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**Perception of Teachers on Implementation of CCE in the Upper
Primary Schools of Delhi -NCR**

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Abstract

Central Board of Secondary Education introduced Continuous and Comprehensive Evaluation in Indian School system, just to reduce the burden on the students (Examination) and move forward towards happy learning. Teachers are considered as pillars of Education system and ultimate agents in implementing the CCE system as they help in shaping pupils' personality and nurture good habits among them. The present study attempts to find out perception of teachers towards continuous and comprehensive evaluation. Samples of 100 school teachers were randomly selected from Delhi and Faridabad. Self-made Questionnaire consists of 10 items for teachers was prepared and distributed among them. The findings revealed that the perception of upper primary school teachers of Delhi is better than that of NCR towards CCE.

Keywords: Perception, Teachers, CCE, Upper primary, Delhi- NCR

1. Introduction

Education is a continuous process of acquiring new knowledge, skill, values, belief, and habits. It is the most important tool which has been evolved by the man for his own progress. Education is a never-ending process of inner growth and development and it stretches from cradle to grave. Ideally Education is supposed to encourage the students to analyse and evaluate their experience, to doubt, to question, to investigate, to think independently (CBSE 2009). Evaluation of Education is another major task especially during modern times and various modes were adopted to check the progress and growth of pupil. Agarwal (2005) examined the major examination reforms initiated in India with a historical perspective. She also talks about the scheme of CCE for different stages of School Education. Core idea was to convert marks in some sort of grades. NCERT in 2004 initiated training in continuous and comprehensive evaluation for class vi – viii for

key resource persons of various states. It was observed that most of the schools, teachers are not trained and equipped to handle grading as it involves very complex process.

2. Related Studies from Literature

Kishor (2018) concluded that there is moderate acceptability of CCE by Postschool teachers. No significant difference between male and female teachers' perception towards CCE. Lack of seriousness among students was also reported. To overcome these problems of teachers, it was suggested to reduce the no of students in classes and provide appropriate training to teachers.

Zelege (2013) conducted a comparative study on the practice of Continuous assessment between Addis Ababs university and Unity University in Ethiopia. He also studied major constraints faced by instructor in implementing continuous assessment. He concluded that major cause that affected the implementation of Continuous assessment in the context under study was boiled down to the strong influence of traditional

assessment practices. Singhal (2012) concluded that as far as teacher's perception of CCE is concerned, the results of the study indicate moderate acceptability of CCE by the Govt. school teachers. Further results revealed that the major problems faced by the school teachers in the execution of CCE were large number of students in classes, lack of training, lack of proper infrastructure facilities and teaching materials. Lack of seriousness among the students towards academics was also reported as a serious concern of the teachers. Jadal (2011) conducted a study on effect of CCE on Evaluation of student's at primary level. It concluded that attainment of the concepts and development of multiple abilities /mastery of skill can be possible through CCE at Primary Level.[1-4]

3. Need of the Study

As the time is changing at a very fast pace, we need reforms in the overall Education system especially in methods of Evaluation and Assessment. The issue of assigning grades in place of marks has been discussed and debated many times in various platforms and committees over the years. The paper- pen tests are basically a one-time means of assessment and to exclusively rely on it and defining child future and his/her development is not fair but also unscientific. Over emphasis on examination marks, makes children assume that assessment is different from learning, resulting in 'Learn and forget' syndrome." Implementing CCE is a huge task as it involves changing the mindset of teachers," as quoted by Ms. Gupta, Commissioner and State Project Director of Sarva Shiksha Abhiyaan. CBSE replaced marks by grades for class ix in 2010 and class x board examination in 2011 of School Education (Singh 2010). Since the concept of CCE is new in Indian Education so there is huge need to explore this area. So the present study investigate about the perception of school teachers towards CCE on the basis of their experience, expectations, competencies, and the practical problems faced by the teachers.

4. Objectives of the study

1. To study the significant difference between the teacher's perception of Delhi and Faridabad (NCR) towards CCE.

2. To study the significant difference between the government secondary School teachers towards CCE of Delhi and Faridabad (NCR).

3. To study the significant difference between the private secondary School teachers towards CCE of Delhi and Faridabad (NCR).

5. Hypothesis

There is no significant difference between the teacher's perception of Delhi and Faridabad (NCR) towards CCE. There is no significant difference between the government secondary School teachers towards CCE of Delhi and Faridabad (NCR). There is no significant difference between the private secondary School teachers towards CCE of Delhi and Faridabad (NCR).

6. Design of the study

The descriptive survey method was used in order to find out the perception of school teachers towards CCE concerning their expectations and various problems faced by them in day to day basis in school. The sample for present study was drawn from various private and Govt. schools located in South Delhi and Faridabad in Delhi -NCR region. A sample of 100, 50 private schools' teachers and 50 Govt. school teachers were finalized for the study. The tool of the study: The investigator constructed the Questionnaire to find out the perception of school teachers towards CCE and collecting data for the study.[5-7]

7. Analysis

Hypothesis-1. There is no significant difference between the teacher's perception of Delhi and Faridabad (NCR) towards CCE.

Table.1: Government and Private School students' parents' perceptions related to CCE

Region	Number of teachers	Mean	df	S.D.	t-value cal	t-value tab	S.L
Delhi	50	160.2	49	18.8	3.3	1.9	0.5
NCR	50	154.4		21.2			

Table-1, shows that the perception of the secondary school teachers towards CCE. The calculated t-value (3.32) of the Delhi and NCR teacher's perception towards CCE is greater than the tabulated t-value (1.97) at 0.05 level with degree of freedom 98. This shows that there is significant difference between Delhi and Faridabad

(NCR) teachers' perception towards CCE. The perception of secondary school teachers of Delhi is

better than the perception of secondary School teachers of NCR.

Table.2: Government Secondary School Teachers perception towards CCE Delhi and Faridabad (NCR)

Region	Number of teachers	Mean	df	S.D.	t-value calculated	t-value tab	S.L.
Government School teachers (Delhi)	50	158.5	288	19.2	1.3	1.9	0.05
Government School teachers (NCR)	50	155.0		22.0			

Table-II shows that the perception of secondary school teachers towards CCE. The calculated t-value (1.27) of the perception of government school teachers of Delhi and NCR towards CCE do not significantly differ from the tabulated t-value (1.97) at 0.05 level with degree of freedom 98. This shows that there is no significant difference

Between the government secondary school teachers towards CCE of Delhi and NCR. Thus, the perception of government secondary school teachers of Delhi is similar to the perception of government secondary School teachers of NCR.

Hypothesis-III. There is no significant difference between the private secondary School teachers towards CCE of Delhi and Faridabad (NCR).

Table.3: Private School teachers' perceptions related to CCE (Delhi and NCR)

Region	Number of teachers	Mean	df	S.D.	t-value cal	t-value tab	S.L.
Private School teachers (Delhi)	50	159.7	209	18.1	0.97	1.9	0.05
Private School teachers (NCR)	50	157.1		19.9			

Table- III shows that the perception of secondary school teachers towards CCE. The calculated t-value (0.97) of the perception of private school teachers of Delhi and NCR towards CCE does not significantly differ from the tabulated t-value (1.97) at 0.05 levels with a degree of freedom 98. This shows that there is no significant difference between the private secondary school teachers towards CCE of Delhi and NCR. Thus, the perception of private secondary school teachers of

Delhi is similar to the perception of private secondary School teachers of NCR.

8. Interpretation

The perception of the secondary school teachers towards CCE of the Delhi is greater than that of NCR teacher's perception towards CCE. This is shows that there is significant difference between Delhi and Faridabad (NCR) teachers' perception towards CCE. As per talking about the perception

of government secondary school teachers towards CCE of Delhi and NCR there is no significant difference because of similar perception towards CCE. Similarly, the perception of private secondary school teachers towards CCE of Delhi and NCR does not differ significantly. This means, the perception of private secondary school teachers of Delhi is similar to the perception of private secondary School teachers of NCR. The overall difference of the perception of the secondary school teachers towards CCE of Delhi and NCR is because of the educational and cultural differences.

Conclusion

The present study highlights the perception of teachers on implementation of CCE in the upper primary schools of Delhi –NCR. The perception of both Government and private school teachers was taken for the investigation. The study revealed that the perception of Delhi school teachers towards CCE was better than that of NCR school teachers of upper primary level.

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