



“EXPLORING THE SCHOOL–BASED LEARNING EXPERIENCE AND REMOVING THE MISCONCEPTION REGARDING THE CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) OF THE PRE-SERVICE TEACHERS THROUGH THE PEER- TUTORING TECHNIQUE - AN ACTION RESEARCH”

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ABSTRACT

This action research focuses on the emerging problems and related remedies of the pre-service teachers of Hindu college of education that had undergone their school based learning experience. Investigator found that after having school based learning experience, majority of the pupils had a misconception regarding the practical concepts of Continuous and Comprehensive Evaluation (CCE). The purpose of this action research is to remove all the misconceptions of CCE and make it more vivid. For this 100 B.Ed students were taken as a sample which was further divided into 10 groups that were taken under the supervision of the 10 supervisors (faculty of Hindu college of Education). Peer-tutoring method was used in which each pupil got a random chance to be a peer- tutor. Structured questionnaire were used as a tool for both peer-tutors and supervisors in the form of an evaluation form for peer-tutors and an observation schedule for supervisors. For the data analysis content analysis was used. It founds that the peer-tutoring technique was very effective in making the practical concepts of CCE clearer and removes all the misconception in a friendly way through peers’ interactions. Even a shy

student participated well. Both peer-tutors and supervisors were satisfied with peer-tutoring method and provide positive feedback. Follow up were analyzed through written test.

Keywords: Peer-tutoring technique, School –based learning, Continuous and comprehensive evaluation.

1) INTRODUCTION

Educational psychology emphasizes on the importance of scaffolding that provides the basis that learners learn better in a friendly environment with peers rather than in a restricted classrooms. Peer interaction is useful in learning new skills, knowledge and finding solutions of each other's problems by playing, talking and sharing ideas. Peer-tutoring is one of the more extended forms to support students adjustment (Kuh et al, 2006), and it can be defined as the acquisition knowledge and skills through active participation of peers, where both tutors and tutees are benefited (Topping, 2015).

Topping (2015) suggests that the desired outcome through the peer-tutoring technique will be highly effective when it is implemented with thoughtfulness about what form of organization best fits the target population. So the role of an experienced supervisors are imperative in peer-tutoring technique, though they participate passively, but they are the backbone of the method.

According to Austin – peer-tutoring has a positive impact on the students learning, motivation and socialization and found effective in implementation of creativity and problem solving skills of both tutors and tutees.

Organized peer tutoring can give greater result as compared to unorganised peer-tutoring. So, teacher can obtain better results by making good pairs of students (Abbas. J et.al. 2015). After gone through the previous studies, an investigator got an idea to plan the proposed action research.

2) PURPOSE OF THE STUDY-

During the teaching of the concept of CCE to the B.Ed students, the investigator found many misconceptions regarding the CCE pattern, unfamiliarity with the nine point grading scale for assessing scholastic areas and five point grading scale for co-scholastic and co-curricular areas. Students were misleadingly considered co-scholastic and co-curricular as the same. Students were already gained the school based learning experiences still majority of students were not clear about the CCE pattern. Therefore investigator decided to conduct an action research to solve this problem.

3) STATEMENT OF THE PROBLEM

Before proceeding further an investigator firstly identified the problem as-

To remove the misconception of the B.Ed students regarding the CCE pattern and explore their school –based learning experiences; it's emerging problems and remedies through peer-tutoring method.

4) CONDUCT OF THE RESEARCH-

After realizing the problem, an investigator made a draft planning of the proposed study. With the permission of respectable Principal and supporting teaching staff, the proposed study was further implemented on B.Ed students. First the students were oriented about the peer –tutoring method in the common session class, then the 100 students were divided into 10 heterogeneous groups and 10 supervisors were allotted. The duration of this programme was about one week. Each student was given a random chance to teach as a tutor and share their school experience programme with other peers. Peer –tutors covers the essentials points of the Continuous and Comprehensive evaluation during the one week sessions under the supervision of faculty members. The essentials points were-

- 1) **Time table**- Peer-tutors and peers were discussed about their experience in construction of time table according to the CCE pattern.
- 2) **CCE pattern**- In this, the peer-tutor covers the concepts of CCE and their three parts- scholastic, co-scholastic and co-curricular aspects, assessment through formative and summative.
- 3) **Report card**- In this peer-tutor covers the grading system as nine point grading scale for assessing scholastic areas and five points grading scale for assessing co-scholastic and co-curricular areas. They also learn about the conversion of marks into grades which they earlier had not gained properly in their school experience programme.
- 4) **Peer-tutoring participation**- In this the participation of both peers and peer-tutors were assessed by a supervisors. Conducive environment was created by supervisor so that healthy talk and discussions were made possible between peers and peer-tutors.

5) METHODOLOGY-

Two Structured questionnaires were used as a tool –one for peer-tutor as a self evaluation form consists of 24 numbers of items and second for the supervisors as a observation schedule consist of 30 numbers of items.

Table 5A- Details of Questionnaire I for PEER-TUTORS (Evaluation form)-

S.no	COMPONENTS OF QUESTIONNAIRE	TOTAL NUMBER OF ITEMS	ITEM NUMBER
1	CCE pattern	7	1,2,3,4,5,6,7
2	Time Table	4	8,9,10,11
3	Report card	5	12,13,14,15,16
4	Peer-tutoring participation	8	17,18,19,20,21,22,23,24
TOTAL	5	24	24

Table 5B- Details of Questionnaire II for SUPERVISORS (Observation schedule)-

S.no	COMPONENTS OF QUESTIONNAIRE	TOTAL NUMBER OF ITEMS	ITEM NUMBER
1	Assessment of the Peer-tutor (peer-tutoring)	7	1,2,3,4,5,6,7
2	Time table	4	8,9,10,11
3	CCE pattern	7	12,13,14,15,16,17,18
4	Report card	5	19,20,21,22,23
5	Assessment of peers (peer-tutoring participation)	7	24,25,26,27,28,29,30
TOTAL	5	30	30

6) DATA ANALYSIS

Content analysis was used to analyse data and making interpretations.

Quantitative analysis-

Table 6A - Data analysis of Questionnaire I for PEER-TUTOR-

NUMBER OF ITEM	CCE PATTERN		TIME TABLE		REPORT CARD		PEER-TUTORING PARTICIPATION	
	YES	NO	YES	NO	YES	NO	YES	NO
1	99%	1%	97%	3%	95%	5%	97%	3%
2	93%	7%	98%	2%	99%	1%	95%	5%
3	96 %	4%	74%	26%	98%	2%	100%	0%
4	89%	11%	80%	20%	95%	5%	2%	98%
5	95%	5%	-	-	95%	5%	4%	96%
6	95%	5%	-	-	-	-	100%	0%
7	97%	3%	-	-	-	-	0%	100%
8	-	-	-	-	-	-	99%	1%

Table 6B- Data analysis of Questionnaire II for SUPERVISORS –

NUMBER OF ITEM	ASSESSMENT OF PEER-TUTOR (Peer-tutoring participation)		TIME TABLE		CCE PATTERN		REPORT CARD		ASSESSMENT OF PEERS (peer-tutoring participation)	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1	9 (90%)	1 (10%)	8 (80%)	2 (20%)	10 (100%)	0 (0%)	10 (100%)	0 (0%)	9 (90%)	1 (10%)
2	8 (80%)	2 (20%)	9 (90%)	1 (10%)	8 (80%)	2 (20%)	10 (100%)	0 (0%)	10 (100%)	0 (0%)
3	5 (50%)	5 (50%)	4 (40%)	6 (60%)	8 (80%)	2 (20%)	9 (90%)	1 (10%)	1 (10%)	9 (90%)
4	8 (80%)	2 (20%)	6 (60%)	4 (40%)	9 (90%)	1 (10%)	9 (90%)	1 (10%)	8 (80%)	2 (20%)
5	6 (60%)	4 (40%)	–	–	7 (70%)	3 (30%)	9 (90%)	1 (10%)	2 (20%)	8 (80%)
6	2 (20%)	8 (80%)	–	–	7 (70%)	3 (30%)	–	–	2 (20%)	8 (80%)
7	6 (60%)	4 (40%)	–	–	8 (80%)	2 (20%)	–	–	10 (100%)	0 (0%)

7) FINDINGS AND INTERPRETATION-

7.1) Findings from the assessment through the PEER-TUTORS-

- a.) **CCE pattern-** During the peer-tutoring session around 99% of peer-tutors successfully covers the concepts of CCE. Now, they can compare and elaborate the scholastic, co-scholastic and co-curricular areas.
- b.) **Time –table-** Around 98% of peer-tutors is now confident in constructing the time table for class according to CCE pattern. They reflect on the tips for making time table more effective.

- c.) **Report card-** Around 99% of peer-tutors are now confident in filling report cards according to CCE pattern and they can able to convert marks into grades. Now about 95% peer –tutors can asses through nine point and five point grading scales.
- d.) **Peer-tutoring-** Around 100% of peer-tutors are well aware about the meaning of peer-tutoring. They share their school experiences among peers well and discuss their problems and finding solutions through sharing ideas.

7.2) Findings from the assessment through SUPERVISORS-

- a.) **Peer –tutor’s participation-** Around 90% peer-tutors participated confidently in peer-tutoring programme. There is a good interaction between the tutors and peers. Peer-tutors satisfactorily share their gained knowledge in school based experience, about 90% peer –tutors share their positive experiences with peers.
- b.) **Time table-** Around 90% peer-tutors shares their experiences of constructing time tables. Both tutors and peers learn together the various tips for making time table effective.
- c.) **CCE pattern-** 100% peer –tutors gained the concept of CCE. Around 90% peers can elaborate the weightage of summative and formative evaluation. The misconception regarding CCE are seems to be clear.
- d.) **Report card-** Around 90% peers are now familiar with the conversion of marks into grades and can able to assess the scholastic area with nine point grading scale and co-scholastic and co-curricular with five point grading scale.
- e.) **Peer’s participation-** the interaction between peers and tutors are 100% satisfactory. There is no scope of irrelevant talk during the session. The programme comes to be highly useful for clearing the misconception of the students.

8) CONCLUSION-

From the findings it may be concluded that the peer- tutoring method comes out to be highly effective in clearly the misconceptions of the students regarding CCE pattern that they had gained through the school-based learning experience. Students gained the various practical aspects of CCE through peer-tutoring sessions .They covers all the essential points of CCE- scholastic, co-scholastic and co-curricular areas. They equipped themselves with the knowledge of grading system and their conversions and use of grading scales. Students learn a lot through each

others' school experiences in a friendly way. It was a very interesting session not only for peers and peer-tutors but also for supervisors also. Both students and supervisors provide a positive feedback for the peer-tutoring programme. **Follow up** were made through the written test to assess the knowledge and understanding level of students in CCE pattern in which they satisfactorily performed well.

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APPENDICES

APPENDIX –I**QUESTIONNAIRE-I****SELF EVALUATION FORM OF PEER-TUTORING FOR THE PEER-TUTOR**

Name of the Peer-tutor:

Roll. No:

Class:

Date:

General instructions

- i) Attempt all questions.
- ii) Each statement should be read carefully by peer –tutor and attempt either yes or no.
- iii) Response must be original.
- iv) It is divided into four parts A,B,C and D.

Peer –tutor has covers the following essential points during the peer-tutoring programme-

PART A- CCE PATTERN

- | | |
|---|--------|
| 1) Concept of CCE | YES/NO |
| 2) Concept of formative assessment | YES/NO |
| 3) Concept of summative assessment | YES/NO |
| 4) Wiegthage for formative and summative assessment | YES/NO |
| 5) Scholastic aspects | YES/NO |
| 6) Co-scholastic aspects | YES/NO |
| 7) Co-curricular aspects | YES/NO |

PART B- TIME TABLE

- | | |
|--|--------|
| 8) Concept of time table | YES/NO |
| 9) Construction of time table for students/class | YES/NO |
| 10) Construction of time table for teachers | YES/NO |
| 11) Tips for effective preparation of time table | YES/NO |

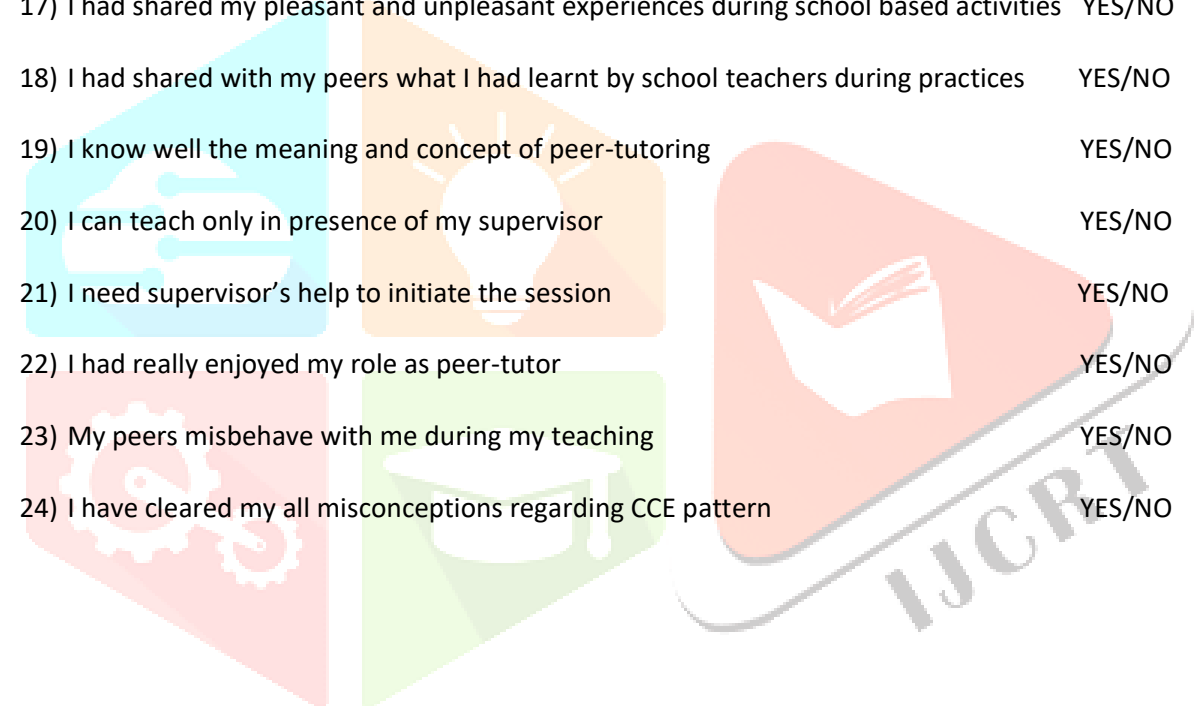
PART C- REPORT CARD

- | | |
|---|--------|
| 12) Had a look on real report card | YES/NO |
| 13) Ways and instructions for filling the report card | YES/NO |
| 14) Conversion of marks into grades | YES/NO |
| 15) Familiar with Nine points grading scale for assessing scholastic areas | YES/NO |
| 16) Familiar with Five points grading scale for assessing co-scholastic and | YES/NO |

Co-curricular areas

PART D- PEER-TUTORING

- | | |
|--|--------|
| 17) I had shared my pleasant and unpleasant experiences during school based activities | YES/NO |
| 18) I had shared with my peers what I had learnt by school teachers during practices | YES/NO |
| 19) I know well the meaning and concept of peer-tutoring | YES/NO |
| 20) I can teach only in presence of my supervisor | YES/NO |
| 21) I need supervisor's help to initiate the session | YES/NO |
| 22) I had really enjoyed my role as peer-tutor | YES/NO |
| 23) My peers misbehave with me during my teaching | YES/NO |
| 24) I have cleared my all misconceptions regarding CCE pattern | YES/NO |



APPENDIX II

QUESTIONNAIRE II

OBSERVATION SCHEDULE FOR SUPERVISOR OF PEER-TUTORING

Name of the Supervisor:

Date of the supervision:

Name of the peer-tutor:

Day of Peer-tutoring:

General instructions-

*Observation schedule consists of five parts-A,B,C,D and E, each items to be answer either yes or no.

*Supervisor has to attempt all the items.

PART A- ASSESSMENT OF THE PEER-TUTOR

- | | |
|---|--------|
| 1) Having appropriate confidence level | YES/NO |
| 2) Interaction with peers has been made appropriately | YES/NO |
| 3) Satisfactorily did response management | YES/NO |
| 4) Discussing the relevant topics | YES/NO |
| 5) Knowledge gained by the peer-tutor in school-based experience is appropriate | YES/NO |
| 6) Peer-tutor needs supervisor's help to initiate the class | YES/NO |
| 7) Peer-tutor has made an appropriate concluding statement | YES/NO |

THE PEER-TUTOR HAS COVERS THE FOLLOWING ESSENTIAL POINTS ;**PART B: TIME TABLE**

- | | |
|--|--------|
| 8) Concept of time table | YES/NO |
| 9) Construction of time table for students/class | YES/NO |
| 10) Construction of time table for teachers | YES/NO |
| 11) Tips for effective preparation of time table | YES/NO |

PART C: CCE PATTERN

- | | |
|--|--------|
| 12) Concept of CCE | YES/NO |
| 13) Concept of formative assessment | YES/NO |
| 14) Concept of summative assessment | YES/NO |
| 15) Weightage for formative and summative assessment | YES/NO |
| 16) Scholastic aspects | YES/NO |
| 17) Co-scholastic aspects | YES/NO |
| 18) Co-curricular aspects | YES/NO |

PART D: REPORT CARD

- | | |
|---|--------|
| 19) Had a look on real report card | YES/NO |
| 20) Ways and instructions for filling the report card | YES/NO |
| 21) Conversion of marks into grades | YES/NO |
| 22) Familiar with Nine-point grading scale for assessing scholastic areas | YES/NO |

23) Familiar with Five-point grading scale for assessing the co-scholastic and co-curricular areas YES/NO

PART E: ASSESSMENT OF THE PEERS-

- 24) Appropriate disciple in the class YES/NO
- 25) Interactive participation of peers YES/NO
- 26) Informal/irrelevant talk with peer-tutor during the session YES/NO
- 27) Interesting session YES/NO
- 28) Tutoring has been less understandable to them YES/NO
- 29) Lack of co-ordination with peers and peer-tutor YES/NO
- 30) It is a useful session for peers YES/NO

Any suggestions(If
any).....

Signature of Supervisor

