



SWAMY VIVEKANANDA
VIDYA SAMSTHE (R), SHIKARIPURA

Innovative Pedagogy And Effective Teaching-Learning To Promote NEP-2020

Editors

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Kumadvathi College of Education

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Shikaripura, 577427 Shivamogga (Dist)

INNOVATIVE PEDAGOGY & EFFECTIVE TEACHING LEARNING TO PROMOTE NEP - 2020

EDITORS

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SILVER JUBILEE YEAR

Swamy Vivekananda Vidya Samsthe (R), Shikaripura

KUMADVATHI COLLEGE OF EDUCATION

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ONLINE COLLABORATIVE LEARNING STRATEGIES TO KEEP STUDENTS ENGAGED WHILE AT HOME ENVIRONMENT

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Abstract:

The first idea of co-operation after discovering that people who co-operated and worked together to achieve shared goals were more successful and more efficient and quality than those who tried to achieve the same goals independently. Since then many researchers have contributed to the development of collaborative learning theory as the concept has shifted from direct human interactions to computer-assisted learning. The current article is an overview of online collaborative learning strategies and categories developed today within the process of higher education learning.

Keywords: collabsrative learning, strategies, fields, online learning

Introduction:

As thousands of universities across the United States and abroad prepare for another semester (or more) of distance learning, teachers are struggling to adjust to the distance classes. And many of them can do a much better job. They include courses with informal learning activities that will exclude students who first chose to acquire reading knowledge within a person.

The slapdash Zoom talks that got us into the spring semester won't last long. It is very easy for connected, lonely students to give up and push themselves. Make students come back by embracing motivating, collaborative learning strategies that encourage them to participate in what is important and in each other. Research has shown that online learning increases academic performance, information retention, and interpersonal skills.

Here are seven strategies for collaborative learning that can be easily adapted or developed through online learning.

1. Jigsaw Technique

The jigsaw puzzle builds on one of the most effective ways to process and store information - to teach others. To use the jigsaw process, ask each student to read a piece of the object, and then teach it to the group. The group then works together to gather information and build a presentation about what they have learned.

The jigsaw process works well for small groups (five or six students) with complex topics. Divide the required study or study into five or six separate sections. Each student is responsible for one part research. For example, if you study international approaches to health care policy, one student may research public opinion on health care, one general health and population, one health care system, and one economic impact of those policies.

Once students have completed their research, bring them back together to meet on small discussion boards or in private video conferences to share what they have learned and develop a greater understanding of the concept. Examine the team for all-in-one information about a group presentation, project, or essay.

This old method has been used for more than 40 years to strengthen trust, build communication skills, and reduce racial tensions. In a jigsaw puzzle, all members have equal value, as they all have to work together to learn the whole concept.



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Women Empowerment in 21st Century

Ravi H¹

Abstract:

In 21st Century concept of women empowerment is a burning issue in the present situation in India. In the field of science and technology we can see constant growth. at earlier time they were getting equal status with men. But they had faced some difficulty during post vedic and epic ages. Woman constitutes the family, which leads to society and Nation. Social and economic development of women is necessary for overall economic development of any society or a country. The role of women has also changed in the 21st century People who exercise a great deal of choice in their lives may be very powerful, but they are not empowered, because they were never disempowered in the first place. Today women is leading in every field and society whether it be sports, commerce and industry, education, health, politics, technology, navy, army, agriculture. Due to advancement in the field of science and technology and the active involvement of women in it we have been able to overcome the evils of our society which were prevalent in our religion, caste and territory and were danger for the world's peace. yet they not absolutely free some discrimination and harassment of the society.

Index Terms: concept of women empowerment, historical background, constitutional provision, scheme of women empowerment, empowerment of women in India.

I. INTRODUCTION

Vedas reminds us that "yatra nari pujante ramante tatra devata" that means wherever woman is respected, God resides there "Man can never be a women's equal in the spirit of selfless service with which nature has endowed her" -**Mahatma Gandhi**

"There is no chance for the welfare of the world unless the condition of women is improved" — Swami Vivekananda

Empowerment of women has become one of the most important topics in the present context of India, as well as of the world. As far as their social status is concerned, they are not treated as equal to men in all the places. In the Western societies, the women have got equal right and status with men in all walks of life. But gender disabilities and discriminations are found in India even today. The paradoxical situation has such that she was sometimes concerned as Goddess and at other times merely as slave.

Women in India

Now the women in India enjoy a unique status of equality with the men as per constitutional and legal provision. But the Indian women have come a long way to achieve the present positions. The term Empowerment of women refers to the development of the spiritual, social, political, economic strength, decision making, rights and human dignity of all women. The women empowerment has been growing up day by day after the independence, as a result Indian women live in standard. Women who were restricted to only house hold activities previously have now joined hands with men and are working in every field. She is a Doctor, Engineer, Politician, Professor, Architect and has even gone to space and created history in every field. They are entrepreneur, a good decision maker and a good manager, besides they are also a good wife and a good mother. The rest part of the paper organized as follows. I. Introduction, II. Historical background in entrepreneurship. III. Constitutional Provision for Women in India, IV. Scheme of Women Empowerment, V. Obstacles faced By Women Entrepreneurs in India, VI. Empowerment Of Women In India, VII. Top Most Women Entrepreneurs in India, VIII. Government Policy for Women Empowerment.

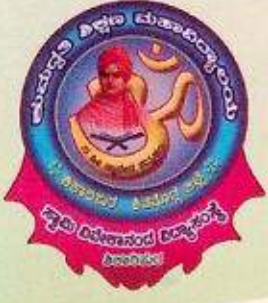
II. HISTORICAL BACKGROUND IN ENTREPRENEURSHIP

The focus of the concept of entrepreneurship, and then drive on to look at female entrepreneurship and related definitions. An important tool considered in allowing female empowerment and liberation is Female Entrepreneurship. Directing a literature review is a vital element of the research process. This paper looks at the literature around female entrepreneurs, concentrating on female entrepreneurship in India.

A. Entrepreneurship at 18th Century

In the 18th century, the person with capital was differentiated from the one who needed capital. In other words, the entrepreneur was distinguished from the capital provider (the present day venture capitalist). Many

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ROLE OF INFORMATION TECHNOLOGY IN TEACHING LEARNING

*Ravi H

ABSTRACT

We've all said it. "Technology is the wave of the future". There's no denying that. It's actually the wave of the present. I know that every teacher in academe today has heard that the need to use technology in the classroom is imperative now. If we are going to engage our students in the class discussions and the lecturers, we need to be doing this engagement with the technologies they are familiar with. Today, more than ever, the role of educational technology in teaching is of great importance because of the use of information and communication technologies. With the help of various applications for distance education, the Internet, teachers, and students themselves, they see the advantage of educational technology. The question is whether schools and teachers themselves are ready for the use of technology in education and whether they are aware of its benefits? In this paper, I try to give an overview of the importance and use of educational technology in the classroom.

Key words: Information Technology, Classroom, Education, INTRODUCTION

One of the basic functions of education is preparation of students for life. This function in 21st century may be participation in an information rich society, where knowledge is regarded as the main source for socio-cultural and politico-economical development of countries and/or nations. Information rich societies are developed and dominating and they are controlling the information throughout the world. Information encompasses and relies on the use of different channels of communication, presently called information and communication technologies and would be incorporating better pedagogical methods to cope with such emerging situations.

These have changed the scenario of education particularly, pedagogy and instruction making teaching learning process more productive creating collaborative, co-operative learner centred and interactive global learning environments. Therefore, information technologies are assumed to play a constructive role in education to make the teaching and learning process more productive through collaboration in an information rich society.

THE IMPORTANCE OF EDUCATIONAL TECHNOLOGY IN TEACHING AND LEARNING

Using information technologies students can decide about their studies, learning time, place and resources in a better way. Students can work in more supportive environments, seek help from teachers and fellows, and share their learning experiences and ideas in romantic and productive fashion. Since advance technologies are still not widely used in many schools, the teaching process is dominated by traditional methods. It is dominated by the frontal form of work where the teacher had enough interaction with students. Failure to thrive at their own pace and insufficient activity of students was one of the drawbacks of this type of learning. In class, we have children who are not uniform in knowledge and never pay enough attention to those who are not sufficiently mastered the material and those who are above their average. This difference is often hampered by teacher assessment work and how to transfer knowledge to a group of children with different knowledge. The teacher chooses to keep average to good teaching where children with insufficient knowledge would not get the necessary knowledge. The children with insufficient knowledge can progress smoothly without unpleasant feeling of their ignorance, no frustration, and humiliation while for the most advanced children teaching will be boring.

The development of high performance computing and communication is creating new media such as the Www and virtual realities. In turn these new media enable new type of messages and experiences, such as interpersonal interactions in immersive synthetic environments lead to the formation of virtual communities. The innovative kinds of pedagogy empowered by these emerging media and experiences promoted the opportunities of distance education and at present virtual education and eliminated the barriers of distance and time. New and innovative learning experiences would be enhanced and encouraged by these technologies, as by virtual communities, which exist by interactions across the globe through global network of computers round the clock. The global sharing of experiences would make possible the group presentation form of instruction in distance education. Distance education encompasses and relies on the use of information technologies to make learning more

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productive and more individualized, to give instruction a more scientific base and make it appropriate & more effective, learning more immediate and access to resources more equal. These remarkable aspects can expand the quality and quantity of instructional resources. They can serve learners at their ease in terms of time and place. Rashid (2001) stated that:

- Both teachers and learners can work with others at remote sites.
- The community of learners can expand to include virtually anyone who wishes to obtain information and who is not excluded by policy or cost.
- They can provide real access to experts in universities, research laboratories, the business community, government agencies and political offices
- Information technologies can promote the opportunities of restructuring the teaching learning process.

These can transform teaching and learning by offering alternatives to the teacher provided information, access to virtually unlimited resources and opportunities for real world communication, collaboration and competition in the following way:

- developing awareness – recognizing that something is wrong or different;
- exploring alternative—researching for new ideas from other institutions and acknowledging that change is needed;
- making a transition—leaving the old approaches behind (or dramatically changed);
- achieving integration—putting the pieces from the transition phase back together; and
- taking action—putting new ideas into operation.

IMPORTANCE OF INFORMATION TECHNOLOGY FOR STUDENTS

Students use Information technology because they need information instantly and it facilitates students in their learning process through their active participation. Some of the below instances why our students need information technology in their learning process.

- Participate in a media revolution, profoundly affecting the way they think about and use information technologies.
- Improve the ways of learning in new learning fashions
- Extend the ability and skills of applying their learning in real situation.
- Working in groups for cooperative and collaborative learning
- Developing self-learning habits at their own pace and time.
- Learn with the teacher rather by the teacher.
- Develop inquiry-learning habits.
- Use right information at right time to achieve right objective.
- Review and explore qualitative data.

- Exchange learning experiences and information with others students and teachers living anywhere in the world.

IMPORTANCE OF TECHNOLOGY FOR TEACHERS

The teacher can use best use of technology in their teaching and learning process. Some of the best possible ways that technology can help the teacher in the following ways:

- Present the material in more interesting and attractive way.
- Guide and help students in searching the qualitative material.
- Make best use of time.
- Coach the students.
- Provide individualized instruction.
- Direct the students toward cooperative as well as collaborative learning activities.
- Prepare learning material for students, rather teaching in conventional situations.
- Diagnose the learning problem of students and help them to overcome.
- Solve the study problems of students.

Information technologies affect the teaching learning process in different ways. These helps the teachers in preparing lecture notes for interesting presentation, on the one hand and facilitates the students on the other hand. Different technologies help the teachers and students according to their respective nature and capabilities of storage and presentation. For example computers are used in education for various purposes as they can store and retrieve a huge amount of information. Information technologies provide the opportunities of global interactions. Students can learn from interactions with the information, interface, teachers and co-learners using global networks. They can interact at their own and get rid of their routine work. They may review and explore the qualitative as well as quantitative data through computer networks. They can work on group projects participating in peer learning and knowledge building activities. Under the influence of information technologies, teaching and learning occurs in a changed situation.

PREPARATION NEED TO USE INFORMATION TECHNOLOGY

Certain skills capabilities of using different information technologies are necessary for students as well as teachers. Therefore, gradual encounters with the technologies are necessary to prepare themselves for the age of information technology. They will anticipate in the age of information technology as:

- Requiring students to use electronic databases in their searches.
- Encouraging students to use electronic mail to ask questions, and for submitting assignments.

- Becoming familiar with the advantages and disadvantages of the technologies and exploring the capabilities of compact-disc read-only memory (CD-ROM), tele/videoconferencing etc.
- Surveying students about their familiarity with the information technologies and asking if they will share their knowledge and skills with the class.
- Using a word processor to develop class notes and editing a version to use as students' handouts and a version for overhead transparencies.
- Using computer programs for keeping records in large class-enrolment lists, test items and so on and having students review and update their own record from time to time.
- Using different packages for data analysis.
- Encouraging students to include visual elements as part of their projects.
- Spending students' time as a multimedia workstation, planning a presentation; assembling projection graphics, video clips, animation, sound and other materials; trying to match particular materials with specific learning objectives; and integrating the materials into a unified presentation.
- Eliminating and/or minimizing physical problems arising from the use of information technologies.

CONCLUSION

Information technologies are the result of knowledge explosion. These include hardware & software technologies and facilitate teaching learning process. Using Information

Technologies learners are now able to participate in learning communities throughout the world. They are independent and free in choice of their programmes of study and access to the resources. They may learn collaboratively, share information, exchange their learning experiences and work through cooperative activities in virtual learning communities. Information technologies facilitate teaching learning process in more productive fashion. Here in such situation the teacher act like a facilitator which moves from teacher centred to children centred approach of teachings so pupil learn freely and independently, information technology reconstructing teaching learning process to meet the international standards of the future.

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COLLABORATIVE LEARNING: A NEW APPROACH TO IMPROVE QUALITY OF CLASSROOM INTERACTION

*Veerendra Kumar Wali S

**Dr. Jayashree V. R.

Abstract

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. The concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal. The term "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a

common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. This paper outlines benefits of learning in collaboration style, begins with the concept of the term and continues with the advantages created by collaborative methods.

Key Words: Collaborative Approach, Teaching and Learning, Quality of Education

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Teacher Education: Issues and their Remedies

Mr. Ravi H.

Mr. Veerendra Kumar Wali S.

Introduction

Man is a social being. He is an integral part of society. The man is product of society where as society also depends upon its individuals for its development. Aims and objectives of any society can achieved through the proper educations of its men. For such an educational system, we require efficient teachers. It is well known saying that teacher is the national builder. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his role towards society. His behave should indicate his attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc., so that he may transmit the same to the younger generation. The above said facts express the dire need of teacher-education. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in class rooms, school and outside the four walls of the school.

Major Issues of Teacher- Education

A lot of planning and resources has been spent for improving the quality of teacher education. New technologies have been introduced in the field of education; still our teacher-education could not rise up to the expected level. It is lacking behind somewhere in realizing its purpose. Its scope has broadened and its objectives have become focused during the last thirty five years, but teacher education could not realize its objective fully.

*** Developing Creativity**

No doubt bloom in his life time revised the objectives of higher mental order by placing creativity at the top because development of creativity is very essential for the all round development of human being. But we have forgotten that knowledge cannot be delivered, it has to be created. It means that we should emphasis on creativity.

*** Working of Teacher-Education Institutions**

The National Council for teacher- education (NCTE) is a regulatory body which controls the functioning of these institutions and prevent them from becoming commercial institutions, but because the country is so diverse with innumerable institutions, it sometimes get difficult to monitor all the institutions. Some unscrupulous institutions have become simply money making centre and produce certified but incompetent teachers which is a matter of great concern because incompetency of teachers can harm the system of education.

*** Globalization and Wearing Down of Values**

Due to globalization and advancement of science and technology world has become closer. Access to all

Emerging Trends In Teachers Training And Development

kind of information is very easy. The facility of internet has reached every nook and corner of the country. Every transaction is going to be online. But there are several deviations particularly of young students who are prone to malpractices. It is said that "our inclination towards bad is more than our inclination towards good". In this sense mobile culture, internet, face book and twitter etc. Have polluted young minds. This led to the erosion of values.

*** Developing Life Skills**

Life skills are certain skills which are essential for personal development and growth. These skills enable man to deal with the life's difficulties and adversities more effectively. These skills are (a) Thinking Skills (b) Self Awareness, Problem Solving, and Creative Thinking, Decision making and Critical thinking (b) Social Skills - Interpersonal relations, effective communication and empathy (c) Emotional Skills - Stress Management. Main issue is that teacher-education is memory based i.e. there is no active involvement of students, so we are lacking in the development of life skills among the students, which are essential for all round development of students.

*** Realisation of Constitutional Goals**

India is a democratic Society and there are four founding pillars of this democratic society as are mentioned in our constitution. These are

- * Equality of status and opportunity.
- * Liberty of thought, expression, faith, belief and worship.
- * Fraternity assuring the dignity of the individual and unity and integrity of the nation and
- * Justice - Social, Economic and political

These concepts incorporated in the constitutional are essential for national development. One of the major issues of teacher education is the realization of these constitutional goals.

*** Social Issues**

There are various social problems issues that today our nation is confronting. These are population explosion, unemployment, diversity and communal tension. Teacher can safeguard students against these social problems if they are sensitive towards these issues.

*** Structure of Teacher-Education Programme**

A lot of stress is given on teacher education course in India. Unfortunately still there are several loopholes in the system. Several loopholes are following :-

a) Curriculum - Curriculum of teacher education programme in India has been criticized much. Some educationists feel that it does not fully address the need of contemporary Indian Schools and society and it does not contain relevant contents for teachers who are to impart quality education in schools.

b) Quality Concern - Quality in education relates to the quality of the work undertaken by a teacher, which has significantly effect upon his or her pupils. Teacher education has not come up to the necessary stan-

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dards. Teachers are not able to think critically and solve the issues related to teaching methods, content, organisations etc. more knowledge of theoretical principles is emphasized and teachers are not able to these principles in actual classroom situations.

Remedies

- * Value education should be given to teachers, so that they could educate young minds in the right direction.
- * Curriculum of teacher education programme should be revised from time to time according to changing needs of society.
- * The quality of teacher education programme should be up graded.
- * Teacher education programme should be raised to a university level and that the duration and rigour of programme should be appropriately enhanced.
- * Teacher education institutions should be put under strict control of this regulatory body for the selection of teacher, students and provisions of good infrastructure etc.
- * Institutions working should be examined from time to time and strict action should be taken if they fail to come up to expected level.
- * Teachers should train about stress management mechanism so that they could help students in managing the stress and sustaining themselves in this time of social isolation, parental pressure and cut throat competition.
- * Teachers should be able to think critically make right decisions and maintain harmonious relations with others.
- * Teacher education programmes should enable the teachers to develop their life skills among students.
- * Techniques used in teaching should develop habit of self learning and reduce dependence on teachers. It will help them to reflect on their own and doing something new. Doing something new is creativeness.
- * Teachers should encourage student's capacity to construct knowledge.
- * Constitutional goals of justice, liberty, equality and fraternity can be realized through proper teacher education.
- * Teachers are to make positive contribution to the realization of the constitutional goals.
- * Teachers must understand the importance of the constitution in its true prospective in the light of Indian Culture ethos and integrate it with the philosophy of education.
- * Teachers should prepare to own responsibility towards society and work to build a better world, commitment to justice and zeal for social reconstruction.

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- * The impact of science and technology and ICT on society and education should be fully discussed in teacher education institutions.
- * Scientific temper should be developed and its application for the solution of problems of life should be encouraged.
- * New knowledge and new experiences should be incorporated in the curriculum and there should be a scope for teachers for reflection of knowledge.
- * Educational institutions should be graded according to the standards of the institution and admission should be allowed according to standard of the institutions.

Conclusion

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded. Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve the issue related to teaching methods, content, organisation etc. teacher education programme needs a comprehensive reform and restructuring curriculum of teacher-education programme needs to be revised according to changing needs of society. No doubt a lot of stress is given on teacher-education course in India. Unfortunately still there are several loopholes in the system. After the deep study and healthy discussion with educationist, I came to this conclusion that Centre and States Governments should join the hands to bring the quality and improvement in the teacher education, and then bright future of teacher education is possible.

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EMERGING TRENDS IN TEACHER TRAINING AND DEVELOPMENT :

A compilation of papers presented in national conference on Emerging Trends in Teacher Training and Development.

Edited by Dr. Shalini.J and
Mr. Santosh kumar.M.J.

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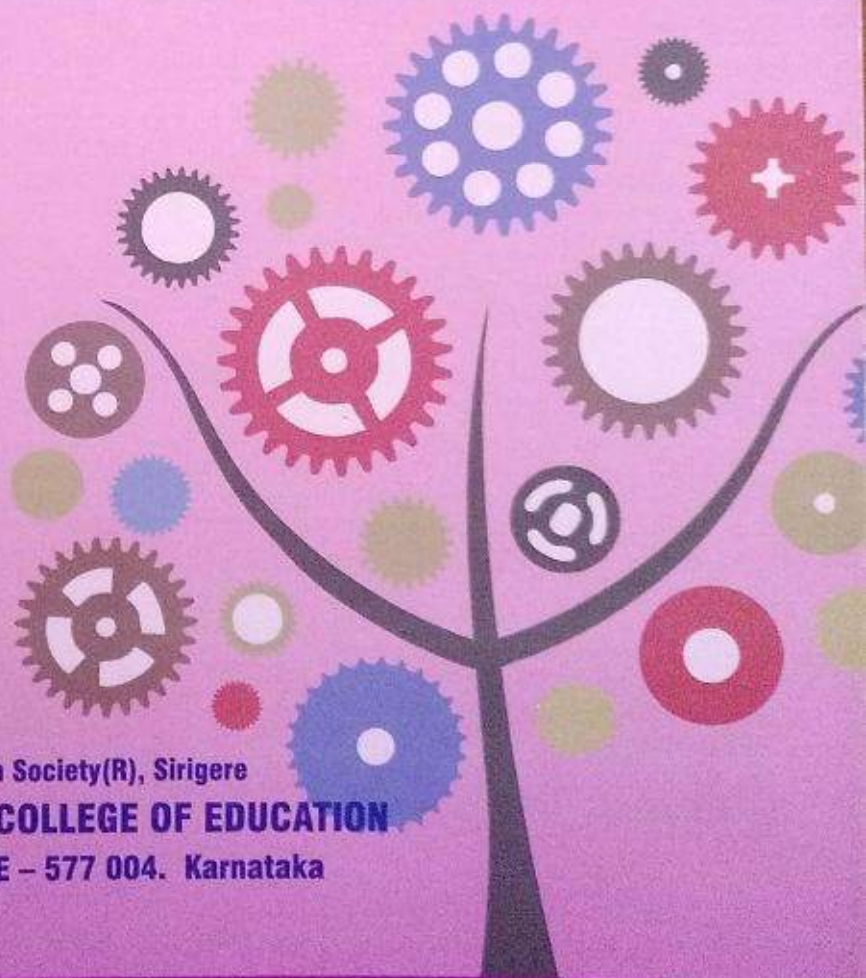
CONTINUOUS AND COMPREHENSIVE EVALUATION

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ज्ञान - विद्या विमुक्तये

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- 5) C.E. helps in improving learning through diagnosis & remediation.
- 6) Not only learning improved through C.E., instruction is also improved.
- 7) It helps the teacher to know the performance of the students in the non scholastics areas also.

Advantages :

The C.E. pattern has a lot of advantages which is why, it is thereby implemented in almost all CBSE affiliated schools have a look at these points.

- 1) Encourages the learning of students by including new teaching techniques and methods.
- 2) Explores the learning needs as well as potential of the students.
- 3) Identify the learning progress of students on a smaller content pertain on regular basis.
- 4) Recognizes as well as deals with the certain needs of those students who were not academically sound.
- 5) Encourages students participation on extra curricular activities instead of focusing largely on academics.
- 6) Divides the huge CBSE portion into smaller chunks and reduces pressure of enormous studying.
- 7) Encourages additional life skill, emotional skill and thinking abilities.

Disadvantages :

Lot of people including the students and teachers believe that C.E. pattern introduced by CBSE has a lot of

disadvantages instead of positive points. Here is a flip side of the C.E. pattern.

- 1) The grading system is a disadvantage, because students scoring 90 and 99 marks are both kept in grade A+, there is no segregation.
- 2) There has been an introduction of language for conducting listening and speaking classes in Hindi and English. However, a lot of Schools do not have been infrastructure and facility for the same.
- 3) Endless project and students dependency and internet will effect the creativity of the student instead of collecting information from outside.

Conclusion :

The students have to be treated like children and it is very important to understand that every child has its own capacity and capability. Undue pressure and unnecessary stress and constant evaluation is still predominant factor of India's education and for bringing out the shy students to participate in all the activities. There has to be lot more improvements in all the studying pattern in the country.

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CCE SCHEME AT SECONDARY SCHOOL LEVEL

Ravi H. & Vani Nayaki D.C.

Introduction

All round development of the child is the dynamic trend in the new educational system. The basic aim of schooling is to prepare the students for the challenges of life and to acquire the basic skills which will help them to become contributing members of the society. A holistic approach to education is a pre-requisite for realizing his aim, stressing on all aspects including physical, mental, moral, intellectual, emotional and social aspects and not

just the academic performance. Numerous novel methodologies are being tested and tried in order to make education 'child-centered'. Teachers aim to make children discover the inherent abilities through various activities. Continuous and Comprehensive Evaluation is one of the important products of this research. In this system of evaluation, the students are assessed throughout the year in all activities they perform in the school, including the scholastic and non-scholastic activities.

Why Do Evaluation?

Evaluations serve many purposes. Before assessing a program, it is critical to consider who is most likely to need and use the information that will be obtained and for what purposes. Listed below are some of the most common reasons to conduct evaluations. These reasons cut across the three types of evaluation just mentioned. The degree to which the perspectives of the most important potential users are incorporated into an evaluation design will determine the usefulness of the effort.

What is educational evaluation?

Educational evaluation is the evaluation process of characterizing and appraising some aspect/s of an educational process. There are two common purposes in educational evaluation which are, at times, in conflict with one another. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance for marketing purposes. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavouring to facilitate.

Concept of Continuous and Comprehensive Evaluation (CCE)

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. Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student's development. It emphasizes two fold objectives. Continuity in evaluation and assessment of broad based learning.

Objectives of Continuous and Comprehensive Evaluation

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) as:

- ▲ Defining minimum levels of learning at all stages of education while evaluating the attainment of children
- ▲ Attaining mastery level in all competencies.
- ▲ Broadening the scope of learners' assessment by way of including the assessment of psychomotor skills and socio-emotional attributes.
- ▲ Aiming at qualitative improvement in education through valuation.
- ▲ Using grades instead of marks.
- ▲ As feedback mechanism for the benefit of teachers, learners and parents providing timely corrective measures for improving attainment level of students.
- ▲ 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.
- ▲ Reducing undue emphasis on paper pencil tests in evaluation process.
- ▲ Using more and more informal means of testing to reduce the anxiety and fear of the examinees.
- ▲ Laying more stress on informal and child friendly methods of testing.
- ▲ Recording of evidences regarding psychomotor skills related to co-scholastic areas such as work experience, art education and physical education.
- ▲ Preparing a profile of the growth and development of every learner.
- ▲ Every school may do planning of a detailed scheme of evaluation in view of the minimum learning outcomes coupled with content.
- ▲ Evaluation of the key qualities like regularity and punctuality, cleanliness, self-control, sense of duty, desire to serve, responsibility, fraternity, democratic attitude and sense of obligation to environmental protection.
- ▲ Participatory and humane evaluation.
- ▲ Continuity of evaluation through periodical assessment of learning to be utilized for diagnosing

the areas of difficulty and arranging remedial instruction.

- ▲ Demystification of evaluation process for making it transparent by taking parents and community into confidence.
- ▲ Communication of the evaluation outcomes in a positive manner.
- ▲ Developing competence for self-evaluation keeping in view the maturity level of children.

CCE helps in reducing stress of students by:-

The steps would help the learners and parents, who are the primary stakeholders of school education, in the following manner:-

- ▲ It will **reduce stress and anxiety** which often builds up during and after the examination which could have an adverse impact on young students especially in the age group of 13-15 years.
- ▲ It will **reduce the dropout rate** as there will be less fear and anxiety related to performance.
- ▲ In the past there was practice to often finish the entire syllabus much before time and follow it up with Pre-Board(s) and study leave. Now there will be *greater focus on learning rather than teaching to the test.*
- ▲ The emphasis on **conceptual clarification through experiential learning** in the classroom will increase since there will be more time available for transaction of curriculum.
- ▲ It will help the learners to *develop holistically in terms of personality* by also focussing on the co-scholastic aspects which will be assessed as part of the Continuous and Comprehensive Evaluation scheme.
- ▲ It is expected to prepare the students for life by making students **physically fit, mentally alert and emotionally balanced.**
- ▲ The students will have *more time on their hands to develop their interests, hobbies and personalities.*
- ▲ It will enable the students, parents and teachers to make an **informed choice about subjects in Class XI.**
- ▲ It will motivate learning in a friendly environment rather than in a fearful situation.

- ▲ It will equip students with *Life Skills especially Creative and Critical thinking skills, social skills and coping skills* which will keep them in a good stead when they enter into a highly competitive environment later on.

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.

Conclusions

The role of CCE is very important when our aim is to improve learner's quality in the cognitive as well as in the non-cognitive domains. In the context of school it is a continuous updating of teachers about their students. CCE facilitates students effective learning as well as their all round development of personality with its multiple tools and techniques and corrective measures. It is an integral part of teaching learning process which promotes standard of school.

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