

CHAPTER- 3

METHODOLOGY

3.0 Introduction

Education is the tool for the change of the human personality. It gives proper knowledge about growth and development of the child. Evaluation is the process and it helps to measure the child potentials how much children learn education. Comprehensive development is the ultimate goal of the present education system. Development of the Cognitive, Affective, and Psychomotor domains are the important aspects in the all round development of the child. All round development is the major responsibility of the every teacher those who are working in the field of education. For that reason every teacher should remember their daily teaching about evaluation of the all domains behavioral development. In India from before independence to still now many Committees and Commissions recommended about introducing the Continuous and Comprehensive Evaluation at different stages at school level. In this context it is necessary to know the process of implementation of the Continuous and Comprehensive Evaluation at school level.

Continuous and comprehensive evaluation (CCE) is the new paradigm shift in the field of evaluation. CCE covers all domains of the child especially cognitive affective and psychomotor domains. It is very useful to assess these three domains to know the all round development of the child. Implementation of the CCE is one of the major aspects in present school education scenario. It is very essential to know the proper implementation of the continuous and comprehensive evaluation in school level.

The present chapter methodological procedure dealt about plan and procedure of the present research study. This chapter is very useful to give possible answers about the research questions. In this chapter the investigator comprehensively discussed about the how tools and techniques was prepared. Investigator explained about the procedure of the selection of the respondents and process of validation of the tools. Investigator described about the data collection procedure and analysis and interpretation of the collected research data. In this chapter plan and procedure is presented in a sequential manner to be comprehensive.

3.1 METHODOLOGY

3.1.1 Research Design

The present research study entitled “A study of implementation of the Continuous and Comprehensive Evaluation at Upper Primary schools in Andhra Pradesh” has been under taken in Prakasam district. Basically Prakasam district is one of the developing districts in Andhra Pradesh. District is educationally divided in to four divisions namely Ongole, Parchoor, Kandukur, and Markapoor. There are totally 56 mandals in Prakasam district. This Prakasam district has been selected purposively by the investigator. One of the reasons for selection of this district is that the investigator belongs to Prakasam district. The other reason is the Prakasam district is mostly one of the rural districts in Andhra Pradesh. The literacy rate also is observed to be low. It could be further observed that female literacy in Prakasam district is low.

3.2 Population of the study

The population of the study consists of all Teachers, Students and Head masters, Parents and School Management Committee members of Government Upper Primary Schools, Mandal Educational Officers (M.E.O) District educational officer (D.E.O) and Deputy Educational Officer (DY.E.O) of Prakasam District in Andhra Pradesh. There are 390 rural Upper primary schools, 56 MEO's, 4 DY.EO's and 390 Head masters, all teachers and students of upper primary schools in Prakasam district.

3.2.1 Sample of the Study

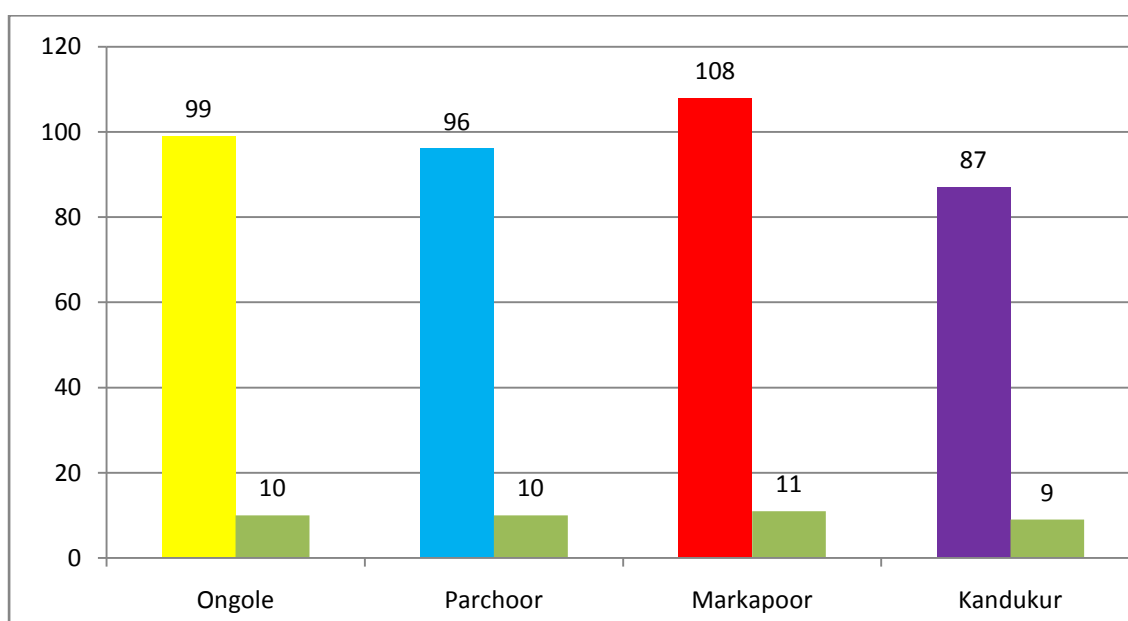
The following table 3.1 shows the distribution of the sample in Prakasam district

Table 3.1: showing the Distribution of the Sample

Sr. No.	Divisions	Mandals	Total rural upper primary Schools	Sample of the Schools
1.	Ongole	14	99	10
2.	Parchoor	14	96	10
3.	Markapoor	11	108	11
4	Kandukur	17	87	09
Total		56	390	40

The selection of the sample was presented in Figure no 3.1

Figure no 3.1 the selection of the sample



The present study was carried out in the Prakasam District of Andhra Pradesh. There are 390 Upper primary schools located in Four Educational divisions namely, Ongole, Parchoor, Markapoor, and Kandukur. Total 10 percent of Upper primary schools were selected with the help of random sampling technique. All head masters/ headmistress, teachers those who are teaching 6th, 7th and 8th standard, was sample of the study. 7th standard students from each school were selected using random sampling technique. All Mandal Educational officers (sample 40) constituted sample for the study.

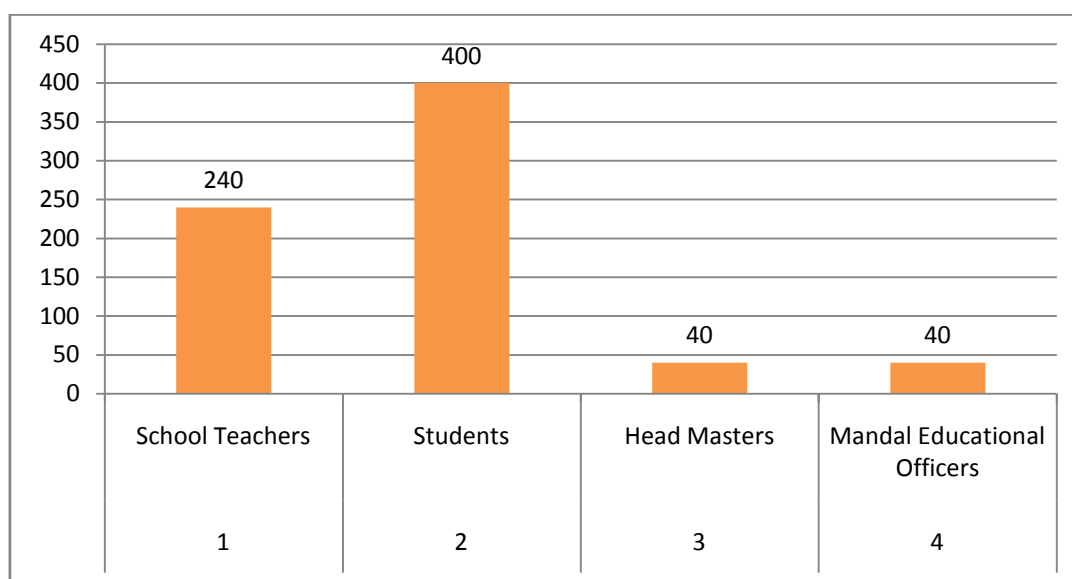
Table number 3.2 shows the categories of respondents in the study

Table 3.2 showing Selection of the Respondents

Sr. No.	Name of the respondents	Number
1	School Teachers	240
2	Students	400
3	Head Masters	40
4	Mandal Educational Officers	40
Total		720

The selection of the respondents were presented in the figure no 3.2

Figure no 3.2 Selection of the Respondents



3.2.1.1 Selection of Administrators

The investigator has selected administrators as a sample for the present study to know the problems regarding implementation of the Continuous and Comprehensive Evaluation at upper primary schools. For that purpose the investigator collected the data from the administrators school headmaster, Mandal educational officers. The final lists of the administrators are as shown in the table number 3.3

Table No.3.3 Showing Number of Administrators

Sr. No.	Designation of the administrator	Number
1	Mandal educational Officers	40
2	School Head Masters	40
Total		80

3.2.1.2 Selection of the teachers

Investigator personally visited all sample schools for collection of the data. In upper primary schools those teachers who were taking classes for classes 6, 7, 8th were the sample of the study. Teaching all subjects at upper primary level 6(six) teachers are necessary according to CCE norms.

Table No 3.4 showing numbers of selected teachers

Sr. No.	Divisions	Mandals	Total Schools	Sample of the Schools	Sample of the teachers
1.	Ongole	14	99	10	60
2.	Parchoor	14	96	10	60
3.	Markapoor	11	108	11	66
4	Kandukur	17	87	09	54
Total		56	390	40	240

3.2.1.3 Selection of the students

Students are the people who show change for implementing any policy at school level. The investigator included students as sample to know the reaction about implementation of the continuous and comprehensive evaluation. Investigator delimited study to VII standard only. Investigator randomly selected 7th class students, 10 members for each school. Totally 400 members were selected as sample from all sampled schools. The sample of the students selected for the study are shown in Table No. 3.5

Table No 3.5 Selection of the students

Sr. No.	Divisions	Mandals	Total Schools	Sample of the Schools	Sample of the 7 th class students
1.	Ongole	14	99	10	100
2.	Parchoor	14	96	10	100
3.	Markapoor	11	108	11	110
4	Kandukur	17	87	09	90
Total		56	390	40	400

3.3 Tools used for Data collection

In order to collect the relevant data from the respondents like school teachers, head masters, parents, students, and administrators like Mandal educational officers,

,the investigator prepared different type of tools like questionnaire, perception scale, classroom observation schedule, structured interview schedule, and focussed group discussion. These are presented as under.

Tools and Techniques for Data Collection

The following tools were employed for data collection.

1. The Investigator was prepared a Checklist to find the facilities in the aspects of Scholastic and Co- Scholastic aspects of CCE implementation, Class room observation schedule was also prepared by the investigator for assessing teaching learning process
2. The Investigator prepared a questionnaire for teachers to find out the problems encountered by the teachers in implementation of CCE in schools. Investigator also conducts focus group discussion to teachers.
3. A questionnaire was constructed by the investigator to study the problems faced by Head Masters, structured interview schedule was prepared by the investigator to know the problems of Mandal Educational Officers on implementation of CCE.
4. The Investigator constructed a perception scale which is of on five point likert scale to study the perception of teachers towards implementation of CCE
5. The Investigator prepared a reaction scale which is of 5 point scale to study the reaction of students towards learning through CCE

3.3.1 Check list

The investigator prepared detailed checklist to know the facilities of the school. Prior to Preparation of the checklist investigator had visited few upper primary schools to know the facilities of the school. Investigator used previous teaching experience as a Government school teacher for preparation of the checklist. And also investigator read the CCE manual prepared by the Government of Andhra Pradesh to know the actual condition of the school. Based on all these conditions and experience investigator has prepared checklist, to know the facilities of the school for implementation of the CCE.

The check list consisted of two parts. Part-A dealt with general information about the school. Part-B of the check list having the different aspects of the school regarding the facilities like Availability of infrastructural facilities in the school, Scholastic areas,

Co-scholastic areas, Computer education, Work Education, Value Education, Art and Cultural Education. In that each aspect investigator allotted related items under that category based on his teaching experience as a school teacher and based on the CCE manual. The original version of the check list consisted of 123 items. The original draft of the check list was sent to the different experts those who are familiar in concept of continuous and comprehensive evaluation. The experts like CASE, RIE, Mysore, MANNU Faculty and some other school teachers and upper primary school head masters for review and content validity. Experts have given the number of suggestions about the grammar, difficulty, and vagueness, inappropriate items and phrases. Based on the expert suggestions some of the irrelevant items were removed from the check list. After that the investigator conducted pilot study on small sample. The main aim of the pilot study is to find out the difficultness of the check list and clarification of the terminology, overlapping of the items. After receiving the feedback by the headmaster and teachers check list was modified. The final version of the check list had 119 items. The final version of the check list structure is given in table no 3.7. The final draft of the check list is given in appendix (see appendix-E)

Table-3.6 Checklist

Sr. No	Sub items	Original draft	Final draft
1	School profile	11	09
2	Availability of infrastructural facilities	15	11
3	Scholastic areas	35	33
4	Co-scholastic areas being followed in the school	04	04
5	Health and Physical Education	20	22
6	Computer Education	10	12
7	Work Education	15	15
8	Values Education and life skills	06	06
9	Art& Cultural Education	07	07
TOTAL		123	119

3.3.2 Observation schedule:

In the present study one of the objective is to study the teaching learning process of scholastic and co-scholastic aspects of implementation of CCE. For achieving this objective the investigator prepared classroom observation schedule for scholastic aspects like languages, mathematics, general science, and social studies. The reason of the preparation of the classroom observation schedule is to know the teaching style of the teachers based on CCE. Researcher also prepared separate observation schedule for non scholastic aspects like art education, computer education, value education and life skills and health and physical education. These observation schedules are very helpful to understand the complete picture of class room teaching learning process according to CCE. The investigator prepared separate observation schedule for non scholastic aspects for the reason that each subject academic standards are different in the perspective of CCE.

CCE based classroom Observation schedule

Investigator prepared classroom observation schedule for assessing the teaching learning process in upper primary schools in Andhra Pradesh. Before preparation of the observation schedule investigator read the CCE manual to know the actual guidelines regarding teaching learning process of CCE. Investigator had the teaching experience in secondary school, and also investigator met different subject teachers to know the teaching learning process based on CCE. Investigator also had gone through the review of related literature on different aspects of CCE. Investigator studied different observation schedules and he finally prepared CCE based classroom observation schedule. This observation schedule consists of two parts. Part- A gives general information of the respondents. Part-B of the observation schedule dealt about different components of the observation schedule. These components are Introduction of the lesson, teaching learning process, Interaction with students, teaching learning material, Conclusion of the lesson. Under each component investigator prepared different observable items related to CCE. The original items in the observation schedule are 37. investigator sent to the experts the original draft of tool for validation. Investigator has taken the expert suggestions and after that investigator modified the observation schedule according to CCE pattern. Pilot study was conducted and investigator observed classroom teaching learning process and investigator has taken the suggestions on final preparation of the CCE based classroom observation schedule. The final draft of the schedule is having 30 items. Investigator had given

rating for these items 3 indicates ‘to a great extent, 2 indicates ‘to some extent, 1 not at all. The final draft of the observation schedule is shown in the table 3.7. (The same observation schedule also given in appendix-F)

Table-3.7 CCE based Classroom Observation Schedule

Sr. No	Components	Original draft	Final draft
1	Introduction of the lesson	4	4
2	Teaching learning process	11	10
3	Interaction with students	11	7
4	Teaching learning material	3	2
5	Conclusion of the lesson	8	7
Total		37	30

3.3.3 Questionnaire for teachers

The main aim of the Preparation of the questionnaire for school teachers is to know the problems about the implementation of the continuous and comprehensive evaluation. The investigator used experience as a teacher in school, and also read the CCE manual and subjects manuals prepared by the SCERT. Investigator reviewed related literature and found some of the observations from literature. Investigator has taken some of the teacher’s opinions of those who are working in schools under the continuous and comprehensive evaluation system. Investigator also observed some of the tools to understand the problems of the teachers on implementation of the CCE. Investigator found that questionnaire is suitable tool to know the problems of the teachers on implementation of CCE.

Firstly investigator identified the major components under CCE, and prepared questions under each component. The questionnaire for school teachers on problems of the implementation of CCE at upper primary level consist of two parts .part A deals with general information about the teacher’s background. Part -B of the questionnaire is related to different components. These different components are (a) Concept and awareness of CCE , (b) Infrastructural facilities , (c) Teaching learning process, (d)problems related to Tools and evaluation , (e) Training , (f) Teachers problems ,(g) Feedback , (h) Teachers suggestions for further development of the CCE. For each component investigator prepared number of questions related to that particular component. The original version of the questionnaire is consisting of 75 questions.

The original draft of the questionnaire was sent to the different experts in the field of education like RIE, CASE faculty, MANNU, and upper primary school teachers for review and content validity. The number of suggestions was received about the grammar, difficulties, vagueness, and inappropriate terms/phrases statements in the questionnaire. Investigator accepted their valuable suggestions and modified the questionnaire. The final version of the questionnaire was having 51 items. Questionnaire was having both open and close ended type questions. Then the investigator translated the questionnaire into Telugu to facilitate the respondents for their convenience and better understanding of the questions.

A pilot study was conducted with teachers of those who are not part of the sample of the study, to find out difficulties, clarification of the terminology, overlapping of items. After receiving the suggestions by the experts on the content validity of the items, and feedback of the teachers in the pilot study the questionnaire was modified according to their suggestions. The final draft of the questionnaire consisted of 44 questions. The final version of questionnaire on problems of the teachers on implementation of the Continuous and Comprehensive Evaluation is presented in table number 3.8.(See appendix-G)

Table No.3.8 showing teachers problems of implementation of CCE

Sr. No	Components	Original draft	Final draft
1	Concept and awareness of CCE	11	7
2	Infrastructural facilities	4	2
3	Teaching learning process	7	5
4	Tools and evaluation	16	6
5	Training	10	9
6	Teachers problems	15	5
7	Feedback	4	4
8	Teachers suggestions for further development of CCE	7	6
	Total items	74	44

3.3.4 Focus group discussion with teachers

Investigator has conducted focus group discussion with upper primary school teachers to know the problems of implementation of continuous and comprehensive evaluation. Focus group provides valuable information to draw the conclusions. Investigator asked about system of CCE and probed many questions on them. Teachers also actively participated and share their ideas on problems if CCE. These questions are problems related to syllabus and text book, formative and summative assessment, grading system, problems related to students work given by teachers, maintained of records and non scholastic aspects, opinions and suggestions

3.3.5 Questionnaire for the Head Master

The questionnaire is for the head masters, was prepared by the investigator to know the problems of the implementation of the Continuous and Comprehensive Evaluation at upper primary schools. Firstly investigator reviewed related literature related to the CCE and read the CCE based manual for teachers and RTE manual prepared by SCERT .investigator and also interviewed a few head masters to understand the scenario of the implementation problems of CCE at upper primary level. Finally investigator prepared questionnaire for headmasters to know the administrative problems on implementation of CCE.

The questionnaire consisted of two parts. Part-A is dealt with general information about the head master. Part-B consists of seven major components .each component having few questions related to that concept, awareness and problems. All These seven major components in questionnaire are on awareness of CCE, training for the teachers, resources in the school, tools and assessment, problems, H.M initiative actions in the school, opinions and suggestions. Investigator prepared many questions under each component.

The original version of the questionnaire consisted of 62 questions. The original draft of the questionnaire was sent to different experts including teachers those who are having the sound knowledge about the continuous and comprehensive evaluation. The first draft sent to CASE, RIE, and school teachers' and head masters for review the content validity of the questionnaire. The suggestions were given by them about the difficulty of questions, grammar, vagueness and irrelevant questions, inappropriate

terms in the questionnaire. According to experts valuable suggestions un- related items, difficulty and vagueness items were removed from the questionnaire. A pilot study was conducted to the head masters those who are not part of the sample of the study. The main purpose of the pilot study is to find out the difficulty, overlapping of the questions, and clarification of the terminology. After receiving the suggestion from the head masters through pilot study the questionnaire was modified. The final draft of the head masters questionnaire consisted of 40 questions. The structure of the final draft of the questionnaire presented under given table 3.9---the final draft of the questionnaire also given in (Appendix-J)

Table-3.9 Questionnaire for the Head Masters

S. no	Components	Number of items	
		Original draft	Final draft
1	Awareness about CCE	4	3
2	Problems related to Training	10	7
3	Problems related to Resources	6	4
4	Tools and assessment	5	3
5	Problems related to scholastic & non scholastic aspects	7	5
6	Problems related to maintenance of records	6	3
7	Problems related to community and staff	7	4
8	Opinions and suggestions	15	11
Total		60	40

3.3.6 Structured interview for Mandal educational officers

Mandal educational officers are the responsible person's implementation of the CCE at Mandal level. Any government programme implementation at Mandal level M.E.Os is the major responsible person. Frequently visiting the schools and monitoring the teachers working conditions and giving proper guidelines are the important things to improve teaching quality in schools. The new paradigm CCE

implementation is also connected M.E.O. According to the CCE manual prepared by the Andhra Pradesh state government M.E.Os are major responsible persons at Mandal level. To know the problems of implementation of the CCE at Mandal level investigator prepared structured interview schedule for Mandal Educational Officer's .Preparation of the structured interview investigator read the roles and responsibilities of the Mandal educational officers. Investigator read the CCE manual and also met few M.E.Os and asked actual situation of the programme for find out the real condition of the CCE. Based on these all essential requirements investigator was prepared structured interview schedule. The major components of the interview are Problems of implementation of CCE, difficulty for implementation of CCE, opinion on CCE, suggestions for improvement of CCE. Investigator prepared some questions for each component and sent it to the validation to experts. The original draft of the interview schedule is having 18.after validation of the interview schedule, based on the experts' suggestions investigator modify the questions. The final draft of the interview schedule is had 8 questions. The final draft of the interview schedule is given in appendix (see appendix-K)

Table -3.10 structured interviews for M.E.O

Sr. No	Components	Original draft	Final draft
1	Problems in training	03	01
2	Problems in examinations &grading	02	02
3	Problems related to resources	03	01
4	Problems related to record work	03	01
	Problems in conducting non scholastic subjects	03	01
5	Opinion and suggestion	04	02
	Total	18	8

3.3.7 Perception scale for the teachers

To know the teachers perception on implementation of the continuous and comprehensive evaluation at upper primary schools of Andhra Pradesh, investigator prepared perception scale for teachers. For the preparation of the perception scale researcher read psychology books to get complete idea about the perception. Finally researcher thought that 5 point likert type perception is better to conduct the study. Investigator has used his personal experience as a school teacher for preparation of the perception scale. Firstly investigator had identified some major components related to the CCE implementation. Perception scale is having two parts .part-A shows personal information about the respondents. Part-B of the perception scale shows different components and different items under each component. Basically these components are Teacher efforts, Impact of CCE on learning, teaching and learning process, and grading and examination system, in service training, complexity, feedback. In each component investigator prepared sub items to cover that particular component. The original draft of the perception scale has 76 items. The perception scale was sent to different experts for the content validity. Based on that expert suggestions investigator removed unrelated and not useful components from the perception scale. The final version of the perception scale was having 42 items. Among that 21 items are the positive and another 21 items are negative statements. Investigator jumbled all these items irrespective of the position. Investigator translated the perception scale into regional language (Telugu) for the convenience of the teachers. Investigator conducted a pilot study. The main aim of the pilot study is to find out the difficulty of the perception scale and clarification of the terminology and overlapping terms. After receiving feedback from the teachers, perception scale was modified according to their suggestions and recommendations. The modified perception scale is shown in table No.3.11 (see appendix-H)

Table –3.11 shows components of the perception scale

Sr. No	Component	Original draft	Final draft
1	Teachers effort	4	4
2	Impact of CCE on learning	18	12
3	Teaching learning process	17	10
4	Grading and examination system	16	9
5	In-service training	7	nil
6	Complexity	8	nil
7	Feedback	6	nil
8	Time and syllabus	nil	7
Total		76	42

3.3.8 Student's reaction scale

Student reaction is an important aspect in any educational policy. Knowing actual situation of the new paradigm CCE implementation at upper primary school in Andhra Pradesh investigator prepared likert type reaction scale. Preparation of this reaction scale for students, investigator studied some of the review of related literature conducted on students responses on implementation of the CCE. Also investigator considered his previous teaching experience as school teacher in zilla parishat high school in Andhra Pradesh. On that time investigator observed the student feelings about CCE pattern. Apart from that investigator interviewed few students those who are studying in CCE pattern for knowing the responses of the students on implementation of the CCE. Investigator read CCE manual prepared by SCERT Andhra Pradesh for school teachers to get comprehensive picture on teaching learning process of CCE. After sharing his experience with guide investigator prepared 5 point reaction scale for students.

Preparation of the likert type rating scale first investigator identified some of the components related to the CCE in the context of student reaction. These main identified components are(a) Teaching learning process, (b) Self improvement, (c) Formative and summative assessment, (d) Text books and syllabus,(e) Teachers support, (f) Complexity, . Under each component investigator prepared few questions

in the form of negative and positive. The original draft of the reaction scale consists of 52 items. The original draft of the reaction scale was sent to the content validation to the different experts in the field of education. Based on the expert suggestions investigator modified the reaction scale accordingly. The final draft of the reaction scale has 44 items. Among these 44 items 22 are positive items and other 22 are negative items. Investigator translated this reaction scale into Telugu language for the convenience of the students for better understanding the statements. After that investigator conducted pilot study to the seventh class students those who are not sample of the study. The main aim of the pilot study was to find out the difficulty of the words, understanding of the items, and clarification of the terminology, overlapping of the items..After modification of the all these things after pilot study investigator finalized the reaction scale of the students, the final version of the reaction scale consisted of 34 items. The final version of the reaction scale is given in the following table3.12. The final draft of the reaction scale was given in appendix -I

Table 3.12 Structure of Student's reaction scale

Sr. No	components	Original draft	Final draft		final draft
		Total	Positive	Negative	Total
1	Teaching learning process	10	2	2	4
2	Self improvement	12	7	1	8
3	Formative & Summative assessment	8	1	5	6
4	Textbooks and syllabus	8	3	2	5
5	Teacher support	6	3	1	4
6	Complexity	10	1	6	7
Total		54	17	17	34

3.4 Sample selection procedure

The investigator selected randomly 10 percent of the upper primary government Telugu medium schools in each division of the Prakasam district .total upper primary schools of Prakasam district were 391.District was divided into four educational

divisions. Investigator selected total 40 schools in all divisions. In second phase investigator selected one school for A grade and one school B grade in each division(C grade schools not available). In that way the investigator selected 8 schools (4 A Grade +4 B Grades) from all divisions in Prakasam district. Investigator observed the schools and also written field notes to know their innovative activities and also conducted class room observation.

3.4.1 Source of the data

Source of the data is an important aspect in any research study. When the investigator collect data from the primary sources, it is first hand information and most authentic than other sources. In this present study researcher gathered all the data from the primary sources only. The data regarding to know the process of implementation of scholastic and co scholastic aspects researcher collected data with help of check list and classroom observation schedules. The data regarding perception and problems of the teachers on implementation of the CCE, collected from the teachers with help of the questionnaire and perception scale. To know the problems of the administrators on implementation of the CCE were collected from the administrator's i.e. Headmasters/headmistress, Mandal educational officers, of Prakasam district with help of the questionnaire and structured interview. To know the awareness of the parents regarding implementation of the CCE researcher collected data from the parents with help of structure interview schedule.

3.4.2 Data collection

The investigator personally collected the data from head masters, MEO's, Teachers, Parents, school Head Masters and Students during Academic year 2014 – 2015 and 2015-16. The investigator collected data with the help of Questionnaires, Perception scale, Observation schedules, structure Interview, Focused group discussion, reaction scale and Checklist.

3.4.3 Procedure for data collection

Data collection is one of the important aspects in any research study. When we think about the data collection we must have the proper plan and procedure. Plan and procedure help the investigator to collect relevant data within time from all respondents those who are part of the research study. In this connection the investigator has mentioned how data was collected from different resources during the

data collection. He has specified different stages of data collection in phase wise manner.

3.4.4 Period of data collection

Investigator collected the data for the present study in two phases totally ten months. The complete description of the data collection is given below.

3.4.4.1 Phase -1 from the January 2015 to March 2015 & June 2015 to September 2015

In this first phase investigator personally visited upper primary schools for collecting the data .investigator has given assurance to teachers and head masters, the collected data will be used only for research purpose and it will be kept confidential. Investigator has given time to them for one week for filling the questionnaire and perception scale. Investigator also conducted focused group discussion to teachers. (Appendix-B &C).

3.4.4.2 Phase –11 January 2016 to march 2016

In this phase investigator conducted observations in selected schools in different subjects related to the scholastic and non scholastic aspects. Investigator conducted structured interview to the Mandal Educational Officers, to know the problems of implementation of CCE at district level. (Attached permission letters in appendix- B)

3.4.5 Comprehensive details of the data collection procedure

Stage-I

After finalization of the sample and tools and techniques, the researcher firstly has taken the permission from the Research guide, Head of the Department (CASE), and Dean of the faculty of Education and Psychology, The M.S. University of Baroda in December 2014. After that the investigator has taken the appointment with the Project Director (S.S.A), and District Educational Officer (D.E.O) Prakasam district Ongole for taking the permission. After one week gap the researcher personally met the project director (S.S.A), and D.E.O Ongole .researcher has taken the permission letter from both of them for conduct the research study in Prakasam district. The same has been attached in appendix-D. After that researcher personally met the Deputy Educational Officers for each division (four divisions) for taking the permission letter

for conducting the research study in that particular division. All Deputy Educational Officers handed over the permission letter to investigator.

In this phase investigator randomly selected 40 schools from four educational divisions, irrespective of their school grades given by Mandal Educational officers (M.E.O) in preliminary data collection time. Before collecting data from these schools researcher met the concerned Mandal Educational officer (M.E.O) showed the permission letter given by the D.E.O, and project director (SSA). Finally investigator has taken the permission letter from the Mandal educational officer to conduct the research study in that particular Mandal. Researcher met the school head master and showed the all permission letters given by the higher authorities.

In this phase investigator has taken the permission from the school head master and given questionnaire and perception scales to the school teachers with suitable instructions. After that investigator interacted with VII class students and explained about research study and has given instruction to students to fill the reaction scale on implementation of CCE. Finally researcher administered the questionnaire to the school head master and taken the relevant information regarding implementation of continuous and comprehensive evaluation. Head masters filled the check list given by the investigator

Stage-II

After completion of the stage one data collection investigator randomly selected one 'A' grade school and one 'B' grade school for each division (Total 4 'A' 4 'B' grade schools in all divisions) for conducting the intensive study about the implementation of the Continuous and Comprehensive Evaluation. Investigator observed classrooms for VII class to know the teaching learning process in the context of CCE. Each school investigator observed three (3) classes for each subject (Total 6 subjects as sample) in scholastic areas like Telugu language, Hindi, English, General Science, mathematics and Social Studies,

Investigator also planned to observe the co-scholastic subjects like work and computer education, values and life skills, health and physical education, art and cultural education. But in first phase data collection investigator came across non scholastic aspects were not implemented properly. Majority of head masters and Mandal educational officers also told the situation about the non scholastic aspects. Investigator also observed the status of implementation of non scholastic aspects

while collecting data in first phase. Totally investigator observed 126 classes to know the teaching learning process in the implementation of the continuous and comprehensive evaluation at upper primary schools. In this time investigator had prepared field notes also.

Stage -3

In this stage the investigator personally met the Mandal Educational Officers and conducted structured interview to know the problems in implementation of Continuous and Comprehensive Evaluation. Researcher Tried to meet the all 40 M.E.Os to conduct structured interviews. But majority of M.E.O s are appointed as in charge. Out of fifty six M.E.Os 47 M.E.Os are working as a in charge. Only nine Mandal educational officers are working on permanent basis in Prakasam district. Half of the M.E.Os have not given time to take interview for that reason investigator has interviewed only 20 M.E.Os (40 sample) only. The total duration of the data collection was about 10 months from January 2015 to April, July 2015 to October 2015 and for classroom observations 11 January 2016 to march 2016 (See appendix-C)

3.5 Data Analysis

Data analysis is the important aspect in any research process. In the Present research study investigator collected data from the different tools. Analysis of these tools investigator used different statistical techniques. Analysis of the checklist researcher used frequency percentage. For the questionnaire of the teachers and headmasters were analyzed by the frequency percentages. Some of the questions in the questionnaire were analyzed through content analysis. Focused group discussion with teachers was analyzed with help of content analysis. Mandal educational officers structured interview was analyzed with content analysis and frequency and percentages. For the analysis of the Observation schedule, perception scale for teachers and reaction scale for student's frequency and percentage and mean, standard deviation was used.

The comprehensive over view of research study

Table 3.13 A glance of research survey design

Sr. no	objective	Sample	Name of the tools used	Statistics applied
1	To find out the teaching learning process of implementation of Scholastic and Co-scholastic Assessment.	Schools =40. Observation of the classrooms (selected schools)=8*6=48 48*3=144	Check list, and Class room Observation Schedule	Content analysis, Frequency percentage
2	To analyse the problems faced by the teachers towards implementation of CCE	Teachers=240	Questionnaire, Focused group discussion	Content Analysis, Frequency percentage
3	To examine the problems faced by Administrators in implementation of CCE	Head masters=40, Mandal Educational Officers=40,	Questionnaire, structured interview	Frequency and Percentage, Content analysis
4	To find out the perception of teachers towards implementation of CCE	Teachers=240	Perception scale	Frequency and Percentage. Mean and S.D
5	To find out the Reactions of student towards implementation of CCE	Students=400	Reaction scale	Content Analysis, Frequency and Percentage