



Implementing Continuous and Comprehensive Evaluation: A Status Check of its Acceptability among Secondary School Teachers

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ABSTRACT

Lots of considerations have been made ensuring an ideal teaching-learning process for our students in schools, but, many a time-effective evaluation of the learning outcome of such process takes a back seat. Out of such concern, a scheme of continuous and comprehensive evaluation was launched to make a constant evaluation with increasing the ambit of evaluation to the whole personality of the individual. A draft guideline has been issued by the CBSE for developing its familiarity among teachers. Without support and acceptability of teachers' effective implementation of CCE will always be a distant dream. Under such premise the present investigation was designed to verify the acceptability of CCE among secondary school teachers. A survey was conducted among 220 secondary teachers of Varanasi city to study their opinion on CCE as a whole and its certain domains. The findings suggest that there is moderate acceptability of CCE among teachers with no such evident gender differences. An alarming trend although found to be existing that senior teachers are less prone to change their evaluation pattern. The study recommends an effective intervention strategy for enhancing the acceptability of CCE among teachers for realizing the vision of the learner-centered teaching-learning process.

Keywords: Continuous and Comprehensive Evaluation, Examination Reforms, Evaluation Reforms, Teacher and Evaluation.



Introduction

School is a place where the country's most efficient citizens are raised. As a result, it's critical to keep revising and introducing measurements and schemes that will have an impact on the learners' minds, characters, and physical abilities. (CBSE, 2009). Therefore, it is needed that the whole process of education should incorporate scholastic as well as co-scholastic areas with equal concern. Since evaluation is one of the important pillars of the education process the inclusion of scholastic as well co-scholastic area applies in assessment and evaluation too. There is another issue of concern among educationists is how to minimize examination stress and anxiety among students which sometime bring catastrophic events including suicide. In such premise an overhauling of our educational process was needed with sufficient focus on evaluation system. The existing pattern of summative evaluation will not suffice this propose.

There are many loopholes of Summative Evaluation system which calls for its replacement with viable evaluation strategy. Summative assessment verifies a student's level of achievement at a specific point in time. Paper pencil examinations are essentially a one-time technique of assessment, and relying solely on them to make decisions about a child's growth is not only unjust, but also unscientific. Overemphasis on exam grades and a narrow concentration on scholastic features leads to the misconception that evaluation is not the same as learning, resulting in the 'learn and forget' syndrome. The overemphasis on Summative Assessment method not only encourages unhealthy competitiveness, but it also causes a lot of worry and anxiety among students. As a result, evaluation should be done on a regular basis. Because learning is a continual process, it is also necessary to evaluate learning outcomes on a regular basis.. It will not only give an overall picture of the individual being evaluated but, it will also ease the pressure of one-time evaluation carrying stress of whole syllabus.

One of the key focuses of school education is on the child's overall growth, with little attention paid to the educational process and overall assessment of students' personal development.



The National Policy on Education (1986), the Program of Action (1992), and the National Curriculum Framework for School Education (1986 and 2000) all emphasized the importance of developing personal and social qualities in students. The documents emphasized the importance of a complete evaluation that considers holistic learning experiences related to scholastic, co-scholastic, and personal and social traits. Through easy and manageable methods, the comprehensive evaluation demands both the formative and the summative assessment of cognitive abilities. Moreover, it requires the assessment of other social, personal, behavior, and social aspects. The complete evaluation aids in not only checking all scholastic and co-scholastic performance requirements, but also in making decisions about many parts of the teaching-learning process, boosting students, increasing quality, efficiency, and accountability. In addition to certain traditional evaluation techniques and tools, continuous and complete evaluation necessitates the employment of numerous evaluation techniques and instruments. The grading system was also recommended, in addition to the emphasis on adopting the Continuous and Comprehensive Evaluation. The phrase "continuous" relates to assessment consistency. Because a child's development is a continuous process, evaluation must be fully integrated into the teaching-learning process in order to measure students' progress at regular intervals. The term "comprehensive" refers to assessment in both the academic and non-academic aspects of a student's development. Co-curricular activities provide platform for students to demonstrate their personal, social, and leadership qualities. Participants' personal, behavioral, leadership, and social qualities including their interest, attitudes, life skills, cognitive skills, psychometric skills, and level of participation are all evaluated during the co-curricular activities. Multiple strategies must be used by instructors and school officials to carry out this type of evaluation. To summarise, ongoing and comprehensive evaluation is meant to find good traits and talents of these individuals that are not often assessed through formal exams.

Such scheme of evaluation will need redesign of examination structure attaching higher weightage to continuous evaluation of students' performance. This not only needs proper modification and up gradation of teaching learning process but it also needs its proper evaluation. A constant evaluation will not only give proper feedback but it will also help to restructure our



whole educational process. Under such conceptual premise a new evaluation strategy was proposed under the term of Continuous and Comprehensive Evaluation (CCE). It has already been adopted in schools, although it is still in its early stages, and there are various perspectives about its practicality in an Indian context.

Because CCE is a new concept in India, there is a lot of room for research. Teachers' Manual on Continuous and Comprehensive Evaluation was introduced by CBSE as part of its initiative to improve understanding of CCE. It contains detailed guidelines on evaluation methodology, school-based assessment, assessment of scholastic and co-scholastic areas, evaluation techniques and tools, and the implications for schools. In addition to this Manual, CBSE is currently organizing training sessions for principals and teachers from all CBSE-affiliated schools, with the intention that students, teachers, parents, principals, and educational administrators would all be part in this joint effort. CCE implementation is a significant undertaking since it requires teachers to change their mindsets.

CBSE has introduced and implemented CCE after systematic and consistent effort; It is consequently necessary to learn about teachers' attitudes toward such a Continuous and Comprehensive Evaluation scheme, as well as the challenges they confront in implementing CCE. Since CCE has been implemented at the secondary level, this issue has led to the identification of the current challenge, which is to investigate secondary school teachers' perceptions of CCE and to learn about the realities of CCE in secondary schools. The researcher found no substantial effort with regard to secondary school teachers' perceptions of CCE during his review of related literature. As a result, the current research was created.

Objectives of the Study:

The study's **primary intention** was to learn more about secondary school teachers' perceptions regarding CCE.. As such the investigator attempted to ascertain perception towards various aspects of CCE like *Life Skill, Attitude and value, Co-Curricular Activities* and *Physical and Health Education*. Further, according to domains of CCE like *Life Skill, Attitude and value,*



Co-Curricular Activities and *Physical and Health Education*, separate analysis was done. The effect of some independent variables like *Gender, Designation* and *Teaching Experience* was also studied on perception of Secondary School Teachers.

The **Concomitant objective** of the study was also to develop the suitable tool to measure the perception of secondary school teachers towards CCE on its dimensions namely *Life skill, Attitude and value, Co-curricular activities and Physical and health education*.

Assumption and Hypotheses of the study:

The study was conducted under the assumption that Secondary school teachers hold an identifiable and measurable degree of perception towards CCE and several statistical hypotheses were also developed which are as follows:

H₀1: There is no significant difference in the perception of secondary school teachers towards CCE with respect to their gender, designation, and teaching experience

H₀2: There is no significant difference in the perception of secondary school teachers towards **Life skill** with respect to their gender, designation, and teaching experience.

H₀3: There is no significant difference in the perception of secondary school teachers towards **Attitude and value** with respect to their gender, designation, and teaching experience.

H₀4: There is no significant difference in the perception of secondary school teachers towards **Co-Curricular activities** with respect to their gender, designation, and teaching experience

H₀5: There is no significant difference in the perception of secondary school teachers towards **Physical and health education** with respect to their gender, designation, and teaching experience

Research Design:

Method: The present study was conducted using descriptive survey method.



Sample: The sample consists 220 secondary school teachers of various CBSE schools of Varanasi city following Random Cluster sampling technique. Break-up of the sample according to different factors are presented below in Table -1:

Table 1 Distribution of sample

Teachers	Number	Percentage	Total
Male	81	37%	220
Female	139	63%	
Teaching Experience			220
0-5 years	108	49%	
6-10 years	64	29%	
11 years and above	48	22%	
Designation	86	39%	220
TGT			
PGT	121	55%	
OTHERS (NTT,BTC etc.)	13	6%	

Results:

The findings as per objectives of the study are as follows:

Table 2
ANALYSIS OF THE DATA OBTAINED FOR THE PERCEPTION OF SECONDARY
SCHOOL TEACHERS TOWARDS *CCE*



N	Min. Score	Max. Score	Mean	Median	Mode
220	62.00	121.00	94.31	93.00	91.00

The table shows that mean of the 220 teachers responses towards CCE is 94.31, median 93.00 and mode 91.00. The same table also reveals that 9% of teachers have positive perception towards CCE, whereas, 64% of teachers keep average perception. Only 27% of teachers have been found to have unfavorable perception towards CCE.

Table 3

ANALYSIS OF THE DATA OF THE *GENDER DIFFERENCE* IN PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS CCE:

Gender	N	Mean	Std. Deviation	t
Male	81	92.11	10.82	
Female	139	95.60	10.68	-1.57

After having explored the overall status of teachers' perception towards CCE, the effect of various independent variables was seen. The table above shows that both male and females' t-value -1.57, which is not statistically significant at the 0.05 level of significance. As a result, the null hypothesis was accepted, and it was determined that there is no significant difference in male and female teachers' perceptions of CCE in the sampled schools.

Table4

ANALYSIS OF THE DATA OF THE *DESIGNATION DIFFERENCES* IN THE PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS CCE:

ANOVA	Sum of Squares	df	Mean Square	F
Between Groups	131.89	2	65.95	
Within Groups	11441.50	217	117.95	.56
Total	11573.39	219		



The F-value obtained is .56. At the .05 level of significance, this is not significant. As a result, the null hypothesis was accepted, and it was determined that there is no significant difference among perceptions of the secondary school teachers towards CCE with varied designation in the sampled schools.

Table 5
ANALYSIS OF THE DATA OF THE DIFFERENCES ACCORDING TO **TEACHING EXPERIENCE** IN THE PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS **CCE**:

Sl.No.	Teaching Experience	N	Mean	SD	t	F
1.	0-5 Years	108	97.06	10.86	1.98*	
	6-10 Years	64	92.28	9.23		
2.	11 Years & above	48	90.86	11.48	.49	
	6-10 Years	64	92.28	9.23		
3.	11 Years & above	48	90.86	11.48	2.18*	3.37*
	0-5 Years	108	97.06	10.86		

* Significant at .05 level of significance

The F value obtained is 3.37, which is significant at the .05 level of significance, as shown in table 5. As a result, the null hypothesis was rejected, and it was determined that secondary school instructors have a significant difference in their attitudes toward CCE..

Table 6
ANALYSIS OF THE DATA OBTAINED FOR THE PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS **LIFE SKILL** DOMAIN OF CCE WITH RESPECT TO THEIR **GENDER**:

Gender	N	Mean	SD	t-value
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Teachers'	Male	81	24.65	3.43	-0.86
Perception	Female	139	25.24	3.25	

Both male and female t-value is -.86, which is not statistically significant at the .05 level of significance. The null hypothesis was thus accepted, and it was found that among the sampled schools, there is no significant difference in male and female teachers' perceptions of the life skill domain of CCE.

Table 7

ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *LIFE SKILL* DOMAIN OF CCE WITH RESPECT TO THEIR *DESIGNATION*:

Sl.No.	Designation	N	Mean	SD	t	F
1.	TGT	86	26.05	3.50	2.45*	3.25*
	PGT	121	24.38	3.06		
2.	TGT	86	26.05	3.50	1.24	
	OTHERS	13	24.17	3.06		
3.	PGT	121	24.38	3.06	.16	
	OTHERS	13	24.17	3.06		

***Significant at .05 level of significance**

The F value obtained is 3.25, which is significant at the .05 level of significance, as shown in table 7. As a result, the null hypothesis was rejected, and it was determined that secondary school teachers' perceptions of the life skill domain of CCE change significantly depending on their designation.

Table 8

ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *LIFE SKILL* UNDER CCE WITH RESPECT TO THEIR *TEACHING EXPERIENCE*:



Sl.No.	Teaching Experience	N	Mean	SD	T	F
1.	0-5 years	108	26.16	3.42	2.76*	6.64*
	6-10 years	64	24.21	2.19		
2.	0-5 years	108	26.16	3.42	2.96*	6.64*
	11 years & above	48	23.54	3.53		
3.	6-10 years	64	24.21	2.19	.82	
	11 years & above	48	23.54	3.53		

***Significant at .05 level of significance**

The resultant value is 6.64, which is significant at the .05 level of significance, according to table 8. As a result, the null hypothesis was rejected, and it can be inferred that secondary school teachers' perceptions of the life skill domain of CCE varied significantly depending on the number of years they had spent on teaching.

Table 9

ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *ATTITUDE AND VALUE* DOMAIN OF CCE WITH RESPECT TO THEIR GENDER:

	Gender	N	Mean	SD	t-value
Teachers' Perception	Male	81	20.62	3.69	-2.23
	Female	139	22.22	3.32	

The t-value of both male and female obtained is -2.23. At the .05 level of significance, this is insignificant. As a result, the null hypothesis was retained, and it was concluded that among the sampled schools, there is no significant difference in male and female teachers' perceptions of the attitude and value domain of CCE.

Table 10



ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *ATTITUDE AND VALUE* DOMAIN OF CCE WITH RESPECT TO THEIR *DESIGNATION*:

ANOVA	Sum of Squares	df	Mean Square	F
Between Groups	1.98	2	.99	
Within Groups	1231.33	217	12.69	.08
Total	1233.31	219		

The resultant value is .08, which is not significant at the .05 level of significance, according to Table 10. As a result, the null hypothesis was sustained, and it can be inferred that among secondary school teachers, there is no significant variation in attitude and value perceptions based on different designations.

Table 11

ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *ATTITUDE AND VALUE* DOMAIN OF CCE WITH RESPECT TO THEIR *TEACHING EXPERIENCE*:

ANOVA	Sum of Squares	df	Mean Square	F
Between Groups	19.27	2	9.64	
Within Groups	1214.04	217	12.52	.77
Total	1233.31	219		

The calculated F-value was .77, which is not statistically significant at the .05 level of significance. As a result, the null hypothesis was retained, and it was determined that there is no significant difference in secondary school teachers' perceptions of attitude and value as a function of the number of years they have spent teaching..

**Table 12**

ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *CO-CURRICULAR ACTIVITIES* DOMAIN OF CCE WITH RESPECT TO THEIR *GENDER*:

	Gender	N	Mean	SD	t-value
Teachers' Perception	Male	81	20.16	2.66	-.23
	Female	139	20.30	3.00	

The t-value of both male and female obtained is -.23. At the .05 level of significance, this isn't significant. As a result, the null hypothesis was preserved, and it was determined that there is no significant difference between male and female teachers' perceptions of co-curricular activities under the CCE pattern in the sampled schools.

Table 13

ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *CO-CURRICULAR ACTIVITIES* DOMAIN OF CCE WITH RESPECT TO THEIR *DESIGNATION*:

ANOVA	Sum of Squares	df	Mean Square	F
Between Groups	7.58	2	3.79	.46
Within Groups	805.17	217	8.30	



Total	812.75	219
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The table 13 reveals that the F-value is .46. At the .05 level of significance, this isn't significant. As a result, the null hypothesis was kept, and it was determined that there is no substantial difference in secondary school teachers' perceptions of co-curricular activities based on their designation.

Table 14

ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *CO-CURRICULAR ACTIVITIES* DOMAIN OF CCE WITH RESPECT TO THEIR *TEACHING EXPERIENCE*:

ANOVA	Sum of Squares	df	Mean Square	F
Between Groups	31.81	2	15.905	
Within Groups	780.94	217	8.05	1.98
Total	812.75	219		

The F-value obtained was 1.98. At the .05 level of significance, this is not significant. As a result, the null hypothesis was retained, and it was determined that there is no significant difference in secondary school teachers' perceptions of co-curricular activities based on the number of years they have spent on teaching.

Table 15

ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *PHYSICAL AND HEALTH EDUCATION* DOMAIN OF CCE WITH RESPECT TO THEIR *GENDER*:

	Gender	N	Mean	SD	t-value
Teachers'	Male	81	26.68	4.11	-1.39
Perception	Female	139	27.84	4.03	

The t-value of both male and female obtained is -1.386. At the .05 level of significance, this is not significant. The null hypothesis was thus maintained, and it was found that among the sampled schools, there is no significant difference in male and female teachers' perceptions of the physical and health education area of CCE.

**Table 16**

ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *PHYSICAL AND HEALTH EDUCATION* DOMAIN OF CCE WITH RESPECT TO THEIR *DESIGNATION*:

ANOVA	Sum of Squares	df	Mean Square	F
Between Groups	22.41	2	11.21	.67
Within Groups	1625.78	217	16.76	
Total	1648.19	219		

The table 16 reveals that the obtained value is .67. At the .05 level of significance, this is not significant. As a result, the null hypothesis was sustained, and it can be inferred that there is no significant difference in perception of physical and health education among secondary school teachers of various designations.

Table 17

ANALYSIS OF DATA OBTAINED FOR PERCEPTION OF THE SECONDARY SCHOOL TEACHERS TOWARDS *PHYSICAL AND HEALTH EDUCATION* DOMAIN OF CCE WITH RESPECT TO THEIR *TEACHING EXPERIENCE*:

ANOVA	Sum of Squares	df	Mean Square	F
Between Groups	40.99	2	20.50	1.24
Within Groups	1607.20	217	16.57	
Total	1648.19	219		

At the .05 level of significance, the F-value obtained was 1.24, which is not significant. As a result, the null hypothesis was maintained, and it was determined that there is no substantial difference in secondary school teachers' perceptions of physical and health education based on the number of years they have spent on teaching.



Conclusions of the Investigation:

Based on the study's major aims and findings, following conclusions have been drawn:

Conclusion1. There is moderate acceptability of CCE among secondary school teachers.

Conclusion2. Gender difference does not exist in secondary school teachers' perception towards CCE and its domains namely *Life Skill, Attitude and Value, Co-Curricular Activities* and *Physical and Health Education*.

Conclusion3. Designation does not affect the secondary school teachers' perception towards CCE and its domains namely *Attitude and Value, Co-Curricular Activities* and *Physical and Health Education* however, it does affect *Life Skill* domain of CCE.

Conclusion4. With respect to **Teaching Experience**, the secondary school teachers' perception towards domains of CCE namely *Attitude and Value, Co-Curricular Activities* and *Physical and Health Education* does not differ but the difference exists towards CCE and its domain *Life Skill as a Whole*.

Conclusion5. More experienced teachers are less prone to change their evaluation system for implementation of CCE.

Implications of the Study

The finding of the study implies some intervention strategies which should be initiated to enhance effectiveness of CCE system. The acceptability of CCE among secondary school teachers has been found to be at moderate level which should be the issue of concern among policy makers and practitioners. Proper awareness program should be launched in pre-service and in-service teacher training program so that, teachers may understand the rationale of its inclusion as well as their importance in proper implementation. National bodies like NCERT as well as its sister state



and district organizations like SCERT, DIETs should convene such intervention programs where teachers may develop an academic culture applicable for CCE.

The findings of the study also indicate that both male and female teachers are at equal mind-set with regard to CCE. The scenario reflects that female as well as male teachers are at transition phase for implementation of CCE. Gender difference does not exist in different dimensions of CCE which also should be an issue of proper remediation. The viability and relevance of CCE lies in its wide spectrum of evaluation. Life skills, attitude and values, co-curricular activities, physical and health education are important Co-Scholastic areas should also be nurtured on wisest basis.

The findings of the study somehow reaffirm the basic human tendency to resist change. Change is the phenomenon which every human being fears and tries to avoid. It was found that teachers with more years of teaching experience are less prone to change their evaluation system. Definitely, administrative authorities need to design more strong intervention strategies in order to develop acceptability of CCE among senior experienced teachers. Once again in domains of CCE the same scenario exists which shows that the teachers still are at old mind-set attesting importance to only cognitive domain. Therefore, there is need to generate a desire among teachers that education in schools should be taken in totality without restricting it only in cognitive domain. Although, several skill development programs are being organized by NCERT, CBSE, SCERT, but the bridge of attitude between knowledge and skill is missing, the development of positive attitudinal base will definitely realize the vision of CCE to bring more precision in our evaluation system in a continuous and comprehensive manner.



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