

## CONTINUOUS AND COMPREHENSIVE EVALUATION A STUDY OF TEACHERS' PERCEPTION

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### **P**URPOSE

*SCHOOL is an institution where talents are nurtured. Therefore it becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, character and physical ability of the learner. Indian education is moving from summative to a continuous evaluation system. This study is an attempt to find out teachers' perception about the scheme of continuous and comprehensive evaluation, the problems they face while its execution and the suggestions that teachers want to give in making CCE effective and fruitful on ground realities.*

**Design/Methodology/Approach** – *The study followed the design of a descriptive survey and consisted a sample of 100 government school teachers from Delhi region.*

**Findings** – *The result of the study revealed that currently the perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers. The teachers are not adequately prepared for the effective execution of CCE in government schools. Further the study revealed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.*

**Research Limitations/Implications** – *This study was an attempt to bring out the ground realities of CCE in government school and thus private schools were not included in the study.*

**Practical Implications** – *The results of the study would help the school administration to identify the major problems that the teachers encounter in the classes while executing CCE and take up the appropriate steps in the areas where teachers seek help.*

**Originality/Value** – *After the introduction of CCE by CBSE in its affiliated schools, this study was an attempt by the investigator to develop a deep understanding of such burning issue and find out the perception of teachers towards CCE.*

**Key Words:** *Continuous and Comprehensive Evaluation, Evaluation, School Based Evaluation, Examination Reforms.*

### Introduction

Education as a planned endeavour, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring member of the society. They are made familiar with the various practices of the community by imparting the

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relevant skills and ideas. Ideally education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate – in other words, to be inquisitive and to think independently CBSE (2009).

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 CBSE (2009).

Education plays a key role in the development of a nation. The education system in vogue in a country reflects the ethos, aspirations and expectations of a particular society. As aspirations and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise. Evaluation is very important component of the education system. It can make or destroy the purpose of education. Evaluation has remained a major irritant in the entire system of educational growth and development. It is the issue discussed widely but which could not be given a proper shape to solve the problems. All policy documents pertaining to Indian education stated that evaluation system in vogue was inadequate and required changes.

### **Need of the Study**

Reforms in the examination system are often recommended, sometimes discussed and rarely implemented. Introduction of grading system in assessment is one of such reforms which have undergone a painful journey. CBSE is on the threshold of replacing marks by grades for Class IX in 2010 and Class X board examination in 2011.

Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners. It is this that has led to the emergence of the concept of Continuous and Comprehensive School-Based Evaluation.

The issue of grading system has been discussed and debated up teen number of times in the National Conference of the Chairpersons of School Education (Singh, 2010). Since the concept of CCE is new in India, there is a wide scope to explore this area. CBSE introduced Teachers' Manual on Continuous and Comprehensive Evaluation that contains detailed guidelines on the methodology of evaluation, school based assessment, assessment of scholastic and co-scholastic areas, techniques and tools of evaluation and the implications for schools. In addition to this Manual, CBSE is also in the process of conducting training programs for principals and teachers of all schools affiliated to CBSE and it is hoped that the students, teachers, parents, principals and educational administrators will be involved in this collaborative venture. "Implementing CCE is a huge task as it involves changing the mindset of teachers," as quoted by Ms. Gupta, Commissioner and State Project Director of Sarva Shiksha Abhiyan.

Since it is the first time that CBSE has introduced CCE in CBSE affiliated schools and has made quite a lot effort in its implementation in these schools. It is therefore pertinent to find out teachers' perception about such a scheme of Continuous and Comprehensive evaluation, the problem they face in the execution of CCE and if there are any suggestions they want to give in making CCE effective and fruitful. It is this concern that has led the present investigator to find out the ground realities of CCE in government schools.

## **Review of Related Literature**

The review of related literature in the present study has been categorized into following sub headings:

- i. Evaluation
- ii. Grading system
- iii. Continuous and Comprehensive Evaluation

**Evaluation:** According to a number of recent studies, the results showed the tremendous effort towards examination reforms in the country. In this context Bhadwal, Panda and Pramod (1989) through their paper 'Evaluation at Primary Stage' differentiated the term measurement and evaluation. The authors emphasized on school evaluation system that is generally interpreted in terms of the extent to which instructional objectives relating to subject-matter are attained in the classroom situation. The authors further coated few studies conducted in the field of evaluation which revealed that only a few investigations have been undertaken in the area of evaluation and various aspects relating to the concept still remain unexplored. Most of the studies in this field have been confined to examination system, construction of achievement and diagnostic tests, study of the factors affecting achievement, prediction, admission, promotion criteria and measurement of cognitive attributes only. The paper outlined the present scene of evaluation in schools that generally do not use the proper evaluation procedure in and out of the classroom situation. Almost all the schools depends largely upon the traditional examination system for assessing the students and do not recognize the importance of continuous and comprehensive evaluation. Moreover, in some schools where the evaluation procedures are followed, they are imperfect and only partially satisfactory due to various limitations. The most important limitation observed in these cases is also a complete negligence in the measurement of non-scholastic attributes of the students and the improper weights given to such characteristics at the time of promotion.

Similarly, Agrawal (2005) examined the major examination reform initiatives in India with a historical perspective. She also presented the salient features of the reforms and their implications in the classroom. This paper also taught about the scheme of Continuous and Comprehensive Evaluation for different stages of school education. Many schools in the country like the Kendriya Vidyalayas, Navodaya Vidyalaya and a number of public schools use CCE for evaluating their students.

Likewise Prakash and Bhalla (1996) carried out a paper on "Examination Reforms: Impediments and Breakthrough". This paper highlights the examination reforms that have remained a bane for educationists since time immemorial. This paper further discussed the historical background of examinations, their need and emergence and their present day state of decadence. It makes an attempt to examine the reasons for the nemesis of examination, enumerates the hurdles in the achievement of goals and explores a pragmatic approach with a suggestion towards creating a system which optionalises them. This paper also highlights the adverse influence of undue and unnatural emphasis on examinations. As a consequence, the discontent quotient is seen to be on the increase. It recommended that this is the right time to introduce reforms. The reforms must, ultimately, aim at gearing up the system to bring about qualitative improvement in school education. This paper also proposed some of the suggestions which are worth considering. Out of them one of the main suggestions is achieving a breakthrough in Continuous and Comprehensive Evaluation. CCE is founded on the fundamental concept of 'those who teach should examine'. In this sense, examination becomes an integral part of teaching-learning process. CCE minors three aspects of pupils' achievement, both in scholastic and non-scholastic areas, namely, pupils, progress, peer group's progress and expected level of attainment set by the teachers. Besides, CCE has in-built scope for diagnostic and remedial measures. Therefore, implementation of CCE needs to be ensured at all stages of school education.

Naidoo (2002) in a paper 'A review of School Evaluation Mechanisms in Bangladesh, Indonesia, Nepal,

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the Philippines and Malaysia' provided a summary account of case studies presented at the seminar. The studies were based on the review of available documents, reports and national data, and wherever possible on informal discussions with the head teachers and administrative in charge of school management and evaluation at national and sub-national levels. It provides an overview of various school evaluation mechanisms that exists in Bangladesh, Indonesia, Nepal, the Philippines and Malaysia. Country cases were presented in order to develop a comprehensive understanding of various school evaluation mechanisms that exists in these countries. The school evaluation mechanisms were: examinations and tests, external school reviews (e.g panel inspections or school audits) and school's self evaluation. The counties case studies included; a description of these school evaluation mechanisms and an analysis of their strengths and weaknesses, and their impact on the quality and functioning of the schools. It is important to note that the studies were expected to focus on the school evaluation, that is, on the evaluation of the school as an institutional unit and not on teachers or evaluation system. The analysis covered generally primary and secondary schools.

The paper 'School-Based Evaluation: A Theoretical Approach' by Barsaga (2002) begin with the basic concept of evaluation. The paper stated that evaluation has two major points; namely collection and analysis of information and use of such information for decision making. The author further emphasized on school based evaluation stating that it is a means of providing relevant information for decision making in the school and its objectives are; to assess the quality of what the school offers, to identify problems by collecting and analyzing data and to develop proposals for change and innovations. To support school based evaluation the author also provided with the rationale of SBE to answer a number of questions arising on the concept and usefulness of SBE.

The paper considered SBE as advantageous because of varied reasons like; it is less threatening because the school staff themselves undertake the process of evaluation, it encourages valid and reliable assessment, it develops the competence of teachers in the field of evaluation, is initiated, planned and carried out by teachers of school under the leadership of school head and it focus on what the school staff agree is important goals of the school. Further the approaches of SBE are discussed in the paper.

The author concluded the paper by stating that SBE is a school improvement and accountability strategy that can yield optimum results when the following factors are present. The school and its staff, teachers, school head, and other staffs are committed to SBE. It is through commitment that a sense of common purpose is developed. The school staff must possess appropriate evaluation skills-basic skills in planning, instrumentation and data collection, analysis and interpretation.

Khandelwal (2002) in his paper 'Examination and Test Systems at School Level in India: Their Impact on Institutional Quality Improvement' discussed the prevailing internal and external students' evaluation assessment with the focus on school based evaluation system in India and their implications for institutional quality improvement.

The paper had six sections including the introductory section. Policy perspectives on internal and external evaluation at school level in India are reported in the second section. The existing public evaluation and school based evaluation systems in India are briefly discussed in the next two sections. An attempt is being made to examine the management structures for conducting the public examinations in India.

The possible areas of reform, not only to improve the effectiveness of pupil assessment system, but also the relationship between the test system and the quality improvement of schools in India are suggested. In the concluding line the author suggested that in India the focal concern of policy makers, academicians, evaluation expert is to make the content and process of evaluation as an instrument for quality improvement. There is a need to understand the accountability that tends to be the purpose for

the assessment of students achievements and school performance, usually preferred by politicians and policy makers. Educators always tends to prefer empowerment, staff development and school improvement as a major factor influencing evaluation practices in the country. The immediate need; however is to equip schools with the necessary tools and capacity and provide a reasonable degree of autonomy to enable them to carry out schooling and evaluation activities effectively. Schools in India should be empowered to contextualized their performance and tell their own story and stories of their pupil with conviction and self confidence. The paper is reflected the growing concern in India at an alarming rate regarding examination reforms. It provided with the evidences that why there was a need to bring examination reform and introduce the scheme of CCE in our country.

NCERT (2003) conducted a study on 'School Based Evaluation: A Scheme Experimented in Primary Classes of D.M. schools attached to RIEs' to seek the answer of the basic questions which are generally raised against the implementation of CCE. These are: whether the CCE increases the work load of teacher? If so, how much extra time is required for its implementation besides their routine work? Is it feasible to implement it in the government schools? Is it helpful in increasing the achievement growth of children? In the light of this it was felt necessary to take up a fresh study of developing and trying out of an evaluation scheme as a pilot study in the experimental schools attached to each Regional Institute of Education- constituent units of NCERT. The programme entitle 'Development and implementation of school Based Evaluation Scheme' was undertaken in the year 2000. The main objectives of the study were; to ensure continuous monitoring of students' performance, to ensure comprehensibility in terms of assessment of both scholastic and co-scholastic areas and to enhance the quality of student's achievement through diagnosis and remediation. The methodology adopted to conduct this study were; development of the scheme, Orientation programme for the functionaries involved in the implementation of the scheme, actual implementation of the scheme, Raising of Report of RIE level, raising final report, sharing workshops, workshops for modification in the scheme for government schools

The sample of the study constitute d the primary sections of all the four demonstration multipurpose school attach to RIS's i.e. Ajmer, Bhopal, Bhubaneswar and Mysore. The findings of the study revealed that the systematic implementation of the scheme of CCE helps in developing and providing both scholastic and co-scholastic areas. The implementation of the scheme has helped in identification of indicators and using them for assessing the performance of students both in co-curricular and social personal qualities. It further revealed that the scheme itself ensures the continuous assessment of students' performance, diagnosis and remediation have helped in improving the quality of students' achievement and in scholastic areas there is a need for more systematic oral testing.

NCERT (2004) conducted a study 'Evaluation Practices- Across the States' mainly to know the status of evaluation practices at all stages of school education. Various committees and commissions of education since independence have made various suggestions and recommendations regarding evaluation at school stages yet people have not much idea how each state/union territory has taken up which scheme and what modifications they have undergone over a period of time. The project was initially taken up during academic session 2002-2003 and was confined to only primary stage of the school education. During the academic session 2003-2004 it was extended to the entire stage of school education. A questionnaire was finalized to gather all the information relevant to the topic. The information was collected from 32 states/UTs.

All the information received from various states/union territories was compiled and analyzed. The findings of the study revealed that there are mainly two patterns of school education across the states. Approximately 2/3 states/UTs have implemented non-detention policy at primary stage. Only Andhra Pradesh, Gujarat, Jammu & Kashmir, Karnataka, Madhya Pradesh, Nagaland and Orissa have extended non-detention policy at primary stage. CCE is in practice upto different levels of school education in

states and UTs. Competency based teaching-learning approach is not being in the states/UTs of Jammu & Kashmir, Madhya Pradesh, Meghalaya, Tripura and Chandigarh. Competency based teaching learning approach is being followed in 16 states/UT. Assam, Bihar, Chhattisgarh, Haryana, Himachal Pradesh, Mizoram, Sikkim, Uttar Pradesh, Uttaranchal and Chandigarh are conducting public examination at the end of terminal class of primary stage. More than 50% of states UTs are conducting public examination at the terminal stage of upper primary stage. Mostly states/union territories have divided full academic session in either 2 or 3 terms baring Jharkhand, Kerala and Rajasthan states. In more than 50% states/UTs hard spots in learning are being identified at all stages of school education. Only in some states project work techniques is being used at all stages of school education for assessing students' performance. Approximately half a number of states/union territories analyses the results for different purpose.

A study was conducted by Bhattacharjee and Sarma (2009) on the Status of Co-Scholastic activities in the school programme of the elementary schools. The sample of the study consisted of 50 elementary school from three educational blocks of the Jorhat district of Assam. Primary data was collected through interview schedule, observations recorded in the invigilator's diary, focused group discussions with the respondent teachers of the sample schools and interview with various school functionaries. The study revealed that co-scholastic activities have not earned a proper place in the school routine. The teachers did not have any kind of formal training to handle the co-scholastic activities. There was also no evaluation of these activities either half yearly or annually. Co-scholastic part of the curriculum was totally ignored in the school programme.

**Grading System:** In the area of grading system a study was conducted in India by Ramdas and Divya (2007). The study was carried out on 186 elementary school teachers selected from 14 schools in the Kannur and Palakkad district of Kerela that included eight government and six private schools. The study adopted a descriptive survey method to investigate the problems. The findings of the study revealed that most of the teachers possess substantial knowledge about the system of grading being implementing in Kerela. However a considerable number of them still have to understand the new system properly. Secondly the teachers have high appreciation for the grading, but they do not accept it whole heartedly as most of them are neutral in their attitude towards the implementation of the new system. Lastly a considerable number of teachers face difficulties in assessing student's performance as desired by the grading system.

Further Bursuck, William and Others (1996) worked on "Report Card Grading and Adaptations: A National Survey of Classroom Practices." It was a national survey of elementary and secondary general education teachers (n=368, response rate of 52%) examined classroom grading practices, including grading adaptations for students with disabilities. Results of this survey indicated that teachers found certain adaptations (pass-fail grades, portfolios, multiple grades, and grading for effort) useful for students both with and without disabilities. (DB)

Likewise Mead (1992) carried a study on grading in Washington D.C. In his study "Teachers' Evaluations of Student Work" he examined the criteria that elementary and secondary mathematics teachers use while assigning grades, the visible mark of a teacher's evaluation, when shown individual pieces of mathematics work. Data for this study came from the Teacher Education and Learning to teach longitudinal study of pre service programs, various types of on-the-job induction programs, and in service programs. Respondents were asked one question, "What grade would you give this paper and why?" In a series of tables, the paper depicts both the allocation of grades given to the work and the criteria for assigning grades. Inferences that these teachers make about student understanding and effort are tabulated. Results of this study suggested that grading student work is a neglected subject and it appeared to be a distasteful and marginalized teacher activity. Grading practices have taken on a life of their own that justifies teacher educators' careful attention. How a grade is going to be

assigned represents a novel point of entry to a discussion of instructional purpose and design; and lastly teacher educators might consider providing a sustained treatment of grading practices and their rationale.

Another study on grading system was conducted in America by Nava and Loyd (1992). The study was an investigation on the achievement and non-achievement criteria in elementary and secondary school grading. In this study the criteria that teachers include in grading was examined. For this study a sample of 829 elementary school and high school teachers from 18 school districts was selected. The study revealed the identification of four dimensions of the grading criteria which includes classroom behavior and characteristics enhancing the learning process, measure of achievement and academic content, student behavior and non-academic skills and lastly the traits and factors external to the classroom. Clear differences were seen between elementary school and secondary school teachers. There are nine tables of study findings and a 12 item list of references.

In Arlington a research report was carried out by Robinson and Craver (1989) on 'Assessing and Grading Student Achievement ERS Report'. It describes the practices and procedures used by school districts to assess and grade student achievement. In April of 1988, the Educational Research Service conducted a nationwide survey of the grading and reporting practices and procedures using a stratified random sample of public school districts. The background history and overview of the literature of assessment and grading are presented in section I. section II presents a general analysis of the survey data in graphic form. Section III presents the data in detailed tabular form. Section IV summarizes the first three sections of the report. Section V contains examples of school board policy statement that shows the scope of district policy relating to the assessment and grading of students achievement. Section VI includes reproduction of report cards showing the variety of approaches that school districts are currently using to report pupil progress.

An investigation was conducted in Washington, DC by Stiggins, Richard and Others (1986) on 'Inside High School Grading Practices. The Northwest Regional Educational Laboratory Program Report' to provide insights as to how to improve the quality and relevance of teacher training in grading practices. The study was designed, by looking at grading practices of 15 high school teachers via intensive case study methodology, to explore the nature and technical quality of assessment and grading practices and why professional training has had so little impact. The researcher prepared a comprehensive framework of 34 grading issues to serve as a basis for observing teachers' questions about grading practices. Seven questions focused on basis assumptions or antecedents that feed the actual grading practices, twenty dealt with grading practices themselves and the remainder addressed issue of the effect of grading. Discrepancies between best practices and actual practices were noted in 26 of the issues. An analysis of possible causes for the discrepancies revealed that 21 of the 26 practices probably have multiple causes. Recommended practice may need to be reevaluated in the light of the realities of the classroom, and training in sound grading practices for teachers and principals is need. The results of this study were presented for each issue and reasons for discrepancies between recommended and actual practice were listed in chart form.

Likewise Burton (1983) conducted a study on 'A study of the grade System and its Effect on the Curriculum'. This study explores and identifies patterns of teachers, students, parent, and administrator responses to grade evaluation systems. The study examined four main points that were rationales for grades, interpretations of grading procedures and process, the consequences of grades and alternatives to grades. The study involved an open ended questionnaire, formal and informal interviews, and a survey. The researcher determined that grades influence the sustenance of traditional curriculum based on behaviorist theory with a resultant 'trivialization' of content. Students associate their worth and value as human beings with their grades and focus their attention on finishing their work rather than on learning. The grade system seems to support a school curriculum shackled by time.

**Continuous and Comprehensive evaluation (CCE):** Rao (2006) conducted a study on “Impact of training in continuous and Comprehensive Evaluation on the Evaluation Practices of Teachers of Primary Schools in Tamil Nadu”. This study deals with the role of continuous and Comprehensive Evaluation (CCE) which is considered as very important when our aim is to improve learner’s quality not only in the school subjects but also in their personal and social aspects. The continuous assessment in the context of school is considered as a continuous updating of teacher judgments about learners, which permit cumulative judgments about their performance to be made. In this study, an attempt was made to train the primary school teachers in the continuous and Comprehensive evaluation and to research upon its effectiveness. The main aim of this study was to study the impact of training programme on continuous and Comprehensive evaluation over the evaluation practices of primary school teachers. In pursuance of this, it was intended to: study the evaluation practices of teachers before implementing the training programme of Continuous and Comprehensive Evaluation; train the teachers in Continuous and Comprehensive Evaluation by using the developed training package; and study the impact of Continuous and Comprehensive Evaluation on the awareness and the classroom evaluation practices of teachers such as questioning skills, testing, recording and reporting procedures.

A training package on Continuous and Comprehensive Evaluation was developed and tried out on several primary school teachers from southern region as a part of PAC programme of the institution. The finalized material was used in this project to train the teachers in the evaluation at primary level. Therefore, this is an impact study wherein the effects of training programme in Continuous and Comprehensive Evaluation over the awareness and evaluation practices of the teachers were explored. In order to study the impact of the Continuous and Comprehensive Evaluation training programme on the awareness and the evaluation practices of teachers. The tools used in this study were Teachers schedule, checklist for questioning skills and Classroom Evaluation Schedule. The study was carried out into three phases which included the Development of modules on Continuous and Comprehensive Evaluation; training of teachers by using the training material, and follow-up activities to study the impact of Continuous and Comprehensive Evaluation training programme. The results of this study revealed that the teachers had improved their questioning skills in the classrooms and other evaluation practices pertaining to scholastic areas and personal and social qualities of students which were Continuous and Comprehensive in nature.

Likewise a similar study was conducted by Rao and Rao (2004) in Mysore, India on the “Effectiveness of Continuous and Comprehensive Evaluation Over the evaluation practices of teachers.” The main aim of the study was to study the impact of continuous and comprehensive evaluation over the evaluation practices of primary school teachers. In pursuance of this, it was intended to study the evaluation practices of teachers before implementing the training program of continuous and comprehensive evaluation to train the teachers in continuous and comprehensive evaluation by using the training package on Continuous and Comprehensive Evaluation and further to Study the impact of continuous and comprehensive evaluation over the awareness and the classroom evaluation practices of teachers such as questioning skills, testing, recording and reporting procedures. The effort of this study had been fruitful in improving the evaluation skills of the teachers which is a very important competence expected of them to raise the standards of achievement in pupils by constant feedback, remediation, and improvement of classroom instructional strategies based on the evaluation results. In consonance with the recommendations made for improving evaluation system in school education, there have been efforts in few states to introduce grading system in schools. Nevertheless, it is necessary to make evaluation as the school-based one, which will incorporate a continuous evaluation of both scholastic and co-scholastic areas. It is essential to equip the teachers with the essential skills and competencies of evaluation so that they would be able to integrate evaluation well with their teaching- learning process, assist students in the attainment of required standards through proper guidance, feedback and remediation. The research finding of this kind not only strengthens the recommendations of earlier Committees and policies through its fruitful outcomes, but also provides a

gateway to many challenging research questions in the area of Continuous and Comprehensive Evaluation to be explored.

Shaffi (2002) in the paper entitled “National Curriculum Framework, A Holistic View” described the salient challenges in the educational system in post-independence India. It further highlighted the efforts of the NCERT in restructuring and reorienting the content and process of school education. In particular, the paper describes the salient characteristics of the National Curriculum Framework for school education brought out by NCERT (2000). The framework give stress on value education, reducing curriculum load, bringing out reform in evaluation system, strengthening national unity, preparing children to respond to challenges of globalization and information technology, relating education to work, linking education with life skills, education of special groups, integrating science and technology, and adopting of an integrated approach to teach social studies. In the Evaluation System reform National Curriculum framework of 2000 has for the first time suggested far reaching changes in evaluation system, in doing so, it has laid emphasis on Continuous and Comprehensive Evaluation with stress on both formative and summative evaluation. It talks of exposing students slowly to evaluation system, replacement of pass-fail system with grading system, suggests different methods of grading scholastic and co-scholastic areas including one for school based and public examinations, moots the idea of tutorials at higher secondary stage, introduction of semester system at secondary stage, etc.

NCERT (2004) initiated ‘Training in Continuous and Comprehensive Evaluation (Class VI-VIII) for the key Resource persons of Rajasthan, Himachal Pradesh, Jammu & Kashmir and Chandigarh’. Many states have appreciated Continuous and Comprehensive evaluation as a tool to assess the achievement of their students to ensure for the instant growth related to curricular, co-curricular and physical excellence. To implement such scheme in schools and popularize it among teachers and the students, Rajasthan, Himachal Pradesh, Jammu & Kashmir and Chandigarh desired in their SSC meetings, conducted by RIE, Ajmer to train up the key resource persons in CCE. Thus a Course-Curriculum was developed by the programme co-coordinator for six day training beginning from 18-23<sup>rd</sup> October. 2003. This report on the training package contains the needs and purpose of CCE, emerging trends and current practices in evaluation, objectives, tools and techniques, preparation of blue print, construction of scholastic and co-scholastic tools-schedules, records and how to use and maintain it which formed the vital component of the curriculum.

This training package consists three sections. Section-I deals with eleven thematic module, Section II explains co-scholastic modules and activities to practice and section-III consists of appendices of references, approach paper, brief reports of training activities, various tools of assessment and practice, scholastic and co-scholastic.

NCERT, RIE (2004) initiated another programme entitled “Development and implementation of school based evaluation Scheme” undertaken in the year 2000 with the objective to develop a workable framework for the school based evaluation for primary stage after trying out it in sampled schools. The specific objectives of the study were to ensure continuous monitoring of student performance, to ensure comprehensibility in terms of assessment of both scholastic and co-scholastic areas and to enhance the quality of student achievement through diagnosis and remediation.

To conduct this study few steps were followed that were; development of the scheme, Vetting workshop, orientation programme for primary teachers of DMS and finally the Implementation of the scheme. The major findings of the study revealed that the school based evaluation scheme has helped in improving the performance of students in scholastic areas. Number of students getting grade “A” and “B” are more in comparison of previous performance. Continuous improvement was observed in the performance of the students in co-curricular activities. The assessments of social personal qualities have created consciousness and awareness among the students and parents.

## Statement of the Problem

“Continuous and Comprehensive Evaluation - A Study Of Teachers’ Perception”

### Operational Definitions

- **Continuous and Comprehensive Evaluation:** Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation introduced by CBSE in all CBSE affiliated schools across the country to evaluate both scholastic and non-scholastic aspects of students’ growth and development.
- **Teacher:** Teacher is a person who imparts the knowledge and provides learning experiences to the pupils. The present study examines the perception of government school teachers at both primary and secondary level towards CCE.
- **Perception;** Perception is the process of attaining awareness or understanding of sensory information. The present study deals with the perception of government school teachers towards CCE on the basis of their experience, expectations, competencies, and the practical problems faced by the teachers during the execution of CCE.

## Objectives

This study was taken up with the following objectives in mind;

- To study the government school teachers’ perception of CCE.
- To study the difference in the perception of male and female government school teachers towards CCE.
- To study the government school teachers’ perception of CCE at primary and secondary level.
- To study the teachers’ perception of CCE with varying educational qualifications.
- To study the teachers’ perception of CCE with regard to number of years spent in teaching.
- To make suggestions for facilitating smooth execution of CCE in schools.

## Hypotheses

**H1:** There is significant difference in the perception of male and female government school teachers towards CCE.

**H2:** There is significant difference in the government school teachers’ perception of CCE at primary and secondary level.

**H3:** There is significant difference in the teachers’ perception of CCE with varying educational qualifications.

**H4:** There is significant difference in the teachers’ perception of CCE with regard to number of years spent teaching.

## Design of the Study

The study followed the design of a descriptive survey in order to find out the perception of government school teachers towards CCE concerning their experience, expectations, teaching competencies to deal with CCE and the practical problems likely to be encountered by the teachers while executing CCE.

### Sample and Sampling Procedure

The sample of present the study was drawn from various government schools located in South and North West Delhi region. A sample of 100 government teachers was finalized for the study. Purposive and convenient sampling techniques were used for the selection of government schools

### **Tools**

The specific nature of the study was to secure the perception of government school teachers towards CCE concerning their experience, expectations, teaching competencies to deal with CCE and the practical problems likely to be encountered by the teachers while executing CCE. Keeping this in mind the following tools were used to collect data for the present study.

- (i) Questionnaire
- (ii) Interview schedule

**Questionnaire:** The investigator could not find any appropriate standardized tool for the present study thus in the absence of the standardized tool the questionnaire used for collecting data was constructed by the investigator

**Semi-Structured Interview:** In addition to the questionnaire, the investigator also used a semi-structured interview technique as a tool to collect data in the study. The semi-structured interview was designed by the investigator. The semi-structured interview comprised of five questions covering the following areas of CCE.

- Opinion regarding introduction of CCE
- Effects of CCE
- Problems encountered while the execution of CCE
- Suggestions to over the problems related to CCE
- help from state or schools

### **Data Analysis and Result Findings**

The final data collected through the questionnaire and interview was then subjected to both quantitative and qualitative analysis. The questionnaire data was analyzed, frequencies and percentages were used for determining information about the personal data, teachers' perception regarding CCE in general and the problems the teachers encountered while executing CCE. Mean and Standard Deviation used for determining teachers' readiness for CCE, whereas T-test, used for comparing teachers' perception about CCE varying by sex, age, teaching experience, and educational background. The data received from interview was transcribed; content analyzed and categorized under specific themes related to the research objectives.

An analysis of data collected with the help of the self-constructed tools and interpretation of results is being presented in the following four sections:

Section I: Personal Information

Section II: Teachers perception about CCE in general

Section III: Teachers' awareness towards CCE.

Section IV: The problems encountered while executing CCE and suggesting remedial measures.

Table 1 shows the personnel features of the sampled subjects. It can be seen that 58% of the respondent were male teachers and 42 percent female. The data also shows that majority of the respondents (31%) have teaching experience of 0-5 years whereas 13 percent have experience of 5-10 years, while 17 percent teachers had teaching experience of 11-15 years. Similarly 14 percent had experience of 16-20 years whereas only 25 percent of the teachers had maximum teaching experience that is above 20 years. As far as educational back ground of the respondents is concerned majority of them were post

**Table 1: Participants' Personal Information**

<b>Teachers</b>	<b>Number</b>	<b>Percentage</b>
– Male	58	58%
– Female	42	42%
<b>Teaching Level</b>		
– Primary level	20	20%
– Secondary level	80	80%
<b>Teaching Experience</b>		
– Below 5 years	31	31%
– 5-10 years	13	13%
– 11-15 years	17	17%
– 16-20 years	14	14%
– Over 20 years	25	25%
<b>Educational Background</b>		
– Graduates	32	32%
– Post graduates	68	68%

graduate (68%) and only 32 percent are graduates. Since CCE has been implemented at the secondary level thus majority of the respondents (80%) teaching at secondary level responded to the questionnaires and 20 percent of teachers teaching at primary level responded the same.

## **Section II: Teachers Perception about CCE in General**

### **Objective 1**

The very first objective of the present study necessitated to find out teachers' perception towards CCE. These perceptions were acquired from the responses to a five point likert type scale in Part A of the questionnaire seeking their perception on the basis of teachers expectations, experiences, teaching competencies to deal with CCE, time constrains and financial implications associated with CCE. The data thus, obtained is given in the following Table 2.

The investigator found that calculated average mean of the entire 32 item was 3.10 which was neither too high or low. It indicates a moderate acceptability of CCE by the government school teachers. Thus it was concluded that currently the perception of government school teachers is that in spite of knowing the fact that CCE is an effective scheme to improve the teaching learning process they are not adequately prepared for the effective and efficient execution of CCE in schools on reality ground.

## **Section III: Teachers' Awareness Towards CCE.**

The present study along with the perception of teachers towards CCE in general further necessitated the finding of teachers' awareness towards CCE. The teachers awareness were acquired from the multiple choice items in Part B of the questionnaire seeking their awareness about CCE on the basis of nomenclature of CCE, aims/objectives, outcomes of CCE, nature and method of evaluation, feedback mechanism, tools and techniques used in CCE and major components of CCE. The data comprised of responses to 16 multiple choice items by 100 government school teacher pertaining their awareness about CCE. Each multiple item consisted of four options out of which only one is correct. The correct responses were assigned one mark each and no mark was given to incorrect responses. Scores of each

**Table 2: Teachers Perception about CCE in General**

Contents	SA(5)	A(4)	U(3)	D(2)	SD(1)	X	SD
A1	51	34	5	7	3	4.23	1.25
A2	38	43	10	7	2	4.08	1.29
A3	25	46	9	12	6	3.66	1.365
A4	18	47	14	16	6	3.58	1.127
A5	15	56	19	8	2	3.74	1.249
A6	30	40	14	10	6	3.78	1.003
A7	20	52	12	11	5	3.71	1.28
A8	15	45	12	20	7	3.38	1.058
A9	29	30	16	16	9	3.54	1.208
A10	22	27	23	20	8	3.35	1.274
A11	13	49	19	13	6	3.5	1.44
A12	16	38	20	16	10	3.34	1.23
A13	12	52	13	20	3	3.5	1.289
A14	37	36	14	11	2	3.95	1.098
A15	1	12	7	46	34	2	1.321
A16	6	28	19	37	10	2.83	1.233
A17	14	26	15	43	12	3.17	1.242
A18	26	43	35	7	10	4.31	1.201
A19	4	27	36	30	3	2.99	1.118
A20	4	21	27	40	8	2.73	0.727
A21	3	14	21	46	16	2.42	1.521
A22	1	3	26	42	28	2.07	1.241
A23	2	9	11	37	41	1.94	0.992
A24	19	41	22	10	8	3.53	1.254
A25	20	48	21	6	5	3.72	1.811
A26	6	5	16	42	31	2.13	1.115
A27	8	19	14	37	22	2.54	1.651
A28	8	17	20	36	19	2.59	1.132
A29	7	12	13	43	24	2.32	1.471
A30	4	13	18	44	21	2.35	1.426
A31	2	14	15	47	20	2.25	1.441
A32	5	18	8	36	33	2.26	1.234
<b>Total</b>	481	965	544	816	420		
<b>Average</b>	15.03125	30.15625	17	25.5	13.125	3.109063	1.174

teachers were calculated and categorized into three categories viz. above average, average and low average. Respondents with scores 11-16 fall under the category of above average, 6-10 falls under average and remaining that scored below 5 falls under the category of below average. The following Table 3 reflects the level of teachers' awareness towards CCE.

**Table 3: Level of Teachers' Awareness Towards CCE**

	<b>Above Average(11-16)</b>	<b>Average(6-10)</b>	<b>Below Average(0-5)</b>
<b>Number of teachers</b>	45	47	8

Regarding the teachers' awareness towards CCE, the findings indicate that out of 100 respondents 45 teachers that constitute 45% of the total data possess high awareness towards CCC, similarly 47 percent of the respondents have average awareness regarding CCE whereas only 8 percent of the government teachers were found to have very low awareness of CCE.

**Objective 2**

The second objective of the present study was to study the difference in the perception of male and female government school teachers towards CCE.

**Table 4: Showing Mean, Standard Deviation and T-Value for Comparing Teachers' Perception of CCE Among Male and Female Teachers**

	<b>Compared Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation SD</b>	<b>T-Value</b>
Teachers' Perception	Male	58	109.27	15.17	0.15
	Female	42	109.42	13.49	

*Degree of freedom (df) = 98*

The t-value of both male and female obtained was 0.15 which was not significant. The null hypothesis was therefore retained and was concluded that there is no significant difference between male and female teachers' perception of CCE among the sampled government schools. This may be because CCE is a new phenomenon thus male and female teachers have similar perception about it.

**Objective 3**

The next objective of the study was to study the government school teachers' perception of CCE at primary and secondary level.

**Table 5: Showing Mean, Standard Deviation and T-Value for Comparing Teachers' Perception of CCE Among Primary and Secondary Teachers**

	<b>Compared Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation SD</b>	<b>T-Value</b>
Teachers' Perception	Primary Teachers	20	115	17.15	1.94
	Secondary Teachers	80	108	13.42	

*Degree of freedom (df) = 98*

The t-value of both primary and secondary teachers obtained was 1.94 which was not significant, the null hypothesis was therefore retained and it was concluded that there is no significant difference in the perception towards CCE among primary and secondary government school teachers. This may be because CCE has been recently introduced in the schools and teachers need some to understand the scheme thus the teachers have similar perception of CCE at primary and secondary level.

**Objective 4**

Similarly another objective of the study was to study the teachers' perception of CCE with varying educational qualifications.

**Table 6: Showing Mean, Standard Deviation and T-Value for Comparing Teachers' Perception of CCE Among Graduate and Post Graduate Teachers**

	Compared Group	N	Mean	Standard Deviation SD	T-Value
Teachers' Perception	Graduate Teachers	32	106.75	11.71	1.22
	Post-Graduate Teachers	68	110.56	15.48	

*Degree of freedom (df) = 98*

The t-value of both graduate and post-graduate teachers obtained was 1.22 which was not significant. The null hypothesis was therefore retained and it was concluded that there is no significant difference between graduate and post-graduate teachers' perception of CCE among the sampled government schools.

**Objective 5**

The next objective of the study was to study the teachers' perception of CCE with regard to number of years spent in teaching.

**Table 7: Showing Mean, Standard Deviation and T-Value for Comparing Teachers' Perception of CCE Among Less and Moderate Experienced and Highly Experienced Government School Teachers**

	Compared Group	N	Mean	Standard Deviation SD	T-Value
Teachers' Perception	Less and Moderated experienced teachers (0-10years)	44	118.92	6.20	2.01*
	Highly experienced teachers(10 years and above)	56	117.19	6.09	

*Degree of freedom (df) = 98*

By using significant t-test the difference the mean score of less and moderate experienced teachers and highly experienced teachers it was found that their t-value was 2.01 which was significant. The null hypothesis was therefore rejected and alternative hypothesis was retained. Thus it can be concluded that there is a significant difference in teachers' perception of CCE among less and moderate experienced teachers and highly experienced government school teachers. This may be because the teachers with less and moderate teaching experience are more flexible and are ready to accept changes unlike teachers with very high teaching experiences who resist changes.

**Section IV: The Problems Encountered while Executing CCE and Suggesting Remedial Measures**

**Objective 6**

The present study along with the perception and awareness of teachers' towards CCE further necessitated the finding of the problems encountered by teachers while executing CCE and suggesting remedial

measures for the same. The problem areas and the remedial measures suggested by the government school teachers were obtained from the data collected through semi-structured interview schedule. The data received was then categorized into different areas. Details of the obtained data from semi-structured interview are given in the Table 8 as follows.

**Table 8: The Problem Areas Encountered while the Execution of CCE**

<b>The problem area</b>	<b>Numbers</b>	<b>Percentage</b>
– large number of students in class	27	60%
– lack of appropriate training	8	17%
– lack of seriousness amongst students	11	24.4%
– Cost factor and time consuming	11	24.4%
– lack of adequate infrastructure and teaching materials	12	26.6%
– increased volume of work	6	13.3%

The results revealed that most of the teachers (60%) find it difficult to execute CCE in large classes as they are not able to give individual attention in such classes. Other constrain for the smooth execution of CCE was stated as lack of appropriate training among the school teachers (17%). Further nearly 24.4% of the total respondent reported that there was lack of seriousness amongst the students regarding CCE as they were aware of the fact that they will pass without making enough efforts in academics. Likewise 24.4% of the respondents stated that CCE was time consuming and there were many financial constrains associated with it that does not suit the pocket of every student. Similarly 26.6% of the respondents felt that there was lack of adequate infrastructural facilities and teaching materials that made execution of CCE a difficult task in the classrooms. Only 13.3% of the respondent reported that they were over burdened with the increased volume of work that affected their teaching effectiveness in the classrooms.

The teachers along with the major problem areas encountered while executing CCE were further asked to suggest certain remedial measures and to identify what kind of assistance they would need from the government or the schools for the smooth and successful execution of CCE in schools. Teachers responses were categorized into various groups, the data pertaining to which is given in the following Table 9.

**Table 9: Teachers’ Opinion about Remedial Measures and Assistance NeededE**

<b>The Areas that Teachers need the State and School Support</b>	<b>Numbers</b>	<b>Percentage</b>
– Limited number of students in class	24	53.3%
– Adequate training	15	33.3%
– Guidance and counseling	10	22.2%
– Proper infrastructure and teaching materials	14	31.1%
– No extra duties other than teaching	12	26.2%
– Financial assistance	8	17.7%

As far as Remedial measures and help from the state and school was concerned the study reveals that overall; most of the respondents (53.3%) stated that due to large number of students in classes they find it difficult to execute CCE as they were not able to give individual attention in such large classes. Thus the number of students in classes should be limited to 30-40. Further about 33.3% of the respondent

reported that they lack proper training thus the state should provide adequate training to the teachers. Along with the training 22.2% of the respondents asked to provide guidance and counseling by organizing seminars, conferences, meetings, workshops in the concerned area. Similarly 31.1% suggested that proper infrastructure facilities and teaching materials should be provided to facilitate teaching learning process in government schools. Other issues that the teachers indicated need for were financial support (17.2%) and detachment of extra duties (26.2%) other than teaching as it puts unnecessary burden on already busy teachers.

## **Conclusions**

On the basis of analysis the following conclusion have been drawn

- As far as teachers' perception of CCE is concerned the results of the study indicate moderate acceptability of CCE by the government school teachers.
- Most of the teachers are still unaware of the concept of CCE
- There was no significant difference between male and female teachers perception of CCE.
- No significant difference was found in the perception towards CCE among primary and secondary government school teachers.
- There was no significant difference between graduate and post-graduate teachers perception of CCE.
- There was a significant difference in the in teachers' perception of CCE among moderate and highly experienced teachers.
- Further results revealed that the major problems faced by the school teachers in the execution of CCE were large number of students in classes, lack of training, lack of proper infrastructure facilities and teaching materials. Lack of seriousness among the students towards academics was also reported as a serious concern of the teachers.
- To overcome these problems teachers suggested to reduce the number of students in classes, provide appropriate teacher training, ensure proper infrastructure and teaching materials in the school for the smooth execution of CCE.

## **Implications**

Some of the main implications of the present study are as follow:

- The study clearly reflects the perception of CCE among government school teachers with respect to their varying educational background, teaching experiences, teaching levels and sex.
- This study was an attempt by the investigator to bring out the ground realities of CCE in government schools. It identified the major problems that the government school teachers encounter while executing CCE.
- The study was able to elucidate the suggestions and the remedial measures from the teachers to overcome the barriers that come in the way of proper execution of CCE.
- The study can further help the state and the school administration to identify the major problems that the teachers encounter in the classes while executing CCE and take up the appropriate steps in the areas where teachers seek help.
- The study was able to prove that the teachers have moderate acceptability regarding CCE. Teachers are capable of executing CCE in an effective manner if adequate training, guidance, financial support, teaching materials and infrastructure are provided to them.

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