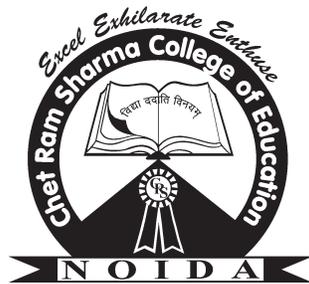


SOUVENIR

*Infusing CCE at the Teacher Education Level:
Concern and Strategies.*



4th December 2010

CHET RAM SHARMA COLLEGE OF EDUCATION

Sector-45, Sadarapur, NOIDA

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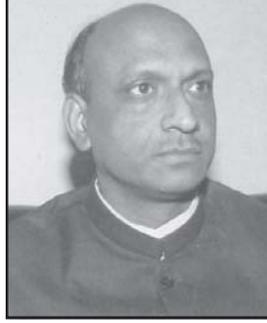
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डॉ० राकेशधर त्रिपाठी

मंत्री
उच्च शिक्षा, उ०प्र०



दूरभाष : का. 2239251
सी.एच.नं. : 3279
विधान भवन : लखनऊ



डॉ. राकेशधर त्रिपाठी

सन्देश

मैं यह जानकर असीम हर्ष का अनुभव कर रहा हूँ कि “चेतराम कॉलेज ऑफ एजुकेशन, सदरपुर, सेक्टर-45, नोएडा” द्वारा 04 दिसम्बर 2010 को आयोजित एक राष्ट्रीय संगोष्ठी के अवसर पर स्मारिका का प्रकाशन किया जा रहा है।

स्मारिका निश्चित रूप से उच्चकोटि के लेखों से युक्त होगी, ऐसी मेरी मंगलाशा है। स्मारिका के सुरुचिपूर्ण प्रकाशन हेतु महाविद्यालय परिवार को मेरी हार्दिक शुभकामनायें।

डॉ. राकेशधर त्रिपाठी

Message for Joshi

Professor S. K. Kak

Vice Chancellor

Mahamaya Technical University

Noida

Message

It gives pleasure to know that Chet Ram Sharma College of Education, Ghaziabad is organizing a Seminar on “Infusing CCE at the Teachers Education Level: Concern & Strategies”. Education is the basis requirement of any developed country and more so in the current knowledge based world. India has the great demographic advantage of having more than 50% population at the young and productive age group level, which if educated and trained in a well organized manner will provide the correct impetus to growth and sustained development. Human resource is the most important resource today as all knowledge and its application are the key ingredients to all round improvement in Quality of Life.

I am sure that the deliberations in the Seminar will be highly instructive and informative to the participants. I wish the seminar all the success.



S. K. Kak

Maharishi Markandeshwar University Trust

Mullana-Ambala, Haryana (India)

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Dr. D. P. Asija

Director (Education)

Message

I am extremely happy to know that Chet Ram Sharma College of Education, NOIDA is going to organize a National Seminar on '*Infusing CCE at the Teacher Education Level: Concerns & Strategies*' on December 04, 2010. I congratulate Dr. Shubhra Mangal, Principal of Chet Ram Sharma College of Education and her team for organizing such an important event.

The education which we provide is based on some objectives and evaluation is a must to know whether these objectives have been realized or not? But this evaluation is done after completing the whole course whereas CCE is done on regular basis. Continuous Comprehensive Evaluation has many advantages over annual evaluation system. CCE provides opportunities to all the stake holders of education to know the ground realities of a particular educational programme. It is high time to discuss the concerns and strategies of CCE.

I hope that the learned participants, who come across the country, will concentrate on this issue and come up with concrete strategies for CCE which will have positive impact on educational system.

I wish the organizers all the best in their endeavors and seminar a grand success.

Dr. D.P. Asija



Chetram Sharma College of Education



Dr. Shubhra Mangal
Principal

Sadarpur, Sector-45, NOIDA
Ph. : 0120-2500460, 2501460
Fax : 0120-2500200
e-mail : crscenoida@gmail.com

Message

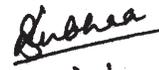
Chet Ram Sharma College of Education has undergone a long thrilling experience of educational pursuits and endeavours of which the Seminar on CCE shall be the next. The team of CRSCE has always strived to accomplish the best and has led others in innovative practices. In our pursuit of organizing workshops and brainstorming sessions we have organized a National Seminar on the theme '*Infusing CCE at the Teacher Education Level*', in order to address the latest examination reform of CBSE.

Recently the CBSE has introduced certain educational reforms in order to break away from the tyranny of examinations, largely dominated by paper and pencil assessments. We all are aware of the fact that any reformation at the schools has to be brewed at the teacher education level for its successful implementation. Proper teacher training and updating is essential in order to strike a successful endeavour at our schools. Similarly if we wish to successfully implement CCE then a careful and meticulous planning at the teacher education levels, both preservice and inservice is also required. Some eminent educationists would be joining us for discussions and I wish that we reach to some very pertinent and noteworthy inferences that can be taken up further seriously.

Another effort in this direction is the release of the next issue of our biannual journal- Eduquest which incorporates some very praise worthy articles and research

papers from educationists and research scholars. I wish to extend my heartfelt gratitude and reverence to the distinguished guests and resource persons who have spared their valuable time for us and have made the event a success. I would like to thank the contributors and delegates for their contribution and participation. The interest and inordinate support of the managing committee in organizing such events is applaudable and praiseworthy. We are indeed fortunate to have such an unconditional support.

Lastly, I would seek immense pride in congratulating my team members without whose cooperation and dedication such an endeavour would not have been possible. I express my thanks to all my staff members from the abyss of my heart.



Dr. Shubhra Mangal



Chetram Sharma College of Education



Pradeep Sharma

Sadarpur, Sector-45, NOIDA
Ph. : 0120-2500460, 2501460
Fax : 0120-2500200
e-mail : crscenoida@gmail.com

Message

It has been our constant effort to impart quality training to the students at Chet Ram Sharma College of Education. Along with the curricular activities, we keep organizing many events and celebrate various occasions, to give a special impetus to our students here.

Organization of a National Level Seminar at the College is an endeavor to bring together eminent educationists and researchers on a common forum. Such interactions not only prove beneficial for the institute, but also for the society as a whole. The deliberations presented on this day shall definitely prove to be thought-provoking and stimulating for the educational policy reformations taking place tomorrow.

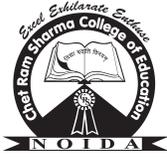
We shall be organizing such events in future also, so that they provide pertinent insights and innovations to the existing system of teacher education.

I express my sincere gratitude to all the resource persons, who have spared their valuable time for us and to all those who have participated and contributed for the seminar.

I perceive a deep sense of pride in congratulating the organizing team of the seminar and wish them a blazing success.

Pradeep Sharma

Chairman



Chet Ram Sharma College of Education

Sadarpur, Sector-45, NOIDA

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Acknowledgements

On behalf of the Managing Committee, Principal, Staff and Students of Chet Ram Sharma College of Education, Noida, we extend our deep gratitude to all the presenters, delegates, resource persons, honorable guests and the experts and all those who have contributed in any form for organizing this National Seminar. We are deeply indebted for their cooperation and support that have made the event a success.

Mrs. Sukirti Goel

Organizing Secretary

Mrs. Sanjana Kanotra

Academic Co-ordinator

Chet Ram Sharma College of Education, an Institute with a difference

"You can't help someone get up a hill without getting closer to the top yourself."

—H. Norman Schwarzkopf

Situated in the heart of the city of Noida, Chet Ram Sharma College of Education, affiliated to Ch. Charan Singh University and recognized by the NCTE has full time B.Ed., M.Ed. and M.Phil. courses. The Institute shall be dealing with its first batch of M.Phil. students this year. The previous two batches of M.Ed. have passed out with flying colours and majority are well placed. Most of the students are extending their services as faculty members of reputed colleges of Delhi and NCR. Continuous feedback about their positive performance definitely exhilarates our morale.

Inspiring excellence in its teacher trainees and trainee teacher educators, CRSCE works with the motto of Quality education. A famous quotation by B.F. Skinner says that "Education is what survives, when what has been learned is forgotten". Today we need to impart teacher training, keeping in mind the global demands and challenges posed on teachers. Emphasis on all round development and personality grooming of the students is the central dogma around which all the curricular and co curricular activities are centered. Field surveys, extempore sessions, debates and other competitions lead to personality grooming and escalation of self confidence of the trainees. In order to promote team spirit and collaboration we organize group seminars on topics of national and international significance. This also brings about leadership development and managerial skills ensuing a sense of responsibility in the teacher trainees and trainee teacher educators.

In order to prepare teachers and teacher educators for a knowledge based society they need to be well versed with the latest technologies related to teaching and learning. Professionalism in teaching not only entails subject expertise but also includes rigorous standard up gradation to meet the changing norms of a fast paced society. Change in the conventional teaching learning styles needs a positive action. *"Action may not always bring happiness but there is no happiness without action"*. Thus, keeping an aura of optimism in our actions, the trainees at CRSCE are given wide opportunities to observe and make power point presentations, computer based projects and convert lessons into smart lessons

on the computer. Since, tomorrow these teachers would be interacting with students and colleagues of a computer based society they need to upgrade themselves as tech-savvy teachers and teacher educators. A well-equipped computer lab with all latest gadgets helps the students in getting well versed with the latest technologies in IT. A hi-speed broad band connection in the computer lab helps the students to make projects and get the latest information through web.

Linguistic proficiency is the demand of the time and is one of the major factors accentuating the confidence levels in prospective teachers. To develop proficiency in English language we have a software based language laboratory where all the computers are LAN connected and the English teacher gives the required instructions to the students for improving pronunciation and writing skills. This not only improves the communication skills of teacher trainees but also sharpens their teaching acumen, in order to prepare them to meet global standards of education.

Libraries are reservoirs of strength, grace and wit, reminders of order, calm and continuity, lakes of mental energy, neither warm nor cold, light nor dark. The pleasure they give is steady, unique, reliable, deep and long lasting.

Germaine Greer (1939)

An apt quotation about library says that ‘a library is the lifeline of an educational institute.’ With over 7500 books, periodicals, journals and encyclopedias, CRSCE has an enriched library with an exquisite collection of reference books. Recently we have subscribed three American journals also, to expose our students to international standards or research in education and teacher education. The library has extended timings to ensure and facilitate proper dissemination of knowledge to all.

“Mens sana in corpora sano” means a healthy mind resides in a healthy body. Keeping this in mind the institute organizes an adventure camp every year for the teacher trainees at Shivpuri, (Uttaranchal). Students and teachers stay by the shores of river Ganges amidst the lap of nature. Activities like, rafting, trekking, rappelling, river crossing, rock climbing, tent pitching, Burma bridge crossing are undertaken to break the monotony of routine classroom environment and to build cohesiveness within the students and teachers.

A wide variety of psychological tests and inventories from the rich section of the psychology laboratory are available to the trainee teacher educators. We have chalked out a comprehensive system of synopsis presentation and submission starting from the

conception of the choice of M.Ed. dissertation topic. It is mandatory for all the M.Ed. students to present their synopsis and then the final findings of their research amidst the faculty members and the students of the college so that they are quality conscious and acquire the confidence to speak in front of a large gathering. In line with such scholarly efforts, we have come up with a journal namely EDUQUEST to share some good quality research work done by our students. In its forthcoming issues we shall invite articles from researchers and educationists too.

To ensure interaction of our students with the same fraternity on a wider basis we conduct many seminars, workshops, field trips and community services at our institute. A sincere endeavour in this direction was, coming up with a conference room at our institute where all the facilities of digital audio-visual aids are available. Thus, besides the regular training, the students also get first hand experience of organizing and conducting seminars, workshops and conferences. We also promote constant participation of our students and staff members in various seminars and conferences at other institutes too.

A consistent and comprehensive evaluation is done at both B.Ed. and M.Ed. levels in the form of periodicals and mock examinations followed by remedial classes. This definitely helps us in achieving the terminal objective of desirable change in behavior and subject mastery of the teacher trainees and trainee teacher educators. We have generally been condemned for this activity of ours but as Aristotle puts it, *“Criticism is something we can avoid easily — by saying nothing, doing nothing and being nothing.”* Thus if we intend to do something worthwhile then criticism has to be a part of it.

Moving ahead with the credo of contributing to the nation in the form of providing excellent teachers to the society, we are all set with sails to navigate in the ocean of education.

Dr. Shubhra Mangal

Principal, CRSCE, Noida

AN OVERVIEW OF THE PAST ACADEMIC SESSION AT CRSCE

- **Orientation Programme for B.Ed. & M.Ed. students**

The Orientation programme was organised for B.Ed. & M.Ed. students in the beginning of the session. The purpose of the programme was to provide information & instructions about academic & professional aspects of the course as well as rules, regulations & norms of the institution. Various issues were discussed with students like Professionalism of teachers, Art of teaching, a brief introduction of the faculty members and a briefing about optional papers available at the institute. Information about the theory & practice teaching programme was also given in this session.

- **Extension Lecture by Dr. S.K. Mangal**

In order to orient the pupil teachers, future teacher educators and the faculty of the institute, a lecture on the Significance of Emotional Intelligence for teachers in today's perspectives was organized by C.R.S. College of Education, Noida. The speaker for the occasion was reverent Dr. S.K. Mangal, Professor and Head, Dept. Post graduate studies at C.R. College of Education, Rohtak, Haryana.

- **Extention Lecture by Dr. Sindhu**

Dr. Sindhu, Professor, Department of Education, C.C.S. University, gave an extension Lecture on "Value Education". The purpose of lecture was to provide an insight into diminishing values, which have led to cultural erosion and blindfolded following of western culture.



- **Extention Lecture by Dr. L.C. Singh**

Dr. L.C.Singh, Former professor from NCERT gave an extension lecture on Micro-teaching skills on 15th April,10. The purpose of the lecture was to train pupil teachers in general and specific teaching skills.He discussed that Microteaching offers a

helpful setting for an experienced or an inexperienced teacher to acquire new teaching skills and refine old ones.

He also oriented M.Ed. students for selection of topics for dissertation and gave valuable suggestion for framing the titles of dissertation.

- **Extention Lecture by Dr. R.M.Verma**

Dr. R.M.Verma, Lecturer and Guidance & Vocational Councillor of Allahabad University, gave an extension lecture on Psychotherapy on 24th Sep, 10.

- **Extention Lecture by Dr. Satya Pal**

Dr. Satya Pal, Ex-officer of FCI, gave an extension lecture on 'Art of Living'. The lecture was based on the thoughts of famous social reformer Shri Prem Rout.



- **Educational trip to Book fair**

An educational trip to 'The World Book Fair' (Pragati Maidan) was organized by C.R.S. College of Education for Faculty members & students. The purpose of the trip was to bask in the ocean of knowledge through a vast study material available under one roof. It also led to enrichment of our college library, as we bought around 350 books from the fair.

- **Educational trip to National Science Meuseum**

An educational trip to National Science Meuseum was organized by CRSCE for B.Ed. students and faculty members. The trip was helpful in developing scientific interest and attitude among students.

- **In service teacher training programme**

Every year C.R.S. College of Education organizes an "In service teacher training programme" for secondary and senior secondary school teachers of the neighboring

schools. An In service teacher training programme was held in September 2010. Various issues like Emotional Intelligence, Modern innovations in teaching-learning process, Zero lecture programme and Significance of remedial teaching were discussed with teachers in order to enhance their teaching prowess. Guests of honor for the occasion were Dr. S.K. Mangal and Mrs. Indira Sharma (Principal, Govt. Girls Inter College, Noida).

- **Pre-Practice Teaching inputs**

A comprehensive pre-practice teaching programme was conducted to give students a complete training of teaching. The whole programme was held in three sessions.

Session-1

- **Demonstration of Micro-Teaching Lessons**

In this session, the faculty oriented the pupil teachers towards Micro Teaching and its significance. The different subject teachers discussed the different skills of teaching like skill of Introduction, Explanation, Black Board writing, Illustration with



examples, Probing and Stimulus variation. All the desirable & undesirable components of each skill were discussed in detail through LCD projector. This was followed by demonstration of Model Micro lessons by the lectures. Each of the micro lessons were recorded for future perusal. The M.Ed. students also demonstrated the different skills of microteaching using OHP and LCD projector.

Session-II

- **Work- Shop on Micro-teaching for School teachers**

A work shop on micro teaching was held in February 2008 for the school teachers of neighboring areas which lasted for six days. The demonstrations of various skills

were given by the faculty members and experienced school teachers. The school teachers appreciated the effort made by the institution as it enabled them to recall the skills which had been long forgotten by them. The school teachers were also given an opportunity to display their skills in microteaching. A small workshop kit and certificates were also distributed to the participants.

Session-III

- **Demonstration of Micro Lessons by Pupil Teachers**

All the Pupil teachers were divided into six groups and a timetable was made in accordance with the planning that every pupil teacher would deliver a set of six micro lessons in each teaching method in a simulated situation, where small peer groups played the role of students. The faculty members supervised the different groups of students. This was followed by the feedback given by their peers under the supervision of the faculty.

- **Action Research Project on Micro-Teaching**

An action research project on microteaching was conducted by the faculty members of CRSCE. The main objective of the project was to observe the difference in teaching skills among pupil teachers before MT session and after MT session. A comprehensive study was made on 30 pupil teachers. To carry out research one-way design of research was used. The result of research indicated that there was remarkable improvement in teaching skills of pupil teachers after micro-teaching session. Therefore a comprehensive micro-teaching programme should be organized for pupil teachers.

- **Scouts and Guides Trip**

In order to provide training of Scouts & Guides to the students, a four days trip was organized to Shivpuri. Many activities were conducted which provided an absolutely different lifetime experience to the students. Activities like trekking, tent pitching,



slithering, river rafting and river crossing were organized at the camp site. Staying at the banks of river Ganges provided great relief and a positive respite from the routine work at college.

- **Project on Flander's Interaction Analysis for M.Ed. students**

A short-term training project was organized for M.Ed. students on classroom Interaction Analysis. In this project M.Ed. students went to different schools and observed the various classes of pupil teachers through Flander's Interaction Analysis Category System (FIACS). After this observation, feedback was provided to the respective teacher trainees. Therefore the project was beneficial for both M.Ed. students as well as pupil teachers, as it provided a theoretical and practical experience for the future teacher educators who would be maneuvering the teaching of the pupil teachers in teacher training institutes tomorrow.

- **Demonstration of Model Lessons by subject experts**

The faculty members of CRSCE presented model demonstration of macro lessons. The purpose behind the presentation was to provide a sufficient knowledge about teaching and classroom instruction and integration of micro teaching skills in macro lesson, about various teaching strategies, teaching methods, techniques and use of audio-visual-aids and their practical application in varied situations. This demonstration session provided ample practical feedback to the B.Ed. students about teaching learning strategies and set them into inertia for the forthcoming teaching practice session.

- **Comprehensive Evaluation**

A comprehensive and consistent evaluation is done at both B.Ed. & M.Ed.level in the form of periodicals and mock examinations followed by remedial classes. The objective of such evaluation programme is to bring about desirable change in the behavior of trainees, subject mastery of Teacher Trainees and Teacher Educators so as to meet the challenges and demands of this era.

- **Visit to I.C.S.S.R Library**

Faculty of C.R.S. College of Education, Noida visited the I.C.S.S.R Library, New

Delhi. The main objective behind the visit was to collect the various informations about the research projects in the field of social sciences and the latest journals. The information related to research fellowships & Ph.D. enrolment were also gathered, and disseminated to our student for chalking out future prospects.

- **Visit to J.N.U. Library**

Faculty & M.Ed. scholars of C.R.S. College of Education visited the Jawahar Lal Nehru University, Library, New Delhi, in order to get the experience of digital library facility. They had an exposure to online accessing of various research journals and books, papers, articles related to education and various other issues.

- **Visit to N.C.E.R.T. Library**

The M.Ed. scholars of C.R.S.C.E made a visit to N.C.E.R.T. library, New Delhi to review the latest educational surveys, journals, research, and articles for the selection of research topics for their dissertation work. After having a view of the main block of library, the students also walked to the different educational cells associated with the main block like-Adult Education cell, Women empowerment cell, Environmental Education cell, Vocational education & Special education cell. The students also received valuable guidance, from the various educationists associated with N.C.E.R.T. We bought various dissertation-related books, journals and periodicals from the NCERT Publication divisions for our library reference section.

- **Visit to Jamia Millia Islamia Library**

Faculty members & teacher educators had a visit to Jamia Millia Islamia library, New Delhi. The aim of the visit was to gather the information about the researches in the field of inclusive education.

A GLIMPSE OF CO-CURRICULAR ACTIVITIES CONDUCTED AT CRSCE, NOIDA

- **EARTH DAY**

Earth Day is the largest, most widely celebrated international environmental event. Earth Day helps celebrate Earth's unique place in the universe. It is celebrated on April 22nd every year. At C.R.S.C.E, this was celebrated by the B.Ed and M.Ed students through an inter house slogan writing competition on 'Preserving the Nature'. The students also performed skits on 'Save our Environment' and prepared a banner on Earth day for the college. This Day reminded us that we all share the same planet and as budding teachers we all have responsibilities towards our mother nature in preserving and conserving her. It is a day to ponder on the environmental challenges we face and how to solve them.



- **ENVIRONMENT DAY**

Environment has always been a subject of importance amongst CRSians. The students and teachers work hand in hand to bring a commendable change to the environment. The environment day was celebrated on 5th June. On this day 'Anti polybag' campaign was organized by the students. PowerPoint presentations on 'say no to polybags' were shown, highlighting the dangers of polythene. A special assembly was organized on 'swine flu' to make the students aware of the dos and don'ts of the pandemic.



- **WORLD AIDS DAY**

Aids day was celebrated in the college on 2nd December. The students of B.Ed and M.Ed staged a nukkad natak to create awareness about AIDS.

- **NATIONAL SCIENCE DAY**

Our college students paid tribute to all the scientists for their incredible contribution to science. The B.Ed. students organized a science exhibition and neighbouring schools were invited for the exhibition. A 'show and tell' competition was organized for them.

- **NATIONAL LITERACY DAY**

In an endeavor to create literacy awareness amongst our youth National Literacy Day was celebrated. Education is empowerment and we need to empower all, especially those who are the disadvantaged, the marginalized, and the exploited. The students of B.Ed. were given the project to empower at least one of the aforesaid. The students presented their projects in the form of PowerPoint presentations and shared their valuable experiences.

- **HINDI DIWAS**

To signify the importance of our national language 'Hindi' and to create an awareness and respect for the language amongst B.Ed. and M.Ed. students, a debate was organized on this occasion. The topic was 'Hindi ka upyog: sarthakta ya sirf prayog'.

- **CELEBRATION OF CWG AT CRSCE**



The 19th Commonwealth Games got off to an inspiring and magnificent opening on 3rd of Oct., 2010 at the Indian Capital, Delhi. The opening ceremony beautifully portrayed and upheld the great journey of India with all its unique features. At CRSCE the flame of baton was lit by celebrating CWG with great enthusiasm. Students made a beautiful poster on CWG. An inter house collage making competition was held depicting the journey of CWG. Students of M.Ed. and B.Ed. penned down their messages on the notice board of what CWG meant to them. An inter house quiz competition on CWG was also held and Aurobindo house was declared the winner. The chief

guest Mrs. Indira Sharma distributed the certificates to the winners. Our Principal Dr. Mrs. Shubhra Mangal said that CWG has given a platform to all the sport persons to excel in their respective sports. Even at schools through CCE the innate capabilities of the students can be recognized and therefore be exploited.



CULTURAL ACTIVITIES

- **INDEPENDENCE DAY**

After about 200 years of British rule, India got its Independence on 15th August 1947 and this year it celebrated its 64th Independence Day. To glorify this moment of independence, a special assembly was held on 15th August 2010. The assembly started with an event depicting the story of India's freedom struggle in brief. A presentation was made by M.Ed students on the topic, 'India at 64' in which they expressed their views on how they wish to see India in the global scenario. The assembly concluded with patriotic songs and speech by our respected principal in which she emphasized the crucial role of teachers in building national integration and the feeling of brotherhood, which enthralled the entire gathering with a feeling of pride and patriotism for the country.

- **REPUBLIC DAY**

National pride and honor is something that each student should believe in. Keeping in view this sentiment, our college celebrated the Republic day on 26th January 2010. To commemorate the occasion the students conducted the special assembly. There was an ambience of joie de vivre as students presented national songs and dance. The occasion was graced by Mrs. Indira Sharma. The assembly concluded with the entire school comprising students and staff singing popular national songs in unison reinforcing in ourselves the firm belief that no nation can perform unless each citizen believes in national identity.

- **TEACHER'S DAY**

Teacher's day was celebrated on 5th September to show love and respect to teachers. A cultural programme was organized by the students. The event started with the distribution of cards and roses. Then the students performed a heart warming welcome song. The celebration continued with dance performance by the students. The Teachers played and enjoyed musical chair. The celebration ended with the motivational speech by the respected principal encouraging the pupil teachers to strive, to pursue, to seek for excellence in their field.



- **DIWALI CELEBRATION**

Each year on the dawn of Amavasya in the month of Kartik the glittering diyas, the dazzling fireworks, sounds of crackers announces the arrival of the most vibrant festival of India- DIWALI. The word Diwali has its origin in the Sanskrit word **“Deepavali”** which means **“rows of light”**. This 5 day long Hindu festival is celebrated throughout the world with great zeal and fanaticism. CRSCE celebrated Diwali with great zeal and fervor. A rangoli making competition was organized in which the students used vibrant colours depicting unison of diverse cultures of India. Few scenes of Ramayana were staged depicting victory of good over evil. An inter house jingle and slogan making competition was organized on ‘say no to crackers’.



Emissaries of CRSCE in various Educational Institutes of Delhi, N.C.R. and U.P.

At CRSCE, the motto EXCEL-Exhilarate-Enthuse is deeply ingrained in the teacher trainees, which prepares them to carve a niche for themselves in the competitive world. Our efforts are rewarded in the form of outstanding placement of trainees every year.

Placement in various schools:

1. Amity International School, Noida.
2. Ahlcon Public School, Delhi.
3. Apeejay School, Noida.
4. Bal Bharti Public School, Noida.
5. Blue Bells School, Kailesh Colony, Delhi.
6. Cambridge School, Noida.
7. Chet Ram Sharma Kanya Vidyalaya, Noida.
8. Chet Ram Sharma Shiksha Niketan, Noida.
9. D.P.S., Indirapuram, Ghaziabad.
10. D.P.S., Noida.
11. D.A.V. School, Noida.
12. Evergreen School, Delhi.
13. Krishna Inter College, Ghaziabad.
14. Kendriya Vidyalaya, Jaipur.
15. Kendriya Vidyalaya, Rajouri Garden.
16. Kothari Public School, Noida.
17. Khaitan Public School, Noida.
18. Lotus Valley International School, Noida.
19. Mayoora School, Noida.
20. Mahavir Singh Inter College, Ghaziabad.

21. Meerut Public School, Meerut.
22. Queen Mary's School, Delhi.
23. Rockwood School, Noida.
24. Ryan International School, Greater Noida.
25. R.S. Modern School, Noida.
26. St.Thomas School, Meerut.
27. Springdales School, Pusa Road, Delhi.
28. R.S.S. International, Noida.
29. S.D. Public School, Noida.
30. Modern School, Noida.

Placement in various colleges:

1. Amity Institute of Behavioural and Allied Sciences, Noida.
2. Mewar Institute of Education, Ghaziabad.
3. Mangalmay College of Education, Greater Noida.
4. Noida College of Physical Education, Noida.
5. Rookwood College of Education.
6. New Adarsh College of Education.
7. Institute of Management and Technology, Greater Noida.
8. Miles Institute of Professional Studies, Ghaziabad.
9. Manjari Devi College, Uttaranchal.
10. Radha Govind College of Education, Greater Noida.
11. Modern College of Education, Ghaziabad.
12. Maha Luxmi College of Education, Ghaziabad.
13. S.D. College of Education, Ghaziabad.
14. Rama Devi Kanya Vidyalaya, Noida.
15. New Era College OF Education, Ghaziabad.
16. Global Institute of Education and Technology, Greater Noida.
17. I.P.S. College, Ghaziabad.

Scholarly contribution by the faculty of CRSCE

S.No.	Title of the paper	Name	Place of Event
1.	'Igniting India's Mind'	Dr. Shubhra Mangal	Annual Conference & National Seminar on "Positioning Colleges for Building India as Knowledge Society", Ch.Charan Singh University, Meerut.
2	'Current Issues on Environmental Education'	Mrs. Sukirti Goel	XXXVI Annual National Conference on Environmental Education Perspective & Prospects IEDTE, Uttaranchal.
3	'Population & Environmental Scenario'	Mrs. Sukirti Goel	National Seminar on Population & Development, J.S.H.P.G. College Amroha, J.P.Nagar
4	'Revisioning Teacher Education'	Mrs. Vaishali Maurya	Amity Institute of Education, Saket, New Delhi.
5	'Role of Information and Communication Technology in teachers training as a tool for evolving India as a knowledge economy'.	Mrs. Chhavi Mohan	National Seminar at C.R.S. College of Education, Noida
6	'Developing youth for Emerging global challenges: Role of Emotionally Competent teachers'	Mrs. Sukirti Goel	National Seminar at C.R.S. College of Education, Noida
7	'Globalisation & its impact on Indian Society as a whole'	Mrs Chhavi Mohan	National Seminar on Globalisation, VMLG College, Ghaziabad
8	'Globalisation & its impact on Indian Education'	Mrs. Sanjana Kanotra	National Seminar on Globalisation

S.No.	Title of the paper	Name	Place of Event
9	'Effect of present Environment on Adolescence: What to do?.'	Mrs. Charu Gupta Ms.Sarika	National Seminar at A.I.E, Saket, New Delhi
10	'School reform in year 2007'	Mrs Sukriti Goel	Kalka Institute for Research & Advanced studies, Alaknanda, New Delhi
11	'Place of Communication & I.T. in present B.Ed. Curriculum'.	Mrs Sukriti Goel Dr.Shubra Mangal	Seminar at S.D.PG. College, Ghaziabad
12	'The Role of Teachers & Challenges in the Changing Social Environment.'	Mrs.Sukriti Goel Dr. Shubhra Mangal	Amity Institute of Education, Saket, New Delhi
13	'Globalisation & its impact on Economy & Society'.	Mrs Sukirti Goel	National Seminar at VMLG College, Ghaziabad.
14	'Strategies & Innovation in Teaching At Higher Education Level with ICT'	Mrs Sukirti Goel	National Conference, VMLG College, Ghaziabad
15	'Innovation: various dimensions'	Mrs Sukirti Goel	National Seminar, SIMS, Ghaziabad
16.	'Globalisation & its impact on Economy & Society'.	Dr. Shubhra Mangal	National Seminar at VMLG College, Ghaziabad
17	Total Quality Management in Teacher Education	Mrs.Rajneesh Kaur	National Seminar, GDR College of Education, Simla Molana Babarpur, Panipat
18	New Methodology for Assessment and Accreditation of colleges of education	Mrs. Rajneesh Kaur	GVM College of education, Sonapat
19	Examination Reforms –An approach to Academic Excellence	Ms Bhavna Joshi Ms Geetika Agarwal Ms Sanjana Kanotra	Kalka Institute for Research and Advanced Studies, Alaknanda, New Delhi

S.No.	Title of the paper	Name	Place of Event
20	ICT in Classroom	Ms Bhavna Joshi Ms Geetika Agarwal Ms Sanjana Kanotra Ms Smriti Lata	Annual Conference of All India Association of Teacher Educators at KVS,R K Puram,New Delhi
21	A study of the awareness of college going students towards E-Waste Management	Mrs. Sukirti Goel	National Conference on the Environment today at VMLG College, Ghaziabad
22	Strength of Indian Education System vis –a- vis Western Education System	Dr. Shubhra Mangal Mrs. Sukirti Goel	Amity Institute of Education, Saket, New Delhi
23	Quality Learning through Creative Teaching approach	Mrs. Charu Gupta Mrs.Sukirti Goel	National Conference on Revamping Teacher Education in Creation of Knowledge Society at NCPE, Noida
24	Value Crisis and Peace Education	Mrs. Sukirti Goel	National Seminar on India at the Crossroads-Challenges ahead at HIBS, Agra
25	National Knowledge Commission and its implications in higher education	Mrs. Sukirti Goel	National Conference on National Knowledge Commission and its implication in higher education at VMLG College, Ghaziabad
26	Governmental Rule for Development of Higher Education	Ms Bhavna Joshi Ms Sanjana Kanotra	Institute of Teacher Education, Modinagar
27	Role of Value Education in the Integration of National Concern in the Teacher Education Curriculum	Mrs. Vaishali Maurya	National Conference on Revamping Teacher Education in Creation of Knowledge Society at NCPE, Noida
28	A Workshop on Micro-teaching	Ms Vaishali Maurya Ms Charu Gupta Ms Dayawati Ms Sanjana Kanotra	New Era college of education, Pandav Nagar, Ghaziabad

S.No.	Title of the paper	Name	Place of Event
29	A National Workshop on Emotional Intelligence	Mrs.Varsha Sharma	R.G. (P.G.) College, Meerut
30	Integrating ICT in Teacher Education	Dr. Shubhra Mangal Mrs. Sukirti Goel Mrs. Geetika Agarwal	National seminar on Trends & Challenges in Teacher Education organized by Mangalmay Institute of Management and Technology, Knowledge Park-II, Greater Noida
31	ICT in Education	Mrs. Geetika Agarwal	
32	Professionalisation of Teachers	Ms. Sanjana Kanotra Ms. Bhavna Joshi	

Publications by Faculty of CRSCE, Noida

Principal & faculty members of Chet Ram Sharma College of Education have contributed the following articles in various journals of Teacher Education.

List of Other Publications

S. No.	Title of Publication	Authorship	Nature of Publication	Year of Publication	Name of Publisher
1.	<i>Psychology of Teaching and Learning</i> (English & Hindi)	Jointly with Dr. S.K. Mangal	Text Book for B.Ed.	2003	Loyal Book Depot, Meerut
2.	<i>Technology of Teaching</i> (English & Hindi)	Jointly with Dr. S.K. Mangal Dr. (Mrs) Uma Mangal	Text Book for B.Ed.	2003	Arya Book Depot, Meerut
3.	<i>Teaching of Bio-Sciences</i> (English & Hindi)	Jointly with Dr. S.K. Mangal	Text Book for B.Ed.	2005	Loyal Book Depot, Meerut

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4.	<i>Teaching of Physical Sciences (English & Hindi)</i>	Jointly with Dr. S.K. Mangal	Text Book for B.Ed.	2005	Loyal Book Depot, Meerut
5.	<i>Educational Technology and Management (English & Hindi)</i>	Jointly with Dr. S.K. Mangal	Text Book for B.Ed.	2006	Loyal Book Depot, Meerut
6.	<i>Development of Learner and Teaching Learning Process (English & Hindi)</i>	Jointly with Dr. S.K. Mangal	Text Book for B.Ed.	2006	Loyal Book Depot, Meerut
7.	<i>Educational Psychology & Measurement (English & Hindi)</i>	Jointly with Dr. S.K. Mangal	Text Book for B.Ed.	2008	Loyal Book Depot, Meerut
8.	<i>Educational Technology (English & Hindi)</i>	Jointly with Dr. S.K. Mangal	Text Book for B.Ed.	2008	Loyal Book Depot, Meerut

Note: A Book titled "Emotional Intelligence- A Golden Key to Success" is under preparation (Independently).

Complete List of Research Publications (Papers/ Articles)

S. No.	Title of	Authorship	Year of Publication	Names of Journal	Volume Number	Name of Publisher
1.	<i>Convergence of IQ, EQ and SQ : Imperative for Holistic Growth & Development</i>	Independent	2007	EDUTRACKS	Vol. 7, No. 3	Neelkamal Publications Pvt. Ltd. Hyderabad
2.	<i>Emotional Intelligence: Its Significance for School Teachers</i>	Jointly with Dr. (Mrs) Indira Dhull	2005	EDUTRACKS	Vol. 4 No. 11	Neelkamal Publications Pvt. Ltd, Hyderabad
3.	<i>Inclusion: A Challenge for New Generation Teachers of Next Generation</i>	Jointly with Dr. S.K. Mangal	2009	EDUTRACKS	Vol. 8 No. 9	Neelkamal Publications Pvt. Ltd, Hyderabad

4.	<i>Course-related Motivation and Job-related Attitude of Student Teachers</i>	Jointly with Sh. Santosh Raut	2008	EDUTRACKS	Vol. 8 No. 3	Neelkamal Publications Pvt. Ltd, Hyderabad
5.	<i>An Inventory "tEQ-i" to measure Emotional Intelligence of School Teachers</i>	Independent	2008	-	-	National Psychological Corporation, Agra
6.	<i>An Inventory "Mangal Emotional Intelligence Inventory (MEII)" to measure Emotional Intelligence of General Adults (16+)</i>	Jointly with Dr. S.K. Mangal	2005	-	-	National Psychological Corporation, Agra
7.	<i>Igniting India's Mind</i>	Independent	2005	Seed Magazine	Vol.4	Indian Colleges Forum, New Delhi
8.	<i>Globalization & Its Impact on Society as a Whole</i>	Independent	2007	Souvenir of V.M.L.G. College, Gbd.	-	V.M.L.G. College, Ghaziabad

Rationale for the Seminar.....

The quality of school education remains as the focal point in order to achieve the objective of enstrengthened human resource for national development. This demands a greater attention towards quality parameters of educational edifice of school as a whole and transformation of the instructional process. The new perspective of this transformation is the assessment procedure and its relationship to the teaching-learning process. We all are familiar with the evaluation practices carried out in schools that aim to measure the knowledge and understanding outcomes of learners, neglecting the evaluation of skills and higher mental abilities. While the major focus of school education is towards all round development of the child, least attention is paid to the educative process involved and to the assessment of students' personal development.

The National Policy of Education (1986) and the Programme of Action (1992) followed by the National curriculum Framework of School education (1986 & 2000) reiterated the need for developing the personal and social qualities of learners. The Position Paper on Examination Reforms (National Curriculum Framework 2005) proposed Continuous and Comprehensive Evaluation in order to provide space for creative teaching and in turn provide a diagnostic tool for producing learners with greater skills. They stressed the point that evaluation should be comprehensive in nature, wherein all learning experiences pertaining to scholastic, co-scholastic, personal and social qualities are assessed. And since learning is a continuous process assessment also has to be continuous. CCE fundamentally aims at bringing a paradigm shift from examination to effective pedagogy which subsumes assessment into the instructional process itself. While the pedagogy has to be constructive, we aim at designing a teaching learning process where the student and the teacher actively construct knowledge and apply it in situations. Research shows that once students construct and own their work there is greater student motivation to learn further. Thus, a fertile and robust education needs to be nourished through student involvement, enhanced and enriched learning experiences and unobtrusive techniques of assessment. The role and dignity of teachers in this function needs to be strengthened and underlined.

The significance of Continuous Comprehensive Evaluation lies not only as an end in itself but also as a means to achieve the end. It provides the teacher with ample degrees of freedom to design and implement instruction and its assessment procedures. Teachers

have to work in the new paradigm by way of preparing lesson plans, designing formative activities and evolving teaching-learning materials.

Although many schools have been practicing CCE but still the assessment fails to be formative in the sense that it remains mainly for 'measuring' rather than 'enhancing' learning. Enhancing creativity, flexibility, active engagement of pupils with teachers are some of the foundations on which formative assessment rests. A teacher has to be equipped with the latest tools and techniques of teaching-learning, like ICT in order to provide a conducive learning environment with sustained student interest. Apart from the cognitive and psychomotor abilities of a teacher the affective domain also has to be used to understand the attitudes and values of students. In this aspect a teacher needs to be emotionally intelligent in order to understand the students well and act as a coach and mentor. There is ample evidence that a teacher with high EQ can change the experiences of students from enriching to empowering and thus lead to better achievement in all spheres of assessment.

Considering the laudable efforts made by the CBSE in this direction and the above facts there is a dire need to strengthen our teacher training programme both at the preservice and inservice levels in order to implement the CCE successfully. It would be logical to stress upon the need of a cohesive functioning of schools and teacher education institutes in tandem with each other so as to achieve the major goal. The quality of teacher training needs to be upgraded and the tenets of this training have to be reframed in order to achieve the farsighted aim of quality education.

Research has confirmed that training in CCE is fruitful in improving the formative assessment skills of the teachers which in turn raises the standards of achievement in pupils by constant feedback, remediation and improvement of classroom instructional strategies based on the evaluation results. It is imperative to equip the teachers with the essential skills and competencies of evaluation right from the preservice level so that they would be able to integrate evaluation well with their teaching-learning process.

The inservice training should be used for updating teachers with the latest innovations in CCE and for solving their classroom problems and inquiries. This self-reflective inquiry conducted by teachers in schools in order to improve their own social or educational practices, their understanding of these practices and the situations in which the practices are carried out, becomes 'action research. Classroom Action research emphasizes the involvement of teachers in sorting out problems in their own classrooms and has as its

primary goal the in-service training and professional development of the teacher rather than the acquisition of general knowledge in the field of education. The feedback from CCE can form the basis for classroom action research and the results of the research become all the more momentous when shared with other teachers during the in-service training sessions.

This calls for a discussion and deliberations on the issue between the stakeholders of school education and teacher education.

The main theme of the seminar:

Infusing CCE at the teacher education level: Concern and Strategies.

Subthemes of the Seminar:

- Pedagogical strategies for implementation of CCE in teacher education.
- Using ICT for CCE: Innovations and applications.
- CCE as a potential tool for classroom action research: Proposed plans or success stories.
- An Emotionally intelligent teacher at the heart of a successful CCE.
- In service teacher training for CCE: Addressing the quality parameters and innovations.
- Solving scholastic problems through action research using CCE as a divisive and evaluative tool.
- Solving co-scholastic problems through action research using CCE as a diagnostic and remedial tool.

Dr. Shubhra Mangal

Principal, CRSCE, Noida

AN EMOTIONAL INTELLIGENT TEACHER AT THE HEART OF A SUCCESSFUL CCE

Dr. S.K. Mangal

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C.R.College of Education, Rohtak

In order to bring reform in the system of evaluation, it was made mandatory in the National Policy of Education, 1986 to introduce the concept of Continuous and Comprehensive evaluation. As a follow up the National Curriculum for Elementary and Secondary Education: A Framework (1988) and National Curriculum Framework-2005 strongly emphasized the need of replacing traditional system of evaluation with the scheme of CCE or Continuous and Comprehensive Evaluation. Accordingly, CBSE has taken a solid step in implementing CCE in the network of its schools. However, there has been a lot of hue and cry in the manner of its implementation by the schools affiliated to CBSE. The reason is obvious. The implementation of any scheme and its desired success, how useful and practicable it may be, depends up on the sincerity and ability of its implementers. It also holds true for the implementation and success of CCE in the schools. The organization of the teaching- learning process including the evaluation of the teaching-learning outcomes is the responsibility and accountability of the teachers, teaching in these schools. For this purpose, it is very much essential on their part that they should try to gain full insight and understanding about the mechanism of CCE along with bringing desired changes in their teacher behavior and attitudes. Where for the acquisition of the former they must know what is CCE and its objectives, for the latter they must be imbued with the behavioral traits associated with emotional intelligence. Let us try to think over both these aspects one by one.

The CCE or Continuous and Comprehensive Evaluation scheme introduced in the schools refers to a school-based evaluation of students characterized with two unique features known as continuity and comprehensiveness. The evaluation needs to be comprehensive in the sense that we have to assess or evaluate the teaching learning outcomes of the children belonging to the changes brought about in all the three domains- cognitive, conative (psychomotor) and affective of their behavior. Unfortunately in the past, the whole emphasis has been laid over the academic growth pinpointed towards

the acquisition of the crammed knowledge of some specific subjects. Focusing on excellence in academics alone undoubtedly results in lop-sided development of personality. It is thus essential that due importance be given to participation in co-curricular activities like games and sports, music, dance, art, dramatics and other areas of one's interest to make life more fulfilling and enjoyable. The comprehensiveness provided in the new system of evaluation thus stands for measuring the learning outcomes related to the scholastic and co-scholastic aspects of the personality of the students provided through the organization of curricular as well as co-curricular activities in the schools. It also asks for bringing comprehensiveness in the techniques and means adopted for the measurement and assessment of the learning outcomes in all the three areas or domains of child's behavior.

Continuity aspect of the evaluation demands that since the changes in behavior brought about in the behavior of the children by the curricular or co-curricular measures are continuous and intermittent, these need to be evaluated, assessed or measured as early, intermittently and continuously as possible. For keeping the continuity aspect in its view, the new system of evaluation has thus imbibed the features like regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self-evaluation, etc.

As already emphasized earlier, it is the teacher who counts much in the success of any teaching-learning scheme meant for the welfare of the students. Consequently, it is quite necessary to equip the school teachers with the essentials needed for getting success in the implementation of CCE. Let us see what these essentials may be for the teachers.

Apart from the above referred knowledge of the scheme of CCE (bringing desired changes in the cognitive behavior) and acquisition of the necessary skills and competencies for carrying out the process of evaluation (bringing desired changes in the conative or psychomotor behavior) the thing which matters most is the requirement of bringing desired changes in their affective behavior through the ways and means adopted during their pre-service or in-service training programs. The question here may arise why too much emphasis should be laid over the quality of the affective behavior of the teachers for getting success in the implementation of CCE. The answer may be very simple in case we can somehow arrive at the conclusion that in fact much depends on the quality of the affective behavior or the degree of emotional intelligence possessed by the individual teachers for meeting the demands of the students for the successful implementation of CCE. Let us think over this issue.

For taking an objective view of the situation mentioned above, let us visualize that there exists three types of teachers in our schools with their typical behavioral traits (as mentioned in the table below) for the desired interaction with the students and the subsequent implementation of CCE in the schools.

<i>Type of teachers</i>	<i>Behavioral traits or Characteristics of teachers</i>
A	Expert, Knowledgeable, Resourceful, Authoritative, Experienced, Up-to- date, Capable of answering any question on the topic or subject.
B	Well prepared, Well organized in thoughts and communication, Clear speaking, Giving clear directions, Good time management, Using appropriate methods and materials, Providing useful feedback, Providing relevant, interesting, useful and challenging activities.
C	Good listener, Approachable, Acceptable, Demonstrating empathy, Making eye contact, Having positive approach, care and concern for the students, Providing recognition to the students, Responsive, Attentive, Non-threatening, Open, Respectful, Related to the learners, Having a trust relationship with the students.

As evident from the characteristics and behavioral traits of the teachers mentioned above, the type A teachers are the teachers who may be termed as the expert and master of their teaching subject, the type B teachers are the teachers who may be termed as the teachers quite skilled in communicating their subject to their students and the type C teachers are those teachers who are characterized with a desirable affective behavior indicative of the possession of a good amount of emotional intelligence. Actually it is the type C teachers embedded with high degree of emotional intelligence (EI), who count much in the success of the implementation of CCE. Let us see how it may happen. How, a teacher, equipped with a high degree of EI, is seen to contribute much in the success of CCE? Let us begin to think in this direction by first defining the term emotional intelligence from the view point of the school teachers

Emotional intelligence or EI on the part of a school teacher, in its simple and practicable way, may be defined as the ability to guide and monitor his behavior in the light of the awareness and management of his own and his students' emotions.

This ability may help the teacher in lime lighting his path for guiding and steering the efforts of his students in the attainments of the objectives of the CCE. Let us see what in this respect can be accomplished by EI and how?

1. Emotions are data - signals about ourselves and our relationships. Added by one's EI for recognizing, understanding and managing emotions of one's self and the students, a teacher can assist students on multiple levels of the teaching-learning process including continuous and comprehensive evaluation and the identification of the short comings and strengths of the students along with the possible remedial or incentive measures for continuing the ceaseless efforts for the all round growth and development of their personality.
2. Any scheme, how useful or meaningful it may be, needs proper attention, motivation, interest, zeal & enthusiasm on the part of all those who are involved in the implementation of that scheme. The fear for the new and noble is universal. Here in the case of the successful implementation of CCE, it should be well trusted and liked by teachers, students and their parents. Where in the case of the teachers, they may be well informed and trained through the meaningful programs carried out in their pre-service and in-service training schedules, the task of making the students and parents interested, absorbed and enthusiastic for the successful realization of the objectives of CCE can be well entrusted to the teachers. This responsibility cannot be carried out by the school teachers until or unless they are imbued with a good amount of emotional intelligence. Their EI may help them in building a mutual bond of intimacy and a trustworthy relationship with the students and their parents. Trust brings wonder. The students & their parents are more likely to go along with the teacher when they are convinced that the teacher has their best interests at heart & they can trust him. In this way, EI of a teacher may surely help a teacher to take the students & parents along with him for the successful implementation of the scheme of CCE.
3. Students perception of the CCE scheme can also alter too when the teacher makes use of his emotional intelligence. If the students perceive their teacher as paying attention, showing care and respect towards them, they are likely to interpret his actions and sayings related to CCE differently in a positive way. It

may eventually help in bringing the desired changes in the attitudes and actions of the students helpful in the proper realization of the objectives of CCE.

4. It has been very much observed and investigated that affective behaviors controlled through one's emotional intelligence are the most important determinants of students' satisfaction with their teachers. Consequently, an emotionally intelligent teacher may prove him- self an important catalytic agent for bringing desired changes in the attitudes and actions of the students for the successful realization of the objectives of CCE.
5. The implementation of the scheme of CCE requires from the teachers a lot of patience and individual care, attention and respect to be paid to his students. It is very much true that a teacher can only exhibit these traits and characteristics in his teacher behavior in case he is equipped with a necessary amount of EI.
6. Emotional intelligence is the ability that helps a teacher to use emotional information to guide his thoughts and actions in a helpful way. Truly, there lie a tremendous source of strength, potential and vigor in emotions, and in case one is capable of utilizing this vast source of energy lying in one self and others in a most intelligent and useful way, then surely and certainly it may bring wonder in terms of getting success in one or the other fields of life. Consequently, a teacher equipped with a good amount of EI may then prove himself most capable and worthy for making his students actively and enthusiastically interested in the realization of the objectives of CCE.
7. CCE aims to bring holistic development in the personality of the students by bringing desired changes in all the three domains of their behavior. It is totally against the lopsided development of the child's personality, e.g. merely emphasizing on his academic growth and brilliance. In its approach and ideology thus CCE and EI may seem to travel side by side as both of them are in favor of the holistic development of one's personality. An academically brilliant or skilled teacher deficient in EI, as we may witness, more often is found to possess a lopsided development of his personality. Actually, such teachers irrespective of their brilliance, love of subject and enthusiasm in the classroom do not have a heart to heat link with their students & are therefore found to lack in the ability to bring a holistic development of the personality of their students either providing themselves as a role model or striving hard to attain the objectives of CCE. An emotionally intelligent teacher, on the other hand, irrespective of his

deficiency in academic brilliance and professional competency may prove a good role model or may be found to work along with his students closely by making heart to heart link with them for the holistic development and progress of their students.

8. It is usually found that an academically brilliant teacher proficient in the knowledge of his subject or a teacher equipped with necessary teaching skills is habituated to emphasize merely on the academic brilliance of the students by promoting blind cut throat competition of getting more marks on a summative test. In case he is handed over the responsibility of the implementation of CCE, he is more likely to induce stress in his students by asking them to show their all round performances in all the scholastic and non- scholastic areas or activities of the school without showing any concern for their individual differences, capabilities or home conditions.

It is what that is happening with the teachers deficient in EI in most of the schools with regard to the implementation of CCE in their schools.

9. Actually for getting ahead and attaining success in the implementation of CCE in the schools, a teacher needs something more than the sheer academic brilliance and teaching skills merely dominated by the conative or cognitive abilities. Here he has to deal with the human beings (students). Here the affective aspect of his behavior is very much involved that needs one's expertise in the language of the heart, or more properly the synthesis & union of the functioning of one's brain and heart. It can only be possible if one is equipped with the desirable EI skills & that is why we can safely claim that an emotionally intelligent teacher may do wonders in bringing success to the implementation of CCE.

It is therefore well concluded that an emotionally intelligent teacher may prove a potent force and media for creating a safer and more satisfying, caring, affectionate, stimulating and inspiring environment for his students for the attainment of the wholesome objectives of CCE. In other words in nut shell we can claim that a golden key for the success of CCE lies in the EI of the school teachers. Consequently, the desired attention should essentially be paid for providing proper opportunities to the school teachers for the development of EI through some well organized programs carried out at both the pre-service and in-service stages of the teacher preparation. In case we take care of such requirements in our teacher preparation programs we would be taking the right well needed step for the successful implementation of CCE.

QUALITY EDUCATION THROUGH SCHOOL BASED ASSESSMENT AND EVALUATION

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Since the dawn of human civilization, human beings have always been trying to excel in all the fields to bring better quality to life. This has resulted in advancement in science and technology for improving life conditions. With the increasing use of science and technology, the world has now become a global village. India is not untouched with these global developments.

The facts about India as a multilingual, multicultural and multi-ethnic country are well known. The 1971 Census, which can legitimately be considered most authentic in this respect, recorded a total of 1,652 languages belonging to five different language families in this country. Over 87 languages are used in the print media, 71 languages are used on the radio, and the administration of the country is conducted in 13 different languages.

Continuous efforts put up by both Government and Public sectors, expansion of education has been many fold. Today, our country engages nearly 55 lakhs teachers spread over around 10 lakhs schools to educate about 2,025 lakh children (Source: Chapter-I, NCF-2005, page 1). Also if we look at the data and analyse on the growth of teacher education organizations in the country, it reveals that the number of these institutions have been multiplied i.e. as on 31.03.2000 there were 2051 such organizations as on 31.03.2005 the figure is 4550 (Source: NCTE-Annual Report, 2000 – 2001 and 2004-2005) and as on 01.01.2008 the figure is 9,031 with an intake of 8,93,194 teachers trainees. (Source: Annual Report, 2007-08 MHRD, GOI). Even there are about 47 boards of school education in our country. The access to education of children of school going age and their retention has been achieved substantially. However the still we are struggling with imparting quality schooling. Retaining all children in school is still a problem in India and about 53% drop out at elementary school level and only 50% of our the children who appear school leaving examination pass out the secondary school system. Though girl children of urban school come with flying colours in board examinations, this statistics is further depressing when we look at the scene in rural and tribal belt, particularly girl children.

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There are several hurdles before our education system, which obstruct imparting schooling of a comparable quality. Major challenges before the education system are varied i.e. diverse geographical and socio-cultural conditions, multiplicity of language, explosion of knowledge (speed of knowledge updating), dearth of quality teachers, frequency of curriculum change, emphasis on rote learning approaches, alarming teacher-taught ratio, lack of motivating school climate, load of administrative work on teachers and teacher educators etc further hinders imparting quality education and making the teaching learning process an inactive one. Also the education is becoming expensive day-by-day and earn and learn culture is coming fast.

Apart from this, there is no accountability on the teachers and schools, due to over emphasis on board examinations at class X and XII level. It is the board examinations, the teaching fraternity are worried rather that emphasizing on school based assessments and evaluation on day-to-day basis. Even due to the pressure of board examinations children suffer from mental stress, psychological pressure and often pressurized to commit suicide. Where as the National Curriculum Framework (NCF)-2005 has very categorically mentioned that the purpose of evaluation is not:

- to motivate children to study under threat.
- to identify or label children as 'slow learners', or 'bright students', or 'problem children'. Such categories segregate children, placing the onus for learning solely on them, and detract from the role and purpose of pedagogy.
- to identify children who need remediation (this need not wait for formal assessment; it can be detected by the teacher in the course of teaching and attended to as a part of pedagogic planning, through individualized attention).
- to diagnose learning difficulties and problem areas— while broad indications about conceptual difficulties can be identified via evaluation and formal testing. Diagnosis requires special testing instruments and training. It is also specific to foundational areas of literacy and numeracy, and is not meant for subject areas.

The NCF-2005 further states that in the Indian education system, the term evaluation is associated with examination, stress and anxiety. All efforts at curriculum definition and renewal come to naught if they cannot engage with the bulwark of the evaluation and examination system embedded in schooling. We are concerned about the ill effects that examinations have on efforts to make learning and teaching meaningful and joyous for children. Currently, the board examinations negatively influence all testing and assessment

through out the school years, beginning with pre-school. At the same time, a good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback.

NCF also emphasises that education is concerned with preparing citizens for a meaningful and productive life, and evaluation should be a way of providing credible feedback on the extent to which we have been successful in imparting such an education. Seen from this perspective, current processes of evaluation, which measure and assess a very limited range of faculties, are highly inadequate and do not provide a complete picture of an individual's abilities or progress towards fulfilling the aims of education. But even this limited purpose of evaluation, of providing feedback on scholastic and academic development, can be achieved only if the teacher is prepared even before the course of teaching begins, armed with not only the techniques of assessment but also the parameters for evaluation and the various tools that will be employed. In addition to judging the quality of the students' achievements, a teacher would also need to collect, analyse and interpret their performances on various measures of the assessment to come to an understanding of the extent and nature of the students' learning in different domains.

The purpose of assessment is necessarily to improve the teaching-learning process and materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed. Needless to say, this does not mean that tests and examinations will have to be conducted frequently. On the contrary, routine activities and exercises can be employed effectively to assess learning. Well-designed assessment and regular report cards provide learners with feedback, and set standards for them to strive towards. They also serve to inform parents about the quality of learning and the development and progress of their wards. This is not a means of encouraging competition; if one is looking for quality in education, then segregating and ranking children and injecting them with feelings of inferiority cannot do it. Last, credible assessment provides a report, or certifies the completion of a course of study, providing other schools and educational institutions, the community and prospective employers with information regarding the quality and extent of learning. The popular notion that evaluation can lead to identifying the needs of remediation, to be attended to with remedial teaching, has created many problems in curriculum planning. The term remediation needs to be restricted to specific/special programmes that enable children who are having a problem with literacy/reading

(associated with reading failure and later with comprehension) or numeracy (especially the symbolic aspects of mathematical computation and place value). **Teachers require specific training for effective diagnostic testing that can be of assistance in remediation efforts. Similarly, remedial work would require specifically developed materials and planning so that the teacher is able to give one-on-one time to work with the child, beginning with what she/he knows and moving to what she/he needs to learn, through a continuous process of assessment and careful observation. Indiscriminate usage of the term distracts from the general problems of effective pedagogy, and makes the child solely responsible for her/his learning and also learning 'failure'.**

Assessing Learners

NCF says that any meaningful report on the quality and extent of a child's learning needs to be comprehensive. We need a curriculum whose creativity, innovativeness, and development of the whole being, the hallmark of a good education makes uniform tests that assess memorised facts and textbook -based learning obsolete. We need to redefine and seek new parameters for and ways of evaluation and feedback. In addition to the learner's achievements in specific subject areas that lend themselves to testing easily, assessment would need to encompass attitudes to learning, interest, and the ability to learn independently.

Assessment in the Course of Teaching

It has been further explained in NCF that preparing report cards is a way for the teacher to think about each individual child and review what she/he has learnt during the term, and what she/he needs to work on and improve. To be able to write such report cards, teachers would need to think about each individual child, and hence pay attention to them during their everyday teaching and interaction. One does not need special tests for this; learning activities themselves provide the basis for such ongoing observational and qualitative assessments of children. Maintaining a daily diary based on observation helps in continuous and comprehensive evaluation. An extract from the diary of a teacher for a week notes the following: "Kiran enjoyed his work. He took an instant liking to the books that were informative and brief. He says that he likes simple and clear language. In noting down facts, he goes for short answers. He says that it helps him understand things easily. He favours a practical approach." Similarly, keeping samples and notes of the child's work at different stages provides both the teacher and the learner herself or himself with a systematic record of his/her learning progress. The belief that assessment

must lead to finding learning difficulties to then be remediated is often very impractical and not founded on a sound understanding of pedagogic practice. Problems regarding conceptual development cannot and do not wait for formal tests in order to be detected. A teacher can, in the course of teaching itself, come to know of such problems by asking questions that make children think or by giving them small assignments. She can then attend to them in the process of teaching—by ensuring that her planning is flexible and responsive to the learners and their learning.

Curricular Areas that cannot be ‘Tested for Marks’

The NCF-05 further enumerates that each area of the curriculum may not lend itself to being ‘tested’; it may even be antithetical to the nature of learning in the curricular area. This includes areas such as work, health, yoga, physical education, music and art. While the skill-based component of physical education and yoga could be tested, the health aspect needs continuous and qualitative assessments. Currently, this has the effect of making these subjects and activities ‘less important’ in the curriculum; these areas are inadequately provided for in terms of material resources and curricular planning, and marked by a lack of seriousness. Further, the time allocated for them is also frequently sacrificed to accommodate special classes. This is a serious compromise with parts of the curriculum that have deep educational significance and potential.

Even if ‘marks’ cannot be given, children can be assessed for their development in these areas. Participation, interest, and level of involvement, and the extent to which abilities and skills have been honed, are some markers that can help teachers to gauge the benefits of what children learn and gain through such activities. Asking children to self-report on their learning can also provide teachers with insight into children’s educational progress and give them feedback on improving curriculum or pedagogy.

Design and Conduct of Assessment

NCF emphatically stress that assessments and examinations must be credible, and based on valid ways of gauging learning. 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. First, tests in knowledge-based subject areas must be able to gauge what children have learnt, and their ability to use this knowledge for problem solving and application in the real world. In addition, they must also be able to test the processes of thinking to gauge if the learner has also learnt where to find information,

how to use new information, and to analyse and evaluate the same. The types of questions that are set for assessment need to go beyond what is given in the book. Often children's learning is restricted as teachers do not accept their answers if they are different from what is presented in the guidebooks. Questions that are open-ended and challenging could also be used. Designing good test items and questions is an art, and teachers should spend time-thinking about and devising such questions. The interest and ability of teachers to design good questions can be promoted through district- or state-level competitions. All question papers must be designed graded for difficulty in order to permit all children to experience a level of success, and to gain confidence in their ability to answer and solve problems. Trying to devise a good and effective open-book examination can be a challenge that we must try to take up in our curricular efforts at all levels of school. This would require teachers and examination setters to emphasise the interpretation and application of learning over the arguments and facts that can be located in the book. There have been successful demonstrations that such examinations can be carried out on a large scale, and that teachers can themselves be trusted with moderating the results of such examinations. In this way, the assessment of projects and lab work can also be made credible and sound. It is important that after receiving their corrected papers, children rewrite the answers and that these are again reviewed by teachers to ensure that children have learnt and gained something out of the ordeal.

Competition is motivating, but it is an extrinsic rather than intrinsic form of motivation. It is, of course, much easier to establish and to manipulate, and therefore frequently resorted to by teachers and school systems as a way creating and nurturing the drive for excellence. Schools begin 'ranking' children as early as their pre-primary years as a way of inculcating in them a competitive spirit. Such a competitive drive has several negative side effects on learning; often superficial learning is sufficient to create and maintain impressions, and over time students lose their ability to take initiative or do things for the fulfilment of one's own interest; hence, areas that cannot be 'marked' are neglected. This has unhealthy consequences for classroom culture, making children individualistic and unsuited to team work. There is an absurd and unnecessary importance given to term examinations, often accompanied by extreme arrangements of invigilation and secrecy. While the physical and psychological effects of this may not be readily visible until middle school, they frequently lead to high levels of stress in children, and cause early burnout. Schools and teachers need to ask themselves whether there is really much to be gained out of such practices and to what extent learning requires such systems of marking and ranking.

Self-assessment and Feedback

The NCF-05 also points out that the role of assessment is to gauge the progress that both learner and teacher have made towards achieving the aims that have been set and appraising how this could be done better. Opportunity for feedback, leading to revision and improvement of performance, should constantly be available, without exams and evaluations being used as a threat to study. Grading and correction carried out in the presence of students and providing feedback on the answers they get right and wrong, and why. Asking children about why they answered what they did assists teachers in going beyond the written answer to engage with children's thinking. Such processes also take away the frightening judgemental quality of marks obtained in a test, and enable children to understand and focus on their mistakes and learn through these mistakes. Sometimes head teachers object, claiming that correction in the presence of the child reduces 'objectivity'. This is a misplaced concern for 'objectivity', stemming from a competitive system that believes in judging children. Such a concern for 'objectivity' is misplaced in evaluation, which is consistent with educational goals. Not only learning outcomes but also learning experiences themselves must be evaluated. Learners happily comment on the totality of their experience. Exercises, both individual and collective, can be designed to enable them to reflect on and assess their learning experiences. Such experiences also provide them with self-regulatory capabilities essential for 'learning to learn'. Such information is also valuable feedback to the teacher, and can be used to modify the learning system as a whole. Every classroom interaction with children requires their evaluation of their own work, and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or not. Even very young children are able to give correct assessments of what they can or cannot do well. The role of teaching is to provide an opportunity to each child to learn to the best of his or her ability and provide learning experiences that develop cognitive qualities, physical well-being and athletic qualities, as also affective and aesthetic qualities.

Report cards need to present to children and parents a comprehensive and holistic view of the child's development in many fields. Teachers must be able to say things about each child/student, that conveys to them a sense of individualised attention, reaffirms a positive self-image, and communicates personal goals for them to work towards. Whether it is marks or grades that are reported, a qualitative statement by the teacher is necessary to support the assessment. Only through such a relationship with each child can any teacher succeed in influencing him/her, and contributing to his/her learning.

Along with the teacher assessing each child, each student could also assess himself or herself and include this self-assessment in the report card. Currently, many report cards carry information on subject areas and have nothing to say about other aspects of the child's development, including health, physical fitness and abilities in games, social skills, and abilities in art and craft. Qualitative statements about these aspects of children's education and development would provide a more holistic assessment of educational concerns.

Areas that Require Fresh Thinking

NCF reiterates that there are many areas of the curriculum that can be assessed but for which we still do not have reliable and efficient instruments. This includes assessing learning that is carried out in groups, and learning in areas such as theatre, work and craft where skills and competencies develop over longer time scales and require careful observation.

Continuous and comprehensive evaluation has frequently been cited as the only meaningful kind of evaluation. This also requires much more careful thinking through about when it is to be employed in a system effectively. Such evaluation places a lot of demand on teachers' time and ability to maintain meticulous records if it is to be meaningfully executed and if it is to have any reliability as an assessment. If this simply increases stress on children by reducing all their activities into items for assessment, or making them experience the teacher's 'power', then it defeats the purpose of education. Unless a system is adequately geared for such assessment, it is better for teachers to engage in more limited forms of evaluation, but incorporating into them more features that will make the assessment a meaningful record of learning. Finally, there is a need to evolve and maintain credibility in assessment so that they perform their function of providing feedback in a meaningful way.

Assessment at Different Stages

According to NCF-05 ECCE and Classes I and II of the Elementary Stage : At this stage, assessment must be purely qualitative judgements of children's activities in various domains and an assessment of the status of their health and physical development, based on observations through everyday interactions. On no account should they be made to take any form of test, oral or written. Class III to Class VIII of the Elementary Stage: A variety of methods may be used, including oral and written tests and observations.

Children should be aware that they are being assessed, but this must be seen by them as a part of the teaching process and not as a fearful constant threat. Grades or marks along with qualitative judgements of achievement and areas requiring attention are essential at this stage. Children's own self-evaluation can also be a part of the report card from Class V onwards. Rather than examinations, there could be short tests from time to time, which are criterion based. Term-wise examinations could be commenced from Class VII onwards when children are more psychologically ready to study large chunks of material and, to spend a few hours in an examination room, working at answering questions. Again, the progress card must indicate general observations on health and nutrition, specific observations on the overall progress of the learner, and information and advice for the parents. Class IX to class XII of the Secondary and Higher Secondary Stages: Assessment 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.

Conclusion

If the constitutional vision of including and retaining all children in school is to be achieved, then the value of each child and their experiences needs to be accommodated in the class. Schools across boards and teachers across the country must ensure that children from diverse social, economic background with variations in physical, psychological and intellectual characteristics are able to learn and achieve success in school. Keeping in view the diverse needs of the system of Indian Education, Multimedia and the whole Information and Communication Technology (ICT) can play a lead role in imparting quality education. As far as evaluation is concerned, schools and teachers could be encouraged to plan assignments requiring internet; problem solving and application based question banks could be created with the help of students and teachers and placed on the web portals/websites. While taking NCF ideas one-step forward, not only portfolio rather e-portfolio could be prepared by students; projects could be developed by students; pupil teachers, teachers and teacher educators to showcase their performance and use them as an evaluation tool and making the education system more accountable and responsive for the national cause.

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CONTINUOUS AND COMPREHENSIVE EVALUATION: WHAT TEACHERS NEED TO ACTUALLY KNOW?

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Continuous and Comprehensive Evaluation (CCE or C2E) is not a new terminology as it appears presently. For around last four decades it is there in the school system in India. The concept when emerged in India (NCERT has provided this scheme to be introduced in the school system) was comprehensible in its own sense. Stakeholders of the school system welcomed the scheme but the problem lied with its implementation. For so long practicing traditional kind of evaluation system made teachers conditioned and comfortable with the old practices. This new scheme, off course, demanded efforts to look deep into the change that students undergo during their schooling not only in cognitive terms but also in other terms such as emotion, attitude, value, interest and habit. Moreover, due to lack of proper teacher training, this scheme could not go deep into the system and remained functional only at the surface level.

But now, again with detailed and lucid instructions this scheme is on the board. Teachers are expected to implement this on their students without actually understanding its importance, processes and consequences. This scheme for them presently is of about filling up some proformas and checklists observing day-to-day behaviours of the children and also taking tests frequently to assess children' cognitive achievement.

Now, let us peep into child's school life under CCE. The best way is to make alert your ears and while going towards Bus Stand for dropping your child, just listen what children talking to their parents. You may encounter one child saying,

"Mom, today, teacher will write my name in CCE register because I have forgotten Math book"

The second child saying,

"Yesterday, I just turned face towards my friend to know whether he is in trouble,

teacher wrote my name in CCE register thinking that I disturb the classroom” and

And another child saying,

“Suresh makes lot of noise in the classroom, never completes homework, and no teacher says anything to him, because his mother is also a teacher there”

These statements are not exaggeration but reality, which our children are facing and communicating to their parents in some hope that things will improve.

The reasons behind this are: Teachers ‘unawareness about the purposes of CCE, lack of clarity as what they need to observe under the comprehensive component of evaluation and lack of motivation towards reform and change.

What need to be done?

Teachers actually need to know that Continuous and Comprehensive Evaluation is:

1. About talking to children to know their strengths and weaknesses, it is not about recording only weaknesses of a child and putting them into stress. What they are doing may be termed as watching. It is not evaluation.
2. About bringing change in child, it is not about accumulation of records of what a child possesses or does not possess.
3. Not for reporting to parents only, it is for reporting to child that what he/she needs to learn more and what qualities are present in him/ her that other peers need to appreciate.
4. About motivating children to get into cognitive conflicts, do experiments and construct their own knowledge.
5. Not about forcing child to rote memorize for tests.
6. About recording teachers’ own initiatives taken by them, which they have taken to improve child on various aspects of his/her personality whether cognitive, emotional, or attitudinal.

In view of the above teachers as well as teacher educators need serious preparation at various levels and through multiple modalities. Teacher Educators need to initiate dialogue among them in the same institution and come out with different training designs for pre-service as well as in-service teachers. *For pre-service teachers, the design may include:*

1. A series of discussion in class in which student-teacher gets opportunity to reflect on the past practices of evaluation with special focus on:
 - a. Product oriented evaluation
 - b. Process oriented evaluation
 - c. Formative Evaluation
 - d. Summative Evaluation
 - e. Written/Oral tests
 - f. Observations
 - g. How evaluation affects a child's life?
 - h. How it leads to labeling?
 - i. Alternative ways to evaluation, etc.
2. A series of lectures by those who have designed the scheme and also by those who have implemented the scheme.
3. Assigning projects to groups of student-teachers on:
 1. Assessing CCE implemented in any school in the nearby locality by interviewing children, parents, teachers, and head teacher and also analyzing the related records and document.
 2. Assessing the traditional evaluation practices still going on in some schools in the locality using the above modality.
 3. Comparing these two kinds of evaluation practices and sharing the interpretations and conclusion with the whole class.
 4. Exploring the foundational theories of the scheme and also the advance theories.
 5. Compiling and documenting the international experiences on CCE.
 6. Designing a new scheme of CCE and sharing it with a few schoolteachers and experts for its feasible implementation.
 7. Identifying parameters of the scheme on which all the teachers required training to implement this scheme and designing a teacher-training programme.

For In-service teachers the programme design may include:

- 1. Discussions raising the following issues and inviting their reflections on the same:**
 - a. As parents, what are their expectations from their wards?
 - b. What efforts they make to develop their wards to fulfill their expectations?
 - c. How they evaluate their ward when they make him/her learn something?
 - d. What they do when they find their ward not progressing on what they made him/her learn?
 - e. What role they expect from schools and teachers in shaping the personality of their ward?
 - f. Now as teachers do they work for their students in the same way they feel and do for their wards? If not, why? Do they think filling up merely proforma or doing observation without intervention will help children improve their personality?
 - g. What specific tools they feel they need to observe their students continuously and comprehensively?
 - h. Presently, what tools they do not find useful for CCE and what they suggest in place of these?
 - i. Whether they have some innovative idea of implementing CCE and also improving the present scheme?
 - j. What are their ideas about developing student's portfolios? What according to them are the parameters of a portfolio?
- 2. Activities related to:**
 1. Communicating students (effective verbal (written/oral) and non-verbal communication skills) about their strengths and weaknesses and suggesting ways for bringing improvement.
 2. Developing indicators for students' learning progress (promoting cognitive development as well as promoting values and attitudes for responsible citizenship and in nurturing creative and emotional development) based on their own experiences and in view of the context in which children learn.

3. Merging these indicators with what has been provided in the CCE scheme developed by Boards or other State agencies.
4. Developing simple proformas for recording based on their own experiences.
5. Matching these proformas with the proformas provided with the scheme developed by the Boards or other state agencies and what they find more suitable? And why?
6. Keeping records of initiatives taken by them to improve various aspects of student's personality.

3. Resolving Issues related to CCE- A discussion:

1. What do they feel about the CCE scheme? Should it be teacher made or imposed on the teacher?
2. To what extent, they feel that CCE helps in all round development of the child?
3. What roadblocks they experience in implementing the enforced scheme? What are their suggestions to come out of these roadblocks?

In the light of the above it is imperative that before implementing any scheme we need to make system aware about its need, objective, processes and consequences involving those who are its actual implementers. However, it is not possible to involve a large number of teachers while formulating the CCE scheme, at least at the time of training we need share their own vision about the scheme and their suggestions for its improvement. In place of imposing whatever has been developed, we need to make it open, flexible and testable to incorporate suggestions and innovative ideas.

AN EMOTIONALLY INTELLIGENT TEACHER AT THE HEART OF A SUCCESSFUL CCE

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We're drowning in information and starving for knowledge' -Rutherford D. Rogers

Successful schools ensure that all students master basic skills such as reading and math and have strong backgrounds in other subject areas, including science, history, and foreign language. Recently, however, educators and parents have begun to support a broader educational agenda – one that enhances teachers' and students' *social and emotional skills*. Research indicates that social and emotional skills are associated with *success in many areas of life*, including effective teaching, student learning, quality relationships, and academic performance. One of the main purposes of evaluation at the school stage is to help the learner's improve their achievement in scholastic areas and to develop Life Skills and attitudes with reference to the larger context and canvas of life. But to be able to do justice to the students and teaching learning process, teachers with vibrating, magnetic personality and high on emotional intelligence are required who can take on the challenges of evaluation in many interesting ways, among others by first *knowing thyself*. The present paper unfolds the process.

Introduction

Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question to Investigate and to think independently.

All children are naturally motivated to learn and are capable of learning. Making meaning and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning. Children learn in a variety of ways-through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking

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and reflecting, and expressing oneself in speech, movement or writing-both individually and with others. They require opportunities of all these kinds in the course of their development.

Teaching something before the child is cognitively ready takes away the fun from real learning. Children may 'remember' many facts but they may not understand them or be able to relate them to the world around them. Learning takes place both within school and outside school. Learning is enriched if the two arenas interact with each other. Art and work provide opportunities for holistic learning that is rich in tacit and aesthetic components. Such experiences are essential to be learnt through direct experience, and

integrated into life. *Learning must be paced* so that it allows learners to engage with concepts and deepen understanding, rather than remembering only to forget after examinations. At the same time learning must provide variety and challenge, and be interesting and engaging. Boredom is a sign that the task may have become mechanically repetitive for the child and *of little cognitive value*.

Evaluation

Learning can take place with or without mediation. In the case of the latter, the social context and interactions, especially with those who are capable, provide avenues for learners to work at cognitive levels above their own. Examinations are an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning processes and their internalization by learners. Various Commissions and Committees have felt the need for examination reforms. They have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation. Success in education is determined by the extent to which the learning objectives are realized. The progress towards attainment of objectives has to be assessed and evaluated for otherwise, we will not know where we are going.

One of the main purposes of evaluation at the school stage is to help the learner's improve their achievement in scholastic areas and to develop Life Skills and attitudes with reference to the larger context and canvas of life. Further, in NPE (1986) it has been emphasized that at the school level the evaluation should be formative or developmental in nature because at this stage child is in the formative stage of learning and thus the emphasis should be on improvement of learning

Report on the Committee for Review of NPE-1986-recommendation brought out by Government of India in 1991 lays down norms for “*continuous comprehensive internal evaluation and suggests safeguards against abuse of this evaluation system*”{268(iv)}.

Report on the brought out by MHRD, Govt. of India in January, 1992 has also referred to the provisions of NPE with regard to evaluation process and examination reforms and also suggested ‘*continuous and comprehensive internal evaluation of the scholastic and non-scholastic achievement of the students*’ (16.8).

“*Learning without Burden*”- a Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, Govt. of India has stated that:

“*Board examination, taken at the end of Class X and XII, have remained rigid, bureaucratic, and essentially uneducative...*”

Accordingly, National Curriculum Framework - 2005 (NCF-05) proposing Examination Reforms stated –

“*Indeed, boards should consider, as a long-term measure, making the Class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school examination instead*”.

Continuous and Comprehensive Evaluation

Evaluation is goal directed, and educational outcomes are judged in terms of goal attainment. Every educational programme should aim for the all round development of the personality of the child. Therefore, the learning experiences provided in the school should contribute toward the achievement of the desired goals. *A teacher, while deciding about the related learning experience should see both scholastic and co-scholastic outcomes as desirable behavioural outcomes of that programme.*

The scope of evaluation in schools extends to almost all the areas of learners’ personality development. It should include both scholastic and co-scholastic areas, i.e. it should be *comprehensive* in nature. This is in line with the goals of education. Evaluation is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching strategies.

Obviously, the efforts of CBSE to provide a leadership and pioneering role in implementing CCE is a major *breakthrough* which attempts to elevate the status of the

schools as equal partners of the Board in assessing the attainment levels of the learner for public consumption through a separate independent certificate issued by the schools under the directive of the Board. A curriculum is what constitutes a total teaching-learning program composed of overall aims, syllabus, materials, methods and assessment. In short it provides a framework of knowledge and capabilities, seen as appropriate to a particular level.

The syllabus provides a statement of purpose, means and standards against which one can check the effectiveness of the program and the progress made by the learners. Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction. Hence evaluation should be viewed as a component of curriculum with the twin purpose of effective delivery and further improvement in the teaching learning process. Understood properly, evaluation or assessment will not be perceived as something administered by the teachers and taken by the learners on the conclusion of a period of learning. When evaluation is seen as an end of the learning exercise, both the teachers and the learners will tend to keep it outside the teaching-learning process, rendering assessment broadly irrelevant and alien to the curriculum. Further such a perception associates anxiety and stress with evaluation for learners. On the contrary, *if evaluation is seen as an integral part built into the teaching learning process; it will become continuous like both teaching and learning.*

When evaluation is subsumed into teaching learning, learners will not perceive tests and examination with fear. CCE will lead to diagnosis, remediation and enhancement of learning.

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students development.

It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are ; continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other. In this scheme the term '*continuous*' is meant to emphasise that evaluation of identified aspects of students '*growth and development*' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session.

The second term '*comprehensive*' means that the scheme attempts to cover both the scholastic and the coscholastic aspects of students' growth and development. *Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term*

refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like :

- Knowledge
- Understanding/Comprehension
- Applying
- Analyzing
- Evaluating
- Creating

To make the process of teaching and learning a learner-centered activity.

Since education is concerned with the total all-round development of the child, (*physical, socio-emotional, intellectual etc*) all aspects of the child's development need to be assessed. At the moment we do not assess the whole child, but only his or her academic achievement in specific areas. We assess learner's basically on examination results, we do not assess effort, performance, attitudes to learning, ability to practically apply what is learned in every day situations, nor do we assess them on how creatively they use techniques or critically evaluate different theories.

To make the process more comprehensive in nature, it is important that assessment of the child's learning be done in a whole range of situations and environments both in and out of the classroom

Schools of the future will need to develop in their learners the ability to take risks, to be adaptable, to be flexible, to cope with constant change and become lifelong learners. In this context, learners become dynamic leaders with *teachers as enablers*.

While teachers daily reflect, plan and implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. *Weekly, fortnightly, or quarterly* reviews (depending on the learning area), that do not openly compare one learner with another and are positive and constructive experiences are generally recommended to promote and enhance not just learning and retention among children but their soft skills as well.

The '*continuous*' aspect of CCE takes care of '*continual*' and '*periodicity*' aspect of evaluation. Continual means assessment of students in the beginning of instructions

(placement evaluation) and assessment during the instructional process (*formative evaluation*) done informally using multiple techniques of evaluation.

Periodicity means assessment of performance done frequently at the end of unit/term (*summative*)

The '*comprehensive*' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in **Scholastic as well as Co-Scholastic** aspects of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include Life Skills, Co-Curricular, attitudes, and values.

By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self assessment of how she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction in which more emphasis is required. Continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes, and value systems. It helps in making decisions for the future, regarding choice of subjects, courses and careers. It provides information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future successes of the learner.

Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is required. Many times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in sudden fall in their achievement. If the teacher, child and parents do not come to know about this sudden fall in the achievement and the neglect in studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.

Emotions

The ability to recognize one's own emotions and identify how others are feeling requires attention to multiple internal and external cues and the analysis of both verbal and nonverbal communication in oneself and others. Devoting adequate time and attention to fostering such emotional awareness is extremely important in *optimizing teacher*

effectiveness in multiple domains. For instance, when teachers are able to recognize how they are feeling throughout the day in different situations, they may better express *themselves in and out of the classroom.* Emotional self-awareness also may help to predict emotions in various circumstances and guide one's behavior. Likewise, the ability to accurately assess the emotions of others can be used to guide the approach a teacher may take to certain lectures and activities, parent-teacher conferences, daily interactions with fellow teachers, and meetings with administrators.

To fully understand oneself and others, one must know what causes emotions and be able to articulate a full range of emotions when describing how oneself or others may be feeling. These skills are particularly relevant in *professions such as teaching, which require constant interaction with others and hence a continuous interplay of emotions.* For instance, a more confident, outgoing student who volunteers often in class may be relatively unaffected when the teacher says aloud that the answer the student has provided is incorrect. However, the same situation could cause feelings of anxiety, frustration, or embarrassment in a shy or less confident student. In noticing the shy student's reaction, the teacher may feel guilty and distracted from the lesson. To transform her own and her students emotions into something more positive, the teacher may decide to discuss the situation and the associated emotions later with the hurt student. This is just one illustration of how a deeper understanding of emotion and an enhanced emotion vocabulary can impact classroom culture, learning, and achievement.

There are various activities which teachers may do regarding perception of emotion activity. For example, teachers can provide a written description of events that happened over the course of a school day, including what they were doing in these situations and who else was present. Then, they can record the emotions they (the teachers) were feeling and the intensity of the emotions during each of these events. Next, they record how they believe those around them were feeling during the same events, including the verbal and nonverbal cues (e.g., facial expressions, voice, posture) that served as a basis for their emotional judgments of these people. This activity can be done periodically throughout the day or at the end of the day.

This exercise is designed to: (1) increase the amount of attention one pays to one's own and others' emotions, and (2) enhance one's ability to evaluate the emotions of the self and others. This activity initially requires a pen and paper and time set aside. Over time and with practice, this activity can be modified so that it is done mentally within the teacher's daily routine. Also, to assess the effectiveness of their ability to perceive others'

emotions, teachers may choose to ask those around them about their feelings after completing the activity. Teachers can extend this exercise to the other EI skills by adding the following

- (1) emotions/moods/thoughts generated by the situation and how these were/could be modified,
- (2) causes of the emotion, and
- (3) emotion management strategies used, their effectiveness, and other possible strategies

Use of Emotion

Because emotions influence the way we think and behave, it is important to be able to use this skill effectively and to be able to generate one's own emotional states as well as those of others in order to establish the appropriate emotional conditions for different types of thinking. *Experiencing the right emotions at the right times can improve motivation and energy in the teacher and interest and attention in students.* In contrast, certain emotional states experienced in and out of the classroom can be distracting for both students and teachers alike. Similarly, the success of conversations with parents or school administrators is significantly affected by the emotions present during these interactions. For example, attempting to have a focused conversation with someone who is overjoyed about something can be difficult because very positive emotions tends to result in inductive as opposed to deductive reasoning.

Another activity which teachers can do to harness emotional energy to facilitate thinking and behavior, and to generate optimal emotional states for different contexts., let's consider the following ;

For this activity, teachers first write about how certain aspects of their environments affect their emotions, and in turn their motivation, teaching efficacy, and interactions with others. For instance, how do the lighting, music, or other aspects of the settings where they grade papers or teach affect their own and others' emotions and moods? How do these emotions or moods then influence the way they correct papers or their effectiveness in instructing a class? Then, they make a list of what they already do to generate certain moods in themselves or their students.

Finally, they list ways they can produce the emotions or moods they are hoping to evoke for each situation.

The primary goals of this activity are to:

- (1) increase awareness of how emotions affect the way we think and behave, and
- (2) develop a set of tools for manipulating the emotions of oneself and others in order to affect thinking, behavior, and especially performance and effectiveness in different domains.

This is a great brainstorming activity for teachers to discuss with each other and their students in order to obtain more ideas and feedback. Once a list of potential emotion-generating strategies has been formulated, teachers should try incorporating them into their daily activities and again converse with others to find out what strategies have worked or failed.

Understanding of Emotion

The ability to understand what triggers emotions and to communicate about them is essential to the success of all professional and personal relationships.

For **this exercise**, teachers write about an emotion they or someone they know has felt recently. They write about the intensity of the emotion, how long it lasted, the events that led up to the emotion, how the emotion progressed (e.g. from annoyance to anger to rage), ended, or changed into other emotions, and the events that surrounded the emotion's transformation or departure. Then, they read over what they have written and think about potential causes of the emotion and why they think it changed or went away (see Figure 1.3 for a fill-in sheet for this activity).

The purpose of this activity is for teachers to explore deeply their own and others' emotional experiences in order to: (1) foster a better understanding of the causes of emotions and their progressions, and (2) encourage the use of an advanced emotion vocabulary. The exercise should be repeated periodically with the experience of different types of emotions and situations. It can also be done during or immediately after an emotional experience to facilitate a better understanding of the situation so that it can be dealt with more effectively.

Teachers can modify the lesson by listing the emotions of their students or others, the strategies they notice others use, and also by listing how they themselves can help those around them manage their emotions more effectively. Thus an emotionally intelligent teacher in the classroom can really wave magic wand to transform lives.

The teacher affects eternity. One can never tell when her influence stops.

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THE MISCONCEPTIONS AND LACUNAE IN IMPLEMENTING CCE: A TEACHER'S CONCERN

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Last year, the CBSE introduced a new set of educational reforms with *Continuous and Comprehensive Evaluation (CCE)*, suggesting an overhaul of the education system. Documents have been circulated across the schools of the country, and the intensive training by the CBSE to principals and teachers have been a noteworthy effort. It's an admirable effort of the government to break away from the tyranny of examinations, which have been largely dominated by paper and pencil assessments. But the journey towards a successful accomplishment of a major landmark just begins here.

As an educator, and now as a teacher-educator it grieves me that CCE has created more chaos rather than being welcomed by schools. The bafflement it has generated is ambiguous amongst school managements, teachers, students, parents, and other agencies working in the field of education. On one side the schools are demanding intensive CCE training for their teachers and on the other hand teachers are sensing tremendous stress owing to increased work pressure and demands from them. Students feel that it will mean more assessments and a strict scrutiny of their behaviour by their teachers on an ongoing basis. Teachers feel that their work has increased tremendously with assessments having additional 'descriptive indicators'.

However, what is visible through all these efforts is the lack of understanding of the framework and ideology behind implementing CCE. Now let's revisit the continuous comprehensive evaluation envisaged by the National curriculum for elementary and secondary education – a framework, (1988) and its perspectives. A few have been highlighted below:

1. Defining minimum levels of learning at all stages of education while evaluating the attainment of children.
2. Attaining mastery level in all competencies.

3. As feedback mechanism for the benefit of teachers, learners and parents providing timely corrective measures for improving attainment level of students.
4. Aiming at qualitative improvement in education through valuation.
5. Continuity of evaluation through periodical assessment of learning to be utilized for diagnosing the areas of difficulty and arranging remedial instruction.
6. Using various tools, techniques and modes of evaluation such as paper, pencil test, oral testing, observation schedules, rating scales, interviews and anecdotal records, individual and group evaluation methods at different stages. Maintain comprehensive student portfolios based on observational and situational tests.
7. Preparing a profile of the growth and development of every learner
8. Broadening the scope of learners' assessment by way of including the assessment of psychomotor skills and socio-emotional attributes. Assessments should capture all three major goals of education – the psychomotor, cognitive and the affective.

We need to understand what CCE does not mean:

- It does not imply breaking syllabus into smaller bits and testing students weekly through class tests because this is again paper and pencil assessment. There is a general notion that the weekly unit tests are nothing but CCE.
- It does not emphasize formal assessments only, rather assessments or observations are to be made in informal settings like break-time, in the corridor, in the playfield, while peer interaction or teacher interaction etc.
- It's not a post-learning experience, rather it emphasizes on assessments to be made during the learning experience termed as formative assessments.
- It does not emphasize the learning outcomes in terms of marks or grades rather it emphasizes on documenting the learner's efforts in learning, processes of logical thinking, critical analysis to be captured through assessments.
- It does not aim at assessment in the form of grades only rather it is tailoring instruction according to different learning styles and assessing differentially. Differential assessments would mean giving more scope to learners to exhibit their understanding of concepts in a variety of ways like – role play, collecting material and displays, reading and writing tasks, surveys, presentations, etc. All these have to form a part and parcel of each theme that is dealt with in a classroom.

- CCE tends to make assessments school-based and done by teachers. It does not mean increasing the subjective bias while assessing. Rather it implies that teachers need to corroborate their comments with concrete observations and anecdotes of learning.
- It also shifts the onus of assessing a learner not only to the class teacher rather assessment to be collaboratively done by all the subject teachers. Thus, this process of collaboration increases objectivity and validity instead of generating bias.
- It does not mean assessment to be completed in the time period of 30 minutes; rather it aims at a flexible timetable. Imagine the plight of the child's mind buffering between different subjects one after the other, switching on and off within the span of 30 minutes. Further, to observe the processes of learning, every subject shall require block periods of at least one hour ten minutes to justify teaching, learning and simultaneous evaluation. In case of an outdoor activity, this time maybe extended.
- It does not mean just rote memorizing the courses on philosophy and child psychology, by the teachers rather understanding different discourses in pedagogy.

Some systemic changes in order to implement CCE successfully:

- **Shared lesson planning:** Time needs to be set aside for teachers to plan lessons collectively. Not only the same subject teachers, but also collaboration of resources ought to happen with teachers taking up different subject areas. This shall encourage cross-curricular exchange.
- **Reduced teacher pupil ratio:** It is absolutely essential to have a small class, with the teacher-student ratio not exceeding 1:30 for effective implementation of the scheme. In the changed scenario, a teacher ought to maintain a number of records like child's portfolios, anecdotal records, prepare checklists, rubrics for assessment. All this only becomes viable with a small class size.
- **Sustained reading time:** It is often observed that classroom issues remain only the prerogative of the class teacher. Her action on day to day class issues is often left to her practical wisdom. There is never an effort made to allocate time for helping teachers read on fundamental classroom issues, explore different research areas. Thus, reading amongst teachers is dying out. It needs to be a sustained school routine where pedagogical issues are addressed.

- **Understanding pedagogy:** As teachers it is important to understand pedagogy. There are different courses in pedagogy being offered for different disciplines and understanding of this is absolutely integral to teaching and evaluation of learners. The field is evolving and thus even if we as teachers might have not undergone a formal course in the pedagogy of different disciplines, it is never too late to start reading to understand the learning process and how it relates to the child's mind. Teachers need to be trained on pedagogical analysis of course content and for this purpose certain refresher courses and workshops need to be organized.

There are many more systemic changes which ought to be in place before the implementation of CCE. Flexibility, change and willingness to learn are the key factors.

A very important means of evaluating learners is an Anecdotal record which does not find a very important place in the.

Anecdotal Records are an effective way of tracking a child's performance as required under the Comprehensive and Continuous Evaluation scheme. In the first place, it is important to understand that an anecdotal record means citing specific examples from inside or outside the classroom that can help in unraveling a child's attributes – the cognitive, the affective or the psychomotor.

Some of the facets of anecdotal records are as below:

- Anecdotes ought to describe the context, and capture the child's behavior.
- They should be recorded 'verbatim', without any interpretation by the observer.
- They can be brief or detailed.
- They should state facts (what was observed and not an interpretation of the observation).
- Value-based words that convey assumptions like good, bad, mild, aggressive ought to be completely avoided while recording.
- They can be recorded both inside and outside the classroom.

These records can unleash a lot of information about the child's learning style, strategies he/she uses. Let's consider some examples of anecdotal records coupled with teacher's comments:

Seema provides multiple reasons behind occurrence of a phenomenon. It was a

delightful experience to read Seema's insights about why a fish cannot live on land. She explained that "it does not have lungs and hence it can't live on land. She added further that it does not have a respiratory system like that of a man so it cannot live on land. Secondly it has an oily body and it breathes through gills, consequently it cannot live in water. Seema was able to display information through diagrams and flow chart and this shows her multiple reasoning ability.

Dhiraj has begun to establish causal relations between phenomenon around him and reason logically. He is able to draw conclusions as to what will happen if there is uncontrolled global warming on the earth. He draws relationship between increasing temperatures and the increasing water level as the snow caps will melt more speedily and lead to the increase in ocean levels, consequently many island destinations shall get submerged in water in the years to come.

The above anecdotes capture the reasoning and thinking skills of a child.

Swami displays leadership qualities and problem solving approach when faced with unfamiliar situations. Recently during one of the outdoor activities involving the digging of ponds, Swami displayed his resourcefulness by using various resources available in the environment to clear off the heavy junk on the area to be cleared and he used his presence of mind to use things from the vicinity as helping resources.

Such records can be kept and maintained on a cumulative basis by teachers in order to track the increase in understanding and critical reasoning of the children. A graphical representation of such records can be maintained and be pooled by all subject teachers in order to have a combined analogy about a child's dispositions.

The above anecdote talks about the child who learns best through nature and hands-on activities. Anecdotes can be written to document a child's positive or negative behavior. A teacher needs to be very careful while recording observations. Examples about a child's emotional response, social behavior, group work, team play, adaptation to difficult situations are as important as a child's academic performance. Anecdotes ought to be recorded in a variety of situations and on different activities.

But here we are at the crossroads of what to do and whether these things and maintenance of such records are taught practically during the teacher training course? The answer would certainly be 'NO'. Thus our aim should be proper training of our teachers in handling such things and their use judiciously.

Pedagogical Strategies for Implementation of CCE in Teacher Education

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Continuous and Comprehensive Evaluation – A reform in Indian System of Education really hopes to bring drastic changes in the all round development of a child. Continuous and comprehensive evaluation is an education system newly introduced by Central Board of Secondary Education in India, for classes 9th and 10th. Continuous and comprehensive evaluation was formulated by Education Minister, Kapil Sibbal to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation.

The CCE or Continuous and Comprehensive Evaluation scheme refers to a school-based evaluation of students that covers all the aspects of a student's development. Continuous means regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self-evaluation, etc. Comprehensive on the other hand attempts to cover both the scholastic and the co-scholastic aspects of a student's growth and development — with both these aspects of the evaluation process being assessed through Formative and Summative Assessments.

As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series curricular and extra-curricular evaluation along with academics. The aim is to reduce the workload on students and to improve the overall skill and ability of the student by means of evaluation of other activities. Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behaviour, etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, etc. Some of the tensions and constraints influencing teachers' evaluation practices are i) lack of knowledge and skills related to evaluation ii) lack of facilities and time iii) expectations of the Head

teachers and the colleagues to complete the syllabus in time iv) the social requirement of information and v) external accountability. Furthermore, the in-service programmers' planned for the teachers have inadequate inputs in evaluation and do not create venues for practical exercises during the training sessions. Implementation of continuous and comprehensive evaluation The role of continuous and comprehensive evaluation becomes very important when our aim is to improve learners' quality in the cognitive as well as in the non-cognitive domains. It would be reasonable to regard continuous assessment in the context of school as a continuous updating of teachers judgments about learners that permit cumulative judgments about their performance to be made.

PAEDAGOGICAL STRATEGIES FOR IMPLEMENTATION OF CCE IN TEACHER EDUCATION

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Schoolchildren at the elementary level will be to a great extent relieved of the fear of annual examinations with the introduction of system of continuous comprehensive evaluation (CCE) from the current academic session. The CCE generally received mixed responses from parents, students and teachers.

The conventional pattern of evaluation is not sufficient to assess the overall performance of the students because it normally measure the academic achievement of the pupils excluding the non-academic affairs like as; discipline, punctuality, physical fitness, hygiene, initiativeness and other social skills etc. Thus, hidden talents of the students are not being checked properly throughout the year resulting the incomplete information regarding the student.

National curriculum framework (NCF, 2005) also emphasizes upon the development

of personal and social qualities in the learners and asked for comprehensive evaluation but did not suggest a proper plan for its feasibility.

Some drawbacks are being observed in the existing evaluation program which is Conventional, less objective and What, How and When to evaluate a child on both cognitive and non-cognitive front is not clear to our teachers. Formative type evaluation with proper feedback is not followed in many schools,

To improve the learner's overall performance during school academic session and to groom his/her future career, there is an urgent need to adopt a new pattern of evaluation i.e. continuous and comprehensive evaluation (CCE) which is the latest in its origin. In March 2010, by the strong support of HRD min. Mr. Kapil Sibal, CBSE board has been adopted and implemented the CCE program from this academic session (2010-11). We hope that CCE pattern of evaluation will be followed soon by the other school educational boards too in coming time.

For total quality in teacher education it is an imperative need to understand the importance of CCE program not only by the school students, teachers and principals but also specifically by the teacher educators who train the future teachers for effective performance in the school.

CCE: A NEW SYSTEM OF EVALUATION

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Education is the process of development, which consists of the passage of the Human being from infancy to maturity and the process whereby he adapts himself gradually in, various ways to his physical, social and spiritual environment. School is the place where a child experiences his first interaction with the outside world. Seen in this perspective school education is of prime importance for the all round development of children, because it is where they first access the requisite know-how essential for standing

up to the demand of modern lifestyles. Evaluation provides an essential yardstick to judge the quality of students. It plays an important role in the educational system. It also provides motivation and a sense of purpose to both teachers and students to achieve set goals. The term examination has come to be associated with stress and anxiety. The process of teaching and learning which is supposed to be meaningful for the student loses its joy because of these negative connotations of examination. Therefore, a new system of evaluation is introduced by CBSE called continuous and comprehensive evaluation (CCE). From mere reproduction of what they have learnt in class, the proposed system will help to identify their inner talents. It is student friendly and is a universally accepted mode of rating a student's capabilities.

CCE: TOWARDS HOLISTIC DEVELOPMENT OF THE STUDENTS

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*Education today, more than ever before, must see clearly the dual objectives:
Education for living and educating for making a living. ~ James Mason Wood*

Education always aspires for all round development of an individual. Formal education further more intends to develop scholastic and co-scholastic abilities in a student. School is the place where the student gets formal training and knowledge and help a student prepare for a better future. It is observed that the school lays emphasis on the scholastic development of its students by encouraging them to score well in exams and the same trend is seen in the parents and the society. A Student is assessed by the makes he/she gets of admissions in to higher education. Besides the higher educational institutions fix or put aside seats for students with other achievements like sports quote etc.

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In spite of such hardships we as Indians managed to showcase a spectacular performance in the recent Commonwealth Games. Witnessing such glorious achievements Our Minister of HRD also announced to have a compulsory period of games now in the school for every class so that besides cognitive development a student should also develop physically for better health and psychomotor development. The major point here is that, it's not the only physical training that is required in the students, now days Parents want their child to excel in every field. Therefore co-scholastic activities have been a necessity in schools either during the academic session or during summer vacations. With CCE been introduced in the curricula the complexities have increased on the part of teachers and school. The assessment standards have changed and they have become quite complicated for the teachers as they now need to assess the overall achievement of the student from a different perspective. CCE wants to develop the life skills in the students in respect to prepare a better citizen. The two major parts of evaluation of CCE are dedicated to Co-scholastic development in the child as it infuses better life skills in the child.

In this paper we will discuss the role of CCE in developing life skills and design various activities that help in enhancing life skills in the students that will help in preparing better humans for our society.

Key Words: CCE, Co-Scholastic development, Life Skills

NEED AND FEASIBILITY OF CCE

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Quality improvement is the main goal of any educational process, which is a long felt and yet to be accomplished goal of Indian education. Out of many parameters of quality education, such as, curriculum development, instructional procedures, and

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learning process and so on, evaluation is pivotal. When we talk about the evaluation process, it mainly focuses on teachers as the teacher has to decide why, what, when and how to evaluate and how to make sense of it and the thoughtful teacher uses the information of students' results as guide to improve his/her own teaching practices. Thus, to enhance the quality in education it is important to design a meaningful, realistic and context specific system of evaluation.

Evaluation is the process that deals with the collection of evidences regarding the changes which occur in the pupil's behaviour during the instruction. On the basis of these evidences, interpretations and judgements regarding the progress of the child are made and decisions are taken. Thus, evaluation involves four main sub processes, i.e. gathering information, interpretation of information, making judgements and taking decisions. A number of important purposes are served by evaluation, which ultimately contribute to improvement of instructional methods, the textbooks, the curriculum and even lead to modification of our educational goals.

To realize the aim of proper evaluation, the scheme of Continuous and Comprehensive evaluation has been implemented in the schools. The rationale of the same has been drawn from the process of child development which is a continuous process and thus the evaluation should be continuous. The overall effect of the scheme on the outcome of learner's evaluation cannot be ignored but simultaneously it is important that there are some problems related to the implementation of the scheme as well. Most importantly, these problems are related to lack of teacher's training for the process, excess work load on the teachers and also non-involvement of the parents in the process. This paper will discuss the impact of these factors both on the learners and teachers. It will also share the views on how the problems can be overcome.

SOLVING SCHOLASTIC PROBLEMS THROUGH ACTION RESEARCH USING CCE AS A DIAGNOSTIC AND REMEDIAL TOOL

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Indian democracy depends on educational institutions and action research is an indispensable tool if these institutions are to prosper and improve. Action research is a systematic method of solving problems, improving upon things and converting an unsatisfactory situation into a satisfactory one. In other words, action research helps a teacher to perceive, understand and assess the situation, and it further facilitates a systematic analysis and working out plausible reasons for the unsatisfactory situation, which ultimately improves the evaluation process of the students, comprehensively. The truth of the matter is that action research is a mode of research, but even more it is a source of knowledge and learning. Action research is a process in which individual or several teachers collect evidence and make decisions about their own knowledge, performance, beliefs, and effects in order to understand and improve the quality of teaching learning process. Thus, the main reason for teachers engaging in action research is to learn and improve their own teaching activities. But this aim is not being realized totally due to improper evaluation practices which are conventional and narrow in their scope. It is a very well known fact that the evaluation practices carried out in schools aim to measure the knowledge and understanding outcomes of learners, neglecting the evaluation of skills and higher mental abilities. While one of the major areas of school education is towards the all round development of the child, least attention is paid to the educative process involved and to the assessment of students' personal development. Therefore, the evaluation system is said to be mechanical, stereotyped, traditional and unable to measure the child in a comprehensive way. According to NCF, 2005, each school should evolve a flexible and implementable scheme of continuous and comprehensive evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning. The CCE or Continuous and Comprehensive Evaluation refer to an evaluation process that is school-based and aims at all round development of the students. CCE not only intends

to provide a holistic profile of the learner through assessment of both scholastic and co-scholastic aspects of education but it is also a potential tool for carrying out action research. The feedback from CCE can form the basis for the classroom action research. Therefore, there is a need to implement CCE at teacher education level to make the teaching learning process more effective.

IN-SERVICE TEACHER TRAINING IN CONTINUOUS COMPREHENSIVE EVALUATION

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The role of teacher training institutes is far beyond the one envisioned by the curriculum designers of the training programme. It is essential for the teacher trainees to be well versed with the core papers as well as all the aspects of School Experience Programme as well as the Practicum part of the training. But equally essential for them is to keep abreast with the latest that is happening and being implemented by the authorities in the field of Education.

It is in this context that I feel that the teacher trainees must be aware of the needs, the requirements as well as the latest introduction of Comprehensive Continuous Evaluation. The idea behind introducing this was to provide flexibility and creativity in learning and encouraging self explorative learning by the child. The role of the teacher in this would be that of a facilitator as well as co- learner.

The teacher training Institutes are in a way suppliers for the requirement of teachers in schools. The schools on the other hand have to engage teachers who are fully equipped with the latest trends so that when employed, they have no problem in discharging their duties and are able to meet the new challenge of implementing the new teaching/learning styles including CCE.

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The teacher training institutes should plan an orientation programme or a workshop by inviting the experts from CBSE or Schools to train the trainee teachers in this aspect. Trainees coming from institutes where this kind of exposure is given will have an edge over the others when it comes to employment.

In fact, the curriculum planners should review the curriculum for teacher education periodically and minor additions matching with the latest trends and demands of society as well as the requirements of schools should be incorporated. The old dead wood from the curriculum should be removed to provide scope for some fresh as well as needed learning by the trainees.

INFUSING CCE AT THE TEACHER EDUCATION LEVEL: CONCERN AND STRATEGIES

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Dr. Kalam trusts that education is a pillar of a developed and a powerful country. It is the most important element for growth and prosperity of a nation. He advocated that learning needs freedom to think and freedom to imagine and both have to be facilitated by the teacher and the education system. And this system can only prosper if it retains the smile of the children. This can happen if education is made creative throughout and full employment opportunity to all the youths is provided. Therefore, the larger context of education should be to prepare futuristic citizens for a meaningful and productive life in a globalised society. Evaluation is an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning processes and their assimilation by learners. The National Policy on Education (NPE) 1986 looks at the student assessment as a device for bringing about “qualitative improvement in education”. In order to streamline the evaluation at the school level and to reduce the predominance of the external examination, the National Policy of Education

(NPE) 1986, and Program of Action (POA) 1992 suggest the introduction of “Continuous and Comprehensive Evaluation” that incorporates both scholastic and non-scholastic aspects of education, spread over the span of instructional time”. CCE makes the role of teacher more varied and dynamic. A teacher needs to allow the child to discover the world and learn through activities therefore, training of the teachers plays a critical role for the success of the CCE. Considering this, it is imperative that the entire enterprise of teacher education should prepare and re-orient teachers for enabling the child to learn through activities, discovery and exploration of his/her environment and surroundings in a child-friendly and child-centred manner: and this can only be achieved when CCE is infused at teacher education level.

CCE AS A POTENTIAL TOOL FOR CLASSROOM ACTION RESEARCH: PROPOSED PLAN

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The National Policy of Education (1986) emphasizes that at school level, evaluation should be formative or developmental in nature. At this stage child is in Formative stages of learning, he wants to discuss and clarify many doubts for better conceptual clarity. Unless we assess learner’s efforts, performance, attitude to learning and abilities to apply what is learned in everyday situations, we may not be able to help him in improving his learning. Hence through formative assessment, causes of poor performance are diagnosed using diagnostic tests and promptly remediated by giving interventions followed by retesting.

Continuous Comprehensive Evaluation (CCE) is based on the assumption of Formative and Holistic evaluation. NCF 2005 also envisaged an evaluation system which would grade the students on their regular activities and enable students to understand and focus on their learning gaps and learn as a part of formative assessment. CCE is a system through

students will be assessed regularly by their teachers with a variety of tools and techniques. The CCE scheme aims to bring about a paradigm shift from examination to effective pedagogy. It gives due recognition to all aspects of learning. The term continuous in CCE refers to periodicity and regularity in assessment. CCE discourages mechanical testing. It envisages employment of variety of tools and techniques for assessment of holistic personality of students in informal and formal settings that are more interesting, relevant and meaningful and involve learners for greater participation and learning.

CCE helps in improving student's performance by identifying the learning difficulties at regular time interval right from the beginning of academic session and employing action research and it is followed by suitable remedial measures for enhancing their learning and social skills among students. These skills should be developed in the students during formative years for their integrated and balanced personality.

CCE provides opportunity to teachers to conduct action research to solve their class-room problems. Now teachers have freedom to design a wide range of creative activities for enrichment and extension of learning. They will prepare assignments that would not only help the child in better understanding of concept but also promote higher levels of learning through logical and critical thinking and problem-solving. Ultimately we can say that CCE is providing a potential tool to carry out class-room action research. CCE helps in reducing stress of students by recognizing and encouraging specific abilities of students who do not excel in academics but perform well in other curricular areas. It is employing a variety of remedial measures of teaching based on learning needs and potential of different students. The paper contains the proposed plan to carry out Class-room Action Research (CAR) using CCE technique.

USING ICT FOR CCE: INNOVATIONS AND APPLICATIONS

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“When learning is purposeful, creativity blossoms

When creativity blossoms, thinking emanates

When thinking emanates, knowledge is fully lit

When knowledge is fully lit, economy flourishes”

With increasing emphasis on education the world over, educationists are researching new methods to effectively impart knowledge to students. Transfer of maximum knowledge in the minimum possible time is the ultimate aim of all the educational institutes. In the modern world of information overload, specialization and super-specialization is now driving the education industry. Therefore, world is adapting the latest interactive learning and teaching methods that will help everyone to reach the pinnacle of education. 21st century is characterized with the emergence of knowledge based society wherein ICT plays a pivotal role. Educators and policy makers believe that information and communication technologies (ICTs) are of crucial importance as it will catalyze transformation of classrooms into SMART classrooms. With ICT, teachers are able to create their own material and thus have more control over the material used in the classrooms which in turn enhance their productivity. The National curriculum framework 2005 (NCF 2005) has also highlighted the importance of ICT in school education. According to Dewey, school is a miniature society therefore; it is imperative that the quality of school be recognized by the standards of learning that the student achieves. Evaluation of student achievement thus plays an important role in making a school a quality school. The schools practicing continuous and comprehensive evaluation (CCE) have been at the forefront of adopting the most modern innovations and practices to ensure there is a continuous enhancement in the overall quality of teaching and learning CCE in the right spirit entails periodic assessments which are integrated effectively in the classroom teaching and learning. Infact, using technology helps to create interest among learners as for example

a quiz may be done online as part of formative assessment. Technology can greatly assist teachers in classrooms to teach difficult and abstract subject matter concepts effectively if the right digital instruction materials, supporting technology infrastructure and intensive training is provided to the teachers to support instruction.

CHALLENGES TO IMPLEMENT CONTINUOUS AND COMPREHENSIVE EVALUATION

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Since the time of independence various commissions and committees have been constituted for upgradation in the quality of school education. In this regard National Policy of Education has made several recommendations to improve the process of education as well as laying down minimum levels of learning and emphasis upon continuous and comprehensive evaluation. The fact that learning has become a source of burden and stress on children in order to correct this distortion NCF 2005 in one of its five guiding principles for curriculum development has proposed “making examinations more flexible and integrating with classroom life”. But the question arises that whether our education system and especially our teachers are trained for this type of evaluation. This paper begins with the discussion of concept of continuous and comprehensive evaluation in reference to the present context. Next it presents the basic framework and outline for continuous and comprehensive evaluation by defining the role of teachers in order to correct the biasness on part of teacher which can occur while executing the evaluation.

CCE AS A POTENTIAL TOOL FOR CLASSROOM ACTION RESEARCH : PROPOSED PLANS

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The continuous and comprehensive evaluation was initiated based on the recommendations to reform evaluation practices in school education by National curriculum for elementary and secondary education – a framework (1988). Therefore it is desirable to examine the view points presented in the framework with respect to evaluation.

Concept of Continuous and Comprehensive Evaluation

Evaluation is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. As testing evaluation is also concerned with identification of learning experiences and educative environment to produce changes in the learner's behaviour. It involves information gathering, information processing, judgment forming, and decision-making whether or not the learners have mastered the competencies or not. A competency also becomes a criterion to organize teaching-learning process, and at the same time to assess the students. It is a very well known fact that usually evaluation is done to measure the knowledge and understanding outcomes. The evaluation of skills and higher mental abilities are neglected to a great extent. *The evaluation of non- cognitive aspects like attitudes, appreciation, interests, personal and social qualities of students are seldom carried out.* The report of Minimum levels of learning and the national curriculum frame work of school education have specified certain personal and social qualities that need to be developed in children. They stress the point that the evaluation should be comprehensive in nature, where in all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed. The comprehensive evaluation should involve the summative assessment of cognitive abilities, as well as the assessment of health habits, work habits, cleanliness, cooperation, and other social and personal qualities through simple and manageable means of tools. *The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality,*

efficiency, and accountability. Continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. This is required because different specific areas of pupil growth need different types of evaluation through certain techniques. The teacher has to select the most appropriate technique for a situation and develop the neces. It emphasizes two fold objectives. Continuity in evaluation and assessment of broad based learning.

CCE helps in reducing stress of students by :-

- Identifying learning progress of students at regular time intervals on small portions of content.
- Employing a variety of remedial measures of teaching based on learning needs and potential of different students.
- Desisting from using negative comments on the learner's performance.
- Encouraging learning through employment of a variety of teaching aids and techniques.
- Involving learners actively in the learning process.
- Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.

TEACHERS SHOULD KEEP IN MIND

- Use a variety of tools (oral, projects, presentations) .
- Understand different learning styles and abilities.
- Share the assessment criteria with the students.
- Allow peer and self assessment.
- Give an opportunity to the student to improve.

Important Points :

- CCE will cover the scholastic and co scholastic areas of school education.
- The two types of assessment referred to in the circular are formative and summative. The periodicity of the two types of assessment are four and twice a year respectively.

- Formative Assessment totals to 40% weightage.
- Summative Assessment totals to 60% weightage.
- There are nine grades in Part A of Scholastic assessment and Part B of the same assessment has five grades.
- Summative assessment covers non academic areas like attitudes and skills and there are three grades.
- If a student secures Grade 6 in the academic areas his/her marks would range from 51% to 60%.
- CCE advocates absolute grading. This means that Grade 9 would imply an A2 grade.

IMPLEMENTATION OF CCE IN TEACHER TRAINING CURRICULUM

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The function of education is not merely to supply some amount of knowledge but to develop in them desirable habits, interests, attitudes and skills which help them to lead a full and worthwhile life. To attain these objectives we have to prepare our teacher trainees to face the problems of future CCE is one of the most prominent technique which should be introduced in teacher training curriculum. During teaching practice session, they come in contact with problems related evaluation and they can learn various aspects of CCE like Scholastic and Co-Scholastic areas of assessment. To achieve the ultimate objective of evaluation is to bring about qualitative improvement, the evaluation should be on continuous basis for improving teaching and learning or effective feedback mechanism to benefit the learners and teachers so that time corrective and remedial measures can be carried out to ensure the expected standards by p all learners.NCF2009

also emphasized that teacher trainees are also given opportunity to learn ,to keep observational records ,to analyze their observations and interpret the reality within varying theoretical and experimental frameworks .CCE not only helps in checking all standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process ,promoting the students, increase quality , efficiency and accountability .CCE necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. This paper suggests how it helps for pre-service teachers and what is the need of introducing CCE in Teacher Training Curriculum.

AN EMOTIONALLY INTELLIGENT TEACHER AT THE HEART OF A SUCCESSFUL CCE.

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CCE in CBSE board has been applied with the assumption that a person should be evaluated on the skills he is good at,Our society does not just need people good in studies . We need sport persons and musicians too.CCS has made it possible for schools to give equal importance to academics and other skills of students.

In CCE greater focus will be on learning rather than teaching for the test .There will be sudden tests, continuous internal assessment of a student by the teacher. Thus through CCE it is expected to prepare students for life by making them physically fit, mentally alert and emotionally balanced.

And to prepare a student for life a teacher should rather be emotionally balanced. Only then he could recognise, understand and manage emotions of students as well as his own. The most challenging aspect of CCE is the objectivity of the test taken by the teacher either orally, written or continuous observation of the activities of student in the classroom.

And for this emotionally balanced teacher will be fit. He can be able to maintain objectivity, avoiding the subjectivity and thus make an impartial evaluation. Thus to make CCE, a success first of all E.I. of the teacher must be developed through training.

USING ICT FOR CCE: INNOVATIONS AND APPLICATIONS

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India has announced 2010-20 as the decade of innovation, reasoning and critical thinking skills laid at school level. It is desirable that affordable ICT tools and techniques should be integrated into classroom instructions right from primary stage so as to enable students develop their requisite skills. Most of the tools, techniques and tutorials are available in open domain and accessible on web. This is the era when students and teachers can work together in global competitive environment .

Continuous Comprehensive Evaluation (CCE) refers to a particular process of evaluation which is school based and aims at all –round development of the students. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students.

CCE in the right spirit entails periodic assessments which are integrated effectively in the classroom teaching and learning. In fact all assessments must inform teaching and using technology helps to create interest among learners as for example a quiz may be done online as part of formative assessment. Technology can greatly assist teachers in classrooms to teach difficult and abstract subject matter concepts effectively if the right digital instruction materials, supporting technology infrastructure and intensive training is provided to the teachers to support instruction..

With use of ICT a basic transformation is taking place in the way our teachers teach and evaluate the students. Teachers in India need to be prepared to face the challenges of

21st century for imparting the new age education; hence teacher education program in India should integrate ICT component in such a way that teachers are enabled to face the new demands in this noble profession instruments for change and innovation. ICT is the modern technique in the field of CCE in teacher education. The introduction of ICT in teacher education for CCE helps a lot for remedial teaching and for the promotion of students. This paper is an effort to highlight that the integration of ICT in CCE will ultimately help us in moving from banal and hackneyed approach to evaluation to a more progressive and trendy approach.

CONTINUOUS COMPREHENSIVE EVALUATION: AN ALTERNATIVE PARADIGM FOR QUALITY EVALUATION

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School education is the necessary foundation for strengthening human resources that has been deemed central for the National development. Since the time of our independence, many committees and commissions persistently emphasized upon the free and compulsory education in our country. Among various measures that have been adopted to expand the provisions for realizing the goal of Universalizing elementary education, the National Policy of Education had made several recommendations to improve the quality of school education. The recommendations include the child-centered approach improvement in the quality of education through reforms in the context and the process of education, school facilities, additional teachers, laying down minimum levels of learning, and emphasis upon continuous and comprehensive evaluation. This paper examines the concept of continuous and comprehensive evaluation, its need and importance, role of teachers and its implementation in schools with an empirical support.

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INNOVATIVE STRATEGIES FOR REALIZATION OF CCE IN TEACHER EDUCATION

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Continuous and comprehensive evaluation is an education system newly introduced by Central Board of Secondary Education in India, for classes 9th and 10th. It refers to a system of school based assessment that covers all aspects of student's development.

Continuous and comprehensive evaluation was formulated by Education Minister, Mr. Kapil Sibal to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education. It emphasizes two fold objectives. Continuity in evaluation and assessment of broad based learning. As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series curricular and extra-curricular evaluations along with academics. The aim is to reduce the workload on students and to improve the overall skill and ability of the student by means of evaluation of other activities. Students will be evaluated on the basis of all three domains namely, cognitive, affective & psychomotor. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, etc. As we all know that teachers' role is very crucial to make Continuous Comprehensive Evaluation, successful. As a teacher has to evaluate all the aspects of students, so the teacher should be well equipped with all the innovative strategies for continuous comprehensive evaluation. This paper mentions innovative strategies of CCE for developing competent teachers.

INFUSING CCE AT THE TEACHER EDUCATION LEVEL: CONCERN AND STRATEGIES.

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Coaching of Social and Emotional learning through Continuous and Comprehensive Evaluation

More than ever before, our country needs schools that will prepare today's youth for the challenges and opportunities they face, youth who will become knowledgeable, responsible, and caring citizens and leaders for the future. An outstanding education prepares students to be strong in a wide range of academic disciplines. Schools share the desire to engage young people in their education so that they will be prepared to succeed in both school and life.

In the school learning context, CCE helps in improving student's performance by identifying his/her Emotional difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance. Holistic education demands development of all aspects of individual's personality including cognitive, affective and psycho motor domains. It is unfortunate that not much attention and emphasis is given to the social and emotional learning. Focusing on excellence in academics alone undoubtedly results in lop-sided development of personality. It is thus essential that due importance be given to participation in co-curricular activities like music, dance, art, dramatics and other areas of one's interest to make life more fulfilling and enjoyable. Students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions can facilitate or hamper their learning and their ultimate success in school. Because social and emotional factors play such an important role, schools must attend to this aspect of the educational process for the benefit.