



A Comparative study on the Opinion of Government and private school teachers of Chittoor district towards Continuous comprehensive evaluation.

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Abstract

Evaluation is widely acknowledged as a powerful means of improving the quality of education. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of learner evaluation. The state of Andhra Pradesh has been going through a series of educational reforms over the last decade or so and the introduction of CCE in the state is one among them. Continuous Comprehensive Evaluation (CCE) is the buzz word being in the air since the talks of the examination reforms being given utmost importance as far as the Indian education system is concerned.

The main objective of the study is to find out the opinion of teachers towards continuous and comprehensive evaluation. Accordingly the hypotheses were formulated. For this purpose the sample of 100 teachers were purposively selected. After establishing proper rapport the questionnaire was administered to the subjects. The data was scored according to the scoring procedure given in the manual. To study the significance of difference between the various groups t test was applied. The overall results indicated that there is significant difference between the opinion of school teachers towards continuous comprehensive evaluation in relation to Gender and type of management of school.

Keywords: *Comparative study, Opinion, private school teachers , Continuous, comprehensive evaluation*

Introduction:

In recent years, there has been a growing concern for improving the quality of achievement of all learners at elementary and secondary level. But this aim to improve learners' quality and to universalize the improved quality is not being realized totally due to imperfect teaching – learning processes and improper evaluation practices which are

conventional and narrow in their scope. In order to bring about some quality improvement, the National Policy of Education (1986) recommended that minimum levels of learning (MLL) be laid down at each stage of primary education and that steps be undertaken in terms of teaching and evaluation to ensure that all students attain minimum levels of learning. As a follow-up, the MLL for each subject at primary level were stated in terms of competencies, which constituted an expected performance target lending itself to criterion-referenced testing which is continuous and competency based.

It is a very well known fact that the evaluation practices carried out in schools aim to measure the knowledge and understanding outcomes of learners, neglecting the evaluation of skills and higher mental abilities. While one of the major areas of school education is towards the all round development of the child, least attention is paid to the educative process involved and to the assessment of students' personal development.

The National Policy on Education (1986) and the Programme of Action (1992) followed by the National Curriculum Framework of School Education (1986 and 2000) reiterated the need for developing the personal and social qualities in learners. They stressed the point that the evaluation should be comprehensive in nature, wherein all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed. The comprehensive evaluation necessitates the summative assessment of cognitive abilities as well as the assessment of health habits, work habits, cleanliness, cooperation and other social and personal qualities through simple and manageable means of tools. The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency and accountability. Continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. Along with the emphasis on introducing the Continuous and Comprehensive Evaluation, the grading system was also recommended.

The term "continuous" refers to regularity in assessment. Since, the development of child is a continuous phenomenon, evaluation has to be completely integrated with the teaching – learning process as to assess the progress of students at regular intervals. The term "comprehensive" refers to assessment in both, the scholastic as well as co scholastic area of students development. The evaluation of scholastic aspects includes assessment of personal and social qualities, interest, attitudes, values, life skills and level of participation. in different co-curricular activities. For carrying out such type of evaluation, multiple techniques have to be employed by the teachers and school authorities.

Conclusively, it may be inferred that continuous and comprehensive evaluation is intended to identify positive attributes and talents of this students which are not usually assesses through written examination. The comprehensive component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in scholastic as well as co-scholastic aspects of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co- scholastic aspects include co- curricular and personal social qualities, interest, attitudes and values. Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/ term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are purposefully re-mediated by giving interventions followed by retesting. Assessment in co-scholastic areas is

done using multiple techniques on the basis of identified criteria, while assessment in social and personal qualities is done using behavior indicators for various interests, values, attitudes etc.

FEATURES OF CCE:

- The ‘*continuous*’ aspect of CCE takes care of ‘*continual*’ and ‘*periodicity*’ aspect of evaluation.
- Continual means assessment of students in the beginning of instruction (*placement evaluation*) and assessment during the instructional process (*formative evaluation*) done informally using multiple techniques of evaluation.
- Periodicity means assessment of performance done frequently at the end of unit/term(*summative*)
- The ‘*comprehensive*’ component of CCE takes care of assessment of all round development of the child’s personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil’s growth.
- Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes, and Values.
- Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of a unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions followed by retesting.
- Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in Life Skills is done on the basis of Indicators of Assessment and checklists.



Characteristics of Formative and Summative Assessment

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Purpose: To improve learning and achievement	Purpose: To measure or audit attainment
Carried out while learning is in progress day-to-day, minute-by-minute.	Carried out from time-to-time to create snapshots of what has happened.
Focused on the learning process and the learning progress.	Focused on the products of learning.

Viewed as an integral part of the teaching-learning process.	Viewed as something separate, an activity performed after the teaching-learning cycle.
Collaborative – Teachers and students know where they are headed, understand the learning needs, and use assessment information as feedback to guide and adapt what they do to meet those needs.	Teacher directed - Teachers assign what the students must do and then evaluate how well they complete the assignment.
An ongoing process influenced by student need and teacher feedback.	An unchanging measure of what the student achieved.
Teachers and students adopt the role of intentional learners.	Teachers adopt the role of auditors and students assume the role of the audited.
Teachers and students use the evidence they gather to make adjustments for continuous improvement.	Teachers use the results to make final “success or failure” decisions about a relatively fixed set of instructional activities.
Assessment for Learning	Assessment of Learning

As per CBSE (2011) the scholastic and co scholastic assessments should be as follows:

SCHOLASTIC ASSESSMENT

(a) Formative assessment

- Projects
- Quizzes
- Research work
- Assignments
- Conversation skills
- Oral questions

(b) Summative assessment

- Written – end of term
- Multiple choice questions, short answer, long answer
- Flexible timing

CO- SCHOLASTIC ASSESSMENT

- (a) Life skills
- (b) Thinking skills
 - Creative Thinking
 - Critical Thinking
 - Problem Solving
 - Decision Making
- (c) Social Skills
 - Communication Skills
 - Interpersonal Skills
- (d) Emotional Skills
 - Dealing With Emotions
 - Dealing with stress
 - Self awareness
- (e) Values
- (f) Attitude towards
 - Teachers
 - Students/peers
 - School programmes
 - Environment
- (g) Co-curricular activities
- (h) Creative and literary activities
 - Aesthetic activities
- (j) Scientific activities
- (k) Clubs
 - Eco club
 - Health and wellness club

STATEMENT OF THE PROBLEM

“A Comparative study on the Opinion of Government and private school teachers of Chittoor district towards Continuous comprehensive evaluation.”

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 student's 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 high school teachers of government and private school towards CCE.

NEED AND SIGNIFICATION OF THE STUDY:

Continuous comprehensive evaluation is very effective new scheme of evaluation. CCE is to evaluate every aspect of the child during his/her presence at the school. This is believed to help reduce the pressure on the child during/ before examination and to improve the overall skill and ability of the student by mean of evaluation of other activity. Grades are awarded to student based on work experience skill, innovation, steadiness, team work, public speaking, behavior etc to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics etc. The Central Board of Secondary Education recommended a five point rating scale, it also recommended the elimination of the pass/ fail system at the primary level. The focus was on identifying the talents of the learner and empowering with positive input. There have been many innovations like semester system, grading system, assessment system for the effective implementation of new examination system is evaluation. These efforts would not turn to be effective and successful until and unless our teachers are not willing whole- heartedly to implement such evaluation system in right manner and spirit. In this regard, it has been rightly remarked that the evaluation skill of the teachers is very important competence expected of them to raise the standards of achievement in pupils by giving constant feedback, remediation and improvement of classroom instructional strategies based on evaluation system followed in school education. The need is to bring a favourable change in teachers towards this scheme through different means of training, orientation, incentives and other alike. Hence, there is great need to check teacher's opinion towards continuous comprehensive evaluation.

OBJECTIVES OF THE STUDY

- 1) To compare the opinion of male and female teachers toward continuous comprehensive evaluation.
- 2) To compare the opinion of government and private school teachers towards continuous comprehensive evaluation.

3) To compare the opinion of urban and rural school teachers towards continuous comprehensive evaluation.

HYPOTHESES OF THE STUDY

RESEARCH HYPOTHESIS 1

There is significant difference between the opinion of government male and female school teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS 1

There is no significant difference between the opinion of government male and female school teachers towards continuous comprehensive evaluation.

RESEARCH HYPOTHESIS2

There is significant difference between the opinion of private male and female school teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS2

There is no significant difference between the opinion of private male and female school teachers towards continuous comprehensive evaluation.

RESEARCH HYPOTHESIS3

There is significant difference between the opinion of government and private school male teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS3

There is no significant difference between the opinion of government and private school male teachers towards continuous comprehensive evaluation.

RESEARCH HYPOTHESIS4

There is significant difference between the opinion of government and private school female teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS4

There is no significant difference between the opinion of government and private school female teachers towards continuous comprehensive evaluation.

RESEARCH HYPOTHESIS5

There is significant difference between the opinion of male and female teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS5

There is no significant difference between the opinion of male and female teachers towards continuous comprehensive evaluation.

RESEARCH HYPOTHESIS6

There is significant difference between the opinion of government and private school teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS6

There is no significant difference between the opinion of government and private school teachers towards continuous comprehensive evaluation.

DELIMITATIONS

1. The study is limited to Government and Private high schools of Chittoor district.
2. The study is limited to 100 samples.
3. The sample is limited to 50 male teachers.
4. The sample is limited to 50 female teachers.
5. The sample consists of only high school teachers.

METHODS USED

The present study is a Descriptive survey which involves collecting the data in order to test the

hypothesis.

TOOLS USED

The tool employed in the present study includes a questionnaire consisting of 30 questions which were based on opinion of teachers on Continuous comprehensive Evaluation. Before administering the sample, the researcher has collected information regarding continuous comprehensive evaluation through pilot study. The questionnaire is prepared in the light of the suggestions given by the respondents.

Administration of the test :

The investigator personally visited all the schools included in the sample. A good rapport was developed with the teachers. They were explained the purpose and importance of the study as a matter of motivation.

The teachers were given a copy of the questionnaire schedule and requested them to respond to all the statements without leaving any statement. Though the above tool was self administrating, the statements were explained clearly to each teacher. Sufficient time was given to them to respond.

Scoring of the instrument:

Opinions are scored for the favorableness and non-favorableness on 2 Point scale. The Questionnaire had both Positive and Negative questions. Each question had 2 alternatives. Agree and disagree.

For the positive questions the researcher awarded 1 mark for each "Agree" response, 0 marks for each "Disagree". For negative questions, she awarded 1 mark for each "Disagree" response, 0 marks for "Agree" response and the total score was calculated.

SAMPLE OF THE STUDY

POPULATION OF THE STUDY

The Government and Private state board Schools located in Chittoor district constitute the target

population.

SAMPLING UNITS:

Sample 1: 25Male teachers and 25 female teachers of Government schools

Sample 2: 25Male teachers and 25 female teachers of private schools

SAMPLING TECHNIQUE ADOPTED

The research was conducted using random sampling method and research was survey.

STATISTICAL TECHNIQUES

- Mean

- Standard Deviation
- T-test
- Pearson’s Correlation

ANALYSIS OF DATA

RESEARCH HYPOTHESIS 1

There is significant difference between the opinion of government male and female school teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS 1

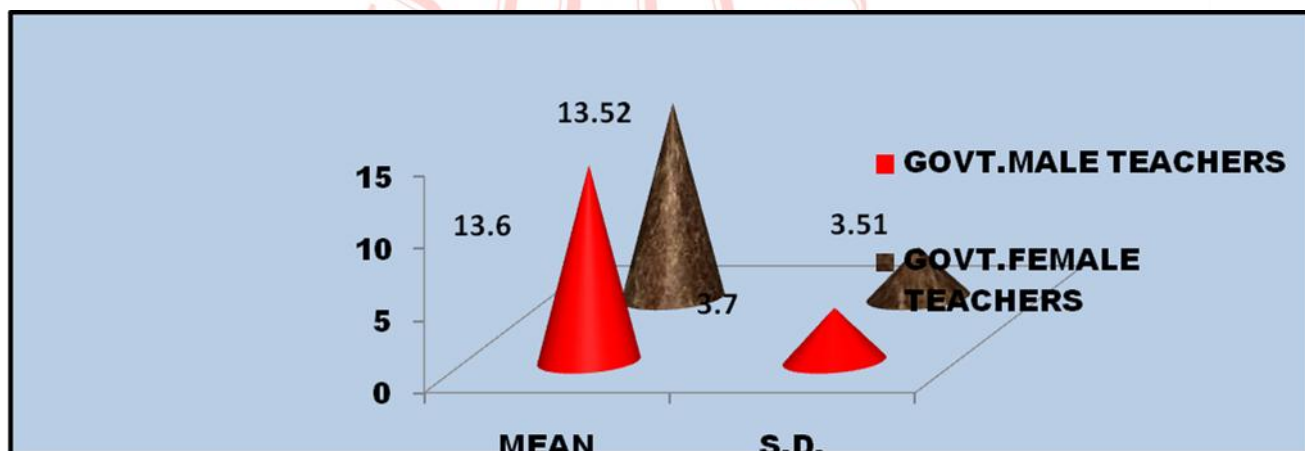
There is no significant difference between the opinion of government male and female school teachers towards continuous comprehensive evaluation.

Figure- 1: Table showing the opinion of Government Male and Female teachers towards CCE

N	Mean	Standard deviation	t-value	Variable
Govt. Male Teachers	25	13.6	3.70	0.93
Govt. female Teachers	25	13.52	3.51	

df=48,t= 2.06 0.93<2.06, Null hypothesis is accepted.

Figure - 2: Graph showing opinion of Government Male and Female teachers towards CCE



As the obtained t value is less than the table value, null hypothesis is retained.

Hence the study reveals that there is no significant difference in the opinion of Government Male and Female teachers towards CCE.

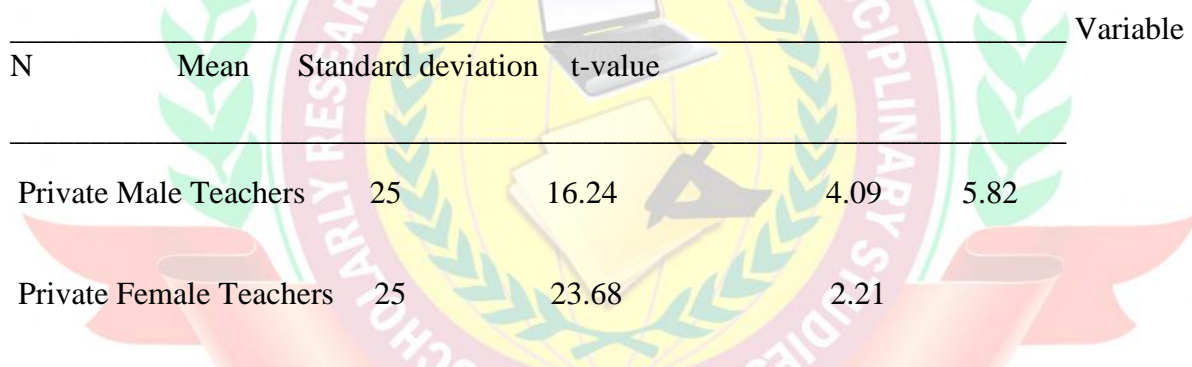
RESEARCH HYPOTHESIS2

There is significant difference between the opinion of private male and female school teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS2

There is no significant difference between the opinion of private male and female school teachers towards continuous comprehensive evaluation.

Figure - 3: Table showing opinion of Private Male and Female teachers towards CCE



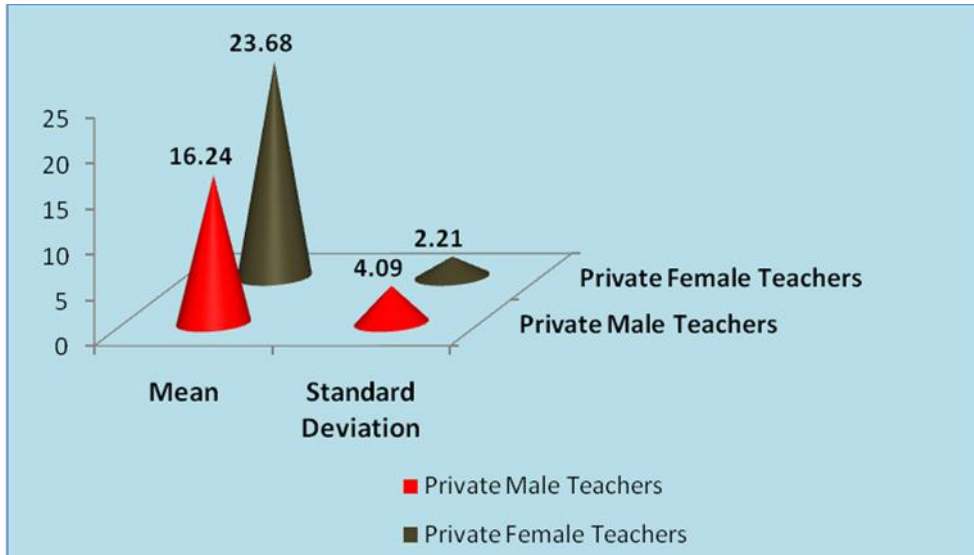
Variable	N	Mean	Standard deviation	t-value	
Private Male Teachers	25	16.24	4.09	5.82	
Private Female Teachers	25	23.68	2.21		

df=48, Table t value=2.06, $5.82 > 2.06$, null hypothesis is rejected.

As the obtained t value is greater than the table value, null hypothesis is rejected.

Hence the study reveals that there is no significant difference in the opinion of Private Male and Female teachers towards CCE.

Figure - 4: Graph showing the opinion of Private Male and Female teachers towards CCE



The obtained t value is 5.82. The table t value is 2.06 at 0.05 level of significance.

As the obtained t value is more than the table value, null hypothesis is rejected and research hypothesis is retained. Hence, there is significant difference in opinion of Private Male and Female teachers towards CCE.

RESEARCH HYPOTHESIS3

There is significant difference between the opinion of government and private school male teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS3

There is no significant difference between the opinion of government and private school male teachers towards continuous comprehensive evaluation.

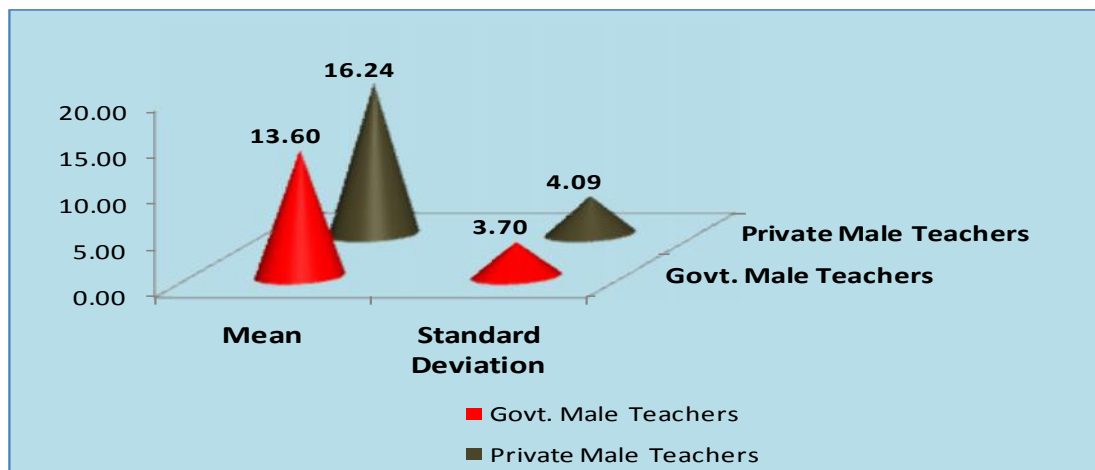
Figure-5: Table showing opinion of Government Male and Private male teachers towards CCE

Variable	N	Mean	Standard deviation	t-value
Govt.Male teachers	25	13.6	3.70	

Private Male teachers	25	16.24	4.09
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df=48,t= 2.06 0.03<2.06. Null hypothesis is accepted.

Figure- 6: Graph showing the opinion of Government Male and Private male teachers towards CCE



The obtained t value is 0.03 The table t value is 2.06 at 0.05 level of significance.

As the obtained t value is less than the table value, null hypothesis is accepted and research hypothesis is rejected. Hence, there is significant difference in opinion of Private Male and Female teachers towards CCE.

RESEARCH HYPOTHESIS4

There is significant difference between the opinion of government and private school female teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS4

There is no significant difference between the opinion of government and private school female teachers towards continuous comprehensive evaluation.

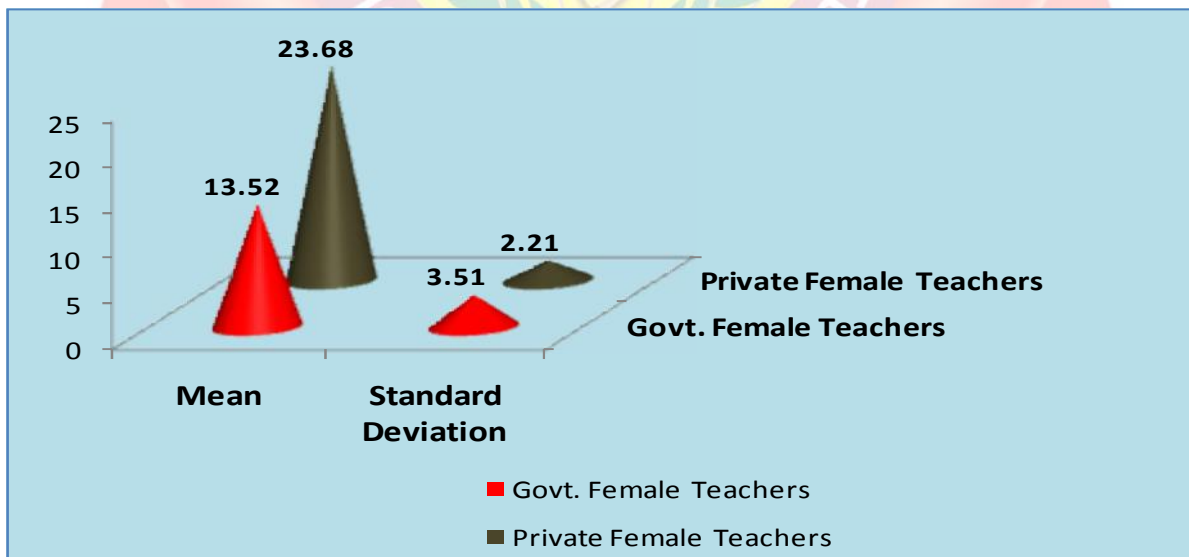
Figure-7: Table showing opinion of Government female and Private female teachers towards CCE

Variable	N	Mean	Standard deviation	t-value
Govt.female teachers	25	13.52	3.51	4.71
Private female teachers	25	23.68	2.21	

df=48,t= 2.06 4.71>2.06. Null hypothesis is rejected.



Figure- 6: Graph showing the opinion of Government female and Private female teachers towards CCE



The obtained t value is 4.71. The table t value is 2.06 at 0.05 level of significance.

As the obtained t value is more than the table value, null hypothesis is rejected and research hypothesis is retained. Hence, there is significant difference in opinion of

Government Male and private female teachers towards CCE.

RESEARCH HYPOTHESIS5

There is significant difference between the opinion of male and female teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS5

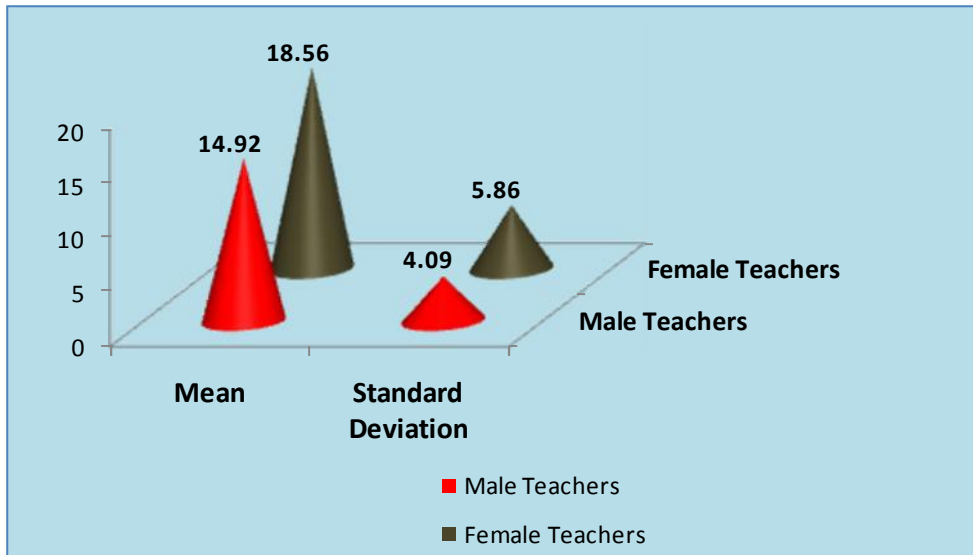
There is no significant difference between the opinion of male and female teachers towards continuous comprehensive evaluation.

Figure-9: Table showing opinion of Male and female teachers towards CCE

Variable	N	Mean	Standard deviation	t-value
Male teachers	50	14.92	4.09	3.40
Female teachers	50	18.56	5.86	

df=48,t= 2.06 3.40>2.06. Null hypothesis is rejected.

Figure-10: Graph showing the opinion of Male and female teachers towards CCE



The obtained t value is 3.40. The table t value is 2.06 at 0.05 level of significance.

As the obtained t value is more than the table value, null hypothesis is rejected and research hypothesis is retained. Hence, there is significant difference in opinion of Male and Female teachers towards CCE.

RESEARCH HYPOTHESIS6

There is significant difference between the opinion of government and private school teachers towards continuous comprehensive evaluation.

NULL HYPOTHESIS6

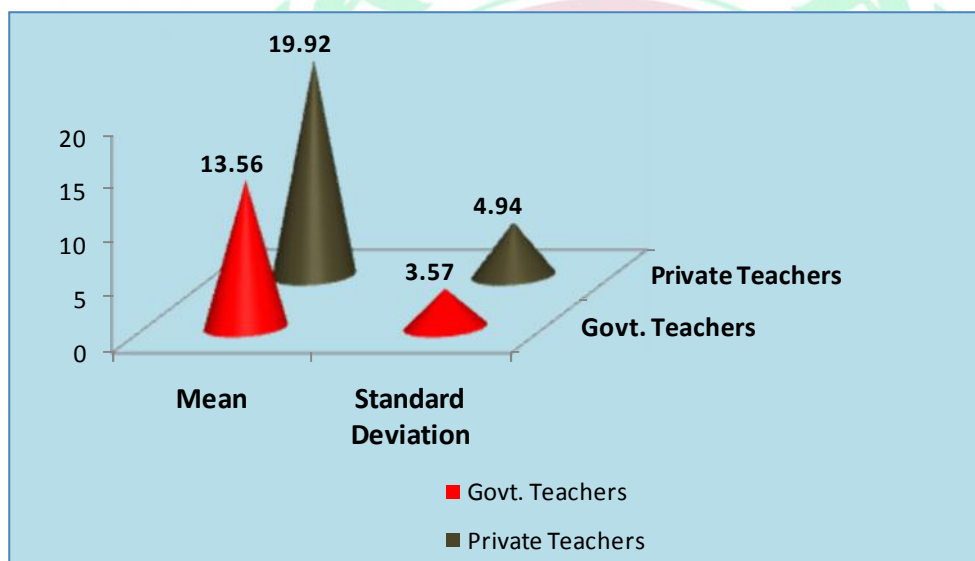
There is no significant difference between the opinion of government and private school teachers towards continuous comprehensive evaluation.

Figure-11: Table showing opinion of Government and Private teachers towards CCE

Variable	N	Mean	Standard deviation	t-value
Govt. teachers(Rural)	50	13.56	3.57	7.68
Private teachers(Private)	50	19.92	4.94	

df=98,t=1.98. 7.68>1.98.Null hypothesis is rejected.

Figure-12: Graph showing the opinion of Government and Private teachers towards CCE



The obtained t value is 7.68. The table t value is 1.98 at 0.05 level of significance.

As the obtained t value is more than the table value, null hypothesis is rejected and research hypothesis is retained. Hence, there is significant difference in opinion of Private Male and Female teachers towards CCE.

FINDINGS OF THE STUDY

The findings of the study are:

- There is no significant difference between the opinion of government male and female school teachers towards continuous comprehensive evaluation.
- There is significant difference between the opinion of private male and female school teachers towards continuous comprehensive evaluation.
- There is no significant difference between the opinion of government and private school male teachers towards continuous comprehensive evaluation.
- There is significant difference between the opinion of government and private school female teachers towards continuous comprehensive evaluation.
- There is significant difference between the opinion of male and female teachers towards continuous comprehensive evaluation.
- There is significant difference between the opinion of government(Rural) and private(Urban) school teachers towards continuous comprehensive evaluation.

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.

Implications

The following were the problems mentioned by teachers while implementing CCE in classrooms:

- (a) Teachers felt that the syllabus was lengthy and thus found difficulty in implementation of CCE in classes.
- (b) Due to heavy syllabus they were finding it difficult to manage time while implementing CCE. They had to hurry while carrying out CCE in order to finish syllabus on time and thus couldn't give proper justice to CCE at times.
- (c) Most of the teachers handled classes with more than forty students and this made it difficult for them to effectively implement CCE. They were also not able to give personal attention to students while assessing them due to the high strength of class.
- (d) Though guidelines/ manuals were given to teachers they claimed to lack necessary and relevant materials that gave them specific clarity on proper implementation of CCE in classrooms. They also claimed to be less aware of what exactly CCE is and how it has to be implemented effectively in classes.
- (e) 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. Some of 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.
- (f) 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.
- (g) The study was able to prove that the teachers have moderate acceptability regarding CCE. Teachers will be 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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