



“CONTINUOUS COMPREHENSIVE EVALUATION WIPED OUT THE ROTE LEARNING – PERCEPTIONS OF HIGH SCHOOL TEACHERS.”

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ABSTRACT

Continuous and Comprehensive Evaluation (CCE) is an education system recently introduced by CBSE, sees its main aim in the overall evaluation of the learners. It was formulated to do away with the exam-centric approach rampant in our evaluation system. The focus of the teaching-learning experience was aimed to gradually manoeuvre from merely being a means to perform well in examinations, to bring a platform of learning. With holistic learning being seen as real education, Continuous and Comprehensive Evaluation (CCE) aimed to bring the focus on developing all aspects of an individual's personality. The cognitive, effective and psychomotor skills of learners, through recognized as vital aspects of learning, had somewhere evaded the exam-oriented education system. This evaluation system will allow the learners to enjoy their schooling and learning in a stress-free environment. Hence, the investigator thought that it would be desirable to study CCE to wipe out rote learning. Because it has more impact on our evaluation system.

Key Words: CCE, Rote Learning, Holistic Learning

INTRODUCTION

Modern education is concerned with the development of the whole child; an all-round development of his physical, intellectual, social, aesthetic and emotional qualities. The child has to face many problems and difficulties in this process of development. The current exam system in our country cannot serve the full development of the child. The traditional exam system is like a bloodsucker. This makes the child so stressed mentally and physically. This harms both teachers and students. It evaluates only in certain areas. It is completely memory based. Valued examination system should help the child to know their strengths and weaknesses and make the child to overcome their difficulties. It continuously measure the day to day achievement of the students. The skills of understanding, critical thinking of students should be developed. It should measure the intelligence, special abilities and interests

of students. It helps the child to develop the co-operative, reliable and courageous qualities. To remove the unhealthy competitive spirit among students and to reduce the injurious effect on the health of the students' government introduced new assessment system - Continuous comprehensive evaluation.

Holistic learning is seen as a "real" education, a continuous and comprehensive Evaluation (CCE) aims to focus on the development of all aspects of a person's personality. This assessment system will allow students to enjoy learning and studying in a stress free environment.

In today's competitive world, the assessment of students' progress is changing, as deep knowledge, critical and divergent thinking, decision-making and a positive approach is the need for successful survive of the student.

It is necessary to acquire and constantly improve their knowledge in accordance with the needs of their workplace. The process of schooling to change, to keep up with the requirements of the country's qualifications.

To acquire such knowledge and skills, it is necessary to make positive changes in the system of state examinations. In our system the study of mechanical memory plays an important role. This is the biggest flaw in our system. Innovative evaluation methods that encourage skills such as creativity, research, problem solving, decision-making, critical analysis should implemented at the school and class level. Therefore, we need to reconsider the role of evaluation improving education. CCE should provide real and reliable growth measures for students, and it should act as a powerful tool for improving

Teaching and Learning process. "Continuous" implies the evaluation of students extends over the entire period of educational activity.

The goal of our education system should create the child physically, mentally and intellectually strong who can build a strong nation. So that the investigator taken up the topic CCE wiped out rote learning.

REVIEW OF RELATED LITERATURE:

Sudarshan and biradar (2013) conducted a survey on the study "view of students and teachers for the implementation of CCE in CBSE schools. Primary goal of research was to find out the students' opinion on the implementation of CCE in CBSE Schools. Find out the student's views on the implementation of CCE in CBSE schools. To know the training method of introduction of CCE in CBSE schools. The main findings of the study were 91.2 percent of teachers and 91.1 percent of students have favourable opinion regarding implementation of CCE.

Vanita Chopra (2014) conducted a study entitled Teachers' Voices towards the Problems Faced in Implementation of Continuous and Comprehensive Evaluation. The objective of the study is to identify and study the problems perceived by the teachers' in the implementation of CCE. The major findings of the study were all the teachers felt that regarding CCE is fair and true assessment of the students. Majority of teachers' considered teacher-student ratio to be a major obstacle in the effective implementation of CCE. It is impossible to pay individual attention to all the students in a class of forty-five or more than that, and along with organizing training workshops for teachers' as well as parents'.

An experimental study was conducted by Deka (2014) on effectiveness of CCE on the performance of social science. The sample of the study consisted of 100 students studying in 5th standard at Kamrup (Rural) District. Pre-test and post-test were constructed by the investigator. The study revealed that performance of the students in social sciences evaluated by continuous and comprehensive evaluation was significantly higher than those who were evaluated by traditional examination system. The selected V standard students gained more knowledge in social

sciences through continuous and comprehensive evaluation. It was stated that it may facilitate the learners, teachers, textbook writers and evaluators in respect of their involvement in teaching learning process.

Large majority of studies revealed that CCE system is comfortable to teachers and students. Many felt that any educational system success depends upon the reaction of the students. When students reacted positively, it indicates that it will help for their growth and development. There are very few studies are available only related to CCE wiped out rote learning. Hence, the investigator has taken up this problem as a topic for research.

STATEMENT OF THE PROBLEM:

“CONTINUOUS COMPREHENSIVE EVALUATION WIPED OUT THE ROTE LEARNING – PERCEPTIONS OF HIGH SCHOOL TEACHERS. “

OBJECTIVES OF THE STUDY:

The following are the specific objectives formulated for the present study.

1. To study whether CCE wiped out rote learning.
2. To know if the teacher is aware of CCE.
3. To evaluate CCE methods which wiped out rote learning.
4. To assess the learning abilities in learning process.
5. To determine the teachers innovative abilities regarding CCE.

HYPOTHESIS:

There is no significant difference of the opinions of high school teachers on CCE wiped out rote learning in respect of their Gender, Qualifications, Location, and Management

RESEARCH METHODOLOGY:

The present study is descriptive research. A sample of 100 teachers were chosen by random sampling technique. Opinionnaire of 3 point scale – Agree, Disagree and Neutral has been taken as a research tool. The Opinionnaire is prepared with 65 items and administered to the sample of different variables in Rajamahendravarm Division in East Godavari District AP.

ANALYSIS OF DATA:

To analyse the data and to interpret the present study the researcher calculated various statistical measures such as Mean, Median, Mode, Quartile Deviation, Standard Deviation, Skewness, Kurtosis and t-test etc.

FINDINGS

The following table shows the measures of Central Tendency and Dispersion of total sample

Sample	Mean	Median	Mode	Q.D	S.D	Sk	Ku
100	154.8	156.8	158.94	0.46	14.64	0.28	0.68

The above table shows that the 3 measures of Central tendency viz. Mean, Median, Mode fall at 154.8, 156.8 and 158.94 respectively. In a normal distribution, all the three measures fall at same point. As the obtained measures

of central tendency for the present study fall at different point, it can be concluded that the distribution selected for the present investigation slightly deviated from that normal distribution curve.

Sl. No.	Variable	Mean	Critical Ratio
1.	Female Male	149.4 153	0.079
2.	Post Graduate Under Graduate	150.6 151.8	1.08
3.	M.Ed. B.Ed.	148.8 149.7	1.18
4.	Government Private	151.4 147.2	1.75
5.	Urban Rural	147.2 147.8	0.41
6.	Above 10 Years Below 10 Years	148.9 153.4	1.19

By observing the mean values, the study found out that there is no significant difference of opinions among the subjects of different variables. All the categories expressed same opinion regarding CCE wiped out rote learning.

SUGGESTIONS OF THE STUDY

“Yes CCE wiped out Rote Learning”

This is the sample of the study opinion. Many of them said that

1. It encourages to test the students' knowledge on content
2. It tests the experimental and manipulative skills
3. It tests the students behaviors by observing throughout the school hours
4. Children are encouraged to prepare series of questions by themselves
5. Child created questions by watching pictures, statements and on experiment results
6. Children developed making Hypothesis while preparing experiment
7. Children developed field observation skills
8. Children developed their experimental skills
9. Children developed information skills
10. Children expressed their understanding by drawing pictures
11. Children developed real life applications
12. Children described equations, flow charts and pictures

The following are suggestions by sample teachers:

1. Basic language skills shall be developed among students
2. To expand library facilities
3. Reference source should be developed

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