

TABLE OF CONTENTS

CONTENT	Page
Declaration	<i>i</i>
Certificate	<i>ii</i>
Acknowledgement	<i>iii</i>
Contents	<i>v</i>
List of Tables	<i>viii</i>
List of Appendices	<i>ix</i>
List of Acronyms	<i>x</i>

CHAPTER: 1	CONCEPTUAL FRAMEWORK	1 to 37
1.0	Introduction	1
1.1	Policy recommendations on School Based Evaluation (SBE)	3
1.1.1	Secondary Education Commission (1952-53)	4
1.1.2	Education Commission (1964-66)	6
1.1.3	National Policy on Education 1986 (NPE, 1986)	7
1.1.4	National Curriculum Framework for School Education (NCFSE, 2000)	8
1.1.5	National Curriculum Framework 2005	10
1.2	Continuous and Comprehensive Evaluation	12
1.2.1	Emergence of the Concept of CCE by CBSE	14
1.2.2	Objectives of CCE given by CBSE	15
1.2.3	CCE and its aspects as per CBSE	15
1.3	Associating the CCE objectives with the curricular aspects.	20
1.3.1	Cognitive skills	21
1.3.2	Psychomotor Skills	22
1.3.3	Affective skills	23
1.3.4	The de-emphasis of memorization	25
1.3.5	Making Evaluation an integral part of teaching-learning process	26
1.3.6	Strategies for Diagnosis and Remedial Practices	27
1.3.7	CCE for taking appropriate decisions about learner; the	28

	process of learning and the learning environment	
1.3.8	Make the Teaching and Learning Process a Learner-Centered Activity	30
1.4	Rationale of the Study	34
1.4.1	Research Questions	35
1.5	Statement of the Problem	36
1.5.1	Objectives of the Study	36
1.5.2	Explanation of the Term	36
1.5.3	Delimitation of the Study	37
CHAPTER: 2	REVIEW OF RELATED STUDIES	38 to 71
2.0	Introduction	38
2.1	Trend Analysis of Researches Related to Educational Evaluation and Examination	39
2.1.1	Trends of Researches during the period 1945 to 1972	39
2.1.2	Trend Analysis of Researches during the Period 1975 to 1982	44
2.1.3	Trend Analysis of Researches during the period 1983 to 1988	48
2.1.4	Trend Analysis of Researches during the period 1988 to 1992	48
2.1.5	Trend Analysis of Researches during the period 1993 to 2000	50
2.2	Emerging Trend after the year 2000	53
2.3	Trend of studies Related to CCE	54
2.3.1	Analysis of Researches Related to Development of Cognitive Skills through CCE	54
2.3.2	Analysis of Researches Related to Development of Psychomotor Skills through CCE	55
2.3.3	Analysis of Researches Related to Development of Affective Skills through CCE	57
2.3.4	Analysis of Researches Related to Diagnostic & Remedial Practices through CCE	59

2.3.5	Analysis of Researches Related to Change in Teaching Learning Process through CCE	60
2.3.6	Analysis of Researches Related to Summative & Formative Assessment as per CCE	63
2.3.7	Analysis of Researches Related to Use of Evaluation as a Tool of Social Utility	65
2.4	Research Gaps in the Reviewed Researches Related to CCE	66
2.5	Key implications that Emerged from the Reviewed studies	69
CHAPTER:3	PLAN AND PROCEDURE	72 to 92
3.0	Introduction	72
3.1	Design of the Study	72
3.2	Population	72
3.3	Sample	73
3.4	Tools and Techniques	74
3.5	Sources of Data	89
3.6	Collection of Data	90
3.7	Analysis of Data	91
CHAPTER: 4	DATA ANALYSIS AND INTERPRETATION	93 to 179
4.0	Introduction	93
4.1	Analysis & Interpretation of Development of Cognitive, Psychomotor & Affective skills	94
4.2	Analysis & Interpretation of Enhancement of Values, Attitudes and Life skills	147
4.3	Analysis & Interpretation of Feedback provided for the written and performance based formative tasks	149
4.4	Analysis & Interpretation of Diagnosis and remediation of learning difficulties for improving student's achievement	161
4.5	Analysis & Interpretation of Modifications in the teaching learning strategies; learning environment provided to the learners, based on the type of learners	170
4.6	Analysis & Interpretation of Orientation and Feedback given to the parents	189

4.7	Analysis & Interpretation of Provisions for participation in co-curricular activities and the assessment of those activities	200
4.8	Analysis & Interpretation on opinion of teachers, parents, students and principals regarding the implementation of CCE	226
4.9	Analysis & Interpretation: Challenges faced by the teachers, parents and principal for CCE implementation	252
CHAPTER: 5	FINDINGS, DISCUSSION AND SUGGESTIONS	
5.0	Introduction	262
5.1	Development of cognitive skills, psychomotor and affective skills in the students	262
5.2	Enhancement of values, attitudes and life skills	267
5.3	Feedback provided for written & performance based formative tasks	268
5.4	Diagnosis and remediation of learning difficulties for improving student's achievement	270
5.5	Modifications in the teaching learning strategies; learning environment provided to the learners, based on the type of learners	272
5.6.	Orientation and Feedback given to the parents	274
5.7	Provisions for participation in co-curricular activities and the assessment of those activities	274
5.8	Opinion of teachers, parents, students and principals regarding CCE implementation	275
5.9	Challenges faced by the teachers, parents and principal and students with regard to CCE implementation	277
5.10.	Discussion of the Findings	278
5.11	Implications of the study	287
5.12	Suggestions for further Research	288
REFERENCES		
APPENDICES		