72.8%) of the teachers have subject manual.

In the above table no 4.23 item no 26 reveals that satisfaction of the training. Majority of the respondents 97(50.8%) not satisfied regarding CCE based training given by the governments because of many demerits in the training. These demerits revealed regarding teachers as follows 57(58.76%) of the teachers were responded Unable to get CCE information in the training.47 (48.45%) of the teachers do not have the subject manual.52 (53.6%) of the teachers amazingly reported that Even resource persons are not having comprehensive idea. Majority of teachers 55(56.7%) opined that training period is less Giving training is a formality 56(56.7%). Hence 28(25.1%) of teachers feel that acute absence of the resource for CCE training.

Table 4.23 item no 27 it can be seen that day of the training taken by the teachers.58 (30.36) of the teachers reported that they have taken training only three days. Further 60(31.4%) of the teachers taken training 4 to 6 days, 18(9.4%) of the teachers 7 to 10 days, 47(24.6%) of the teachers taken training 11 days and above. Very few them 8(4.18%) did not taken any training regarding of CCE,.

 Table 4.23 item no 28 it can be observed that Majority of the teachers 136(71.2%) opined that training material provided by the Department of Education of A.P is effective in expressing fulfilling objectives of the CCE. whereas only 55(28.8%) of the teachers were reported that material given by government not effective. In the same table item no 29 it reveals that majority of the teachers 166 (86.9%) were not taken training regarding of co- scholastic aspects .whereas only few of them 25 (13.1%) has taken training for co scholastic aspects.

Table no 4.24 Teacher's problems on maintains of records

Sr. No	Item	Yes	%	No	%
30	Do you feel it is extra burden to the teacher When it comes to maintaining records?	101	52.9	90	47.1
	If Yes then specify	Total responses		%	
a	Lack of time	53		52.47	
b	Taking more time for record work	92		91.08	
c	Un availability of sufficient records on CCE	28		27.72	
d	Lack of awareness of writing records	23		22.77	
e	Record work is more than class work	78		72.22	
f	Lack of training on maintains of CCE based records	28		27.72	

As shown in the Table no 4.24 it can be observed that 101 (52.9%) of the teachers think that maintenance of CCE based records is an extra burden. However 90(47.1%) of the teachers reported that CCE records have to be maintained properly and its satisfactory experience. Teachers expressed the difficultness of maintain the records as following figure 4.10

Figure 4.10 Difficultness of maintenance of CCE records
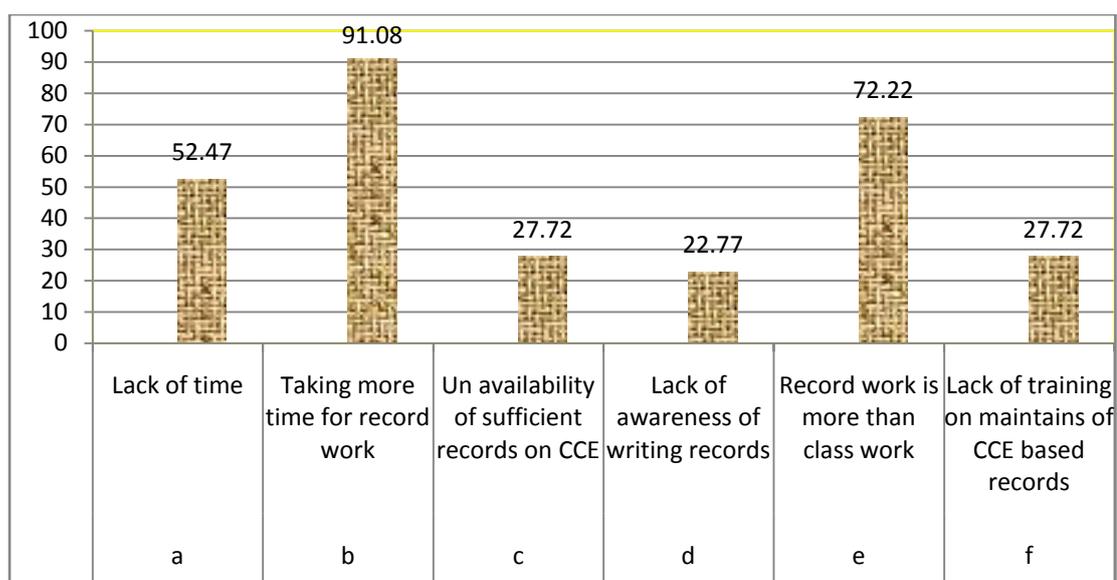
Above Figure no 4.10 shows that difficultness of maintains of the records. Majority of the teachers 53 (52.47%) of the teachers think that time is insufficient to maintain CCE based records. Further majority of the teachers were 92(91.08%) think that it was taking more time to write the records. In the same way 78 (72.22%) of the teachers were responded that record work is more than class work. Whereas only 28(27.72%) of the teachers feel lack of training in maintenance of records and also reported non availability of sufficient records in CCE. it can be observed that teachers were facing the problems in maintenance of the records

Table no 4.25 Teachers problems on syllabus

Sr. No	Item	Yes			No	
		f	%		f	%
31	Do you get time to implement CCE during specific year plan?	124	64.9		67	35.1
32	Do you think that the syllabus prescribed is suitable for CCE implementation?	160	83.8		31	16.2
33	Do you feel the syllabus is very vast in your subject	64	33.5		127	66.5
34	Does CCE scheme demands extra efforts on your part	108	56,5		83	43.5

In the above table no 4.25 shows that teacher's problems on CCE based syllabus .Majority of the teachers124 (64, 9%) think that time was sufficient to implement CCE during specific year plan. Whereas 67(35.1%) of teachers think that implementation of CCE during specific year plan is not a sufficient it needs more time to complete all syllabus. As shown in Table 4.25, it was observed that with regard to item no 32, majority of teachers 160(83.8%) think that the syllabus prescribed is suitable for CCE implementation.66 (33.5%) of teachers think that syllabus was very vast in their subject for implementation. However 127(66.5%) of teachers do not agree that syllabus is very vast in their subject .further 108(56.5%) of the teachers think that teachers need to put extra efforts to fulfill in the CCE. Whereas 83(43.5%)of the teachers think that CCE scheme work with normal teaching activity and organization of commitment of school .it can be observed that majority of the teachers felt that record work a burden to implementation of CCE.

Table 4.26 Feedback of the Students

Sr. No	Item	Yes	%	No	%
35	Is specific feedback given to students at regular intervals?	185	96.9	6	3.1
36	Did you find any impact on learner's progress due to this regular feedback?	182	95.3	9	4.7
37	Are you giving any remedial measures to students in your subject	188	98.4	3	1.6
	If Yes then specify	Total responses		%	
a	Conducting separate classes	75		39.89	
b	Separate work for backward students	164		87.23	
c	Rectify the mistakes done by the students by time by time	163		86.70	

As shown Table no 4.26 it can be observed that 185(96.9%) of the teachers think that specific feedback need to be given to students at regular intervals. Whereas 6(3.1%) of teachers think that giving feedback sometime was sufficient. Further 182(95.3%) of

the students responded that because of regular feedback it was found continuous progress among the children.188(98.4%) of the teachers think that providing remedial measures to students facilitate more and better learning. Majority of respondents specified their mode of feedback giving to students as follows. Majority of the teachers 164(87.23%) think that giving Separate work for backward students for their achievement and 163 (86.7%) of teachers Rectify the mistakes done by the students by time. Whereas only few teachers75 (39.8%) conducting separate classes for low achievers.

Table 4.27 Difficulties to give the feedback to students

Sr. No	Item	Yes		No	
38	difficulty to give the feedback to students	Yes	%	No	%
		90	47.1	101	52.9
	If Yes then specify	Total responses		%	
a	Lack of time to give feed back	67		74.4	
b	More students in the classroom	56		62.2	
c	Time is enough for only teaching	67		74.4	
d	Not having the interest to give the feedback	10		11.1	

As shown Table no 4.27 it can be observed that with regard to item no 38, reflecting to give the feedback to students .out of total teachers(191) majority of the teachers101(52.9%) do not find any difficulty in giving feedback to students. Whereas 90 (47.1%)   of the teachers find difficulty to give feedback to students. Reasons for the lack of feedback was Lack of time to give feedback 67(74.4%), More students in the classroom56 (62.2%), Time is enough for only teaching 67(74.4%), and 10(11.1%) of teachers opined that Not having the interest to give the feedback. It can be observed that majority of the teachers have interest to give the feedback whereas only few teachers facing difficulty to give feedback for children.

Item no 39 teacher's suggestions regarding to changes in CCE training. Out of 191 respondents 171 teachers have responded. There are several changes suggested for improvement of CCE training. The total responses of the teachers were presented as following table 4.28

Table No 4.28 suggestions for changes in CCE training

Sr. No	Teachers' responses	Total responses	%
a	Training is needed for Preparation of the question paper and grades	22	12.86
b	Required clarification of doubts in training	18	10.52
c	Expert Resource persons are needed themselves training for sound knowledge	95	55.55
d	Increase the training period & conduct every year training	122	71.34
e	Provide subject manual for each teacher	22	12.86
f	Seriousness in training is required	17	9.94
g	Teaching strategies for c grade students are required in training	8	4.67
h	Subject wise training and workshops are essential	45	26.31
i	Give the opportunity for all teachers in the school for training	52	30.40
j	Proper use of teaching aids is essential in training period	24	14.03
k	Giving training in vacation time is good rather than school time	114	66.66
l	Model lessons are required in training period	9	5.26
m	Present training system is good	5	2.92

As shows Table no 4.28 it can be observed that 22 (12.86%) of the teachers think that training for preparation question paper and grading would be facilitating them to perform better. Majority of the teachers 95 (55.55%) opined that Expert Resource persons are needed. Further 122(71.34%) of the teachers suggested that it is essential to Increase the training period and conduct training every year for all teachers.22 (12.86%) of the teachers think that providing subject manual to each teacher will motivate and facilitate the teacher to become concisious.17 (9.94%) of teachers think that Seriousness in training is required for better implementation of CCE. 8(4.67%) of teachers think that training is needed for Teaching strategies for C grade students. Further teachers revealed their responses like Subject wise training and workshops are essential45(26.31%), Give the opportunity for all teachers in the school for training 52(30.40%), and 24(14.03%) of the teachers opined that Proper use of teaching aids is essential in training period. Majority of teachers in the sample 114(66.66%) think that giving training in vacation time is good rather than school time. Further 9(5.26%) of teachers think that Model lessons are required in training period. Very small percentage of teachers 5(2.92%) think that present training system is good. . It can be observed that majority of the teachers not satisfied for training system they felt that it is need to restructuring the present needs of e education for healthier implementation of CCE.

Item no 40 teachers suggestions for better grading system. Out of 191 respondents 171 teachers have responded. There are several changes suggested for improvement of grading system. The total responses of the teachers are presented as following table 4.29

Table No 4.29   Teachers Suggestions for grading system

Sr. No	Teachers responses	Total responses	%
a	Mark system is good rather than grading system	10	5.84
b	Flexibility of grading system because it taking more time and not calculating student ability exactly	121	70.76
c	Present grading system is good	15	8.77
d	Provide proper knowledge about grading system and supply registers to schools	20	11.69
e	Awareness is required for students and teachers about grading system	51	29.82
f	Monitoring of the schools required for effective implementation of CCE.	27	15.78
g	Absenteeism students are not added in the final results because this is decreasing school grade	14	8.18
h	Because of multi class teaching it is not possible to give correct grades	44	25.73
i	Students teachers ratio is less, then it is possible to give grades	44	25.73
j	Time is needed to allot the grades after conducting examination	10	5.84
k	Frequent change in the grading system is not good	19	11.11

As shown Table no 4.29 it can be observed that majority of the teachers in the sample121(7076%) think that Flexibility of grading system is needed because it is taking more time and not calculating student ability exactly.15 (8.77%) of the teachers think that present grading system is good. It implies that most of the teachers not

having good opinion of present grading system. Further 20(11.69%) of teachers think providing proper knowledge about grading system and to supply registers to schools. In the same way 51(29.82%) opined that awareness is required for students and teachers about grading system. Monitoring schools is very essential for effective implementation of CCE 27 (15.78%), Absenteeism students are not added in the final results because this is decreasing school grade14(8.18%), Because of multi class teaching it is not possible to give correct grades. it indicates multi grade teaching is main obstacle at school level. Whereas very few teachers10(10.84%) think that Time is needed to allot the grades after conducting examination and frequent change in the grading system not good 19(11.11%).it can be observed that majority of the teachers in the sample are not showing satisfaction in present grading system .They wish for changing grading system.

Item no 41 reforms necessities of co-scholastic aspects at upper primary level. Out of 191 respondents 169 teachers have responded. There are several changes suggested for modification of co- scholastic aspects. The total responses of the teachers are presented as following table 4.30

Table no 4.30 Reforms and necessities of Co scholastic aspects

Sr. No	Teachers responses	Total responses	%
a	Proper training is essential for each non scholastic subject	130	76.92
b	Separate teachers are required	121	71.59
c	Providing facilities in school for non scholastic subjects	99	58.59
d	Provide good and sufficient computers based on the strength	57	33.72
e	Prepared CD are required for better learning	9	5.32
f	Strict supervision is required	87	51.47
g	Exams also required for non scholastic aspects	1 3	7.69
h	Proper material is required for non scholastic subjects	97	57.39
i	Allot separate time in the time table	42	24.85

From above Table no 4.30 it can be observed that majority of teacher 130(76.92%) reflect that Proper training is necessary for each non scholastic subject. Further majority of teachers 121(71.59%) think that Separate teachers are required for implementation of co scholastic aspects. Majority of teachers 99 (58.59%) responded that providing facilities in school for non scholastic subjects is very significant at school level and majority of teachers 97(57.39%) think that it is mandatory to provide Proper material for non scholastic subjects. Further 87(51.47%) of the teachers think that strict supervision is required for better implementation of CCE. Whereas very few of the teachers opined that Providing good and sufficient computers is based on the strength 57 (33.72%), Prepared CD are required for better learning 9(5.32%), Exams are also required for non scholastic aspects 13(7.69%) and 42(24.85%) of teachers think allotting separate period in the time table for co scholastic aspects is needed . It can be observed that majority of the teachers are not having the acceptable attitude on co scholastic aspects.

Item no 42 reforms in school facilities at upper primary level. Out of 191 respondents 174 teachers have responded. There are several changes suggested for reformation school facilities. The total responses of the teachers are presented as following table 4.31

Table No 4.31   Suggestions for School facilities

Sr. No	Teachers responses	Total responses	%
a	Proper play ground required	64	36.78
b	Laboratories and library are essential	102	58.62
c	Separate fund is required	16	9.19
d	Each class one computer is required for better teaching technology based aids are good	45	25.86
e	Separate classrooms for each class	140	80.45
f	Freedom for teachers for visit the society for projects	4	2.29
g	Each subject separate teachers are required	86	49.42
h	Reference books are required	42	24.13
i	It is very difficult implementation of CCE in rural level because certain material like newspapers and magazines are not available	44	25.28

As shown in Table no 4.31 it can be observed that majority of teacher 140(80.45%) reflect that it was very essential for Separate classrooms for each class to effectively implement CCE. NUEPA also suggested for separate classroom for each class. Further 102(58.62%) of teachers felt that Laboratories and library are essential for giving sound and practical knowledge to students in CCE pattern. Majority of the teachers responded that 86(49.42%), It is required to appoint separate teachers for each subject.64 (36.78%) of teachers felt that Proper play ground was required for better implementation of physical education. Further 45(25.86%) of teachers opined that Each class one computer is required for better teaching different chapters with the help of using technology and also responded 42(24.13%) about importance of Reference books to in CCE pattern. Some teachers in the sample reported that 44(25.28%) It is very difficult implement CCE in rural villages. Very few teachers 4(2.29%) were think that it was required to promote Freedom to teachers for visited the society for projects. It can be observed that majority of teachers felt that it is need to improve the school facilities for getting good knowledge in CCE pattern.

Item no 43 reforms in records and registers at upper primary level. Out of 191 respondents 170 teachers have responded. There are several changes suggested for maintenance of registers and records. The total responses of the teachers are presented as following table 4.32

Table No 4.32   Suggestion for maintenance of Records and Registers

Sr. No	Teachers responses	Total responses	%
a	Flexibility of maintenance of certain records and registers	137	80.58
b	It is good for concentration on students progress not for records	14	8.23
c	Reduce the record work. It is time taking process	114	67.05
d	Training for maintenance of the records	16	9.41
e	Additional staff is required for record work	21	12.35
f	Present record system is good	16	9.41
g	government Providing registers is good	19	11.17
h	Each class one record is enough	11	6.47
i	It is very difficult because of more students	24	14.11

As shown in Table no 4.32 it can be observed that majority of teacher 137(80.58%) reflect that Flexibility of maintenance of certain records and registers in CCE pattern. Further114(67.05%) of teachers suggested that record work need to be reduced.14(8.43%) of teachers think that It is good for concentration on students progress rather than completing records, and also 16(9.41%) opined that present record system is good but Training is needed for maintenance of the records. Some of the teachers think that It is very difficult because of more students24(14.11%),and providing records and registers government is good.19(11.17%).it can be observed that majority of the teachers felt that maintenance of records and registers in CCE pattern it is very difficult. They suggested number of reforms in record maintenance at upper primary level.

 Item no 44 suggestions for better implementation of CCE at upper primary level. Out of 191 respondents 161 teachers have responded. There are several changes suggested for effective implementation of CCE. The total responses of the teachers are presented as following table 4.33

Table 4.33 Final suggestions for Effective implementation of CCE

Sr. No	Responses of the teachers	Total responses	%
a	Subject wise teachers are required	127	78.88
b	Strength wise allotment of teachers is not good	42	26.08
c	Monitoring is very important	64	39.75
d	Reducing the absenteeism in rural villages	59	36.64
e	Parents support is essential	31	19.25
f	Teachers commitment and dedication is required	23	14.28
g	Proper facilities are required	144	89.44
h	Text books must students level	16	9.93
i	Reduce the record work	102	63.35
j	Remove the malty grade teaching	81	50.31
k	Reduce the syllabus	68	42.23
l	Students are more and time is less	21	13.04
j	Workbooks are needed for all subjects	19	11.80

As shown in Table no 4.33 it can be observed that majority of teacher 127(78.88%) reflected that Subject wise teachers are required for implementation of CCE. However 42(26.08%) teachers think that students strength wise appointment of teachers is not justifiable. Further 64(39.75%) of the teachers think that monitoring is very important for better implementation of CCE. in addition majority of teachers 144(89.44%) reported that Proper facilities are required in CCE pattern. Such as Textbooks needs to be at the level of students16 (9.93%), reduce the record work 102 (63.35%), reduce the syllabus68 (42.28%), and reduce the number of students in classroom. Further majority of teachers 81(50.31%) felt that multi grade teaching is main obstacle so Remove the multi grade teaching at upper primary level.31 (19.25%) teachers opined Parents support is essential for implementation of CCE. it can be observed that majority of teachers have given suggestion on providing facilities, recruiting teachers for each class, reduce the record work and multi grade teaching at upper primary level.

The detailed information regrinding the teacher's suggestions for Effective implementation of CCE   was also presented in the figure

Figure no 4.11   Suggestions for Effective implementation of CCE
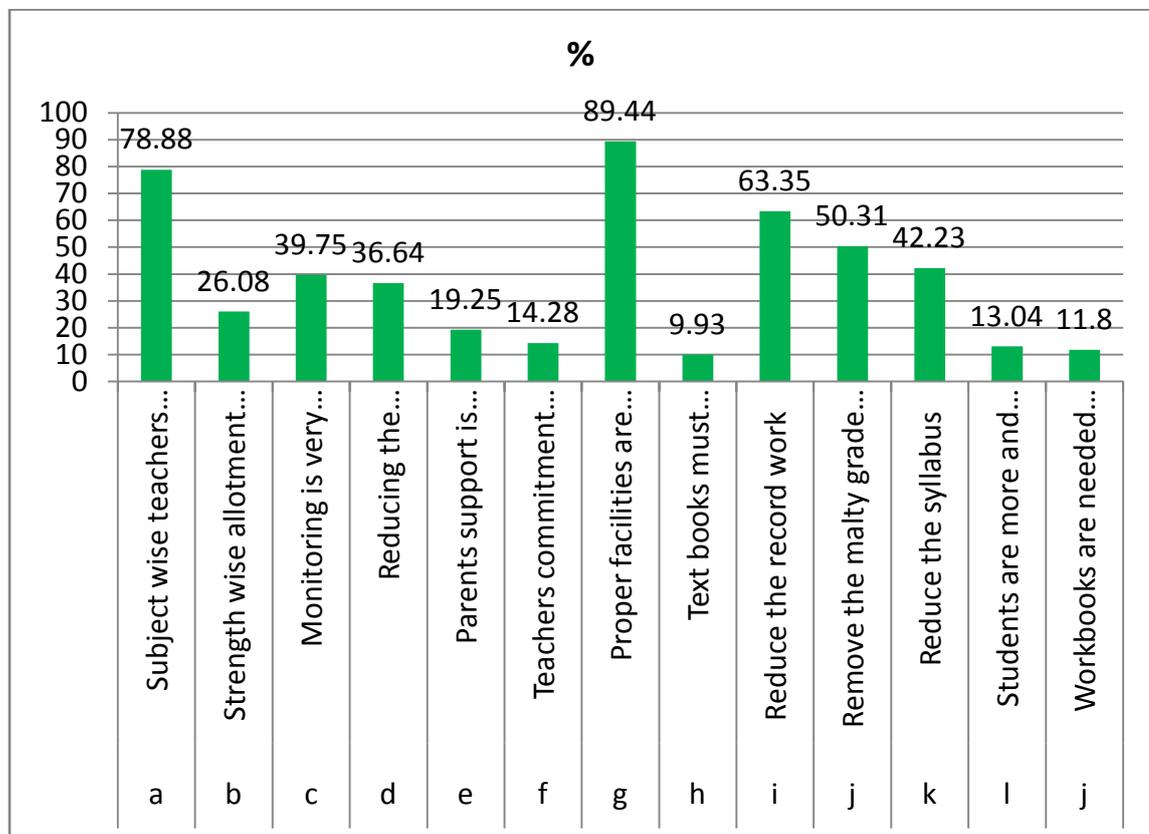
Major observation in teacher's questionnaire

1. Majority of the teachers (57.1%) revealed that it is very difficult of implementation of CCE.

2. Majority of the teachers (97.9%) felt that it is need to implement CCE in the schools, and they were also opined that it is really helpful to the students at upper primary level.

3. Majority of the teachers (57.1%) think that there is disadvantage in the grading system in CCE pattern.(70.76%) of teachers opined that Flexibility of grading system because it taking more time and not calculating student ability exactly.

4. Majority of the teachers (69.1%) think that they were facing problem regarding classrooms and also teachers in the sample (83.3%) reported that laboratories in the school are inadequate. Most of the teachers (96.3%) opined that laboratories and materials available in the schools for conducting the experiments are not sufficient.

5. Most of the teachers (100%) motivate the students in the beginning of the lesson. (99.5%) of the teachers give the chance for students to participate in their teaching learning process.

6. Majority of the teachers (56.5%) reported that teaching CCE pattern is burden. Also teachers (59.68%) think that syllabus is very vast in their subject. (62.3%) of the teachers reveals that CCE scheme made the teaching learning process more interesting.

7. Majority of the teachers (62.3%) agreed that there is difficult to assessing all students in the class room.

8. Majority of the teachers (56.54%) think that slip tests are mostly using in the formative assessment,

9. Most of the teachers (91.45%) of the teachers think that they were facing the problem in the process of assessing co scholastic aspects. These problems were presented as follows lack of facilities (69.1%), lack of fund (63.9%), and lack of teachers (67%).

10. Majority of the teachers were (92.1%) undergone the training program on CCE. But Majority of the respondents (50.8%) not satisfied regarding CCE based training given by the governments because of many demerits in the training.

11. Majority of the teachers (52.9%) of the teachers think that maintenance of CCE based records is an extra burden. In the same way (40.8%) of the teachers reported that record work is more than class work. (56.5%) of the teachers think that teacher's need to put extra efforts to fulfill in the CCE.

12. Most of the teachers in the sample (96.9%) think that specific feedback needs to be given to students at regular intervals.(52.9%) of the teachers not feeling difficulty to give feedback to students.

13. Majority of the teachers (55.55%) opined that Expert Recourse persons are needed themselves training for sound knowledge.

14. Majority of teacher (76.92%) reflect that Proper training is necessary for each non scholastic subject. Further majority of teachers (71.59%) think that Separate teachers are required for implementation of co scholastic aspects. (57.39%) think that it is mandatory to provide Proper material is required for non scholastic subjects.

4.3 CONTENT ANALYSIS OF THE FOCUSED GROUP DISCUSSION WITH TEACHERS

The investigator was conducted focused group discussion with teachers at upper primary level of Prakasam district in Andhra Pradesh. The main aim of the focused group discussion was to collect the teacher's reflections on problems on implementation of CCE. Focused group discussion provides opportunity to getting valuable information from the participants. It was very useful to make generalization easily. In the present research study the focused group discussion gives the imminent of problems while implementing continuous and comprehensive evaluation. Investigator asked about the status of CCE and probed many questions on related to problems of CCE .these questions were mainly problems in examinations, text books and activities, problems in conducting formative and summative assessment, grading system, student's home work given by the teachers, co-scholastic aspects, and opinions and suggestion on better implementation of CCE.

4.3.1 Problems related to activities in the text book

Upper primary school teachers felt that activities given in the text book are very useful to children to learn more by they own. But when it comes to field level especially in rural areas it was very difficult to completing those activities by the students. Most of the teacher's reflections were activities were given in the English text book at upper primary level. In English text books whatever the given activities it was very difficult to do the students. Teachers also reported that reasons, mainly text book standard were very high. In that most of the activities are based on thinking, speaking, expressing their opinions, and also writing by they own. But in rural students absenteeism was very high and also English level of standards also low. Teachers also expressed that some time we also unable to understand few of the words given in the text book. Another issue was raised by the teachers; it was non availability of English teacher at upper primary level .in the same way majority of science teachers reflected that non availability of science material, and also chemicals for doing experiments.

Picture no 4.7 Focused group discussions with teachers

Picture no 4.8 Focus group discussion with teachers

4.3.2 Problems of formative assessment

During the focused group discussion with the teachers, it was found that majority of the school teachers were reflected and raised the problem assessment of the project work in the part of formative assessment. Whatever the project was given to students based on the text books, it was found students unable to find the proper resources. The main reason was rural areas not having the certain facilities. Teachers also felt that some of the villages it was very difficult to get the news paper. They have also expressed that half of the projects was connecting with internet resources, and news papers, reference books and connected with community. But schools were also not having the internet facility. Most of the teachers expressed positive attitude on remaining components like children participation and responses, student's written work, and slip test.

4.3.3 Problems of summative assessment

During the interaction and focused group discussion with the teachers, it was revealed that especially in language (Telugu, Hindi, and English) teachers raised the problem of assessment of oral test (20 marks).conducting of the oral test after completion of

the examination, for all students in the classroom it was taking more time. Some time teachers unable to conduct this test. Based on the previous impression about the student's ability they were allotting grades to them. While discussing with the teachers it was found that especially written examination they feel difficult for preparation of the question paper. In CCE pattern it was need to write more questions for fulfilling all competencies given in the subject. Some time whatever the government had given money for the taking Xerox for question papers, the amount also not sufficient. Most of the teachers proposed that it is very essential to supply the question papers by the government for all three summative examinations. It is very useful to maintain standards in all schools equally. Teachers also raised the choice questions are also need for each section. Because in CCE pattern of examinations students were needs to write all questions without choice. Some time it was very difficult to students to write all questions.

Picture no 4.9 Focus group discussion with teachers

Picture no 4.10 Focus group discussion with teachers

4.3.4 Problems related to grading system

During the interaction and the focused group discussion with the teachers related to problems of grading system majority of the teachers were reported that it was very good to implement grading system in the schools. But majority teachers expressed that present five point grading table was not fulfilling the actual ability of the students. In that five point grading table especially C grade (0-39 marks) not judge the student ability. Those who are got 39 marks those students are equal to getting student getting one mark. Most of the teachers suggested that need of the changing grading table. Teachers also pointed that the range of marks between grades to grade must be less, and then only students can benefit from the grading table. Few of the teachers were raised that marking system was good than grading system

4.3.5 Problems related to students home work

During the interaction and the focused group discussion with the teachers related to Problems related to students home work .majority of the teachers were reported primarily two problems. First one was students facing difficulty to complete the project work. For that it is required some magazines, books, news papers, and also

internet. But when we see the rural areas these types of facilities was very less. Because that reason most students were facing difficulty to collect proper resource given by the teachers. Second another important issue was raised by the teachers was, parents not supporting student up to mark. Majority of the students in upper primary schools of Andhra Pradesh was belongs to S.C, S.T, and O.B.C community students few of them general catogory. Most of the parents were illiterates. Among the all parents most of the parents working in the fields, construction work, driving, and other small scale based business. Most of the teachers reported that whenever giving project related work, it was need to expense some money but parents not giving financial support to complete the school work up to mark. Some time students also feel stress to complete all home works with in time. Majority of the teachers reported that absenteeism also more in rural areas. When cultivation season comes migration of the parents along with their children were more. This also another problem to allot the grades based on their performance.

4.3.6 Problems of implementing co-scholastic aspects

During the interaction and the focused group discussion with the teachers related to Problems of implementation of the co scholastic aspects .majority of the teachers were reported implementation of the co scholastic aspects was very difficult .they also revealed that many difficulties about implementation of these non scholastic aspects. Especially lack of infrastructural facilities, lack of sufficient funds, and lack of required material was main problems at school level. They also told that government given training for scholastic subjects but government did not given any training for implementation of the non scholastic subjects. Greater part of the teachers also reported that it is very necessitate appointing separate teachers for these subjects. Most of the teachers were reported that co scholastic aspects help the children comprehensive development of the children. It is very essential thing to concentrate on these aspects for all round development.

4.3.7 Opinion about CCE

During the interaction and the focused group discussion with the teachers related to opinion of the implementation of the CCE, teachers were reported that continuous and comprehensive evaluation was very useful to students for all round development. It improves the thinking power, decision making power, Individuality, creativity,

information gathering skills, socialization, friendship; divergent thinking among the children.CCE based education was very useful for children to live better in present scenario. Few of the teachers were thought CCE based education was not useful to students because in the subjects content was very less but to get gob in present scenario we need more subject knowledge .when the content level increase then CCE based education must be useful to students. But effective implementation of the continuous and comprehensive evaluation at upper primary stage teachers recommended some reforms academically and administratively.

4.3.8 Suggestion for better implementation of CCE

During the interaction and the focused group discussion with the teachers related to suggestion for better implementation of the CCE. All most all teachers recommended so many reforms; these are basically recruitment of the teachers for all scholastic and non scholastic aspects, providing required infrastructural facilities, library ,laboratories for science subjects, teacher –pupil ratio must be reduce, and also opined that proper supervision also required for better implementation of the CCE

4.3.9 Conclusion

Continuous and comprehensive evaluation was the new paradigm shift in school education. Children development in all aspects especially in cognitive, affective, and psychomotor was the ultimate goal of CCE. When teachers receive the system positively then it is success. Whatever the problems raised in focused group discussion on different aspects of CCE especially at upper primary level, it is needed to concentrate on those problems. When we overcome these barriers it will run successfully in future and also make the children as all-rounder in their life. Teachers must concentrate on the subject competencies and also raise the thought provoking question while teaching lessons in the classroom. Then only it is possible to make good citizens.

Major observation about focus group discussion

1. Teachers not satisfied about the syllabus and activities given in the English text books for all classes

2. Rural area student's absenteeism is very high. Most of the parents are illiterates they are not co operating properly to send their children to school.

3. Majority of the teachers reported that it is very essential to change the five point grading table and also reduce the marks range for each grade.

4) Majority of the teachers face difficulty to prepare the summative assessment question paper and complete the project work by students.

5. Majority of the teachers opined that CCE is a good system it helps the children for comprehensive development

4.4 ANALYSIS OFHEAD MASTER QUESTIONNAIRE

To achieve the objective 3: to examine the problems of the administrators on implementation of CCE at upper primary schools in Prakasam district. The investigator collected data with help of questionnaire for headmasters and structured interview for Mandal Educational Officers of Prakasam district in selected schools and mandals. The basic components of the questionnaire is Awareness of CCE, problems related to training, resources, tools and assessment, problems related to the administration, problems related to community and opinions and suggestions. Total 40 schools Head Masters responded to the questionnaire on problems of the CCE. The detailed description of the data analysis and interpretation of the Head Master questionnaire is presented in following tables

Table 4.34 Gender and marital status of the H.Ms

Sr. No	Gender	frequency	percentage
1	Male	36	90
2	Female	4	10
3	Total	40	100
Sr. No	Marital status	f	%
1	Married	40	100
2	Un married	0	0
3	total	40	100

From the table it can be seen that most of the respondents were male 36(90%), where as only 4(10) of the respondents were female Head Masters. All Head Masters were married 40 (100%).

**Table no   4.35   Stream and Educational qualifications of H.Ms. (N=40)**

Sr. No	Stream	f	%
1	Arts	19	47.5
2	Commerce	1	2.5
3	Science	20	50
Sr. No	**Educational qualifications**	**f**	**%**
1	UG.,+ B.Ed.,	23	57.5
2	PG+ B.Ed.,	12	30
3	PG+. M.Ed.,	05	12.5
	Total	**40**	**100**

Figure no 4.12 Stream of Education of the Head masters
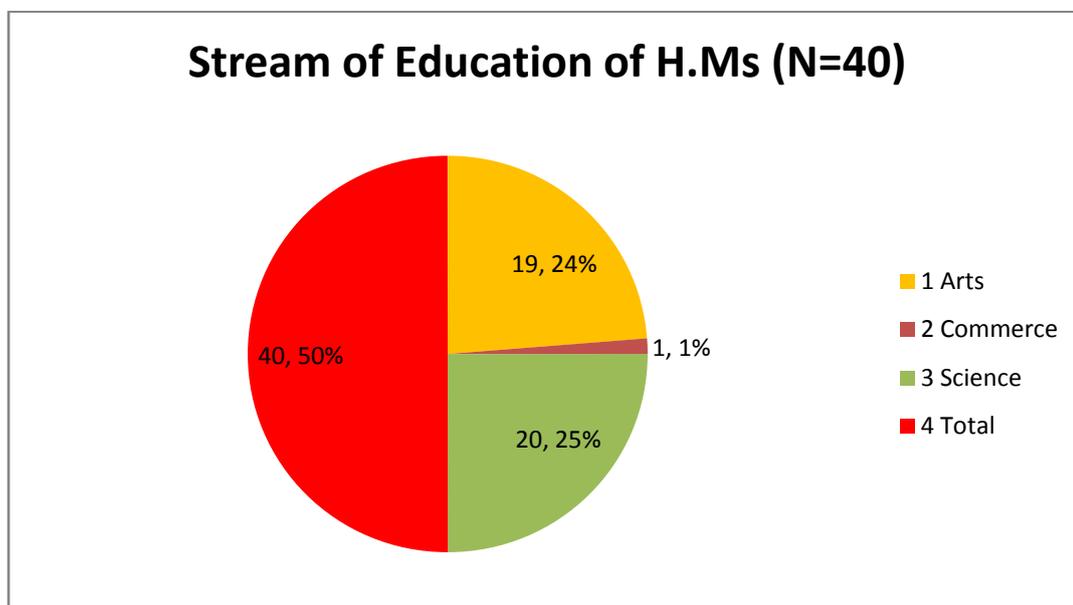
From the table 4.35 and figure 4.12 it can be seen that majority of the respondents were science stream 20 (50%).whereas 19 (47.5%) of the Head Masters were of arts stream. Remaining only 1(2.5%) of the Head Masters were educational background is commerce.

Figure no 4.13 Educational Qualifications of H.Ms
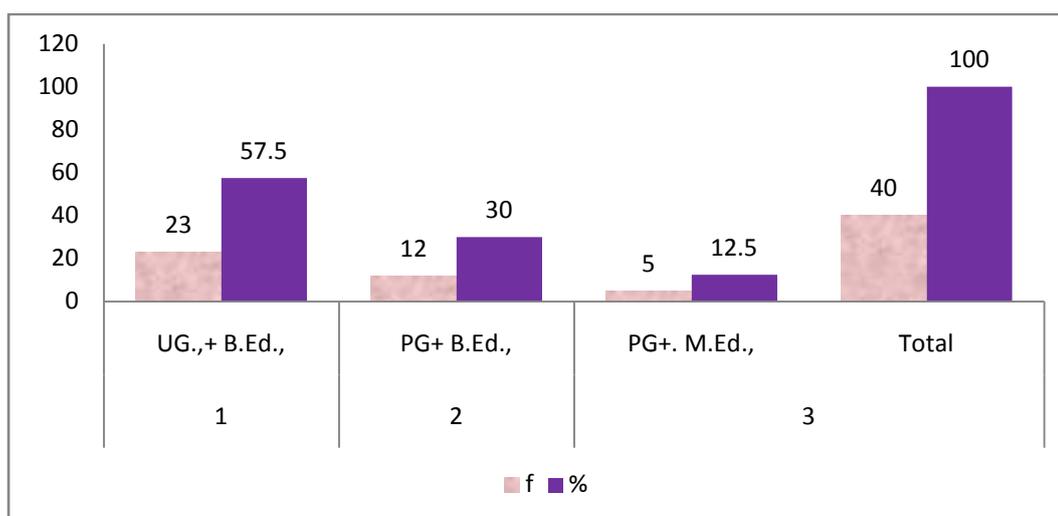
From the table no 4.35 and figure 4.13 it can be observed that majority of the Head Masters 23(57.5%) was having the educational qualification UG.,+ B.Ed., after that 12 (30%) of the respondents were having the PG+ B.Ed. whereas only few Head Masters 5(12.5%) were having the PG+. M.Ed.it can be observed that majority of the headmasters were undergraduates in their academic and professional qualifications, remaining were post graduates.

Table no 4.36 Head masters awareness about CCE. (N=40)

Sr. No	items	Yes		No	
		f	%	f	%
1	Are you familiar about CCE	40	100	0	0
2	Do you implement CCE in your school?	40	100	0	0
3	How many years onward are you implementing CCE in the school?	Total responses		%	
a)	From 2 years onwards	8		20	
b)	From 4 years onwards	19		47.5	
c)	From 6 years onwards	4		10	
d)	From 3 years onwards	9		22.5	
e)	From 6year above	0		0	
	Total	**40**		**100**	

From the table 4.36 it can be seen that all Head Masters 40(100%) were familiar about implementation of the CCE. Further all Head Masters 40(100%) responded that they were implementing CCE in their working schools. further when it was observed that implementing CCE at school level .out of 40 respondents 19 (47.5%) of Head Masters revealed that CCE implementing from the 4 years onwards. After that 9 (22.5%) of Head Masters answered that implementing CCE from three years onwards. Further 8(20%) H.Ms responded implementing CCE from 2 years onwards. Whereas only few 4(10%) of the respondents told that implementing CCE from 6 years onwards in the school. It can be observed that all respondents having different knowledge on implementing CCE at school level.

Table no 4.37 problems related to CCE Training. (N=40)

Sr. No	Item	Yes		No	
		f	%	f	%
4	Did the government provided CCE based training to all teachers in your school	39	97.5	1	2.5
5	did the teachers attended any workshop related to CCE in your school	13	32.5	27	67.5
6	are you satisfied about CCE training given by the government	29	72.5	11	27.5
	If no specify the reasons	Total responses		%	
a)	very few days of training	5		45.45	
b)	lack of facilities in training	1		9.09	
c)	name sake of training	9		81.81	
d)	resource persons not having the sufficient knowledge regarding CCE	7		63.63	
e)	lack of separate training for each subject	5		45.45	

From the table 4.37 it can be observed that all most all Head Masters 39(97.5%)responded that government provided CCE based training to all teachers in

the school.27(67.5%) of the H.Ms responded teachers not attend the any workshop related to CCE. whereas only few 13(32.5%) of responded positively for attending the CCE based workshop. Majority of the Head Masters revealed that 29(72.5%) they were satisfied about CCE training given by the government. It can be observed that teachers attended and satisfied with the CCE training. But majority of the teachers did not attend any workshop related to CCE. Workshop is a essential component to improve the skills among the teachers.

Table no 4.38   problems related to CCE training. (N=40)

Sr. No	Item				
7	Government conducted CCE training for school teachers	Total responses	%		
a)	Three days	9	22.5		
b)	4-6 days	20	50		
c)	7-10 days	4	10		
d)	11 and above	4	10		
e)	Not given any training	3	7.5		
8	training given for co- scholastic aspects like art education, computer education, values and life skills etc	yes	%	no	%
		6	15	34	85
9	Do you think increases the training days is needed	39	97.5	1	2.5

From above table 4.38 it can be observed that out of 40 Head Masters majority of the H.Ms 20(50%) were responded that government has given CCE based training 4-6 days. Whereas 9(22.5%) reported that three days,4(10%)of the Head Masters have responded 7-11 days and above. Whereas only few 3(7.5%) of the teachers have not taken any training given by the government. As shown the table it can be observed that item no (8) majority of the H.Ms revealed that government has not given any

training for co-scholastic aspects like art education, computer education, values and life skills etc. further most of the head maters 39(97.5%) reported that increase the training days is needed.

Table no 4.39   Availability of CCE Material

Sr. No	Item	Yes	%	No	%
10	Did you get all type of material like all CCE subjects manuals from the government	21	52.5	19	47.5
	If yes please mentioned having manuals	yes		%	
a)	Telugu manual	19		90.47	
b)	Hindi CCE manual	12		57.12	
c)	English manual	17		80.9	
d)	Mathematics manual	18		85.7	
e)	Social studies manual	14		66.6	
f)	General science manual	18		85.7	
g)	Health& Physical Education manual	9		42.85	
h)	work and computer education	4		19.04	
	Value and life skills manual	4			

Figure 4.14 availability of CCE subjects manuals
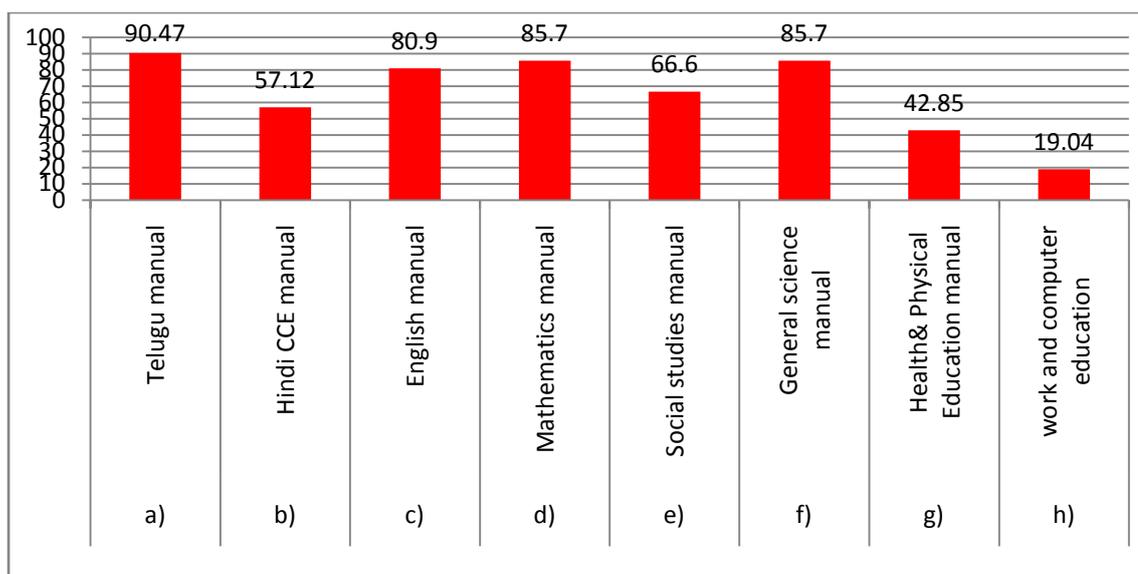
Above table 4.39 and figure 4.14 shows that availability of CCE manuals in the schools .majority of the Head Masters 21 (52.5%) were reported that they have the CCE manuals .whereas nearly half of the head masters 19(47.5%) answered that they don't have CCE based subject manuals. When the investigator was asked which manuals they are having. Different responses are given, from the responses was given in sub items. Majority of the H.Ms reported that they have Telugu manual 19(90.47%), Hindi CCE manual 12 (52.12%), English manual 17 (80.9%), Mathematics manual 18(85.7%), Social studies manual 14(66.6%), General science manual 18(85.7%). Whereas majority of the head masters reported that they don't have the Health and Physical Education manual 31(77.5%), Work and Computer Education 36 (90%), and Value based education and life skills manual 36 (90%). it can be observed that majority of the (schools) Head Masters having the scholastic subject manuals whereas many schools were not having the non scholastic subject manuals. CCE based subject manuals were very important to get direction of the lessons given in the text book.

Table 4.40   problems related to human Resources. (N=40)

Sr. No	Item	Yes		No	
		f	**%**	**f**	**%**
11	Do you have sufficient teachers for all subjects in your school	7	17.5	33	82.5

From above table 4.40   it can be seen that with regard to item no 11, out of 40 Head Masters majority of the Head Masters 33 (82.5%) reported that they do not have sufficient teachers for all subjects in their school. Whereas only few 7(17.5%) of H.Ms responded that they have sufficient staff in their school. They have mentioned requirement of the staff at upper primary level. The particulars of the requirement has presented below figure no 4.15

Figure no 4.15   Requirement of teaching staff
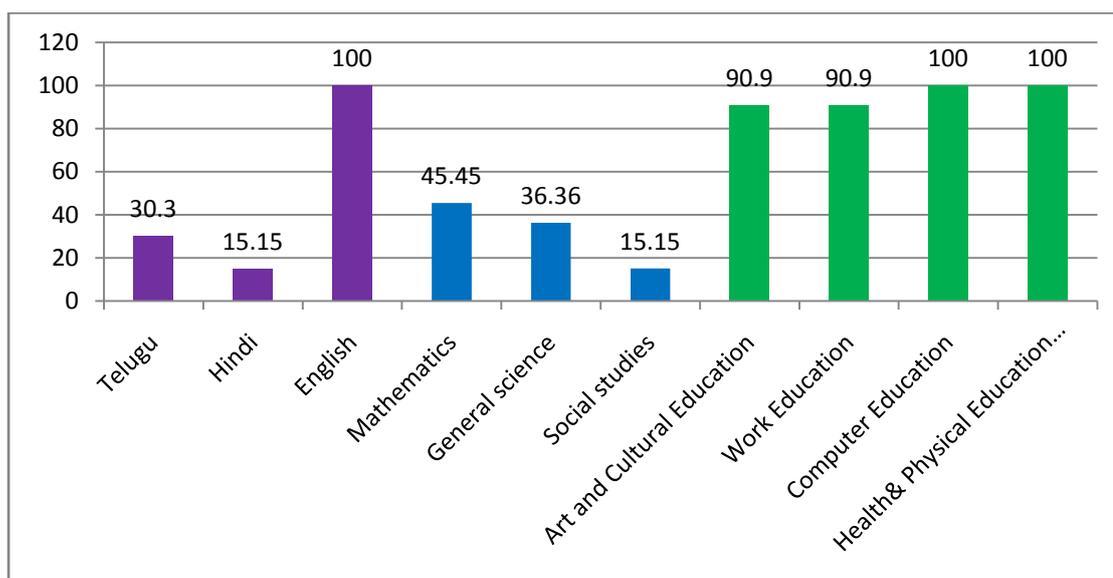
Above figure no 4.15 Shows requirement of teaching staff was mentioned by the head masters. Majority of Head Masters opined that staff for non scholastic subjects likes art and Cultural Education 30(90%) of the schools, Work Education 30 (90%), Computer Education and Health& Physical Education 33(100%) of the schools required respectively. In scholastic subjects majority of the H.Ms 33(100%) mentioned that English subject teacher is required. further 15(45.45%) of the teachers revealed that mathematics teacher is required. Whereas only few Head Masters mentioned reaming teaching staff Telugu 10(30.3%),Hindi 5(15.15%),General

science 12(36.36%) and Social Studies 5(15.15%),respectively..It can be observed that majority of the schools were required English and mathematics' teachers in scholastic subjects and all non scholastic subjects' teachers were required to all schools for better implementation of CCE.

Table: 4.41. Problems related to physical resources (N=40)

Sr. No	Item	Yes		No	
		f	%	f	%
12	Do you have all physical resources in your school for implementation of CCE	8	20	32	80
	If no please specify	Total responses		%	
a)	lack of sufficient classrooms	14		43.75	
b)	lack of laboratory facility	32		100	
c)	lack of library facility	16		50	
13	Do you getting sufficient funds from the government for better implementation of CCE in your school?	f	%	f	%
		12	30	28	70
14	Did the government give any grant for teaching learning material for every subject for implementation of CCE	11	27.5	29	72.5

From the table 4.41 it can be observed that with regard to item no 12 ,out of 40 Head Masters, majority 32(80) were responded that they don't have all physical resources in their school for implementation of CCE. It was observed in the same table type of physical resource required in schools. All Head Masters 32(100%) have reported that laboratory facility not available in the school. 16 (50%) of the H.Ms have responded about requirement of the library. Whereas only few of the Head Masters were 14 (43.75%) reported that lack of sufficient classrooms in their schools.

From above table 4.41 item no 13, majority of H.Ms 28(70%) exposed that they do not get sufficient funds from the government for better implementation of CCE in their school. In same table item no 19 ,majority 29(72.5%) of H.Ms responded government did not give any grant for teaching learning material for every subject for implementation of CCE. it can be observed that majority of schools not having the certain physical resources, sufficient grant, and fund for the getting teaching learning material for effective implementation of CCE.

Table 4.42   Problems related to Tools and Assessment. (N=40)

Sr. No	Item	yes		no	
		f	**%**	**f**	**%**
15	Are you facing any problems related to conduct of formative assessment	20	50	20	50

From the table it can be seen that with regard to item no 15, out of 40 Head Masters half of the respondents 20(50%) revealed that they were facing problems related to conduct of formative assessment. whereas 20 (50%) of the respondents are not facing any problem to conduct of formative assessment. The responses are represented in the figure no 4.16   as follows

Figure no 4.16 Problems related to conduct of formative assessment
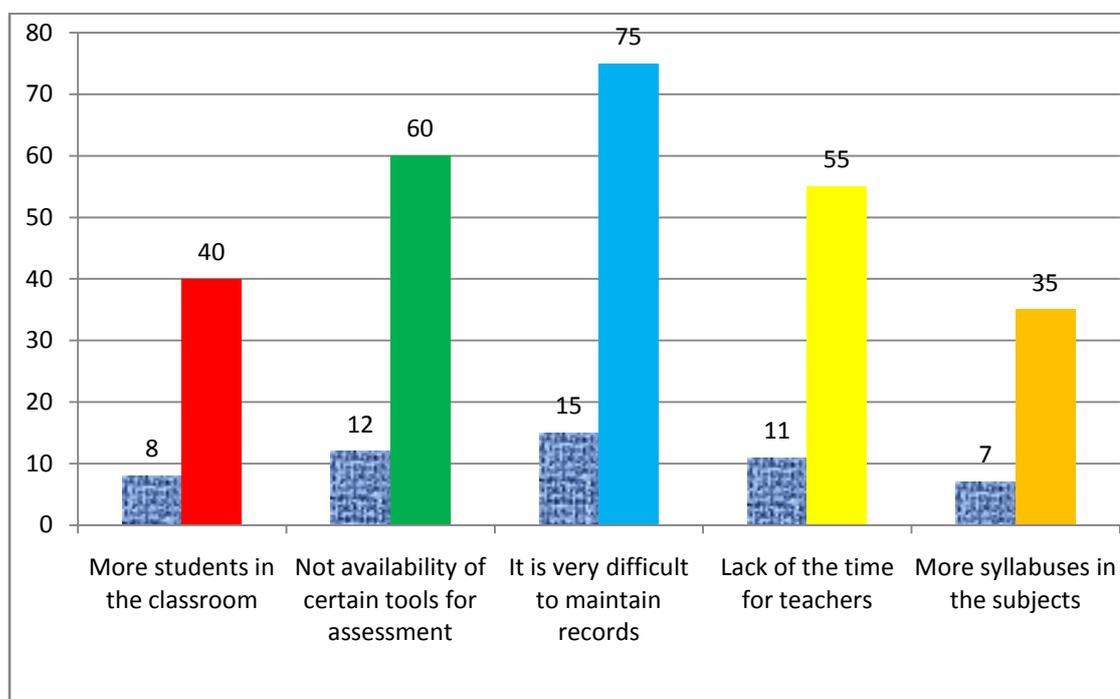
Above figure no 4.16 Shows that majority of H.Ms 15 (75%) reported that It is very difficult to maintain records.12 (60%) members of the head masters responded that less availability of certain tools for assessment,11 (55%) of the Head Masters reported that not having the time for teachers to conduct of formative assessment. Whereas only 8(40%) were reported that more students in the classroom and 7 (35%) were reported that more syllabus in the text books was the problem for conduct of formative assessment. It can be observed that half of the head masters were facing the

problem and half of the head masters were not facing the problem related to conduct of formative assessment

Table no 4.43 Problems related to feedback and preparation of the question paper

Sr. No	Item	Yes	%	No	%
16	Are you taking any measures for low achievers?	39	97.5	1	2.5
	If yes please specify				
a)	Remedial classes		22		56.4
b)	Study hours		24		61.54
c)	Counseling		16		41.02
d)	Lack of time to think about slow learners		3		7.7
17	Are you feel any difficulty to prepare question papers by own	13	32.5	27	67.5
	If yes please specify	Total responses		%	
a)	Lack of sufficient time for teachers		9		69.23
b)	Government not given any amount for question papers		9		69.23
c)	Lack of proper training for preparation of the question paper		6		46.15

From the above table 4.43 it can be observed that Problems related to feedback and preparation of the question paper. Out of 40 head masters most of the H.Ms 39 (97.5%) answered that they were taking certain measures for low achievers for their development. In that 22 (56.4%) of the head masters was conducted remedial classes, 24 (61.54%) was conducted study hours. In addition to majority of the head masters reported that, teachers 27 (67.5%) did not feel any difficulty to prepare question papers on their own. Whereas only few 13(32.5%) felt burden to prepare question paper in formative and summative evaluation. It can be observed that majority of H.Ms facing problem for conduct of formative assessment, taking remedial measures

for slow learners and they don't have any problem for preparation of the question paper on their own.

Table 4.44   Problems Of Implementation Of Scholastic Aspects. (N=40)

Sr. No	Item	Yes		No	
		F	%	F	%
18	Facing problems related to implementation of scholastic aspects (school subjects) in school.	33	82.5	7	17.5

From the table 4.44 it can be observed that out of 40 school Head Masters majority 33(82.5%) of the Head Masters have responded that they were facing problems related to implementation of scholastic aspects (school subjects) in school. When they were asked about the type of problems they are facing in scholastic aspects, their responses received are presented in following Figure 4.17

Figure 4.17 Problems of implementation of scholastic aspects. (N=40)
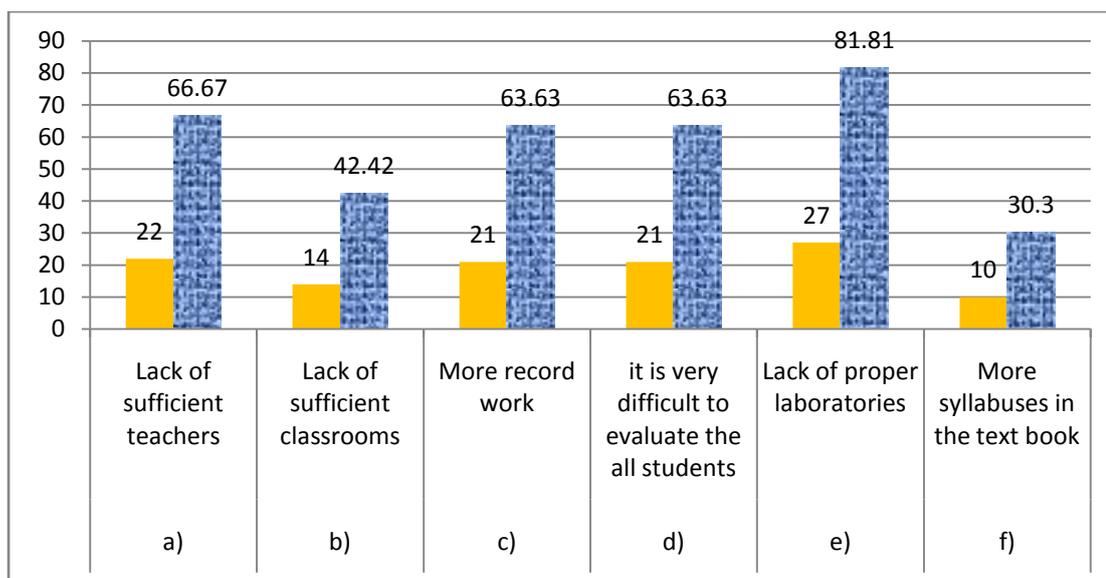
Above figure no 4.17 Represented that problems facing while implementation of scholastic aspects .these problems are listed as follows. 22 (66.67) of H.Ms reported that sufficient teachers were not available. Head Masters specified the problems related to implementation of scholastic aspects. Majority of the H.Ms 27 (81.81%) felt that laboratory facilities are required in the school. Further majority have reported that 21(63.63%) in CCE pattern record work is more and it is very difficult to evaluate all the students. whereas only few 10 (30.30%) members answered that more syllabus

was found in the text books. It can be observed that majority of the Head Masters were facing problem of implementation of scholastic aspects in their schools especially non availability of the teachers, laboratories and also felt burden of record work ,assessment of all the students..

Table 4.45 problems related to implementation of non scholastic aspects. (N=40)

Sr. No	Item	Yes		No	
		f	%	f	%
19	Problems to implementation of health and physical education in your school	35	87.5	5	12.5

From the above table no 4.45 it can be observed that item no 19, out of 40 schools H.Ms majority of the Head Masters 35(87.5%) were facing problem in implementation of health and physical education. When they were asked about the type of problems they are facing in non scholastic aspects, their responses received are presented in following Figure 4.18

Figure no 4.18 Problems of implementation health and physical education
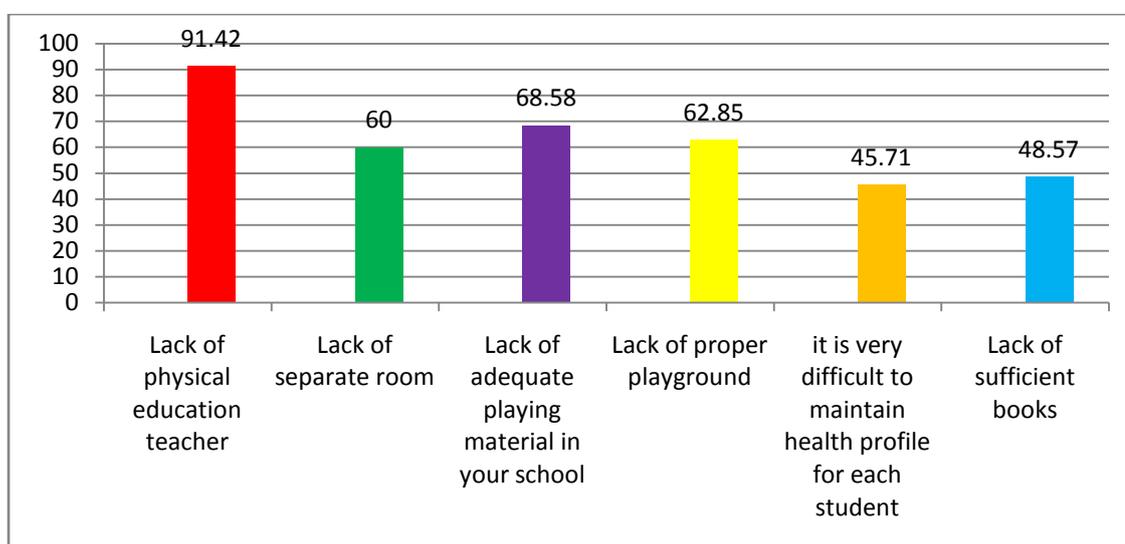
From the above figure no 4.18 it can be observed that. Majority of the schools 32 (91.42%) were not having the physical Education Teacher, 24(68.58%) of the schools Lack adequate playing material for playing. Further 22 (62.85%) of the schools were not having the proper playground. 21 (60%) of the schools are not having the separate room for physical education. 16(45.71%) of head masters felt that it is very difficult to

maintain health profile for each student and 17(48.57%) of the schools were not having the sufficient books for health and physical education. It can be observed that most of the school were facing difficulty for implementation of health and physical education in different aspects like non availability of the teacher, separate room for health and physical education, adequate material and proper play ground.

Table   no 4.46 problems related to art and work education. (N=40)

Sr. No	Item	Yes		No	
		f	**%**	**f**	**%**
20	Are you facing any problem to implementation of art and work education in your school	38	95	2	5

From the table no 4.46   it can be observed that item no 20 out of 40 Head Masters, majority of the Head Masters 38 (95%) reported that they were facing problem in implementation of art and work education in their schools. Whereas only few were repotted that 2(5%) not facing any problems for implementation of art and work education. When they asked about the problems of implementation of art and work education, the responses were received and presented in the figure no

Figure no 4.19 Problems related to art and work education
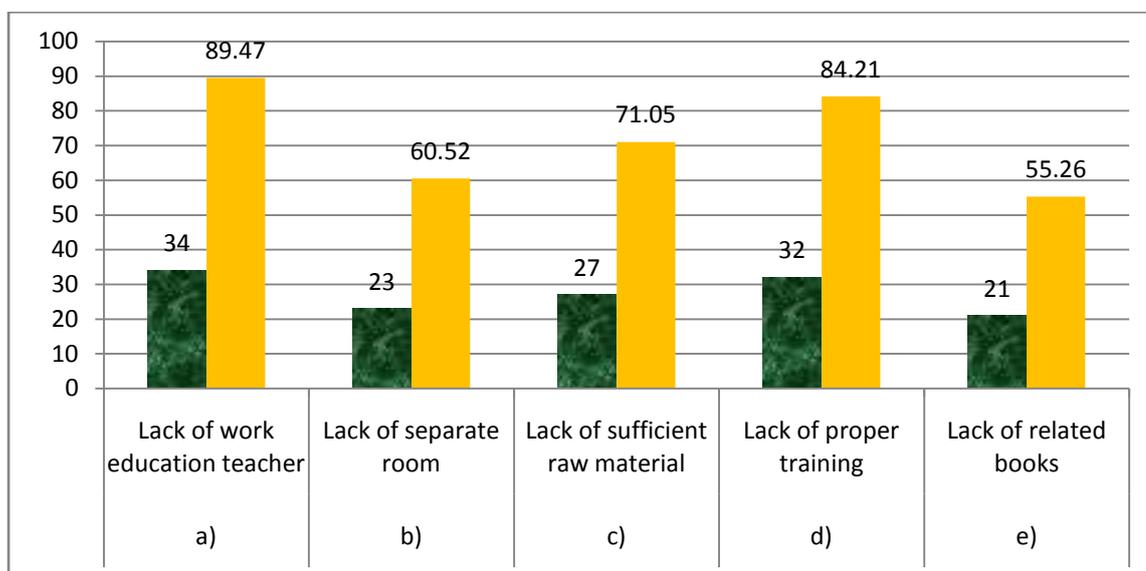
From the above figure no 4.19 it can be observed that majority of the head masters 34(89.47%) felt that scarcity of the art and work education teacher. Majority of the Head Masters 32(84.21%) reported that lack of proper training for art and work education. Further majority of Head Masters report that Lack of sufficient raw

material 27(71.05%), Lack of separate room 23(60.52%), Lack of related books 21(55.26%) were also highlighted respectively. It can be observed that most of the schools were facing problems in implementation of the art and work education. These problems mainly were non availability of Work and Art Education teacher, separate room, sufficient raw material, and lack of proper training and also concerned books related to art and work education.

Table 4.47   problems related to value based education, life skills

Sr. No	Item	Yes		No	
		F	%	F	%
21	Facing difficulty to implementation of value based education and life skills	27	67.5	13	32.5

From the table 4.47 it can be observed that with regard item no 21 out of 40 Head Masters majority of the Head Masters 27(67.5%) responded that they were facing difficulty to implementation of value based education and life skills in their schools. When they were asked about the type of problems they are facing in implementation of life skills, their responses received are presented in following Figure 4.20.

Figure no 4.20 problems facing while implementation of life skills
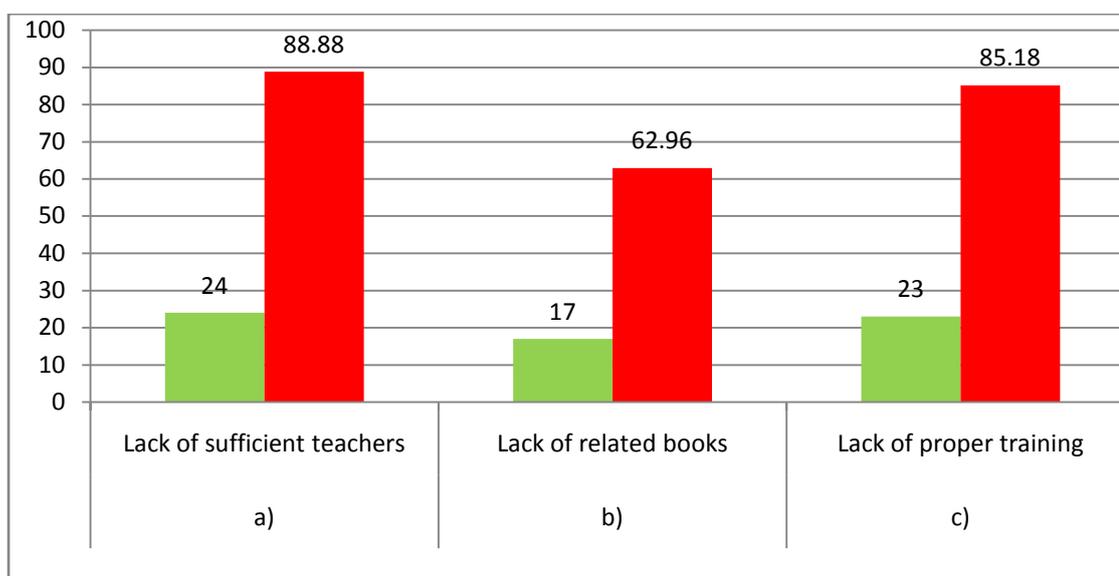
Above figure no 4.20 the problems specified in sub items (a) (b) (c). Majority of the Head Masters 34(88.88%) mentioned scarcity of the teacher for teaching value based education and life skills.23(85.18%) of the Head Masters reported that lack of proper

training, and also 17(62.96%) of the H.Ms responded lack of relevant books for value based education and life skills. It can be observed that majority of the Head Masters were facing problems implementation of value based education and life skills

Table no 4.48 difficulties in computer education

Sr. No	Item	Yes	%	No	%
22	Are you facing any difficulty to implementation of computer education	40	100	0	0

From above table no 4.48 it can be observed that with regard to item no 22, out 40 Head Masters all Head Masters 40(100%) responded that they were facing difficulty to implementation of Computer Education. The specified reasons has given by the head masters .These were received and presented in the figure no 4.21

Figure no 4.21 Difficulties of implementation of Computer Education
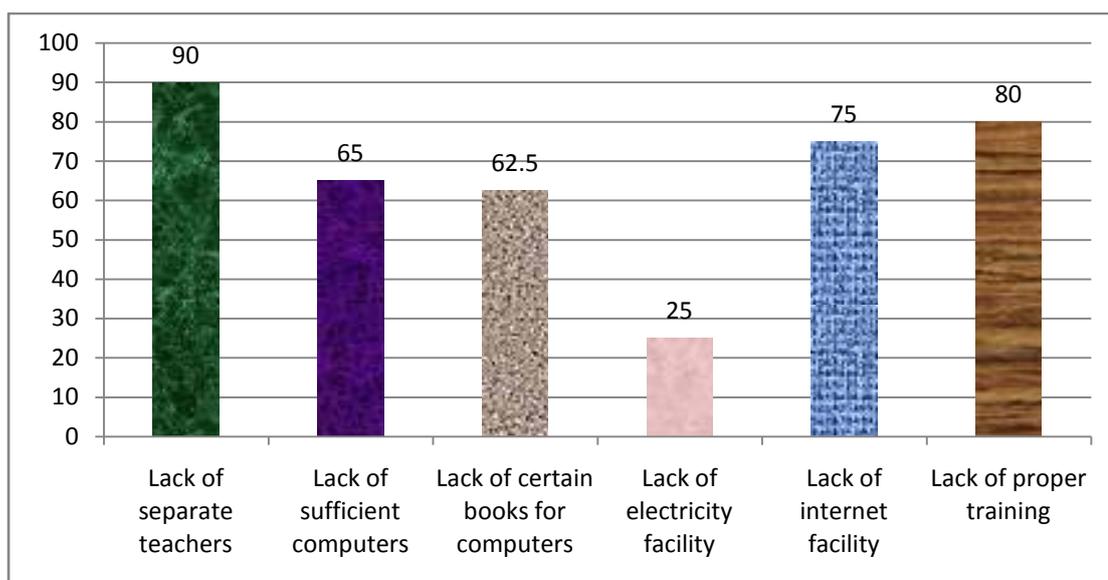
Above figure no 4.21 representing the difficulties of implementation of computer education at upper primary schools .Majority of the Head Masters 36(90%) responded that the scarcity of the teacher for teaching computer education. And also mentioned the reasons lack of proper training 32(80%), lack of internet facility 30(75%), lack of sufficient computers in the school 26(65%), and also mentioned lack of certain books regarding computer education. It can be observed that all school Head Masters were facing problem on implementation of computer education particularly non availability of teacher, lack of sufficient computers, books, internet facility and lack of proper training for this subject

Table 4.49   Problems related to maintenance of CCE based records

Sr. No	Item	Yes		No	
		F	**%**	**F**	**%**
23	Facing Problems related to maintenance of records due to CCE in your school	26	65	14	35

From the above table 4.49 it can be observed that with regard to item no 23 out 40 Head Masters majority of Head Masters 26(65%) responded that they facing problems related to maintenance of records due to CCE in their school. Whereas 14(35%) of the Head Masters responded they don't have any problem in maintenance of the records. Further when they were asked the difficulty in maintenance of records. The responses were provided in sub items a), b), c)   d) figure no 4.22

Figure no 4.22 Problems related to maintenance of CCE based records
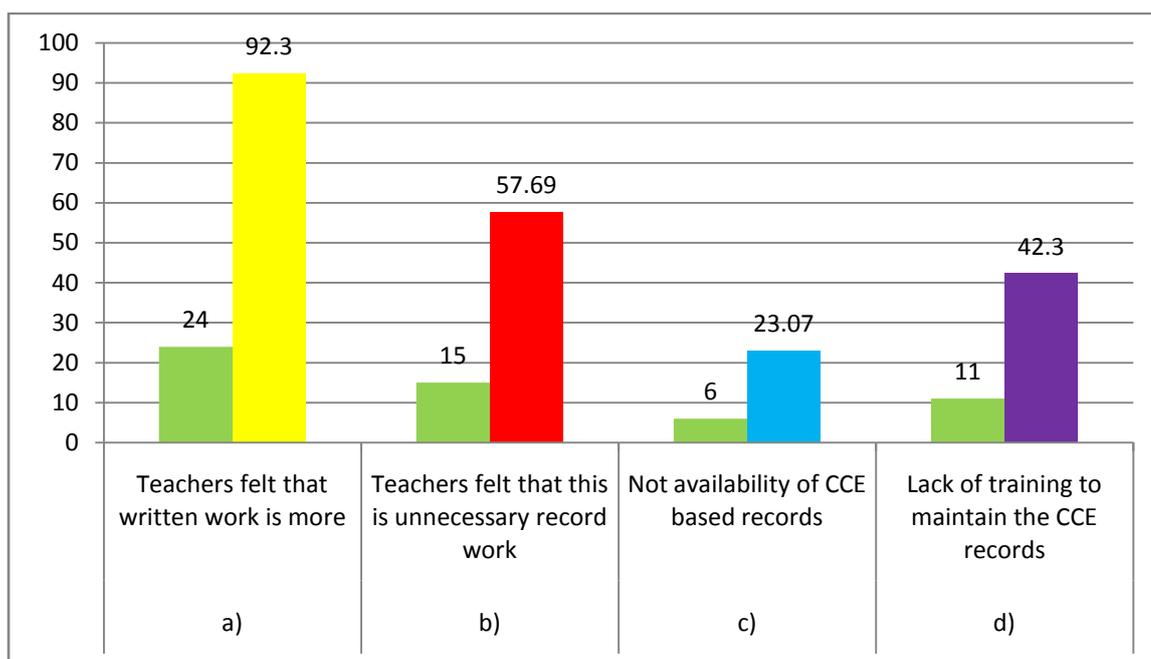
 Above figure no 4.22 it can be observed that with regard to sub items, majority of the Head Masters 24 (92.30%) responded that Teachers felt that written work is more and 15(57.69%) felt that this is un necessary work given to teachers. Whereas very few were mentioned 11(42.30%) Lack of training to maintain the CCE records and 6(23.07%) reported that non availability of CCE based records. It can be observed that majority of the school teachers felt that CCE based record work is burden for

them. The major problems were written work is more, and they felt that un necessary record work.

Table No 4.50 Problems Related To Time And Recording Data

Sr. No	Item	Yes	%	No	%
24	Did you face any problem for implementation of CCE according to time table?	14	35	26	65
25	Are you feeling burden to record the student's competencies up to date	14	35	26	65

As shown in table no 4.50 it can be observed that with regard to items 24, 25,out of 40 Head Masters, majority of the Head Masters 26(65%) reported that they were not facing any problem for implementation of CCE according to time table. And also mentioned 26(65%) of the H.Ms did not feel any burden to record the student's competencies up to date. It can be observed that Head Masters were not facing any difficulty to mentioned the children progress in the records and also they do not facing any difficulty to implementation of CCE according time table. It can be also shown in figure no 4.23

Figure no 4.23 Positive responses about time and recording CCE data
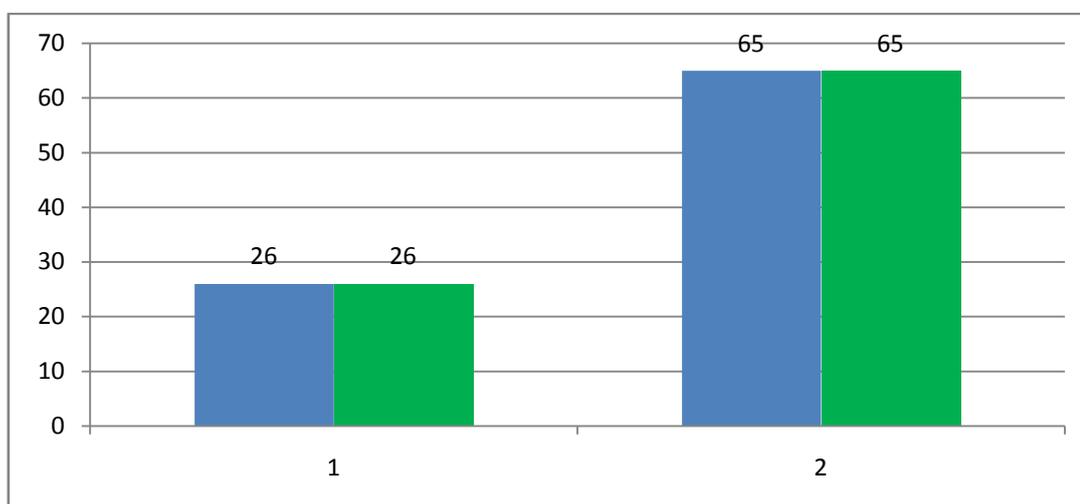
Table no 4.51 Problems related to community. (N=40)

Sr. No	Item	Yes		No	
		F	%	F	%
26	Did you conduct P.T.A (Parent teacher association) meeting for every month	37	92.5	3	7.5
27	Are you facing any problem for conducting of PTA in your school	22	55	18	45
	If yes please specify				
a)	Parents not attending the meetings regularly	22		100	
b)	Lack of co operation from the teachers	1		4.45	
c)	Lack of sufficient time to conduct parent meeting	5		22.72.	
d)	No use if we conduct the parents meeting	22		100	

From the table 4.51 it can be observed that with regard item no 26, out 40 Head Masters majority of Head Masters 37(92.5%) were responded that they were conducting P.T.A (Parent Teacher Association) meeting for every month. Whereas only few respondents 3 (7.5%) answered that they do not conduct parent teachers meeting every month. It can be observed that majority of the H.Ms were conducting PTA every month.

As shown in the table no 4.51 it can be observed that with regard to Problems of conducting P.T.A meetings, out of 40 Head Masters, majority of the Head Masters 22(55%) reported that they were facing problem for conducting of PTA in their schools for every month. Whereas only few Head Masters have responded 18(45%) they did not face any problem to conduct P.T.A. The difficulty for conduct of P.T.A .the responses were listed as follows. Majority of the Head Masters 22(100%) felt that Parents not attending the meetings regularly, and also mentioned 22(100%) No use if we conduct the parents meeting. Whereas only few headmasters 5(22.72%) reported that they don't have sufficient time to conduct parent meeting. It can be observed that parents did not co- operate to conduct the parent's teachers meeting in school.

Table no 4.52 Problem to conduct school management committee meetings

Sr. No	Item	Yes	%	No	%
28	Problem to conduct school management committee meetings in school for every two months	39	97.5	1	2.5
29	Did you conducting staff meetings for discussion of the student's progress monthly	37	92.5	3	7.5

As shown in table no 4.52 it can be observed that with regard to items 28, out of 40 Head Masters, majority of the Head Masters 39 (97.5%) responded that they are facing problems to conduct school management committee meetings in their schools for every two months. Further when they were asked the difficulty for conduct of S.M.C .The responses were provided in sub items a), b), c)

Figure no 4.24 Problem to conduct school management committee meetings
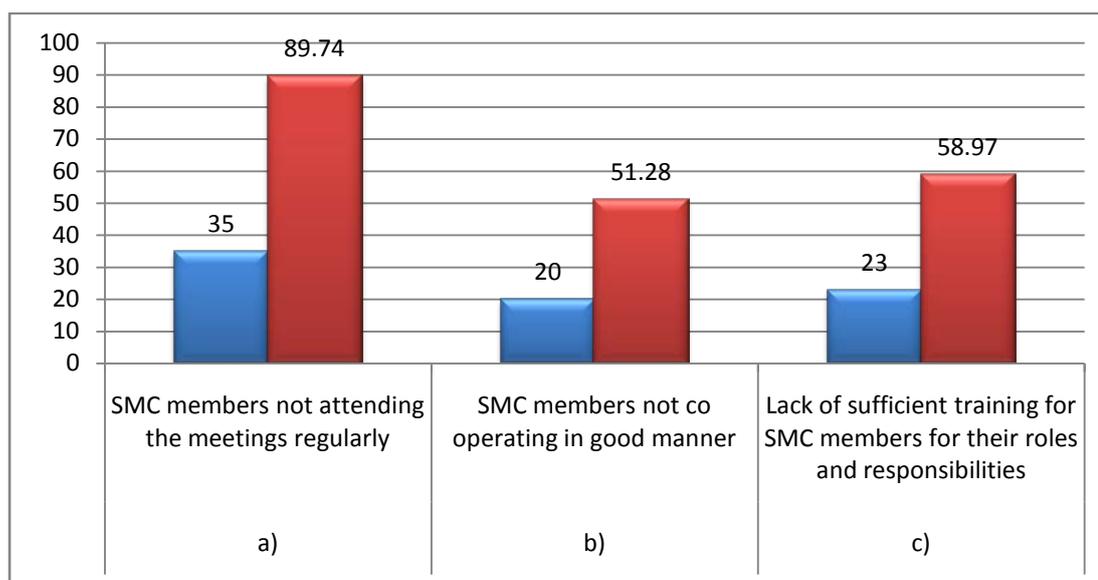
Above figure no 4.24 it can be observed that with regard to problems of conducting S.M.C meetings at school level. Majority of the head masters 35(89.74%) have responded that SMC members not attending the meetings regularly. 23 (58.97%) of the Head Masters revealed that Lack of sufficient training for SMC members for their roles and responsibilities and also mentioned 20(51.28%) of H.Ms, SMC members did not co operate in good manner. It can be observed that for conducting of SMC meetings at schools majority of Head Masters were facing difficulty in different ways.

As shown in table no 4.52 it can be observed that with regard to items 29, out of 40 Head Masters, majority of the Head Masters 37(92.5%) were conducting staff meetings for discussion of the student's progress monthly. Whereas only few Head Masters have 3 (7.5%) responded not conducting staff meetings. It can be observed that majority of the Head Masters were conducting staff meetings for discussion of the student's progress monthly.

In the item no 30, opinions of H.Ms implementation of CCE In prescribed time. Out of forty head masters (40) three were not responded. Total 37 head masters were responded .the same thing shown in table no 4.53

Table 4.53 opinions of H.Ms implementation of CCE In prescribed time. (N=40)

Sr. No	Item	Yes	%	No	%	N.A	%
30	Do you think one year is enough to implementation of CCE effectively?	19	47.5	18	45	3	7.5
	If no please specify the reasons	Total responses					
		f		%			
a) **b)**	Lack of time because of malty grade teaching	15					
	Lack of time because it is activity based teaching	10		55.55			
c)	More syllabus in the subjects	6		33.33			
d)	It is taking more time	15		83.33			
e)	Not provided certain facilities like manuals ,training ,workbooks etc	7		38.88			

N.A =Not attempted

From the table no 4.53 it can be observed that with regard item no 30 out of 40 Head Masters, majority of the Head Masters 19(47.5%) responded that one year is enough to implementation of CCE effectively. Whereas 18(45%) of the respondents mentioned that one year is not sufficient for implementation of CCE effectively. Further when they were asked the difficulty for implementation of CCE within one year. Lack of time because of multi grade teaching 15(83.33%) and also mentioned It

is taking more time. It can be observed that majority of teachers positively responded one year is enough for implementation of CCE effectively.

Table 4.54 Head masters opinion on implementing CCE in present days (N=40)

| Sr. No	Item	Yes		No		N.A	
31	As a Head Master what is your view on CCE Is it useful to students in present days? Give reasons support your answer	f	%	f	%	f	%
		31	77.5	6	15	3	7.5

N.A =Not attempted

From the table no 4.54 it can be observed that with regard to item no 31, out 40 Head Masters majority of Head Masters 31(77.5%) were responded that CCE is useful to students in present days. whereas only few respondents 6(15%) answered that CCE is not useful to students in present days. Head Masters has given different responses. These responses were provided in the figure no 4.25

Figure no 4.25 Head Masters views on CCE
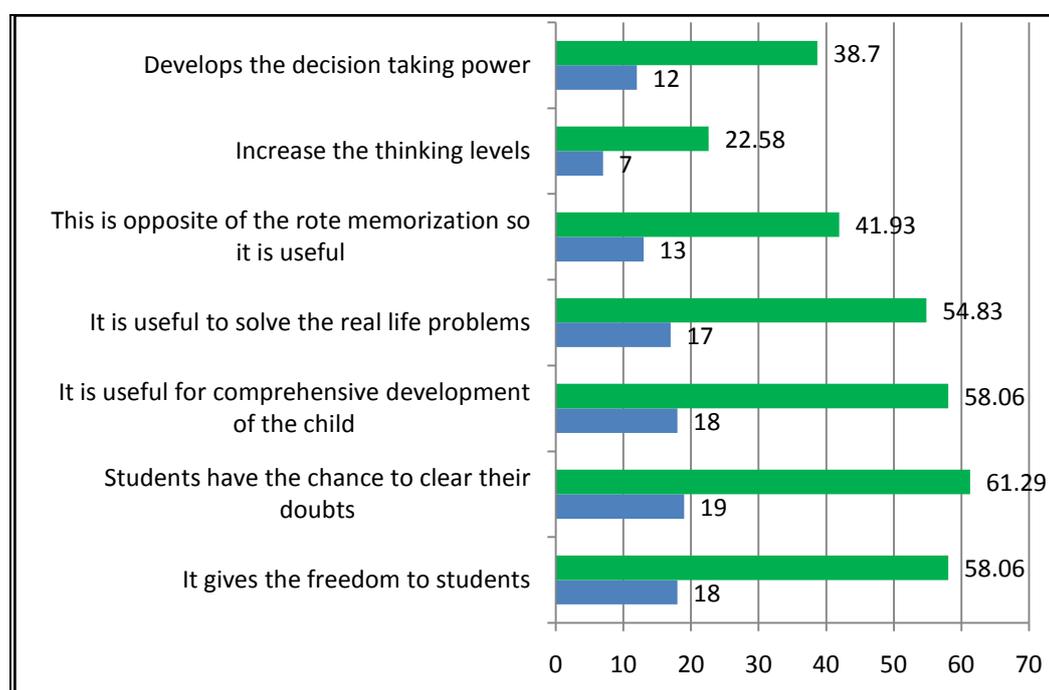
As shown in figure no 4.25 it can be observed that with regard to items 31, out of 40 Head Masters, majority of the Head Masters19 (61.29%) were responded in CCE pattern Students have the chance to clear their doubts time to time. Further 18(58.06%) of the H.Ms have responded CCE gives freedom to students, and It is

useful for comprehensive development of the child .17 (54.83%) of the H.Ms reported that It is useful to solve the real life problems. Whereas only few 13(41.93%) of the respondents opined that this is opposite of the rote memorization so it is useful to students and also 12(38.70%) mentioned that it Develops the decision taking power. It can be observed that majority of the Head Masters accepted that CCE pattern is very useful to children for their regular life.

Table 4.55   opinion on CCE

Sr. No	Item	Yes		No		N.A	
		f	%	f	%	f	%
32	Are you thinking that CCE reduce the academic standards of students?	12	30	25	62.5	3	7.5

N.A =Not attempted

From the table 4.55 it can be observed that with regard to item no 32 out 40 Head Masters majority of Head Masters 25(62.5%) responded that CCE did not reduce the academic standards of students. Whereas only few respondents 12(30%) reported that CCE reduced the academic standards of students. Only 3 (7.5%) respondents did not attempt that question. It can be observed that majority of the Head Masters revealed that CCE did not reduce the academic standards of the students.

Table 4.56   suggestions for better implementation of CCE in scholastic subjects (N=37)

Sr. No	Item	Total responses	
		f	%
33	Suggestions for better implementation of CCE in scholastic subjects		
a)	It is necessary teacher for each class and each subject	28	75.67
b)	Reduce the absentisam in rural schools	26	70.27
c)	Parents should take care about their children's education	22	59.45
d)	Teacher dedication is essential	16	43.24
e)	Provide teaching aid grant	17	45.94
f)	Providing certain facilities like library, laboratory, internet etc	20	54.05
g)	Separate headmaster and assistant staff is required for upper primary schools	1	2.70

Figure no 4.26 H.Ms Suggestions for better implementation of scholastic subjects
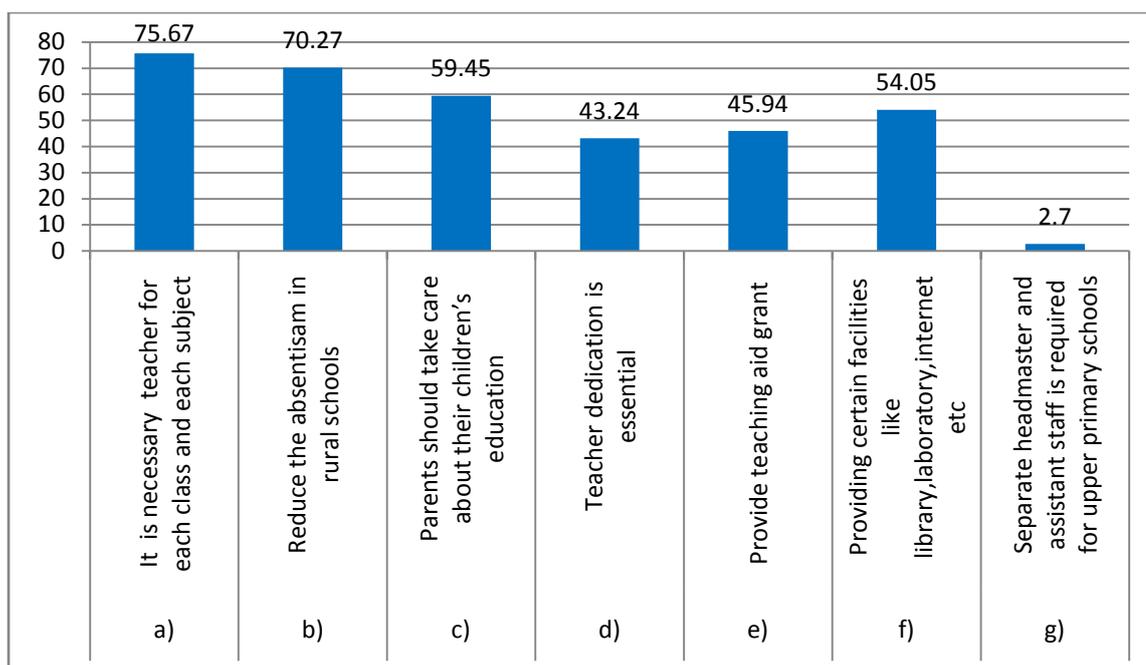

From the table no 4.56 and figure no 4.26 it can be observed that with regard to item no 33 out 37 Head Masters, majority of Head Masters 28(75.67%) suggested that It is necessary that teacher for each class and each subject.26(70.27%) of the Head Master reported that it is very essential to Reduce the absenteeism in rural schools. further 22(59.45%) of the Head Masters responded that Parents should take care about their children's education. in addition to 20(54.05%)of the Head Masters reported that Providing certain facilities like library, laboratory, internet etc is essential for better implementation of CCE. Whereas 17(45.94%) of the H.Ms responded that providing teaching aid grant is necessary for effective teaching in CCE pattern. Further 16(43.24%) of the Head masters opined that teacher dedication is very important to teach in CCE pattern. it can be observed that majority of the Head Masters suggested about providing facilities to school, appoint teachers for each class and also reduce the absenteeism in rural schools.

Table 4.57 suggestions for better implementation of co- scholastic aspects. (N=37)

Sr. No	Item	Total responses	
34	Suggestions for better implementation of CCE in co- scholastic aspects?	**f**	**%**
a)	Appoint teachers for particular subjects	30	81.08
b)	Provide training regarding to co scholastic aspects	26	70.27
c)	Sufficient material is required	27	72.97

From the table no 4.57 it can be observed that with regard to item no 34, out of 40 head masters 37 Head Masters were responded. The suggestions of the head masters on implementation of co scholastic aspects was give in figure no 4.27

Figure no 4.27 Suggestions for implementation of co- scholastic aspects
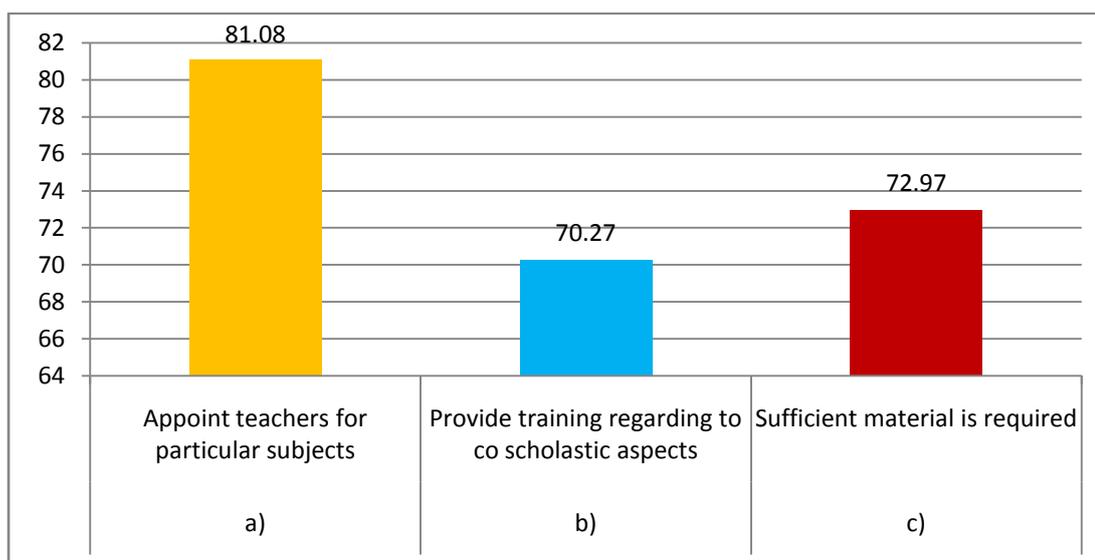
From the above figure no 4.27 it can be observed that majority of Head Masters 30(81.08%) responded that about Appointment of teachers for co scholastic subjects. 26(70.27%) of the Head Masters suggested Provide training regarding to co scholastic aspects for all teachers. Further 27(72.97%) of the Head Masters revealed that Sufficient material is required .it can be observed that majority of the Head Masters suggested that appointment of the subject teachers ,training, and also suggested about the required material for effective implementation of non scholastic subjects..

Table 4.58 changes in CCE based training (N=37)

Sr. No	Item		
35	Changes in CCE based training for better implementation of CCE?	**Total responses**	
		f	**%**
a)	Training must give in summer only	25	67.57
b)	Seriousness in the training is required	26	70.27
c)	Resource persons must have sound knowledge	22	59.45
d)	Residential based training is good in more days	13	35.13
e)	Technology based training is essential	13	35.13
f)	No changes are required present training is good	6	16.21
g)	Training is required for each subject	16	43.24
h)	Supervision is required in training period	2	5.40
i)	Government should take the opinions given by the teachers in the training	3	8.10

From the table no 4.58 it can be observed that with regard to item no 35 out 37 Head Masters, majority of Head Masters 25(67.57%) reported that Training must be given in summer only, and 26(70.27%) of the Head Masters revealed that Seriousness in the training is required. In addition to 16(43.24%) of the Head Masters reported that Training is required for each subject. Further 22(59.45%) of the Head Masters responded that Resource persons must have sound knowledge. Whereas 13(35.13%) of the Head Masters opined that Residential based training is good in more days to get good knowledge and also revealed that Technology based training is essential. It can be observed that changes are required in CCE training especially to conduct training in summer holidays, seriousness in training, and resource persons should have sound knowledge.

Table 4.59 Suggestions to effective implementation CCE related to text books

Sr. No	Item	Total responses	
		f	**%**
36	What are the suggestions to effective implementation CCE related to text books?		
a)	Reduce the difficulty of the content in English subjects	15	40.54
b)	Reduce the syllabus	11	29.72
c)	Activities, projects in the textbooks must be at student level	4	10.81
d)	Reduce the experiments and projects in science because time is less	13	35.13
e)	Present CCE based textbooks are good	5	13.52
f)	Supply workbooks for students is good in CCE pattern	5	13.52
g)	Increase the content in the CCE based textbooks	12	32.43
h)	Reference books are also required	2	5.40

From the table no 4.59 it can be observed that with regard to item no 36 suggestions to effective implementation CCE related to text books. Out 37 Head Masters, very few of the Head Masters 15(40.54%) suggested that reduce the difficulty of the content in English subjects. Further 13(35.13%) of the Head Masters suggested Reduce the experiments and projects in science because time is less.12 (32.43%) of the respondents revealed that Increase the content in the textbooks is good to get good knowledge. It can be observed that school had masters mainly suggesting about reduce the English subject difficulty and syllabus of other subjects.

Table no 4.60 opinions on CCE

Sr. No	Item	f	%	f	%
37	Did you thinking is it good for implementation of CCE higher classes also?	25	62.5	15	37.5
39	Students feels stress because of CCE" are you accepting this statement	9	22.5	31	77.5
40	Teachers feel burden in CCE pattern: are you accepting this statement	18	45	22	55

From the table no 4.60 it can be observed that with regard to item no 37, out of 40 Head Masters, majority of the respondents 25(62.5%) revealed that it is good for implementation of CCE in higher classes also.31 (77.5%) of the Head Masters responded that students did not feel stress for implementing CCE at school level. Further 22(55%) of the Head Masters responded CCE is not a burden to teachers. Whereas only few Head Masters 18(45%) opined that CCE is the burden for teachers. It can be observed that CCE is good pattern for school children, it is useful for higher classes also.CCE is not a burden, or stress for teachers.

Table 4.61 suggestions for effective implementation of CCE in upper primary-schools (N=37)

Sr. No	Item		
38	suggestions to the government for implementation of CCE in upper primary schools in effective way	**Total responses**	
		f	**%**
a)	Sufficient teachers are essential	22	59.45
b)	Training must be with expert resource persons	21	56.76
c)	Supervision must be essential	21	56.76
d)	Reduce the record work	20	54.05
e)	Providing certain facilities for better implementation	21	56.76
f)	Reduce the syllabus in the textbooks	19	51.35
g)	Changes in teachers attitude is essential	12	32.43
h)	Reduce the absentisam	3	08.10

From the table no 4.61 it can be observed that with regard to item no 38, out of 37 Head Masters, majority of the respondents 22(59.45%) responded sufficient teachers are essential for implementation of CCE.21 (56.76%) of the Head Masters suggested Training must be given with expert resource persons and also suggested Supervision, and proper facilities must be essential for better implementation of CCE. further 20(54.05%) responded about the reduce the record work, and 19(51.35%)of the Head Masters suggested to reduce the syllabus in the textbooks. Whereas only few of the respondednts12 (32.43%) stated that change in teacher's attitude is essential. It can be

observed for effective implementation some changes were required. The total suggestions was presented in the figure no 4.28

Figure no 4.28   Suggestions to the government for implementation of CCE
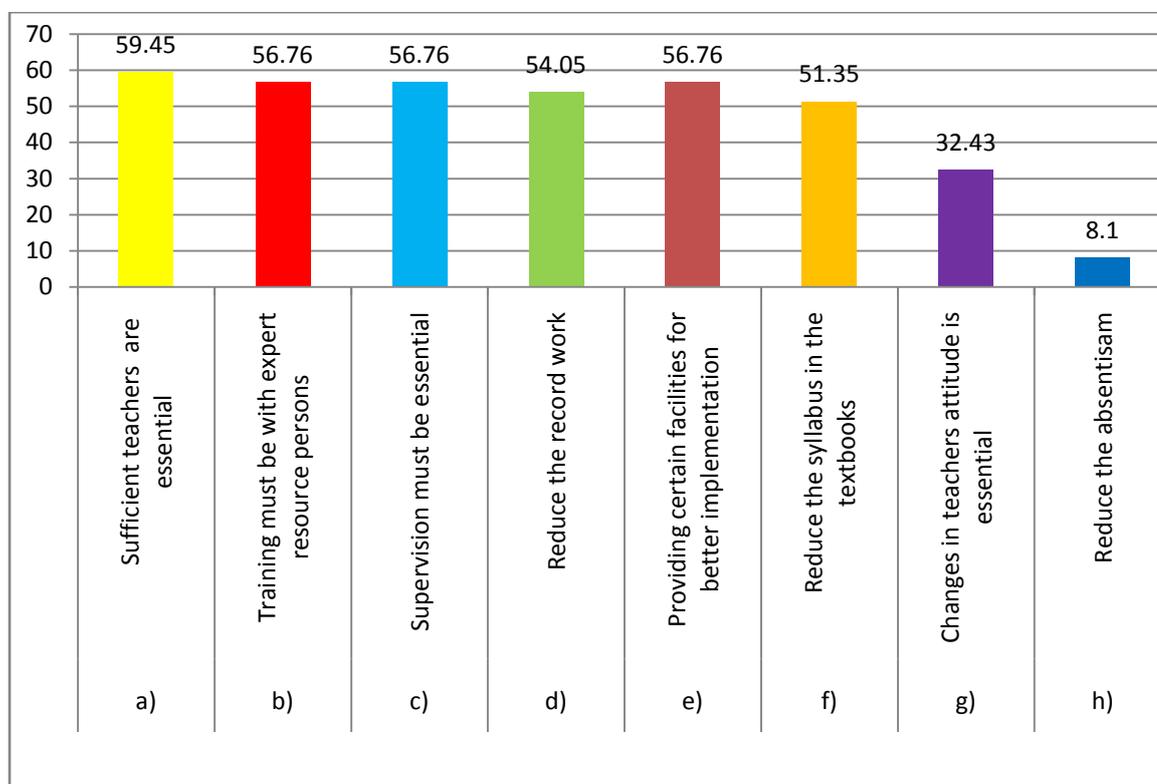
Major observations of H.M Questionnaire

1. All Head Masters (100%) were familiar about implementation of the CCE. Further all Head Masters (100%) responded that they were implementing CCE in their working schools.

2. Majority of head masters (67.5%) responded teachers not attended the any workshop related to CCE and also H.Ms revealed that government has not given any training for co-scholastic aspects like art education, computer education, values and life skills etc, and also reported that they don't have certain CCE based subject manuals for getting knowledge.

3. Majority of the Head Masters (82.5%) reported that they do not have sufficient teachers for all subjects in their school. (80%) of H.Ms responded that they don't have all physical resources in their school for implementation of CCE.

4. Majority (72.5%) of H.Ms responded government did not given any grant for teaching learning material for every subject for implementation of CCE.

5. Majority of the respondents (50%) revealed that they were facing problems related to conduct of formative assessment.

6. Majority (82.5%) of the Head Masters have responded that they were facing problems related to implementation of scholastic aspects (school subjects) in school.

7. Most of the Head Masters (87.5%) were facing problem in implementation of health and physical education.(95%) reported that they were facing problem in implementation of art and work education, (67.5%) responded that they were facing difficulty to implementation of value based education and life skills in their schools.

8. Majority of Head Masters (65%) responded that they facing problems related to maintenance of records due to CCE in their school.

9. Most of the Head Masters (97.5%) responded that they facing problems to conduct school management committee meetings in their schools for every two months

10. Majority of Head Masters (62.5%) responded that CCE did not reduce the academic standards of students. Majority of the respondents (62.5%) revealed that is it good for implementation of CCE higher classes also.

4.5 DATA ANALYSIS OF M.E.O.S STRUCTURED INTERVIEW

To achieve the objective 3: To examine the problems of the administrators on implementation of CCE at upper primary schools in Prakasam district. The investigator also collected data from Mandal Educational Officers in Prakasam district with help of structured interview in selected mandals. The basic components of the structured interview were problems of training, problems in examinations and grading, problems related to resources, problems in conducting non scholastic aspects, and opinions and suggestions. Total 56 Mandal Educational Officers are working in Prakasam district. Among them 47 M.E.Os are working on deputation. Only 8 members are working in permanent position. Investigator personally met the Mandal Educational Officers taken interview and recorded. Few M.E.Os were rejected recording the interview. Out of 40(sample) Mandal Educational Officers 20 members

only has given time to take interview. The detailed description of the data analysis and interpretation of the structured interview is presented in following tables

Table 4.62 Problems in training (N=20)

Sr. No	Item		
1	**Problems in CCE based training**	**Total Responses**	
		f	**%**
a)	Subject teachers training is not adequate	4	20
b)	Residential Summer training is good	17	85
c)	Government must provide all required material and fund	8	40
d)	Teachers are not using manual properly in their field.	8	40
e)	Teachers are not willing to go as resource persons	2	10
f)	Teachers are still not aware of CCE	2	10
g)	Resource teachers are not having the sufficient knowledge	2	10
h)	Lack of seriousness in training	5	25

As shown in the table no 4.62, out of 20 Mandal educational officers 17 (85%) have responded residential summer training is needed for teachers for getting good knowledge about CCE. 8 (40%) of the .M.E.Os reported that it is needed to provide certain requirement facilities like sufficient fund and material in training. 8(40 %) of the Mandal Educational Officers reported that Teachers not using manual properly in their field. Further 25 %(5) have opined that seriousness is lacking in the CCE training. Whereas 20 %(4) have reported Subject teachers training is not adequate,10%(2) Teachers still not aware of CCE, and also they don't have interest to go as recourse person. It can be observed that majority of the Mandal educational officers opined that residential training is useful to get sound knowledge about CCE.

Table 4.63   Problems in grading system (N=20)

Sr. No	Item		
2	Problems in grading system at upper primary level.	**Total Responses**	
		f	**%**
a)	Allotting grades are very difficult	14	70
b)	Malty grade teaching	10	50
c)	Time taking	10	50
d)	Still not understand the grading system	5	25
e)	Teachers following old system	2	10

Figure no 4.29   Problems in grading system
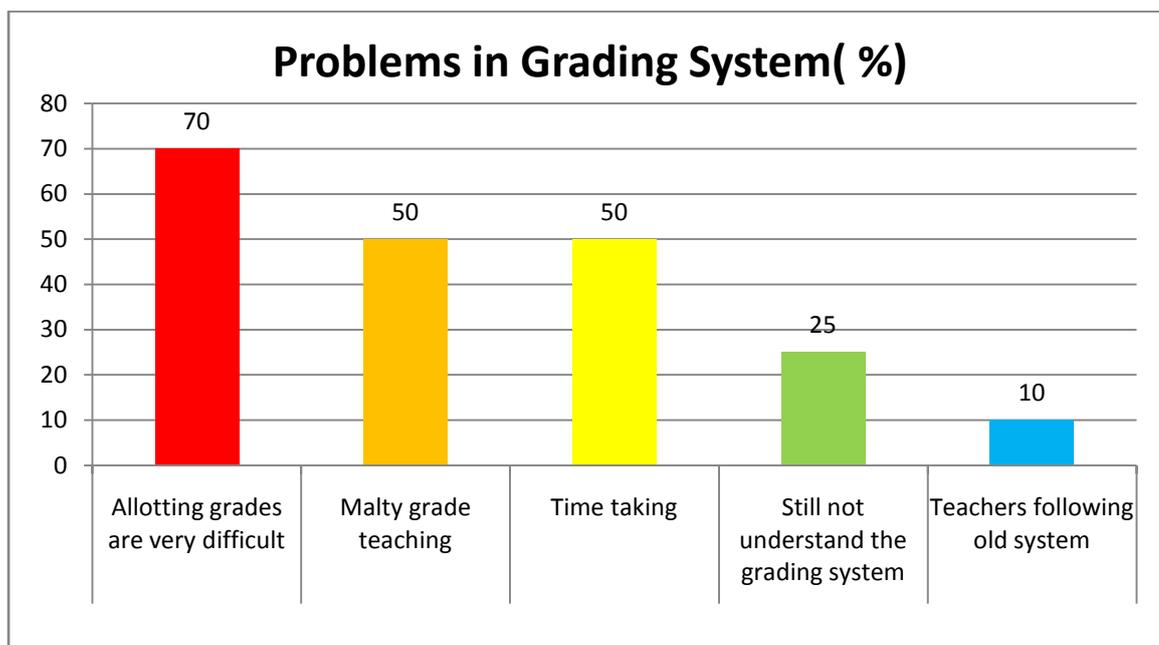
As shown in the table no 4.63 and figure no 4.29 It can be observed that item no 2, out of 20 Mandal Educational officers 14(70%) have responded that allotment of the grades to students is a very difficult.10(50%) of the Mandal educational officers opined that multi grade teaching is the barrier for allotting grades. Further 10 (50%) of M.E.Os reported that allotting grades are taking more time. Whereas only few 5(25%) responded that teachers were understood the grading system. Only 2(10%) reported that still teachers' following old pattern for teaching and assessment. It can be observed that majority of the Mandal educational officers revealed that grading

system is very difficult, it is taking more time to allot the grades for students. Multi grade teaching is the one of the reason.

Table no 4.64 Problems in conducting formative and summative assessment

Sr. No	Sub items	Total responses	
		frequency	percentage
a	Difficult of preparation of question paper in summative evaluation	12	60
b	Lack of sufficient fund for examination	16	80
c	Oral examination also difficult	1	05
d	Lack of certain material for project based work in rural areas	10	50
e	Students absenteeism in rural schools are more	2	10

As shown in the table no 4.64   It can be observed that item no 3, out of 20 Mandal Educational Officers half of the above 12(60%) have reported that it was very Difficult to prepare question paper in summative evaluation. Majority of the M.E.Os opined that Lack of Sufficient fund for examination is another barrier for conducting examinations. Further half of the Mandal Educational Officers reported that 10(50%) Lack of certain material for Project based work in rural areas. Whereas only few 2(10%) revealed that Students absenteeism in rural schools is more. It can be observed that majority of the Mandal educational officers opined that very difficult for preparation of the summative question papers in schools. Sufficient fund was also not available. Especially in rural areas project based material not adequate.

Table no 4.65 Problems related to resources (N=20)

Sr. No	Item		
4	Problems related to resources	**Total Responses**	
		f	**%**
a)	Lack of Sufficient physical resources like laboratory, library, reference books, classrooms etc	18	90
b)	Lack of sufficient teaching staff	18	90
c)	Lack of sufficient amount	3	15
d)	Government not giving teaching learning grant for teachers	3	15

As shown in the table no 4.65 It can be observed that item no 4, out of 20 Mandal Educational Officers most of them 18(90%) have reported that inadequate Sufficient physical resources like laboratory, library, reference books, classrooms etc are the barriers for effective implementation of CCE. most of the M.E.Os 18(90%) opined that sufficient teaching staff was not available in schools. Whereas only 3(15%) reported that government was not giving sufficient amount for maintenance and teaching aids for teachers .it can be observed that most of the Mandal educational officers felt that proper physical recourses and human recourses were not available for implementation of CCE at upper primary schools of Prakasam district..

Table 4.66   problems related to record work (N=20)

| Sr. No	Item		
5	Problems related to record work	**Total Responses**	
		f	**%**
a)	Record work is taking more time	15	75
b)	Teachers were facing difficult to enter data	15	75
c)	Lack of time to enter data because of malty grade teaching	11	75
d)	More training is needed for maintenance of record work	2	10
e)	Government not providing certain records	2	10

Picture no 4.11 interview with Mandal Educational officer

Picture no 4.12 interview with Mandal Educational officer

**Figure no 4.30   Problems related to record work**
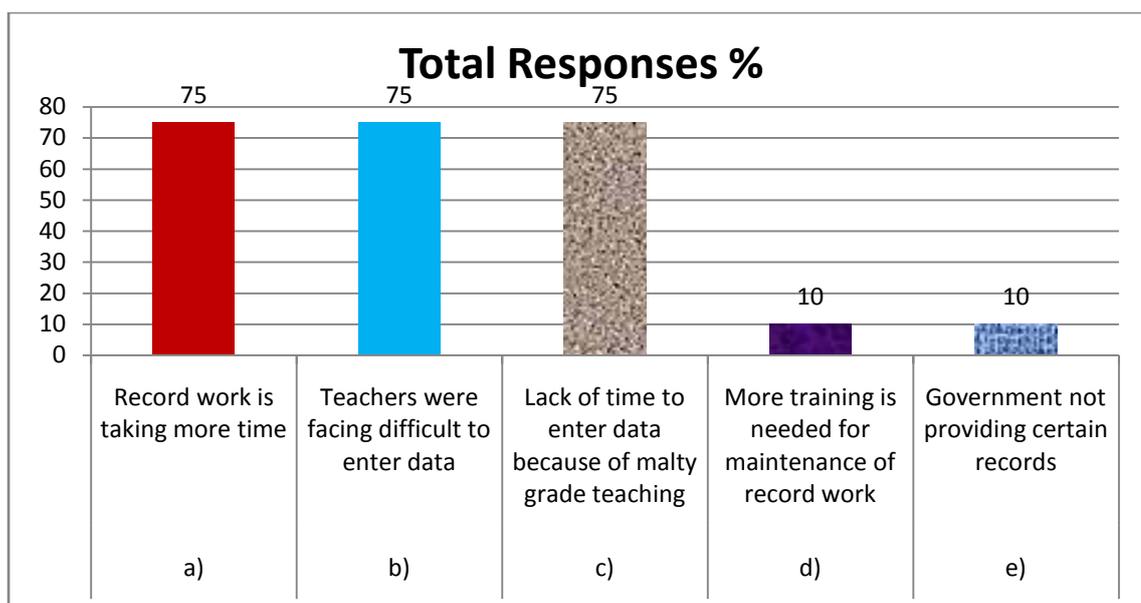
As shown in the table no 4.66 and figure no 4.30   It can be observed that regarding to the problems related to record work, out of 20 Mandal Educational Officers majority of them 15(75%) have reported that record work was taking more time, because of multi grade teaching teachers don't have time to complete the record work. Teachers were facing difficulty to enter the data. Whereas only few of them 2 (10%) have responded that presently government not providing any records to the teachers, and also they felt that teachers need more training for maintenance of the CCE based records. It can be observed that majority of the Mandal Educational Officers felt that record work is burden for teachers, it is taking long time and also it needs more efforts to the teacher to enter the data.

Table 4.67 Problems in conducting non scholastic aspects (N=20)

Sr. No	Item		
6	Problems in conducting non scholastic aspects	**Total Responses**	
		f	**%**
a)	Lack of certain facilities	16	80
b)	Lack of certain teachers	15	75
c)	Teachers not having the time to concentrate on co scholastic subjects	10	50
d)	Lack of proper training	16	80
e)	Malty grade teaching	10	50
f)	Parents also not concentrating on these non scholastic aspects	2	10

As shown in the table no 4.67   It can be observed that regarding to the problems in conducting co-scholastic aspects, out of 20 Mandal Educational Officers was reported that problems in implementation of non scholastic aspects. These problems they raise while taking interview .these are represented in the figure no 4.31

Figure no 4.31 Responses of M.E.Os on conducting non scholastic aspects
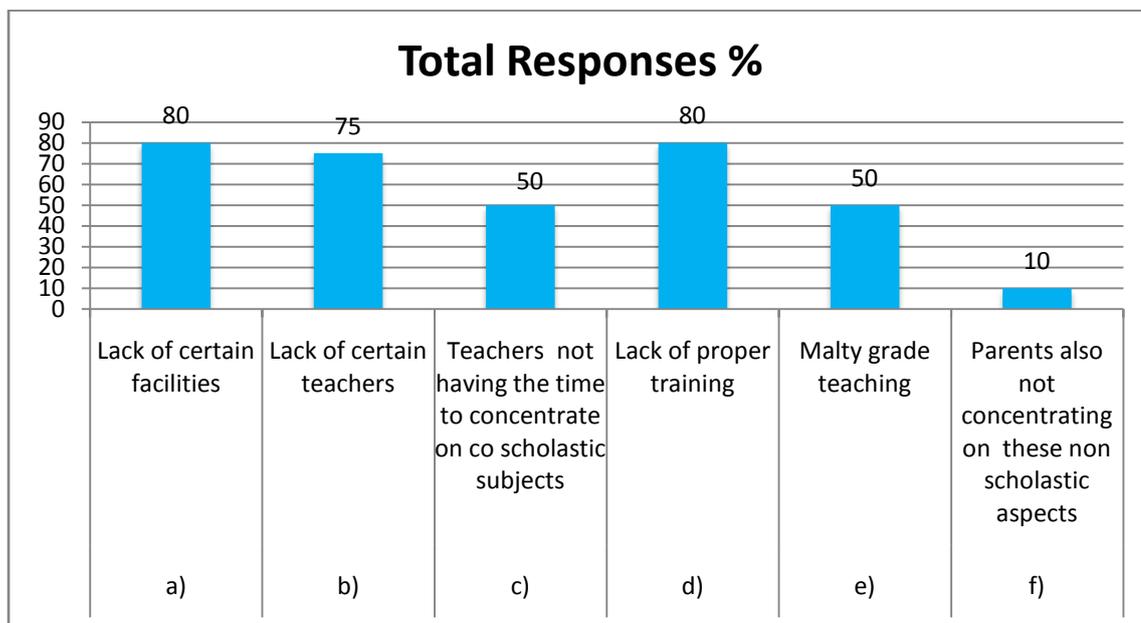
From the above figure no 4.31 shows the responses of the Mandal Educational Officers while implementation co scholastic aspects. Majority of the M.E.Os 16(80%) have reported that lack of proper facilities for implementation of non scholastic aspects.Further 15(75%) M.E.Os reported that teachers were not available for non scholastic subjects. Half of the Mandal educational officers 10(50%) have responded that Teachers are not having the time to concentrate on co scholastic subjects because of multi grade teaching. Only few of them 2(10%) reported that parents were also always asking about the progress of the scholastic subjects not for the non scholastic subjects. non scholastic aspects. It can be observed that majority of M .E.Os reported that facilities, training, concern teachers not available at upper primary level. Teachers were teaching more than two subjects in few schools, more than two subjects for other few schools, because of that they were unable to concentrate on non scholastic subjects.

**Picture no 4.13 interview with M.E.O in his home**

Picture no 4.14 interview with M.E.O

Table 4.68 Opinion on CCE (N=20)

Sr. No	Item	Total Responses	
7	Opinion on CCE	**f**	**%**
a)	It is good policy	17	85
b)	It is useful to children for comprehensive development	15	75
c)	Reduce copying	1	5
d)	Develop creativity among children	8	40
e)	Mental ability will improve	3	15

Figure no 4.32 M.E.Os Opinions on CCE
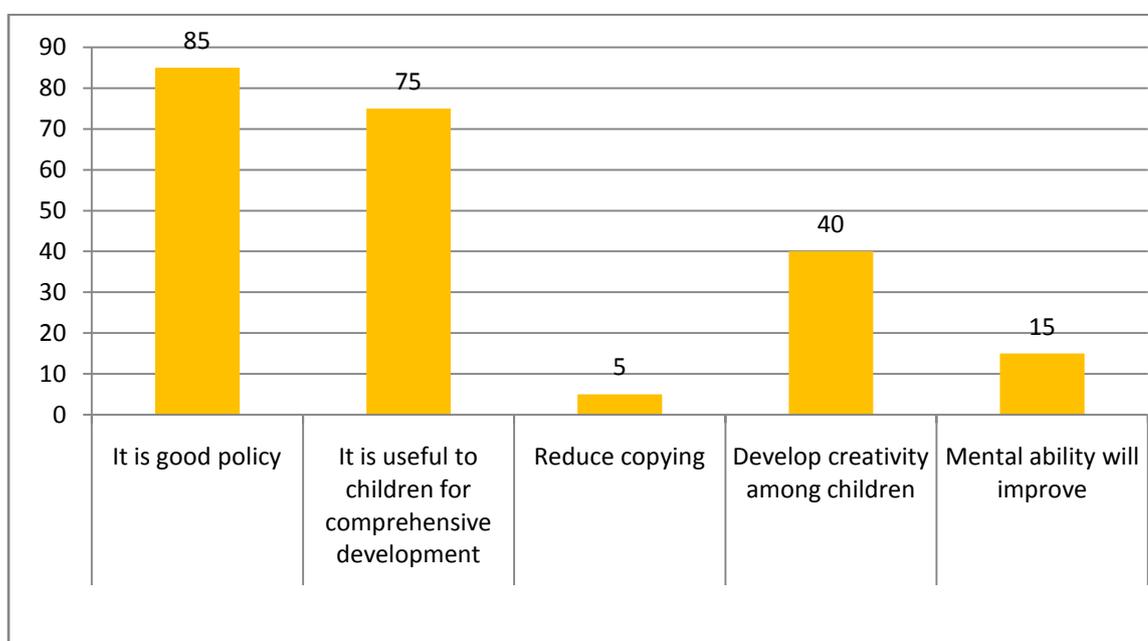
As shown in the table no 4.68 and figure no 4.32   It can be observed that regarding to the opinion about the CCE, out of 20 Mandal Educational Officers majority of them 17(85%) reported that CCE is good policy and also reveled that it is very useful for the comprehensive development of the children 15(75%).where as only 8(40%) reported that CCE develops creativity among children .it can be observed that majority of the Mandal educational officers think that CCE is a good policy it is very useful for the comprehensive development of the children.

Table 4.69 Suggestions for effective implementation (N=20)

Sr. No	Item	Total Responses	
8	Suggestions for effective implementation	**f**	**%**
a)	Sufficient staff is required	17	85
b)	Strict monitoring is required	13	65
c)	Provide Sufficient fund to schools	18	90
d)	Facilities for scholastic and non scholastic aspects like certain classrooms ,labs, library, internet, etc	14	70
e)	Training in summer in residential system	15	75
f)	Teacher accountability and dedication	6	30
g)	Provide supporting staff for M.E.O	10	50
h)	Additional work must be reduced	1	05
h)	Recourse persons must have sound knowledge	1	05

Figure no 4.33 M.E.O s Suggestions for effective implementation of CCE
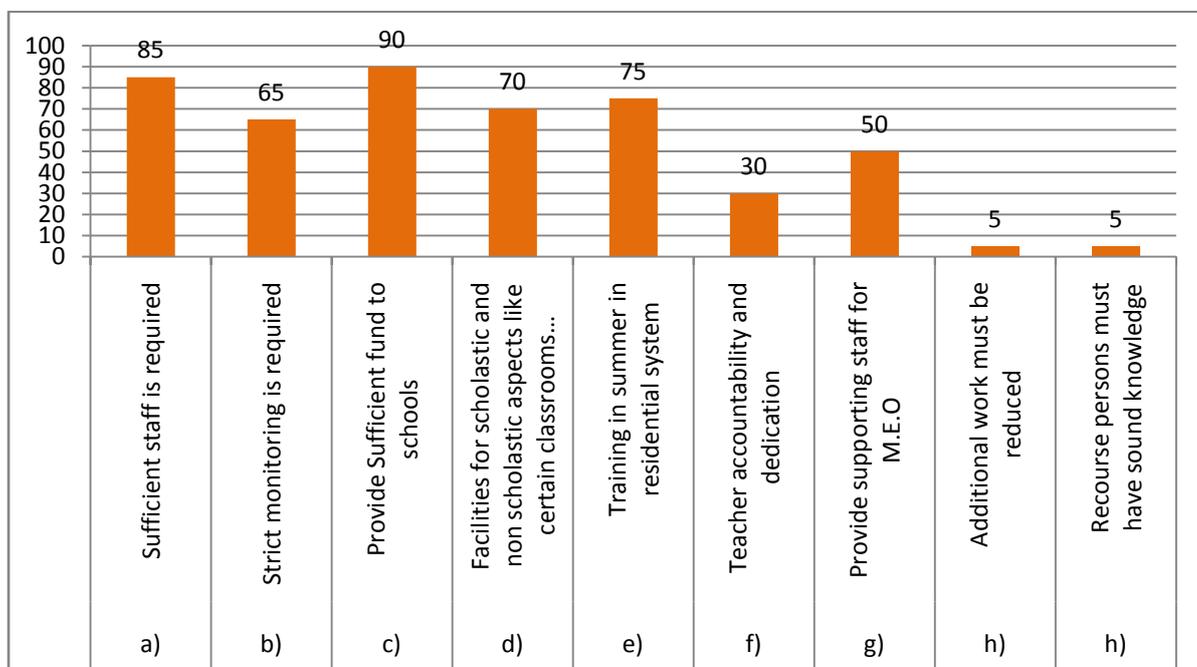
As shown in the table no 4.69 and figure no 4.33   It can be observed that regarding to the opinion about the CCE, out of 20 Mandal Educational Officers most of them 18(90%) have reported that sufficient fund is required for schools for better implementation of CCE. majority of them 17(85%) opined that sufficient staff is required. Further 15(75%) of the Mandal educational officers responded that residential system of the training is good to get sound knowledge of CCE. 14 (70%) of the M.E.Os revealed that Facilities for scholastic and non scholastic aspects like certain classrooms ,labs, library, internet, etc were needed in schools.13(65%) of responded that Strict monitoring is required. Half of the Mandal educational officers reported that it is a need to provide supporting non teaching staff is required for reducing the additional work for .M.E.O. whereas only few of them responded Teacher accountability and dedication 6(30%), Recourse persons must have sound knowledge 1(5%),and also Additional work must be reduced. It can be observed that for effective implementation of CCE at upper primary schools majorly of the Mandal educational officers reported that it is very essential sufficient fund ,staff, frequently monitoring, facilities like classrooms ,labs, library, internet, etc and also residential summer training is required.

Major observations in M.E.O interview

1. Majority of Mandal educational officers (85 %) have responded residential summer training is needed for teachers for getting good knowledge about CCE.

2. Mandal educational officers (70%) have responded that allotment of the grades to students is a very difficult.

3. Majority of Mandal educational officers opined that malti grade teaching is the barrier of allotting grades. In the same way (50%) of M.E.Os reported that allotting grades are taking more time.

4. Majority of Mandal educational officers   (60%) have reported that it was very Difficult to prepare question paper in summative evaluation.

5. Majority of the M.E.Os opined that Lack of Sufficient fund for examination is another barrier for conducting examinations. Further half of the Mandal Educational Officers reported that (50%) Lack of certain material for Project based work in rural areas.

6. Most of them (90%) have reported that inadequate sufficient physical resources like laboratory, library, reference books, classrooms etc are the barriers for effective implementation of CCE.

7. Most of the M.E.Os (90%) opined that sufficient teaching staff was not available in schools.

8. Mandal Educational Officers majority of them (75%) have reported that record work was taking more time, because of malti grade teaching teachers don't have time to complete the record work.

9. Majority of M.E.Os (75%) reported that teachers were not available for non scholastic subjects. Half of the Mandal educational officers (50%) were responded that Teachers not having the time to concentrate on co scholastic subjects because of malty grade teaching.

10. Most of the Mandal Educational Officers (85%) reported that CCE is good policy and also reveled that it is very useful for the comprehensive development of the children.

4.6 DATA ANALYSIS OF PERCEPTION OF TEACHERS ON IMPLEMENTATION OF THE CCE

The investigator developed teacher perception scale comprising 44 items under different categories such as teacher's effort, self development, teaching learning process, grading and examination system and time and syllabus.

The teacher perception scale was developed by the investigator and gave to the 11 experts   for their opinion on the items .some items was modified considering the suggestion and observation made by the experts. The teacher perception scale (TPS) was administered on 240 upper primary school teachers in Prakasam district of Andhra Pradesh. Investigator received data from 226 teachers .The responses of the perception scale has given in terms of five categories namely strongly agree,(SA),agree (A),undecided (UD), disagree (DA),and strongly disagree(SD)

Data analysis: investigator has used frequency and percentage to analyze that collected data .after that to know the overall perception of different components in the scale investigator used Mean and Standard Deviation

Table no 4.70 General description of the teachers perception scale

Sr. No	Gender	frequency	percentage
1	Male	124	54.9
	Female	102	45.1
	Total	226	100
2	Marital status	Frequency	Percentage
	Married	220	97.3
	Un married	06	2.7
	Total	226	100
3	Stream	frequency	Percentage
	Arts	119	52.7
	Commerce	04	1.8
	Science	103	45.6
	Total	226	100
4	Educational Qualifications	frequency	Percentage
	D.Ed.,	17	7.5
	UG + B. Ed	136	60.17
	PG + B. Ed	46	20.35
	PG + M. Ed	14	6.19
	M.A.TPT or HPT	13	5.75
	Total	226	100.0

The detailed information was presented below in the figures no 4.34, 4.35, and 4.36

Figure no 4.34 Gender of the teacher
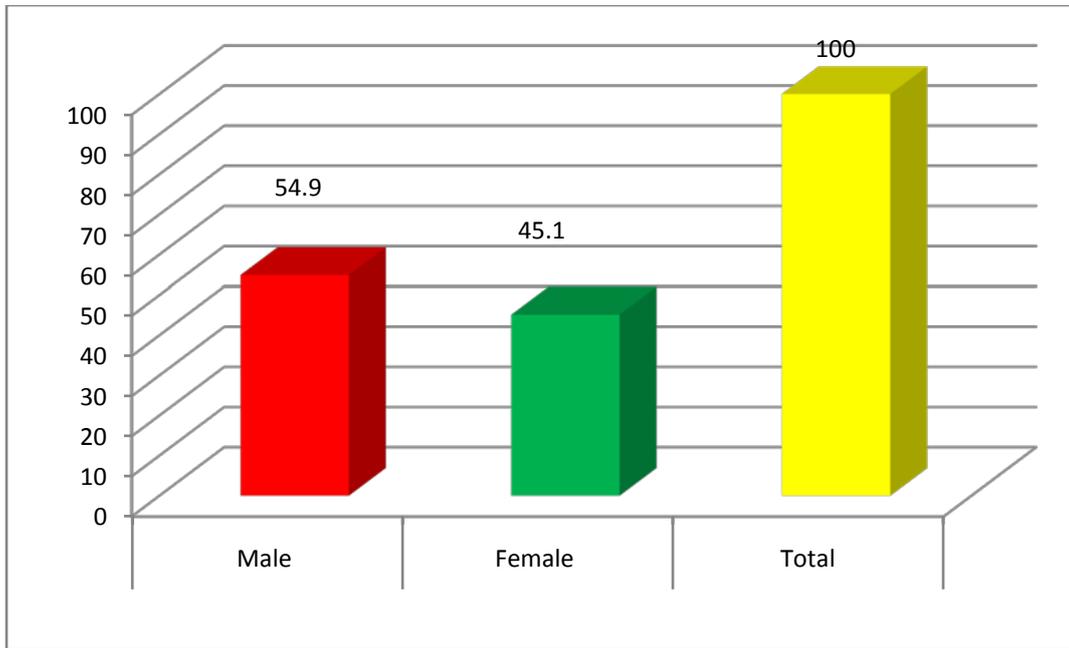
**Figure no 4.35 Educational Qualifications of the teachers**
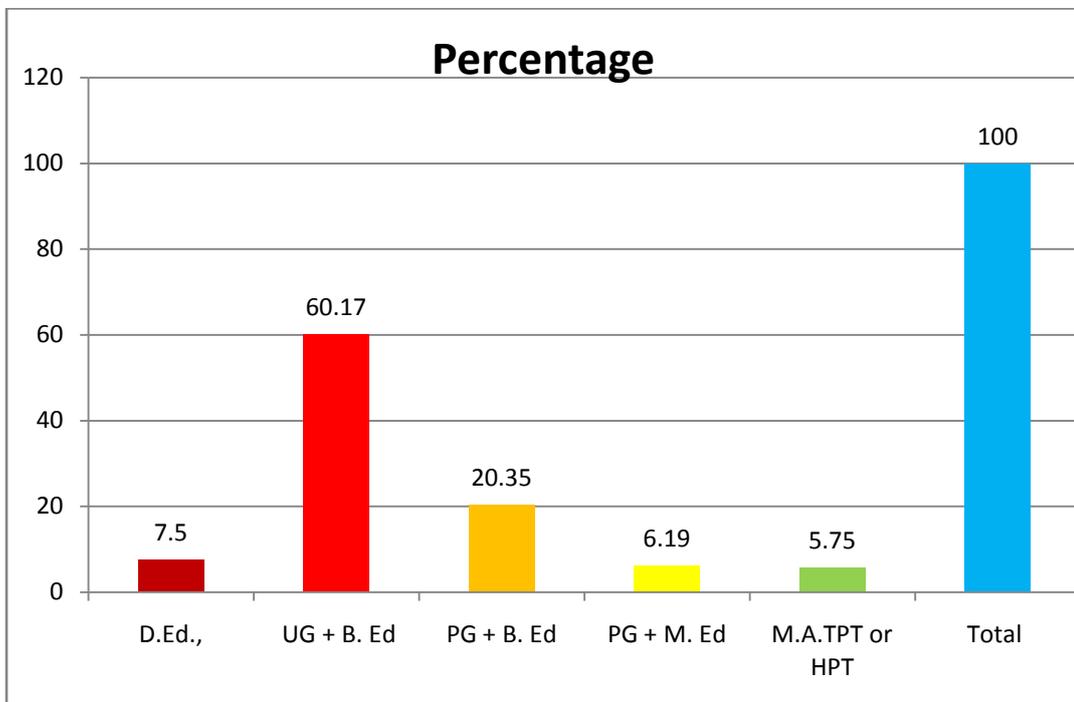
**Figure no 4.36 Teachers Stream of Education**
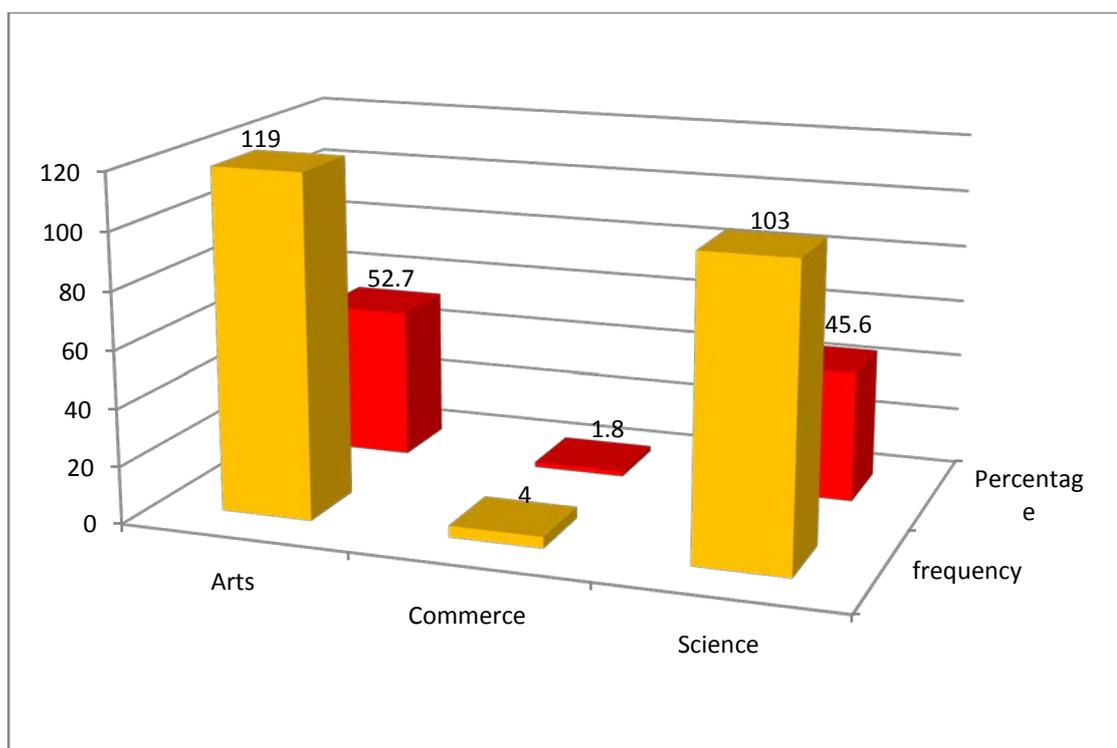
Table no 4.70 and figure no 4.34, 4.35, 4.36 showing the data of teacher's gender, stream of education, and their educational qualifications. In the respect of the gender majority of the teachers 124(54.9%) were male and 102(45.1%) were female. Large number of teachers 220 were married (97.3%), some teachers were un married 6(2.7%).the teachers belongs to arts 119(52.7%), commerce 4(1.8%), and others were scince 103(45.6%).the educational qualification of the teachers were varied and upward. Some teachers 17(7.5%) had D.Ed., qualification, large number of teachers in the sample 136 (60.17%) were UG+ B.Ed., another significant group of teachers 46(20.35%) belongs to P.G +B.Ed., another significant group of teachers 14 (6.19%) have completed P.G +M.Ed.,. then a few teachers 13 (5.75%) having M.A., with T.P.T (Telugu Pundits Training), and H.P.T(Hindi Pundits training).This shows teachers had varied type of educational qualifications and professional qualifications and they are present in significant number.

Table no 4.71   Teacher's effort (N=226)

S. No.	Item	Agree	Undecided	Disagree
1	I fell CCE system teacher need more effort	187 (82.7)	3 (1.3)	36 (16)
2	It is very difficult for me to enter CCE data into records.	92 (40.7)	5 (2.2)	129 (57.1)
3	Implementing CCE is stressful for me	72 (31.9)	20 (8.8)	134 (59.3)
4	Entering the CCE data takes more time than class hours	156 (69)	13 (5.8)	57(25.3)

From the table no 4.71 it can be observed that with regard to component of teacher's effort out of 226 teacher's majority of them 82.7% (187) agreed that they feel in CCE system teacher needs to put more effort. Whereas only 16% (36) of the teachers think that in CCE system no need to put more efforts. Half of the above teachers 129(57.1%) did not feel any difficulty to enter CCE data into records. Whereas 40.7 %(92) of the teachers felt difficulty to enter CCE data. Further 134(59.3) of the teachers did not feel any stressful to implementation of CCE.. Whereas only few of them 72(31.9%) think that implementing CCE is stressful. A significant percentage of the teachers156 (69%) observed that entering the CCE data takes more time than class hours. This implies that in the component of teacher efforts, majority of the teachers felt CCE takes more hours than class hours and teacher need more effort to enter the CCE data. Further they also felt that implementing CCE is not stressful and it is also not difficult to enter CCE data in the records. It conveys Implementation of CCE is partially successful and more training and support need to be provided to teachers at upper primary level.

Table no 4.72   Self improvement (N=226)

Sr. No	Item	Agree	Undecided	Disagree
1	CCE does not helps teacher to concentrate on every individual	56 (24.8)	10 (4.4)	160 (70.8)
2	Learning through CCE creates stress on students	44 (19.5)	19 (8.4)	163 (72.1)
3	Continuous evaluation includes healthy study habits	194 (85.8)	10 (4.4)	22 (9.8)
4	CCE gives opportunity to improve one self.	187 (82.7)	10 (4.4)	29 (12.8)
5	CCE provides opportunity to child to participate in all the activities in the class	207 (91.6)	5 (2.2)	14 (6.2)
6	CCE helps students to diagnose and remediate their learning difficulties.	206 (91.2)	8 (3.5)	12 (5.3)
7	CCE improves interest among children.	192 (85)	14 (6.2)	20 (8.8)
8	CCE creates anxiety and fear in students	63 (27.9)	21 (9.3)	142 (62.9)
9	I feel Students getting knowledge through CCE is become permanent	178 (78.8)	20 (9.3)	27 (11.9)
10	CCE is the true measure of student's progress	190 (84.1)	18 (8)	18 (7.9)
11	Learning through CCE is joyful for all students	181 (80.1)	21 (9.3)	24 (10.6)
12	I feel CCE pattern makes students relatively lazy	11 (4.9)	14 (6.2)	201 (88.9)

From the table no 4.72 it can be observed that with regard to component of self improvement out of 226 teacher's very few of them agreed that 56 (24.8) CCE does

not help teacher to concentrate on every individual, Majority of the teachers 160 (70.8%) think that CCE is very helpful to teacher to concentrate on every individual. 163 (72.1%) of the teachers opined that CCE does not create any stress on students. Only few of them 44 (19.5%) agreed that CCE creates stress on students. 194 (85.8%) of the teachers agreed that Continuous evaluation includes healthy study habits among the children. Further it also provides opportunity to improve oneself 187 (82.7%). CCE provides opportunity to child to participate in all the   activities in the class 207 (91.6%). A large majority of the teachers 206 (91.2%) agreed that CCE helps to diagnose and remediate their learning difficulties. Majority of the teachers agreed that 192 (85%) CCE improves interest among children. Majority of the teachers142 (62.9%) think that CCE does creates any anxiety and fear among the students. Only few teachers 63 (27.9%) agreed CCE creates anxiety and fear among the students. 178(78.8%) of teachers agreed that getting knowledge through CCE is become permanent. Majority of the teachers 190 (84.1%) think that CCE is the true measure of student's progress. a significant number of the teachers 181 (80.1%) agreed that CCE is joyful for all students. Most of the teachers 201 (88.9%) think that CCE pattern does not makes students relatively lazy. Only few of them 11 (4.9%) agreed CCE pattern leads the students relatively lazy. It can be observed that majority of the teachers having positive perception about the component of self improvement through CCE.

Table no 4.73 Teaching learning process (N=226)

Sr. No	Item	Agree	Undecided	Disagree
1	Teaching and learning is very difficult in CCE pattern.	52 (23)	14 (6.2)	160 (70.8)
2	CCE enables the teacher to improve the teaching schedule as per needs of the students	194 (85.8)	8 (3.5)	24 (10.6)
3	CCE improves the quality of my teaching	201 (88.9)	12 (5.3)	13 (5.8)
4	CCE scheme made teaching learning process more interesting.	202 (89.4)	7 (3.1)	17 (7.6)
5	CCE improves the teaching	203 (89.8)	10 (4.4)	13 (5.8)

	learning process			
6	In CCE system teaching learning is student centered	205 (90.7)	7 (3.1)	14 (6.2)
7	Teaching learning process is very slow in CCE type teaching	133 (58.9)	17 (7.5)	76 (33.6)
8	I am enjoying teaching in CCE pattern	177 (78.3)	19 (8.4)	30 (13.3)
9	CCE based activity teaching helps students all round development	198 (87.6)	9 (4)	19 (8.4)
10	CCE enhances my teaching effectiveness	201 (88.9)	7 (3.1)	18 (8)

From the table no 4.73 it can be observed that with regard to component of teaching learning process out of 226 teachers very few of them 52 (23%) agreed that Teaching and learning is very difficult in CCE pattern. But160 (70.8%) of the teachers think that in CCE pattern teaching is very easy. Majority of the teachers 194 (85.8%) agreed that teacher can improve the teaching schedule as per needs of the students through CCE. Most of the teachers in the sample 201 (88.9%) accepted that CCE improves the quality of teaching. In the same way most of the teachers 202 (89.4%) agreed that CCE scheme made teaching learning process more interesting. Further most of the teachers 203 (89.8%) agreed that CCE improves the teaching learning process, 205 (90.7%) of the teachers agreed that in CCE pattern teaching and learning process is child centered. Half of the above respondents133 (58.9%) agreed that Teaching learning process is very slow in CCE pattern. Majority of the teachers 177 (78.3%) agreed that they were enjoying teaching in CCE pattern. Most of the teachers 198 (87.6%) agreed that activity based teaching in CCE pattern helps students all round development. In the same way most of the teachers 201 (88.9%) agreed that CCE enhances teaching effectiveness of the teachers. It can be observed that the component of teaching learning process majority of the teachers responded positively and revealed CCE helps to teach effectively for the all round development of the children.

Table no 4.74 Grading and Examination System (N=226)

Sr. No	Item	Agree	Undecided	Disagree
1	CCE based examinations not helpful for assessing full knowledge of the students	61 (27)	12 (5.3)	153 (67.7)
2	In CCE system students are constantly under pressure of exams and submissions	90 (39.8)	11 (4.9)	125 (55.3)
3	I feel Giving feedback is very difficult in formative assessment.	70 (31)	12 (5.3)	144 (63.7)
4	It is very difficult to conduct formative type tests under CCE pattern in classroom	80 (35.4)	15 (6.6)	131 (58)
5	I feel very difficult to allot the grades to students in CCE pattern.	82 (36.3)	11 (4.9)	133 (58.9)
6	Too many tests and assignments projects spoil the interest of the students in CCE pattern.	67 (29.6)	18(8)	141 (62.4)
7	In CCE system students try to please teachers for favors.	153 (67.7)	25 (11.1)	48 (21.3)
8	CCE is the true measure of the student's personality.	190 (84.1)	16 (7.1)	20 (8.8)
9	CCE based tests, and examinations create fear among the students.	27 (11.9)	13 (5.8)	186 (82.3)

From the table no 4.74 it can be observed that with regard to component of grading and examination out of 226 teachers majority of the teachers 153 (67.7) about CCE based examinations is helpful for assessing full knowledge of the students. Only few teachers not agreed 61 (27%), and remaining was un decided12 (5.3%). Half of the above teachers 125 (55.3%) think that under CCE system students not having any pressure of exams and submissions. Whereas 90(39.8%) agreed that in CCE system students were under pressure. 144 (63.7%) of the teachers think that giving feedback is not difficult in formative assessment. Whereas 70 (31%) of the teachers reported

that it is very difficult to give feedback in formative assessment. 80 (35.4%) of the teachers agreed that it is very difficult to conduct formative type tests under CCE pattern in classroom. Half of the above that is 131 (58%) think that there is no difficulty to conduct tests in formative assessment. Further 133 (58.9%) of the teachers think that allotting grades is not difficult to students in CCE pattern. Only few were 82 (36.3%) agreed that it is difficult to allot the grades. Majority of the teachers 141 (62.4%) have responded too many tests and assignments projects not spoil the interest of the students in CCE pattern. Only few of them 67 (29.6%) were agreed too many tests were spoiling the interest of the students. 153 (67.7%) of the teachers seems to think that students try to please teachers for favors in CCE system. Further most of the teachers 190 (84.1%) agreed that CCE is the true measure of the student's personality. Majority of the teachers 186 (82.3%) think that tests and examinations held in CCE pattern do not create any fear among the students. This show the teachers are formal with positive attitude towards CCE pattern of examinations and facilitate implementation of CCE pattern of examination.

Table no   4.75   Time and Syllabus (N=226)

Sr. No	Item	Agree	Undecided	Disagree
1	I do not bother to complete entire syllabus with in prescribed time.	159 (70.4)	9 (4)	58 (25.7)
2	Present CCE based syllabus difficulty level is very high to the students	86 (38.1)	6 (2.7)	134 (59.3)
3	I feel that reduction in syllabus will facilitate better CCE implementation	143(63.3)	15(6.6)	68(30.1)
4	CCE promotes superficial study since students have very little time for in depth study	107 (47.3)	16 (7.1)	103(45.6)
5	Present syllabus is suitable for comprehensive development of children	184 (81.4)	14 (6.2)	28 (12.4)
6	Time is not enough to give remedial measure to students.	173 (76.5)	10 (4.4)	43 (19.1)
7	Implementation of CCE require more time	203 (89.8)	6 (2.7)	17 (7.5)

From the table no 4.75 it can be observed that with regard to component of grading and examination out of 226 teacher's majority of the teachers159 (70.4) think that teachers were having confidence to complete entire syllabus with in prescribed time in CCE pattern. But some teachers 58 (25.7) try to complete the syllabus with in prescribed time. A teacher seems to think 86 (38.1) the Present CCE based syllabus is having higher difficulty level to the students. However 134 (59.3) teachers seems to think that students in present generation are better performing well in examinations due to CCE. Majority of teachers 143(63.3) think that syllabus is too heavy and it needs to reduce in order to facilitate better CCE implementation. Only few of them 68(30.1) think that there is no need to reduce the syllabus. 107 (47.3) of the teachers agreed CCE promotes superficial study but 103(45.6) of the teachers think that CCE not promotes superficial study .majority of the teachers agreed that 184 (81.4) Present CCE based syllabus is suitable and allows for comprehensive development of children. Further Majority have agreed that 173 (76.5) time is not enough for giving remedial measures to students. It facilitates students to perform better. Most of the teachers in the sample agreed that 203 (89.8) CCE require more time for Implementation. It can be observed that Majority of the teachers agreed that in the component of time and syllabus majority of them agreed for implementation of CCE and its takes more time because there is no time to give the remedial measures to students. It is essential to reduce the CCE based syllabus at school level, and also agreed that CCE system is very useful for the comprehensive development of the child.

Table no 4.76 comprehensive details of the teacher's perception on CCE

Sr. No	Components	N	Minimum	Maximum	Mean	Std. Deviation
1	Teachers effort	226	1.75	5.00	3.1947	.63704
2	Impact of CCE on learning	226	2.25	5.00	3.7703	.45391
3	Teaching learning process	226	1.70	4.90	3.7973	.48359
4	Grading and examinations	226	1.67	5.00	3.3176	.60666
5	Time and syllabus	226	2.00	4.86	3.1726	.54421

Figure no 4.37 Mean and S.D scores of the teacher's perception on CCE
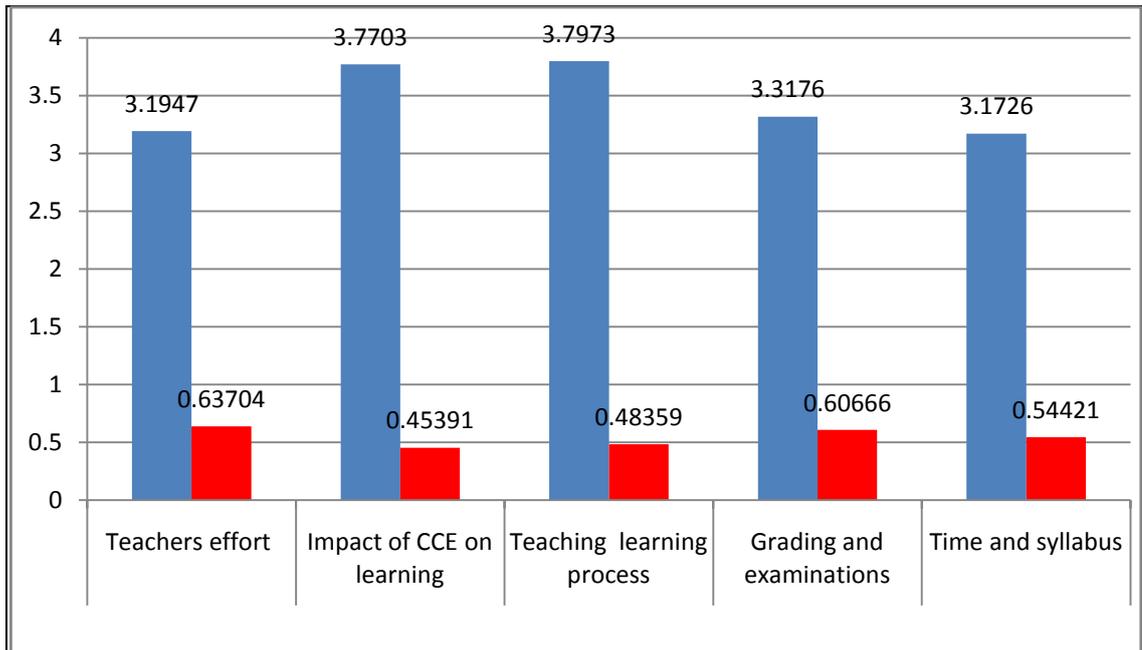
From the above table no 4.76 and figure no 4.37 it revealed that Teachers are agreed on teaching learning process in CCE pattern was very interesting ,joyful and also understandable to the students in good manner (M=3.79, S.D=.48) Teachers also agreed that teaching in CCE pattern effect to the student learning and development (M=3.77, S.D=0.45).Further teachers also agreed that teacher was need to put more effort to enter the data and it takes more time (M=3.19, S.D=0.63), not feeling any difficulty in conducting examinations in CCE pattern(M=3.31, S.D=0.60) and also agreed that not feeling any difficulty about CCE base syllabus and time (M=3.17, S.D=0.54), standard deviation in all the five set of opinions of students show a positive deviance from the average is observed as 0.45 to o.63. This indicates that there is a positive belief among the students that CCE pattern of education will be more useful to them..

Major observations in Teachers Perception scale

1. Majority of the teachers 82.7% agreed that teacher needs to put more effort in CCE system.

2. Majority percentage of the teachers (69%) observed that entering the CCE data takes more time than class hours.

3. Majority of the teachers (70.8%) think that CCE is very helpful to teacher concentrate on every individual.

4. Majority of the respondents (58.9%) agreed that teaching learning process is very slow in CCE pattern. Most of the teachers (87.6%) agreed that activity based teaching in CCE pattern helps students all round development. (89.8%) of teachers agreed CCE require more time for Implementation.

5. Majority of the teachers (67.7) reported that CCE based examinations is helpful for assessing full knowledge of the students.

6. Majority of teachers (63.3) think that syllabus is too heavy and it needs to reduce in order to facilitate better CCE implementation.

7. Majority were agreed that (76.5) time is not enough for giving remedial measures to student.

8. Majority of the teachers (62.4) have responded too many tests and assignments projects not spoil the interest of the students in CCE pattern.

4.7 DATA ANALYSIS OF STUDENT'S REACTION SCALE ON CCE

Objective 5: To study the reaction of the students on implementation of CCE at upper primary schools of Prakasam district

The investigator developed a student's reaction scale comprising 34 items under different categories such as teaching learning process, self improvement, formative and summative assessment, text books and syllabus, teacher support, and complexity.

General description of students reaction scale

The student's reaction scale was developed by the investigator and gave to the 11 experts for their opinion on the items. Some items were modified considering the suggestion and observation made by the experts. The students reaction scale (SRC) was administered on 400 upper primary school seventh standard students of Prakasam district of Andhra Pradesh. Finally 360 were responded the reaction scale. The main components of the reaction scale was 1) teaching learning process, 2) self improvement 3)formative and summative assessment 4) text books and syllabus 5) complexity 6) teachers support. Investigator has given the options like strongly

agreed, agree, un decided, disagree, and strongly disagree. After collect the data investigator merged the two positive ratings together as agree, two negative rating together as disagree, and disagree was taken same.

Table no 4.77 Demographic information of students

1	Gender	Frequency	Percentage
	Male	153	42.5
	Female	207	57.5
	Total	360	100
2	**Location of the schools**	**frequency**	**percentage**
	Rural	360	100
	Urban	0	0
	Total	360	100
3.	**Caste**	**frequency**	**percentage**
	SC	122	33.9
	ST	21	5.8
	OBC	125	34.7
	OC	92	25.6
	Total	**360**	**100**

Figure no 4.38 student's demographic information
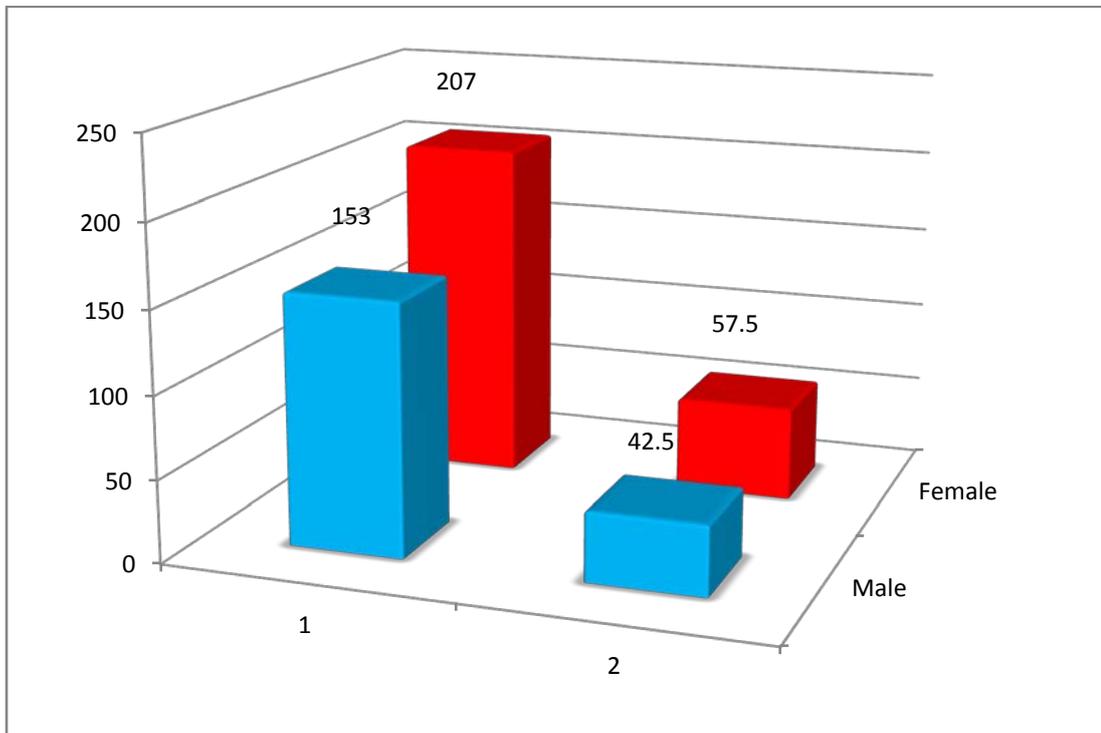
**Figure no 4.39   Representation of the student's caste**
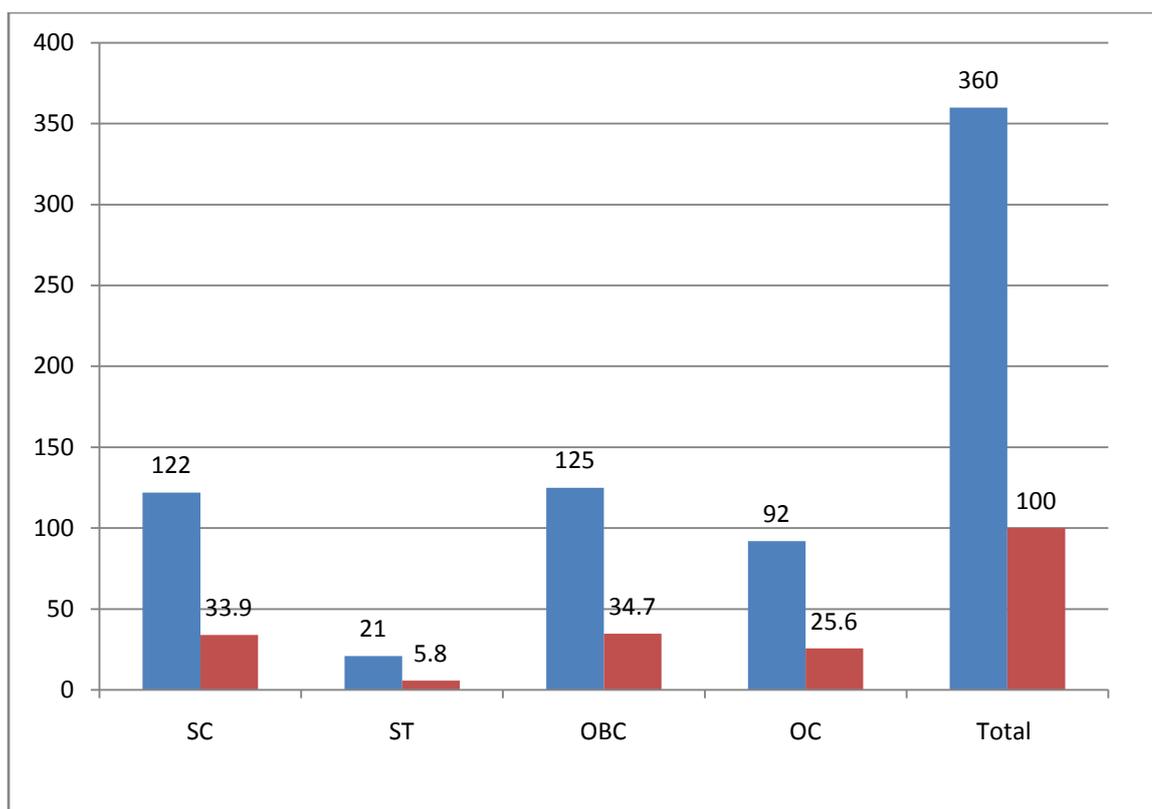
Figure no 4.40 location of the school
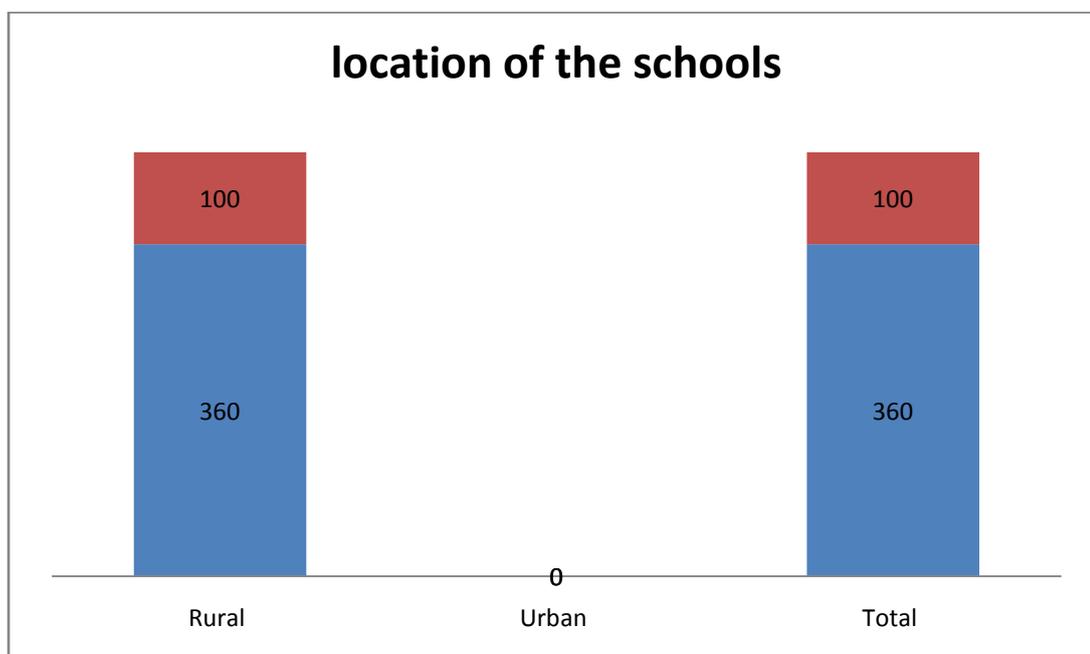
From the tables no 4.77 and figures no 4.38, 4.39, 4.40 it can be observed that demographic information of the students out of 360 students majority of female 207

(57.5%), and 153 (43.5%) were male. All students were 360 (100%) belongs to rural background. among all children majority of them 125 (34.7%) belongs to OBC category and 122 (33.9%) were SC category, 92(25.6%) were OC, only few of them 21 (5.8%) were ST category.

Table no 4.78   Educational background of the student's parent's community

Sr. No	Caste	Frequency	Percentage
1	1 to 5 class	135	37.5
2	6 to 7 class	52	14.4
3	8 to 10 class	57	15.8
4	Intermediate	10	2.8
5	Degree	6	1.7
6	Illiterates	100	27.8
	Total	360	100.0

The detailed structure of the educational background of the parents were presented in figure no 4.41

**Figure no 4.41 Educational backgrounds of the student's parents**
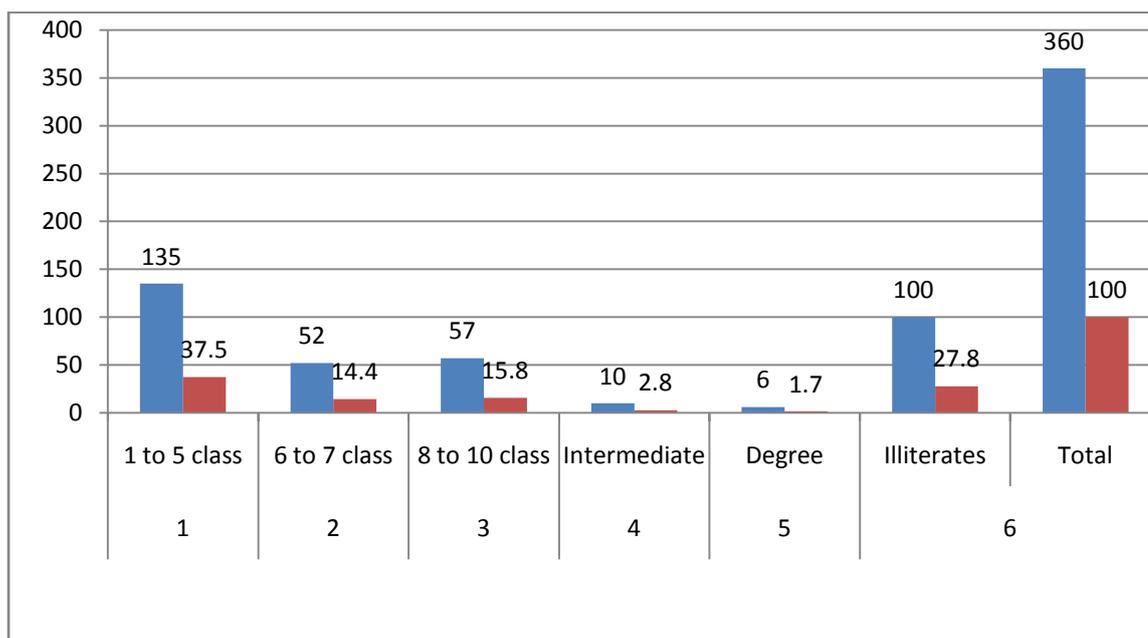
From the table no 4.78 and figure no 4.41 it can be observed that out of 360 students, 135 (37.5%) of the students of the parents studied 1 to 5 classes. After that 100 (27.8%) of the parents were not educated. Whereas few of the parents 57 (15.8%) studied 8 to 10th classes, 52 (14.4%) were studied 6 to 7th classes and 10 (2.8%) were intermediate,6 (1.7%) were studied degree. It can be observed that majority in the parents were not educated after that majority were studied only up to 5th. Few parents were having high educational qualification.

Table No 4.79 Parent Occupations Of The Students

Sr. No	Parent Occupation	Frequency	Percentage
1	Agriculture	274	76.1
2	Business	11	3.1
3	Job	4	1.1
4	Driving	7	1.9
5	Construction work	45	12.5
6	Others	19	5.2
	Total	**360**	**100.0**

4.42 parent's occupation
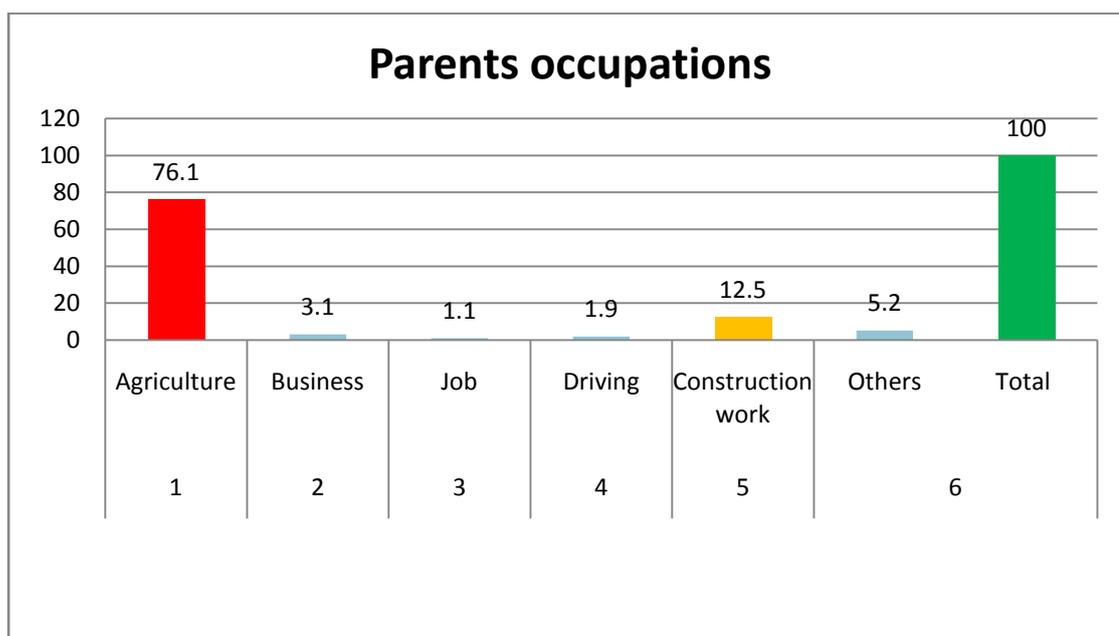
From the table no it can be observed that out of 360 students majority of the parents 274(76.1%) were doing agriculture work. whereas only few of them were 45(12.5%)

occupation was construction work,11 (3.1%) were doing business, and 4 (1.1%) doing job,7(1.9%) were in the field of driving. reaming 19(5.2%) were in the fields. It can be observed that majority of the students parents occupation was agriculture.

Table: no 4.80 teaching learning process

Sr. No	Item	Agree	Undecided	Disagree
1	I easily understand teaching in class room due to CCE	350 (97.2)	2 (0.6)	8 (2.2)
2	I participate more in teaching due to CCE	325 (90.3)	15 (4.2)	20 (5.5)
3	My teacher not asks questions while he is teaching	129 (35.8)	32 (8.9)	199 (55.6)
4	I feel difficulty to do more activities in class room in CCE pattern	87 (24.2)	61 16.9)	212 (58.9)

From the table no 4.80 it can be observed that with regard to teaching learning process out of 360 student's most of the students reported that (97.2) one can easily understand CCE based teaching in classroom. Whereas only few students 8 (2.2) responded that unable to understand CCE based teaching. (90.3%) of the teachers think that students are participating more in teaching due to CCE. (55.6) of the students reported that teacher asking questions while teaching the lesson. Whereas (35.8) of the students opined that teachers not asking the questions while teaching. Further (58.9) of the students did not feel difficulty even more doing more activities in classroom. Whereas 87 (24.2) of students responded that they feel difficulty to do more activities in classroom due to CCE. it can be observed that students understanding CCE based teaching ,participating ,doing more activities without feel any difficulty and also reported that teachers asking more questions while they were teaching.

Table no 4. 81 Self improvement

Sr. No	Items	Agree	Undecided	Disagree
1	CCE helps me to interact with my teachers	324 (90)	11 (3.1)	25 (7)
2	CCE provides me to pay attention and concentration in class	324 (90)	17 (3.6)	23 (7.4)
3	CCE increases my understanding level in all subjects.	335 (93.1)	9 (2.5)	16(4.4)
4	CCE helps me to think innovatively	323 (89.8)	17 (3.1)	26 (7.3)
5	I am not having confidence to get good rank in CCE pattern	66 (18.3)	49 (13.7)	245(68)
6	CCE is very helpful to me to think newly	339 (94.2)	8 (2.2)	13 (3.6)
7	CCE is very helpful to get permanent knowledge	287 (79.7)	50 (13.9)	23 (6.4)
8	I am very happy interested to learn in CCE pattern	324 (90)	18 (5)	18 (5)

From the table no 4.81 it can be observed that with regard to component of self improvement out of 360 student's most of the students reported that (90%) CCE helped them to interact with their teachers and also CCE provided them to pay concentration and attention in the classroom. Most of the students (93.1%) reported that CCE increases students understanding level in all subjects. Further majority of the students 323 (89.8%) reported that CCE helped them to think innovatively. Only few of them 26 (7.3%) revealed that there is no change of their thinking due to CCE. 245(68%) of the students were having confidence to get the good rank in CCE pattern. Only few of them 66 (18.3%) were not having the confidence to get good rank. Large amount of the students were 339 (94.2%) think that CCE helped them to think newly. Further majority of the students 287 (79.7) reported that whatever knowledge gained through CCE it has become permanent. Most of the students324 (90%) have expressed that learning was very interesting. It can be observed that majority of students reported that self improvement is possible through CCE.

Table no 4.82 Formative and Summative assessments

Sr. No	Item	Agree	Undecided	Disagree
1	students always in stress to write exam and complete their class work in CCE pattern	151(41.9)	38(10.6)	171(47.5)
2	I don't have time to play because of the class work	98(27.2)	50(13.9)	212(58.9)
3	Assignments, projects, slip tests have helped me to write summative examinations well	319(88.6)	25(6.9)	16(4.4)
4	I am having fear to write examinations in CCE pattern.	72(20)	34 (9.4)	254(70.6)
5	Project work ,assignments and writing notes are hard to me accomplish in time	71(19.7)	40(11.1)	249(69.2)
6	I feel very stress to write examinations in CCE pattern	77(21.4)	44(12.2)	239(56.4)

From the table no 4.82 it can be observed that with regard to component of Formative & Summative assessments out of 360 student' nearly half of the students 151(41.9) reported that students always in stress to write exam and complete their class work in CCE pattern. Whereas 171(47.5) of students did not feel any stress to write exam and complete their class work. 212(58.9%) of the students were having the time for playing in CCE pattern. Whereas very few of students 98(27.2) feel they don't have time to play in CCE pattern. Majority of the students reported that 319(88.6) Assignments, projects, slip tests have helped to write summative examinations well. 254 (70.6%) of the students were felt that, they are not have the fear to write examination in CCE pattern. Only few of them 72(20) were having the fear to write examination. 249(69.2) of the students were felt that Project work, assignments and writing notes are easy to complete with in time. Whereas 71(19.7) of them felt it is very difficult to complete project work, assignments with in time. Further half of the above percentage of students 239(56.4) did not feel any stress to write examination in CCE pattern. It can be observed that majority of the students did not feel any stress and difficulty to write formative and summative based tests, examinations respectively.

Table no 4.83 Textbooks and syllabus

Sr. No	Item	Agree	Undecided	Disagree
1	One can easily understand the lessons in CCE pattern	340(94.4)	10 (2.8)	10(2.8)
2	I am enjoying to read my class text books in CCE pattern	330(91.7)	16(4.4)	14(3.9)
3	I feel difficulty to do activities given in textbook	62(17.2)	38(10.6)	260(72.2)
4	I feel it is good to introduce CCE based text books in higher classes also	299(83.1)	36(9.2)	28(7.7)
5	I feel lessons are not related to regular life in CCE pattern	84(23.3)	56(15.6)	220(61.1)

From the table no 4.84 it can be observed that with regard to component of text books and syllabus, out of 360 student' most of the students were 340(94.4%) responded that in CCE pattern one can easily understand the lessons. In addition most of the students 330(91.7%) were enjoying while reading the CCE based textbooks. Majority of the students 260(72.2%) did not feel any difficulty to complete the activities given in the textbooks. Whereas only few of them 62(17.2%) feel difficulty to do the activities given in the textbook. Majority of the students felt that 299(83.1%) it is very useful to introduce CCE based textbooks in higher classes also. Further majority of the students 220(61.1%) responded that in CCE pattern lesson given in the text book were mostly connected with the real life. It can be observed that majority of the students positively responded about CCE based textbooks and also felt that CCE based textbooks are useful and connected with real life.

Table no 4.84   Teacher support

Sr. No	Item	Agree	Undecided	Disagree
1	Teachers give feedback of my class work like projects, assignments...regularly	330(91.7)	10(2.8)	20 (5.5)
2	Teachers encourage me to get new knowledge	322(89.4)	14(3.9)	24(6.7)
3	Teacher encourages use guides to write class work	103(28.6)	34(9.4)	223(62)
4	My class teachers is always helping us to complete my class work	316(87.8)	11(3.1)	33(9.2)

From the table no 4.84 it can be observed that with regard to component of teachers support, out of 360 students' most of the students 330(91.7%) responded that Teachers are giving feedback regularly to their class work like projects, assignments. Further large members of the sample 322(89.4%) reported that always teachers encourage to get new knowledge. In addition to majority of students 223(62%) reported teachers did not encouraging to use guides to write in class work. Whereas only few of the teachers were 103(28.6%) encouraging students to use guides for their regular class work. 316(87.8%) of the students reported that always their teachers helping to complete the class work .it can be observed that majority of the students positively responded about their teachers support for their regular class work and encouragement to get new knowledge.

Table no 4.85   Complexity

| Sr. No	Item	Agree	Undecided	Disagree
1	CCE type system is very useful getting sound knowledge	328 (91.4)	10 (2.8)	22 (6)
2	CCE system is useful only for weak students.	114 (31.7)	40 (11.1)	206 (57.2)
3	I feel written work is very vast in CCE system	138 (38.3)	73 (20.3)	149 (41.4)
4	I feel much stressed for regular class work due to CCE.	77 (21.4)	41 (11.4)	242 (67.3)
5	I am always very busy because of class work given by teachers	153(42.5)	35(9.7)	172(47.8)
6	CCE is burden to me to learn more	151(41.9)	31(8.6)	178((49.5)
7	CCE pattern increase the stress among the students	78(21.7)	45(12.5)	237(65.8)

From the table no 4.85 it can be observed that with regard to component of complexity, out of 360 students' most of the students 328 (91.4%) think that CCE is very useful to get sound knowledge. whereas very few 22 (6%) reported CCE pattern is not useful to get sound knowledge. 206 (57.2%) of the students were think that CCE is very useful for all students. Whereas very few 114 (31.7%) think that CCE is useful for only weak students. 138 (38.3%) of the students agreed that in CCE pattern written work is very vast. Whereas 149 (41.4%) of the students feel that in CCE pattern are not having that much of written work. Very few of the sample were un decided 73 (20.3%).majority of the students 242 (67.3%) think that CCE pattern is not stressful for regular class work. whereas few of the students77 (21.4) were reported that CCE pattern much stressful for the regular class work. 153(42.5) of the students accepted that they were always very busy because of class work given by teachers. 172(47.8) of the students were not busy for their class work. Nearly half of the students 178((49.5) responded CCE is not burden to them to learn more. Whereas few of them 151(41.9) feel CCE is burden to learn more. Majority of the students 237(65.8) think that CCE pattern did not increase stress among the children. Whereas very few 78(21.7) think that CCE pattern increase the stress among the students. It can be observed that majority of the students are not feeling any complexity in CCE pattern.

Table no 4.86 comprehensive table of student's reaction of implementation of CCE

Sr. No	Components	N	Minimum	Maximum	Mean	Std. Deviation
1	Teaching learning process	360	2.00	5.00	3.9222	.63897
2	Self improvement	360	2.50	5.00	4.2573	.49509
3	Formative and summative assessment	360	2.00	5.00	4.0900	.62565
4	Text books and syllabus	360	1.83	5.00	4.1375	.59230
5	Complexity	360	1.29	5.00	3.4635	.75044
6	Teachers support	360	1.75	5.00	4.1292	.66888

The detailed description of the student's perception was presented in the figure no 4.43

Figure no 4.43 description of the student reaction on CCE
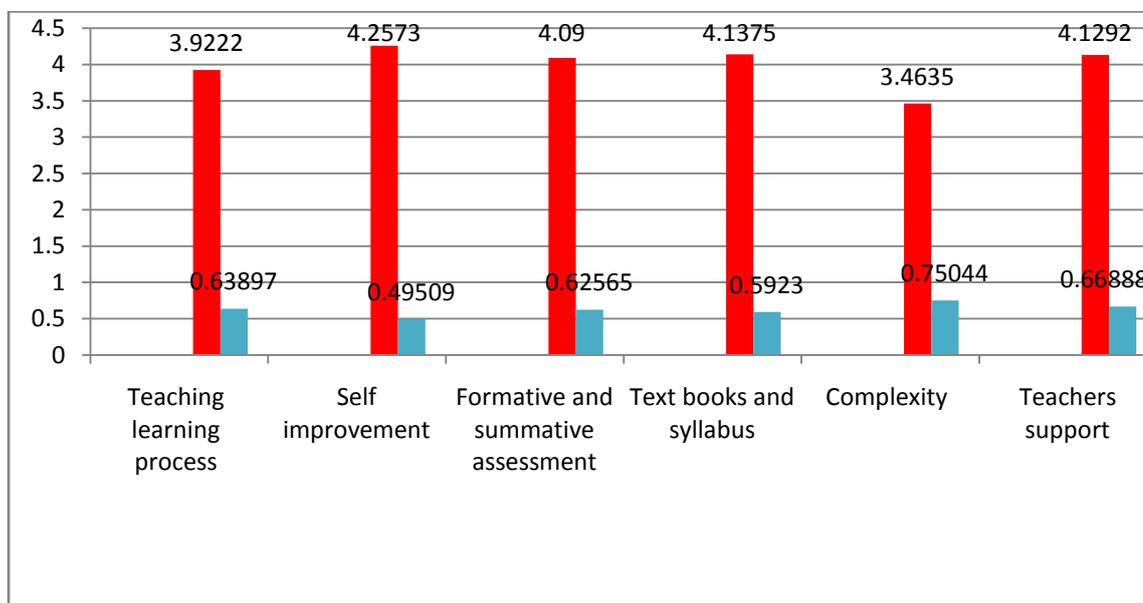
From the above table no 4.86 and figure no 4.43 it revealed that students are agreed on teaching learning process in CCE pattern was understandable in good manner (M=3.92, S.D=.63) Students also agreed that CCE pattern students did not feel much complexity about the class work and written work (M=3.46, S.D=0.75).whereas students were strongly agreed that CCE enhances self improvement (M=4.25, S.D=0.49), did not face any difficulty in formative and summative assessment (M=4.09, S.D=0.62) and also strongly agreed that not feeling any difficulty about CCE base syllabus and text books (M4.13, S.D=0.59), and teachers supporting was well for completing the projects and other class work (M=4.12, S.D=0.66). Standard deviation in all the five set of opinions of teachers show a positive deviance from the average is observed as 0.49 to 0.75. It indicates that there is a positive belief among the teachers that CCE pattern of education will be more successful.

Major observations in Students Reaction scale on CCE

1. Most of the students reported that (97.2) one can easily understand CCE based teaching in classroom.

2. Most of the students reported that (90%) CCE helped them to interact with their teachers and also CCE provided them to pay concentration and attention in the classroom.

3. Majority of the students (79.7) were reported that whatever getting knowledge through CCE it is become permanent.

4. Majority of the students (68%) were having confidence to get the good rank in CCE pattern.

5. Majority of the students (88.6) Assignments, projects, slip tests have helped to write summative examinations well. (70.6) of the students were felt that they were not having fear to write examinations in CCE pattern.

6. Majority of the students (56.4) not feel any stress to write examination in CCE pattern.

7. Most of the students were (94.4%) responded that in CCE pattern one can easily understand the lessons. In addition most of the students 330(91.7%) were enjoying while reading the CCE based textbooks.

8. Majority of the students (72.2%) not feel any difficulty to complete the activities given in the textbooks. Majority of the students felt that (83.1%) it is very useful to introduce CCE based textbooks higher classes also.

9. Most of the students were (91.7) responded that Teachers are giving feedback regularly to their class work like projects, assignments.

10. Majority members of the sample (89.4%) were reported that always teachers encourage getting new knowledge. In addition to majority of students 223(62) were reported teachers not encouraging to use guides to write class work.

Comprehensive study of 'A' and 'B' grade upper primary schools

Investigator personally visited 4 'A' grade schools, and four B grade schools in four educational divisions of the Prakasam district in Andhra Pradesh. The main aim of the intensive study is to know the actual status of the implementation of CCE. Investigator has spent three days for each school and observed the teaching learning process of different subjects and also observed the school conditions. Investigator

prepared field notes and also collected data of different aspects on implementation of the continuous and comprehensive evaluation. Investigator mainly focused on nine major components while collecting the data. These components are 1) pattern of teaching staff 2) using different teaching methods 3)relationship with community and parents 4) strength of the classroom 5)dedication a of the teachers 6) maintained of CCE based records 7) facilities available in school 8) implementation of the non scholastic aspects. 9) Students awareness on CCE. 10) Classroom observation. Investigator has given detailed description given under

4.8 STUDY OF " A " GRADE SCHOOLS

4.8.1 Pattern of teaching staff:

According to G.O no 55 it is needed to appoint two school assistant teachers and two language pundits (Telugu, Hindi).when investigator observed the pattern of teaching staff at upper primary school G.O no 55 was not fulfilled. The pattern of teaching staff in selected 'A' grade schools were mentioned below

Table no 4.87 Pattern of teaching staff in A grade school

Sr. No	School grade	S.A	Pundits	S.G.T	Classes	strength	Part time teachers	Total teachers
1	A	1	2	5	1-VII	181	NIL	8
2	A	NIL	1	8	1-VIII	256	NIL	9
3	A	2	1	3	1-VII	103	NIL	7
4	A	NIL	1	5	1-VIII	116	NIL	6
	Total	3	5	21		656		30

S.A=School Assistant, S.G.T= Secondary grade teacher

From the table 4.87 it can be observed that with regard to pattern of teaching staff in A grade schools. Out 8 school assistants only three members were appointed as subject teachers. Out of eight pundits only five were appointed. Primary section teachers were taking classes whatever the scarcity of the subject teachers in these schools. Head masters were more enthusiastic and interesting in their duties. Majority of the teachers in these schools were more interesting and their teaching and children. Investigator observed strength of the class is also less in upper primary sections. Two schools were having 30, and two schools were having 20.but the co ordination of the

head master and teaching staff these schools were got A grade for the based on the academic performance of the students in different examinations conducted in the schools. It can be observed that subject teachers are less in this schools, even though secondary grade teachers taking the classes and putting maximum efforts to implementation of CCE. It also observed that staff is insufficient even though help of the secondary grade teachers schools forwarding progressively.

4.8.2 Teaching methods

Teaching methods are very important to successful of implementation of CCE. Investigator observed classroom teaching learning process of different subjects. Basically majority of the teachers teaching in interactive way, they are not felt any stress and shy, anxiety to teach the upper primary class subjects. Few of the teachers were using teaching learning material while they are teaching. Teachers always giving thought provoking questions, higher order questions to students. These questions can help the children to enhance thinking levels. In these schools were also very few on the teachers using traditional methods to teach their subjects.

4.8.3 Relationship with community

Community relationship was also one of the major aspects for development of any school. In this regard investigator was asked to the head masters and staff about the relationship of the community and the school. They have given different answers .two A grade school head master and staff reported that majority of the parents were illiterates but they were having the interest to give the good education. In these school staff was also having good rapport with community. Because of that strength is more, than other schools. Irregularity of the students were also very less. Head masters also said that when they inform about PTA nearly sixty percent parents were attend the meetings. Another two A grade schools teachers and head masters were maintaining good relationship with community. But majority of the parents were also illiterates even though they are supporting to their children to get education.

4.8.4. Strength of the classroom

Classroom strength is a one of the obstacle for effective implementation of the CCE. Investigator observed the strength of A grade schools. In these schools the classroom strength is thirty for two schools and 20 for two schools. Total upper primary sections of VI, VII, and VIII was not more than 100 for two schools and not more than 50 for two schools. So teachers also feel better to teach in interactive way and also it is also easy to concentrate on every individual development. Teachers were not feeling any burden stress for their daily teaching. Most of the schools were also giving remedial classes for the development the backward students.

4.8.5. Dedication of the teachers

Dedication of the teachers on their profession is an important aspect for the development of the child and nation. Investigator attended school prayer regularly for all days. All most all teachers in these schools were attended school prayer. After that all are engaged for their classes. Each teacher it is need to take six classes per day. Few of the teachers were prepared and used teaching learning material for their subject teaching.

4.8.6. Maintenance of CCE based records

Maintenance of CCE based records also one of the important and effective component of effective implementation of the continuous and comprehensive evaluation. Investigator checked and observed the how these schools were maintaining CCE based records. Teachers not feel burden to enter data in to record Because of more number of staff. So teachers were also sharing the work and entering the data up-to-date. But in these schools also teachers revealed that calculations of the grades and maintenance of the CCE based records it is very difficult. It is taking more time some time we were losing class hours also.

4.8.7. Availability of Facilities in the schools

Availability of the facilities is one of the important and essential components for effective implementation of the CCE. Among these four A Grade schools two schools were having the sufficient classrooms other schools were not having the sufficient classrooms. These schools were having some chemicals for doing some experiments

for doing in science subjects. These schools were getting funds for improvement of the school facilities.

4.8.8. Implementation of the co scholastic aspects

Non scholastic aspects are the one of the part in comprehensive development of the child. These subjects were art and cultural education, Health and physical education, Work and computer education and also value education and life skills. Investigator observed the implementation of the non scholastic aspects in these A grade schools. Teachers were not implementing these non scholastic aspects separately. When investigator observed the class time table non scholastic periods were allotted .But in implementation process teachers and head masters reported many issues. Government has not given any proper training for non scholastic subjects. There are no separate facilities for implementation of these subjects. All schools were not having the physical education teacher for implementation of the health and physical education. In the name of the art and cultural education teachers only give the activities in their subjects. In the name of computer education two schools were not having the any computers, and computer instructor. Two schools were having five, and four computers respectively. But in these schools there are no separate computer instructors. Finally based on the teachers and head masters information it can be observed that teachers were very busy to implementation of the scholastic aspects especially teaching, allotting grades, maintenance the records etc. they are not implementing non scholastic aspects because of the lack of awareness, material, teachers, and training.

4.8.9 Student's awareness about CCE

To find out the awareness of the students on implementation of the continuous and comprehensive evaluation investigator was interacted with students those who are studying seventh class at upper primary "A" grade schools. Investigator asked many questions on awareness about CCE. Most of the students were aware about the implementing CCE at upper primary level. Students were also expressed that in CCE pattern it was very easy to understand the lessons given in the text books.CCE helps to us to think newly about different concepts in the subjects. Investigator was found that few of the students not aware about the CCE .they don't know certain meaning of CCE. Students was spoken that teachers also encouraging and supporting well for

completing the task given in the text books. Most of the students raised that problem to complete the project works. To collect the relevant information regarding the CCE based projects given by the teachers was difficult in rural areas. They are not using guides for complete the given tasks. If we observe the A grade schools students' strength was less. So teachers were having the chance to concentrate on every student. Students feel joyful towards write examination in CCE pattern. Students also raised the problem about difficultness of English subject, and non availability of English teacher in the school. When investigator asked about implementation of non scholastic subjects, they replied that we don't have teachers and facilities about those subjects in the school.

Picture no 4.15 interaction with students

Picture no 4.16 interaction with students

Picture no 4.17 investigator discussion with students about CCE

Picture no 4.18 investigator Interaction with students about CCE


4.8.10. Classroom observation

In the part of the implementation of the continuous and comprehensive evaluation investigator has planned to see the actual situations of the teaching learning process in classroom. Investigator observed the classrooms teaching of different subjects of A grade schools in Prakasam district. In CCE pattern it is needed to teach in interactive way, and also essential to ask thought provoking questions while teaching in all subjects. Based on the expert suggestion investigator was prepared CCE based classroom observation schedule. This observation schedule was validated by experts in the field of education. Investigator was identified some major components in the observation schedule. These are 1) introduction of the lesson 2) teaching learning process 3) interaction with students 4) using teaching and learning material 5) conclusion of the lesson. Investigator was observed 6 subjects in three working days for each school. Total observations were 72 in all four A grade schools. But based on the school conditions and teachers leaves, investigator was observed the 65 classes. The data was analyzed with help of mean, standard deviation. The comprehensive description of the all components of observation schedule was given below (see appendix-F)

Table no 4.88 description of the Grade A schools observation schedule

Sr. No	Component	N	Minimum	Maximum	Mean	S. D
1	Introduction of the lesson	65	1.00	3.00	2.5000	.46351
2	Teaching learning process	65	1.60	2.80	2.2615	.30192
3	Interaction with students	65	1.57	3.00	2.3319	.32450
4	Using teaching and learning material	65	1.00	3.00	1.4462	.60028
5	Conclusion of the lesson	65	1.43	2.86	2.1143	.38894

The detailed presentation about the above table was given in figure no 4.44

Figure no 4.44   Description of the Grade A schools observation schedule
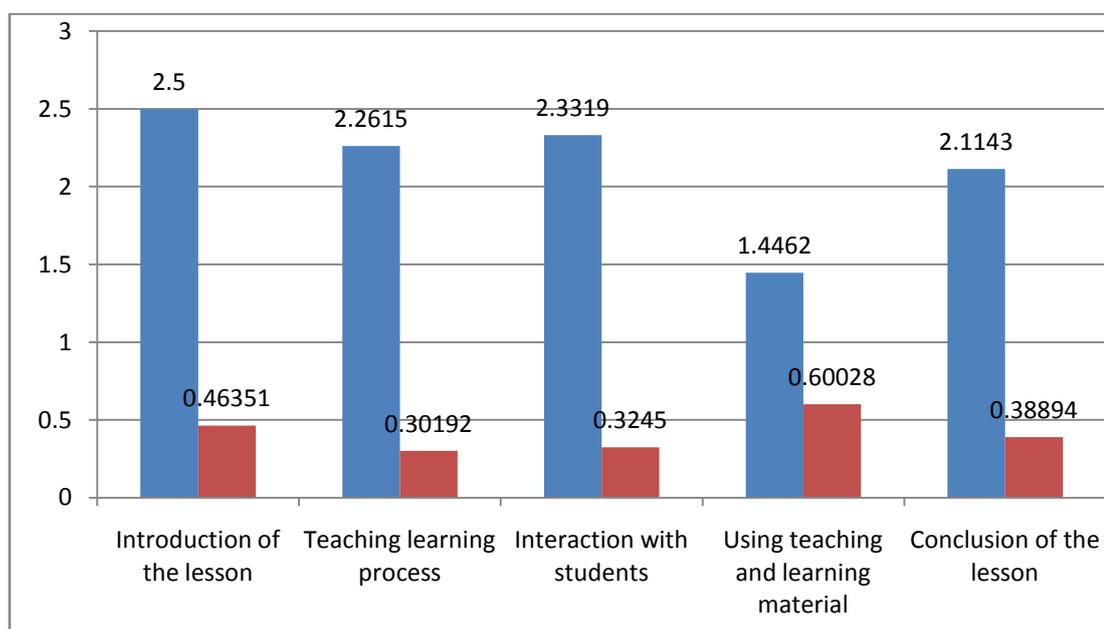
From the table no 4.88, and figure no 4.44 it was observed that teachers motivating the students while beginning of the lesson in great extend (M=2.5, S.D=0.46) and also observed that teaching learning process in classroom (M=2.26, S.D=0.30), interaction with students while teaching the lessons (M=2.33, S.D=0.32), and conclusion of the lesson (M=2.11, S.D=0.38) implementing to great extend at upper primary of " A" grade schools. Whereas using the teaching learning material while teaching lessons

was observed some what extent (M=1.44, S.D=0.60).it means majority of the teachers not using teaching learning material while their teaching. It can be observed that except using T.L.M, all other components were observed that implementing in great extent at A Grade schools.

Major observations in 'A' grade schools

1. Most of the A grade schools were not having the sufficient staff at up upper primary classes. Teachers were not using teaching learning material while they are teaching.

2. All 'A' grade school students' irregularity was less. Teachers having good Community relationship and community also co operating to teacher's to send their children to school regularly.

3. Half of the A grade schools also not having the sufficient classrooms and subject related material, laboratory equipments for doing experiments.

4. All 'A 'grade schools not implementing non scholastic aspects properly.

5. Students of all 'A' grade schools aware about the CCE pattern. They are feeling very happy to write examination in CCE pattern. Students opined that it is good to continue this CCE pattern in higher classes also.

6. All 'A' grade schools teaching learning process was good. Teachers have the chance to concentrate on every student, because classroom strength was less

4.9 Study of "B" grade schools

Investigator personally visited 4 'B' grade schools, in the Prakasam district of Andhra Pradesh to know the actual status of the implementation of CCE. Investigator has spent three days for each school and observed the classroom transaction and also observed the school conditions. Investigator prepared field notes and also collected data of different aspects on implementation of the continuous and comprehensive evaluation. These components are 1) Pattern of teaching staff 2) Using different teaching methods 3) Relationship with community and parents 4) Strength of the classroom 5)Dedication a of the teachers 6) Maintained of CCE based records 7) Facilities available in school 8) Implementation of the non scholastic aspects. 9)

Students awareness on CCE 10) Class room observation. The detailed description of the B grade schools information has given under

According to G.O no 55 it is needed to appoint two school assistant teachers and two language pundits (Telugu, Hindi) but the pattern of teaching staff were mentioned below

Table no 4.89 Pattern of teaching staff in B grade schools

Sr. No	School Grade	S.A	Pundits	S.G.T	Classes	Strength	Part time teachers	Total teachers
1	B	1	2	5	1-VIII	212	NIL	8
2	B	2	2	2	1-VIII	70	NIL	6
3	B	2	NIL	2	1-VIII	75	NIL	4
4	B	NIL	2	4	1-VIII	141	NIL	6
	Total	5	6	13		398		24

S.A=School Assistant, S.G.T= Secondary grade teacher

Table no 4.89 it can be observed that Pattern of teaching staff in B grade schools

School 1: School one was having that only one subject teachers and two language pundits and 5 secondary grade teachers. But in upper primary section only subject teachers and pundits were eligible for teaching. Total strength of upper primary section is 110.secondary grade teachers were taking the classes for remaining subjects. When investigator asked the teachers about the teaching of these subjects, they replied that it is very difficult to teach because we are not trained for those subjects.

School 2: school two was having the two subject teachers and two language pundits and two secondary grade teachers. But school was having 1-VIII classes. It shows that scarcity of the teachers in the school. Some time these school assistant teachers teach lower classes' also. They reported that it is very difficult to maintain all classes. In this school teachers reveled that because of multi grade teaching we are unable to concentrate all subjects and all classes. But they were taking classes as much as possible.

School 3: This school was having only two school assistant teachers and two secondary grade teachers for 1-VIIIth classes. There are no language teachers in this school. Four teachers were maintaining all classes. Some time it is very difficult to give the justice to other subjects especially for language subjects only language teachers only justify the subject in all aspects. When the investigator asked about the problems regarding to teaching learning process they replied that students are less but it is need to teach all subjects to all students .because of multi class teaching it is very difficult to maintain all classes .when any teacher takes leave for three are four days on that time it is very difficult to us maintain all classes in proper way.

School 4: this school total strength is 141.there is no subject teachers in this school. Only two language pundits and four secondary grade teachers were working for 1-V111 th classes. Some time secondary grade teachers need to take the responsibility of teaching the subjects like mathematics, science, and social studies, English. But these teachers have not taken any training to teach these subjects in CCE pattern. Because of that they were unable to give justice to these subjects in effective manner.

After intensive study of the staff pattern of B grade schools it is observed that all schools not having the sufficient teaching staff for teaching all subjects. because of scarcity of the teachers ,strength of the class ,malty grade teaching were main problems of these schools to get B grade.

4.9.2. Teaching methods

Teaching methods are very important to successful of implementation of CCE. Investigator observed classroom teaching learning process of different subjects of B grade schools. Teachers was teaching in interactive methods to teach different subjects investigator observed the all subjects in seventh class .and found that teachers felt difficulty to teach other subjects in effective manner. Because they were don't have training to teach these subjects in proper way.

4.9.3. Relationship with community:

Community relationship is the important aspect. In B grade schools also having good rapport with community .majority community were illiterates. When investigator was asked about the community participation in school development, two schools teachers were responded positively and two school teachers were responded negatively about

the community participation of school development. Parents were not taking care about the education of the children. Whenever cultivation season starts parents bring their childre3n to field. Student's absenteeism and migration were also problems in these schools.

4.9.4. Classroom strength

Classroom strength was one of the obstacles for effective implementation of CCE. when investigator observed the classes, out of four schools two schools were having above 30,and two schools were having nearly 15.it indicates that where ever strength is more scarcity of the teachers were high.

4.9.5 Dedication of the teachers

Investigator attended the school prayer .all teachers were attended. In these schools teachers are not having the rest because of scarcity of the teachers. All periods in the school teachers were engaging classes..it can be observed that teachers were having the concern to justify the students to teach additional subjects other than their subjects.

4.9.6 Maintains of CCE based records

Investigator checked the records maintained in the school. In these schools teachers were facing the problem to enter the CCE data into records. Because of that teachers were not having the time to enter CCE data into the records. They reported that lack of time and additional subjects teaching in different classes and strength of the class was the main burden to us. Teachers also replied that entering CCE data is taking more time than class hours.

4.9.7. Facilities availability in the school

Facilities also play major role in implementation of the CCE. Investigator observed the physical facility availability in these schools. Among four schools two schools were having only four rooms for all classes, one school was having six rooms, and another school was having eight rooms. Three schools were not having the proper play ground. all schools were not having the laboratory facility .it also observed there is no separate facilities for implementation of non scholastic subjects. It can be

observed that "B" grade schools not having the sufficient classrooms and required facilities for implementation of CCE.

4.9.8 Implementation of the non scholastic subjects.

Non scholastic subjects like art education, cultural education, work and computer education, health and physical education were play an important role for all round development of the child. To know the status of implementation of these non scholastic subjects, investigator checked about the required facilities available in the schools. No one school not having the part time /full time teachers for teaching these subjects. Among four schools three schools were not having the computers .only one school was having the five computers. But these computers were not working properly. Investigator asked about implementation of the non scholastic subjects, teachers replied that government has given computers but there is no separate teacher to teach this subject. Teachers also replied that there is no separate require d material like physical education kit, raw material for work education, musical instruments for art education etc.

Picture no 4.19 investigator discussion with students about CCE

Picture no 4.20 investigator interaction with students about CCE

4.9.9. Interaction with students

To find out the awareness of the students on implementation of the continuous and comprehensive evaluation investigator was interacted with students those who are studying seventh class at upper primary "B" grade schools. Investigator asked many questions on awareness about CCE. Most of the students were aware about the implementing CCE at upper primary level. Students were also expressed that in CCE pattern it was very easy to understand the lessons given in the text books.CCE helps to us to think newly about different concepts in the subjects. Investigator was found that few of the students not aware about the CCE .they don't know certain meaning of CCE. Students was spoken that teachers also encouraging and supporting well for completing the task given in the text books. Most of the students raised that problem to complete the project works. To collect the relevant information regarding the CCE based projects given by the teachers was difficult in rural areas. Some time they are using guides for complete the given tasks. If we observe the B grade schools students' strength was high in two schools. Student's strength was low remaining two schools So teachers were not having the chance to concentrate on every student. But Students felt joyful towards write examination in CCE pattern. In these schools also Students also raised the problem about difficultness of English subject, and non availability of

English teacher in the school. When investigator asked about implementation of non scholastic subjects, they replied that we don't have teachers and facilities about those subjects in the school.

Picture No 4.21 Investigator Interacting With Students about CCE

**Picture No 4.22 Investigator Interacting With Students About CCE**

4.9.10. Classroom observation

in the part of the implementation of the continuous and comprehensive evaluation investigator has planned to see the actual situations of the teaching learning process in classroom. Investigator observed the classrooms teaching of different subjects of B grade schools in Prakasam district. In CCE pattern it is needed to teach in interactive way, and also essential to ask thought provoking questions while teaching in all subjects. Based on the expert suggestion investigator was prepared CCE based classroom observation schedule. This observation schedule was validated by experts in the field of education. Investigator was identified some major components in the observation schedule. These are 1) introduction of the lesson 2) teaching learning process 3) interaction with students 4) using teaching and learning material 5) conclusion of the lesson. Investigator was observed 6 subjects in three working days for each school. Total observations were 72 in all four A grade schools. But based on the school conditions and teachers leaves, investigator was observed the 65 classes. The data was analyzed with help of mean, standard deviation. The comprehensive description of the all components of observation schedule was given below

Table no 4.90 Description of the Grade B schools observation schedule

Sr. No	Component	N	Minimum	Maximum	Mean	S. D
1	Introduction of the lesson	61	1.50	2.50	2.3402	.35069
2	Teaching learning process	61	1.60	2.60	2.2426	.21944
3	Interaction with students	61	1.29	2.71	2.1991	.30224
4	Using teaching and learning material	61	1.00	3.00	1.2705	.61626
5	Conclusion of the lesson	61	1.43	2.86	2.0609	.34351

Figure no 4.45   Description of the Grade B schools observation schedule
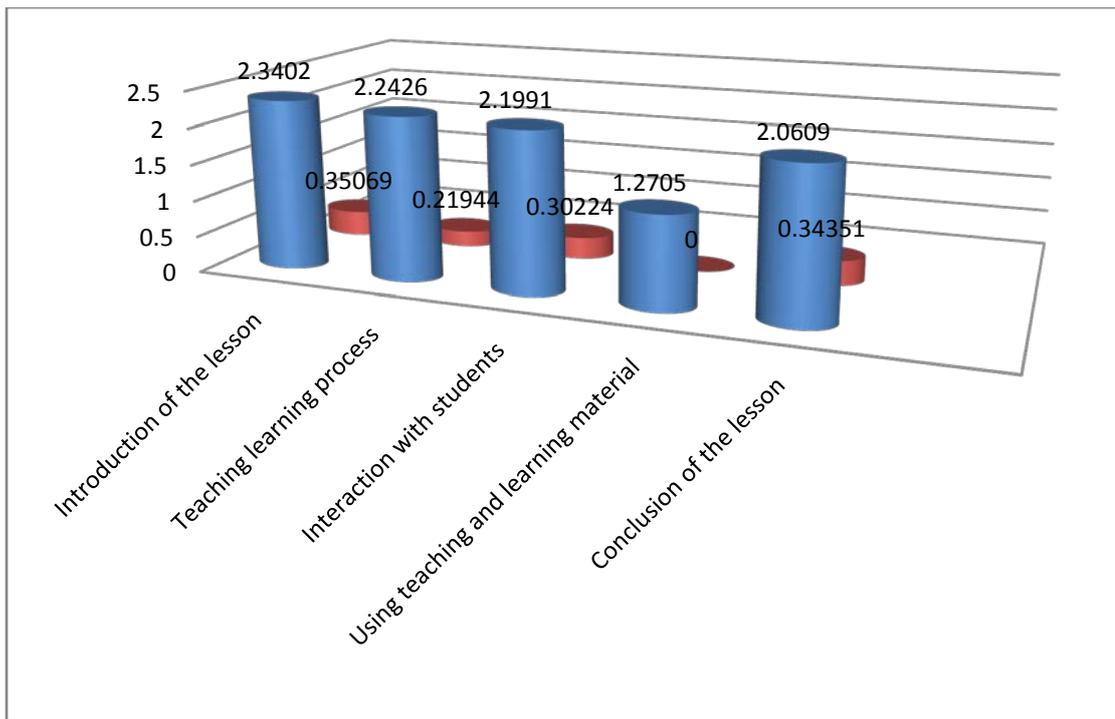
From the table no 4.90, and figure no 4.45 it was observed that teachers motivating the students while beginning of the lesson in great extent (M=2.34, S.D=0.35) and also observed that teaching learning process in classroom (M=2.24, S.D=0.21), interaction with students while teaching the lessons (M=2.19, S.D=0.30), and conclusion of the lesson (M=2.06, S.D=0.34) implementing to great extent at upper primary of " B" grade schools. Whereas using the teaching learning material while teaching lessons was observed some what extent (M=1.27, S.D=0.61).it means majority of the teachers not using teaching learning material while their teaching. It can be observed that except using T.L.M, all other components was observed that implementing in great extent at B Grade schools

Major observations of 'B' grade schools

1. ALL B grade schools also not having the sufficient staff according to G.O NO 55

2. Teachers teaching style is good but they are feeling difficulty to teach upper primary subjects. Teachers were not using teaching learning material properly in their teaching.

3. Half of the B grade schools having more strength in classroom .Teachers feel difficulty to maintain the CCE based records properly. Most of the schools not having the sufficient classrooms and other subject based material.

5. All B grade schools are not implementing co scholastic aspects properly. Because lack of staff, lack of fund, lack of training and lack of resources.

6. All 'B' grades school students not that much aware of CCE but students feel happy to w rite the examinations in CCE pattern.

Above information it can be observed that lack of facilities like proper classrooms, laboratories, required reference books, lack of sufficient teachers for all subjects, lack of part time / full time teachers for teaching non scholastic subjects were the major problems in these schools