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**CHAPTER - I**

**INTRODUCTION**

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## Introduction

### Background

The aim of Education is developing the 'Whole Child' making children capable of becoming responsible, productive and useful member of a society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. The school system in India predominately focusing on the intellectual skills and the parent and society further supporting it, the psychomotor and affective domain of holistic learning have not received their due importance. It is in the classroom that learners can analyze and evaluated their experiences, learn to doubt, to question, to investigate and to think independently. The aims of education simultaneously reflect the current need and aspiration of a society as well as its lasting values and human ideals.

In the present scenario it is very stressful for the parents, teacher and students only to be working on cognitive aspects without learning, the process of learning teachers professional, self esteem and promotion are geared to the scholastic mark attained by their learner, hence also very high stress levels on the teacher which are manifested in the form of teacher stress and burn out. This is turn affect our system of education on the whole. An understanding of Learners educational aims, the nature of knowledge and the nature of the schools as social organization can help us arrive at principles to guide classroom practices.

Evaluation plays an important role in the teaching-learning process which provides direction to both teachers and student to proceed in a systematic manner. Evaluation is all the more important because only through evaluation can a teacher judge the growth and development of a

student, the changes taking place in their behaviour the progress they are making in the class and also the effectiveness of his/her own teaching in class. Evaluation is an important aspect of an educative process. Student learning can be improved through well-planned procedures of evaluation that are inbuilt in the teaching learning process. Many times teachers attempt to assess the progress of learning while teaching in the classroom - sometimes deliberate and at times spontaneous. Thus evaluation is considered as an integral part of teaching learning process.

## **1.1 Evaluation**

The Evaluation has been defined by various educationists in different way Tyler (1950) defined, "Evaluation as systematic process of determining the extent to which educational objectives are achieved by pupils, which indicate that evaluation is a systematic process.

Another well known definition provided by Cronback (1963) Stufflebeam (1969) and Alkin (1969) emphasizes that evaluation provides information for decision making.

In the words of Clara M. Brown, "Evaluation is essential in the never-ending cycle of formulating goals, measuring progress towards them and determining the new goals which merge as a result of new learning.

Evaluation is important aspects of any educative process. Student learning can be improved through well planned procedures of evaluation that are inbuilt in teaching learning process. Evaluation is the process of collecting, analyzing and Interpretations of evidences about students progress in cognitive and non-cognitive area. Evaluation, therefore involve 3 components-

- Information Gathering.
- Information Processing
- Decision Making

Evaluation is both process and product. When we talk about the evaluation process, it mainly focuses on teachers as the teacher has to decide why, what, when and how to evaluate and how to make sense of it. The thoughtful teacher uses the information of students' results as guide to improve his/her own teaching practices. The performance of learners in scholastic areas can either be evaluated during the process of instruction or after completion of instruction in a regular temporal sequence.

#### **4.2 Some of the important purposes of evaluation are -**

- To know the efficacy of instruction, to determine the rate of progress of learners,
- To predict success of learners in their future scholastic endeavors,
- To know the attainment of instructional and educational objectives,
- To motivate learners for better learning,
- To diagnose the weakness
- To provide continuous record of achievement,
- To place students in rank order and
- To increase self confidence among students
- To discover the extent of competence which the student has developed in initiating organizing an improving his day to day work and to diagnose his strength and weaknesses with a view to further guidance.
- To predict the educational practices which a particular student teachers can best participate.
- The Another purposes of Evaluation:
- Improvement of Learning: Evaluation of the pupil progress contributes directly to improvement in pupil learning. Evaluation procedures used to help clarify for the pupils what, it is that the teacher wishes him to learn. It also indicates his readiness for future learning.

- **Improvement in Teaching:** Evaluation can also promote the accountability of the teachers, professional development of a teacher is almost directly related of a teachers is almost directly related to the feedback through evaluation.
- **Renewal of Curriculum or Course Content:** Evaluation can give information regarding effectiveness of the course content.

### 1.3. Types of Evaluation

Specifically there are 3 types of evaluation use in classroom practices:

- **Formative Evaluation:** Formative Evaluation is inbuilt within the process of teaching and learning. It is done during the course of instruction with a view of improving student learning. The purpose of this evaluation is to provide feedback regarding the students progress by finding out the learning gaps and weak points. The teacher then organize remedial programmed for them.
- **Summative Evaluation:** It is commonly known types of evaluation. It come at the end of the term, course or programme of teaching. It involve a formal testing of pupil achievement. The purpose of this kind of evaluation is to grade, rank classify compare and promote the pupils.
- **Diagnostic Evaluation:** This evaluation is important for classroom teaching for a number of reasons. Diagnosis help the teacher classify students according to their level of mastery and this in turn will help him to work out remedial instruction programme for the low achievers and low learners.

The Process of evaluation involves in selection of suitable tools and techniques for collecting evidences to know the progress of performance among learners. The quality of evaluation depends on the suitability of evaluation tools selected. Hence, in order to

make a right choice of tools and techniques, a teacher should be clear about what is, exactly, to be evaluated. A teacher is also required to know the strengths and weaknesses of evaluation tools and techniques, in order to use them purposefully, meaningfully and effectively.

So, Evaluation is a Continuous process The Education Commission 1964-66 observed, "It is now agreed that evaluation is a continuous process forms an integral part of the total system of evaluation and is intimately related to educational objectives. It exercises a great influence on the pupil study habits and the teacher methods of instruction. Realizing the importance of evaluation in the teaching-learning process various committees and commissions gave their recommendation to improve the quality of evaluation.

- Consequently, it was made mandatory in the National Policy on Education 1986 to introduce the concept of continuous and comprehensive evaluation in the teaching learning process to challenge the traditional system of evaluation.
- The National Curriculum for Elementary and Secondary Education: A Framework (1988) emphasizes the following point to reform-
- Defining minimum level of learning at all stages of Education while evaluating the attainment of children.
- Assessing both scholastic and co-scholastic aspects of the child.
- Giving flexibility of time during evaluation.
- Using grading instead of marks.

Hence to bring out the improvement in the quality of Education and the holistic development of the child who is tomorrow global citizen, evaluation process should focus adequately on both scholastic and non-scholastic area of

development. Hence focus need to shift to continuous comprehensive Evaluation.

The Need of School Based continuous and Comprehensive Evaluation system should be established to:

- Reduce stress on children.
- Make evaluation comprehensive and regular.
- Provide space for the teachers for creative teaching.
- Provide a tool of diagnosis and remedial action.
- Produce learners with greater skills.

#### **1.4 Historical Review of Continuous & Comprehensive Evaluation:**

Examination are an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning process and their internalization by learners. Various Commissions and committees have felt the need for examination reforms.

The Hunter Commission (1882), Calcutta University Commission or Sudler Commission (1917-1919), Hartog Committee Report(1929), The Report of Central/Advisory Board or Sargeant Plan (1944), Secondary Education Commission or Mudaliar Commission (1952-53) have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through continuous and comprehensive Evaluation.

The need for Continuous and Comprehensive School based Evaluation has been reiterated over the last few 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. This certificate may be attached to that given by the Board in connection with the external examination.

This aspect has been strongly taken care of in the National Policy on Education (1986) which states that "Continuous and Comprehensive Evaluation that incorporates both Scholastic and non Scholastic aspects of evaluation, spread over the total span of instructional time."

- Report on the CAGE Committee on Policy brought out by Ministry of Human Resource Development (MHRD) provision of NPE with regards to evaluation process and examination reforms and also suggested, 'Continuous and comprehensive internal evaluation of the Scholastic and non-Scholastic Achievement of the students'.
- The Report of the Task Force on the Role and Status of the Board of Secondary Education (1987) observed, In our scheme of things, it is the school Boards which are expected to play the central role in the academic renovation of the school system. In other words, leadership has to come from the board. One the board get committed to this vital and supplementary system of evaluation and push it vigorously, this innovation will come to be accepted by more and more schools.
- According, **NCF, 2005** proposing Examination Reforms Stated- "Indeed boards should consider, as long term measure, making the class X examination optional, thus permitting students continuing in the same school to take an internal school examinations instead'.
- In **NCF 2005 Position papers**, "CCE, the need for introducing in school in an effective and systematic manner has been felt for a long time, as the examination conducted by the board of school Education.

## 1.5 Concept of Continuous and Comprehensive Evaluation

The Central Boards of Secondary Education has introduced the scheme of continuous and comprehensive Evaluation which was formulated by Education Minister Mr. Kapil Sibal to decrease the accumulated stress of boards exam on the students and to introduce a more uniform Comprehensive pattern in education for the children all over the nation. In 2004, CCE was implemented in primary classes at I-V. As follow up, the Board decided to extend CCE to class VI to VIII in 2006 C Circular No. 2/60).

- **Continuous and Comprehensive Evaluation (CCE)** refers to a system of School based evaluation of a student that covers all aspects of a student development which aims at all round development of the students. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students. According to National Policy of Education – 1986 Continuous and comprehensive Evaluation refers to a system of school based evaluation that covers all aspects of students development i.e. both curricular, co-curricular areas. It emphasizes two fold objectives i.e. continuity in assessment of broad based learning. Scholastic area encompasses subject specific area & co-scholastic include co-curricular area.
- The scope of evaluation in schools extends to almost all the areas of learners personality development. Evaluation is continuous and reveals the strength and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It also provide feedback to the teachers for modifying their teaching strategies.

- Continuous & Comprehensive Evaluation, two more termed are involved, the term '**continuous**' refers to Regularity in assessment during the whole session, since the growth of a child is a continuous phenomenon, evaluation has to be completely integrated with the teaching and learning process and the progress of the student should be evaluated regularly.
- The term "**Comprehensive**" refers to both scholastic and co-scholastic area of pupil growth. CCE, means a regular assessment of all the aspects of pupils learning in the schools. It warrants adequate emphasis on both the formative and summative evaluation. Formative Evaluation is to monitor the instructional process in order to determine whether learning is taking place as planned. It involves regular descriptive feedback, a chance for student to reflect on the performances, take advice and improve upon it & It is carried out during course of instruction. Summative Evaluation is carried out at the end of a course of learning. It measures or 'sum-up' how much student has learned from the course and for classification/prediction of future success apart from promotion to higher classes.

In the comprehensive area of assessment which include both scholastic and co-scholastic aspects of pupil growth helping in all round development of the child.

The scholastic aspects deals with development of mental abilities and desirable behavior related to the learner knowledge, Understanding Application, Analysis and the ability to apply in unfamiliar situations.

The co-Scholastic areas deals with affective domain of the learners personality comprising of inter related component such as Value, Attitudes, Life Skills that together form the learners mental make up.

### **1.5.1 The Features of Continuous and Comprehensive Evaluation-**

- The continuous aspects of CCE takes care of 'continual and periodicity aspect of evaluation.
- Periodicity means assessment of performance done frequently at the end of unit/term using extension referenced tests and employing multiple techniques of evaluation.
- The 'Comprehensive' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in scholastic as well as co-scholastic area.
- The assessment of scholastic area is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are purposefully remediated by giving interventions followed by retesting.
- Assessment in co-scholastic area is done using multiple techniques on the basis of identified criteria, while assessment in social personal qualities is done using behavior indicators for various interests, values, attitudes, etc.

Continuous evaluations helps in bringing awareness of the achievement to the child, teachers and parent from time to time. They can look the probable cause of poor performances. It appreciate the need for holistic assessment and encourage their children to develop skills in all area.

- **An outline of the continuous and Comprehensive Evaluation scheme-**

**A) Assessment of Scholastic Areas**

<b>Areas</b>	<b>Techniques</b>	<b>Tools</b>	<b>Reporting</b>
All School Subjects	- Oral test - Written test - Project work Practical test	- Oral questions - Class work - Assignment Diagnostic test	Using direct or indirect grading

**(B) Assessment of Co-Scholastic Areas**

	<b>Areas</b>	<b>Techniques</b>	<b>Tools</b>	<b>Reporting</b>
a)	Life skills & social personal qualities	- Observation - Interview	Rating scale	Direct Grading in every month
b)	Interests	Observation	Checklist Aneedotal Records Student profile	Direct grading
c)	Visual & Performing arts work experience	Observation of work and activity	Rating scale	Direct grading
d)	Health and Physical education	Medical Checkup activity	Rating scale	Direct grading

The major emphasis of Continuous & Comprehensive Evaluation (CCE) is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development therefore CCE uses assessment as a means of motivating learners to provide feedback and follow-up work to improve upon the learning in the classroom and to present a 'Comprehensive picture of a learners profile.'

- The purpose of continuous & Comprehensive Evaluation is to bring all round development of the student in both scholastic & co-scholastic aspects of pupils growth are evaluated. Improvement in learning is the main focus of CCE. Therefore, in order to implement continuous & comprehensive evaluation, it is necessary to develop scheme which is both academically sound and practically feasible. In Implementing a programmed of continuous assessment it needs to provide sufficient but not an excess of formative assessment to allow student to develop the rate of development to ensure that there has been adequate time for students to learn sufficient subject content, so that assessment for understanding and application is grounded in that knowledge.

### **1.6 Statement of the Problem:**

The purpose of the study was to implementation of CCE in respect to scholastic and co-scholastic area. Thus, problem may be stated as “Study of Implementation of Continuous and Comprehensive Evaluation in Navodaya Vidyalaya of Pune Region”.

### **1.7 Delimitation of the Study**

Following were the limitation of the study:-

- The study was limited to Pune Region of Navodaya Vidyalaya for finding its effectiveness.
- The study was limited in few component of CCE at secondary level of teachers.
- Standardized tools were not available for this study, so investigator constructed self made tools.
- The results of the study are on the basis of 20 teachers in each five Navodaya Vidyalaya.
- The study was limited to five Navodaya Vidyalaya were taken in Pune Region of Navodaya Vidyalaya.

## 1.8 Limitation of the Study

Intervariability of Teachers in relation to their subjects could not be assessed. In our approach the information was gathered through a questionnaire only, if this questionnaire is accompanied with the observation technique the data received would have been more valid. This was considered as a limitation of the study.

## 1.9 Definition and Explanation of the term:

Continuous and Comprehensive Evaluation has three key words which need explanations.

- **Continuous**

The term 'Continuous' refers to continuity and regularity of assessment during the whole session. The continuous aspects of CCE takes care for 'continual' and 'periodicity' of evaluation. The frequency of class tests, unit test and terminal test can make the evaluation process regular. It helps to diagnose the learner's weaknesses and try to provide remedial suggestion to correct them.

- **Comprehensive**

The term 'Comprehensive' refers to area of assessment which includes both scholastic and co-scholastic aspects of pupil growth helping the all round development of the child.

The **Scholastic** aspects deal with development of mental abilities and desirable behaviour related to learner's knowledge, understanding application to apply it in an unfamiliar situations. It includes all subject area of schools.

The **Co-scholastic** aspects of pupils growth deals with development of physical and social qualities which are necessary to development of the affective and psychomotor domain. The Co-

scholastic activities are used as a both cognitive and non-cognitive development can take place by exposing the child to the lesson on scholastic and co-scholastic subjects which includes activities like games sports, art, music, craft work. The term comprehensive also includes a variety of evaluation tools and techniques used for assessment.

- **Evaluation**

The term Evaluation is a process of collecting, analyzing and interpreting the evidence of students progress to take further necessary action for better learning.

- **Continuous and comprehensive Evaluation**

Continuous and comprehensive Evaluation refers to a system of school based evaluation of a student that covers all round development of a student. The developmental process emphasizes continuity in evaluation.

### **1.10 Objectives of the Study**

The following objectives have been formulated for the present study.

1. To study the relationship between scholastic and co scholastic area under the implementation of continuous and Comprehensive Evaluation.
2. To study the implementation of grading system under continuous and Comprehensive Evaluation with respect to scholastic and co-scholastic area.
3. To study the implementation of Diagnosis of weaknesses under continuous and Comprehensive Evaluation with respect to scholastic and co-scholastic area.

4. To study the implementation of Supervision under continuous and Comprehensive Evaluation with respect to scholastic and co-scholastic area.
5. To study the implementation of Remedial Teaching under continuous Comprehensive Evaluation with respect to scholastic and co-scholastic area.

### **1.11 Hypotheses**

On the basis of the literature available and the objectives set following Null Hypothesis are developed.

- 1) There will be no significant relationship between scholastic and co-scholastic area under the implementation of continuous and Comprehensive Evaluation.
- 2) There will be no significant difference in implementation of grading system under continuous and Comprehensive Evaluation with respect to scholastic and co-scholastic area.
- 3) There will be no significant difference in implementation of Diagnosis of Weaknesses under continuous and Comprehensive Evaluation with respect to scholastic and co-scholastic area.
- 4) There will be no significant difference in implementation of Supervision under continuous and Comprehensive Evaluation with respect to scholastic and co-scholastic area.
- 5) There will be no significant difference in implementation of Remedial teaching under continuous and Comprehensive Evaluation with respect to scholastic and co-scholastic area.

## **1.12 Need and Significance of the present Study**

Continuous and comprehensive Evaluation in a school its an institution were talents are nurtured, therefore it become very important to continuously revise and introduce such measures we need to look at the holistic assessment of a learner which also includes co-scholastic area of life skills, Attitude and values, sports and games as well as co-curricular activity. The continuous & comprehensive evaluation scheme aims at addressing this is a holistic manner. A number of national committees and commissions in the past have consistently made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through school based, continuous and comprehensive Evaluation introduces such measure & scheme which will impact on the mind, character and physical ability of a learner. Keeping this in mind the Ministry of Human Resource Development has introduced continuous & Comprehensive Evaluation in school across the country with aim of developing the holistic profile of a learner through CCE. The earlier over emphasis on cognitive domain has replaced with a more 'holistic learning plan' providing for development of affective and psycho motor domains of the learners personality such as human value, attitude life, skills, physical & mental health.

The emphasis is now on ensuring that every child acquires not only the knowledge and skills but also the ability to use these competencies in real life situations. Thus emphasis is now on knowledge + performance.

The co-operation of schools in early and effective implementation of these CCE scheme would help in achieving the cherished goal for making our younger generation thoughtful, imaginative, creative, and productive. Therefore, the continuous and comprehensive scheme of evaluation, identifying the task and role of different teachers, different activities and their time schedule, mode of implementation and feed back mechanism along with remedial strategies for monitoring & needed to manage this evaluation in schools to bring about a paradigm shift from examination to effective pedagogy.