A STUDY OF IMPLEMENTATION OF PROJECT TOOL IN CONTINUOUS COMPREHENSIVE EVALUATION

Manisha Tathe[1] & Rajeshree Jaybhaye[2], Ph. D.

[1]*Ph.D. Research Scholar, SPPU Pune. Email-tathemanishav@gmail.com*

[2]*Professor, ACCER, Pune. Email-rspmundhe@gmail.com*

Abstract

Maharashtra state started implementation of Continuous Comprehensive Evaluation system with Government Resolution of dated 20/8/2010. The objectives of the study were to study the present status of use of project tool and to study the problems which are occurred in use of project tool to teacher in present research a Survey method of Descriptive research method is selected for the study of project tool. For present research an Incidental or Easily available sample method was used. A seven point rating scale is used for analysis & interpretation of data. Percentage a statistical tool is used for analysis & interpretation of data of present research work. The finding of the study were there is significant measure of Teachers (87.27%) who had completed all trainings related to Continuous Comprehensive Evaluation and there is significant measure of Teachers (80%) who had used project tool in second semester.

Introduction:

Great thinkers, educationists, social reformers & educational reformers had made lots of efforts to achieve the objectives of universalisation of primary education in the country. The continuous efforts are also taken on National & State levels. In which main programmes are coming like District Primary Education Programme & Sarva Shiksha Abhiyan.

In 2002 the Central Government of India through 86th amendment in Article 21 (A) primary education is included in fundamental rights, due to decision of Supreme Court on the Writ Petition of Unnikrushanan in 1993. According to that, an act to provide the free and compulsory education to all children of the age six to fourteen act is passed. This act is published in the Gazzette of India of dated 27/08/2009. As well as this act of dated 26/02/2010 in Gazzette of India is extended in the whole India except the state Jammu and Kashmir from the date 01/04/2010. According to that there is no need to give any board

examinations for Std. I to VIII for students. From the educational year 2010-2011, Maharashtra State had implemented Continuous Comprehensive Evaluation system for Std. I to VIII

Maharashtra State is the 1st state which implemented Continuous Comprehensive Evaluation system with Government Resolution of dated 20/8/2010.

In education system, an evaluation is not a new concept for teacher and students because educational objectives, educational experience and educational evaluation are interconnected with each other. For years and years we are teaching to our students and through it we were evaluating how much learning of students has been done but when Continuous Comprehensive Evaluation system was implemented in whole state on date 20/08/2010.

Continuous Comprehensive Evaluation:

History of Continuous Comprehensive Evaluation (CCE)

1) National Policy on Education (NPE - 1986) - National Policy on Education (NPE) 1986 deliberated and considered assessment of performance as an integral part of any process of learning and teaching. It envisaged implementation of CCE that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of teaching-learning time, emphasizing the use of grades over marks. The Programme of Action (POA-1992) brought out a roadmap for the implementation of NPE (1986) at the school level. All the National Curriculum Frameworks, developed subsequently, recommended an evaluation system integral to the teaching-learning process

2) The National Curriculum Framework (NCF) – 2000 envisaged the use of multiple techniques of measurement to reflect the outcomes of learning intervention in terms of grades predominantly as compared to marks in evaluation.

3) The NCF–2005, portraying child as a natural learner, emphasized giving space to children to find their voice and opportunities to nurture their curiosity to come up with knowledge as the outcome of their active engagement with the world around. Considering attitudes, emotions and values as the integral part of cognitive development, NCF–2005 recommended viewing them holistically during teaching-learning and assessment at the school level. Hence, CCE has been recommended as an internal school-based system of assessment by different policy documents over the past many decades that could provide information on a child's overall development in a continuous and comprehensive manner.

4) RTE Act–2009 - Despite the recommendations of different policy documents from time-to-time, CCE was much talked about and was taken seriously only after the implementation of the RTE Act–2009. The Act ensures the right of each child aged 6–14 years to full-time elementary education of satisfactory and equitable quality in a formal school that satisfies certain essential norms and standards. As per its provisions, Section 29(2) of the RTE Act–2009 emphasizes on the all-round development of children, building up their knowledge, potentiality and talent with development of physical and mental abilities to the fullest extent through activities, discovery and exploration in an environment free from fear, trauma and anxiety using CCE.

Meaning of Continuous Comprehensive Evaluation (CCE)

Continuity is in terms of assessment during the teaching-learning process that informs teaching and areas that need improvement in learning along with assessment at the end of the term. Comprehensiveness is seen as considering the child's overall development, including spheres apart from typical curricular areas.

This system of CCE was recommended to identify the learning needs, difficulties and conceptual gaps to provide timely and appropriate interventions to reduce the stress and anxiety and enhance learning to help all children progress. It was also intended to reduce rote learning, help teachers reflect, review and improve their teaching and provide all children, including those with special needs and those belonging to the marginalized groups, with the feedback to improve their learning to bloom their potential fully. Two main parts of Continuous Comprehensive Evaluation are as follows

1) Formative evaluation
2) Summative evaluation

Implementation of Continuous Comprehensive Evaluation (CCE)

The central Government has implemented The Right to Free and Compulsory Education for Children Act 2009 from 1St April 2010. According to this GR, there won't be any Board Examinations till Std. VIII. Continuous Comprehensive Evaluation system is conducted for Std. I to VIII from the Academic year 2010 to 2011 as per the 29 (1) and (2) year 2010-2011.

CCE was introduced as a mandatory requirement up to the elementary stage under the RTE Act with the sole intent of reforming assessment with its prime purpose of improving children's learning to help them progress leading to their overall development.

Maharashtra was the first state where Continuous Comprehensive Evaluation system started to implement from 20th August 2010.

A) Formative evaluation: - Formative evaluation means the methods adopted to observe, find and note the changes that take place at the basic level in pupil's personality development. As per formative evaluation the following tools/ techniques may be used to evaluate each pupil and maintain the record as required.

1) Daily Observation   2) Oral work

3) Programmes and activities   4) Practical / experiments

5) Projects   6) Tests

7) Exercises/classwork   8) other tools

1) Daily Observation - Daily Observation is made to find and understand the pupils learning process. Also their likes, hard spots, special noticeable points and hurdles in learning.

2) Oral work – This tool is taken through loud reading, question and answer, speech-conversation, role-play, interviews and group discussion etc. It is also helpful in finding out pupils understanding level, interests and expressing skills

3) Programmes/Actions and activities   - Programmes to achieve a particular objective has to be completed at one time only. Program required less time.

   Activities - Activity means a chain of actions done to achieve a particular objectives. Activity is completed by doing actions, one after another in particular time/period. Pupils on their own try to acquire knowledge, through activities and this helps to make them concepts clear and firm.

4) Practical / experiments

   Practical's – Practical handling the material/teaching aids etc. gives the pupil first-hand experience in getting, a more clear understanding of a concept. Some practical's are done without material/teaching aids/equipment such as physical exercises, pyramids and yogasanas. Practical gives concrete form of experience.

Experiment – If something done repeatedly, it is well studied and perfection is achieved. By performing the same procedure repeatedly, we come to know the plus and minus qualities and we try to find out principles. If a feedback is to be taken, about the rules and regulations, ideas, principles of a concept then the procedures has to be repeatedly so that we can reach to the conclusion.

5) Project - Project help in taking the pupil beyond the Text-books and inculcating in them the good habits of gaining the knowledge through self-study. A topic or problem is taken for making the study.

6) Assignment Exercises/class-work –Assignment exercises and class-work exercises, question and answer during or after teaching learning process in or outside the class for self-study in order to give them practice and reinforcement of the new concepts. Assignment exercises are based on lesson /sub-units/skills and gives an opportunity to apply the knowledge gained in school to the outside the world. This encourages application, critical thinking and creativity and write answers to open ended questions.

7) Tests – Test are used to check out writing skill and achievement of curriculum objectives. Also tests are used for application of knowledge and to find of loop holes in reaching learning process.

8) Other tools – Tools such as self-evaluation and peer-group evaluation are used.

B) Summative Evaluation: - Summative Evaluation means evaluation done after a particular period comprising of written, oral and practical question at the end of 1st and 2nd semester.

Marking system in formative and summative evaluation

Std.	Formative Evaluation	Summative Evaluation		Total
		Oral/Practical	**Written**	
Std. I and II	70 Marks	10 Marks	20 Marks	100 Marks
Std. III and IV	60 Marks	10 Marks	30 Marks	100 Marks
Std. V and VI	50 Marks	10 Marks	40 Marks	100 Marks
Std. VII and VIII	40 Marks	10 Marks	50 Marks	100 Marks

Objectives:

(1) To study the present status of use of project tool.

(2) To study the problems which are occurred in use of project tool to teacher.

Related research

[1] **Chitnis S. & Velaskar P. (1988) Education in Maharashtra:** Strengths & weakness Independent study, Bombay. Tata Institute of Social Science. They examined the qualitative aspects of the educated situation in Maharashtra. According to them, despite the quantitative advances in education. Maharashtra presently harbours serious regional, gender & caste imbalance. There is an all-round erosion in the quality & standard of education. The authors have also offered many suggestions, including the need for flexible syllabi & curriculum at

all levels. However, these suggestions are not data based. Much of the conclusions are based on the author's intuition & experience.

[2] Rai V. K. (1989) - Attitude of examiners towards spot evaluation in relation to sex, level & stream. Indian Educational Review Vol. 24 (4) 125-132.

During the period under review, two studies dealing with assessment of attitudes towards oral examinations & towards spot evaluation were reported. Rai V. K. (1989) analysed the attitude of examiners towards spot evaluation in relation to sex, level & stream. In both studies, a Likert-type attitude scale was developed but the formal psychometric procedure was not described. In both cases, the samples used were of small size. The sampling also appears to be purposive in both studies. The problem of response set towards either agreement was also not taken into considerations in both these studies. Both studies are therefore methodologically deficient. While Thangmani C. C. 1989) studied the attitude of higher secondary school teachers of Madurai towards oral examinations vis-à-vis written examination. Thangmani C. C. (1989) – Oral examinations as an instrument of diagnostic evaluation. M.Phil. Education. Madhurai Kamraj University.

[3] Malhotra M. M., Menon P. N., Bedi S. P. & Tulsi P. K. (1989) made a status study of existing system of internal assessment of students in the polytechnics of Haryana. Independent Study, Chandigarh. For this purpose, they sampled 35 teachers & 145 students of three polytechnics & using an interview schedule & a questionnaire (for students) the authors attempted to measure their levels of knowledge of the criteria used for evaluating their performance & their attitude towards the different aspects of practices connected with internal assessment. Although no attempt was made to establish the reliability and validity of the tools employed in the study, the finding of the study appear to be quite useful.

Research Methodology
[A] Research method :-
In present research a **Survey method** is used.
[B] Sampling:-
For present research **Purposive sample method** was used.

Selection of Schools in Thane District

Sr. No.	Management of School	No. of selected Schools
1	Zilla Parishad	5
2	Municipal Corporation (M.N.C.)	2
3	Nagar Parishad (N.P.)	2
4	Private Aided Schools (P.A.S.)	1
Total		10

Selection of Respondents:

Sr. No.	Teacher	Total Schools
1	1 X 10 X 5= 50	10 X5 Blocks =50
2	2 X 5=10	(2 M.N.C. + 2 N.P. + 1 P.A.S.) X 2 =10
Total	60	60

From Ambernath, Bhiwandi, Kalyan. Murbad and Shahapur blocks of Thane District, total 10 schools from the Zilla Parishad Primary School, Thane and Navi Mumbai Municipal Corporation School, Nagar Parishad Schools and Private Aided Schools were selected as a sample for present research. One teacher of who was teaching Science subject to Std. VI were included in this research.

[C] Research tool :-

A questionnaire was prepared for teacher with the help of information and criterion given in the Continuous Comprehensive Evaluation Teacher Handbooks Part 1, Part 2, and Part 3.

Percentage, a stastical tool is used for the data analysis and interpretation of responses given in the teacher questionnaire.

[D] Analysis & Interpretations of Research data:-

The Classification, analysis & interpretation of data were done after the collection of data of present research.

Tool used for data collection	Analysis & Interpretation
Teacher Questionnaire	Percentage a statistical tool is used for Analysis & Interpretations of data of present research work.

A seven point rating scale is used for analysis & interpretation of 0 to 100 % responses of present research.

0%	1-19%	20-39%	40-59%	60-79%	80-89%	100%
Neutral	Very Few	Few	Average	Probably	Significant	Complete

Research findings of Teacher questionnaire:-

1. Significant measure of Teachers (87.27%) who had completed all trainings related to Continuous Comprehensive Evaluation. Significant difference (80%) of Teachers who read all handbooks of Continuous Comprehensive Evaluation.

2. Significant measure of Teachers (80%) who had used project tool in second semester.

3. Significant measure of Teachers (86.36%) who had prepared subject wise project list.

4. Significant measure of Teachers (82.73%) who had told about availability of essential material for projects in the vicinity of school.

5. Significant measure of Teachers (96.36%) who had told essentiality of reading of final list of project and significant measure of teachers (93.64%) who had told about discussion/ consultation of projects in classroom.

6. Significant measure of teachers (90.91%) who had done discussion/ consultation about projects with students.

7. Significant measure of teachers (90%) who told that they gave guidance to solve the problem in implementation of project.

8. Significant measure of teachers (89.09%) who told that they takes time to time review of projects of students.

9. Significant measure of teachers (93.64%) who told the information of evaluation of project

10. Significant measure of teachers (83.64%) who had faced the problems in implementation of project and significant measure of teachers (86.36%) who had solved this problems in use of project tool.

Recommendations regarding implementation of project

1. Teachers should read with understanding of three handbooks of Continuous Comprehensive Evaluation.

2. There should be a discussion in monthly meeting of teachers in school on problems in use of project tool.

3. Teacher should take a progressive report of project from students.

4. Teacher should try to give a proper weightage to all subjects while selecting project tool.

5. Teacher should give guidance on essential steps for projects to students.

6. Teacher should select projects which will create social awareness in students & connect them with environment.

7. The small projects of each subject should be taken in whole year.

8. The Project should be an opportunity given as per the intellectual capacity and creativity of students.

Reference Books

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