**PROBLEMS FACED BY SECONDARY SCHOOL TEACHERS IN PRACTICING CONTINUOUS   
AND COMPREHENSIVE EVALUATION**

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**CERTIFICATE**

I, **Dr. K. Vijayakumari**, do hereby certify that this dissertation, **PROBLEMS FACED BY SECONDARY SCHOOL TEACHERS IN PRACTICING COUNTNUOUS AND COMPREHENSIVE EVALUATION** is a record of bonafide study and research carried out by **Mr. Aboobacker Sidheeq K**. under my supervision and guidance.

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**DECLARATION**

I, **Aboobacker Sidheeq K**, do hereby declare that this dissertation, **PROBLEMS FACED BY SECONDARY SCHOOL TEACHERS IN PRACTICING COUNTNUOUS AND COMPREHENSIVE EVALUATION** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

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- 07 - 2005

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**B I B L I O G R A P H Y**

**A P P E N D I C E S**

Qualitative development of human resources makes a country progressed which can be achieved only through education. Any country, developed or developing need an education system with quality and efficiency. In turn, the effectiveness of the educational programmes or the education system as a whole is determined by the quality of its product which can be assured only through proper evaluation.

Evaluation, a very important component of the education system, can destroy or make the purpose of education. All policy documents pertaining to education stated the inadequateness of the evaluation system. Examination reforms have been addressed seriously right from the Kothari Commission (1968) to the National Curriculum frame work for school education (2000). Dr. S. Radhakrishnan commented on the prevailing evaluation system as, if there is a chance to change anything in the field of education, he would surely first change the examination system existing that day. The process of education is always considered as a continuous process, but the quality assessment was done at single stretch either at the end of each term or at the end of complete programme. The role of formative and summative evaluation was emphasized in all theoretical approach to education, but practically focus was given only to the summative one. This made the people think the evaluation system as a blood sucker, a necessary evil and an enemy of true education.

Even then, the importance of evaluation in every walks of life can not be looked over as it concerns a demarkation between the desirable and the undesirable. Bhola (1982) has brought it out by saying

Evaluation is the process of assigning values to judge the amount, degree, condition worth, quality of effectiveness to something. As human beings, we are perpetual evaluators. We evaluate ideas, attitudes, actions, characteristics and possessions of ourselves and of others, at home and at work, day in and day out, sometimes self-consciously, but often unthinkably; and make judgements on the basis of those evaluations.

Evaluation refers to the process of determining the merit, quality, worth, or value of entities and to the product of that process. Evaluation is thus a comprehensive process which has applications in all disciplines as well as in practical and aesthetic life. It assesses the academic, non academic aspects, continuous growth and development of an individual. Evaluation is ever present in individual’s life and it is an integral activity of a rational approach to life.

Broadly defined, educational evaluation is the estimation of the growth and progress of pupils toward objectives or values in the curriculum. The chief purpose of educational evaluation is to provide information that can be used by teachers, parents, and others including students themselves, to help the students to learn what the schools are expected to teach. In the context of school, evaluation is the collection and interpretation of information about the effects and values of educational activities through systematic and formal means.

Evaluation has to be very comprehensive in a system of education which aims at the many sided development of the personality of a child. According to the Secondary Education Commission (1952)

The school of today concerns itself not only with the intellectual pursuits but also with the emotional and social development of the child, his physical and mental health, his social adjustment and other equally important aspects of his life in a word, with an allround development of his personality.

The concept of Continuous and Comprehensive Evaluation (CCE) has been introduced in the education system many decades ago but the programmes were not successfully implemented. Its introduction has given new dimensions to the concept of evaluation. Continuous and Comprehensive Evaluation postulates measurement of a comprehensive range of objectives concerning intellectual, emotional, physical and socio personal aspects of pupils growth in a regular manner coupled with the process of instruction.

Continuous and Comprehensive Evaluation may be defined as a process of collecting evidence of behavioural changes in scholastic and non scholastic areas and judging the direction and extent of such changes. The purpose of CCE is to improve learning by making evaluation an integral part of the teaching learning process.

As far as the total school programme is concerned evaluation is important in the over all development of the total school programmes and provide a healthy comparison between programmes of different schools.

As far as the theoretical aspect of CCE is concerned, it is an excellent idea, the most democratic, comprehensive and on going evaluation system, but the problems arises when this idea is implemented in the education system.

**NEED AND SIGNIFICANCE OF THE STUDY**

Multi dimensional development of child’s personality is the ultimate aim of education system which can be achieved through curricula, teaching methods, instructional materials, evaluation and the like. Among these, student evaluation plays a major role as it alone can tell whether the development of child’s personality takes place to the optimum level. Beside this, it will help to check whether curriculum, teaching methods and the instructional materials used are suitable for the purpose. To do this role effectively, the evaluation system must be flawless from every point of view.

An efficient evaluation system will surely be a powerful instrument for improving the quality of education in general and the teaching learning process in particular. It should be done in accordance with the aims and objectives of education. The present day education system favour the evaluation of cognitive and non cognitive aspects of development continuously and regularly.

Continuous and Comprehensive Evaluation (CCE) was introduced by many states earlier but it failed to accomplish its goals. It is Kerala state Education Department which introduced and implemented CCE at high school level systematically but the practicability of the programme still creates dilemma among teachers, students, administrators and parents.

Success of any system depends upon the persons who practice it. Surely the success of CCE is in the hands of teachers, who are the executors of regular class room teaching learning process. Hence itself, the difficulties of practicing the system are faced by the teachers. In order to make the system more effective, these difficulties are to be identified and steps are to be taken to remove them. Hence it is the need of the hour to identify the problems in practicing CCE.

Even though all schools in Kerala, following state syllabus have to follow CCE, in many schools, the concepts are not taken in its full spirit. Either the teachers or the administrators or both diluted the seriousness of the programme. But the Malappuram district solely welcomed the programme and implemented it in its true spirit. So the present study is an attempt to analyse the major problems faced by the secondary school teachers of Malappuram district in practicing CCE.

**STATEMENT OF THE PROBLEM**

The problem under study is entitled as “PROBLEMS FACED BY SECONDARY SCHOOL TEACHERS IN PRACTICING CONTINUOUS AND COMPREHENSIVE EVALUATION”.

**DEFINITION OF KEY TERMS**

**Continuous and Comprehensive Evaluation**

Continuous and Comprehensive Evaluation (CCE) is the process by which the teacher evaluates the student continuously and comprehensively.

**Secondary School Teachers**

The term in this study specifies the teachers who are teaching at standards VIII, IX and X of the recognized schools of Kerala following State syllabus.

**VARIABLE OF THE STUDY**

The variable of the study is ‘problems of secondary school teachers in practicing Continuous and Comprehensive Evaluation (CCE).’

**OBJECTIVES**

The objectives of the study are,

1. To identify major problem areas of CCE for secondary school teachers.
2. To compare the major problem areas of CCE for teachers in sub samples based on

I Gender

II Type of School Management

III Subject of Specialization

IV Teaching Experience

**HYPOTHESIS**

The hypothesis of the study is,

There will be considerable difference in the major problem areas faced by teachers in practicing CCE in the sub samples based on

I Gender

II Type of School Management

III Subject of Specialization

IV Teaching Experience'

**METHODOLOGY**

Methodology deals with the precise description of sample used for the study, tool and statistical technique used.

**Sample**

In the present study the investigator selected the sample using stratified sampling technique.

The study was conducted on a sample of 504 teachers drawn from 24 secondary schools of Malappuram District.

**Tool Used for the Study**

To collect the information regarding “problems of secondary school teachers in practicing CCE”, the investigator developed a tool ‘Questionnaire on CCE’ in collaboration with the supervising teacher. The general information regarding gender, type of school management, subject of specialization, teaching experience etc of the sample was collected using a general data sheet.

**Statistical Techniques Used**

Statistical technique used for the analysis of data are

1. Estimation of Percentage
2. Average Index

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study is to identify the major problems of secondary school teachers in practicing Continuous and Comprehensive Evaluation. The study was conducted on a sample of 504 teachers belonging to 24 secondary schools of Malappuram District.

Even though much precautions were taken to make the study as accurate as possible there are certain limitations also. Some of them are,

i) The sample selected for the study confined only to one district of Kerala viz Malappuram with the assumption that the nature of problem will be more or less the same through out the state. Also, it was observed that the authorities as well as teachers of Malappuram District are dealing this area with enthusiasm.

ii) Even though Comprehensive evaluation includes evaluation of the development of scholastic and non scholastic areas of the individual, only the evaluation of scholastic area was considered in the present study. This was done as the Government has limited the evaluation in to the scholastic area in the academic year 2004-05.

**ORGANISATION OF THE REPORT**

Chapter 1 presents a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, hypothesis and objectives, methodology, scope and limitations of the study

Chapter II presents the theoretical aspects of CCE and the findings of related studies.

In Chapter III, the methodology of the study, describing in detail, the variables selected, the tool used, selection of the sample, data collection, scoring procedure and statistical techniques used for analysis is given.

Details of statistical analysis of the data, discussion of results and tenability of hypothesis are given in Chapter IV.

Chapter V presents the summary of the study, major findings, educational implications and some suggestions for further research in this area

Any worthwhile study in any field of knowledge requires an adequate familiarity with the work which has already been done in the same area. It is essential that the researcher should acquire uptodate information about what has been thought and done in the particular area by review of related literature. Review of literature in the concerned area helps the investigator in stating the problem accurately, selecting appropriate design of study tools and techniques needed for analysis of the data. Knowledge of related literature helps the investigator to define the frontiers of his field and avoid the risk of duplication.

In this chapter the investigator presents the theoretical overview of Continuous and Comprehensive Evaluation (CCE) and studies reviewed in the area under two headings viz;

A. Theoretical overview of CCE

B. Studies related to evaluation system

**A. THEORETICAL OVERVIEW OF CCE**

The modern concept of evaluation which had evolved largely, though gradually, in recent decades, stemmed from a newer philosophy of education which called for the development of more adequate techniques of assessing pupil growth and development. This has emphasized the responsibility of educators not only for the development of concepts, information, skills and habits, but also for stimulation of pupil growth in attitudes, appreciation, interests, powers of thinking, personal and social adaptability etc.

One of the key components of the educational programme of a quality school is the development of an evaluation system which enables its teachers to keep tabs on the levels of its students achievement and their personality development. It is natural that if teaching learning process is continuous, evaluation should also be continuous. Such evaluation has to be distinguished from that at the end of an year or a course. The paper pencil test or examination requiring extended written responses to questions, measure only one aspect of behaviour associated with cognitive abilities. But learning of any kind influences all aspects of behaviour including affective and psychomotor domains. Moreover, end product of learning which is evaluated by written examinations tells what the learner has memorised. There is no indication of whether the examinee had actually learnt.

The National Policy on Education (1986) and the Programme of Action (POA 1992) suggested the introduction of Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time to reduce the predominance of external examinations.

Continuous and Comprehensive Evaluation is not a technique of assessment. It represents continuous awareness by the teacher about the development of his students. It is the process by which the teacher continuously and comprehensively evaluates the student. The annual examination is used to evaluate a student on the sum total of the year's work where as continuous evaluation is mainly intended to provide feedback to teaching learning activity and to create awareness in both students and teachers of their performance in relation to the accepted educational objectives and goals. It is a process in which there are ongoing observation and periodic testing through which a gradual build up of cumulative judgement about the pupil's performance is possible.

There are three terms involved in the framework of Continuous and Comprehensive Evaluation. These are 'continuous', 'comprehensive' and 'evaluation'.

The term 'continuous' refers to regularity in assessment. Growth of child is a continuous process. Therefore, it should be evaluated continuously which means that evaluation has to be completely integrated with the teaching and learning process so that the progress of the students can be evaluated regularly and frequently.

The term 'comprehensive' refers to both the scholastic and non-scholastic areas of pupil growth. Function of the school is not only to build up the cognitive capacities of the child but also to develop his non-cognitive abilities. This obviously can be ensured when the evaluation is comprehensive. The comprehensive evaluation covers the whole range of student experience in the context of total school environment which includes aspects like physical, intellectual, emotional and social growth. These areas are evaluated through project, seminar or practicals, collection or records, assignments and class tests.

The third term is 'evaluation'. Evaluation is the process of finding out the extent to which the desired changes have taken place in the pupils. It, therefore, requires collection of evidences regarding growth or progress so that this information can be used for decision making. Thus information gathering, judgement making, and decision taking are the three phases of the process of evaluation.

With the above analysis it is clear that CCE means a regular assessment of all the aspects of pupil development in the school.

In the modern school, evaluation is considered an ongoing process. Day-by-day observations, ratings and tests should constitute the appraisal procedures by which the teacher attempts to evaluate and guide the pupil's growth. This is a concept different from the older approach, which considered testing as an end product rather than as a means for guiding growth.

It provides accommodation for individual differences and aims at fostering individual abilities of students and helps them to realise their potentiality. CCE aims at assessing those attributes which can not be assessed through one attempt of written examination. It also aims at making the students regular in studies. The Continuous and Comprehensive Evaluation assesses the student's achievement in various fields of education. CCE lays appropriate emphasis on the non-cognitive aspect of personality. Human traits like attitude, interest, motivation and skills plays a very important role in refurbishing and shaping the behavioural pattern of the child and thus helps to develop an integrated personality.

The purpose of CCE is to improve learning by making evaluation an integral part of the teaching learning process. Evaluation of pupil progress contributes directly to improve pupil learning in a number of ways. The evaluation procedure helps the teacher to clarify what he wishes the learner to learn. Through the continuous evaluation, the teacher knows the extent of learning at every stage and helps in improving learning through diagnosis and remediation. It enables the teacher to keep a continuous and regular watch on the pupil development.

Not only is learning improved through CCE, but instruction also is improved. The feedback from evaluation procedures acts as a guide for the teacher to select the future learning experiences and encourages him/her to have a fresh look at the appropriateness of his/her teaching strategies.

CCE provides enough flexibility and scope for promoting and assessing allround development of the child on a continuous basis which is not possible through the traditional evaluation system. The regular classroom instruction itself has changed and more importance is given to the child and his activities. Besides the performance in periodical tests pupil's performance in projects, seminars, assignments, etc are also considered while evaluating. Through CCE, teachers can make a close relationship with the students.

The new evaluation system contains three parts, namely part I, part II and part III. Part I consists of the academic subjects studying in the class. In part I, five devices are used for internal assessment. They are project, assignment, class test, practical or seminar and records or collection. Work experience, art education, physical or health education form part II. Personal and social development of the student is considered in part III. Group working skill, communication skill, leadership quality, regularity, participation in school club activities are evaluated in this section. For this, teacher observes the students continuously.

The new evaluation system tries to bring out the talents of students instead of making them mere bookworms. CCE, in one sense, simply means gaining more and better information about the student and using this as the course proceeds.

**B: STUDIES RELATED TO EVALUATION SYSTEM**

An attempt was done to go trough the reported research studies in the area of evaluation system to have a clear cut idea about the nature of studies in the field.

The reports that the investigator reviewed are briefly presented below.

A study was conducted by Kumaraswami and Venkateswarlu (2004) to find out the attitude of teacher’s towards DPEP project in Cuddapah District revealed that the attitude scores indicated that the teachers have a clear cut positive perception about the importance of attending the training programmes of DPEP and advantages of implementing DPEP. Teachers are possessing a clear cut perception about the catchment area of the school, objectives of education for all, need for involving the community in the school matters, need for monitoring the programmes, and advantages of play way methods of teaching.

Sekar (2004) conducted a study on the opinion of students on Continuous Internal Assessment. The major findings of the study were the following.

1. All the autonomous colleges in Tamil Nadu have Continuous Internal Assessment where as only 61.4 percent of the students of Andhra Pradesh have Continuous Internal Assessment in their autonomous colleges.
2. Al most all students (92.11%) want the Continuous Internal Assessment to continue.
3. All students who have continuous internal assessment, have test as a component. The other components are assignments, attendance, seminars and quiz.
4. But the students do not have sufficient time to study the subject properly because of too many tests, and assignments, in each subject.

A study was conducted by Kumar (2003) on Examination Anxiety as a correlate of academic achievement in Natural Science of Secondary School pupils of Kerala revealed that, Government school pupil show a marked relationship between examination anxiety and achievement in Natural Science. Examination anxiety have and influence on the academic achievement of every student. Moderate level anxiety promotes achievement, but high anxiety creates negative effects.

Hema (2002) through her study ‘A Formative Evaluation of the Effectiveness of Instruction through Science club in creating scientific awareness in High school students’ revealed the importance of formative evaluation in Science instruction helps the teacher to correct himself and to diagnose the difficulties of the students at each steps so that remedial teaching can be given at proper time. This will improve the output and it is equally important as summative evaluation.

A study was conducted by Jiji (2002) on the reaction of primary school teachers towards Continuous and Comprehensive Evaluation. The major findings of the study were 1. Government primary school teachers have more favourable reaction towards CCE than private primary school teachers. 2. Primary school teachers from DPEP district have more favourable reaction towards CCE than teachers from Non DPEP district. 3. Subsamples based on sex, locale showed no significant difference in their mean reaction scores towards CCE. 4. There exists significant difference in the mean score of reaction towards CCE for the teachers having SSLC-TTC and Degree-Bed.

Kapur (2000) in his paper ‘Teaching = Lecturing + Evaluation’ stresses that wherever teachers have been trusted to evaluate their students the scheme has been successful provided evaluation is continuous, completely transparent, objective and based on grades rather than on marks. The evaluation of students by their teachers will also mean continuous feed back on learning of students for both students and teachers and this will become a reality very soon.

Oza, Dipti and Shetty (2000) in their paper ‘Innovations Practiced in Continuous and Comprehensive Evaluation’ stresses the importance of CCE. According to them the most important advantage of this system is that it provides immediate feed back to teachers and students who can improve their efficiency. Over loading the tender minds before the final examinations and resultant psychological and clinical problems may be avoided, if CCE is properly implemented.

A study was conducted by Ambily (1999) to find out the attitude towards Activity Based Teaching Strategy among primary teachers of Kerala. The major findings were.

1. Attitude of primary teachers of Kerala towards ABTs is moderately favourable.

2. Male and Female teachers differ significantly in their attitudes. Male teachers are more favourable than female teachers.

3. Attitude of urban teachers were more favourable.

4. Government and private teachers do not differ in their attitude.

Angelo and Cross’s (1999) ‘Class room Assessment Techniques: A Hand Book for College Teachers provides an outstanding background on classroom assessment in general and instructions on fifty specific class room assessment techniques. The authors illustrate their approach through twelve case studies that details the real life class room experiences of teachers carrying out successful class room assessment projects.

Black (1998) reported review of literature about the use of formative assessment in the classroom. A brief over view of the evidence, both quantitative and qualitative, of the quality of teacher’s class room assessment practices were provided.

Centre for Advanced Studies in Education (CASE)(1998) conducted ‘A Study on Innovative Practices in Pupil Evaluation’. The major findings of the study were 1. The primary level need to be examined thoroughly. 2. Over standardization has affected the curriculum. Therefore, curriculum should be according to the contemporary needs of the pupils and evaluation should emerge from the grass root level. 3. The concept of MLL needs to be understood on the right perspective before it can be practiced. 4. There should be more focus on formative evaluation.

In a study of the awareness of teachers about continuous evaluation on a sample of 25 primary schools of Seven districts of Delhi, Rajput and Agarwal (1998) reported that the heads of public schools and Kendriya Vidhyalayas were quite aware of continuous and comprehensive evaluation. In aided school only one head out of four knew about it and the heads of Navyug schools, MCD schools and private unrecognised schools were totally unaware of CCE. Heads of all the schools agreed that evaluation is a continuous process. It was assessed that the central schools and public schools not only evaluate the students on their performance in scholastic areas but give equal weightage to non scholastic areas also.

Weston *et al.* (1997) explained formative evaluation as a means of improving instructional materials through tryouts and revision. He conducted an investigation to determine the influence of learners and experts on the improvement of written instructional materials and determined that revised versions incorporating learner feed back had the most impact on improving learning and that revisers have a far more powerful impact than was supposed.

A study was conducted by Meera (1996) to find out the views of teaching faculty about the total internal assessment system in the Avinashalingam Deemed University. The major finding of the study was that the teachers have a positive attitude towards the total internal assessment system.

Panda (1996) conducted a study on the effect of Activity Based Teaching cum evaluation strategy on child achievement and retention. Major findings were, 1. The experimental group performed better than the control group in every unit as well as on over all performance. 2. Systematic activity based teaching cum evaluation strategy was a better method as compared to the traditional method in developing mathematical concept. 3. Retention was better in the experimental group than in control group.

Rossi and Freeman (1993) in ‘Evaluation A Systematic Approach’, One of the most comprehensive and widely used texts, explain about evaluation. It provides extensive and sophisticated discussions of all aspects of designing and assessing the implementation and utility of social programmes. The authors adhere to the social science model in their approach to evaluation but they also cover other evaluation methods including the use of qualitative and judgemental approaches.

A study was conducted on the comparative reliability to grading and marking by Kumar (1991) mainly focuses on the problem of evaluation. The major findings of the study were the consistency in grading was found to be low. The coefficient of correlation between grading and regrading was found to be 0.74, where as in the case of marking and remarking it was found to be 0.77. It indicated that the marking system was more consistent than the grading system although difference was insignificant.

Malhotra and Tulsi (1990) under took an investigation on scheme for internal assessment of students in the polytechnics of Haryana. The study concluded that 1. The proposed design for internal assessment of student’s performance took in to consideration the capabilities like basic knowledge and skills, generic skills relating to problem solving, creativity etc, that need to be acquired by the students. This requires a variety of assessment techniques consistent with the type of capabilities. 2. In the scheme, it was suggested that assessment of student’s performance in theory subjects can be done through class tests and home assignments or term papers. For assessment of performance in practical work, it was suggested that assessment should be through observation of performance of tasks, judging the quality of product, observing general behaviour and conducting viva-voce. 3. The scheme also discussed the guidelines for designing tools for various components of assessment and criterion for assessing students in theory and practical subjects.

Malhotra, *et al,* (1989) made a study of the existing system of internal assessment of students in the polytechnics of Haryana. The major findings of the study were 1. Now uniform pattern with regard to the elements of course work, assessment existed for the same category of subject taught by the teachers. 2. The techniques used for assessing course work in respect of cognitive abilities, practical skills and attitudes were found to lack validity. These were also found to be helpful to students in their progressive learning. Students expressed dissatisfaction with the techniques used for assessment. According to them, the assessment lacked objectivity, copying homework, assignments and class tests and no opportunity for improvement.

A study was conducted by Rai (1989) to find out the attitude of examiners towards spot evaluation in relation to sex, level and stream. The major findings of the study were the examiners did not possess favourable attitude towards spot evaluation system. The science stream examiners were more favourably inclined towards the spot evaluation system.

Rao and Bharathi (1989) conducted a study on the continuous evaluation system of examination in Kendriya Vidhyalayas. The study revealed that teachers are in favour of CCE as it promote creativity, analytical ability, regularity and command over the subjects by students. But 25 percent of the students disliked this system of evaluation.

Worthen and Sanders (1987) designed their book ‘Educational Evaluation: Alternative Approaches and Practical Guidelines’, primarily as a basic text for graduate courses in evaluation, or related administration, curriculum, or teacher education courses. Efforts were made to teach practitioners how to assess the effectiveness of their educational endeavours. It seeks to familiarize readers with alternative approaches for planning evaluations, and provides step-by-step practical guidelines for conducting them.

Pallai and Mohan (1986) conducted a study on the ‘working of the semester system-A Review’. Major findings were 1. Seventy percent of the men teachers and eighty one percent of the women teachers were of the opinion that the semester system had geared the student to a tight schedule. 2. The teachers used lectures, discussions, assignments and seminars as major instructional strategies. 3. They used continuous assessment and assignments to help the students learn systematically. 4. On the whole, 90 percent of students felt that the semester system was a good system.

Patton (1986) discussed in his book which combines both the theoretical and the practical – how and why to conduct evaluations. The author here provides practical advise grounded in evaluation theory and practice, and showed how to conduct evaluations from beginning to end in ways that would be useful- and used. Patton also discussed a methodological synthesis of the ‘qualitative versus quantitative’ methods, debates as well as the cross cultural development of evaluation as an internationally recognized profession. The author reported topics such as utilization built on a new concise definition of evaluation which emphasizes providing useful and usable information to specific people.

Joint Committee on Standards for Educational Evaluation (1981) through their book entitled, “ Standards for evaluations of Educational programmes, projects and materials,” provided guidance to educational evaluators for more than ten years. It contains 30 standards for programme evaluation along with examples of their application. It is the authoritative reference on principles of good and ethical programme evaluation. Sponsored by several professional associations concerned with the quality of programme evaluations on education, the joint committee has defined state-of-the-art principles, guidelines and illustrative cases that can be used to judge the quality of any evaluation.

A study was conducted by Reddy (1979) to find out the attitude of teachers of two institution towards the internal assessment. The sample comprised 120 teachers equally distributed among the arts and science faculties in two university colleges in one of which (C1) internal assessment was in practice for some years and in the other (C2) internal assessment was to be introduced soon. The major findings of the investigation were: All the subgroups of the teachers except those belonging to the arts faculty of college C1 were significantly favourable towards their system of internal assessment. Many teachers preferred partial internal assessment with an external examination at the end of the year.

In a study Sinha (1979) found that most students, teachers and guardians were dissatisfied with the existing examination system of that day and wanted immediate adequate improvement on it. A very high percentage of them had agreed with various suggestions for improvement in academic, administrative and evaluative aspect of the existing examination system that day.

Tewari (1975) studied the evalution and its problems in upper primary schools and came to the conclution that the teachers did not know anything about the preparation of the blue print; The head master did not give them general instructions, the teachers did not have mastery over their subjects and teachers were ignorant about the objectives of unit wise teaching.

A study was conducted by Venkubai (1965) on the use and misuse of internal assessment. The heads of institutions and experienced teachers were interviewed. The study yielded the following findings.

1. Out of the 25 schools, nine school resorted to inflation of marks in the internal assessment in mathematics. 2. The form of internal assessment varied from school to school and from subject to subject. 3. A major part of internal assessment was based on written work alone. 4. There was no uniformity in the mode of practical examinations conducted. It varied from school to school according to facilities and equipment available.

**CONCLUSION**

Even though many studies are done in the area of educational assessment and evaluation, only very few studies related to CCE are reported. So, the investigator assumed that the present study is a highly relevant one in the field of education.

Methodology finds a major place in any type of research work. Methodology discusses the procedure or technique adopted for the conduct of the study. The success of any research depends largely upon the suitability of the methods, tools and techniques followed by the investigator in collecting and processing the data. It refers to the general strategy followed in collecting and analysing the data necessary for conducting the investigation.

The present study is a survey on the problems faced by secondary school teachers in practicing CCE. The methodology of the study is described under the following heads.

A. Variable

B. Objectives

C. Hypothesis

D. Tool employed for data collection

E. Sample selected for the study

F. Data collection procedure, scoring and consolidation of data

G. Statistical techniques used for analysis.

**A. VARIABLE**

The variable under study is 'problems of secondary school teachers in practicing Continuous and Comprehensive Evaluation'.

**B. OBJECTIVES**

The objectives of the study are,

1. To identify major problem areas of CCE for secondary school teachers.

2. To compare the major problem areas of CCE for teachers in subsamples based on

I Gender

II Type of School Management

III Subject of Specialisation

IV Teaching Experience

**C. HYPOTHESIS**

There will be considerable difference in the major problem areas faced by teachers in practicing CCE in the subsamples based on

I Gender

II Type of School Management

III Subject of Specialisation

IV Teaching Experience

**D. TOOL EMPLOYED FOR DATA COLLECTION**

For the present study the investigator developed a tool 'Questionnaire on CCE' in collaboration with the supervising teacher.

**Questionnaire on CCE**

A questionnaire was prepared by the investigator in consultation with teachers, other experts and educationists. By doing so the investigator came to have a general idea about probable areas of problems in practicing CCE. Also the investigator interviewed 120 secondary school teachers informally to have a clear picture of different aspects of practicing CCE.

Based on the information received from the experts and the teachers interviewed, the investigator prepared a 'Questionnaire on CCE' consisting of 37 items and their sub items. These 37 items and sub items belong to the five problem areas viz; personal, job connected, planning, implementation and interpretation; each one of which is described below.

**1. Personal problems**

Personal problems includes the problems related to lack of training, unawareness of teachers and increased strength of students. In this area there are nine items and their sub items.

**Examples**

1. Did you got clear information from the resource persons? (Yes/No)

2. Do you find it difficult to evaluate learning activities along with practical works? (Yes/No)

**2. Job connected problems**

Job connected problems refers to the problems related to their job such as lack of time, over load of work, and over crowded syllabus. 10 items are included under this category.

**Examples**

1. Did your work become overloaded because of practicing CCE? (Yes/No)

2. Do you feel difficulty in evaluating the information collected through discussions, observations and reading? (Yes/No)

**3. Problems related to planning**

Problems related to planning refers to that problems arises when planning the learning activities and continuous evaluation work. This includes lack of inservice course in planning activities for continuous evaluation works, lack of sufficient materials and lack of sufficient reference books and handbook. In this area there are five items.

**Example**

1. Do you have difficulty in completing the pre-planned learning activities with in the scheduled time? (Yes/No)

2. Is the teacher's handbook helpful for you in planning activities for CCE? (Yes/No)

**4. Problems related to implementation**

Problems related to implementation means that problems faced by teachers in CCE while implementing the idea in classroom. This category includes lack of infrastructure facilities, conducting unit tests and class tests, co-operation of colleagues in practicing CCE. Six items are included under this area.

**Example**

1. Does your school posses the facilities needed for practicing CCE? (Yes/No)

2. Do you feel difficulty in designing and executing unit tests suitable to the new curriculum? (Yes/No)

**5. Problems related to interpretation**

This area refers to the difficulties that the teachers face in interpreting the continuous evaluation work such as project, seminars etc. Problems related to interpretation includes lack of effective training in the evaluation criteria problems related to interpretation of group works. In this area there are seven items.

**Example**

1. Are you fully aware of the criteria with which pupils are to be evaluated in the new method of evaluation? (Yes/No)

2. Do you feel difficulty in evaluating the projects, assignments, seminars, collections etc based on the attributes given for evaluation? (Yes/No)

**General Data Sheet**

The general data sheet was used to collect the primary data of the teachers such as name, gender, educational qualifications, subject of specialization, teaching experience, and type of school management.

**Scoring**

Two choices are given for each items in the questionnaire viz., yes and no. The teachers were asked to respond to the items using tick marks. For some items to get extended information, sub questions are given and the respondent has to write their response and enough space is provided for the responses in the questionnaire.

Scoring was done according the nature of each item stated. Responses indicating difficulty in practicing CCE are considered for the analysis.

**Reliability and Validity**

As the investigator incorporated items from the probable problem areas which have been located by conducting a preliminary study and consultation with experts in the field, the information collected through the questionnaire will be reliable and valid.

**E. SAMPLE SELECTED FOR THE STUDY**

The population under study is secondary school teachers of Kerala and the investigator selected a sample of 550 teachers from Malappuram district using stratified sampling technique. The strata considered are,

I Gender

II Type of School Management

III Subject of Specialisation

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**Administration of Tool**

After deciding the sample size, the investigator prepared a list of schools from where he can collect data considering the various categories. Then he contacted the heads of these institutions and obtained their permission for collecting data. After giving a brief introduction and general instructions, the questionnaire was distributed to the teachers individually. No time limit was enforced to respond the items.

**Scoring and Consolidation of Data**

Even though 550 questionnaires were distributed among teachers, only 504 were returned after responding. The breakup of the final sample is given as Table 1.

TABLE - 1

**Break-up of the Final Sample**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject | Male | | | Total | Female | | | Total | Grand total |
| G | A | U | G | A | U |
| Language | 37 | 40 | 16 | 93 | 39 | 42 | 16 | 97 | 190 |
| Social Studies | 24 | 13 | 14 | 51 | 26 | 19 | 10 | 55 | 106 |
| Science | 23 | 21 | 15 | 59 | 23 | 18 | 16 | 57 | 116 |
| Mathematics | 14 | 17 | 17 | 48 | 16 | 14 | 14 | 44 | 92 |
| TOTAL | 98 | 91 | 62 | 251 | 104 | 93 | 56 | 253 | 504 |

**G. STATISTICAL TECHNIQUES USED FOR ANALYSIS**

**1. Estimation of percentage**

For the preliminary analysis simple percentage was calculated.

**2.** To find the major areas of problem, average index for each area was calculated using the formula.

Total number of keyed responses in the category

Average index **= ----------------------------------------------------------**  × 100

Maximum responses possible

Here responses are counted according to the nature of each item.

Analysis of the data collected was on the basis of the objectives of the study. The objectives set forth are,

1. To identify major problem areas of CCE for secondary school teachers.
2. To compare the major problem areas of CCE for teachers in subsamples based on

I Gender

II Type of School Management

III Subject of Specialization

IV Teaching Experience.

Analysis of the data and discussion of the results are described under the following heads.

A Preliminary Analysis

B Identification of major problem areas in CCE for secondary school teachers.

C Identification and comparison of major problem areas in CCE for teachers in relevant sub samples.

**A. PRELIMINARY ANALYSIS**

As the first step of analysis, the investigator calculated the percentage of teachers having problems related to each item in the questionnaire. The details are given as Table 2.

TABLE - 2

**Percentage of Teachers having Problems Related to each item**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item No. | Percentage | | Item No. | Percentage | |
| Yes | No | Yes | No |
| 1. | 98.80 | 1.20\* | 20 | 54.80 | 45.20\* |
| 2. | 37.70 | 62.30\* | 21 | 76.80 | 23.20\* |
| 3. | 43.10 | 56.90 | 22 | 21.80 | 78.20\* |
| 4. | 84.30 | 15.70\* | 23 | 69.00 | 31.00 |
| 5. | 31.50 | 68.50\* | 24 | 70.00 | 30.00\* |
| 6. | 45.60 | 54.40\* | 25 | 80.80 | 19.20 |
| 7. | 45.40 | 54.60 | 26 | 52.40 | 47.60\* |
| 8. | 35.30 | 64.70\* | 27 | 17.30 | 82.70\* |
| 9. | 84.70 | 15.30\* | 28 | 35.30 | 64.70\* |
| 10. | 98.20 | 1.80\* | 29 | 91.90 | 8.10 |
| 11. | 65.50 | 34.50\* | 30 | 45.80 | 54.20\* |
| 12. | 37.10 | 62.90\* | 31 | 39.70 | 60.30\* |
| 13. | 69.00 | 31.00\* | 32 | 71.40 | 28.60\* |
| 14. | 99.60 | 0.40 | 33 | 42.90 | 57.10\* |
| 15. | 85.10 | 14.90 | 34 | 31.20 | 68.80\* |
| 16. | 47.20 | 52.80\* | 35 | 48.80 | 51.20 |
| 17. | 71.00 | 29.00\* | 36 | 65.30 | 34.70\* |
| 18. | 27.80 | 72.20\* | 37 | 48.40 | 51.60\* |
| 19. | 36.50 | 63.50 |  |  |  |

**\***Indicates extended information collected for the items are presented as   
 Appendix III

From the Table 2, it is clear that regarding item no: 1, 98.80 percent of the sample have received inservice training in practicing CCE and only 1.20 percent reported no training for them in the area. Further analysis of the collected data revealed that among these, about 60 percent of teachers have received training for five days, 20 percent for six days, 10 percent for four days, five percent for nine days. Those who got training in CCE for more than 10 days is very rare.

It was also found that 68 percent of the sample are of the opinion that they need more training in practicing CCE. Around 45 percent opined that the training received by them was not satisfactory.

Table 2 shows that in the sample 62.30 percent of teachers have no clear cut idea about CCE (item no: 2). About 80 percent of the total sample did not get proper instructions about the CCE.

For the third item 56.90 percent of the total sample are of the opinion that they did not get clear information from the resource persons.

In the total sample 84.30 percent face difficulty in practicing the information received from the resource persons. It was also found that 31.80 percent of the total sample felt there is a high teacher pupil ratio, 26.80 percent of the total sample are of the opinion that they have no time to implement the information received from the resource persons due to over crowded classrooms. 19 percent of the sample have ambiguity in the directions from resource persons.

From the Table 2, it is clear that regarding item no: 5, 68.50 percent of the sample could not evaluate the abilities of each child through CCE. Further analysis of the collected data revealed that among these, 60 percent of teachers are of the opinion that they have not get enough time to evaluate each child.

Table 2 reveals that 45.60 percent of the total sample have difficulty in using the evaluation profile or schedule provided for them in relation to CCE (item no: 6). Among these 24 percent of teachers did not get proper training, 22 percent of teachers face over load of work and three percent of teachers did not get sufficient time for evaluation.

Form Table 2 it can be seen that regarding item no: 7, 45.40 percent of teachers have difficulty to evaluate learning activities along with practical works.

It can be seen from Table 2 that 35.30 percent of secondary school teachers are of the opinion that the CCE makes less importance to terminal and final examinations. Around 32 percent opined that the children gave much importance to continuous activities and less importance to terminal examination.

84.70 percent of total sample opined that the new evaluation system affected their personal life. (with respect to item no:9)

Further analysis of the collected data revealed that among these 54 percent are of the opinion that they did not get time for their personal matters because of the new evaluation system. That means the continuous evaluation work has decreased their time. 23 percent opined that the workload of teachers has been increased by the new evaluation system. Only six percent opined that the continuous evaluation work affected the teachers adversely.

Responses for item no. 10, revealed that 98.20 percent of the sample have no time to conduct the Continuous and Comprehensive Evaluation. Further analysis of the collected data revealed that among these, 37 percent of teachers face the difficulty of over crowded class room, 22 percent of teachers suffer from increased workload, 20 percent of teachers are of the opinion that there are large number of learning activities in each subject and 12 percent of teachers opined that the syllabus and activities are excess in the new educational system.

It was found that 65.50 percent are of the opinion that they have difficulty in the spot evaluation of group work. A further analysis of collected data revealed that among these, 38 percent did not get sufficient time for evaluation, for 18 percent, number of students in each class is very large and eight percent of the sample opined that it is difficult to evaluate the participation of members in each group activity.

Regarding item no: 12, 62.90 percent of the total sample faced difficulty in evaluating homework at correct time. It was also found that 48 percent of teachers suffer from over crowded classroom and 14 percent reported lack of sufficient time for evaluating home work.

Regarding item no. 13, 69.00 percent of teachers are of the opinion that the continuous and comprehensive evaluation affected their teaching adversely. It was also found that among these, 46 percent teachers have faced increased workload, 17 percent, lack of sufficient time, and six percent lack of teaching materials.

From Table 2 it can be observed that for item no:14, 99.60 percent of teachers are of the opinion that the Continuous and Comprehensive Evaluation system has increased the workload of teachers.

In the total sample, 14.90 percent opined that head of the institution did not provided all the facilities for evaluating the student through CCE (with respect to item no:15).

Regarding item no: 16, 47.20 percent of the total sample faced difficulty to practice new evaluation method when compared to the old evaluation method. It was also found that 35 percent of teachers suffer from the difficulty of increased workload in the new evaluation system and 12 percent of teachers feel large number of activities in each subject.

Table 2 reveals that 71 percent of total sample have difficulty in individual evaluation through projects (item no:17). A further analysis shows that among these 59 percent of teachers opined that there is a possibility of copying projects by students, 12 percent of teachers' face the difficulty of over crowded classroom.

From Table 2, it is clear that regarding item no: 18, 72.20 percent of the sample could not evaluate the project works of students at the correct time. Further analysis of the collected data revealed that, among these 49 percent of teachers are of the opinion that they have not get enough time to evaluate the project work of each student, 23 percent of teachers face the problem of over crowded class room.

Table 2 shows that 36.50 percent of teachers face difficulty in evaluating the information collected through discussions and observations (item no: 19).

Responses for item no: 20 revealed that 54.80 percent of the sample face difficulty in planning the activities for CCE . Further analysis of the collected data revealed that among these, 21.4 percent of teachers face difficulty to identify proper learning activities; 22 percent of teachers opined that they did not get sufficient teaching material and 10 percent of teachers feel lack of sufficient time.

It can be seen from Table 2 that 76.80 percent of secondary school teachers are of the opinion that it is difficult to complete the pre-planned learning activities with in the scheduled time or the same period. Around 37 percent opined that they did not try to solve the problem. It was also found that 38 percent of teachers take special classes and 18 percent teachers avoided the incompleted lessons.

From Table 2 it can be seen that for item no: 22, 78.20 percent of the total sample are of the opinion that the teacher’s handbook is not helpful to plan activities for CCE and about 65 percent of teachers have not even get the handbooks.

Table 2 reveals that 69 percent of the total sample have difficulty in planning the learning activities for CCE according to the learning speed and learning style of each student (item no: 23).

It was found that 30 percent are of the opinion that the new evaluation method is not helpful for teachers to plan follow up activities. A further analysis of collected data revealed that among these, 21 percent did not get clear directions from the resource persons.

It can be seen from Table 2, 19.20 percent of teachers feel lack of proper infrastructure facilities needed for practicing CCE (item no: 25).

From Table 2 it can be observed that for item no: 26, 52.40 percent of teachers are of the opinion that it is difficult to prepare and conduct unit tests suitable for the new evaluation system. It was also found that among these, about 36 percent teachers face difficulty in constructing application level questions, for 16 percent, designing of the question paper is difficult.

For item no: 27, 82.70 percent of the total sample are of the opinion that the new evaluation method is not helpful to find out different abilities or interesting area of pupils.

In the total sample 35.30 percent face difficulty in objective evaluation under the Continuous and Comprehensive Evaluation. It was also found that about 20 percent of the total sample felt there is a high possibility   
of mal-practices by students in the continuous evaluation works. 10.4 percent of the teachers opined that the competition between the schools is an obstacle to objective evaluation and six percent face inappropriate classroom climate.

It can be seen from Table 2 that 91.90 percent of total sample opined that their colleagues provided all the facilities in practicing CCE (item   
no: 29).

Table 2 reveals that 45.80 percent of the total sample have difficulty in formulating groups for learning activities related to CCE (Item no: 30). Among these 20 percent of teachers face the problem of individual differences. 16 percent reported poor class room climate and for six percent ensuring participation of members in group activity is a problem.

From Table 2, it is clear that regarding item no: 31, 60.30 percent of teachers have no awareness about the evaluation criteria of the CCE. It was also found that about 45 percent of sample are of the opinion that they did not get proper training in practicing and interpreting CCE; 15 percent opined that the directions received from the resource persons are ambiguous.

Responses for item no: 32, revealed that 71.40 percent of total sample face difficulty in evaluating seminar records. Further analysis of the collected data revealed that among these, about 60 percent of teachers face the difficulty of over crowded classroom, 11.40 percent of teachers feel lack of sufficient time.

Regarding item no: 33, 42.90 percent of teachers could not evaluate the learning activities of each groups on the spot because of lack of sufficient time.

From Table 2, it is clear that regarding item no:34, 31.20 percent of total sample could not evaluate the social values developed through group activities. A further analysis of the collected data revealed that, among these, 21 percent of teachers are of the opinion that they have not get enough time to evaluate each group.

In the total sample, 48.80 percent face difficulty in logical evaluation of the information collected through projects.

It was found that 65.30 percent are of the opinion that they have difficulty in evaluating projects, assignments, seminar, collection etc based on the attributes of evaluation. It was also found that among these, 27.4 percent of teachers feel lack of sufficient time and 28 percent of teachers opined that they did not get proper training in CCE.

From Table 2, it can be seen that for item no: 37, 48.40 percent of teachers face difficulties other than mentioned above. Among these, 21 percent of teachers opined that the poor socio- economic status of the children is a barrier for practicing CCE and 20.60 percent of teachers face the adjustment problem of students to the new learning strategy.

**B. IDENTIFICATION OF MAJOR PROBLEM AREAS IN CCE FOR SECONDARY SCHOOL TEACHERS**

In order to find out major problem areas that teachers face while practicing CCE, the extend if difficulty in each area was calculated. The values so calculated are presented as Table 3.

TABLE - 3

**Index of Problem Areas in CCE**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Problem Area | Index |
| 1. | Personal | 49.54 |
| 2. | Job connected | 70.73 |
| 3. | Related to planning | 71.59 |
| 4. | Related to implementation | 54.40 |
| 5. | Related to interpretation | 49.87 |

Table 3 shows that the highest problem felt area for teachers is of planning. The next ones are that related to job (70.73) and implementation (54.40). The areas in which least problem felt are related to interpretation and personal.

**C. IDENTIFICATION AND COMPARISON OF MAJOR PROBLEM AREAS IN CCE FOR TEACHERS IN RELEVENT SUB SAMPLES.**

This section of analysis was done to find out and compare the major problem areas of secondary school teachers while practicing CCE, based on gender, type of school management, teaching experience and subject of specialization. This section is described under four separate headings.

**1. Identification of major problem Areas of male and Female Teachers in practicing CCE.**

In this section the investigator calculated the extend of difficulty of male and female teachers in each problem area. The index of each problem area was calculated separately for male and female teachers, details of which are given as Table 4.

TABLE - 4

**Indices of problem Areas in CCE of male and Female Teachers**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Problem Area | Index | |
| Male | Female |
| 1. | Personal | 48.43 | 50.64 |
| 2. | Job connected | 69.48 | 71.98 |
| 3. | Related to planning | 72.51 | 70.68 |
| 4. | Related to implementation | 55.38 | 53.44 |
| 5. | Related to interpretation | 48.74 | 50.99 |

Table 4 shows that male teachers face more problems related to planning (72.51), then comes problems related to job (69.48). The third one is related to implementation (55.38) and the least problem areas for male teachers in practicing CCE are interpretation (48.74) and personal (48.43).

It was also found that from Table 4, the area in which most of the female teachers face difficulty is related to job. The second and third problem felt areas of CCE for female teachers are problems related to planning (70.68) and implementation (53.44). The least ones are related to interpretation and personal.

In the sub samples based on gender, it was found that male teachers have more problems related to planning, where as female teachers face more problems connected to job while practicing CCE. The next highest problem area for male teachers is related to job whereas female teachers face more problem related to planning. For easy comparison of indices of major problem areas in CCE for secondary school teachers based on gender is presented as Figure 1.

**2. Identification and comparison of major problem Areas of Govt.,   
 Aided, and Unaided school teachers in practicing CCE.**

This part of analysis was done to find out and compare the extend of difficulty of Government, Aided and Unaided Secondary school teachers in practicing CCE.

Index of each problem area was calculated separately for Government, Aided and Unaided teachers, details of which are given as Table 5.

TABLE - 5

**Indices of problem Areas in   
CCE of Govt., Aided and Unaided school Teachers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl.No. | Problem Area | Index | | |
| Govt. | Aided | Unaided |
| 1. | Personal | 51.65 | 50.87 | 42.28 |
| 2. | Job connected | 72.92 | 68.86 | 69.92 |
| 3. | Related to planning | 71.12 | 70.83 | 73.59 |
| 4. | Related to implementation | 58.71 | 51.85 | 51.01 |
| 5. | Related to interpretation | 55.70 | 49.18 | 40.96 |

Table 5 reveals that, Government school teachers face more problem in the area related to job (72.92) then comes problems related to planning (71.12). The third one is related to implementation (58.71) and the least problem areas for government school teachers in practicing CCE are related to interpretation (55.70) and personal (51.65).

It was also found that the highest difficulty area of CCE for Aided school teachers is related to planning. The next one is that related to job (68.86) and the least ones are implementation (51.85), personal (50.87) and related to interpretation (49.18).

Table also reveals that Unaided school teachers face more problems related to planning (73.59), then comes problems related to job (69.92). The third one is related to implementation (51.01) and the least problem areas for Unaided school teachers in practicing CCE are personal problems (42.28) and problems related to interpretation (40.96).

In the sub samples based on type of school management, it was found that Government school teachers have more problems related to job, where as Aided and unaided school teachers face more problems related to planning. The next highest difficulty area of CCE for Government school teachers is related to planning, for Aided and unaided school teachers is related to job. The third most problem area of Government, Aided and unaided school teachers is related to implementation . The bar diagram representing problem areas of teachers based on type of school management is presented as Figure2.



**3. Identification of major problem Areas of in CCE based on subject of specialization.**

This section of analysis was done to find out the major problem areas in CCE of teachers in four groups categorized based on their subjects of specialization viz., language, social science, science, ad mathematics. The index of each problem area was calculated separately for the four groups of teachers, details of which are given as Table 6.

TABLE - 6

**Indices of problem Areas in CCE of   
Teachers in the subsamples based on subject of specialization**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Problem Area | Index | | | |
| Language | Social Science | Science | Mathematics |
| 1. | Personal | 45.85 | 52.31 | 51.53 | 51.45 |
| 2. | Job connected | 68.63 | 71.51 | 72.41 | 72.06 |
| 3. | Related to planning | 72.81 | 73.11 | 67.53 | 73.46 |
| 4. | Related to implementation | 54.53 | 56.85 | 54.14 | 52.83 |
| 5. | Related to interpretation | 46.93 | 54.40 | 50.57 | 49.82 |

It can be seen from Table 6 that, the most problem area for language teachers in practicing CCE is related to planning (72.81). The next ones are that related to job (68.63) and implementation (54.53). The areas in which least problem felt are related to interpretation and personal.

Table 6 reveals that the highest problem felt area for social science teachers is of planning (73.11), then comes problems related to job (71.51). The third one is related to implementation (56.85) and the least problem areas for social science teachers in practicing CCE are related to interpretation (54.40) and personal (52.31).

Table 6 shows that the highest problem felt area for science teachers is of job connected. The next ones are that related to planning (67.53) and implementation (54.14). The areas in which least problems felt are related to personal and related to interpretation.

It was also found from Table 6 that, the area in which most of the mathematics teachers face difficulty is related to planning. The second and third problem areas are that related to job (72.06) and implementation (52.83). The least ones are personal and problems related to interpretation.

 In the sub samples based on subject of specialization, it was found that language, social science and mathematics teachers face more problems related to planning, whereas science teachers face more difficulty related to job. The next highest difficult area of CCE for science teachers is related to planning, for language, social science, and mathematics teachers is related to job. The third most problem area of the four groups of teachers is related to implementation . The diagrammatic representation of problem areas of teachers in the subsamples based on subject of specialization is presented as Figure3.

**4. Identification of Major Problem Areas in CCE based on Teaching Experience**

This section of analysis was done to find out the major problem areas of secondary school teachers while practicing CCE, based on teaching experience. Five groups of teachers are included in this category, viz., teaching experience below five years, between five and ten years, between   
10 and 15 years, between 15and 20 years and above 20 years. The index of each problem area was calculated by the investigator separately for the five groups of teachers, details of which are given as Table 7.

TABLE - 7

**Indices of Problem Areas in   
CCE of Teachers based on Teaching Experience**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Problem Area | Index | | | | |
| Below 5 | 5-10 | 10-15 | 15-20 | Above 20 |
| 1. | Personal | 31.07 | 47.12 | 48.87 | 56.79 | 58.36 |
| 2. | Job connected | 68.40 | 68.73 | 71.75 | 70.94 | 73.65 |
| 3. | Related to planning | 73.67 | 71.26 | 74.09 | 66.09 | 72.49 |
| 4. | Related to implementation | 55.65 | 54.71 | 56.08 | 52.82 | 52.28 |
| 5. | Related to interpretation | 52.41 | 46.93 | 53.35 | 48.71 | 49.79 |

Table 7 reveals that the highest problem felt area for teachers having experience below five years is related to planning (73.67), then comes problems related to job (68.40). The third one is related to implementation (55.65) and the least problem areas for these type of teachers in practicing CCE are that related to interpretation (52.41) and personal (31.07).

Table 7 shows that the highest problem felt area for teachers having   
5 to 10 years of experience is related to planning. The next ones are that related to job (68.73) and implementation (54.71). The areas in which least problems felt are related to personal and interpretation.

It can be seen from Table 7 that the most problem area for teachers having an experience of 10-15 years is related to planning (74.09). The second and third difficult areas are related to job (71.75) and implementation (56.08). The least problem felt area of CCE is related to interpretation and personal.

It can be observed from Table 7 that teachers with an experience of   
15-20 years of teaching, face more problems in the area that related to job (70.94). The next highest difficult area is related to planning (66.09). The third difficult area for this group of teachers is related to personal . The least problem felt areas are related to implementation and interpretation.

It was also found from Table 7 that, the area in which most of the teachers having experience of above 20 years face difficulty is related to job. The second and third problem areas are problems related to planning (72.49) and personal (58.36). The least ones are related to implementation (52.28) and interpretation (49.79).

In the sub samples based on Teaching experience, it was found that the highest problem area of teachers having experience of below five years, between 5 to 10 years and 10 to 15 years is related to planning, whereas teachers having experience between 15 to 20 years and above 20 years face more difficulty in the area of job. The second highest problem area of CCE for teachers having experience of below five years between 5 to 10 and   
10 to 15 is related to job, for teachers having experience of 15 to 20 years and above 20 years is related to planning. The third most problem area for the first three groups of teachers is related to planning and for the last two groups of teachers is related to personal problems. The diagrammatic representation of indices of problem areas of teachers based on teaching experience is presented as figure 4.



**CONCLUSION**

The analysis of the study revealed that the most problem felt area for the total sample, male teachers, aided and unaided school teachers, language, social science and mathematics teachers and for teaching experience below five years, 5 to 10 years and 10 to 15 years is of planning. That is majority of teachers face difficulty in planning appropriate activities for CCE, in keeping time, planning of activities according to the individual capability and planning the follow up activities. But for female teachers, government school teachers and teachers with experience between 15 and 20 years and above 20 years face more problems related to job. That is they feel difficulty in the timely evaluation of home works, group activities, individual evaluation of students through projects etc. and face lack of time and overload of work while practicing CCE.

**TENABILITY OF HYPOTHESIS**

Based upon the findings, the tenability of hypothesis formulated for the study was tested, that is whether the hypothesis set forth for the study has been validated or not with reference to the results obtained. The details are given below.

The hypothesis states that "There will be considerable difference in the major problem areas faced by teachers in practicing CCE in the subsamples based on,

I Gender

II Type of School Management

III Subject of Specialisation

IV Teaching Experience."

The results of the analysis done show that, male teachers have more problems related to planning, whereas female teachers face more problems connected to job. While considering the type of school management, Government school teachers have more problems related to job, whereas Aided and Unaided school teachers face more problems related to planning. While the subject of specialisation is considered, language, social science and mathematics teachers face more problems related to planning, whereas science teachers face more difficulty related to job. In the group of teachers based on teaching experience, the highest problem area of teachers having experience below five years, 5 to 10 years and 10 to 15 years is related to planning, whereas teachers having experience between 15 to 20 years and above 20 years face more problems related to job.

The least problem felt area for male and female teachers, Government school teachers, language and social science teachers and for teaching experience below five years and between 10 to 15 years is of personal, whereas Aided and Unaided school teachers, science and mathematics teachers and teachers having experience between 5 to 10 years, 15 to 20 years and above 20 years face problems related to interpretation.

Thus there are some differences as well as similarities among the groups in their areas of difficulty in practicing CCE. That is the hypothesis of the study is partially substantiated.

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**APPENDIX II**

**FAROOK TRAINING COLLEGE – CALICUT**

**QUESTIONNAIRE ON C.C.E**

**Dr. K. VIJAYAKUMARI ABOOBACKER SIDHEEQ.K**

**Lecturer in Education M.Ed. Student**

Name of Institution :

Type of Institution : Govt/Aided/Un-Aided

Name of the teacher :

Sex : Male/Female Age :

Educational Qualification :

Teaching Experience (in years) :

Subject and class Taught :

**Instructions**

This questionnaire is intended to find out the difficulties faced by teachers in practicing continuous and comprehensive Evaluation. Kindly go through each question and mark your responses by putting a'🗸' against the choice given (Yes/No) and write your comments in the space provided (wherever necessary).

The information provided by you will be kept confidential and will be used only for research purposes. Please try to be honest in your responses.

1. Have you undergone training in practicing CCE? (Yes/No)

a) If yes, how many days?

b) Do you need more training?

c) Was the training effective?

2. Do you have a clear idea about the new method of evaluation? (Yes/No)

a) If no, specify

3. Have you got clear picture of evaluation from the resource persons? (Yes/No)

4. Do you have difficulty in practicing the information received from the resource person? (Yes/No)

a) If yes, of what kind?

5. Is it possible to evaluate the abilities of each child through the method of CCE ? (Yes/No)

a) If no, why?

6. Do you feel difficulty in recording the details of CCE in the evaluation schedule provided? (Yes/No)

a) If yes, clarify

7. Do you find it difficult to evaluate practical works along with learning activities? (Yes/No)

8. Do you think that the significance of examination lost as evaluation is done during the learning process itself? (Yes/No)

a) If yes give details

9. Does the new evaluation system affect your personal life? (Yes/No)

a) If yes, how?

10. Do you feel lack of time while practicing CCE? (Yes/No)

a) If yes, why?

11. Do you feel it difficult to evaluate group activities on the spot? (Yes/No)

a) If yes, why?

12. Is it possible for you to evaluate home works in the correct time? (Yes/No)

a) If no, give the reason.

13. Does the CCE affect your teaching? (Yes/No)

a) If yes, specify ?

14. Did your work become overloaded because of practicing CCE? (Yes/No)

15. Does the head of the institution provide you all the facilities for evaluating through the new method? (Yes/No)

16. Compared to the old method, is it difficult to practice the new method of evaluation? (Yes/No)

a) If yes, specify.

17. Do you find it difficult to evaluate each child individually through projects? (Yes/No)

a) If yes, give reason.

18. Is it possible for the timely evaluation of the project works however small or big the work is? (Yes/No)

a) If no, Why?

19. Do you feel it difficult to evaluate the information collected through discussions, observation and reading ? (Yes/No)

20. Do you experience difficulty in planning appropriate activities for CCE?

(Yes/No)

a) If so, explain.

21. Do you have difficulty in completing the pre-planned learning activities with in the scheduled time? (Yes/No)

a) If yes, have you tried to overcome to it? (Yes/No)

b) Specify

22. Is the teacher's handbook helpful for you in planning activities for CCE?

(Yes/No)

a) Specify

23. Do you feel it difficult to plan learning activities for CCE according to the learning speed and learning style of each student? (Yes/No)

24. Is the new method of evaluation helpful for you in planning follow up activities? (Yes/No)

a) Specify

25. Do your school have enough facilities needed for practicing CCE ? (Yes/No)

26. Do you feel difficulty in designing and executing unit tests suitable to the new curriculum? (Yes/No)

a) If yes, of what kind?

27. Do the new method of evaluation helpful for you in locating different abilities/areas of interest of pupils? (Yes/No)

a) If no, give reason.

28. Is it possible for you to be objective while evaluating students through CCE? (Yes/No)

a) If no. Why?

29. Do you get service from your colleagues for practicing CCE effectively?

(Yes/No)

30. Do you find it difficult to form groups suitable for data collections needed for learning activities? (Yes/No)

a) If yes, specify.

31. Do you have the right information about the rules of evaluation in CCE?

(Yes/No)

a) If no, specify the reason.

32. Do you feel it difficult to evaluate seminar records? (Yes/No)

a) If yes, specify.

33. Is it difficult for you to evaluate the group activities? (Yes/No)

a) If yes, of what kind?

34. Do you find difficulty in evaluating the social values nurtured through group activities? (Yes/No)

a) If yes, specify.

35. Is the logical evaluation of the information collected through projects difficult for you? (Yes/No)

36. Do you feel difficulty in evaluating the projects, assignments, seminars, collections etc. based on the criteria given for evaluation? (Yes/No)

a) If yes, what kind of difficulty?

37. Do you face any difficulty other than that mentioned above ? (Yes/No)

a) If yes, specify.

**APPENDIX IV**

**Details of the secondary schools selected for collection of Data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl.  No | Types of school Management | Name of School | No. of Male Teachers | No: of Female Teachers |
| 1  2  3  4  5  6  7  8 | Government | G.R.H.S.S. Kottakkal  G.B.H.S.S. Malappuram  G.G.H.S.S. Malappuram  G.B.H.S..S. Manjeri  G.B.H.S.S. Tirur  G.B.H.S.S. Vengara  G.H.S.S. Puthuparamba  G.H.S.S. Othukungal | 20  10  8  12  13  12  11  12 | 14  16  16  8  17  14  9  10 |
| 9  10  11  12  13  14  15  16  17 | Aided | Brothers H.S.S. Mavandiyoor | 9  4  13  10  12  10  10  10  13 | 10  6  10  10  14  11  10  11  11 |
| M.M.E.T. H.S. Melmuri |
| P.K.M.M. H.S.S. Edarikode |
| I.U.H.S.S. Parappur |
| D.U.H.S. Panakkad |
| P.M.S.A.M.A.H.S.Chemmankadavu |
| A.K.M.H.S. Kottoor |
| V.V.M.H.S. Marakkara |
| M.S.M.H.S.S. Kallingal Paramba |
| 18  19  20  21  22  23  24 | UnAided | Al-Manar H.S.S. Randathani | 10  13  7  6  9  8  9 | 8  5  8  7  10  9  9 |
| Najmul Huda H.S. Kavathikalam |
| Al-Ihsan H.S. Villoor |
| D.T.G. Orphanage School Kundoor |
| J.M.H.S.S. Tirur |
| Nusrath H.S. Randathani |
| Al-Ashar H.S. Indianoor |

**APPENDIX III**

**Details of the Extended Information Collected for the Items**

|  |  |  |
| --- | --- | --- |
| Item No. | Response | Percentage |
| 1.A | 5 days of inservice training  6 days of inservice training  4 days of inservice training  9 days of inservice training | 57.60  20.30  9.80  4.90 |
| 1.B | Need of more training | 68.10 |
| 1.C | Training was not effective | 44.60 |
| 2.A | Did not get clear information from resource persons | 80.50 |
| 4.A | Increased teacher pupil ratio  Lack of time  Ambiguity in the directions from the resource persons | 31.80  26.80  18.80 |
| 5.A | Lack of time  Teacher pupil ratio | 60.00  7.30 |
| 6.A | Lack of sufficient training  Overload of work  Lack of time | 23.90  22.20  3.00 |
| l8.A | Children gave much importance to continuous evaluation activities | 32.00 |
| 9.A | Lack of time  Overload of work  Continuous Evaluation works adversely affected the teacher's personal life | 54.00  23.00  6.00 |
| 10.A | Teacher pupil ratio  Overload of work  Large number of learning activities  Overcrowded syllabus | 36.40  22.10  20.00  12.00 |
| 11.A | Lack of time  Overcrowded classroom  Participation of group members | 38.00  18.00  8.00 |
| 12.A | Overcrowded classroom  Lack of enough time | 47.90  14.00 |
| 13.A | Increased workload  Lack of time  Lack of teaching learning materials | 46.30  17.00  6.00 |
| 16.A | Increased workload  Large number of activities | 35.00  12.00 |
| 17.A | Copying tendency of the students  Increased teacher pupil ratio | 59.00  11.70 |
| 18.A | Lack of time  Teacher pupil ratio | 49.00  23.00 |
| 20.A | Lack of teaching materials  Difficulty to identify proper learning activities  Lack of time | 22.00  21.40  10.00 |
| 21.A | Difficulty to complete pre-planned learning activity | 76.80 |
| 21.B | Avoid the incompleted lessons | 37.00 |
| Try to overcome the difficulty | 38.00 |
| 22.A | Non availability of handbooks | 63.60 |
| 24.A | Ambiguity in the directions given by the authority | 21.00 |
| 26.A | Constructing application level questions  Designing of question paper | 36.00  16.30 |
| 27.A | Teacher pupil ratio  Copying tendency | 56.30  28.70 |
| 28.A | Malpractices by students  Competition between school  Inappropriate classroom climate | 19.00  10.40  6.10 |
| 30.A | Inappropriate classroom climate  Participation of group members  Individual differences  Problem of indiscipline | 16.00  6.00  20.00  13.40 |
| 31.A | Lack of proper training  Ambiguity in the directions of resource persons | 45.10  15.00 |
| 32.A | Increased teacher pupil ratio  Lack of time | 60.00  11.40 |
| 33.A | Lack of time  Inappropriate classroom climate | 31.00  6.50 |
| 34.A | Lack of time  Participation of group members | 20.00  12.00 |
| 36.A | Lack of time  Lack of proper training | 27.40  28.00 |
| 37.A | Adjustment problem of students to new learning strategy  Poor socio economic status of the children  Competition between schools | 20.60  21.00  10.40 |

This chapter provides a summary of procedure, major findings, educational implications and suggestions for further research.

**RESTATEMENT OF THE PROBLEM**

The study was entitled as "PROBLEMS FACED BY SECONDARY SCHOOL TEACHERS IN PRACTICING CONTINUOUS AND COMPREHENSIVE EVALUATION".

**OBJECTIVES**

The objectives of the study are the following.

1. To identify major problem areas of CCE for secondary school teachers.

2. To compare the major problem areas of CCE for teachers in subsamples based on.

I Gender

II Type of School Management

III Subject of Specialisation

IV Teaching Experience

**HYPOTHESIS**

The hypothesis set forth for the study was

"There will be considerable difference in the major problem areas faced by teachers in practicing CCE in the subsamples, based on,

I Gender

II Type of School Management

III Subject of Specialisation

IV Teaching Experience

**METHODOLOGY**

Methodology deals with precise description of sample used for the study, tool used and statistical technique applied.

**Sample**

The study was conducted on a sample of 504 teachers drawn from 24 secondary schools of Malappuram district.

**Tool Used for the Study**

The tool used for the present study are "Questionnaire on CCE" and General Data Sheet.

**Statistical Technique Used**

The analysis of the data was done by using the following techniques.

I Estimation of Percentage

II Average Index

**MAJOR FINDINGS OF THE STUDY**

**I The Major Difficulties Experienced by the Respondences in Practicing CCE are the following**

1. Increase in the workload of teachers (99.60%).

2. Lack of sufficient time (98.20%).

3. Personal life of teachers are interrupted (84.70%).

4. Non viability of information received from resource persons (84.30%).

5. Inability to identify the different abilities or interesting areas of pupils (82.70%).

6. Non availability of enough handbooks (78.20%).

7. Difficulty in completing the preplanned learning activities within the scheduled time (76.80%).

8. Evaluation of project works within the scheduled time (72.20%).

9. Proper evaluation of the seminar reports (71.40%).

10. The individual evaluation through projects (71.00%).

11. Regular classroom teaching is adversely affected (69.00%).

12. Planning of learning activities according to the learning speed and learning style of each student (69.00%).

13. On the spot evaluation of group activities (65.50%).

14. Evaluation of the projects, assignments, seminars, collections etc based on the standards (65.30%).

15. Timely evaluation of home works (62.90%).

16. Lack of awareness about CCE (62.30%).

**II The Major Problem Areas in CCE for Secondary School Teachers are the following**

1. The most difficult area in CCE for secondary school teachers is planning (71.59).

2. The second difficult area in CCE for secondary school teachers is related to job (70.73).

3. The third problem felt area for secondary school teachers in practicing CCE is related to implementation (54.40).

4. The least problem felt areas for secondary school teachers in practicing CCE are interpretation (49.87) and personal (49.54).

**III Major Problem Areas in CCE for Male and Female Teachers**

1. Male teachers face more problems in the area related to planning (72.51).

2. The second difficult area in CCE for male teachers is related to job (69.48).

3. Female teachers face more difficulty related to job (71.98).

4. The second difficult area in CCE for female teachers is related to planning (70.68).

5. The third difficult area in CCE for both male and female teachers is related to implementation (55.38), (53.44).

6. The least difficult area in CCE for both male and female teachers is personal (48.43), (50.64).

**IV Major Problem Areas of Teachers based on Type of School Management**

1. Aided and Unaided school teachers face more difficulty in the area related to planning.

2. Government school teachers face more difficulty related to job (72.92).

3. The second difficult area for both Aided and Unaided school teachers is related to job.

4. The second problem felt area for Government school teachers is related to planning (71.12).

5. The least problem felt area in CCE for both Aided and Unaided school teachers is related to interpretation.

6. The least problem felt area for Government school teachers is related to personal (51.65).

**V Major Problem Areas in CCE for Teachers based on Subject of Specialisation**

**A. Major problem areas in CCE for language teachers**

1. Related to planning (72.81)

2. Job connected (68.63)

3. Related to implementation (54.53)

4. Related to interpretation (46.93)

5. Personal (45.85)

**B. Major problem areas in CCE for social science teachers**

1. Related to planning (73.11)

2. Job connected (71.51)

3. Related to implementation (56.85)

4. Related to interpretation (54.40)

5. Personal (52.31)

**C. Major problem areas in CCE for science teachers**

1. Job connected (72.41)

2. Related to planning (67.53)

3. Related to implementation (54.14)

4. Personal (51.53)

5. Related to interpretation (50.57)

**D. Major problem areas in CCE for mathematics teachers**

1. Related to planning (73.46)

2. Job connected (72.06)

3. Related to implementation (52.83)

4. Personal (51.45)

5. Related to interpretation (49.82)

**VI Major Problem Areas in CCE of Teachers based on Teaching Experience**

**A. Major problem areas of teachers with experience below five years**

1. Related to planning (73.67)

2. Job connected (68.40)

3. Related to implementation (55.65)

4. Related to interpretation (52.41)

5. Personal (31.07)

**B. Major problem areas of teachers with teaching experience 5-10 years**

1. Related to planning (71.26)

2. Job connected (68.73)

3. Related to implementation (54.71)

4. Personal (47.12)

5. Related to interpretation (46.93)

**C. Major problem areas of teachers with teaching experience 10-15 years**

1. Related to planning (74.09)

2. Job connected (71.75)

3. Related to implementation (56.08)

4. Related to interpretation (53.55)

5. Personal (48.87)

**D. Major problem areas of teachers with teaching experience 15-20 years**

1. Job connected (70.94)

2. Related to planning (66.09)

3. Personal (56.79)

4. Related to implementation (52.82)

5. Related to interpretation (48.71)

**E. Major problem areas in CCE for teachers with teaching experience above 20 years**

1. Job connected (73.65)

2. Related to planning (72.49)

3. Personal (58.36)

4. Related to implementation (52.28)

5. Related to interpretation (49.79)

**CONCLUSION**

The analysis of the study revealed that the most problem felt area for the total sample, male teachers, aided and unaided school teachers, language, social science and mathematics teachers and for teaching experience below five years, 5 to 10 years and 10 to 15 years is of planning. That is majority of teachers face difficulty in planning appropriate activities for CCE, in keeping time, planning of activities according to the individual capability and planning the follow up activities. But for female teachers, government school teachers and teachers with experience between 15 and 20 years and above 20 years face more problems related to job. That is they feel difficulty in the timely evaluation of home works, group activities, individual evaluation of students through projects etc. and face lack of time and overload of work while practicing CCE.

**EDUCATIONAL IMPLICATION**

The effectiveness of any research work is determined by the extend of implications made by it. In education, surely the findings of the study should help the practitioners to improve their performance in some way or other.

The present study was focused on the major problems faced by secondary school teachers in practicing CCE. The findings of the study made the investigator put forward some suggestions to improve the practice in CCE at secondary level.

1. Effective inservice training (practical oriented) compulsory for school teachers together with periodical orientation.

2. Efficient and trained resource persons to be appointed.

3. Clear, accurate and feasible measures to make the evaluation objective and valid should be provided to the practitioners.

4. The authority should provide necessary infrastructural facilities.

5. Healthy, conducive climate to be developed in the institution.

6. Teacher pupil ratio to be reduced.

7. Availability of handbooks and resource materials for teachers should be ensured.

8. Comprehensive questionbanks for each subject containing items to measure the scholastic abilities of the individual.

9. Instead of practicing a rigid academic plan a flexible plan should be made in which various activities can be planned and implemented.

10. Develop a positive attitude as well as capability to implement CCE effectively among teachers.

Even though CCE has a sound theoretical foundation, all the basic principles can not be put in to practice in the true sense. As any system, CCE also needs continuous feedback and improvement for its successful practice.

**SUGGESTIONS FOR FURTHER RESEARCH**

It is found that the present study would open avenue for further research in the area, the problems of secondary school teachers in practicing CCE. Some of the possible studies that help to throw light on the area under study are listed below.

1. A replica of the study can be conducted by including the evaluation of part A, part B and part C.

2. This study can be conducted in other districts of Kerala, in a similar way.

3. A study can be conducted on the attitude of students and parents towards CCE.

4. A comparative study of the problems in practicing CCE between primary school teachers and secondary school teachers.

**S U M M A R Y**

Qualitative development of human resources makes a country progressed which can be achieved only through education. Any country, developed or developing need an education system with quality and efficiency. In turn, the effectiveness of the educational programmes or the education system as a whole is determined by the quality of its product which can be assured only through proper evaluation.

Evaluation, a very important component of the education system, can destroy or make the purpose of education. All policy documents pertaining to education stated the inadequateness of the evaluation system. Examination reforms have been addressed seriously right from the Kothari Commission (1968) to the National Curriculum frame work for school education (2000). Dr. S. Radhakrishnan commented on the prevailing evaluation system as, if there is a chance to change anything in the field of education, he would surely first change the examination system existing that day. The process of education is always considered as a continuous process, but the quality assessment was done at single stretch either at the end of each term or at the end of complete programme. The role of formative and summative evaluation was emphasized in all theoretical approach to education, but practically focus was given only to the summative one. This made the people think the evaluation system as a blood sucker, a necessary evil and an enemy of true education.

Even then, the importance of evaluation in every walks of life can not be looked over as it concerns a demarkation between the desirable and the undesirable. Bhola (1982) has brought it out by saying

Evaluation is the process of assigning values to judge the amount, degree, condition worth, quality of effectiveness to something. As human beings, we are perpetual evaluators. We evaluate ideas, attitudes, actions, characteristics and possessions of ourselves and of others, at home and at work, day in and day out, sometimes self-consciously, but often unthinkably; and make judgements on the basis of those evaluations.

Evaluation refers to the process of determining the merit, quality, worth, or value of entities and to the product of that process. Evaluation is thus a comprehensive process which has applications in all disciplines as well as in practical and aesthetic life. It assesses the academic, non academic aspects, continuous growth and development of an individual. Evaluation is ever present in individual’s life and it is an integral activity of a rational approach to life.

Broadly defined, educational evaluation is the estimation of the growth and progress of pupils toward objectives or values in the curriculum. The chief purpose of educational evaluation is to provide information that can be used by teachers, parents, and others including students themselves, to help the students to learn what the schools are expected to teach. In the context of school, evaluation is the collection and interpretation of information about the effects and values of educational activities through systematic and formal means.

Evaluation has to be very comprehensive in a system of education which aims at the many sided development of the personality of a child. According to the Secondary Education Commission (1952)

The school of today concerns itself not only with the intellectual pursuits but also with the emotional and social development of the child, his physical and mental health, his social adjustment and other equally important aspects of his life in a word, with an allround development of his personality.

The concept of Continuous and Comprehensive Evaluation (CCE) has been introduced in the education system many decades ago but the programmes were not successfully implemented. Its introduction has given new dimensions to the concept of evaluation. Continuous and Comprehensive Evaluation postulates measurement of a comprehensive range of objectives concerning intellectual, emotional, physical and socio personal aspects of pupils growth in a regular manner coupled with the process of instruction.

Continuous and Comprehensive Evaluation may be defined as a process of collecting evidence of behavioural changes in scholastic and non scholastic areas and judging the direction and extent of such changes. The purpose of CCE is to improve learning by making evaluation an integral part of the teaching learning process.

As far as the total school programme is concerned evaluation is important in the over all development of the total school programmes and provide a healthy comparison between programmes of different schools.

As far as the theoretical aspect of CCE is concerned, it is an excellent idea, the most democratic, comprehensive and on going evaluation system, but the problems arises when this idea is implemented in the education system.

**NEED AND SIGNIFICANCE OF THE STUDY**

Multi dimensional development of child’s personality is the ultimate aim of education system which can be achieved through curricula, teaching methods, instructional materials, evaluation and the like. Among these, student evaluation plays a major role as it alone can tell whether the development of child’s personality takes place to the optimum level. Beside this, it will help to check whether curriculum, teaching methods and the instructional materials used are suitable for the purpose. To do this role effectively, the evaluation system must be flawless from every point of view.

An efficient evaluation system will surely be a powerful instrument for improving the quality of education in general and the teaching learning process in particular. It should be done in accordance with the aims and objectives of education. The present day education system favour the evaluation of cognitive and non cognitive aspects of development continuously and regularly.

Continuous and Comprehensive Evaluation (CCE) was introduced by many states earlier but it failed to accomplish its goals. It is Kerala state Education Department which introduced and implemented CCE at high school level systematically but the practicability of the programme still creates dilemma among teachers, students, administrators and parents.

Success of any system depends upon the persons who practice it. Surely the success of CCE is in the hands of teachers, who are the executors of regular class room teaching learning process. Hence itself, the difficulties of practicing the system are faced by the teachers. In order to make the system more effective, these difficulties are to be identified and steps are to be taken to remove them. Hence it is the need of the hour to identify the problems in practicing CCE.

Even though all schools in Kerala, following state syllabus have to follow CCE, in many schools, the concepts are not taken in its full spirit. Either the teachers or the administrators or both diluted the seriousness of the programme. But the Malappuram district solely welcomed the programme and implemented it in its true spirit. So the present study is an attempt to analyse the major problems faced by the secondary school teachers of Malappuram district in practicing CCE.

**STATEMENT OF THE PROBLEM**

The problem under study is entitled as “PROBLEMS FACED BY SECONDARY SCHOOL TEACHERS IN PRACTICING CONTINUOUS AND COMPREHENSIVE EVALUATION”.

**DEFINITION OF KEY TERMS**

**Continuous and Comprehensive Evaluation**

Continuous and Comprehensive Evaluation (CCE) is the process by which the teacher evaluates the student continuously and comprehensively.

**Secondary School Teachers**

The term in this study specifies the teachers who are teaching at standards VIII, IX and X of the recognized schools of Kerala following State syllabus.

**VARIABLE OF THE STUDY**

The variable of the study is ‘problems of secondary school teachers in practicing Continuous and Comprehensive Evaluation (CCE).’

**OBJECTIVES**

The objectives of the study are,

1. To identify major problem areas of CCE for secondary school teachers.
2. To compare the major problem areas of CCE for teachers in sub samples based on

I Gender

II Type of School Management

III Subject of Specialization

IV Teaching Experience

**HYPOTHESIS**

The hypothesis of the study is,

There will be considerable difference in the major problem areas faced by teachers in practicing CCE in the sub samples based on

I Gender

II Type of School Management

III Subject of Specialization

IV Teaching Experience'

**METHODOLOGY**

Methodology deals with the precise description of sample used for the study, tool and statistical technique used.

**Sample**

In the present study the investigator selected the sample using stratified sampling technique.

The study was conducted on a sample of 504 teachers drawn from 24 secondary schools of Malappuram District.

**Tool Used for the Study**

To collect the information regarding “problems of secondary school teachers in practicing CCE”, the investigator developed a tool ‘Questionnaire on CCE’ in collaboration with the supervising teacher. The general information regarding gender, type of school management, subject of specialization, teaching experience etc of the sample was collected using a general data sheet.

**Statistical Techniques Used**

Statistical technique used for the analysis of data are

1. Estimation of Percentage
2. Average Index

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study is to identify the major problems of secondary school teachers in practicing Continuous and Comprehensive Evaluation. The study was conducted on a sample of 504 teachers belonging to 24 secondary schools of Malappuram District.

Even though much precautions were taken to make the study as accurate as possible there are certain limitations also. Some of them are,

i) The sample selected for the study confined only to one district of Kerala viz Malappuram with the assumption that the nature of problem will be more or less the same through out the state. Also, it was observed that the authorities as well as teachers of Malappuram District are dealing this area with enthusiasm.

ii) Even though Comprehensive evaluation includes evaluation of the development of scholastic and non scholastic areas of the individual, only the evaluation of scholastic area was considered in the present study. This was done as the Government has limited the evaluation in to the scholastic area in the academic year 2004-05.

This chapter provides a summary of procedure, major findings, educational implications and suggestions for further research.

**MAJOR FINDINGS OF THE STUDY**

**I The Major Difficulties Experienced by the Respondences in Practicing CCE are the following**

1. Increase in the workload of teachers (99.60%).

2. Lack of sufficient time (98.20%).

3. Personal life of teachers are interrupted (84.70%).

4. Non viability of information received from resource persons (84.30%).

5. Inability to identify the different abilities or interesting areas of pupils (82.70%).

6. Non availability of enough handbooks (78.20%).

7. Difficulty in completing the preplanned learning activities within the scheduled time (76.80%).

8. Evaluation of project works within the scheduled time (72.20%).

9. Proper evaluation of the seminar reports (71.40%).

10. The individual evaluation through projects (71.00%).

11. Regular classroom teaching is adversely affected (69.00%).

12. Planning of learning activities according to the learning speed and learning style of each student (69.00%).

13. On the spot evaluation of group activities (65.50%).

14. Evaluation of the projects, assignments, seminars, collections etc based on the standards (65.30%).

15. Timely evaluation of home works (62.90%).

16. Lack of awareness about CCE (62.30%).

**II The Major Problem Areas in CCE for Secondary School Teachers are the following**

1. The most difficult area in CCE for secondary school teachers is planning (71.59).

2. The second difficult area in CCE for secondary school teachers is related to job (70.73).

3. The third problem felt area for secondary school teachers in practicing CCE is related to implementation (54.40).

4. The least problem felt areas for secondary school teachers in practicing CCE are interpretation (49.87) and personal (49.54).

**III Major Problem Areas in CCE for Male and Female Teachers**

1. Male teachers face more problems in the area related to planning (72.51).

2. The second difficult area in CCE for male teachers is related to job (69.48).

3. Female teachers face more difficulty related to job (71.98).

4. The second difficult area in CCE for female teachers is related to planning (70.68).

5. The third difficult area in CCE for both male and female teachers is related to implementation (55.38), (53.44).

6. The least difficult area in CCE for both male and female teachers is personal (48.43), (50.64).

**IV Major Problem Areas of Teachers based on Type of School Management**

1. Aided and Unaided school teachers face more difficulty in the area related to planning.

2. Government school teachers face more difficulty related to job (72.92).

3. The second difficult area for both Aided and Unaided school teachers is related to job.

4. The second problem felt area for Government school teachers is related to planning (71.12).

5. The least problem felt area in CCE for both Aided and Unaided school teachers is related to interpretation.

6. The least problem felt area for Government school teachers is related to personal (51.65).

**V Major Problem Areas in CCE for Teachers based on Subject of Specialisation**

**A. Major problem areas in CCE for language teachers**

1. Related to planning (72.81)

2. Job connected (68.63)

3. Related to implementation (54.53)

4. Related to interpretation (46.93)

5. Personal (45.85)

**B. Major problem areas in CCE for social science teachers**

1. Related to planning (73.11)

2. Job connected (71.51)

3. Related to implementation (56.85)

4. Related to interpretation (54.40)

5. Personal (52.31)

**C. Major problem areas in CCE for science teachers**

1. Job connected (72.41)

2. Related to planning (67.53)

3. Related to implementation (54.14)

4. Personal (51.53)

5. Related to interpretation (50.57)

**D. Major problem areas in CCE for mathematics teachers**

1. Related to planning (73.46)

2. Job connected (72.06)

3. Related to implementation (52.83)

4. Personal (51.45)

5. Related to interpretation (49.82)

**VI Major Problem Areas in CCE of Teachers based on Teaching Experience**

**A. Major problem areas of teachers with experience below five years**

1. Related to planning (73.67)

2. Job connected (68.40)

3. Related to implementation (55.65)

4. Related to interpretation (52.41)

5. Personal (31.07)

**B. Major problem areas of teachers with teaching experience 5-10 years**

1. Related to planning (71.26)

2. Job connected (68.73)

3. Related to implementation (54.71)

4. Personal (47.12)

5. Related to interpretation (46.93)

**C. Major problem areas of teachers with teaching experience 10-15 years**

1. Related to planning (74.09)

2. Job connected (71.75)

3. Related to implementation (56.08)

4. Related to interpretation (53.55)

5. Personal (48.87)

**D. Major problem areas of teachers with teaching experience 15-20 years**

1. Job connected (70.94)

2. Related to planning (66.09)

3. Personal (56.79)

4. Related to implementation (52.82)

5. Related to interpretation (48.71)

**E. Major problem areas in CCE for teachers with teaching experience above 20 years**

1. Job connected (73.65)

2. Related to planning (72.49)

3. Personal (58.36)

4. Related to implementation (52.28)

5. Related to interpretation (49.79)

**CONCLUSION**

The analysis of the study revealed that the most problem felt area for the total sample, male teachers, aided and unaided school teachers, language, social science and mathematics teachers and for teaching experience below five years, 5 to 10 years and 10 to 15 years is of planning. That is majority of teachers face difficulty in planning appropriate activities for CCE, in keeping time, planning of activities according to the individual capability and planning the follow up activities. But for female teachers, government school teachers and teachers with experience between 15 and 20 years and above 20 years face more problems related to job. That is they feel difficulty in the timely evaluation of home works, group activities, individual evaluation of students through projects etc. and face lack of time and overload of work while practicing CCE.

**EDUCATIONAL IMPLICATION**

The effectiveness of any research work is determined by the extend of implications made by it. In education, surely the findings of the study should help the practitioners to improve their performance in some way or other.

The present study was focused on the major problems faced by secondary school teachers in practicing CCE. The findings of the study made the investigator put forward some suggestions to improve the practice in CCE at secondary level.

1. Effective inservice training (practical oriented) compulsory for school teachers together with periodical orientation.

2. Efficient and trained resource persons to be appointed.

3. Clear, accurate and feasible measures to make the evaluation objective and valid should be provided to the practitioners.

4. The authority should provide necessary infrastructural facilities.

5. Healthy, conducive climate to be developed in the institution.

6. Teacher pupil ratio to be reduced.

7. Availability of handbooks and resource materials for teachers should be ensured.

8. Comprehensive questionbanks for each subject containing items to measure the scholastic abilities of the individual.

9. Instead of practicing a rigid academic plan a flexible plan should be made in which various activities can be planned and implemented.

10. Develop a positive attitude as well as capability to implement CCE effectively among teachers.

Even though CCE has a sound theoretical foundation, all the basic principles can not be put in to practice in the true sense. As any system, CCE also needs continuous feedback and improvement for its successful practice.

**SUGGESTIONS FOR FURTHER RESEARCH**

It is found that the present study would open avenue for further research in the area, the problems of secondary school teachers in practicing CCE. Some of the possible studies that help to throw light on the area under study are listed below.

1. A replica of the study can be conducted by including the evaluation of part A, part B and part C.

2. This study can be conducted in other districts of Kerala, in a similar way.

3. A study can be conducted on the attitude of students and parents towards CCE.

4. A comparative study of the problems in practicing CCE between primary school teachers and secondary school teachers.