

CHAPTER - I

INTRODUCTION

"We plan. We develop. We deliver. We assess and evaluate the results of the assessment. We revise, deliver the revised material, and assess and evaluate again. Perfection is always just out of reach; but continually striving for perfection contributes to keeping both our instruction fresh and our interest in teaching piqued."

-E.S. Grassian

1.1 Overview of the term ‘Education’

Education, relatively good and persistent education, should act as a stimulant for a student’s mind, whereby, it should engage the students to augment the associative function in relation to what they read in the text-books with their own lives. With the evolution of the human being from infancy to maturity and adapting to the physical, social, emotional and spiritual environment, education should focus upon making students’ capable of becoming conscientious, industrious and constructive members of a society. Seen in this context, school education is of primary importance for the holistic development and assessment of children because it is where they first become acquainted with the vital “know-how” necessary for standing up to the demands of modern lifestyles. In this context, classroom offers them a place where learners can examine and assess their experiences, learn to form hypothesis, to inquire, to examine and to think autonomously in a wider social context.

When we talk about transformation, the priority of education should be to alter the mind, soul and personality which are all a part of effective evaluation system. Therefore, the purpose of education should not only be to impart knowledge but also to inculcate value
system and life skills in children so that they can live a happy, peaceful and purposeful life.

1.2 Examination System in Abroad and India

Examinations have been the fundamental element of the educational process as some form of assessment is considered necessary to establish the effectiveness of teaching-learning process and it’s internalization by learners. Examinations have by and large existed since time immemorial. According to (Boural, 1988, p.7) “the term ‘Examination’ is derived from the term ‘examen’ meaning the ‘tongue of a balance’ and is ordinarily used to denote a systematic test of knowledge of skill or of special or general capacity, whether carried out under the authority of some public body or conducted by the teacher themselves.” Vietnam, Korea, Japan, and China made use of the examination in a detailed form. They conducted civil service examinations to select top national talent. The Greeks and the Romans during 5\textsuperscript{th} and 4\textsuperscript{th} century B.C. also carried out some form of written examinations. In the Indian setting, history of examination can be traced under four periods:

a) The Vedic period extended from 2500 B. C. to 500 B. C., in which the earliest evidence of formal education was in the form of Gurukul where the learners were under the direct, individual and continuous contact with a teacher of noble character. There was no formal system of examinations as the teacher orally asked the questions to determine whether the student has thoroughly mastered the lesson or not before starting the new lesson. No certificates were issued to the successful students.
b) The Buddhist period which flourished between 500 A.D. to 1200 A.D., examinations were not conducted in the manner as they are conducted at present. At the primary level, the teachers tested the students, and if satisfied he/she declared the students successful. While, at the higher level, students were examined by the teachers orally and degrees were awarded to the successful candidates.

c) Medieval Muslim period which developed between 1200 A.D. to 1700 A.D., had no formal examination for the learners. On the completion of education, students were declared successful only on the recommendation of the teachers.

d) The British period ranging from 1858 till 1947 had evaluation system that went under major transformation. External examinations were introduced for the first time wherein, 33% marks was the inheritance of this system. Thus, the education now became more examination-based, shifting the focus from learning to labeling the learner as ‘pass’ or ‘fail.’

1.2.1 Reasons for Examination Reform

In the last few decades and to some extent till today, there has been an over emphasis on scores, awards, competitions etc., because of which the distinctiveness and inherent creativity of a child has so far been neglected. They are not provided an opportunity for the creativity to get nurtured as per the individual’s real potential. Thus, the need of the hour pertained to abandoning the traditional process that requires rote memorization, blind imitation of material without comprehension and absence of individual’s own perspective.

The purpose of evaluation is generally to judge how well the child has grasped and retained knowledge. The idea is to recognize learning gaps in students by not making
marks as the real benchmark for true assessment. The reasons with respect to why examination reform is needed are as follows:

a) “Indian school board exams are largely inappropriate for the ‘knowledge society’ of the 21st century and its call for innovative problem-solvers;

b) The worth of question papers is low. They usually demand rote memorization and fail to assess high-order thinking skills like reasoning and analysis, let alone imaginative thinking, creativity and judgment;

c) There is necessity for a focused and consistent system of school-based evaluation;

d) There is often a lack of full disclosure and accuracy in grading and mark/grade reporting;

e) They are nonflexible. Based on a ‘one-size-fits-all’ principle, they make no space for different types of learners and learning environment;

f) They do not focus on achieving the goal of social justice;

g) They stimulate an unwarranted level of anxiety and stress which leads to exam-induced suicides and nervous breakdowns;

h) While a number of boards use good practices in pre-exam and exam management there remain several apparent shortfalls at several boards.” (NCERT, 2006, p. 1)

1.2.2 The Regulations with respect to Examination Reform

The need for examination reform is not a recent phenomenon, but the need of it was also felt in the pre-Independence era by commissions such as Indian University Commission, (1902), Education Policy of Lord Curzon, (1904), The Hartog Committee, (1927-29), and The report of the Sargent Plan, (1944). In the post-independent era, the question of
examination reforms from being an academic issue also became socio-economic and political issue as well. National Policy on Education (1986) recommended that at the end of class X and class XII, public or external examination should be held and efforts should be done in the direction of adopting continuous evaluation and grading system. National Curriculum Framework (2000) also emphasized upon continuous and comprehensive evaluation with equal emphasis on both the scholastic and co-scholastic aspects. National Curriculum Framework (2005) under examination reforms recommended to make class X examination optional by focusing on school based evaluation. The National focus group on ‘Examination Reforms’ by National Council of Educational Research and Training (2006) suggested instead of board exam, school based examination should be adopted. Section 29 of the Right to Education Act, (2009) directed the adoption of continuous and comprehensive evaluation (CCE) in all the schools, so that the learner is assessed on a continuous basis by providing necessary support and scaffolding on the part of the teacher.

1.3 Progression - From Examination to Evaluation

With traditional examination leading to a lot of stress and strain for the students, and not enabling them to realize their true potential on account of its focus only on the academic aspect, examination reform was considered to be the need of the hour. It was put forward by various commissions and committees the importance and the need pertaining to school based assessment which will evaluate not only the scholastic but co-scholastic aspect of the learner’s personality. The term evaluation was started being used in place of
examination to determine the development of the learner in diverse areas, but it also gave feedback to the teacher for making the teaching-learning process efficient and effective.

1.3.1 What is Evaluation?

A curriculum consists of an entire teaching-learning program which largely comprise of overall goals, course outline, resources, methods, co-curricular activities/co-scholastic area as appropriate to a specific level. As an important principle, it should reflect the current needs and aspirations of a society as well as its eternal values, and the instantaneous concerns of a community as well as broad human ideals. Thus, evaluation plays a very important role in appraising the value of an effective curriculum and bringing quality in the field of education. The term ‘Quality’ implies different meanings to different stakeholders of education. But the common view point that emerges is directed towards improving the child’s performance. Global Monitoring Report 2006-Literacy for life, United Nations Educational, Scientific and Cultural Organization (UNESCO), 2006 also holds that child’s performance should be treated as an indicator of systemic quality.

Evaluation not only determines the growth and accomplishment of the learners but also the efficacy of the teaching resources and methods employed for execution on the part of the teacher. Hence, evaluation should be considered as an imperative constituent of curriculum with the two-fold role of valuable delivery and additional improvement in the teaching-learning process.

The word ‘evaluation’ is now being increasingly used in the current educational literature in place of the word ‘examination’. According to Good, (as cited in Rani, Priyadarsaini & Rao, 2007, p.53) defined “Evaluation is a process of ascertaining or judging the value or
amount of something by careful appraisal. ‘Value’ implies the outcome of the learning activity whereas ‘amount’ signifies the acquisition of knowledge or skill. It means that evaluation concerns itself with scholastic achievement as well as with behaviour changes”.

In view of the above definitions, evaluation serves the following objectives:

- Accomplishing classroom objectives of instruction
- Assisting learners in their problems of adjustment
- Establishing readiness for new learning experiences
- Identifying learning difficulties of learners
- Making plans for reports of learner’s achievement
- Supporting learners in their learning
- Supporting teachers in adopting proper strategies of teaching learning

The figure below shows the triangle of evaluation with the key components being the objectives, learning experiences and evaluation. These are linked with one another, hence, the attainment of objectives—by giving suitable learning experiences—can only be gauged by a properly planned comprehensive evaluation. If the evaluation is comprehensive, continuous and objective-based, then it will help to know the strengths, weaknesses, interests and attitudes of the pupils and thus will help in the all-round development of the individual as similar to the aims of education.

![Figure 1.1 Key Components of Evaluation](image-url)
In addition to the above, evaluation should be able to provide opportunities to bring out the best potential of the students. It should focus more on ‘process’ rather ‘product’ by giving importance to ‘how’ of learning rather ‘what’ of learning. More importantly, evaluation should be entrenched in the teaching-learning process, rather than practicing it in isolation.

1.4 Assessment and its Historical Perspective

The word ‘assessment’ is now being increasingly used in the current educational literature in place of the word ‘evaluation’. A need is articulated by the assessment reformers to integrate assessment with instruction. Assessment refers to accumulating information in relation to the progress made on the part of students’ learning using a multiplicity of procedures. In describing present-day practice, for example, (Graue, 1993, pp.283-309) suggested that assessment and instruction are “conceived as curiously separate,” a separation which was attributed to technical measurement concerns.

Figure 1.2 as below shows a gradual shift from the prevailing twentieth-century paradigm (on the left) to an evolving, constructivist paradigm (on the right), in which teachers’ continuous assessment of students’ comprehension, peer feedback and self-assessment on part of the student are a part of the social processes that intervene the progress of rational abilities, creation of knowledge, and identity formation on part of the learner. The center segment of the figure, corresponding to present-day teaching practices, shows instruction and assessment in isolation.
While, in the Indian context, evolution of assessment from being traditional in nature by taking into account only the scholastic area to school based assessment has gradually taken place over a period of time demanding different roles for the teacher. According to Central Board of Secondary Education (CBSE, 2010), teacher should be guided by the following ideas while conducting and taking important decisions with respect to the classroom assessment which are as follows:

1.4.1 Assessment Paradigms in relation to Classroom Assessment

(1) Assessment of Learning - The ‘assessment of learning’ is considered to be as a means of action wherein, one tries to give description and state the awareness, outlook, principles or ability possessed by another. Teacher’s teaching is of complete significance wherein student has very trivial involvement in the planning or implementation of the appraisal process in this situation. The assessment of learning is sometimes called as ‘summative assessment’. In other words:
- Assessment is conducted by the teacher in relation to what is and not learnt by the students
- Compilation of data is completed on the part of the teacher
- Learning is intended by teacher

(2) Assessment for Learning - The ‘assessment for learning’ comprises increased level of student independence, but not without teacher playing the role of a true facilitator and encouraging collaborative work. The assessment for learning is sometimes called as ‘formative assessment’. There is additional significance emphasized towards giving pragmatic advice to the students and less significance on giving marks and the grading function. In other words:
  - Learning is premeditated by the teacher
  - Assessment is planned along with the provision of providing feedback to the students
  - Assessment done by the teacher on what has been acquired (students reflect on what they haven’t learnt )

(3) Assessment as Learning - The ‘assessment as learning’ is possibly more connected with diagnostic assessment with focal point on peer learning. ‘Assessment as learning’ provides opportunities for self and peer assessment. Students undertake self-responsibility to produce quality information about their self-learning and that of others. In other words:
  - Assessment is designed collaboratively by both the teacher as well as the student
  - Learning is premeditated collaboratively by both the teacher as well as the student
  - Learning progress is assessed by both the teacher as well as the student
Assessment for learning and assessment as learning tasks should be intensely entrenched in teaching and learning and be the source of effectual interactional feedback, providing opportunities for students to become accustomed, re-reflect and re-learn for quality learning.

(4) Assessment in Learning - The ‘assessment in learning’ puts the problem at the focal point of teaching and learning that emphasizes upon taking away teaching from its focus on a ‘correct answer’ to emphasis on ‘a creative and useful question’. Through constructing questions, students gets engaged in processes that help in generating feedback about their own learning, which come from varied sources and tasks. It helps in the construction of other learning activities, focusing on the process of investigation and the formulation of other questions on part of the students. In other words:

- Teacher’s role as a guide and mentor
- Considering students to be the focal point of learning
- Enabling students to rethink, observe and self-assess their learning
- Initiative on part of the students for model demonstration of learning (to self and others)

For holistic assessment, all characteristics of learning need to be given due significance and place which can be diverse depending upon the situation. Teachers on a regular basis should observe the progress made by the students frequently over a period of time which calls for maintaining individual profiles of each student. This is necessary in order to reflect upon, gain feedback, plan and execute remedial measures to supplement and enhance student’s learning. The need of the hour demands collaborative effort on the part
of both teacher and student leading to quality assessment. Thus assessment may be conducted on:

- Regular basis through constant interaction and assessing the students in varied situation both inside and outside the classroom
- Alternating the assessment on a monthly basis wherein, teachers can ensure that collected data does not result in too much frequency of tests and exams and should actually focus on improving the teaching-learning process

Before selecting any method, it is essential to make a verdict with respect to how assessment needs to be organized which can be done in the following way:

- Individual Assessment emphasizes on the learning and progress made by the individual student and thus appreciating the accomplishments achieved by the students.
- Group Assessment emphasizing on the learning and progress made by a group of students on a task/activity in collaboration and enhancing the cognitive, affective and psychomotor aspects in relation to learning.
- Peer-Assessment deals with one student assessing another student which can be executed in pairs or in groups.

1.4.2 National and International Context of Assessment Practices

According to the documents of the National curriculum and National Assessment procedures of U.K. “The reliable assessment is recording and reporting of pupil’s progress and achievements as they move through the education system. It is recognized as essential for the maintenance of high standards and do ensure quality of opportunity.
Assessment should be an integral part of the curriculum at all stages of pupil’s education and in all subjects and curriculum elements” (Murthy, 2010, p.44)

In relation to the assessment practices followed in U.K, formal qualifying examination ruled in Britain during the early nineteen century. According to Broadfoot et al (1979) (as cited in Murthy, 2010, p.44) it was the medical profession which first conducted qualifying examination to establish competence. With the expansion of the middle classes in the beginning of the nineteenth century due to the development of industrial capitalist economy, it was realized that education was an important medium for enhancing social status which could be achieved through examinations. With this, formal examination in U.K, in the year 1917 was nationalized at the end of the secondary schooling and the examination system did not develop in isolation but in accordance with the needs and requirements in relation to the changing times. With the advent of the Intelligence testing movement as an off shoot of examination, a lot of importance was getting attached to the tests of Binet and Terman. But from 1950 onwards, there developed a feeling of inadequacy in relation to the use of intelligence tests in U.K as well as U.S.A. A lot of new initiatives started to pour in the 1980’s as now assessment was considered as a medium to motivate the pupils who were slow learners and de-motivated. According to the 1988 ERA (as cited in Murthy, 1979, p.44) of U.K, a different climate for assessment became the need of the hour fulfilling the needs and requirements of the market forces and encouragement on the part of the government.

With respect to assessment practices in African countries, Thomas & Vinecent, studied (as cited in Murthy, D.S, 2010, p.44) the system of examinations in fourteen African countries in order to improve education with World Bank Assurance (1992) (as cited in
Murthy, 2010, p.44). They stated that the public examinations exert enormous influence on the nature of teaching and learning and emphasize not only on what is to be taught but also how it is to be taught. They also observed that examinations served a number of functions in African developing countries, including certification and accountability, in addition to the main function of selecting students for the next level of the educational system. Considering the above, they also suggested some practical recommendations in relation to examination reforms which were as follows:

- Need of assessing the cognitive skills of students
- Making use of a variety of test formats assessing skills in an integrated manner
- Co-ordination between curriculum and assessment process

The assessment practices demanded change to replace the formal system of examination in African countries for better results to come.

As pointed out by (Murthy, 2010, p.45) “In relation to India, with formal examination system been a common practice in the earlier school systems, in the year 1971, it was decided by the Government of Andhra Pradesh to conduct public examination at the end of class VII and X and it also declared district level common examination for the other classes. This was termed as the non-detention policy (wherein, no student would be declared fail) which led to objective based teaching and continuous and comprehensive evaluation in schools. In addition to the above, weekly assignments and tests along with quarterly, half-yearly and annual examinations were conducted for the students. Attendance was also an important determinant for students to be promoted in higher classes. The Andhra Pradesh experience was welcomed by various educationists
throughout the country. Along with this, the Policy of 1986 also stressed upon following continuous and comprehensive evaluation throughout the session in the schools.”

In view of the recent evolution in the assessment system, it’s a micro and macro evaluation system followed in the U.K. Micro-evaluation refers to a kind of evaluation that augments as a component of the teaching process. It occupies a very significant place in the continuous self-assessment in the form of a feedback on the part of the students. Macro evaluation on the other hand, refers to the evaluation of the entire learning experience and environment which would help in effective and quality learning experience for the students. In USA, assessment of a student focuses not only on how much the student has learnt, but also on the progress made in relation to the abilities and attitudes. In relation to this, according to Rowntree (as cited in Murthy, 2010, p.45) diagnostic appraisal is one of the most important outcomes of student’s assessment which helps the student to get aware regarding one’s strength and weakness. This would help the teacher to have complete knowledge regarding the potential of the learner and work further towards improving the same.

In view of the above comparative analysis in terms of assessment followed in other countries, while in India, CCE in the form of school based assessment was introduced way back in 2004 and has features of ‘continuous’ and ‘comprehensive’ assessment leading to the holistic development of the personality of the students. It has been a great paradigm shift from traditional examination to assessing the students using variety of tools and techniques in both scholastic and co-scholastic domains. The scheme aims at enabling the learners to make them independent in relation to learning and assessment. With 5 years of its implementation, the impact on the entire teaching –learning process is
yet to be analyzed and interpreted. In addition to it, brainstorming among the various stakeholders is the need of the hour for bringing about qualitative improvement in implementing CCE.

1.4.3 Objectives of English Language Teaching

According to (NCF, 2005, pp.38-39) “English in India is a global language in a multilingual country. A variety and range of English – teaching situations prevail here owing to the twin factors of teacher proficiency in English and pupils’ exposure to English outside school.

The goals for a second-language curriculum are twofold: attainment of a basic proficiency, such as is acquired in natural language learning and the development of language into an instrument for abstract thought and knowledge acquisition through (for example) literacy. This argues for an across-the-curriculum approach that breaks down the barriers between English and other subjects, and English and other Indian languages.

English needs to find its place along with other Indian languages in different states, where children’s other languages strengthen English teaching and learning; and in ‘English-medium’ schools, where other Indian languages need to be valorized to reduce the perceived hegemony of English.

Input – rich communicational environments are a prerequisite for language learning, whether first or second. Inputs include textbooks, learner – chosen texts, and class libraries, allowing for variety of genres; parallel books and materials in more than one language; media support; and ‘authentic’ materials.

Gupta, Gandhi, & Bhatnagar (2004, pp.76-80) pointed out that the objectives of teaching English have been defined as proficiency in listening, speaking, reading and writing.
However, the modern behaviorist theorists of education have come to insist on student’s expression in behavioral terms. As these specifications will determine whether the aimed objectives and specific learning has taken place or not as predetermined. The major objectives of teaching English at the senior level are to enable the students to:

- Exercise command over English and to use English fluently and correctly including proper use of stress, pronunciation and intonation;
- Speak in English and should be able to express in English rather than translating ideas from native language;
- Speak in English and should be able to express in the language as per the situation;
- Understand the speech as given to them;
- Write and compose ideas and other requirements in both speech and writing;
- Involve them in self-reading and should be able to understand what they are reading;
- Become proficient at the use of reference materials, such as dictionaries, vocabularies and encyclopedias;
- Appreciate simple poems. That is, they should be able to recognize the rhyme scheme, modulation and rhythm, locate words and phrases which express imagination or fancy of the poet, and make a word picture in his mind;
- Translate Hindi or mother tongue into English and vice-versa. In it, they should be able to understand the text or part of the text which is unneeded from the point of view of translation, and should be able to modify the structures of both the languages in an appropriate way while joining or separating sentences for
effective communication purposes in the target language. They should be able to present and maintain the sequence of ideas in the original passage while retaining the spirit of the original passage.

In relation to teacher preparation, NCF (2005, pp.39-40) brought to the fact that “all teachers who teach English should have basic proficiency in English. All teachers should have the skills to teach English in ways appropriate to their situations and levels based on some knowledge of how languages are learnt.”

In relation to execution of CCE, Central Board of Secondary Education (CBSE) recommended that a formative assessment centered classroom should follow the techniques given below with respect to language teaching parameters:

- Oral and Listening- Listening comprehension, speech, conversation and dialogues are some of the components of oral and listening teaching in the classroom;

- Written assignments deepen the knowledge of the course material in learners. Short and long question answers, creative writing, report writing, diary entries, poetry etc. are some of the writing practices that could be provided to the learners;

- Speeches - debates, oratory, recitation, extempore etc. is strongly recommended to develop the self-presentation skills in learners;

- Identify opportunities for students to do research projects - information gathering, deductive reasoning, analysis and synthesis and a presentation using a variety of forms including the use of ICT are some of the key components of developing a robust assessment plan;

- Pair work/group work and peer assessment should be encouraged that will involve learners in their own learning.
It was also suggested that some assessments should be designed to assess the conversation skills in language.

According to Murthy (2010, p.46), “the present practice of evaluation is based on knowledge component rather than understanding, skills, attitudes, morals, interest etc. These are to be given due importance in future planning of assessment techniques in the language area.”

1.4.4 NCF 2005 Perspective in relation to Language learning and Assessment

The NCF, 2005 suggested the following for enhancing children’s learning through continuous mode of assessment which is as follows:

- Assessment should focus not only on the learning outcomes but also on the learning experiences gained by the students;

- Both individual and collective tasks can be planned to enable children to learn and reflect upon their own experiences;

- Daily diary to be maintained on the part of the teacher as this would help in continuous and comprehensive assessment of child’s learning and progress;

- In many schools, frequent tests and examinations are getting conducted leading to increased stress and anxiety on the part of the students. For this, continuous assessment should be the need of the hour in the form of classroom morning messages and activities in the classroom;

- Language assessment should not always be related to assessing the achievement level, but must be refocused to assess the language proficiency level attained by the student;
- Provide constructive feedback along with correction and provide grades in front of the students to help them improve their learning;
- Report card should not only be the only source for knowing how the child is doing, as learning activities and tasks should become the basis for continuous observation and qualitative assessment;
- The type of questions used for assessment should not just be restricted in relation to the textbooks, but should be open-ended to enhance the aesthetic response of the students and invite numerous interpretations.

Self-assessment and peer learning should be encouraged by providing numerous opportunities for bringing about qualitative improvement in the personality of the students.

According to NCF (2005, p.77), “assessment at the secondary stage may be based more on tests, examinations and project reports for the knowledge-based areas of the curriculum, along with self-assessment. Other areas would be assessed through observation and also through self-evaluation. Reports could include much more analysis about the students, various skill/knowledge areas and percentiles, etc. This would assist them by pointing out the areas of study that they need to focus on, and also help them by providing a basis for further choices that they make regarding what to study thereafter.”

1.5 Continuous and Comprehensive Evaluation - A Paradigm Shift in School Based Evaluation

School based evaluation is relatively a new concept in Indian context but has been accomplished in the West since seventies. In fact its conception was introduced in
progressive schools in Britain with a view to shift from traditional approach of evaluation. This new approach basically focuses on the autonomy of schools and aims at improving the values among children to augment the quality of learning. The marks obtained in an examination have always been considered as an indicator of the quality of performance, even though the marks obtained in the examination do not reflect the true potential of the learner. So, there came a need to conduct internal evaluation held at school level divergent to external examination conducted by the Boards of school education. This lead the CCE to become the central point of educational process wherein, freedom was given to the teachers to follow and implement the assessment in the manner following the guidelines as given in the Teachers’ manual or as per the annual plan prepared in the beginning of the session.

1.5.1 Evolution of Continuous and Comprehensive Evaluation (CCE)

Continuous and comprehensive evaluation was introduced by CBSE in its affiliated schools beginning in the year 2000. The board introduced this scheme so that the schools could certify all the students who passed class X CBSE examination through their independent school-based evaluation system. The next phases of CCE that were implemented are given below:

- In 2004, CCE was implemented in primary classes from classes I-V;
- In 2006, the Board extended CCE to classes VI-VIII as a follow up;
- In October 2009, CCE at secondary level was introduced for class IX students, and further extended the scheme for class X students as well.
To get a complete view of child’s learning, it has been suggested by CBSE that assessment should focus on the learner’s ability to –

- Analyse, synthesize, and evaluate information;
- Respond to diverse situations and opportunities both in and out of the school;
- Practicing what is learnt in various circumstances and situations;
- Reach a level of expertise in different subject areas keeping in mind the required measures;
- Take responsibility of social and environment issues and contribute in the similar projects;
- Live a healthy and productive lifestyle;
- Observe the transitions taking place in student’s learning, behaviour and progress over a period of time to enhance individual skills, interests, outlook and inspiration of a child;
- Learn and acquire required skills related to different subject areas;
- Retain what is achieved and learnt over a period of time work;
- Work independently, collectively and peacefully.

Therefore, assessment is an important, productive, required and a continuous process. The following criteria are to be kept in mind to realize the importance of assessment:

- Gathering information continuously and recording the same;
- Giving attention to each learner’s way of responding and learning, and time taken by each learner to do it;
- Not marking the learners as slow, poor or intelligent;
- Teachers should keep in mind that all learners have their own capabilities and potential to perform, so no comparisons should be made due to any biases;
- To improve the performance of the learners, teachers should give positive feedback to the learners and should not make any negative statements;
- Reporting on a continuous basis and being sensitive to every learner’s response;
- Using a variety of ways to collect information about the learner’s knowledge and improvement in all subjects.

1.5.2 Why CCE?

According to (CBSE, 2010, p.7) “CCE refers to a system of school based evaluation of a student that covers all aspects of student’s development”. It emphasizes on two-fold objectives to have continuous evaluation and assess the behavioural outcomes on the other.

The term ‘continuous’ in CCE refers to the evaluation of familiar aspects of students development as compared to a one significant event built into the total teaching-learning process, and spread over a period of time throughout the session. In other words, it implies assessment on regular basis, occurrence of unit testing, diagnosing learning gaps, use of remedial measures followed by retesting and providing feedback to teachers and students for their self-evaluation.

While, the second term ‘comprehensive’ refers to the assessment including both the scholastic and the co-scholastic domain of the students’ growth and development. It emphasizes on the use of diverse tools in the areas of enhancing the cognitive aspect as follows:
Sarangi, 2012 (p.4) shared that the “results from CCE are deduced for discovering a learner’s individual position in her/his own context and are never used for assessing his/her relative position in the class. CCE results provide a reflective background to the teachers and are meant to support them in planning further course of action to put the students’ potentialities to its optimum use. CCE aims at habitual monitoring of students’ learning and progress, and providing remedial measures to work on the weak areas so as to ensure their holistic development.”

The illustrative depiction below highlights the major differences between traditional assessment and CCE in relation to paradigm shift in learning assessment on the basis of various criteria:
Thus, aim of CCE is to situate the teacher back at the foreground of the evaluation system and make use of the explicative feedback for the improvement of the entire teaching learning process. This methodology places importance on the use of a diversity of tools and techniques for evaluation and not just a paper-pencil test. This assessment is carried out frequently, over a long period of time and hence is likely to provide more consistent evidence and at the same time paying instantaneous attention to the diverse needs of the learners’ in the classroom context. From the students’ perspective, unnecessary stress and pressure from examination has taken a back seat, and now they are being assessed by providing qualitative feedback leading to the holistic development of the personality in all the three domains of knowledge, attitude and skill. Keeping in mind the major characteristics of CCE, the following objectives are considered to be essential for quality assessment both for the teacher as well as the learner which are as follows:
- Ascertaining effectiveness of a programme and taking suitable decisions about the learner, learning process, teaching, and the learning environment;
- Making possible the development of cognitive, psychomotor and affective skills;
- Making evaluation a fundamental part of teaching-learning process;
- Making the teaching and learning process learner-centred;
- Placing importance on lateral thinking process and minimizing rote memorization;
- Using evaluation as a quality control tool to maintain required standard of performance in the teaching-learning process;
- Making use of evaluation data regularly to examine and improve the students’ achievement and teaching-learning strategies on the basis of regular diagnosis followed by providing remedial measures.

1.5.3 Major functions of CCE

With the main objective of CCE focusing upon the all-round development of the personality, children can be made aware of their strengths and weaknesses. It provides the learner with a realistic self-assessment of his/her progress over a period of time. It helps in recognizing the areas of capability, inquisitiveness, and changes in attitudes and value systems on part of the students. Through continuous evaluation, regular assessment from time to time in relation to the extent and degree of learner’s progress becomes possible. It provides immediate feedback to the teacher, who can then make a decision whether teaching a particular unit or concept needs modification with respect to its implementation in the class or whether few individuals need remedial instruction. It also aids in making decisions for the future regarding choice of subjects, careers and courses.
CCE helps in determining the specific areas of instruction where more consideration is required. It provides information and contemplative feedback on the progress of students in scholastic and co-scholastic areas and thus aids in predicting the potential achievement of the learner.

In other words, continuous evaluation helps in bringing awareness of the accomplishment to the child, teachers and parents on a regular basis. They can look into the plausible cause of the falling performance if any, and may plan remedial measures as required. Thus, quality and timely feedback can help both the teachers and parents plan the corrective measures to overcome the low performance over a period of time. Many a times, because of some special reasons, like adjustment problems or family problems, the children start losing their interest and attention in studies, resulting in a much unexpected low performance. If the teacher and parents do not become acquainted of the sudden fall in the performance of the child in academics as soon as possible, it might result in long-lasting insufficiency in learning.

1.5.4 CCE domains: Scholastic and Co-scholastic

According to CBSE, in order to implement continuous and comprehensive evaluation, both scholastic and co-Scholastic domain ought to be given due significance and place in the teaching-learning process. Such a complete assessment requires:

a) Vigilant recording and preserving a continuous and comprehensive report for each learner that is pragmatic, motivating and visionary;

b) Teachers to regularly reflect, organize and implement remedial measures;
c) The learner’s potential to conserve and express what has been attained over a period of time also calls for bringing alteration in assessment. These assessments can take many diverse types but all of them should be as comprehensive and realistic as possible. Detailed feedback as the need of the hour over should not only enhance just learning and preservation among children, but developing other features of their personality as well.

The first domain / area of assessment refer to ‘Scholastic Assessment’ which entail the following objectives:

- The learner behaviour should be related to the cognitive domain and developing the potential to put to use in different contexts;
- To modify the teaching-learning process, assessment ought to include both Formative Assessment (FA) as well as Summative Assessment (SA).

Taking into consideration the above objectives, formative assessment as a means is used by the teacher to persistently observe the progress of the students in a non-intimidating and supportive environment leading to effective teaching-learning process.

Formative assessment (FA) involves alternating evocative feedback and thus, providing a chance for the students to reflect on their performance, looking out for suggestion and working towards the same. It involves the students’ being a vital part of assessment from planning criteria/parameter to assessing self or peers so as to be able to make them aware regarding the integration of assessment with the teaching-learning process. If used efficiently, it can improve student’s performance immeasurably while respecting the individuality of the learner and reducing the work load of the teacher to enable working efficiently and effectively towards quality assessment.
Formative Assessment is conducted throughout the course curriculum for providing continual and quality feedback to both the teachers and the learners. This facilitates the teachers in taking appropriate decisions leading to alterations in the teaching-learning process. It is defined by authors in different ways as follows:

According to Black & William, (as cited in CBSE, 2010, p.13), ‘... often means no more than that the assessment is carried out frequently and is planned at the same time as teaching.’

According to Harlen, (as cited in CBSE, 2010, p.13) ‘... provides feedback which leads to students recognizing the (learning) gap and closing it … it is forward looking …’

In the last few years, according to Assessment Reform Group, 2002, (as cited in Heritage, 2010, p.9), formative assessment was defined as “the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their earning, where they need to go and how best to get there.” Delandshere & Jones (1999) suggested that the present situation calls for teachers to aid every student enhance their theoretical understanding through empirical learning, incessant assessment, and providing qualitative descriptive feedback regarding teaching-learning process and different methods of assessment.

From the above definitions, following characteristics can be deduced which are as follows:

- Aids students to sustain their peer group and vice-versa;
- Builds on students’ prior knowledge/schema and experience in designing what is taught;
- Enables teachers to modify teaching to take account of the results of assessment;
- Encourages students to comprehend the criteria that will be used to judge their work;

- Incorporates varied learning styles to decide how and what to teach;

- It helps in the diagnosis of specific problems and provision of remedial measure;

- It is also referred to as Assessment for learning as it is inbuilt into the teaching-learning process;

- Makes provision for effective feedback;

- Offers an opportunity to students to improve upon their work after the descriptive feedback;

- Provides opportunities for the active involvement of students in self-learning;

- Recognizes the need for students to engage in self-assessment and comprehend how to progress;

- Recognizes the reflective influence assessment has on the motivation and self-esteem of students, both of which are imperative factors for learning.

The above discussion suggests that formative evaluation is of enormous help principally in identifying errors done in the process of learning, planning remedial measures for overcoming learning weaknesses, strategies to enhance learner motivation, providing practice to what has already been learnt, reducing test anxiety and thereby improving the academic achievement of the pupils at the time of summative evaluation. It is being said that the effectiveness of formative tests as learning tools is maximized if these are not used for comparing the pupil’s progress in relation to other learner’s performance and quite effective in minimizing the inattentiveness and indiscretion on the part of students in classroom context.
Summative assessment (SA) on the other hand, is carried out at the end of the course of learning. According to (CBSE, 2010, p.14), “it measures or ‘sums-up’ how much a student has learned from the course and is usually a graded test, i.e. it is marked according to a scale or a set of grades.” It measures the overall learning of the student against some standard or benchmark. It fails to give a suitable measure of the growth and development of the student. The areas of strengths and weaknesses of students cannot be known on the basis of summative assessments only. An overemphasis on summative assessments mounts stress and anxiety among the learners and the educators. There is lack of consistency and no feedback to help build the progress of the child. The system works on learn and forget pattern. It supports rote memorization, study of selective topics and lack of consistency, thus affecting the quality of education. Still summative evaluation is considered to be inevitable and remains a primary part of the whole evaluation process. However, its consistency may be increased considerably by adopting suitable measures like paying attention to the principles of validity, reliability, objectivity, bias free scoring and marking in the construction of the test.

While summative assessment on the other hand is carried out at the completion of the course of learning. According to (CBSE, 2010, p.14), “it measures or ‘sums-up’ how much a student has learned from the course and is usually a graded test, i.e. it is marked according to a scale or a set of grades. Assessment that is principally of summative nature will not by itself be able to yield a suitable measure of the growth and development of the student. It can only confirm the level of achievement at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the progress of a student is not only unfair but also unscientific.”
It is believed by CBSE that giving too much importance to examination marks emphasizing on only scholastic part might result in the ‘learn and forget’ prototype. Besides, enhancing harmful antagonism, more significance attached to summative assessment system can further direct towards increasing enormous stress and anxiety among the learners, pre-eminence in the educational process, lack of consistency, support to selective study on the part of the student, rote memorization, use of mal practices and affecting quality of education. Still summative evaluation is considered to be inevitable and remains a primary part of the whole evaluation process. However, its consistency may be increased considerably by adopting suitable measures like paying attention to the principles of validity, reliability, objectivity, bias-free scoring and marking in the construction of the test.

Summative Assessment is defined as follows:

According to Angelo & Cross (as cited in CBSE, 2010, p.14), “Good summative assessments—tests and other graded evaluations—must be demonstrably reliable, valid, and free of bias.”

According to Black & Wiliam, (as cited in CBSE, 2010, p.14), “…assessment (that) has increasingly been used to sum up learning.”

(According to Harlen, (as cited in CBSE, 2010, p.14), “… looks at past achievements … adds procedures or tests to existing work … involves only marking and feedback grades to student … is separated from teaching … is carried out at intervals when achievement has to be summarized and reported.”

The following definitions delineate the following characteristics:
- It is given another name referred to as ‘Assessment of learning’ with focus on the ‘product’ as against ‘process’ of learning;
- It is taken by students after the completion of a unit or semester to explain regarding the substantiation of “sum” of what students have or have not learned;
- It is considered to be one of the most conventional approach for assessing student work.

Scholastic area /part of assessment can be represented with the help of the following figure:

![Scholastic Areas (Part I)](Source: CBSE, 2010, p.15)

<table>
<thead>
<tr>
<th>Tools</th>
<th>Formative Assessment (Flexible Timing)</th>
<th>Summative Assessment (Written, End of Term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
<td>Examination</td>
<td>Objective type</td>
</tr>
<tr>
<td>Observation schedule</td>
<td>Assignments</td>
<td>Short answer</td>
</tr>
<tr>
<td>Interview schedule</td>
<td>Quizzes and competitions</td>
<td>Long answers</td>
</tr>
<tr>
<td>Checklist</td>
<td>Projects</td>
<td></td>
</tr>
<tr>
<td>Rating scale</td>
<td>Debates</td>
<td></td>
</tr>
<tr>
<td>Anecdotal records</td>
<td>Elocution</td>
<td></td>
</tr>
<tr>
<td>Document analysis</td>
<td>Group discussions</td>
<td></td>
</tr>
<tr>
<td>Tests and inventories</td>
<td>Club activities</td>
<td></td>
</tr>
<tr>
<td>Portfolio analysis</td>
<td>Experiments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1.5 Formative and Summative Assessment in Scholastic Area (Part I)

(Source: CBSE, 2010, p.15)
According to (CBSE, 2010, p.23) assessment in scholastic area go after the following guidelines:

**Part 1: Scholastic areas**

- There are two terms in both classes IX & X, the first term is scheduled from April - September and the second term from October – March of the consequent year
- Each term has two formative and one summative assessment
- Assessment is to be specified in the form of grades
- The grading scale for the scholastic area is a nine point scale
- Overall grade of formative assessments in the two terms (FA1+FA2+FA3+FA4) and the overall grade of summative assessment (SA1+SA2) must be specified. The total of the two grades (Formative and Summative) should be mentioned in the appropriate column.
- The CGPA is provided exclusive of supplementary 6th subject as per the format of studies
- The grade point and percentage of marks can be computed as follows:
  Subject wise indicative percentage of marks = 9.5 x grade point of the subject
  Overall indicative percentage of marks = 9.5 x CGPA
This can be shown with the help of the following figure-

### II. Evaluation of Scholastic aspect

#### Part 1: Scholastic Areas

**Evaluation of Academic Subjects in Classes IX and X.**

Six assessments are proposed:

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Percentage of weighting in academic session</th>
<th>Month</th>
<th>Term wise weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment-1</td>
<td>10%</td>
<td>April-May</td>
<td>FA1 + FA2 = 20%</td>
</tr>
<tr>
<td>Formative Assessment-2</td>
<td>10%</td>
<td>July-August</td>
<td></td>
</tr>
<tr>
<td>Summative Assessment-1</td>
<td>30%</td>
<td>September</td>
<td>SA1 = 30%</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment-3</td>
<td>10%</td>
<td>October-November</td>
<td>FA3 + FA4 = 20%</td>
</tr>
<tr>
<td>Formative Assessment-4</td>
<td>10%</td>
<td>January-February</td>
<td></td>
</tr>
<tr>
<td>Summative Assessment-2</td>
<td>30%</td>
<td>March</td>
<td>SA2 = 30%</td>
</tr>
</tbody>
</table>

Total Formative Assessments (FA) = FA1 + FA2 + FA3 + FA4 = 40%
Summative Assessments (SA) = SA1 + SA2 = 60%

Figure1.6 Weightage assigned to Formative and Summative Assessment of Scholastic Area (Source: CBSE, 2010, p.26)
Part II: Co-scholastic areas

CBSE highlighted that the co-scholastic domain consists of enhancing the skills which are described as preferred behavior related to learner’s life skills, attitudes, values, interests, co-curricular activities and physical health. The methodology of assessing the progress done on the part of the students in attaining objectives associated to scholastic and co-scholastic domain is referred to as comprehensive evaluation. This calls for using a wide variety, specific tools and techniques for assessing both diverse and specific areas of learner’s growth.

According to (CBSE, 2010, pp.24-25), ‘Part II consists of co-scholastic domain where students’ are assessed under four parts as shown below on a five point grading scale:

- 2 (A) Life Skills
- 2 (B) Work Education
- 2 (C) Visual and Performing Arts
- 2 (D) Attitudes and Values

Part 2(A): Life Skills includes of thinking, social, and emotional skills;

Part 2(B): Work Education;

Part 2(C): Visual and Performing Arts;

Part 2(D): Attitude consists of attitude towards teachers, schoolmates, school program and environment, and value system refer to the structure which ought to be developed right through primary to secondary level.

The various parts under co-scholastic domain are to be filled in after a period of observation throughout the year by the class teacher in discussion with the other subject teachers.
Part III: Co-curricular activities

Part III consists of co-curricular activities wherein alternative in taking part and its assessment criteria thereof is available. It includes two sub-parts which are to be assessed on a five-point grading scale. The description of the two sub-parts is as follows:

Part 3(A):
1. Literary and creative skills
2. Scientific skills
3. Information and communication technology (ICT)
4. Organizational and leadership skills (Clubs)

A student is likely to choose two activities from the above four groups and is assessed on their level of involvement and attainment.

Part 3(B): This part includes eight diverse kinds of health and physical activities described as below:
1. Sports/ Indigenous sports (Kho-Kho etc.)
2. NCC / NSS
3. Scouting and Guiding
4. Swimming
5. Gymnastics
6. Yoga
7. First Aid
8. Gardening/Shramdaan”
Students are assessed on any two activities that are chosen from within the eight different activities. The objective is to benefit from physical activities to maximize health benefits. They will be assessed by teachers involved in various activities in school.

The following figure shows the division of co-scholastic area as follows:

**Figure 1.7 Division of Co-Scholastic Area** (Source: CBSE, 2010, p.16)
Detailed components of scholastic and co-scholastic areas of CCE are represented with the help of the following figure:

Figure 1.8 Detailed Components of Scholastic and Co-scholastic Areas
(Source: CBSE, 2010, p.39)
1.5.5 How can CCE help a Classroom Teacher?

CCE can help the teacher in implementing quality assessment since he/she is responsible for the holistic development of the students in the following manner:

- To recognize the learning difficulties in acquiring certain competencies and the strength of such learning difficulties;
- To improve students’ learning through diagnosis of their performance;
- To plan suitable remedial measures to facilitate the students who have specific learning difficulties in mastering the competency;
- To improve or modify instructional strategies to augment the quality of teaching;
- To decide upon selection of various media and materials as a supporting aid in mastering the competencies;
- To encourage students for self-assessment;
- To reinforce quality evaluation procedure.

1.5.6 What is needed for Teacher Empowerment?

The following points show how continuous and comprehensive self-evaluation of teachers can enhance the teaching-learning process:

1. The quality of student learning is directly, although not completely, associated to the quality of teaching. Therefore, one of the most preferred ways to improve the teaching-learning process is to keep on teaching innovatively on the basis of the feedback, which is the most important objective of the CCE.
2. CCE process desire teachers to make their educational goals and objectives apparent and then to get specific, rational feedback to the extent to which they are achieving their goals and objectives.

3. The process of collaborating and engaging with contemporaries and enthusiastically involving students in the CCE efforts makes the situation favorable to learning as well as augment the personal satisfaction of all stakeholders.

4. There should be a personal desire for one’s own mental and psychological contentment to self-evaluate one’s performance. As this would help teachers to get aware regarding their own strength and weaknesses and bring necessary modifications in their own attitude as well as teaching-learning process.

6. CCE is a medium by which teachers can broaden better self-awareness about the nature and impact of their performance which would promote them to improve their teaching.

7. The whole course creates opportunities for continuous professional growth and development as it encourages the teachers to perilously reflect and investigate relevant issues pertaining to teaching.

8. It is very much a personal process desiring self-control and uprightness; as one is expected to learn from one’s disappointments and mistakes and at the same time to be glad about one’s successes.

1.6 Rationale of the Study

Teaching is regarded to be as a three-cornered process wherein learning objectives, feedback and evaluation procedures lie inseparably intertwined. Evaluation is a vital
component as it provides constant and almost accurate feedback on the curriculum and teaching learning process and progression of learner’s performance. But over the past three decades or more, the system of evaluating students has gone through changes which before suffered from a number of tribulations. Earlier method of evaluation paid consideration more on cognitive learning, and ignored the non-cognitive aspects such as socio-personal qualities that are vital components of human personality. In addition to it, the lack or incongruous way of evaluating the co-scholastic outcomes due to the absence of proper tools and techniques called for immediate attention and action.

The subject of altering the model of evaluation along with changing the educational system in the country has been engaging the attention of the Government, educationists, teachers, researchers and other stakeholders ever since India attained independence. The inappropriateness and the inadequacies of the educational system to meet the requirements of the Indian society have been recommended by various commissions, and these have been debated in academic bodies and government departments, but all these efforts have failed to bring about any perceptible change either in the educational system or in the evaluation pattern.

The model of evaluation everywhere follows and flows from the prototype of teaching, and the educational system is the manifestation of the existing economic and social structure prevailing in the society. The model of assessment cannot be altered without changing the blueprint of teaching and educational structure. Therefore, any endeavor to vary the evaluation system leaving the prototype of teaching and educational system unchanged is going to be unsuccessful. On similar lines, to think of changing the educational system leaving unscathed the prevailing social and economic structure will
again be of not much benefit. That is why lifelong improvement in evaluation and the educational system does automatically involve changing the complete social structure. If the goals of teaching at different stages of the educational system are not comprehensible, i.e. the achievement to be attained at a particular stage are not properly explained to the students and teachers; if the teaching process is itself fragmentary and unsuccessful, the learning process becomes curtailed. Moreover, if the pupils are not motivated to learn, the augmentation of achievement will predictably suffer. There is a feeling of distrust especially among teachers who are the real executors of this new evaluation system, whether it will stand the test of the time in a given context. Continuous and comprehensive evaluation fundamentally emphasized in bringing about a archetype change from examination to skilled teaching which demands assessment to be incorporated into the instructional process itself. While it is important to ensure that pedagogy ought to be learner centered, it is essential to plan a teaching-learning process where the student and the teacher actively co-construct knowledge and apply the same in diverse contexts. Thus, a conscientious and dynamic education requires active student participation, quality learning experiences and competent use of various assessment techniques. The responsibility and self-esteem of the teachers in this function needs to augmented and specified. The importance of continuous and comprehensive evaluation not only lies in treating it as an end but actually as a medium to realize the end purpose. It makes available the teacher with abundant degrees of autonomy to design and put into practice teaching together with designing its assessment measures. Teachers are required to work in this novel archetype by means of creating original lesson plans, scheming inventive formative activities / tasks and constructing teaching-learning resources.
Intriguing into deliberating the praiseworthy efforts made by the CBSE, the implementation of the scheme and its desired success, how constructive and practicable it may be, depends upon the sincerity and competence of its implementers. The organization of the teaching-learning process together with the assessment of the teaching-learning product is the responsibility of the teachers teaching in the schools. For this function, it is important that they put on a complete thinking and comprehension about the procedure of CCE together with being prepared to transform their actions and viewpoint.

The policy documents have gravely attended to the background, apprehension and apparition of education in the country wherein, teachers are regarded to be important in putting into practice these policies in the classroom. To make certain that the scheme of continuous and comprehensive evaluation is executed in its true spirit and enthusiasm, it requires massive teacher support. They have to gear up, and also be motivated to do justice to this thoughtfully planned system of evaluation. They have to be made aware to not only about the theoretical nitty gritty of this scheme but equipped with all tools and techniques on how to implement the system effectively to yield the best results. As already emphasized earlier, it is the teacher who occupies an important place much in the success of any teaching-learning process meant for the well being of the students. Therefore, it is quite indispensable to equip the school teachers with the fundamentals needed for achieving success in the implementation of continuous and comprehensive evaluation.

Apart from the above referred information in relation to the scheme of continuous CCE (bringing expected changes in the cognitive behavior) and acquisition of the necessary
skills and competencies for conducting the process of evaluation, (bringing desired changes in the conative or psychomotor behavior) the thing which is crucial most is the prerequisite of bringing desired changes in student’s affective behavior. The responsibility of the teacher in this would be that of a facilitator as well as co-learner. This would demand role of the teacher to be more self-motivated and varied. A teacher needs to be in agreement with the child to discover world and learn through activities therefore, training of teachers play an indispensable role for the success of the continuous and comprehensive evaluation. For assessment to be a fruitful and inspiring process, the teachers’ need to be careful about:

- Gathering and recording information regularly;
- Giving meaning to each child’s way of responding and learning;
- Not to label the child;
- Providing feedback in clear and easy language and helping the child to do better;
- Reporting on continuous basis and being acquiescent to every child’s responses;
- Using varied ways to collect information about the child’s learning and progress;
- To be aware regarding what is the purpose of assessing the child.

With the introduction of CCE in the year 2009 at secondary level, researcher was eager to explore the information teachers had regarding various components of CCE. It also became interesting for the researcher to know their likes regarding components of CCE, as this aspect was not taken in any of the studies reviewed by the researcher at the secondary level. Exploring about the above aspects would help the researcher in knowing the process involved in practicing CCE and come with practical suggestions and
implication for various stakeholders of education to make CCE work smoothly keeping in mind the needs of students, teachers and the classroom context and requirements.

Andrew Willkinson and others (as cited in Murthy, 2010, p.46) observed “that all teachers have a responsibility for the personal development of their pupils and their responsibility is felt especially by those concerned with language, as language being a major means of communication.” There is an inevitability to assess the language development in the field of cognition, affect, morals and styles by experimenting with various models of assessment. Hence, CBSE suggested assessment tools of the kind based on an extensive view of personal progress as an essential part of educational assessment.

The study also aims to identify and examine the major problems that the teachers encounter in the classes while executing CCE as this would involve meeting with the teachers, observing them practicing formative assessment in English language, and a close informal interaction with them. The state, policy makers and school administration could help the teachers where they need help. It is in this context that this study attempts to focus on the Awareness, Interest, and Practices of the Secondary teachers’ with regard to Continuous and Comprehensive Evaluation

1.6.1 Title of the Study

A Study of the Awareness, Interest, and Practices of Teachers’ towards Continuous and Comprehensive Evaluation
1.6.2 Operational Definition of the Key Terms

- **Awareness** is the information which the teachers’ have with respect to the various components of CCE.

- **Interest** implies the liking of teachers’ towards various components of continuous and comprehensive evaluation.

- **Practices** imply the procedure employed to conduct formative assessment by English teachers’ in the manner prescribed as per the guidelines given by the CBSE in teachers’ manual.

- **Continuous and Comprehensive Evaluation:** According to CBSE, 2010, p.7), “CCE refers to a system of school based evaluation of students that covers all aspects of students’ development.”

1.6.3 Objectives of the Study

The study has been designed to accomplish the following objectives:

I. To find out the awareness of teachers’ regarding various components of continuous and comprehensive evaluation.

II. To gauge teachers’ interest towards continuous and comprehensive evaluation.

III. To study the practices adopted by English teachers’ in conducting formative assessment.

IV. To identify and study the problems perceived by the teachers’ in the implementation of CCE.
1.6.4 Keeping this in mind, the study therefore requires a number of Research Questions to be answered, some of the research questions are:

- How do teachers conceptualize changing evaluating patterns implemented at secondary level?
- To what extent, are the teachers’ involved in working towards the implementation of continuous and comprehensive evaluation?
- What is the expressed interest (spoken, uttered, articulated, face value) of teachers’ towards CCE practices in schools?
- What is the perception of teachers in the context of changing practices of evaluation?
- How are the English teachers’ conducting formative assessment practices in the manner prescribed as per the guidelines given by the CBSE in teachers’ manual?
- What are the main components of CCE in which the practicing teachers’ are facing difficulties?
- What are the possible suggestions with respect to the effective implementation of CCE?

1.6.5 Delimitation of the Study

The study is delimited in the following respects:

- The present study is delimited to the National Capital Territory of Delhi.
- Only Central Government (KV’s) and Private schools of Delhi are taken to gather data.
- Sample of Secondary teachers’ are drawn from classes IX and X to gather data.
For practices, the study includes the observation of formative assessment by English teachers’ of class 1X only.

1.7 Overview

On educational grounds, the real rationale of evaluation is evaluation for learning. It is not even evaluation of learning which means an assessment of what has been taught and learnt during the school year but what the student actually knows. It is meant to be comprehensive assessment for learning. For this, it becomes vital to consider the why, what and how of evaluation. Recognizing the individual needs of the learner, while also finding original ways to adapt teaching to individual needs and at the same time maintaining the wider goals of curriculum becomes crucial. The purpose of evaluation, as understood by the teacher or as reflected upon by school, influences the teaching-learning setting and the entire planning of curriculum.

By taking up such a study, the purpose of the researcher was not to critically analyze CCE or to raise objections regarding the same but to know the status of implementation across different schools. It was found that the problem actually lies in the conceptualization and implementation of CCE. There is quite a much difference that lies in the theoretical conception and how in reality it is being executed by its practitioners. What is needed is autonomy to be provided to the teachers, breaking out from the myths surrounding CCE, and reflection on the part of the teachers, parents, policy makers and other stakeholders for the effective implementation of CCE.

The first chapter in a nutshell has talked about the background of Examination in India and abroad, reasons for examination reform, progression of examination to evaluation to
assessment, evolution of CCE, ‘why’ of CCE, functions of CCE, components of CCE, How to empower teachers’ for CCE, rationale of the study, title of the study, objectives, research questions, and delimitation of the study.