

Research Papers



**An overview of Issues regarding Implementation of Continuous Comprehensive Evaluation for the subject of Sanskrit**

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**Abstract**

*The pattern of evaluation at school level is being changed now. Generally it is found that the student does not pay attention towards his study in whole academic year. He becomes alert towards his study at the time of exam only. Hence the conventional method of evaluation has not provision to evaluate student's achievement in the matter of Skill-Development. Such type of evaluation is providing only the examination of recitation only. To solve these types of issues the education system is going to adopt Continuous Comprehensive Evaluation.*

**Introduction:**

In Maharashtra, the provisions to learn Sanskrit at school level are as bellow:

1. The student can select the Sanskrit as an optional subject from 8th STD.
2. There are two types of patterns to select the Sanskrit.
3. First one is Sanskrit for 100 marks. It is titled as Complete Sanskrit.
4. Second one is Sanskrit & Hindi for 50 marks each.

**Skill-Development:**

Four skills should be developed in pupil by teaching language. These are Listening, Reading, Speaking and Writing. A Sanskrit-Teacher should evaluate what is the level of student's skill development. It is acceptable that it is hard to evaluate student's skill based development, through conventional method of evaluation. Though the Sanskrit is taught as one of the language in schools, it has some of the special issues regarding Continuous Comprehensive

Evaluation.

Educationist should not forget that learning & teaching of Sanskrit begins from 8th STD. At that time, Levels of other subjects curriculum are higher than Sanskrit. Therefore it has some of the special issues.

**Nature of Practice of Continuous Comprehensive Evaluation at Present:**

When the researcher has taken interviews of Sanskrit teachers, he got following facts:

1. Teachers are performing some events in favour of Continuous Comprehensive Evaluation which include Oral exam, Written test (Unit test), short composition writing, Recitation of Shlokas, group conversation programmes, etc.
2. There is curtain weightage of marks for Home work, exercise, behaviour and short tests.
3. The teachers keep records of each and every student's development.

**Issues regarding Implementation of Continuous Comprehensive Evaluation for the subject of Sanskrit:**

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The mostly rising issues and their solutions are mentioned below.

Sr. No.	Issues	Recommended Solutions
1.	It is Hard to keep the records of student's behaviours time to time.	The books including prescribed formats should be given to the teachers to keep the records.
2.	The Teacher suffers Stress of the multi-dimensional task	The government should pay attention to teacher's significant role in nation building. It should avoid to include teacher in various programmes like <i>Janaganana</i> or other. The government should hand over such types of programmes to NGOs.
3.	The Teacher faces difficulties in analysing the data.	SCERT should arrange special orientation programmes to develop and update teacher's knowledge regarding the use of technology in statistics.
4.	How can the one teacher evaluate more than 150 students? Is it very hard to keep the records? (Note: In various schools, only one teacher works as Sanskrit teacher for STD IIX, IX & Xth.)	For the evaluation, teacher should arrange the groups of the pupil. The evaluation should be held group wise. Teacher should apply modern technology to evaluate and record.
5.	While learning Sanskrit the student should recite grammatical words and verbs with their <i>Vibhakties</i> , <i>Purushas</i> and <i>Vachanas</i> (Numbers)	The teacher should arrange small written tests to evaluate pupil's achievement in that particular topics. The test can be evaluated by them-selves. The teacher should provide answer key.

#### Conclusion:

First upon the Sanskrit teachers should welcome the new system of evaluation. Group discussions covering the issues regarding Implementation of Continuous Comprehensive Evaluation for the subject of Sanskrit should be arranged at school, local, district, state, national level. The role of Sanskrit Teacher Educators is significant here. They should contribute Sanskrit education through their research work.