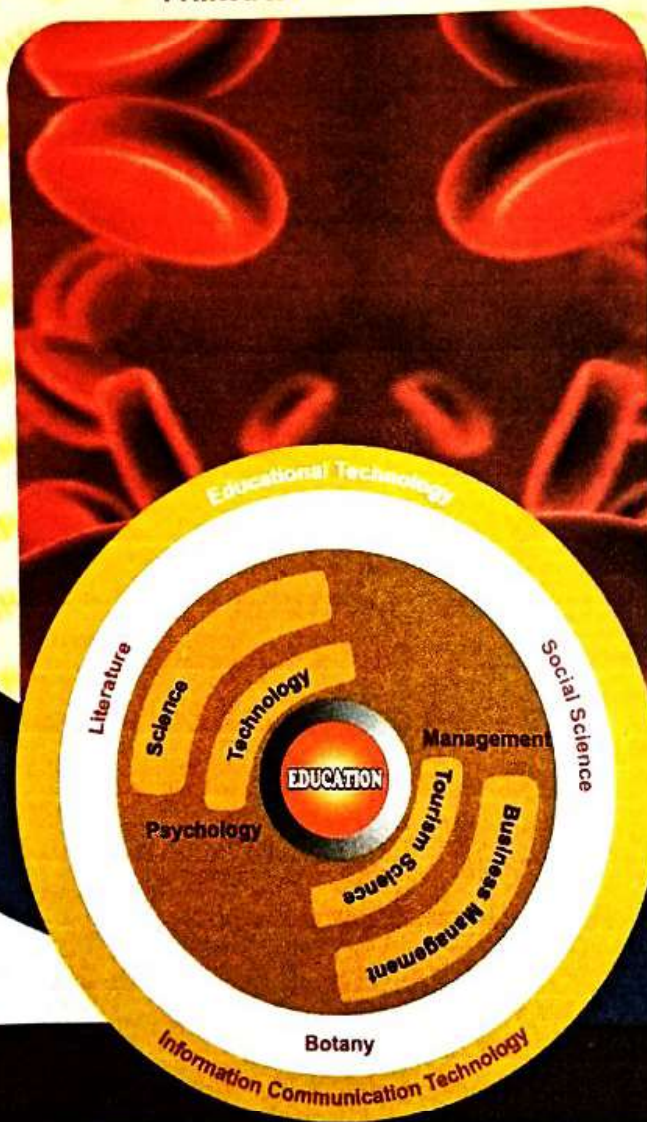




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Yadu Kumar M, Kiran Kumar K. S (72-77)

A STUDY ON AWARENESS OF CCE AMONG SECONDARY SCHOOL TEACHERS

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Abstract

Purpose of the school is an institution where talents are nurtured. Therefore it becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, character and physical ability of the learner. Indian education is moving from summative to a continuous evaluation system. The present study was conducted to explore the secondary school teacher's awareness towards Continuous and Comprehensive Evaluation. This study is an attempt to find out Teacher's awareness about the scheme of continuous and comprehensive evaluation, the problems they face while its execution and the suggestions that teachers want to give in making CCE effective and fruitful on ground realities. The sample of 30 secondary school teachers was drawn from selected schools of Shikaripura taluk. A self-made questionnaire comprising 30 questions were used in this study. The study has brought out the level of awareness among secondary school teachers included in this study is not up to mark, even after more than two years of implementation of continuous evaluation system. Major finding of the study reveals that teachers are not adequately prepared for the effective execution of CCE in schools. Further the study revealed 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.

***Key Words:** Continuous and Comprehensive Evaluation, Awareness, Evaluation System, Secondary School Teachers*

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Opinion of Secondary School Science Teachers towards usage of ICT in teaching Science

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ABSTRACT: *The survey presented in this article examines current secondary school science teachers' beliefs and opinion towards information and communication technologies (ICT) in education. A total of 46 secondary school science teachers opinion on basic ICT skills. The authors' results showed that the majority of the teachers in the sample have positive attitudes towards the integration of ICT in the educational process. The authors' findings also revealed some parameters that interfere negatively, thus making many teachers cautious of or sceptical about ICT integration in educational practice. They found that personal factors (subject matter, teaching experience and gender) are strongly associated with the beliefs and perceptions teachers hold about ICT in education.*

Keywords: *ICT, Science teachers*

1. Introduction

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance and optimise the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

Scope of the study

The literature suggests that the success of ICT integration in learning and teaching process depends partly on teachers' qualifications. In perspectives, the study aims to investigate the status of Shikaripura Taluk Secondary school science teachers with regard to their levels of knowledge on and use of ICT and their attitudes towards computers and the Internet. With those concerns in mind, the study examines the following research questions: 1. What are teachers' levels of knowledge on ICT? 2. What are the levels of ICT use in education among teachers? 3. What are their attitudes towards computers and the Internet? 4. What are the relationships between certain variables such as gender, teaching experience, Internet and computer use per hour each day.

Objectives of the study

- To study the secondary school science teachers' knowledge on ICT and usage of ICT in education
- To study the secondary school science teachers' attitudes towards computers and the Internet

Sampling

The data collection was limited to secondary school science teachers in Shikaripura taluk of shivamogga District.

Method

In the study, the data collected from secondary school science teachers using a survey method.