



## PERCEPTION OF CHILDREN ABOUT CONTINUOUS AND COMPREHENSIVE EVALUATION AT ELEMENTARY SCHOOL LEVEL IN ODISHA

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### Abstract

NCF-2005 says, "Each school should evolve a flexible and implementable scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning" (p.115). Right to Education Act, 2009 in its section-29 (2), clause-h recommended for comprehensive and continuous evaluation of child's understanding of knowledge and his/her ability to apply the same. CCE scheme has already been implemented in our schools. However, whether the real aim of CCE is achieved or not needs to be studied. The investigators conducted a study on the perception of children about the practice of CCE at elementary stage in Odisha. Qualitative survey method was followed for the present study. Target population is restricted to all the elementary schools of four districts of Odisha: Balasore, Cuttack, Dhenkanal and Ganjam. Ten elementary schools were selected randomly from each district. In each school, one FGD with students was conducted. A total of forty FGDs were conducted with students. A guideline for focus group discussion with students was developed and used by the investigators. The data were analysed by using qualitative data analysis techniques. Findings and suggestions are given related to the study.

**Keywords:** continuous and comprehensive evaluation, elementary school, focus group discussion, perception.



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### Introduction

Continuous and Comprehensive Evaluation facilitates overall growth of child's personality. The chief objective of CCE is to shift the focus of academic activities towards enrichment of the total personality of the learners and to facilitate learners to address to various facets of learning encompassing the cognitive, affective and psychomotor domains.

NCF-2005 says, "Each school should evolve a flexible and implementable scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancing of learning" (p.115). Right to Education Act, 2009 in its section-29 (2), clause-h recommended for comprehensive and continuous evaluation of child's understanding of knowledge and his/her ability to apply the same. The CBSE had initiated the scheme of CCE and Grading System in all schools affiliated to it. By and large the scheme has been accepted

and implemented whole heartedly by the schools. NCF-2005 has already been implemented in Odisha. States instituted curriculum and textbooks reform based on child-centric assumptions elaborated in NPE-1986/92, NCF-2005, and RTE Act, 2009. Sarva Shiksha Abhiyan (SSA) has initiated number of steps towards improving the quality of elementary education in the state. SSA provides support under Learning Enhancement Programme (LEP). LEP funds are utilized for developing modules and exemplar material for teaching learning, teacher training and for implementing CCE scheme.

After the implementation of CCE, various studies have been conducted by the different scholars. Some of the findings are presented by the investigator in the following.

Natrajan and Arora (1989), Patel, Patel, and Paten (1990), Bhatia (1997) and Pradhan (2007) revealed that reasons of unfair means are excessive competitions, psychological frustrations and succumbing to temptations. Prakash and Bhalla (1996) suggested that the reforms in examination system must aim at gearing up the system to bring about qualitative improvement in school education. It mainly suggested adopting Continuous and Comprehensive Evaluation (CCE) in place of traditional examination. Well, Daniels and Stewart (2004) found that students feel less anxiety when preparing for and completing open book assessment. Malhotra , et. al (1989), Malhotra and Tulsi (1990), Meera (1996), and Iqbal and Rauf (2011) revealed that students favoured the total internal assessment system and acknowledged the benefits offered.

Regarding the studies in the areas of curricular area and co-curricular areas, the findings revealed that educational institutions confirmed themselves to the development of scholastic abilities only. The affective domain was almost neglected. Teachers did not attempt to assess the non-scholastic abilities for various reasons (Natrajan and Kulashrestha, 1983; Satrusalhya, 1990; Bhattacharjee and Sen, 2008). The principal and the teachers should develop an action plan indicating the scheme of evaluation, the task and the role of different stakeholders, and the implementation process and orientation programme for principals and teachers on the different aspects of the scheme is needed (Rajput and Kumar, 2003). NCERT (2004) revealed that the school based evaluation scheme has helped in improving the performance of students in curricular areas and in co-curricular activities. The assessments of social personal qualities have created consciousness and awareness among the students and parents.

Rao and Rao (2001) found that the teachers had improved in their awareness and practices of CCE in the classroom. Pani (2004) found that CCE had significant effect on both scholastic

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and co-scholastic areas. Interaction of treatment and area has been found to have no significant effect on scholastic and co-scholastic achievement of Class-V children. (Jadal 2011; Panda 2012; Appasaheb, Kothari and Thomas 2012; Raveendran 2013; Esere and Idowu 2012) all had similar conclusion about CCE that it is systematic in nature and it brings improvement in the students learning and holistic development of their personality. Laxmi Narayan (2014) found that continuous assessment scheme helps to develop personal and social qualities. The study revealed that there was improvement in qualities like cooperation, regularity and responsibility. There was no improvement in qualities like regular habits, cleanliness, protecting environment, physical emotional development, self-expression, protection of public property and appreciation of cultural heritage. (Mishra and Mallik 2014; Singhal 2012; Kasture and Joshi 2011; Onuka 2010) found that perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers and revealed the problems such as large number of students in the classes, low level of awareness on the part of parents, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE. Similarly, the study of Panda (2012) is significant in this context. He views that holistic development of a child depends on learning pertaining to curricular areas, curricular activities and personal-social qualities.

CCE scheme has already been implemented in our schools. However, whether the real aim of CCE is achieved or not needs to be studied. The above studies reveal that most of studies have been conducted on continuous and comprehensive evaluation. From the findings, the investigators came to know that students, teachers, parents and committee members are becoming aware about efficacy of CCE after its implementation by CBSE. But their awareness is not to the satisfactory levels due to a lots of problems involved while executing continuous and comprehensive evaluation such as lack of adequate infrastructure, unavailability of teaching material, lack of adequate teachers, low salary of teachers, poor background of children, illiteracy of parents, community and government, lack of appropriate training and orientation programme for teachers to implement CCE, inappropriate teacher-pupil ratio, inadequate tools and techniques for assessment and inadequate attention to personal-social qualities of learners. However, most of the studies are conducted at upper primary level, secondary, senior secondary and higher education level. In this situation, the investigators are interested to undertake a study about the perception of children about the practice of CCE at elementary stage in Odisha.

## **Methodology**

Qualitative survey method was followed for the present study. Population of the present study is all the elementary schools of Odisha. Target population is restricted to all the elementary schools of four districts of Odisha: Balasore, Cuttack, Dhenkanal and Ganjam. Ten elementary schools were selected randomly from each district. In each school, one FGD with students was conducted. A total of forty FGDs were conducted with students.

To study the perception of students about the practice of CCE in Odisha, a guideline for focus group discussion with students was developed and used by the investigators. Guiding questions were developed related to assessment of children, types of assessment, methods/techniques for assessment, frequency of assessment, modes of assessment, reporting assessment result and benefits of CCE. After collection of data from the field, data were cleaned and checked to find out the authenticity before the final analysis. The data were analysed by using qualitative data analysis techniques.

## **Result**

### **Assessment of children in School**

According to the CCE manual of State Govt., it is essential to assess the child in the following areas.

- Curricular areas
- Other curricular areas and
- Socio-personal qualities

This issue was raised before students to obtain their general perception as well as specific views regarding whether evaluation is taking place in these areas for holistic assessment of their progress rather than just written examination in traditional ways. When students were asked, it was found that all the schools evaluate students in curricular subjects like, mathematics, science, English, social sciences, etc. Grades are also provided in other curricular subjects like, art & aesthetic education, health and physical education, vocational education and other educational activities. . Grades are also provided in socio-personal qualities. Co-curricular activities are assessed during annual function. Participation in sports, cultural activities, debate, quiz, drawing, drill, yoga, dance, song, comedy, plantation, interschool competition, etc. are assessed in few schools. Apart from written test, students are also assessed through oral test and assignments. In few schools students are given projects for assessment. For evaluation of socio-personal qualities, observation technique is widely used.

Students are also assigned responsibility, leadership qualities, checking cleanliness, cutting

nail and hair, wearing clean dress, respect to elders, developing good habits among the students like, punctuality, truthfulness, etc. Every Saturday, they were checked by the teachers in cleanness of dress, hair cutting, nail cutting, etc. In one of the schools, written tests are conducted weekly.

However, most of the students said that they are not aware about CCE. They are only aware about examination.

### **Types of assessment**

For assessing students in curricular areas, curricular activities and personal-social qualities, teachers can conduct class tests, unit tests, half-yearly tests, annual tests and also other diagnostic/ progress/ performance tests as the situation requires to cater to the different categories of children. In this regard, when students were asked which type of tests they were appearing in school, most of the groups said that annual and half-yearly examinations are conducted after completion of the syllabus. Teachers also conduct written test after completing a unit. Unit tests are conducted thrice in an academic session. Teachers also ask questions during teaching-learning process and write students answer on blackboard. Some teachers also conduct classroom test during teaching process. Classroom assessments are conducted once in a week during teaching. One of the schools organizes competitions and assign activities to assess the achievement level of students. Debate, song, dance competition are conducted every Saturday. Monthly examinations are conducted in some schools. In some schools four formative examinations are conducted in an academic session in every three month. Teachers also give home assignments and check notebooks of students. Schools also conduct various observation and informal examinations for assessing students' co-curricular activities. Teachers guide students during examinations. Class-V students are assessed through oral and written test. Teachers follow constructive ways to assess students in co-curricular activities. Project works are assigned for senior students. Mathematic calculation, SAHAJA examination are conducted regularly.

Most of the students had given a positive response to assessment of PSQs. In most of the FGDs students reported that teachers guided them while assessing their PSQs. During the FGDs the investigator found great enthusiasm among the students. Many students showed their inherent talents during FGDs. According to them, one of the prominent features of assessment of PSQs is that the assessment of PSQs is not separate from the other two assessments of CCE i.e. curricular subjects and curricular activities. Rather, it is integrated with the assessment of curricular and co-curricular aspects of CCE.

Regarding assessment of PSQs, focussed groups said that qualities like, cleanliness, regularity, punctuality, cooperation, respect for elders, truthfulness, discipline, responsibility and leadership, emotional stability, awareness and protection of environment, appreciation of talents and qualities of others should also be assessed. Qualities like cleanliness, regularity, punctuality; discipline etc. has been assessed daily. Qualities like cooperation, leadership, responsibility, etc. are assessed on situational basis. Among PSQs, qualities like cleanliness, regularity, punctuality, responsibility, appreciation for art and aesthetics are observed by most of the schools.

### **Methods/techniques for assessment**

Children in school are assessed through various methods and techniques such as written test, oral test, Project, Observation, assignment, projects, checklists, rating scale, anecdotal records, portfolio and others. During discussion with the students about different methods/techniques followed by teachers, it was found that Written and oral assessment methods are widely followed.

Observation technique is used for assessment of co-curricular and PSQs. Project work is assigned for science subjects every month. Checklist is used to assess PSQs. Cumulative records are maintained for recording the achievement of students. All the schools give home assignments. In one of the schools, rating scale was used for measuring student's personality. Students are not aware about portfolio, cumulative records, rubrics and Sociometric technique. Group assessment is practiced in few schools.

Qualities like regularity, cleanliness, cooperation, leadership, etc. are observed regularly by the teachers in the school along with studies. Cleanliness like, wearing neat and clean school uniform, clipping of nails, clean shoes, dressing the hair properly, etc. are checked daily. Cleanliness is observed and assessed weekly. During prayer time, before and after taking meals, play time etc., behaviour and activities of the students are observed. There is sharing of responsibilities among the students through the formation of ministers i.e. Health minister, Food minister, Sport minister etc. Behaviour, attitude and activities of the students are observed in and outside the classroom by the teachers. Besides, they were observed during playtime, before and after taking meals, special occasions like, Ganesh Puja and Saraswati Puja, special days like, observation of Independence Day, etc. During different competitions like, sports, literary and scientific projects, qualities like cooperation, responsibility, discipline, team spirit, etc. are observed. On the basis of frequency of occurrence of

behaviour indicators, grades on three-point scale (A, B, C) are assigned to each student on each quality separately for two terms.

### **Frequency of assessment in school**

Evaluation should be an integral part of teaching-learning process. It should be a regular and continuous process. When students were asked about frequency of assessment (daily, weekly, monthly, quarterly, half-yearly, annually, etc.), students said that assessment of SPQs are carried out weekly through observation. Most of them said that they are being assessed half-yearly and annually. Some said that they are not aware about formative and summative test. Some said that they are assessed quarterly once in three months. Home assignments are given regularly. Unit tests are conducted thrice in a session. Some said classroom assessment is conducted every day. Some said formative assessment is conducted twice in a year and summative assessment is conducted once in a year. One of the groups said that monthly test is conducted in every two months. One of the groups said that weekly tests are conducted regularly. One of the groups said that unit test is conducted in every four months. Most of the groups said that summative evaluation twice in a year. Some groups said that assessment of SPQs and curricular activities are conducted every Saturday. One of the groups said that oral tests are conducted daily.

More than half of the groups viewed that qualities like, cleanliness, regularity and punctuality are observed daily while other qualities are observed on situational basis. Nail-clipping is seen weekly may be on Monday or Saturday. Qualities like, cooperation, responsibility, truthfulness, honesty, etc. are assessed on situational basis (as and when observed).

### **Modes of assessment**

Teachers should not only assess students individually. There should be provision for other modes of assessment such as, self, peer, group, etc. when discussed about modes of assessment. In different groups, the group said that these are hardly practiced in schools. Very few schools practice Peer evaluation, Collaborative evaluation, Self-evaluation. Collaborative evaluation is conducted by dividing the group and assigning work. In one of the schools, collaborative evaluation is conducted by asking one student to read text book and other evaluate that students.

Students are assessed individually for qualities like cleanliness, regularity, punctuality, truthfulness and honesty. Some of the students said that group assessment is conducted for some qualities like cooperation, responsibility, environment awareness, etc. Few groups also

talked about peer assessment through 'Path path'. Most of the assessment of PSQs is done individually, but there is also group discussion for this purpose.

According to students, teacher are observing their behaviour and activities during assembly i.e. regularity, standing in queue, wearing neat and clean school uniform, etc. During the classroom activities, teacher keeps eye on behaviour and activities of the students like, making noise by the students, laughing in the classroom, quarrelling with each other, throwing books and copies, etc. Head teacher and the teacher's guide the students to give due respect elders and guests coming to school. During playtime, and group discussion, Head teacher and the teachers also observe student behaviour.

Students in FGDs said, teachers are guiding them in every activities of the school and encouraging them to participate in different activities in the school. By explaining the benefits of these activities, teachers are encouraging students to participate. Their confidence level increases, when they win something or get appreciation for activities. When teachers recognize our hidden talents and appreciate us, we feel inspired to do that activity.

### **Reporting assessment result**

The results of assessment can be reported in the form of grades and also in the form of narrative statements/notes in diaries and constructive/descriptive feedback on assignment. Whether the judgemental feedback like, very bad, very good, not satisfactory, etc. Create any emotional problems among students or not. Here, the discussant raised questions to know how students get to know their results in a continuous and comprehensive way. Most of the groups said that progress report cards are provided to students describing grades of students. Some groups said that teachers identify drawbacks and weaknesses of students and provide solutions. Most of the groups said that progress reports are provided in result sharing meetings. Progress cards are checked by parents and put their signature. After examination, teachers also show examination copies to students. Curricular subjects are evaluated by assigning marks whereas, in assessing SPQs and curricular activities, grades are assigned. Some groups said that marks are exhibited on the notice board. After examine the examination copy teachers are shows the copy to us and give the marks. Teachers give positive reinforcement in answer copy and give suggestions for improvement. However, they do not maintain any dairy. Almost all the groups said that both oral and written suggestions are given by teachers. However, teachers do not give any comment on student diary.



### **Benefits of CCE**

Most of the students of the sampled schools reported that they are happy with the present assessment practices. They are now more active in the school because, they now get opportunities to show their inherent talents. Now assessment becomes more learner-centred. Need, interest and abilities of the child are emphasized in the school. Besides, the academic activities, students are now engaged with different activities which stimulate their thinking, reasoning, creativity and problem-solving ability. Learning is no longer confined within the four walls of the classroom rather it becomes an enjoyable activity. Through the assessment of PSQ students are able to learn the essential qualities which would help them to be create good human being in future. All round development of child's personality can be possible through the assessment. They learn the value of cleanliness, regularity, respect for elders. etc. in the formative stages of their life. Qualities like cooperation, leadership, responsibility instil spirit of good citizenship from early period of their student life. Through the study of academic activities only mental development is possible, but through the assessment of PSQs social, moral, physical, emotional and aesthetic development can be possible. Integration of all these aspects facilitates the balanced development of personality which is the true aim of education. Some of the student respondents opined that if we are clean, we will be healthy; if we are healthy, we will be disease free; if we respect teachers, parents and elders, they will bless us. So the assessment of PSQ should be given importance.

### **Conclusion**

According to students, apart from written test, students are also assessed through oral test and assignments. For evaluation of socio-personal qualities, observation technique is widely used. However, most of the students are not aware about CCE. They are only aware about examination.

Teachers ask questions during teaching-learning process. Some teachers also conduct classroom tests during teaching-learning process. Classroom tests are conducted once in a week. Assessment of PSQs is integrated with the assessment of curricular and co-curricular aspects of CCE. Among PSQs, qualities like cleanliness, regularity, punctuality, responsibility, appreciation for art and aesthetics are observed by most of the schools. Written and oral assessment methods are widely followed. Observation technique is used for assessment of co-curricular and PSQs.

Students are not aware about formative and summative test. Qualities like, cleanliness, regularity and punctuality are observed daily while other qualities are observed on situational

basis. Very few schools practice Peer evaluation, Collaborative evaluation and Self-evaluation. Collaborative evaluation is conducted by dividing the group and assigning work. Some groups said that teachers identify drawbacks and weaknesses of students during exam and provide solutions. Most of the groups said that progress reports are provided in result sharing meetings.

Students are happy with the present assessment practices. They are now more active in the school because, they now get opportunities to show their inherent talents. Now assessment becomes more learner-centred. Need, interest and abilities of the child are emphasized in the school. Besides, the academic activities, students are now engaged with different activities which stimulate their thinking, reasoning, creativity and problem-solving ability.

CCE scheme is welcomed by almost all the groups. Hence, attention should be given for proper assessment of all the aspects of CCE. Techniques like, assignment, rating scale, checklist, portfolio and anecdotal record card are less used for assessment. Hence, teachers should be encouraged to use these methods for assessment. Other modes of assessment like peer assessment and self assessment, which are hardly practiced in schools, should be practised by the head teachers and teachers. Assessment of the students could be effective when there is continuous dialogue between teacher, students and parents. Parents and SMC members are not attending the PTM/SMC meeting regularly which is detrimental to CCE. Hence, all the parents and SMC members should be motivated to attend the meeting regularly. Parents and SMC members have low level of education and ignorant about new evaluation system of the schools. Thus, the head teachers should orient parents and SMC member about CCE.

The head teachers should organise the staff-meeting regularly to discuss the problems relating to the implementation of CCE. They should encourage the teachers to develop innovative methods of assessment. The head teachers should ensure the cooperation of all the stakeholders for smooth assessment of learners.

Emphasis should be given on integration of the assessment of curricular areas and other curricular areas with assessment of PSQs to bring the holistic assessment of the child as the three aspects of CCE are inter-related.

Teachers should give stress on the use of reflective techniques of assessment like, portfolio, anecdotal records, checklists, rating scales, etc.

Special training and orientation to the teachers on the use of different tools and techniques for assessment of PSQs and creating adequate infrastructural facilities are some of measures may

be taken by the government. Acute shortage of teacher is the major constraint in the implementation of CCE. Thus, appointment of adequate number of teachers should be made in order to reduce the high pupil-teacher ratio as well as for successful implementation of CCE. Assessment of PSQs of learners would be effectively done where adequate staffs are available and individual attention is given.

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