

## APPENDIX-A

### LIST OF EXPERTS FOR THE TOOLS VALIDATION

| Sl. No. | Name of The Expert         | Designation            | Place Of Working   |
|---------|----------------------------|------------------------|--|
| 1       | Dr.P. Adum Paul            | Professor of Education | Moulana Abul Kalam Azad National Urdu University<br>College Of Teacher Education (CTE)<br>Srinagar-190005.                   |
| 2       | Dr. S. C. Panigrahi        | Professor & Head       | Department Of Education (CASE)<br>Faculty of Education and Psychology<br>The M.S University Of Baroda,<br>Vadodara           |
| 3       | Prof. D.R Goel             | Professor Emeritus     | Department Of Education (CASE)<br>Faculty of Education and Psychology<br>The M.S University Of Baroda,<br>Vadodara           |
| 4       | Dr. Puspanadam Karanam     | Professor of Education | Department of Educational Administration<br>Faculty of Education and Psychology<br>The M.S University Of Baroda,<br>Vadodara |
| 5       | Dr. Sujata Srivastava      | Professor of Education | Department Of Education (CSAE)<br>Faculty of Education and Psychology<br>The M.S University Of Baroda,<br>Vadodara.          |
| 6       | Dr. Milind Sahashtrabuddhe | Associate Professor    | Department Of Educational Administration<br>Faculty of Education and Psychology<br>The M.S University Of Baroda,<br>Vadodara |
| 7       | Dr. Prerana shehlet        | Teaching assistant     | Department Of Education (CSAE)<br>Faculty of Education and Psychology<br>The M.S University Of Baroda,<br>Vadodara.          |

|    |                      |                    |   |
|----|----------------------|--------------------|---|
| 8  | Dr. R. N. L. Madhavi | Teaching assistant | Department Of Education (CSAE)<br>Faculty of Education and Psychology<br>The M.S University Of Baroda,<br>Vadodara. |
| 9  | P.Vani               | Headmistress       | M.P.U.P.School<br>Yanamadal (post)<br>Yaddanapudi (Mandalm )Prakasam<br>dist. Andhra Pradesh                        |
| 10 | T. Vinayaka          | Headmaster         | M.P.U.P.School,<br>Purimetla<br>(post),Mundlamur(mandal),Prakasam<br>dist. Andhra Pradesh                           |
| 11 | B. Bikshalu Babu     | Headmaster         | M.P.U.P.School,<br>Gvinivari palem (post),<br>Chirala (Mandal),Prakasam<br>dist,523616 Andhra Pradesh               |

**PROCEEDINGS OF THE DISTRICT EDUCATIONAL OFFICER (FAC),  
PRAKASAM DISTRICT, ONGOLE.**

**PRESENT: Sri B.Vijaya Bhaskar, M.A., B.Ed.,**

**Re.No. 17 / A6 / 2015,**

**Dated: 05-01-2015.**

Sub:-Permission for data collection for Doctoral study to J.Sardarpaparayudu, U.G.C – J.R.F, M.S.U – Requested – Regarding.

Ref:-Representation of J.Sardarpaparayudu, U.G.C – J.R.F, M.S.U Dated: 02-01-2015.

**&&&**

Permission is hereby accorded to J.Sardarpaparayudu, Junior Research Fellow, M.S. University to collect the Data of the teachers opinion on implementation of CCE at Upper Primary level only research purpose.

Sd/-B.Vijaya Bhaskar,  
District Educational Officer (FAC),  
Prakasam District, Ongole.

To

✓ -Sri J.Sardarpaparayudu, Junior Research Fellow, M.S.University.

//t.c.f.b.o//

*K. Ranga Kumar*  
SUPERINTENDENT.

*SA*  
6/1/15



Centre of Advanced Study in Education  
The Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara -390 002

To

Date: 05-12-14.

The Project Director  
Sarva Shikshaa Abhiyaan,  
Prakasam District,  
Ongole.

Respected Sir/Madam

Subject: Permission for the data collection for Doctoral Research

I am pursuing my doctoral study titled "A Study of Implementation of Continuous and Comprehensive Evaluation at Upper primary schools in Andhra Pradesh" under the guidance of Prof. R. S. Mani, Department of Education, Faculty of Education and Psychology, The M.S. University of Baroda, Vadodara. In this regard kindly allow me to administer research tools on the Teachers, Head masters, S.M.C members, Parents & Students at Upper Primary level, and M.E.Os, Dy. E.Os at district level. The data collected will be used only for my research purpose. I assure that the identity of the schools, and persons will be kept confidential.

Thanking you

Sincerely

*J.S.P. Paparayudu*

J. Sardar Paparayudu  
Junior Research fellow (JRF)

Through

*R.S. Mani*  
Prof. R.S. Mani 5/12/2014  
Research Guide

*S.C. Panigrahi*  
Prof. S.C. Panigrahi  
Head, CASE

*R.G. Kothari*  
Prof. R.G. Kothari  
Dean

Centre of Advanced Studies in Education (CASE)  
Faculty of Education & Psychology  
The M.S. University of Baroda  
Vadodara

Faculty of Education & Psychology

DEAN  
FACULTY OF EDUCATION & PSYCHOLOGY  
M. S. UNIVERSITY OF BARODA  
BARODA.

*Please allow him  
to collect data.*

*C*  
2012-14  
PROJECT DIRECTOR  
A.P. SARVA SHIKSHA ABHIYAN  
Prakasam Dist., ONGOLE.

PROCEEDINGS OF THE DISTRICT EDUCATIONAL OFFICER,  
PRAKASAM DISTRICT, ONGOLE.

PRESENT: Sri MUVVA RAMALINGAM

Rc.No.17/(A6)C1/2015,

Dated: 20-01-2016.

Sub:- Education- Permission for to conduct of class room observation in some schools and also to take interviews some of the MEO's in the District to know the problems of implementations of Continuous of Comprehensive Evaluation(CCE) at upper primary schools- Requested- Regarding.

Ref:- Representation of Sri J Sardar Paparayudu, UGC-J.R.F., M.S.U., Dated 05-12-2015.

\*\*\*\*\*

In the reference cited, Sri J Sardar Paparayudu, UGC-J.R.F., M.S.U of Baroda, Vadodara has requested the permission for Data collection for Doctorate Research to conduct of class room observation in some of the Upper Primary schools and to take interviews some of the MEO's to know the problems of implementations of Continuous of Comprehensive Evaluation (CCE) at upper primary schools.

In view of the above , as per the request of the individual permission is hereby accorded to conduct of class room observation in some of the Upper Primary schools and to take interviews some MEO's to know the problems of implementations of Continuous of Comprehensive Evaluation (CCE) at upper primary schools only research.

Sd/-Muvva Ramalingam,  
District Educational officer,  
Prakasam District, Ongole.

To

✓ Sri J Sardar Paparayudu, UGC-J.R.F., M.S.U of Baroda, Vadodara.

//t.c.f.b.o.//

G. Rajeswari.  
SUPERINTENDENT 20/1/16

A  
22/1

## **APPENDIX-E**

**Centre of Advanced Study in Education  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara-390002**

J. Sardar Paparayudu  
UGC - JRF  
Department of Education, CASE  
The M.S. University of Baroda,  
[j.s.paparavudu@gmail.com](mailto:j.s.paparavudu@gmail.com)

-----  
-----  
Title of the research study: A STUDY OF IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION AT UPPER PRIMARY SCHOOLS IN ANDHRA PRADESH.

Respected sir/madam

I am a pursuing Ph.D. student of Centre of Advanced Study in Education (CASE), faculty of Education and Psychology the Maharaja Sayajirao University of Baroda, Vadodara .Title of my research topic is A STUDY OF IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION AT UPPER PRIMARY SCHOOLS IN ANDHRA PRADESH. For which I am collecting data from various Upper Primary schools in Prakasam district, Andhra Pradesh. The purpose of this CHECK LIST is to know facilities and resources in schools for implementation of CCE. I would request you to provide necessary information regarding to facilities and resources in your school for implementation of CCE

Let me assure you that, information given by you about your school will be kept strictly confidential and it will be used for research purpose only.

Thanking you,

Yours sincerely,

(Sardar Paparayudu. J)

## CHECK LIST

### 1 SCHOOL PROFILE

Location of the school : Rural  Urban

Total teachers in the school : Male ----- Female -----

Teacher student ratio : -----

Strength of the school : -----

Classes : from ----- to -----

### 2. AVAILABILITY OF INFRASTRUCTURAL FACILITIES IN SCHOOL

|   | YES   | NO                         |
|---|---|----------------------------|
| (a) Proper play ground                              | <input type="checkbox"/>  | <input type="checkbox"/>   |
| (b) Number of class rooms                           | 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> | 6 <input type="checkbox"/> |
| (c) Head master room                                | <input type="checkbox"/>  | <input type="checkbox"/>   |
| (d) Staff room                                      | <input type="checkbox"/>  | <input type="checkbox"/>   |
| (e) Library room                                    | <input type="checkbox"/>  | <input type="checkbox"/>   |
| (f) Drinking water facilities                       | <input type="checkbox"/>  | <input type="checkbox"/>   |
| (g) Toilet facilities for boys and girls separately | <input type="checkbox"/>  | <input type="checkbox"/>   |
| (H) Toilet facilities for staff                     | <input type="checkbox"/>  | <input type="checkbox"/>   |
| (I) Adequate furniture in all class rooms           | <input type="checkbox"/>  | <input type="checkbox"/>   |
| (j) Science laboratory                              | <input type="checkbox"/>  | <input type="checkbox"/>   |
| (k) Language laboratory                             | <input type="checkbox"/>  | <input type="checkbox"/>   |

### 3. SCHOLASTIC ASPECTS

|   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| (a) Whether school prepared annual plan for implementation<br>Of CCE according to SCERT guide lines | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Teachers lesson plans prepared  | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Maintenance of individual profile of the every student  | <input type="checkbox"/> | <input type="checkbox"/> |

|   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| (d) Consolidated marks register maintained for every class in CCE pattern | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Maintenance of progress records                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Head master monitoring register                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) Teachers dairy  | <input type="checkbox"/> | <input type="checkbox"/> |

### 3.1 TOOLS FOR FORMATIVE ASSESSMENT

|                            | YES                      | NO                       |
|----------------------------|--------------------------|--------------------------|
| (a) Oral questions         | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Class notes            | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Assignments            | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Project work           | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Classroom observations | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) Portfolios             | <input type="checkbox"/> | <input type="checkbox"/> |
| (h) Students dairies       | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) Paper pencil tests     | <input type="checkbox"/> | <input type="checkbox"/> |
| (j) Anecdotal records      | <input type="checkbox"/> | <input type="checkbox"/> |
| (k) Documentations         | <input type="checkbox"/> | <input type="checkbox"/> |
| (n) Quizzes                | <input type="checkbox"/> | <input type="checkbox"/> |
| (o) Group discussions      | <input type="checkbox"/> | <input type="checkbox"/> |

### 3.2 SCHOOL PROVIDING FEEDBACK REGARDING FORMATIVE ASSESSMENT

|                             | YES                      | NO                       |
|-----------------------------|--------------------------|--------------------------|
| (a) Feed back to individual | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Group feedback          | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Total class feedback    | <input type="checkbox"/> | <input type="checkbox"/> |

(d) Any other

### 3.3 CONDUCT OF SUMMATIVE ASSESSMENT

|                        | YES                      | NO                       |
|------------------------|--------------------------|--------------------------|
| (a) Oral assessment    | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Written assessment | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Any other          | <input type="checkbox"/> | <input type="checkbox"/> |

### 3.4 INSTRUCTIONS FOR BELOW AVERAGE STUDENTS IN SCHOOL

|                                     |                          |                          |
|-------------------------------------|--------------------------|--------------------------|
| (a) Remedial classes conducted      | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Special assignments             | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Separate work for slow learners | <input type="checkbox"/> | <input type="checkbox"/> |

### 3.5 INSTRUCTIONS FOR GIFTED STUDENTS IN SCHOOL

|   |                          |                          |
|---|--------------------------|--------------------------|
| (a) Special classes                         | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Special assignments                     | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Providing opportunity to lead the group | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Any other                               | <input type="checkbox"/> | <input type="checkbox"/> |

## 4 .CO-SCHOLASTIC ASPECTS FOLLOWED IN THE SCHOOL

|   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| (a) Art & Cultural education            | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Health and physical education       | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Work & Computer education           | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Value based education & life skills | <input type="checkbox"/> | <input type="checkbox"/> |

### 4.1 RESOURCES FOR HEALTH AND PHYSICAL EDUCATION

| AVAILABILITY OF FACILITIES IN THE SCHOOL       | YES                      | NO                       |
|--|--------------------------|--------------------------|
| (a) Availability of physical education teacher | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) N.S.S programme                            | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) N.C.C unit                                 | <input type="checkbox"/> | <input type="checkbox"/> |

- |  |                          |                          |
|--|--------------------------|--------------------------|
| (d) First aid kit                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Yoga   | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Meditation   | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) Health check up to students with specialist doctor | <input type="checkbox"/> | <input type="checkbox"/> |

#### **4.2 INFRASTRUCTURE FOR THE HEALTH AND PHYSICAL EDUCATION**

- |  | <b>YES</b>               | <b>NO</b>                |
|--|--------------------------|--------------------------|
| (a) Adequate play ground   | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Tennis court   | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Ball badminton court   | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Valley ball court  | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Kabbadi  | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Kho-kho court  | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) Foot ball court  | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) Availability of adequate playing material for sports and games | <input type="checkbox"/> | <input type="checkbox"/> |

#### **4.3 MAINTENANCE OF RECORDS FOR HEALTH AND PHYSICAL EDUCATION**

- |  | <b>YES</b>               | <b>NO</b>                |
|--|--------------------------|--------------------------|
| (a)Teacher diary   | <input type="checkbox"/> | <input type="checkbox"/> |
| (b)Student's individual health profile                   | <input type="checkbox"/> | <input type="checkbox"/> |
| (c)Student's participation register                      | <input type="checkbox"/> | <input type="checkbox"/> |
| (d)Photographs regarding sports and games                | <input type="checkbox"/> | <input type="checkbox"/> |
| (e)Anecdotal records                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Student's achievements register for sports and games | <input type="checkbox"/> | <input type="checkbox"/> |
| (g)Physical disability student's records                 | <input type="checkbox"/> | <input type="checkbox"/> |

#### **5. COMPUTER EDUCATION**

- |                                     | <b>YES</b>               | <b>NO</b>                |
|-------------------------------------|--------------------------|--------------------------|
| (a)Availability of computer teacher | <input type="checkbox"/> | <input type="checkbox"/> |

- |                                 |                          |                          |
|---------------------------------|--------------------------|--------------------------|
| (b) Proper computer room        | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Adequate computers in lab   | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Electricity facility        | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Computer books for students | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Internet facilities         | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) Generator facilities        | <input type="checkbox"/> | <input type="checkbox"/> |

### 5.1 RECORDS MAINTANENCE

- |                                 | <b>YES</b>               | <b>NO</b>                |
|---------------------------------|--------------------------|--------------------------|
| (a) Teachers dairy              | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Students class notes        | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Anecdotal records           | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Student's progress register | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Students dairy              | <input type="checkbox"/> | <input type="checkbox"/> |

### 6. WORK EDUCATION

- |  | <b>YES</b>               | <b>NO</b>                |
|--|--------------------------|--------------------------|
| (a) Availability of teacher for work education | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Work education room                        | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Adequate raw material                      | <input type="checkbox"/> | <input type="checkbox"/> |

### 6.1 ACTIVITIES IN WORK EDUCATION

- |   | <b>YES</b>               | <b>NO</b>                |
|---|--------------------------|--------------------------|
| (a)Preparation of stationary items          | <input type="checkbox"/> | <input type="checkbox"/> |
| (b)Hand embroidery                          | <input type="checkbox"/> | <input type="checkbox"/> |
| (c)Photography                              | <input type="checkbox"/> | <input type="checkbox"/> |
| (d)Stitching work                           | <input type="checkbox"/> | <input type="checkbox"/> |
| (e)Carpentry work                           | <input type="checkbox"/> | <input type="checkbox"/> |
| (f)Painting                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| (g)Preparation of the different models      | <input type="checkbox"/> | <input type="checkbox"/> |
| (h)Any other work related to work education | <input type="checkbox"/> | <input type="checkbox"/> |

**6.2 MAINTENENCE OF RECORDS**

|                                   | YES                      | NO                       |
|-----------------------------------|--------------------------|--------------------------|
| (a)Teacher dairy                  | <input type="checkbox"/> | <input type="checkbox"/> |
| (b)Student's achievement register | <input type="checkbox"/> | <input type="checkbox"/> |
| (c)Student's attendance register  | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) N.G.C record                  | <input type="checkbox"/> | <input type="checkbox"/> |

**7. VALUES EDUCATION &LIFE SKILLS**

|   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| (a)Availability of teacher                          | <input type="checkbox"/> | <input type="checkbox"/> |
| (b)Periods allotted in class time table             | <input type="checkbox"/> | <input type="checkbox"/> |
| (c)Availability of certain books on moral education | <input type="checkbox"/> | <input type="checkbox"/> |

**7.1 MAINTENENCE OF RECORDS**

|   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| <b>(a) Teachers dairy</b>               | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>(b) Student's achievement record</b> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>(c)Albums</b>                        | <input type="checkbox"/> | <input type="checkbox"/> |

**ART &CULTURAL EDUCATION**

|   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| <b>(a)Availability of teacher</b>         | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>(b)Art and cultural education room</b> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>(c)Adequate raw material</b>           | <input type="checkbox"/> | <input type="checkbox"/> |

**ACTIVITIES FOR ART& CULTURAL EDUCATION**

|   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| <b>(a)Preparing models and drawing pictures</b>               | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>(b)Tyann grami,origami</b>                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>(c)Songs competitions and using of musical instruments</b> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>(d)Demonstrations of local arts</b>                        | <input type="checkbox"/> | <input type="checkbox"/> |

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## APPENDIX-F

**Centre of Advanced Study in Education  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara-390002**

**SARDAR PAPANAYUDU. J**  
Research Scholar  
Department of Education, CASE

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### CCE based class room observation schedule

#### PERSONAL INFORMATION

Name of the Teacher : -----

Name of the Mandal : -----

Location : Urban  Rural

Educational Qualification :

Sex : Male  Female

Age :

Experience : 0-5 Years  6-10  11-15  16-20   
20 and above

Check list

Whether teacher prepared lesson plan: -----

Whether teacher prepared teacher dairy: -----

| Sr. No | Observation Items  | To a Great Extent | To some Extent | Not at All |
|--------|--|-------------------|----------------|------------|
| A      | <b>Introduction of the lesson</b>                                  |                   |                |            |
| 1      | Teacher develop interest among the students                        |                   |                |            |
| 2      | Teacher asks topic related questions                               |                   |                |            |
| 3      | Teacher asked the questions in easy to difficult way in motivation |                   |                |            |
| 4      | Topic declared by the students                                     |                   |                |            |
| B      | <b>Teaching learning process</b>                                   |                   |                |            |
| 5      | Teacher creates learning environment among the students            |                   |                |            |
| 6      | Students asks questions to teacher                                 |                   |                |            |
| 7      | Teacher using relevant example while teaching                      |                   |                |            |
| 8      | Teacher teaching in interactive way                                |                   |                |            |
| 9      | Teacher use the text book while teaching                           |                   |                |            |
| 10     | Teacher used black board in good manner                            |                   |                |            |
| 11     | Teacher using different type of strategies while teaching          |                   |                |            |
| 12     | Teacher teaching style attracted to students                       |                   |                |            |
| 13     | Teacher concentrating subject competencies while teaching          |                   |                |            |
| 14     | Teacher asking application type questions while teaching           |                   |                |            |
| C      | <b>Interaction with students</b>                                   |                   |                |            |
| 15     | Teacher maintaining good rapport with students                     |                   |                |            |
| 16     | Teacher frequently asking questions while teaching                 |                   |                |            |
| 17     | Teacher listening students answer carefully                        |                   |                |            |
| 18     | Teacher encourages to students to ask questions                    |                   |                |            |

|    |  |  |  |  |
|----|--|--|--|--|
| 19 | Teacher asking thinking based questions                                    |  |  |  |
| 20 | Teacher clarify the students doubts with patience                          |  |  |  |
| 21 | Teacher giving reinforcement of the students answer                        |  |  |  |
| D  | <b>Teaching learning material</b>  |  |  |  |
| 22 | Teacher prepared teaching learning material like charts /maps/pictures etc |  |  |  |
| 23 | Teacher uses teaching learning material while teaching                     |  |  |  |
| E  | <b>Conclusion of the lesson</b>  |  |  |  |
| 24 | Teacher asks the questions after completion of the lesson                  |  |  |  |
| 25 | Teacher summarize the lesson   |  |  |  |
| 26 | Teacher gives the project/assignment work to students                      |  |  |  |
| 27 | Teacher discussed the lesson with present situations                       |  |  |  |
| 28 | Teacher do the group activity based on the lesson                          |  |  |  |
| 29 | Teacher given instruction to do the textbook based activities              |  |  |  |
| 30 | Teacher develop positive attitude based on the lesson                      |  |  |  |

## APPENDIX-G

**Centre of Advanced Study in Education  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara-390002**

**J. Sardar Paparayudu**  
UGC - JRF  
Department of Education, CASE  
The M.S. University of Baroda,  
Vadodara.

**TITLE OF THE STUDY: A STUDY OF IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION AT UPPER PRIMARY SCHOOLS IN ANDHRA PRADESH.**

QUESTIONNAIRE FOR TEACHERS PROBLEMS ON IMPLEMENTATION OF CCE

I am a pursuing Ph.D. student of Centre of Advanced Study in Education (CASE), faculty of education and psychology The Maharaja Sayajirao University of Baroda, Vadodara .Title of my research topic is A STUDY OF IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION AT UPPER PRIMARY SCHOOLS IN ANDHRA PRADESH. For which i am collecting data from various upper primary schools in Prakasam district, Andhra Pradesh. The purpose of this questionnaire is to know the problems and difficulties while implementing CCE in schools. I would request you to share your knowledge and experience how the CCE implemented in your schools.

Name of the teacher : -----

Name of the school : -----

Sex : Male  Female

Age :

Marital status : Married  Unmarried

Stream : arts  science  commerce

Locale of school : Urban  Rural

Professional qualification : inter D.Ed.  B.A B.Ed.  B.Sc. B.Ed.   
M.A.,B.Ed.,  M.A.,M.Ed.  M.Sc. B.Ed.  
 M.Sc M,Ed.,  M.Phil.,  Other

Experience of the teaching in years : 1to 2  , 3 to 5  , 6 to 10  , 11 to 15

16 to 25

### CONCEPT AND AWARENESS OF CCE

1. Is there any need to implement CCE in schools? YES  NO
2. Is CCE really helpful to the students at school level? YES  NO
3. Is CCE is really applicable in all subjects? YES  NO
4. Do you feel any difficulty while implementing CCE? YES  NO
5. Do you understand the concept of CCE? YES  NO
6. Do you know about grading system in CCE? YES  NO
7. According to you are there any difficulties in grading system? YES  NO 
  - a) it is very difficult to allot the grades
  - b) It is very difficult to calculate the grades
  - c) It is very difficult to make the students to understand the grading system.
  - d) Grades are not calculating student's ability
  - e) It is very difficult to maintains registers according to grades

### INFRASTRUCTURAL FACILITIES

- 8 . Are you facing any problem regarding classrooms in your school? YES  NO 
  - a) Lack of sufficient classrooms
  - b) Lack of rooms for non scholastic subjects
  - c) Lack of computer room
  - d) Lack of laboratories in school
9. Do you have sufficient laboratories to do experiment in your school?  
YES  NO

### TEACHING LEARNING PROCESS

10. Do you motivate the students in the beginning of the lesson? YES  NO
11. Do you give the chance to the students to participate in your teaching?  
YES  NO
12. Do you feel any difficulty to teach in CCE pattern? YES  NO   
If yes specify

- a) More time is needed in CCE pattern
- b) Lack of teaching learning material
- c) Large number of students in class room
- d) Difficult to evaluate the students while teaching
- e) Lessons are the very difficult in the text book
- f) It is very late because of activity based teaching

13. Do you think syllabus is very vast in your subject? YES  NO

14. Has the CCE system made the teaching-learning process more interesting?

15. Do you face any difficulty to assess all the students in your class.?

YES  NO

- (a) Large number of students in class
- (b) More syllabuses
- (c) Less time
- (d) More record work

### TOOLS AND EVALUATION

16. Which tools and techniques are used by you to assess students in your subject during formative assessment?

- |   |   |
|---|---|
| (a) Oral questions <input type="checkbox"/>   | (e) Slip tests <input type="checkbox"/>   |
| (b) Class notes <input type="checkbox"/>      | (f) Project work <input type="checkbox"/> |
| (c) Observations <input type="checkbox"/>     | (g) Assignments <input type="checkbox"/>  |
| (d) Students dairies <input type="checkbox"/> |   |

17. Do you use paper-pencil test for formative assessment? YES  NO

18. Did you face any difficulty in the process of assessing students in co-scholastic aspects?

- |   |   |
|---|---|
| (a) Lack of facilities <input type="checkbox"/> | (b) lack of awareness <input type="checkbox"/>                  |
| (c) lack of fund <input type="checkbox"/>       | (d) Lack of teachers <input type="checkbox"/>                   |
| (e) lack of training <input type="checkbox"/>   | (f) lack of time <input type="checkbox"/>                       |
| (g) Lack of tools <input type="checkbox"/>      | (h) periods not allotted in time table <input type="checkbox"/> |
| (I) lack of material <input type="checkbox"/>   |   |

19. How many times do you carry out formative assessment in a year?

2  3  4  5  6

20. Do you give diagnostic tests and remedial measures for students to improve?

YES  NO

### PROBLEMS RELATED TO TRAINING

21. Have you undergone any training programme related to CCE? YES  NO

22. Have you attended any workshop on CCE? YES  NO

23. Did you receive the teacher's manual related to CCE? YES  NO

24. In CCE training have you received complete information regarding the CCE?

YES  NO

25. Do you have subject manual? YES  NO

26. Did you satisfy the CCE training? YES  NO

If NO

a) Unable to get complete information in training

b) Lack of manuals

c) Even resource persons also not having comprehensive idea

d) Training period is very less

e) Giving training is formality because they are conducting

f) Un availability of expert resource persons

27. How many days you have taken CCE training?

a) 0 to 3 days  b) 4 to 6 days  c) 7 to 10 days  d) 11

days above  Training not taken

28. Do you think Training material provided by govt is effective in expressing the objective of CCE? YES  NO

29. Did you taken any training about co-scholastic aspect? YES  NO

## TEACHERS PROBLEMS

30. Do you feel it is extra burden to the teacher when it comes to maintaining records?  
YES  NO  if yes mentioned some difficulties

a) Lack of time

b) Taking more time for record work

c) Un availability of sufficient records on CCE

d) Lack of awareness of writing records

e) Record work is more than class work

f) Lack of training on maintenance of CCE based records

31. Do you get time to implement CCE during specific year plan? YES  NO

32. Do you think that the syllabus prescribed is suitable for CCE implementation?

YES  NO

33. Do you feel the syllabus is very vast and very difficult to complete in a year?

YES  NO

34. Does CCE scheme demands extra efforts on your part? YES  NO

## FEEDBACK

35. Is specific feedback given to students at regular intervals? YES  NO

36. Did you find any impact on learner's progress due to this regular feedback?

YES  NO

37. Are you giving any remedial measures to students in your school?

YES  NO

a) Conducting separate classes

b) Separate work for backward students

c) Rectify the mistakes done by the students by time to time

38. Did you face any difficulty to give the feedback to students? YES  NO

If yes

a) Lack of time to give the feed back

b) Large numbers of students in classroom

c) Time is enough only for teaching

d) Not having the interest to give feed back

**TEACHERS SUGGESTIONS FOR FURTHER DEVELOPEMENT OF CCE**

39. According to you what type of modification do you expect in training programme?

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40. What type of suggestions are you thinking about grading system in CCE scheme?

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41. What type of suggestions are you thinking for better implementation of co scholastic aspects in schools?

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42. What type of changes are you expecting in school facilities for better implementation of CCE?

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43. What are your suggestions for teachers work load like maintenance of records etc?

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44. Do you have any suggestions about better implementation of CCE in schools?

**ది మహారాజా నయాజిరావ్ యూనివర్సిటీ ఆఫ్ ఐరోడా**  
**సెంటర్ ఆఫ్ అడ్వాన్స్డ్ స్టడీ ఇన్ ఎడ్యుకేషన్ (కేస్)**  
**వడోదర**

అధ్యయనాంశము పేరు: ప్రాథమికోన్నత పాఠశాలలో నిరంతర సమగ్ర మూల్యాంకనం అమలుపై అధ్యయనం

గౌరవనీయులైన ఉపాధ్యాయిని / ఉపాధ్యాయులకు,

నేను సెంటర్ ఆఫ్ అడ్వాన్స్డ్ స్టడీ ఇన్ ఎడ్యుకేషన్లో పి.హెచ్.డి చేస్తున్నాను. నా యొక్క పరిశోధన అంశం ప్రాథమికోన్నత పాఠశాలలో నిరంతర సమగ్ర మూల్యాంకనం అమలుపై అధ్యయనం. ఇందులో భాగంగా నేను ప్రకాశం జిల్లాను ఎంచుకున్నాను. ఈ ప్రశ్నావళి యొక్క ప్రధాన ఉద్దేశ్యం నిరంతర సమగ్ర మూల్యాంకనం అమలులో సమస్యలు తెలుసుకోవడం. కనుక ఉపాధ్యాయ మిత్రులారా నా యందు దయ ఉంచి ఈ ప్రశ్నావళిని జాగ్రత్తగా చదివి తగిన సమాచారాన్ని అందించవలసినదిగా కోరుచున్నాను. ఈ సమాచారమును నేను నా యొక్క పి.హెచ్.డి. అధ్యయనమునకు మాత్రమే వినియోగించెదను. మీ పేరుగాని, స్కూలు పేరు గాని ఎక్కడా వెల్లడి చేయక గోప్యంగా ఉంచుతానని ప్రమాణం చేస్తున్నాను.

ఇట్లు

జి.సర్కార్ పాపిరాయుడు

యు.జి.సి.జి.ఆర్.ఎఫ్

**ప్రాథమిక సమాచారము**

Gender : Male  Female

Marital Status : Married  Unmarried

Stream Arts  Commerce  Science

Educational Qualification : D.Ed  B.A.B.Ed.  B.Sc.B.Ed.

M.Sc., B.Ed.,  M.A., M.Ed.,  M.Sc., M.Ed.,  M.Com.B.Ed.,

MPhil  Ph.D

Experience of Teaching : 1-5  6-10  11-15  16-20

21 to 25  26 to above

1. పాఠశాలల్లో నిరంతర సమగ్ర మూల్యాంకనం అమలు చేయాల్సిన అవసరం ఉందా? అవును  కాదు
2. పాఠశాల స్థాయిలో నిరంతర సమగ్ర మూల్యాంకనం నిజంగా ఉపయోగపడుతుందా? అవును  కాదు
3. అన్ని సబ్జెక్టులకు నిరంతర సమగ్ర మూల్యాంకనం అమలు చేయవచ్చా? అవును  కాదు
4. నిరంతర సమగ్ర మూల్యాంకనాన్ని అమలు చేయడంలో ప్రాథమికోన్నత పాఠశాలలో మీరేమైనా సమస్యలు ఎదుర్కొంటున్నారా? అవును  కాదు
5. నిరంతర సమగ్ర మూల్యాంకనం అనే భావనను మీరు అర్థం చేసుకున్నారా? అవును  కాదు
6. నిరంతర సమగ్ర మూల్యాంకనలో గ్రేడింగ్ విధానం గురించి మీకు తెలుసా? అవును  కాదు
7. మీ అభిప్రాయంలో గ్రేడింగ్ విధానంలో ఏమైనా ఇబ్బందులు ఉన్నాయా? అవును  కాదు

అవును అయినట్లయితే స్పష్టం చేయండి?

- (ఎ) గ్రేడులు తేటయించడం చాలా కష్టం
- (బి) గ్రేడులు లెక్కించడం కష్టం
- (సి) విద్యార్థులకు గ్రేడులు గురించి అవగాహన కలిగించడం కష్టం
- (డి) గ్రేడులు అనేవి విద్యార్థుల సామర్థ్యాలు ఖచ్చితంగా చెప్పలేవు
- (ఇ) గ్రేడులు అనుగుణంగా రిజిస్టర్స్ నిర్వహించడం కష్టం

8. మీ పాఠశాలలో తరగతి గదులకు సంబంధించి మీరు ఏమైనా సమస్యలు ఎదుర్కొంటున్నారా? అవును  కాదు

అవును అయితే స్పష్టం చేయండి?

- (ఎ) అన్ని తరగతుల గదులు లేకపోవడం
- (బి) బోధనాతర సబ్జెక్టులకు సరైన గదులు లేకపోవడం
- (సి) కంప్యూటర్లకు గది లేకపోవడం
- (డి) ప్రయోగశాలలకు సరైన గదులు లేకపోవడం

9. మీ పాఠశాలలో ప్రయోగాలు చేయడానికి అవసరమైన ప్రయోగశాలలు ఉన్నాయా? అవును  కాదు

10. పాఠ్యాంశ ప్రారంభంలో మీరు విద్యార్థులకు ప్రేరణ కలుగజేస్తారా? అవును  కాదు

11. మీ బోధనలో మీరు విద్యార్థులు పాల్గొనడానికి అవకాశం ఇస్తారా? అవును  కాదు

12. నిరంతర సమగ్ర మూల్యాంకనం బోధించడానికి మీకు కష్టంగా ఉన్నదా? అవును  కాదు

అవును అయినట్లయితే స్పష్టం చేయండి.

- (ఎ) సి.సి.ఇలో బోధన ఎక్కువ సమయం అవసరం
- (బి) బోధనా సామగ్రి లేకపోవడం

- (సి) తరగతిలో పిల్లలు ఎక్కువ ఉండటం
- (డి) బోధన చేసేటప్పుడే మూల్యాంకనం చేయడం కష్టంగా ఉండటం
- (ఇ) పుస్తకంలో పాఠ్యాంశాలు కష్టతరంగా ఉండటం
- (ఎఫ్) కృత్యలద్వారా బోధన కాబట్టి అలస్యం కావడం

13. మీరు బోధించే సబ్జెక్టులో సిలబస్ సినెక్ విధానంలో ఎక్కువగా ఉన్నదని మీరు అనుకుంటున్నారా?

అవును  కాదు

14. సినెక్ విధానం బోధనా విధానంలో ఎక్కువ అసక్తి కలిగి విధంగా చేస్తుందని భావిస్తున్నారా? అవును  కాదు

15. మీ తరగతిలో అందరి విద్యార్థులను మూల్యాంకనం చేయడం కష్టంగా భావిస్తున్నారా? అవును  కాదు

అవును అయినట్లయితే

- (ఎ) ఎక్కువమంది పిల్లలు ఉండటం వలన
- (బి) సిలబస్ ఎక్కువగా ఉండటం వలన
- (సి) సమయం సరిపోవడం వలన
- (డి) రికార్డ్ వర్కు ఎక్కువగా ఉన్నందువలన

16. ఫార్మిటివ్ మూల్యాంకనం సమయంలో విద్యార్థి సామర్థ్యాలను తెలుసుకోవడానికి ఎలాంటి పరికరాలు(టూల్స్) ఉపయోగిస్తున్నారు

- (ఎ) మేఖిక ప్రశ్నలు  స్లిప్ టెస్ట్ నిర్వహణ
- (బి) క్లాసు నోట్సు  ప్రాజెక్టువర్క్ ఇవ్వడం
- (సి) పరిశీలించడం  అసైన్ మెంట్సు
- (డి) విద్యార్థుల డైరీ

17. మీరు ఫార్మిటివ్ మూల్యాంకనం చేయడానికి వ్రాతపూర్వక పరీక్షలు ఏమైనా నిర్వహిస్తున్నారా? అవును  కాదు

18. బోధనేతర సబ్జెక్టులు (కో-స్ట్రాస్టిక్) విషయంలో మీరు ఎలాంటి సమస్యలు ఎదుర్కొంటున్నారు?

- (ఎ) వసతులు లేకపోవడం
- (బి) అవగాహన లేకపోవడం
- (సి) నిధులు లేకపోవడం
- (డి) ఉపాధ్యాయులు లేకపోవడం
- (ఇ) శిక్షణ లేకపోవడం
- (ఎఫ్) సమయం లేకపోవడం
- (జి) పరికరాలు(టూల్స్) లేకపోవడం
- (హెచ్) టైమ్ టేబుల్ లో పీరియడ్స్ కేటాయించకపోవడం
- (ఐ) బోధనా సామాగ్రి లేకపోవడం

19. మీరు సంఘానికి ఎన్నిసార్లు నిర్మాణాత్మక మూల్యాంకనాన్ని చేస్తారు.

(ఎ) 2  (బి) 3  (సి) 4  (డి) 5  (ఇ) 6

20. మీకు పిల్లల ప్రగతికొరకు రెమిడియల్ తరగతులు మరియు నిర్ధారణ పరీక్షలు నిర్వహిస్తున్నారా; అవును  కాదు

21. సి.సి.ఇ.డి సంబంధించి మీరు ఏమైనా శిక్షణ పొందియున్నారా? అవును  కాదు

22. సి.సి.ఇ.డి సంబంధించి మీరేమైనా వర్కషాపకు హాజరైనారా? అవును  కాదు

23. సి.సి.ఇ.డి సంబంధించిన ఉపాధ్యాయుల కరదీపిత మీరు తీసుకున్నారా? అవును  కాదు

24. సి.సి.ఇ.డి సంబంధించిన శిక్షణలో మీరు సిసిఇ యొక్క సమగ్ర అవగాహన పొందారా? అవును  కాదు

25. సి.సి.ఇ.డి సంబంధించి మీరు చెప్పే సబ్బట్టు మాన్యువల్ పొందారా? అవును  కాదు

26. సి.సి.ఇ.డి సంబంధించిన శిక్షణ వలన మీరు సంతృప్తిగా ఉన్నారా? అవును  కాదు

కాదు అయినట్లయితే కారణాలు

(ఎ) సిసిఇడి సంబంధించిన సమగ్ర సమాచారము పొందలేకపోవటం

(బి) శిక్షణకు సంబంధించిన మాన్యువల్స్ లేకపోవటం

(సి) రిసోర్స్ పర్సనకు కూడా సరైన అవగాహన లేకపోవటం

(డి) శిక్షణ సమయం తక్కువగా ఉండటం

(ఇ) శిక్షణ ఇవ్వాలి కాబట్టి ఇస్తున్నారు అనే విధంగా ఉండటం

(ఎఫ్) సరైన రిసోర్సు పర్సన అందుబాటులో లేకపోవటం

27. మీరు సిసిఇడి సంబంధించి శిక్షణ ఎన్నిరోజులకు తీసుకున్నారు?

(ఎ) 3రోజులు  (బి) 4-6రోజులు  (సి) 10రోజులు  (డి) 11 మరియు అంతకంటే ఎక్కువ

28. సిసిఇడి సంబంధించి శిక్షణలో ఇచ్చిన మెటీరియల్ సిసిఇ లక్ష్యాన్ని సాధించడానికి అనుగుణంగాను ఉందని భావిస్తున్నారా? అవును  కాదు

29. నాన్ స్కాలాస్టిక్ సబ్జెక్టులకు సంబంధించి ప్రత్యేకంగా మీరు ఏమైనా శిక్షణ పొందారా? అవును  కాదు

30. సిసిఇడి సంబంధించిన రికార్డును నిర్వహించడానికి మీరేమైనా ఇబ్బందిగా భావిస్తున్నారా? అవును  కాదు

అవును అయినట్లయితే కారణాలు

(ఎ) సమయం లేకపోవటం

(బి) ఎక్కువ సమయం రికార్డు వర్కుతో సరిపోవటం

(సి) సిసిఇ అనుగుణమైన రికార్డు అందుబాటులో లేకపోవటం

(డి) రికార్డు వ్రాసే విధానంపై అవగాహన లేకపోవటం

(ఇ) ఖాస్ వర్కు కంటే రికార్డు వర్క్ ఎక్కువగా ఉండటం.

(ఎఫ్) సిసిఇ రికార్డు నిర్వహణకు సంబంధించి సరైన శిక్షణ లేకపోవడం

31. సిసిఇ అనుగుణంగా మీరు చెప్పే సబ్జెక్టును ఒక సంవత్సరములో బోధించడానికి సరిపోతుందని మీరు భావిస్తున్నారా?

అవును  కాదు

32. ప్రస్తుతం ఉన్న సిలబస్ సిసిఇ లక్ష్యాలకు అనుగుణంగా అమలు చేయడానికి వీలుగా ఉందని మీరు భావిస్తున్నారా?

అవును  కాదు

33. ప్రస్తుతం ఉన్న సిలబస్ చాలా ఎక్కువగా ఉందని మీరు అనుకుంటున్నారా? అవును  కాదు

34. సిసిఇ విధానం వలన ఉపాధ్యాయులు ఎక్కువ కష్టపడాలి అని మీరు భావిస్తున్నారా? అవును  కాదు

35. మీరు విద్యార్థులకు నిరంతరం ఫీడ్బ్యాక్ ఇస్తుంటారా? అవును  కాదు

36. మీరు రోజూ ఫీడ్బ్యాక్ ఇవ్వడం వలన విద్యార్థుల ప్రగతిలో మార్పులు వచ్చినట్లుగా మీరు గమనించారా? అవును  కాదు

37. మీరు బోధించే సబ్జెక్టులో ఎలాంటి రెమిడియల్ మెజిస్ట్రీ (పరిహారబోధన) చేస్తున్నారు.

(ఎ) ప్రత్యేక తరగతులు నిర్వహించడం

(బి) వెనుకబడిన విద్యార్థులకు ప్రత్యేకమైన వర్క్ ఇవ్వడం

(సి) ఎప్పటికప్పుడు తప్పులు సరిదిద్దడం

38. మీరు విద్యార్థులకు ఫీడ్బ్యాక్ ఇవ్వడానికి ఏమైనా ఇబ్బందిగా అనుకొంటున్నారా? అవును  కాదు   
అవును అయినట్లయితే

(ఎ) ఫీడ్బ్యాక్ ఇవ్వడానికి సమయం లేకపోవడం

(బి) ఎక్కువమంది సిల్లులు తరగతిలో ఉండటం

(సి) పాఠం చెప్పడానికే సమయం సరిపోవడం

(డి) అసక్తి లేకపోవడం

39. సిసిఇ సంబంధించిన శిక్షణలో ఎలాంటి మార్పులు చేస్తే బాగుంటుందని మీరు భావిస్తున్నారు?

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40. సిసిఇకి సంబంధించిన గ్రేడింగ్ విధానం సమర్థవంతంగా చేయడానికి మీరిచ్చే సూచనలు ఏవి?

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41. కోస్మోలాస్టిక్ సబ్జెక్టును సమర్థవంతంగా అమలు చేయాలి అంటే ఏవి చేస్తే బాగుంటుందో తగిన సూచనలు చేయండి?

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42. సిసిఇని అమలు చేయడంలో పాఠశాల వసతులలో ఎలాంటి మార్పులు అవసరమో సూచించండి?

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43. సిసిఇ అమలు చేయడంలో ఉపాధ్యాయులు నిర్వహించే రికార్డ్స్, రిజిస్టర్లకు సంబంధించి మీరిచ్చే సూచనలు ఏవి?

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44. సిసిఇని ఇంకా సమర్థవంతంగా అమలు చేయడానికి ఇంకేమైనా సూచనలు ఇవ్వదలిస్తే ఇక్కడ వ్రాయాలి.

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## APPENDIX-H



**Centre of Advanced Study in Education (CASE)  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara -390 002**

### TEACHERS PERCEPTION SCALE TOWARDS CCE

Sir/Madam

I have taken up a research study titled “A Study of Implementation of Continuous and Comprehensive Evaluation at Upper Primary Schools in Andhra Pradesh”. as a student of the Ph.D. program at the Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. This ‘Attitude Scale on the implementation of Continuous Comprehensive Evaluation (CCE) has been developed to know the perception of teachers towards the implementation of CCE

While responding to this scale, feel free and be assured that this would be totally confidential and will be used only for research purpose. Your cooperation will be highly appreciated.

Thanking you

Sincerely

Prof. R.S Mani  
Research Guide  
Department of Education

Sardar Paparayudu J.  
UGC, JRF Research Scholar

## TEACHERS PERCEPTION SCALE TOWARDS CCE

Name of the Teacher : -----

Name of the School : -----

Sex :  Male  Female

Age : -----

Marital status : Married  UN married

Stream of Education : Arts  science  commerce

Locale of school : Rural  Urban

Professional qualification : D.Ed  B.A B.Ed.  B.Sc. B.Ed.   
M.Sc., B.Ed.,  M.A., M.Ed.,   
M.Sc., M.Ed.,  **M.Com. B.Ed.,**   
M.Phil  Ph.D.

Experience of the teaching in years: 1 to 2  3 to 5  6 to 10   
11 to 15  16 to 25

The following statements pertain to Continuous and comprehensive Evaluation. Hundred items are given below, on which your views are invited. These statements are put under a 5 point scale, ranking from **Strongly Agree, Agree, Undecided, Disagree, Strongly disagree**. Please give your response by putting a tick mark against the appropriate level of satisfaction as you perceive.

| Sl. No | Statement   | SA | A | UD | D | SD |
|--------|---|----|---|----|---|----|
| 1      | Teaching and learning is very difficult in CCE pattern.                         |    |   |    |   |    |
| 2      | CCE based examinations not helpful for assessing full knowledge of the students |    |   |    |   |    |
| 3      | I do not bother to complete entire syllabus with in prescribed time.            |    |   |    |   |    |

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
| 4   | I fell in CCE system teacher need more effort  |  |  |  |  |  |
| 5   | CCE does not helps teacher to concentrate on every individual                              |  |  |  |  |  |
| 6   | In CCE system students are constantly under pressure of exams and submissions              |  |  |  |  |  |
| 7   | It is very difficult for me to enter CCE data into records.                                |  |  |  |  |  |
| 8   | Learning through CCE creates stress on students  |  |  |  |  |  |
| 9   | Present CCE based syllabus difficulty level is very high to the students.                  |  |  |  |  |  |
| 10  | I feel Giving feedback is very difficult in formative assessment.                          |  |  |  |  |  |
| 11  | CCE enables the teacher to improve the teaching schedule as per needs of the students      |  |  |  |  |  |
| 12  | Continuous evaluation includes healthy study habits  |  |  |  |  |  |
| 13  | It is very difficult to conduct formative type tests under CCE pattern in classroom.       |  |  |  |  |  |
| 14  | I feel that reduction in syllabus will facilitate better CCE implementation                |  |  |  |  |  |
| 15  | CCE improves the quality of my teaching.   |  |  |  |  |  |
| 16  | CCE promotes superficial study since students have very little time for in depth study     |  |  |  |  |  |
| 17  | CCE scheme made teaching learning process more interesting.                                |  |  |  |  |  |
| 18  | Implementing CCE is stressful for me   |  |  |  |  |  |
| 19  | I feel very difficult to allot the grades to students in CCE pattern.                      |  |  |  |  |  |
| 20  | Too many tests and assignments projects spoil the interest of the students in CCE pattern. |  |  |  |  |  |
| 21  | CCE gives opportunity to improve one self.   |  |  |  |  |  |
| 22. | Entering the CCE data takes more time than class hours                                     |  |  |  |  |  |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 23 | CCE improves the teaching learning process.   |  |  |  |  |  |
| 24 | In CCE system students try to please teachers for favours.                          |  |  |  |  |  |
| 25 | In CCE system teaching learning is student centred                                  |  |  |  |  |  |
| 26 | CCE provides opportunity to child to participate in all the activities in the class |  |  |  |  |  |
| 27 | CCE is the true measure of the student's personality.                               |  |  |  |  |  |
| 28 | CCE helps students to diagnose and remediate their learning difficulties.           |  |  |  |  |  |
| 29 | Teaching learning process is very slow in CCE type teaching                         |  |  |  |  |  |
| 30 | CCE based tests, and examinations create fear among the students.                   |  |  |  |  |  |
| 31 | CCE improves interest among children.   |  |  |  |  |  |
| 32 | I am enjoying teaching in CCE pattern.  |  |  |  |  |  |
| 33 | CCE creates anxiety and fear in students  |  |  |  |  |  |
| 34 | CCE based activity teaching helps students all round development                    |  |  |  |  |  |
| 35 | Present syllabus is suitable for comprehensive development of children.             |  |  |  |  |  |
| 36 | CCE enhances my teaching effectiveness.   |  |  |  |  |  |
| 37 | I feel Students getting knowledge through CCE is become permanent                   |  |  |  |  |  |
| 38 | Time is not enough to give remedial measure to students.                            |  |  |  |  |  |
| 39 | CCE is the true measure of student's progress.                                      |  |  |  |  |  |
| 40 | Implementation of CCE require more time   |  |  |  |  |  |
| 41 | Learning through CCE is joyful for all students                                     |  |  |  |  |  |
| 42 | I feel CCE pattern makes students relatively lazy                                   |  |  |  |  |  |

**ది మహారాజా నయాజిరావ్ యూనివర్సిటీ ఆఫ్ బరోడా**  
**సెంటర్ ఆఫ్ అడ్వాన్స్డ్ స్టడీ ఇన్ ఎడ్యుకేషన్ (ఈన్)**  
**వడోదర**

అధ్యయనాంశము పేరు: ప్రాథమికోన్నత పాఠశాలలో నిరంతర నమగ్ర మూల్యాంకనం అమలుపై అధ్యయనం

గౌరవనీయులైన ఉపాధ్యాయిని / ఉపాధ్యాయులకు,

నేను సెంటర్ ఆఫ్ అడ్వాన్స్డ్ స్టడీ ఇన్ ఎడ్యుకేషన్లో పి. హెచ్.డి చేస్తున్నాను. ఈ క్రింది ఇవ్వబడిన స్టేట్మెంట్లు నిరంతర నమగ్ర మూల్యాంకనానికి సంబంధించినవి. మొత్తం 42 స్టేట్మెంట్లు క్రింద ఇవ్వబడినవి. వాటిపై మీ యొక్క అలోచనలను అప్లోనిస్తున్నాము. ఈ స్టేట్మెంట్లన్నీ 5 పాయింట్ రేటింగ్ స్కేల్పై ఉంచాము. వీటిని (ఎ) పూర్తిగా అంగీకరిస్తాను, (బి) అంగీకరిస్తాను, (సి) నిర్ణయించుకోలేను, (డి) అంగీకరించను, (ఇ) గట్టిగా అంగీకరించను అని పర్జీకరించడం జరిగింది. ఈ స్టేట్మెంట్లన్నీ జాగ్రత్తగా చదవి మీ యొక్క సమాధానాన్ని టిక్(✓) రూపంలో కేటాయించిన గడిలో ఉంచాల్సినదిగా కోరుచున్నాను. ఈ సమాచారమును నేను నా యొక్క పి. హెచ్.డి. అధ్యయనమునకు మాత్రమే వినియోగించెదను. మీ పేరుగాని, స్వూటు పేరు గాని ఎక్కడా వెల్లడి చేయక గోప్యంగా ఉంచుతానని ప్రమాణం చేస్తున్నాను.

ఇట్లు  
 జె.సర్కార్ పాపారాయుడు  
 యు.టి.సి.జె.ఆర్.ఎఫ్

**ప్రాథమిక సమాచారము**

Gender : Male  Female

Marital Status : Married  Unmarried

Stream Arts  Commerce  Science

Educational Qualification : D.Ed  B.A.B.Ed.  B.Sc.B.Ed.

M.Sc., B.Ed.,  M.A., M.Ed.,  M.Sc., M.Ed.,  M.Com.B.Ed.,

MPhil  Ph.D

Experience of Teaching : 1-5  6-10  11-15  16-20

21 to 25  26 to above

| ప. నెం | ప్రశ్నమొంట్లు   | గట్టిగా అంగీకరిస్తాను | అంగీకరిస్తాను | నిర్ణయించుకోలేను | అంగీకరించను | గట్టిగా అంగీకరించను |
|--------|---|-----------------------|---------------|------------------|-------------|---------------------|
| 1      | సినిమ విధానంలో బోధన అభ్యసన విధానం చాలా కష్టంగా ఉంటుంది.   |                       |               |                  |             |                     |
| 2      | విద్యార్థుల యొక్క సంపూర్ణ జ్ఞానం మదింపుచేయడానికి సినిమ విధానం పరీక్షలు అంతగా ఉపయోగపడవు.                 |                       |               |                  |             |                     |
| 3      | సినిమ విధానంలో ఉన్న సిలబస్ అనుకున్న సమయంలో పూర్తి చేయడంలో నేను ఎలాంటి ఇబ్బంది పడను.                     |                       |               |                  |             |                     |
| 4      | సినిమ విధానంలో ఉపాధ్యాయులకు ఎక్కువ సౌమర్యాలు అవసరం.   |                       |               |                  |             |                     |
| 5      | ప్రతి విద్యార్థిమీద ఉపాధ్యాయుడు దృష్టి, కేంద్రీకరించడానికి సినిమ విధానం అంతగా ఉపయోగపడదు.                |                       |               |                  |             |                     |
| 6      | సినిమ విధానంలో విద్యార్థులు పరీక్షలు వ్రాయడం, జ్ఞాన పర్యులు సకాలంలో చూపించడంలో వత్తిడిలో ఉంటారు.        |                       |               |                  |             |                     |
| 7      | సినిమి సంబంధించిన సమాచారాన్ని రికార్డులో నమోదు చేయడం చాలా కష్టమైన పని.                                  |                       |               |                  |             |                     |
| 8      | సినిమ విధానం విద్యార్థులలో వత్తిడిని పెంచుతుంది.  |                       |               |                  |             |                     |
| 9      | సినిమ విధానంలో రూపొందించబడిన సిలబస్ విద్యార్థుల స్వాయి కంటే ఎక్కువగా ఉంటుంది.                           |                       |               |                  |             |                     |
| 10     | ఫార్మిటివ్ విధానంలో విద్యార్థులకు ఫీడ్ బ్యాక్ ఇవ్వడం అనేది చాలా కష్టం.                                  |                       |               |                  |             |                     |
| 11     | సినిమ విధానం అనేది విద్యార్థుల అవసరాలకు అనుగుణంగా బోధన సామర్థ్యములను మెరుగుపరచుకోవడానికి బోధాదపడుతుంది. |                       |               |                  |             |                     |
| 12     | నిరంతర మూల్యాంకనం అనేది విద్యార్థులలో మంచి ఆరోగ్య అభ్యయన అలవాట్లను పెంపొందిస్తుంది.                     |                       |               |                  |             |                     |
| 13     | సినిమ విధానంలో ఫార్మిటివ్ మూల్యాంకనంకు సంబంధించిన అంశాలను తరగతి గదిలో నిర్వహించడం చాలా కష్టం.           |                       |               |                  |             |                     |
| 14     | సిలబస్ తగ్గినట్లయితే సినిమ విధానం బాగా అమలుచేయడానికి అవకాశం ఉంటుంది.                                    |                       |               |                  |             |                     |
| 15     | సినిమ విధానం ద్వారా నా బోధనలో నాణ్యతను పెందింది.  |                       |               |                  |             |                     |
| 16     | సినిమ విధానంలో విద్యార్థులకు సమయం తక్కువ ఉండటంవలన పైపైనే అంశాలు చదువుతారు? దెవ్వు స్టడీకి అవకాశం ఉండదు. |                       |               |                  |             |                     |
| 17     | సినిమ విధానంలో బోధన అభ్యసన విధానం చాలా అసాధ్యంగా ఉంటుంది.   |                       |               |                  |             |                     |

|    |   |  |  |  |  |
|----|---|--|--|--|--|
| 18 | సినిమి అమలుచేయడం అనేది నాకు ఒత్తిడితో కూడుకున్నదిగా ఉంది  |  |  |  |  |
| 19 | సినిమ విధానంలో విద్యార్థులకు గ్రేడ్లు తీయించడం చాలా కష్టం.  |  |  |  |  |
| 20 | సినిమ విధానంలో ఉండే పరిశ్రమలు, ప్రాజెక్టులు, అసైన్మెంట్లు ఎక్కువగా ఉండటం విద్యార్థుల అసక్తిని తగ్గిస్తుంది. |  |  |  |  |
| 21 | సినిమ అనేది ఒక వ్యక్తి తనకు తాను అభివృద్ధి పరచుకోవడానికి సహాయపడుతుంది.                                      |  |  |  |  |
| 22 | సినిమి సంబంధించిన సమాచారాన్ని రికార్డులో నమోదు చేయడం ఖాస సమయం కంటే ఎక్కువగా ఉంది.                           |  |  |  |  |
| 23 | సినిమ అనేది బోధన అభ్యసన ప్రక్రియను అభివృద్ధి చేస్తుంది.   |  |  |  |  |
| 24 | సినిమ విధానంలో విద్యార్థులు ఉపాధ్యాయులకు అనుకూలంగా ఉండటానికి ప్రయత్నిస్తారు.                                |  |  |  |  |
| 25 | సినిమ విధానంలో బోధన అభ్యసన విద్యార్థి కేంద్రంగా ఉంటుంది.  |  |  |  |  |
| 26 | సినిమ అనేది విద్యార్థులకు తరగతి గదిలో అన్ని కార్యక్రమములో పాల్గొనే అవకాశాన్ని కల్పిస్తుంది.                 |  |  |  |  |
| 27 | సినిమ అనేది విద్యార్థుల మూర్తిమత్వాన్ని మందింపు చేయడానికి ఖచ్చితంగా ఉపయోగపడుతుంది.                          |  |  |  |  |
| 28 | సినిమ అనేది విద్యార్థుల అధ్యయనానికి సంబంధించిన బలాలు, బలహీనతలు తెలిపి వాటిని సరిచేయడానికి ఉపకరిస్తుంది.     |  |  |  |  |
| 29 | సినిమ విధానంలో బోధన అభ్యసన ప్రక్రియ నిధానంలాగా సాగుతుంది.   |  |  |  |  |
| 30 | సినిమ విధానంలో నిర్వహించే టెస్టులు, ఎగ్జామ్లు విద్యార్థుల మధ్య భయాన్ని పెంపొందిస్తాయి.                      |  |  |  |  |
| 31 | సినిమ అనేది విద్యార్థులలో అసక్తిని పెంపొందిస్తుంది.   |  |  |  |  |
| 32 | సినిమ విధానంలో బోధన చేయడాన్ని నేను ఎంతోమోజుచేస్తున్నాను.  |  |  |  |  |
| 33 | సినిమ అనేది విద్యార్థులలో యాన్జైటిని మరియూ ఒత్తిడిని పెంపొందిస్తుంది.                                       |  |  |  |  |
| 34 | సినిమ విధానంలో యాక్టివిటీ బోర్డ్ టీచింగ్ అనేది విద్యార్థుల సమగ్ర అభివృద్ధికి సహాయం చేస్తుంది.               |  |  |  |  |
| 35 | ప్రస్తుతం ఉన్న సినిమ సిలబస్ విద్యార్థి యొక్క సామాగ్రి అభివృద్ధికి దోహదం చేస్తుంది.                          |  |  |  |  |
| 36 | సినిమ అనేది నా బోధన యొక్క సమర్థ్యాన్ని పెంచింది.  |  |  |  |  |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 37 | సిసిఇ విధానంలో విద్యార్థులు పొందే జ్ఞానం శాశ్వతంగా ఉంటుందని అనుకుంటున్నాను.                   |  |  |  |  |  |
| 38 | విద్యార్థులకు రెమెడియల్ మేజర్స్ (వెనుకబడినవారికి ఇచ్చే సూచనలు) ఇవ్వడానికి సరిపడనంత సమయం లేదు. |  |  |  |  |  |
| 39 | సిసిఇ అనేది విద్యార్థి ప్రగతిని మూల్యాంకన చేయడానికి చాలా ఉత్తమమైనది.                          |  |  |  |  |  |
| 40 | సిసిఇని సమర్థవంతంగా అమలు చేయాలంటే ఎక్కువ సమయం అవసరం.  |  |  |  |  |  |
| 41 | సిసిఇ విధానంలో నేర్చుకొనుట విద్యార్థులకు ఎంతో   |  |  |  |  |  |
| 42 | సిసిఇ విధానం అనేది విద్యార్థులను సోమరులుగా చేస్తుంది.   |  |  |  |  |  |

## APPENDIX-I

### STUDENTS REACTION SCALE TOWARDS LEARNING OF CCE AT UPPER PRIMARY SCHOOLS

#### PERSONAL INFORMATION

Name of the student : -----

Name of the School : -----

Class : -----

Section : -----

Gender : Boy  Girl

Location of the school : Rural  Urban

Caste : S.C  S.T  O.B.C  O.C

Parental educational qualification : 1 to 5<sup>th</sup>  6<sup>th</sup> to 7<sup>th</sup>  8 to 10<sup>th</sup>  Inter

Degree  P.G  Others

Parent occupation : -----

#### INSTRUCTIONS

This reaction scale consists of different items based on CCE .The participants are requesting to select your degree of response from the given choice. SA=Strongly Agree, A=Agree, UD= UN decided, DA=Disagree, SD=Strongly Disagree.

The purpose of this Reaction scale is to know the students learning through implementing CCE in schools. Please read carefully all statements given below and tick the appropriate choice of yours. There is no right or wrong answers. So feel free and respond whatever you are learning in school through CCE.

| S.NO | ITEM  | SA | A | UD | DA | SD |
|------|---|----|---|----|----|----|
| 1.   | I easily understand teaching in class room due to CCE                                 |    |   |    |    |    |
| 2.   | I participate more in teaching due to CCE   |    |   |    |    |    |
| 3.   | My teacher not asks questions while he is teaching                                    |    |   |    |    |    |
| 4.   | I feel difficulty to do more activities in class room in CCE pattern                  |    |   |    |    |    |
| 5    | CCE helps me to interact with my teachers.  |    |   |    |    |    |
| 6    | students always in stress to write exam and complete their class work in CCE pattern  |    |   |    |    |    |
| 7    | cce pattern increase the stress among the students                                    |    |   |    |    |    |
| 8    | CCE provides me to pay attention and concentration in class                           |    |   |    |    |    |
| 9    | CCE increases my understanding level in all subjects.                                 |    |   |    |    |    |
| 10   | CCE helps me to think innovatively  |    |   |    |    |    |
| 11.  | I am not having confidence to get good rank in CCE pattern                            |    |   |    |    |    |
| 12.  | CCE is burden to me to learn more   |    |   |    |    |    |
| 13   | CCE is very helpful to me to think newly  |    |   |    |    |    |
| 14   | I don't have time to play because of the class work                                   |    |   |    |    |    |
| 15   | Assignments, projects, slip tests have helped me to write summative examinations well |    |   |    |    |    |
| 16   | I am having fear to write examinations in CCE pattern.                                |    |   |    |    |    |
| 17.  | Project work ,assignments and writing notes are hard to me accomplish in time         |    |   |    |    |    |
| 18.  | I feel very stress to write examinations in CCE pattern                               |    |   |    |    |    |

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
| 19  | CCE is very helpful to get permanent knowledge                                 |  |  |  |  |  |
| 20. | One can easily understand the lessons in CCE pattern                           |  |  |  |  |  |
| 21  | I am enjoying to read my class text books in CCE pattern                       |  |  |  |  |  |
| 22  | I feel difficulty to do activities given in textbook                           |  |  |  |  |  |
| 23. | I feel it is good to introduce CCE based text books in higher classes also     |  |  |  |  |  |
| 24. | I feel lessons are not related to regular life in CCE pattern                  |  |  |  |  |  |
| 25. | Teachers give feedback of my class work like projects, assignments...regularly |  |  |  |  |  |
| 26  | Teachers encourage me to get new knowledge                                     |  |  |  |  |  |
| 27. | Teacher encourages use guides to write class work                              |  |  |  |  |  |
| 28. | My class teachers always helping us to complete my class work                  |  |  |  |  |  |
| 29  | CCE type system is very useful getting sound knowledge                         |  |  |  |  |  |
| 30  | CCE system is useful only for weak students.                                   |  |  |  |  |  |
| 31  | I feel written work is very vast in CCE system                                 |  |  |  |  |  |
| 32  | I feel much stressed for regular class work due to CCE.                        |  |  |  |  |  |
| 33. | I am always very busy because of class work given by teachers                  |  |  |  |  |  |
| 34. | I am very interested to learn in CCE pattern                                   |  |  |  |  |  |

ది మహారాజా సయాజిరావ్ యూనివర్సిటీ ఆఫ్ బరోడా  
సెంటర్ ఆఫ్ అడ్వాన్స్డ్ స్టడీ ఇన్ ఎడ్యుకేషన్ (కేన్)  
వడోదర

అధ్యయనాంశము పేరు: ప్రాథమికోన్నత పాఠశాలలో నిరంతర నమగ్ర మూల్యాంకనం అమలుపై  
అధ్యయనం

STUDENTS REACTION SCALE TOWARDS LEARNING OF CCE AT UPPER PRI-  
MARY SCHOOLS.

ప్రాథమిక సమాచారము

Gender : Male  Female

Location of the school : Rural  Urban

Caste : SC  ST  OBC  OC

Parental Educational Qualification: 1 to 5<sup>th</sup>  6<sup>th</sup> to 7<sup>th</sup>  8<sup>th</sup> to 10<sup>th</sup>

Inter  Degree  P.G  Others

Parent Occupation :

| క్ర. సం | స్టేట్ మెంట్లు  | గర్భిణి అంగీకరిస్తాను | అంగీకరిస్తాను | నిర్ణయించుకోలేను | అంగీకరించను | గర్భిణి అంగీకరించను |
|---------|---|-----------------------|---------------|------------------|-------------|---------------------|
| 1       | సిసిఐ విధానంలో బోధనను నేను సులభంగా అర్థం చేసుకోగలను.  |                       |               |                  |             |                     |
| 2       | సిసిఐ వలన బోధనలో నేను ఎక్కువగా పాల్గొంటున్నాను.   |                       |               |                  |             |                     |
| 3       | సిసిఐ విధానం వలన మా ఉపాధ్యాయులు పాఠం చెప్పేటప్పుడు మమ్మల్ని ప్రశ్నలు అడగరు.   |                       |               |                  |             |                     |
| 4       | సిసిఐ విధానంలో తరగతిలో కృత్యాలు ఎక్కువగా చేయడం వలన నేను ఇబ్బందిగా భావిస్తున్నాను.   |                       |               |                  |             |                     |
| 5       | మా ఉపాధ్యాయులతో నేను ఎక్కువగా మాట్లాడటానికి సిసిఐ నాకు సహాయంగా ఉంది.  |                       |               |                  |             |                     |
| 6       | సిసిఐ విధానంలో విద్యార్థులు పరీక్షలు వ్రాయడం, క్లాస్ వర్కులు సకాలంలో చూపించడంలో వత్తిడిలో ఉంటారు.                                 |                       |               |                  |             |                     |
| 7       | సిసిఐ విధానం విద్యార్థులలో వత్తిడిని పెంచుతుంది.  |                       |               |                  |             |                     |
| 8       | తరగతిలో నేను శ్రద్ధగా ఉండటానికి, దృష్టి కేంద్రీకరించడానికి సిసిఐ నాకు అవకాశం కల్పిస్తుంది.  |                       |               |                  |             |                     |
| 9       | సిసిఐ అనేది అన్ని సజ్జెక్షన్లలో నా అవగాహన స్థాయిని పెంచింది.  |                       |               |                  |             |                     |
| 10      | సిసిఐ అనేది నన్ను సూతనంగా ఆలోచించేలా చేసింది.   |                       |               |                  |             |                     |
| 11      | సిసిఐ విధానం వలన నాకు క్లాసులో నుంచి ర్యాంకు వస్తుందన్న సమ్మతం లేదు.  |                       |               |                  |             |                     |
| 12      | నేను బాగా నేర్చుకోవడానికి సిసిఐ విధానం ఇబ్బందిగా ఉంది.  |                       |               |                  |             |                     |
| 13      | నేను కొత్తగా ఆలోచించడానికి సిసిఐ విధానం నాకు ఎంతో సహాయం పడుతుంది.   |                       |               |                  |             |                     |
| 14      | నాకు క్లాస్లో ఉపాధ్యాయులు ఇచ్చిన వర్క్ ఎక్కువగా ఉండటం వలన నాకు ఆడుకోవడానికి సమయం లేదు.  |                       |               |                  |             |                     |
| 15      | సమ్మెటివ్ (యస్.1) పరీక్ష వ్రాయడానికి నాకు అసైన్ మెంట్లు, ప్రాజెక్టువర్కు, క్లాస్లో నిర్వహించిన పరీక్షలు ఎంతగానో ఉపయోగపడుతున్నాయి. |                       |               |                  |             |                     |
| 16      | సిసిఐ విధానంలో పరీక్షలు వ్రాయడం నాకు భయంగా అనిపిస్తుంది.  |                       |               |                  |             |                     |
| 17      | ఉపాధ్యాయులు ఇచ్చే ప్రాజెక్టులు, అసైన్ మెంట్లు పూర్తి చేయడం నాకు చాలా ఇబ్బందిగా ఉంది.  |                       |               |                  |             |                     |
| 18      | సిసిఐ విధానంలో పరీక్షలు వ్రాయడానికి నేను చాలా వత్తిడికి గురవుతున్నాను.  |                       |               |                  |             |                     |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 19 | శాశ్వతమైన జ్ఞానాన్ని సంపాదించడానికి సిసిఇ ఎంతో దోహదకారిగా ఉంటుంది.                               |  |  |  |  |  |
| 20 | సిసిఇ విధానంలో ఉన్న పాఠ్యాంశాలను సులభంగా అర్థం చేసుకోవచ్చు.                                      |  |  |  |  |  |
| 21 | నేను సిసిఇ విధానంలో ఉన్న మా తరగతి పుస్తకాలు చదవడాన్ని ఎంజాయ్ చేస్తున్నాను.                       |  |  |  |  |  |
| 22 | టెక్నియిక్లో ఇచ్చిన కృత్యాలు చేయడం నాకు చాలా ఇబ్బందిగా ఉంది.                                     |  |  |  |  |  |
| 23 | సిసిఇ విధానంలో ఉన్న పాఠ్య పుస్తకాలు సై తరగతులలో కూడా ఉంటే మంచిది అని నా భావన.                    |  |  |  |  |  |
| 24 | సిసిఇ విధానంలో పాఠ్యాంశాలు మా నిజ జీవితంతో సంబంధం లేకుండా ఉన్నాయి.                               |  |  |  |  |  |
| 25 | మేము చేసిన ప్రాజెక్టు వర్క్, ఎసైన్మెంట్స్ మా ఉపాధ్యాయులు క్రమం తప్పకుండా చూసి సలహాలిస్తారు.      |  |  |  |  |  |
| 26 | మా ఉపాధ్యాయులు ఎప్పుడూ మమ్మల్ని ఎక్కువ నేర్పుకోమని ప్రోత్సహిస్తుంటారు.                           |  |  |  |  |  |
| 27 | మా ఉపాధ్యాయులు మమ్మల్ని క్లాస్ వర్క్ ప్రాజెక్టులు పూర్తిచేయడానికి గైడ్లు ఉపయోగించమంటారు.         |  |  |  |  |  |
| 28 | మా క్లాస్లో ఇచ్చిన వర్క్ను పూర్తిచేయడంలో మా ఉపాధ్యాయులు సహాయంగా ఉంటారు.                          |  |  |  |  |  |
| 29 | ఎక్కువ జ్ఞానాన్ని సంపాదించడానికి సిసిఇ విధానం ఎంతగానో ఉపయోగపడుతుంది.                             |  |  |  |  |  |
| 30 | సిసిఇ విధానం అనేది కేవలం వెనుకబడిన విద్యార్థులకే ఉపయోగంగా ఉంటుంది.                               |  |  |  |  |  |
| 31 | సిసిఇ విధానంలో వ్రాతపూర్వమైన పని ఎక్కువగా ఉంటుంది.   |  |  |  |  |  |
| 32 | సిసిఇ విధానం వలన క్రమం తప్పకుండా చేసే క్లాస్ వర్క్ను పూర్తిచేయడంలో నేను ఒత్తిడికి గురవుతున్నాను. |  |  |  |  |  |
| 33 | మా ఉపాధ్యాయులు ఇచ్చే వర్క్ పూర్తి చేయడంలో నేను నిరంతరం బీజీగా ఉంటాను.                            |  |  |  |  |  |
| 34 | సిసిఇ విధానంలో నేర్పుకోవడం నాకు చాలా ఆసక్తిగా ఉంటుంది.   |  |  |  |  |  |

## **APPENDIX-J**

**Centre of Advanced Study in Education  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara-390002**

**SARDAR PAPARAYUDU.J**  
Research Scholar  
Department of Education, CASE

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**Title of the Study:** A STUDY OF IMPLEMENTATION OF CONTINUOUS AND  
COMPREHENSIVE EVALUATION AT UPPER PRIMARY SCHOOLS IN  
ANDHRA PRADESH.

### **QUESTIONNAIRE FOR HEAD MASTERS ON PROBLEMS OF IMPLEMENTATION OF CCE**

**Respected sir/madam**

I am a pursuing Ph.D. student at Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. I am collecting data from upper primary schools head masters in Prakasam district, Andhra Pradesh. The main aim of this questionnaire is to know the problems of the Head Masters while implementing CCE in schools. I would request you to share your knowledge and experience. Your valuable suggestions are very important for this study.

Let me assure you that, your responses will be kept strictly confidential and will be used for research purposes.

Thanking you,

Yours sincerely,

(Sardar Paparayudu. J)

## PART-A

### PERSONAL INFORMATION

Name of the Head Master : -----  
Name of the School : -----  
Sex : Male  Female   
Age : -----  
Locale : Urban  Rural   
Bachelors Degree : B.A  B.Sc.  B.Com   
Master Degree : M.A  M.Sc.  M.Com.   
Professional qualification : B.Ed.  M.Ed.,.  M. Phil.  Ph.D   
Experience as a Head Master : -----

## PART-B

### I. Awareness about CCE

1. Are you familiar about CCE? YES  NO
2. Do you implementing CCE in your school? YES  NO
3. How many years onward are you implementing CCE in the school?  
A) From 2 years  B) From 4 years  C) From 4 years   
D) From 6 years  E) from 7 years and above

### Problems related to Training

4. Did the government provided CCE based training to all teachers in your school?  
YES  NO
  5. Did the teachers attend any work shop related to CC? YES  NO
  6. Are you satisfied CCE based training? YES  NO
- if no specify the reasons
- A) Very few days of training
  - b) Lack of facilities in training

c) Name sake of training

d) Recourse persons not having the sufficient knowledge regarding CCE

E) Lack of separate training for each subject

7. How many days government conducted CCE training for school teachers?

A) 1-4 Days  B) 5-7 Days  C) 8-10 days

D) 10-15 Days  E) 16 and above  F) not conducted

8. Is the government conducted any training for co-scholastic aspects like art education, computer education, values and life skills etc... YES  NO

9. Do you think increases the training days in needed? YES  NO

10. Did you get all type of material like all CCE subjects manuals from the government? YES  NO

If yes please tick mark under given

a)Telugu manual  b) Hindi CCE manual  c) English manual

d) Mathematics manual  e) General science manual  f) Social studies manual

g) Health& Physical Education manual  h)Work & Computer Education manual

i) Value and life skills manual  j) Art& Cultural Education manual

### **Problems related to Resources**

11. Do you have sufficient teachers for all subjects in your school? YES  NO

If no please specify required staff

a)Telugu  b) Hindi  c) English

d) Mathematics  e) General science  f) Social studies

g) Health& Physical Education  h) Work and Computer Education

i) Values and life skills  j) Art& Cultural Education

12. Do you have all physical resources in your school for implementation of CCE?

YES  NO  if no please specify

a) Lack of sufficient classrooms  b) lack of laboratory facility

c) Lack of library facility

13. Do you getting sufficient funds from the government for better implementation of CCE in your school? YES  NO

14. Did the government give any grant for teaching learning material for every subject for implementation of CCE? YES  NO

#### IV. TOOLS AND ASSESSMENT

15. Are you facing any problem for conducting of formative assessment?

Yes  NO

If yes please mention

a) more students in classroom

b) not availability of certain tools for assessment

c) It is very difficult to maintain the CCE based records

d) Lack of the time for teachers

e) More syllabuses in the subjects

16. Are you taking any measures for low achievers? YES  NO

If yes please tick

a) Remedial classes  b) Study hours  c) Counseling

17) Are you feeling any difficulty to prepare the question paper by own?

YES  NO

If yes please specify

a) Lack of sufficient time for teachers

b) Government not given any amount for question papers

Lack of proper training for preparation of the question paper

## V. Problems

18. Are you facing any problems related to implementation of scholastic aspects (school subjects) in your school? YES  NO  If yes mention

- Lack of sufficient teachers  b) lack of sufficient classrooms   
c) More record work  d) it is very difficult to evaluate the all students   
f) Lack of proper laboratories  g) more syllabus in the text books

19. Are you facing any problem for implementation of health& physical education in your school? YES  NO  if yes please specify

- a) Lack of physical education teacher   
b) Lack of separate room lack of playing material in the school   
c) Lack of proper play ground   
d) It is very difficult to maintain health profile for each student   
e) Lack of sufficient books

20. Are you facing any problem for implementation of art &work education in your school? YES  NO  if yes please specify

If yes please specify

- a).Lack of work education teacher  b) Lack of separate room   
c) Lack of sufficient raw material  d) Lack of proper training   
e) Lack of related books

21. Are you facing any problem for implementation of value education & life skills in your school? YES  NO  if yes please specify

- a) Lack of sufficient teachers  b) Lack of related books   
c) Lack of proper training

22. Are you facing any problem for implementation of computer education in your school? YES  NO  if yes please specify

- a) Lack of separate teachers       b) Lack of sufficient computers
- c) Lack of certain books for computers       d) Lack of electricity facility
- e) Lack of internet facility       f) Lack of proper training

23. Are you facing any problems related to maintenance of records due to CCE in your school? YES       NO       If YES Specify

- a) Teachers felt that written work is more
- b) Teachers felt that this is unnecessary record work
- c) Not availability of CCE based records
- d) Lack of training to maintain the CCE records

24. Did you face any problem for implementation of CCE according to time table?

YES       NO

25. Are you feeling burden to record the student's competencies up to date

YES       NO

#### **VI. H.M initiatives in school**

26. Did conduct P.T.A (Parent teacher association) meeting for every month?

YES       NO

27. Are you facing any problem for conducting of PTA in your school?

YES       NO

if yes specify reasons

- a) Parents not attending the meetings regularly
- b) Lack of co operation from the teachers
- c) Lack of sufficient time to conduct parent meeting
- d) No use if we conduct the parents meeting

28. Did you facing any problem to conduct school management committee meetings in your school for every two months?

YES       NO       if yes please specify the reasons

- a) SMC members not attending the meetings regularly

b)SMC members not co operating in good manner

c) Lack of sufficient training for SMC members for their roles and responsibilities

29. Did you conducting staff meetings for discussion of the student's progress monthly?

YES  NO

**VII. Opinions and suggestions**

30. Do you think one year is enough to implementation of CCE effectively?

YES  NO

If no specify reasons

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31. As a head master what is your view on CCE? Is it useful to students in present days? Give reasons support your answer

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-----  
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32. Are you thinking that CCE reduce the academic standards of students?

YES  NO

Give reasons support your answer

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-----  
-----

33. What type of suggestions would you give for better implementation of CCE in scholastic subjects?

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34. What type of suggestions would you give for better implementation of CCE in co-scholastic aspects?

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35. Are you thinking any changes need in CCE based training for better implementation of CCE?

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36. What are the suggestions to effective implementation CCE related to text books?

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37).Did you thinking is it good for implementation of CCE higher classes also?

YES  NO

38. What are your suggestions to the government for implementation of CCE in upper primary schools in effective way?

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-----  
-----

39) Students feels stress because of CCE" are you accepting this statement?

YES  NO

40) Teachers feel burden in CCE pattern: are you accepting this statement

YES  NO

**ది మహారాజా నయాజిరావ్ యూనివర్సిటీ ఆఫ్ బరోడా**  
**సెంటర్ ఆఫ్ అడ్వాన్స్డ్ స్టడీ ఇన్ ఎడ్యుకేషన్ (కేన్)**  
**వడోదర**

**అధ్యయనాంశము పేరు:** ప్రాథమికోన్నత పాఠశాలలో నిరంతర నమగ్ర మూల్యాంకనం అమలుపై అధ్యయనం

గౌరవనీయులైన ప్రధానోపాధ్యాయిని / ప్రధానోపాధ్యాయులకు,

నేను సెంటర్ ఆఫ్ అడ్వాన్స్డ్ స్టడీ ఇన్ ఎడ్యుకేషన్లో పి. హెచ్.డి చేస్తున్నాను. నా యొక్క పరిశోధన అంశం ప్రాథమికోన్నత పాఠశాలల్లో నిరంతర నమగ్ర మూల్యాంకనం అమలుపై అధ్యయనం. ఇందులో భాగంగా నేను ప్రకాశం జిల్లాను ఎంచుకున్నాను. ఈ ప్రశ్నాపత్రం యొక్క ప్రధాన ఉద్దేశ్యం నిరంతర నమగ్ర మూల్యాంకనం అమలులో సమస్యలు తెలుసుకోవడం. కనుక తమరు నా యందు దయ ఉంచి ఈ ప్రశ్నాపత్రాన్ని జాగ్రత్తగా చదివి తగిన సమాచారాన్ని అందించవలసినదిగా కోరుచున్నాను. ఈ సమాచారమును నేను నా యొక్క పి. హెచ్.డి. అధ్యయనమునకు మాత్రమే వినియోగించెదను. మీ పేరుగాని, స్థూలు పేరు గాని ఎక్కడా వెల్లడి చేయక గోప్యంగా ఉంచుతానని ప్రమాణం చేస్తున్నాను.

ఇట్లు  
 జె.సర్కార్ పాపారాయుడు  
 యు.జి.సి.జె.ఆర్.ఎఫ్

**ప్రాథమిక సమాచారము**

Gender : Male  Female

Marital Status : Married  Unmarried

Stream Arts  Commerce  Science

Educational Qualification : D.Ed  B.A.B.Ed.  B.Sc.B.Ed.

M.Sc., B.Ed.,  M.A., M.Ed.,  M.Sc.,M.Ed.,  M.Com.B.Ed.,

MPhil  Ph.D

Experience as a Head-Master: 1-5  6-10  11-15  16-20

21 to 25  26 to above

**సిసిఇ అమలుచేయడంలో ప్రదానోపాధ్యాయుల  
సమస్యలకు సంబంధించిన ప్రశ్నావ్రతం**

1. నిరంతర సమగ్ర మూల్యాంకనం అనే భావనను మీరు అవగాహన కలిగిఉన్నారా? అవును  కాదు
2. నిరంతర సమగ్ర మూల్యాంకనం మీ పాఠశాలలో అమలు చేస్తున్నారా? అవును  కాదు
3. నిరంతర సమగ్ర మూల్యాంకనం ఎన్ని సం||ల నుండి అమలు చేస్తున్నారు?  
 (ఎ) 2 సం||లనుండి  (బి) 4 సం||ల నుండి  (సి) 6 సం||ల నుండి   
 (డి) 3 సం||ల నుండి  (ఇ) 8 అంతకంటే ఎక్కువ
4. మీ పాఠశాలలోని ఉపాధ్యాయులందరు సిసిఇకి సంబంధించిన శిక్షణ పొందారా? అవును  కాదు
5. మీ పాఠశాలలో ఉపాధ్యాయులెవరైనా సిసిఇకి సంబంధించిన వర్కుషాపుకు హాజరైనారా? అవును  కాదు
6. సిసిఇకి సంబంధించిన శిక్షణ వలన మీరు సంతృప్తిగా ఉన్నారా? అవును  కాదు

కాదు అయినట్లయితే కారణాలు

- (ఎ) శిక్షణ తక్కువరోజులు ఉండటం
- (బి) శిక్షణలో సరైన వసతులు లేకపోవడం
- (సి) శిక్షణ నామమాత్రంగా ఉండటం
- (డి) రిసోర్సు పర్సనల్ సరైన అవగాహన లేకపోవడం
- (ఇ) సబ్జెక్టుకు చేరువేరుగా శిక్షణ లేకపోవడం

7. సిసిఇకి సంబంధించిన శిక్షణ ప్రభుత్వం ఎన్నిరోజులు నిర్వహించింది.

- (ఎ) 3 రోజులు
- (బి) 4-6రోజులు
- (సి) 7-10రోజులు
- (డి) 11 మరియు అంతకంటే ఎక్కువ

8. సిసిఇకి సంబంధించిన శిక్షణలో భాగంగా నాన్ స్కూలాస్టిక్ సబ్జెక్ట్స్ అయిన విలువల విద్య, కంప్యూటర్ విద్య, కళలు మరియు పని విద్యకు సంబంధించిన శిక్షణ ఏమైనా ఇచ్చినారా? అవును  కాదు

9. సిసిఇకి సంబంధించిన శిక్షణ పెంచితే బాగుండు అని అనుకుంటున్నారా? అవును  కాదు

10. మీరు అన్ని సభ్యుల సినీ మాన్యువల్స్ పొంది ఉన్నారా? అవును  కాదు

అవును అయినట్లయితే టీక్ చేయండి.

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| (ఎ) తెలుగు మాన్యువల్ <input type="checkbox"/>    | (ఇ) సోషల్ స్టడీస్ మాన్యువల్ <input type="checkbox"/>                   |
| (బి) హిందీ మాన్యువల్ <input type="checkbox"/>    | (ఎఫ్) ఆరోగ్యం మరియు వ్యాయామ విద్య మాన్యువల్ <input type="checkbox"/>   |
| (సి) ఇంగ్లీష్ మాన్యువల్ <input type="checkbox"/> | (జి) పని, కంప్యూటర్ విద్య మాన్యువల్ <input type="checkbox"/>           |
| (డి) లెక్కలు మాన్యువల్ <input type="checkbox"/>  | (హెచ్) విలువలు మరియు జీవన నైపుణ్యాల మాన్యువల్ <input type="checkbox"/> |

11. మీ పాఠశాలలో అన్ని సభ్యులు బోధించడానికి ఉపాధ్యాయులు సరిపడ ఉన్నారా? అవును  కాదు

కాదు అయినట్లయితే అవసరమైన ఉపాధ్యాయులు

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| (ఎ) తెలుగు <input type="checkbox"/>          | (జి) కళావిద్య <input type="checkbox"/>                   |
| (బి) హిందీ <input type="checkbox"/>          | (హెచ్) పని విద్య <input type="checkbox"/>                |
| (సి) ఇంగ్లీష్ <input type="checkbox"/>       | (ఐ) కంప్యూటర్ విద్య <input type="checkbox"/>             |
| (డి) లెక్కలు <input type="checkbox"/>        | (జె) ఆరోగ్య మరియు వ్యాయామ విద్య <input type="checkbox"/> |
| (ఇ) సైన్సు <input type="checkbox"/>          |  |
| (ఎఫ్) సోషల్ స్టడీస్ <input type="checkbox"/> |  |

12. మీ పాఠశాలలో సినీ అమలు చేయడానికి అవసరమైన వసతులు ఉన్నాయా? అవును  కాదు

కాదు అయినట్లయితే

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| (ఎ) సరిపడినన్ని తరగతి గదులు లేకపోవటం <input type="checkbox"/> |
| (బి) ప్రయోగశాలలు లేకపోవటం <input type="checkbox"/>            |
| (సి) గ్రంథాలయం లేకపోవటం <input type="checkbox"/>              |

13. సినీని సమర్థవంతంగా అమలుచేయడానికిగాను ప్రభుత్వం నుంచి సరిపడనంత నిధులను పొందుతున్నారా?

అవును  కాదు

14. సినీ విధానంలో బోధించడానికిగాను, బోధనా సామాగ్రి కొనుగోలు చేయడానికి గాను ప్రభుత్వం ఏమైనా ప్రత్యేక గ్రాంటు ఇస్తుందా? అవును  కాదు

15. ఫార్మిటీవ్ ఎనాల్జుయ్షన్ నిర్వహించడానికి మీ పాఠశాలలో మీరు ఏమైనా సమస్యలు ఎదుర్కొంటున్నారా?

అవును  కాదు

అవును అయినట్లయితే

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| (ఎ) తరగతిలో విద్యార్థులు ఎక్కువగా ఉండటం <input type="checkbox"/>         |
| (బి) సరైన పరికరాలు (టూల్స్) అందుబాటులో లేకపోవడం <input type="checkbox"/> |
| (సి) రికార్డులు నిర్వహించడం కష్టంగా ఉండటం <input type="checkbox"/>       |
| (డి) తగిన సమయం ఉపాధ్యాయులకు లేకపోవడం <input type="checkbox"/>            |
| (ఇ) సిలబస్ ఎక్కువగా ఉండటం <input type="checkbox"/>                       |

16. విద్యాస్థాయి తక్కువగలవారికి మీరు ఎలాంటి విధానానైనా పాటిస్తున్నారా? అవును  కాదు

అవును అయినట్లయితే

- (ఎ) రెమిడియల్ తరగతుల నిర్వహణ
- (బి) స్టడీ అవర్లు నిర్వహించడం
- (సి) కౌన్సిలింగ్ చేయడం
- (డి) వారి గురించి ఆలోచించానికి సమయం లేకపోవడం

17. సిసిఇ విధానంలో ఉపాధ్యాయులే ప్రశ్నాపత్రాలు తయారు చేసుకోవడం అనే నిబంధన మీకు కష్టంగా అనిపిస్తుందా?

అవును  కాదు

అవును అయినట్లయితే

- (ఎ) ఉపాధ్యాయులకు సరైన సమయం లేకపోవడం
- (బి) ప్రభుత్వం ప్రశ్నాపత్రాలకు తగిన దబ్బులు ఇవ్వకపోవడం
- (సి) ప్రశ్నాపత్రం తయారీకి తగిన శిక్షణ లేకపోవడం

18. వివిధ సజ్జెక్టును (స్కాలాస్టిక్ సజ్జెక్టు)ను సమర్థవంతంగా అమలు చేయడంలో మీరు ఏమైనా సమస్యలు ఎదుర్కొంటున్నారా?

అవును  కాదు

అవును అయినట్లయితే

- (ఎ) సరిపడ ఉపాధ్యాయులు లేకపోవడం
- (బి) సరిపడ తరగతి గదులు లేకపోవడం
- (సి) రికార్డు పర్చులు ఎక్కువగా ఉండటం
- (డి) అందరి విద్యార్థులను మూల్యాంకనం చేయడం కష్టంగా ఉండటం
- (ఇ) ప్రయోగశాలలు లేకపోవడం
- (ఎఫ్) సిలబస్ ఎక్కువగా ఉండటం

19. ఆరోగ్య మరియు వ్యాయామ విద్య అమలు చేయడంలో మీ పాఠశాలలో మీరు ఏమైనా సమస్యలు ఎదుర్కొంటున్నారా?

అవును  కాదు

అవును అయినట్లయితే

- (ఎ) ఉపాధ్యాయుడు లేకపోవడం
- (బి) ప్రత్యేక గది లేకపోవడం
- (సి) సరిపడనన్ని ఆటవస్తువులు లేకపోవడం
- (డి) గ్రౌండ్ లేకపోవడం
- (ఇ) ప్రతి విద్యార్థి హెల్త్ కార్డు మెయిన్టెన్స్ కష్టంగా ఉండటం

20. కళలు మరియు పనివిధ్యను అమలు చేయడంలో మీ పాఠశాలలో మీరు ఏమైనా సమస్యలు ఎదుర్కొంటున్నారా?

అవును  కాదు

(ఎ) ఉపాధ్యాయుడు లేకపోవడం

(బి) ప్రత్యేకగది లేకపోవడం

(సి) సరిపడినన్నియూ ముడి వస్తువులు లేకపోవడం

(డి) సరైన శిక్షణ లేకపోవడం

(ఇ) సరైన పుస్తకాలు లేకపోవడం

21. విలువల విద్య జీవననైపుణ్యాలు అమలుచేయడంలో మీరేమైనా సమస్యలు ఎదుర్కొంటున్నారా? అవును  కాదు

అవును అయినట్లయితే

(ఎ) ఉపాధ్యాయులు లేకపోవడం

(బి) సరైన పుస్తకాలు లేకపోవడం

(సి) శిక్షణ లేకపోవడం

22. కంప్యూటర్ ఎడ్యుకేషన్ను అమలుచేయడంలో మీ పాఠశాలలో మీరేమైనా సమస్యలను ఎదుర్కొంటున్నారా?

అవును  కాదు

అవును అయినట్లయితే

(ఎ) ప్రత్యేక ఉపాధ్యాయులు లేకపోవడం

(బి) తగినన్ని కంప్యూటర్లు లేకపోవడం

(సి) కంప్యూటర్కు సంబంధించిన బుక్స్ లేకపోవడం

(ఇ) కరెంటు వసతి లేకపోవడం

(ఎఫ్) ఇంటర్నెట్ వసతి లేకపోవడం

(జి) సరైన శిక్షణ లేకపోవడం

23. సిసిఇ విధానం అమలు చేయడం వలన మీ పాఠశాలలో రికార్డుల నిర్వహణలో ఏమైనా సమస్యలు ఎదుర్కొంటున్నారా?

అవును  కాదు

అవును అయినట్లయితే

(ఎ) వ్రాతపూర్వకమైన పని ఎక్కువగా ఉందని ఉపాధ్యాయులు భావించడం

(బి) అనవసరమైన రికార్డు వర్క్ అని ఉపాధ్యాయులు భావించడం.

(సి) సరైన రికార్డులు అందుబాటులో లేకపోవడం.

(ఇ) రికార్డులు నిర్వహణపై శిక్షణ లేకపోవడం

24. సిసిఇ విధానాన్ని టైంట్రిబుల్ ప్రకారం అమలు చేయడాన్ని మీరు ఇబ్బందిగా భావిస్తున్నారా? అవును  కాదు

25. విద్యార్థుల సామర్థ్యాలను ఎప్పటికప్పుడు తెలుసుకొని రికార్డులను పొందుపరచడంలో మీరు ఇబ్బందిగా భావిస్తున్నారా? అవును  కాదు

26. ప్రతినెల మీ పాఠశాలలో ఉపాధ్యాయ - తల్లిదండ్రుల సమావేశాలు నిర్వహిస్తున్నారా? అవును  కాదు

27. మీ పాఠశాలలో ఉపాధ్యాయ - తల్లిదండ్రుల సమావేశాలు నిర్వహించడంలో ఏమైనా సమస్యలు ఎదుర్కొంటున్నారా? అవును  కాదు

అవును అయినట్లయితే

(ఎ) తల్లిదండ్రుల సమావేశానికి సరిగ్గా హాజరుకాకపోవడం

(బి) ఉపాధ్యాయుల నుండి సరైన ప్రోత్సాహం లేకపోవడం

(సి) తగిన సమయం లేకపోవడం

(డి) సమావేశం ఏర్పాటుచేసినా ప్రయోజనం లేకపోవడం.

28. మీ పాఠశాలలో పాఠశాల యాజమాన్యం సమావేశాలు (యస్.యం.సి.) నిర్వహించుటలో ఎలాంటి సమస్యలు ఎదుర్కొంటున్నారు.

(ఎ) యస్.యం.సి. సభ్యులు సరిగ్గా హాజరుకాకపోవటం

(బి) యస్.యం.సి. సభ్యులు తగిన ప్రోత్సాహం ఇవ్వకపోవడం

(సి) యస్.యం.సి. సభ్యులకు తగిన శిక్షణ లేకపోవడం

29. మీ పాఠశాలలో ఉపాధ్యాయ సమావేశాలలో విద్యార్థుల ప్రగతి గురించి చర్చిస్తున్నారా? అవును  కాదు

30. సిసిఇని సమర్థవంతంగా నిర్వహించాలంటే ఒక సం॥ము సరిపోతుందని మీరు భావిస్తున్నారా? అవును  కాదు   
కాదు అయినట్లయితే కారణాలు వ్రాయండి.

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31. ప్రస్తుత పోటీ ప్రపంచంలో సిసిఇ అనే నూతన విధానం విద్యార్థులకు ఉపయోగపడుతుందా? అవును  కాదు

మీ సమాధానానికి సరైన కారణాలు స్పష్టం చేయండి?

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32. నీసీఐ అనేది పిల్లల అకడమిక్ స్టాండర్స్ తగ్గిస్తాయని మీరు భావిస్తున్నారా? అవును  కాదు   
స్పష్టం చేయండి

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33. స్కాలాస్టిక్ (తరగతిలో బోధించేవి) మీరు మీ పాఠశాలలో సమర్థవంతంగా అమలుచేయడానికి తగిన సూచనలు ఇవ్వండి?

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34. నాన్-స్కాలాస్టిక్ పబ్లిక్స్‌లను సమర్థవంతంగా అమలుచేయడానికి తగిన సూచనలు ఇవ్వండి?

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35. నీసీఐ సంబంధించిన శీక్షణా కార్యక్రమములో ఎలాంటి మార్పులు అవసరమని మీరు భావిస్తున్నారు?

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36. నీసీఐని సమర్థవంతంగా అమలుచేయడానికి పాఠ్యపుస్తకాలకు సంబంధించి మీరిచ్చే సూచనలు ఏమి?

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37. నీనీ ఇ అనే దానిని పై తరగతులలో గూడా అమలుచేస్తే బాగుంటుందని మీరు భావిస్తున్నారా? అవును  కాదు

38. నీనీ ఇ అమలు సమర్థవంతంగా చేయడానికి ప్రభుత్వం ఇంకా ఏమి చేస్తే బాగుంటుందో తగిన సూచనలు ఇవ్వండి?

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39. నీనీ ఇ వలన విద్యార్థులు ఒత్తిడికి గురవుతున్నారు అనే విషయంలో మీరు ఏకీభవిస్తారా? అవును  కాదు

40. నీనీ ఇ అనేది ఉపాధ్యాయులకు చాలా భారం అనే దాంట్లో మీరు ఏకీభవిస్తారా? అవును  కాదు

## APPENDIX-K

Centre of Advanced Study in Education  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara-390002

J. Sardar Paparayudu  
UGC - JRF  
Department of Education, CASE  
The M.S. University of Baroda,  
Vadodara.

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TITLE OF THE STUDY: A STUDY OF IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION AT UPPER PRIMARY SCHOOLS IN ANDHRA PRADESH.

SEMI-STRUCTURE INTERVIEW FOR ADMINISTRATORS (M.E.O.s) ON PROBLEMS OF IMPLEMENTATION OF CCE AT UPPER PRIMARY SCHOOLS  
Respected sir/madam

I am a pursuing Ph.D. at Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara .Title of my research topic is A STUDY OF IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION AT UPPER PRIMARY SCHOOLS IN ANDHRA PRADESH. For which I am collecting data from Mandal Educational Officers in Prakasam district, Andhra Pradesh. The purpose of this structured Interview is to know the problems and difficulties of administrators while implementing CCE in schools. I would request you to share your knowledge and experience that how the CCE is being implementing at upper primary level in your Mandal.

### PERSONAL INFORMATION

Name of the administrator : -----

Name of the Mandal : -----

Location : Urban  Rural

Educational qualification :

Sex : Male  Female

Age :

Experience as M.E.O : 0-5 Years  6-10  11-15  16-20

## **STRUCTURED INTERVIEW FOR MANDAL EDUCATIONAL OFFICERS**

1. What are the problems are you facing for conducting CCE training in your Mandal?
2. Do observe any difficulty implementation of CCE grading system from teacher's side in your Mandal.
3. What type of problems you identified related to infrastructural facilities in upper primary schools?
4. What type of problems you identified in upper primary schools for conducting formative and summative assessment?
5. What type of problems you identified from the teachers side regarding maintenance of records in CCE pattern?
6. What are the problems are you facing in your Mandal related to implementation of co-scholastic aspects?
7. What do you feel about CCE is it useful to students for all round development?
8. Please give some suggestions for better implementation CCE in upper primary school?

## **APPENDIX-L**

### **Focused Group Discussion**

The Focused Group Discussion with teachers was conducted to upper primary school teachers to discuss on the different problems of implementation of CCE. Further it probed to in depth discussion in various aspects of problems in implementation of CCE. Teachers actively participated and discussed their ideas on CCE, these are namely

Problems related to examinations

Problems related to text books, and syllabus

Problems related to formative assessment

Problems related to summative assessment

Problems related to grading system

Problems related to students on completion of given work

Problems related to maintenance of record work

Problems related to non scholastic aspects

Final suggestions for improvement

## APPENDIX-M



### THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Sardar Paparayudu J.**, Research Scholar, registered under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, vide Registration Certificate Number **194** dated **11/07/2013**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade B.

#### STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Sardar Paparayudu J.**

Faculty/Institution: Faculty of Education And Psychology

Department: Department of Education

| Paper Number   | Course Title   | Course Credits | Grade Earned |
|--|--|----------------|--------------|
| <b>Core Courses – 09 Credits [Offered At University Level]</b>           |  |                |              |
| I.   | Introduction To Research & Research Writings                                 | 3              | B            |
| II.  | Introduction To Basic Computer Functions & Application For Research Purposes | 3              | B            |
| III.   | Quantitative Research Techniques & Data Analysis                             | 3              | D            |
| <b>Departmental Courses – 06 Credits [Offered at Departmental Level]</b> |  |                |              |
| IV.  | Review of Related Literature   | 3              | A            |
| V.   | Conceptual Framework   | 3              | B            |
| <b>Overall Grade</b>   |  |                | <b>B</b>     |

ACA3/38

Date of Issue: 02-06-2015

Place: Vadodara

Registrar (OSD)

### Grade Conversion Table and Grade Calculation Formula

| Grade | Grade Points | Range       |
|-------|--------------|-------------|
| O     | 10           | Above 9.01  |
| A     | 9            | 8.01 – 9.00 |
| B     | 8            | 7.01 – 8.00 |
| C     | 7            | 6.01 – 7.00 |
| D     | 6            | 5.01 – 6.00 |
| E     | 5            | 4.01 – 5.00 |
| F     | 4            | Below 4.00  |

$$\text{Overall Grade} = \frac{\sum (\text{Grade Points} \times \text{Credits})}{\sum \text{Credits}}$$

## APPENDIX-N

Vol.3, No.6, December 2013

ISSN : 2248-9703

### **JOURNAL OF EDUCATION AND DEVELOPMENT** *Multi-disciplinary, Peer Reviewed Journal*

**JAKIR HOSSAIN B. ED. COLLEGE**

**P. O.– Miapur, Ghorsala,  
Dist. – Murshidabad, West Bengal,  
India, Pin – 742225**

## CONTINUOUS AND COMPREHENSIVE EVALUATION IN CBSE SCHOOLS AND SCHOOLS OF ANDHRA PRADESH

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J.Sardar Paparayudu, UGC Research Fellow

CASE, Department of Education, Faculty of Education and Psychology,  
The Maharaja Sayajirao University of Baroda, Vadodara-390 002

### Abstract

**The Right of Children to Free and Compulsory Education Act (RTE)** being implemented since 2010 gives an opportunity for creating schools that are more 'child-centered' where the child is feeling that he/she is valued and included, happy and confident, and enjoy learning without fear. Learning should be linked to children's lives, through activities that help them to observe, question, discuss, think and discover new things for themselves. In order to bring about the holistic development in the child the Continuous and Comprehensive Evaluation is being suggested for implemented in all CBSE schools of India. In this paper an attempt is made to clarify the concept of Continuous and Comprehensive Evaluation in the context of Résumé of the problems of continuous and comprehensive evaluation in schools of Andhra Pradesh is discussed for the implementation.

**Continuous and Comprehensive Evaluation in CBSE schools:** Continuous and Comprehensive Evaluation(CCE) is an system newly introduced by Central Board of Secondary Education in India for students of sixth to tenth grades to ensure that the students study continuously and tested frequently followed by feedback for the appropriate targeting of achievements in different areas of knowledge. The main aim of the CCE is to evaluate every aspect of the child during their presence at the school. This will ensure that the student will have reduced pressure of examination for he/she has been tested throughout the year with multiple tests and most of the syllabus is covered in different tests and examination without any repetition occurring resulting in a continuum of learning. This method of evaluation will bring more consciousness in teachers and students.

**The Right of Children to Free and Compulsory Education Act (RTE)** being implemented since 2010 gives an opportunity for creating schools that are more 'child-centered' where the child is feeling that he/she is valued and included, happy and confident, and enjoy learning without fear. Learning should be linked to children's lives, through activities that help them to observe, question, discuss, think and discover new things for themselves. In order to bring about the holistic development in the child of this kind the marking system is abolished and grading system of 9 point grade is being implemented. For this purpose, RTE also requires that all schools should implement an evaluation system called Continuous and Comprehensive Evaluation (CCE).It is believed that CCE has been found to be better way of ensuring every child's holistic learning in a happy and stress-free environment.

The continuous and comprehensive evaluation entails that the teachers observe children's progress as they teach and assess children's progress every day by observing, asking questions.

facilitating activities, giving small assignments, projects, or tests. This will enable the teacher to find early the problems of the children to diagnose and provide the remedial instruction needed for the specific children. The teacher could change the teaching method considering the needs of the students and use multi-modal instruction to facilitate better learning. The continuous comprehensive evaluation tries to focus on the understanding of the child and providing feedback to the child continuously for developing self confidence and better ability to achieve. The CCE tries to relate the experiences to the real life for children realizing the problems and issues in the context of learning for example, the need for cleaning water and ensure the potable water is clean to drink. The involvement of the student in the activities help the child to observe the reality outside the school and ask a question concerning the contrast seen in reality. The values that are taught in the school and the values being practiced in the society differs that creates the gap in understanding to the child. The scheme of the Continuous and Comprehensive Evaluation of CBSE schools is shown in Table No.1.

Table No.1 Showing Continuous and Comprehensive Evaluation in CBSE schools

| <b>Board of Education CBSE Examinations</b> |   |
|---|---|
| Formative Tests in a year                   | : 4   |
| Summative Tests in a year                   | : 2   |
| Scale of Grading                            | : 9 points  |
| Grades being implemented                    | : 6 <sup>th</sup> to 10 <sup>th</sup>   |
|   | Course  |
| Main Subjects                               | : English, Mathematics, Physics, Chemistry, Biology, History, Civics, Geography and Economics.  |
| Additional Subjects (Optional):             | : Assamese, Bengali, Gujarati, Kashmiri, Kannada, Marati, Malayalam, Manipuri, Oriya, Punjabi, Sindhi, Tamil, Telugu, Urdu, Sanskrit, Arabic, Persian, French, Tibetan, German, Portuguese, Russian, Spanish, Nepali, Limbo, Lepcha, Bhutia and Mizo. |

Source: [http://en.wikipedia.org/wiki/Continuous\\_and\\_comprehensive\\_evaluation](http://en.wikipedia.org/wiki/Continuous_and_comprehensive_evaluation).

The Continuous and Comprehensive Evaluation also tries to assess the other aspects of a child's all-round development such as their values, confidence, leadership skills, their talent in sports, music, dance, arts and drama, their participation in schools activities and events. Children need to interact with each other to know their abilities, compare, contrast, and view in a healthy co-operative ways to progress. The individual differences are unique in character and it needs to be properly observed, nurtured and promoted for being more prominent in growth and development of the child. Children learn many things from their peers, discussion with others. It needs to be captured in the evaluation properly for the growth of the child. The environment must provide opportunity for the child to interact more with the peers. It must facilitate interaction with others in more academic ways to enhance their learning. An example may be development of the skill. The skills exhibited outside the school is equally important and the child may be allowed to observe and learn a few in simulation in the school in the able guidance of a teacher or a skilled person called for that purpose to the school. The Table No.2 provides the comparison between the traditional examination system and the Continuous and Comprehensive Evaluation.

Table No. 2 Showing Comparison of the traditional examination system and the CCE

| Traditional Examination System   | Continuous and Comprehensive Evaluation   |
|--|---|
| Examinations are terminal in character and term end examination gives no time for the child to improve further in learning.  | Evaluation is continuous that allows the teacher and student to make the corrections needed and change their method of interaction. It helps in identifying the levels of learners and teacher could give support to make sure that the children will learn better.                                       |
| Children constantly feel anxious by the fear of the examinations.  | Children are not anxious for they are better prepared. Continuous assessment gives them confidence to do better.  |
| Children are blamed for their poor performance and due their failure in achievement they may drop out of the school.   | The school takes the responsibility for the achievement of the children. The teacher provides the required help at the right time and makes it sure that every child will learn according to ones capacity. Failures are considerably reduced. They get opportunity to pass the test in the next attempt. |
| It focuses on the scholastic achievement tested through the paper pencil test.   | It focuses on the all-round development of the child (in sports, arts, music, values, etc.) in addition to academic achievement.  |
| Parents come to know of their children's achievement and progress at the end of the year. It makes them helpless and frustrated.   | Parents are able to meet the teachers regularly to discuss their children's progress through face to face interaction and meetings at least 2-3 times a year.   |
| In this system, child is severally discriminated by the system of marking.   | In CCE grading system is used. Children are classifying in groups that shows more progress.   |
| The child will not get opportunity to improve on the knowledge of the weakness, less achievement, due to various reasons such as health, inadequate preparation, excessive anxiety during examination. | The CCE provides opportunity for self assessment and teacher helps the child to grow and ultimately there are very less chances of the failure of the child.  |
| Tests and examination scores are counted for the progress of the academic year.  | In CCE, some percentage of the progress of the achievement is considered for the next year also.  |

Source: CCE in Right to Education, Sarva Shiksha Abhiyan, Education for all, UNICEF.

CCE will be implemented as follows:

Expectations from teachers are presented as follows:

- Teacher at the beginning of the year observes each of the child and sets a realistic learning goal for each child to achieve by the year end.
- Teacher considering the learning goal plans his/her teaching and further takes note of the students needs. The teaching activities include many questions, activities for students to perform. Teacher observes the participation and learning of each child.
- Teacher provides various activities, assignments, projects, small tests, etc., and regularly observes and updates their record each week the achievement of the children and goal of the unit. Teacher also tries to find which child requires more help.
- Teacher after analyzing the observations thinks of the additional help needed for each child. Teacher tries to provide the necessary environment to the child to perform. Children are given activities to practice helping the child learn.
- The teacher will consolidate the progress of each child in the form of a progress report card to be shared with parents periodically to discuss and give feedback to the child. The strengths and weaknesses are assessed to find the alternatives for the support required for each of the child. The sample of their work (project work, notebook, art work etc) is shown to their parents for getting an idea of the holistic development.

Under RTE, teachers have been made accountable for students' learning. Section 24 of the RTE Act says that all teachers are required to attend school regularly and punctually, complete the curriculum in a timely manner, assess each child's learning progress through CCE, provide extra help to children who need it and regularly meet with parents to share their children's progress. Teachers will be given training and academic support by the school system on how to implement CCE, including how to assess through activities and projects, maintain records and ensure every child learns.

**Role of Parents in CCE:** The Right to Education Act provides every child a fundamental right to receive child-centred, quality education. This means that every school has to implement CCE such that the child gets the required support or help when needed and continue learning. Teachers will need some time to understand this concept of CCE and implement slowly. The parents need to help the teacher in realizing the goal. Parents need to support the school for facilitating the implementation of the CCE. Some of the ways parents could help in this process are as follows:

- Parents need to inquire with the child about the learning in the school. A free talk about the learning and events will bring to focus the development and problems of learning.
- Parents need to on a continuing basis have to observe their note books and home work to see their progress.
- Encourage your child to attend school regularly and participate in school functions and co-curricular activities.
- Make sure that teacher organizes the regular parent-teacher meetings to explain the goals, learning and progress of the child.

- Child when finds it difficult to learn something, discuss with the teacher about the reasons and try to help child improve together for continuous development.

Goals of CCE in Right to Education, Sarva Shiksha Abhiyan, Education for all, UNICEF

- CCE promotes children's all round development
- CCE helps the Children to be actively involved in learning
- Teacher constantly assesses and helps each child to learn well
- CCE encourages partnership between parents and the school to observe the success of the child.

Right to Education, Sarva Shiksha Abhiyan, Education for all, UNICEF, Unite for Children

Overview of the New Scheme of evaluation CCE: This new system of evaluation replaces the marks with grades providing opportunity for the student to participate in the various activities and get feedback. Teachers become more supportive. Conduct tests frequently, provide observations and feedback for the progress. This includes scholastic activities, and non scholastic activities. The aim is to reduce the workload on students and improve the overall skill and ability of the student by means of evaluation of other activities. The emphasis in evaluation is on the comprehension of the child than the rote learning. Grades are awarded to students based on work experience, skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior etc. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, etc. The Continuous and Comprehensive Evaluation has ensured the implementation of the nine point grading system in the CBSE schools in India (Table No.3). They are as follows:

Table No. 3 showing the nine point grading scale used for evaluation of school education.

| CGPA Grade: |
|-------------|
| 9.1-10.0    |
| 8.1-9.0     |
| 7.1-8.0     |
| 6.1-7.0     |
| 5.1-6.0     |
| 4.1-5.0     |
| 3.1-4.0     |
| 2.1-3.0     |
| 1.1-2.0     |

In the present system of the continuous comprehensive evaluation there are two types tests. They are:

1. Formative tests and
2. Summative tests.

1. Formative tests –these tests are held throughout the year. It comprises the students’ work at class and home, student’s performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Formative tests are conducted four times a year and they carry 40% weight age for the aggregate. In some schools, an additional written test is conducted instead of multiple oral tests. However, at least one oral test is conducted.

2. The summative assessment is a three hour long written test conducted twice an year. The first summative or Summative Assessment I (SA-1) will be conducted after the first two formatives are completed. The second (SA-2) will be conducted after the next two formatives. Each summative will carry a 30% weightage and both together will carry a 60% weightage for the aggregate. The summative assessment will be conducted by the schools itself. However, the question papers will be partially prepared by the CBSE and evaluation of the answer sheets is also strictly monitored by the CBSE. Once completed, the syllabus of one summative will not be repeated in the next. A student will have to concentrate on totally new topics for the next summative.

At the end of the year, the CBSE processes the result by adding the formative score to the summative score, ie.  $40\%+60\%=100\%$ . Depending on the percentage obtained, the board will deduce the CGPA and thereby deduce the grade obtained. In addition to the summative assessment, the board will offer an optional online aptitude test that may also be used as a tool along with the grades obtained in the CCE to help students to decide the choice of subjects in further studies. The board has also instructed the schools to prepare the report card and it will be duly signed by the principal, the student and the board official.

The CBSE recently announced that the students need to keep in touch with the current knowledge and for that purpose certain papers will be circulated for reading and improving the comprehension of the students. This is in addition to the paper and pencil test the students will

give about the English language usage and oral skills. It carry’s 10% weightage. At least once a year the student is tested for the oral skills for development. The test papers are given in two languages namely English and Hindi. CBSE could make attempts to provide it in other recognized Indian regional languages also. The centralized question paper preparation helps the CBSE in providing the question paper on the same day of the examination. This has reduced the copying in the examinations to a considerable extent and schools have become more conscious of the regularity in the examinations. One of the problems that are encountered often is that the resource books are not easily available for the preparation for the students in subjects such as Hindi, Social Studies, Science and Mathematics at secondary level.

Problems of implementation of CCE in Andhra Pradesh State: Considering the National Curriculum Framework (2005), RTE (2009) and the recommendations of the National Knowledge Commission SCERT, Andhra Pradesh prepared a new curriculum namely Andhra Pradesh State Curriculum Framework 2011 (APSCF). It includes and recommends the Continuous and comprehensive evaluation in school level assessment. Table No.4 shows the pattern of assessment of CCE in Andhra Pradesh.

Table No. 4 Showing Pattern of Assessment of CCE in Andhra Pradesh

| Sr. No. | Type of Assessment     | Conducted in the month | Assessment process           |
|---------|------------------------|------------------------|------------------------------|
| 1.      | Baseline test          | June                   | Written test                 |
| 2.      | Formative assessment-1 | July                   | Oral assessment              |
| 3.      | Formative assessment-2 | September              | Oral assessment              |
| 4.      | Summative assessment-1 | October                | Oral and written examination |
| 5.      | Formative assessment-3 | December               | Oral assessment              |
| 6.      | Formative assessment-4 | February               | Oral assessment              |
| 7.      | Summative assessment-2 | April                  | Oral and written examination |

**Baseline Test:** It is conducted at the beginning of the academic year to know the competencies of the child of the particular class. Based on this test teacher decides the student achievement level. This test is very useful to the teacher to prepare the teaching learning activities according to the student level. Teacher assesses the student achievement with the help of oral and written tests.

**Formative Assessment:** Formative assessment is conducted in six academic subjects namely Telugu, Hindi, English, Mathematics, General Science, and Social Studies. Formative assessment is used by the teacher to continuously monitor the student progress and provides the descriptive feedback. Teacher assesses the students' achievement with the help of the written notes, students' diaries, portfolios, activities, assignments, project reports, team activities etc., This test is conducted four times in an academic year.

**Summative Assessment:** Summative assessment is carried out at the end of the each term for six scholastic subjects. Subjects Assessed in the elementary level (it includes primary and upper primary) are given in the Table No. 5.

Table No.5 Showing the Subjects on offer and assessed in elementary level in Andhra Pradesh

|     |                         |   |
|-----|-------------------------|---|
| 1.  | First Language (Telugu) | Offered from first standard to Tenth standard and compulsory                                      |
| 2.  | Second language(Hindi)  | 6 <sup>th</sup> standard to 10 <sup>th</sup> standard   |
| 3.  | Third language(English) | 5 <sup>th</sup> standard to 10 <sup>th</sup> standard(urban 1 <sup>st</sup> to 10 <sup>th</sup> ) |
| 4.  | Mathematics             | 1 <sup>st</sup> standard to 10 <sup>th</sup> standard   |
| 5.  | General Science         | 3 <sup>rd</sup> standard to 10 <sup>th</sup> standard   |
| 6.  | Social Studies          | 3 <sup>rd</sup> standard to 10 <sup>th</sup> standard   |
| 7.  | Art education           | 1 <sup>st</sup> standard to 10 <sup>th</sup> standard   |
| 8.  | Health education        | 1 <sup>st</sup> standard to 10 <sup>th</sup> standard   |
| 9.  | Physical education      | 1 <sup>st</sup> standard to 10 <sup>th</sup> standard   |
| 10. | Music and dance         | 1 <sup>st</sup> standard to 10 <sup>th</sup> standard   |
| 11. | Vocational education    | 1 <sup>st</sup> standard to 10 <sup>th</sup> standard   |
| 12. | Technical education     | 1 <sup>st</sup> standard to 10 <sup>th</sup> standard   |
| 13. | Moral education         | 1 <sup>st</sup> standard to 10 <sup>th</sup> standard   |

The number of subjects being studied at primary and secondary level is increasing with frequent changes in the syllabi. When more emphasis is placed on the learning of the languages especially the mother tongue. The research evidences and the experience shows that the learning of the mother tongue is weak. The same problem is observed in the learning of the language English. The third language being a foreign language students are not able to understand the linguistic features. Many a time the teachers are also weak in English. They find difficult to get a proper role model for speaking English in rural areas and rural schools. It is further difficult to create an environment at home to speak in English. The language Hindi is considered as the national language. It is equally respected and learnt. However, there is less understanding of the language Hindi. In the sense that the students understand the textual meaning of the words and sentences. They do not get the cultural images properly for interaction is far less. The people speaking Hindi in a linguistically correct manner are also rare. Hindi is not spoken in the home.

The child finds it difficult to learn Hindi. It may be surprising but true that children consider the presentation made in Hindi movies are the models to emulate. There are chances that the children copy the wrong values easily. There is a need for discussion of the civilized way of speaking and discussion in Hindi in schools.

These examinations are conducted by the DSEB (District Schools Examination Board) for two times in an academic year (S.A 1 & S.A2). The summative test consists of objective type questions, multiple choice questions, and short answer questions. In each subject there are some identified competencies. These competencies are very useful to teach and assess the learner. Table No.6 shows the competencies in different subjects (Primary and Upper Primary).

Table No.6 showing the competencies in different subjects (Primary and Upper Primary).

| Telugu   | Hindi                                  | English                  | Mathematics              | Science  | Social Studies   |
|--|--|--------------------------|--------------------------|--|--|
| 1.Listening, speaking  | 1.Listening, speaking                  | 1.Listening, Speaking    | 1.Problem solving        | 1.Conceptual understanding                           | 1.Conceptual understanding   |
| 2.Reading, Speaking with comprehension                                   | 2.Reading, Speaking with comprehension | 2.Reading, Comprehension | 2.Give Reasons and proof | 2.Asking Question and Making hypothesis              | 2.Reading, Comprehension, Interpreting the text                    |
| 3.Writing  | 3.Writing                              | 3.Correction Of Writing  | 3.Expressions            | 3.Experi-Mentation and Field investigation           | 3.Information Skills, Responding in Social and Contemporary Issues |
| 4.Vocabulary   | 4.Vocabulary                           | 4.Creative Writing       | 4.Solutions              | 4.information Skills and Projects                    | 4.Mapping, Skills, Picture Reading skills.                         |
| 5.Creative expression  | 5.Creative expression                  | 5.Vocabulary             |                          | 5.CommunicaTion through Drawing-Model making         | 5.AppreciaTion and Sensitive                                       |
| 6. Identifying The phrases and expression, Appreciation And Project work |  | 6.Grammatical Awareness  |                          | 6.Appreciation Or aesthetic Sense values             |  |
|  |  |                          |                          | 7.Application To daily life-concern To bio diversity |  |

The Co-scholastic aspects are also as important as that of the scholastic aspects for the wholistic development of the child. The co-scholastic aspects are presented in the Table No.7.

Table No.7 Showing Co-Scholastic Aspects

| 1.Art Education   | 2.Music and Dance   | 3.Physical Education   | 4.Health Education   | 5.Work Education  | 6.Computer Education                           | 7.Moral Education   |
|---|---|--|--|---|--|---|
| Drawing & Colouring<br>The pictures<br>Preparing models and figures | Singing Songs<br>Exhibiting Local art<br>Dramatization, role play, mime<br>Utilization Of vocal instruments | Following Therules & regulaTion<br>s Game<br>Spirit<br>And Apprecia-Tion<br>Special skills | Physica DeveloMet<br>Personality<br>Cleanliness<br>Environ-Mental<br>Cleanliness<br>Health & Food hits | Preparation Of Models<br>And Oects<br>Utilization Of Tools & Materials<br>Utilization Of Human Resources<br>Participating in events | Learning Through Computer<br>Usage of computer | Discrimina tive<br>knowledge<br>friendliness<br>patience and kindness<br>Protection of the Human Rights and Values. |

Three point grading scale i.e. A,B,C(A=Excellent,B=Average,C=Under achiever) are used for Measuring Co-scholastic achievement in schools.

Table No.8 showing the five point grading scale for measuring scholastic achievement in schools Of Andhra Pradesh

| Grade | Grade Range  | Points | In the form of marks | Student progress |
|-------|--------------|--------|----------------------|------------------|
| A+    | 3.50 to 4.00 | 4      | Above 70             | Out standing     |
| A     | 2.50 to 3.49 | 3      | 61-70                | Excellent        |
| B+    | 1.50 to 2.49 | 2      | 51-60                | Good             |
| B     | 0.5 to 1.49  | 1      | 41-50                | Fair             |
| C     | 0 to 0.49    | 0      | Below 40             | Need help        |

This five point grading scale i.e.A+,A,B+, B and C are used for measuring scholastic achievement Of students in schools.

Problems of implementation of CCE in Andhra Pradesh:

Continuous and Comprehensive Evaluation was introduced in schools of Andhra Pradesh from the year 2011. The CCE is a reform in examination that provides feedback to teachers and students. Teachers need to prepare two formative tests in the first semester and one summative test. Similarly, teachers have to prepare two formative tests and one summative test at the second semester. Each of the tests is cumulative in nature. The summative assessment score gets considerably reduced due to the weight age given to the formative tests.

There are certain problems in implementation of CCE in Andhra Pradesh.

- The Department of Education has introduced CCE as a reform in evaluation and examination. All teachers are not oriented to CCE. It may take 2 to 3 years to orient all the teachers in Andhra Pradesh.
- CCE does not have separate grant from the government. When government gives separate developmental or contingency grant for CCE or makes an award of Rs .1000/- to each class teacher for a year for the quality improvement of CCE the teacher made tests will improve in its quality.
- Students are not used to many tests. They hardly understand cumulative nature of the tests. They need to be properly oriented about the tests.
- Activities introduced along with the tests every week is more time consuming and resource oriented and students find it difficult to cope up with the pressure on time, effort and feedback on assessment. However, when the school and teacher combined way make earnest efforts students and parents could be convinced of the use of the tests, activities, and quality improvement in learning.
- CCE includes scholastic and co-scholastic aspects. The scholastic aspects are rather clearly measured with tests and interview (for example, Assessment on speaking and listening in English). The Co-scholastic aspects such as regularity, punctuality and sincerity, honesty and values are rather difficult to measure. It becomes hard for the teacher to keep the record continuously throughout the year. It is further difficult to develop the individual profile of students. For the primary class to the secondary level, each class has an average size of around 60 students. Sometimes, at secondary level the strength of the class increases to 70. This is a large class difficult to maintain and conduct CCE effectively.
- School is able to provide for the expenses of the first term end examination (summative test-I) and the second term end examination (summative test-II). The formative test design, preparation, conduct of tests, evaluation and feedback expenditure comes on the personal expenditure of the teacher concerned in the subject. Teachers find it difficult to meet the expenditure resulting in lesser quality of CCE.
- Schools do not have required adequate facilities for CCE (for example, a separate room for keeping the examination records, question papers, invigilation schedules, grade sheets, attendance etc.,). Many elementary schools and some lower secondary schools in rural area do not have science laboratory, science kit and equipment, apparatus, chemicals and reagents. The principal has to adjust the expenditure against the contingency grant, laboratory fees, and miscellaneous expenditure.
- Many schools have established computer laboratory. But, these computers are not used for science laboratory experiments. There is a lack of mind set among teachers. Teachers of science feel that they are more empowered and they do not want to use computers in the laboratory. The computer teacher gets lesser salary or sometimes, on temporary contract that leads to low self esteem. This hierarchy created comes in the way of implementing CCE. Testing through LAN network or online testing is less appreciated by teachers and principal.

- There is no adequate training and supervision of CCE implementation. The number of subject experts, Assistant Education Officer's and District Education Officer are far less in comparison to the growing number of schools and students. Further, the CCE is more thought of as a government school examination reform. Majority of the primary schools are in rural area under the gram panchayat and at the district level-Mandal in Andhra Pradesh. This is a wrong notion created to hinder the progress of CCE.
- There seems to be more qualitative difference between the CCE organized by Government schools (Panchayat and Mandal schools in rural areas) and the Private (Public) schools in terms of facilities, finance, participation and programme planning and implementation for increasing the effectiveness.
- There are no incentives for teachers to implement CCE in elementary schools.
- There is no concession for the girls, SC, S.T children (5%) and OBC children including minorities such as Muslims, Christians, Parsis, and Sindhis etc.
- This programme may not empower the impoverished children performing on the low achievement or an average achievement. The achievement of girls in rural area is considerably low and the achievement of Panchayat schools is on a majority low to very low. Some schools show average achievement. The CCE becomes leverage for increasing the pass outs and showing little more on overall improvement in school achievement percentage.

#### Suggestions to Improve Implementation of CCE:

- Teachers and students need to be continuously oriented for CCE through conducting workshop, seminar, publication in journal and books, activities.
- There is a need to create nodal centres in each district with more resources for communication and dissemination.
- Teachers need to be trained purposively in writing objective type questions. Constructing questions in a correct language and its translation into Hindi, Telugu, Urdu or English is very essential.
- CCE must be included in the regular pre service teacher training programme and appropriate facilities must be provided for the adequate preparation of teachers.
- Teachers and students need to plan for the projects involving scholastic areas.
- There is a need to prepare an index of websites on evaluation, CCE and related scholastic and non-scholastic aspects for the easy reference and downloading.
- There is a need for developing resource material for teachers and students on CCE pattern for example, subject manuals, laboratory manuals-science, computer education etc..
- There is a need to train and appoint staff for monitoring the implementation of CCE. Department of Education, Government of Gujarat; Gandhinagar has created a committee to accredit schools in Gujarat. Attempts have been made to classify schools based on quality. One important feature considered is CCE and quality programmes. Quality Council of India for schools has been already working on this idea and accrediting the schools through team visit to schools.
- There is a need for developing computer software for students and teachers with easy and simple access, training and guidance for implementation.

- Allotment of one or more periods in a week for co-scholastic aspects for elementary and lower secondary for example, Art education and Dance and Music, Moral Education etc.
- There is a need to clearly spell out the finer components of vocational education and vocational skills for elementary and lower secondary students in consonance with the CCE pattern.
- Adequate number of teachers needs to be appointed specifically in scholastic and non-scholastic areas.
- There is a need to create a CCE learning centre for the schools in a group of three districts as a cluster.
- EDUSAT could be used for training teachers in service on CCE and providing detailed instructional modules for training and implementation (Mani,R.S.2013).
- Efforts have already been made to create Interactive Teaching Terminal through NCERT network (There are 90 interactive teaching terminals already installed under NCERT network for school education)(Mani,R.S.2013).
- There is a need to develop some standardized tools to evaluate CCE.
- The theory examiner and the examination room under CBSE School could be utilized for quality implementation of CCE.

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# **Problems of the Teachers on Implementation of CCE based Text books at Primary level in Prakasam district of Andhra Pradesh**

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## **ABSTRACT**

Education is the instrument for change of human behaviour. Education is need for every human being living in the society. The ultimate goal of education is all round development of the child. It means development of cognitive domain, affective domain and psychomotor domain. Comprehensive development can be possible through continuous and comprehensive evaluation. The right and free compulsory education 2009 and NCF 2005 also strongly recommended for implementation of CCE at school level. Based on the central government guidelines government of Andhra Pradesh introduced CCE at elementary level from the academic year 2010-11. Andhra Pradesh SCERT prepared CCE based text books for all subjects at elementary level. Text books are the source for getting knowledge in any level of the education. In this context providing good knowledge for the students is the primary responsibility of the teachers. Implementation of the CCE based text books at field level is an important aspect for teachers. The present proposed research paper discuss about problems of the teachers while implementing CCE based text books at elementary level. The present proposed paper also discusses the ways for strengthening the CCE based text books for better implementation. The major findings of the present study are majority of the teachers having awareness about implementation of continuous evaluation. Majority of the teachers reported content given in the text books at primary level is it very difficult to understand the students Majority of the teachers think that for teaching CCE based primary school text books requires more number. Majority of the teachers feel that English text books very difficult at primary level. Most of the teachers said that in the Multy class teaching is major barrier for effective implementation of CCE. Majority of the teachers CCE based text books are connected to life and also useful to students to get more knowledge.

***Key words: Education, all round development, implementation, text books, primary level.***

## **INTRODUCTION**

The main aim of the civilization is the overall development of the society. Education can play a major role for individual development. The central and state governments implementing number of programmes like SSA, RMSA, RUSA etc. are provide universal education. The present society is rapidly changing. Society also requires capable persons to lead forward. Education provides basic potential to children. NCF (2005) says that "The basic concern of education to enable children, to make sense of life and develop their potential, to define and pursue a purpose and recognise the right of others to do the same" and NPE (1986) "in our national perception education is essentially for all this is material and spiritual". All round development is the ultimate goal of present education. It means development of cognitive, affective, and psychomotor domains. These three domains lead



children in holistic way. Assessment of all domains is very necessary in school level. For that Continuous and Comprehensive Evaluation (CCE) will help to know the all round development of the child. CCE is the new paradigm shift in the field of evaluation.

### **CONCEPT OF CCE**

The concept of CCE was recommended by many commissions and Committees like the Hunter Commission (1882), Hartog committee report (1929), Sadler commission (1944), Secondary Education Commission (1952-1953), Kothari Commission (1964-1966) and emphasized by National Policy on Education (1986) and National Curriculum Framework (2005) is also given importance to implementation of continuous and comprehensive evaluation in schools. RTE (2009) clearly mentioned in that document "implementation of the continuous and comprehensive evaluation at elementary stage".

Continuous and Comprehensive Evaluation is the school based evaluation of a student that covers all aspects of the development of the child. The growth and development of the child personality should be an integral part of the teaching learning process and it should be an integral part of the total teaching learning process and it should spread over the entire span of education session. The term **Continuous** means evaluation of the identified aspects of student growth and development is continuous process rather than an event, built into the total teaching learning process and spread over the entire span of academic session. It means regularity of the assessment, frequently of unit testing, diagnosis of learning gaps, use of corrective measures, re testing and feedback of evidence to teacher and student for their self evaluation. **Comprehensive** means the scheme attempt to cover both scholastic and co-scholastic aspects of the students growth and development. **Evaluation** it is the process of finding out what extent the changes in the growth and development have taken place of the child.

### **NEED OF CCE IN PRIMARY SCHOOLS**

The main aim of the education is the comprehensive development of the child. To know the comprehensive development of the child teacher must evaluate the student performance .but when we see the actual situation in the name of the evaluation we are conducting examination for assessment of the child personality. Evaluation means not conducting examinations. Rarely conducting the unit and terminals are not useful to know the correct abilities of the children. These types of examinations and tests are benefit to the children to test their memorization or cognitive abilities. Students also feel stress conducting examinations based on the name of evaluation (CCE manual of AP). Present examination manly concentrates on rote memorization. These types of tests not useful to assess the complete development like physical, mental, emotional, social, and moral of the individual. So it is need to assess the student's ability continuously. Evaluating the student abilities without knowing of the children is one of the aspects in CCE. This evaluation results are useful to relearning of the concepts. Continuous and comprehensive evaluation helps to identify the weakness and also helps rectify through remedial measures.

### **IMPORTANCE OF CCE BASED TEXTBOOKS AT PRIMARY LEVEL**

Text books are the source of the knowledge. It is having predominant role at school level to provide proper knowledge for the students. The text books are the source of the learning of the children at any stage of education. It gives proper knowledge regarding different aspects of the nature. It improves the learning standards of the children. When the textbooks give practical knowledge then

  
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### OBJECTIVES OF THE STUDY

1. To know the awareness of the teachers on implementation of CCE
2. To study the problems of the teachers on implementation of the CCE based text books at primary level.
3. To find the valuable suggestions for better implementation of the CCE text books at primary level?

### METHODOLOGY

Survey method was adopted to collect the data

### POPULATION OF THE STUDY

The population of the study consists of all Teachers of the Prakasam district those who are teaching primary level. Nearly 2000 primary schools located in four educational divisions Prakasam district.2000 teachers are population of this study.

### SAMPLE

The present study carried out in the Prakasam District of Andhra Pradesh. There are 2000 primary schools located in Four Educational divisions. Convenient sample was used to collect data. Investigator has taken the data when they were taken training in the year 2015. Total 200 teachers were a sample of the study. Data collected in Martur, Tangutur, Singaraya konda, Addanki, and Donakonda Mandal of Prakasam district.

### TOOLS AND TECHNIQUES FOR DATA COLLECTION

The Investigator prepared a questionnaire for teachers to find out the problems of on implementation of the CCE based text books at primary level. This question paper consists of two parts Part-A and Part-B. Part A focuses about the preliminary information of the respondent. Part-b is having four dimensions namely 1.awareness of CCE 2.cce training 3. Government initiatives regarding CCE 4 Difficulty of primary level CCE based text books 5.Suggestions.total questions in the questionnaire is 31.questionnaire was sent to the 3 experts for the validation. After receiving constructive feedback from the experts questionnaire was modified. Total questions after validation is 27.the completes picture if the questionnaire given under in table

Table :1 components of CCE

| S.no | Components                                       | No of q.n.s before validation | No of qns before After validation |
|------|--|-------------------------------|-----------------------------------|
| 1    | Awareness of CCE                                 | 4                             | 3                                 |
| 2    | CCE Training                                     | 6                             | 5                                 |
| 3    | Government initiatives regarding CCE             | 4                             | 3                                 |
| 3    | Difficulty of primary level CCE based text books | 13                            | 12                                |
| 4    | Suggestions                                      | 4                             | 2                                 |
|      | Total  | 31                            | 27                                |

  
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only it will be useful to the children. But the present curriculum and text books were not fulfilling these things. The secondary education commission (1952) had pointed that curriculum was narrow bookish and theoretical, with overloaded syllabus unsuitable text books. In the same way quality of education we can see based on the quality on the text book. Education commission (1964-1966) highlighted the poor quality of school education, and also commented on low quality of the text book. The preparation of the quality text book was depend upon the quality of preparation of the curriculum. When the government was concentrate on the preparation of the quality textbooks for school children.

In recent education scenario many educational changes occur in the field of school education. Especially the NCF 2005 and RTE 2009 strongly recommended the implementation of the continuous and comprehensive evaluation at school level. Andhra Pradesh government introduced CCE system from the academic year 2010-2011. In this way the SCERT experts prepared CCE based textbooks at school level. CCE based text books are useful to the children for comprehensive development. While preparation of the CCE based textbook experts were must concentrate on the three domains of the child viz. cognitive, affective and psychomotor domain. It also need of the academic standards of the subject give in the text book. Then only these text books are useful for primary school children for their growth and development. Because primary education is the foundation of the child to formation of the personality. It is useful to the children receive the values and base for the character formation.

### **Need of the research study**

Continuous and comprehensive evaluation newly introduced in school education. This CCE system is new for all teachers earlier in primary education Andhra Pradesh government introduced many programmes like DPEP, APPEP, CLIP, CLAP, QIP, LEP etc. teachers are trained and they implemented these programmes at school level. But CCE is the new system it recommended by the many committees and commissions and also NCF 2005, RTE 2009. In the aspect CCE is the mandatory all over the India. Achievement of the CCE goals teachers' plays predominant role. The success of the CCE depends upon the perception of the teachers. Preparation of the textbooks and implementation of the text books at grass root level is an important component in the success of the CCE. Text books are the source for providing proper knowledge regarding all round development of then child. When teachers are understand the nature of the text books, content and activities given in the text book then only they will teach in better way in classroom situation.

Whether the newly introduced CCE system how effectively working? Whether the teacher feels better while implementing of Primary school textbook at elementary level? Whether any problem are they facing while implementation of CCE based text books? For find out the answers of above questions researcher has taken this study.

### **STATEMENT OF THE PROBLEM**

Problems of the Teachers on Implementation of CCE based Text books at Primary level in Prakasam district of Andhra Pradesh

### **RESEARCH QUESTIONS**

1. How CCE based textbooks fulfil the objectives of CCE at primary level?
2. What type of problems teachers are facing while implementing CCE based text books at primary level.
3. What are the valuable suggestions are they giving for better implementation of the CCE

  
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## DATA COLLECTION

The investigator personally collected data from the primary school teachers in Prakasam district when training programme going on in the year 2015. The investigator collected data with the help of Questionnaire.

## DATA ANALYSIS AND INTERPRETATION

Data analysed with help of frequency percentile count and content analysis

## RESULTS

Table 2 . Awareness of CCE (n=200)

| s.lno | items   | yes            | no       |
|-------|---|----------------|----------|
| 1     | Are you aware of the Continuous and Comprehensive Evaluation                | 195<br>(97.5%) | 5 (2.5%) |
| 2     | Are you implementing continuous and comprehensive evaluation in your school | 196(98%)       | 2 (2%)   |
| 3     | Are you thinking CCE system is very useful primary level?                   | 174<br>(87%)   | 26 (13%) |

Table 2 shows that awareness of the CCE. It is observed that with regard to item no 1 out of 200 respondents 195 (97.5%) responded positively regarding awareness of CCE. only 5% not aware of CCE. Item no 2 for implementation of CCE 98% respondents informed that CCE is implementing to their schools.87% of the teachers given response for item no 3.it is very useful for primary level. So it can be concluded that majority of the teachers having awareness regarding CCE implementation at upper primary level.

Table: 3 CCE Training for teachers

| s.lno | items  | YES            | No         |
|-------|--|----------------|------------|
| 1     | Did you taken CCE training?  | 195<br>(97%)   | 5 (2.5%)   |
| 2     | Have you attended any workshops on CCE?  | 46<br>(23%)    | 154 (77%)  |
| 3     | Are you satisfied with CCE based training given by the government                            | 162 (81%)      | 38 (19%)   |
| 4     | Do you have any manual/ guidelines regarding CCE implementation in classes                   | 177<br>(88.5%) | 23 (11.5%) |
| 5     | Did you get sufficient knowledge from the training for teaching all subjects in CCE pattern? | 107<br>(53.5%) | 93 (46.5%) |

As shown Table 3 shows item no 1 it was observed that out of 200 teachers 195 (97%) responded that they have taken CCE based training .where as 5 (2.5) teachers only did not taken any training regarding CCE. in item no 2 it is observed that 154 (77%) teachers responded that they did not attended any workshop regarding CCE. where as46 (23%) teachers attended workshop on CCE. in item no (3) 81% of the teachers responded that they satisfied with CCE based training given by the government. Whereas only 38(19%) of the teachers are reported that they are not satisfied with CCE based training. In item no 4 (88.5%) responded they were having cce manual for implementation of

the cce .and 107 (53.5%) of the teachers responded that they got sufficient knowledge from training regarding all subjects in cce pattern. Whereas 93 (46.5%) of teachers reported that they did not get the sufficient knowledge about cce training in all subjects.

**Table 4: Government initiatives regarding CCE**

| s.No | items  | yes        | no          |
|------|--|------------|-------------|
| 1    | Did the government provide all required material for teaching all subjects in your school? | 75 (37.5%) | 125 (62.5%) |
| 2    | Did the government given any amount for teaching learning material?                        | 35 (17.5%) | 165 (82.5%) |
| 3    | Did you receive school text books at the beginning of the academic year                    | 153(76.5%) | 47 (23.5%)  |

As shown Table 4 shows item no 1 it was observed that out of 200 teachers 125 (62.5%) of the teachers respondent that government not provided all required material for teaching all subjects. In item 2 regarding to the amount for teaching learning material 165 (82.5%) teachers responded that government was not given any amount for teaching learning material. And 153(76.5%) of the teachers responded that we receive school text books at the beginning of the academic year. So it can be concluded that majority of the teachers responded negatively regarding Government initiatives regarding CCE.

**Table 5: Difficulty of primary level CCE based text books**

| Slno | ITEM   | YES         | NO          |
|------|--|-------------|-------------|
| 1    | Do you feel CCE based syllabus given in the text book is vast at primary school level?   | 93 (46.5%)  | 107 (53.5%) |
| 2    | Do you think that content given in the text books at primary level is it very difficult to understand the students                 | 76 (38.0%)  | 124 (62.0%) |
| 3    | Are you feel that Project works, assignments, exercises, given in the primary school text books is it difficult to do the students | 65 (32.5%)  | 135 (67.5)  |
| 4    | Do you think that for teaching CCE based primary school text books requires more number of hours?                                  | 131 (65.5%) | 69 (34.5%)  |
| 5    | Is it possible to achieve all academic standards given in the each subject   | 90 (45.0%)  | 109( 54.5)  |
| 6    | Do you think that one academic year is not sufficient to teach CCE based text books for primary level?                             | 86(43.0%)   | 114 (57.0%) |
| 7    | Do you think the syllabus prescribed is suitable for CCE implementation  | 153 (76.5%) | 47 (23.5%)  |
| 8    | Are you satisfied with CCE based syllabus at primary level?  | 147 (73.5)  | 53 (26.5)   |
| 9    | Do you think CCE based syllabus at primary level useful for the comprehensive development of the child                             | 174(87.0%)  | 26(13.0%)   |
| 10   | Do you think CCE based syllabus given at primary level will increase confidence levels due to the self learning?                   | 175(87.5%)  | 25 (12.5%)  |
| 11   | . Do you find any difficulty faced by the children doing different type of activities given in the primary school                  | 134 (67.0%) | 66 (33%)    |

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|    |  |             |            |
|----|--|-------------|------------|
|    | text books   |             |            |
| 12 | Do you think CCE Based syllabus is very useful to primary school children for their future life? | 179 (89.5%) | 21 (10.5%) |

As shown Table 4 shows item no 1 it was observed that out of 200 teachers 135 (67.5) responded that Project works, assignments, exercises, given in the primary school text books is it difficult to do the students, and 124 (62.0%) teachers reported that content given in the text books at primary level is it very difficult to understand the students. And 109(54.5) teachers reported that it is not possible to achieve all academic standards given in the each subject .and 131 (65.5%) Teachers reported that CCE based primary school text books requires more number of hours .and 134 (67.0%) Teachers reported that children are facing difficulty for doing different type of activities given in the primary school text books .and also reported 86(43.0%) that one academic year is not sufficient to teach CCE based text books for primary level. It is concluded that majority of the teachers negatively responded regarding Project works, assignments, exercises, text books at primary level is it very difficult, possibility of achieve all academic standards, text books requires more number of hours , children are facing difficulty of doing different type of activities given in the text book.

Question no 24 concentrate on problems identified at primary level for implementation of the CCE based text books .for this question out of 200 respondents only 150 (75%) filled the questionnaire .respondents revealed answers has given following table

Table 6: problems identified at primary level for implementation of the CCE

| Sl.no | Teachers responded answers  | F   | %     |
|-------|---|-----|-------|
| 1     | English text books very difficult   | 110 | 73.33 |
| 2     | English text book standard is very high for primary children  | 105 | 70    |
| 3     | Syllabus is very high toward the children for 1,2 classes   | 80  | 53.3  |
| 4     | Rural schools are not having proper facilities  | 14  | 9.3   |
| 5     | Multy class teaching CCE is very difficult  | 121 | 80.66 |
| 6     | School facilities must be improve   | 25  | 16.66 |
| 7     | Govt provide teaching aids grant for all subjects   | 25  | 16.66 |
| 8     | Very difficult to complete the syllabus. More time is needed  | 51  | 34    |
| 9     | More exercises are needed in maths  | 10  | 6.66  |
| 10    | Every class teacher is needed   | 101 | 67.33 |
| 11    | Content is very less in all subjevts  | 26  | 17.33 |
| 12    | parent care, standards of the Students s very less and students absentisam is very high in rural villages | 72  | 48    |

As shown Table 6 shows item no 1 it was observed that out of 150 teachers 110 (73.33%) responded English text book is very difficult at primary level. In the same way 105 (70%) teachers responded English text book standard is very high for primary children. Whereas 80 (53.33) of the teachers said that primary syllabus is very high toward the children for 1, 2 classes. In the connection majority of the teachers 121(80.66%) revealed that multi grade teaching is the main barrier for implementation of the CCE .in the same line 101(67.33%) of the teachers responded it is needed teacher for each

class, and also nearly 72(50%) of the teachers reported that parents care, standard of the students are very less and students absenteeism is also very high in rural villages. Whereas only few teachers were responded about the facilities (9.3%), teaching grant (16.66%), difficulty of the syllabus (34%) and other items .so it can be conclude that majority of the teachers feel difficult regarding the English text book, and syllabus, standards of the children at village level, and also multy grade teaching at primary level.

Question No 25 concentrates on suggestion for need of the improvement of the textbook at primary level. For this question out of 200 respondents only 154(77%) filled the questionnaire respondents revealed answers has given following table

**Table 7: suggestion for need of the improvement of the textbook at primary level**

| sl.no | Teachers responded answers  | F   | %     |
|-------|---|-----|-------|
| 1     | 1,2 class text books more exercises are needed                              | 7   | 4.5   |
| 2     | Work books and teaching grant are needed                                    | 69  | 44.80 |
| 4     | Maths text book standard is low   | 30  | 19.48 |
| 6     | Teachers are needed based on the text books not children strength           | 44  | 28.57 |
| 7     | Easy rhymes and words are needed in English and reduce the English syllabus | 130 | 84.41 |
| 8     | Special English teacher must be appointed at primary level                  | 13  | 8.44  |
| 10    | Radio programmes more are needed  | 4   | 2.57  |
| 11    | Reduce the lessons increase the content                                     | 21  | 13.63 |
| 12    | CCE syllabus is not useful for competitive exams                            | 17  | 11.0  |
| 13    | Reduce un necessary record work   | 65  | 42.20 |

As shown Table 7 shows item no 2 it was observed that out of 154teachers 69 (44.80%) responded for effective teaching of CCE system it is required certain workbooks and sufficient teaching grant. Majority of the respondents 130(84.44%) reported that reduce the English syllabus and give easy rhymes and words are needed for better understanding of the children. Nearly 65 (42.20) teachers responded that reduce un necessary record work in CCE pattern. Whereas only few percent of the responded maths text book standard is low (19.48%), teachers are needed based on the subjects not strength (28.57%), Special English teacher must be appointed at primary level(8.44%),and 17(11%) of the respondents revealed that CCE syllabus is not useful for competitive exams. For above discussion it can be concluded that majority of the teachers suggested that if reduce the syllabus and record work and provide certain material ,teaching grant it will be implementation of the CCE successful.

Question No 26 Concentrates whether old syllabus or new syllabus is best for children to get new knowledge. For this question out of 200 teachers 140 teachers responded differently. Nearly 60 teachers not filled the questionnaire. In that 100 teachers said that CCE based new syllabus is more useful to the children. Only 40 teachers said that old syllabus is use full for children the results of that were given in the following table.

**Table 8 CCE based syllabus is good for children (100 respondents)**

| Sl.no | Teachers responded answers | F | % |
|-------|----------------------------|---|---|
|-------|----------------------------|---|---|



|   |  |    |    |
|---|--|----|----|
| 1 | Lot of information and exercises are there   | 74 | 74 |
| 2 | Telugu ,evs text books are good in CCE model | 1  | 1  |
| 3 | It is very helpful for lower students        | 2  | 2  |
| 4 | It was holistic method Pupil learn with joy  | 77 | 77 |
| 5 | It is connected to daily life                | 93 | 93 |
| 6 | It is very useful to get more knowledge      | 96 | 96 |
| 7 | Books are coloured and attractive            | 10 | 10 |
| 8 | Books are More activity based                | 42 | 42 |

As shown Table 8 shows item no 1 it was observed that out of 100 teachers 74% of the teachers responded that in CCE text books lot information and exercises are there it is useful to the students to get good knowledge. Out of 100 77 % of the teachers revealed that It was holistic method Pupil learn with joy and 93% said that CCE based text books are connected with daily life the students. Majority of the teachers responded that (96%) CCE is very useful to students to get more knowledge .nearly 42% of the teachers reputed that CCE based text books are more activity based and 10% said that it is attractive and coloured .finally it can be concluded that majority of the teachers opined that CCE based textbooks are the good for children.

Question No 27 Concentrates on suggestions to improvement of the CCE training given to the teachers at primary level.. For this question out of 200 teachers 140 teachers responded differently. Nearly 60 teachers not filled the questionnaire.

| Sl.no | Teachers responded answers                           | F   | %     |
|-------|--|-----|-------|
| 1     | Giving training in holidays is good                  | 112 | 80    |
| 2     | Training is needed for every teacher in all subjects | 32  | 22.85 |
| 3     | Sufficient staff is required                         | 131 | 93.57 |
| 4     | Teacher hand books and modules are needed            | 42  | 30    |
| 5     | Seriousness is needed in training                    | 61  | 43.57 |
| 6     | Resource persons need more knowledge                 | 35  | 25    |
| 7     | Increase the training period is good                 | 30  | 21.42 |
| 8     | Give training how to use technology while teaching   | 10  | 7.14  |
| 9     | Every year training is not needed                    | 9   | 6.42  |
| 10    | Training must be preparation of the teaching aids    | 31  | 22.14 |
| 11    | Supervision is needed                                | 19  | 13.57 |

As shown Table 8 shows item no 1 it was observed that out of 200 teachers 112(80%) responded giving training in holidays is good. Actually government was conducting training middle of the year. Majority of the teachers reported that 131 (93.57%) sufficient staff is required for better implementation of the CCE. Nearly 61 (43.57%) of the teachers answered is very essential seriousness of the CCE training, whereas only few were responded reaming items above table. It can be concluded that majority of the teachers opined that sufficient training in holidays, sufficient staff and also seriousness in training are essential for better implementation of the CCE.



### **Findings of the study**

1. Majority of the teachers are aware of the implementation of the CCE. 2. Majority of the teachers not attended any workshop regarding the CCE. 3. Majority of the teachers reported that government not given any amount for teaching aids for implementation of CCE. 4. Majority of the teachers reported government not provided all required material for teaching all subjects in schools. 5. Majority of the teachers reported they feel that CCE based syllabus given in the text book is vast at primary school level. 6. Majority of the teachers reported content given in the text books at primary level is it very difficult to understand the students. 7. Majority of the teachers reported that Project works, assignments, exercises, given in the primary school text books is it difficult to do the students. 8. Majority of the teachers think that for teaching CCE based primary school text books requires more number of hours. 9. Majority of the teachers reported it is not possible to achieve all academic standards given in the each subject. 10. Majority of the teachers reported that difficulty faced by the children doing different type of activities given in the primary school text books. 11. Majority of the teachers feel that English text books very difficult at primary level. 12. Majority of the teachers reported that English text book standard is very high for primary children. 13. Majority of the teachers reported that Syllabus is very high toward the children FOR 1, 2 Classes. Most of the teachers said that in the Multy class teaching is major barrier for effective implementation of CCE. 14. Majority of the teachers opined that for every class teacher is needed, for better implementation of the CCE. 15. Majority of the teachers opined that Reduce English syllabus at primary level. 16. Majority of the teachers revealed that reduce record work. It is taking more time than teaching. 17. Majority of the teachers CCE based text books are connected to life and also useful to students to get more knowledge. 18. Majority of the teachers opined that giving training in holidays is good rather than working days.

### **Conclusion**

Success of the Continuous and comprehensive evaluation depends upon the perception of the teachers on new system of education. In this research study teachers realised that CCE is useful to children. But execution take place number of troubles at grass root level. Main thing is, not availability of the certain resources in rural schools. Apart from that difficulty of the syllabus, training, absentism of the students in certain season, and also unaware of the parents are the problems about CCE. Success of the CCE depend not only teachers but also initiations of the government, parents, school management committee members, administrators, and also students. When the government provided certain facilities to teachers it will be successful. Especially this research study found that majority of the schools not having the sufficient teachers. In CCE system it is activity based and timetaking procedure for that we need sufficient teachers at school level. Finally any educational policy accomplishment depends on the commitment and dedication of the teacher. Remaining things are others.

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