CHAPTER- 1
CONCEPTUAL FRAMEWORK

1.0 Introduction

The main aim of the education is all round development of the child. Education is a tool to provide all aspects of knowledge in the society. This knowledge basically physical, mental, spiritual, social and also emotional etc. getting this knowledge from education is a essential components of every human being in the society. The report of UNESCO for 21st century has given four plans of living basically physical, mental, spiritual and also intellectual. Education must be focus on utilization of inner abilities for their growth and development of the child. Then only education can bring the all round development of the child The Secondary Education Commission (1952-1953) aptly remarks "The Educational institutions today concern itself not only with the intellectual pursuits but also with the emotional and social development of the child, his physical and mental health, his social adjustment and other equally important aspects of his life inward with an all round development of his personality. The many changes were happened in the field of education. These changes were basically education must be in child centered.1986 NPE also stresses about the implementation of the child cantered education at school level. The educational system always encourages the child to acquire more knowledge. The main functions of teacher in the child centered approach understand the child in all aspects and give the guidelines according to his/her abilities. The National Council of Educational Research and Training (N.C.E.R.T) prepared the curriculum according to the needs and abilities of the individual. But the Preparation of the curriculum is done in different stages at Pre-primary, Primary and Secondary level. Evaluation plays a predominant role in transaction of curriculum in the classroom. Evaluation is an integral part of teaching – learning process. It diagnoses the strength and weakness of child and provides feedback to child and teacher. Evaluation is the process of determining the qualitative changes in behavior through instructions. These changes are appraised against the values represented in objectives to find out how far the objectives of instruction are being achieved. Therefore it is a continuous process. Weiss (1972) defines "Evaluation as the systematic gathering of information for the purpose of making decisions". The nature of the depth of evaluation depends on the specificity and kind of objective and purpose for which such evaluation is carried out. Ronal Doll (1992) defines "Evaluation is broad and continuous efforts to enquire effects of utilizing

content and process to meet clearly defined goals". Bloom (1971) explains a relationship among the Educational objectives, learning experiences and Evaluation. He describes it as a system of quality control in which the effectiveness of each step of teaching is determined and alternative procedures if needed are initiated. In accordance with the above definitions we infer that evaluation is both quantitative and qualitative process that concern with the teaching and learning in a given situation.

1.1 Place of Evaluation in Curriculum

Curriculum is a blue print of any country's educational system. It constitutes total teaching learning process, syllabus, methods, material, and assessment. Evaluation is the process and its use to know the result of the curriculum transitions. Evaluation measures children growth and development and improves the teaching learning process. Therefore evaluation should be viewed as element of the curriculum with the twin purpose of delivery and further development in the teaching learning process.

1.2. Need of Evaluation

When we hear the word of evaluation then we can remember automatically about the examinations conducted in schools. Teachers, parents, and society also see evaluation means conducting the tests and examinations, but evaluation means to take the decisions about children overall growth and development. It is Very essential component in educational system to know the ability of the children and also provide proper feedback to students and the teachers. Evaluation is a tool to give judgment on the ability of the children. It plays major role in educational system. Without evaluation we cannot imagine the achievement of the education and educational goal and aims. Evaluation is always done in continuous and comprehensive nature. In this aspect 1986 NPE pointed that "Evaluation is the continuous and comprehensive .in the field of the teaching and classroom transaction evaluation is very helpful for the teachers to know the abilities of the students. It is also useful to the teacher's to find out whether their teaching successful or not. Because of evaluation teacher can change his teaching style and also essential to modify the curriculum, based on their difficultness. Evaluation is the essential component in school education or any stage of education. Because when teacher evaluate the student ability then only he can give

the grades, certificates, marks, reinforcements, to the students and also it is useful to teacher to give the report to parents, higher officers, for the progress of the children

1.3 Meaning of Evaluation

Evaluation is the continuous and comprehensive. It helps to take decisions on achievement of the child in particular class or subject. It is useful to allot grades, marks and also promote students from one class to another class. Stuff beam and others (1971) says "Evaluation as providing information for decision making". Evaluation gives proper knowledge to teacher as to what extent the educational objectives achieved in that particular class.

The concept of evaluation in education (1963) of the NCERT considers "Evaluation is the process of the determining a) the extent to which an objective is being attached, b) the effectiveness of the learning experiences provided in the classroom, c) how well the goals of education have been accomplished", in the same line Ralph Tyler (1950) defines "Evaluation is the process of the determining to what extent the educational objectives are being realized". Teacher's main duty as teaching learning process and it is not only formulation of the objectives before going to class but also try to examine himself whether objectives are achieved or not. So evaluation helps teacher in knowing to what extent objective is being attained.

1.4 Types of Evaluation

We can evaluate the student's progress in different situations in different ways. Basically evaluation is three types. These different types of evaluation are given below

1 Diagnostic evaluation

2. Formative evaluation

3. Summative evaluation

1) Diagnostic Evaluation:

Diagnostic evaluation is very useful to teacher to know the student's ability before teaching. It is helpful to teachers to give certain information about the strength and the

weakness of the students in the particular topic. It is also helpful to frame instructional programme and select correct strategies, methods and techniques for teaching. The main aim of the diagnostic tests is to find out the learning problems .with the help of diagnostic test teacher can also find out the strengths and weakness of the particular unit.

2. Formative Evaluation

Formative evaluation is useful to teacher to know the children progress while teaching learning process is going on. It is useful to teacher to give continuous feedback up to completion of the teaching. According to .M.E Gronlund (1988) "formative evaluation is used to monitor learning progress during instruction, and to provide continuous feedback to both pupil and teacher concerning learning success and failures, feedback to pupils reinforces successful learning and identifies the learning errors that need correction. Feedback to the teacher provides information for modifying instruction and prescribing group and individual remedial work".

3. Summative Evaluation

Summative evaluation is useful to know the progress after completion of the course or completion of the prescribed curriculum. Summative evaluation is basically paper pencil based examination. Teacher can assess scholastic aspects and non scholastic aspects with the help of the summative evaluation. It also helps to allot marks and grades to students. M.E Gronlund (1985) "Summative evaluation typically comes at the end of a course (or unit) of instruction. It is designed to determine the extent to which the instructional objectives have been achieved and it is used primarily for assessing course grades or certifying the pupil mastery of the intended learning outcomes". So summative evaluation certifies the student's achievement and promote to another class based on their progress of the particular class.

These are the three evaluations normally every teacher use in the schools. These three are main important evaluations to judge the children's ability. Quality of teaching learning process depends upon the how teacher evaluates the student's ability. Always teacher keep in mind about the three domains of the child when ever teacher needs to evaluate the children. Whenever one observe our evaluation system in schools most of

the time we are concentrating to assess the children cognitive abilities based on oral examinations and written examinations.

1.5 Present Examination System in Schools

An examination plays an important role in educational system. It helps to evaluate the achievements of children. Examinations are the best source for measuring the students acquired knowledge. When the examinations examine the children's complete development, then only it is reliable and valuable. But in our education system especially in school education examinations only measure the student text book knowledge but not total comprehensive development of the child. National Curriculum Framework (NCF, 2005) pointed that "as long as examinations and tests assess children's ability to remember and recall textbook knowledge all attempts to redirect the curriculum towards learning will be thwarted". So there is a need to change examination system at school level. Because school is the place of learning and foundation for formulate desirable behavior in the society. But the present system of evaluation at school stage suffers from many inadequacies. In that reason NCF (2000) clearly mentioned in document "the evaluation system focuses only on cognitive learning outcomes and completely ignores the non cognitive aspects which are a vital component of human personality. Even in cognitive areas it lays too much emphasis on memorization and little on abilities and skills that require mental operations like problem solving, creative thinking, summarizing, inferring, arguing etc..."Further APSCF (2011) also pointed that "the present assessment procedure is not assessing overall development of the child, but assessing rote memory skills, recording and reproducing skills." Therefore evaluation and examinations concentrates on cognitive domain, and not given importance to non cognitive aspects. When we evaluate all domains of the child evaluation it is comprehensive. In order to know the complete development of the child, there is a strong need to reform the examination system and it need some reforms.

1.6 Examination Reforms

Examinations are integral part of the teaching learning process. With the help of the examinations we can improve the educational standards in any country .But in our country examinations creates stress and anxiety among the children. According to NCF (2005) "In Indian education system the term evaluation is associated with

examinations, stress, and anxiety". Examinations always should create healthy environment and encouragement, not fear and anxiety. Then only students write their thoughts elaborately. Indian examination system from the time of before independence to still now it is not in the satisfactory manner. The University Education Commission (1948) mentioned "for nearly half a century, the examinations have been recognized as one of the worst features of Indian education". So there is a need to change the examination system in our country. The main aim of the examination reform is to enhance the reliability and validity of examination and make evaluation continuous process. APSCF (2011) says that "examination reforms should be aimed to reduce fear, stress, and anxiety about the examinations and among the children, parents, teachers, and facilitate the children to express their learning experiences and performance freely without any stress or fear". The University Grants Commission on Committee on Examination reforms (1976) suggested that "the desirability of periodically testing students, it had also suggested that the work of the student should be regularly evaluated and some credits given for it". National Policy on Education (NPE, 1986) says that 'the de-emphasis of memorization' and also suggested 'improvement of the examination'. Continuous and comprehensive evaluation that incorporates both scholastic and non scholastic aspects of education spread over the total span of the instructional time". After that Programme of Action (P.O.A, 1992) recommended that "several specific short term and long term measures for carrying out examination reforms at school level". NCF position paper on Examination Reforms (2005) states "external examinations are largely inappropriate for the knowledge society of the 21st century and it need innovative problem solvers and call for reduction of rote memorization and fail to test higher order skills like reasoning and analysis ,lateral thinking, creativity and judgment". According to NCF 2005 "Current process of evaluation, which measures and assess a very limited range of Faculties, are highly inadequate and it did not provide a complete picture of an individual ability of progress towards fulfilling the aims of education.

Above mentioned policies documents clearly indicate that our Indian evaluation system has not reached up to the mark. It is giving more importance to external examinations and on rote memorization. These documents like NPE 1986, POA, 1992, NCF, 2005 suggested that improvement of the examination system and reduce the external examination and give more importance to internal examination. At the same time the evaluation system will be a continuous process. Examinations will have

to evaluate not only the cognitive domain but also affective and psychomotor domain. Apart from that examination should evaluate higher order thinking like problem solving, reasoning, creative thinking and judgment. These are the abilities show that comprehensive development of the child. For that purpose evaluation must be periodical and continuous. In this aspect many commissions and committees recommended the CCE based system at school level.

1.7 Committees and Commissions on CCE

Examinations play an indispensible part in any educational system. It is very necessary to know the effectiveness of the teaching learning process.NCF (2005) says that "in Indian education system, the term of evaluation is associated with examinations, stress and anxiety". And also mentioned that "as long as examinations and tests assess children ability to remember and recall text book knowledge and all attempts to redirect the curriculum towards learning will be thwarted.

Many committees and commissions recommended lot of examination reforms to the conduct of the better examinations in school system at various levels in India to reduce the stress and anxiety. These committees felt that examination reforms are very essential to enhancement of the quality in education system. Especially these committees like the Hunter commission(1882),Sadler commission(1917-1919), Hartog Committee(1929),the report of the Central Board or Sergeant plan(1944),and Secondary Education Commission (1952-1953).Above mentioned committees and commissions recommended especially on reducing the external examinations at the same time encouraging the internal assessment through continuous and comprehensive evaluation. All these committees and commissions have identified the importance of the continuous and comprehensive evaluation in school level at different stages from few decades. The Education Commission (1964-1966) pointed out that "On the completion of the course, at the end of lower or higher secondary stage the student should receive a certificate from the school giving the record of his internal assessment as contained in his cumulative record .it further adds 'this internal assessment or evaluation conducted by the school is of greater significance and should be given increased importance. It should be comprehensive, evaluating all these aspects of student growth that are measured by external examination and also those personality traits interests, and attitudes which cannot by assessed by it'. After that the

National Policy on Education (1986) strongly recommended about the CCE.NPE 1986 states that "Continuous and Comprehensive Evaluation that in corporate both scholastic and non scholastic aspects of evaluation spread over the total span of the instruction.

Learning enhancement is very important at school level. Teacher always take care of the children and teach meaningfully and try to provide an opportunity to students to enhance their knowledge. For that purpose continuous and comprehensive evaluation will help to increase knowledge through effective teaching learning process.NCF (2005) also pointed that "each school should evolve a flexible and implementable scheme of Continuous and Comprehensive Evaluation (CCE) primarily for diagnosis, remediation and enhancing of the learning". So enhancement of the learning can be possible through CCE. Apart from that Indian government introduced new education act, that is called Right to free and compulsory Education Act 2009 (RTE 2009).RTE commencement from April 2010 in all over India. RTE also identified the importance and implementation of the CCE at school level.. Right to Education Act (2009) states that students up to standard 8th should not be made to appear for any board examination and from academic year 2010 - 2011, a scheme of Continuous and Comprehensive Evaluation to be implemented from standard 1st to 8th. According to RTE 2009 "Continuous and Comprehensive Evaluation especially means that assessment should be treated as an integral part of teaching and learning, through observation of the children, and maintain records of their work done in a portfolio, rather than as a judgment" while implementing CCE based system at school level, teacher need to take care about the children progress continuously. Teacher observes the student behavior and also maintain certain records regarding the children progress and as continuous basis that will facilitate identifying enhancement of the learning.

Above committees and commissions identified the importance of the new evaluation system i.e continuous and comprehensive evaluation at school level. Teacher assesses children's progress in cognitive, affective and psychomotor domain continuously using different type of tools and techniques. Comprehensive development should be possible when one assess these three domains of the child. But earlier education system only concentrates to assess the cognitive domain, for that they conduct external examinations and ignore the affective and psychomotor domains. For that reason commissions and committees recommended reduce the external examinations

and prefer the internal assessment through continuous and comprehensive evaluation. Because Continuous and Comprehensive Evaluation is covers Cognitive, Affective and Psychomotor domains of the child. It also gives immediate feedback and possible to conduct the remedial programme for those who are backward in the class. But implementation of CCE in schools requires many facilities and resources like human and economical. It required different types of tools and techniques for assessment of all domains. Proper supervision and commitment of the teachers and regular attendance of students will lead to effective implementation of the continuous and comprehensive evaluation at school level for the comprehensive development of the child.

1.8 Meaning of Comprehensive Development

According to CCE Teachers Manual prepared by SCERT the aim of education is all round development of the child. It means development of the child in physical, mental, social, emotional, and spiritual aspects of the child. Mainly school education connects physical growth of the child. Education can develop among the children logical thinking, creative thinking, positive attitude, patience, Friendship at school level. Children's are solving their own problem without any support of elders. Education must lead the children to become social responsible person. So comprehensive development means not only acquiring the knowledge from the textbooks but also get the knowledge regarding physical mental social emotional, cultural and spiritual. For this purpose school will develop knowledge, skills, abilities and values among the children. All these activities are to be included in school curriculum as learning aspects. All type of learning experiences in schools must be related to comprehensive development of the child.

1.8.1 Need of Continuous and Comprehensive Evaluation in present educational scenario

According to Andhra Pradesh Teacher's CCE manual Evaluation means not conducting examinations. Frequently conducting the unit and terminal tests are not useful to know the correct abilities of the children. These types of examinations are beneficial to the children to test their memorization capacity. A student feels stress conducting examinations in the name of evaluation. Present examination mainly

concentrates on rote memorization. These types of tests are not useful to assess the complete development like physical, mental, emotional, social, and moral aspects of the individual'. There is a Need to assess the student's ability continuously. Evaluating the student abilities without knowing the children is one of the aspects in Continuous and Comprehensive Evaluation (CCE). This evaluation results are useful to relearning of the concepts. Continuous and comprehensive evaluation helps to identify the weakness and also helps to rectify mistakes in learning through remedial measures. In CCE one needs to evaluate curricular subjects and also evaluate co curricular aspects related to the complete development of the child like interests, attitudes, values, physical growth etc to make it comprehensive.

The main aim of the school education is comprehensive development of the child. APSCF (2011) pointed that, "The primary purpose of education is to produce rational and responsible citizens who can appreciate their heritage and also become agents of social change." Schools should take the responsibility for making of responsible citizens for our society. Classroom is the place to provide and develop certain qualities among the children. Teacher observe the students how they are participating in teaching learning process, how they are learning and how they are doing the work in the classroom situations. Right to Education Act directed evaluation states that there is a need to take actions based on the achievement of academic standards in that particular subject. In Continuous and Comprehensive Evaluation teacher evaluates the students ability not only academic subjects but also evaluate children progress in all aspects.

We try to develop children comprehensively. Comprehensive development is possible through education. So teachers have clarity about learning things in the classroom.NCF (2005), RTE (2009), APSCF (2011) clearly says that 'the main aim of education is making children as future responsible citizens. So we don't divide class subjects some are most important, and some are not much important. We can treat all (curricular, co-curricular) subjects as curricular subjects only (CCE teachers manual A.P). Generally in school education we give most preference to languages, mathematics, general science, and social studies. Importance is not given to sports, games, arts, work education, life skills, interests, attitudes, values. But when we think about the comprehensive development of the child, we can also give preference to art,

work education, life skills, attitudes, interests, values etc. APSCF (2011) says that "the assessment should cover entire profile of the child i.e. Knowledge, skill, attitudes, and analytical abilities, values and ethics. Therefore assessment must be continuous and comprehensive in nature and a guide for understanding the child's progress in all areas". But in school education system we are not giving much importance to all these aspects. Children's mental development depends upon the physical, social, emotional developments.75 percent of the development is possible based on the social, physical, and emotional development. But we are giving least preference of these things.25 percentage of the development is possible through mental development (CCE teachers manual A.P). But our schools are giving importance to these 25 percent items only, so Co-curricular activities also play major role to make the children comprehensively.

1.8.2 Concept of Continuous and Comprehensive Evaluation

Continuous and comprehensive evaluation (CCE) refers to a system of school based evaluation. It covers all domains of the student growth and development.CCE mainly concentrates on continuous evaluation of student activities and it leads to comprehensive development of the child. Teacher implement CCE based system as the part of the teaching learning process.RTE 2009 clearly says that "schools takes responsibility of the comprehensive development of the child. It is the responsibility of the teacher to develop physical, mental, moral, emotional, and social etc...CCE is the developmental process of the student and it emphasis mainly on two aspects one is continuity in evaluation and another is behavioral outcomes. It means continuous and comprehensive development make changes in the children's behavior

The term continuous means evaluation will be done continuously in the main identified aspects of children's growth and development. It means evaluation does not restrict in one aspect of the student, evaluate student's ability or progress continuously. It indicates evaluation of the student's progress not only in classroom situations but also outside classroom situations on different aspects like physical, mental, emotional and social developments in the entire academic session with help of the different tools and techniques. Continuous also indicates assessment of the student's progress regularly and also conduct frequently unit testing and identify the

learning gaps. Remedial measures also can be possible through CCE. These measures will help students and teachers to evaluate individually.

The second term comprehensive means the CCE scheme covers scholastic and co – scholastic aspects of the children growth and development. It means CCE gives importance to curricular activities and co-curricular aspects. Curricular aspects are like school academic subjects and co-curricular aspects like art, physical and health education, moral, computer and work education. This scholastic and co-scholastic aspects cover cognitive, affective and psychomotor domains of the child. Total education system can concentrate on to develop all these three domains for the comprehensive development of the child at all school stages.

1.8.3 The Objectives of the CCE

According to CBSE Teacher's manual, the objectives of the CCE are given below

1. Help to development of cognitive, affective, and psychomotor domain

2. To lay emphasis on thought process and de-emphasize memorization

3. To make evaluation an integral part of teaching-learning process

4. To use evaluation for improvement of students' achievement and teaching – learning strategies on the basis of regular diagnosis followed by remedial instruction.

5. To use evaluation as a quality control device to maintain desired standard of performance.

6. To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.

7. To make the process of teaching and learning a learner-cantered activity. Continuous and comprehensive evaluation helps teachers and parents to know the children's achievement in particular class from time to time. It helps to identify the problems where children are facing difficulties in a particular subject. It also

helps to give remedial measures to rectify their learning problems, and also encourage the children to learn more with the help of suitable activities and works. It is useful to students to know their progress from time to time, and it provides chance to rectify their mistakes. The main importance of the CCE is continuous growth of the children in their intellectual, emotional, physical, social, moral, cultural developments. It means CCE is not restricted to assessment of scholastic aspects and also gives importance co-scholastic aspects. This scholastic and co scholastic aspect leads to the comprehensive development of the child.

In the name of the continuous and comprehensive evaluation teacher provides opportunity to students to participate in curricular and co curricular activities. Student's participation in these activities enhances their confidence levels and also improves learning. NCF (2005) Says "the role of teaching is to provide an opportunity to each child to learn to the best of his /her ability and provide learning experiences that develop cognitive qualities, physical well being and aesthetic qualities". So in CCE based teaching in the classroom situations provide learning environment and create interest to learn more, and also assess the children ability in frequently in three domains. NCF (2005) says "Continuous and Comprehensive Evaluation has frequently been cited as the meaningful kind of evaluation.

1.8.4 The Objectives of the Scholastic Domains

According to CBSE the objectives of the scholastic domain are

1. Desirable behavior related to the learners knowledge, Understanding, Application, Evaluation, Analysis and ability to apply it in an unfamiliar situation

2. To improve the teaching learning process

3. The assessment should be both Formative and Summative

Formative Assessment

Formative assessment plays an important role in CCE. Formative assessment is not a traditional type test. In the name of the formative assessment teacher continuously monitor the children's learning progress and identify learning obstacles provide

descriptive feedback to them. It is also useful to teacher that gives proper knowledge to students about their strength and weakness. A. J. Nickto (1983)define "formative evaluation is concerned with judgments made during the design and or development of a programme which are directed towards modifying, forming or otherwise improving the programme before it is completed". Teacher assess the students achievement through Discussions in the classroom, student's notes, and project based works, assignments, class works, home work, exercises given at the end of the lessons, and team works these are very helpful to estimate the children's ability. Formative assessment provides opportunity to teachers and students to rectify their mistakes. It is also useful to take certain decisions regarding the modification of the transactional procedures and children learning activities. Teacher always keep in mind while assessing to observe students as to how they are participating in the teaching learning activities and how children's are learning in different classroom situations.

According to C.B.S.E CCE teacher's manual, features of formative assessment are given below

1. It is diagnostic and remedial.

2. Makes provision for effective feedback

3. Provides a platform for the active involvement of students in their own learning

4. Enables teachers to adjust teaching to take account of the results of assessment

5. Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.

6. Recognizes the need for students to be able to assess themselves and understand how to improve individual abilities.

7. Builds on students' prior knowledge and experience in designing what is taught.

8. Incorporates varied learning styles to decide how and what to teach

9. Encourages students to understand the criteria that will be used to judge their work

10. Offers an opportunity to students to improve their work after they get the feedback Helps students to support their peer group and vice-versa

Summative Assessment

Summative assessment is carried out at the end of the course learning it measures how much a student has learned from the course. It is usually a graded test. It is marked according to a scale or set of grades. Assessment that is predominantly of Summative nature will not by itself be able to yield valid measures of the growth and development of the student. It certifies the level of achievement only at a given point of time. Summative assessment is basically written form of examination. It is useful to teacher to find out how much student learns in certain duration of the course. Oral assessment was also one of the parts in few subjects in summative assessment. These types of written based examinations are creating stress and anxiety among the children. It also creates unhealthy competition among the children. This is very useful to take final decisions about the children progress and also send the children to higher classes.

Conducting these formative and summative assessment it is very important aspect at school level .In that purpose proper physical, human, and financial resources are required, and also proper supervision also very essential.

1.9 CCE Role and Responsibilities

Responsibility of implementation of Continuous and Comprehensive Evaluation is the major aspect at school level. Many persons were connected with implementation of CCE from district level to school level. Successful implementation of CCE depends on these people's ability, attitude and commitment on their profession. According to RTE manual prepared by SCERT for school teachers of Andhra Pradesh (2009), Major responsible persons at different level for CCE implementation is given below

1. The total responsibility of the all children comprehensive development in the classroom situation is class teachers.

2. Head Master is the responsible person for the implementation and management of CCE at school level, and he has to supervise the implementation process in the school. Head master is also responsible person for supervision and implementation of CCE in complex (group of schools) level.

3. School Management Committee (S.M.C.), and Parent –Teacher Association (P.T.A) also having responsibility for implementation and supervision of CCE in the school.

4. Mandal Educational Officer (M.E.O) is the responsible person for implementation and supervision of CCE at Mandal level.

5. District Educational Officer (D.E.O) and Deputy Educational Officer (Dy. E.O) are the responsible persons for implementation and supervision of CCE at district level.

1.9.1 CCE indicators of implementation and evidences

Continuous and comprehensive evaluation is school based evaluation of student that covers all aspects of the development. Teacher is the responsible person to assess the children comprehensive development in all aspects of the comprehensive development of the child. It is a need for teacher having sound knowledge of different tools and techniques for assessment of the children progress. Every teacher should maintain CCE based register and enter all grades of formative and summative assessment conducted in school. According to Andhra Pradesh teachers CCE manual, in the following paragraph given items are the indicators for implementation of the CCE in the school. Based on these indicators one can know how the CCE is being implemented in the particular school. RTE manual for teachers (2009) of Andhra Pradesh provides following indicators as the evidence for implementation of CCE. 1. Question papers prepared by teachers and students class notes. 2. Children's self evaluation exercises given in the text book. 3. Maintaining of CCE registers. 4. Teachers dairy. 5. Children's dairy. 6. Portfolios. 7. Anecdotal records. 8. Observation documents. 9. Check lists 10. Answer sheets. 11. Children's demonstrations 12. Exercises completion given in the text book. 13. Project reports. 14. Cumulative records. 15. Head masters and teacher's review minutes16. Not using guides and any private material etc. Above given indicators are the evidences in schools where the CCE is implemented in the schools. It is very essential to maintain these all indicators all schools in Andhra Pradesh.

1.10 Brief profile of Andhra Pradesh

The state of Andhra Pradesh has been going through a series of educational reforms over the last decade or so with the objectives of improving quality education. The vision of Andhra Pradesh (APSCF 2011) is that all children should receive high quality education and become responsible citizen with an active sense of the other. Andhra Pradesh is the 8th largest state in India both in area and population. The major language spoken in the state is Telugu. The literacy Rate of the state as per the 2011 census is 67.66%.but in 2014 June 16 Andhra Pradesh is divided in to two parts one is Telangana and another is Andhra Pradesh. After bifurcation Andhra Pradesh literacy rate is 67.41%.

1.10.1 Pattern of Education system in Andhra Pradesh

The following is the pattern of Education in Andhra Pradesh. The First five years of schooling is called Primary level which covers up to Class V, the next level is Upper Primary Level which covers classes VI, VII and VIII. All upper primary schools in Andhra Pradesh having 1 to 7th classes and some schools are having 1 to 8th classes.. There are no separate upper primary section (6Th, 7th& 8th) schools in A.P. Third level is the secondary level which covers classes from VI to X th . According to the RTE instructions Andhra Pradesh government was planned to club the 8th class in upper primary schools. Where ever strength is more government added 8th class in upper primary school. Most of the schools in Andhra Pradesh run by the local government like Mandal parishat/zilla parishat. Only few schools are running under government management.

The National Curriculum Framework (2005), RTE 2009 and the recommendations of the National Knowledge Commission SCERT prepared New Curriculum   namely Andhra Pradesh State Curriculum Framework 2011(APSCF-2011).In that curriculum clearly mention about the Continuous and Comprehensive Evaluation in school level Assessment. The CCE refers to assessment of Physical, Mental development along with development of knowledge skills and various competencies. The holistic development of children can be assessed though the process of Continuous and Comprehensive Evaluation. In that reason the assessment system also completely changed .Earlier they conduct 4 unit tests and quarterly for 3 months, half yearly for 6 months, and annual examination at the year end. But when CCE is introduced the

evaluation system is completely changed. The pattern of evaluation system in schools is as given below.

Table: 1.1 Pattern of Assessment of CCE in Andhra Pradesh

Sr. No.	Type of Assessment	Conducted Month	Assessment process
1.	Baseline Test	June	Written Test
2.	Formative assessment-1	July	Oral Assessment written assessment
3	Formative Assessment -2	August	Oral Assessment and written assessment
4.	Summative Assessment -1	September	Oral and Written Examination
5.	Formative Assessment – 3	November	Oral Assessment and written assessment
6.	Summative Assessment – 2	December/January	Oral Assessment and written assessment.
7.	Formative Assessment – 4	February	Oral and Written Examination
8	Summative assessment- 3	April	Oral, and writing examinations

(*Teachers CCE manual prepared by S.C.E.R.T page no 141*)

1.10.2 Baseline Test:

It is conducted at the beginning of the academic year to know the competencies of the child of the particular class. Based on this test teacher decides the student achievement level. This test is very useful to the teacher to prepare the teaching learning activities according to the student level .Teacher assess the student achievement with the help of oral and written tests. It is also useful to identify student's competencies. Every teacher takes responsibility about their subject for development of the competencies among the children. The base line test could be conducted orally and in written form.

1.10.3 Formative Assessment:

Formative Assessment plays key role in Continuous and Comprehensive Evaluation. It is conducted in six academic subjects namely Telugu, Hindi, English, Mathematics, General science, and Social studies. Formative assessment is used by the teacher to continuously monitor the student progress that provides descriptive feedback. So as to improve their performance formative assessment provides feedback for both student and teacher. NCF(2000) Pointed that "The main purpose of formative evaluation is to monitor the instructional process in order to determine whether learning is taking place as planned. The result of such evaluation needs to be used for designing and providing remedial measures for slow learners and enrichment programs for the brighter ones. Teacher assesses the students' achievement with the help of the written notes, observations, student's diaries, portfolios, classroom activities, classroom discussions, student's classroom interactions, assignments, project reports, and team activities etc. These tests are conducted four times in one academic year.

1.10.4 Summative Assessment:

Summative assessment is carried out at the end of the each term for six scholastic subjects .These examinations are conducted by the DCEB (District Common Examination Board) for three times in a one academic year (S.A1,S.A.2&S.A.3).The summative test consists of objective type questions, multiple choice questions, and short answer questions and essay type questions. Oral test is also conducted by the teachers after completion of the examination. Summative assessment was conducted in the main school subjects like Telugu, English, Hindi, Social Studies, General science and Social Studies. It is also done in non scholastic aspects like value education, computer education, work education, health and physical education. In the academic year 2014-15 government has cancelled the DCEB and given opportunity to teachers to prepare summative question papers by their own. Some amount government has sanctioned for the expenses of the conducting examinations.

1.11 Procedure of summative and formative evaluation at upper primary level

Formative and summative evaluation is the important aspects in the implementation of continuous and comprehensive evaluation. Formative assessment procedure is same for all classes in all subjects at upper primary level. But when think about the summative assessment waightage of the marks are the different for every subject

based on the importance of the academic standards in that particular subject. Andhra Pradesh government schools are following separate pattern when compare with the CBSE schools in India. The comprehensive details have given in CCE teacher's manual prepared by SCERT in that manual. Totally four components are taken in the name of the implementation of formative assessment with different waightage. These components are 1) Children participation and responses (10 marks) 2) Written notes-(note books, home work etc. (10 marks) 3) Project based works (10 marks) 4) Slip tests-   (20 marks).Summative evaluation conducts three times per year. It includes Oral, and writing examinations for 100 marks on different waightage of the academic standards based on the subjects. According to CCE manual for school teachers, waightage of the different components are in formative and summative assessment given in the tables separately. Andhra Pradesh government is following procedure given below in the name of formative evaluation at upper primary level. According to CCE manual for school teachers the formative evaluation procedure is divided into four sub items. These are shown in figure no 1.1

Figure no 1.1 marks allotment in formative assessment
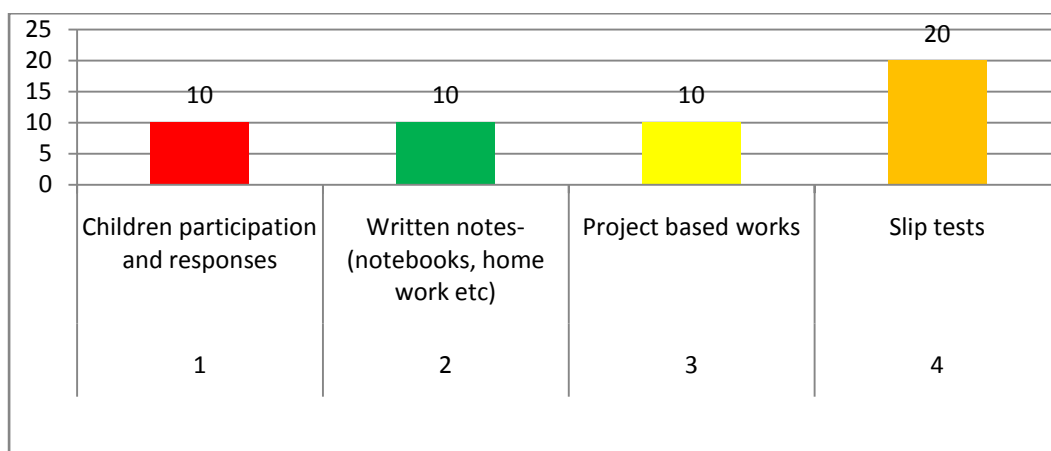
(*Teachers CCE manual prepared by S.C.E.R.T page no 118)*

1.11.1 Children's Participation and Responses

Children participation in teaching learning process shows that their learning process and their progress. While teaching the lesson teacher asks many questions to his students. Based on those questions students will give answers, these answers will help teacher to understand their progress. We can identify their understanding based on offering given activities as follows. These activities are mentioned in the CCE teacher's manual prepared by SCERT.

a) Discussion on the lesson

b) Doing group works and activities

c) Participation and preparation of the document based on project activities

d) Participation of mind mapping type discussions in classroom situations

e) Students answers while teaching learning process

f) Participation of the creative type activities.

These activities will help the teacher to give grades to students in the formative evaluation.

1.11.2. Written Notes

Students written notes show their understanding of the lessons. Students write many things in classroom situations and home, like written notes, home work based written work and classroom based written work. When teacher observe all these things teacher can identify easily where the students are doing wrongs and rights. Based on this teacher can give his co-operation for writing correctly these notes. Students use guides while writing written work. Teachers also do not encourage students to use guides .teacher evaluate students note books time to time and try to provide proper feedback based on the students performance. Teacher always encourage the students to fill the exercises given in the text book on their own and also encourage writing notes in their own thinking. These things are very useful to teachers to allot grades to students.

1.11.3. Project Based Works

Project based activities will help the students to get knowledge by his own way based on given activities. Experimental skills and observation skills will increase with the help of project based activities. Students also participate in teaching learning process joyfully. Teacher can give the project based activities in languages and other than languages. Based on performance of the students grades will be allotted by the teachers. Teacher can gives the projects individually and group. Teacher will give projects given in the textbooks at the end of every lesson

1.11.4. Slip Test

In the name of the formative evaluation teacher conduct one slip test. This slip test is not like a unit test. For the conduct of the slip test teacher finds no need to give prior intimation to students. Teacher conduct these slip tests after completion of few lessons. This is useful whether students achieve the academic standards given in the CCE manual. Teacher is not giving the questions in slip test exactly as given in the text book. Questions must be thinking based in the slip test. Teacher conducts four formative evaluations in one academic year. Based on the performance of the students in slip test teacher allot grade to students

Other tools for Assessment child Progress in Formative Assessment

1.11.5 Oral tests: Oral test is the tool for teachers to know how much student acquired knowledge through teaching learning process. Oral tests are very useful to teachers to know the progress in teaching. While teaching the lesson teacher asks many questions to students, these are all come under oral questions. Oral questions are very useful to find out the speaking problems and understanding level of the students. In CCE pattern teacher always observe the students how they are reacting to different questions asked by the teacher in teaching learning process.

1.11.6 Teacher diary: Teacher diary is very useful to note down the children progress and participating procedure. It is also useful to identify the merits and de merits of the children and also useful to note down the children's ability and progress in the classroom situations.

1.11.7 Portfolios: Portfolio is the collection of evidences of the children work over a period of time. It shows day to day work of the children activities, demonstrations. Children wrote letters, drawn pictures, writing stories, writing songs etc. For these to put all together teacher can maintains one file, that file is called portfolio. It is very useful to know cumulative progress of the growth and development.

1.11.8 Anecdotal Records: Anecdotal records are the running descriptions of actual behavior of the students. Teachers observe the children's behavior and they write down the comments on their behavior of the children in anecdotal record. According to Brown a mastin "Anecdotes are descriptive accounts of episodes or occurrences in

the daily life of the student". These anecdotal records are very useful to assess the personality of the children.

1.11.9 Questions and exercises given in the Text book: Now CCE based textbooks having more thinking based questions and exercises. When the children think rationally and find the answers given in questions .it shows students understanding of the subject. Exercises are also useful to recall the subject and provide opportunity to improve thinking among the students. Example; think answer given in the brackets in lesson, fill the tables, fill the tables with suitable data, writing the documentation etc. these things that are very useful to teacher to assess the children progress correctly.

1.11.10 Rating Scales: Rating scales can be used to judgment of opinion regarding the situation or trait. It can be used to record the quality of children work and judge the quality against specified criteria. It will be used wherever children behavior is likely to be in continuous form of excellent, good, average, and satisfactory. These rating scales are useful to get the idea of the individual personality. Teacher can give the rating to children based on their behavior in three point, five point, and seven point scales etc

1.11.11Check list: Check lists are systematic way of the recording the specific behaviors. It is very helpful to focus on the particular aspects. It is also helpful to evaluate the children behavior and learning activities. The data collection through check list is very useful to teachers to evaluate the child progress.

Apart from these tools teacher can use cumulative records, interviews, and also useful some projective techniques to assess the children comprehensive development.

Implementation of the continuous and comprehensive evaluation is an important aspect at school level. According to the guidelines of the NCF (2005), A.P SCF (2011) Andhra Pradesh government planned to implementation of CCE at different school stages especially at primary level, at upper primary level and also secondary level. Government designed the curriculum for the children's comprehensive development. In that school curriculum many subjects identified and designed the syllabus and manuals for implementation. These subjects basically divided into two parts .first one is scholastic subjects and another one is non scholastic subjects.

Particularly at upper primary level these following subjects were implementing in the part of CCE.

Table no 1.2 Subjects offer s Upper Primary level in Andhra Pradesh schools

Sr. No.	Subjects offers at Upper Primary level
1.	First language (Telugu)
2.	Second language (Hindi)
3.	Third language (English)
4.	Mathematics
5.	General science
6.	Social studies
7.	Art & cultural education
8.	Health & physical education
9.	Work& computer education
10.	Value education &life skills

(Teachers CCE manual prepared by S.C.E.R.T page no 29)

Each subject has identified some competencies (Academic standards) .These competencies are very useful to teach the teacher, and acquire the knowledge for the students. These academic standards are different based on the subject to subject. Concerned subject teacher understand all components given in the text book, and according that prepare lesson plan and try to achieve given academic standards. Teacher tries to provide certain knowledge based on the given academic standards. Formative assessment and summative assessment are conducted to fulfil these academic standards. These academic standards are differing such as Art& cultural, Health and physical, Work& Computer and Value education and life skills. Teachers assess the children progress in these subjects and allot certain grades based on their performance. According to RTE instructions every government should appoint temporary teachers for implementation of the art, cultural, health& physical, work& computer, and value education and life skills at elementary level.

These competencies are given subject wise in the following table.

Table: 1.3. Competencies of different subjects (Upper Primary)

Telugu	Hindi	English	Mathematics	Science	Social studies
1. Listening, wisdom speaking	1. Listening, wisdom speaking	1. Listening and speaking	1. Problem Solving	1. Conceptual understanding	1. Conceptual understanding
2.Reading, speaking with comprehension	2. Reading, speaking with comprehension	2. Reading Comprehension	2.Give reasons and proof	2. Asking question and making hypothesis	2. Reading comprehension interpreting the text
3. Writing	3. Writing	3. Correction of writing	3. Expressions	3.Experimentation and field investigation	3. Information skills responding in social and contemporary issues
4. Vocabulary	4. Vocabulary	4.Creative writing	4. Solutions	4.Information skills and Projects	4. Mapping, skills, Picture Reading skills.
5. Creative expression	5.Creative expression	5. Vocabulary		5.Communication through drawing – model making	5. Appreciation and sensitive
6.Identifying the phrases and expression appreciation and project work		6. Grammatical awareness		6. Appreciation or aesthetic senses-values	
				7. Application to daily life- concern to bio diversity	

(*Teachers CCE manual prepared by S.C.E.R.T page no 125-140)*

The five point grading scale for measuring Scholastic achievement is shown.

Table no 1.4 Grading systems for scholastic aspects

Sr. No	Range of marks	Allotted Grade
1	91-100	A+
2	71-90	A
3	51-70	B+
4	41-50	B
5	0-40	C

(Teachers CCE manual prepared by S.C.E.R.T page no 152)

Continuous and Comprehensive Evaluation concentrates all round development of the child. In that reason many subject introduced for providing different type of learning experiences to the students in classroom situations and outside the classroom. So every school allot periods according given instructions. According RTE manual given by the government, to the teachers clearly mentioned about the allotment of the periods for each subject separately at upper primary level. The detailed information is given in the table.

Table no 1.5 Periods allotted different subjects at upper primary level

Sr. No	Name of the subject	Number of periods allotted
1	First language (Telugu)	6
2	Second language (Hindi)	3
3	Third language (English)	6
4	Mathematics	8
5	General Science	6
6	Social Studies	6
7	Cultural Education	2
8	Health and Physical Education	6
9	Work &Computer Education	2
10	Moral Education	1
11	Reading and library	2
	Total	48

(Source: RTE manual for teachers prepared by S.C.E.R.T page no 121))

Above mentioned table clearly shows that allotment of the periods in different subjects. According to A.P.S.C.F (2011) says there are no separate co curricular

subjects at school level. It says "Crafts, arts, play, work, health are also key areas in school curriculum along with subject specific areas". So it is needed to assess these subjects like regular class subjects. Teachers provide different type of learning experiences through their teaching and activities like projects, assignments, field trips, quiz, and other activities. These experiences are very useful to learn many things and it is also useful for modification of their behavior. The investigator selected seventh class for the present research study. The allotment of periods different subjects were given in the class time table.

Table no 1.6   Time Table for seventh class

Day	1	2	3	4	5	6	7	8
MON	Math's	S.S	Computer	English	Telugu	Biology	Art	Math's
TUE	Math's	S.S	Computer	English	Telugu	Biology	Art	Dance &music
WED	Math's	S.S	Hindi	English	Telugu	Biology	Library	Physical Education
THU	Math's	S.S	Hindi	English	Telugu	Biology	Library	Work Education
FRI	Math's	S.S	Physics	English	Telugu	Ethics	Health education	Physical education
SAT	Math's	S.S	Physics	English	Telugu	Ethics	Health education	Math's

(*Source: RTE manual for teachers prepared by S.C.E.R.T page no 121*))

 Waightage tables of different subjects in the context of CCE

Subject competencies are different for all subjects .in that reason the allotment of the marks also varied for all subjects and competencies. The procedure of the waightage given to the Telugu subject in formative assessment and summative assessment has given below.

Table No 1.7 Waightage of the Telugu subject in F.A and S.A

	Formative Evaluation					Summative Evaluation				
Class VII	Child participation	Written note books	Project work	Slip test	Total	Listing and speaking	writing	creativity	vocabulary	total
								writing	grammar	
waitage	20%	20%	20%	40%	100%	10%	50%	20%	20%	100%
marks	10	10	10	20	50	10	50	20	20	100

(*Teachers CCE manual prepared by S.C.E.R.T page no 154*)

The procedure of the waightage given to the Hindi subject in formative assessment and summative assessment has given below.

Table No 1.8 Waightage of the Hindi subject in F.A and S. A

	Formative Evaluation					Summative Evaluation				
Class VII	Child participation	Written note books	Project work	Slip test	Total	Listing and speaking	writing	creativity	vocabulary	total
								writing	grammar	
waitage	20%	20%	20%	40%	100%	20%	50%	10%	20%	100%
marks	10	10	10	20	50	10	25	5	10	50

(*Teachers CCE manual prepared by S.C.E.R.T page no 155*)

In the schools English subject was a third language. The main competencies are 1) Listing and speaking 2) Reading comprehension 3) Conversation 4) Vocabulary 5) Grammar 6) Creative expression .The total structure of the English subject, allotment of marks for formative and summative has given below

Table No 1.9   Waightage of the English subject in F.A and S.A

Class VII	Formative Evaluation				Total	Summative Evaluation					Creative expression		total
	Child participation	Written note books	Project work	Slip test		Listing and speaking	Reading comprehension	conversation	vocabulary	grammar	oral	written	
waitage	20%	20%	20%	40%	100%	10%	15%	5%	10%	10%	10%	40%	100%
marks	10	10	10	20	50	10	15	5	10	10	10	40	100

(*Teachers CCE manual prepared by S.C.E.R.T page no 155*)

The procedure of the waightage given to the Hindi subject in formative assessment and summative assessment has given below.

Table No 1.10   Waightage of the Mathematics subject in F.A and S. A

Class VIII	Formative Evaluation				Total	Summative Evaluation					total
	Child participation	Written note books	Project work	Slip test		Problem solving	Reasons and proofs	Expression	relations	Hypothetical thinking	
waitage	20%	20%	20%	40%	100%	40%	20%	15%	10%	15%	100%
marks	10	10	10	20	50	40	20	15	10	15	100

(*Teachers CCE manual prepared by S.C.E.R.T page no 156*)

Subject competencies are different for science, math's and social studies at school level. The main achievable academic standards were 1) Conceptual understanding 2) Questioning 3) Experiments 4) Information skills 5) Drawing the picture 6)

Appreciation. The comprehensive details has given for science subject for formative and summative assessment

Table No1.11 Waightage of the General science subject in F.A and S. A

	Formative Evaluation					Summative Evaluation						
Class VII	Child participation	Written note books	Project work	Slip test	Total	Conceptual understanding	questioning	experiments	Information skills	Draw the pictures	appreciation	total
waitage	20%	20%	20%	40%	100%	40%	10%	10%	15%	10%	15%	100%
marks	10	10	10	20	50	40	10	10	15	10	15	100

(*Teachers CCE manual prepared by S.C.E.R.T page no 155*)

Competencies of social studies subject is differ from other subjects .the basic academic standards/competencies are 1) Conceptual understanding 2) Reading and interpretation 3) Information skills 4) Current issues 5) Mapping skills 6) Appreciation .The allotment of marks in summative assessment has given under

Table No1.12 Waightage of the Social Studies subject in F.A and S. A

	Formative Evaluation					Summative Evaluation						
Class VII	Child participation	Written note books	Project work	Slip test	Total	Conceptual understanding	Reading and interpretation	Information skills	Current issues	Mapping skills	appreciation	total
waitage	20%	20%	20%	40%	100%	40%	10%	15%	10%	15%	10%	100%
marks	10	10	10	20	**50**	40	10	15	10	15	10	**100**

(*Teachers CCE manual prepared by S.C.E.R.T page no 156*)

Above mentioned tables clearly shows the waightage of different components in formative and summative assessment. Procedure of the formative assessment is same for all subjects. Whereas waightage of different components of the summative assessment differ from each subject based on the importance of the academic standards given in the subject. It is very necessary for every teacher to keep all these things in mind and does the assessment at school level and also gives certain waightage at time of formation of the question paper.

Staff pattern at upper primary schools

Government of Andhra Pradesh released G.O.NO 55 dated 23-04-2011.according to that the staff pattern at upper primary schools has mentioned below table no 1.13

Table no 1.13 Staff pattern at upper primary schools

Enrolment VI-VII	Sections permitted	Math's	Bio	S.S	Eng	Physics	Tel	Hindi	Total
Up to 120	2	1	-	1	-	-	1	1	4
121-150	3	1	1	1	-	-	1	1	5
151-180	3	1	1	1	1	-	1	1	6
181-240	4	1	1	1	1	1	1	1	7
241-280	5	2	1	1	1	1	1	1	8
281-315	According to need	2	1	1	2	1	1	1	9
316 -350	do	2	1	2	2	1	1	1	10
351-385	do	2	1	2	2	1	2	1	11

1.12 Non- scholastic subjects:

The main aim of the education is the comprehensive development of the child**.** For that purpose co scholastic subjects also play an important role. These scholastic and non scholastic are aspects leads to the comprehensive development of the child. Co scholastic aspects like art And Cultural education, Health and Physical education, Work and Computer education and Value education-life skills are develop interest,

attitude, values, appreciation, and dignity of labor, among the students. It also helps to create interest on the work, participation of the different arts, sports etc at school level. These scholastic and non scholastic subjects were implementing all districts of Andhra Pradesh. Investigator was selected Prakasam district to know the status of implementation of continuous and comprehensive evaluation.

1.12.1 Art and Cultural education

According to the SCERT co –curricular activities manual prepared for the teachers, it is mentioned about the importance of art and cultural education. Arts are the symbols of our culture. Education is the tool for transform the arts to one generation to another generation. In contemporary society, technology rapidly changed day by day. Arts and culture are also changing rapidly. Arts are very useful to the people to enhance the confidence level .now a days it is very necessary component to look after the arts and transform to next generation. Those who are having the arts, the people also have the creativity, and confidence. APSCF (2011) clearly mentioned about the implementation of the art and cultural education at school level. In the part of CCE implementation government incorporated art and cultural education as a subject in the school curriculum. Government was also prepared the manuals and syllabus for implementation of this subject from class 1 to 10th.

Subject competencies for art and cultural education (*Teachers CCE manual prepared by S.C.E.R.T page no 92-97*)

1. Drawing and coloring the pictures
2. Preparing models and figures
3. Singing songs
4. Exhibiting local art
5. Dramatization Role play, Mime Utilization of Vocal instruments

1.12.2 Work and Computer education

According to the SCERT co –curricular activities manual prepared for teachers Gandhi has given indispensable part to the work education in his basic education in 1937.work education is a vital component in present days also. Kothari commission (1964-1966), national policy on education 1986 also recommended on

implementation of the work education at school level.NCF (2005), AP SCF (2011) also stressed out about implementation of the work education in the part of continuous and comprehensive evaluation At school level. Work education develops many qualities among the children. These qualities like creativity, responsibility, dignity of labor, respect, patience, discipline, communication skills, good relationship with community etc. Work education also useful to children to stand their own feet in future.

In present society commuters plays most important role for the development of the person or country. Now a day we are using computers for many works in our daily life. Inculcating the information and communication technology among the children at school level is one of the skills in 21st century skills. Government thought that it is very requisite component for children to get the computer education at school level. Government of Andhra Pradesh was introduced work and computer education at school level from 1st to 10th.

Subject competencies for work and computer education (*Teachers CCE manual prepared by S.C.E.R.T page no 104-105)*

Preparation of the models and objects

1. Utilization of tools and materials
2. Utilization of human resources
3. Participating eves'

Computer education

1. Learning through computer
2. Usage of computer Education.

1.12.3 Health and Physical education

According to the SCERT co –curricular activities manual prepared for teachers Health is wealth .This statement is truth always. Healthy persons are the sources for the development of any country. Present contemporary society many changes is happening day by day. Machines are working in the place of human beings. People were using technology to complete their tasks for their daily life. Physical exercises were diminishing day by day. Because of that peoples were facing so many health problems. Unhealthy person not at all useful for enhance the national income of any

country. In this part it is need to provide good health and physical development to all students .Government of India, and also all states planned to introduce health and physical education at school level. In this connection Andhra Pradesh government also made it plan and introduced health and physical education subject from 1st to 10th in all schools.

Subject competencies for Health and Physical education (*Teachers CCE manual prepared by S.C.E.R.T page no 98-103*)

1. Participation of the games
2. Yoga, meditation, scouts, guides, NCC
3. Family relations, security, first aid.
4. Health, nutrition food, good health habits
5. Personal and environmental cleanliness and good habits

1.12.4 Value education-life skills

According to the SCERT co –curricular activities manual prepared for teachers**.** Values are inherent. It belongs to affective domain and also abstract. Values are playing major role in the human beings life and society. Where the People are having the values in the society, that society runs smoothly without any disturbance. Many committees and commissions were also recommended value based education at school level. It is very essential component in education to inculcate the values among the children through education NCF 2005 also stressed "it is essential to inculcate peace education, life skills education, value education in the part of teaching content. When the persons are not having the values society gradually gets downstairs of the identity. Government also thinks that it is required to provide value based education separately at school level.

Life skills are also very important in present scenario. These life skills are also useful to children to build communication skills, interaction with others, socialization in the society. Government of Andhra Pradesh made a thinking to introduce value based education and life skills as a school subject up to 10th standard. Because value based education and life skills were play a very important role to build the comprehensive development of the child. S.C.E.R.T of Andhra Pradesh was prepared separate manual

for school teachers and children to get knowledge regarding to value based education and life skills. Academic standards were given below

Subject competencies for value based education and life skills (*Teachers CCE manual prepared by S.C.E.R.T page no 109-113*)

1. Discriminative knowledge
 2. Friendliness
3. Patience and kindness
4. Protection of the human rights and values

1.13 Assessment procedure for non -scholastic aspects

According to the SCERT co –curricular activities manual prepared for teachers Assessment procedures of non scholastic subjects are different from the scholastic subjects. There is no formative assessment for non scholastic subjects. When they assess the non scholastic subjects they consider the academic standards of the particular subject. For each non scholastic subject mentioned five academic standards/competencies. Evaluating each competency 10 marks was allotted. The total marks of the each subject are 50.there is no particular examination for assessment. Teacher evaluate the children ability through observation, checklist, anecdotal records, etc..Based on the getting marks of the children, teacher can need to allot the grades. These grades are basically A, B, and C.

1.14 Rationale of the study

The purpose of Assessment is necessarily to improve the teaching learning process and material and be able to review the objectives that have been identified for different school stages, by the extent to which capabilities of the learners have been developed. In traditional assessment System it was highly dominated by annual examination which was assessing only the scholastic abilities of the students and at the same time assessment of Co-scholastic abilities were neglected (Bhattacharya and Sarma2010). To overcome these difficulties for the developing a holistic system of Assessment, Continuous and Comprehensive Evaluation has been implemented in school education system. Continuous and Comprehensive Evaluation (CCE) refers to a system of school based Evaluation of a student that covers all aspects of a student

development. CCE was introduced by the CBSE in 2000 in order to reduce the stress of children make evaluation comprehensive and regular.

Andhra Pradesh State Government (2010) for the first time introduced Continuous and Comprehensive Evaluation at the Elementary level to view the development of the child in holistic way. The Continuous and Comprehensive Evaluation keeps the child completely busy in project work activities and tests. CCE provides Continuous feedback about the progress of the child to the Parents it helps the child to get the feedback immediately about the progress. In CCE system examinations are integrated with teaching and learning process. Whereas earlier examination and evaluation system is quietly different mostly pupil participation and, oral examination is less, and also evaluation is not continuous process. In the same line earlier system is not given much importance to co-curricular activities. But when see indebt way CCE fulfil all demerits which is their in old evaluation and examination system.

The proposed study is focused on the implementation of CCE with respect to Problems faced by Administrators, teachers, attitude of teachers; reaction of students According to District Information System of Education (2011) provides the overall picture concerning the development of Education from primary to Upper primary level. There is a big change in school evaluation system from marking system to grading system. There is an adequate emphasis on quality assessment of students. For this purpose the S.C.E.R.T conducted training programmes for all teachers, and supplied CCE manuals also, Even though state is taken all efforts for implementation of CCE in its true spirit. The questions that remain unanswered are that whether CCE has been actually and effectively implemented in all classes. What are the major challenges while implementing CCE? Unless attempts are made to find out how CCE is being implemented? What problems arise while implementing CCE? To find the problems and awareness of implementation of CCE in Andhra Pradesh the investigator selects the Prakasam District.

Prakasam district is   one of the developing districts in Andhra Pradesh. There are 56 mandals; it is divided into four Educational divisions namely Ongole, Markapur, Kandukur and Parchoor. According to Censes (2011) The Literacy rate in Prakasam District is 65.53%. Some mandals consists of higher literacy rate like Cumbum (75.55), Ongole (72.55) in comparison with other mandals. There are 2,780 primary

schools, 416 upper primary schools and 384 high schools in Prakasam district. Many schools in Prakasam district located in rural areas. Among 416 upper primary schools 390 schools were located in rural areas .These all schools run by the local government (Mandal Parishat), and these schools do not have much resource like human and physical. In these schools CCE started from the academic year 2011-2012. In these schools classes include 1-8th .There is no separate upper primary schools (6, 7, and 8th only) in Prakasam district of Andhra Pradesh. When we observe the total physical features of Prakasam district some areas are well developed and some are remote areas. There is difference in literacy rate up and downs in all Mandal. In rural area schools are not having even transport facilities also. Investigator has taken seventh class for observe the classroom situations according to CCE pattern because with 7th class students easy to interact to know the awareness of the continuous and comprehensive evaluation. Another reason to take 7th class for observation is that majority of the schools in Andhra Pradesh is having up to 7th in upper primary schools.

The researcher has not come across any comprehensive study related to implementation of CCE with respect to process of scholastic and non-scholastic aspects, problems faced by the teachers, administrators, and also reaction of the students, at upper primary level, especially in Andhra Pradesh. So the researcher is intending to find how the CCE is implemented at Upper primary level. Moreover the CCE is implemented in Andhra Pradesh from academic year 2011-2012.this newly introduced system running successfully or not.

1.15 Brief profile of Prakasam district

Prakasam district is one of the developing districts among coastal districts in Andhra Pradesh. Earlier it was called Ongole district. It was formulated in the year of 02-02-1970.It formed by parts of area from the Nellore, Guntur, and Kurnool districts. In 1972 Ongole district name was changed as Prakasam district, on memory of patriotic hero of tangutoori Prakasam pantulu (Andhra Kesari).Prakasam district is located at: 14°57_: 16°17_ North Latitudes, 78°43_: 80°25_ East Longitudes. The total geographical area is17, 626 Km2.Near the coastal area is plan and it uses to cultivate land and others parts are stony plains and hills with dry shrub forests. Red, black and sandy lomy soils are the variety of soils in Prakasam district. It is also called as warm

district, because 45 degrees temperature is observed in summer. The district boundaries are Guntur and Mahaboob nagar on the North side, Bay of Bengal in East, Kadapa and Nellore districts in South, Kurnool district in North side situated around with Prakasam district. Nallamala forest was occupied 28% of the total geographical area in the district. The District is endowed with Minerals like Iron Ore, Slate, Silica Sand, Barites, Granite, Quartz and Building stone, Lime Kankar etc. There is good demand for Barytes, Slate and Granite in foreign countries. Silica Sand and Quartz have got demand in industrial sector.

Agriculture is main occupation for more than 80% people. The district is drained by 4 major rivers viz., Gundalakamma, Musi, Manneru and Paleru, minor rivers like Tammileru, Sagileru and Gudiseluru and a number of streams like Vagaru vagu, Nallavagu, Vedimangonda vagu also drain the area. The major crops are grown like paddy, tobacco, cotton pulses and groundnuts. Right canal of Nagarjuna sagar project and Krishna western delta are the major sources of irrigation of Prakasam district.

Prakasam district head quarter is Ongole city. District is divided into four educational divisional like Ongole, Parchoor, Markapur, and Kandukur, and three revenue divisions like Ongole, Kandukur and Markapur. There are 56 Mandals and 1091 villages in the district. According to Censes (2011) the total population of the district is 33, 97,448. Males and females are 1,71,4764. And 1, 68, 2684, respectively. The Literacy rate of Prakasam District is 65.53%.among that male literacy in rural is 70.39(8,64,332) and female literacy is 48.86,(5,89,157), male literacy in urban areas is 86.49%(2,57,917) and female literacy is 71.64%.(2,15,089).The density of Prakasam district is 193 per sq km.

Table No 1.14 Division wise Mandals list in Prakasam district

Sr. No	KANDUKUR	Sr. No	PARCHUR	Sr. No	MARKAPUR	Sr. No	ONGOLE
1	C.S.puram	1	Addanki	1	Ardhaveedu	1	Chimakurthy
2	Gudlur	2	Ballikurava	2	B.Peta	2	Darsi
3	H.M.padu	3	Chinnaganjam	3	Cumbum	3	Donakonda
4	Kandukur	4	Chirala	4	Dornala	4	Kothapatnam
5	Kanigiri	5	Inkollu	5	Giddalur	5	Kurichedu
6	Kondepi	6	J.Pangulur	6	Konakanamitla	6	Maddipadu
7	L.Samudram	7	Korisapadu	7	Komarolu	7	N.G.Padu
8	P.C. Palli	8	Martur	8	Markapur	8	Ongole
9	Pamur	9	Mundlamur	9	Pedaeaveedu	9	Podili
10	Ponnalur	10	Parchur	10	Racharla	10	S.N.Padu
11	S. Konda	11	Santamagulur	11	Tarlupadu	11	Tallur
12	Ulavapadu	12	Vetapalem	12	Y. Palem	12	Tangutur
13	V.V. Palem	13	Yeddanapudi			13	Thripuramtakam
14	Veligandla	14	Karamchedu			14	Pullalacheruvu
15	Zarugumalli						
16	Marripudi						
Total	16		14 +		12 +		14 = 56

In Prakasam district rural population is more than urban population. According to 2011 census the total rural population is 80.48% and urban population is 19.52%.rural

literacy rate is 59.72% and urban literacy rate is 79.04%.litaracy rate is very high in urban than rural. Prakasam district is occupied second position among all districts in Andhra Pradesh, people living in rural areas .The sex ratio is 981 females out of 1000 males. Most of the people in the district celebrate different type of festivals like Dussara, Sankranti, Sri Ramanavami, Deevali, Christmas and Ramjan etc based on their religion and beliefs. All people commonly celebrate independence day, republic day etc.

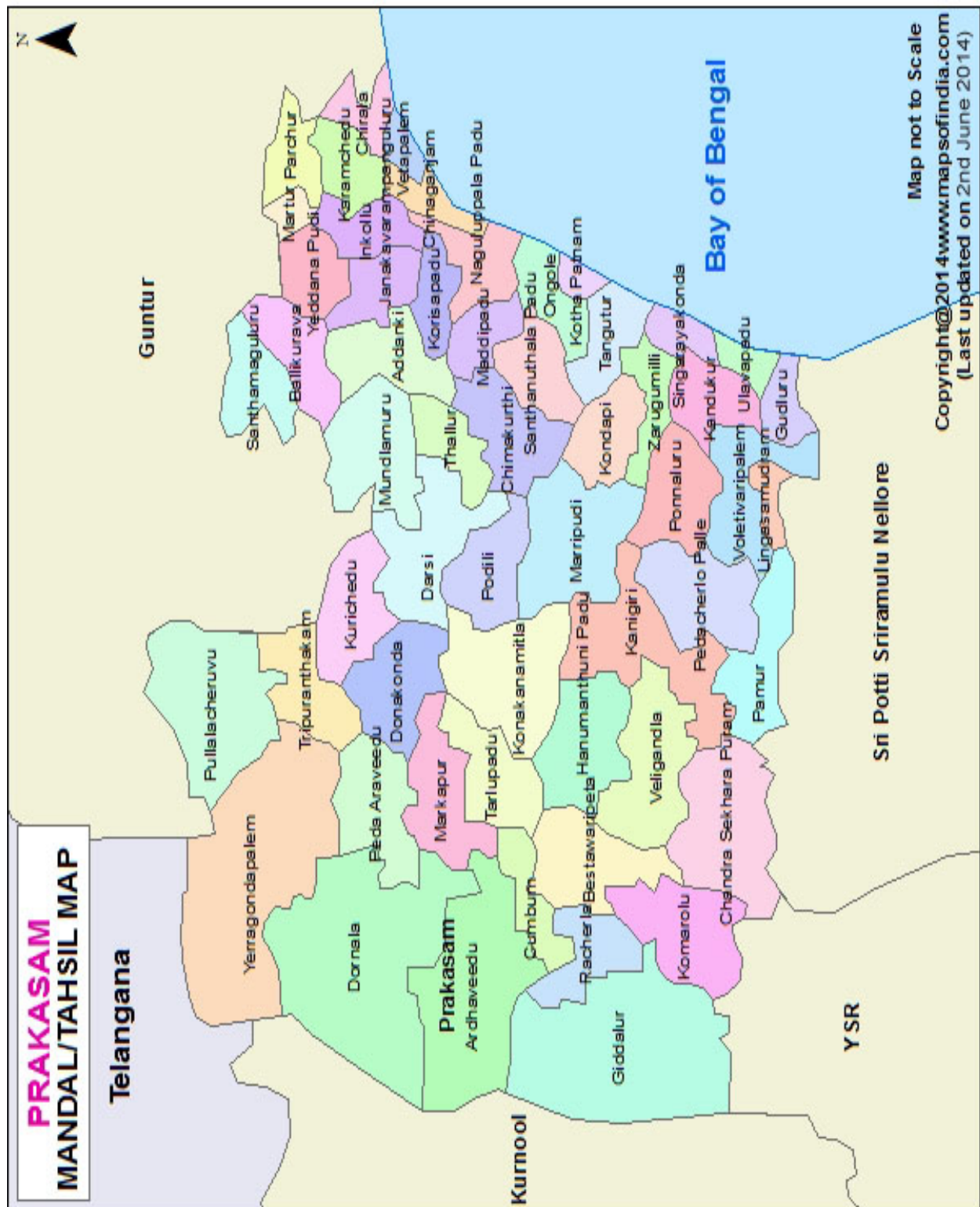**Picture 1.1 Andhra Pradesh location map**

http://www.mapsofindia.com/maps/andhrapradesh/andhrapradeshlocation.htm

Picture 1.2 shows Andhra Pradesh political map
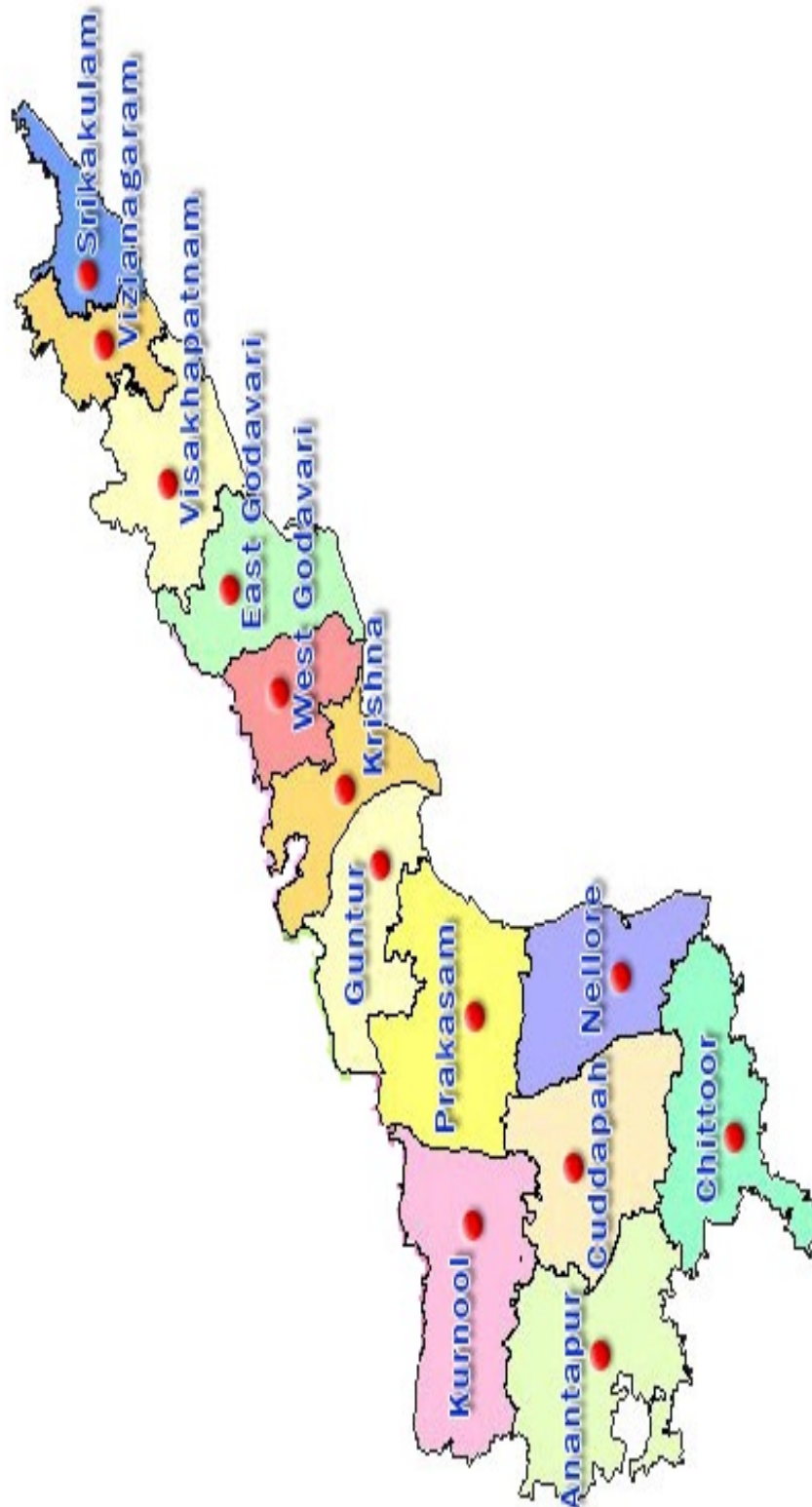
Picture 1.3 shows Prakasam district political map

http://www.mapsofindia.com/maps/andhrapradesh/tehsil/prakasam.html

There are 2,780 primary schools, 416 upper primary schools and 384 high schools in Prakasam district. Among 416 upper primary schools 390 schools were located in rural areas. In the earlier in school examination and evaluation system was different from present system. There are four unit tests and quarterly for three months, half yearly for six months, annual examinations at the year end. Unit tests are teacher made tests because it is prepared by the teachers in schools. DCEB (District Common Examination Board) prepared question papers by expert teachers in district for conducting quarterly, half yearly and annual examinations in all schools in the district. DCEB supply question papers to all schools in the district. In the old model has given much importance for school subjects (curricular activities). They not given much importance to Co-curricular activities like physical education, Art education, and Moral education etc .Earlier education and evaluation system did not concentrate on comprehensive development of the child. The right to children free and compulsory education act (RTE-2009) has given most importance for all children's comprehensive development. Because of that it has given most preference to introduce and implement the Continuous and Comprehensive Evaluation in elementary level (1st -8th).

The government of Andhra Pradesh has introduced CCE in all elementary schools, CCE is the school based evaluation it leads for complete development of the children.CCE consists of scholastic and co-scholastic aspects. Scholastic aspects like school subjects ...Telugu, Hindi, English, Mathematics General Science, and Social Studies. Co-scholastic aspects like Physical Education, Art Education, Work Education, Moral Education, and Health Education. Teachers evaluate the student's development in scholastic and co-scholastic aspects through formative and summative assessment throughout the year. Four formative tests and three summative examinations were conducted in a year.CCE was started in all Schools from academic year 2011-2012.Based on the 2005 NCF guidelines and RTE 2009 instructions SCERT prepared CCE based curriculum and text books up to viii std . Implementation of Continuous and Comprehensive Evaluation is mandatory for all schools in all districts in Andhra Pradesh. Government also planning to introduce CCE based system in 9th and 10th classes also.

1.16 Research Questions

1. What is the process of Evaluation being done at Upper Primary schools of Prakasam District in Andhra Pradesh?

2. What type of facilities available at upper primary schools on implementation of continuous and comprehensive evaluation?

3. What are difficulties being encountered in implementation of CCE by Administrators and teachers?

4. How teachers perceive Continuous and Comprehensive Evaluation at upper primary schools.

5. What is the reaction of the students on implementation of the CCE at upper primary schools?

1.17 Statement of the Problem

A Study of Implementation of Continuous and Comprehensive Evaluation at Upper Primary Schools in Andhra Pradesh

1.18 Objectives of the Study

1. To find out the process of Scholastic and Co-scholastic aspects of CCE Implementation
2. To analyse the Problems faced by the Teachers towards implementation of CCE
3. To examine the Problems faced by the Administrators in implementation of CCE at Upper Primary level.
4. To find out the perception of the teachers on implementation of CCE
5. To find out the Reaction of Student's learning in the process of CCE

1.19 Explanation of the Terms

1.19.1 Administrators: administrators mean those who are monitoring the schools like Head master/Head mistress, Deputy Educational Officer, Mandal Educational officer.

1.19.2 Scholastic aspects: in this present study scholastic aspects means where the teachers teaching subjects in classroom situation. Languages, mathematics, science, and social studies are the scholastic aspects.

1.19.3 Co-scholastic aspects: In this study co-scholastic aspect means which is useful to students for all round development. Subjects like Health Education, Physical Education, Work Education, Moral Education and Computer Education etc.

1.20 Delimitations of the Study

- ✓ The present study is delimitated to Government Upper Primary Telugu medium Schools of Prakasam District in Andhra Pradesh**.**

- ✓ The present study is delimited to standard   VII

1.21 Chapterization procedure in the thesis

In the first chapter the researcher presented about the introduction of the Continuous and Comprehensive Evaluation, different types of evaluation, committees and commissions of the CCE, concept of the CCE in CBSE contest, education system of Andhra Pradesh, brief profile of the Andhra Pradesh, and demographic picture of the Prakasam district. Rationale of the study, research questions, statement of the problem, objectives of the study, delimitation of the study finally explanation of the terms.

In second chapter researcher clearly arranged the review of related studies. These studies are mainly divided in into two categories mainly studies related to Continuous and Comprehensive Evaluation and other is studies on continuous assessment. In this chapter researcher finally derived the research gaps from the above said reviews.

The third chapter discuss about methodological procedure of the research study. In this chapter describes the research design, population, sample of the study, tools for the data collection, and finally comprehensive description of the tools preparation.

The fourth chapter discussed about data analysis and interpretation of the different tools related to implementation of the continuous and comprehensive evaluation.

The fifth chapter deals with the summary, major findings, discussion and suggestions