

LIST OF TABLES

Sr. No.	NAME OF THE TABLE	PAGE NO
1.1	Pattern of assessment of CCE in Andhra Pradesh	18
1.2	Subjects offers in upper primary level	24
1.3	Competencies of different subjects	25
1.4	Grading system for scholastic aspects	26
1.5	Periods allotted different subjects at upper primary level.	26
1.6	Time table for seventh class	27
1.7	Waightage table for Telugu subject	28
1.8	Waightage table for Hindi subject	28
1.9	Waightage table for English subject	29
1.10	Waightage table for Mathematics subject	29
1.11	Waightage table for Science subject	30
1.12	Waightage table for Social studies subject	30
1.13	Staff pattern at upper primary schools	31
1.14	Division wise mandals list in Prakasam district	39
3.1	Distribution of the Sample	79
3.2	Selection of the Respondents	80
3.3	Number of Administrators	81
3.4	Number of selected teachers	82

3.5	Selection of the students	82
3.6	Checklist	84
3.7	CCE based Classroom Observation Schedule	86
3.8	Teachers problems of implementation of CCE	87
3.9	Questionnaire for the Head Masters	89
3.10	Structured interviews for M.E.O	90
3.11	Components of the perception scale	92
3.12	Structure of Student's reaction scale	93
3.13	A Glance of research design	98
4.0	Teaching staff position in all sample schools	100
4.1	Infrastructural facilities Available in the Upper Primary Schools	102
4.2	Records maintenance Scholastic aspects	104
4.3	Tools and techniques of Formative Assessment	105
4.4	School Providing Feedback Regarding Formative Assessment	107
4.5	Shows conduct of Summative Assessment	107
4.6	Instructions for below and above average students in school	108
4.7	Co-scholastic aspects follow in school	109
4.8	Availability of facilities in the school for health and physical education	111

4.9	Infrastructure and Record maintenance for the Health and Physical Education	112
4.10	Details of Computer Education	114
4.11	Details of Work Educations	115
4.12	Activities and Maintenance of Records in Work Education	116
4.13	Actual positions of Value Education and Life skill	117
4.14	Art and Cultural education and activities	119
4.15	Concept and Awareness of CCE	123
4.16	Difficulties in grading system	124
4.17	Problems related to Physical resources	125
4.18	Problems related to teaching learning process	127
4.19	Problems related to teaching learning process	128
4.20	Tools and evaluation	131
4.21	Problems related Co- scholastic aspects	132
4.22	Conducting formative assessment	133
4.23	Problems related to training	134
4.24	Teacher's problems on maintains of records	136
4.25	Teachers problems on syllabus	137
4.26	Feedback of the Students	138

4.27	Difficulties to give the feedback to students	139
4.28	Suggestions for changes in CCE training	140
4.29	Teachers Suggestions for grading system	142
4.30	Reforms and necessities of Co scholastic aspects	143
4.31	Suggestions for School facilities	144
4.32	Suggestion for maintenance of Records and Registers	145
4.33	Final suggestions for Effective implementation of CCE	146
4.34	Gender and marital status of the H.Ms	156
4.35	Stream and Educational Qualifications of H.Ms	157
4.36	Head masters awareness about CCE.	158
4.37	Problems related to CCE Training.	159
4.38	Problems related to CCE training.	160
4.39	Availability of CCE material	161
4.40	Problems related to human Resources.	163
4.41	Problems related to physical resources	164
4.42	Problems related to Tools and Assessment.	165
4.43	Problems related to feedback and preparation of the question paper	166
4.44	Problems of implementation of scholastic aspects.	167
4.45	Problems related to implementation of non scholastic aspects.	168

4.46	Problems related to art and work education.	169
4.47	Problems related to value based education, life skills	170
4.48	Difficulties in computer education	171
4.49	Problems related to maintenance of CCE based records	172
4.50	Problems related to time and recording data	173
4.51	Problems related to community.	174
4.52	Problem to conduct school management committee meetings	175
4.53	Opinions of H.Ms implementation of CCE In prescribed time.	176
4.54	Head masters opinion on implementing CCE in present days	177
4.55	Opinion on CCE	178
4.56	Suggestions for better implementation of CCE in scholastic subjects	178
4.57	Suggestions for better implementation of co- scholastic aspects.	180
4.58	Changes in CCE based training	181
4.59	Suggestions to effective implementation CCE related to text books	182
4.60	Opinions on CCE	182
4.61	Suggestions for effective implementation of CCE in upper primary schools	183

4.62	Problems in training	186
4.63	Problems in grading system	187
4.64	Problems in conducting formative and summative assessment	188
4.65	Problems related to resources	189
4.66	Problems related to record work	189
4.67	Problems in conducting non scholastic aspects	191
4.68	Opinion on CCE	194
4.69	Suggestions for effective implementation (N=20)	195
4.70	General description of the teachers perception scale	198
4.71	Teacher's effort	201
4.72	Self improvement	202
4.73	Teaching learning process	203
4.74	Grading and Examination System	205
4.75	Time and Syllabus	206
4.76	Comprehensive details of the teacher's perception on CCE	207
4.77	Demographic information of students	210
4.78	Educational background of the student's parent's community	212
4.79	Parent Occupations of the students	213

4.80	Teaching learning process	214
4.81	Self improvement	215
4.82	Formative and Summative assessments	216
4.83	Textbooks and syllabus	217
4.84	Teachers Supports	218
4.85	Complexity	218
4.86	comprehensive table of student's reaction of implementation of CCE	219
4.87	Pattern of teaching staff in A grade school	222
4.88	Description of the Grade A schools observation schedule	229
4.89	Pattern of teaching staff in B grade schools	231
4.90	Description of the Grade B schools observation schedule	237
5.1	Distribution of the sample	249

LIST OF FIGURES

Sr. No.	NAME OF THE FIGURE	PAGE NO.
1.1	Marks allotment in formative assessment	20
3.1	Selection of the sample	80
3.2	Selection of the respondents	81
4.1	Availability of infrastructural facilities	103

4.2	Co-scholastic aspects follow in upper primary schools	110
4.3	Implementation status of work education	115
4.4	Status of the values education and life skills	118
4.5	Statuses of the Art and Physical Education	119
4.6	Difficulties in grading system	125
4.7	Burdens in teaching CCE pattern	128
4.8	Difficulties in assessing students in the class	129
4.9	Problems of assessing students in co-scholastic aspects	132
4.10	Difficultness of maintenance of CCE records	137
4.11	Suggestions for Effective implementation of CCE	147
4.12	Stream of Education of the Head masters	157
4.13	Educational Qualifications of H.Ms	158
4.14	Availability of CCE subjects manuals	162
4.15	Requirement of teaching staff	163
4.16	Problems related to conduct of formative assessment	165
4.17	Problems of implementation of scholastic aspects.	167
4.18	Problems of implementation health and Physical Education	168
4.19	Problems related to art and work education	169
4.20	Problems facing while implementation of life skills	170
4.21	Difficulties of implementation of Computer Education	171

4.22	Problems related to maintenance of CCE based records	172
4.23	Positive responses about time and recording CCE data	173
4.24	Problem to conduct school management committee meetings	175
4.25	Head Masters views on CCE	177
4.26	H.Ms Suggestions for better implementation of scholastic subjects	179
4.27	Suggestions for implementation of co- scholastic aspects	180
4.28	Suggestions to the government for implementation of CCE	184
4.29	Problems in grading system	187
4.30	Problems related to record work	191
4.31	Responses of M.E.Os conducting non scholastic aspects	192
4.32	M.E.Os Opinionson CCE	194
4.33	M.E.O s Suggestions for effective implementation of CCE	195
4.34	Gender of the teacher	199
4.35	Educational Qualifications of the teachers	199
4.36	Teachers Stream of Education	200
4.37	Mean and S.D scores of the teacher's perception on CCE	208
4.38	Student's demographic information	210
4.39	Representation of the student's caste	211

4.40	Location of the school	211
4.41	Educational backgrounds of the student's parents	212
4.42	Parents occupation	213
4.43	Description of the student reaction on CCE	220
4.44	Description of the Grade A schools observation schedule	229
4.45	Description of the Grade B schools observation schedule	238

LIST OF PICTURES

Sr. No.	NAME OF THE PICTURES	PAGE NO
4.1	Investigator observing the mid day meal scheme	122
4.2	Investigator checking mid day meal scheme at school	122
4.3	Distributing Questionnaires to teachers	126
4.4	Explaining about the research study	127
4.5	Interacting and explaining about research study	130
4.6	Investigator interacting with teachers	130
4.7	Focused group discussions with teachers	150
4.8	Focus group discussion with teachers	151
4.9	Focus group discussion with teachers	152
4.10	Focus group discussion with teachers	153
4.11	Interview with Mandal Educational officer	190

4.12	Interview with Mandal Educational officer	190
4.13	Interview with M.E.O in his home	193
4.14	Interview with M.E.O	193
4.15	Interaction with students about CCE	226
4.16	Interaction with students about CCE	227
4.17	Interaction with students about CCE	227
4.18	Interaction with students about CCE	228
4.19	Discussion with students about CCE	234
4.20	Discussion with students about CCE	235
4.21	Investigator Interaction with students about CCE	236
4.22	Investigator Interaction with students about CCE	236

TITLE OF MAPS

S. NO	LIST OF MAPS	PAGE NO
1.1	India political map	40
1.2	Andhra Pradesh political map	41
1.3	Prakasam district political map	42