

## Appreciation' about Continuous and Comprehensive Evaluation for Children with Hearing Impairment by General and Special Educators - A comparative study

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### **Abstract:**

Today's Education system which has inclusive approach and aimed to meet the mission of holistic development of each and every child irrespective of ability and disability who comes under the roof of inclusive classroom. Day today overall development of the children in the classroom can be seen effectively with help of continuous and comprehensive evaluation. Continuous and Comprehensive Evaluation manual (CCE) for teachers-Classes VI to VIII (2010) has revealed that all commissions and committees related to education have recommended reducing the emphasis on external examination and encouraging the internal assessment. It is also suggests that a school can deal with the differently abled students by forming team consisting of the school counselor, class teacher, peer mentor or buddy. Hence, the need was felt to check the appreciation level of the general as well as special educators about the continuous and comprehensive evaluation for children with hearing impairment. The participants for the study were the teachers who are working in general and special school at secondary level. A descriptive sample survey method with random sample technique was followed to collect data from 60 teachers. On the basis of the CCE manual for teachers-Classes VI to VII (2010) a questionnaire was prepared and used to collect the data from different schools of Mysuru and Bengaluru city. A Mann Whitney U-test was used to analyze the data. Result shows that there is a significant difference between the appreciation level of the general and special educators about continuous and comprehensive evaluation for children with hearing impairment.

**Keywords:** Children with hearing impairment, Continuous and Comprehensive Evaluation, General Educators, Special Educators

### I. PROLOGUE

“External examinations make no allowance for different types of learners and learning environments and induce an inordinate level of anxiety and stress. Therefore, there is a need for a functional and reliable system of school based evaluation i.e. continuous and comprehensive evaluation.” -- National Curriculum Framework (2005).

Effective determination of teaching-learning process is shown by the evaluation system. Several commissions and committees such as ; The Hunter Commission (1882), Calcutta University Commission or Sadler Commission (1917-1919), Hartog Committee report (1929), the report of Central Advisory Board or Sergeant Plan (1944), Secondary Education Commission or Mudaliar Commission (1952-53) recommended for examination reforms, as a result of that continuous and comprehensive evaluation system has been followed in the Indian education system. Present education system has inclusive approach and aimed to meet the mission of holistic development of each and every child irrespective of ability and disability who comes under the roof of inclusive classroom.

Experts in the field of education expressed that Continuous and comprehensive evaluation is also used to identify student needs in order to guide them towards desired goals. As student needs and difficulties are identified, appropriate remedial measures are taken to solve such problem.

Need of the continuous and comprehensive school based

evaluation has been reiterated over two decades. The Kothari Commission report (1966) observed, ‘on the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal assessment as contained in his cumulative record’.

As a result of the implementation of Right to Education Act (2009), the composition of the classroom is changing. The classroom environment is enriched by more number of students with diverse intelligence, talents, skills, interests and backgrounds. Such type of classroom environment is gave chance to the teacher to realize the importance of different style of teaching and teaching materials which is going to effect on the learning style of diversified students of the classroom. Not only diversified teaching styles are essential but also variety of evaluation pattern is very much essential to meet the challenges faced by the different types of students in the classroom.

Hence, Continuous and Comprehensive Evaluation manual (CCE) for teachers-Classes VI to VIII (2010) has revealed that all commissions and committees related to education have recommended reducing the emphasis on external examination and encouraging the internal assessment. It is also suggests that a school can deal with the differently abled students by forming team consisting of the school counselor, class teacher, peer mentor or buddy.

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Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of a student that covers all aspects of a student development. The continuous aspect of CCE takes care of 'continual' and 'periodicity' aspect of evaluation. The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality. Comprehensiveness includes assessment in Scholastic and Non-Scholastic aspects of the pupil's growth.

## II. REVIEW OF LITERATURE

- Kumar. Y.M and Kumar K.S (2015) revealed that teachers are not adequately prepared for the effective execution of CCE in schools. Further they said that large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.
- Singh. A, Patil. J and Desai. R (2013) found that the attitude of B. Ed students towards continuous internal assessment has found to be favorable. Further they found that majority of the students were favor of continuation of this system of assessment with certain improvements because it helps for both teachers and students for their self-improvement.
- Angadi. R.G and Akki M.B (2013) found that continuous and comprehensive evaluation and fixed internal schedule reinforcement has significant relationship with learning and academic achievements in the subject of English at secondary school level.
- Sharma. K (2013) revealed that there is significant difference between the attitude of school teachers towards continuous comprehensive evaluation in relation to locality experience and nature of school.
- Singhal (2012) finds that currently the perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers. The teacher is not adequately prepared for the effective execution of CCE in government schools. Further she expressed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.
- Sonawane and Isave (2012) find that the role of CCE is very important when our aim is to improve learner's quality in the cognitive as well as in the non-cognitive domains. In the school context it is a continuous updating of teachers about their students.
- Rao Manjula and S.P. Kulkarni(2002) discovered that truth about education system that we must look into its evaluation procedures. Examinations in their present form are not the real measure of students' potential because they cover only small fraction of the course content.

## III. RATIONAL OF THE STUDY

Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shikshan Abhiyan (SSA & RMSA) are the two flagship program under Quality Assurance innovative programme agenda of the

government and Right to Education Act (2009) focus on "Education for All". No school should deny the admission of any child irrespective of their abilities and disabilities. Hence, every child is getting chance to study in the inclusive schools. The concept of inclusive education tells that schools have to adjust, modify and adopt itself to address the diverse need of every child who is taking admission into inclusive schools. Children with hearing impairment are one among them. As education system is imposing to follow the continuous and comprehensive evaluation system in the school system, it is beneficial for the children with diverse needs. Because, CCE follows both the pattern of summative and formative evaluation which has the scope for assessing each and every areas continuously and comprehensively in a progress way. If school follows term end evaluation pattern that would be difficult for the children with hearing impairment because of their difficulty in speech, language and communication. In this respect classroom teacher play significant role in conducting evaluation. If teacher role is significant in evaluation of each and every child in the classroom, the appreciation level of the CCE by the school teacher is also need to be taken into consideration. Even though, inclusive philosophy has been following in Indian Education system, on the other side, still there are many children with hearing impairment who are studying in the segregated set-ups. The appreciation level of the special educators about the CCE is also well considerable.

Several researches come out with the opinion that teacher finding difficulty in following the continuous and comprehensive evaluation pattern. In this regard, Kothari and Thomas (2012) exposed that teacher raised the problem of implementation of CCE which causes disturbance to other classes. Julka (2015) in a project called "Including Children with Special Needs-Upper Primary Stage" says that Teachers are still struggling to gain conceptual clarity and practical understanding of what CCE is and also she mentioned that they are diluting the essence of CCE by merely conducting daily tests.

Hence, the attempt is made to find out the 'Appreciation about Continuous and Comprehensive Evaluation for Children with Hearing Impairment by General and Special Educators'.

### *Aim of the study:*

To find out the appreciation about Continuous and Comprehensive Evaluation for Children with Hearing Impairment by General and Special Educators'

### *Objectives of the study:*

1. To find the conceptual knowledge about CCE with reference to children with hearing impairment among General educators and Special Educators.
2. To find out the conceptual knowledge about school based CCE with reference to children with hearing impairment among General educators and Special Educators.
3. To find out the conceptual knowledge about assessment domain under CCE with reference to children with hearing impairment among General educators and Special Educators.

4. To find out the conceptual knowledge about tools and techniques of evaluation under CCE with reference to children with hearing impairment among General educators and Special Educators.
5. To find out the conceptual knowledge about Implications of Continuous and Comprehensive Evaluation with reference to children with hearing impairment among General educators and Special Educators.
6. To find out the overall knowledge about the CCE with reference to children with hearing impairment among General Educators and Special Educators.

**IV. METHOD**

**Research Design:** A descriptive survey method was used as a research design.

**Sample techniques:** Random sampling technique was followed.

**Selection Criteria of Participants:**

- General Educators from the inclusive private schools and special educators from the aided special schools of Bengaluru and Mysuru cities are the participants for the present study.
- These Educators are teaching state syllabus at higher primary level.
- Total numbers of participants are 60, out of which 30 are General Educators and 30 are Special Educators.
- Qualification of the Educators ranges from D. Ed to M. Ed for General Educators and D. Ed (HI) to B.Ed(HI).

**Tool for Data Collection:**

- A questionnaire was developed on the bases of the “Continuous and Comprehensive Evaluation manual (CCE) for teachers-Classes VI to VIII (2010)”.
- 20 Yes or No type questions were formed in 5 different headings, such as:
  1. Continuous and Comprehensive Evaluation
  2. School Based Continuous and Comprehensive Evaluation
  3. Assessment of areas under Continuous and Comprehensive Evaluation
  4. Tools and Techniques of Evaluation and
  5. Implications of Continuous and Comprehensive Evaluation for Schools
- Questionnaire was validated by the experts in the field of General Education as well as Special Education, suggestions were incorporated.

**Data collection procedure:**

Researchers personally went to the school by taking prior permission from the school headmasters and distributed the questionnaire to the participants. Three days’ time was given to the participants for returning the answered questionnaire. They again collected the questionnaire personally.

**Data analysis:**

- Shapiro Wilks test for normality was administered to

check the normality, which shows that above mentioned parameters and total scores are not follows normal distribution ( $p > 0.05$ ).

- Hence, Non-Parametric test-Mann Whitney-U test was administered to see the significant difference between general educators and special educators concerned to the above mentioned parameters and total scores. Since, the assumption of normality for parametric test was not be satisfied.
- Statistical inferences of two sample test of probabilities was also used to seen the probability of the correct answers from both the groups.
- Test for equality of proportion was administered to compare the proportion of awareness between the two scores independently.

**V. RESULTS AND DISCUSSION**

The aim and objectives of the study focused to find the appreciation Continuous and Comprehensive Evaluation for Children with Hearing Impairment by General and Special Educators. Accordingly the followed results were obtained. Results are interpreted and discussed at individual questions responded by the participants, section wise responses and total responses from the participants. The detailed result and discussion of the study is as follows:

**Table 1:** Yes or No responses and P-Value of all individual questions from both groups of the Educators

Sl. No	General Educators' Responses		Total	Special Educators' Responses		Total	P Value
	Yes	No		Yes	No		
Q.1	26	4	30	30	0	30	0.03
Q.2	30	0	30	30	0	30	
Q.3	27	2	29	30	0	30	0.14
Q.4	18	11	29	16	14	30	0.49
Q.5	14	16	30	6	24	30	0.02
Q.6	10	20	30	3	27	30	0.02
Q.7	21	9	30	27	3	30	0.05
Q.8	26	4	30	28	2	30	0.38
Q.9	19	11	30	15	15	30	0.29
Q.10	12	18	30	6	24	30	0.09
Q.11	29	1	30	26	4	30	0.16
Q.12	18	12	30	5	25	30	0.00
Q.13	14	16	30	19	11	30	0.19
Q.14	18	12	30	17	13	30	0.79
Q.15	27	3	30	15	13	28	0.00
Q.16	28	2	30	27	3	30	0.64
Q.17	14	16	30	17	12	29	0.35
Q.18	27	3	30	27	3	30	1.00
Q.19	13	17	30	16	14	30	1.43
Q.20	21	9	30	16	14	30	0.18

\*Significant at 0.05 level

As it is evident from the table 1 that the total responses from both the groups is observed, it shows that there is highly significant difference between both the groups for almost all the questions, except Q. 7, which shows that there is no significant difference between both the groups. To check the correctness Q. 4, 5, 9,10,12,13,14,19,20 are given purposefully wrong statement to get the responses. Percentage of general educators responded correctly to the

above mentioned questions are 37.9%, 53.3%, 36.7%, 60%,40%,53.3%,40%,53.3%,56.7%,70% respectively. Similarly, percentage of special educators responded correctly to the above mentioned questions are 46.7%, 80%, 50%, 80%, 83.3%, 36.7%, 43.3% 41.4%, 46.7%, 53.3% respectively. In this regard, Rao Manjula (1998, 2001, 2002) rightly find out several tensions and constraints influencing evaluation practices among those three importance factors are: 1. Lack of knowledge and skills related to evaluation, 2. Lack of facilities and time, 3. External accountability. Julka (2015) says that Teachers are still struggling to gain conceptual clarity and practical understanding of what CCE is and also she mentioned that they are diluting the essence of CCE by merely conducting daily tests. These reasons are very practically concerned to both the group of educators in the present study. It shows there is lack of in-service training for the teacher to carry out evaluation procedure in a very effective manner by concerning both aspects of education those are scholastic and non-scholastic areas.

**Table 2:** Section wise findings of median and standard deviation of responses from General Educators and Special Educators

Part :A			
Educators	Median	Standard Deviation	Total Scores
General Educators	4.00	1.08	30
Special Educators	4.00	0.78	30
Part :B			
General Educators	1.00	0.61	30
Special Educators	1.00	0.45	30
Part:C			
General Educators	3.00	2.86	30
Special Educators	2.00	0.82	30
Part:D			
General Educators	2.00	0.77	30
Special Educators	2.00	0.93	30
Part:E			
General Educators	3.50	1.00	30
Special Educators	3.50	1.07	30

As it is evident from the table 2 that because of abnormal distribution of responses median was used to check out the average responses, and it shows that responses from general Educators and Special Educators differs to some extent from each other in each level.

**Table 3:** Median and standard deviation of responses from General Educator and Special Educators in Total

Educators	Median	Standard Deviation	Total Scores
General Educators	3.500	1.0063	30
Special Educators	3.500	1.0793	30

It is depicted in the table 3 that responses from both the group of educators are varies.

To see the significant appreciation about the continuous and comprehensive evaluation for children with hearing impairment among general educators and special educators a Mann Whitney U-Test was administered. The results show in the following table.

**Table 4:** Mann Whitney U-test result and P value of all the five parts and the total responses from General Educator and Special Educators

Statistics	PartA	PartB	PartC	ParD	PartE	Total Awareness
Mann-Whitney U	394.000	436.500	341.500	255.500	447.000	316.000
Wilcoxon W	859.000	901.500	806.500	720.500	912.000	781.000
Z	-.871	-.252	-1.720	-3.068	-.046	-2.001
Asymp. Sig. (2-tailed)	.384	.801	.085	.002	.963	.045

\*Significant at 0.05 level

It is observed from table 4 that responses from both the groups have significant difference in part A, part B, part-C and Part D. The P value for part-D is  $p < 0.002$  and for total awareness is  $p < 0.045$ . It shows that conceptual knowledge of the Educators from both groups to some extent significantly differs from each other where as in part D and Total score shows that conceptual knowledge of both the group has significant similarity.

Part D contains the information about tools and techniques of evaluation and it has the significant similarity among both the groups of the educators, it could be because of educators from general schools and special schools have the practice of using the various tools and techniques while evaluating the students with hearing impairment in the classroom situation. Also they usually do the grading for the scholastic areas by using five point grading scale and most of the time Non-scholastic areas were not taken into consideration for evaluation as well as grading also.

Whereas there is a difference in rest of the four parts, those four parts contains the information about continuous and comprehensive evaluation, school based evaluation, assessment of areas under CCE and implication of CCE for schools respectively. Variation in the responses from both the groups of teachers' scatters that could be because of the variation in the year of teaching experience for normal children as well as for children with hearing impairment, teacher training undergone means some have done diploma level training course some have bachelor level and other have master level training. Apart from this other reasons of variations could be the scarcity of in-depth knowledge about the nature and educational need of the children with hearing impairment, lack of knowledge about the limitation of the children with hearing impairment in learning process, lack of hands on experience of implementing the CCE in classroom situation in general as well as special schools, etc...

Apart from this, Rao Manjula(2002) say that teachers covers only a small fraction of the course content, they do not cover all the evaluation of all abilities, nor do they provide for the application of multiple evaluation techniques which can assess the cognitive as well as the non-cognitive abilities of learners. Sharma. K(2013) finds that the attitude of the teacher towards continuous comprehensive evaluation is also influencing factor for acquiring in-depth knowledge about the evaluation procedure under CCE. Kumar Y. M and

Kiran Kumar K.S (2015) tell that the level of awareness among secondary school teachers is not up to the mark, even after more than two years of implementation of continuous evaluation system.

Even though, there is a significant difference in subsection, but if overall awareness level is observed it shows that there is no significant difference between both groups. But the awareness level is very low.

When it is consider to the amount of in-service training programs were prepared and implementation of those programs to enrich the educators about the CCE, publication of the training manual for the use of these training manuals by educators in the classroom situation and also reformation in the syllabi of the training programme with respect to the CCE for the fresher and the implementation of the inclusive philosophy since the year 2000 which addresses equal opportunities for the children with special needs include children with hearing impairment in the inclusive classroom, shows that educators from both groups must have high level of appreciation about the continuous and comprehensive evaluation.

To conclude, Today's focus of educational system is "Learning without burden". In this regard at policy, recommendation level efforts were made to empower the educators to follow the continuous and comprehensive evaluation in a very effective way, but it needs to be channelized more and more effective and rapid way for the in-service educators in both the set-up of the education system.

#### **Limitation of the Study:**

- The present study covers only the private inclusive schools and special schools which follows state syllabus.
- Only 60 Educators were participated in the study.

#### **Implication of the Study:**

- The result of the study can be used to refer for the development of training programme more intensive way for the in-service teachers.

## **VI. ACKNOWLEDGEMENT**

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