

## Perception of Parents about the Implementation of CCE in Upper Primary schools in Delhi-NCR

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**Abstract:** The investigator conducted a study related to perception of parents about continuous and comprehensive evaluation. In present study Qualitative survey method was used. Samples of twenty upper primary schools were selected randomly from Delhi and NCR (Faridabad). Fifty parents of Delhi and fifty parents from Faridabad consisted the sample of the present study. A questionnaire for parents was constructed. Data were analysed by using both quantitative and qualitative data analysis techniques. It is found that Parents and Community members were not very well aware about CCE.

**Keywords:** Continuous and Comprehensive Evaluation, Perception, Parents, Delhi, NCR.

**Introduction:** Education is a lifelong process. It starts from child's birth and continues till death. Home, school, society, friends, colleagues, radio, TV, Peer Groups etc are important agencies of education. Education means to draw out the best of the child and man (**M.K. Gandhi**). In education, Evaluation is a major concept and it continues throughout education process.

**NCF (2005)** suggested school-based CCE in order to reduce stress in children, make evaluation comprehensive, regular and provides a tool for diagnosis and for producing learners with greater skill. Various committees and policy documents related to education right from time of Kothari commission 1966, National policy on Education 1986, Yashpal committee report, National curriculum framework, NCERT, position paper on educational reforms all have stressed on the importance of better assessment technique of students learning.

The Right of children for free and compulsory Education (**RTE Act 2009**), stated that while laying down the curriculum and evaluation procedure academic authority (National Council of Educational Research and Training, NCERT) shall prepare guidelines for putting CCE (Continuous and Comprehensive) into practice.

### Review of related literature

**Sinha (1977)** studied the attitudes of parents, teachers and students towards the present system of Examination. He reported that the students, teachers and parents believed it had

more demerits than merits. The parents and teachers also had given various suggestions for improvement in academic, administrative and evaluative aspects of the examination system. Most of the teachers, parents and students were not satisfied with it and demanded immediate changes and improvement in existing system.

**Mishra, S. & Malik, P. (2014)** concluded that initially teachers were quite affirmative about CCE but during question answer session their responses were not up to the mark. So it was concluded that they are not fully familiar with CCE. Some of the parents and community members were also not aware of it. Teachers were least bothered even to inform parents about assessment results.

**Bhattacharjee and Sharma (2009)** conducted a research on the Co-Scholastic activities in the elementary schools. They found out that still co-scholastic activities were not getting proper place in daily routine of school or it is still a superficial concept for the school system. The teachers did not have any kind of formal training to handle the co-scholastic activities. Co-scholastic activities were never evaluated during examinations.

## **NEED OF THE STUDY**

CCE is a streamlined tool for providing a holistic profile of the learner through the use of appropriate tools spread over the total span of instructional time in the institution. It helps to identify every single aspect of individual personality including attitude, aptitude, inclination and preferences; which bring forth the actual self of an individual. Class tests, projects, portfolios, presentations etc. are effective measures of CCE which are being implemented in schools quite successfully. It has been observed that teachers as well as parents are not fully aware about the concept and they have their own doubts and dilemmas. Hence there is a need to find the perception of parents about the implementation of CCE in the school systems so that they could be oriented towards CCE in an effective way. This study will help the

educational planners to address the concerns of parents about the implementation of CCE and its results in School system.

Therefore, a need arises to study the parent's perception about the present system of assessment means CCE. Also, there is a need to know the purpose for which the schools use CCE and what type of problems arises due to CCE implementation.

### **STATEMENT OF THE PROBLEM**

“Perception of The Parents About the Implementation of CCE At Upper Primary School in Delhi- NCR”

### **OPERATIONAL DEFINITIONS OF KEY TERMS**

#### **Continuous and Comprehensive Evaluation:**

CCE refers to a system of school-based evaluation introduced by CBSE in all CBSE affiliated schools across the country to evaluate both scholastic and non-scholastic aspect.

**PERCEPTION:** Perception is the ability to notice or understand something. The present study

deals with the perception of parents towards CCE on the basis of their expectations during the execution of CCE.

**Parents:** Parents are those people who are most concern about the students. Any change in education system influences the parents most. In this study parents means those parents whose children are studying in the classes of upper primary level.

**Upper primary level:** Upper primary level includes the classes from 6<sup>th</sup> to 8<sup>th</sup>. In this study the upper primary level means those schools where upper primary classes are available.

**NCR:** National Capital Region comprise the districts adjacent to Delhi and includes Faridabad, Noida, Gurugram, Meerut, Alwar, Bharatpur, Sonapat, Panipat and Mathura. But due to convenience, researcher selected only Faridabad for this study. Therefore, in this study the NCR means only Faridabad.

**Delhi:** Delhi is the capital of India and comprises of nine districts; East Delhi, West Delhi, North Delhi, South Delhi, North-East Delhi, South-West Delhi, Central Delhi, and New Delhi. But due to convenience, researcher selected only South Delhi for this study. Therefore, in this study Delhi means South Delhi.

**Objective-** To study the Perception of Parents of Delhi and Faridabad (NCR) about CCE.

**Sub-Objective-1.1** To study the perception of Parents of government Upper Primary schools in Faridabad (NCR) about CCE.

**Sub-Objective -1.2.** To study the perception of Parents of government Upper Primary schools of Delhi about CCE.

**Sub-Objective-1.3** To study the perception of Parents of private Upper Primary schools in Faridabad (NCR) about CCE.

**Sub-Objective-1.4** To study the perception of Parents of private Upper Primary schools of Delhi about CCE.

**Hypothesis-1.** There is no significant difference between the perception of parents of the upper primary schools of Delhi and Faridabad (NCR) towards CCE.

**Hypothesis-1.1.** there is no significant difference between the perception of parents of the government upper primary schools of Delhi and Faridabad (NCR) towards CCE.

**Hypothesis-1.2.** there is no significant difference between the perception of parents of the private upper primary schools of Delhi and Faridabad (NCR) towards CCE.c

### **Design of Study**

The present study is an exploratory type of research. This research design is mixed in which the data qualitatively and quantitatively analysed. The parents of government and the private school students were selected. The total 50 parents were selected from Delhi and 50 from NCR (Faridabad). All the respondents responded correctly to all the items of the questionnaire because the researcher visited them personally and taken back the questionnaire at the same time.

### **Sampling Procedure**

**Distribution of parents:** In this study total 100 parents were selected from different schools. The distribution of parents on the basis of government and private schools are given in table

#### **1. Table for distribution of parents**

| <b>Schools</b> | <b>Number of parents</b> |
|----------------|--------------------------|
| Government     | 45                       |
| Private        | 55                       |
| <b>Total</b>   | 100                      |

**2. The distribution of parents on the basis of place, Delhi and Faridabad, was equal 50 samples from each place.**

| <b>Region</b> | <b>Number</b> |
|---------------|---------------|
| Delhi         | 50            |
| NCR           | 50            |

|              |     |
|--------------|-----|
| <b>Total</b> | 100 |
|--------------|-----|

The distribution of sample on the basis of gender was also not even; there were total 63 sample denoted male while 37 denoted females.

### **3. Sample distribution of parents (gender wise)**

| <b>Gender</b> | <b>Number of parents</b> |
|---------------|--------------------------|
| Male          | 63                       |
| Female        | 37                       |
| <b>Total</b>  | 100                      |

There are large number of Government and Private schools situated in Delhi and NCR region. The population for the present study comprised of the parents of the students of upper primary Schools situated in Delhi and NCR.

Due to large number of schools and scarcity of time and the need of the study, the researcher selected 20 schools in Delhi- NCR , the data was collected from the selected schools only. So, keeping in mind the above-mentioned constraints it was preferred and decided to use the convenient sampling for the selecting of the schools, whereas to make the sample representative in selecting of the parents a random sampling method was applied.

### **Tools and Techniques used**

Due to non-availability of suitable standardized tool to meet the purpose of the present study, the investigator herself constructed tool. A questionnaire was constructed for the parents. A

questionnaire is an easy and convenient ‘tool’ for collecting and recording the information about the problem under the study.

### **Questionnaire for Parents**

This tool was prepared to collect the information related to CCE from the parents of the students. This tool carries 30 closed ended items on the five-point Likert scale and the tool collected the following information:

- Awareness of the parents related to CCE.
- Child progress
- Teachers behaviors towards child and activities
- Burden on parents due to CCE
- Strength of CCE
- Weakness of CCE

#### **4. Different dimensions of the parent’s perception tool and Item number**

| <b>S.No.</b> | <b>Dimensions</b>                                | <b>Item number</b>  | <b>Total items</b> |
|--------------|--------------------------------------------------|---------------------|--------------------|
| 1.           | Awareness of the parents related to CCE.         | 19,21,28,27,29,30   | 06                 |
| 2.           | Child progress                                   | 2,7,8,9,14,15,24,26 | 08                 |
| 3.           | Teachers behaviours towards child and activities | 12,20,22,23,        | 04                 |

|    |                              |               |    |
|----|------------------------------|---------------|----|
| 4. | Burden on parents due to CCE | 10,18,25      | 03 |
| 5. | Strength of CCE              | 1,3, 4, 6, 11 | 05 |
|    |                              |               |    |

1. c

**Conclusion:** From the calculated values it is evident that there is significant difference between government and private upper primary school student's parent's perception towards CCE. So, the hypothesis is rejected.

#### **Delimitation of the study**

There were following delimitations in this study:

1. The present study is delimited to class VI, VII and VIII.
2. The present study is delimited to Faridabad only in NCR.
3. The present study is delimited to the south Delhi in Delhi.

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