CONTINUOUS AND COMPREHENSIVE EVALUATION IN ELEMENTARY SCHOOLS OF CHAKMA AUTONOMOUS DISTRICT COUNCIL IN MIZORAM: A CRITICAL STUDY

Dissertation Submitted in Partial Fulfilment for Degree of Master of Philosophy in Education

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Dated: Aizawl
The 20th July, 2017

This is to attest that the research reported in the project entitled **"CONTINUOUS AND COMPREHENSIVE EVALUATION IN ELEMENTARY SCHOOLS OF CHAKMA AUTONOMOUS DISTRICT COUNCIL IN MIZORAM: A CRITICAL STUDY"** submitted by **Rupendra Chakma** (Registration No. **MZU/M.Phil./288 of 19.04.2016**), a M.Phil Scholar of Department of Education, Mizoram University, is a bona fide research work carried out under my guidance and supervision. To the best of my knowledge and belief, the project is an original piece of work in the field of Education and has not been submitted in support of an application for any degree or diploma in any institute of learning.

(**Prof** R.P. VADHERA)
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DECLARATION

Dated: Aizawl
The 20th July, 2017

I, Rupendra Chakma, do hereby declare that the subject matter of this dissertation entitled **"CONTINUOUS AND COMPREHENSIVE EVALUATION IN ELEMENTARY SCHOOLS OF CHAKMA AUTONOMOUS DISTRICT COUNCIL IN MIZORAM: A CRITICAL STUDY"** is the record of work done by me submitted for the partial fulfillment of Master of Philosophy (**M. Phil**) on Education bearing Registration No. **MZU/M.Phil./288 of 19.04.2016**. Any reference of work done by any other person or institution or any material obtained from other sources have been duly cited and referenced. I do declare that this dissertation has not been previously submitted by me to Mizoram University or to any other institution for the award of any degree, diploma, title or recognition in Mizoram. The contents of this research work in whole or any part thereof has not lifted or incorporated in this report from any earlier work done by either me or others.

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ABBREVIATIONS AND ACRONYMS

APEID	**:**	**Asia and the Pacific Programme of Education Innovation for Development**
BRC	**:**	**Block Resource Centre**
CA	**:**	**Continuous Assessment**
CADC	**:**	**Chakma Autonomous District Council**
CBSE	**:**	**Central Board of Secondary Education**
CCE	**:**	**Continuous and Comprehensive Evaluation**
DIET	**:**	**District Institute of Education and Training**
DSEB	**:**	**District School Education Board**
HSLC	**:**	**High School Leaving Certificate**
HSSLC	**:**	**Higher Secondary School Leaving Certificate**
LADC	**:**	**Lai Autonomous District Council**
LEP	**:**	**Learning Enhancement Programme**
MADC	**:**	**Mara Autonomous District Council**
MBSE	**:**	**Mizoram Board of School Education**
NCF	**:**	**National Curriculum Framework**
NPE	**:**	**National Policy on Education**
RTE	**:**	**Right to Education**
SCERT	**:**	**State Council of Educational Research and Training**
SSA	**:**	**Sarva Shiksha Abhiyan**
UNESCO	**:**	**United Nations Educational, Scientific and Cultural Organization**

CHAPTER – I

INTRODUCTION

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1.1. Introduction

"Education in its widest sense is at cross-roads of societal development and knowledge, and importantly, of dynamic change processes and the capacities to make choices. The key to understanding the situation of education is to recognize that it is neither an isolated phenomenon nor a dependent one; it receives and contributes; it creates and is created. It is at its creative best when it is interwoven with the total social-human-knowledge environment of the future." (UNESCO-APEID, 1991)

In the last twenty years, many changes have taken place in the national educational scenario where new concepts evolved in the educational system. These involve rights-based approach to elementary education, learner-centered education system, activity-centered school curriculum, the endeavour to extend universalization of elementary education to secondary education. Education is a process aims at making the children capable of becoming responsible, productive and useful member in the society. Education also built the knowledge, skills, attitudes and values to the learners through learning experiences and opportunities provided in the schools. With the development of science and technology every day there is innovative ideas to make easy and fast in all spheres taking from business to educational system in the society. Many innovative strategies have been developed and applied in the field of education in the developed nation as well as in the developing nation to impart knowledge and education to the students. For instance the use of audio-visual aids in the classroom during instruction, which not only make the classroom teaching interesting but it also make the students to understand and learn better. All these have risen to a lot of

challenges in education in the developing nation like India especially on the quality of education. The emergence of inclusive education in the educational system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The challenges confronting the school system while including children with diverse abilities and from diverse backgrounds have to be met by creating a child-centered pedagogy capable of successfully educating all children. Evaluation is an integral part of the education system which is widely acknowledged as a powerful means of improving the quality of education. It plays a key role in deciding what the learners learn and what the teachers teach in the schools. Effectively planned evaluation can promote learning, build confidence and develop students' understanding of themselves as active learners. The growth and development of a child can be effectively judged and appraised by a continuous process of evaluation. It takes into account the growth of the child as a whole individual.

Evaluation in Education is to assess the worth of a variety of events from the specific to general and from small to large. It is a meaningful process. In education, evaluation can be done to educational programme, curriculum, to an individual or a group of individuals. Educational programme and curriculum is evaluated by the expert in order to see the utility, effectiveness and benefits of the programme and also its substance. Similarly, evaluation is done to the teachers to understand the effectiveness and benefits of his/her teaching practice; and to the students to know how far the educational and the instructional objectives had been achieved. It further evaluates the performance of students, teachers, administrators and other personnel involved in the educational institutions which signify describing something in terms of selected attributes, and judging the degree of acceptability of suitability of that which has been described. The something that is to be described and judged may be any aspect of the

educational scene, but it is typically (a) a total education programme and (b) a curricular procedure, or (c) an individual or a group of individuals. The process of evaluation involves three distinct aspects: (a) selecting the attributes that are important for judging the worth of the learner to be evaluated, (b) developing and applying procedures that will describe these attributes truly and accurately, and (c) synthesizing the evidence yielded by these procedures into a final judgment of worth since different persons who have worked with or written about problems of evaluation have been primarily concerned with different kinds of evaluation phenomena, on the one hand, and with different aspects of the evaluation process, on the other hand, the term had rather different significance in the work of different writers. The evaluation is applied to students in educational situations as such, this evaluation serves either for the guidance of the students or for assessment of some aspect of the curriculum.

1.2. Evolution of Continuous and Comprehensive Evaluation (CCE) in India

The Radhakrishnan Commission first mooted the idea of Continuous Comprehensive Evaluation (CCE) in 1948. It suggested that Evaluation is continuous process, forms an integral part of the total system of education and is intimately related to educational objectives. It exercises a great influence on the pupil's study habits and the teacher's methods of instruction and thus helps not only to measure educational achievement but also to improve it. 1n 1952, Mudaliar Commission recommended internal assessment and use of school records maintained by the teachers for final assessment. In 1955, All India council for Secondary Education was established to develop approaches and operational strategies for conducting public as well as internal examinations in the country. In 1956, the council organized a seminar on examinations in Madhya Pradesh. It strongly recommended school-based evaluation. It

recommended 20% of the total marks in each subject to the assessments given school records.

Taking cognizance of the examination reforms by the **Kothari Commission** (1964-66) setup by the Government of India deliberated and considered assessment of performance as an integral part of any process of learning and teaching.

The Kothari Commission report (1964-66) observed, "*On the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination…' It further adds, 'This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students' growth that are measured by the external examination and also those personality traits, interests and attitudes which cannot be assessed by it."* (Aggarwal & Gupta, 2010)

This aspect has been strongly taken care of in the National Policy on Education (1986) which states that 'Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time' Further, it has been emphasized in NPE (1986) that at the school level the evaluation should be formative or developmental in nature because at this stage child is in the formative stage of learning, so emphasis should be on improvement of learning of the students. Report on the Committee for Review of NPE (1986) recommendation brought out by Government of India in 1991 lays down norms for "continuous comprehensive internal evaluation and suggests safeguards against abuse of this evaluation system" (CBSE- CCE Manual for Teacher, 2010*)*

The **Programme of Action** (POA) 1992 brought out a roadmap for the implementation of NPE-1986 at the school level. Both the National Curriculum Frameworks, subsequent to this, developed in 2000 and 2005 recommended an evaluation system integral to the teaching learning to avoid any undue pain, anxiety, harassment and humiliation to help children grow as social beings.

The National Curriculum Framework (NCF) 2005, portraying child as a natural learner emphasized giving space to children to find their voice and opportunities to nurture their curiosity to come up with knowledge as the outcome of their active engagement with the world around. Considering attitudes, emotions and values as the integral part of cognitive development, **NCF-2005** recommended an internal school-based system of assessment that could provide information on a child's overall development in a continuous and comprehensive manner. One of the guiding principles of **NCF-2005** is "ensuring that learning is shifted away from rote methods". Hence, importance should be given for comprehensive evaluation to assess development of important skills and abilities, higher order thinking skills like, problem solving, reasoning, creative thinking and judgment, etc. Another guiding principle of **NCF (2005**) is making examinations more flexible and integrating them with classroom life. **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. It has already been implemented in almost all the states.

Right to Education Act (**2009)** has recommended for Continuous and Comprehensive Evaluation as assessment devise at elementary stage for ensuring quality in education. ***Section*** *29(1)* of RTE Act mentions that Curriculum and Evaluation Procedure shall take into consideration the following:

- Conformity with the values enshrined in the Constitution.
- All round development of the child.
- Building up child's knowledge, potential & talent.
- Making the child free of fear, trauma and anxiety and helping the child to express views freely.
- Comprehensive and Continuous Evaluation of child's understanding of knowledge and his or her ability to apply the same.

Section 16 prohibits holding back and expulsion of a child from school till the attainment of elementary education. There have been some misgivings on the provisions relating to 'no detention' and 'no expulsion'. The 'no detention' provision is made because examinations are often used for eliminating children who obtain poor marks***. Section 30****(1)* highlights that- No child shall be required to pass any Board examination till completion of elementary education

In 2009, 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. 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.

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. Continuous evaluation is an approach that would capture

the full range of learners' performance. CCE will lead to diagnosis, remediation and enhancement of learning. 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.

The aim of introducing CCE is to reduce the workload on students and to improve the overall skill and ability of the student by means of evaluation of other activities. Grades are awarded to students based on innovation, steadiness, teamwork, public speaking, work experience skills, ability, behaviour, 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. Thus, CCE is to assess all round development of a child, irrespective of individual differences.

CCE advocates a school-based continuous and comprehensive evaluation system in order to: (i) reduce stress on children; (ii) make evaluation comprehensive and regular; (iii) provide space for the teacher for creative teaching; and (iv) provide a tool for diagnosis and for producing learners with greater skills. The emphasis on conceptual clarification through experimental learning in the classroom will increase, since there will be more time available for transaction of curriculum. It will help the learners to develop holistically in terms of personality by also focusing on the co-scholastic aspects which will be assessed as part of the CCE scheme. The ultimate success of this scheme depends on efficiency, commitment, and training of practicing teachers and effective monitoring by the heads of the schools and the officers of education department. For making the process more comprehensive in nature, it is

important that assessment of the child's learning have to be done in a whole range of situations and environments both in and out of the classroom. CCE helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is required. Every scheme of educational programme has a process which is comprehensive and includes planning, implementation and evaluation. It can be designed as:

Planning → Implementation → Evaluation

Therefore, Continuous and Comprehensive Evaluation, to be an effective programme must achieve the goals or learning objectives of the students which can only be possible if the programme is implemented efficiently. So, it is very important to know how it is being implemented at different level and by different stakeholders of the programme.

1.3. Concept of Continuous and Comprehensive Evaluation (CCE)

Beeby (1977) defines "Evaluation as the systematic collection of evidence, leading, as part of the process, to a judgment of value with a view to action.''(Walberg & Haertel, 1990)

Evaluation is considered as an integral part of teaching-learning process. To make it clear let us discuss about measurement, assessment and Evaluation in education context for better understanding. Measurement refers to the process of qualifying or assigning a number to a characteristic of an object or event, which can be compared with other objects or event. Assessment is the process of documenting knowledge, skills, attitudes and beliefs. In other words, assessment in education implies the learning or the level of knowledge the students achieved through teaching. Evaluation is a broad term which involves the process of assigning, analysing and making of

judgment about the amount, number or value of something. Evaluation also determines how far the objectives have been achieved during an academic year. It is the structured interpretation and giving of meaning to predict or actual impacts of proposals or results. Thus, measurement assigns or give numbers, assessment implies the level of learning and evaluation make judgment of the numbers and level of learning the students achieved. Broadly assessment/evaluation can be classified into two – formative assessment and summative assessment.

1.3.1 Formative Assessment: Formative assessment refers to a wide variety of methods that teachers use to conduct in-progress evaluation of students comprehension, learning, needs and academic progress during a lesson, unit or course or at the time of classroom instruction. It is a part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. The goal of formative assessment is to monitor student learning to provide on-going feedback that can be used by the teachers to improve their teaching and by students to improve their learning.

In the words of Weston Mc Alpine and Bordonaro (1995), 'The purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction, if necessary, by means of identification and subsequent remediation of problematic aspects.' (Brindamani & Manichander, 2014)

1.3.2 Summative Assessment: Summative assessment refers to the assessment of student's learning where the focus is on the outcome of a program of study. The purpose of summative assessment is to evaluate student's learning or achievement at the end of an instructional unit or at the end of an entire course of study. It is used to evaluate students learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period - typically at the end of a project, unit,

course, program, semester, or school year. The results of summative assessment are often recorded as scores or grades that are then factored into a student's permanent academic record.

N.E. Gronlund (1985) 'Summative evaluation typically comes at the end of a course (or unit) of instruction. It is designed to determine the extent to which the instructional objectives have been achieved and it is used primarily for assessing course grades or certifying the pupil mastery of the intended learning outcomes'. So summative evaluation certifies the student's achievement and promote to another class based on their progress of the particular class.

Since the ultimate goal of education is all-round development or holistic development of the personality of the child, learning experiences have to be provided in the schools that contribute towards achievement of this end. The holistic development includes development of physical, intellectual, emotional and social capacities comprising of social, personal qualities, interest, attitudes and values. Continuous and Comprehensive Evaluation is a school-based evaluation process that covers all the aspects of learner's development. To understand the concept of CCE it is very important to understand these two words 'Continuous' and 'Comprehensive'. The word 'continuous' in this context takes care for the continual and periodicity of evaluation. 'Continual implies 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 implies assessment of performance done frequently at the end of term (summative evaluation) using criterion-reference tests and employing multiple techniques of evaluation.'(Patel & Panigrahi, 2012) In other words, it means regularity of assessment, frequency of testing, diagnosis of learning gaps of students, use of corrective measures, retesting and feedback of

evidence to teachers, parents and students for their self evaluation. The term 'Comprehensive' attempt assessment of all the area of learners' growth and development. It includes assessment in scholastic and co-scholastic aspect of learners' development in different areas of learning. The abilities, attitudes and aptitudes can manifest themselves in forms other than the written words, the term refers to the application of various tools and techniques, both testing and non-testing and aims at assessing a learner's development. The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis and creating in subjects and the ability to apply it in unfamiliar situation are some of the objectives in scholastic domain. (Patel & Panigrahi, 2012)

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

(i) Aesthetic activities

(j) Scientific activities

(k) Clubs

- Eco club

- Health and wellness club

Both scholastic and co-scholastic domains are assessed using formative and summative assessment to assess the progress of the learner. Assessment in scholastic domain is done formally and informally using multiple techniques of evaluation continually and periodically. Assessment in co-scholastic domain is done using multiple tools and techniques on the basis of identified criteria, while assessment in social personal qualities is done using behaviour indicators for interest, attitudes, values, etc.

Formative Assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening, supportive environment. It is carried out during the course of instruction for providing continuous feedback to both the teachers and the students for taking decisions regarding appropriate modification in the transactional procedures and learning activities. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. This helps the teachers in identifying the learning difficulties of the students and provides remedial measures to the students for their improvement in the learning the lesson. If used effectively, it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher. *(*CBSE- CCE Manual for Teacher, 2010*)*

Summative Assessment is carried out at the end of a course of learning at the end of each entry or semester. It measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. 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 student. It, at best, certifies the level of achievement only at a given point of time. Summative

assessment methods are the most traditional way of evaluating student work. (CBSE-CCE Manual for Teacher, 2010)

Objectives of the CCE Scheme

i. To make evaluation an integral part of teaching learning-process.

ii. To use evaluation for improvement of student's achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions.

iii. To provide scope for self-evaluation by teachers and students.

iv. To analyze evidences gathered about the student's achievement to identify, in adequacies in their learning and provide basis for remedial measures.

v. An attempt to maintain desired standard of performance using evaluation as a quality control device.

vi. To include both scholastic and non-scholastic areas to asses growth and development of pupils using different techniques of evaluation.

vii. To lay emphasis on thought process and de-emphasize memorization.

viii. To help develop cognitive, psychomotor and affective skills

ix. To make teaching-learning child centered, activity centered and joyful.

1.4 Education System in Mizoram

The formal education in Mizoram has its roots with the arrival of the Christian Missionaries in the 1980s. Since then there has been a lots of Changes and Development taken place in the education system as well as in the society of Mizoram. The average literacy rate of Mizoram is 91.33% according to the 2011 National Census which is the 3rd place all over India next to Kerala (94.00%) and Lakshadweep (91.85%). (www.census2011.co.in)

In Mizoram, there are eight districts namely, Aizawl District, Mamit District, Kolasib District, Champhai District, Serchhip District, Lunglei, District, Lawngtlai District and Saiha District. There are three Autonomous District Councils in the state which had constituted and established in the year 1972 under the Sixth Scheduled of the Indian Constitution. They are Chakma Autonomous District Council (CADC), Lai Autonomous District Council (LADC) and Mara Autonomous District Council (MADC). Though State Council of Educational Research and Training (SCERT) was established in the year 1980, but Mizoram Board of School Education (MBSE) had been functioning as an institution to frame and prepare new curricula, syllabi and textbooks along with the function of conducting centralized examinations for the Elementary, Secondary or High School Leaving Certificate (HSLC) and Higher Secondary School Leaving Certificate (HSSLC).

The structure of school education in the State of Mizoram is re-organized with the recommendation of the Education Reforms Commission, Mizoram 2010 and in conformity with the National Policy on Education (NPE) 1986/1992, and the definition of elementary education as contained in the "*Right of Children to Free and Compulsory Education Act, 2009*".

The re-organized structure stands as:

1. Elementary Stage (Class I-VIII) 6-14 years
    a. Primary I-V
    b. Upper Primary VI-VIII
2. Secondary Stage (Class IX-XII) 15-18 years
    a. Secondary IX-X
    b. Higher Secondary XI-XII

Table No. 1.1.

District wise Distribution of the Primary and Upper-primary Schools in the State

Sl.No	District	No. of Primary and Upper-primary Schools
1.	MAMIT	317
2.	KOLASIB	236
3.	AIZAWL	722
4.	CHAMPHAI	355
5.	SERCHHIP	174
6.	LUNGLEI	600
7.	LAWNGTLAI	465
8.	SAIHA	209
Total		= 3078

(Source*: Worked out from the Directorate of School Education, Govt. of Mizoram 2016*)

The above table shows that there are 3078 Primary and Upper-primary Schools, in total in the state. These schools comprise of all the government, private, government aided and the schools controlled and managed by the local body of the Autonomous District Councils in the state.

1.5 Continuous and Comprehensive Evaluation in Mizoram

With the enforcement of the Right to Education (RTE) Act 2009, two major changes had taken place to the Education system in Mizoram. Firstly, discontinuation of Board Examination for Class-IV and Class-VII, vide Government of Mizoram Notification No. B.11035/25/94 EDN dated 16/08/2010 for fulfilling Chapter IV Section 16 Prohibition of holding back and expulsion. And Chapter V Section 30 (1) No Child shall be required to pass any Board examination till the completion of elementary education. Secondly, introduction of CCE for assessment of the

performance of the students of elementary schools in Mizoram (except Elementary schools of Autonomous District Councils) form the Academic session of 2011-2012, vide Government of Mizoram Notification No. B.30011/1/2006-EDN (CCE) dated Aizawl 21th March 2011 to fulfill Section 29 clause (h) "Continuous and Comprehensive Evaluation of Child's understanding and knowledge and his and her ability to apply the same."

Therefore, the Government of Mizoram declared to implement CCE from 2011 in the elementary schools all over the state. The Government also declared State Council of Educational Research and Training (SCERT) in its Notification No, B.1103/25/94 EDN dated 21/3/11 as the Academic authority for Elementary Education and as a Nodal Agency for the implementation of CCE in the state. There are also other CCE implementing agencies like District Institute of Education and Training (DIET) and Block Resource Centre (BRC) which are doing their own role for the success of CCE implementation by providing CCE training programme and organizing short term CCE orientation training programme for the in-service school teachers and pre-service personnel.

1.5.1 Some new and important terms about CCE Scheme in Mizoram

To understand the concept of CCE clearly let us understand the various aspects of CCE in Mizoram. The below given points are the new and important aspects emerged with the implementation of CCE in the state.

i. **Scholastic Activities:** The Activities that the schools or the teachers have to practice and observed in the scholastic area for the formative assessment of the students. These activities include Oral or Written skills and their application and practices, Field visit, Survey, Assignment, Projects, Portfolio, etc. Out of these activities the teachers have to assess the students in any four activities where the

teachers can choose anyone of each from Field visit or Survey and Assignment or Project.

ii. **Remedial Class/teaching/Education:** Remedial class implies a small class for the pupils needing special help to overcome some form of backwardness. Remedial Education (teaching) refers to the specialised instruction to correct deficiencies in learner accomplishment with the expectation that the learner will ultimately master the regular curriculum by means of regular channels. (Ahmed, 2008)

This concept arises as the implementation of CCE demand no detention or no expulsion of students in the class and when the teachers' community raised questions for, what to do to the students who fail in exam or how a student can be promoted to the next class without having knowledge of the existing one. According to this concept if a student unable to perform well in the unit test or fail to attend the class or test the teacher is bound to give remedial teaching to him/her until he/she understand it and perform well in the test.

iii. **Grading:** The word 'grade' means a mode of communicating measurements of students' achievement on a pre-defined standard. Grading is classified into:

- *Direct Grading*: In direct grading, the performance of the student is directly assessed in qualitative terms and is recorded as A, B, C, D or E grades.
- *Indirect Grading*: Under indirect grading, the performance of the learner is first assessed in terms of marks and subsequently converted into grades (A, B, C etc.) by using two modes i.e. absolute grading and relative grading. Absolute grading involves direct conversion of marks into grades irrespective of the distribution of marks in a subject whereas in relative grading the percentage of students getting different grades is pre-conceived and the award of the grade to an individual learner is not determined by his/her performance above instead it is decided by the performance of the group**.**

In Mizoram, Five (5) points absolute grading style is following by all the elementary schools.

iv. **Semester System:** In semester system of examination or evaluation, one year course is divided into two parts and two year course is divided into four semesters. According to Good's dictionary of education, semester system means 'half of the year, usually 16 to 18 weeks'. Thus, the students study half of the course in first semester and appear for examination and the next half of the course in second semester and again appear the examination. (Gupta, 2014)

Similarly, according to the CCE scheme the academic session is divided into two parts namely First Entry and Second Entry and there is a summative evaluation at the end of each entry. So, the achievement of the student is assessed and evaluated on the basis of the performance in formative assessment and the summative assessment.

v. Portfolio: Portfolio is a collection of the students work in an area, showing growth, self-reflection and achievement. It is a systematic collection of a student's work over a lengthy period of time and a collection of learner's achievement generally associated to an artistic field of study that is used to demonstrate past accomplishment and future potential. **(**Ahmed, 2008)

1.6 Education System in Chakma Autonomous District Council (CADC)

The Chakma Autonomous District Council (CADC) was formed under the Sixth schedule of the Constitution of India on 29 April 1972. It is one of the three Autonomous District Councils of Mizoram state in North-East India. It is an autonomous council for ethnic Chakma people living in South-Western part of Mizoram bordering Bangladesh and Myanmar. CADC inherited the authority to control and manage elementary education owing to the provisions of Para 6 (1) of the 6th Schedule to the Constitution of India. However, the same was not entrusted to the

Council Govt. immediately after its creation. It was only in 1975 that with a total of 9 primary schools and 13 teachers the control and management of lower primary school was handed over to CADC. Subsequently, in 1994 the upper primary or middle schools were also handed over to CADC with a total of 5 upper primary schools and 22 teachers.

The Chakma Autonomous District Council (CADC) had implemented CCE in all the primary and upper-primary schools in the year 2011 as the government had declared to implement it all over the state. As the local government of CADC had entrusted the power to control and manage the education system in its territory at the elementary level, the District School Education Board with the Department of Education, CADC are responsible for effective and efficient implementation of the education programme directed by the Government of Mizoram. The Department of Education, CADC is function under one Education Officer and three Circle Education officers namely Kamalanagar Education Circle, Borapansury Education and Lonhpuighat Education Circle.

1.7 Rationale of the Study

The main objective of the evaluation in the schools is to assess the level of achievement of the learners. Traditional assessment system was highly dominated by annual examination which was assessing only the scholastic abilities of the students and at the same time assessment of Co-scholastic abilities were neglected (Bhattacharya and Sharma, 2010) which play a very notable role for the all round development of the children. For the holistic development of the students, Continuous and Comprehensive Evaluation has been implemented in school which cover scholastic and co-scholastic domain of the curriculum as well as various co-curricular activities. The role of Continuous and Comprehensive Evaluation becomes very important when

our aim is to improve learners' quality in the cognitive, affective and psycho-motor domains.

From the literature reviews, it was observed that studies were not focusing on the assessment of value education and life skills of the students, which are very much important for the holistic development of the children. Problems facing by the teachers in the rural areas in the implementation of CCE are also one more neglected area. So, the investigator had focused on these areas about the implementation of CCE in the schools. Further, there was no study conducted on implementation of CCE concentrating in the rural areas. The researcher felt an urgent need to conduct comprehensive study covering all the scholastic, co-scholastic and social and personal qualities aspects of curriculum about implementation of CCE at elementary school level as well as the problems faced by the teachers during implementation of CCE in the school of rural part of the state.

As a designated academic authority of elementary education, SCERT developed source book on CCE in the year 2011, for guidelines and sessional work plan for elementary schools. The guidelines or manual book prepared for teachers regarding the implementation of CCE is prepared in Mizo language but, majority of the teachers of Chakma Autonomous District Council (CADC) do not understand Mizo language. Therefore, language becomes a problem for the teachers in the schools of Chakma inhabited areas. So it was important to know that how did the teachers cope with this obstacle and how did they implement CCE. And most importantly, till date nobody has done research based on the Continuous and Comprehensive Evaluation in the territory of CADC.

1.8 Research Questions

The following research questions have been formulated for the present study:

i. How far are the schools successful in implementing CCE of CADC in Mizoram?

ii. Do the teachers give equal importance to both the scholastic and co-scholastic assessment of the students?

iii. Which areas of the curriculum are being implemented more efficiently, scholastic or co-scholastic?

iv. Do the local community provide support for the proper implementation of CCE?

v. What kind of support is provided to the schools by the local people to implement CCE efficiently?

vi. Are all the elementary school teachers competent enough to implement CCE according to the guidelines provided by CBSE and SCERT, Mizoram?

1.9 Statement of the Problem

The problem of the present study is titled as

CONTINUOUS AND COMPREHENSIVE EVALUATION IN ELEMENTARY SCHOOLS OF CHAKMA AUTONOMOUS DISTRICT COUNCIL IN MIZORAM: A CRITICAL STUDY

1.10 Operational definition of Key Words:

Continuous and Comprehensive Evaluation (CCE): According to the Central Board of Secondary Education (CBSE), Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of a student that covers all aspects of a student development. It includes two key words 'Continuous' and 'Comprehensive' which need explanation:

The term '***Continuous***' is meant to emphasis that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation.

The second term '***Comprehensive***' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing)and aims at assessing a learner's development in areas of learning, like Knowledge, Understanding, Applying, Analyzing, Evaluating and Creating.

Evaluation is a process of collecting, analyzing and interpreting the evidence of students' progress to take further necessary action for better learning. It also implies that the purpose of the total endeavour is not just the measurement of the level of achievement and proficiency of students but also their improvement through diagnosis and remediation/enrichment.

Elementary Schools: The structure of school education in the State of Mizoram is re-organized in conformity with the National Policy on Education (NPE)1986/1992, and the definition of elementary education as contained in the '*Right of Children to Free and Compulsory Education Act, 2009*'. Accordingly the Elementary school includes both the primary and the upper-primary schools, primary level is from class-I to class-V and the upper primary level from Class-VI to Class-VIII.

CADC: The 'Chakma Autonomous District Council' (**CADC**) was formed under the Sixth schedule of the Constitution of India on April 29, 1972. The Council is the replication of the state assembly and exercises executive power over specially allotted departments. It is an autonomous council in South-Western part of Mizoram bordering Bangladesh and Myanmar. CADC inherited the authority to control and manage elementary education owing to the provisions of Para 6 (1) of the 6th Schedule to the Constitution of India

1.11 Objectives

The present study was undertaken with the focus on the following objectives:

1. To find out the status of the implementation of CCE in the elementary schools of CADC in Mizoram.
2. To examine the procedure of assessment of students in scholastic and co-scholastic domain.
3. To find out the perception of the teachers towards CCE.
4. To find out the problems faced by the teachers in the implementation of CCE.

1.14 Delimitation of the study

It is neither expected nor possible for any investigator to examine any phenomenon at all levels and from every possibly available corner. Constraints like time, resources- both human and financial, compel a researcher to delimit his/her investigation. With the available resources and capacity the investigation had delimited the present study in the territory of CADC, Mizoram and included only government elementary schools and the Teachers.

CHAPTER – II

REVIEW OF RELATED LITERATURE

CHAPTER – II

REVIEW OF RELATED LITERATURE

"A literature review is a technical form of writing that call for different characteristics than most of writing we normally do" (Gay & Airasian, 2000)

The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem of a researcher. These documents include articles, abstracts, reviews, monograph, dissertation, books, other research reports and electronic media. The review has several important functions that make it well worth the time and efforts for the researcher. Another important function of literature review is to point research methods, strategies and specific procedures and measuring instruments that have or have not been found to be productive in investigating the topic of research. This information will help to avoid other researcher's mistakes to a profit from their experiences.

The purpose of reviewing the literature is to determine what has already been done that relates to the topic of research. This knowledge not only avoids unintentional duplication of others studies but it also provides the researcher an understanding and insights necessary to develop logical framework into which the topic of research fits. 'In other words, the reviews tell the researcher what has been done in so doing also suggest what need to be done. Earlier studies can provide the rationale in the formulation of hypotheses and indication of what needs to be done often form the basis for justifying the significance of the study.' (Gay & Airasian, 2000)

The present is based on the practice of the Continuous and Comprehensive Evaluation (CCE) by the elementary school teachers of CADC in Mizoram. The teacher plays a major role for the implementation of CCE scheme in the state, so the

procedure followed by the teachers and who they perceive CCE model of assessment and evaluation reflect the status for the CCE implementation in the elementary schools of CADC. An attempt has been made to review the related studies already conducted in the area of continuous and comprehensive evaluation, and continuous assessment. This chapter is very helpful to the investigator to give explanation for need and importance of the research study. After collecting relevance documents of previous studies and reviewing the related research studies regarding the CCE scheme of evaluation, the researcher has classified the related literature under the following heads:

2.1 Studies Related to Content and Implementation of CCE

2.2 Studies Related to Perception and Attitudes towards CCE

2.1. Studies Related to Content and Implementation of CCE

Obioma (2006) conducted research study entitled "Continuous Assessment practices of primary and junior secondary school teachers in Nigeria". The main research questions were: what is the level of understanding of school teachers on the elementary concept of Continuous Assessment (CA)? How appropriate is the application of the CA guidelines in schools? What types of CA instruments are being used by school teachers? The results of the study showed that majority of school teachers in Nigerian primary and junior secondary school demonstrate poor knowledge of the basic concept of CA. Teachers hardly use a variety of instruments such as test, class-work, Home work, project, observation, socio metric technique, interview, questionnaire, anecdotal report, checklist, rating scale, inventory and practical work. 65 percent of the teachers are still keeping the pupils' progress report Cards manually which makes the task rather very tedious. Teachers (45.8%) claim they did not have computers in their schools. Teachers also claim that they use CA to improve on their teaching.

Ajuonuma (2008) conducted a survey in 2007 about the implementation of Continuous Assessment (CA) in Nigerian universities **.**The purpose of the study were to identify the aspects of CA that are implemented in Nigerian universities and to determine the influence of sex of lecturers on the implementation of CA in Nigerian universities. The study revealed that majority of the CA implementation items were not implemented by Nigerian university lecturers. For instance students were not assessed using a wide variety of instruments and they were also not assessed in affective and psychomotor domains. The results indicate that lecturers of Nigerian universities implement only eleven out of twenty four identified continuous assessment implementation practices or items. The rest of the thirteen items are not implemented by lecturers. The findings also stated that sex does not have any influence on the implementation of continuous assessment; both male and female lecturers in Nigerian universities are implementing CA equally.

Wilson (2009) studied 'The effect of a Continuous Quality Formative-Assessment (CQFA) program on Middle school student Mathematics Achievement'. The main purposes of the study were to seek and determine the impact of a CQFA program on grade-eight students' mathematics achievement in a large urban New Jersey middle school and to provide educators with information on a school-wide replicable model combining a Total Quality Management approach with formative and summative assessments to improve eighth-grade middle school students' achievement in mathematics. According to the findings of the study the CQFA intervention resulted in a significant improvement on the mathematics test scores of the grade-eight students. In other words, the CQFA program had benefited for all demographic groups studied and in all math content areas. This was a positive result because it was thought that students from all economic backgrounds would respond equally well to the CQFA program. The

state assessment test questions had been substantially different from the questions that students saw as part of their math curriculum and in the CQFA Assessments and the researcher recommends that schools searching for ways to increase mathematics achievement adopt a CQFA program.

Bhattacharjee and Sharma (2010) conducted a descriptive survey method using both qualitative and quantitative approaches in the study titled "Status of co-scholastic activities in the school programme of the elementary schools of Jorhat district of Assam." The major objectives of the study were: (i) To know the process used by the elementary school to transact and evaluate the co-scholastic area of the curriculum; (ii) To know the status of continuous and comprehensive evaluation in the elementary schools of Jorhat district of Assam and; (iii) To know the teachers' awareness towards continuous and comprehensive evaluation. The study revealed that co-scholastic activities had 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. The sample teachers of this investigation were found to be unaware of this concept. One major cause of this situation was that no formal training had been imparted to the concerned teachers to handle these activities as a part of the school curriculum.

Kothari and Thomas (2012) conducted Study on the Implementation of Continuous and Comprehensive Evaluation in Upper Primary schools of Kerala. The main objectives of the study was to study the implementation of CCE in upper primary schools with respect to: (a) How it is implemented in classes by teachers, (b) Assessment of scholastic and co-scholastic aspects and (c) Problems faced by teachers

while implementing CCE. Survey method was used for conducting the study. The study revealed that majority of the teachers (52%) conducted three formative assessments in a term and 20% teachers revealed that they conducted four formative assessments per term. There was variation regarding the weightage for scholastic and co-scholastic areas, majority of the teachers (57%) had given waightage of 75:25 for scholastic and co-scholastic aspects. According to 59% of teachers, there were 4 periods per week for co- curricular activities in their schools and according to 31% of teachers there were 5 periods per week for the same. It was found that projects, assignments, quizzes, oral questions and research work were used for making formative scholastic assessment. Most of the teachers handled classes with more than forty students and this made it difficult for them to effectively implement CCE. 93% of teachers conducted diagnostic tests and remedial measures for students and out of that 56% conducted it after class hours. 61% of teachers reported that they assessed life skill, thinking skills, emotional skills and social skills of the students and teachers used checklist and rating scales to assess these skills. All the teachers reported that they had enough time to implement CCE during the specific year plan. Majority of the teachers (73%) said that they had attended workshops on CCE and almost all teachers (95%) claimed to have manual/guidelines about the implementation of CCE in the classes. Teachers raised the problem of CCE causing disturbance to other classes. Another problem being faced was that many students were not submitting their assignments in time.

Kumari (2012) did an analytical study on ICT integrated Continuous Comprehensive Evaluation System at Secondary Level in Sai International School, Bhubaneswar. The study revealed that ICT can play a vital role in CCE system by providing effective support to formative evaluation in terms of rubric evaluation for learners' assignments, projects and teachers' lessons, power point presentation and Computer Based

Diagnostic Test (CBDT) giving enough opportunity to the teacher to self evaluate their own teaching as well as diagnose their students' difficulties and provide subsequent remedies to them in a more practical way. All the teachers conducted paper–pencil test for formative assessment but they differed in frequency- 60% teachers 4 times in a year, 20% teachers 2-3 times in a year and other 20% once in a year. All teachers using ICT based tools and techniques for evaluation of the student progress in different activities. Concern in co-scholastic aspects, it was found that the students were evaluated on the basis of their participation and achievement in these activities with the help of e-observation checklist or rating scale. E-portfolio and anecdotal records were also used .Most of the teachers as well as the principal opined that CCE could proved fruitful only when it is adequately implemented. All the students were aware of CCE system. 80% of them were of the view that ICT integrated evaluation tools provided them with greater opportunity for self as well as peer evaluation in a more comprehensive manner.

Rao and Rao (2012) conducted a study on 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. The study was carried out in three phases which included Development of module of CCE, Training of teachers by using the training materials and conducted the follow up activities to study the impact of CCE training programme. According to the findings of the study the training programme of continuous and comprehensive evaluation had an effect not only in improving the knowledge of teachers in evaluation but also in application of evaluation skills in evaluating achievement and in curricular areas and their performance in co-scholastic areas along with assessment of personal and social qualities. The researcher concluded

with the statement that this kind of research study 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.

Sharma (2012) did a descriptive survey study titled 'Continuous and Comprehensive Evaluation in Elementary Schools of Assam: Policy and Practices'. The major objectives of the study were: to know the present status of evaluation processes at elementary stage; to know the extent to which the continuous and comprehensive evaluation processes are adopted in the elementary schools. to know the strategies used by schools to incorporate co-curricular activities for comprehensive evaluation of the pupils; to know the teacher's awareness towards co-curricular activities as a means for all round development of the pupils and; to suggest measures for successful implementation of CCE. The findings of the study reported that the schools conduct four written examination in a year, teachers neither understand the concept of continuous formative evaluation nor its processes. About 80% pupils were getting elementary completion certificate without attaining the minimum levels of learning or competencies. Focus was given to the scholastic part of the curriculum and co-scholastic area was not given any importance by the teachers in the evaluation process. Her study reveals that majority of the teachers were not well aware about the concept of CCE. The study reported, due to lack of proper training the teachers were ignorant about this concept and it processes. Only 8% teachers were reported of getting training on multi-grade teaching, no teacher was found who got training on physical and health education and evaluation procedures.

Angadi and Akki (2013) conducted a study on impact of Continuous and Comprehensive Evaluation (CCE) and fixed interval schedule reinforcement on academic achievement of secondary school students in English. It was experimental design and completed in two phases with the duration of 60 days, 30 days for each phase. In first phase experimental group was evaluated by continuous and comprehensive evaluation and in second phase experimental group was evaluated continuous and comprehensive evaluation and also was given fixed interval schedule reinforcement. The study was concluded with the following findings:

1. CCE has stronger impact on learning and academic achievements in the subject of English.
2. Fixed interval schedule reinforcement has significant relationship with learning and academic achievements in the subject of English.
3. Fixed interval schedule reinforcement has stronger impact on learning and academic achievements in the subject of English.

Joshi (2013) conducted a survey research on 'Study of Continuous Comprehensive Evaluation Scheme at Elementary School from Buldhana District, Maharashtra (India)'. The main objectives of the study were: (i) To study the current evaluation system in secondary school; (ii) To examine the view-points regarding CCE presented in the framework and; (iii) To study the practices of CCE in Secondary schools. The findings of the study reported that teachers were familiar with the term CCE, but they were unaware about the exact meaning of continuous comprehensive evaluation. They are given stress on student's achievement instead of improvement. The teachers didn't know that CCE is not only concerned with the appraisal of achievement but also with its improvement. There was lack of daily record maintenance and daily feedback also. Evaluation of scholastic area by the teachers is the entire school subject by oral test,

written test, project work and practical activity. Tools prepared for the evaluation was oral questions, paper pencil test, unit test and assignment were given. They conducted monthly class test, unit test and terminal test. Direct or indirect grade was given. Evaluation practices are carried out in school but not exactly the view points as mentioned in the framework.

Amuthavalli and Sivakumar (2014) conducted an experimental study on the 'Impact of Activity Based Learning on Learning Science at Primary Level'. The major objectives of the study were: (i) To study the effectiveness of Activity based teaching upon teaching of Science at Primary level; (ii) To find out the extent of Achievement in Science of the students of Standard V and; (iii) To develop Activity based lesson plan for teaching of Science to student of Standard V. It is an experimental study with pre-test and post-test equivalent group design. The study revealed that the means of pre-test scores and post-test scores of control as well as experimental groups differ significantly (0.01 level) with the post test mean being greater than the pretest mean. The study established the impact of activity based learning and concluded that the teachers may prepare their lesson plans incorporating events or phenomenon or activities so as to provide opportunities to learners through 'Activity based learning'.

Byabato and Kisamo (2014) studied the 'Implementation of School Based Continuous Assessment (CA) in Tanzania Ordinary Secondary Schools and its Implications on the Quality of Education.' The main purpose of the study was to investigate the implementation of school based Continuous Assessment (CA) in Ordinary Secondary Schools and its implications on the quality of education. The study adopted the descriptive survey design where questionnaires were administered to all participants. The study particularly focused teachers on the Capacity in assessment practices,

Assessment of students based on the wide variety of competences as stipulated in the secondary schools curriculum, Assessment tools used in assessing learners' work for CA, Practice in recording and reporting CA, challenges in implementing the school based CA and Parental participation in the implementation of CA. Based on the findings of this study, teachers' showed to have little capacity in assessment practices especially in the use of table of specification in constructing test items, transforming score into standard scores for uniformity purposes as well as incorporating CA scores in the annual assessment of students. Teachers hah limited competence of language and various subject vocabularies. The findings indicated that take home assignments and tests are more used on weekly basis with 51.03% and 33.84% respectively. This study had revealed that the implementation of school based CA was fraught with a number of serious problems such as lack of teachers' integrity e.g. favaouratism and marks inflation, lack of uniformity in the assessment tools, procedures for recording and reporting varying from school to school and the doubted training and ability of some of the teachers who generate them as many of them lack professional training on assessment practices.

Chopra and Bhatia (2014) studied 'Practices of Teachers' in implementing Continuous and Comprehensive Evaluation - An exploratory study'. The main objective of the study was to study the English language teachers' practices in conducting formative assessment as per CBSE guidelines. The major findings revealed that almost all teachers were using multiple activities for assessing the listening, speaking and writing skills of the students. The study also showed that reading still remains a neglected skill in the classroom owing to lack of awareness among teachers to use innovative strategies for enabling them to enhance their reading habit with comprehension. In addition, teachers also made use of multiple criteria to assess the

above skills along with assessing sub-skills for the same. It was also found that teachers use multiple forms of record maintenance and assessment for assessing the gifted students in the class. With regard to remediation and enrichment for the students less than 50% of the teachers' preferred not to use multiple strategies for remediation and enrichment.

Marcus and Joseph (2014) conducted research study on problems of 'Science Teachers' and Continuous Assessment (CA) Implementation in Secondary Schools: Competence and Effects'. The main objectives of the study were: (i) To study the problems of the science teacher's implementation of the CA and; (ii) To study the competencies of the science teachers for implementation CA. The survey design strategy was adopted and a stratified random sampling technique was used to select the sample. Teachers Continuous Assessment Attitude Rating Scale was used to collect the data. The major findings of the study showed that majority of the teachers were not having the required skills where 71.1% did not know much about the concept of continuous assessment and its principle. 80.5% of the respondents agreed that they did not have requisite experience about implementation of the CA. 77.8% respondents had not been exposed to conferences and workshops or any form of training. 55.3% of the teachers felt that population of the classroom was the one of the major fact for better motivation of the CA. 55.5% the teachers felt that assessment of the large population was also one of the major problem of indifference of implementation of CA. Large student population or classes, lack of motivation lack of facilities for record keeping, attitude and influence of parents and school administrators were some of the causes for the teacher indifference in CA implementation.

Osadebe (2015) conducted a study on 'Evaluation of Continuous Assessment Practice by University Lecturers'. The study was carried out to evaluate the extent of continuous assessment practice by university lecturers of Delta State University, Abraka, Nigeria, in line with the National Policy on Education, and Handbook on continuous assessment by Federal Government of Nigeria. The evaluation of continuous assessment focused on the cognitive, affective and psychomotor domains of students' behaviour. Two research questions were raised, and two hypotheses were tested to achieve the purpose of the study. The result of evaluation revealed that the extent to which university lecturers practice continuous assessment in line with the National Policy on Education, and the Handbook on Continuous Assessment by Federal Government of Nigeria was low. There was no significant difference between male and female as well as junior and senior lecturers on the practice of continuous assessment in the university. It was noted that there should be a continuous and effective monitoring of continuous assessment practice by the university lecturers.

Panda (2015), had conducted a survey regarding the 'Status of Continuous and Comprehensive Evaluation at Elementary Stage' in the States of Odisha, West Bengal, Bihar and Jharkhand involving teachers, students, guardians/parents and community members from different categories of elementary schools. The major findings of the study revealed that all the four states reported, schools assess student progress in curricular areas but Personal-Social Qualities (PSQs) and curricular activities are assessed in comparatively less number of schools. In maximum cases, both marks and grades were used for reporting assessment results are reported by all the states and note/diary is mostly used for recording and reporting assessment results in curricular activities and personal-social dimension in Bihar, Jharkhand and West Bengal but in Odisha grades were mostly used for recording assessment results in curricular activities

and personal-social dimension. All three states excluding West Bengal reported that individual and group level assessments of students were done more frequently compared to self- and peer-assessments in almost all the schools. In West Bengal, the techniques like written, oral, project, observation and rating scale were used for assessment of curricular areas in 50-75 percent of schools. Teachers used a variety of techniques for assessing curricular activities and PSQs. 60% of the head teachers at the primary level and 92% at the upper primary level reported that their teachers are trained on CCE in West Bengal and in Jharkhand around 58% of head teachers at the primary level and 50% at the upper primary level reported that their teachers are trained on CCE.

Pandey (2015) conducted a study on Continuous Comprehensive Evaluation practices and its impact on student's achievement in Parishadiya elementary schools of U.P. The main objectives of the study were: (i) To study the teachers' activities in adapting Continuous Comprehensive Evaluation process and; (ii) To study the impact of Continuous Comprehensive Evaluation process on students achievement. The major findings of the study were 75% of the students reported that their Teacher's pay attention towards presence in the school. More than 90% of the students accepted that teachers always instruct their behavior in the school. About 60% of the students informed that their teachers carefully observed students activity in the classroom during teaching and make suggestions to reform mistakes. Only 69% of the students accepted that their teacher organized literary program such as poem, debate, lectures, reading and writing competitions. 75% students of these schools participated in these program. Continuous comprehensive evaluation procedure helped teachers and students in upgrading achievements. 39% of the students taught without CCE were unable to achieve 33% of the marks where as 26% of the students scored below 50% of the total

marks. Only 15% of the students failed where teachers followed CCE practice. 29% of the students scored above 80% of the marks where teachers evaluate and noticed students carefully. In addition, these were some observations that have been made by the researcher at the time of research:

i. Continuous assessment was not followed systematically in all the schools.
ii. Although teachers were using some of the aspects of CCE but they were not fully aware of this evaluation process so an orientation course is needed for the teachers working in these schools.
iii. Student' learning difficulties were not identified, and consequently remedial teaching was not provided anywhere. Education Administration should pay attention towards providing remedial support to the learners.
iv. The assessment of personal and social qualities of students was ignored.

Sikdhar and Poddar (2015) conducted a research study on 'A study of implementation of the Continuous and Comprehensive Evaluation in mathematics assessment in Gujarat state board schools of Vadodara city'. The major findings of the study revealed that 78 % of the teachers were aware of the components of the CCE. Around 75% of the teachers were using activity-based assessment techniques along with written unit tests; which proved, if not directly, that some preliminary measures were being taken to promote the objectives of CCE among students. 65% of the teachers were focused on the higher order thinking skills in mathematics. Only 50 % of the teachers admitted to be satisfied with the support they got from school authorities for CCE administration. Around 82% of the teachers, who had received training from School or Government authorities, admitted that they needed more clarity regarding CCE with respect to its implementation. 73% of the teachers were yet to receive any written document from the state government. This Study intrinsically scans various

aspects of CCE implementation in GSHSEB schools of Vadodara and concludes that CCE is being implemented in all schools but needs to be implemented with greater thought and rigor.

Basu and Debnath (2016) conducted a survey study on Continuous and Comprehensive Evaluation System introduced by West Bengal Board of Secondary Education (WBBSE) among the Students, Teachers, and Guardians of Hooghly District of West Bengal. The present survey work was undertaken to attain the following objectives: (i) To study the acceptance of CCE system introduced by WBBSE among the students; (ii) To study the acceptance of CCE system introduced by WBBSE among the teachers and; (iii) To study the acceptance of CCE system introduced by WBBSE among the guardians. The findings of the present study revealed that the newly introduced CCE system was still a debatable issue and it requires much administrative and pedagogic care for its improvement. Students, teachers and guardians were unanimous in their view that the workload and stress on students were increased but the same was not generally true for the guardians of rural areas. There were contradictory opinions between the teachers and guardians and students about the evaluation practices in the schools, the teachers the teachers felt that the continuous assessment through summative evaluations was followed according to the guidelines of WBBSE whereas students and guardians felt that the evaluation practices in schools were still conventional in their nature. More than 90% students and guardians had given negative opinion regarding the identification of learning difficulties and employment of follow up remedial instruction in classes.

Rani (2016) conducted a survey research titled ‘A study of awareness of Upper-primary government schools about Continuous and Comprehensive Evaluation’ in

Bahraich district, UP. The main objectives of the study were to study the current evaluation system in upper primary school; to examine the viewpoints regarding CCE presented in the framework; to study the awareness of teachers about CCE pattern; to study the difference of CCE pattern knowledge between the old teachers and the new teachers. According to the findings of the study Evaluation practices were carried out in school but not exactly the view points as mentioned in the framework. Teachers were familiar with the term CCE but unaware about the exact concept and purpose of continuous comprehensive evaluation. About 70% teachers were completely unknown of this pattern and mostly old teachers. 95% of old teachers were completely unknown of this pattern and about 65% of new teachers were also unaware about this pattern. Further, it was reported that there was lack of daily record maintenance and formative feedback is not provided.

Paparayudu (2016) conducted research study on "A Study of Implementation of Continuous and Comprehensive Evaluation at Upper Primary Schools in Andhra Pradesh". The study was undertaken with the following objectives: (a) To Find out the process of Scholastic and Co-scholastic aspects of CCE Implementation; (b) To Analyze the Problems faced by the Teachers towards implementation of CCE; (c) To Examine the Problems faced by the Administrators in implementation of CCE at Upper Primary level; (d) To find out the perception of the teachers on implementation of CCE and; (e) To find out the Reaction of Student's learning in the process of CCE. He had done analysis based on the implementation of CCE in the state, perception of Teachers and students towards CCE and the problems faced by the Teachers and students during the implementation of CCE scheme. His study revealed that 88% of the teachers and 97.2% of the students agreed that activity based teaching in CCE pattern had seen all round development of the child. 89% of the students did not have stress for test, examination including

assignments, projects, and slip tests. 92% of the students responded that teachers were encouraging and giving feedback regularly and facilitating in projects and assignments. Majority of the schools show maintenance of progress records, however schools were not able to use anecdotal records (90%), portfolios (85%), documentation (52.5%), in formative assessment. Majority of the schools were not able to implement health and physical education, work and computer education, life skills and value education, and art and cultural education including maintenance of the records. 91.45% teachers thought that they were facing the problem in the process of assessing co scholastic aspects. These problems were lack of facilities, lack of fund and lack of teachers.

2.3 Studies Related to Perception and Attitudes towards CCE:

Wagi (2007) had undertaken a research study on Evaluative Study of Continuous and Comprehensive Evaluation Scheme in Kashmir. The objectives of the present study were: (i) To undertake an objective based evaluation of CCE Scheme; (ii) To conduct process evaluation of how the scheme is being implemented in two types of schools (Govt. and Private); (iii) To study the opinion of teachers and students about the implementation of the Scheme; (iii) To study the opinion of parents about the implementation of the Scheme and; (iv) To assess the availability of facilities and other infrastructural requirements for the effective implementation of the scheme in two types of schools (Govt. and private). The findings revealed that the Govt. school Heads of the Institutions have expressed difficulty in using different techniques of evaluation for the assessment of pupils growth and development in both the scholastic and co-scholastic areas whereas the private schools head of the institution reported on the contrary. At the same time the Private school Heads of the Institutions were fairly convinced about the evaluation process of 3 unit tests and 2 term summative evaluation

of the students. They also expressed that art, health and physical education had been given due weightage and with the help of present scheme learners have became more interested in studies that motivate them to be regular and punctual in the class.

Singhal (2012) conducted a study entitled 'Continuous and Comprehensive Evaluation - A Study of Teachers' Perception'. 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. The result of the study revealed that the perception of government school teachers was average which indicated moderate acceptability of CCE by the teachers. Most of the teachers were unaware of the concept of CCE. The teachers were not adequately prepared for the effective execution of CCE in government schools. 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 the sampled teachers suggested reduction of number of students in classes, provide appropriate teacher training, to ensure proper infrastructure and teaching materials in the school for the smooth execution of CCE.

Agnihotri and Sikka (2013) conducted a study entitled 'Co-curricular Activities as Perceived by Students and Teachers of Government Secondary Schools of Himachal Pradesh'. The main objectives of this study were to study the perceptions of Students towards co-curricular activities organized in government schools and to study the perceptions of Teachers towards co-curricular activities organized in government

schools. The major findings were 80% students of government schools agreed that co-curricular activities developed positive attitude and confidence. Majority of the students of government schools (82%) felt that these activities were also important for value inculcation and 80 percentage favor all round development of the students. 90 percentage teachers of government schools agreed that co-curricular activities were important for all round development of a student. They stated that through co-curricular activities they can develop all domains of the child i.e. cognitive, psychomotor and effective. (90%) of teachers from government agreed to the statement that co-curricular activities develops positive attitude and confidence in the students.

Awofala and Babajide (2013) conducted a study entitled 'Examining attitude towards Continuous Assessment (CA) practices among pre-service Science, Technology and Mathematics (STM) teachers'. The major findings of the study were: 1) the pre service STM teachers were having the high attitude towards CA practices in secondary schools. 2) There was no significance difference of age of pre service STM teachers towards CA practices in secondary school. 3) Male teachers were having the slightly high attitude than females of CA practices in secondary schools.

Chopra and Gupta (2013).conducted research study on "Learners attitude towards Continuous and Comprehensive Evaluation. The main objectives were: (i) To study the attitude of learners' towards CCE scheme. (ii) To study the attitude of learner's towards teachers' in terms of assessment practices used by them and; (iii) To study the influence of learner's towards CCE on their life. The major findings reported that majority of the learners i.e. 80 % of them were having favorable attitude towards the CCE. Mostly the learner's attitude showed average favorable towards teachers in terms of assessment practices used by them. They were not completely satisfied with respect to the attitude

of teachers, Almost 83% of learners were having a favorable attitude towards the influence of CCE on their life.

Naidu (2013) conducted a research study on **'**A Study on the Implementation of Continuous and Comprehensive Evaluation at Elementary Level'. The major Objectives of the Study were to know the perceptions of elementary teachers on the implementation of CCE with respect to their Gender, Locality, Type of school management, Age, Teaching Experience, and Educational qualifications and to examine the effectiveness of CCE procedures in evaluating the students. The findings of the study observed that as a whole the Elementary School Teachers had favorable attitude towards the implementation of CCE. Significant difference was found between urban locality school teacher respondents and rural locality school teacher respondents towards the Implementation of CCE at Elementary Level. Observed that both Male and Female respondents perceived high towards the Implementation of CCE at Elementary Level. It was observed that both Government and Private management school teacher respondents perceived high towards the Implementation of CCE. It was observed that both the age group respondents perceived high and expressed similar opinion towards the Implementation of Continuous and Comprehensive Evaluation at Elementary Level. It was also observed that significant difference between Intermediate with D. Ed qualified teacher respondents Degree/PG with B. Ed qualified teacher respondents towards the Implementation of Continuous and Comprehensive Evaluation at Elementary level.

Singh et.al (2013) studied the Attitude of Student Teachers towards Continuous Comprehensive Evaluation with reference to Gender, Caste and Habitat in Maharaja Sayajirao University of Baroda, Vadodara, India. The objectives of the study were: to

construct a scale to measure the attitude towards Continuous Internal Assessment; to measure the attitude of B.Ed. students of The Maharaja Sayajirao University of Baroda, India towards Continuous Internal Assessment and; to study the attitude towards Continuous Internal Assessment with respect to different variables like Gender, Habitat and Caste. The major findings of the study showed that 38.86% of the students were having highly favorable attitude, 60.43% of the students were moderately favorable and 0.71% were having the least favorable towards the existing continuous internal assessment system of the Department of Education. Further, the findings revealed that there were no significant differences with respect to gender, habited and caste.

Yigzaw (2013) conducted research study on 'High school English Teachers' and Students' Perceptions, Attitudes and actual practices of Continuous Assessment'. The main objectives of the study were to study high school English language teachers and students perceive continuous assessment, to study high school English language teachers and students perceive the roles of continuous assessment in the development of students' intellectual, physical, social and interactive skills. The major findings revealed that teachers perceived continuous assessment positively and believe that it was part of their teaching. 56.10% of the English language teacher participants said that it helped assess students' progress. Nearly half of the teacher respondents think that continuous assessment consumes (even some expressed it as 'wastage') much time, and incurs additional work load to teachers. They also said that it causes mark inflation, and difficult to apply it in large classes. They assumed that it developed dependency among less capable students. Students perceived continuous assessment positively, and assumed that they practice it in their learning process. 99.01% of them said that it is helpful to assess their performances, while 11.88% of them considered it advantageous in increasing their English language results. Results also showed that both groups

believe that continuous assessment significantly contributes to students' social interaction, cognitive, and affective growth.

Anitha (2014) conducted a study entitled "A Comparative study on the Opinion of Government and private school teachers of Chittoor district towards Continuous Comprehensive Evaluation". The majors objectives of the study were: (i) To compare the opinions of male and female teachers toward Continuous Comprehensive Evaluation; (ii) To compare the opinion of government and private school teacher's towards continuous comprehensive evaluation and; (iii) To compare the opinion of urban and rural school teachers towards continuous comprehensive evaluation. The major findings of the study revealed that there was significant difference between the opinion of school teachers towards continuous comprehensive evaluation in relation to Gender and type of management of school in the overall results. As far as teacher's perception of CCE is concerned the results of the study indicated moderate acceptability of CCE by the government school teachers. However, it was also observed that most of the teachers were unaware about the concept of CCE.

Mishra and Mallik (2014) conducted a research study on 'Perception of teachers, parents and students about continuous and comprehensive evaluation at elementary school level in Odisha'. The main objective of the study was to a study the perception of teachers, Parents and students about continuous and comprehensive evaluation. Their study found that though most of the teachers said that they were aware about CCE, but the way they responded the items showed that they were not much aware about CCE. Similarly, parents and community members were also not aware about CCE. Teachers were least bothered even to inform the parents about the assessment results. It was

found that lack of adequate teachers was one of the major reasons for not implementing CCE scheme in true spirit.

Rathee (2014) conducted a descriptive survey study entitled "Continuous and Comprehensive Evaluation: A study of teacher's attitude" in Sonipat District, Haryana. The major objectives of the study were: (i) To find out the level of teachers attitude on continuous and comprehensive evaluation; (ii) To find out the attitude of science and social studies teacher's significantly differ on continuous and comprehensive evaluation; (iii) To find out whether the attitude of teachers working in government and non- government schools significantly differ on continuous and comprehensive evaluation and; (iv) To find out whether the attitude of more experienced and less experienced teachers significantly differ on continuous and comprehensive evaluation. The major findings reported that there was no significant difference between attitude of science and social studies teachers' and government and non government school teachers and also more experienced and less experienced teacher's attitude towards continuous and comprehensive evaluation. Although it was not significant but to some extent results showed that teacher with less experience had more positive attitudes towards Continuous and Comprehensive Evaluation. Young teachers were obvious of more familiar and having in depth knowledge about the content of CCE and also new trained teachers had favourable attitudes towards CCE.

Barwal and Sharma (2015) conducted a descriptive survey on the Analysis of Attitude of Secondary School Teachers towards Continuous Comprehensive Evaluation in Mandi district of Himachal Pradesh. The major objectives of the study were: (1) To study the attitude of male and female secondary school teachers towards continuous comprehensive evaluation. (2) To study the attitude of govt. and private secondary

school teachers towards continuous comprehensive evaluation. (3) To study the attitude of secondary school teachers belongs to CBSE and HPBOSE towards continuous comprehensive evaluation. (4) To study the attitude of rural and urban secondary school teachers towards continuous comprehensive evaluation. The findings of the study revealed that both male and female, govt. and private, HPBOSE and CBSE teachers and rural and urban secondary school teachers' had similar attitude towards continuous comprehensive evaluation. And there was no significance difference towards CCE among the secondary school teachers in relation to gender, management of school, geographical background of the school and board of education.

Pradhan and Singh (2015) conducted a descriptive study entitled "A Study on Attitude of Secondary School Teachers towards Continuous and Comprehensive Evaluation" in Aligarh District, Uttar Pradesh. The main objectives of the study were: (i) To study the attitude of male and female secondary school teachers towards continuous and comprehensive evaluation; (ii) To study the attitude of urban and rural Secondary school teachers towards continuous and comprehensive evaluation and: (iii) To study the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation. The major findings of the study revealed that there was no significant difference between the attitude in relation of gender and geographical background among the secondary school teachers towards continuous and comprehensive evaluation. But, significant difference was reported between the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation.

Raina and Verma (2015) conducted research study on 'Continuous and Comprehensive Evaluation - A study of teacher's attitude' in Jammu Province, Jammu and Kashmir. The main objective of the study was to study CBSE School teachers'

attitude towards CCE. The study results reflected the uncertainty and mixed feelings of the teachers towards CCE. The overall results indicated that the there was a significant difference between the attitude of teachers towards continuous comprehensive evaluation in relation to the interaction of school type, qualification and locality. The results also showed that the teachers and students were not adequately prepared for the effective and efficient execution of CCE in schools on reality ground. Therefore, they suggested working out strategies which may facilitate effective practice of CCE without the burden on teaching and learning.

Rana (2015) conducted a study titled 'Teachers' Attitude towards Continuous and Comprehensive Evaluation' on secondary school teachers of Sonipat district, Haryana. Main concerned of the study was: to Study the Level of School teachers' attitude toward continuous and Comprehensive evaluation; to compare the male and female School teachers' attitude towards Continuous and Comprehensive Evaluation and; to compare the school teachers attitude towards Continuous and Comprehensive Evaluation working in urban and rural areas. The finding of the study reported that there was no significant difference of attitude among the secondary school teachers on the basis of gender and locality of school.

Pazhanimurugan et.al (2015) conducted a research study entitled 'Teachers Attitude towards Continuous and Comprehensive Evaluation in Secondary Schools' in Sivaganga district, Tamil Nadu. The findings of their study reported that As far as teachers' attitude towards CCE is concerned the results of the study indicated moderate acceptability of CCE by the government school teachers. But, most of the teachers are still unaware of the concept of CCE. The study also reported that there was no significant difference in terms of gender and educational qualification among the

teachers' attitude toward CCE in secondary schools. 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.

Kumar and Aggarwal (2016) conducted a descriptive survey study on the 'Perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to gender, teaching experience and educational qualification'. The main objectives of the study were: (i)To study the significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to gender; (ii)To study the significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their teaching experience and; (iii)To study the significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their educational qualification. The findings revealed that there were no any significance differences between male and female teachers, teachers with low or moderate experience and high experience, graduate and postgraduate teachers in their perception towards Continuous and Comprehensive Evaluation (CCE).

Saluja (2016) conducted a study using both the qualitative and quantitative approach to investigate into teachers' perception on the implementation of CCE concerning their experiences, expectations, teaching competencies to deal with CCE and the practical problems that teachers encounter while executing CCE in Faridabad district, Haryana. The study reported that the teachers appreciated the CCE scheme. But in terms of training of the teachers the study revealed that majority of the teachers did not receive

proper orientation about how to implement the scheme of CCE and if in case any training program had been scheduled, then only the permanent teachers were allowed to attend the programme. The teachers reported that managing lengthy syllabus with CCE was a tough job, they have to hurry with the syllabus while carrying out CCE and this did not justify with the purpose of introduction of CCE. Students' absenteeism creates another hurdle in the successful implementation of the scheme.

Sen and Chakraborty (2017) conducted a survey study on 'Attitude of Secondary School Teachers towards Continuous and Comprehensive Evaluation' in Murshidabad District, West Bengal. This study sought to explore whether there existed differences in attitudes of in-service secondary school teachers towards comprehensive and continuous evaluation parameters such as sex, category, religion, residential demography, subject stream and educational qualification. The quantitative approach was adopted for this investigation. The major findings of the study revealed that there were significant differences found in relation to category, demography i.e., residential background and type of schools of the secondary school teachers' attitude towards continuous and comprehensive evaluation. And, no significant differences were found in relation to sex, religion, subject stream and academic qualification of the secondary school teachers' attitude towards continuous and comprehensive evaluation.

Singh (2017) studied of the Perceptions of CBSE school teachers towards Continuous and Comprehensive Evaluation (CCE) System in relation to certain variables. The findings of the study revealed that there were significant differences in relation to gender, Designation, Marital status and types of school among the CBSE school teachers towards Continuous and Comprehensive Evaluation System. It was reported that female teachers have higher level of perception than male teachers towards CCE

system and CBSE School teachers having PRT Designation have higher level of perceptions towards CCE than teachers having TGT Designation. Similarly, married teachers showed higher level of perception towards CCE system than the unmarried one and Private School teachers have higher level of perceptions towards CCE than Public School teachers. Further, it was reported that there was no significance difference in relation to age and professional experiences. In addition, the study revealed that most of the teachers agree that CCE had reduced stress among the students and it was helpful in holistic development of child. But majority of teachers were against its implementation in XI and XII standard in present Indian Education System. Most of the teachers shared various loopholes pertaining to physical, psychological, pedagogical and administrative areas with reference to implementation of CCE**.**

CHAPTER – III

METHODOLOGY AND PROCEDURE

CHAPTER – III

METHODOLOGY AND PROCEDURE

Research methodology is a way to systematically solving the research problem. It may be understood as a science of studying how research is done scientifically. It indicates the various steps of the plan of action to be adopted in studying and solving a research problem. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. In others words, research methodology is concerning about why a research study has been undertaken, how the research problem has been defined, in what way and how the hypothesis has been formulated, what data have been collected and what particular method has been adopted, why particular technique of analysing data has been used and a host of similar other questions are usually answered in a research problem or study.

This chapter dealt about plan and procedure adopted by the investigator in the present research study. The methodology and procedure that the researcher followed is discussed in the following manner:

3.1 Methodology

3.2 Population and sample

3.3 Sources of Data

3.4 Research Tools used

3.5 Procedure of Tools Construction

3.6 Procedures of Data Collection

3.7 Statistical Treatment of Data

3.1 Methodology

The present study was mainly related to the descriptive research. A descriptive research determines and describe the way things and also may compare how sub-groups such as male and female or experienced and inexperienced teacher's views, issues and topic. This method is useful for investigating a variety of educational problem and issues. The investigator has adopted descriptive survey approach for the present study.

3.2 Population

Population in a research study refers to any collection of specified group of human beings or non human entities such as objects, educational institutions, time units, geographical area etc. It is alternatively known as universe also. A population may be finite or infinite. A finite population is one where all the members can easily be counted. An infinite population on the other hand, is one whose size is unlimited and therefore, its members cannot be counted.

The target population for the present study consists of all the government Elementary Schools and all the govt. Elementary School Teachers of Chakma Autonomous District Council (CADC), Mizoram. There are 60 (sixty) Elementary schools running under the administration of local government of CADC in three education divisions namely Kamalanagar Circle, Barapansury Circle and Longpuighat Circle with one Circle Education Officer (CEO) in each division and a Education Officer (OE) in Department of Education, CADC under which the education system function. The total teacher's population of all the government elementary schools in CADC was 539.

3.2.1 Sample

Sample is a unit or small proportion of the population which represents the entire population as possible and ideally it must provide the whole of the information and inference about the population from which it has been drawn.

Table No. 3.1

Representative Sample of Schools and Teachers

Sl. No	Govt. Elementary Schools			
	Circle wise	No. of Schools	Sample Schools	Sample Teachers
1.	Borapansury Circle	16	5	5*5=25
2.	Kamalanagar Circle	17	5	5*5=25
3.	Longpuighat Circle	27	5	5*5=25
Total		= 60	= 15	=75

(*Source: Workout from the Department of Education Office, CADC*)

The present study was carried out in CADC, Mizoram. The above table shows the distribution of the schools in each division and the representative sample from each division. Out of the total 60 schools, 15 (fifteen) schools have been selected as a representative sample, 5 (five) school from each circle randomly.

To study the perception of the teachers towards CCE 75 teachers has been randomly selected as sample teachers, 5 (five) teachers from each schools. Hence, multi-stage sampling method was used to select the representative sample from the school and teacher's population.

3.3 Sources of Data

Generally data can be gathered from two sources namely primary and secondary.

a) *Primary data*: Primary data is the data collected by the researcher themselves by using different types of tools and techniques like survey, interview, questionnaires, observation etc which is first hand information. The source of data for the present study involves the elementary schools and teachers of the CADC.

b) *Secondary data:* Secondary data is the data acquired from optional sources like magazines, books, documents, journals, reports, the web and more. The investigator also gathered data from secondary sources such as relevant document about CCE from the office of SCERT, Mizoram, Department of Education and District school Education Board, CADC and books and journals (*Printed and online*) for reviewing the previous studies.

3.4 Tools used for Data Collection

The following tools were developed and administered by the investigator with the help of the supervisor for the purpose of data collection form the subjects:

a. Checklist (Appendix - A)
b. Interview Schedule (Appendix - B)

3.4.1 Description of Tools

a) The Checklist was prepared by the investigator to check the implementation of the CCE components in the elementary school of CADC. The purpose of the checklist was to inquire the status of the implementation of CCE in the schools according the guidelines of CBSE and SCERT, Mizoram. The checklist comprises of 25 items covering both the scholastic and co-scholastic domain of the curriculum. It was divided into three parts, the first part comprises of the information about the school, the second part comprises of items from the scholastic domain and the last part comprises of items covering from the co-scholastic domain. The items were of Yes/No type where the responses from the school authority would be recorded by the investigator.

b) The Interview Schedule was prepared by the investigator for the elementary school teachers with open ended questions. The main purposes of this study were to know the perception of the elementary school teachers towards CCE, to understand the procedure followed by the teachers for the assessment of the student's learning and to find out the problems faced by the teachers during CCE implementation in the school. So, the interview schedule was prepared to fulfill these purposes. The interview schedule comprises of 28 items, which was divided into six parts. The first part was information about the schools, second part was about personal information of the teacher, third part was based on the general practices of teacher for assessing the progress of the students in both the scholastic and co-scholastic areas, forth part comprises of questions based on the perception of the teachers towards CCE, the fifth part comprises questions based on the problems face by the teacher in the school during the implementation of CCE and the last part was about suggestions from the teachers for further improvement in practice of CCE implementation.

3.5 Procedure of Tools Construction

The available literatures about the Continuous and Comprehensive Evaluation were reviewed and the source books and manuals for teachers about CCE scheme were consulted before the development of the tools. While preparing the tools, due attention was given to its content, language and structure. The questions of the tools were designed in such a way so as to allow and stimulate the respondents to provide the required information.

3.5.1 Checklist

The checklist was constructed keeping in mind of all the dimension of the scholastic and co-scholastic area of the curriculum. After going through the literatures and the source book and teacher manual about CCE, initially the researcher had

prepared 35 items, where 12 items were from the scholastic domain and 19 items were from the co-scholastic domain and the rest of the items were general practices of the teacher for the assessment of the learner's progress. The items were of Yes/No type where the responses would be recorded by the ticking it appropriately and all the items were prepared in English only. It was finalized with 25 items after validation of the items from the experts.

3.5.2 Interview schedule

The interview schedule was prepared for the elementary school teachers. It comprises of six parts that includes items covering the following dimensions:

- Information about the schools and the teachers
- Perception of teachers regarding introduction and implementation of CCE
-Technique/Strategy followed by teachers to assess the achievement of students in scholastic domain
-Technique/Strategy followed by teachers to assess the achievement of students in co-scholastic domain
- Problems encountered by teachers during the implementation of CCE
- Suggestions for further improvement about the implementation of CCE

Initially the interview schedule was prepared comprising of 27 items along with some sub-items, where 11 items were about the general practices of teacher for the assessment of the learner's achievement in both the scholastic and co-scholastic areas, 10 items were about the perception of the teachers towards CCE scheme, 6 items were about the problems faced by the teachers while implementing CCE in the school. The items were constructed with Yes/No options and some open-ended questions. All the items were in English language. The final Interview Schedule comprises of 28 items after the validation of the items from the experts.

3.5.3 Validation of the Tools

To test and establish validity of both the checklist and interview schedule, content validity has been followed by the researcher. At the first place, the draft tools were presented for scrutiny to experts about CCE, some Faculty of Education, Mizoram University. They were requested to view the items quality and whether all the items involve the questions were from both the Scholastic and Co-scholastic areas and various aspects of the CCE scheme. The items of the tools were scrutinized, reviewed and approved with some suggestions. In the checklist, one item has been dropped and some items have been merged as sub-items in the co-scholastic domain according to suggestion of the expert and under the guidance of the supervisor. Then, the final checklist was prepared with 25 items. For the interview schedule, one item was added in part –IV about the concept of CCE along with all the items according to the suggestions and the guidance of the supervisor. So, the final interview schedule was prepared with 28 items.

3.6 Procedures of Data Collection

To get the required data for the present study the investigator personally visited the schools for collecting the data. Prior permission has been taken from the headmaster, then with the consent of the headmaster checklist has been given to him or the any one teacher instead. After giving brief introduction and purpose about the present study, personal interview was conducted using interview schedule with open-ended questions to five teachers from each school, randomly selected as representative sample. The investigator has given assurance to head masters and teachers that the collected data will be used only for research purpose and it will be kept confidential.

3.7 Statistical Treatment of Data

In the present study, the investigator had used different statistical techniques for the analysis of data received from the subjects through these tools. For analysing the data collected through checklist researcher used frequency and percentage. The data collected through interview schedule from the teachers were analyzed by using frequency and percentages. As the interview schedule was semi-structured, the responses of the open-ended questions received from the teachers were analyzed using content analysis

CHAPTER – IV

ANALYSIS AND INTERPRETATIONOF DATA

CHAPTER - IV

ANALYSIS AND INTERPRETATIONOF DATA

In the previous chapter the investigator have discussed about the methodology of the research study, population and sample, sampling methods adopted for selecting representative sample, sources of data collection, tools used for collecting data, procedure of data collection, organization of data and the statistical tools and techniques used for analysing the data.

This chapter deals with the statistical treatment of the data collected from the selected sample. It represents how investigator interpreted the collected data with the help of different statistical techniques. The collected data consists of qualitative and quantitative in the nature. Therefore, the collected data was analyzed by the investigator using both qualitative and quantitative techniques of analysis. In order to achieve the objectives of the present study as per the set standards, the data collected was statically analyzed by employing frequency and percentage.

The comprehensive description of the data analysis and interpretation is presented objective wise.

4.1 <u>Objective No. 1</u>: To find out the status of the implementation of CCE in the elementary schools of CADC in Mizoram

4.1.1 Implementation of Continuous and Comprehensive Evaluation (CCE) in Government Elementary Schools of CADC

The CCE scheme of evaluation has been implemented in CADC in the year 2011 as mention earlier. Since its implementation, various short and refresher training programs have been conducted and organized by the government of Mizoram through SCERT, District Institute of Educational Training (DIETs) and Block Resource

Centre (BRCs) regarding implementation of CCE scheme and its assessment and evaluation procedures in the school for the elementary school teachers of Mizoram. So it is worth to know how far the schools teachers were successful in the implementation of CCE programme in the schools. The analysis of the checklist provides a clear picture of implementation of CCE in the Schools of CADC which is presented and interpreted below in the following tables:

4.1.2 Analysis of Checklist:

Table No. 4.1

Detail of Different Areas of Assessment in the Schools of CADC

Particulars	Responses of school Officials						No. of schools which are practicing	No. of schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practicing	Practicing	Not Practicing	Practicing	Not Practicing		
Maintain Progress reports Card	5	0	2	0	8	0	15	0
Maintain and observe 1st and 2nd Entry for assessment	5	0	2	0	8	0	15	0
Score for assessment is 100% basis	5	0	2	0	8	0	15	0
Evaluate in scholastic and co-scholastic areas	5	0	2	0	8	0	15	0
Formative and summative assessment is in practice	5	0	2	0	8	0	15	0 0
Remedial teaching to weak learners	5	0	2	0	8	0	15	0
Scoring/Marking and Grading is clear to the teachers, students, administrators and the parents.	5	0	2	0	8	0	15	0
5 point Grading scale used	5	0	2	0	8	0	15	0
Assessing students as per their individual work	5	0	2	0	8	0	15	0
Assessing the students as per their group work	5	0	2	0	8	0	15	0
Diagnostic test used for formative assessment	4	1	2	0	7	1	13	2
Regular classroom formative assessment	5	0	0	2	7	1	12	3

Table No. **4.1** is showing that out of 15 schools, 5 schools were following English as medium of instruction, 2 schools were following Chakma (Mother tongue) as medium of instruction and 8 schools were following both English and Chakma as medium of instruction in the school. All 15 government elementary schools reported that they were maintaining progress card which is prepared and supplied by the District School Education Board (DSEB), CADC. According to CCE rule, the school should conduct one summative assessment at the end of every six month in an academic year and the assessment done within the first six month is recorded as 1st Entry and the next six month is recorded as 2nd Entry. Similarly, all the 15 schools were following the 1st and 2nd entry for assessment of the students. All the 15 schools reported that they were practicing both formative and summative assessment to assess the progress and level of achievement of the students in both areas; scholastic as well as co-scholastic. All the 15 schools reported that they conduct remedial teaching to the weak or slow learners in the school, the procedure of scoring and grading was clear to the teachers, students, administrators and the parents, following 5 point grading scale, and assess the students' progress according to their individual and groups work. And out of 15 schools, 13 schools reported that they were conducting diagnostic test to the weak learners in which 4 schools were English medium school, 2 schools were Chakma medium school and 7 were both (English & Chakma) medium school, whereas 2 schools reported about not conducting it in which 1 school was English medium and the other 1 was both (English & Chakma) medium school. Out of 15 schools, 12 schools reported that students were being assessed in the classroom regularly in which 5 schools were English medium school and 7 were both (English & Chakma) medium school, whereas 3 schools reported of not assessing the

student's performance in the classroom regularly where 2 schools were Chakma medium and 1 was both (English & Chakma) medium school.

Table No. 4.2

Detail of Weightage given by Schools of CADC for Formative and Summative Assessment

Particulars	Responses of school Officials						No. of schools which are practicing	No. of schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practicing	Practicing	Not Practicing	Practicing	Not Practicing		
Weightage for Formative assessment (FA) is 70%	5	0	2	0	8	0	15	0
Unit test is 30% under FA	5	0	2	0	8	0	15	0
Activities under FA is 40%	5	0	2	0 0	8	0 0	15	0
Weightage for summative evaluation is 30%	5	0	2	0	8	0	15	0
Conducting unit test in 1st Entry	5	0	2	0	8	0	15	0
Conducting 2 unit test in 1st Entry	0	5	0	5	0	5	0	15
Conducting more than 2 unit test in 1st Entry	5	0	2	0	8	0	15	0
Conducting unit test in 2nd Entry	5	0	2	0	8	0	15 100%	0
Conducting only 2 unit test in 2nd Entry	0	5	0	5	0	5	0	15 100%
Conducting more than 2 unit test in 2nd Entry	5	0	2	0	8	0	15 100%	0
Conducting more than 2 unit test in 2nd Entry	5	0	2	0	8	0	15 100%	0

The above table is indicating towards weightage given by different schools for formative and summative assessment. It is clear from the table that all the 15 schools were giving 70% weightage to formative assessment; in which 30% was for unit tests and 40% was related to different activities under formative assessment such as project work, assignment, survey/field visit, portfolio etc. In each entry more than 2 unit tests were being conduct by the school to know the level of understanding and achievement

of the students. For summative assessment 30% weightage was given by all the schools in each entry. The table (**Table No. 4.2**) is clearly indicating that all schools were up to the norm set by CCE, SCERT for number and weightage of tests in each entry level.

Table No. 4.3

Activities Practiced under Formative Assessment

Particulars	Responses of school Officials						No. of schools which are using	No. of schools which are not using
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practicing	Practicing	Not Practicing	Practicing	Not Practicing		
Assignment	5	0	2	0	8	0	15	0
Project	5	0	2	0	8	0	15	0
Portfolio	5	0	2	0	8	0	15	0
Field Visit	5	0	2	0	5	3	12	3
Survey	4	1	1	1	7	1	12	3
Experiment	2	3	1	1	5	3	8	7
Other activities	1	4	0	2	0	8	1	14

The above table (**Table No. 4.3**) is showing the activities practiced by the schools under formative assessment. 100% schools reported that they were practicing assignment, project and portfolio for the formative assessment of the students. For field visit and survey out of 15 schools, 12 (i.e. 80%) schools reported about practicing these in the school for the formative assessment of the learners and 3 schools reported about not practicing it for the same. Experiment was being used by the 8 schools and 7 schools were not using it at all. Investigator further investigated about some other techniques which were being used by the schools as a mean of formative assessment. In the response only 1 school reported that it was using oral and writing skill as an activity for assessment.

Further analysis of data is revealing about practice of different type of activities for formative assessment by the schools as per their medium of instruction. All schools whether it was English medium, Chakma medium or those school which were practicing both languages as medium of instruction, were using assignment, project and portfolio as means of assessment. Out of 5 schools of English medium and 2 schools of Chakma medium; all were practicing field work as an activity of assessment and out of 8 schools which were using both languages (English as well as Chakma) only 5 were practicing field work as an activity and rest 3 were not practicing it. More than 50% of schools were not practicing experiments as an activity. Out of 5 schools of English medium, 4 schools were using experiment and 1 school was not using it as an activity. Out of 2 schools of Chakma medium as instruction, 1 was using it and another 1 was not using it. And schools which were following both languages as medium of instruction, among them 5 were practicing experiment and 3 were not practicing it. Only 1 school from English medium category reported about practicing other activities along with the mention activities, that other activities involve the oral and writing skill of the students.

A more detail analysis of the above table revealed that maximum number of the schools reported of practicing assignment, project, portfolio, survey and field visit. However, regarding experiment 8 schools reported of practicing it and 7 schools were not practicing out of 15 schools. It was observed that there was lack of proper instruments in the school for practicing experiments especially for science subject.

Table No. 4.4

Tools and Techniques used for Formative Assessment

Particulars	Responses of school Officials						No of all schools which are using	No of all schools which are not
	Medium of Instruction							
	English		Chakma		Both			
	Using	Not	Usin	Not	Usin	Not		

		Using	g	Using	g	Using		using
Paper-pencil Test	5	0	2	0	8	0	15	0
Observation	4	1	2	0	6	2	12	3
Checklist	4	1	2	0	6	2	12	3
Interview schedule	1	4	2	0	4	4	7	8
Rating scale	2	3	2	0	7	1	11	4
Anecdotal records	2	3	2	0	4	4	8	7
Test and inventories	2	3	2	0	1	7	5	10
Portfolio analysis	5	0	2	0	8	0	15	0
Assignment	4	1	1	1	8	0	13	2
Project	5	0	1	1	8	0	14	1
Research	1	4	0	2	1	7	2	13
Experiment	3	2	1	1	2	6	6	9

Table No. 4.4 is showing the various tools and techniques used by the school for the assessment of the students' performance. All the 15 schools reported that they were using paper-pencil test and portfolio analysis for the assessment of the performance of the students. For observation and checklist, out of 15 schools, 12 schools reported that they were using of both observation and checklist as tool and technique for assessment in which 4 schools were from English medium school, 2 schools were of Chakma medium school and 6 schools which were using both languages (English as well as Chakma); whereas 3 schools were not using observation and checklist in which 1 school was English medium school and 2 schools which were using both languages (English as well as Chakma). Out of 15 schools, 7 schools reported they were using interview schedule where 1 school was English medium, 2 schools were from Chakma medium and 4 schools which were using both languages (English & Chakma) as medium of instruction; whereas 8 schools were not using it in which 4 schools were English medium school and 4 schools which were using both languages (English as well as Chakma). Out of 15 schools, 11 schools reported about use of rating scale in which 2 schools were English medium, 2 schools were Chakma medium and 7 schools which were using both languages (English as well as Chakma),

whereas 4 schools (3 English medium school and 1 school which was using both languages (English as well as Chakma) were not using it. For anecdotal records, out of 15 schools, 8 schools affirmed about use of anecdotal record for assessment of students' progress in which 2 schools were English medium, 2 schools were Chakma medium and 4 schools were using both languages (English as well as Chakma). Out of 15 schools, 7 schools were not using it in which 3 schools were English medium school and 4 schools which were using both languages (English as well as Chakma).

For test and inventories, out of 15 schools, 5 schools were using it for assessment of student's progress in which 3 schools were English medium school, 2 schools were Chakma medium school and 1 school was using both languages (English as well as Chakma). Whereas 10 schools were not using it; in which 3 schools were English medium school and 7 schools were using both languages (English as well as Chakma). For assignment, out of 15 schools, 13 schools reported of using assignment in which 4 schools were English medium school, 1 school was Chakma medium school and 8 schools which were using both languages (English as well as Chakma), whereas 2 schools reported about not using in which 1 school was English medium school and 1 school was Chakma medium school.

Project was being used by 14 schools to check student's performance. Only 1 Chakma medium school was not using it. For research, out of 15 schools only 2 schools claimed it as a mean of assessment, in which 1 school was English medium school and second school was using both languages (English as well as Chakma), whereas 13 schools reported that they were not using in which 4 schools were English medium school, 2 schools were Chakma medium school and 7 schools which were using both languages (English as well as Chakma). For experiment, out of 15 schools, 6 schools reported in the favour of it, in which 3 schools were English medium

school, 1 school was Chakma medium school and 1 school which was using both languages (English as well as Chakma), whereas 9 schools reported that they were not using in which 2 schools were English medium school, 1 school was Chakma medium school and 6 schools which were using both languages as medium of instruction (English as well as Chakma)

A detail analysis of the above table revealed that maximum number of schools were using paper-pencil test, observation, checklist, rating scale, portfolio analysis, assignment and project and the interview schedule, anecdotal record, test and inventories, research and experiment were using by less number of schools.

Table No. 4.5

Tools and Techniques used for Co-scholastic Assessment

Particulars	Responses of school Officials						No. of schools which are practicing	No. of schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Using	Not Using	Using	Not Using	Using	Not Using		
Observation	5	0	2	0	8	0	15	0
Checklist	2	3	2	0	6	2	10	5
Interview schedule	1	4	0	2	3	5	4	11
Rating scale	3	2	2	0	5	3	10	5
Anecdotal records	4	1	1	1	4	4	9	6
Test and inventories	2	3	0	2	0	8	2	13
Portfolio analysis	3	2	1	1	7	1	11	4

Table No. 4.5 is showing the various tools and techniques which were in practices for the assessment of the student's performance in co-scholastic areas. All the 15 schools reported of using observation as a technique of assessing the performance of students. Regarding the checklist, out of 15 schools, 10 schools reported that they were using it in which 2 schools were from English medium school and Chakma medium each and 6 schools were both (English & Chakma) medium

school, whereas 5 schools reported that they were not using checklist for the assessment of students in co-scholastic areas in which 3 schools were English medium school and 2 schools were both (English & Chakma) medium school. Out of 15 schools, only 4 schools reported of using interview schedule in which 1 school was English medium school and 3 schools were both (English & Chakma) medium school, whereas 11 schools reported that they were not using interview schedule in the school in which 4 schools were English medium school, 2 schools were Chakma medium school and 5 schools were both (English & Chakma) medium school. For rating scale, out of 15 schools, 10 schools reported that they were using rating scale to assess the students' progress in which 3 school were English medium school, 2 schools were Chakma medium school and 5 schools were both (English & Chakma) medium school, whereas 5 schools were not using it in which 2 schools were English medium school and 3 schools were both (English & Chakma) medium school. For anecdotal records, out of 15 schools, 9 schools reported that they were using anecdotal record in which 4 school were English medium school, 1 school was Chakma medium school and 4 schools were both (English & Chakma) medium school, whereas 6 schools were not using anecdotal record in which 1 school was each of English medium school and Chakma medium school and 4 schools were both (English & Chakma) medium school. Out of 15 schools, only 2 schools reported that they were using test and inventories to assess the student's performance in co-scholastic areas and these 2 schools were English medium school, whereas 13 schools reported that they were not using it in which 3 schools were English medium school, 2 schools were Chakma medium school and 8 schools were of both (English & Chakma) medium school. For portfolio analysis, out of 15 schools, 11 schools reported that they were using portfolio analysis to assess the student's performance in co-scholastic areas in which 3

schools were English medium school, 1 school was Chakma medium school and 7 schools were both (English & Chakma), whereas 4 schools were not using in which 2 schools were English medium school, 1 school was each of Chakma medium school and both (English & Chakma) medium school.

A detail and deep analysis of the above table revealed that majority of the schools reported of using observation, checklist, rating scale and portfolio analysis for the assessment of co-scholastic areas in the school. However, only few schools reported of using interview schedule, anecdotal record and test and inventories in the school for the assessment of students' performance in co-scholastic areas.

Table No. 4.6

Activities Practices under Work Education

Particulars	Responses of school Officials						No. of all schools which are practicing	No. of all schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practicing	Practicing	Not Practicing	Practicing	Not Practicing		
Cookery skills	0	4	0	2	0	8	0	15
Preparation of stationary items	2	3	2	0	8	0	12	3
Dyeing	0	5	0	2	0	8	0	15
Hand embroidery	1	4	1	1	1	7	3	12
Photography	1	4	0	2	1	7	2	13
Handicraft	4	1	1	1	8	0	13	2
Others	1	4	0	2	2	6	3	12

Table No. 4.6 is showing the various activities practiced by the teachers under work education for providing work experiences to the students. The table is clearly revealing that most of the schools were practicing only 4 types of activities for work experience of students and those were preparation of stationary items, hand embroidery, handicraft and photography. No school was practicing cookery skills and

Dyeing. If we are going to see this data according to medium of instruction of the school, from 5 English medium schools 2 were practicing preparation of stationary items and 3 schools were not practicing, 1 school was practicing hand embroidery and 4 schools were not practicing, 4 schools were practicing handicraft and 1 school was not practicing and 1 school was practicing photography and 4 schools were not practicing. From 2 Chakma medium schools, both the schools reported that they were practicing preparation of stationary items, 1 school was practicing hand embroidery and 1 school was not practicing, and regarding handicraft also 1 school was practicing and the other one was not practicing. From 8 both (English & Chakma) medium schools, all the 8 schools reported of practicing preparation of stationary items and handicraft both for work education. Hand embroidery and photography were practiced by only 1 school and rest 7 schools were not practicing both the activities. Three (3) schools reported they were practicing others activities besides the mentioned activities. 1 English medium school and 2 both (English & Chakma) medium school had included gardening or plantation and cleaning of classroom or school surrounding as work education.

A detail analysis of the above table revealed that maximum number of schools reported they were practicing preparation of stationary items and handicraft for the development of work experiences of the students in co-scholastic area. And practice of the remaining activities was reported by less number of schools.

Table No. 4.7

Activities Practices under Art Education (Visual & Performing Art)

Particulars	Responses of school Officials						No of all schools which are practicin	No of all schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practici	Practicing	Not Practici	Practicing	Not Practi		

		ng		ng		cing	g	
Music	1	4	0	2	5	3	6	9
Dance	5	0	2	0	8	0	15	0
Drawing	4	1	2	0	8	0	14	1
Painting	2	3	2	0	4	4	8	7
Craft	2	3	2	0	6	2	10	5
Sculpture	2	3	0	2	5	3	7	8
Folk art forms	1	4	0	2	3	5	4	11

Table No. 4.7 is showing about activities practiced by the teachers in the school under art education. The table is clearly indicating that the schools were practicing 7 types of activities for visual and performing arts and these were music (vocal), dance, drawing, painting, craft, sculpture and folk art forms. If we are going to see this data according to medium of instruction of the school, from 5 English medium schools only 1 was practicing music and rest 4 schools were not practicing, all 5 schools were practicing dance, 4 schools were practicing drawing and 1 school was not practicing, 2 schools were practicing painting, craft, sculpture and 3 school were not practicing all of these, and 1 school was practicing folk art forms and 4 schools were not practicing it. From 2 Chakma medium schools, no school was practicing music or singing, sculpture and folk art forms, whereas drawing, painting, and craft were practicing by these 2 schools. From 8 both (English & Chakma) medium schools, all schools were reported about practice of dance and drawing as art education, 5 schools were practicing music or singing and sculpture and 3 schools were not practicing both the activities, 4 schools reported of practicing painting and remaining 4 schools were not practicing it, 6 schools were practicing craft and 2 schools were not practicing it, 3 schools reported of practicing folk art form and remaining 5 schools were not practicing it.

The result of the above table (**Table No. 4.7**) indicates that majority of the schools were practicing activities like dancing, drawing and craft for imparting art education to the students and less number of schools were practicing activities like music or singing, painting, sculpture and folk art forms.

Table No. 4.8

Activities Practices under Health and Physical Education

Particulars	Responses of school Officials						No of all schools which are practicing	No of all schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practicing	Practicing	Not Practicing	Practicing	Not Practicing		
Games and sports /Indigenous sport	5	0	2	0	8	0	15	0
NCC	0	5	0	2	0	8	0	15
Scouting and guiding	1	4	0	2	2	6	3	12
Swimming	0	4	0	2	0	6	0	15
Yoga	1	4	0	2	0	8	1	14
First Aid	2	3	0	2	3	5	5	10
Gardening	4	1	2	0	8	0	14	1
Others	1	4	0	2	3	5	4	11

Table No. 4.8 is showing about activities practiced by the teachers in the school under health and physical education. The table clearly indicated that the schools were practicing games and sports along with indigenous sport, scouting and guiding, yoga, first aid and gardening for the physical and health education of the students but no school were practicing National Cadet Corps (NCC) and swimming activities in the school. However the teachers reported that the students learned swimming by themselves in the rivers. If we see the above data according to medium of instruction of the school, out of 5 English medium schools, all the schools reported of conducting games and sports, 1 school was practicing yoga and scouting and guiding and 4 schools were not practicing both activities; yoga as well as scouting and

guiding, 2 schools were practicing first aid, and 4 schools were practicing gardening and 1 school was not practicing it. From 2 Chakma medium schools, both the schools reported of practicing games and sports or indigenous games. These 2 schools were not practicing other activities. From 8 both (English & Chakma) medium schools, all the 8 schools reported of practicing games and sports and gardening. Scouting and guiding was part of physical education in only 2 and 6 schools were not practicing both, 3 schools reported of practicing first aid and remaining 5 schools were not practicing it and no schools under both (English and Chakma) medium schools reported of practicing yoga.

Further, a detail analysis of the above table reveals that majority of the schools reported of practicing games and sports and gardening, and 4 schools reported of practicing other activities like meditation, physical training and march pass or parade out of which 1 school was English medium school and 3 were both (English & Chakma) medium school.

Table No. 4.9

Activities Practices for Value Education

Particulars	Responses of school Officials						No of all schools which are practicing	No of all schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practicing	Practicing	Not Practicing	Practicing	Not Practicing		
Providing Value Education to students	4	1	0	2	7	1	11	4
Activities for Value Education								
Moral Class	3	2	0	2	4	4	7	8
Morning Assembly with national anthem and pledge	1	4	0	2	4	4	5	10
Parade during independence and Republic Day	0	5	0	2	1	7	1	14

Traditional dress code in every Friday	1	4	0	2	1	7	2	13
Meditation	1	4	0	2	1	7	2	13
Cleanliness awareness	1	4	0	2	0	8	1	14

Table No. 4.9 is showing about various activities practices for value education of the students. Out of 15 schools, 11 schools reported about practice of various activities for value education of the students in the school and 4 schools were not practicing it. Such activities include moral class, morning assembly with national anthem and pledge, parade during Independence Day and republic Day, traditional dress code on every Friday, meditation and cleanliness awareness. The above table reveals that from 5 English medium schools, 3 schools were conducting moral class in the school and 2 schools were not conducting, only 1 school reported of practicing morning assembly with national anthem and pledge, traditional dress code on every Friday, meditation and cleanliness whereas 4 schools were not practicing these activities. Regarding the 2 Chakma medium schools, none of the schools reported of practicing any kind of activities for moral education of the students. From 8 both (English & Chakma) medium schools, 4 schools reported of practicing moral class and morning assembly with national anthem and pledge and 4 schools were not practicing it. Only one school reported about practice of parade during Independence Day and Republic Day, traditional dress code on every Friday and meditation in the school and other 7 schools reported that they were not practicing any activity as such.

Although 11 schools reported that they practice some activities for value education, a detail analysis of the above table indicated that the activities practiced by different schools for value education varies from one school to another school. Providing Value education in the school to the students from the beginning of the elementary education is essential for personality development of the students.

Because, without value the knowledge received by the students is incomplete. It is clear from the above table most of the schools neglect to impart value education to the students. It shows only 5 schools were practicing morning assembly with national anthem and pledge which is much important to promote discipline and a sense of oneness and integrity to the students. Uniform traditional dress code in the school was the initiatives of the Teachers Association of CADC. According to this initiative, traditional dress should be introduce in all government school of CADC from Class - V to Class –VIII on the last day of the week, i.e. Friday, to inculcate the appreciation and love for our own culture. However, only 2 schools were reported that they have introduced the uniform traditional dress code in the school.

Table No. 4.10

Assessment on Life Skills of the Students

Particulars	Responses of school Officials						No of all schools which are practicing	No of all schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practicing	Practicing	Not Practicing	Practicing	Not Practicing		
Assessment on Life Skills	4	1	2	0	6	2	12	3
Areas of Life skills								
Self awareness	4	1	2	0	5	3	11	4
Problem solving	3	2	2	0	6	2	11	4
Decision Making	3	2	1	1	6	2	10	5
Empathy	2	3	1	1	3	5	6	9
Critical thinking	2	3	1	1	2	6	5	10
Creative thinking	2	3	1	1	3	5	6	9
Interpersonal relationship	2	3	0	2	3	5	5	10
Effective communication	2	3	1	1	4	4	7	8
Managing emotion	2	3	0	2	3	5	5	10
Dealing with stress	3	2	0	2	4	4	7	8

Table No. 4.10 is showing the various areas of Life skills which the teachers practice in the schools for all round development of the students' personality. Out of

15 schools, 12 schools reported of practicing the assessment of life skills in various areas and 3 schools were not practicing. If we look and analyze the table according to the medium of instruction, it clearly shows that out of 5 English medium schools, 4 schools were assessing self awareness of the students and 1 school was not assessing it. Both schools in which Chakma was the medium of instruction reported that they assess self awareness of the students. Out of 8 schools where both English and Chakma were used as a medium of instruction, 6 schools were assessing the self awareness of the students and 2 schools were not assessing it. For the problem solving, out of 5 English medium schools, 3 schools were assessing about problem solving capacity of the students and 2 schools were not assessing it. Both schools in which Chakma was the medium of instruction reported that they were assessing about problem solving capacity of the students. Out of 8 schools where both English and Chakma were used as the medium of instruction, 6 schools were assessing about problem solving capacity of the students and 2 schools were not assessing it. For decision making, out of 5 English medium schools, 3 schools were assessing about decision making ability of the students and 2 schools were not assessing it. From the 2 schools in which Chakma was the medium of instruction, 1 school was assessing about decision making ability of the students and 1 school was not assessing it. Out of 8 schools where both English and Chakma were used as the medium of instruction, 6 schools were assessing about decision making ability of the students and 2 schools were not assessing it. For empathy, critical thinking, creative thinking, interpersonal relationship, effective communication and managing emotion 2 schools were assessing the students on all these areas and 3 schools were not assessing out of 5 English medium schools. From the 2 schools in which Chakma was the medium of instruction, 1 school was assessing about empathy, critical thinking, creative thinking

and effective communication ability of the students and 1 school was not assessing. And both schools of Chakma medium were not assessing interpersonal relationship, managing emotion and dealing with stress of the students. Out of 8 schools where both English and Chakma were used as the medium of instruction, 3 schools were assessing on empathy, creative thinking, interpersonal relationship and managing emotion of the students whereas 5 schools were not assessing these; for critical thinking 2 schools were assessing it whereas 6 schools were not assessing it and for effective communication and dealing with stress 4 schools were assessing it and 4 teachers were not assessing it.

Table No. 4.11

Types of Tools used to Measure Attitude of Students towards Teacher

Particular	Responses of school Officials						No. of schools which are practicing	No. of schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practicing	Practicing	Not Practicing	Practicing	Not Practicing		
Measures the attitude of students towards teacher.	4	1	2	0	7	1	13	2
Standardized	0	0	0	0	0	0	0	0
Unstandardized	4	0	2	0	7	0	13	0

Table No. 4.11 is showing about the tools used by the schools to assess the attitude of the students towards teachers. Out of 15 schools, 13 schools reported that they assess the attitude of the students towards teachers in the school whereas 2 schools were not assessing the attitude of the students towards teachers. Out of 13 schools, 5 were English medium schools, 2 schools were Chakma medium schools and 7 schools where both English and Chakma were the medium of instruction. 1 school of English medium, and 4 schools which were following both medium, were

not assessing it The table is clearly showing that the schools were using unstandardized tool to measure the attitude of the students towards teachers..

Table No. 4.12

Types of Tools used to Measure Attitude of Students towards School-mates

Particulars	Responses of school Officials						No of all schools which are practicing	No of all schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practicing	Practicing	Not Practicing	Practicing	Not Practicing		
Measures the attitude of students towards schoolmates	4	1	2	0	4	4	10	5
Standardized	0	0	0	0	0	0	0	0
Unstandardized	4	0	2	0	4	0	10	0

Assessment of students' attitude for their peers can be seen from above table. Cooperation, tolerance, patience, and acceptance for perception of others etc, these are some values what do we learn informally from schools. The table (**Table No. 4.12**) is showing about the various types of tools which were being used by the schools to assess the perception of students for their classmates. Out of 15 schools, 10 schools were measuring the attitude of the students towards their schoolmates in the school, rest were not measuring it. Among 10 schools which were assessing the attitude of students; 4 were English medium school, 2 were Chakma medium school and 4 schools were following both medium of instruction. But none of school was using standardized test for it. 1 school of English medium, and 4 schools which were following both medium, were not assessing it.

Table No. 4.13

Types of Tools used to Measure Attitude of Students towards the School Programmes and the School Environment

Particulars	Responses of school Officials						No. of schools which are practicing	No. of schools which are not practicing
	Medium of Instruction							
	English		Chakma		Both			
	Practicing	Not Practicing	Practicing	Not Practicing	Practicing	Not Practicing		
Measures the attitude of students towards the school programmes and the environment	4	1	0	2	4	4	8	7
Standardized	0	0	0	0	0	0	0	0
Unstandardized	4	0	0	0	4	0	8	0

Attitude is an important dimension of students' life in the school. It is very important to know the behavior of the students in the school and what do they think about various school programs, how they react with the school programme and what do they do for the preservation and protection of the school environment. The above table (**Table No. 4.13**) is showing the tool used by the school to measure the attitude of the students towards the school programmes and the school environment. Out of 15 schools, 8 schools reported they were measuring the attitude of the students towards the school programmes and the school environment, in which 5 schools were English medium schools and 4 schools where both English and Chakma medium schools. At the same time 7 schools reported that they were not measuring it, in which 1 school was English medium school, 2 were Chakma medium schools and 4 schools were English and Chakma medium school. The above table is clearly showing that all the schools were using unstandardized tool to measure the attitude of the students towards the school programmes and the school environment.

Although the schools were claiming that they measure the attitude of the students toward the teachers, their school-mates and the school programme and the school environment. But there was no record about it in the Progress Report Card of the students and not even have any record in the school. (Appendix - C) When the schools authority was asked about that they replied that they do this informally by observing behavior of the students.

4.2 <u>Objective No. 2</u>: To examine the procedure of assessment of students in scholastic and co-scholastic domain

4.2.1 Analysis of Teacher's Interview Schedule

The interview schedule comprises of 30 items, which was divided into five parts. The first part was information about the schools, second part was personal information of the teachers, third was based on the general practices of teacher for assessing the progress of the students in both the scholastic and co-scholastic areas, forth comprised of questions based on the perception of the teachers towards CCE, the fifth comprised questions based on the problems face by the teacher in the school during the implementation of CCE and sixth part was regarding the suggestions from the teachers for further improvement in practice of CCE implementation. The analysis of teacher's Interview Schedule is categorized under the following heads:

4.2.2 Analysis of Teachers' Profile

Table No. 4.14

Categorization of Teachers on the basis of their Training, Teaching Experiences, Educational Qualification and CCE Training Programme

Sl. No	Gender	Training			Year of teaching experiences			Total
		Trained	Untrained		0-10 Years	11-20 years	Above 20 Years	

1.	M	41	29		37	70	12	70
2.	F	2	3		1	5	1	5
Total		43 57.33%	32 42.67%		38 50.67%	24 32%	75 100%	75 100%

Sl. No	Gender	Attended CCE training		Educational qualification				Total
		Attended	Not attended	Matric (10)	10+2	Graduate	Post Graduate	
1.	M	51	19	18	13	34	5	70
2.	F	4	1	3	0	2	0	5
Total		55 73.33%	20 26.67%	21 28%	13 17.33%	36 48%	5 6.67%	75 100%

The **Table No. 4.14** depicts the profile of the teachers. From the report that the investigator received the teachers were categorized based on their training, educational qualification, teaching experiences and on their attendance in CCE training programme. At the time of interview only 5 female teachers and 70 male teachers were present in the school. From the above table it can be observe that out of 75 teachers, 43 (57.33%) were trained and 32 (42.67%) were untrained; 38 (50.67%) teachers had 0-10 year of teaching experience, 24 (32%) teachers had 11-20 year of teaching experience and 13 (17.33%) teachers had teaching experience more than 20 year; 21 (28%) teachers were matriculation, 13 (17.33%) teachers were intermediate i.e. 10+2, 36 (48) teachers were graduate and 5 (6.67%) teachers were Post graduate; 55 (73.33%) teachers had attended CCE training programme and 20 (26.67%) teachers had not attended any CCE training programme ever.

4.2.3 Analysis of the Practices of Teachers about CCE on the basis of Training and Teaching Experience

Table No. 4.15

Tools and Techniques used for Assessment of Student's Progress in Scholastic and Co-scholastic areas

Table No. 4.15

Tools and Techniques uses for Assessment of Student's Progress in Scholastic and Co-scholastic areas

Tools and techniques used for Scholastic Assessment	Year of Teaching Experience							Training				N- 75 Total No. of Teachers who practice
	0-10 Years		11-20 Years		Above 20 Years			Trained		Untrained		
	Use	Not Use	Use	Not Use	Use	Not Use		Use	Not Use	Use	Not Use	
Paper-pencil test	38	0	24	0	13	0		43	0	32	0	75 100%
Assignment	36	2	24	0	13	0		42	1	31	1	73 97.33%
Observation	30	8	19	5	12	1		36	7	25	7	61 81.33%
Project work	27	11	17	7	12	1		35	8	21	11	56 74.67%
Field study/Survey	18	20	11	13	8	5		20	23	17	15	37 49.33%
Checklist	19	19	14	10	9	4		22	21	20	12	42 56%
Rating scale	14	24	10	14	5	8		20	23	9	23	29 38.67%
Experiment	13	25	6	18	5	8		15	28	9	23	24 32%
Portfolio	37	1	23	1	12	1		41	2	31	1	72 96%
Tools and techniques used for Co-Scholastic Assessment												
Observation	36	2	20	4	12	1		41	2	27	5	68 90.67%
Checklist	18	20	12	12	11	2		23	20	18	14	41 54.67%
Rating scale	13	25	11	13	8	5		21	22	11	21	32 42.67%
Portfolio analysis	22	16	18	6	10	3		26	17	24	8	50 66.67%
Anecdotal record	24	14	13	11	10	3		27	16	20	12	47 62.67%

The various tools and techniques, practiced and used by the teachers for the assessment of student's progress in both - scholastic and co-scholastic areas as shown in **Table No. 4.15** are describe as under:

Scholastic areas

In terms of teaching experiences of the teachers under scholastic areas, it reveals that

- 100% of the teachers from the various categories of teaching experiences were using paper-pencil test for the assessment of the students' learning.
- Almost all the teachers reported about use of assignment for assessment of students. Only 2 teachers having 0-10 years of teaching experiences reported that they were not using assignment as a tool for the assessment of the students.
- Out of 38 teachers having 0-10 years of teaching experiences, 30 teachers reported about using observation as a technique of assessment of students' scholastic area whereas 8 teachers reported that they were not using it. Out of 24 teachers who had 11-20 years of teaching experiences 19 teachers reported that they use observation as a technique of assessment of students' scholastic area whereas 5 teachers were not using it. Out of 13 teachers who were having more than 20 years of teaching experiences, 12 teachers were using observation and only one teacher was not using it as a technique of assessment of students' scholastic area.
- Out of 38 teachers who had 0-10 years of teaching experiences, 27 teachers reported that they were using project work as a technique for scholastic assessment of students' learning whereas 11 teachers were not using it. Out of 24 teachers having 11-20 years of teaching experiences, 17 reported that they were using project work as a technique of scholastic assessment of students'

learning whereas 7 teachers were not using it. Out of 13 teachers who were having more than 20 years of teaching experiences, 12 teachers reported that they were using project work as a technique for assessment of students' scholastic area and only one teacher was not using it.

- Out of 38 teachers who had 0-10 years of teaching experiences, 18 teachers reported that they were using field visit as a technique of scholastic assessment of the students whereas 20 teachers were not using it. Out of 24 teachers having 11-20 years teaching experiences, 11 teachers reported that they were using field visit as a technique of scholastic assessment of the students whereas and 13 not using it. Out of 13 teachers who had more than 20 years of teaching experiences, 8 teachers reported that they were using field visit as a technique whereas 5 reported about not using it.
- Out of 38 teachers having 0-10 years of teaching experiences, 19 teachers reported that they were using checklist as a tool for assessment of the students' progress whereas 19 teachers were not using it. Out of 24 teachers having 11-20 years teaching experiences, 14 teachers reported that they were using checklist as a tool for assessment of the students' progress whereas 10 teachers were not using it. Out of 13 teachers who had more than 20 years of teaching experiences, 9 teachers were using checklist as a tool of assessment of the students' progress whereas 4 teachers were not using it.
- Out of 38 teachers who had 0-10 years of teaching experiences, 14 teachers reported that they were using rating scale as a tool of assessment of students' performance whereas 24 teachers were not using it. Out of 24 teachers having 11-20 years teaching experiences, 10 teachers reported that they were using rating scale as a tool of assessment of students' performance whereas 14

teachers were not using it. Out of 13 teachers who were having more than 20 years of teaching experiences, 5 teachers reported that they were using rating scale as a tool for assessment of students' performance whereas 8 teachers were not using it.

- Out of 38 teachers having 0-10 years of teaching experiences, 13 teachers reported that they were using experiment as technique of assessment of the students learning whereas 25 teachers were not using it. Out of 24 teachers having 11-20 years teaching experiences, 6 teachers reported that they were using experiment as technique of assessment of the students learning whereas 18 teachers were not using it. Out of 13 teachers who had more than 20 years of teaching experiences, 5 were using experiment as technique of assessment of the students learning whereas 8 reported of not using it.
- Almost all the teachers (72) reported that they were using portfolio for assessment of students' progress in scholastic area, and 1 teacher from each category of teaching experiences was not using it.

In terms of the training, it was earlier mention that there were 43 trained teachers and 32 untrained teachers in CADC. Hence, this part of the analysis of the table (**Table No. 4.15**) revealed that -

- 100% teachers from both trained and untrained categories reported that they were using paper-pencil test as a tool to assess scholastic area.
- Almost all the teachers of both categories reported that they were using assignment as a technique for the assessment of students' learning in scholastic area. Only 1 teacher from each of trained and untrained category was not using it.

- Out of 43 trained teachers, 36 teachers reported that they were using observation as a technique of assessment of the students' progress whereas 7 teachers were not using it. Out of 32 untrained teachers, 25 reported that they were using observation as a technique of assessment of the students' progress whereas 7 teachers were not using it.
- Out of 43 trained teachers, 35 teachers reported that they were using project work as a technique, for assessment of the students' progress whereas 8 teachers were not using it. Out of 32 untrained teachers, 21 reported that they were using project work as a technique, for assessment of the students' progress whereas 11 teachers were not using it.
- Out of 43 trained teachers, 20 teachers reported that they were using field study/survey as a technique for assessment of the students' learning whereas 23 teachers were not using it. Out of 32 untrained teachers, 17 reported that they were using observation as a technique for assessment of the students' learning whereas 15 teachers were not using it
- Out of 43 trained teachers, 22 teachers reported that they were using checklist as a tool for assessment of the students' progress whereas 21 teachers were not using it. Out of 32 untrained teachers, 20 reported that they were using checklist as a technique for assessment of the students' progress whereas 12 teachers were not using it.
- Out of 43 trained teachers, 20 teachers reported that they were using rating scale as a tool for assessment of the students' progress whereas 7 teachers were not using it. Out of 32 untrained teachers, 9 reported that they were using rating scale as a tool for assessment of the students' progress whereas 23 teachers were not using it

- Out of 43 trained teachers, 15 teachers reported that they were using experiment as a technique of assessment of the students' learning whereas 28 teachers were not using it. Out of 32 untrained teachers, 9 teachers reported that they were using experiment as a technique of assessment of the students' learning whereas 23 were not using it.
- Almost all the teachers from both the trained and untrained category reported about the use of portfolio as technique for assessment of students learning. Only 2 trained teachers and 1 untrained teacher was not using it for the assessment of students learning.

After detail analysis about the uses of tools and techniques by the teachers for the assessment of scholastic area, it indicated that most of the teachers were using paper-pencil test, observation, project work, assignment and portfolio for the assessment the progress of students in scholastic area.

Co-scholastic area

Table No. 4.15 is showing about assessment procedure used by teachers as per their teaching experience. The description is as below:

- Out of 38 teachers who had 0-10 years of teaching experiences, 36 teachers reported that they were using observation as a technique of assessment of students' learning in the co-scholastic area whereas 2 teachers were not using at all. Out of 38 teachers having 11-20 years of teaching experiences, 20 teachers were using observation as a technique of assessment of students' learning in the co-scholastic area whereas 4 teachers were not using it. Out of 13 teachers who were having more than 20 years of teaching experiences, 12 teachers reported that they were using observation as a technique of assessment of students' learning in the co-scholastic area whereas only 1 teachers was not using it at all.

- Out of 38 teachers having 0-10 years of teaching experiences, 18 teachers reported that they were using checklist as a tool of assessment of students' learning in the co-scholastic area whereas 20 teachers were not using it. Out of 24 teachers having 11-20 years of teaching experiences, 12 teachers reported that they were using checklist as a tool of assessment of students' learning in the co-scholastic area whereas 12 teachers were not using it. Out of 13 teachers who were having more than 20 years of teaching experiences, 11 teachers were using checklist as a tool of assessment of students' learning in the co-scholastic area whereas 2 teachers reported of not using it at all.
- Out of 38 teachers who had 0-10 years of teaching experiences, 13 teachers reported that they were using rating scale as a tool of assessment of students' learning whereas 25 teachers were not using it. Out of 24 teachers having 11-20 years of teaching experiences, 11 teachers reported that they were using rating scale as a tool of assessment of students' learning whereas 13 teachers were not using it. Out of 13 teachers who were having more than 20 years of teaching experiences, 8 teachers were using rating scale as a tool of assessment of students' learning whereas 5 teachers were not using it.
- Out of 38 teachers having 0-10 years of teaching experiences, 22 teachers reported that they were using portfolio as a tool of assessment of students' learning whereas using and 16 teachers were not using it. Out of 24 teachers having 11-20 years of teaching experiences, 18 teachers were using portfolio as a tool of assessment of students' learning whereas 6 teachers were not using it. Out of 13 teachers who were having more than 20 years of teaching experiences, 10 teachers were using portfolio as a tool of assessment of students' learning whereas 3 teachers were not using it at all.

- Out of 38 teachers having 0-10 years of teaching experiences, 24 teachers reported that they were using anecdotal record as a tool of assessment of students whereas 14 teachers were not using it. Out of 24 teachers having 11-20 years of teaching experiences, 13 teachers reported that they were using anecdotal record as a tool of assessment of students whereas 11 teachers were not using it Out of 13 teachers who were having more than 20 years of teaching experiences, 10 teachers reported that they were using anecdotal record as a tool of assessment of students whereas 3 teachers were not using it at all.

Table No. 4.15 is related to use of tools and techniques by the teachers as per their training (in the term of trained and untrained teachers) for the assessment of co-scholastic area. The interpretation of the table is as follows:

- Out of 43 trained teachers, 41 teachers reported about use of observation as a technique of assessment of students' learning in the co-scholastic areas and only 2 teachers were not using it. Out of 32 untrained teachers, 27 teachers reported that they were using observation as a technique of assessment of students' learning in the co-scholastic areas and 5 teachers were not using it.
- Out of 43 trained teachers, 23 teachers reported that they were using checklist as a tool of assessment of students' progress in the co-scholastic areas and 20 teachers were not using it. Out of 32 untrained teachers, 18 teachers reported that they were using checklist as a tool of assessment of students' progress in the co-scholastic areas and 14 teachers were not using it.
- Out of 43 trained teachers, 21 teachers reported that they were using rating scale as a tool of assessment of students' learning in the co-scholastic areas and 22 teachers were not using it. Out of 32 untrained teachers, 11 teachers reported

that they were using rating scale as a tool of assessment of students' learning in the co-scholastic areas and 21 teachers were not using it.

- Out of 43 trained teachers, 26 teachers reported that they were using portfolio as a tool of assessment of students' learning in the co-scholastic areas and 17 teachers were not using it. Out of 32 untrained teachers, 24 teachers reported that they were using portfolio as a tool of assessment of students' learning in the co-scholastic areas and 8 teachers were not using it.
- Out of 43 trained teachers, 27 teachers reported that they were using anecdotal record as a tool of assessment of students' learning in the co-scholastic areas and 16 teachers were not using it. Out of 32 untrained teachers, 20 teachers reported that they were using anecdotal record as a tool of assessment of students' learning in the co-scholastic areas and 12 teachers were not using it.

The overall analysis of the table indicated that most of the teachers were using observation and portfolio as tools and techniques for the assessment of the students in co-scholastic areas and less numbers of teachers were using checklist, rating scale and anecdotal record for the same.

Table No. 4.16

Co-scholastic Activities Practices by the Teachers under Work Education, Physical and Health Education and Art Education in the School

Under Work Education

The activities practiced by the teachers under Work Education were including handicraft, preparation of stationary items, hand embroidery, cleaning of classroom, and gardening or plantation to provide work experience to the students in the co-scholastic domain.

Table No. 4.16

Co-scholastic Activities Practices by the Teachers under Work Education, Physical and Health Education and Art Education in the School

Activities practices for Co-Scholastic Area	Year of Teaching Experience						Training				N- 75 Total No. of Teachers who practice
	0-10 Years		11-20 Years		Above 20 Years		Trained		Untrained		
	Practice	Not Practice	Practice	Not Practice	Practice	Not Practice	Practice	Not Practice	Practice	Not Practice	
a) Work Education											
Handicraft/craft	24	14	12	12	10	3	31	12	15	17	46 61.33%
Hand embroidery	2	36	1	23	1	12	4	39	0	32	4 5.33%
Preparation of stationary items	1	37	7	17	1	12	8	35	1	31	9 12%
Cleaning of classroom	32	6	22	2	11	2	36	7	29	3	65 86.67%
Gardening /plantation	24	14	18	6	12	1	32	11	22	10	54 72%
b) Physical & Health Education											
Games & Sports	37	1	24	0	13	0	43	0	31	1	74 98.67%
Physical Training	12	26	2	22	2	11	11	32	5	27	16 21.33%
Meditation	6	32	2	22	2	11	9	34	1	31	10 13.33%
March pass	9	29	6	18	2	11	11	32	6	26	17 22.67%
Awareness on health	10	28	11	13	2	11	14	29	9	23	23 30.67%
c) Art Education											
Drawing	31	7	21	3	10	3	34	9	28	4	62 82.67%
Painting	14	24	10	14	6	7	19	24	11	21	30 41.67%
Dancing	17	21	13	11	8	5	20	23	19	13	39 52%
Singing	17	21	13	11	8	5	21	22	17	15	38 50.67%
Clay Modelling	7	31	11	13	8	5	14	29	12	20	26 34.67%
Craft	14	24	12	12	7	6	15	28	18	14	33 44%

In terms of the teaching experience of the teachers, the co-scholastic activities which were practicing under Work education have been given as below:

- Out of 38 teachers having 0-10 years of teaching experiences, 24 teachers reported that they were practicing handicraft to provide work experience to the students and 14 teachers were not practicing it. Out of 24 teachers having 11-20 years of teaching experiences, 12 teachers reported that they were practicing handicraft and 12 teachers were not practicing it. Out of 13 teachers who were having more than 20 years of teaching experiences, 10 teachers reported that they were practicing handicraft and 3 teachers were not practicing it at all.
- Out of 38 teachers having 0-10 years of teaching experiences, only 2 teachers reported that they were practicing hand embroidery to develop working skills to the learners and 36 teachers were not practicing. Out of 24 teachers having 11-20 years of teaching experiences, only 1 teacher was practicing it and 23 teachers were not practicing it at all. Out of 13 teachers who were having more than 20 years of teaching experiences, only 1 teacher was practicing it and 12 teachers were not practicing it at all.
- Out of 38 teachers having 0-10 years of teaching experiences, only 1 teacher was practicing preparation of stationary items to develop working skills among the learners and 37 teachers were not practicing it at all. Out of 24 teachers having 11-20 years of teaching experiences, 7 teachers were practicing it whereas 17 teachers were not practicing it. Out of 13 teachers who were having more than 20 years of teaching experiences, only 1 teacher was practicing it and 12 were not practicing it at all.
- Out of 38 teachers having 0-10 years of teaching experiences, 32 teachers reported that they were practicing cleaning of classroom in the school to provide

work experiences to the students and 6 teachers were not practicing it. Out of 24 teachers having 11-20 years of teaching experiences, 22 teachers were practicing it and 2 teachers were not practicing it at all. Out of 13 teachers who were having more than 20 years of teaching experiences, 12 teachers were practicing it and only 1 teacher was not practicing it.

- Out of 38 teachers who had 0-10 years of teaching experiences, 24 teachers reported that they were practicing gardening or plantation to provide work experiences to the students and 14 teachers were not practicing it. Out of 24 teachers having 11-20 years of teaching experiences, 18 teachers were practicing it and 6 teachers were not practicing it at all. Out of 13 teachers who were having more than 20 years of teaching experiences, 12 teachers were practicing it and only 1 teacher was not practicing it.

Table No. 4.16 shows the practices being done by the teachers for assessing co-scholastic activities as per their training. The description is as follows:

- Out of 43 trained teachers, 31 teachers reported that they were practicing hand embroidery for work experiences of the students whereas 12 teachers were not practicing it. And out of 32 untrained teachers, 15 teachers were practicing it whereas 17 teachers were not practicing it at all.
- Out of 43 trained teachers, only 4 teachers reported that they were practicing handicraft as a working skill of the learners whereas 39 teachers were not practicing it. And all the 32 untrained teachers reported that they were not practicing it at all.
- Out of 43 trained teachers, only 8 teachers were practicing preparation of stationary items to develop working skills to the learners whereas 35 teachers

were not practicing it. And out of 32 untrained teachers, only 1 teacher was practicing it whereas 31 teachers were not practicing it at all.

- Out of 43 trained teachers, 36 teachers reported that they were practicing cleaning of school to provide working experiences to the students whereas 7 teachers were not practicing it. Out of 32 untrained teachers, 29 teachers were practicing it whereas 3 teachers were not practicing it at all.
- Out of 43 trained teachers, 32 teachers were practicing gardening or plantation to provide working experiences to the students whereas 11 teachers were not practicing it. And out of 32 untrained teachers, 22 teachers were practicing it whereas 10 teachers were not practicing it at all.

Under Physical and Health Education

For the Physical and Health Education of the students as reported by the teachers; various activities were practiced in the schools such as games & sport, physical training, meditation, march pass or parade and awareness on health for the students.

Table No. 4.16 shows the Physical and Health Education activities under the co-scholastic areas in terms of teaching experience of the teachers Table reveals that almost all the teachers in all the category of teaching experiences. reported that they were conducting games and sport program in the school. Only 1 teacher having 0-10 years of teaching experiences was not conducting it at all.

- Out of 38 teachers having 0-10 years of teaching experiences, 12 teachers reported that they were providing physical training to the students whereas 26 teachers were not providing it. Both the category of teachers having 11-20 years teaching experiences and more than 20 years of teaching experiences reported that only 2 teachers were providing physical training to the students. 22 teachers

who had 11-20 years teaching experiences and 11 teachers who had more than 20 years of teaching experiences were not providing it.

- Out of 38 teachers having 0-10 years of teaching experiences, 12 teachers reported that they were practicing meditation to the students whereas 26 teachers were not providing it. Both the category of teachers having 11-20 years teaching experiences and more than 20 years of teaching experiences reported that only 2 teachers were practicing meditation to the students whereas 22 teachers having 11-20 years teaching experiences and 11 teachers having more than 20 years of teaching experiences were not providing it.
- Out of 38 teachers who had 0-10 years of teaching experiences, 9 teachers reported that they were practicing march pass or parade in the school whereas 29 reported of not practicing it. Out of 24 teachers having 11-20 years teaching experiences, 6 teachers were practicing march pass or parade in the school whereas 18 teachers were not practicing it. Out of 13 teachers more than 20 years of teaching experiences, only 2 teachers were practicing march pass or parade in the school whereas 11 teachers were not practicing it.
- Teachers who had 0-10 years of teaching experiences (number of teachers was 38) among them 10 teachers reported that they were providing health awareness to the students in the school whereas 28 teachers were not providing it. Out of 24 teachers having 11-20 years teaching experiences, 11 teachers were providing health awareness to the students whereas 13 teachers were not providing it. Out of 13 teachers more than 20 years of teaching experiences, only 2 teachers were providing health awareness to the students whereas 11 teachers were not providing it.

The analysis of the **Table No. 4.16** in terms of the training of the teachers about the Physical and Health Education activities under the co-scholastic areas revealed that almost all the trained (43) and untrained (32) teachers reported that they were organizing games and sports program in the school. Only 1 untrained teacher reported that s/he was not organizing it. Out of 43 trained teachers, 11 teachers reported that they were providing physical training to the students whereas 32 teachers were not providing it. And out of 32 untrained teachers, only 5 teachers were providing physical training to the students whereas 27 teachers were not providing it. Out of 43 trained teachers, only 9 teachers reported that they were practicing meditation with the students in the school whereas 34 teachers reported that they were not practicing it at all. And out of 32 untrained teachers, only 1 teacher reported that that they were practicing meditation with the students in the school whereas 31 teachers reported that they were not practicing it. Out of 43 trained teachers, 11 trained teachers reported that they were practicing March pass or parade in the school during Independence Day and Republic day whereas 32 trained teachers reported that they were not practicing it. And out of 32 untrained teachers, only 6 teachers reported that they were practicing March pass in the school whereas 26 untrained teachers reported that they were not practicing it at all. Out of 43 trained teachers, 14 teachers were providing health awareness to the students whereas 29 teachers were not providing it, And out of 32 untrained teachers, 9 teachers were providing health awareness to the students whereas 23 reported were not providing it.

Art Education

As reported by the teachers, the activities practiced by them under Art Education were drawing, painting, dancing, singing, clay modeling and craft.

As per teaching experiences of the teachers, out of 38 teachers from 0-10 years teaching experience, 31 teachers reported that they were practicing drawing in art education and rest 7 teachers were not practicing it at all. Teachers under 11-20 years of teaching experience reported that 21 teachers were practicing drawing whereas 3 teachers were not practicing it. However teachers above 20 years of teaching experiences reported that 10 teachers were practicing drawing whereas 3 teachers were not practicing it at all.

Teachers under 0-10 years of teaching experiences reported that 14 teachers were practicing painting for art education to the students whereas 24 teachers were not practicing it. Teachers under 11-20 years experiences reported that 10 teachers were practicing it whereas 14 teachers were not practicing it. However, teachers above 20 years of teaching experiences reported that 6 teachers were practicing it whereas 7 teachers were not practicing it.

Teachers under 0-10 years teaching experiences reported that 17 teachers were providing both dancing and singing activities to the students whereas 21 teachers were not providing. And teachers under 11-20 years of teaching experiences reported that 13 teachers were providing both dancing and singing activities to the students whereas 11 teachers were not providing. However, teachers above 20 years of teaching experiences reported 8 teachers were providing both dancing and singing activities to the students whereas 5 teachers were not providing.

Teachers under 0-10 years of teaching experiences reported that only 7 teachers were practicing clay modeling activity in the school whereas 31 teachers were not practicing it. Teachers under 11-20 years of teaching experiences reported that 11 teachers were practicing clay modeling activity in the school whereas 13 teachers were not practicing it. And teachers above 20 years of teaching experiences reported that 8

teachers were practicing clay modeling in the school whereas 5 teachers were not practicing it.

Teachers under 0-10 years of teaching experiences reported that 14 teachers were practicing craft to the students whereas 24 teachers were not practicing it. Teachers under 11-20 years of teaching experiences reported that 12 teachers were practicing craft to the students whereas 12 teachers were not practicing it. And teachers above 20 years of teaching experience reported that 7 teachers were practicing craft activity for the students in the school whereas 6 teachers were not practicing it.

With regards to the training of the teachers, out of 43 trained teachers, 34 teachers reported that they were practicing drawing activities in the school for art education of the students whereas 9 teachers were not practicing it. Out of 32 untrained teachers, 28 teachers reported that they were practicing drawing activities in the school whereas only 4 teachers were not practicing it. Out of 43 trained teachers, 19 teachers were practicing painting in the school whereas 24 teachers were not practicing it and from 32 untrained teachers, 11 teachers were practicing painting in the school whereas 21 teachers were not practicing it. Out of 43 trained teachers, 20 teachers were organizing dancing program in the school whereas 23 teachers were not organizing it and from 32 untrained teachers, 19 teachers were organizing dancing in the school whereas 13 teachers were not organizing it. From 43 trained teachers, 21 teachers reported that they were organizing singing program in the school whereas 22 teachers were not organizing it and from 32 untrained teachers, 17 teachers were organizing singing program in the school whereas 15 teachers were not organizing it. Out of 43 trained teachers, 14 teachers reported that they were practicing clay modeling in the school whereas 29 teachers were not practicing it and from 32 untrained teachers, 12 teachers were practicing clay modeling whereas 20 teachers were not practicing it. Out

of 43 trained teachers, 15 teachers were practicing craft activities in the school whereas 28 teachers were not practicing it and from 32 untrained teachers, 18 teachers were practicing craft activities whereas 14 teachers were not practicing it.

The overall analysis of the table (**Table No. 4.16**) revealed that handicraft, classroom cleaning and gardening were given great emphasis under Work Education where out of 75 teachers, 46 (61.33%) teachers reported that they were practicing handicraft, 65 (86.67%) teachers reported that they were practicing cleaning of classroom and 54 (72%) teachers reported that they were practicing gardening or plantation. Under Physical and Health Education only games and sport has been given more emphasis where out of 74 teachers, 74 (98.67%) teachers reported that they were conducting games and sport program in the school. Under Art Education, drawing, singing and dancing have been given importance where 62 (82.67%), 38 (50.67%) and 39 (52%) teachers reported of practicing drawing, dancing and singing respectively.

Table No. 4.17

Unit Test conducted by the Teachers in Each Entry

Unit test in each entry	Year of Teaching Experience				Training		Total
	0-10 Years	11-20 Years	Above 20 Years		Trained	Untrained	
0-4 unit tests	3	1	1		5	0	**5** 6.67%
5-8 Unit tests	13	10	4		11	16	**27** 36%
9-12 Unit tests	21	13	8		26	16	**42** 56%
More than 12 Unit tests	1	0	0		1	0	**1** 1.33%
Total	**38**	**24**	**13**		**43**	**32**	**75 100%**

Figure: 4.1

Number of unit tests conducted by the Teachers in One Entry in terms of Teaching Experience

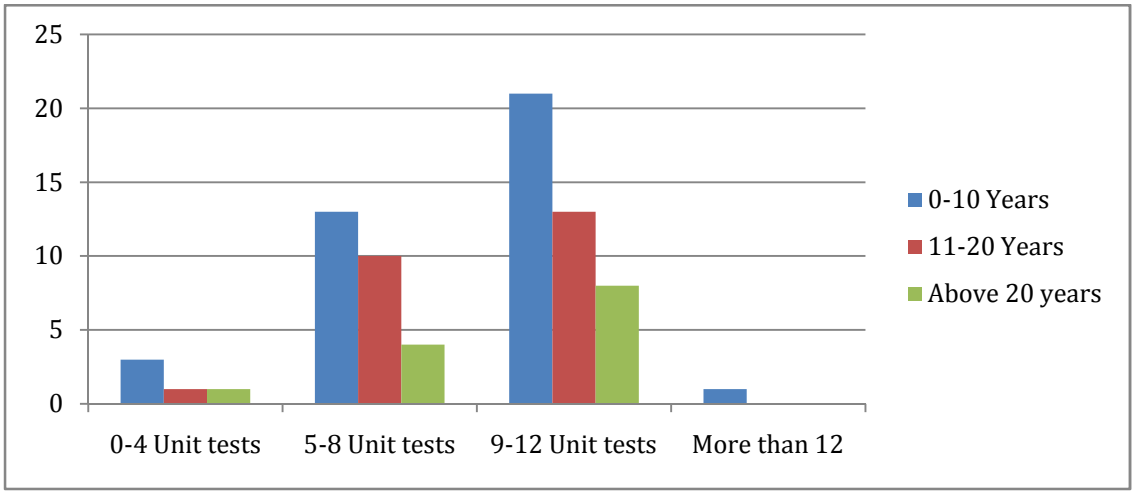
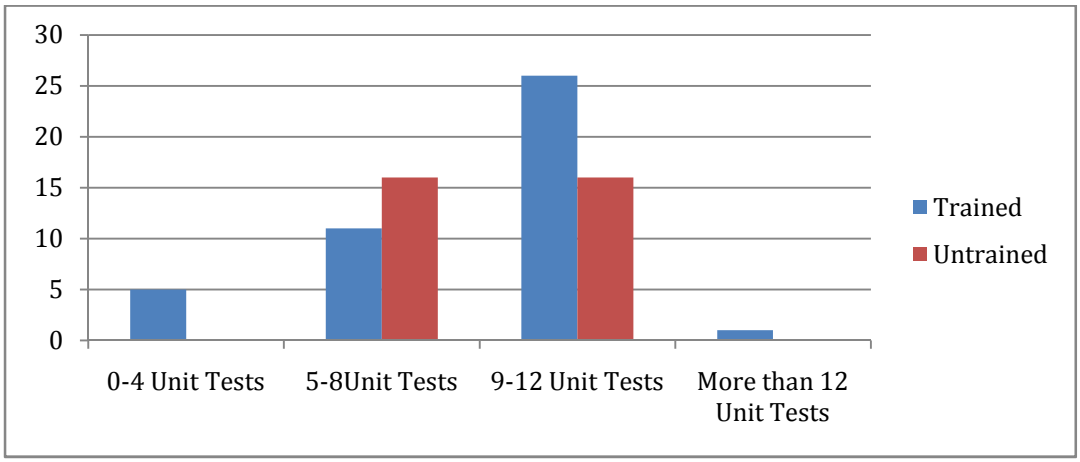


Figure: 4.2.

Number of Unit Tests conducted by the Teachers in One Entry in terms of Training



The above table (**Table No. 4.17**) is showing about the unit tests conducted by the teachers in each entry. As far the teaching experiences of the teachers is considered, out of 38 teachers having 0-10 years of teaching experience, 3 teachers reported that they were conducting less than 5 unit tests in one entry, 13 teachers were conducting 5-8 unit tests, 21 teachers were conducting 9-12 unit tests and only 1 teacher was

conducting more than 12 unit tests in one entry. Out of 24 teachers having 11-20 years of teaching experiences, only 1 teacher was conducting less than 5 unit tests, 10 teachers were conducting 5-8 unit tests and 13 teachers were conducting 9-12 unit tests within one entry. Out of 13 teachers having more than 20 years of teaching experiences, only 1 teacher was conducting less than 5 unit tests, 4 teachers were conducting 5-8 unit tests and 8 teachers were conducting 9-12 unit tests within one entry. No teacher was found of conducting more than 12 unit tests from the category of 11-20 years and above 20 years of teaching experience.

As per the training of the teachers, out of 43 trained teachers, 5 teachers reported that they were conducting less than 5 unit tests, 11 teachers were conducting 5-8 unit tests, 26 teachers were conducting 9-12 unit tests and 1 teacher was conducting more than 12 unit tests within one entry. Out of 32 untrained teachers, 16 teachers were conducting 5-8 unit tests and the rest 16 teachers were also conducting 9-12 unit tests within one entry. None of the untrained teacher was conducting less than 5 unit tests and more than 12 unit tests in one entry.

From the above table (**Table No. 4.17**) and **Figure No. 4.1** clearly reveals that majority of the teachers were conducting 9-12 unit tests in terms of the teaching experiences and teaching of the teachers. It also indicated that the teachers who had less than 11 years of teaching experiences preferred more of 9-12 unit tests than those teachers who had more than 11 years of teaching experiences. Regarding training, trained teachers preferred of conducting 9-12 unit tests than the untrained teachers. Further, it is also clearly indicating that year of teaching experience negatively influencing number of unit test in each entry among the teachers.

According to the objectives of the CCE programme, the teachers should de-emphasize memorization and lay emphasize on thought process of the students.

However, the result of the above table and figures are on the contrary as memorization is the prerequisite of paper-pencil tests that emphasize on rote learning.

Table No. 4.18

Practices of Diagnostic Test, Remedial Teaching and Retest after Remedial Teaching by the Teachers

Table No. 4.18 is showing about the practices of diagnostic test, remedial teaching and retest after remedial teaching by the teachers.

It can be observed from the table (**Table No. 4.18)** that teachers who had teaching experience less than 11 years were more oriented towards diagnostic test, remedial teaching and retest after remedial teaching in the classroom. Out of 38 teachers who had same years of teaching experience, majority of teachers (32 teachers) were conducting diagnostic test in the classroom whereas 6 teachers were not conducting, 36 teachers were providing remedial teaching to the weak learners whereas 2 teachers were not going for remedial teaching and 37 teachers reported that they were conducting retest after remedial teaching was given to the weak learners and only 1 teacher was not conducting it. Those teachers who had teaching experience of 11-20 years; out of 24 teachers, 20 teachers were conducting diagnostic test in the classroom whereas 4 teachers were not conducting it, all teachers were providing remedial teaching to the weak learners and 21 teachers reported that they were conducting retest after remedial teaching was given to the weak learners whereas 3 teachers were not conducting it. Teachers having more than 20 years of teaching experiences, 12 teachers were conducting diagnostic test in the classroom whereas only 1 teacher was not conducting it, and all the 13 teachers reported that they were providing remedial teaching to the weak learners and conducting retest after remedial teaching was given to the weak learners.

Table No. 4.18

Practices of Diagnostic Test, Remedial Teaching and Retest after Remedial Teaching by the Teachers

Area of Assessment	Year of Teaching Experience						Training				N- 75 Total No. of Teachers who practice
	0-10 Years		11-20 Years		Above 20 Years		Trained		Untrained		
	Practice	Not Practice	Practice	Not Practice	Practice	Not Practice	Practice	Not Practice	Practice	Not Practice	
Diagnostic test to the weak learners after unit test	32	6	20	4	12	1	37	6	27	5	64 85.33%
Remedial Teaching to weak learners	36	2	24	0	13	0	42	1	31	1	73 97.33%
Retest conducted after remedial teaching	37	1	21	3	13	0	41	2	30	2	71 94.67%

Table No. 4.20

Types of Teaching-aids the Teachers used in the Classroom

Types of teaching-Aids used in the Classroom	Year of Teaching Experience						Training				N- 75 Total No. of Teachers who use
	0-10 Years		11-20 Years		Above 20 Years		Trained		Untrained		
	Used	Not Used	Used	Not Used	Used	Not Used	Used	Not Used	Used	Not Used	
Electrical gadgets	0	38	0	24	0	13	0	43	0	32	0
Blackboard	38	0	24	0	13	0	43	0	43	0	75 100%
Picture	30	8	18	6	11	2	39	4	20	12	59 78.67%
Models	25	13	16	8	9	4	31	12	19	13	50 66.67%
Text book	37	1	23	1	13	0	42	1	31	1	73 97.33%

On the basis of training, out of 43 trained teachers, 37 teachers reported that they were conducting diagnostic test to the students in the classroom whereas 6 teachers were not conducting it, 42 teachers reported that they were providing remedial teaching to the weak learners and only 1 teachers was not providing, and 41 teachers reported that they were conducting retest after remedial teaching whereas 2 teachers were not conducting. From the 32 untrained teachers, 27 teachers reported that they were conducting diagnostic test to the students in the classroom whereas 5 teachers were not conducting it, 31 teachers reported that they were providing remedial teaching to the weak learners and only 1 teachers was not providing it, and 30 teachers reported that they were conducting retest after remedial teaching whereas 2 teachers were not conducting it.

Further analysis of the above table shows that 85.33% teachers reported that they were conducting diagnostic test, 97.33% remedial teaching and 94.67% retest after remedial teaching to the weak learners in the school in the school. And there were some teachers who reported that they were providing remedial teaching without conducting diagnostic test. These teachers argued that they were not familiar with diagnostic test and they simply provide remedial teaching when the students failed to score satisfactory mark in unit test. However, diagnostic test, remedial teaching and retest were the integral part of the teaching-learning process and ignoring any one of these elements in the teaching-learning situation and students' assessment may not give satisfactory outcome in the academic achievement of the students.

Table No. 4.19

Remedial Teaching given to the Students in Each Entry

Numbers of remedial teaching in each entry	Year of Teaching Experience				Training		Total
	0-10 Years	11-20 Years	Above 20 Years		Trained	Untrained	
0-2 remedial teaching	11	7	5		15	8	**23** 31.51%
3-4 Remedial teaching	18	13	7		23	15	**38** 52.05%
More than 4 Remedial teaching	7	4	1		4	8	**12** 16.44%
Total	**36**	**24**	**13**		**42**	**31**	**73**

Figure: 4.3.

Remedial Teaching given to the Slow or Weak Learners in terms of Teaching Experience of the Teachers

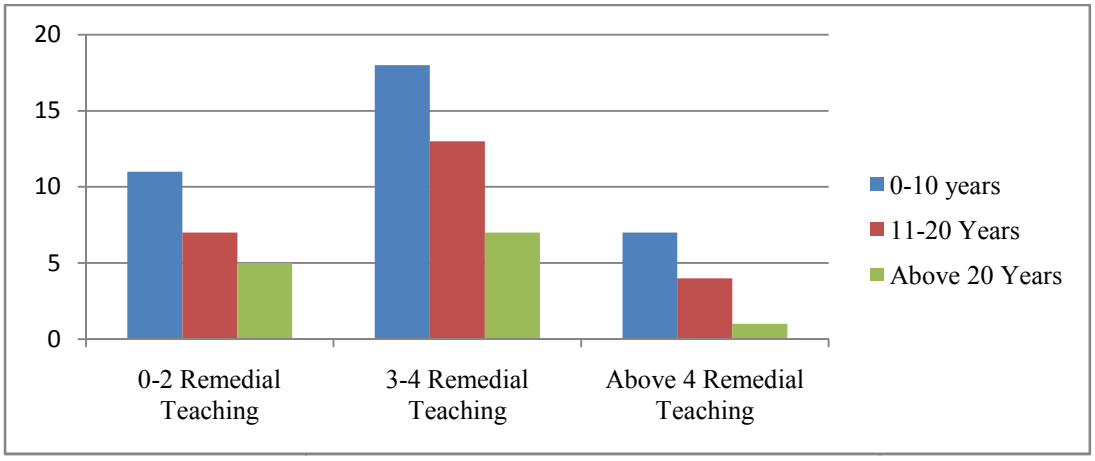


Figure: 4.4.

Remedial Teaching given to the Slow or Weak Learners in terms of Training of the Teachers

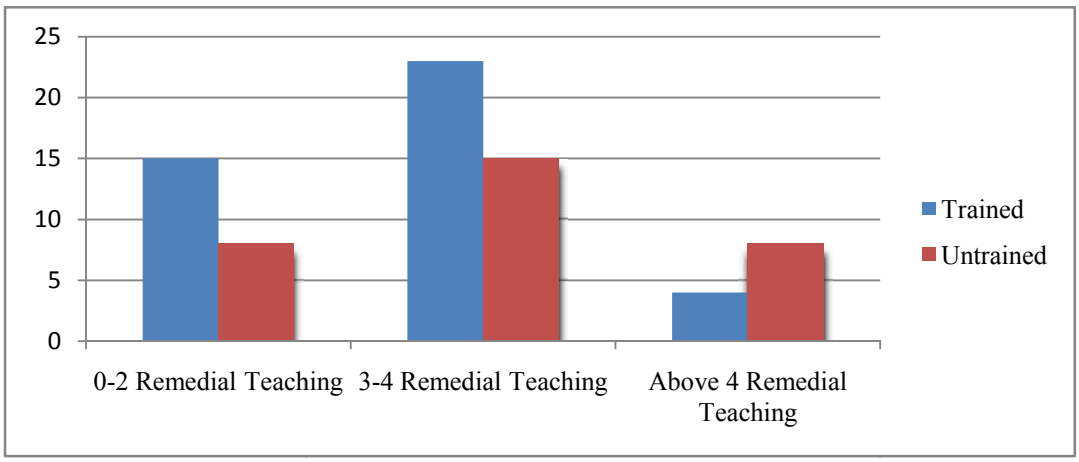


Table No. 4.19 is showing the numbers of remedial teaching given by the teachers to the slow or weak learners within one entry. Based on the teaching experiences of teachers, from 0-10 years of teaching experience, 11 teachers reported that they were providing less than 3 remedial teaching to the weak learners within one entry, 18 teachers were providing 3-4 remedial teaching and 7 teachers were providing more than 4 remedial teaching. Teachers who have teaching experience between 11-20 years among them 7 teachers reported that they were providing less than or 2 remedial teaching to the weak learners, 13 teachers were providing 3-4 remedial teaching and 4 teachers were providing more than 4 remedial teaching. Out of 13 teachers who have more than 20 years teaching experience, 5 teachers reported that they were providing less than or 2 remedial teaching to the weak learners within one entry, 7 teachers were providing 3-4 remedial teaching and only 1 teacher was providing more than 4 remedial teaching within one entry.

On the basis of training, from 42 trained teachers 15 teachers reported that they were providing less than or 2 remedial teaching to the weak learners within one entry, 23 teachers were providing 3-4 remedial teaching and 4 teachers were providing more than 4 remedial teaching within one entry. And from 31 untrained teachers, 8 teachers were providing less than or 2 remedial teaching within one entry, 15 teachers were providing 3-4 remedial teaching and 8 teachers were providing more than 4 remedial teaching to the weak learners within one entry.

A detail and precious analysis of the above table and figures revealed that majority of the teachers conducted 3-4 remedial teaching within one entry in terms of year of teaching experiences and training of the teachers. From the above table (Table No. 4.20) and Figure No. 4.4, it was also observed that the untrained teachers provide more than 4 remedial teaching to the slow or weak learners than the trained teachers.

Table No. 4.20

Types of Teaching Aids the Teachers uses in the Classroom

Table No 4.20 is showing about the types of teaching-aids that the teachers were using during instruction in the classroom. The table is clearly showing a very clear picture of use of traditional and modern type of teaching-learning material (TLM) in the Indian classroom. As per the above data, no teacher was using any electrical gadgets as teaching aid in the classroom of elementary schools of CADC. At the same time, all the teachers among the different category of years of teaching experiences and training were comfortable with the use of blackboard during instruction in the classroom and all were using it in the teaching learning situation. Further, detail of the use of TLM is as follows:

- Out of 38 teachers who have approximately 0-10 years of teaching experience, 30 teachers were using picture as a teaching aid in the classroom whereas 8 teachers were not using it, 25 teachers were using models as teaching aid in the classroom during instruction whereas 13 teachers were not using it, and 37 teachers were using textbook as a teaching aid during instruction in the classroom and only 1 teachers was not using it.
- Out of 24 teachers who have approximately 11-20 years of teaching experience, 18 teachers were using picture as a teaching aid during instruction in the classroom whereas 6 were not using it, 16 teachers were using models as teaching aid during instruction whereas 8 teachers were not using it, and 23 teachers were using textbook as a teaching aid during instruction in the classroom and only 1 teacher was not using it.
- Out of 13 teachers who have more than 20 years of teaching experience, 11 were using picture as teaching aid during instruction in the class whereas 2

teachers were not using it, 9 teachers were using models as a teaching aid in the classroom whereas 4 teachers were not using it, and all the 13 teachers were using textbooks as a teaching aid during instruction in the classroom.

- On the basis of training, out of 43 trained teachers 39 teachers were using picture as a teaching aid in the classroom whereas 4 teachers were not using it, 31 teachers were using models as teaching aid during instruction in the classroom whereas 12 teachers were not using it, and 42 teachers were using textbook as a teaching aid during instruction in the classroom and only 1 teacher was not using it at all. Out of 32 untrained teachers, 20 teachers were using picture as a teaching aid in the classroom whereas 12 teachers were not using it, 19 teachers were using models as teaching aid during instruction in the classroom whereas 13 teachers were not using it, and 31 teachers were using textbook as a teaching aid during instruction in the classroom and only 1 teacher was not using it at all.

A detail analysis of **Table No. 4.20** revealed that majority of the teachers were using blackboard (100%) and textbooks (97.33%) as teaching aids in the classroom during instruction and out of 75 teachers, there were 59 (78.67%) teachers and 50 (66.67%) teachers reported that they were using pictures and models as teaching aids during instruction respectively. Further, it was mention that no teachers were using electrical gadgets as teaching aid in the classroom. The teachers argued that due to the unavailability of its facility in the school they were not familiar with the use of electronic teaching –learning materials in the school.

4.3 <u>Objective No. 3:</u> To find out the Perception of the Teachers towards CCE

4.3.1 Perception of Teachers towards CCE

As CCE demands assessing students on a continuous basis and in a comprehensive manner, looking at CCE from the teachers' perspective becomes much more important. The success of the CCE scheme depends on the willingness of the teachers to adopt this newly introduced scheme in the education system and most importantly how well they understand and perceive about the scheme make differences for the implementation of CCE in the school. To study the perception of the teachers toward the scheme of CCE and its implementation, 11 questions have been asked from the teachers covering the scholastic and co-scholastic areas of curriculum. The questions asked and responses received from the teachers have been described item wise which are presented as follows:

Item 1: Do you understand the Concept of CCE? If yes explain briefly….

63 (84 %) teachers said that they had understanding about the concept of CCE and 12 (16%) teachers reported that they do not understand the concept of CCE. When the investigator further asked the teachers to explain it briefly, only 17 (22.67%) teachers had given answer related to the concept of CCE.

This clearly shows that the elementary school teachers of CADC had lack of proper understanding about the actual meaning and concept of CCE. Therefore, this is a very serious issue that the teachers without proper understanding about CCE how it would be implemented in the school effectively.

Some responses of the teachers about the concept of CCE:

Respondent No. 16 " *CCE is the kind of evaluation where both the teachers and the students have to be busy all the time in school as the teacher have to observe both scholastic and co-scholastic area of curriculum"*

Respondent No. 34 "*CCE emphasize not only on academic subject but also other co-curricular activities that help the students to learn various skills. It also aims to retain the students in the school to reduce dropout rate of the students."*

Respondent No. 61 "*CCE is continuous and comprehensive evaluation. It emphasizes on the continuous learning process of the students and to make them understand the lesson properly, so that they continue schooling without failure till they complete Class-VIII."*

Item No. 2: Is CCE helpful for the academic achievement of the students?

72 (96%) teachers said that CCE is helpful for the academic achievement for the students whereas only 3 (4%) teachers said that it is not helpful.

When the teachers were further asked whether CCE is more helpful in scholastic, co-scholastic or equally for both areas, out of 75 teachers, 16 (21.3%) teachers said it is helpful in scholastic area, 7 (9.33%) teachers said it is helpful in co-scholastic area and 49 (65.33%) teachers said it is helpful in both the scholastic as well as co-scholastic area.

From the teachers' responses, these are the following criteria under scholastic area which were helpful in academic achievement of the students:

Table No. 4.21

Criteria under scholastic area helpful in academic achievement

Sl. No.	Criteria under Scholastic Areas
1.	Help to improve language development of the students
2.	Remedial teaching help the students to learn the lesson properly

3.	Field visit and survey help the students learning by seeing
4.	Helpful in learning process and develop interest in learning among the students
5.	Helpful to improve confidence and quality among the students
6.	Help Students to develop good study habit

As reported by the teachers, the activities of work education, physical and education and art education practiced and organized under co-scholastic area in the school were helpful for the academic achievement of the students.

Item No. 3: Does the implementation of CCE have improved the teaching-learning process in the classroom?

71 (94.67%) teachers responded that CCE have improved the teaching learning process in the classroom whereas 4 (5.33%) teachers responded against of it.

Item No. 4: Do the continuous and regular formative assessments help to improve the study habit of the students?

68 (90.7%) teachers said that the continuous and regular formative assessment help to improve the study habit of the students.

Item No. 5: Do you feel the introduction of CCE has increased the workload of the teachers?

70 (93.3%) teachers said that the introduction of CCE has increased the workload of the teachers. When they were further asked in which area it has increased workload for teachers, whether scholastic, co-scholastic or in both scholastic as well as co-scholastic, 23 (30.7%) teachers responded in scholastic and 47 (62.7%) responded in both-scholastic as well as co-scholastic. The areas where the workload of the teachers had increased have given below:

Table No. 4.22

Workload of the teachers under scholastic and co-scholastic areas:

Sl. No.	Scholastic	Co-scholastic
1.	Providing remedial teaching to slow learners	Creating health awareness to the students.
2	Giving assignment and projects	Organising games and sports.
3	Regular Formative assessment	Work and Art education activities
4	Preparation and maintaining records of monthly report of teachers and students	Keeping records of the student's co-curricular activities.
5	Field Visit and survey	
6	Preparing of lesson plan	

Item No. 6: Do you have enough time to implement CCE during the specific year plan?

42 (56%) teachers said that they have enough time to implement the CCE procedure during the specific year plan whereas 33 (44%) teachers said against it.

Item No. 7: Do you think that there are lots of activities in the CCE programme which takes time to execute them properly?

66 (88%) teachers were in the opinion that there were lots of activities in the CCE programme which takes time to execute them properly and only 9 (12%) teachers have said against the same.

The analysis of **Item No. 6** and **Item No. 7** clearly indicated that instead of lots of activities in the CCE programme the teachers were able to manage the implementation of CCE within the time bound period.

Item No. 8: Is CCE helpful for the teacher to provide quality education to the students?

Out of 75 teachers, 65 (86.7%) teachers said that CCE scheme of evaluation is helpful to provide quality education to the students whereas 10 (13.3%) teachers said that it is not helpful. However, the teachers said that it is possible to provide quality

education to the students only when there would be sufficient teaching-learning materials in the school and when they get co-operation from the parents.

Item No. 9: Is it difficult for the teacher to give grade instead of giving scores /marks?

Regarding the grading procedure, 15 (20%) teachers said that they faced difficulty for converting marks/score into grade where 3 teachers were facing difficulty in scholastic area, 4 teachers were facing difficulty in co-scholastic area and 8 teachers were facing difficulty in both scholastic and co-scholastic areas. And majority of the teachers, 60 (80%) said that they had no difficulty in converting marks/score into grade.

Item No. 10: Do you think that the curriculum is huge enough to implement CCE effectively?

Out of 75 teachers, 51 (68%) teachers reported that the curriculum is huge to implement CCE effectively where 24 (32%) teachers said it is not. Further, the teachers who think that curriculum is huge also reported that they were not able to finish the syllabus within the specified period and that was because they had to provide more remedial teaching to the weak learners until they learn the lesson.

Item No. 11: According to CCE the school should not hold a student in a class for more than a year, is it helpful for the slow learners?

According to the recommendation of the '**Right of Children to Free and Compulsory Education (RTE) Act', 2009** under **Section 16** which stipulates that '*No child admitted in a school shall be held back in any class or expelled from school till the completion of* ***elementary education'.***

Out of 75 teachers, 38 (50.7%) teachers said that it is helpful for the slow learners whereas 37 (49.3%) teachers said that it is not helpful for the slow learners. This indicates that almost 50% teachers were in support of it and 50 % teachers were against it. When the teachers were further asked the reason of helpful and not helpful

for the slow learners, different teachers had given various responses. However, out of 38 teachers who were in support of this policy, only 12 teachers had given valid responses whereas out of 37 teachers who were against this policy, 28 teachers had given valid responses. The various responses of the teachers who were in support of this policy and who were against this policy had presented as under in separate tables:

Table No. 4.23

Teachers Responses in support of No -Detention policy

Responses of teachers	No. of Teachers responded	No response	Total
It encourages the slow learner to study further/continue schooling.	8	16	38
Reduce stress and anxiety in slow learners about examination	1		
It reduces negative attitude towards schooling and dropout of slow learner students	1		
Remedial teaching help the slow learner to learn the lesson anyway but it has increase the task of the teacher	12		
Total	22	16	38

Table No. 4.23 is showing the responses of the teachers who were in support of the policy of No-Detention in a class. Out of 38 (50.7%) teachers 22 teachers had given the reasons of why it is helpful and remaining 16 teachers were not able to give valid reason for the same. And from 22 teachers, 8 teachers said that it encourages the slow learner to study further/continue schooling, 1 teacher said that it reduces stress and anxiety in slow learners about examination, 1 teacher said that it reduces negative attitude towards schooling and dropout of slow learner students and 12 teacher said that remedial teaching help the slow learner to learn the lesson anyway but it has increased the task of the teacher.

Table No. 4.24

Teachers Responses against No -Detention policy

Responses of teachers	No. of teachers responded	No response	Total
Slow learners were not able to match with fast learners in the school	7	9	37
It might take more than a year to learn for a slow learner the given syllabus	4		
Discourage the competitiveness in learning among the students	9		
The slow learners are not able to cope in the class that becomes problem for the teacher and for them too.	8		
Total	28	9	37

Table No. 4.24 is showing the clear picture about the responses of the teachers who were against the policy of No-Detention of any students in the same class for more than a year. Out of 37 teachers who were against the No-Detention policy, 28 teachers had given the reasons of why this policy is not helpful and beneficial for the slow or weak learners whereas 9 teachers were not able to provide the valid reason for the same. And from 28 teachers, 7 teachers said that slow learners were not able to match up with fast learners in the school, 4 teachers argued that it might take more than a year for a slow learner to learn the given syllabus, 9 teachers said that this discourage the competitiveness in learning among the students and 8 teachers said that the slow learners were not able to cope in the class that becomes problem for the teacher and for them too.

The analyses of the Item No. 11 along with the **Table No. 4.23** and **Table No. 4.24** revealed that majority of the teachers were against the policy of No-Detention although there was almost 50-50 percentage of teachers who were in support and against this policy. After having more interaction with the teachers, some of the teachers even said that they do not welcome this policy of No-Detention because it had

seriously affected the quality of education in the school and argued that the government should re-introduce the pass-fail system of evaluation.

Table No. 4.25

Changes taken place after the implementation of CCE in the School

Particulars	Response of Teachers		Total =N
Changes taken place after the implementation of CCE	**Yes**	**No**	
	75 (100%)	0	75 (100%)
Changes criteria taken place	**Change**	**No Change**	
Classroom atmosphere is more pleasant	28 (37.33%)	47 (62.67%)	75
Students become physically and mentally active	37 (49.33%)	38 (50.67%)	75
Uses of teaching-learning materials has increased	32 (42.67%)	43 (57.33%)	75
Students develop good study habit	22 (29.33%)	53 (70.67%)	75
Qualitative improvement in students	24 (32%)	51 (68%)	75
Attainment level of students is improved	5 (6.67%)	70 (93.33%)	75
Emphasis on paper-pencil test has reduced	20 (27.77%)	52 (73.33%)	75
Stress and anxiety is reduced in students	51 (68%)	24 (32%)	75
Dropout rate has been reduced	40 (53.33%)	35 (46.67%)	75
Learning difficulties can be identified easily	32 (42.67%)	43 (57.33%)	75
Improved the teaching-learning process	9 (12%)	66 (88%)	75

Table No. 4.25 depicts the responses of the elementary school teachers about the criteria where changes taken place in the school and in the achievement of the students after the implementation of CCE scheme. All the teachers reported that there were changes taken place in the schools, teacher's practices and in the students.

After the analysis of **Table No. 4.25**, it revealed that there were very less positive responses received from the teachers about the changes. Regarding the atmosphere of the classroom, out of 75 teachers, 28 (37.33%) teachers reported that it becomes pleasant whereas 47 (62.67) reported that there was no change at all. 37 (49.33%) teachers reported there were positive changes in students physically and mentally whereas, 38 (50.67%) teachers reported against the same. 32 (42.33%) teachers reported that the use of teaching-learning materials had increased but 43 (57.33%) teachers were not agree with it. 22 (29.33%) teachers reported there were positive changes in student's study habit whereas 53 (70.67%) teachers reported that there were no changes in the study habit of the students after implementation of CCE. 24 (32%) teachers think that there were qualitative improvement in students but, 51 (68%) teachers reported in the against of the same. Out of 75 teachers, only 5 (6.67%) teachers reported there was positive changes in the attainment level of students whereas 70 (93.33%) reported that there were no changes. 43 (57.33%) teachers reported the emphasis on paper-pencil test has reduced but 32 (42.67%) teachers reported that it was not. 51 (68%) teachers belief the stress and anxiety has been reduced in students and 24 (32%) said against the same. 40 (53.33%) reported that the dropout rate has been reduced and 35 (46.67%) teachers said there was not. 32 (42.67%) teachers think that learning difficulties can be identified easily whereas 43 (57.33%) said not agree with it. And only 9 (12%) teachers believed that after the implementation, the process of learning has improved in the classroom and 66 (88%) teachers have said that learning process has not improved even after implementation of CCE.

4.4 <u>Objective No. 4:</u> To find out the problems faced by the teachers in the implementation of CCE

With the changing environment and the development of science and technology as well the lifestyle of the people, there is also need of changes in the education system of a nation as well as the society. But, new changes come with new problems especially in the field of education. When there are changes in the education system the teachers, educational administrators and students who have to face the problems. Therefore, to study the problems of the teachers the investigator had included 6 items in **Part V** of the Interview schedule with open-ended questions.

4.4.1 Problems faced by the teachers during the implementation of CCE in the school

Out of 75 teachers, 55 (i.e.73.3%) teachers responded that they were facing problems in the school during the implementation of CCE programme and 20 (26.7%) teachers responded that they were not facing problems. Further, the teachers were asked in which area they were facing problems, whether in scholastic area or co-scholastic area or in both - scholastic as well as co-scholastic area. So, out of 55 teachers who said that they were facing problems, 40 teachers said that they were having problems in scholastic area, 4 teachers said that they were having problems in co-scholastic area and 11 teachers said that they were having problems in both - scholastic as well as co-scholastic area. The problems that the teachers were facing in the scholastic and co-scholastic areas have been presented as follows:

Table No. 4.26 is showing the components where the teachers were facing problems under scholastic area. The table indicates that out of 55 teachers, 23 teachers said that they were having problems with the unit test because they have to take

Table No. 4.26

Problems under Scholastic Area

Scholastic area	No. of teachers responded (N=55)
Unit test	23
Diagnostic test	13
Remedial teaching	31
Grading and marking system	7
Seasonal plan & syllabus	10
Tools and technique for assessment	20
Others	4

frequent unit test and retest the weak learners after remedial teaching. 13 teachers said that they had problems with diagnostic test. The teachers expressed that they were not familiar with the diagnostic test. 31 teachers said that they were having problems in providing remedial teaching to the students. When they were further asked about the reason of their problem they expressed that according to CCE rule they have to teach the slow learners until the students learn the lesson. 7 teachers said that they had been facing problem marking and grading procedures, they said 10 teachers said that they were facing problems in following the seasonal plan and syllabus and 20 teachers said that they were facing problems regarding the tools and techniques for assessment of the students learning. Besides, 4 teachers said that they were having problems other than these components which involve project work, field visit, survey and providing remedial teaching. The teachers said that the students were not able of the project assigned to them and the providing remedial teaching again and again to the slow learners consumes a lot of time. Further, they said that the irregularity and the absenteeism of the students at the time of unit test create problem for the teachers. They also said that due to the transportation problem they were not able take the students for survey and field visit.

Table No. 4.27

Problems under Co-scholastic Area

Co-scholastic area	No. of teachers responded (N=55)
Organising activities and programmes	6
Selecting tools and techniques for assessment	10
Marking and grading system	3
Others	3

The above table is showing that out of 55 teachers, 6 teachers responded that they were having problems of organizing activities and programmes in the school under co-scholastic area. 10 teachers responded that they were facing problems in selecting the appropriate tools and techniques for assessing the performance of the students in co-curricular activities. 3 teachers responded that they were facing problem for awarding grade to the students. Besides, 3 teachers said that they were having problems other than these components which involve the unavailability of sufficient games and sport materials in the schools.

Table No. 4.28

Other Problem Areas related to Implementation of CCE

Others problems area related to CCE	Response of teachers		Total
	Yes	No	
Less / insufficient CCE training programme	71 (94.7%)	4 (5.3%)	75
Dearth of teachers	55 (73.3%)	20 (26.7%)	75
Less time for doing different activities and covering the syllabus	48 (64%)	27 (36%)	75
Lack of academic support facilities	70 (93.3%)	5 (6.7%)	75
Lack of external supervision.	70 (93.3%)	5 (6.7%)	75
Lack of understanding of parents about CCE programme.	75 (100%)	0	75

The teachers were asked about various other problems that they were facing in the schools beside the problems they were facing in academic area during the implementation of CCE. **Table No. 4.28** is showing the other problem areas that the teachers were facing in the school. Out of 75 teachers, 71 (94.7%) teachers reported that there was lack of sufficient training programme about CCE for the teachers, 55 (73.3%) teachers said that there were less number of teachers in the schools, 48 (64%) teachers said that they there was less time for doing different activities and covering the syllabus which CCE scheme of evaluation assign the teachers to do in the schools, 70 (93.3%) teachers reported that there was lack of sufficient academic support facilities in the school and external monitoring and supervision from the higher official authority about the implementation of CCE programme and all the 75 (100%) teachers felt that there was lack of understanding among the parents about the CCE programme. So, it is clearly visible from the above table that maximum numbers of teachers were having problems in all the areas. Beside these, some teachers had reported that they were facing problems in other areas also during the implementation of CCE in the school. These include the unavailability of sufficient teaching-learning materials in the school to provide knowledge about modern technologies, there was lack of co-operation from the parents and some parents were not able to provide necessary study materials to the pupils.

4.4.2 Teachers' suggestions for improvement in the implementation of CCE programme

Following suggestions have been provided by the teachers for further improvement about the implementation of CCE in the school:

1. There is need of participation and co-operation from parents to made improvement in the implementation of CCE.

2. There is need of proper and well equipped infrastructure as well as supply of power and electricity in the school.
3. There should be availability of sufficient number of TLM in the school for proper and effective implementation of CCE.
4. Teachers also reported that in the schools, number of trained teachers in not adequate and also suggested that there should be some more trained teachers in the school.
5. Need training to all teachers with regards to CCE.
6. Every school should have at least one resourceful teacher who would be well trained about CCE scheme of evaluation.
7. Need monitoring and supervision about the implementation of CCE in the school from high official authority in rural areas.
8. There should be some awareness programs for parents about CCE scheme.
9. There is also need of subject specialized teachers for each subject in the school.

CHAPTER- V

FINDINGS, DISCUSSION AND CONCLUSION

CHAPTER- V

FINDINGS, DISCUSSION AND CONCLUSION

Introduction

In the last twenty years, many changes have taken place in the national educational scenario where new concepts evolved in the educational system. These involve rights-based approach to elementary education, learner-centered education system, activity-centered school curriculum, the endeavour to extend universalization of elementary education to secondary education. Education is a process aims at making the children capable of becoming responsible, productive and useful member in the society. Education also built the knowledge, skills, attitudes and values to the learners through learning experiences and opportunities provided in the schools. Evaluation is an integral part of the education system which is widely acknowledged as a powerful means of improving the quality of education. The growth and development of a child can be effectively judged and appraised by a continuous process of evaluation. Previously the system neglected 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. 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 of 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. Continuous and Comprehensive Evaluation (CCE) necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. Continuous and Comprehensive Evaluation is a school-based evaluation process that covers all the scholastic and co-scholastic aspect of learners' development in different areas of learning.

With the enforcement of the Right to Education (RTE) Act, 2009 and the recommendation of the Education Reform Commission of Mizoram, 2010, the Government of Mizoram declared to implement CCE from the academic session of 2011-2012 all over the state. The Chakma Autonomous District Council (CADC) had implemented CCE in all the primary and upper-primary schools in the year 2011 as the government had declared to implement it all over the state. As the local government of CADC had entrusted the power to control and manage the education system in its territory at the elementary level, the District School Education Board with the Department of Education (DSEB), CADC are responsible for effective and efficient implementation of the education programme directed by the Government of Mizoram.

Many studies were conducted on various dimensions of CCE scheme covering from primary to university level, especially regarding its implementation in the schools, perception and attitude of the teachers towards CCE, teachers' problems, status of the implementation process of the scholastic and co-scholastic aspects of curriculum. Most of the studies had been conducted at secondary level of school education and few studies were conducted at elementary and university level.

The studies of Obioma (2006), Ajuonuma (2008), Wilson (2009), Kumari (2012), Rao and Rao (2012), Angadi & Akki (2013), Amuthavalli & Kumar (2014) and Osadebe (2015) were based on the content of the CCE scheme.

The studies of Bhattacharjee & Sharma (2010), Kothari & Thomas (2012), Sharma (2012), Joshi (2013), Byabato & Kisamo (2014), Chopra & Bhatia (2014), Murcus et.al. (2014), Panda (2015), Pandey (2015), Sikdhar &Poddar (2015), Basu & Debnath (2016), Kalpana Rani (2016) and Paparayudu (2016) were related to the implementation of CCE at different level of school education. Studies were conducted by Kothari & Thomas (2012), Murcus & Joseph (2014) and Paparayudu (2016) focusing about the problems faced by the teachers during the implementation of CCE. When the teacher faces problems while implementation of any education system it effects to growth and development of the child.

Another important aspect in CCE pattern is perception and attitude of the teachers on present evaluation system practicing in the schools. Wagi (2007), Singhal (2012), Kumar & Sikka (2013), Naidu (2013), Yigzaw (2013), Anita (2014), Mishra & Mallik (2014), Kumar & Arrarwal (2016), Saluja (2016) Awafola & Babajide (2013), Chaopra & Gupta (2013), Singh (2013), Rathee (2014), Barwal & Sharma (2015), Pradhan & Singh (2015), Raina & Verma (2015), Rana (2015), Sivakumar et.al. (2015), Singh (2017), and Sen & Chakarborty (2017) had conducted their studies on the attitude of the teachers toward the implementation of CCE. Most of these studies were conducted at secondary level and only three studies were conducted at elementary level.

5.2 Rationale of the Study

The main objective of the evaluation in the schools is to assess the level of achievement of the learners. Traditional assessment system was highly dominated by annual examination which was assessing only the scholastic abilities of the students and at the same time assessment of Co-scholastic abilities were neglected (Bhattacharya and Sharma, 2010) which play a very notable role for the all round

development of the children. For the holistic development of the students, Continuous and Comprehensive Evaluation has been implemented in school which cover scholastic and co-scholastic domain of the curriculum as well as various co-curricular activities. The role of Continuous and Comprehensive Evaluation becomes very important when our aim is to improve learners' quality in the cognitive, affective and psycho-motor domains.

From the literature reviews, it was observed that studies were not focusing on the assessment of value education and life skills of the students, which are very much important for the holistic development of the children. Problems facing by the teachers in the rural areas in the implementation of CCE are also one more neglected area. So, the investigator had focused on these areas about the implementation of CCE in the schools. Further, there was no study conducted on implementation of CCE concentrating in the rural areas. The researcher felt an urgent need to conduct comprehensive study covering all the scholastic, co-scholastic and social and personal qualities aspects of curriculum about implementation of CCE at elementary school level as well as the problems faced by the teachers during implementation of CCE in the school of rural part of the state.

As a designated academic authority of elementary education, SCERT developed source book on CCE in the year 2011, for guidelines and sessional work plan for elementary schools. The guidelines or manual book prepared for teachers regarding the implementation of CCE is prepared in Mizo language but, majority of the teachers of Chakma Autonomous District Council (CADC) do not understand Mizo language. Therefore, language becomes a problem for the teachers in the schools of Chakma inhabited areas. So it was important to know that how did the teachers cope with this obstacle and how did they implement CCE. And most importantly, till date nobody has

done research based on the Continuous and Comprehensive Evaluation in the territory of CADC.

5.3 Research Questions:

The following research questions had been formulated for the present study:

i. How far are the schools successful in implementing CCE of CADC in Mizoram?

ii. Do the teachers give equal importance to both the scholastic and co-scholastic assessment of the students?

iii. Which areas of the curriculum are being implemented more efficiently, scholastic or co-scholastic?

iv. Do the local community provide support for the proper implementation of CCE?

v. What kind of support is provided to the schools by the local people to implement CCE efficiently?

vi. Are all the elementary school teachers competent enough to implement CCE according to the guidelines provided by CBSE and SCERT, Mizoram?

5.4 Restatement of the Problem

The problem of the present study is titled as

CONTINUOUS AND COMPREHENSIVE EVALUATION IN ELEMENTARY SCHOOLS OF CHAKMA AUTONOMOUS DISTRICT COUNCIL IN MIZORAM: A CRITICAL STUDY

5.4.1 Operational definition of Key Words:

Continuous and Comprehensive Evaluation (CCE): According to the Central Board of Secondary Education (CBSE), Continuous and Comprehensive Evaluation

(CCE) refers to a system of school based evaluation of a student that covers all aspects of a student development. It includes two key words 'Continuous' and 'Comprehensive' which need explanation:

The term '***Continuous***' is meant to emphasise that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation.

The second term '***Comprehensive***' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing)and aims at assessing a learner's development in areas of learning, like Knowledge, Understanding, Applying, Analyzing, Evaluating and Creating.

Evaluation is a process of collecting, analyzing and interpreting the evidence of students' progress to take further necessary action for better learning. It also implies that the purpose of the total endeavour is not just the measurement of the level of achievement and proficiency of students but also their improvement through diagnosis and remediation/enrichment.

Elementary Schools: The structure of school education in the State of Mizoram is re-organized in conformity with the National Policy on Education (NPE)1986/1992, and the definition of elementary education as contained in the '*Right of Children to Free and Compulsory Education Act, 2009*'. Accordingly the Elementary school

includes both the primary and the upper-primary schools, primary level is from class-I to class-V and the upper primary level from Class-VI to Class-VIII.

CADC: The 'Chakma Autonomous District Council (**CADC**)' was formed under the Sixth schedule of the Constitution of India on April 29, 1972. The Council is the replication of the state assembly and exercises executive power over specially allotted departments. It is an autonomous council in South-Western part of Mizoram bordering Bangladesh and Myanmar. CADC inherited the authority to control and manage elementary education owing to the provisions of Para 6 (1) of the 6th Schedule to the Constitution of India.

5.4.2 Objectives:

The present study was undertaken with the focus on the following objectives:

1. To find out the status of the implementation of CCE in the elementary schools of CADC in Mizoram.
2. To examine the procedure of assessment of students in scholastic and co-scholastic domain.
3. To find out the perception of the teachers towards CCE.
4. To find out the problems faced by the teachers in the implementation of CCE.

5.5 Delimitation of the study

It is neither expected nor possible for any investigator to examine any phenomenon at all levels and from every possibly available corner. Constraints like time, resources- both human and financial, compel a researcher to delimit his/her investigation. With the available resources and capacity the investigation had delimited the present study in the territory of CADC, Mizoram and included only government elementary schools and the Teachers.

5.6 Methodology

The present study is mainly related to the descriptive research. The investigator has adopted descriptive survey approach for the present study.

5.6.1 Population

The target population for the present study involves all the government Elementary Schools and all the government Elementary School Teachers of Chakma Autonomous District Council (CADC), Mizoram. There are 60 (sixty) Elementary schools running under the administration of local government of CADC in three education divisions namely Kamalanagar Circle, Barapansury Circle and Longpuighat Circle. The total teacher's population of all the government elementary schools in CADC is 539.

5.6.2 Sample of the study

Out of the total 60 schools, 15 (fifteen) schools have been selected as a representative sample, 5 (five) school from each circle randomly. To study the perception of the teachers towards CCE 75 teachers has been randomly selected as sample teachers, 5 (five) teachers from each schools. Hence, multi-stage sampling method was used to select the representative sample from the school and teacher's population.

5.7 Sources of Data

Generally data can be gathered from two sources namely primary and secondary.

a) *Primary data*: The source of primary data for the present study involves the elementary schools and teachers of the CADC.

b) *Secondary data:* The investigator also gathered data from secondary sources such as relevant document about CCE from the office of SCERT, Mizoram,

Department of Education and District school Education Board, CADC and books and journals (*Printed and online*) for reviewing the previous studies.

5.8 Tools used for Data Collection:

The following tools were developed and administered by the investigator with the help of the supervisor for the purpose of data collection form the subjects:

a. **Checklist**: The checklist comprises of 25 items covering both the scholastic and co-scholastic domain of the curriculum. It was divided into three parts, the first part comprises of the information about the school, the second part comprises of items from the scholastic domain and the last part comprises of items covering from the co-scholastic domain. (Appendix - A)

b. **Interview Schedule**: The Interview Schedule was prepared by the investigator for the elementary school teachers with open ended questions. The interview schedule comprises of 28 items in which items were based on the general practices of teacher for assessing the progress of the students in both the scholastic and co-scholastic areas, about the perception of the teachers towards CCE, the problems faced by the teacher in the school during the implementation of CCE and suggestions from the teachers for further improvement in practice of CCE implementation. (Appendix - B)

Content validity was established for the both tools.

5.9 Procedures of Data Collection

To get the required data for the present study the investigator personally visited the schools for collecting the data. Prior permission has been taken from the headmaster, then with the consent of the headmaster checklist has been given to him or the any one teacher instead. After giving brief introduction and purpose about the present study, personal interview was conducted using interview schedule with open-ended questions to five teachers from each school, randomly selected as representative

sample. The investigator has given assurance to head masters and teachers that the collected data will be used only for research purpose and it will be kept confidential.

5.10 Statistical Treatment of Data

In the present study, the investigator had used different statistical techniques for the analysis of data received from the subjects through these tools. For analyzing the data collected through checklist researcher used frequency and percentage. The data collected through interview schedule from the teachers were analyzed by using frequency and percentages. As the interview schedule was semi-structured, the responses of the open-ended questions received from the teachers were analyzed using content analysis.

5.11 Major Findings of the study:

i) Findings related to the implementation of CCE

- All 15 schools were maintaining progress card, prepared and supplied by the District School Education Board (DSEB), CADC.
- All the 15 schools were following the 1st and 2nd entry of assessment of the students and were practicing both formative and summative assessment to assess the progress and level of achievement of the students in both areas; scholastic and co-scholastic.
- All the 15 schools were giving 70% weightage to formative assessment; in which 30% was for unit tests and 40% was related to different activities under formative assessment such as project work, assignment, survey/field visit, portfolio etc. For summative assessment, 30% weightage was given by all the schools and conducted at the end of each entry.

- In each entry, more than 2 unit tests were being conducted by the school to assess the level of understanding and achievement of the students.
- All the 15 schools reported that they provide remedial teaching to the weak or slow learners in the school, following 5 point grading scale, and assess the students' progress according to their individual and groups work. And out of 15 schools, 13 schools reported that they were conducting diagnostic test.
- Maximum number of the schools were practicing assignment, project, portfolio, survey and field visit as activities under formative assessment. However, regarding experiment 8 schools reported of practicing it and 7 schools were not practicing. It was observed that there was lack of proper instruments in the school for practicing experiments especially for science subject.
- Maximum number of schools reported about use of paper-pencil test, observation, checklist, rating scale, portfolio analysis, assignment and project as tools and technique for the assessment of the students and very few schools were using interview schedule, anecdotal record, test and inventories, research and experiment for the same.
- Observation, checklist, rating scale and portfolio analysis were being used as tools and techniques by majority of the schools for the assessment of co-scholastic areas and interview schedule, anecdotal record and test and inventories were being used by less numbers of schools.
- Under work education, activities like preparation of stationary items and handicraft were given importance by majority of the schools for work experiences of the students in co-scholastic area.
- In the Art Education, dancing, drawing and craft activities were being practiced by majority of schools to impart art education to the students and less numbers

of schools were practicing activities like music or singing, painting, clay modelling and folk art forms.

- Under Physical and health Education, games and sports and gardening were being practiced by majority of the schools and less numbers of schools were practicing other activities like meditation, physical training and march pass or parade.
- Schools did not give much importance in imparting value education to the students.

ii) Findings related to Teachers' Practices for the assessment of students

- Out of 75 teachers, 43 (57.33%) were trained and 32 (42.67%) were untrained; 38 (50.67%) teachers had less than 11 years of teaching experience, 24 (32%) teachers had between 11-20 years of teaching experience and 13 (17.33%) teachers had more than 20 years of teaching experience; 21 (28%) teachers had matriculation only, 13 (17.33%) teachers were intermediate (10+2), 36 (48) teachers were graduate and 5 (6.67%) teachers were Post graduate; 55 (73.33%) teachers had attended CCE training programme and 20 (26.67%) teachers had not attended any CCE training programme
- Majority of the teachers were using paper-pencil test, observation, project work, assignment and portfolio as tool and technique; for the assessment of students' progress in scholastic area.
- Majority of the teachers were using observation and portfolio as tool and technique of the assessment of the students in co-scholastic areas whereas less numbers of teachers were using checklist, rating scale and anecdotal record for the same.

- Handicrafts, cleaning of classroom and gardening or plantation activities were being given great emphasis under Work Education. Most teachers had given importance to games and sports for physical and health education of the students where 98.67% teachers reported that they were conducting games and sport program in the school.
- In Art Education, drawing, singing and dancing have been given importance where 82.67%, 50.67% and 52% teachers reported of practicing drawing, dancing and singing, respectively.
- 85.33% teachers reported that they were conducting diagnostic test, 97.33% remedial teaching and 94.67% retest after remedial teaching to the weak learners in the school. However, some teachers reported that they were providing remedial teaching without conducting diagnostic test and some reported that they were not conducting retest after remedial teaching.
- Majority of the teachers were conducting 9-12 unit tests within one entry and were providing 3-4 remedial teaching within one entry.
- 100% teachers reported that they were using blackboard, 97.33% teachers were using textbooks, 78.67% teachers were using pictures and 66.67% teachers were using models as teaching aids in the classroom during instruction. And no teacher was using any electrical gadget as teaching aid in the classroom.

iii) Finding related to Perception of Teachers about CCE

- Elementary school teachers of CADC had lack of proper understanding about the actual meaning and concept of CCE, only 22.67% teachers had given proper answer related to the concept of CCE.
- It was the perception of 65.33% teachers that CCE is helpful in both the scholastic as well as co-scholastic area.

- 94.67% teachers responded that CCE has improved the teaching learning process in the classroom and to improve the study habit of the students.
- 93.3% teachers reported that the introduction of CCE has increased the workload of teachers in both areas- scholastic as well as co-scholastic.
- 56% teachers said that they had enough time to implement the CCE procedure during the specific year plan, at the same time 88% teachers were in the opinion that there were lots of activities in the CCE programme which take a lot of time to execute them properly and 68% teachers reported that because of vast curriculum and lack of time it was not possible to implement CCE effectively in the school.
- 86.7% teachers said that CCE scheme of evaluation was helpful to provide quality education to the students. However, the teachers also said that it may be possible only at that time when there would be sufficient teaching-learning materials in the school and if they get co-operation from the parents.
- 80% teachers had no difficulty in converting marks/score into grade.
- Regarding No-Detention policy, 50.7% teachers said that it was helpful for the slow learners but only 29.33% of teachers had valid responses, whereas 49.3% teachers said that it was not helpful for the slow learners where 37.33% teachers had given valid responses regarding this. At the same time majority of the teachers were not very much convinced and satisfied with the policy of No Detention of students in the same class until they complete elementary education.
- Majority of the teachers said that there was change after the implementation of CCE in the school but positive responses were not received from the teachers'

side. However, 68% teachers said that stress and anxiety was reduced in the students and 53.33% teachers said the dropout rate of students has decreased.

iv) Findings related to Problems facing by the teachers

- 73.3% teachers responded that they were facing problems in the school during the implementation of CCE programme and 26.7% teachers responded that they have not any problem in implementing CCE in the classroom.
- 53.3% teachers said that there is a problem in implementing it in the scholastic area, 5.3% teachers had problem in implementing it in the co-scholastic area and 14.67% teachers said that in implementation of CCE they have problem in both; scholastic as well as co-scholastic area
- 94.7% teachers reported that training programme of teachers about CCE organized by DIETs is not adequate and sufficient.
- According to 73.3% teachers, less numbers of teachers in the schools was also one barrier in the implementation of CCE.
- 64 % teachers reported that the activities what CCE scheme of evaluation has assigned to do in the schools was not possible for the teachers and students to do all those activities in the academic year or in each entry along with covering the syllabus.
- 93.3% teachers reported that there was lack of sufficient academic support facilities in the school. They also felt need of external monitoring and supervision from the higher official authority for the implementation of CCE programme.
- 100% teachers felt that there was lack of awareness and understanding among the parents about the CCE programme.

- Some teachers had also responded that there was lack of sufficient teaching-learning materials in the school, lack of co-operation from the parents and some parents were not able to provide necessary study materials to their wards which were like barrier in the implementation of CCE.

5.11.1 Teachers' suggestions for improvement in the implementation of CCE programme

Following suggestions have been provided by the teachers for improvement of the implementation of CCE in the school:

1. There is need of participation and co-operation from parents to made improvement in the implementation of CCE.
2. There is need of proper and well equipped infrastructure as well as supply of power and electricity in the school.
3. There should be availability of sufficient number of TLM in the school for proper and effective implementation of CCE.
4. Teachers also reported that in the schools, number of trained teachers in not adequate and also suggested that there should be some more trained teachers in the school.
5. Need training to all teachers with regards to CCE.
6. Every school should have at least one resourceful teacher who would be well trained about CCE scheme of evaluation.
7. Need monitoring and supervision about the implementation of CCE in the school from high official authority in rural areas.
8. There should be some awareness programs for parents about CCE scheme.
9. There is also need of subject specialized teachers for each subject in the school.

5.12 Discussion

The main aim of the present research study was to assess the status of implementation of continuous and comprehensive evaluation in the elementary schools of CADC. This study also focused on the efforts of the teachers for the assessment of the students in the scholastic and co-scholastic areas as well as the assessment of the life skills and inculcation of values in the students. It also focused on the perception of the teachers about implementation of the CCE and the problems they were facing at the time of implementation of CCE in the school.

This study found that all the schools were maintaining progress report card of the students. 70:30 weightage were given by all the schools for formative assessment and summative assessment. Under formative assessment, 30% weightage was for unit tests and 40% weightage was related to different activities such as project work, assignment, survey/field visit, portfolio etc. The study found that majority of the teachers were not giving much emphasis on various activities of the co-scholastic area which is in support of the studies done by Bhattacharjee and Sharma (2010) and Sharma (2012) where co-scholastic area was not given any importance by the teachers in the evaluation process. The present study reveals that the assessment of life skills and social personal social qualities including value education were not implemented by the schools properly. Paparayudu (2016) study also revealed that majority of the schools were not able to implement health and physical education, work and computer education, life skills and value education, and art and cultural education including maintenance of the records.

Successful implementation of the CCE depends upon the perception and attitude of the teachers about that particular system. The present study found that majority of the elementary school teachers of CADC had lack of proper understanding

about the actual concept and process of CCE and the studies of Sharma (2012), Singhal (2012), Mishra and Mallik (2014), Marcus &Joseph (2014) and Kalpana Rani (2016) support this finding. 65.33% teachers said CCE is helpful in both the scholastic as well as co-scholastic areas, at the same time 93.3% teachers said that the introduction of CCE has increased the workload of the teachers, both in scholastic as well as co-scholastic areas.

5.13 Conclusion

Educational evaluation is the milestone of the teaching learning process at any level of education. It helps the teachers and students to know the strengths and weaknesses of teaching and learning respectively. Evaluation can help to enhance the teaching learning in effective manner. The ultimate goal of education is all round development of the children. The present research study shows that the actual status of the implementation of the Continuous and comprehensive evaluation at elementary schools of CADC. The study shows that the level of implementation of CCE in the schools of CADC is not very much effective. It indicates that the co-scholastic areas of assessment were neglected area as well as assessment of life skills and value system of the students, which play a key role for the development of total personality of a child. The successful implementation of the continuous and comprehensive evaluation depends on the awareness and understanding of the teachers about the various aspects of CCE. Their perception makes a difference in the actual practices of CCE aspects in the classroom; ultimately they are the main stakeholders of education for implementation of the CCE programme at the instructional level in the classroom and outside it. The result of the present study shows that elementary school teachers of CADC had lack of proper understanding about the actual concept of CCE and its practices.

Any new changes and modification in the educational system and its practices comes with various challenges and problems. This study also indicates the challenges and problems facing by the elementary school teachers of CADC. These problems involves lack of sufficient training programme for the teachers specially in the rural area schools' teachers, lack of sufficient teaching-learning materials in the school, lack of co-operation from the parents, lack of academic support facilities in the school and lack of external monitoring and supervision from the higher official authority on the implementation of CCE programme. Besides, the policy of no-detention had become a problem in the education system of CADC at the elementary level. The teachers urged their dissatisfaction and inconvenience about the introduction of this policy which become an impediment in the quality of the education.

The Ministry of Human Resource Development, (MHRD) in its notification vide order No. 7-48/2015-PN-11 dated 31st October 2015, had directed to constitute a committee to review the education system and to formulate new education policies. Accordingly, a five members committee was constituted in which T.S.R. Subramanian was the Chairman of the committee. The committee submitted its report, **National Policy on Education 2016**, on 30th April 2016 to the Ministry of HRD. Hence, in light of the no-detention policy the Committee recommended that the no-detention policy should be continued, but only till the primary stage of elementary education, up to Class -V, when the child will be 11 years old. At the upper primary stage, from Class -V to VIII, for children between the ages of 11 and 14, the Committee recommends that the system of detention of children who are below the requisite minimum standard should be restored. This will require a suitable amendment to Section 16 and Section 30 (1) of the RTE Act. Therefore, the central and the state

government should amend the RTE-Act 2009 and adopt this recommendation and implement it as early as possible.

5.14 Educational Implications

These are the following educational implications of the present study:

1. This research study has some implications for the educational administrators to provide sufficient training to the teachers about the concept, practices and implementation of CCE programme in the schools.
2. The success of any program depends on its implementation. A monitory and supervisory body should monitor and supervise the progress of program. So a monitoring and supervision of implementation of CCE programme should be done by the officials on time to time.
3. A big problem which was being faced by the teachers of CADC is problem of language of CCE manual. The CCE manual for teachers published by SCERT is in Mizo only. So manuals in English/Chakma language may be published by the SCERT for the better understanding of teachers regarding CCE.
4. The present study will also have implication for the teachers to rethink about the practices of CCE programme at the institutional and instructional.

5.15 Suggestion for further Research

The researcher has suggested the following areas to be undertaken for further research.

1. A research may be conducted especially on assessment in co-scholastic area of CCE because in has found that it is ignored area in the most of schools.
2. Similar study may be undertaken on a different population (as Mizoram) and sample.

3. The main focus of CCE is on how the teachers assess their students continuously and comprehensively. So a study may be undertaken only on tools and techniques adopted by the teachers and their use during teaching-learning process.
4. As per the result of this study, according to teachers ignorance of parents is a main barrier in the implementation of CCE. So study may be conducted on awareness and perception of parents/guardians about the CCE programme.
5. Study may be conducted on the support of local community and the NGOs for the proper implementation of CCE in the schools.

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Appendix – A

CHECKLIST FOR AWARENESS AND UNDERSTANDING OF TEACHERS ABOUT CONTINUOUS AND COMPREHENSIVE EVALUATION

School at a Glance

i. Name of the School/Institution: ……
ii. Medium of Instruction: ……..
iii. Number of Teachers: …… iv. Number of Students: …….
v. Number of Trained Teachers: ……
vi. Address: …… vii. Date: ……

Please tick ( ) Yes or No wherever necessary

Sl. No	Implementation of CCE in Elementary Schools	Responses
1.	The School maintains the Progress Report Card for the students.	**Yes / No**
2.	The School observes and maintains the First Entry and Second Entry for assessment of students in a year.	**Yes / No**
3.	The weightage of percentage of marks for each entry is 100 percent basis.	**Yes / No**
4.	The school Evaluates the scholastic and co-scholastic domains of curriculum.	**Yes / No**
5.	**Scholastic Domain:** Under scholastic domain, the formative and summative assessment is practiced by the school to evaluate the progress of learners.	**Yes / No**
6.	Formative Assessment: a) Weightage of percentage for Formative Assessment is 70% in each entry	**Yes / No**
	b) Weightage of percentage for unit test is 30% in each entry	**Yes / No**
	c) The School is conducting unit test in first entry	**Yes / No**
	d) The School is conducting two unit test in first entry	**Yes / No**
	e) The School is conducting more than two unit test in first entry	**Yes / No**
	f) The School is conducting unit test in second entry	**Yes / No**
	g) The School is conducting two unit test in second entry	**Yes / No**
	h) The School is conducting more than two unit test in second entry	**Yes / No**
	i) The weightage of percentage for activities under formative assessment is 40% in each entry.	**Yes / No**
7.	Activities practiced by the school under formative assessment: Assignment ☐ Field Visit ☐ Survey ☐ Project ☐ Experiment ☐ Portfolio ☐ other activities if any …….....	
8.	Tools and Techniques used for formative assessment. Questions/oral and Paper-pencil Test ☐ Observation ☐ Checklist ☐ Interview schedule ☐ Rating scale ☐ Anecdotal records ☐ Test and inventories ☐ Portfolio analysis ☐ Assignment ☐ Project ☐ Research ☐ Experiment ☐ others if any ……	

9.	Diagnostic test is used at the end of each unit test for formative assessment.	**Yes / No**
10.	The School is doing formative assessment of students in the classroom regularly.	**Yes / No**
11.	Remedial teaching is given to the weak learners after diagnostic test.	**Yes / No**
12.	The weightage of percentage for summative evaluation is 30% in each entry.	**Yes / No**
13.	Scoring/Marking and Grading procedure is clear to the teachers, students, administrators and the parents.	**Yes / No**
14.	Grading scale used by the school to evaluate the progress of the learners: 5 Point Grading scale ☐ 9 Point Grading Scale ☐	
15.	**<u>Co-scholastic Domain:</u>** The School is assessing the students as per their individual work.	**Yes / No**
16.	The school is assessing the students as per their group work.	**Yes / No**
17.	Tools and Techniques used for Co-scholastic assessment. Observation ☐ Checklist ☐ Rating scale ☐ Interview schedule ☐ Anecdotal records ☐ Test and inventories ☐ Portfolio analysis ☐ Others if any ……	
18.	The School assesses work education of the students.	**Yes / No**
	i) Activities/works that the school provides for work experience of the students: Cookery skills ☐ Preparation of stationary items (e.g. Envelope) ☐ Dyeing ☐ Hand embroidery ☐ Photography ☐ Handicraft ☐ others if any ……	
19.	The School assesses the life skills of the students.	**Yes / No**
	i) Areas to assess the life skills in students: Self awareness ☐ Problem solving ☐ Decision Making ☐ Empathy ☐ Critical thinking ☐ Creative thinking ☐ Interpersonal relationship ☐ Effective communication ☐ Managing emotion ☐ Dealing with stress ☐	
20.	The school assesses the ability of students in visual and performing Art (Art Education) in the students.	**Yes / No**
	i) Activities/areas the school practices for visual and performing art: Music (Vocal & instrumental) ☐ Dance ☐ Drawing ☐ Painting ☐ Craft ☐ Sculpture ☐ Folk art forms ☐ others if any ……..	
21.	The school assesses the Health and Physical Education of the students.	**Yes / No**
	i) Activities the school organizes to assess and develop the physical and health education of the students: Games and sport/Indigenous sport ☐ NCC ☐ Scouting and guiding ☐ Swimming ☐ Yoga ☐ Gymnastic ☐ First Aid ☐ Gardening ☐ Others if any ……..	
22.	The school assesses Value System in the students.	**Yes / No**
	i) Activities the school practices to inculcate value education to the students. …… …… …….....	
23.	The school measures the attitude of the students towards teacher.	**Yes / No**
	i) If yes, type of tools does the school use to measure the attitude of the students towards teachers. Standardized test ☐ Unstandardized test ☐	

24.	The school measures the attitude of the students towards their school-mates.	**Yes / No**
	i) If yes, type of tools the school uses to measure the attitude of the students towards their school-mates. Standardized test ☐ Unstandardized test ☐	
25.	The school measures the attitude of the students towards the school programmes and the environment.	**Yes / No**
	i) If yes, type of tools the school uses to measure the attitude of the students towards programmes and the environment. Standardized test ☐ Unstandardized test ☐	

Appendix – B

INTERVIEW SCHEDULE

For Govt. Elementary School Teachers of CADC

I. School at a glance

i) Name of the School: ……

ii) Address: ……...… iii) Locality: ……

iv) Number of Teachers: ……..…… v) Number of Students: ……

vi) Number of Trained Teachers: …… vii) Date: ……...

II. Personal information of the Teacher

i. Name ……...……

ii. Gender …….. iii. Age ……

iv. Educational Qualification ……

v. Teaching/Professional Experience ……

vii. Attended any CCE Training Program …..……

viii. Trained/Untrained …….

III. General Practices for Assessing the Students

1. What are the Tools and Techniques used for Scholastic assessment? Paper-pencil test / Assignment / Observation / Project work / Field study / Checklist/Rating scale / Experiment / Portfolio / any other ……..
2. What are the Tools and Techniques used for Co-scholastic assessment? Observation / Checklist / Rating scale / Portfolio / Anecdotal record / any other …….
3. What are the activities the school practices under Co-Scholastic assessment for?

a) **Work Education**

i) …… ii) …… iii) ……..…

iv) …… v) ……... vi) ……..

vii) ……. viii) …….. ix) ……...

b) **Physical and Health Education**

i) …… ii) …… iii) ……..…

v) …… v) ……... vi) ……..

viii) ……. viii) …….. ix) ……...

c) **Art Education**

i) …… ii) …… iii) ……..…

vi) …… v) ……... vi) ……..

ix) ……. viii) …….. ix) ……...

4. How many paper-pencil tests do you conduct within one entry? Ans. ……
5. Do you provide diagnostic test to the students at the end of each unit test? **Yes / No**
6. Do you provide remedial teaching to the students? **Yes / No**
7. If yes, how many times remedial teaching is provided to the students within one entry? Ans. …….
8. Do you conduct retest to the students after remedial teaching? **Yes / No**
9. What types of teaching aids do you used in the classroom? Electrical gadgets / Blackboard / Picture / Models / Text book / Any others ……..
10. Do you think changes have taken place in the school after the implementation of CCE? **Yes / No**
11. If yes, what kinds of changes occur due to the implementation of CCE? Classroom atmosphere is more pleasant / Students are physically and mentally active / Increase use of teaching-learning materials / Students develop good study habit / Qualitative improvement in students / Attainment level of students is improved / Emphasis on paper-pencil test has reduced / Stress and anxiety is reduced in students / Dropout rate has been reduced / learning difficulties can be identified easily / Improved the teaching-learning process / Any others ……..…

IV. Perception of the Teachers towards CCE

1. Do you understand the concept of CCE? **Yes / No**

   If yes, will you explain briefly what CCE is?

   ……

   ……

   ……

2. Is CCE helpful for the academic achievement of the students? **Yes / No**

   a) If yes, in which area it is more helpful

      i) Scholastic ii) Co-scholastic iii) Equally for both

   b) If CCE is more helpful in Scholastic area, what are they?

      ……

      ……

      .....

      If CCE is more helpful in Co-scholastic area, in which area it is helpful? Work Education / Physical and Health Education / Art Education

3. Does the implementation of CCE have improved the teaching-learning process in the classroom? **Yes / No**

4. Do the continuous and regular formative assessments help to improve the study habit of the students? **Yes /No**

5. Do you feel the introduction of CCE has increased the workload of the teachers? **Yes / No**

   a) If yes, in which domain it has increased the workload of the teachers?

      i) Scholastic ii) Co-scholastic iii) Both

   b) If it has increased workload in Scholastic domain, mention the name of those areas:

   ……

   ……

   c) If it has increased workload in Co-scholastic area, mention the name of those areas:

   ……

   ……

6. Do you have enough time to implement CCE during the specific year plan?

   Yes / No

7. Do you think that there are lots of activities in the CCE programme which takes time to execute them properly? **Yes /No**
8. Is CCE helpful for the teacher to provide quality education to the students? **Yes / No**
   a) If yes, how it is helpful ……
   ……....
   b) If No, why it is not helpful
   ……...……
   ……..…….
9. Is it difficult for the teacher to give grade instead of giving scores/marks?**Yes /No**
   a) If yes, in which area it becomes difficult for the teachers to give grade?
      i) Scholastic ii) Co-scholastic iii) Both
10. Do you think that the curriculum is huge enough to implement CCE effectively? **Yes / No**
11. According to CCE the school should not hold a student in a class for more than a year, is it helpful for the slow learners? **Yes / No**
    a) If yes, how it is helpful ……..……
    ……
    b) If no, why it is not helpful
    ……..……
    …….

V. Specific Problems Faced by the Teacher while Implementing CCE

1. Have you encountered any problems while implementing CCE in the school? **Yes /No**
2. In which area are you facing problems?
   i) Scholastic ii) Co-scholastic iii) Scholastic activities
3. If it is under scholastic area, what are the frequent problems do you face?
   Unit test / Diagnostic test / Remedial teaching / Grading and marking system / Seasonal plan and syllabus / Tools and techniques / Any others ……..
4. If it is under co-scholastic area, what are the frequent problems are you facing?
   Organising activities and programmes / Selecting tools and Techniques for assessment / Marking and grading system / Any others …….....

5. If it is under scholastic activities, what are the frequent problems do you face? Please mention:

……

……..

6. **Other problems**

a) Less / insufficient CCE training programme. **Yes / No**

b) Dearth of teachers. **Yes / No**

c) Less time for doing different activities and covering the syllabus. **Yes /No**

d) Lack of academic support facilities. **Yes/No**

e) Lack of external supervision. **Yes / No**

f) Lack of understanding of parents about CCE programme. **Yes / No**

g) Any other……

VI. Any other Suggestions for further improvement of CCE Implementation

……

……

…….....

.....

.....

.....

Appendix – C

Progress Report Card

REMARKS			
	Overall Grade		Signature
1st Entry		Class Teacher	
		Parent/Guardian	
Final Entry		Class Teacher	
		Parent/Guardian	
OVERALL REMARKS			

GRADING SCALE INDICATOR

PERCENTAGE	GRADE	RANK	POINT
90 % - 100%	= O (Excellent)	Distinction	5
80% - 89%	= A (Very Good)	First Division	4
70% - 79%	= B (Good)	Second Division	3
60% - 69%	= C (Satisfactory)	Third Division	2
Below 60%	= D (Unsatisfactory)		1

Signature of the Head of Institution
(Seal)

DISTRICT SCHOOL EDUCATION BOARD

CHAKMA AUTONOMOUS DISTRICT COUNCIL
KAMALANAGAR : MIZORAM

PROGRESS REPORT CARD

Academic Session : 20..... - 20.....

Name of Student : .....

Class : ..... Roll No.: ..... Section : .....

Date of Birth : ..... Sex : .....

Name of School : .....

.....

Home Address : .....

Father's Name : .....

Mother's Name : .....

Guardian's Name : .....

Disability (if any) : .....

SCHOLASTIC ACHIEVEMENTS

1st Entry

Subject	A Unit Tests	B Oral Skills/ Applications /Practical	B Field Visits/ Surveys	B Assignments/ Activities/ Projects			B Portfolio		C Summative Evaluation	Total of A, B & C
	30	10	10	10	10	20	10	20	80	100
English										
English Grammar										
Changmha/ Mizo										
Hindi										
Mathematics										
Science										
Env. Studies/ Social Studies										
General Knowledge										

Co – Scholastic Achievements

Subject	1st Entry	Final Entry
Work Education (30)		
Art Education (40)		
Health & Physical Education (30)		
Total		

	1st Entry	Final Entry
Height in cm.		
Weight in kg.		
Character		
Attendance		

ACHIEVEMENTS

Final Entry

Subject	A Unit Tests	B Oral Skills/ Applications /Practical	B Field Visits/ Surveys	B Assignments/ Activities/ Projects			B Portfolio		C Summative Evaluation	Total of A, B & C
	30	10	10	10	10	20	10	20	80	100
English										
English Grammar										
Changmha/ Mizo										
Hindi										
Mathematics										
Science										
Env. Studies/ Social Studies										
General Knowledge										

Co – Scholastic Achievements
Overall Grades

Subject	1st Entry	Final Entry	Final Grade
English			
English Grammar			
Changmha/Mizo			
Hindi			
Mathematics			
Science			
Environmental Studies/ Social Studies			
General Knowledge			
Co – Scholastics			
OVERALL GRADE			

CONTINUOUS AND COMPREHENSIVE EVALUATION IN ELEMENTARY SCHOOLS OF CHAKMA AUTONOMOUS DISTRICT COUNCIL IN MIZORAM: A CRITICAL STUDY

Abstract

Submitted by:

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Regn.No.MZU/M.Phil./288 of 19.04.2016

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JULY 2017

Introduction

In the last twenty years, many changes have taken place in the national educational scenario where new concepts evolved in the educational system. These involve rights-based approach to elementary education, learner-centered education system, activity-centered school curriculum, the endeavour to extend universalization of elementary education to secondary education. Education is a process aims at making the children capable of becoming responsible, productive and useful member in the society. Education also built the knowledge, skills, attitudes and values to the learners through learning experiences and opportunities provided in the schools. Evaluation is an integral part of the education system which is widely acknowledged as a powerful means of improving the quality of education. 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 of 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 (CCE) necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. Continuous and

Comprehensive Evaluation is a school-based evaluation process that covers all the scholastic and co-scholastic aspect of learners' development in different areas of learning.

With the enforcement of the Right to Education (RTE) Act, 2009 and the recommendation of the Education Reform Commission of Mizoram, 2010, the Government of Mizoram declared to implement CCE from the academic session of 2011-2012 all over the state. The Chakma Autonomous District Council (CADC) had implemented CCE in all the primary and upper-primary schools in the year 2011 as the government had declared to implement it all over the state. As the local government of CADC had entrusted the power to control and manage the education system in its territory at the elementary level, the District School Education Board with the Department of Education (DSEB), CADC are responsible for effective and efficient implementation of the education programme directed by the Government of Mizoram.

Many studies were conducted on various dimensions of CCE scheme covering from primary to university level, especially regarding its implementation in the schools, perception and attitude of the teachers towards CCE, teachers' problems, status of the implementation process of the scholastic and co-scholastic aspects of curriculum. Most of the studies had been conducted at secondary level of school education and few studies were conducted at elementary and university level.

The studies of Bhattacharjee & Sharma (2010), Kothari & Thomas (2012), Sharma (2012), Joshi (2013), Byabato & Kisamo (2014), Chopra & Bhatia (2014), Murcus et.al. (2014), Panda (2015), Pandey (2015), Sikdhar &Poddar (2015), Basu & Debnath (2016), Kalpana Rani (2016) and Paparayudu (2016) were related to the

implementation of CCE at different level of school education. Studies were conducted by Kothari & Thomas (2012), Murcus & Joseph (2014) and Paparayudu (2016) focusing about the problems faced by the teachers during the implementation of CCE. When the teacher faces problems while implementation of any education system it effects to growth and development of the child.

Another important aspect in CCE programme is perception and attitude of the teachers on present evaluation system practicing in the schools. Wagi (2007), Singhal (2012), Kumar & Sikka (2013), Naidu (2013), Yigzaw (2013), Anita (2014), Mishra & Mallik (2014), Kumar & Arrarwal (2016), Saluja (2016) Awafola & Babajide (2013), Chaopra & Gupta (2013), Singh (2013), Rathee (2014), Barwal & Sharma (2015), Pradhan & Singh (2015), Raina & Verma (2015), Rana (2015), Sivakumar et.al. (2015), Singh (2017), and Sen & Chakarborty (2017) had conducted their studies on the attitude of the teachers toward the implementation of CCE. Most of these studies were conducted at secondary level and only three studies were conducted at elementary level.

Rationale of the Study

The main objective of the evaluation in the schools is to assess the level of achievement of the learners. For the holistic development of the students, Continuous and Comprehensive Evaluation has been implemented in school which cover scholastic and co-scholastic domain of the curriculum as well as various co-curricular activities. The role of Continuous and Comprehensive Evaluation becomes very important when our aim is to improve learners' quality in the cognitive, affective and psycho-motor domains.

From the literature reviews, it was observed that studies were not focusing on the assessment of value education and life skills of the students, which are very much

important for the holistic development of the children. Problems facing by the teachers in the rural areas in the implementation of CCE are also one more neglected area. So, the investigator had focused on these areas about the implementation of CCE in the schools. Further, there was no study conducted on implementation of CCE concentrating in the rural areas. The researcher felt an urgent need to conduct comprehensive study covering all the scholastic, co-scholastic and social and personal qualities aspects of curriculum about implementation of CCE at elementary school level as well as the problems faced by the teachers during implementation of CCE in the school of rural part of the state.

As a designated academic authority of elementary education, SCERT developed source book on CCE in the year 2011, for guidelines and sessional work plan for elementary schools. The guidelines or manual book prepared for teachers regarding the implementation of CCE is prepared in Mizo language but, majority of the teachers of Chakma Autonomous District Council (CADC) do not understand Mizo language. Therefore, language becomes a problem for the teachers in the schools of Chakma inhabited areas. So it was important to know that how did the teachers cope with this obstacle and how did they implement CCE. And most importantly, till date nobody has done research based on the Continuous and Comprehensive Evaluation in the territory of CADC.

Research Questions:

The following research questions had been formulated for the present study:

i. How far are the schools successful in implementing CCE of CADC in Mizoram?

ii. Do the teachers give equal importance to both the scholastic and co-scholastic assessment of the students?

iii. Which areas of the curriculum are being implemented more efficiently, scholastic or co-scholastic?

iv. Do the local community provide support for the proper implementation of CCE?

v. What kind of support is provided to the schools by the local people to implement CCE efficiently?

vi. Are all the elementary school teachers competent enough to implement CCE according to the guidelines provided by CBSE and SCERT, Mizoram?

Statement of the Problem:

The problem of the present study is titled as

CONTINUOUS AND COMPREHENSIVE EVALUATION IN ELEMENTARY SCHOOLS OF CHAKMA AUTONOMOUS DISTRICT COUNCIL IN MIZORAM: A CRITICAL STUDY

Operational definition of Key Words:

Continuous and Comprehensive Evaluation (CCE): According to the Central Board of Secondary Education (CBSE), Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of a student that covers all aspects of a student development. It includes two key words 'Continuous' and 'Comprehensive' which need explanation:

The term '***Continuous***' is meant to emphasise that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing,

diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation.

The second term '***Comprehensive***' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing)and aims at assessing a learner's development in areas of learning, like Knowledge, Understanding, Applying, Analyzing, Evaluating and Creating.

Evaluation is a process of collecting, analyzing and interpreting the evidence of students' progress to take further necessary action for better learning. It also implies that the purpose of the total endeavour is not just the measurement of the level of achievement and proficiency of students but also their improvement through diagnosis and remediation/enrichment.

Elementary Schools: The structure of school education in the State of Mizoram is re-organized in conformity with the National Policy on Education (NPE)1986/1992, and the definition of elementary education as contained in the '*Right of Children to Free and Compulsory Education Act, 2009*'. Accordingly the Elementary school includes both the primary and the upper-primary schools, primary level is from class-I to class-V and the upper primary level from Class-VI to Class-VIII.

CADC: The 'Chakma Autonomous District Council (**CADC**)' was formed under the Sixth schedule of the Constitution of India on April 29, 1972. The Council is the replication of the state assembly and exercises executive power over specially allotted departments. It is an autonomous council in South-Western part of Mizoram bordering Bangladesh and Myanmar. CADC inherited the authority to control and

manage elementary education owing to the provisions of Para 6 (1) of the 6th Schedule to the Constitution of India

Objectives:

The present study was undertaken with the focus on the following objectives:

1. To find out the status of the implementation of CCE in the elementary schools of CADC in Mizoram.
2. To examine the procedure of assessment of students in scholastic and co-scholastic domain.
3. To find out the perception of the teachers towards CCE.
4. To find out the problems faced by the teachers in the implementation of CCE.

Delimitation of the study:

With the available resources and capacity the investigation had delimited the present study in the territory of CADC, Mizoram and included only government elementary schools and the Teachers.

Method of the Study:

The present study is mainly related to the descriptive research. The investigator has adopted descriptive survey approach for the present study.

Population

The target population for the present study involves all the government Elementary Schools and all the government Elementary School Teachers of Chakma Autonomous District Council (CADC), Mizoram. There are 60 (sixty) Elementary schools running under the administration of local government of CADC in three education divisions namely Kamalanagar Circle, Barapansury Circle and Longpuighat Circle. The total teacher's population of all the government elementary schools in CADC is 539.

Sample of the study

Out of the total 60 schools, 15 (fifteen) schools have been selected as a representative sample, 5 (five) school from each circle randomly. To study the perception of the teachers towards CCE 75 teachers has been randomly selected as sample teachers, 5 (five) teachers from each schools. Hence, multi-stage sampling method was used to select the representative sample from the school and teacher's population.

Sources of Data:

Generally data can be gathered from two sources namely primary and secondary.

a) *Primary data*: The source of primary data for the present study involves the elementary schools and teachers of the CADC.

b) *Secondary data:* The investigator also gathered data from secondary sources such as relevant document about CCE from the office of SCERT, Mizoram, Department of Education and District school Education Board, CADC and books and journals (*Printed and online*) for reviewing the previous studies.

Tools used for Data Collection:

The following tools were developed and administered by the investigator with the help of the supervisor for the purpose of data collection form the subjects:

a. **Checklist**

b. Interview Schedule

Statistical Treatment of Data:

In the present study, the investigator had used different statistical techniques for the analysis of data received from the subjects through these tools. For analysing the data collected through checklist researcher used frequency and percentage. The data

collected through interview schedule from the teachers were analyzed by using frequency and percentages. As the interview schedule was semi-structured, the responses of the open-ended questions received from the teachers were analyzed using content analysis.

Major Findings of the study:

i) Findings related to the implementation of CCE

- All 15 schools were maintaining progress card, prepared and supplied by the District School Education Board (DSEB), CADC.
- All the 15 schools were following the 1st and 2nd entry of assessment of the students and were practicing both formative and summative assessment to assess the progress and level of achievement of the students in both areas; scholastic and co-scholastic.
- All the 15 schools were giving 70% weightage to formative assessment; in which 30% was for unit tests and 40% was related to different activities under formative assessment such as project work, assignment, survey/field visit, portfolio etc. For summative assessment, 30% weightage was given by all the schools and conducted at the end of each entry.
- In each entry, more than 2 unit tests were being conducted by the school to assess the level of understanding and achievement of the students.
- All the 15 schools reported that they provide remedial teaching to the weak or slow learners in the school, following 5 point grading scale, and assess the students' progress according to their individual and groups work. And out of 15 schools, 13 schools reported that they were conducting diagnostic test.
- Maximum number of the schools were practicing assignment, project, portfolio, survey and field visit as activities under formative assessment.

However, regarding experiment 8 schools reported of practicing it and 7 schools were not practicing. It was observed that there was lack of proper instruments in the school for practicing experiments especially for science subject.

- Maximum number of schools reported about use of paper-pencil test, observation, checklist, rating scale, portfolio analysis, assignment and project as tools and technique for the assessment of the students and very few schools were using interview schedule, anecdotal record, test and inventories, research and experiment for the same.
- Observation, checklist, rating scale and portfolio analysis were being used as tools and techniques by majority of the schools for the assessment of co-scholastic areas and interview schedule, anecdotal record and test and inventories were being used by less numbers of schools.
- Under work education, activities like preparation of stationary items and handicraft were given importance by majority of the schools for work experiences of the students in co-scholastic area.
- In the Art Education, dancing, drawing and craft activities were being practiced by majority of schools to impart art education to the students and less numbers of schools were practicing activities like music or singing, painting, clay modelling and folk art forms.
- Under Physical and health Education, games and sports and gardening were being practiced by majority of the schools and less numbers of schools were practicing other activities like meditation, physical training and march pass or parade.

- Schools did not give much importance in imparting value education to the students.

ii) Findings related to Teachers' Practices for the assessment of students

- Out of 75 teachers, 43 (57.33%) were trained and 32 (42.67%) were untrained; 38 (50.67%) teachers had less than 11 years of teaching experience, 24 (32%) teachers had between 11-20 years of teaching experience and 13 (17.33%) teachers had more than 20 years of teaching experience; 21 (28%) teachers had matriculation only, 13 (17.33%) teachers were intermediate (10+2), 36 (48) teachers were graduate and 5 (6.67%) teachers were Post graduate; 55 (73.33%) teachers had attended CCE training programme and 20 (26.67%) teachers had not attended any CCE training programme
- Majority of the teachers were using paper-pencil test, observation, project work, assignment and portfolio as tool and technique; for the assessment of students' progress in scholastic area.
- Majority of the teachers were using observation and portfolio as tool and technique of the assessment of the students in co-scholastic areas whereas less numbers of teachers were using checklist, rating scale and anecdotal record for the same.
- Handicrafts, cleaning of classroom and gardening or plantation activities were being given great emphasis under Work Education. Most teachers had given importance to games and sports for physical and health education of the students where 98.67% teachers reported that they were conducting games and sport program in the school.

- In Art Education, drawing, singing and dancing have been given importance where 82.67%, 50.67% and 52% teachers reported of practicing drawing, dancing and singing, respectively.
- 85.33% teachers reported that they were conducting diagnostic test, 97.33% remedial teaching and 94.67% retest after remedial teaching to the weak learners in the school. However, some teachers reported that they were providing remedial teaching without conducting diagnostic test and some reported that they were not conducting retest after remedial teaching.
- Majority of the teachers were conducting 9-12 unit tests within one entry and were providing 3-4 remedial teaching within one entry.
- 100% teachers reported that they were using blackboard, 97.33% teachers were using textbooks, 78.67% teachers were using pictures and 66.67% teachers were using models as teaching aids in the classroom during instruction. And no teacher was using any electrical gadget as teaching aid in the classroom.

iii) Finding related to Perception of Teachers about CCE

- Elementary school teachers of CADC had lack of proper understanding about the actual meaning and concept of CCE, only 22.67% teachers had given proper answer related to the concept of CCE.
- It was the perception of 65.33% teachers that CCE is helpful in both the scholastic as well as co-scholastic area.
- 94.67% teachers responded that CCE has improved the teaching learning process in the classroom and to improve the study habit of the students.
- 93.3% teachers reported that the introduction of CCE has increased the workload of teachers in both areas- scholastic as well as co-scholastic.

- 56% teachers said that they had enough time to implement the CCE procedure during the specific year plan, at the same time 88% teachers were in the opinion that there were lots of activities in the CCE programme which take a lot of time to execute them properly and 68% teachers reported that because of vast curriculum and lack of time it was not possible to implement CCE effectively in the school.
- 86.7% teachers said that CCE scheme of evaluation was helpful to provide quality education to the students. However, the teachers also said that it may be possible only at that time when there would be sufficient teaching-learning materials in the school and if they get co-operation from the parents.
- 80% teachers had no difficulty in converting marks/score into grade.
- Regarding No-Detention policy, 50.7% teachers said that it was helpful for the slow learners but only 29.33% of teachers had valid responses, whereas 49.3% teachers said that it was not helpful for the slow learners where 37.33% teachers had given valid responses regarding this. At the same time majority of the teachers were not very much convinced and satisfied with the policy of No Detention of students in the same class until they complete elementary education.
- Majority of the teachers said that there was change after the implementation of CCE in the school but positive responses were not received from the teachers' side. However, 68% teachers said that stress and anxiety was reduced in the students and 53.33% teachers said the dropout rate of students has decreased.

iv) Findings related to Problems facing by the teachers

- 73.3% teachers responded that they were facing problems in the school during the implementation of CCE programme and 26.7% teachers responded that they have not any problem in implementing CCE in the classroom.
- 53.3% teachers said that there is a problem in implementing it in the scholastic area, 5.3% teachers had problem in implementing it in the co-scholastic area and 14.67% teachers said that in implementation of CCE they have problem in both; scholastic as well as co-scholastic area
- 94.7% teachers reported that training programme of teachers about CCE organized by DIETs is not adequate and sufficient.
- According to 73.3% teachers, less numbers of teachers in the schools was also one barrier in the implementation of CCE.
- 64 % teachers reported that the activities what CCE scheme of evaluation has assigned to do in the schools was not possible for the teachers and students to do all those activities in the academic year or in each entry along with covering the syllabus.
- 93.3% teachers reported that there was lack of sufficient academic support facilities in the school. They also felt need of external monitoring and supervision from the higher official authority for the implementation of CCE programme.
- 100% teachers felt that there was lack of awareness and understanding among the parents about the CCE programme.
- Some teachers had also responded that there was lack of sufficient teaching-learning materials in the school, lack of co-operation from the parents and

some parents were not able to provide necessary study materials to their wards which were like barrier in the implementation of CCE.

5.11.1 Teachers' suggestions for improvement in the implementation of CCE programme

Following suggestions have been provided by the teachers for improvement of the implementation of CCE in the school:

1. There is need of participation and co-operation from parents to made improvement in the implementation of CCE.
2. There is need of proper and well equipped infrastructure as well as supply of power and electricity in the school.
3. There should be availability of sufficient number of TLM in the school for proper and effective implementation of CCE.
4. Teachers also reported that in the schools, number of trained teachers in not adequate and also suggested that there should be some more trained teachers in the school.
5. Need training to all teachers with regards to CCE.
6. Every school should have at least one resourceful teacher who would be well trained about CCE scheme of evaluation.
7. Need monitoring and supervision about the implementation of CCE in the school from high official authority in rural areas.
8. There should be some awareness programs for parents about CCE scheme.
9. There is also need of subject specialized teachers for each subject in the school.

Conclusion

Educational evaluation is the milestone of the teaching learning process at any level of education. The main aim of the present research study was to assess the status of implementation of continuous and comprehensive evaluation in the elementary schools of CADC. This study also focused on the efforts of the teachers for the assessment of the students in the scholastic and co-scholastic areas as well as the assessment of the life skills and inculcation of values in the students. It also focused on the perception of the teachers about implementation of the CCE and the problems they are facing at the time of implementation of CCE in the school. The present research study shows that the level of implementation of CCE in the schools of CADC is not very much satisfactory and effective. It indicates that the co-scholastic areas of assessment are the neglected area as well as assessment of life skills and value system of the students, which play a key role for the development of total personality of a child. The successful implementation of the continuous and comprehensive evaluation depends on the awareness and understanding of the teachers about the various aspects of CCE. Their perception makes a difference in the actual practices of CCE aspects in the classroom; ultimately they are the main stakeholders of education for implementation of the CCE programme at the instructional level in the classroom and outside it. The result of the present study shows that elementary school teachers of CADC had lack of proper understanding about the actual concept of CCE and its practices.

Any new changes and modification in the educational system and its practices comes with various challenges and problems. This study also indicates the challenges and problems facing by the elementary school teachers of CADC. These problems involves lack of sufficient training programme for the teachers specially in the rural

area schools' teachers, lack of sufficient teaching-learning materials in the school, lack of co-operation from the parents, lack of academic support facilities in the school and lack of external monitoring and supervision from the higher official authority on the implementation of CCE programme. Further, the teachers urged their dissatisfaction and inconvenience about the introduction of this policy which become an impediment in the quality of the education.

The Subramanian Committee in its report, **National Policy on Education 2016**, submitted on 30th April 2016 to the Ministry of HRD recommended that the no-detention policy should be continued, but only till the primary stage of elementary education, up to Class -V, when the child will be 11 years old. At the upper primary stage, from Class -V to VIII, for children between the ages of 11 and 14, the Committee recommends that the system of detention of children who are below the requisite minimum standard should be restored. This will require a suitable amendment to Section 16 and Section 30 (1) of the RTE Act. Therefore, the central and the state government should amend the RTE-Act 2009 and adopt this recommendation and implement it as early as possible.

Educational Implications

These are the following educational implications of the present study:

1. This research study has some implications for the educational administrators to provide sufficient training to the teachers about the concept, practices and implementation of CCE programme in the schools.
2. The success of any program depends on its implementation. A monitory and supervisory body should monitor and supervise the progress of program. So a monitoring and supervision of implementation of CCE programme should be done by the officials on time to time.

3. A big problem which was being faced by the teachers of CADC is problem of language of CCE manual. The CCE manual for teachers published by SCERT is in Mizo only. So manuals in English/Chakma language may be published by the SCERT for the better understanding of teachers regarding CCE.
4. The present study will also have implication for the teachers to rethink about the practices of CCE programme at the institutional and instructional.

Suggestion for further Research:

The researcher has suggested the following areas to be undertaken for further research.

1. A research may be conducted especially on assessment in co-scholastic area of CCE because in has found that it is ignored area in the most of schools.
2. Similar study may be undertaken on a different population (as Mizoram) and sample.
3. The main focus of CCE is on how the teachers assess their students continuously and comprehensively. So a study may be undertaken only on tools and techniques adopted by the teachers and their use during teaching-learning process.
4. As per the result of this study, according to teachers ignorance of parents is a main barrier in the implementation of CCE. So study may be conducted on awareness and perception of parents/guardians about the CCE programme.
5. Study may be conducted on the support of local community and the NGOs for the proper implementation of CCE in the schools.