PERCEPTIONS OF STAKEHOLDERS ON CONTINUOUS AND COMPREHENSIVE EVALUATION AT ELEMENTARY LEVEL OF EDUCATION IN MIZORAM

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PERCEPTIONS OF STAKEHOLDERS

ON CONTINUOUS AND COMPREHENSIVE EVALUATION

AT ELEMENTARY LEVEL OF EDUCATION IN MIZORAM

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CERTIFICATE

This is to certify that Lalhruaitluangi, Ph.D. Registration no. **-** MZU/Ph.D/891 of 19.04.2016 has completed her thesis entitled **"Perceptions of Stakeholders on Continuous and Comprehensive Evaluation at Elementary Level of Education in Mizoram"** under my supervision and the thesis is worthy of being considered for the award of Ph.D. degree. This research work has not been submitted for any degree of any other university.

This research work is being submitted to the Mizoram University for the award of Doctor of Philosophy in Education.

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DECLARATION

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I, Lalhruaitluangi, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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LIST OF ACRONYMS

BRC	Block Resource Centre
BTC	Basic Training Certificate
C& CE	Continuous and Comprehensive Evaluation
CBSE	Central Board of Secondary Education.
CCE	Continuous and Comprehensive Evaluation
CWSN	Children with Special Needs
DIET	District Institute of Education & Training
DMS	Demonstration Multipurpose Schools
ERCM	Education Reforms Commission, Mizoram
FA	Formative Assessment
GPA	Grade Point Average
HSLC	High School Leaving Certificate
HSSLC	Higher Secondary School Leaving Certificate
MGT	Multi-Grade Teaching
MPTA	Mizoram Primary Teachers' Association
MSTA	Middle School Teachers Association
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
PGT	Post Graduate Teacher
PRT	Primary Teacher
PSQ	Personal Social Qualities
PTC	Professional Training Certificate
RIE	Regional Institute of Education
RTE	Right of Children to Free and Compulsory Education Act/ Right to Education Act
SA	Summative Assessment
SAT	Scholastic Assessment Test
SCERT	State Council of Educational Research and Training
SSA	Sarva Shiksha Abhiyan
TGT	Trained Graduate Teacher
UNESCO	United Nations Educational, Scientific and Cultural Organization.
UNICEF	United Nations International Children's Emergency Fund/ United Nations Children's Fund
UT	Union Territory

CHAPTER – I
CONCEPTUAL FRAMEWORK

Education has been defined in a number of ways by various educationists, scholars and thinkers as-

'Continuous reconstruction of experience.' (Dewey)

'The process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society.' (Aristotle)

'Natural progressive and harmonious development of man's innate powers.' (Pestalozzi)

'Enabling the mind to find out the ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not things but of inner light, not of power but of love making the truth its own and giving expression to it.' (Rabindranath Tagore)

Education is a continuous lifelong process. It tries to foster values which constitute the well-being of the individual on the one hand and the well-being of humanity on the other. (NCERT, 2006)

Education is a lifelong process with an aim of developing a person's physical, mental, emotional, social, moral, and spiritual components of life. The individual's ability to influence his surroundings and realize his potential depends on the development of all those capacities. It is a tool for the formation of a personality that is balanced and harmonious throughout. It is clearly obvious that the underlying aim of education lies on 'the making of a wholesome person, accountable to himself and to the society.'

The aim of education is to provide people with the skills, necessary to lead fulfilling lives. The aim of education has contained manifold aspects and directs the whole educational system. Various educational programmes have been planned in order that those aims are achieved. It is undoubtedly crucial that not only the aim should be achieved but there should also be proper processes as well as tools to be used in order to assess and evaluate whether the aims are being achieved.

1.1 EVALUATION AND ASSESSMENT IN TEACHING – LEARNING PROCESS

Evaluation is an integral part of the educational processes. In the teaching-learning process, its importance lies in the fact that it serves to bring about improvement so that the learner develops his potentials to the optimum level. Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction. Hence, evaluation should be viewed as a component of curriculum with the twin purpose of effective delivery and further improvement in the teaching-learning process.

According to Good, "Evaluation is a process of ascertaining or judging the value or amount of something by careful appraisal. 'Values' imply the outcome of the learning activity whereas 'amount' signifies the acquisition of knowledge of skill. It means that evaluation concerns itself with scholastic achievement as well as with behaviour changes."

International Commission on Education (1972) quoted that "Real evaluation of a pupil's achievement should be based not on a single, summary examination, but on overall observation of his work throughout a course of study. It should pay less attention to the volume of memorised knowledge and more to the development of his intellectual capacity, reasoning ability, critical judgement and proficiency in problem solving."

National Curriculum Framework-2000 defined evaluation as 'systematic process of collecting, analyzing and interpreting evidence of a student's progress and achievement both in cognitive and non-cognitive areas of learning to take a variety of decisions. Evaluation, thus involves gathering and processing information and decision making.'

In the process of every classroom teaching, evaluation plays an important role. It is important to acknowledge 'what should be taught', 'how students should be taught?' and 'how far the pre-determined objectives have been attained?' NCERT has given three elements for accomplishing the evaluation cycle:

- To what extent we have obtained our aims?
- How effective the classroom instructions are?
- How effectively the educational aims are fulfilled?

The main purpose of evaluation in teaching-learning process is to bring about improvement in classroom instructions, methods and techniques, curriculum, guidance and counseling as well as an advancement of the educational goals.

The followings are the purpose of evaluation listed out by N.M Downie (Jain, 2012)

- To provide information about the purpose of grading, reporting to parents, and promoting students.
- To assess the relative merit of various teaching approaches or to assess the efficacy of a single method.
- To assess the entire educational setting and demonstrate how its many components could be enhanced.
- To gather data for efficient educational and career advising.
- Evaluation is crucial to the overall assessment of all school programmes and offers a solid foundation for comparing the programmes of other schools.
- Evaluation may also be used as a basis to strengthen public relations and mobilise public opinion through reports to parents and school patrons.
- Evaluation entails instruction that is objectively grounded and ongoing monitoring of students' development. This causes the teaching, learning, curriculum, and textbooks to improve, which in turn helps the child's overall development.
- Evaluation helps teacher. Consequently, he learns to what extent his methods and style of instruction are affective. The strength of his teaching gives him confidence in the device used by him and his weaknesses prompt him to modify his methodology.

The goal of evaluation is to ascertain the program's relative performance in terms of the behavioural output of the pupils. To make trustworthy decisions about the organisation of education and to evaluate the value of the resources, time, and effort put into a programme. To determine whether or not pupils are learning the

necessary knowledge, skills, attitudes, and societal values. To assist teachers in evaluating the efficiency of their instructional strategies and course materials. To encourage pupils to desire to learn more when they learn about their success or failure in assigned assignments. To promote the growth of discipline and organise study habits in students. To adequately inform educational administrators on the needs of the school and the efficacy of the teachers. To inform guardians or parents of their children's performances. To find issues that can make it difficult or impossible to accomplish the objectives. To forecast the broad direction of the teaching-learning process' evolution.

Evaluation and assessment are often used interchangeably, as a matter of fact they are distinctive and different. Assessment as defined by the Glossary of Education Reforms refers 'to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.'

Assessment enables teachers to adapt their lesson plans based on pertinent data about students' interests, aptitudes, and learning progress, with ongoing input from students which further helps to promote learning. It aims to achieve the objective of giving students the knowledge and skills they need to progress along the path of self-awareness and learning.

Guidelines of Continuous and Comprehensive Evaluation prepared by NCERT highlights three major purposes of assessment as follows-

Assessment for Learning:

Assessment takes place during the teaching-learning process as its main objective is the continuous enhancement of learning for all students. It is school-based and integral to teaching-learning, multiple evidence-based, comprehensive assessment of learning progress and sensitive to individual learning needs.

(a) Assessment is school-based and integral to teaching-learning:

Assessment has traditionally been thought of as a term-ending or process-ending activity since it is believed that subjecting children to frequent testing and comparisons to high performers will motivate them to perform better. CCE, a

school-based activity combined with teaching and learning, helps in removing exam-related stress, anxiety, or trauma.

(b) Multiple evidence-based:

No single assessment approach can provide comprehensive information about a child's development and learning, so many evidence-based strategies must be used to ensure that the results are free from bias and distortion. To gather data as proof, it is necessary to draw on a variety of sources.

(c) Assessing learning progress holistically:

A variety of activities that the child engages in both inside and outside of the classroom are used to assess all parts of the student's personality, including knowledge, performance, skills, interests, dispositions, and motivation.

(d) Sensitive to individual learning needs:

This necessitates determining the unique requirements of each learner (including those with special needs and from the marginalised groups). The learning needs of children, including their pace, style, level, and any additional special requirements or accommodations, can be addressed by teachers using a variety of resources and activities that are matched to their needs. Teachers must respond to students' needs in a sensitive manner.

(e) Serves to observe changes in learning progress over time:

The process of teaching and learning is continuously accompanied by assessment for learning. However, the ways and means can change. Based on data gathered from individual or group assignments through self or peer assessments, teachers trace the progress of their students' learning processes. Continuous observations of changes in the learning development of the children are made, and these observations are documented in accordance with the requirements to create the child profiles.

(f) Helps teacher review and modify the teaching-learning:

Assessment is beneficial for the teacher to find out what skills a student possesses and analyse the causes of any learning gaps. After having gained an understanding of the students, their level of learning, and the causes of any gaps, the teacher may adopt or adapt her/his teaching-learning strategies to integrate this

corrective review with the instruction to regulate it. This will further help students in making progress and enhancing their learning.

(g) Helps to address learning gaps:

The teacher must make logical links between the existing and new knowledge after noting the gaps and identifying potential causes. For this reason, teachers must provide students with feedback that is timely, detailed, and clearly stated in order to scaffold their learning and advance it.

Assessment as Learning:

CCE may not be seen as the sole responsibility of teachers. It lessens their load since it assigns responsibility for learning to other stakeholders, making it a shared obligation of everyone - especially parents, children and teachers as well as the principal, head teacher, and others.

(a) Collaborative and participatory approach:

The technique includes giving and receiving feedback from both students and teachers because it incorporates students as partners in the planning, transaction, and assessment of the teaching-learning process. Through teacher-supported, peer, and group learning, it cultivates positive student-teacher and student-student relationships. It promotes students to actively participate in the teaching-learning and evaluation processes to improve learning by giving teachers and students the chance to communicate and exchange comments.

(b) Helps children seek resources of knowledge:

Students' capacity to absorb new concepts, integrate them into larger settings, and assess their own and their peers' work in light of predetermined standards or learning objectives increases as a result of assessment as learning. This aids pupils in developing lifelong learning skills. The process of teaching and learning also involves it. Children may make plans and attempts to look for the appropriate resources to gain additional knowledge in order to fix the gaps or further go on to better their learning after evaluating their learning strengths and weaknesses. Children can reflect, make connections between previous and new learning, evaluate their own work, and look for resources for new information when they have regular opportunities for self and peer evaluation and reflection during the assessment for

learning process. This enables them to take self-corrective measures to learn and progress.

(c) Building skills of learning to learn among children:

The most important part of assessment under CCE is "Assessment as Learning," which, out of the three purposes of assessment, helps children develop the abilities of learning to learn and lifelong learning. One of the main objectives of education is to help students comprehend their own learning, establish appropriate learning strategies, and seek out resources to improve themselves. This builds children's self-confidence and helps them develop skills for lifelong learning. As a result, it is clear that "Assessment for Learning" and "Assessment as Learning" are primarily used to inform and assist teachers, students, and, to a lesser extent, other stakeholders (as needed), in their efforts to support and enhance the learning of each child.

Assessment of Learning

(a) Criteria-based comprehensive assessment:

This serves as a standard against which to compare students' performance based on subject-specific learning outcomes specified in accordance with the curricular aims and objectives envisioned for each curricular area in the National Curriculum Framework. To provide in-depth data on student learning in relation to learning outcomes for all aspects of the curriculum, including performance in various subject areas, skills (academic, interpersonal), interests, dispositions, and motivation in a holistic manner without dividing into compartments of scholastic, non-scholastic, or co-scholastic areas. The criteria (learning objectives) are based on curricula that take into account children's overall development.

(b) Multiple evidence-based assessment:

It must be supported by data that was gathered through various assessment methods, including paper-and-pencil tests, oral exams, task performance, experiments, project work, etc., in order to be considered authentic. Evidence may be regularly kept or recorded in order to compare changes in each child's learning and development to the established criteria and then make a determination about the extent of student learning in relation to the goals and objectives of the curriculum.

(c) Reporting without labelling or comparing children:

Evaluation is frequently viewed as labelling or comparing children's performances to one another through grades, marks, or any other method by highlighting their deficiencies, which only serves to degrade them and reduce their self-esteem. Comparing a child's performance with her or his prior performance rather than with that of her or his peers might be used to determine their learning and developmental requirements in order to provide the necessary support without subjecting them to embarrassment. This improves learning and increases their self-confidence.

(d) Sharing learning progress with the stakeholders:

The extent of student learning and its status can be discussed or conveyed in simple language to various stakeholders, including students, parents, other teachers, administrators, the school management committee, and policymakers.

1.2 EXAMINATION AND EVALUATION

Examination is defined as 'a test to show the knowledge and ability of a student', 'a formal test that students take in order to show their knowledge about the particular subject often done in written or oral form.'

As the educational evaluation has been deeply immersed in the system of examinations, evaluation is often confused with examination. Examination has been the stronghold in our evaluation system for so many years. According to NCF-2005, 'In Indian education system, the term evaluation is associated with examination, stress and anxiety.'

WH Ryburn strongly criticized by stating that 'It goes without saying that examinations are the enemies of creative work, at least as they are usually conducted.' A number of reprehensible epithets have often been associated with examination such as 'an enemy of true education', 'an incubus', 'a bane of educational system', 'a necessary evil', 'a glorification of memory', 'an obstacle to learning.'

There are some fundamental differences between examination and evaluation. While examination tests only scholastic achievement; evaluation enables to assess the realisation of the objectives of knowledge, understanding, skill,

application, comprehension, expression, interest, attitude and appreciation. Examination is not a continuous process; it comes at the end of teaching, whereas evaluation is a continuous process for it is there in the beginning, during teaching-learning process and at the end of teaching task. With regard to tools used, examination tools are quantitative while tools of evaluation are quantitative as well as qualitative.

Evaluation is goal directed and educational outcomes are judged in terms of goal attainment. Every educational programme should aim for the all-round development of the personality of the child. Therefore, the learning experiences provided in the school should contribute toward the achievement of the desired goals. A teacher, while deciding about the related learning experience, should see both scholastic and co-scholastic outcomes as desirable behavioural outcomes.

1.3 EXAMINATION REFORMS IN INDIA

The examination system in India which remained unchanged for so many years failed to measure the extent of the all-round development. The examination system was criticized on the ground of its low validity, test of cramming, limited evaluation, coverage of selected curriculum, lower reliability, lack of definite aim, adversely affecting the physical and mental health of students and the like. Though indispensable, examination being the only tool to determine the effectiveness of teaching-learning processes, their internalisation by learners was quite inadequate.

The educational system in India went through many changes and had been shaped by a growing concern for improving the quality of learning and achievement of all learners. Various commissions and committees felt the need for examination reforms at various levels of education –

The report of the Indian University Commission (1902) strongly criticized the system of examination by stating the University as the only examining body. It further stated that all students had to pass the same test no matter what their capacities may be and this encouraged mere cramming. As the chief aim of almost every student was to pass examinations, there was not that close contact between professors and pupils which took place when the former found in the latter a sincere and keen taste for learning.

The University Education Commission (1948-49) clearly highlighted the defect of examinations and agreed with other commissions and committees by stating that 'For nearly half a century, examinations, as they have been functioning, have been recognized as one of the worst features of Indian Education. Commissions and committees have expressed their alarm at their pernicious domination over the whole system of education in India. The obvious deficiencies and harmful consequences of this most pervasive evil in Indian education have been analyzed and set out clearly by successive Universities Commissions since 1902, by a Government Resolution as far back as 1904 and by a Committee of the Central Advisory Board of Education in recent years. With most of their criticism we are in agreement and do not wish to dilate on the patent defects and dangers of this system.'

Reiterating the need of examination reforms, Radhakrishnan Commission announced, "We are convinced that if we are to suggest one single reform in university education it should be that of the examinations."

The Secondary Education Commission (1952-53) stated that 'external examinations are exercising a restrictive influence over the entire field of education to such an extent as almost to nullify its real purpose' and further suggested improvement for examination systems by recommending reduction of number of external examinations; introduction of objective questions; type of test that should discourage cramming and encourage intelligent understanding.

The Kothari Commission (1964) has strongly taken care of this aspect. The commission suggested that at higher stage apart from written examination, oral tests and simple cumulative record card indicating pupil's growth and development should be part of evaluation. At the end of primary stage standardized refined tests will be conducted in order to maintain standard at this level. For secondary stage of education 'there is the necessity of improving written examinations and other methods such as observation techniques, oral tests and practical examinations for assessing the student's performance. Internal assessment by schools should be comprehensive and should evaluate all aspects of students' growth including personality traits, interests, attitudes which cannot be assessed by the external examination system. It should be descriptive as well as quantitative.'

The National Policy on Education (1986) recommended that examinations should be employed to bring about qualitative improvement in education by recasting the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for Improving teaching and learning, which would further mean -

(i) The elimination of excessive element of chance and subjectivity;

(ii) The de-emphasis of memorization;

(iii) Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.

(iv) Effective use of the evaluation process by teachers, students and parents.

(v) Improvement in the conduct of examination;

(vi) The introduction of concomitant changes in instructional materials and methodology;

(vii) Instruction of the semester system from the secondary stage in a phased manner, and

(viii) The use of grades in place of marks.

Committee for review of National Policy on Education 1986 under the chairmanship of Ramamurti (1990) observed examination as an instrument for testing memory and a mechanical process of acquiring skills, and teaching as a process of coaching for examination. The committee analyzed status of implementation of examination reforms at the schools stage in different states and highlighted that elements of examination reforms have not been brought out in a coordinated manner. On the basis of its review, recommendations have made which included introduction of semester system, continuous internal evaluation, entrance tests to move into other stage of education and setting up of Examination Reforms Commission.

In its 19th Annual Conference (1990), the Council of Boards of School Education in India made recommendations on this aspect which include introduction of comprehensive and continuous internal evaluation, and a letter grading system at

elementary stage. It further recommended introduction of continuous and comprehensive internal evaluation with grading system by abolishing public examinations, entrance test and semester system in a phased manner from secondary stage to enable the students to progress at their own pace.

Report on the Central Advisory Board of Education Committee on the policy which was known as National Programme of Action of 1992 suggested several specific short-term and long-term measures for carrying out examination reform at the school level as well as at the university level. It also suggested that the concerned agency in each state would prepare a flexible scheme of Continuous Comprehensive Evaluation (CCE) at the elementary stage, so as to make the evaluation process an integral part of teaching and learning at this stage.

Acknowledging the importance of continuous and comprehensive evaluation, the report of the Task Force on the Role and status of the Board of Secondary Education (1997) stated the need to look upon continuous and comprehensive evaluation as an integral component of the teaching learning process. The Task Force admitted that the kind of public examination could not assess the non-scholastic areas of a students' personality which is as important as the scholastic area.

The report observed the position of the school boards for playing a pioneering role in this regard by stating that 'In our scheme of things, it is the School Boards which are expected to play the central role in the academic renovation of the school system. In other words, leadership has to come from the Boards. Once the Boards get committed to this vital and supplementary system of evaluation and push it vigorously, within a few years, this innovation will come to be accepted by more and more schools. No agency other than the Boards can promote C&CE and that is why it is sought to be emphasised that the Boards have to play a pioneering role in this regard.'

National Curriculum Framework-2005 proposed examination reforms by stating that- "Indeed, boards should consider, as a long term measure, making the class X examination optional, thus permitting students continuing in the same school (and who do not need a board certificate) to take an internal school examination instead." Continuing to address the defects of examination, the National Curriculum

Framework-2005 proposed a shift from content based testing to problem solving and competency based testing, examination with flexible time limit and guidance and counselling for reducing stress and enhancing success.

As a consequence to above, the Position Paper of National Focus Group on Examination reforms by NCERT (2006) criticized the examination system on ground of inappropriateness for knowledge society of the 21st; failure to test higher-order skills; inflexibility by which it called 'one-size-fits-all' as the system made no allowance for different types of learners and learning environment; induction of an inordinate level of anxiety and stress; lack of full disclosure and transparency in grading and mark/grade reporting. Thus, the National Focus Group advocated the need for a functional and reliable system of school-based evaluation in the form of Continuous and Comprehensive Evaluation.

Consequently, on 27th August, 2009, Government of India adopted a new act "The Right of Children to Free and Compulsory Education (RTE) Act, 2009." This law came into force for the entire country with effect from 1st April, 2010. It brought forward comprehensive and continuous evaluation for child's understanding of knowledge and his or her ability.

The Act also stated that 'no child shall be required to pass any board examination till completion of elementary education.' Thus, students up to Class-VIII should not be made to appear for any board examination.

The underlying aim of education coupled with the immense felt-need for examination reforms urged and paved the way for overhauling examination system by introducing continuous and comprehensive evaluation.

1.4   CONTINUOUS AND COMPREHENSIVE EVALUATION
1.4.1   Context and Concept

There has been a growing concern for improvement in the quality of education; in the midst of which, examination reform has been a subject of consistent consideration. Uniformly administered examination is inadequate to provide a wide ranging assessment of students' development and hinders fulfilling the aims of education.

Thus, RTE Act, 2009, section 29(2) emphasizes the all-round development of the child. The Act facilitates building up of knowledge, potential and talent of children, to develop physically and mentally to the fullest extent through activities, discovery and exploration in an environment where a child friendly and child centered, free from fear, trauma and anxiety is provided with the help of Continuous and Comprehensive Evaluation.

Continuous and Comprehensive Evaluation is a system of evaluation which differs from the conventional practice of evaluation called 'examination'. It is a developmental process of assessment which focuses on continuity of evaluation and assessment of learning outcomes in a comprehensive manner.

The 'continuous' aspect of evaluation implies regularity in assessment. The growth and developmental aspects of an individual is gradual and continuous. Therefore, educational assessment and evaluation has to be continuous, taking into accounts all the developmental aspects of the individual. The teaching-learning process should be completely integrated with assessment and evaluation.

'Comprehensive evaluation' on the other hand, is based on the underlying aim of education – 'an all-round development of the child'. The purpose of assessment and evaluation should be to optimize the potential of the learner in every aspect. An individual develops in a number of ways. A report to UNESCO by International Commission on Education for 21st century acknowledged four planes of living of human individuals; namely, physical, intellectual, mental and spiritual. Therefore, educational assessment and evaluation should cover all aspects of students' development.

Thus, Continuous and Comprehensive Evaluation is a continuous process of assessment which takes into account holistic profile of the students. The assessment process covers both scholastic and co-scholastic area of development through regular basis.

1.4.2 Objectives and Features

The followings are the objectives and features of Continuous and Comprehensive Evaluation outlined by CBSE.

Objectives:

1. To develop cognitive, psychomotor and affective skills.

2. To lay emphasis on thought process and de-emphasis memorization.

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

4. To use evaluation for improvement of students' achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instruction.

5. To use evaluation as a quality control devise to maintain desired standard of performance.

6. To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.

7. To make the process of teaching and learning a learner centered activity.

Thus, Continuous and Comprehensive Evaluation tries to carry out evaluation focusing the development of cognitive, affective and psychomotor skills. Cognitive skills refer to intellectual or mental skills such as critical thinking, problem solving and creating a knowledge base. The cognitive domains encompasses of six categories which include knowledge, comprehension, application, analysis, synthesis and evaluation. Affective domains include attitudes, interest, feelings, emotions, values, appreciation and enthusiasm of the individual. Psychomotor skills refer to motor skills and the ability to coordinate them.

CCE aims to discourage rote memorization where students learn without understanding. It rather tries to prepare students to develop their ability to think and understand. Under CCE, evaluation should be continuous, all the aspects of learning experiences of the students should be assessed throughout the academic session. Evaluation process must be considered as a feedback mechanism.

Features of Continuous and Comprehensive Evaluation

- The 'continuous' aspect of CCE takes care of the 'continual' and 'periodicity' aspect of evaluation.
- Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process

(formative evaluation) done informally using multiple techniques of evaluation.

- Periodicity means assessment of performance done frequently at the end of unit/term (summative).

- The 'comprehensive' component of CCE takes care of assessment of all-round development of the child's personality. It includes assessment of scholastic as well as co-scholastic aspects of the pupil's growth.

- Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include life skills, co-curricular activities, attitudes, and values.

- Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions and retesting.

- Assessment in co-scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in life skills is done on the basis of indicators of assessment and checklists.

1.4.3 Significance

CCE provides effective learning to the students as it facilitates regular assessment that enables to identify and diagnose learning difficulties of the students at regular time interval so as to provide suitable remedial measures. By using different tools and techniques of assessment, CCE helps to know the changes in development of the child's learning throughout the academic session. CCE enables close monitoring of the child's progress; it helps in identifying the needs of the child to support individually. Learners with greater skills and talents are nurtured with suitable guidance. This enhances and improves learners' performance. As continuous assessment is the integral part of the teaching-learning process, it makes it easy to bridge the gaps in children's learning and development.

CCE regulates effective teaching strategies. As CCE provides immediate feedback, it helps the teachers to employ a variety of remedial measures of teaching, a variety of teaching methods, strategies and techniques, and suitable teaching aids to provide learning needs of different learners.

Under CCE, provision of evidence-based feedback allows children to reflect themselves through regular assessment and further improve learning by himself/herself. Moreover, the evidence-based feedback assists in communicating students' progress to parents and guardian, and other different stakeholders, coordinating them to take steps together for the growth, learning and development of the child.

It is a school-based assessment where teachers closely assess all aspects of learner's development in various possible ways. Continuous and Comprehensive Evaluation focuses on making evaluation an integral part of teaching and learning process, and providing teaching-learning process a learner centered activity. Specific abilities of the students are recognized and encouraged. Students who do not perform well in academic but excel in other co-scholastic areas are identified and encouraged. Under such environment all the students improve without feeling pressure and stress.

1.4.4   Common terms used

Common terms used in CCE are being defined as under-

Scholastic: The term refers to those aspects which are related to intellect and the brain. It includes assessment of learners in curricular subjects, project work, assignment, practical, oral works etc.

Co-Scholastic: This refers to those aspects which are from hand to heart. This includes psychomotor skill, physical development, life skill, values, attitudes, interest and participation in co-curricular activities.

Formative Assessment: It is the process used by the teachers to continuously monitor student's progress in a non-threatening and supportive environment. It involves regular descriptive feedback, which provides an opportunity for the students to reflect on their performance, take advice and improve upon it. 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.

The main features of Formative Assessment are :-

- It is diagnostic and remedial.
- It provides platform for active involvement of students in their own learning.
- It makes the provision for effective feedback.
- It enables teachers to adjust teaching to take account of the results of assessment.
- It recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
- It recognizes the need for students to be able to assess themselves and understand how to improve.
- It builds on students' prior knowledge and experience in designing what is taught.
- It incorporates varied learning styles into deciding how and what to teach.
- It encourages students to understand the criteria that will be used to judge their work.
- It offers an opportunity to students to improve their work after feedback It helps students to support their peers, and expect to be supported by them.

Formative Assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decision regarding appropriate modifications in the transactional procedures and learning activities.

Summative Assessment: It is the assessment carried out at the end of a course of instruction. It sums-up or measures how much a student has learned. It is usually used for certification purpose.

Checklist: The concept of checklist has been provided earlier under questions. However, checklists can be used in several other areas of assessment. Checklist is used where answer is either 'yes' or 'no'. There may be a possibility of confusion.

Checklists can be filled only by collecting the information by observing or questioning or by document analysis. Hence, checklist is primarily an instrument of data recording and documentation.

Rating scale: This is used wherever a response or a learner's behaviour is likely to be in a continuum – from excellent to bad or from satisfactory to unsatisfactory.

Anecdotal record: An anecdotal record derives its origin and meaning from the word 'anecdotes'- brief event or episodes. It is a record of some significant episode in the life of the student that sheds light on the conduct, thinking, skills and capabilities revealing significant features and characteristics about his/ her personality.

Portfolio: It is a collection of evidences of students' work over a period of time. It could be a day-to-day work or selection of the learner's best piece of work. It provides a cumulative record of growth and development of a skill or competence in an area over a period of time. By using portfolio, student becomes an active participant in the learning and assessment process.

Remedial teaching: Every teacher is expected to have identified the weaknesses of the pupil in the subject(s) taught by him/ her on the basis of their performance in the previous examination/test. Accordingly, every teacher should undertake intensive remedial teaching after the annual and half yearly examination after every class test. For effective remedial teaching, the teacher should analyse the various kind of errors committed by pupils and use appropriate methods of teaching so that the errors may not occur.

1.5   CONTINUOUS   AND   COMPREHENSIVE   EVALUATION   IN   MIZORAM

The enforcement of RTE Act 2009 with effect from 1st April, 2010 brought two major changes to the education system in Mizoram. Firstly, discontinuation of board exams for Class-IV and Class-VII vide Government of Mizoram Notification No.B.11035/25/94-EDN dated 16th August, 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 completion of elementary education." Secondly, Introduction of CCE for assessment

of the performance of the students of elementary schools in Mizoram (except Elementary Schools under Autonomous District Councils) from the academic session of 2011-2012 vide Government of Mizoram Notification No.B.30011/1/2006-EDN (CCE) dated Aizawl 21st March, 2011 to fulfil section 29 sub section in 2(h) "Comprehensive and Continuous Evaluation of Child's understanding and knowledge and his or her ability to apply the same."

Earlier, in the midst of enforcing RTE, the Government of Mizoram felt the need to reform the educational system in the state. Hence, Educational Reform Commission (ERCM) was set up on 8th May, 2009 to recommend ways and means to raise standard and improve quality in all sectors of education, namely, pre- school, elementary, secondary, tertiary, professional and technical. The Commission reiterated that no public examination up to elementary stage, that is, class-VIII should be conducted in view of the provision contained in section 29 of The Right of Children to Free and Compulsory Education Act, 2009. This, however, implied much greater accountability on the part of the school and the teachers to use ways and means, to ensure required levels of learning on the part of the pupils and their assessment through Continuous and Comprehensive Evaluation (CCE) spread over the total instructional time. The Commission also recommended that the system of CCE should be planned and its details properly worked out in teachers oriented to perform a new role of assessment to their students.

The Government of Mizoram declared CCE to be practiced from 2011 at elementary schools all over the state. SCERT, declared by the Government of Mizoram in its Notification No. B.1103/25/94 EDN dated 21st March, 2011 as academic authority for elementary education in Mizoram, was also declared as the Nodal Agency for implementation of CCE in Mizoram.

Thus, in order to implement CCE in Mizoram, the Nodal Agency (SCERT) developed training package like Source Book on CCE, Guidelines on CCE and Sessional Work Plan for teachers, teacher educators and master trainers. It also prepared CCE calendar to be followed by all elementary schools in the state. In its initial stage, the nodal agency and DIETs in Mizoram conducted a number of trainings for key resource persons, SSA personnels, government middle schools and government primary school headmasters, principals and teachers of private English

medium schools and Presbyterian English medium schools and teachers of SSA model schools. To make the public aware of CCE, SCERT organised different programmes to be aired by Doordarshan, All India Radio, FM Radio and Local Channels.

In accordance with the declaration of Government of Mizoram, Continuous and Comprehensive Evaluation came into practice since 2011. The introduction of Continuous and Comprehensive Evaluation has brought about new evaluation system which tries to eliminate the examination system and makes learning an enjoyable practice for all the students. The new practice has greatly influenced and changed the whole teaching-learning system. New practices and main areas of change are as shown below-

1.5.1 New practices after implementation of Continuous and Comprehensive Evaluation:

1. Assessment Area: Before the implementation of Continuous and Comprehensive Evaluation, assessment areas mainly focus on curricular subjects. However, besides scholastic area the new system includes assessment of co-scholastic areas which makes assessment more comprehensive than the conventional system. The perusal of data vide Table No. 1.1 shows assessment areas before and after implementation of Continuous and Comprehensive Evaluation.

Table No. 1.1

Assessment area before and after the implementation of Continuous and Comprehensive Evaluation

Assessment Areas		
Before CCE	After CCE	
English	Scholastic	English
Mizo		Mizo
Hindi		Hindi
Mathematics		Mathematics
Science		Science
Social Studies		Social Studies

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Assessment Areas		
Before CCE	After CCE	
General Knowledge	Co-Scholastic	Work Education
Information Technology		Health & Physical Education
		Art Education
Work Education		Attendance
		Portfolio

2. Marking and Grading: The implementation of Continuous and Comprehensive Evaluation introduced grading system. Schools in Mizoram use 5 points scale Absolute Grading as shown below in Table No. 1.2.

Table No. 1.2

Distribution of Percentage, Grade and Division

Percentage	Grade	Division
Above 90%	O	Distinction
80%-90%	A	1st Division
70%-79%	B	2nd Division
60%-69%	C	3rd Division
Below 60%	D	Unsatisfactory

3. Formative Evaluation: Under CCE, Formative evaluation is introduced. Formative evaluation provides immediate feedback and hence it enables to adopt appropriate remedial measures. As for the scholastic area unit tests are conducted. After conducting unit test, remedial teaching and retest are conducted if need arises. (*is given in *appendix i & ii*)

*Sample of entry table and Progress Report Card for different subjects as shown in Source Book on Continuous and Comprehensive Evaluation.

4. Assessment tools and techniques: With the introduction of CCE, assessment is done using various assessment tools and techniques like paper-pencil

test, projects, assignment, field visit, survey, experiment, activities, portfolio, observation techniques like rating scales, checklists and anecdotal record etc.

1.5.2   Changes in the implementation of CCE in Mizoram

At the onset of implementation of CCE, SCERT prepared 'Source Book on Continuous and Comprehensive Evaluation,' guidelines for elementary schools in Mizoram. Based on the guidelines, CCE was implemented within the whole state of Mizoram.

After one academic session of its implementation, a review meeting on Continuous and Comprehensive Evaluation was organized under the chairmanship of the then Hon'ble Minister of Education in Mizoram. The meeting was attended by Secretary & Director, School Education, important personnels from Directorate of School Education, SCERT, DIET (Aizawl), SSA, MSTA and MPTA. Study team had been sent to Delhi to study the implementation of CCE in the Union Capital Territory of Delhi. A year after its implementation, changes had been made on assessment areas and marks awarded.

In the year 2019, The Right of Children to Free and Compulsory Education (Amendment) Bill, 2019 was passed. The provision which prohibits detention of children till they complete elementary education i.e., class 8 was amended by stating that –

(1) There shall be a regular examination in the fifth class and in the eighth class at the end of every academic year.

(2) If a child fails in the examination referred to in sub-section (1), he shall be given additional instruction and granted opportunity for re-examination within a period of two months from the date of declaration of the result.

(3) The appropriate Government may allow schools to hold back a child in the fifth class or in the eighth class or in both classes, in such manner and subject to such conditions as may be prescribed, if he fails in the re-examination referred to in sub-section (2): Provided that the appropriate Government may decide not to hold back a child in any class till the completion of elementary education.

(4) No child shall be expelled from a school till the completion of elementary education.

Accordingly, in 2019, SCERT Mizoram published 'CCE Guidelines (2019) for Elementary Schools'. It was mentioned that from 2019-2020 academic session, the manner of implementation of CCE would be modified in accordance with the convenience of teachers' association which might be reviewed if necessary.

Thus, the implementation of CCE in Mizoram has gone through a number of changes regarding areas of assessment, parameters for assessment, marking and grading as well as manner of reporting progress of the students.

1. Changes in areas of assessment

The following table presents the changes that took place within 10 years of its implementation regarding areas of assessment.

Table No. 1.3

Changes in assessment area

Assessment Areas				
Year	Assessment Area & marks/percentage awarded			
2011	Scholastic	Formative Evaluation	100% (Unit test : 50%; Activities : 50%)	100
	Co-scholastic	Project	30	100
		Independent work 2D	30	
		Independent work 3D	30	
		Portfolio	10	
2012-2013	Scholastic	Formative Evaluation	70% (Unit Test : 30%; Activities : 40%)	100
		Summative Evaluation	30%	
	Co-scholastic	Work Education	40	100
		Health & Physical Education	30	
		Art Education	30	

Year	Area	Component	Weightage	Max Marks
2013-2014	Scholastic	Formative Evaluation	60% (Unit test : 40%; Activities : 20%)	100
		Summative Evaluation	40%	
	Co-scholastic	Work Education	30	100
		Health & Physical Education	30	
		Art Education	30	
		Attendance	5	
		Portfolio	5	
2014-2015	Scholastic	Formative Evaluation	70% (Unit test : 30%; Activities : 40%)	100
		Summative Evaluation	30%	
	Co-Scholastic	Work Education	30	100
		Health & Physical Education	30	
		Art Education	30	
		Attendance	5	
		Portfolio	5	
2015-2019	Same as 2014-2015			
2019-2020	Scholastic	Formative Evaluation	50% (Unit test : 30%; Internal : 20%	100
		Summative Evaluation	50%	
	Co-Scholastic	Work Education/Art Education/Health Education	50	50
		Attendance and Portfolio	Grading	
2020-2022	Same as 2019-2020			

Thus, the above table shows assessment areas and changes that took place regarding marks and percentage awarded during 10 years of implementation of

CCE. On its first year of its implementation there was no summative/term end/year end examination. The scholastic areas were assessed formatively carrying 100% of which unit test and activities carried 50% each. On the other hand, co-scholastic area includes project, Independent work 2D, Independent work 3D and Portfolio carrying 30, 30, 30 and 10 marks respectively. There were 3 entries – first entry, second entry and third entry during the academic session of 2011 (as shown in Table No. 1.4). In each entry assessment of scholastic and co-scholastic areas carried 100 marks each.

In the academic session of 2012-2013, there was a slight change regarding marks awarded to scholastic and co-scholastic areas though total marks awarded to both the areas were the same ie.,100 marks each. During this academic session summative evaluation was added to carry 30%, formative evaluation thus, carried 70% of which unit test and activities carried 30% and 40% respectively. The assessment areas in co-scholastic were changed to Work Education, Health & Physical Education and Art Education carrying 40, 30 and 30 marks respectively.

In the next academic session 2013-2014, marks awarded to formative evaluation was decreased to 60% (unit test-40%; activities 20%) and marks awarded to summative evaluation was increased to 40%. In co-scholastic area attendance and portfolio were added for marking to carry 5 marks each. Work Education, Health & Physical Education and Art Education carried 30 marks each.

In 2014-2015 marks carried by formative evaluation was increased to 70% (unit tests-30%; activities 40%) and marks carried by summative evaluation was decreased to 30%. Co-scholastic area remained the same.

The manner of assessment during the academic years 2015-2016, 2016-2017, 2017-2018 and 2018-2019 was same as 2014-2015.

In 2019-2020 academic session changes were made regarding marks awarded. Both formative evaluation (unit test-30%; internal-20%) and summative evaluation carried 50% each. In co-scholastic area, Work Education, Health & Physical Education and Art Education altogether carried 50 marks. Portfolio carried 20%, there was no specified marks awarded to attendance. This manner of assessment was used till date. (* is given in *appendix iii*)

* Sample Report Card for Term Exams for Primary School and Middle School

The following table highlights the time and period for entry/summative evaluation/term examination during 10 years span of the implementation of Continuous and Comprehensive Evaluation; it also shows changes in the manner of assessment and evaluation.

Table No. 1.4

Time and period for entry/summative evaluation/term examination

Year	Entry/Summative Evaluation/Term Examination	Date
2011	CCE First Entry	18.04.2011
	CCE Second Entry	11.07.2011
	CCE Third Entry	12-13.12.2011
2012-2013	1st Summative Evaluation	09-13.07.2012
	1st Entry (Preparation and Announcement of results)	16-20.07.2012
	Final Summative Evaluation	14-22.02.2013
	Final Entry (Preparation of Final Results)	25-28.02.2013
2013-2014	1st Summative Evaluation	12.8.2013-19.8.2013
	1st Entry (Preparation and Announcement of results)	20-22.8.2013
	Final Summative Evaluation	3.3.2014-7.3.2014
	Final Entry (Preparation of Final Results)	10-11.3.2014
2014-2015	1st Summative Evaluation	7-14.8.2014
	Preparation of 1st Summative Evaluation	19-21.8.2014
	2nd Summative Examination	2-6.3.2015
	Final Entry (Preparation of Final Results)	9-11.3.2015
2015-2016	1st Summative Evaluation	10-14.8.2015
	Preparation of Summative Evaluation	17-19.8.2015
	2nd Summative Examination	29.2.2016-3.3.2016
	Final Entry (Preparation of Final Results)	7-10.3.2016
2016-2017	1st Summative Evaluation	8-12.8.2016
	1st Entry (Preparation of Announcement of Results)	16-19.8.2016
	Final Summative Evaluation/Preparation and Announcement of Results	28.2.2017-3.3.2017
2017-2018	1st Summative Evaluation, Preparation & Publication of Results	18-28.7.2017
	Final Summative Evaluation, Preparation &	13-28.2.2018

	Announcement of Results	
2018-2019	1st Summative Evaluation, Preparation & Publication of Results	17.7.2018-3.8.2018
	Final Summative Evaluation, Preparation & Announcement of Results	13.2.2019-28.2.2019
2019-2020	1st Term Examination, Preparation & Publication of Results	16-26.7.2019
	2nd Term Examination, Preparation & Publication of Results	13-22.11.2019
	Final Examination, Preparation & Announcement of Results	12-27.2. 2020
2020-2021	1st Term Examination, Preparation & Publication of Results	14-24.7.2020
	2nd Term Examination, Preparation & Publication of Results	11-20.11.2020
	Final Examination, Preparation & Announcement of Results	16-26.2.2021
2021-2022	1st Term Examination, Preparation & Publication of Results	20.7.2021-4.8.2021
	2nd Term Examination, Preparation & Publication of Results	9-18.11.2021
	Final Examination, Preparation & Announcement of Results	14-25.3.2022
2022-2023	1st Term Examination & Result Publication	18-29.7.2022
	2nd Term Examination, Preparation & Publication of Results	4-18. 11.2022
	3rd Term Examination, Preparation & Publication of Results	15-28.2.2022

In 2011, the academic session was split into 3 entries; there was no summative evaluation/year end examination.

In the next academic year i.e., 2021-2013 the academic session was split into 2 periods of evaluation and summative evaluation was instituted. This has been followed till the academic year 2018-2019.

From 2019-2020 till date the academic session was split into 3 periods of evaluation.

2. Marking and Grading: After a new guideline was published, percentage awarded to level of division was changed as shown below.

Table No. 1.5

Marking and Grading before and after Continuous and Comprehensive Evaluation

Grade	Division	Percentage awarded	
		Before 2019	After 2019
O	Distinction	Above 90%	80% & above
A	1st Division	80%-90%	70%-79%
B	2nd Division	70%-79%	60%-69%
C	3rd Division	60%-69%	50%-59%
D	Unsatisfactory	Below 60%	49% & below

3. Final Report Card: From 2019 academic session, term exam was conducted three times. The final report card was prepared taking 30% each from 1st term and 2nd term, and 40% from 3rd term. (* is given in *appendix iv*)

* Final Report Card for Primary School and Middle School.

1.6 RATIONALE OF THE STUDY

Moving forward from the conventional system of evaluation i.e., examination, the introduction of CCE under RTE Act, 2009 has brought about tremendous changes in the system of evaluation. It can rightly be said that CCE ushers the whole evaluation system as well as the teaching learning process to a more systematic way which provide holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development.

'The Right of Children to Free and Compulsory Education Act, 2009' made elementary education a fundamental right to all children in the age group of six to

fourteen years. Chapter V of the Act on curriculum and completion of elementary education under section 29(2)(h) provides for continuous and comprehensive evaluation of the child's understanding, knowledge and his or her ability to apply the same. The government of Mizoram hence implemented CCE in accordance with the provision of RTE Act, 2009 with SCERT as the nodal agency, which has made a lot of effort for its implementation in various ways such as developing source book, preparing training packages, conducting trainings for key resource persons, SSA personnels, principals and teachers of elementary schools in Mizoram and organising different programmes to be aired by Doordarshan Kendra, Local Cable TV Channels, All India Radio and FM Radio. Moreover, implementing agencies like DIETs and BRCs conducted trainings in different schools and at community level.

In the present global educational scenario, the need is to look at holistic assessment of a learner which includes both scholastic and co-scholastic areas of students' growth. Continuous and Comprehensive Evaluation aims at addressing this in a complete manner. To carry out such type of evaluation, multiple techniques have to be employed by the teachers and school authorities. Conclusively, it may be inferred that continuous and comprehensive evaluation intend to identify positive attributes and latent talents of the students which are not usually assessed through written examination.

Thus, the present study was taken up as the investigator was interested to find out-

- How well the stakeholders were aware of the defects of examination system
- Their understanding of the concept of the new system
- Their readiness to accept and implement the system

For every new scheme to be implemented, there had been lot of changes which further affected methods and practices. As the new scheme called Continuous and Comprehensive Evaluation was implemented for eleven years in Mizoram and lots of debates as to its effectiveness have sprung up, the investigator felt that many of the queries and doubts could be brought into light if perceptions of the stakeholders are studied empirically.

Keeping in mind all the aspects stated above, it is thus, felt necessary to study the perception of stakeholders on Continuous and Comprehensive Evaluation at elementary level of education in Mizoram. Unless the practitioners are ready or willing to whole heartedly implement such evaluation system in the right manner and spirit, the underlying value of the scheme would be in vain. On the whole it may be said that successful implementation of Continuous and Comprehensive Evaluation largely depends on the positive and favourable perception of stakeholders.

1.7   STATEMENT OF THE PROBLEM

The problem under investigation is stated as ʻPerceptions of Stakeholders on Continuous and Comprehensive Evaluation at Elementary Level of Education in Mizoram.ʼ

1.8   RESEARCH QUESTIONS

The investigator looked into the following queries:

1. What are the level of perception of stakeholders such as headmasters, teachers and parents at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation?

2. To what extent do differences of perception on Continuous and Comprehensive Evaluation exist among headmasters at elementary level of education in Mizoram based on the following characteristics: locale, management of schools, gender and level of education?

3. Do teachers at elementary level of education in Mizoram differ significantly on their perceptions about Continuous and Comprehensive Evaluation based on the following characteristics: locale, management of schools, gender and teaching experience?

4. Is there any significant difference on perception about Continuous and Comprehensive Evaluation among parents of students at elementary level of education based on the following characteristics: locale, management of schools and their educational qualification?

1.9   OBJECTIVES OF THE STUDY

1. To study the perception of headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

2. To study the perception of teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

3. To study the perception of parents at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

4. To compare elementary school headmasters from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation.

5. To study the difference of elementary school headmasters from government and private schools in Mizoram on their perception of Continuous and Comprehensive Evaluation.

6. To find out the difference between the perception of male and female headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

7. To compare middle school and primary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

8. To examine problems faced by elementary school headmasters in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.

9. To compare elementary school teachers from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation.

10. To compare elementary school teachers from government and private schools in Mizoram regarding their perception on Continuous and Comprehensive Evaluation.

11. To compare the perception of male and female teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

12. To compare elementary school teachers in Mizoram on their perception of Continuous and Comprehensive Evaluation with respect to their teaching experience.

13. To examine problems faced by elementary school teachers in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.

14. To compare the perception of parents of elementary school students in rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

15. To compare the perception of parents of elementary school students from government and private managed schools in Mizoram on Continuous and Comprehensive Evaluation.

16. To compare the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their educational qualification.

17. To find out problems faced by parents of elementary school students in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.

1.10   HYPOTHESES OF THE STUDY

1. Elementary school headmasters from rural and urban areas in Mizoram differ significantly in their perception on Continuous and Comprehensive Evaluation.

2. Elementary school headmasters from government schools and private schools in Mizoram differ significantly in their perception on Continuous and Comprehensive Evaluation.

3. There is a significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

4. There is a significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation.

5. Elementary school teachers from rural and urban areas in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

6. Elementary school teachers of government and private schools in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

7. Male and female elementary school teachers in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

8. There is a significant difference between the perception of elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation with respect to their teaching experience.

9. Parents of elementary school students from rural and urban areas in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

10. There is a significant difference between the perception of parents whose children are studying in government elementary schools and private elementary schools in Mizoram on Continuous and Comprehensive Evaluation.

11. There is a significant difference between the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their educational qualification.

These hypotheses were converted into null hypotheses for the purpose of testing as follows:-

1. There is no significant difference between the perception of elementary school headmasters from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

2. There is no significant difference between the perception of elementary school headmasters from government and private schools in Mizoram on Continuous and Comprehensive Evaluation.

3. There is no significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

4. There is no significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation.

5. There is no significant difference between the perception of elementary school teachers from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

6. There is no significant difference between elementary school teachers of government and private schools in Mizoram on their perception of Continuous and Comprehensive Evaluation.

7. There is no significant difference between the perception of male and female elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation.

8. There is no significant difference between the perception of elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation with respect to their teaching experience.

9. There is no significant difference between the perception of parents of elementary school students from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

10. There is no significant difference between the perception of parents whose children are studying in government elementary schools and private elementary schools in Mizoram on Continuous and Comprehensive Evaluation.

11. There is no significant difference between the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their educational qualification.

1.11 OPERATIONAL DEFINITION OF THE TERMS

The operational meanings of the keywords are:-

Perception: Perception refers to a belief or opinion, often held by many people and based on how things seem. It is also defined as the way in which something is regarded, understood, or interpreted.

Stakeholders: Stakeholder refers to one who is involved in or affected by a course of action.

For the present study, stakeholders imply to parents of elementary school students, teachers and headmasters of elementary schools in Mizoram.

Parents: For the present study, parents imply to persons who look after and provide education to the child even if he/she is not immediate parent of the child.

Parents were classified under two levels of education viz., those whose educational qualification is above matriculation and those whose educational qualification is under matriculation.

Continuous and Comprehensive Evaluation: Continuous and Comprehensive Evaluation refers to the evaluation system that is being implemented at the elementary level of education in Mizoram. It aims to provide holistic profile of the learner through regular assessment of scholastic and co scholastic domains of development.

Elementary schools: An elementary school is a school where children are taught for the first six or sometimes eight years of their education.

For the present study, elementary schools refer to lower primary schools (i.e., classes I to IV) and upper primary schools or middle schools (.ie., Classes V to VIII) in Mizoram.

Experience: Experience of the teachers for the present study has been classified under two categories viz., below 5 years and above 5 years. This categorization is based on the assumption that those who fall under below 5 years are teaching under CCE system only, while those who have an experience of more than 5 years have been teaching under both the systems.

1.12 DELIMITATION OF THE STUDY

Delimitation has been made with one of the key respondents i.e., parents.

The study has been delimited to parents of only class VIII students as it is felt that this group of parents would be able to respond better to the questionnaires with their experience of Continuous and Comprehensive Evaluation.

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CHAPTER – II
REVIEW OF RELATED LITERATURE

An essential component of any research work is a study of related literature since it gives the researcher access to the most recent information in the area of interest. Research makes use of the information that has amassed over time as a result of ongoing human endeavour. It can never be done independently of previous research on issues that are either directly or indirectly related to a study proposed by the researcher.

One of the crucial elements in the preparation of any research project is a thorough evaluation of scholarly articles, research journals, books, dissertations, theses, and other sources of information relevant to a particular area of research. The review enumerates, describes, summarizes, objectively evaluates and clarifies previous researches. It offers the theoretical and empirical foundation upon which the issue has been developed. It acknowledges the work previously done and assures that the work has been well conceived.

A dissertation literature review looks into:

- Specific problems, hypotheses, or questions being addressed.
- Clear definition of scope, severity, and relevance of research.
- Similarities and dissimilarities of the previous researches orientation with the study being taken up.
- Different way to approach the problems.
- Interpretations of original sources, its differences from research design being adopted.
- Structure of argument of the previous studies.
- Relevancy to research question being taken up.

Thus, the review of related literature enables the researcher to delimit and define the problem, it helps to avoid unfruitful, useless problem areas as well as unintentional duplication of well-established findings. It also helps in identifying a gap in the existing literature. It helps to understand the research methodology which

refers to the way the study is to be conducted. Moreover, it provides insight into tools and instruments as well as the statistical methods through which validity of results is to be established. Reviewing the related literature helps to know about the recommendations for further research.

Any well-planned research study must be preceded by a review of the pertinent literature. By integrating findings and perspectives from many empirical findings, a literature review can address research questions with a power that no single study has. An effective and well-conducted review as a research method creates a firm foundation for advancing knowledge and facilitating theory development. (Webster & Watson, 2002)

This chapter presents reviews of related literature which comprise of studies from three different areas like examination, co-curricular activities and Continuous and Comprehensive Evaluation. Since examination and co-curricular activities have their own importance in Continuous and Comprehensive Evaluation, they were included for review.

2.1   STUDIES ON EXAMINATION AND OTHER RELATED VARIABLES

Borinder (1985) looked into general anxiety and examination anxiety in the context of external and internal atmosphere factors. The general and exam anxiety of boys and girls differed significantly. Girls were shown to have higher levels of general anxiety and exam anxiety than boys. It was shown that there was a strong correlation between general anxiety and exam anxiety. In terms of social and economic position, there was no discernible difference in the boys' general and exam anxiety. Girls' general anxiety varied significantly depending on their socio-economic position. In relation to their social and economic status, females' exam anxiety varied significantly.

Cassady (2001) defined the difference between generalised anxiety disorder and exam anxiety. He claimed that pupils who suffer from general anxiety issues experience typical anxiety, which led to higher levels of worry about a variety of situations. It was interesting to note that students who were predisposed to test anxiety had a condition of worry that led to higher degrees of exam-specific anxiety. Examination anxiety symptoms ranged from mild to severe anxiety. Students who

experienced mild side effects could typically do well on exams. However, students who were extremely anxious sometimes exhibited alarming bodily symptoms, such as headaches, an upset stomach, feelings of dread and panic, shortness of breath, perspiration, pacing or wriggling, sobbing, hurried thoughts, and blanking.

Chinta (2005) studied effect of examination anxiety on examination performance. The expected course grade at the beginning of the academic term and the degree of anxiety felt at the time of the final exam did not appear to be significantly correlated. At the time of the final exam, there were significant correlations between the level of anxiety and performance expectations. Test anxiety exhibited on the final exam and test results on the first two exams were found to be positively correlated.

Parekh (2008) investigated examination anxiety among students of secondary schools and found that girls experienced greater exam anxiety than boys. Exam anxiety was higher among students in grade 8 than in grades 9 and 10. Students from socially disadvantaged classes experienced greater exam anxiety.

Ergene (2011) tried to determine the relationship between test anxiety, study habits, achievement, motivation, and academic performance among Turkish high school students. Significant relation between test anxiety and academic achievement was found. A strong relationship between study habits scores and academic performance levels was also found. The level of achievement motivation and study habits were found to be positively correlated. Academic achievement and achievement motivation were not shown to be correlated. There was favourable correlation between test anxiety and study habits and academic success.

Javed and Khan (2011) conducted a survey of examination phobia amongst students at secondary school level in the province of Punjab, Pakistan. Sample of the study comprised of 770 students, randomly selected from grade 9 students. They found that exam created fear, sleeplessness, frustration, unpleasantness and anxiety among the students. Male and female students had the same level of exam phobia. Reformation of examination, promotion of learning and study habits, support and encouragement of students by parents and teachers were recommended to reduce exam phobia.

Rasul and Bukhsh (2011) tried to determine factors affecting students' performance in examination at university level. The study was conducted at Bahauddin Zakariya university, Multan in Pakistan. The sample comprised of 200 students, taking equal number from arts and science stream. Factors like psychological, physical, socio-economic, educational and lack of proper guidance affected students' performance in examination. The investigators recommended proper examination training, peaceful internal environment of examination and moderate difficulty level of questions to improve examination system.

Kadapatti and Vijayalaxm (2012) investigated stressors of academic stress among pre-university students. 360 pre-university students, both boys and girls, were selected randomly from four co-educational schools for the sample. The result revealed that low socio-economic status, bad study habits, more study issues, a change in the medium of teaching, and high aspirations conditions are the stressors for selected respondents who experienced academic stress as a result of these circumstances.

Reddy and Harinath (2013) investigated examination anxiety on 10th class students in Kurnool District of Andhra Pradesh. The study revealed the presence of significant difference between boys and girls of 10th grade with regard to examination anxiety of which girl students were more anxious than boys. Significant difference was not found between government and private school students but a simple comparison showed the level of anxiety was high among private school students.

Shukla (2013) undertook a study on examination anxiety among secondary school students. The findings of the study indicated gender and standard have no remarkable impact on examination fear among students. Area and educational achievement have a substantial impact on test anxiety of students. The interplay between gender, standard, area, and educational accomplishment has a major impact on students' exam anxiety.

Kumari and Jain (2014) examined stress and anxiety among college students; she found high correlation of examination stress and level of anxiety among college students. Comparing different streams of students, students of arts stream felt highest examination stress and anxiety followed by commerce students. Comparing

graduate and post graduate students, no significant difference was found in stress and anxiety level.

Natarajan (2015) examined anxiety level among school students undergoing higher secondary examination. He found that anxiety level did not differ regarding gender, type of family, medium of study, residence, private tuition and mode of stay (day scholars & hosteller). Almost every student experienced exam anxiety before board examination. While mild anxiety kept the students task oriented, excess anxiety had been associated with poor performance.

Agrawal and Goel (2016) investigated a common problem of examination phobia among the students. The aim of the study was to find out how exam anxiety affects students' academic performance. A variety of personal, parental, and teacher-related factors contributed to exam fear. Some of the most important personal variables were anxiety, inadequate planning, fear of parents and teachers, punishment, not being admitted to a reputable institution in the future, fierce competition among classmates, etc. The study also discovered that excessive parental pressure, such as the pressure to achieve more than 80%, excessive parental involvement during study time, parental social prestige, and teacher related factors contributed to examination phobia. Even though exam anxiety was somewhat normal, having too much of it tended to hinder performance. In its most severe form, it could cause the pupil of killing himself. Therefore, rather than putting students in a "do or die" position or stressing about grades or marks, parents and teachers should strive to assist the students in coping with this form of phobia. A counsellor should be consulted in cases of severe phobia.

Alexander and Annapriya (2016) studied the relationship between examination anxiety and academic achievement. 300 students, randomly selected from 12th standard in Tirunelveli District formed sample for the study. The study found no significant relationship between academic achievement and examination anxiety in self-image, future security, thought disruptions and general test anxiety of the students. There was significant negative relationship between poor performance, preparation for test, bodily reactions and examination anxiety of the students. It was revealed that in an anxious situation students were not able to perform well which led to have a negative impact on their academic achievements.

Thakur (2016) compared examination phobia among higher secondary school boys and girls in rural and urban area of Raipur district, Chhattisgarh. It was found that locale had no impact on the students regarding examination phobia. Girls from urban area were more inclined to have examination phobia compared to their urban male students' counter parts. There was no significant difference between male and female students from rural. In order to tackle the problem of examination phobia suggestions like relaxation techniques, bio feedback, family therapy, parents training, meditation and healthy environment to study were made.

Bisht (2017) studied the relationship between examination stress and academic achievement among higher secondary school students in Kancheepuram district in Tamil Nadu. Sample for the study consisted of 314 students of 11 standard, randomly selected from 5 higher secondary schools. The study showed that academic achievement and exam stress were at moderate and low levels, respectively. It was shown that there was a negative relation between exam stress and academic achievement. Regarding their stress level of test, students in higher secondary schools showed a substantial variation in their academic performance. Academic achievement was found to be higher among students with low examination stress levels than among those with moderate and high examination stress levels.

Luckmizankari (2017) investigated factors affecting on examination stress among undergraduates from Eastern University, Sri Lanka. The sample comprised of 100 BBA undergraduates from various year of study. Of all 5 factors personal cognition was the highest contributor to examination stress while procedures in exam was the least contributor to the same. The other factors which highly affected examinations were physical environment of examination hall, medium and time. Female students were more stress than male students. Most of the undergraduates who had examination stress were likely to have depression.

Chaurasiya and Gupta (2018) investigated examination anxiety among secondary school students in Gandhinagar district. They found no significant difference between male and female students; students of std. 9 and 10; while significant difference was found between urban and rural area students regarding their level of examination anxiety. Significant difference was also found between

high achievers and low achievers, the higher the anxiety level the lower their academic achievement.

Beena and Aggrawal (2019) tried to identify the factors that contribute to examination anxiety and stress, including the choice of stream. The study indicated that some significant causes of heightened anxiety among children include pressure from teachers and parents, the drawn-out nature of board exams, and difficult subject matter. When compared to students in the ninth and eleventh grades, students in the tenth and twelfth grades who will be taking the board exams exhibited much higher levels of stress, anxiety, and depression. Additionally, it was found that science students' anxiety levels were higher in 12th standard students than in 10th graders. The study also found that examination anxiety had a significant negative impact on students and was a barrier to students' development and achievement. It had been discovered that controlling stress and anxiety was generally better when assisted by parental supervision, elder guidance, or school management.

Gosar and Venkatraman (2019) reviewed different studies related to examination stress among school going students. According to earlier researches, the type of schooling, teachers, and students themselves, all influenced how much stress students faced. Most of them stayed in the areas of work-related stress, stressful life events, and stress brought on by certain chronic disorders, etc. He observed that the topic of examination stress has received less attention in spite of the current demand in education, where emphasis is on mobilizing and guiding students' inner potentialities to cope with challenges and perform better. The additional factors focused on in these studies were achievement motivation, personality, and intelligence. Different students responded differently to the examination situation. It had not yet been determined whether more bright students viewed the exam as a challenge and put up their full effort to perform well. Some students strived for success in all areas of their lives, but test anxiety interfered with this goal.

Jha, Punia and Singh (2019) determined the relationship between test anxiety and academic performance among undergraduate medical students. The purpose of the study was to evaluate the test anxiety among medical students in their first year of study and to ascertain the relationship between test anxiety and academic achievement. Sample of the study consisted of 240 medical students. Levels of

anxiety among the students were assessed using the Nist and Diehl test anxiety questionnaire. The findings showed that text anxiety was significantly related to academic performance.

Sasikumar and Bapitha (2019) investigated examination stress and academic achievement in English. Randomly selected 300 high school students from nine schools of Pudukkottai educational district in Tamilnadu formed sample for the study. The investigators found significant relationship between examination stress and academic achievement of 9th standard students. They concluded that if examination stress was well managed by the students, higher academic performance could be achieved. It was also felt important for school to have a guideline for a comprehensive use of both personal and professional development activities of the students for better adjustment in classroom, group and society.

Vaykos (2019) studied examination anxiety among college students. The study was conducted in Parbhani district of Maharashtra. The sample comprised of 40 students each from arts stream and science stream. The study revealed that science students had more examination anxiety than arts students. Compared to male students, female students had more examination anxiety; and urban students were having more examination anxiety compared to rural students.

Yusefzadeh, Iranagh and Nabilou (2019) tried to determine the effect of study preparation on test anxiety and performance. According to the findings exam stress affects students' performance significantly both before and during the exam. Exam results and test anxiety were considerably affected by the intervention. Students would feel less stress on exam days if they believe that a sizable amount of their exam scores is already accounted for by classwork.

Kumari (2020) tried to find out the relationship between examination anxiety and academic achievement. Sample for the study comprised of 200 secondary school students of Bhagalpur city in Bihar state. She found significant difference in examination anxiety of students at different academic achievement levels. To meet educational needs of the learners she suggested timely review of personal strength and weaknesses along with past performances, development of good study habits, development of time management, provision of learning materials and provision of guidance and counseling.

Mishra and Panda (2021) conducted a study on examination anxiety among secondary school students of Balangir municipality of Odisha. They found significant difference on anxiety level regarding gender, management of schools and medium of instruction. The level of examination anxiety of male students, private school students and Odia medium school students were high comparing to their counter parts. Examination anxiety was likely to weaken performance of students and lead to underachievement.

2.2 STUDIES ON CO-CURRICULAR ACTIVITIES AND OTHER RELATED VARIABLES

Pani (1969) evaluated co-curricular activities in secondary schools of Orissa and their relationship with personality development of pupils. Sample of the study consisted of 1200 students of class IX, 910 male and 290 female, who were randomly selected from 55 high schools. He came to conclude that participation in extracurricular activities helps students have a more philosophical outlook on life. Co-curricular activity participation is closely related to curricular development.

Satrusallya (1991) studied about co-curricular activities implemented in the secondary schools of Cuttack district. The results of the study showed that there were many extracurricular activities that support secondary school students' overall personality development and meet their adolescent demands. Therefore, while the school authorities were implementing these activities, adolescent interest, aptitude, capacity, age, sex, and other psychological features should be taken into consideration in order to meet their desires and develop their personalities through co-curricular activities. Periods should be given in the educational schedule in accordance with this. The study also demonstrated that co-curricular activities had a great deal of interest for both students and teachers. However, the financial struggles of the schools made it impossible for them to implement these programmes in their classrooms. The authorities and government should take the appropriate actions to provide schools with adequate financial grants and to post qualified, effective, and trained teachers to participate in and manage co-curricular activities in schools, which would guarantee the complete development of the students' personalities.

O'Dea (1994) examined the effect of extracurricular activities on academic achievement. The goal of this study was to find out if there was a difference between the academic achievement of students who participated in extracurricular activities and those who did not. Senior class of Valley High School in West Des Moines, Iowa, was taken for sample of the study. The findings of this study showed that students who participated in extracurricular activities had much higher academic achievement than students who do not.

Daley (2002) took a study on extra-curricular physical activities and physical self-perceptions in British 14-15 year-old male and female adolescents. The difference between participants and non-participants in extracurricular physical activities was taken into account in this study's analysis of physical self-perceptions. Children and Youth Physical Self-Perception Profile (1995) and a questionnaire about physical activity drawn from the Young People and Sport Survey were given to students (N= 1130) from schools in England and Wales. According to data analyses, extracurricular physical activity participants scored significantly higher than non-participants on attractive body adequacy and physical self-worth. Boys scored much higher than girls in the areas of athletic ability, attractiveness of the physique, and physical self-worth. According to these results, students who participated in extracurricular activities might have more positive self-perceptions about some aspects of their physical selves.

Daley and Leahy (2003) tried to relate self-perceptions and participation in extracurricular physical activities. The study found a relationship between engaging in different types of physical activity and having a positive opinion of oneself. When compared to those who did not participate, those who participated in extracurricular physical activities had significantly higher self-perceptions. Adolescents who participated in extracurricular activities frequently have more chances to socialise, make friends, and gain social confidence. Participation may also be seen as a sign of maturity and of self-affirmation. The study revealed that those who took part appeared to have a developed feeling of commitment and responsibility. In conclusion, it was discovered that people who engaged in extracurricular physical activities had a more positive impression of themselves than those who did not.

Watkins (2004) studied on the effects of participation in extracurricular activities (such as music, drama, student council, and vocational clubs) on the mean grade point average of High School Students. The findings of this study showed that extracurricular activity participation was connected with better academic achievement than those who did not participate.

Darling, Caldwell and Smith (2005) examined participation of adolescent in school-based extracurricular activities and their adjustment. He found involvement in athletics was associated with a higher grade point average, fewer disciplinary referrals, lower absentee rates, lower dropout rates, stronger commitment to the school, a better opinion of school, being in the academic track, taking more challenging coursework, being more likely to attend college full time and graduate, and having higher aspirations for the future.

Weber (2008) examined involvement of students in co-curricular activities and success in mathematics and reading assessments. In order to conduct this study, the researcher looked at test results and co-curricular activity from the Olathe School District in Olathe, Kansas, during the 2006–2007 academic year. To investigate how co-curricular involvement affects four assessments—eighth grade math, eighth grade reading, tenth grade math, and eleventh grade reading—four study hypotheses were put forth. The findings of this study showed that co-curricular activities positively impacted each of the four assessments taken for the study.

Zacherman (2008) examined the relationship between involvement in extracurricular activities and academic performance and found a link between college students' participation in extracurricular activities and their academic achievement. It was shown that excessive involvement may actually harm college students' academic performance.

Wilson (2009) investigated impact of extracurricular activities on students. He found that numerous chances made available to students who participate in extracurricular activities often benefit them. Better grades, higher standardised test scores, more educational attainment, more regular attendance at school, and a higher self-concept are all advantages of participation in extracurricular activities. Higher grade point averages, a decline in absenteeism, and a stronger sense of connection to the school are frequently observed in students who participate in extracurricular

activities. Extracurricular activities can boost students' self-esteem, foster school spirit, and foster positive connections with local adults when they are balanced with academic learning, which benefits everyone.

Daniyal, Nawaz, Hassan and Mubeen (2012) observed the effect of co-curricular activities on the academic performances of the students. For this purpose a case study was taken up among 500 students of the Islamia University of Bahawalpur, Pakistan. The results of the study revealed that participation of students in extracurricular activities had an impact on their academic achievement. It further revealed that viewing television had a negative impact on students' academic performance, but participation in theatrical performances and other literary activities had a favourable impact.

Craft (2012) investigated the relationship between extracurricular activity involvement and academic attainment of the students. The study focused on the effects of involvement in extracurricular activities on grade point average, absentee rate, SAT scores, and achievement on the Georgia High School Graduation Test. According to the research, students who were involved in extracurricular activities had somewhat higher grade point averages, SAT scores, achievement on the Georgia High School Graduation Writing Test, and missed fewer school days.

Paul and Baskey (2012) stated that extracurricular activities offered students at schools new opportunities to develop their leadership, social skills, sense of self, self-discipline, and confidence. These educational activities and experiences at school comprised experiences both inside and outside of the classroom, curricular as well as extracurricular or co-curricular experiences to cover all aspects of growth pattern, ensure balanced development of the child, and promote good citizenship for the nation.

Singh (2017) examined the effect of co-curricular activities on academic achievement of students. Male and female students differed in their academic performance across a range of topics as well as in the extent to which they participated in extracurricular activities. Different levels of co-curricular activity participation among students had a positive impact on their academic performance in different subjects; this tendency was particularly pronounced among girls. The study came to the conclusion that extracurricular activities had generally good impact on

students' academic achievement and personality development. In addition to that, it supported academic endeavours in achieving education's primary objective of changing students' behaviour. Co-curricular activities did not hinder students' academic performance; instead, they helped them learn more and generated a spirit of competition that helped them focus during exams. The majority of students who participated in extracurricular activities had positive social skills and healthy behaviours.

Ali, Ayas, Shah, Khan, Ahmad and Khan (2018) studied impact of co-curricular activities on students' academic achievement at secondary school level in southern districts of Khyber Pakhtunkhwa. The study was to determine how co-curricular activities affected students' academic performance at the secondary school level in southern districts of Khyber Pakhtunkhwa. Findings of the study clearly demonstrated that co-curricular activities had a favourable impact on students' academic achievement at the secondary school level. The study came to the conclusion that extracurricular activities significantly affected students' academic performance at the secondary school level.

Rathore, Chaudhry and Azad (2018) investigated the role of extracurricular activities and test performance of students at various levels of class attendance. The results of a multiple regression analysis showed that extracurricular activities improve students' exam performance. The Sobel test of mediation revealed that attendance mediated the relationship between participation in extracurricular activities or outside of the classroom and exam performance to some extent. Students who participated in extracurricular activities had better class attendance, which is crucial for getting good results on tests. It was also revealed that students who participated in co-curricular or extracurricular activities performed better on exams than those students who did not.

Chalageri and Yarriswami (2018), in their article 'Implementation of co-curricular activities in secondary schools: A role of teachers', highlighted the significance of co-curricular activities. They admitted that co-curricular activities met the diverse developmental needs of the students, including their sense of moral principles and attitudes, talents, and creativity. Engaged in extracurricular activities helped students in developing their communication and teamwork skills as well as

their life experiences. Giving students the chance to arrange extracurricular events would provide them first-hand experience with programme planning and leadership, allowing them to realise and maximise their potential.

Ritchie (2018) conducted a study on the impact of academic co-curricular activity participation on academic achievement among students of Catholic High School. The results of the study showed that involvement in academic co-curricular activities and student learning were positively correlated.

Wondimu and Gonfa (2019) investigated the effects of extracurricular activities' on students development regarding psychosocial skills in upper primary schools in Sinana Woreda, Bale Zone, Oromia. 332 students and ten schools were randomly chosen for samples using a systematic and easy random sampling design. The findings of the study showed that co-curricular activities were responsible for more than 78.9% of the development of the students' psychosocial abilities. Unresolved issues, however, made it difficult for students to devote themselves as fully as possible to succeeding in co-curricular activities. Therefore, it was recommended that students, co-curricular activity coordinators, school administration, and the school community work with the education office to give special attention to actively engaging students, follow up, monitor, and provide all necessary financial and material supply for co-curricular activities in order to overcome such challenges and further enhance students' roles in co-curricular activities.

Tahir, Aurangzeb and Ishfaq (2021) took up a study on co-curricular activities and its relationship with academic performance. The objectives of the study were to determine how many male and female students participated in sports, literary activities, and academic performance as well as to determine how students felt about extracurricular activities. The study used 320 students (160 male and 160 female) from 12 departments at the University of Haripur as its sample. It was determined that students who participated in extracurricular activities, such as athletics or literary pursuits, outperformed those who did not in terms of academic achievement and Grade Point Average (GPA). It is advised that the institution make facilities and appropriate time available for wider participation of the students in different kinds of activities.

Othoo and Omondi (2022) examined impact of students' involvement in co-curricular Activities on academic performance in Gem Sub County and Siaya County of Kenya. They tried to find out how students' participation in extracurricular activities affected their academic performance in public secondary schools in Kenya's Gem Sub County and Siaya County. Co-curricular activities were taken seriously by public secondary schools, they recognised its importance for the overall development of the students. Majority of them had established policy rules which required taking part in at least one activity. Soccer, music, and athletics were the three main extracurricular pursuits. However, while involvement in extracurricular activities had a good impact on academic performance, it did not guarantee it. The mean scores attained by co-curricular activity participants and non-participants did not differ significantly.

2.3 STUDIES ON CONTINUOUS AND COMPREHENSIVE EVALUATION AND OTHER RELATED VARIABLES

Kothari and Thomas (2012) studied implementation of Continuous and Comprehensive Evaluation in Upper Primary Schools of Kerela found that the number of formative assessments conducted per term varied as per teachers. Majority of the teachers conducted three formative assessments in a term. Weightage given for scholastic and co- scholastic aspects varied as per teachers. A weightage of 75:25 was given by majority of the teachers. Projects, assignment, quizzes, oral questions and research work were used for making formative scholastic assessments. Assignments were used to the maximum. Almost all the teachers conducted diagnostic tests and remedial measures for students. Majority assessed life skills, thinking skills, emotional skills and social skills of students but none could clearly specify the sub skills they measured under the above mentioned skills. The tools used by most of the teachers for assessing the above skills were checklists and rating scale. Majority of the teachers attended workshops on CCE. Main problems faced by the teachers were lengthy syllabus and bigger numbers of student on the class.

Lalremtluanga (2012) studied problems faced by teachers in practising Continuous and Comprehensive Evaluation at elementary schools in Lunglei district. He concluded that the practice of CCE in Mizoram state needed to be revised and

reconstructed. The system of CCE was modified and prepared according to the applicability and convenient of the state. Remedial teaching was the main problem in rural schools because the students those who needed remedial test used to absent the school to seat for re-test till three to four time chances given to them, after waiting long time the next test routine has come and created another burden for those students. He also found out that the community as well as many parents had a wrong concept about CCE as they thought there was no fail which made them feel lazy to give attention to the study of their children.

Singhal (2012) investigated teachers' perception on Continuous and Comprehensive Evaluation and found that government school teachers had moderate acceptability of CCE. Most of the teachers were still unaware of the concept of CCE. There was no significant difference between male and female teachers, primary and secondary government school teachers, as well as graduate and post-graduate teachers in their perception of CCE. However, female teachers, primary government teachers and post graduate teachers were more positive than their counter parts. Significant difference was found between moderate and highly experienced teachers, less and moderate teachers were more positive about CCE. 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.

Singh and Singh (2012) studied role of gender regarding attitude of school teachers towards Continuous and Comprehensive Evaluation. Sample of the study comprised of 64 male and 179 female teachers teaching in schools affiliated to the Central Board of Secondary Education of Jalandhar district, Punjab. The scale used in the study consisted of six dimensions namely teachers' role in CCE, formative and summative, students' status, quality control in CCE, feasibility of CCE, grading system, and assessment and record keeping in CCE. It was found that school teachers have unfavourable attitude towards CCE. While both male and female teachers have unfavourable attitude towards dimensions like teachers' role in CCE, quality control in CCE and feasibility of CCE, they have favourable attitude towards students' status in CCE. Male teachers have unfavourable attitude towards

formative and summative in CCE, and grading system. In all dimensions, female teachers have more favourable attitude towards CCE than male teachers.

Sonawane and Isave (2012) studied Continuous and Comprehensive Evaluation Scheme at Marathi medium secondary schools in Pune and found that evaluation practices were carried out in schools but not exactly as mentioned in the framework. There was lack of daily record maintenance, daily feedback as well as formative feedback. CCE was a hectic process for teachers.

Anand, Sharma and Khatoon (2013) had taken up a comparative study of stress in continuous and comprehensive evaluation system. The sample of the study consisted of 30 students in continuous evaluation system taken from Dayalbagh University and 30 students in comprehensive evaluation system taken from Agra University. The study revealed a significant difference in the level of stress between the two groups. Students of group II was found with high stress in comparison to the students of group I. The finding also revealed that stress was found as an important psychological factor which affects the students' achievement. They concluded that in continuous evaluation system students can evaluate themselves with their marks time to time, good scores in exams motivates them and improve their confidence level and mental health also.

Kaut and Kaur (2013) studied perception and attitude of teachers from rural and urban background towards CCE at secondary level and found significant difference between teachers from rural and urban background in their attitude towards CCE, rural school teachers perceived CCE in a better way.

Mondal and Mete (2013) in their article 'Continuous and Comprehensive Evaluation-An appraisal' pointed out some points for the smooth implementation of CCE as follows, less number of students in one class; provision of adequate training, conferences, meetings, workshops in concerned area; provision of proper infrastructure facilities and teaching materials; careful examination of the course; in depth knowledge and ability on part of the teachers to construct assessment tools; careful planning of the competency based teaching procedures; comprehensive evaluation of competencies as well as personality traits and attitudes; maintenance of record, commitment, and assistance to provide remedial teaching on part of the teacher.

Singh, Patel and Desai (2013) tried to find out attitude of student-teachers towards Continuous and Comprehensive Evaluation with reference to gender, caste and habitat. They found that the attitude of B.Ed students towards CCE was moderately favourable. There was no significant difference among B.Ed students in their attitude towards CCE regarding their gender, habitation and caste categories.

Sivakumar, Pazhanimurugan and Benjamin (2013) studied about the attitude of students of upper primary school towards Continuous and Comprehensive Evaluation and found that female students' attitude was higher than male students, students from government school were more positive in their attitude than students from private schools. Students whose parents were government employee were more positive than those whose parents were private employee. They urged for proper training for students as well as teachers and preparing teachers for constructing valid tools and tests for CCE.

Department of Elementary Education (2013) reported the status of CCE implementation in the state of Nagaland, Assam, Mizoram, Manipur, Megalaya, Sikkim, Arunachal Pradesh and Tripura. CBSE pattern of CCE i. e. FA1, F2, SA I, FA3, FA4 and SA2 were followed by all the North Eastern States. Tripura was in its initial stage to develop their scheme for CCE. Formative assessment, also known as assessment for learning, lack conceptual clarity. Summative assessment was viewed as an external activity with the focus on paper-pen tests. Grades were given for both co-curricular and academic activities separately. There was lack of knowledge of personal social qualities and its reporting process. The systems for recording and reporting took time, and they did not help the teaching and learning process. In order to implement CCE effectively, principals, administrators and teachers need to be oriented.

Department of Elementary Education (2013) conducted a regional workshop on CCE implementation for southern zone of India comprised of Andhra Pradesh, Kerela, Karnataka, Tamil Nadu and Puducherry. It was reported that all States and UT and DM school are following CBSE model, because of their compulsion due to affiliation of schools with CBSC. When it comes to formative assessment, also known as assessment for learning, there is a lack of conceptual

clarity. Continuous assessment is defined as periodic, frequent, and multiple assessments pertaining to FA1, FA2, FA3, and FA4, as done in the school and advised by CBSE. Data from learning assessments are currently primarily used for reporting purposes. More clarification is needed because some teachers are using the data for diagnosis and correction. Art Education, Health Education and Physical Education are still treated as co-curricular subjects in every state's curriculum. Additionally, they are quantitatively evaluating these areas. Instead of emphasising the learning process, there is a greater emphasis on quantifying children's learning. Teachers were preoccupied with keeping records and were unable to use their data to enhance teaching and track the growth of their students. Teachers were not well acquainted with assessment of personal social qualities. Summative evaluation was seen as an independent external activity, a one-time event that took the form of written texts.

Department of Elementary Education (2013) studied status of implementation of CCE in Himachal Pradesh, Haryana, Chandigarh, Punjab, Rajasthan, Uttrakhand and Uttar Pradesh. It was observed that since 2008, nearly all of the North Zone's states, including Himachal Pradesh, Haryana, Chandigarh, Punjab, Rajasthan, Uttrakhand, and Uttar Pradesh started implementing CCE in their respective states. In these states, the structure of CCE was built on the evaluation of learning through formative and summative tests. The evaluation of academic and co-curricular areas were still conducted separately and on a regular basis. Throughout a quarter, teachers were required to complete various forms such as the teacher's diary, checklist registers, student progress report cards, teachers' quarterly self-appraisal forms, and more. A child's yearly report card, which was issued at the end of the school year, included a cumulative record of the grades and marks they received in formative and summative assessments as well as teacher comments. In order to implement CCE for assessment as learning, assessment for learning, and assessment of learning, a few states, including Rajasthan and Uttar Pradesh created their own CCE models. It was concluded that all states required development of enough capability among educational administrators as well as classroom teachers in order to execute CCE in its proper context.

Department of Elementary Education (2013) reported status of CCE implementation in West Bengal, Orissa and Bihar. Strength and gaps were identified. West Bengal attempted to make integration of Co scholastic with Scholastic areas, well defined indicators had been selected for formative evaluation and for comprehensive evaluation multifarious tools had been suggested. Quality Text Books were being prepared as per recommendations of NCF-2005. However, the state had laid much emphasis on procedural understanding i.e. Awarding grades, manipulation of marks, Record keeping & reporting to guardians. There was lack of conceptual understanding of teachers on spirit & rationale of CCE. Bihar developed subject wise-class wise learning facilitation manual (LFM) for the support of teacher in class-room transaction, regional language bridge material (e.g.: Maithali, Bhojpuri, Bajjika, Angika & Magahi). Progress report cards for teacher, student and school were also prepared. To ensure quality education in context of CCE 'Mission Gunbanta' was launched in April 2013. Monitoring committee had been set up at state, district & block level. In Odisha, assessment was integrated with teaching learning process and was conducted through in day to day activities both inside and outside class. Schools maintained daily diary based on observation and interaction. On the basis of cumulative notes from the dairy, teacher judged student's performance and recorded their grade later. Major gaps were identified which included changing the mindset of the teachers and all stakeholders, address of CCE on large size class and MGT class, integration of personal social qualities with curricular area and awareness of parents.

NCERT (2013) conducted programme evaluation of CCE in Chattisgarh and Mizoram. It was observed that in the state of Chhattisgarh assessment for learning appeared to be in consonance with assessment of learning and different aspects of assessment for learning were completely ignored as far as its planning and implementation strategies were concerned. In Mizoram state assessment for learning, an essential and crucial component of CCE, appeared to be superficially touched in the Mizoram state. The two terms- assessment and evaluation had not been demystified appropriately and their frequent and interchangeable use added to the confusion. The term 'continuous' was misinterpreted as assessing throughout the session and assessing each learning task. The term 'Comprehensive' was defined

precisely but no such attempt to map the learning progress in a holistic manner under the three domains- cognitive, psychomotor and affective. Assessment had been considered to be the prerogative of the teachers. Emphasis was given on frequent testing and compilation and recording of information.

Chopra (2014) studied the problems faced in implementation of Continuous and Comprehensive Evaluation. The study aimed to bring the voice of teachers central to teaching-learning process with respect to Continuous and Comprehensive Evaluation so that it provided a deep insight into the status of implementation of CCE. Structured open -ended interview were carried out with 20 teachers of class 9th belonging to both Central Government and private schools in Delhi. Observation of assessment practices were also carried out. The study revealed that teachers were not so happy with the introduction of CCE at secondary level in 2009 and shared various loopholes pertaining to physical, psychological, pedagogical and administrative areas. Among various things large majority of teachers considered teacher-student ratio to be a major obstacle in the effective implementation of CCE.

Karjee (2014) studied the attitude of secondary school teachers in Jalpaiguri district of West Bengal towards CCE. The study found significant difference between male and female secondary school teachers. Management of schools, age group and years of experience had no significant influence on the attitude of secondary school teachers towards CCE.

Lalhruaitluangi (2014) studied status of implemention of Continuous and Comprehensive Evaluation at elementary level of education in Aizawl district. She found that SCERT had given tremendous efforts for the implementation of CCE in Mizoram and other functionaries like DIETs and BRCs had conducted a good number of trainings. The overall findings of the general practice of CCE revealed that though CCE was implemented it was carried out at superficial level. Prominent problems faced by the schools and teachers were the ignorance of parents towards CCE and imbalance of school session and syllabus with different activities to be done. Lack of teachers posed problem to majority of government primary schools. Majority of respondents suggested revision and reconstruction of text books and creation of more and wider public awareness.

Mishra and Mallik (2014) undertook a study related to perception of teachers, parents and students about Continuous and Comprehensive Evaluation at elementary level in Odisha. Although majority of the teachers claimed to be aware about CCE, it had been discovered that their knowledge was limited based on how they answered the questions. Similar to this, parents and community were unaware of CCE. Teachers were least bothered to inform parents about the assessment results of their children. Lack of adequate teachers was found to be one of the major reasons that hindered to implement CCE scheme in true spirit. Students were positive about CCE as it evaluates their competencies. They enjoyed examination as there was no detention in the new system, they wanted more curricular activities to be conducted.

Panda (2014) assessed status of implementation of CCE in the state of Odisha, West Bengal, Bihar and Jharkhand. By using stratified random sampling procedure 48 elementary schools with 12 schools from each of the state having classes I-VIII were selected. Bihar, Jharkhand and Odisha introduced CCE in a phased manner. A good number of teachers in Odisha and Bihar showed favourable attitude towards CCE. Assessment of curricular activities and personal- social qualities were neglected. Art education, vocational education and health check-up were also neglected. By addressing heavily focused on half yearly and annual tests, use of variety of techniques, awarding grades and narrative analysis of students' strengths, concerns and progress were suggested. For successful implementation of CCE in-service teacher training on CCE as well as sensitization of students, parents and community members were needed.

Sharma (2014) studied CCE programme/scheme of states and UTs. She found that most states were yet to initiate or partially accomplished construction of learning indicators and learning outcomes against which a learner's progress might be mapped. Majority of states have not given enough consideration regarding assessment of Children with Special Needs (CWSN). The terms continuous, comprehensive, formative, and summative are properly defined, however these definitions do not accurately reflect the tactical aspects of their execution. Lack of comprehension of the terms formative and summative is evident in the way FAs and SAs are handled. The comprehensive aspect had been misinterpreted as it often

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excluded PSQ which was an integral component of assessment of different curricular areas. Of all different tools and multiple sources of assessment a disproportionate amount of weight is given to paper-and-pencil tests. The way FAs and SAs were handled had beaten the purpose of assessment for learning and assessment as learning. Teachers appear to find recording and reporting the evaluation to be a more taxing task. Since the CCE materials lack ways to consistently gather and report such information, the quantitative information entirely overshadows the qualitative development, if it is even collected at all.

Acharya and Mondal (2015) reported in their study on 'Teachers' awareness on Continuous and Comprehensive Evaluation (CCE) at elementary schools of Assam' that majority of the teachers had the knowledge of CCE. Female teachers, teachers from urban area and trained teachers were more aware and had better knowledge about CCE than their counterparts. Teachers were not given enough training about the approach of CCE.

Kumar and Kumar (2015) investigated on awareness of CCE among secondary school teachers and they found that even after two years of implementation of continuous evaluation system level of awareness among secondary school teachers was not as expected. The study revealed that teachers were not adequately prepared for the effective execution of CCE in schools. It also revealed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.

Pazhanimurugan, Sivakumar and Benjamin (2015) tried to find out attitude of secondary school teachers towards continuous and comprehensive evaluation. The study indicated that most of the teachers were still unaware of the concept of CCE. Government school teachers moderately accepted CCE. There was no significant difference between male and female teachers as well as graduate and post-graduate teachers regarding their attitude towards CCE. Findings also revealed that major problems faced by the school teachers in the implementation 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.

Raina and Verma (2015) conducted a study to find out teachers attitude towards Continuous and Comprehensive Evaluation. Data was collected from 144 teachers of CBSE affiliated schools in Jammu province. The overall results indicated the presence of significant difference between the attitude of teachers of government, public and private schools towards continuous comprehensive evaluation in relation to the interaction of school type, qualification and locality. It was also found that most of the teachers were still unaware of the concept of CCE. They lack the understanding of the purpose and nature of CCE, which had created difficulties for their practice. This hampered the effective and efficient execution of CCE in schools on reality ground.

Cyril and Jeyasekaran (2016) conducted a study to find out the attitude towards Continuous and Comprehensive Evaluation of high school students. The sample of the study consisted of 99 high school students in Dindigul district, Tamilnadu. The result showed that the attitude of continuous and comprehensive evaluation of high school students in the district was found to be positive. The study found no significant difference with regard to gender but found significant differences regarding locale, type of family and type of school in which urban students, joint family students and private school students have more favourable attitude towards continuous and comprehensive evaluation than their counterparts. It is concluded that the success and the failure of any system depend upon the attitude of those involved in the system and students are the major part of the whole educational endeavour.

Hassan (2016) intended to evaluate the awareness level and problems faced by secondary school students regarding CCE. Sample of 120 students under CBSE schools were selected. The study was conducted within Bilaspur and Raipur district of Maharashtra. The investigator found that majority of students perceived CCE as student-friendly system of evaluation, better evaluation than the previous evaluation system, practicable and helpful in reducing examination stress as well as suicidal case among the students. More than three- fourth of the students found CCE as helpful in making decision like subjects, courses and carrier choices. It also encouraged students for active participation, self-learning and improving their performances by knowing the strength and weakness.

Herkal (2016) investigated the effectiveness of CCE training, 30 teachers were selected from Taluka-Haveli District, Pune. He found that there was significant difference between the performance of the trainees in pre over post testing. This indicated that ice-breaking training programme helped the trainees in better understanding for training content of CCE.

Pal and Mohakud (2016) intended to highlight the attitude of elementary school teachers towards CCE in relation to their gender, stream and training status. 133 teachers from 8 schools in Arambagh Block of Hooghly District, West Bengal were selected as sample teachers. Significant difference was found between male and female teachers, female teachers had more favourable attitude towards CCE. No significant difference was found between trained and untrained teachers, and science and arts stream teachers.

Saluja (2016) looked into new dimensions in evaluation and teachers' perspective on its implementation. Lack of teaching aids in majority of schools, inadequate teacher training, multi-grade teaching in some schools, no proper orientation, lengthy syllabus, students' absenteeism and subjectivity in evaluation were the factors that hindered for the successful implementation of CCE.

Sharma (2016) took up a study on review of CCE programmes of states and UTs. It was found that among sample states Arunachal Pradesh, Sikkim, the Andaman & Nicobar Islands, Jharkhand, Maharashtra, and Tripura had not developed any criteria in order to map learners' development. Haryana, Assam, and West Bengal need to rationalise these according to the goals of the curricula in each subject area. Although the terms continuous, comprehensive, formative, and summative are adequately defined, the strategic aspects of their execution do not accurately reflect these definitions. The way Formative Assessments (FAs) and Summative Assessments (SAs) are handled demonstrates a lack of knowledge of the terms formative and summative. The comprehensive element has been misinterpreted to the point where few documents offer for the collection of data on Personal Social Qualities (PSQs), which are an essential part of evaluating several curricular areas. The weight given to the paper-and-pencil tests is incredibly high, despite the use of various instruments and sources of assessment. The qualitative growth is largely overshadowed by the quantitative data on children's learning progress. Teachers

appear to find the assessment's recording and reporting to be more taxing. Report cards have to be filled mostly with quantitative descriptions of learning progress, which is a laborious undertaking in and of itself because teachers need to keep track of how well students perform across a variety of curricular and co-curricular activities as well as during assessment cycles. Additionally, the documents lack space for constructive feedback systems, particularly those between students and teachers and other stakeholders.

United Nations Children's Fund (2016) reviewed on Continuous and Comprehensive Evaluation(CCE) in six states in India viz., Bihar, Gujarat, Maharashtra, Odisha, Rajasthan and Uttar Pradesh It was found that making CCE successful is taken very seriously at the state level in each state. Assessment and teaching-learning are approached with an idealistic and aspirational mindset in the CCE frameworks, teachers' guides, and training modules. In order to give a comprehensive approach, states like Gujarat, Maharashtra, and Rajasthan have combined quality improvement programmes like curriculum and textbook revision, in-service teacher training, and CCE. The CCE programme was implemented generally in a "procedural" and "formulaic" way, with an emphasis on the administration of periodic assessments with marks and grades and comprehensive record keeping. The focus of CCE designs and school-level implementation was not on the real purposes of continuous assessment, namely providing feedback to students, taking remedial action to improve learning, and modifying the teaching process based on assessment results. All states, apart from Bihar had a relatively centralised system that prescribed formative assessment methods at the state level. The teaching-learning process was still teacher-centred and emphasised drill-oriented tasks like copying, choral repetition, and rote memorization. The ability of the CCE programme to enhance student learning is not widely believed at the system level (below the state level). In the states that were visited, a significant proportion of the schools lacked the essential enabling elements for a positive learning environment. It was not possible to implement a robust CCE paradigm under certain circumstances (multi-grade teaching, big class sizes, or insufficient instructional time). The main conclusion of the review was that for CCE to have the desired impact, a significant course correction was required.

Bairwa and Mangal (2017) studied about the attitude of teachers towards activities conducted under CCE with reference to teaching-learning process and classroom environment and role of teacher. In their actual study they looked into the attitude of students. The sample of the study comprised 800 students, selecting equal number from Kendriya Vidyalayas, government, private and missionary schools. Majority of the students were having positive attitude towards activities conducted under CCE with special regard to teaching-learning process and classroom environment, and activities conducted by the teachers.

Naidu (2017) attempted to find out the attitude of high school teachers towards Continuous and Comprehensive Evaluation. Total number of teachers taken as sample for the study was 100 from the district of East Godavari, Andhra Pradesh. The study found significant differences between male and female high school teachers, teachers from urban and rural areas, and government and private high school teachers. Male teachers, teachers from urban areas and government high school teachers were more positive in their attitude towards CCE. No significant difference was found between graduate and post-graduate high school teachers, married and unmarried high school teachers, Telugu and English medium high school teachers and teachers having different professional qualifications.

Raina and Verma (2017) investigated students' attitude towards Continuous and Comprehensive Evaluation, data was collected from 1200 students from CBSE affiliated schools in Jammu province. They found moderate acceptability of CCE by students. The study also found significant differences between the attitude of students toward Continuous and Comprehensive Evaluation in relation to type of school, locality, the interaction of school type and locality. They further concluded that in spite of knowing the fact that CCE is an effective scheme to improve the teaching learning process, the teachers and students are not adequately prepared for the effective and efficient execution of CCE in schools on reality ground. Therefore, there is a need to work out strategies which may facilitate practice of CCE without the burden of teaching and learning.

Rani (2017) took up a study on attitude of teachers towards CCE. Taking 200 teachers as sample, the study found moderately favourable attitude of both government and private school teachers towards CCE. No significant difference was

found between attitude of private and government school teachers and male and female teachers. Private school teachers and female teachers were more positive in their attitude towards CCE than their counterparts.

Sagurupilla and Charyulu (2017) tried to find out the application of CCE method. It was found that majority of the students expressed their acceptance of CCE because of its internal marks. 40% marks were allotted for the internal evaluation. The remaining 60% marks were allotted to external examination which was conducted through pen and paper method mostly concentrated on the writing skill. Most of the students were always busy in preparing and solving the exercises than acquiring knowledge through study. More work induced heavy pressure on students. The teachers opined that CCE pattern gave priority to knowledge and understanding. The application of knowledge had been completely ignored. Continuous tests and checking made the teachers heavily loaded with work and less time for encouraging the students on application and analysis.

Singh (2017) studied perception of CBSE school teachers towards continuous and comprehensive evaluation. 1153 teachers from 36 schools were selected. The study was done in 5 districts of central zone of Gujarat State. Findings of the study showed that no significant difference was found between the perceptions of less than thirty-five years of age and more than thirty-five years of age CBSE School teachers, between perceptions of CBSE school teachers having professional qualification as PTC/BTC and B.Ed., between TGT and PGT Designated teachers, and between teachers having less than 10 years professional experience and more than 10 years professional experience. There was significant difference between the perceptions of male and female CBSE school teachers towards Continuous and Comprehensive Evaluation System. Female teachers had higher level of perception than male teachers towards CCE system. significant difference was found between the perceptions of PRT and TGT Designated CBSE school teachers towards Continuous and Comprehensive Evaluation System. The CBSE School teachers having PRT designation have higher level of perceptions towards CCE than teachers having TGT Designation. Between PRT and PGT designated CBSE school teachers, significant difference was found. CBSE School teachers having PRT designation had higher level of perceptions towards CCE than teachers having TGT Designation.

Married male and unmarried male CBSE school teachers were significantly differed in their perception towards Continuous and Comprehensive Evaluation System. CBSE School teachers having married marital status had higher level of perceptions towards CCE than teachers having unmarried marital status. Also significant difference was found between CBSE school teachers of public and private schools. Private school teachers had higher level of perceptions towards CCE than public school teachers.

Singh (2017) studied the attitude of school teachers towards continuous and comprehensive evaluation. Sample of the study comprised of 100 school teachers randomly selected from Sonepat district, Haryana. The study found that majority of the teachers had favourable attitude towards CCE. The study also indicated that there was no significant difference between male and female school teachers and between teachers working in urban and rural areas regarding their attitude towards CCE.

Singh and Ahmad (2017) tried to find out the relationship between attitude of senior secondary school students of CBSE board of Allahabad towards CCE and their study habits. 200 students were selected randomly for sample. There was significant positive correlation between attitude of senior secondary school students towards CCE and their study habits.

Thomas, Khan and Khan (2017) tried to find out the impact of CCE on academic achievement of school students in mathematics subject. The study was experimental in nature and it was carried out in 2 stages. The study consisted of 120 students (60 each for one stage) of St. Stephens school in Bhopal. It was found that there was significant relationship between CCE and, learning and academic achievements in mathematics at secondary school level. It was also reported that CCE enabled students to increase better understanding of the content and concepts.

Kishore (2018) conducted a study on Continuous and Comprehensive Evaluation (CCE) process in secondary schools in Guntur District, Andhra Pradesh. He found that teachers had high appreciation for grading and CCE. Some schools did not follow SCERT norms and standards in conducting and evaluating formative assessment. Proper importance was not given regarding conduct and evaluation of curricular activities. Regular monthly formative evaluation and summative

evaluation were favoured by the teachers. He concluded that teachers need training in preparing formal diagnostic tests and remedial exercises.

Kumar, Kumari and Gaurav (2018) intended to find out attitude of teachers towards continuous and comprehensive evaluation. Sample of the study comprised of 40 governments and 40 private secondary school teachers. Majority of the teachers had favourable attitude towards CCE. There was no significant difference between government school teachers and private school teachers' attitude, however government teachers' possessed a little higher attitude than their private teachers counterpart towards continuous and comprehensive evaluation. There was no significant difference between the attitude of male and female secondary school teachers towards continuous and comprehensive evaluation, however a slight difference was in favour of female which indicated that female were more positive toward continuous and comprehensive evaluation than male.

Lalnunfeli, Malsawmtluanga, Ralte and Lalduhawmi (2018) examined the attitude of secondary school teachers in Mizoram towards CCE which was found to be moderate. Regarding their age group, academic qualification, and locality, there were significant variances in which 37 years and below, post-graduate teachers and teachers from urban area were more positive than their counter parts. They concluded that CCE programme encouraged students with a hunger for knowledge to pursue their interests in the arts, humanities, sports, music, and athletics while also assisting those who struggled academically.

Raina (2018) investigated students' attitude towards continuous and comprehensive evaluation in relation to type of school and sex. The study was conducted among 1200 students from CBSE affiliated schools in Jammu province. Findings of the study showed moderate acceptability of CCE by students, significant difference on the attitude of government and private school students where government school students showed more favour towards CCE, and no significant difference between male and female students towards CCE.

Chakma and Dvivedi (2019) conducted a critical analysis on the implementation of continuous and comprehensive evaluation in elementary schools of Chakma Autonomous District Council in Mizoram. Descriptive survey approach was employed. They found that the norms and process of CCE as directed by the

State Council of Educational Research and Training (SCERT) were followed by all the schools. More emphasis was given to scholastic aspects of curriculum comparing to co-scholastic aspects of curriculum. It was also found that among the elementary school teachers of CADC in Mizoram, there was lack of proper understanding on the meaning and concept of CCE. Majority of the teachers were not very much convinced and satisfied with the policy of No Detention. There were various problems faced by the teachers during the implementation of CCE in the schools which involved lack of sufficient teaching-learning materials in the schools, inadequate training programme about CCE, lack of awareness and understanding among the parents about the CCE programme.

Herkal (2019) investigated about the development of CCE programme and studied its effectiveness. The study was conducted within the state of Maharashtra taking teachers teaching Hindi subject to std. 8th as sample. He found that most teachers have opposed implementation of CCE. Students neglected their study and there was an increase in indiscipline among them. Teachers found problems in formative evaluation and also big number of students in the class. Most teachers used traditional method teaching and evaluation. The study also found that there was positive significant change in teachers' awareness of CCE.

Jaiswal and Gaud (2019) intended to find out attitude of secondary teachers towards CCE. Sample of 120 secondary school teachers under CBSE board were selected. The study was conducted in Meerut city of Andhra Pradesh. Majority of the teachers showed favourable attitude towards CCE. No significant difference was found between male and female teachers, arts, science and commerce teachers. Significant difference was found between government and private school teachers.

Mann (2019) compared the attitude of government and private school teachers in Delhi. 100 teachers each from government and private schools were selected randomly for sample of the study. Attitude of government school teachers and private school teachers was moderately positive towards the concept of CCE. No significant difference was found between government school teachers and private school teachers regarding their attitude towards concept of CCE, impact of CCE on teachers and implementation of CCE in the light of tools and techniques. However, a slight difference in all aspects was in favour of private school teachers.

Roy (2019) investigated continuous and comprehensive evaluation system practiced in primary schools within Kokrajhar District of Assam. The study found that majority of the teachers revealed that they conducted four formative assessments in a term. Most teachers had more than forty-five number of students in their classes. Teachers found difficult to give personal attention during assessment. Almost all teacher conducted diagnostic tests and take remedial measures for students. All schools conducted co-curricular activities. A weightage given for scholastic co-scholastic aspects by majority of the teachers was 75:25. Teachers reported that syllabus is suitable for CCE implementation. Some of schools were facing problems with CCE due to the shortage of teacher in the school.

Deepa and Reddy (2020) investigated attitude of secondary school teachers towards continuous and comprehensive evaluation with management and locality. 240 Secondary school teachers from YSR Kadapa district of Andhra Pradesh were taken as sample of the study. It was concluded that management and locality had significant influence on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. Government school teachers and teachers from rural areas were more positive in their attitude towards CCE.

Mondal and Doley (2020) tried to find out perception of teachers on Continuous and Comprehensive Evaluation (CCE) at secondary schools of Lakhimpur district of Assam. It was found that perception of teachers on Continuous and Comprehensive Evaluation (CCE) was positive. No significant difference was found between the perception of male and female secondary school teachers as well as between rural and urban secondary school teachers.

Muthaiyan and Kuralmathi (2020) studied the attitude of teachers towards CCE in Dharmapuri District, Tamilnadu. The study showed moderate acceptability of CCE by the teachers. Comparing the attitude of middle school, high school and higher secondary school teachers toward co-scholastic areas in CCE, it was found that there was no significant difference between the attitude of middle school and high school teachers, between high schools and higher secondary school teachers, and between male and female teachers. Significant difference was found between middle school and higher secondary school teachers. The study further revealed inadequate preparation of teachers for execution of CCE, large number of

students in the classes, inadequate proper training, poor infrastructure and teaching materials and high volume of work hindered smooth implementation of CCE.

NCERT (2020) studied implementation of Continuous and Comprehensive Evaluation in the light of RTE Act-2009. To conduct the study four demonstration multipurpose schools (DMS) at Regional Institute of Education (RIEs) of Ajmer, Bhopal, Bhubaneswar, Mysore and one school from Ichhawar block (Bhopal) adopted by NCERT were selected to carry out the study. All DM schools are equipped infrastructurally except Icchawar block school. In all schools there was lack of subject wise teachers. As punishments were primarily verbal with infrequent instances of physical punishment, the schools also disregarded the RTE Act's provision regarding a fear-free environment. Parents and children both said that students generally were reluctant to ask questions, and this behaviour was even seen in classes, even though the teachers denied all of these claims and placed the blame for this on the parents. The classroom interactions were essentially a monologue and heavily instructor controlled, despite the fact that the teachers' qualifications and proficiency did not translate into how they taught. Due to content-focused teaching methods that place minimal emphasis on process skills and a lack of efforts to comprehend current levels and learning gaps, schools are deficient in the main components of assessment, namely "assessment for learning" and "assessment as learning." Schools did not provide individualized, need based and contextualized learning experiences. Both formative and summative evaluations are heavily weighted with term-end exams and monthly written tests, where students are merely given grades without any qualitative input. It is possible to draw the conclusion that current assessment practices stray from the goals of assessment for, as, and of learning. The root causes of the implementation's inefficiency can be largely attributed to a lack of administrative support, teacher awareness and attitude, and communication among various stakeholders, in addition to some teacher apprehensions.

Patel (2020) tried to ascertain how teachers felt about Continuous and Comprehensive Evaluation System in connection to their emotional intelligence. 120 secondary school teachers who worked in twelve different schools in Ahmedabad city made up the sample of study. No significant difference was found between the

attitude of granted and self-finance school teachers; male and female teachers towards CCE. The system of CCE was favourably acknowledged in all schools. The emotional awareness, self-management and motivation helped the teachers to have positive outlook towards CCE.

Teacher Education Wing (2020) conducted an evaluative study on the implementation of CCE in Mizoram. Sample of the study consisted of 827 teachers and 338 headmasters. The finding of the study of Teacher Education Wing, SCERT revealed that students did not show progress in CCE type of assessment. Teachers were not clear about the concept of CCE, many teachers found it difficult to change from the old system of assessment. Most of the teachers found continuous process of assessment difficult but acclaimed its benefits. Most of the schools were unable to conduct unit test. Majority of the teachers gave remedial teaching only when necessary. Portfolios were not properly maintained by many schools. Shortage of teachers, lack of equipment/material and funds, and inappropriate textbooks for CCE were problem which hindered successful implementation of CCE.

Yadav and Tyagi (2020) attempted to find out the perception of teachers on implementation of CCE in the upper primary schools of Delhi – NCR. Samples of 100 school teachers were randomly selected from Delhi and Faridabad. The study found that perception of upper primary school teachers of Delhi was more positive comparing to Upper primary school teachers from NCR.

Choudhury (2021) examined attitude of secondary school students towards continuous and comprehensive evaluation (CCE) in rural areas of Murshidabad district, West Bengal. Sample of the study comprised of 210 students. The study found significant difference on attitude between government aided school students and private school students; between boys and girls of government aided secondary schools; and between boy and girl students of private secondary schools. Students from private schools, girls from government aided schools and girls from private secondary schools were more positive towards CCE than their counterparts.

Katoch (2021) studied perception of school teachers towards Continuous and Comprehensive Evaluation. 200 school teachers from Dharamshala block in Kangra District of Himachal Pradesh were selected for sample. Findings of the study indicated that majority of school teachers were well aware of CCE, they found CCE

as appropriate scheme for teaching and learning process. CCE also helped students to improve in their learning and their physical and mental growth, helped to overcome hesitation problem, developed brotherhood, encouraged competition, instilled good habits among the students.

Phukan and Sultana (2021) investigated the attitude of primary school teachers towards Continuous and Comprehensive Evaluation (CCE). Sample of the study comprised of 60 primary teachers randomly selected from Dhemaji district, Assam. Teachers had favourable attitude towards CCE. There was no significant difference between government and private school teachers, male and female teachers regarding their attitude towards CCE.

Singh, Ali, Ghaisas, Sridevi and Priya (2022) conducted a study on attitude of teachers, students and parents towards CCE. The study was conducted to 5 CBSE schools in the Bulandshahr District. A sample of 50 parents, 50 teachers, and 50 pupils were selected. Parents, teachers and students in CBSE high schools had moderate attitude towards CCE. There was no significant difference between parents and teachers, parents and students, and teachers and students. Students had the most favourable attitude while teachers had the least favourable attitude towards CCE.

The total number of various research works reviewed on examination, co-curricular activities and Continuous and Comprehensive Evaluation with other related variables were altogether 108. Number of studies collected on examination and other related variables were 26 while 21 studies collected were related to co-curricular activities; 61 related studies were on Continuous and Comprehensive Evaluation.

Most of the studies reviewed on examination and other related variables were related to anxiety and academic achievement. A span of 36 years, i.e., between 1985-2021 was under observation. Most of the studies were done at high school level and above. Out of 26 studies, 21 studies were conducted in India. It was observed from the findings of the studies that level of anxiety, health condition and academic achievements of the students were considerably affected by examination anxiety/phobia.

On co-curricular activities and other related variables, 21 studies were collected which were done between 1969-2022. Of these, 4 studies were done in

India while the other 17 were undertaken in other countries. Studies collected were done in relation to academic performance, the other were related to variables like personal development, self-perception, adjustment and psychosocial skills. The overall findings of the researches reviewed showed that co-curricular activities had positive impact on all other variables taken under studies.

Regarding Continuous and Comprehensive Evaluation, 61 related studies were collected which were done between 2012-2022. All studies collected were conducted in India. The studies collected were done in relation to its implementation, appraisal, impact on students' academic achievement, perception and attitude of stakeholders. Nation-wide studies on its implementation taken up by NCERT were also included.

Based on related literature gathered from different research studies, it is interesting to find out how well the stakeholders were aware of the defects of the examination system, their understanding of the new evaluation system and their readiness to accept and implement the same by enquiring their level of perception.

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CHAPTER – III
METHODOLOGY AND PROCEDURE

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. It is the study of various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them.

The formidable problem that follows the task of defining the research problem is the preparation of a design of the research project, popularly known as 'research design'.

According to William Zikmund, *"Research design is defined as a master plan specifying the methods and procedures for collection and analyzing the needed information."*

According to Green and Tull, *"A research design is the specification of methods and procedures for acquiring the information needed. It is the over-all operational pattern or framework of the project that stipulates what information is to be collected from which source by what procedures."*

In fact, the research design is a definite pattern or plan of action, the conceptual structure within which research is conducted, a map that guides in collecting and analyzing the data. It acts as a blueprint that is followed throughout the research work.

The importance of research design lies in the fact that it enables the smooth functioning of the various research operations, thereby making research as efficient as possible yielding maximal information with less expenditure of effort, time and money.

Thus, in order to have genuine findings, a sound research design is necessary as it determines selection of sample, the tools and techniques to be used, the administration of the tools and collection of required information using the tools.

This chapter deals with the methodology adopted in the present study. The methodology and procedure followed by the investigator is discussed in the following manner:

3.1   Method of the Study

3.2   Population of the study

3.3   Sample of the study

3.4   Tools and techniques of data collection

3.5   Administration of tools and collection of data

3.6   Procedure of data analysis

3.1   METHOD OF THE STUDY

The present study belongs to the category of descriptive research as it surveys and describes the perception of headmasters, teachers and parents of elementary schools in Mizoram on Continuous and Comprehensive Evaluation.

3.2   POPULATION OF THE STUDY

Population has been defined as-

"The aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study. It means all those people or documents, etc., who are proposed to be covered under the scheme of study."

"Any group of individuals that have one or more characteristics in common that are of interest to the researcher."

"Any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals. Some statisticians call it universe."

Since the present investigation is concerned with a study of the perception of stakeholders like headmasters, teachers and parents of the elementary schools in Mizoram, therefore, the study dealt with three separate population viz., headmasters, teachers and parents.

The population of the present study consisted of all elementary school headmasters, teachers and parents of Cl-VIII students from government and private unaided schools in Mizoram.

Table No. 3.1

Total number of government and private unaided schools and teachers in Mizoram

District	Schools				Teachers			
	Primary		Middle		Primary		Middle	
	Govt	Private	Govt	Private	Govt	Private	Govt	Private
Aizawl	275	203	182	174	1109	1231	1484	1041
Champhai	139	86	101	69	391	444	768	342
Kolasib	73	47	44	34	259	295	399	202
Lawngtlai	193	73	18	39	781	337	205	229
Lunglei	195	110	106	58	644	524	910	275
Mamit	81	43	44	27	251	253	354	136
Siaha	81	21	27	13	522	147	234	80
Serchhip	73	45	54	27	220	271	385	143
Total	1110	628	576	441	4177	3502	4739	2448
G. Total	**2755**				**14866**			

Source: Annual Publication (2015-2016)

(Lists of schools with number of teachers & enrolment of students)

by Government of Mizoram, Department of School Education

*Presently there are 11 districts in Mizoram. The three new districts viz., Hnahthial district, Khawzawl district and Saitual district started functioning from 2019. They were not in the picture while selecting the sample.

Government of Mizoram, Department of School Education recorded that in the year 2015-2016 there were 1110 government primary schools and 576 government middle schools while there were 628 private unaided primary schools and 441 private unaided middle schools. The total number of government primary school teachers were 4177 and 4739 in government middle schools. There were 3502 teachers in private unaided primary schools while there were 2448 teachers in private unaided middle schools.

Table No. 3.2

Total number of government and private unaided schools and teachers in sample district in Mizoram

District	Schools				Teachers			
	Primary		Middle		Primary		Middle	
	Govt	Private	Govt	Private	Govt	Private	Govt	Private
Aizawl	275	203	182	174	1109	1231	1484	1041
Kolasib	73	47	44	34	259	295	399	202
Lawngtlai	193	73	18	39	781	337	205	229
Lunglei	195	110	106	58	644	524	910	275
Total	736	433	350	305	2793	2387	2998	1747
G. Total	**1824**				**9925**			

Source: Annual Publication (2015-2016)

(Lists of schools with number of teachers & enrolment of students)

by Government of Mizoram, Department of School Education

In sample district, the total number of government primary schools was 736 while there were 350 government middle schools. There were 433 private unaided primary schools and 305 private unaided middle schools. Thus, the total number of government primary schools, government middle schools, private unaided primary schools and private unaided middle schools was 1824.

The total number of government primary school teachers were 2973 and 2998 in government middle schools. There were 2387 teachers in private unaided primary schools while there were 1747 teachers in private unaided middle schools. Thus, the total number of teachers in government elementary schools and private unaided elementary school was 9925.

3.3   SAMPLE OF THE STUDY

Best & Kahn define sample as "a small proportion of a population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn."

For selection of sample, schools were taken as a unit and parents and teachers were selected in clusters from the selected sample schools. Multi-stage random sampling was employed.

(i)   Out of eight (8) districts of Mizoram, four (4) districts were selected randomly.

(ii)   Equal number of schools were selected from each district. The number of schools selected from each district is 20. Thus, 80 elementary schools were selected as sample from all the selected districts.

(iii)   Five (5) parents each of class VIII students were selected randomly from forty (40) schools i.e., middle/ upper primary section.

(iv)   All the teachers who were present on the day of visit to the schools to collect data formed the sample teachers.

Table No. 3.3

Sample size of headmasters, teachers and parents

District	Schools				Teachers		Parents
	Primary		Middle		Govt	Private	
	Govt	Private	Govt	Private			
Aizawl	5	5	5	5	60	63	50
Kolasib	5	5	5	5	48	54	50
Lawngtlai	5	5	5	5	86	43	50
Lunglei	5	5	5	5	64	78	50
Total	20	20	20	20	258	238	200
G. total	80				496		

From all sample districts, 5 schools each of government primary schools, government middle schools, private unaided primary schools and private unaided middle schools were selected. The number of schools selected from each district was 20. Thus, the total number of schools for the present study was 80.

Five (5) parents each of class VIII students were selected randomly from all middle schools. From each district 50 parents were selected. The total number of parents selected was 200.

Teachers on the day of visit to sample schools formed sample teachers. From government schools in Aizawl district, the number of sample teachers was 60 while 63 teachers were from private unaided schools. From Kolasib district, 48 teachers and 54 teachers were selected from government and private unaided schools respectively. A number of government school teachers selected from sample school was 86 while 43 teachers were selected from private unaided school in Lawngtlai district. From Lunglei district 64 government school teachers and 78 private unaided school teachers were selected. The total number of government school teachers was 258 while private unaided school teachers was 238. Thus, the total number of sample teachers was 496.

Table No. 3.4

Composition of Headmasters

Sl.no	Category	Number	Total
1	Rural	40	80
	Urban	40	
2	Government	40	80
	Private	40	
3	Male	56	80
	Female	24	

Out of 80 headmasters, 40 each were selected from rural and urban areas. From government and private unaided school 40 headmasters each were selected. There were 56 male headmasters and 24 female headmasters.

Table No. 3.5

Composition of Teachers

Sl.no	Category	Number	Total
1	Rural	196	496
	Urban	300	
2	Government	258	496
	Private	238	
3	Male	240	496
	Female	256	
4	Teaching experience more than 5 years	340	496
	Teaching experience less than 5 years	156	

Out of 496 teachers, 196 teachers were from rural areas while 300 teachers were from urban areas. The total number of government school teachers was 258 whereas private unaided school teachers was 238. There were 240 male teachers and 256 female teachers. The number of sample teachers whose teaching experience was more than 5 years was 340 while another 156 had less than 5 years teaching experience.

Table No. 3.6

Composition of Parents

Sl.no	Category	Number	Total
1	Rural	100	200
	Urban	100	
2	Government schools	100	200
	Private schools	100	
3	Below HSLC	84	200
	Above HSLC	116	

Out of 200 parents, 100 parents were selected from schools of rural areas and another 100 parents were selected from schools of urban areas. The sample parents who were below HSLC was 84 while 116 were above HSLC.

3.4 TOOLS AND TECHNIQUES OF DATA COLLECTION

3.4.1 For the purpose of finding out the perception of headmasters, teachers and parents on CCE the following tools were constructed and used:

1. Perception Scale for Headmasters.
2. Perception Scale for Teachers.
3. Perception Scale for Parents.
4. An Opinionnaire was added at the end of the Perception Scale for headmasters, teachers and parents to find out problems faced by them.

3.4.2   Development of the tools

3.4.2.1   Development of Perception Scale for headmasters

(i) Collection of statements/Questions

To find out the perception of headmasters statements on CCE was constructed by the investigator. The investigator consulted relevant literature as well as large number of statements/questionnaires relating to CCE. Thus, the first draft of perception scale consisting of 28 statements was prepared. The first draft was then given to the supervisor and other experts in the department for giving their inputs. After editing the first draft in the light of the inputs given by the experts, 2 more statements were added.

(ii) Try out of the draft

The draft perception scale for headmasters containing 30 statements was administered to 5 headmasters in order to find out whether the draft scale was relevant for the target population. After analyzing their responses 5 questions were rejected as the respondents were not able to fully comprehend. Thus, 25 statements were retained for the final draft.

(iii) Item Discrimination

The draft consisting of 25 statements was administered to 50 headmasters. Their scores were arranged in descending order after scoring, and the top 27% and bottom 27% group of respondents were set aside for item analysis and discrimination. Mean and standard deviation value of score for each of 25 items were calculated, separately, for the top and bottom 27% group of respondents. The t-values for significance of differences between the mean attitude scores of top and bottom 27% group of respondents, that were indicative of their discrimination values, were calculated for all the 25 statements. Thereafter, statements having the t-value of 2.06 and above were to be retained for the final draft of the questionnaire, and since all the items were having the t-value of 2.06 and above they were all retained for the final draft of the perception scale on CCE. (* is given in *Appendix- v*)

*Mean, Standard Deviation and t-value of high and low groups of headmasters on different items of perception on CCE.

3.4.2.2 Development of Perception Scale for teachers
(i) Collection of statements/Questions

In order to find out the perception of teachers on CCE the investigator consulted relevant literature and a number of questionnaire relating to CCE. The first draft of perception scale which consisted of 45 statements was given for editing to experts in the field of education and in the construction of the statements/questionnaire. After editing of the first draft by subject experts 40 statements were retained in the draft.

(ii) Try out of the draft

The draft scale which consisted of 40 statements was administered to 10 elementary school teachers so as to find out whether the language and the content is going to be good enough for the target population. After analyzing their responses and suggestion all statements were retained. Thus, 40 statements were retained for the final draft.

(iii) Item Discrimination

The modified draft consisting of 40 statements was then administered to 100 male and 100 female teachers. After scoring, their scores were arranged in a descending order, and the top 27% and bottom 27% group of respondents were set aside for item analysis and discrimination. Mean and standard deviation value of attitude score for each of 40 items were calculated, separately, for the top and bottom 27% group of respondents. The t-values for significance of differences between the mean perception scores of top and bottom 27% group of respondents, that were indicative of their discrimination values, were calculated for all the 40 statements. And thereafter, items having the t-value of 1.98 and above were retained for the final draft of the perception scale, and statements having insignificant 't-value' below .05 level were rejected. Thus the final perception scale for CCE consisted of 37 statements. (* is given in *Appendix-vi*)

*Mean, Standard Deviation and t-value of high and low groups of teachers on different items of perception on CCE.

3.4.2.3 Development of Perception Scale for parents
(i) Collection of statements/Questions

To find out the perception of parents statements which are believed to show the perception of parents were framed by consulting relevant literatures and large number of questionnaires relating to CCE. The first draft was given to experts for making suggestions and modification. After getting feedback from these experts suggestion and modification were incorporated. Thus, the first draft of perception scale for parents consisted of 30 statements.

(ii) Try out of the draft

The draft perception scale for parents containing 30 statements was administered to 5 parents so as to find out whether the draft scale was relevant for the target population. After analyzing their responses 3 questions were rejected as the respondents were not able to fully comprehend. Thus, 27 statements were retained for the final draft.

(iii) Item Discrimination

The modified draft consisting of 27 statements was then administered to 100 parents. After scoring, their scores were arranged in a descending order, and the top 27% and bottom 27% group of respondents were set aside for item analysis and discrimination. Mean and standard deviation value of attitude score for each of 27 items were calculated, separately, for the top and bottom 27% group of respondents. The t-values for significance of differences between the mean perception scores of top and bottom 27% group of respondents, that were indicative of their discrimination values, were calculated for all the 27 statements. And thereafter, items having the t-value of 2.00 and above were retained for the final draft of the perception scale, and statements having insignificant 't-value' below .05 level were rejected. Thus, the final perception scale for CCE consisted of 25 statements. (* is given in *Appendix-vii*)

*Mean, Standard Deviation and t-value of high and low groups of parents on different items of perception on CCE.

3.4.2.4   Development of Interview schedules for headmasters, teachers and parents to find out problems faced by them

To find out problems faced by headmasters, teachers and parents in implementing Continuous and Comprehensive Evaluation, separate Interview schedules were developed after studying related literature. The items of interview schedules collected for headmasters was 16; 14 items for teachers and 4 items for parents.

3.4.3   Establishment of Reliability

Reliability is the degree of consistency that the instrument or procedure demonstrates. Whatever it is measuring, it does so consistently. It is the degree to which an assessment tool produces stable and consistent results.

Without good reliability it is difficult to trust the data, provided by the measure, is an accurate representation of the participant's performance. The better

the reliability is performed, the more accurate the results which increase the chance of making correct decision in research.

The reliability coefficient of the test was calculated by using Spearman-Brown formula (split-half method) for each scale. The scale was split into halves by taking odd-even numbered items and taking the odd numbered items as one group and the even numbered items into one group.

The reliability coefficient of each scale was calculated as follows:

(i) **Perception Scale for headmasters:** For determining reliability, 50 responses from parents were taken randomly. By using product moment correlation, coefficient of reliability was computed and it came out to be 0.85 (* is given in *Appendix-viii*)

(ii) Perception Scale for teachers: 200 responses were taken randomly and the coefficient of reliability was found to be 0.84 (* is given in *Appendix-ix*)

(iii) **Perception Scale for parents:** For determining reliability, 100 responses from parents were taken randomly. By using product moment correlation, coefficient of reliability was computed and it came out to be 0.81(* is given in *Appendix-x*)

*Split half scores for determining the reliability of the statements on the perception of headmasters, teachers and parents on CCE.

3.4.4 Establishment of Validity

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. It is an evaluation of the adequacy and appropriateness of the interpretations and uses of assessment results.

For the purpose of finding out the perception of headmasters, teachers and parents on CCE, perception scales were developed after consulting available literatures. Regarding the nature of content covered by the statements on CCE, content validity of each scale was established by seeking the opinions of experts.

3.5 ADMINISTRATION OF TOOLS AND COLLECTION OF DATA

The investigator personally visited the institutions selected for the study and acquired prior permission from the headmaster, then with the headmaster's consent questionnaires were given to all the teachers who were present on the day of visit. The investigator clearly told the purpose of administering the questionnaires to teachers and informed them to give their honest response.

To reach out to parents, either the investigator personally went to their respective houses or sent questionnaires through teachers and students. The investigator then collected the questionnaires at the appointed time.

3.6   PROCEDURE OF DATA ANALYSIS

After the scale was administered to the selected samples, responses of the respondents were recorded. To determine the negativity, neutrality or positivity of the perception of the respondents, a score of 3, 2 and 1 was assigned to agree, neutral and disagree respectively for positive statements. The reverse 1, 2 and 3 scores were assigned to agree, neutral and disagree respectively for negative statements.

Table No. 3.7

Score chart for positive and negative statements

Response	Score for item		
	Positive	Neutral	Negative
Positive Statement	3	2	1
Negative Statement	1	2	3

3.6.1 Scores indicating negative, neutral and positive perception of headmasters on Continuous and Comprehensive Evaluation

The total number of statements for headmasters was 25. Thus, a score of 39 and below was taken as negative; a score between 40-51 was taken as neutral and a score 52 and above was taken as positive.

Table No. 3.8

Scores indicating Negative, Neutral and Positive Perception of Headmasters on Continuous and Comprehensive Evaluation

Z-Score	Stanine	Score Range	Remarks
Below -1.75	1	30 and below	
-1.75 to -1.25	2	31-34	Negative
-1.25 to -0.75	3	35-39	
-0.75 to -0.25	4	40-42	
-0.25 to 0.25	5	43-47	Neutral
0.25 to 0.75	6	48-51	
0.75 to 1.25	7	52-55	
1.25 to 1.75	8	56-60	Positive
Above 1.75	9	61 and above	

3.6.2 Scores indicating negative, neutral and positive perception of teachers on Continuous and Comprehensive Evaluation

The total number of statements for teachers was 37. A score of 55 and below was taken as negative; a score between 56-77 was taken as neutral and a score of 78 and above was taken as positive.

Table No. 3.9

Scores indicating Negative, Neutral and Positive Perception of Teachers on Continuous and Comprehensive Evaluation

Z-Score	Stanine	Score Range	Remarks
Below -1.75	1	40 and below	
-1.75 to -1.25	2	41-47	Negative
-1.25 to -0.75	3	48-55	
-0.75 to -0.25	4	56-62	
-0.25 to 0.25	5	63-69	Neutral
0.25 to 0.75	6	70-77	
0.75 to 1.25	7	78-84	
1.25 to 1.75	8	85-91	Positive
Above 1.75	9	92 and above	

3.6.3 Scores indicating negative, neutral and positive perception of parents on continuous and comprehensive evaluation

The total number of statements for parents was 25. A score of 39 and below was taken as negative; a score between 40-53 was taken as neutral and a score of 54 and above was taken as positive.

Table No. 3.10

Scores indicating Negative, Neutral and Positive Perception of Parents on Continuous and Comprehensive Evaluation

Z-score	Stanine	Score Range	Remarks
Below -1.75	1	29 and below	
-1.75 to -1.25	2	30-34	Negative
-1.25 to -0.75	3	35-39	
-0.75 to -0.25	4	40-44	
-0.25 to 0.25	5	45-48	Neutral
0.25 to 0.75	6	49-53	
0.75 to 1.25	7	54-58	
1.25 to 1.75	8	59-63	Positive
Above 1.75	9	64 and above	

The tabulated scores of the perception scale were classified in accordance with the headmasters, teachers and parents for carrying out statistical analysis. For analyzing the data, the investigator employed the following statistical techniques-

1) Frequency distribution to find out the Mean and Standard Deviation of different groups of respondents.

2) 't' test to find out the significance of difference between different groups of respondents.

3) Percentage to find out the level of perception on Continuous and Comprehensive Evaluation by different respondents.

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CHAPTER – IV
ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis of data and interpretations of the findings in relation to the information obtained from the sample headmasters and teachers at elementary level of education in Mizoram and parents of Cl - VIII students in Mizoram on their perception of Continuous and Comprehensive Evaluation. Apart from that the chapter highlights analysis and interpretations of data regarding problems faced by different stakeholders of elementary schools in Mizoram on the implementation of Continuous and Comprehensive Evaluation.

The data collected through the scales developed by the scholar was analyzed and interpreted according to the objectives framed. The analysis and interpretation of the data are presented under the following heads.

4.1 PERCEPTION OF STAKEHOLDERS AT ELEMENTARY LEVEL OF EDUCATION IN MIZORAM ON CONTINUOUS AND COMPREHENSIVE EVALUATION

Perception of stakeholders viz., headmasters, teachers and parents at elementary level of education in Mizoram were classified into three levels – positive, neutral and negative. The following tables present levels of perception of the stakeholders.

4.1.1 Findings related to objective 1 -

'To study the perception of headmasters at elementary level of education in Mizoram on Continuous and comprehensive Evaluation'

To find out the perception of elementary school headmasters in Mizoram on Continuous and Comprehensive Evaluation, the Perception Scale developed by the investigator was distributed to 80 headmasters. Their responses were analyzed using percentage.

Table No. 4.1.1

Perception of headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation

Sl.no	Level of Perception	No. of headmasters	Percent
1	Positive	20	25
2	Neutral	42	52.5
3	Negative	18	22.5
	Total	80	100

Analysis of data given in Table No. 4.1.1 shows that 20 (25%) headmasters at elementary level of education had positive perception on Continuous and Comprehensive Evaluation while 42 (52.5%) were neutral in their perception on Continuous and Comprehensive Evaluation. Out of 80 headmasters 18 (22.5%) fell under negative level of perception.
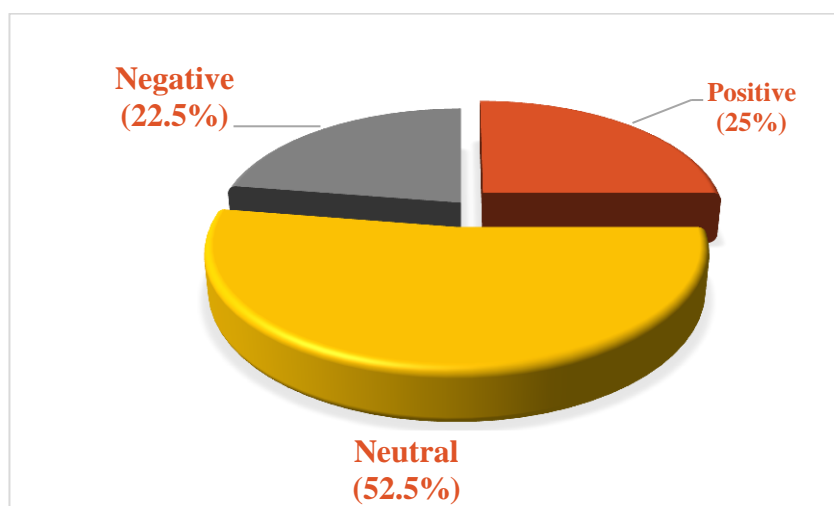
Fig. No. 4.1: Graphical presentation of headmasters at elementary level of education in Mizoram on their perception of Continuous and Comprehensive Evaluation

4.1.2 Findings related to objective 2 -

'To study the perception of teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.'

To find out the perception of teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation, the Perception Scale developed by the investigator was distributed to 496 teachers. Their responses were analyzed using percentage.

Table No. 4.1.2

Perception of teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation

Sl.no	Level of Perception	No. of teachers	Percent
1	Positive	110	22.17
2	Neutral	243	49
3	Negative	143	28.83
	Total	496	100

A perusal of data vide Table No. 4.1.2 indicates that while 110 (22.17%) teachers at elementary level of education had positive perception on Continuous and Comprehensive Evaluation, 243 (49%) teachers had neutral perception. The other 143 (28.83%) teachers fell under negative perception.
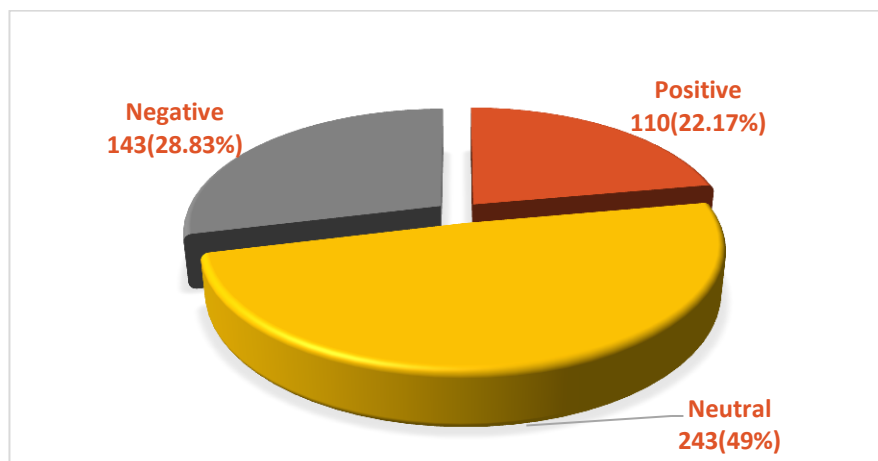
Fig. No. 4.2: Graphical presentation of teachers at elementary level of education in Mizoram on their perception of Continuous and Comprehensive Evaluation

4.1.3 Findings related to objective 3 –

'To study the perception of parents at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.'

Perception Scale was developed in order to find out the perception of parents at elementary level of education on Continuous and Comprehensive Evaluation, the scale was administered to 200 parents. Their responses were analyzed using percentage.

Table No. 4.1.3

Perception of parents at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation

Sl.no	Level of Perception	No. of parents	Percent
1	Positive	59	29.5
2	Neutral	85	42.5
3	Negative	56	28
	Total	200	100

Table no. 4.1.3 shows that 59 (29.5%) parents had positive perception on Continuous and Comprehensive Evaluation while the other 85 (42.5%) and 56 (28%) parents fell under neutral and negative perception respectively.
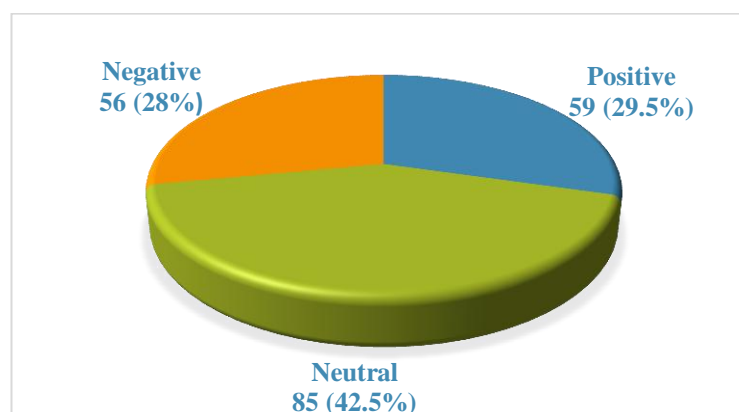
Fig. No. 4.3: Graphical presentation of parents at elementary level of education in Mizoram on their perception of Continuous and Comprehensive Evaluation

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4.2 COMPARISON OF THE PERCEPTION OF HEADMASTERS AT ELEMENTARY LEVEL OF EDUCATION IN MIZORAM ON CONTINUOUS AND COMPREHENSIVE EVALUATION

Comparison of the perception of elementary school headmasters in Mizoram on Continuous and Comprehensive Evaluation were done in relation to their locale, management of schools, gender and level of education. The following tables present comparative analysis of such variables.

4.2.1 Findings in relation to objective 4 –

'To compare elementary school headmasters from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation.'

Table No. 4.2.1

Comparative analysis of elementary school headmasters from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation

Variables	N	Mean	SD	SED	t -value	Level of significance
Rural	40	47.925	8.56	1.9	2.89	0.01
Urban	40	42.45	8.47			

An analysis of Table No. 4.2.1 shows that the 't' value for the significance of difference between the mean scores of headmasters from rural and urban areas is 2.89 whereas the required 't' value, with df =78, to declare the difference as significant, is 1.99 at 0.05 level of significance. Since the calculated 't' value is higher than the criterion 't-value', therefore, it can be concluded that there is significant difference between headmasters from rural and urban areas in their perception on Continuous and Comprehensive Evaluation.

Therefore, the null hypothesis no. 1 that assumes *no significant difference between the perception of elementary school headmasters from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation,* is rejected.

A comparison of the perception scores of headmasters from rural and urban areas shows that this significant difference is in favour of headmasters from rural area as their mean perception score is higher than their counterpart.

4.2.2   Findings in relation to objective 5 –

'To study the difference of elementary school headmasters from government and private schools in Mizoram on their perception of Continuous and Comprehensive Evaluation.'

Table No. 4.2.2

Comparative analysis of perception of elementary school headmasters from government and private schools in Mizoram on Continuous and Comprehensive Evaluation

Variables	N	Mean	SD	SED	t –value	Level of significance
Government	40	45.075	9.17	2	0.11	Not significant
Private	40	45.3	8.74			

An analysis of Table No. 4.2.2 shows that the 't' value for the significance of difference between the mean perception scores of headmasters from government and private schools is 0.11 whereas the required 't' value, with df =78, to declare the difference as significant, is 1.99 at 0.05 level of significance. Since the calculated 't' value is lower than the criterion 't-value', it can be concluded that there is no significant difference between headmasters from government and private schools in their perception on Continuous and Comprehensive Evaluation.

Therefore, the null hypothesis no. 2 that assumes *no significant difference between the perception of elementary school headmasters from government and private schools in Mizoram on Continuous and Comprehensive Evaluation,* is retained.

A comparison of the perception scores of headmasters from government and private schools shows that this significant difference is in favour of headmasters from private schools as their mean perception score is higher than.

4.2.2   Findings in relation to objective 6 –

'To find out the difference between the perception of male and female headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.'

Table No. 4.2.3

Comparative analysis of perception of male and female headmasters at elementary level of school education in Mizoram on Continuous and Comprehensive Evaluation

Variables	N	Mean	SD	SED	t –value	Level of significance
Male	56	43.96	8.61	2.18	1.85	Not significant
Female	24	48	9.09			

A perusal of data vide Table No. 4.2.3 reveals that the 't' value for the significance of difference between the mean scores of male and female headmasters in their perception on Continuous and Comprehensive Evaluation comes out to be 1.85 where as the required 't' value, with df = 78, to declare the difference as significant, is 1.99 at 0.05 level of significance. Since the calculated 't' value is lower than the criterion 't-value', it can be concluded that there is no significant difference between male and female headmasters in their perception on CCE.

Therefore, the null hypothesis no. 3 that presumes *no significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation*, is retained.

A simple comparison of the perception scores shows that a slight difference observed is in favour of female headmasters as their mean perception score is higher than that of male headmasters.

4.2.3 Findings in relation to objective 7 –

'To compare middle school and primary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.'

Table No. 4.2.4

Comparative analysis of perception of middle school and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation

Variables	N	Mean	SD	SED	t -value	Level of significance
Middle	40	44.65	5.65	1.62	0.65	Not significant
Primary	40	45.725	8.58			

A perusal of data vide Table No. 4.2.4 reveals that the 't' value for the significance of difference between the mean scores of middle and primary school headmasters in their perception on Continuous and Comprehensive Evaluation comes out to be 0.65 whereas the required 't' value, with df =78, to declare the difference as significant, is 1.99 at 0.05 level of significance. Since the calculated 't' value is lower than the criterion 't-value', it can be concluded that there is no significant difference between middle and primary headmasters in their perception on CCE.

Therefore, the null hypothesis no. 4 that presumes *no significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation*, is retained.

A simple comparison of the perception scores shows that a slight difference observed is in favour of primary school headmasters as their mean perception score is higher than that of middle school headmasters.

4.3   COMPARISON OF THE PERCEPTION OF ELEMENTARY SCHOOL TEACHERS IN MIZORAM ON CONTINUOUS AND COMPREHENSIVE EVALUATION

Comparison of the perception of elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation were done in relation to their locale, management of schools, gender and teaching experience. The following tables present comparative analysis of such variables.

4.3.1   Findings in relation to objective 9 -

'To compare elementary school teachers from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation.'

Table No. 4.3.1

Comparative analysis of perception of elementary school teachers from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation

Variables	N	Mean	SD	SED	t -value	Level of significance
Rural	196	66.4	14.23	1.33	0.3	Not significant
Urban	300	66	15.17			

A perusal of data vide Table No. 4.3.1 reveals that the 't' value for the significance of difference between the mean scores of teachers from rural and urban areas in their perception on Continuous and Comprehensive Evaluation comes out to be 0.3 where as the required 't' value, with df =494, to declare the difference as significant, is 1.96 at 0.05 level of significance. Since the calculated 't' value is lower than the criterion 't-value', it can be concluded that there is no significant difference between teachers from rural and urban areas in their perception on CCE.

Therefore, the null hypothesis no. 5 that presumes *no significant difference between the perception of elementary school teachers from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation*, is retained.

A simple comparison of the perception scores shows that a slight difference observed is in favour of teachers from rural areas as their mean perception score is higher than that of teachers from urban areas.

4.3.2 Findings in relation to objective 10 –

'To compare elementary school teachers from government and private schools in Mizoram regarding their perception on Continuous and Comprehensive Evaluation.'

Table No. 4.3.2

Comparative analysis of perception of elementary school teachers from government and private schools in Mizoram on Continuous and Comprehensive Evaluation

Variables	N	Mean	SD	SED	t -value	Level of significance
Government	258	67.95	15.7	1.3	2.9	0.01
Private	238	64.16	13.43			

A perusal of data vide table no 4.3.2 reveals that the 't' value for the significance of difference between the mean scores of government and private school teachers in their perception on Continuous and Comprehensive Evaluation comes out to be 2.9 where as the required 't' value, with df =494, to declare the difference as significant, is 1.96 at 0.05 level of significance. Since the calculated 't' value is higher than the criterion 't-value', it can be concluded that there is significant difference between teachers from government and private in their perception on CCE.

Therefore, the null hypothesis no. 6 that presumes *no significant difference between elementary school teachers of government and private schools in Mizoram on their perception of Continuous and Comprehensive Evaluation*, is rejected.

The observed difference is in favour of government elementary school teachers.

4.3.3   Findings in relation to objective 11 –

'To compare the perception of male and female teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.'

Table No. 4.3.3

Comparative analysis of perception of male and female teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation

Variables	N	Mean	SD	SED	t -value	Level of significance
Male	240	66.6	14.47	1.32	0.67	Not significant
Female	256	65.71	15.13			

A perusal of data vide Table No. 4.3.3 reveals that the 't' value for the significance of difference between the mean scores of male and female teachers in their perception on Continuous and Comprehensive Evaluation comes out to be .67 where as the required 't' value, with df =494, to declare the difference as significant, is 1.96 at 0.05 level of significance. Since the calculated 't' value is lower than the criterion 't-value', it can be concluded that there is no significant difference between male and female teachers in their perception on CCE.

Therefore, the null hypothesis no. 7 that presumes *no significant difference between the perception of male and female elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation*, is retained.

A simple comparison of the perception scores shows that a slight difference observed is in favour of male teachers as their mean perception score is higher than that of female teachers.

4.3.4   Findings in relation to objective 12 –

'To compare elementary school teachers in Mizoram on their perception of Continuous and Comprehensive Evaluation with respect to their teaching experience.'

Table No. 4.3.4

Comparative analysis of perception of elementary school teachers in Mizoram with experience of more than 5 years and less than 5 years on Continuous and Comprehensive Evaluation

Variables	N	Mean	SD	SED	t -value	Level of significance
More than 5 years	340	66.27	14.78	1.43	0.28	Not significant
Less than 5 years	156	65.86	14.9			

A perusal of data vide Table No. 4.3.4 reveals that the 't' value for the significance of difference between the mean scores of teachers with more than 5 years teaching experience and less than 5 years teaching experience, in their perception on Continuous and Comprehensive Evaluation comes out to be 0.28 whereas the required 't' value, with df =494, to declare the difference as significant, is 1.96 at 0.05 level of significance. Since the calculated 't' value is lower than the criterion 't-value', it can be concluded that there is no significant difference between teachers with more than 5 years teaching experience and less than 5 years teaching experience in their perception on CCE.

Therefore, the null hypothesis no. 8 that presumes *no significant difference between the perception of elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation with respect to their teaching experience*, is retained.

A simple comparison of the perception scores shows that a slight difference observed is in favour of teachers with more than 5 years teaching experience.

4.4 COMPARISON OF THE PERCEPTION OF PARENTS OF ELEMENTARY SCHOOL STUDENTS IN MIZORAM ON CONTINUOUS AND COMPREHENSIVE EVALUATION

Perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation was compared and analyzed in relation to their locale, management of schools of their children and educational qualification. The following tables present comparative analysis of such variables.

4.4.1 Findings in relation to objective 14 –

'To compare the perception of parents of elementary school students in rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation'.

Table No. 4.4.1

Comparative analysis of perception of parents of elementary school students in rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation

Variables	N	Mean	SD	SED	t -value	Level of significance
Rural	100	46.1	9.56	1.38	0.65	Not significant
Urban	100	47	10.11			

A perusal of data vide Table No. 4.4.1 reveals that the 't' value for the significance of difference between the mean scores of parents from rural and urban areas in their perception on Continuous and Comprehensive Evaluation comes out to be 0.65 where as the required 't' value, with df =198, to declare the difference as significant, is 1.97 at 0.05 level of significance. Since the calculated 't' value is lower than the criterion 't-value', it can be concluded that there is no significant difference between parents from rural and urban areas in their perception on CCE.

Therefore, the null hypothesis no. 9 that presumes *no significant difference between the perception of parents of elementary school students from*

rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation, is retained.

A simple comparison of the perception scores shows that a slight difference observed is in favour of parents from urban areas as their mean perception score is higher than that of parents from rural areas.

4.4.2 Findings in relation to objective 15 –

'To compare the perception of parents of elementary school students from government and private managed schools in Mizoram on Continuous and Comprehensive Evaluation.'

Table No. 4.4.2

Comparative analysis of perception of parents of elementary school students from government and private schools in Mizoram on Continuous and Comprehensive Evaluation

Variables	N	Mean	SD	SED	t -value	Level of significance
Parents from Government	100	47.46	13.43	1.65	1	Not significant
Parents from Private	100	45.8	9.67			

A perusal of data vide Table No. 4.4.2 reveals that the 't' value for the significance of difference between the mean scores of parents from government and private in their perception on Continuous and Comprehensive Evaluation comes out to be 1 where as the required 't' value, with df =198, to declare the difference as significant, is 1.97 at 0.05 level of significance. Since the calculated 't' value is lower than the criterion 't-value', it can be concluded that there is no significant difference between parents from government and private schools in their perception on CCE.

Therefore, the null hypothesis no. 10 that presumes *no significant difference between the perception of parents whose children are studying in government elementary schools and private elementary schools in Mizoram on Continuous and Comprehensive Evaluation*, is retained.

A simple comparison of the perception scores shows that a slight difference observed is in favour of parents from government schools as their mean perception score is higher.

4.4.3 Findings in relation to objective 16 –

'To compare the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their level of education.'

Table No. 4.4.3

Comparative analysis of perception on Continuous and Comprehensive Evaluation between parents of elementary school students with respect to their educational qualification

Variables	N	Mean	SD	SED	t -value	Level of significance
Below HSLC	84	47.3	9.72	1.4	0.9	Not significant
Above HSLC	116	46	9.94			

An analysis of data vide Table No 4.4.3 reveals that the 't' value for the significance of difference between the mean scores of parents whose educational qualification are under matriculation and above matriculation comes out to be 0.9 where as the required 't' value, with df =198, to declare the difference as significant, is 1.97 at 0.05 level of significance. Since the calculated 't' value is lower than the criterion 't-value', it can be concluded that there is no significant difference between parents whose educational qualification are below HSLC and above HSLC in their perception on CCE.

Therefore, the null hypothesis no. 11 that presumes *no significant difference between the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their level of education,* is retained.

A simple comparison of the perception scores shows that a slight difference observed is in favour of parents whose educational qualification is below HSLC.

4.5 PROBLEMS FACED BY STAKEHOLDERS AT ELEMENTARY LEVEL OF EDUCATION IN MIZORAM WITH THE IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION

The following tables present various problems faced by headmasters, teachers and parents at elementary level of education in Mizoram with the practices of Continuous and Comprehensive Evaluation.

4.5.1 Findings in relation to objective 8 –

'To examine problems faced by elementary school headmasters in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.'

Table No. 4.5.1

Problems faced by elementary school headmasters in Mizoram with the implementation of Continuous and Comprehensive Evaluation

Sl.no	Items	Agree	Disagree
		(in percentage)	
1	Insufficient CCE training.	93.6	6.4
2	Non availability of required number of teachers.	74.15	25.85
3	Vast syllabus.	62	38
4	No time to do different activities if we have to cover the whole syllabus.	83.3	16.7

5	Lack of academic support facilities.	92.4	7.6
6	Lack of external supervision.	89.8	10.2
7	The provision for retest is not practical.	89.7	10.3
8	Grading and marking system.	45.5	54.5
9	Lack of knowledge to use different tools and techniques for assessment.	63	37
10	It is difficult to plan and conduct different activities within the academic year.	81	19
11	Low understanding level of parents regarding the concept of CCE.	91.1	8.89
12	There is no time for remedial class.	73.4	26.6
13	Provision for 'star mark' makes students less serious about test.	64.5	35.5
14	It is difficult to assess both scholastic and co-scholastic progress of students through-out the year.	69.6	30.39
15	Lack of complete knowledge among teachers.	64.5	35.5
16	Supervision and monitoring at school level is difficult.	69.6	30.4

The perusal of data vide Table No. 4.5.1 shows that 93.6% of the headmasters agreed that insufficiency of CCE training was one of the problems with the implementation of CCE. As felt by 74.15%, less number of teachers at schools posed a problem with the implementation of CCE while 62% agreed with vast syllabus as one of the problems.

Out of 80 headmasters, 83.3% found it difficult to do different activities while trying to cover the whole syllabus, 92.4% reported lack of academic support facilities hindered the smooth implementation of CCE and 89.8% agreed with lack of external supervision.

While 89.7% found the provision of retest was not practical, 45.5% agreed with grading & marking system as one of the problems. Lack of knowledge to use different tools and techniques for assessment was one problem as perceived by 63%.

Among respondent headmasters, 81% found it difficult to plan and conduct different activities within the academic year, 91.1% felt low understanding level of parents regarding the concept of CCE as one of the problems, 73.4% agreed with no time for remedial class and 64.5% agreed with provision for 'star mark' made students less serious about test.

While 69.6% found it difficult to assess both scholastic and co-scholastic progress of students through-out the year, 64.5% agreed with lack of complete knowledge among teachers and 69.6% found supervision and monitoring at school level was difficult.

4.5.2 Findings in relation to objective 13 –

'To examine problems faced by elementary school teachers in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.'

Table No. 4.5.2

Problems with the implementation of Continuous and Comprehensive Evaluation as perceived by elementary teachers in Mizoram

Sl.no	Items	Agree	Disagree
		(in percentage)	
1	Insufficient CCE training.	90.5	9.5
2	Non availability of required number of teachers.	77.88	22.12
3	Vast syllabus	68.8	31.2
4	No time to do different activities if we have to cover the whole syllabus.	89.13	10.87

5	Lack of academic support facilities.	93.93	6.07
6	Lack of external supervision.	87.72	12.28
7	The provision for retest is not practical.	83.76	16.24
8	Grading and marking system.	63.58	36.42
9	Lack of knowledge to use different tools and techniques for assessment.	71.23	28.77
10	It is difficult to plan and conduct different activities within the academic year.	78	22
11	Low understanding level of parents regarding the concept of CCE.	96.17	3.83
12	There is no time for remedial class.	77	23
13	Provision for 'star mark' makes students less serious about test.	68	32
14	It is difficult to assess both scholastic and co-scholastic progress of students through-out the year.	67	33

Analysis of data vide Table No 4.5.2 indicates that 90.5% of the teachers agreed with insufficient CCE training as one of the problem with the implementation of CCE, the other 9.5% did not agree with it.

While 77.88% felt less number of required teachers as one of the problems the other 22.12% did not agree.

The above table also shows that among respondent teachers, 68.8% found vast syllabus as one of the problems, 89.13% found it difficult to do different activities while trying to cover the whole syllabus, 93.93% agreed with lack of academic support facilities while 87.72% felt lack of external supervision as a problem.

It is also found that 83.76% did not agree with the practicability of the provision for retest while 63.58% agreed with grading & marking system as one of the problems and 71.23% found lack of knowledge among the teachers to use different tools and techniques for assessment as one of the problems.

While 78% found it difficult to plan and conduct different activities within the academic year, 96.17% felt low understanding level of parents regarding the concept of CCE as one of the problems and 77% found it difficult to spare time for remedial class.

The table also indicates that 68% agreed with provision for 'star mark' made students less serious about test while 67% found it difficult to assess both scholastic and co-scholastic progress of students through-out the year.

4.5.3 Findings in relation to objective 17 –

'To find out problems faced by parents of elementary school students in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.'

Table No. 4.5.3

Problems faced by parents of elementary school students in Mizoram with the implementation of Continuous and Comprehensive Evaluation

Sl.no	Items	Agree	Disagree
		(in percentage)	
1	Due to implementation of CCE children become less disciplined at home.	47.6	52.4
2	It is difficult to cope with various activities/projects given to their children.	53.5	46.5
3	Children become less interested in their studies.	58.7	41.3
4	It is difficult for parents to meet various needs viz., learning material necessitated by CCE.	49.1	50.9

Table No. 4.5.3 shows that 47.6% of parents felt their children becoming indiscipline after implementation of CCE while the other 52.4% of parents did not agree.

While 53.5% of parents found difficult to cope with various activities/projects given to their children, the other 46.5% disagreed with it.

Among 200 respondent parents, 58.7% of parents agreed with children becoming less interested in their studies whereas 41.3% did not agree with it.

The above table also shows that 49.1% found it difficult to meet various needs viz., learning material necessitated by CCE while the other 50.9% did not find it difficult.

CHAPTER – V

SUMMARY AND DISCUSSION

This chapter presents a summary of the study which is concluded with discussions on various findings with regard to the objectives framed. The chapter has been presented using the following sections.

5.1   Introduction

5.2   Review of related literature

5.3   Methodology

5.4   Major findings

5.5   Discussion

Suggestion for further studies is also given after the discussion section.

5.1   INTRODUCTION

Evaluation is an integral part of the educational processes. In the teaching-learning process, its importance lies in the fact that it serves to bring about improvement so that the learner develops his potentials to the optimum level. Evaluation not only measures the progress and achievement of the learners but also the effectiveness of the teaching materials and methods used for transaction. Hence, evaluation should be viewed as a component of curriculum with the twin purpose of effective delivery and further improvement in the teaching-learning process.

Evaluation is goal directed and educational outcomes are judged in terms of goal attainment. Every educational programme should aim for the all-round development of the personality of the child. Therefore, the learning experiences provided in the school should contribute toward the achievement of the desired goals. A teacher, while deciding about the related learning experience, should see both scholastic and co-scholastic outcomes as desirable behavioural outcomes.

The educational system has gone through many changes and has been shaped by a growing concern for improving the quality of learning and achievement of all learners. Various commissions and committees felt the need for examination

reforms at various levels of education. There has been a growing concern of improvement in the quality of education; in the midst of which, examination reform has been a subject of consistent consideration. Uniformly administered examination is inadequate to provide a wide ranging assessment of students' development and hinders fulfilling the aims of education.

The underlying aim of education coupled with the immense felt-need for examination reforms urged and paved the way for overhauling examination system by introducing continuous and comprehensive evaluation.

Continuous and Comprehensive Evaluation

RTE Act, 2009, section 29(2) emphasizes the all-round development of the child. The Act facilitates building up of knowledge, potential and talent of children, to develop physically and mentally to the fullest extent through activities, discovery and exploration in an environment where a child friendly and child centered, free from fear, trauma and anxiety is provided with the help of Continuous and Comprehensive Evaluation.

Continuous and Comprehensive Evaluation is a system of evaluation which differs from the conventional practice of evaluation called 'examination'. It is a developmental process of assessment which focuses on continuity of evaluation and assessment of learning outcomes in a comprehensive manner.

The 'continuous' aspect of evaluation implies regularity in assessment. The growth and developmental aspects of an individual is gradual and continuous. Therefore, educational assessment and evaluation has to be continuous, taking into accounts all the developmental aspects of the individual. The teaching-learning process should be completely integrated with assessment and evaluation.

'Comprehensive evaluation' on the other hand, is based on the underlying aim of education – 'an all-round development of the child'. The purpose of assessment and evaluation should be to optimize the potential of the learner in every aspect. An individual develops in a number of ways. A report to UNESCO by International Commission on Education for 21st century acknowledged four planes of living of human individuals; namely, physical, intellectual, mental and spiritual.

Therefore, educational assessment and evaluation should cover all aspects of students' development.

Thus, Continuous and Comprehensive Evaluation is a continuous process of assessment which takes into account holistic profile of the students. The assessment process covers both scholastic and co-scholastic area of development through regular basis.

The followings are the objectives of Continuous and Comprehensive Evaluation outlined by CBSE.

1. To develop cognitive, psychomotor and affective skills.

2. To lay emphasis on thought process and de-emphasis memorization.

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

4. To use evaluation for improvement of students' achievement and teaching learning strategies on the basis of regular diagnosis followed by remedial instruction.

5. To use evaluation as a quality control devise to maintain desired standard of performance.

6. To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.

7. To make the process of teaching and learning a learner centered activity.

Continuous and Comprehensive Evaluation in Mizoram

In accordance with the declaration of Government of Mizoram, Continuous and Comprehensive Evaluation came into practice since 2011. The introduction of Continuous and Comprehensive Evaluation has brought about new evaluation system which tries to eliminate the examination system and makes learning an enjoyable practice for all the students. The new practice has greatly influenced and changed the whole teaching learning system.

New practices after implementation of Continuous and Comprehensive Evaluation:

- **Assessment Area:** Before the implementation of Continuous and Comprehensive Evaluation, assessment areas mainly focus on curricular

subjects. However, besides scholastic area the new system includes assessment of co-scholastic areas which makes assessment more comprehensive than the conventional system.

- **Marking and Grading:** The implementation of Continuous and Comprehensive Evaluation introduced grading system. Schools in Mizoram use 5-point scale Absolute Grading

- **Formative Evaluation:** Under CCE, Formative evaluation is introduced. Formative evaluation provides immediate feedback and hence it enables to adopt appropriate remedial measures. As for the scholastic area, unit tests are conducted. After conducting unit test, remedial teaching and retest are conducted if need arises.

- **Assessment tools and techniques:** With the introduction of CCE, assessment was done using various assessment tools and techniques like paper-pencil test, projects, assignment, field visit, survey, experiment, activities, portfolio, observation techniques like rating scales, checklists and anecdotal record etc.

Changes in the implementation of CCE in Mizoram

The implementation of CCE in Mizoram has gone through a number of changes regarding areas of assessment, parameters for assessment, marking and grading as well as manner of reporting progress of the students.

- **Changes in areas of assessment**

On its first year of its implementation there was no summative/term end/year end examination. The scholastic areas were assessed formatively carrying 100% of which unit test and activities carried 50% each. On the other hand, co-scholastic area includes project, Independent work 2D, Independent work 3D and Portfolio carrying 30, 30, 30 and 10 marks respectively. There were 3 entries – first entry, second entry and third entry during the academic session of 2011 (as shown in Table No. 1.4). In each entry assessment of scholastic and co-scholastic areas carried 100 marks each.

In the academic session of 2012-2013, there was a slight change regarding marks awarded to scholastic and co-scholastic areas though total marks awarded to both the areas were the same ie.,100 marks each. During this academic session summative evaluation was added to carry 30%, formative evaluation thus, carried 70% of which unit test and activities carried 30% and 40% respectively. The assessment areas in co-scholastic were changed to Work Education, Health & Physical Education and Art Education carrying 40, 30 and 30 marks respectively.

In the next academic session 2013-2014, marks awarded to formative evaluation was decreased to 60% (unit test-40%; activities 20%) and marks awarded to summative evaluation was increased to 40%. In co-scholastic area attendance and portfolio were added for marking to carry 5 marks each. Work Education, Health & Physical Education and Art Education carried 30 marks each.

In 2014-2015 marks carried by formative evaluation was increased to 70% (unit tests-30%; activities 40%) and marks carried by summative evaluation was decreased to 30%. Co-scholastic area remained the same.

The manner of assessment during the academic years 2015-2016, 2016-2017, 2017-2018 and 2018-2019 was same as 2014-2015.

In 2019-2020 academic session changes were made regarding marks awarded. Both formative evaluation (unit test-30%; internal-20%) and summative evaluation carried 50% each. In co-scholastic area, Work Education, Health & Physical Education and Art Education altogether carried 50 marks. Portfolio carried 20%, there was no specified marks awarded to attendance. This manner of assessment was used till date.

- **Marking and Grading:** After a new guideline was published, percentage awarded to level of division was changed as shown below.

Table No. 5.1

Marking and Grading before and after CCE

Grade	Division	Percentage awarded	
		Before 2019	After 2019
O	Distinction	Above 90%	80% & above
A	1st Division	80%-90%	70%-79%
B	2nd Division	70%-79%	60%-69%
C	3rd Division	60%-69%	50%-59%
D	Unsatisfactory	Below 60%	49% & below

- **Final Report Card:** From 2019 academic session, term exam was conducted three times. The final report card was prepared taking 30% each from 1st term and 2nd term, and 40% from 3rd term.

5.1.1 Rationale of the Study

Moving forward from the conventional system of evaluation i.e., examination, the introduction of CCE under RTE Act, 2009 has brought about tremendous changes in the system of evaluation. It can rightly be said that CCE ushers the whole evaluation system as well as the teaching learning process to a more systematic way which provide holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development.

'The Right of Children to Free and Compulsory Education Act, 2009' made elementary education a fundamental right to all children in the age group of six to fourteen years. Chapter V of the Act on curriculum and completion of elementary education under section 29(2)(h) provides for continuous and comprehensive evaluation of the child's understanding, knowledge and his or her ability to apply the same. The government of Mizoram hence implemented CCE in accordance with the provision of RTE Act, 2009 with SCERT as the nodal agency, which has made a lot of effort for its implementation in various ways such as developing source book,

preparing training packages, conducting trainings for key resource persons, SSA personnels, principals and teachers of elementary schools in Mizoram and organising different programmes to be aired by Doordarshan Kendra, Local Cable TV Channels, All India Radio and FM Radio. Moreover, implementing agencies like DIETs and BRCs conducted trainings in different schools and at community level.

In the present global educational scenario, the need is to look at holistic assessment of a learner which includes both scholastic and co-scholastic areas of students' growth. Continuous and Comprehensive Evaluation aims at addressing this in a complete manner. To carry out such type of evaluation, multiple techniques have to be employed by the teachers and school authorities. Conclusively, it may be inferred that continuous and comprehensive evaluation intend to identify positive attributes and latent talents of the students which are not usually assessed through written examination.

Thus, the present study was taken up as the investigator was interested to find out-

- How well the stakeholders were aware of the defects of examination system

- Their understanding of the concept of the new system

- Their readiness to accept and implement the system

For every new scheme to be implemented, there had been lot of changes which further affected methods and practices. As the new scheme called Continuous and Comprehensive Evaluation was implemented for eleven years in Mizoram and lots of debates as to its effectiveness have sprung up, the investigator felt that many of the queries and doubts could be brought into light if perceptions of the stakeholders are studied empirically.

Keeping in mind all the aspects stated above, it is thus, felt necessary to study the perception of stakeholders on Continuous and Comprehensive Evaluation at elementary level of education in Mizoram. Unless the practitioners are ready or willing to whole heartedly implement such evaluation system in the right manner and spirit, the underlying value of the scheme would be in vain. On the whole it may be said that successful implementation of Continuous and Comprehensive Evaluation largely depends on the positive and favourable perception of stakeholders.

5.1.2 Statement of the Problem

The problem under investigation is stated as 'Perceptions of Stakeholders on Continuous and Comprehensive Evaluation at Elementary Level of Education in Mizoram'.

5.1.3 Research Questions

The investigator looked into the following queries:

1. What are the level of perception of stakeholders such as headmasters, teachers and parents at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation?

2. To what extent do differences of perception on Continuous and Comprehensive Evaluation exist among headmasters at elementary level of education in Mizoram based on the following characteristics: locale, management of schools, gender and level of education?

3. Do teachers at elementary level of education in Mizoram differ significantly on their perceptions about Continuous and Comprehensive Evaluation based on the following characteristics: locale, management of schools, gender and teaching experience?

4. Is there any significant difference on perception about Continuous and Comprehensive Evaluation among parents of students at elementary level of education based on the following characteristics: locale, management of schools and their educational qualification?

5.1.4 Objectives of the Study

1. To study the perception of headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

2. To study the perception of teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

3. To study the perception of parents at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

4. To compare elementary school headmasters from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation.

5. To study the difference of elementary school headmasters from government and private schools in Mizoram on their perception of Continuous and Comprehensive Evaluation.

6. To find out the difference between the perception of male and female headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

7. To compare middle school and primary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

8. To examine problems faced by elementary school headmasters in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.

9. To compare elementary school teachers from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation.

10. To compare elementary school teachers from government and private schools in Mizoram regarding their perception on Continuous and Comprehensive Evaluation.

11. To compare the perception of male and female teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

12. To compare elementary school teachers in Mizoram on their perception of Continuous and Comprehensive Evaluation with respect to their teaching experience.

13. To examine problems faced by elementary school teachers in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.

14. To compare the perception of parents of elementary school students in rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

15. To compare the perception of parents of elementary school students from government and private managed schools in Mizoram on Continuous and Comprehensive Evaluation.

16. To compare the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their educational qualification.

17. To find out problems faced by parents of elementary school students in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.

5.1.5 Hypotheses of the Study

1. Elementary school headmasters from rural and urban areas in Mizoram differ significantly in their perception on Continuous and Comprehensive Evaluation.

2. Elementary school headmasters from government schools and private schools in Mizoram differ significantly in their perception on Continuous and Comprehensive Evaluation.

3. There is a significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

4. There is a significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation.

5. Elementary school teachers from rural and urban areas in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

6. Elementary school teachers of government and private schools in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

7. Male and female elementary school teachers in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

8. There is a significant difference between the perception of elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation with respect to their teaching experience.

9. Parents of elementary school students from rural and urban areas in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

10. There is a significant difference between the perception of parents whose children are studying in government elementary schools and private elementary schools in Mizoram on Continuous and Comprehensive Evaluation.

11. There is a significant difference between the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their educational qualification.

These hypotheses were converted into null hypotheses for the purpose of testing as follows:-

1. There is no significant difference between the perception of elementary school headmasters from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

2. There is no significant difference between the perception of elementary school headmasters from government and private schools in Mizoram on Continuous and Comprehensive Evaluation.

3. There is no significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

4. There is no significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation.

5. There is no significant difference between the perception of elementary school teachers from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

6. There is no significant difference between elementary school teachers of government and private schools in Mizoram on their perception of Continuous and Comprehensive Evaluation.

7. There is no significant difference between the perception of male and female elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation.

8. There is no significant difference between the perception of elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation with respect to their teaching experience.

9. There is no significant difference between the perception of parents of elementary school students from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

10. There is no significant difference between the perception of parents whose children are studying in government elementary schools and private elementary schools in Mizoram on Continuous and Comprehensive Evaluation.

11. There is no significant difference between the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their educational qualification.

5.1.6   Operational Definition of the Terms

The operational meanings of the keywords are:-

Perception: Perception refers to a belief or opinion, often held by many people and based on how things seem. It is also defined as the way in which something is regarded, understood, or interpreted.

Stakeholders: Stakeholder refers to one who is involved in or affected by a course of action.

For the present study, stakeholders imply to parents of elementary school students, teachers and headmasters of elementary schools in Mizoram.

Parents: For the present study, parents imply to persons who look after and provide education to the child even if he/she is not immediate parent of the child.

Parents were classified under two levels of education, viz., those whose educational qualification is above matriculation and those whose educational qualification is under matriculation.

Continuous and Comprehensive Evaluation: Continuous and Comprehensive Evaluation refers to the evaluation system that is being implemented at the elementary level of education in Mizoram. It aims to provide holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development.

Elementary schools: An elementary school is a school where children are taught for the first six or sometimes eight years of their education.

For the present study, elementary schools refer to lower primary schools (i.e., classes I to IV) and upper primary schools or middle schools (i.e., Classes V to VIII) in Mizoram.

Experience: Experience of the teachers for the present study has been classified under two categories, viz., below 5 years and above 5 years. This categorization is based on the assumption that those who fall under below 5 years are teaching under CCE system only, while those who have an experience of more than 5 years have been teaching under both the systems.

5.1.7   Delimitation of the Study

Delimitation has been made with one of the key respondents i.e., parents. The study has been delimited to parents of only class VIII students as it is felt that this group of parents would be able to respond better to the questionnaires with their experience of Continuous and Comprehensive Evaluation.

5.2   REVIEW OF RELATED LITERATURE

The total number of various research works reviewed on examination, co-curricular activities and Continuous and Comprehensive Evaluation with other related variables were altogether 108. Number of studies collected on examination and other related variables were 26 while 21 studies collected were related to co-curricular activities; 61 related studies were on Continuous and Comprehensive Evaluation.

Most of the studies reviewed on examination and other related variables were related to anxiety and academic achievement. A span of 36 years, i.e., between 1985-2021 was under observation. Most of the studies were done at high school level and above. Out of 26 studies, 21 studies were conducted in India. It was observed from the findings of the studies that level of anxiety, health condition and academic achievements of the students were considerably affected by examination anxiety/phobia.

On co-curricular activities and other related variables, 21 studies were collected which were done between 1969-2022. Of these, 4 studies were done in India while the other 17 were undertaken in other countries. Most of the studies collected were done in relation to academic performance, the other were related to variables like personal development, self-perception, adjustment and psychosocial skills. The overall findings of the researches reviewed showed that co-curricular activities had positive impact on all other variables taken under studies.

Regarding Continuous and Comprehensive Evaluation, 61 related studies were collected which were done between 2012-2022. All studies collected were conducted in India. The studies collected were done in relation to its implementation, appraisal, impact on students' academic achievement, perception and attitude of stakeholders. Nation-wide studies on its implementation taken up by NCERT were also included.

Based on related literature gathered from different research studies, it is interesting to find out how well the stakeholders were aware of the defects of the examination system, their understanding of the new evaluation system and their readiness to accept and implement the same by enquiring their level of perception.

5.3 METHODOLOGY

5.3.1 Method of the study

The present study belongs to the category of descriptive research as it surveys and describes the perception of headmasters, teachers and parents of elementary schools on Continuous and Comprehensive Evaluation.

5.3.2 Population and sample

The population of the present study consisted of all elementary school headmasters, teachers and parents of Cl-VIII students from government and private unaided schools in Mizoram.

For selection of sample, schools were taken as a unit and parents and teachers were selected in clusters from the selected sample schools. Multi-stage random sampling was employed.

(i) Out of eight (8) districts of Mizoram, four (4) districts were selected randomly.

(ii) Equal number of schools were selected from each district. The number of schools selected from each district is 20. Thus, 80 elementary schools were selected as sample from all the selected districts.

(iv) Five (5) parents each of class VIII students were selected randomly from forty (40) schools i.e., middle/ upper primary section.

(v) All the teachers who were present on the day of visit to the schools to collect data formed the sample teachers.

From all sample districts, 5 schools each of government primary schools, government middle schools, private unaided primary schools and private unaided middle schools were selected. The number of schools selected from each district was 20. Thus, the total number of schools for the present study was 80.

Five (5) parents each of class VIII students were selected randomly from all middle schools. From each district 50 parents were selected. The total number of parents selected was 200.

Teachers on the day of visit to sample schools formed sample teachers. From government schools in Aizawl district, the number of sample teachers was 60 while 63 teachers were from private unaided schools. From Kolasib district, 48

teachers and 54 teachers were selected from government and private unaided schools respectively. The number of government school teachers selected from sample schools was 86 while 43 teachers were selected from private unaided school in Lawngtlai district. From Lunglei district 64 government school teachers and 78 private unaided school teachers were selected. The total number of government school teachers was 258 while private unaided school teachers was 238. Thus, the total number of sample teachers was 496.

5.3.3   Tools for data collection

For the purpose of finding out the perception of headmasters, teachers and parents on CCE, the following tools were constructed and used:

1. Perception Scale for Headmasters.
2. Perception Scale for Teachers.
3. Perception Scale for Parents.
4. An Opinionnaire was added at the end of the Perception Scale for headmasters, teachers and parents to find out problems faced by them.

5.3.4   Administration of tools and collection of data

The investigator personally visited the institutions selected for the study and acquired prior permission from the headmaster, then with the headmaster's consent questionnaires were given to all the teachers who were present on the day of visit. The investigator clearly told the purpose of administering the questionnaires to teachers and informed them to give their honest response.

To reach out to parents, either the investigator personally went to their respective houses or sent questionnaires through teachers and students. The investigator then collected the questionnaires at the appointed time.

5.3.5   Procedure of data analysis

After the scale was administered to the selected samples, responses of the respondents were recorded. To determine the negativity, neutrality or positivity of the perception of the respondents, a score of 3, 2 and 1 was assigned to agree, neutral and disagree respectively for positive statements. The reverse 1, 2 and 3

scores were assigned to agree, neutral and disagree respectively for negative statements.

The total number of statements for headmasters was 25. Thus, a score of 39 and below was taken as negative; a score between 40-51 was taken as neutral and a score 52 and above was taken as positive.

For teachers, the total number of statements was 37. A score of 55 and below was taken as negative; a score between 56-77 was taken as neutral and a score of 78 and above was taken as positive.

The total number of statements for parents was 25. A score of 39 and below was taken as negative; a score between 40-53 was taken as neutral and a score of 54 and above was taken as positive.

For analyzing the data, the investigator employed the following statistical techniques-

1) Frequency distribution to find out the Mean and Standard Deviation of different groups of respondents.

2) 't' test to find out the significance of difference between different groups of respondents.

3) Percentage to find out the level of perception on CCE by different respondents.

5.4   MAJOR FINDINGS

5.4.1   Findings related to perception of elementary school headmasters on CCE

- Majority of headmasters (52.5%) were neutral regarding their perception on Continuous and Comprehensive Evaluation.

- Out of 80 headmasters, 20 (25%) and 18 (22.5%) had positive and negative perception respectively on Continuous and Comprehensive Evaluation.

5.4.1.1 Findings regarding the perception of headmasters on CCE in relation to locale

- There was significant difference between headmasters from rural and urban areas in their perception on Continuous and Comprehensive Evaluation.

- The null hypothesis no. 1 that assumed no significant difference between the perception of headmasters from rural and urban areas on CCE, is rejected.

- A comparison of the perception scores of headmasters from rural and urban areas showed that this significant difference was in favour of headmasters from rural area as their mean perception score was higher than their counterpart.

5.4.1.2 Findings regarding the perception of headmasters on CCE in relation to management of schools

- There was no significant difference between headmasters from government and private schools in their perception on Continuous and Comprehensive Evaluation.

- The null hypothesis no. 2 that assumed no significant difference between headmasters from government and private schools in their perception on Continuous and Comprehensive Evaluation, is retained.

- A comparison of the perception scores of headmasters from government and private schools showed that this significant difference was in favour of headmasters from private schools as their mean perception score was higher than their counterpart.

5.4.1.3 Findings regarding the perception of headmasters on CCE in relation to gender

- There was no significant difference between male and female headmasters in their perception on CCE.

- The null hypothesis no. 3 that presumed no significant difference between the perception of male and female headmasters on CCE, is retained.
- A simple comparison of the perception scores showed that a slight difference observed was in favour of female headmasters as their mean perception score was higher than that of male headmasters.

5.4.1.4 Findings regarding the perception of headmasters on CCE in relation to level of education

- There was no significant difference between middle and primary headmasters in their perception on CCE.
- The null hypothesis no. 4 that presumed no significant difference between the perception of middle and primary headmasters on CCE, is retained.
- The observed difference was in favour of primary school headmasters as their mean perception score was higher than that of middle school headmasters.

5.4.2 Findings related to perception of elementary school teachers on CCE

- Almost half of the teachers i.e., 243 (49%) had neutral perception on Continuous and Comprehensive Evaluation.
- While 143 (28.83%) teachers were negative on their perception, the other 110 (22.17%) were having positive perception on Continuous and Comprehensive Evaluation.

5.4.2.1 Findings regarding the perception of teachers on CCE in relation to locale

- There was no significant difference between teachers from rural and urban areas in their perception on CCE.

- The null hypothesis no. 5 that presumed no significant difference between the perception of teachers from rural and urban on CCE, is retained.
- A slight observed difference between the perception of teachers from rural and urban areas was in favour of teachers from rural areas as their mean perception score was higher than that of teachers from urban areas.

5.4.2.2 Findings regarding the perception of teachers on CCE in relation to management of schools

- There was significant difference between teachers from government and private in their perception on CCE.
- The null hypothesis no. 6 that presumed no significant difference between the perception of teachers from government and private on CCE, is rejected.
- The difference was in favour of teachers from government schools.

5.4.2.3 Findings regarding the perception of teachers on CCE in relation to gender

- There was no significant difference between male and female teachers in their perception on CCE.
- The null hypothesis no. 7 that presumed no significant difference between the perception of male and female teachers on CCE, is retained.
- A simple comparison of the perception scores showed that a slight difference observed was in favour of male teachers as their mean perception score was higher than that of female teachers.

5.4.2.4 Findings regarding the perception of teachers on CCE in relation to teaching experience

- There was no significant difference between teachers with more than 5 years teaching experience and less than 5 years teaching experience in their perception on CCE.

- The null hypothesis no. 8 that presumed no significant difference between the perception of teachers with more than 5 years teaching experience and less than 5 years teaching experience is retained.

- The observed difference was in favour of teachers with more than 5 years teaching experience.

5.4.3 Findings related to perception of parents on CCE

- Out of 200 parents, 85 (42.5%) were neutral in their perception on Continuous and Comprehensive Evaluation.

- Parents, having positive and negative perception on Continuous and Comprehensive Evaluation were 59 (29.5%) and 56 (28%) respectively.

5.4.3.1 Findings regarding the perception of parents on CCE in relation to locale

- There was no significant difference between parents from rural and urban areas in their perception on CCE.

- The null hypothesis no. 9 that presumed no significant difference between the perception of parents from rural and urban on CCE, is retained.

- A simple comparison of the perception scores showed that a slight difference observed was in favour of parents from urban areas as their mean perception score was higher than that of parents from rural areas.

5.4.3.2 Findings regarding the perception of parents on CCE in relation to management of schools

- There was no significant difference between parents from government and private schools in their perception on CCE.

- The null hypothesis no. 10 that presumed no significant difference between the perception of parents from government and private schools on CCE, is retained.

- The observed difference was in favour of parents from government schools as their mean perception score was higher.

5.4.3.3 Findings regarding the perception of parents on CCE in relation to educational qualification

- There was no significant difference between parents whose educational qualification are under matriculation and above matriculation in their perception on CCE.

- The null hypothesis no. 11 that presumed no significant difference between the perception of parents whose educational qualification were under matriculation and above matriculation is retained.

- A simple comparison of the perception scores showed that a slight difference observed was in favour of parents whose educational qualification was under matriculation.

5.4.4 Findings on problems faced by stakeholders with implementation of CCE

5.4.4.1 Findings on problems faced by elementary school headmasters with implementation of CCE

- Nearly the entire respondents of headmasters (93.6%) agreed that insufficiency of CCE training was one of the problems with the implementation of CCE.

- A high percentage of headmasters (92.4%) reported that lack of academic support facilities hindered the smooth implementation of CCE.

- As many as 91.1% of the headmasters felt low understanding level of parents regarding the concept of CCE as one of the problems.

- Lack of external supervision was one of the problems as felt by 89.8% of headmasters.

- A great number of headmasters (89.7%) found that the provision of retest was not practical.

- Among respondent headmasters, 83.3% found it difficult to do different activities while trying to cover the whole syllabus.

- A little more than four-fifth of headmasters (81%) felt it difficult to plan and conduct different activities within the academic year.

- Nearly three-fourth of headmasters (74.15%) felt that less number of teachers at schools pose a problem with the implementation of CCE.

- Regarding remedial class, 73.4% agreed that there was no time for such class.

- Out of 80 headmasters, 69.6% found it difficult to assess both scholastic and co-scholastic progress of students through-out the year.

- Regarding supervision and monitoring at school level, 69.6% found it difficult.

- As felt by 64.5% of headmasters, lack of complete knowledge among teachers was one of the problems.

- It was agreed by 64.5% of headmasters that 'Provision for star mark makes students less serious about test'.

- A good number of headmasters (63%) agreed with lack of knowledge to use different tools and techniques for assessment.

- Majority of headmasters (62%) agreed vast syllabus as one of the problems.

- Nearly half of the respondent headmasters (45.5%) agreed with grading & marking system as one of the problems.

5.4.4.2 Findings on problems faced by elementary school teachers with implementation of CCE

- Almost all the teachers (96.17%) felt that low understanding level of parents regarding the concept of CCE as one of the problems.

- A very high percentage of teachers (93.93%) agreed with lack of academic support facilities.

- As many as 90.5% of the teachers agreed with insufficient CCE training.

- A great number (89.13%) of teachers found it difficult to do different activities while trying to cover the whole syllabus.

- Out of 496 teachers, 435 (87.72%) felt lack of external supervision as a problem.

- A high percentage (83.76%) of teachers disagreed with the practicability of the provision for retest.

- Nearly four-fifth (78%) of teachers found it difficult to plan and conduct different activities within the academic year.

- Significantly high percentage (77.88%) of teachers agreed less number of teachers as one of the problems.

- More than three-fourth (77%) of teachers found it difficult to spare time for remedial class.

- Lack of knowledge among the teachers to use different tools and techniques for assessment as one of the problems was agreed by 71.23 % of teachers.

- Vast syllabus as one of the problems was agreed by 68.8% of teachers.

- Among the teachers, 68% agreed with provision for 'star mark' makes students less serious about test.

- A good number of teachers (67%) found it difficult to assess both scholastic and co-scholastic progress of students through-out the year.

- Majority (63.58%) of the teachers felt that grading & marking system was one of the problems.

5.4.4.3 Findings on problems faced by parents of elementary school students with implementation of CCE

- Among 200 parents, 47.5% felt that their children were becoming indiscipline after implementation of CCE while the other 52.4% of parents disagreed.

- Majority of parents (53.5%) agreed with difficulty to cope with various activities/projects given to their children, the other 46.4% did not agree with it.

- Nearly three-fifth of parents (58.7%) agreed with children become less interested in their studies whereas 41.2% disagreed with it.

- Out of 200 parents, 49.1% found it difficult to meet various needs such as learning materials necessitated by CCE while the other 50.8% did not find it difficult.

5.5   DISCUSSIONS ON FINDINGS OF THE PRESENT STUDY

5.5.1   Discussions on findings related to perception of stakeholders

- The finding of the present study showed that a good number of teachers were having neutral perception on CCE. This finding was not in line with the finding of Singh and Singh (2012) whose finding revealed unfavourable attitude of teachers towards CCE. On the other hand, other studies viz., Lalnunfeli, Malsawmtluanga, Ralte and Lalduhawmi (2018), Phukan and Sultana (2021), Bairwa and Mangal (2017), Kishore (2018), Cyril and Jeyasekaran (2016), Raina and Verma (2017), Singh, Patel and Desai (2013), Katoch (2021), Mondal and Doley (2020), Kumar, Kumari and Gaurav (2018), Muthaiyan and Kuralmathi (2020), Rani (2017), Singh (2017), Raina (2018), Jaiswal and Gaud (2019), Sagurupilla and Charyulu (2017) and Singh, Ali, Ghaisas, Sridevi and Priya (2022) found favourable and moderate acceptability towards CCE.

    This finding is found to be really disturbing considering the importance of the system (CCE) which is supposed to be comprehensive and regarded as a better assessment of students' abilities and potential. It may be

assumed that teachers were not given proper training on the concept, needs and benefits of CCE to show their true inclination. This can be the reason for their neutral perception on CCE. Teacher Education Wing (2020), in its evaluative study on the implementation of CCE in Mizoram found that teachers were not clear about the concept of CCE.

- It is also discouraging to find after several years of implementation of CCE that the perception of most of stakeholders viz., headmasters, teachers and parents under observation fell under the category of neutral. This may indicate that stakeholders were having misconception about CCE as complicated, time taking, confusing or extra work. Headmasters and teachers may feel comfortable with the conventional system of evaluation i.e., examination and were not fully ready to adopt new system of evaluation which they found would bring about lots of works and activities in the teaching learning process. They may find it difficult to step forward from their comfort zone and start new practice. CCE, being a new method which required many new activities and tasks for teachers may be one reason which caused this neutral response.

5.5.2 Discussion on findings related to comparison of perception among different variables

- The present study found significant difference between rural and urban headmasters in which headmasters from rural areas had more favourable perception on CCE. No significant difference was found between rural and urban teachers, as well as between rural and urban parents. However, teachers from rural areas and parents from urban areas were more positive on CCE than their counterparts.

    The finding that headmasters from rural areas to be more positive than their urban counter part may indicate that headmasters from rural areas were highly expecting the new system of evaluation to bring about favourable change to the existing educational system, which was often criticised as making gaps between rural and urban areas. They may even expect the new

system to bring about quality change regarding scholastic as well as co-scholastic performances of the students.

The finding of perception between rural and urban teachers was in tune with the findings of Deepa and Reddy (2020) whose finding revealed rural teachers being more positive towards CCE. In contrast with the present study, studies taken up by Lalnunfeli, Malsawmtluanga, Ralte and Lalduhawmi (2018), Kaut and Kaur (2013), Cyril and Jeyasekaran (2016), Naidu (2017) and Acharya and Mondal (2015) found teachers from urban areas being more favourable towards CCE.

- Regarding management of schools, significant difference was found between teachers from government managed schools and teachers from private managed schools. Teachers from government schools perceived CCE better. The finding was in line with the findings of Patel (2020), Phukan and Sultana (2021), Karjee (2014), Deepa and Reddy (2020), Kumar, Kumari and Gaurav (2018) and Naidu (2017). The opposite findings were shown by studies conducted by Rani (2017), Cyril and Jeyasekaran (2016), Mann (2019) and Singh (2017).

  The reason behind teachers from private managed schools to be more negative than teachers from government managed schools may mean that considering the implied change which brought about by introduction of CCE, they may have felt that the added activities did not commensurate with low salary that they are getting. Thus, as a result of which they are more negative than their counter part.

- The finding that male teachers were more favourable than female teachers was in tune with Patel (2020), Phukan and Sultana (2021), Naidu (2017). On the other hand studies of Pazhanimurugan, Sivakumar and Benjamin (2015), Karjee (2014), Kumar, Kumari and Gaurav (2018), Muthaiyan and Kuralmathi (2020), Singh and Ahmad (2017), Singhal (2012), Lalnunfeli, Malsawmtluanga, Ralte and Lalduhawmi (2018), Singh (2017), Pal and

Mohakud (2016) and Acharya and Mondal (2015) found that female teachers were more positive towards CCE.

- More experienced teachers being more positive towards CCE was in contrast with the findings of Singhal (2012) and Singh (2017) whose finding showed moderate and less experienced teachers were more positive towards CCE.

5.5.3 Discussions on finding related to problems faced by stakeholders

- Majority of headmasters and teachers felt low understanding level of parents regarding the concept of CCE as one of the problems. Parents being ignorant about CCE may be due to the first impression of CCE as 'an evaluation in which there is no failure' or termination of board examination which gave them peace of mind and further led to negligence of their children's studies.

   It may also indicate a little or no co-ordination between the teachers and parents of the students or headmasters and teachers expected too much from parents.

   In his study on the effectiveness of parental involvement and academic achievement among higher primary students, Vamadevappa (2005) found that there was positive significant relationship between parental involvement and academic achievement. In the light of his finding it may be assumed that better understanding of CCE among parents and their involvement may ease successful implementation of CCE.

- Majority of headmasters and teachers found vast and lengthy syllabus as one of the problems. They felt difficult to plan and conduct different activities within the academic year while trying to cover the whole syllabus. Saluja (2016), Kothari and Thomas (2012) and Teacher Education Wing (2020) also found lengthy syllabus and inappropriate textbooks as one of the problems that hindered successful implementation of CCE.

   CCE is school based evaluation, with close observation of the students' conduct assessment must be done. It is good to cover the whole

syllabus within the academic year but at the same time headmasters and teachers need to know text books are one of the teaching learning materials, what is more important is that whether the learning outcomes of each subject is achieved.

- One of the problems that hindered the smooth implementation was lack of external supervision. While carrying out CCE headmasters and teachers expected external supervision. Such supervision has never been conducted at school level. Absence of monitoring/supervision/inspection may be due to limited time or poor funding. However, it is crucial to supervise and monitor at school level, close observation and monitoring may identify loopholes in the implementation of CCE.

- At the onset of the implementation of CCE number of trainings were conducted by SCERT for key resource persons, SSA personnels, principals and teachers of elementary schools in Mizoram. Moreover, implementing agencies like DIETs and BRCs conducted trainings in different schools and at community level. SCERT and DIETs are still conducting subject specific training with a focus on evaluation. However, majority of headmasters and teachers still felt insufficient CCE training as one of the problems. This may indicate defects regarding mode of training as well as gap between theory and application level. United Nations Children's Fund (2016) identified unsatisfactory quality of training while reviewing CCE in six states of India by mentioning that 'the input on practical implementation of CCE in real classroom situations was the weakest part of training.' This may be the case even in Mizoram.

    Saluja (2016), Acharya and Mondal (2015), Kishore (2018), Singhal (2012), Mondal and Mete (2013), Kumar and Kumar (2015), Pazhanimurugan, Sivakumar and Benjamin (2015), Muthaiyan and Kuralmathi (2020) and Panda (2014) mentioned the importance of training for smooth implementation of CCE.

- Majority of the headmasters and teachers disagreed with the practicability of the provision for retest. So also they found difficult to spare time for remedial class. Lalremtluanga (2012) in his study of the problems faced by the teachers in practicing CCE in Lunglei district found that one of the most problem areas in scholastic was remedial and retest due to students' absenteeism. Teacher Education Wing (2020) found in its evaluative study on the implementation of CCE in Mizoram that as for remedial teaching only few primary school teachers (i.e., 6.4%) and middle school teachers (i.e., 7.16%) could give timely and regular remedial teaching.

- The finding that majority of headmasters and teachers agreed with less number of teachers at school level posed a problem was similar with the findings of Mishra and Mallik (2014), Banoo (1999), Roy (2019) and Teacher Education Wing (2020).

- Lack of academic support facilities as one of the problems was agreed by other studies done by Saluja (2016), Singhal (2012), Mondal and Mete (2013), Kumar and Kumar (2015), Pazhanimurugan, Sivakumar and Benjamin (2015), Muthaiyan and Kuralmathi (2020) and Teacher Education Wing (2020).

- At school level, headmasters are assigned to conduct regular supervision and monitoring. Majority of headmasters found difficult to carry out such responsibility. This may be due to lack of complete knowledge of CCE or may be less time for them to conduct regular supervision and monitoring since most of the headmasters were engaged in classroom teaching.

    Favourable implementation of any scheme at school level depends on knowledge, sincerity, regularity and commitment of the head of the school. In his dissertation 'Improvement of quality education with special reference to Continuous and Comprehensive Evaluation' Maj. SS Bawa (1998) rightly concluded that 'to maintain the spirit of the method, a devoted head of

institution to plan and execute the plans is a must, otherwise the spirit behind the policy will evaporate.'

- Majority of parents found their children becoming less interested in their studies. Similar findings were found by Singhal (2012), Herkal (2019) and Pazhanimurugan, Sivakumar & Benjamin (2015).

5.6 RECOMMENDATIONS

From the findings of the present study and other related studies, the following points are recommended for successful implementation of CCE.

1. To execute as per the central idea, it is important for educational authorities to join hands and co-ordinate at every level. In this way, the concept may clearly be understood at each level. Intensive training may be conducted for educational authorities, if necessary.

2. The administrative authority i.e., Directorate of School Education and the academic authority, the nodal department of CCE (SCERT) should make join efforts to give timely training, supervision and inspection. At district level, DEO and DIET may be assigned to make efforts, other functionaries viz., SDEO, BRC and CRC may as well be engaged for the tasks.

   Giving training is not only enough, regular inspection and supervision with keen interest is needed for the successful implementation of CCE.

3. Headmasters and teachers are the most important stakeholders hence they are the ones who need to be well aware of the idea and practice of CCE. For this, a more systematic and practical training to sharpen their evaluation skill is recommended. CCE, without commitment on the part of the practitioners is impossible. For every new system to be implemented successfully, readiness of the practitioners to face challenge, is important.

   It is further suggested that training should be conducted separately for headmasters and subject teachers. To carry out CCE, the responsibility of headmasters and subject teachers is not all the same; headmasters are

assigned separate tasks and each subject teacher has to follow different criteria for assessing students' performance.

4. To enhance quality improvement of trainings, training management system needs be introduced. It may also be made sure that all elementary teachers go through intensive training on CCE.

5. Professional development among headmasters and teachers is the need of the hour. It should also have an effect on their service matter. It is encouraging to learn that NEP 2020 envisaged setting up professional standards for teachers by providing professional development training to all teachers.

6. As CCE is school based evaluation, cooperation among headmasters and teachers is a priority for the successful implementation of CCE. They should plan and organize various teaching learning programmes so that the problem with time management may be done away more or less. A systematic, organised planning is needed for successful execution of CCE.

7. Implementation of CCE has gone through a number of changes during its eleven years of implementation. It is noticed that these changes have been made in accordance with the convenience and understanding of the practitioners i.e., headmasters and teachers who, however are not inclusive of all practitioners and this almost resulted to a deviation from the underlying aim and spirit of CCE. Thus, this can lead to discouragement and confusion for a majority of the practitioners. So, to examine and make changes, if necessary, the nodal department should be given complete authority.

8. Systematic comprehensive assessment of schools may be introduced. Schools should be graded as per their overall performance.

9. Proper infrastructure facilities and teaching materials should also be provided. In the meantime, teachers should be encouraged to plan activities that would be simple, authentic, less expensive, less time consuming yet encouraging. It is very much needed to show a way to utilise what is at hand and make the teachers aware that learners learn better when learning

situations are drawn from their environment and when learning is related to their daily life experiences.

10. Integrated projects may be given where subjects are interlinked. Subject teachers should plan and develop the projects and assess it together.

11. School Management Committee and Parent-teacher association should be made more effective. Assessment of the holistic development of students should not be left alone in the hands of the headmasters and teachers. Community as well as parents may be made aware of such evaluation system.

12. Transfer and posting of teachers need to be rationalised. Schools in urban areas are often crowded with teachers while schools in rural areas are facing problems in implementation of CCE due to shortage of teachers. Proper and reasonable distribution of teachers in the schools must be ensured. Pupil-teacher ratio need to be looked into in terms of number of students in a class; not in terms of total students in the school.

5. 7   SUGGESTION FOR FURTHER STUDIES

The present study was confined to perception of stakeholders at elementary level of education. In the light of the present study, the following suggestions are put forward for further research.

1. An analytical study of the implementation of CCE in Mizoram.
2. Comparative study of private managed schools and government managed schools regarding implementation of CCE may be done.
3. Comparative study of rural and urban elementary schools in regard to implementation of CCE may be done.
4. Comparative study of different states in India with regard to implementation of CCE may be carried out.
5. A detail study on the assessment of co-scholastic area may be done.

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Appendix – i

SAMPLE OF ENTRY TABLE FOR DIFFERENT SUBJECTS AS SHOWN IN SOURCE BOOK ON CCE

For all subjects

Roll No	Name	$1^{st}/2^{nd}/3^{rd}$ entry					
		Unit test-1	Unit test-2	Unit test-3	Unit test-4	Unit test-5	Total
		10	10	10	10	10	50

For language subject

Roll No	Name	$1^{st}/2^{nd}/3^{rd}$ entry									
		Oral skills				Assignment		Activities		Portfolio	Total
		5	5	5	5	5	5	5	5	10	50

For Environmental Studies

Roll No	Name	$1^{st}/2^{nd}/3^{rd}$ entry									
		Project		Field visit/survey		Assignment experiment		Activities		Portfolio	Total
		5	5	5	5	5	5	5	5	10	

For Mathematics

Roll No	Name	$1^{st}/2^{nd}/3^{rd}$ entry						
		Practical application		Activities		Assignment/Project	Portfolio	Total
		2	2	5	5	5	5	10	50
		10	10						

Co-Scholastic (Art/Craft/Work Experience/Health & Physical Education)

Roll No	Name	1st/2nd/3rd entry				
		Project	Independent work 2D	Independent work 3D	Portfolio	Total
		30	30	30	10	100

Appendix – ii

SAMPLE PROGRESS REPORT CARD

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ELEMENTARY SCHOOL BASED PROGRESS REPORT CARD

YEAR_____

NAME OF THE STUDENT: _____

NAME OF SCHOOL: _____

SCHOOL ADDRESS: _____

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PERSONAL RECORD

Name of Pupil: _____ Gender: _____

Date of birth: _____ Class: _____ Section: _____ Roll No: _____

Home Address: _____

Mother's Name: _____ Father's Name: _____

Guardian: _____

Disability: _____

	1st Entry	2nd Entry	3rd Entry
Height			
Weight			
General Health			
Attendance			

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MIZO

Sl. No	Sub No	Items	1st Entry	2nd Entry	3rd Entry
A		Unit tests			
B	B-1 (a)	Oral Skills (a)			
	B-1 (b)	Oral Skills (b)			
	B-2	Assignment/Project			
	B-3	Activities			
	B-4	Portfolio			
		Total of A			
		Total of B			
		Overall Grade			

1st Entry-Teacher's Remark:

_____

2nd Entry-Teacher's Remark:

_____

3rd Entry-Teacher's Remark:

_____

Parent's signature   Teacher's signature

Date _____   Date _____

ENGLISH

Sl. No	Sub No	Items	1st Entry	2nd Entry	3rd Entry
A		Unit tests			
B	B-1 (a)	Oral Skills (a)			
	B-1 (b)	Oral Skills (b)			
	B-2	Assignment/Project			
	B-3	Activities			
	B-4	Portfolio			
		Total of A			
		Total of B			
		Overall Grade			

1st Entry-Teacher's Remark:

_____

2nd Entry-Teacher's Remark:

_____

3rd Entry-Teacher's Remark:

_____

Parent's signature   Teacher's signature

Date _____   Date _____

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MATHEMATICS

Sl. No	Sub No	Items	1st Entry	2nd Entry	3rd Entry
A		Unit tests			
B	B-1 (a)	Practical Application (a)			
	B-1 (b)	Practical Application (b)			
	B-2	Assignment			
	B-3	Activities			
	B-4	Portfolio			
		Total of A			
		Total of B			
		Overall Grade			

1st Entry-Teacher's Remark:

_____

2nd Entry-Teacher's Remark:

_____

3rd Entry-Teacher's Remark:

_____

Parent's signature   Teacher's signature

Date _____   Date _____

ENVIRONMENTAL STUDIES (EVS)

Sl. No	Sub No	Items	1st Entry	2nd Entry	3rd Entry
A		Unit tests			
B	B-1	Projects			
	B-2	Field Visit/Survey			
	B-3	Assignment/Experiment			
	B-4	Activities			
		Portfolio			
		Total of A			
		Total of B			
		Overall Grade			

1st Entry-Teacher's Remark:

_____

2nd Entry-Teacher's Remark:

_____

3rd Entry-Teacher's Remark:

_____

Parent's signature   Teacher's signature

Date _____   Date _____

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CO-SCHOLASTICS

Curricular Area	Specification	1st Entry	2nd Entry	3rd Entry
WE	Projects			
	Independent Work			
	Portfolio			
	Overall Grade			
Health & Physical Education	Projects			
	Independent Work			
	Games & Sports			
	Overall Grade			
Art Education	Projects			
	Independent Work			
	Performing Art			
	Portfolio			
	Overall Grade			
Other if any	Projects			
	Independent Work			
	Portfolio			
	Overall Grade			

1st Entry-Teacher's Remark: _____

2nd Entry-Teacher's Remark: _____

3rd Entry-Teacher's Remark: _____

Parent's signature   Teacher's signature

Date _____   Date _____

SAMPLE REPORT CARD FOR TERM EXAMS – PRIMARY SCHOOL

Sl. No	Subject	Full Mark	Internal		Term Exam	Total
			Activities 20%	Unit Tests 30%	50%	100%
1	Mizo	100				
2	English	100				
3	Hindi	100				
4	Mathematics	100				
5	EVS	100				
6	WE/Art/HE	50				
7	Attendance and Portfolio	Grading				
	Total	550				

SAMPLE REPORT CARD FOR TERM EXAMS – MIDDLE SCHOOL

Sl. No	Subject	Full Mark	Internal		Term Exam	Total
			Activities 20%	Unit Tests 30%	50%	100%
1	Mizo	100				
2	English	100				
3	Hindi	100				
4	Mathematics	100				
5	Science					
6	EVS/SS	100				
7	IT					
8	GK					
9	WE/Art/HE	50				
10	Attendance and Portfolio	Grading				
	Total	750				

FINAL REPORT CARD – PRIMARY SCHOOL

Sl. No	Subject	1st Term	2nd Term	3rd Term	Total
		30%	30%	40%	100%
1	Mizo				
2	English				
3	Hindi				
4	Mathematics				
5	EVS				
6	WE/Art/HE				
7	Attendance and Portfolio (Grades)				
	Total				

FINAL REPORT CARD – MIDDLE SCHOOL

Sl. No	Subject	1st Term	2nd Term	3rd Term	Total
		30%	30%	40%	100%
1	Mizo				
2	English				
3	Hindi				
4	Mathematics				
5	Science				
6	EVS/SS				
7	IT				
8	GK				
9	WE/Art/HE				
10	Attendance and Portfolio (Grades)				

Mean, Standard Deviation and t-value of High and Low Groups on Different Items of Perception on continuous and Comprehensive Evaluation among Headmasters at Elementary level of Education in Mizoram

Item No.	High Group		Low Group		t-value	Significance
	Mean	SD	Mean	SD		
1	2.93	0.96	1.54	0.59	4.61	**
2	2.76	0.92	2.02	0.08	2.99	**
3	2.22	0.95	1.09	0.97	3.11	**
4	2.63	0.48	2.04	0.77	2.43	*
5	2.76	0.47	1.23	0.12	11.8	**
6	2.39	0.61	1.58	.42	4.09	**
7	2.88	0.76	2.01	1.03	2.54	*
8	2.5	0.97	1.46	0.85	3.01	**
9	2.63	0.48	1.94	0.05	5.34	**
10	2.26	0.06	1.09	1.61	7.14	**
11	2.91	0.37	2.05	0.52	5.01	**
12	2.87	0.37	1.39	1.11	4.73	**
13	2.74	1.62	1.03	0.32	3.87	**
14	2.57	0.55	1.52	0.29	6.31	**
15	2.52	0.05	1.15	0.56	9.11	**
16	2.87	0.05	2.07	0.88	3.39	**
17	2.04	1.04	1.31	0.28	2.53	*
18	2.98	0.61	1.58	0.73	5.5	**
19	2.9	0.05	1.21	0.89	7.09	**
20	2.24	0.66	1.5	0.09	4.15	**
21	2.39	0.47	1.7	0.21	5.01	**
22	2.8	0.52	1.2	0.74	6.61	**

23	2.76	0.62	1.11	0.24	9.28	**
24	2.45	0.07	2.03	0.40	3.86	**
25	2.62	0.51	1.57	0.28	6.75	**

* = Significant at.05 Level; ** = Significant at .01 level

Mean, Standard Deviation and t-value of High and Low Groups on Different Items of Perception on continuous and Comprehensive Evaluation among Teachers at Elementary level of Education in Mizoram

Item No	High Group		Low Group		t-value	Significance
	Mean	SD	Mean	SD		
1	2.29	0.15	2.07	0.44	3.47	**
2	2.54	0.62	1.82	0.09	8.44	**
3	2.71	0.05	2.2	0.4	9.29	**
4	2.8	0.34	2.42	0.53	4.43	**
5	2.39	0.6	2.08	0.7	2.47	*
6	1.7	0.6	1.28	0.33	4.5	**
7	2.07	0.45	1.56	0.5	5.57	**
8	2.2	0.57	1.5	0.52	6.66	**
9	1.46	0.94	1.05	0.71	2.55	*
10	2.6	0.41	1.83	0.65	7.36	**
11	2.75	1.68	2.31	0.04	1.92	ns
12	2.57	0.44	1.6	0.49	10.82	**
13	2.7	0.47	2.11	0.58	5.8	**
14	2.6	0.78	2.1	0.48	4	**
15	2.57	1.29	2.04	0.79	2.57	*
16	2.56	0.53	1.8	0.34	8.86	**
17	2.6	0.54	2.26	0.47	3.49	**
18	2.45	0.6	1.87	0.35	6.13	**
19	2.05	0.44	1.74	0.66	2.87	**
20	2.9	0.04	2.32	0.7	6.07	**
21	2.46	0.55	1.86	0.6	5.41	**
22	2.95	0.51	2.12	0.57	7.97	**

23	2.37	0.62	1.88	0.47	4.62	**
24	2.74	1.01	2.2	0.67	3.27	**
25	2.34	0.58	1.9	0.67	3.64	**
26	2.61	0.64	1.7	0.53	8.04	**
27	2.65	1.67	2.01	0.99	2.46	*
28	2.4	0.07	1.8	0.7	6.26	**
29	2.55	0.54	1.91	0.56	6.04	**
30	2.5	0.99	2.24	0.54	1.69	ns
31	2.81	0.63	1.7	0.42	10.77	**
32	2.61	0.09	2	0.63	7.04	**
33	2.83	1.12	2	1.13	3.83	**
34	2.57	0.77	2.14	0.76	2.92	**
35	2.94	1.27	2.3	1.22	2.67	**
36	2.41	1.06	1.4	1.04	4.99	**
37	2.21	0.81	1.89	0.69	2.21	*
38	2.57	1.64	2.2	0.09	1.65	ns
39	2.73	0.5	1.88	0.38	9.94	**
40	1.9	0.37	1.52	0.71	3.48	**

* = Significant at.05 level; ** = Significant at .01 level; ns= Not significant

Mean, Standard Deviation and t-value of High and Low Groups on Different Items of Perception on continuous and Comprehensive Evaluation among Parents at Elementary level of Education in Mizoram

Item No.	High group		Low group		t-value	Significance
	Mean	SD	Mean	SD		
1	2.85	0.79	1.5	1.02	5.43	**
2	2.71	0.82	2.1	1.16	2.23	*
3	2.77	0.7	1.3	0.09	10.82	**
4	2.56	0.82	1.4	0.48	6.34	**
5	2.04	0.94	1	0.08	5.72	**
6	2.7	0.79	2	0.11	4.56	**
7	2.63	0.48	1.5	0.79	6.35	**
8	2.09	1.07	.98	0.46	4.95	**
9	2.76	0.5	2.1	1.03	2.99	**
10	2.92	0.68	1.69	0.59	7.09	**
11	2.57	0.57	1.9	0.09	6.03	**
12	2.64	0.58	1.94	0.51	4.7	**
13	1.87	0.6	1.31	0.51	3.69	**
14	2.48	0.49	1.33	0.6	7.71	**
15	2.57	0.54	1.9	0.44	4.99	**
16	2.71	0.4	1.5	0.72	7.63	**
17	2.61	0.62	1.54	0.7	5.94	**
18	2.66	0.54	1.61	0.62	6.63	**
19	2.43	0.62	1.02	0.52	9.05	**
20	2.84	0.44	2.13	0.37	6.41	**
21	2.79	0.34	1.67	0.56	8.88	**
22	2.46	0.93	2.16	0.57	1.42	ns

Item	High group		Low group		t-value	Significance
No.	Mean	SD	Mean	SD		
23	2.31	0.72	1.7	1.06	2.47	*
24	2.98	0.69	2.24	1.09	2.98	**
25	2.25	1.18	1.67	1.02	1.93	ns
26	2.96	0.93	1.69	1.03	4.75	**
27	1.93	0.52	1.05	0.07	8.71	**

* =

*Significant at.05 Level; ** = Significant at .01 level; n.s.= Not significant*

Split Half Scores for Determining the Reliability Of Perception Scale for Headmasters

Sl.no	Score on A	Score on B	Sl.no	Score on A	Score on B
1	23	21	26	26	25
2	25	26	27	22	21
3	20	23	28	32	33
4	17	19	29	24	20
5	33	34	30	19	21
6	30	33	31	30	31
7	23	22	32	25	25
8	20	22	33	23	24
9	19	22	34	26	25
10	25	20	35	32	29
11	28	31	36	26	25
12	26	23	37	23	24
13	18	21	38	32	29
14	18	19	39	24	25
15	20	23	40	28	31
16	28	32	41	22	23
17	27	25	42	21	20
18	21	19	43	24	25
19	28	27	44	29	27
20	25	27	45	26	24
21	19	17	46	29	25
22	26	24	47	24	25
23	28	32	48	31	33
24	31	33	49	25	28
25	25	21	50	27	29

Split Half Scores for Determining the Reliability Of

Perception Scale for Teachers

Sl.no	Score on A	Score on B	Sl.no	Score on A	Score on B	Sl.no	Score on A	Score on B	Sl.no	Score on A	Score on B
1	18	22	26	20	26	51	33	35	76	30	33
2	34	35	27	30	25	52	29	30	77	32	35
3	35	35	28	23	31	53	31	38	78	34	34
4	34	37	29	19	21	54	28	36	79	24	28
5	27	26	30	17	25	55	22	25	80	34	27
6	34	26	31	23	25	56	28	24	81	32	33
7	40	34	32	25	25	57	31	31	82	29	31
8	20	29	33	28	31	58	22	26	83	25	23
9	22	27	34	25	26	59	16	24	84	20	22
10	23	28	35	27	35	60	31	36	85	23	25
11	32	32	36	32	37	61	40	40	86	33	33
12	27	22	37	18	22	62	33	32	87	27	26
13	33	37	38	30	31	63	31	32	88	36	39
14	29	40	39	32	41	64	32	31	89	34	35
15	26	30	40	31	34	65	28	30	90	30	31
16	32	35	41	39	34	66	33	31	91	22	27
17	36	35	42	30	32	67	32	34	92	19	25
18	34	37	43	34	38	68	39	44	93	24	29
19	24	25	44	20	21	69	41	43	94	33	34
20	34	35	45	26	32	70	23	19	95	30	32
21	15	33	46	32	36	71	32	31	96	17	36
22	38	34	47	32	38	72	29	30	97	37	32
23	41	44	48	31	34	73	32	33	98	40	44
24	34	37	49	23	27	74	35	38	99	35	37
25	35	31	50	29	31	75	30	32	100	38	31

Sl.no	Score on A	Score on B	Sl.no	Score on A	Score on B	Sl.no	Score on A	Score on B	Sl.no	Score on A	Score on B
101	19	22	126	23	26	151	33	32	176	21	23
102	33	31	127	32	35	152	29	27	177	35	37
103	33	35	128	27	31	153	31	34	178	32	29
104	34	36	129	19	21	154	29	33	179	28	29
105	25	26	130	17	22	155	20	23	180	25	28
106	32	26	131	23	25	156	26	28	181	30	32
107	40	38	132	29	25	157	34	37	182	34	36
108	27	29	133	27	31	158	21	25	183	25	24
109	24	27	134	25	24	159	18	22	184	19	23
110	26	28	135	27	34	160	26	30	185	35	37
111	30	32	136	32	34	161	41	43	186	41	43
112	24	22	137	18	21	162	32	34	187	24	21
113	33	35	138	30	31	163	34	37	188	43	45
114	29	31	139	38	41	164	25	28	189	23	25
115	26	30	140	31	33	165	29	32	190	39	41
116	32	35	141	36	34	166	23	26	191	23	26
117	36	34	142	30	32	167	31	33	192	19	24
118	34	38	143	34	37	168	37	39	193	26	28
119	24	25	144	23	21	169	30	31	194	32	35
120	34	35	145	27	30	170	28	27	195	26	24
121	26	33	146	32	35	171	33	31	196	40	35
122	32	34	147	35	38	172	34	32	197	32	35
123	41	42	148	36	34	173	19	21	198	43	46
124	36	37	149	23	25	174	27	25	199	32	38
125	34	32	150	32	31	175	38	42	200	28	30

Split Half Scores for Determining the Reliability Of
Perception Scale for Parents

Sl.no	Score on A	Score on B	Sl.no	Score on A	Score on B
1	22	25	26	22	23
2	19	16	27	27	23
3	23	17	28	32	35
4	20	22	29	27	27
5	21	24	30	31	25
6	20	23	31	27	25
7	23	17	32	30	31
8	21	23	33	25	29
9	24	22	34	31	28
10	24	26	35	32	31
11	28	30	36	25	24
12	23	28	37	24	24
13	23	24	38	32	31
14	20	23	39	32	30
15	26	27	40	29	31
16	27	20	41	28	31
17	24	24	42	32	30
18	22	18	43	19	22
19	25	25	44	24	27
20	30	32	45	24	24
21	28	28	46	30	29
22	28	30	47	23	27
23	29	26	48	22	19
24	27	30	49	23	24
25	24	24	50	30	28

Sl.no	Score on A	Score on B	Sl.no	Score on A	Score on B
51	15	18	76	19	22
52	31	28	77	27	23
53	30	27	78	15	16
54	20	23	79	20	18
55	33	31	80	22	23
56	29	32	81	19	14
57	25	23	82	27	25
58	28	26	83	32	31
59	30	25	84	33	31
60	23	17	85	19	15
61	30	25	86	21	18
62	26	22	87	21	24
63	20	17	88	28	26
64	23	19	89	24	25
65	23	18	90	30	29
66	19	24	91	22	20
67	17	20	92	17	16
68	19	21	93	23	24
69	22	18	94	19	15
70	17	16	95	14	15
71	27	32	96	19	27
72	20	23	97	26	23
73	22	25	98	23	23
74	17	20	99	30	29
75	22	25	100	30	33

Draft Perception Scale of elementary school headmasters on Continuous and Comprehensive Evaluation

Sl. No.	Statements	Agree	Undecided	Disagree
1	All aspects of children's personality can be evaluated through CCE.	( )	( )	( )
2	CCE enables comprehensive assessment of students' abilities.	( )	( )	( )
3	CCE reduces the spirit of competition among students.	( )	( )	( )
4	CCE discourages the habit of students to rote memorization.	( )	( )	( )
5	Under CCE there is a very little time with students to consolidate their learning.	( )	( )	( )
6	CCE puts the child firmly at the centre of teaching-learning process.	( )	( )	( )
7	Under CCE classroom process has been shifted from teaching to learning.	( )	( )	( )
8	CCE causes indiscipline among students.	( )	( )	( )
9	CCE uses assessment as a means of motivating learners to provide feedback.	( )	( )	( )
10	Non-retention under CCE is the right process of evaluation.	( )	( )	( )
11	With CCE, the gap in available resources among schools will lead to gaps in students' achievement.	( )	( )	( )
12	Teachers are not ready to handle the many activities required to be taken up in CCE.	( )	( )	( )
13	Not to declare students as fail under CCE process is right and accurate.	( )	( )	( )

14	Teachers are more committed to their profession after implementation of CCE.	( )	( )	( )
15	Teachers are more acquainted to examination system.	( )	( )	( )
16	Teachers are more engaged and active in their teaching under CCE.	( )	( )	( )
17	The grades of students are influenced by the subjectivity of the teachers.	( )	( )	( )
18	Grading student's potential in other areas besides academic performance is the right method of assessing a child's capabilities.	( )	( )	( )
19	Responsibility/duty of headmasters is greatly increased with the implementation of CCE.	( )	( )	( )
20	Successful implementation of CCE becomes a problem due to lack of proper training.	( )	( )	( )
21	Teachers tend to neglect classroom teaching because of increased activities introduced by CCE.	( )	( )	( )
22	CCE makes headmasters more active in classroom supervision.	( )	( )	( )
23	Conducting frequent meetings of headmaster and teachers which is a pre-requisite of successful implementation of CCE is very difficult.	( )	( )	( )
24	CCE results in developing cordial and close relationship among students and teachers.	( )	( )	( )
25	CCE is a very complicated process.	( )	( )	( )

Draft Perception Scale of elementary school teachers on Continuous and Comprehensive Evaluation

Sl. No.	Statements	Agree	Undecided	Disagree
1	All aspects of children's personality can be evaluated through CCE.	( )	( )	( )
2	CCE discourages the habit of students to rote memorization.	( )	( )	( )
3	CCE reduces the spirit of competition among students.	( )	( )	( )
4	CCE is helpful in identifying the hidden talents of students.	( )	( )	( )
5	CCE makes students become more interested in the environmental issues.	( )	( )	( )
6	Children have lost interest in studies due to introduction of CCE.	( )	( )	( )
7	CCE puts the child firmly at the centre Of teaching-learning process.	( )	( )	( )
8	Under CCE classroom process has been Shifted from teaching to learning.	( )	( )	( )
9	CCE causes indiscipline among students.	( )	( )	( )
10	CCE develops interest among students towards co-curricular activities.	( )	( )	( )
11	Students can overcome their weaknesses through CCE.	( )	( )	( )
12	Under CCE there is a very little time with students to consolidate their learning.	( )	( )	( )
13	CCE enables comprehensive assessment of students' abilities.	( )	( )	( )

14	Non-retention under CCE is the right process of evaluation.	( )	( )	( )
15	Students become lazy in their studies with the introduction of CCE.	( )	( )	( )
16	CCE makes students become more interested in health issues than before.	( )	( )	( )
17	CCE makes students inactive in their studies.	( )	( )	( )
18	Students enjoy schools with the introduction of CCE.	( )	( )	( )
19	Students can overcome their weakness through CCE.	( )	( )	( )
20	Education becomes more expensive with CCE.	( )	( )	( )
21	CCE results in developing cordial and close relationship among students and teachers.	( )	( )	( )
22	CCE facilitates situation based learning.	( )	( )	( )
23	CCE does not imply to non failure in the examination, it rather prepares students not to fail in their studies.	( )	( )	( )
24	Examination oriented assessment is better than Continuous and Comprehensive Evaluation to evaluate the progress of the students.	( )	( )	( )
25	CCE motivates the students to learn more.	( )	( )	( )
26	Grading student's potential in other areas besides academic performance is the right method of assessing a child's capabilities.	( )	( )	( )
27	Students give more importance to attendance than learning under CCE.	( )	( )	( )
28	Introduction of CCE was premature as it was done without proper training/awareness.	( )	( )	( )

29	CCE uses assessment as a means of motivating learners to provide feedback.	( )	( )	( )
30	CCE uses assessment as a means of follow up work.	( )	( )	( )
31	Rank is better than grades to notify the examination result.	( )	( )	( )
32	It is easy to become lazy because of the introduction of CCE.	( )	( )	( )
33	Not to declare students as fail in scholastic aspects under CCE process is not right and accurate.	( )	( )	( )
34	Promotion of every child under CCE, to the next grade at the end of an academic year leads to overestimation of the potential of below average students.	( )	( )	( )
35	It is difficult to evaluate co-scholastic characteristics of the students.	( )	( )	( )
36	CCE helps parents to understand the progress of their child at regular and frequent intervals.	( )	( )	( )
37	Teachers have become more committed to their profession with the introduction of CCE.	( )	( )	( )
38	There is more tension among parents as they have to constantly keep up with the requirement of the school for CCE.	( )	( )	( )
39	CCE makes parents more interested in their children's progress in different areas.	( )	( )	( )
40	CCE is a very complicated process.	( )	( )	( )

Draft Perception Scale of parents of elementary school students on Continuous and Comprehensive Evaluation

Sl. No.	Statements		Agree	Undecided	Disagree
1	All aspects of children's personality can be evaluated through CCE.		( )	( )	( )
2	CCE reduces the spirit of competition among students.		( )	( )	( )
3	CCE discourages the habit of students to rote memorization.		( )	( )	( )
4	CCE causes indiscipline among students.		( )	( )	( )
5	CCE is helpful in identifying the hidden talents of students.		( )	( )	( )
6	Under CCE there is a very little time with students to consolidate their learning.		( )	( )	( )
7	Non-retention under CCE is the right process of evaluation.		( )	( )	( )
8	Children have lost interest in studies due to introduction of CCE.		( )	( )	( )
9	CCE makes students become more interested in the environmental issues.		( )	( )	( )
10	Students become lazy in their studies with the introduction of CCE.		( )	( )	( )
11	CCE makes parents more interested in their children's progress in different areas.		( )	( )	( )
12	It is burdensome for parents to cope with various activities/projects assigned to their children.		( )	( )	( )

13	CCE makes students more active in their studies.	( )	( )	( )
14	The system of evaluation using CCE is very difficult to comprehend for parents.	( )	( )	( )
15	CCE encourage self-learning among students.	( )	( )	( )
16	Students give more importance to attendance than learning under CCE.	( )	( )	( )
17	CCE makes students become more interested in health issues than before.	( )	( )	( )
18	Teachers become less committed after implementation of CCE.	( )	( )	( )
19	Students enjoy schools with the introduction of CCE.	( )	( )	( )
20	Rank is better than grades to notify the examination result.	( )	( )	( )
21	CCE helps parents to understand the progress of their child at regular and frequent intervals.	( )	( )	( )
22	Students can overcome their weaknesses through CCE.	( )	( )	( )
23	There is comprehensive improvement among students under CCE.	( )	( )	( )
24	The grades of students are influenced by the subjectivity of the teachers.	( )	( )	( )
25	Not to declare students as fail in scholastic aspects under CCE process is right and accurate.	( )	( )	( )
26	The use of grading is not fair for bright students.	( )	( )	( )

27   Examination oriented assessment is better
        than Continuous and Comprehensive
        Evaluation to evaluate the progress of
        the students.   ( )   ( )   ( )

PERCEPTIONS OF ELEMENTARY SCHOOL HEADMASTERS ON CONTINUOUS AND COMPREHENSIVE EVALUATION

By Prof. Lalbiakdiki Hnamte & Lalhruaitluangi

Please provide the following information accurately:

Name: ....

Gender: Male ( )   Female ( )

Area: Urban ( )   Rural ( )

Management of School: Government ( )   Private ( )

Name of the School: ....

INSTRUCTIONS

Perception scale attached herewith is meant to find out the perception of headmasters at elementary level of education on Continuous and Comprehensive Evaluation. There are 25 statements in this scale, please indicate your level of agreement or disagreement by ticking any of the 3 responses (viz., Agree, Undecided and Disagree) provided at the end of each of the statements. Your responses will be used for research purpose only and will be kept strictly confidential. I request you to give your true feelings in expressing your perception.

I. PERCEPTIONS OF ELEMENTARY SCHOOL HEADMASTERS ON CONTINUOUS AND COMPREHENSIVE EVALUATION

Sl. No.	Statements	Agree	Undecided	Disagree
1	All aspects of children's personality can be evaluated through CCE.	( )	( )	( )
2	CCE enables comprehensive assessment of students' abilities.	( )	( )	( )
3	CCE reduces the spirit of competition among students.	( )	( )	( )
4	CCE discourages the habit of students to rote memorization.	( )	( )	( )
5	Under CCE there is a very little time with students to consolidate their learning.	( )	( )	( )
6	CCE puts the child firmly at the centre of teaching-learning process.	( )	( )	( )
7	Under CCE classroom process has been shifted from teaching to learning.	( )	( )	( )
8	CCE causes indiscipline among students.	( )	( )	( )
9	CCE uses assessment as a means of motivating learners to provide feedback.	( )	( )	( )
10	Non-retention under CCE is the right process of evaluation.	( )	( )	( )
11	With CCE, the gap in available resources among schools will lead to gaps in students' achievement.	( )	( )	( )
12	Teachers are not ready to handle the many activities required to be taken up in CCE.	( )	( )	( )
13	Not to declare students as fail under CCE process is right and accurate.	( )	( )	( )

14	Teachers are more committed to their profession after implementation of CCE.	( )	( )	( )
15	Teachers are more acquainted to examination system.	( )	( )	( )
16	Teachers are more engaged and active in their teaching under CCE.	( )	( )	( )
17	The grades of students are influenced by the subjectivity of the teachers.	( )	( )	( )
18	Grading student's potential in other areas besides academic performance is the right method of assessing a child's capabilities.	( )	( )	( )
19	Responsibility/duty of headmasters is greatly increased with the implementation of CCE.	( )	( )	( )
20	Successful implementation of CCE becomes a problem due to lack of proper training.	( )	( )	( )
21	Teachers tend to neglect classroom teaching because of increased activities introduced by CCE.	( )	( )	( )
22	CCE makes headmasters more active in classroom supervision.	( )	( )	( )
23	Conducting frequent meetings of headmaster and teachers which is a pre-requisite of successful implementation of CCE is very difficult.	( )	( )	( )
24	CCE results in developing cordial and close relationship among students and teachers.	( )	( )	( )
25	CCE is a very complicated process.	( )	( )	( )

II. PROBLEMS FACED BY HEADMASTERS WITH THE IMPLEMENTATION OF CCE

Sl.no	Items	Agree	Disagree
1	Insufficient CCE training.	( )	( )
2	Non availability of required number of teachers.	( )	( )
3	Vast syllabus.	( )	( )
4	No time to do different activities if we have to cover the whole syllabus.	( )	( )
5	Lack of academic support facilities.	( )	( )
6	Lack of external supervision.	( )	( )
7	The provision for retest is not practical.	( )	( )
8	Grading and marking system.	( )	( )
8	Lack of knowledge to use different tools and techniques for assessment.	( )	( )
9	It is difficult to plan and conduct different activities within the academic year.	( )	( )
10	Low understanding level of parents regarding the concept of CCE.	( )	( )
12	There is no time for remedial class.	( )	( )
13	Provision for 'star mark' makes students less serious about test.	( )	( )
14	It is difficult to assess both scholastic and co-scholastic progress of students through-out the year.	( )	( )
15	Lack of complete knowledge among teachers.	( )	( )
16	Supervision and monitoring at school level is difficult.	( )	( )

PERCEPTIONS OF ELEMENTARY SCHOOL TEACHERS ON CONTINUOUS AND COMPREHENSIVE EVALUATION

By Prof. Lalbiakdiki Hnamte & Lalhruaitluangi

Please provide the following information accurately:

Name: ....

Gender: Male ( )   Female ( )

Area: Urban ( )   Rural ( )

Management of School: Government ( )   Private ( )

Name of the School: ....

Teaching experience (in year): ....

INSTRUCTIONS

Perception scale attached herewith is meant to find out the perception of teachers at elementary level of education on Continuous and Comprehensive Evaluation. There are 37 statements in this scale, please indicate your level of agreement or disagreement by ticking any of the 3 responses (viz., Agree, Undecided and Disagree) provided at the end of each of the statements. Your responses will be used for research purpose only and will be kept strictly confidential. I request you to give your true feelings in expressing your perception.

I. PERCEPTIONS OF ELEMENTARY SCHOOL TEACHERS ON CONTINUOUS AND COMPREHENSIVE EVALUATION

Sl. No.	Statements	Agree	Undecided	Disagree
1	All aspects of children's personality can be evaluated through CCE.	( )	( )	( )
2	CCE discorages the habit of students to rote memorization.	( )	( )	( )
3	CCE reduces the spirit of competition among students.	( )	( )	( )
4	CCE is helpful in identifying the hidden talents of students.	( )	( )	( )
5	CCE makes students become more interested in the environmental issues.	( )	( )	( )
6	Children have lost interest in studies due to introduction of CCE.	( )	( )	( )
7	CCE puts the child firmly at the centre Of teaching-learning process.	( )	( )	( )
8	Under CCE classroom process has been Shifted from teaching to learning.	( )	( )	( )
9	CCE causes indiscipline among students.	( )	( )	( )
10	CCE develops interest among students towards co-curricular activities.	( )	( )	( )
11	Students can overcome their weaknesses through CCE.	( )	( )	( )
12	Under CCE there is a very little time with students to consolidate their learning.	( )	( )	( )
13	CCE enables comprehensive assessment of students' abilities.	( )	( )	( )
14	Non-retention under CCE is the right process of evaluation.	( )	( )	( )

15	Students become lazy in their studies with the introduction of CCE.	( )	( )	( )
16	CCE makes students become more interested in health issues than before.	( )	( )	( )
17	CCE makes students inactive in their studies.	( )	( )	( )
18	Students enjoy schools with the introduction of CCE.	( )	( )	( )
19	Education becomes more expensive with CCE.	( )	( )	( )
20	CCE results in developing cordial and close relationship among students and teachers.	( )	( )	( )
21	CCE facilitates situation based learning.	( )	( )	( )
22	CCE does not imply to non failure in the examination, it rather prepares students not to fail in their studies.	( )	( )	( )
23	Examination oriented assessment is better than Continuous and Comprehensive Evaluation to evaluate the progress of the students.	( )	( )	( )
24	CCE motivates the students to learn more.	( )	( )	( )
25	Grading student's potential in other areas besides academic performance is the right method of assessing a child's capabilities.	( )	( )	( )
26	Students give more importance to attendance than learning under CCE.	( )	( )	( )
27	Introduction of CCE was premature as it was done without proper training/awareness.	( )	( )	( )
28	CCE uses assessment as a means of motivating learners to provide feedback.	( )	( )	( )
29	Rank is better than grades to notify the examination result.	( )	( )	( )

30	It is easy to become lazy because of the introduction of CCE.	( )	( )	( )
31	Not to declare students as fail in scholastic aspects under CCE process is not right and accurate.	( )	( )	( )
32	Promotion of every child under CCE, to the next grade at the end of an academic year leads to overestimation of the potential of below average students.	( )	( )	( )
33	It is difficult to evaluate co-scholastic characteristics of the students.	( )	( )	( )
34	CCE helps parents to understand the progress of their child at regular and frequent intervals.	( )	( )	( )
35	Teachers have become more committed to their profession with the introduction of CCE.	( )	( )	( )
36	CCE makes parents more interested in their children's progress in different areas.	( )	( )	( )
37	CCE is a very complicated process.	( )	( )	( )

II. PROBLEMS FACED BY TEACHERS WITH THE IMPLEMENTATION OF CCE

Sl.no	Items	Agree	Disagree
1	Insufficient CCE training.	( )	( )
2	Non availability of required number of teachers.	( )	( )
3	Vast syllabus	( )	( )
4	No time to do different activities if we have to cover the whole syllabus.	( )	( )
5	Lack of academic support facilities.	( )	( )
6	Lack of external supervision.	( )	( )
7	The provision for retest is not practical.	( )	( )
9	Grading and marking system.	( )	( )
10	Lack of knowledge to use different tools and techniques for assessment.	( )	( )
11	It is difficult to plan and conduct different activities within the academic year.	( )	( )
12	Low understanding level of parents regarding the concept of CCE.	( )	( )
12	There is no time for remedial class.	( )	( )
13	Provision for 'star mark' makes students less serious about test.	( )	( )
14	It is difficult to assess both scholastic and co-scholastic progress of students through-out the year.	( )	( )

Appendix – xvi

PERCEPTIONS OF PARENTS OF ELEMENTARY SCHOOL STUDENTS ON CONTINUOUS AND COMPREHENSIVE EVALUATION

By Prof. Lalbiakdiki Hnamte & Lalhruaitluangi

Please provide the following information accurately:

Name: ....

Gender: Male ( ) Female ( )

Area: Urban ( ) Rural ( )

Educational Qualification: Below HSLC ( )

HSLC ( )

HSSLC ( )

Graduate ( )

Post Graduate ( )

Any other …………….

Name of school where son/daughter attended:………………………………..

INSTRUCTIONS

Perception scale attached herewith is meant to find out the perception of parents of students at elementary level of education on Continuous and Comprehensive Evaluation. There are 25 statements in this scale, please indicate your level of agreement or disagreement by ticking any of the 3 responses (viz., Agree, Undecided and Disagree) provided at the end of each of the statements. Your responses will be used for research purpose only and will be kept strictly confidential. I request you to give your true feelings in expressing your perception.

I. PERCEPTIONS OF PARENTS ON CONTINUOUS AND COMPREHENSIVE EVALUATION

Sl. No.	Statements	Agree	Undecided	Disagree
1	All aspects of children's personality can be evaluated through CCE.	( )	( )	( )
2	CCE reduces the spirit of competition among students.	( )	( )	( )
3	CCE discourages the habit of students to rote memorization.	( )	( )	( )
4	CCE causes indiscipline among students.	( )	( )	( )
5	CCE is helpful in identifying the hidden talents of students.	( )	( )	( )
6.	Under CCE there is a very little time with students to consolidate their learning.	( )	( )	( )
7	Non-retention under CCE is the right process of evaluation.	( )	( )	( )
8	Children have lost interest in studies due to introduction of CCE.	( )	( )	( )
9	CCE makes students become more interested in the environmental issues.	( )	( )	( )
11	Students become lazy in their studies with the introduction of CCE.	( )	( )	( )
11	CCE makes parents more interested in their children's progress in different areas.	( )	( )	( )
12	It is burdensome for parents to cope with various activities/projects assigned to their children.	( )	( )	( )
13	CCE makes students more active in their studies.	( )	( )	( )

14	The system of evaluation using CCE is very difficult to comprehend for parents.	( )	( )	( )
15	CCE encourage self-learning among students.	( )	( )	( )
16	Students give more importance to attendance than learning under CCE.	( )	( )	( )
17	CCE makes students become more interested in health issues than before.	( )	( )	( )
18	Teachers become less committed after implementation of CCE.	( )	( )	( )
19	Students enjoy schools with the introduction of CCE.	( )	( )	( )
20	Rank is better than grades to notify the examination result.	( )	( )	( )
21	CCE helps parents to understand the progress of their child at regular and frequent intervals.	( )	( )	( )
22	There is comprehensive improvement among students under CCE.	( )	( )	( )
23	The grades of students are influenced by the subjectivity of the teachers.	( )	( )	( )
24	The use of grading is not fair for bright students.	( )	( )	( )
25	Examination oriented assessment is better than Continuous and Comprehensive Evaluation to evaluate the progress of the students.	( )	( )	( )

II. PROBLEMS FACED BY PARENTS WITH THE IMPLEMENTATION OF CCE

Sl.no	Items	Agree	Disagree
1	Due to implementation of CCE, children become less disciplined at home.	( )	( )
2	It is difficult to cope with various activities/projects given to their children.	( )	( )
3	Children become less interested in their studies.	( )	( )
4	It is difficult for parents to meet various needs viz., learning materials necessitated by CCE.	( )	( )

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İlköğretim
Online

Perception Of Headmasters On Continuous And Comprehensive Evaluation At Elementary Level Of Education In Mizoram

Lalhruaitluangi, Lalbiakdiki Hnamte.

Abstract

The present study attempted to find out the level of perception of headmasters at elementary level of education in Mizoram. The total number of selected headmasters for sample was 80; taking 20 each from all the selected districts. The study found that majority (52.5%) of headmasters had neutral perception on Continuous and Comprehensive Evaluation. Headmasters from rural area, private managed schools, primary level of education as well as female headmasters were more positive in their perception on CCE comparing to their counterparts.

Key words: Comprehensive , Evaluation , Level , Education , Mizoram

Perception Of Headmasters On Continuous And Comprehensive Evaluation At Elementary Level Of Education In Mizoram

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Abstract: The present study attempted to find out the level of perception of headmasters at elementary level of education in Mizoram. The total number of selected headmasters for sample was 80; taking 20 each from all the selected districts. The study found that majority (52.5%) of headmasters had neutral perception on Continuous and Comprehensive Evaluation. Headmasters from rural area, private managed schools, primary level of education as well as female headmasters were more positive in their perception on CCE comparing to their counterparts.

Introduction:

The educational system has gone through many changes and has been shaped by a growing concern for improving the quality of achievement of all learners. Various Commissions and Committees felt the need for examination reforms. The Hunter Commission (1882), Calcutta University Commission or Saddler Commission (1917- 1919), Hartog Committee Report (1929), the Report of Central Advisory Board/ Sargeant Plan (1944), Secondary Education Commission/ Mudaliar Commission (1952- 1953) made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation.

On 27th August, 2009, Government of India adopted a new Act called "right to free and compulsory education for children between 6- 14 years of age". This law came into force for the entire country with effect from 1st April, 2010. It states that students up to std. VIII should not be made to appear for any Board examination; from the year 2010-2011 a scheme of continuous and comprehensive evaluation to be implemented from std. I to VIII.

Continuous and Comprehensive Evaluation refers to a system of school-based evaluation of students that covers all aspects of student's development. It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other.

Rationale:

The introduction of Continuous and Comprehensive Evaluation at elementary level of education brought about many changes in the evaluation system of the school. Headmasters and teachers started handling new system of evaluation that superseded the examination system which had been the stronghold of evaluation. The new evaluation system insists to employ new tools and techniques to assess the progress of scholastic and co-scholastic areas of the students.

As it brings new system of evaluation which is to be carried out at school level, Continuous and Comprehensive Evaluation brings more responsibility to both headmasters and teachers. Successful implementation of such scheme largely depends on the willingness and sincerity of the practitioners. The present study tries to find out how the headmasters perceived the new scheme as it determines to carry out the underlying value of the scheme.

Review of related studies:

In her study 'Attitude towards new evaluation system', Jaiswal (2005) found that there was a significant difference between para teachers and teachers with respect to their attitude towards this system. A remarkable difference had also been seen in the attitude of male and female teachers. While conducting research the researcher had noticed some facts which were obstacles in the successful execution of the system. The finding revealed that the para teachers had less positive attitude toward this system. She also found that those who had negative attitude were totally unaware of the procedure of the system.

Singh and Singh (2012) studied about 'Attitude of school teachers towards Continuous and Comprehensive Evaluation: role of gender', they broke up into six dimensions namely teachers' role in CCE; formative and summative; students' status; quality control in CCE; feasibility of CCE; grading system; and assessment and record keeping in CCE. They found that female teachers had favourable attitude in all six dimensions namely teacher's role in CCE, formative and summative evaluation, students' status, quality control in CCE, feasibility of CCE, grading system, and assessment and record keeping in CCE. Both male and female had unfavourable attitude towards dimensions like teacher's role in CCE and feasibility of CCE.

In her study entitled 'Continuous and Comprehensive Evaluation – A study of teachers' perception', Singhal (2012) found that government school teachers had moderate acceptability of CCE. Most of the teachers were still unaware of the concept of CCE. There was no significant difference between male and female teachers perception of CCE. No significant difference was found in the perception towards CCE among primary and secondary government school teachers. There was no significant difference between graduate and post-graduate teachers perception of CCE. There was a significant difference in teachers' perception of CCE among moderate and highly experienced teachers.

Kaut and Kaur (2013) studied on 'Perception and attitude of teachers from rural and urban background towards CCE at secondary level' and found significant difference between

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Comprehensive Evaluation At Elementary Level Of Education In Mizoram

teachers from rural and urban background in their attitude towards CCE, rural school teachers perceived CCE in a better way.

Objective of the study:

1. To study the perception of headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.
2. To compare elementary school headmasters from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation.
3. To study the difference of elementary school headmasters from government and private schools in Mizoram on their perception of Continuous and Comprehensive Evaluation.
4. To find out the difference between the perception of male and female headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.
5. To compare middle school and primary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

Hypotheses:

1. Elementary school headmasters from rural and urban areas in Mizoram differ significantly in their perception on Continuous and Comprehensive Evaluation.
2. Elementary school headmasters from government schools and private schools in Mizoram differ significantly in their perception on Continuous and Comprehensive Evaluation.
3. There is a significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.
4. There is a significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation.

The above hypotheses were converted into null hypotheses for the purpose of testing as follows:-

1. There is no significant difference between the perception of elementary school headmasters from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.
2. There is no significant difference between the perception of elementary school headmasters from government and private schools in Mizoram on Continuous and Comprehensive Evaluation.
3. There is no significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

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4. There is no significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation.

Population and Sample

Population of the study consists of all headmasters of elementary schools in Mizoram.

Out of the eight (8) districts of Mizoram, four (4) districts were selected randomly. 80 elementary schools were selected as sample taking 20 each from all the selected districts. Thus, sample of the study consists of all the headmasters from sample schools.

Tool used:

To measure the perception of headmasters on CCE a perception scale was developed. Content validity of the scale was established by obtaining the opinions of experts.

For reliability of the test, the split-half reliability was calculated and was found to be 0.85

Findings:

(a)   Perception of headmasters on CCE

Table 1: Level of perception of headmasters on CCE

Sl.no	Level of Perception	No. of headmasters	Percent
1	Positive	20	25
2	Neutral	42	52.5
3	Negative	18	22.5

Analysis of data given in Table No.1 shows that 20 (25%) headmasters at elementary level of education had positive perception on Continuous and Comprehensive Evaluation while 42 (52.5%) were neutral in their perception on Continuous and Comprehensive Evaluation. Out of 80 headmasters 18 (22.5%) fell under negative level of perception.

(b)   **Significance of difference between perception of headmasters from rural and urban areas**

Table 2: Comparative analysis of headmasters from rural and urban areas on CCE

Variables	N	Mean	SD	SED	t-value	Level of significance
Rural	40	47.925	8.56	1.9	2.89	0.01

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Urban	40	42.45	8.47			

A perusal of data vide Table 2 indicates that headmasters from rural and urban areas differed significantly in their perception on CCE. Headmasters from rural areas are more positive towards CCE than their urban counterpart.

(c)   Significance of difference between headmasters from government schools and private schools

Table 3: Comparative analysis of headmasters from government schools and private schools on CCE

Variables	N	Mean	SD	SED	t-value	Level of significance
Government	40	45.075	9.17	2	0.11	Not significant
Private	40	45.3	8.74			

As per Table 3, headmasters from government schools and private schools do not differ significantly in their perception on CCE. The observed difference is in favour of headmasters from private schools.

(d)   Significance of difference between male and female headmasters on CCE

Table 4: Comparative analysis of perception of male and female headmasters on CCE
Analysis of table 4 shows that there is no significant difference between the

Variables	N	Mean	SD	SED	t-value	Level of significance
Male	56	43.96	8.61	2.18	1.85	Not Significant
Female	24	48	9.09			

perception of male and female headmasters on CCE. The observed difference is in favour of female teachers.

(e)   Significance of difference between middle and primary school headmasters on CCE

Table 5: Comparative analysis of perception of middle and primary school headmasters on CCE

Variables	N	Mean	SD	SED	t-value	Level of significance
Middle	40	44.65	5.65	1.62	0.65	Not Significant
Primary	40	45.725	8.58			

Table 5 indicates that middle and primary school headmasters do not differ significantly in their perception on CCE. However, the observed difference is in favour of primary school headmasters.

Discussion and Conclusion

The finding that majority of headmasters have neutral perception on CCE may indicate that headmasters were not given proper training on the concept, needs and benefits of CCE which can be the reason for their neutral perception. It may also indicate that headmasters who serve a number of years may feel comfortable with the conventional system of evaluation i.e., examination and are not fully ready to adopt new system of evaluation; Headmasters from rural and urban areas differed significantly in their perception on CCE. Headmasters from rural areas are more positive in their perception. Similar finding was made by Kaut and Kaur (2013) in their study on 'Perception and attitude of teachers from rural and urban background towards CCE at secondary level'. They found significant difference between teachers from rural and urban background in their attitude towards CCE, rural school teachers perceived CCE in a better way.

The present study found no significant difference between the perception of male and female headmasters on CCE. Though the observed difference is in favour of female teachers. The finding that female teachers are more favourable was in tune with the findings of Singh and Singh (2012). In their studies on the attitude of students towards CCE, Sivakumar, Pazhanimurugan and Benjamin (2013) found that female students are more favourable than their male counterparts.

Education, in all its spheres has been going through many changes. Evaluation, as it one of the main components has been wholly concentrated on examination system. The defects of examination system ultimately brought Continuous and Comprehensive Evaluation which further requires new practices. In his dissertation 'Improvement of quality education with special reference to Continuous and Comprehensive Evaluation' Bawa (1988) concluded that 'To maintain the spirit of the method a devoted head of institution to plan and execute the plans is a must, otherwise the spirit behind the policy will evaporate. CCE can help achieve great wonders, but it will be the executor of this plan which matters as much if not the more to achieve wonders as the plan or device itself.'

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ABSTRACT

**PERCEPTIONS OF STAKEHOLDERS ON
CONTINUOUS AND COMPREHENSIVE EVALUATION
AT ELEMENTARY LEVEL OF EDUCATION IN MIZORAM**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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PERCEPTIONS OF STAKEHOLDERS

ON CONTINUOUS AND COMPREHENSIVE EVALUATION

AT ELEMENTARY LEVEL OF EDUCATION IN MIZORAM

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Submitted

In partial fulfillment of the requirement of the Degree of Doctor of Philosophy in

Education of Mizoram University, Aizawl

PERCEPTIONS OF STAKEHOLDERS ON
CONTINUOUS AND COMPREHENSIVE EVALUATION AT
ELEMENTARY LEVEL OF EDUCATION IN MIZORAM

CONCEPTUAL FRAMEWORK

Introduction

Education is a lifelong process with an aim of developing a person's physical, mental, emotional, social, moral, and spiritual components of life. The individual's ability to influence his surroundings and realize his potential depends on the development of all those capacities. It is a tool for the formation of a personality that is balanced and harmonious throughout. It is clearly obvious that the underlying aim of education lies on 'the making of a wholesome person, accountable to himself and to the society.'

The aim of education is to provide people with the skills, necessary to lead fulfilling lives. The aim of education has contained manifold aspects and directs the whole educational system. Various educational programmes have been planned in order that those aims are achieved. It is undoubtedly crucial that not only the aim should be achieved but there should also be proper processes as well as tools to be used in order to assess and evaluate whether the aims are being achieved.

Evaluation and Assessment in Teaching-Learning Process

Evaluation and assessment are often used interchangeably, as a matter of fact they are distinctive and different. National Curriculum Framework 2000 defined evaluation as 'systematic process of collecting, analyzing and interpreting evidence of a student's progress and achievement both in cognitive and non-cognitive areas of learning to take a variety of decisions. Evaluation thus involves gathering and processing information and decision making.'

The NCERT has given three elements for accomplishing the evaluation cycle:

- To what extent we have obtained our aims?

- How effective the classroom instructions are?

- How effectively the educational aims are fulfilled?

The main purpose of evaluation in teaching learning process is to bring about improvement in classroom instructions, methods and techniques, curriculum, guidance and counseling as well as an advancement of the educational goals.

Assessment, on the other hand, as defined by the Glossary of Education Reforms refers 'to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.'

Assessment enables teachers to adapt their lesson plans based on pertinent data about students' interests, aptitudes, and learning progress, with ongoing input from students which further helps to promote learning. It aims to achieve the objective of giving students the knowledge and skills they need to progress along the path of selfawareness and learning.

Examination and Evaluation

Examination is defined as 'a test to show the knowledge and ability of a student', 'a formal test that students take in order to show their knowledge about the particular subject often done in written or oral form.'

There are some fundamental differences between examination and evaluation. While examination tests only scholastic achievement; evaluation enables to assess the realisation of the objectives of knowledge, understanding, skill, application, comprehension, expression, interest, attitude and appreciation. Examination is not a continuous process; it comes at the end of teaching, whereas evaluation is a continuous process for it is there in the beginning, during teaching-learning process and at the end

of teaching task. With regard to tools used, examination tools are quantitative while tools of evaluation are quantitative as well as qualitative.

Examination Reforms in India

The examination system in India which remained unchanged for so many years failed to measure the extent of the all-round development. The examination system was criticized on the ground of its low validity, test of cramming, limited evaluation, coverage of selected curriculum, lower reliability, lack of definite aim, adversely affecting the physical and mental health of students and the like. Though indispensable, examination being the only tool to determine the effectiveness of teaching-learning processes, their internalisation by learners was quite inadequate.

The educational system in India went through many changes and had been shaped by a growing concern for improving the quality of learning and achievement of all learners. Various commissions and committees felt the need for examination reforms at various levels of education.

Consequently, on 27th August, 2009, Government of India adopted a new act "The Right of Children to Free and Compulsory Education (RTE) Act, 2009." This law came into force for the entire country with effect from 1st April, 2010. It brought forward comprehensive and continuous evaluation for child's understanding of knowledge and his or her ability.

Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation is a system of evaluation which differs from the conventional practice of evaluation called 'examination'. It is a developmental process of assessment which focuses on continuity of evaluation and assessment of learning outcomes in a comprehensive manner.

The 'continuous' aspect of evaluation implies regularity in assessment. The growth and developmental aspects of an individual is gradual and continuous. Therefore, educational assessment and evaluation has to be continuous, taking into

accounts all the developmental aspects of the individual. The teaching-learning process should be completely integrated with assessment and evaluation.

'Comprehensive evaluation' on the other hand, is based on the underlying aim of education – 'an all-round development of the child'. The purpose of assessment and evaluation should be to optimize the potential of the learner in every aspect. An individual develops in a number of ways. A report to UNESCO by International Commission on Education for 21st century acknowledged four planes of living of human individuals; namely, physical, intellectual, mental and spiritual. Therefore, educational assessment and evaluation should cover all aspects of students' development.

Thus, Continuous and Comprehensive Evaluation is a continuous process of assessment which takes into account holistic profile of the students. The assessment process covers both scholastic and co-scholastic area of development through regular basis.

Objectives of Continuous and Comprehensive Evaluation

1. To develop cognitive, psychomotor and affective skills.

2. To lay emphasis on thought process and de-emphasis memorization.

3. To make evaluation an integral part of teaching –learning process.

4. To use evaluation for improvement of students' achievement and teaching learning strategies on the basis of regular diagnosis followed by remedial instruction.

5. To use evaluation as a quality control devise to maintain desired standard of performance.

6. To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.

7.   To make the process of teaching and learning a learner centered activity.

Features of Continuous and Comprehensive Evaluation

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

Continuous and Comprehensive Evaluation in Mizoram

The enforcement of RTE Act 2009 with effect from 1st April, 2010 brought two major changes to the education system in Mizoram. Firstly, discontinuation of board exams for Class-IV and Class-VII vide Government of Mizoram Notification No.B.11035/25/94-EDN dated 16th August, 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 completion of elementary education." Secondly, Introduction of CCE for assessment of the performance of the students of elementary schools in Mizoram (except Elementary Schools under Autonomous District Councils) from the academic session of 2011-2012 vide Government of Mizoram Notification No.B.30011/1/2006-EDN (CCE) dated Aizawl 21st March, 2011 to fulfil section 29 sub section in 2(h) "Comprehensive and Continuous Evaluation of Child's understanding and knowledge and his or her ability to apply the same."

The Government of Mizoram declared CCE to be practiced from 2011 at elementary schools all over the state. SCERT, declared by the Government of Mizoram in its Notification No. B.1103/25/94 EDN dated 21st March, 2011 as academic authority for elementary education in Mizoram, was also declared as the Nodal Agency for implementation of CCE in Mizoram.

Thus, in order to implement CCE in Mizoram, the Nodal Department (SCERT) developed training package like Source Book on CCE, Guidelines on CCE and Sessional Work Plan for teachers, teacher educators and master trainers. It also prepared CCE Calendar to be followed by all elementary schools in the state. In its initial stage the nodal agency and DIETs in Mizoram conducted a number of trainings for key resource persons, SSA personnels, Government Middle Schools and Government Primary School headmasters, principals and teachers of Private English Medium Schools and Presbyterian English Medium Schools and teachers of SSA Model Schools. To make the public aware of CCE, SCERT organised different programmes to be aired by Doordarshan, All India Radio, FM Radio and Local Channels.

In accordance with the declaration of Government of Mizoram, Continuous and Comprehensive Evaluation came into practice since 2011. The introduction of Continuous and Comprehensive Evaluation has brought about new evaluation system which tries to eliminate the examination system and makes learning an enjoyable practice for all the students. The new practice has greatly influenced and changed the whole teaching-learning system. New practices and main areas of change are as shown below-

Assessment Area: Before the implementation of Continuous and Comprehensive Evaluation, assessment areas mainly focus on curricular subjects. However, besides scholastic area the new system includes assessment of co-scholastic areas which makes assessment more comprehensive than the conventional system.

Marking and Grading: The implementation of Continuous and Comprehensive Evaluation introduced grading system. Schools in Mizoram use 5 point scale Absolute Grading

Formative Evaluation: Under CCE, Formative evaluation is introduced. Formative evaluation provides immediate feedback and hence it enables to adopt appropriate remedial measures. As for the scholastic area unit tests are conducted.

Assessment tools and techniques: With the introduction of CCE, assessment was done using various assessment tools and techniques like paper-pencil test, projects, assignment, field visit, survey, experiment, activities, portfolio, observation techniques like rating scales, checklists and anecdotal record etc.

After one academic session of its implementation, CCE has gone through a number of changes regarding areas of assessment, parameters for assessment, marking and grading as well as manner of reporting progress of the students.

Rationale of the Study

Moving forward from the conventional system of evaluation i.e., examination, the introduction of CCE under RTE Act, 2009 has brought about tremendous changes in the system of evaluation. It can rightly be said that CCE ushers the whole evaluation system as well as the teaching learning process to a more systematic way which

provide holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development.

'The Right of Children to Free and Compulsory Education Act, 2009' made elementary education a fundamental right to all children in the age group of six to fourteen years. Chapter V of the Act on curriculum and completion of elementary education under section 29(2)(h) provides for continuous and comprehensive evaluation of the child's understanding, knowledge and his or her ability to apply the same. The government of Mizoram hence implemented CCE in accordance with the provision of RTE Act, 2009 with SCERT as the nodal agency, which has made a lot of effort for its implementation in various ways such as developing source book, preparing training packages, conducting trainings for key resource persons, SSA personnels, principals and teachers of elementary schools in Mizoram and organising different programmes to be aired by Doordarshan Kendra, Local Cable TV Channels, All India Radio and FM Radio. Moreover, implementing agencies like DIETs and BRCs conducted trainings in different schools and at community level.

In the present global educational scenario, the need is to look at holistic assessment of a learner which includes both scholastic and co-scholastic areas of students' growth. Continuous and Comprehensive Evaluation aims at addressing this in a complete manner. To carry out such type of evaluation, multiple techniques have to be employed by the teachers and school authorities. Conclusively, it may be inferred that continuous and comprehensive evaluation intend to identify positive attributes and latent talents of the students which are not usually assessed through written examination.

Thus, the present study was taken up as the investigator was interested to find out-

- How well the stakeholders were aware of the defects of examination system

- Their understanding of the concept of the new system

- Their readiness to accept and implement the system

For every new scheme to be implemented, there had been lot of changes which further affected methods and practices. As the new scheme called Continuous and Comprehensive Evaluation was implemented for eleven years in Mizoram and lots of debates as to its effectiveness have sprung up, the investigator felt that many of the queries and doubts could be brought into light if perceptions of the stakeholders are studied empirically.

Keeping in mind all the aspects stated above, it is thus, felt necessary to study the perception of stakeholders on Continuous and Comprehensive Evaluation at elementary level of education in Mizoram. Unless the practitioners are ready or willing to whole heartedly implement such evaluation system in the right manner and spirit, the underlying value of the scheme would be in vain. On the whole it may be said that successful implementation of Continuous and Comprehensive Evaluation largely depends on the positive and favourable perception of stakeholders.

Statement of the Problem

The problem under investigation is stated as 'Perceptions of Stakeholders on Continuous and Comprehensive Evaluation at Elementary Level of Education in Mizoram'.

Research Questions

The investigator looked into the following queries:

1. What are the level of perception of stakeholders such as headmasters, teachers and parents at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation?
2. To what extent do differences of perception on Continuous and Comprehensive Evaluation exist among headmasters at elementary level of

education in Mizoram based on the following characteristics: locale, management of schools, gender and level of education?

3. Do teachers at elementary level of education in Mizoram differ significantly on their perceptions about Continuous and Comprehensive Evaluation based on the following characteristics: locale, management of schools, gender and teaching experience?

4. Is there any significant difference on perception about Continuous and Comprehensive Evaluation among parents of students at elementary level of education based on the following characteristics: locale, management of schools and their educational qualification?

Objectives of the Study

1. To study the perception of headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

2. To study the perception of teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

3. To study the perception of parents at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

4. To compare elementary school headmasters from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation.

5. To study the difference of elementary school headmasters from government and private schools in Mizoram on their perception of Continuous and Comprehensive Evaluation.

6. To find out the difference between the perception of male and female headmasters at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

7. To compare middle school and primary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

8. To examine problems faced by elementary school headmasters in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.

9. To compare elementary school teachers from rural and urban areas in Mizoram on their perception of Continuous and Comprehensive Evaluation.

10. To compare elementary school teachers from government and private schools in Mizoram regarding their perception on Continuous and Comprehensive Evaluation.

11. To compare the perception of male and female teachers at elementary level of education in Mizoram on Continuous and Comprehensive Evaluation.

12. To compare elementary school teachers in Mizoram on their perception of Continuous and Comprehensive Evaluation with respect to their teaching experience.

13. To examine problems faced by elementary school teachers in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.

14. To compare the perception of parents of elementary school students in rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

15. To compare the perception of parents of elementary school students from government and private managed schools in Mizoram on Continuous and Comprehensive Evaluation.

16. To compare the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their educational qualification.

17. To find out problems faced by parents of elementary school students in Mizoram regarding the implementation of Continuous and Comprehensive Evaluation.

Hypotheses of the Study

1. Elementary school headmasters from rural and urban areas in Mizoram differ significantly in their perception on Continuous and Comprehensive Evaluation.

2. Elementary school headmasters from government schools and private schools in Mizoram differ significantly in their perception on Continuous and Comprehensive Evaluation.

3. There is a significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

4. There is a significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation.

5. Elementary school teachers from rural and urban areas in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

6. Elementary school teachers of government and private schools in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

7. Male and female elementary school teachers in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

8. There is a significant difference between the perception of elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation with respect to their teaching experience.

9. Parents of elementary school students from rural and urban areas in Mizoram differ significantly on their perception of Continuous and Comprehensive Evaluation.

10. There is a significant difference between the perception of parents whose children are studying in government elementary schools and private

elementary schools in Mizoram on Continuous and Comprehensive Evaluation.

11. There is a significant difference between the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their educational qualification.

These hypotheses were converted into null hypotheses for the purpose of testing as follows:-

1. There is no significant difference between the perception of elementary school headmasters from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

2. There is no significant difference between the perception of elementary school headmasters from government and private schools in Mizoram on Continuous and Comprehensive Evaluation.

3. There is no significant difference between male and female elementary school headmasters in Mizoram on their perception of Continuous and Comprehensive Evaluation.

4. There is no significant difference between the perception of middle and primary school headmasters in Mizoram on Continuous and Comprehensive Evaluation.

5. There is no significant difference between the perception of elementary school teachers from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

6. There is no significant difference between elementary school teachers of government and private schools in Mizoram on their perception of Continuous and Comprehensive Evaluation.

7. There is no significant difference between the perception of male and female elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation.

8. There is no significant difference between the perception of elementary school teachers in Mizoram on Continuous and Comprehensive Evaluation with respect to their teaching experience.

9. There is no significant difference between the perception of parents of elementary school students from rural and urban areas in Mizoram on Continuous and Comprehensive Evaluation.

10. There is no significant difference between the perception of parents whose children are studying in government elementary schools and private elementary schools in Mizoram on Continuous and Comprehensive Evaluation.

11. There is no significant difference between the perception of parents of elementary school students in Mizoram on Continuous and Comprehensive Evaluation with respect to their educational qualification.

Operational Definition of the Terms

The operational meanings of the keywords are:-

Perception: Perception refers to a belief or opinion, often held by many people and based on how things seem. It is also defined as the way in which something is regarded, understood, or interpreted.

Stakeholders: Stakeholder refers to one who is involved in or affected by a course of action.

For the present study, stakeholders imply to parents of elementary school students, teachers and headmasters of elementary schools in Mizoram.

Parents: For the present study, parents imply to persons who look after and provide education to the child even if he/she is not immediate parent of the child.

Parents were classified under two levels of education viz., those whose educational qualification is above matriculation and those whose educational qualification is under matriculation.

Continuous and Comprehensive Evaluation: Continuous and Comprehensive Evaluation refers to the evaluation system that is being implemented at the elementary

level of education in Mizoram. It aims to provide holistic profile of the learner through regular assessment of scholastic and co scholastic domains of development.

Elementary schools: An elementary school is a school where children are taught for the first six or sometimes eight years of their education.

For the present study, elementary schools refer to lower primary schools (i.e., classes I to IV) and upper primary schools or middle schools (.ie., Classes V to VIII) in Mizoram.

Experience: Experience of the teachers for the present study has been classified under two categories viz., below 5 years and above 5 years. This categorization is based on the assumption that those who fall under below 5 years are teaching under CCE system only, while those who have an experience of more than 5 years have been teaching under both the systems.

Delimitation of the Study

Delimitation has been made with one of the key respondents i.e., parents.

The study has been delimited to parents of only class VIII students as it is felt that this group of parents would be able to respond better to the questionnaires with their experience of Continuous and Comprehensive Evaluation.

REVIEW OF RELATED LITERATURE

The total number of various research works reviewed on examination, co-curricular activities and Continuous and Comprehensive Evaluation with other related variables were altogether 108. Number of studies collected on examination and other related variables were 26 while 21 studies collected were related to co-curricular activities; 61 related studies were on Continuous and Comprehensive Evaluation.

Most of the studies reviewed on examination and other related variables were related to anxiety and academic achievement. A span of 36 years, i.e., between 1985-2021 was under observation. Most of the studies were done at high school level and above. Out of 26 studies, 21 studies were conducted in India. It was observed from

the findings of the studies that level of anxiety, health condition and academic achievements of the students were considerably affected by examination anxiety/phobia.

On co-curricular activities and other related variables, 21 studies were collected which were done between 1969-2022. Of these, 4 studies were done in India while the other 17 were undertaken in other countries. Studies collected were done in relation to academic performance, the other were related to variables like personal development, self-perception, adjustment and psychosocial skills. The overall findings of the researches reviewed showed that co-curricular activities had positive impact on all other variables taken under studies.

Regarding Continuous and Comprehensive Evaluation, 61 related studies were collected which were done between 2012-2022. All studies collected were conducted in India. The studies collected were done in relation to its implementation, appraisal, impact on students' academic achievement, perception and attitude of stakeholders. Nation-wide studies on its implementation taken up by NCERT were also included.

Based on related literature gathered from different research studies, it is interesting to find out how well the stakeholders were aware of the defects of the examination system, their understanding of the new evaluation system and their readiness to accept and implement the same by enquiring their level of perception.

METHODOLOGY

Method of the study

The present study belongs to the category of descriptive research as it surveys and describes the perception of headmasters, teachers and parents of elementary schools on Continuous and Comprehensive Evaluation.

Population and Sample

The population of the present study consisted of all elementary school headmasters, teachers and parents of Cl-VIII students from government and private unaided schools in Mizoram.

For selection of sample, schools were taken as a unit and parents and teachers were selected in clusters from the selected sample schools. Multi-stage random sampling was employed.

(i)   Out of eight (8) districts of Mizoram, four (4) districts were selected randomly.

(ii)   Equal number of schools were selected from each district. The number of schools selected from each district is 20. Thus, 80 elementary schools were selected as sample from all the selected districts.

(iii)   Five (5) parents each of class VIII students were selected randomly from forty (40) schools i.e., middle/ upper primary section.

(iv)   All the teachers who were present on the day of visit to the schools to collect data formed the sample teachers.

Sample size of headmasters, teachers and parents

| District | Schools | | | | Teachers | | Parents |
| | Primary | | Middle | | | | |
	Govt	Private	Govt	Private	Govt	Private	
Aizawl	5	5	5	5	60	63	50
Kolasib	5	5	5	5	48	54	50
Lawngtlai	5	5	5	5	86	43	50
Lunglei	5	5	5	5	64	78	50
Total	20	20	20	20	258	238	200
G. total	80				496		

From all sample districts, 5 schools each of government primary schools, government middle schools, private unaided primary schools and private unaided middle schools were selected. The number of schools selected from each district was 20. Thus, the total number of schools for the present study was 80.

Teachers on the day of visit to sample schools formed sample teachers. From government schools in Aizawl district, the number of sample teachers was 60 while 63 teachers were from private unaided schools. From Kolasib district, 48 teachers and 54 teachers were selected from government and private unaided schools respectively. A number of government school teachers selected from sample school was 86 while 43 teachers were selected from private unaided school in Lawngtlai district. From Lunglei district 64 government school teachers and 78 private unaided school teachers were selected. The total number of government school teachers was 258 while private unaided school teachers was 238. Thus, the total number of sample teachers was 496.

Five (5) parents each of class VIII students were selected randomly from all middle schools. From each district 50 parents were selected. The total number of parents selected was 200.

Tools for Data Collection

For the purpose of finding out the perception of headmasters, teachers and parents on CCE the following tools were constructed and used:

1. Perception Scale for Headmasters.
2. Perception Scale for Teachers.
3. Perception Scale for Parents.
4. An Opinionnaire was added at the end of the Perception Scale for headmasters, teachers and parents to find out problems faced by them.

Administration of Tools and Collection of Data

The investigator personally visited the institutions selected for the study and acquired prior permission from the headmaster, then with the headmaster's consent questionnaires were given to all the teachers who were present on the day of visit. The

investigator clearly told the purpose of administering the questionnaires to teachers and informed them to give their honest response.

To reach out to parents, either the investigator personally went to their respective houses or sent questionnaires through teachers and students. The investigator then collected the questionnaires at the appointed time.

Procedure of Data Analysis

After the scale was administered to the selected samples, responses of the respondents were recorded. To determine the negativity, neutrality or positivity of the perception of the respondents, a score of 3, 2 and 1 was assigned to agree, neutral and disagree respectively for positive statements. The reverse 1, 2 and 3 scores were assigned to agree, neutral and disagree respectively for negative statements.

The total number of statements for headmasters was 25. Thus, a score of 39 and below was taken as negative; a score between 40-51 was taken as neutral and a score 52 and above was taken as positive.

The total number of statements for teachers was 37. A score of 55 and below was taken as negative; a score between 56-77 was taken as neutral and a score of 78 and above was taken as positive.

For parents, the total number of statements 25. A score of 39 and below was taken as negative; a score between 40-53 was taken as neutral and a score of 54 and above was taken as positive.

For analyzing the data, the investigator employed the following statistical techniques-

1) Frequency distribution to find out the Mean and Standard Deviation of different groups of respondents.

2) 't' test to find out the significance of difference between different groups of respondents.

3) Percentage to find out the level of perception on Continuous and Comprehensive Evaluation by different respondents.

MAJOR FINDINGS

Findings related to perception of elementary school headmasters on CCE

- Majority of headmasters (52.5%) were neutral regarding their perception on Continuous and Comprehensive Evaluation.
- Out of 80 headmasters, 20 (25%) and 18 (22.5%) had positive and negative perception respectively on Continuous and Comprehensive Evaluation.

Findings regarding the perception of headmasters on CCE in relation to locale

- There was significant difference between headmasters from rural and urban areas in their perception on Continuous and Comprehensive Evaluation.
- The null hypothesis no. 1 that assumed no significant difference between the perception of headmasters from rural and urban areas on CCE, is rejected.
- A comparison of the perception scores of headmasters from rural and urban areas showed that this significant difference was in favour of headmasters from rural area as their mean perception score was higher than their counterpart.

Findings regarding the perception of headmasters on CCE in relation to management of schools

- There was no significant difference between headmasters from government and private schools in their perception on Continuous and Comprehensive Evaluation.
- The null hypothesis no. 2 that assumed no significant difference between headmasters from government and private schools in their perception on Continuous and Comprehensive Evaluation, is retained.
- A comparison of the perception scores of headmasters from government and private schools showed that this significant difference was in favour of headmasters from private schools as their mean perception score was higher than their counterpart.

Findings regarding the perception of headmasters on CCE in relation to gender

- There was no significant difference between male and female headmasters in their perception on CCE.
- The null hypothesis no. 3 that presumed no significant difference between the perception of male and female headmasters on CCE, is retained.
- A simple comparison of the perception scores showed that a slight difference observed was in favour of female headmasters as their mean perception score was higher than that of male headmasters.

Findings regarding the perception of headmasters on CCE in relation to level of education

- There was no significant difference between middle and primary headmasters in their perception on CCE.
- The null hypothesis no. 4 that presumed no significant difference between the perception of middle and primary headmasters on CCE, is retained.
- The observed difference was in favour of primary school headmasters as their mean perception score was higher than that of middle school headmasters.

Findings related to perception of elementary school teachers on CCE

- Almost half of the teachers i.e., 243 (49%) had neutral perception on Continuous and Comprehensive Evaluation.
- While 143 (28.83%) teachers were negative on their perception, the other 110 (22.17%) were having positive perception on Continuous and Comprehensive Evaluation.

Findings regarding the perception of teachers on CCE in relation to locale

- There was no significant difference between teachers from rural and urban areas in their perception on CCE.
- The null hypothesis no. 5 that presumed no significant difference between the perception of teachers from rural and urban on CCE, is retained.
- A slight observed difference between the perception of teachers from rural and urban areas was in favour of teachers from rural areas as their mean perception score was higher than that of teachers from urban areas.

Findings regarding the perception of teachers on CCE in relation to management of schools

- There was significant difference between teachers from government and private in their perception on CCE.
- The null hypothesis no. 6 that presumed no significant difference between the perception of teachers from government and private on CCE, is rejected.
- The difference was in favour of teachers from government schools.

Findings regarding the perception of teachers on CCE in relation to gender

- There was no significant difference between male and female teachers in their perception on CCE.
- The null hypothesis no. 7 that presumed no significant difference between the perception of male and female teachers on CCE, is retained.
- A simple comparison of the perception scores showed that a slight difference observed was in favour of male teachers as their mean perception score was higher than that of female teachers.

Findings regarding the perception of teachers on CCE in relation to teaching experience

- There was no significant difference between teachers with more than 5 years teaching experience and less than 5 years teaching experience in their perception on CCE.

- The null hypothesis no. 8 that presumed no significant difference between the perception of teachers with more than 5 years teaching experience and less than 5 years teaching experience is retained.

- The observed difference was in favour of teachers with more than 5 years teaching experience.

Findings related to perception of parents on CCE

- Out of 200 parents, 85 (42.5%) were neutral in their perception on Continuous and Comprehensive Evaluation.

- Parents, having positive and negative perception on Continuous and Comprehensive Evaluation were 59 (29.5%) and 56 (28%) respectively.

Findings regarding the perception of parents on CCE in relation to locale

- There was no significant difference between parents from rural and urban areas in their perception on CCE.

- The null hypothesis no. 9 that presumed no significant difference between the perception of parents from rural and urban on CCE, is retained.

- A simple comparison of the perception scores showed that a slight difference observed was in favour of parents from urban areas as their mean perception score was higher than that of parents from rural areas.

Findings regarding the perception of parents on CCE in relation to management of schools

- There was no significant difference between parents from government and private schools in their perception on CCE.
- The null hypothesis no. 10 that presumed no significant difference between the perception of parents from government and private schools on CCE, is retained.
- The observed difference was in favour of parents from government schools as their mean perception score was higher.

Findings regarding the perception of parents on CCE in relation to educational qualification

- There was no significant difference between parents whose educational qualification are under matriculation and above matriculation in their perception on CCE.
- The null hypothesis no. 11 that presumed no significant difference between the perception of parents whose educational qualification were under matriculation and above matriculation is retained.

  A simple comparison of the perception scores showed that a slight difference observed was in favour of parents whose educational qualification was under matriculation.

Findings on problems faced by stakeholders with implementation of CCE

Findings on problems faced by elementary school headmasters with implementation of CCE

- Nearly the entire respondents of headmasters (93.6%) agreed that insufficiency of CCE training was one of the problems with the implementation of CCE.
- A high percentage of headmasters (92.4%) reported that lack of academic support facilities hindered the smooth implementation of CCE.

- As many as 91.1% of the headmasters felt low understanding level of parents regarding the concept of CCE as one of the problems.

- Lack of external supervision was one of the problems as felt by 89.8% of headmasters.

- A great number of headmasters (89.7%) found that the provision of retest was not practical.

- Among respondent headmasters, 83.3% found it difficult to do different activities while trying to cover the whole syllabus.

- A little more than four-fifth of headmasters (81%) felt it difficult to plan and conduct different activities within the academic year.

- Nearly three-fourth of headmasters (74.15%) felt that less number of teachers at schools pose a problem with the implementation of CCE.

- Regarding remedial class, 73.4% agreed that there was no time for such class.

- Out of 80 headmasters, 69.6% found it difficult to assess both scholastic and co-scholastic progress of students through-out the year.

- Regarding supervision and monitoring at school level, 69.6% found it difficult.

- As felt by 64.5% of headmasters, lack of complete knowledge among teachers was one of the problems.

- It was agreed by 64.5% of headmasters that 'Provision for star mark makes students less serious about test'.

- A good number of headmasters (63%) agreed with lack of knowledge to use different tools and techniques for assessment.

- Majority of headmasters (62%) agreed vast syllabus as one of the problems.

- Nearly half of the respondent headmasters (45.5%) agreed with grading & marking system as one of the problems.

Findings on problems faced by elementary school teachers with implementation of CCE

- Almost all the teachers (96.17%) felt that low understanding level of parents regarding the concept of CCE as one of the problems.
- A very high percentage of teachers (93.93%) agreed with lack of academic support facilities.
- As many as 90.5% of the teachers agreed with insufficient CCE training.
- A great number (89.13%) of teachers found it difficult to do different activities while trying to cover the whole syllabus.
- Out of 496 teachers, 435 (87.72%) felt lack of external supervision as a problem.
- A high percentage (83.76%) of teachers disagreed with the practicability of the provision for retest.
- Nearly four-fifth (78%) of teachers found it difficult to plan and conduct different activities within the academic year.
- Significantly high percentage (77.88%) of teachers agreed less number of teachers as one of the problems.
- More than three-fourth (77%) of teachers found it difficult to spare time for remedial class.
- Lack of knowledge among the teachers to use different tools and techniques for assessment as one of the problems was agreed by 71.23 % of teachers.
- Vast syllabus as one of the problems was agreed by 68.8% of teachers.
- Among the teachers, 68% agreed with provision for 'star mark' makes students less serious about test.
- A good number of teachers (67%) found it difficult to assess both scholastic and co-scholastic progress of students through-out the year.
  Majority (63.58%) of the teachers felt that grading & marking system was one of the problems.

Findings on problems faced by parents of elementary school students with implementation of CCE

- Among 200 parents, 47.5% felt that their children were becoming indiscipline after implementation of CCE while the other 52.4% of parents disagreed.

- Majority of parents (53.5%) agreed with difficulty to cope with various activities/projects given to their children, the other 46.4% did not agree with it.

- Nearly three-fifth of parents (58.7%) agreed with children become less interested in their studies whereas 41.2% disagreed with it. Out of 200 parents, 49.1% found it difficult to meet various needs such as learning materials necessitated by CCE while the other 50.8% did not find it difficult.

DISCUSSIONS ON FINDINGS OF THE PRESENT STUDY

Discussions on findings related to perception of stakeholders

- The finding of the present study showed that a good number of teachers were having neutral perception on CCE. This finding was not in line with the finding of Singh and Singh (2012) whose finding revealed unfavourable attitude of teachers towards CCE. On the other hand, other studies viz., Lalnunfeli, Malsawmtluanga, Ralte and Lalduhawmi (2018), Phukan and Sultana (2021), Bairwa and Mangal (2017), Kishore (2018), Cyril and Jeyasekaran (2016), Raina and Verma (2017), Singh, Patel and Desai (2013), Katoch (2021), Mondal and Doley (2020), Kumar, Kumari and Gaurav (2018), Muthaiyan and Kuralmathi (2020), Rani (2017), Singh (2017), Raina (2018), Jaiswal and Gaud (2019), Sagurupilla and Charyulu (2017) and Singh, Ali, Ghaisas, Sridevi and Priya (2022) found favourable and moderate acceptability towards CCE.

    This finding is found to be really disturbing considering the importance of the system (CCE) which is supposed to be comprehensive and regarded as a better assessment of students' abilities and potential. It may be assumed that teachers were not given proper training on the concept, needs and benefits of CCE to show their true inclination. This can be the reason for their neutral perception on CCE. Teacher Education Wing (2020), in its evaluative study on

the implementation of CCE in Mizoram found that teachers were not clear about the concept of CCE.

- It is also discouraging to find after several years of implementation of CCE that the perception of most of stakeholders viz., headmasters, teachers and parents under observation fell under the category of neutral. This may indicate that stakeholders were having misconception about CCE as complicated, time taking, confusing or extra work. Headmasters and teachers may feel comfortable with the conventional system of evaluation i.e., examination and were not fully ready to adopt new system of evaluation which they found would bring about lots of works and activities in the teaching learning process. They may find it difficult to step forward from their comfort zone and start new practice. CCE, being a new method which required many new activities and tasks for teachers may be one reason which caused this neutral response.

Discussion on findings related to comparison of perception among different variables

- The present study found significant difference between rural and urban headmasters in which headmasters from rural areas had more favourable perception on CCE. No significant difference was found between rural and urban teachers, as well as between rural and urban parents. However, teachers from rural areas and parents from urban areas were more positive on CCE than their counterparts.

    The finding that headmasters from rural areas to be more positive than their urban counter part may indicate that headmasters from rural areas were highly expecting the new system of evaluation to bring about favourable change to the existing educational system, which was often criticised as making gaps between rural and urban areas. They may even expect the new system to bring about quality change regarding scholastic as well as co-scholastic performances of the students.

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The finding of perception between rural and urban teachers was in tune with the findings of Deepa and Reddy (2020) whose finding revealed rural teachers being more positive towards CCE. In contrast with the present study, studies taken up by Lalnunfeli, Malsawmtluanga, Ralte and Lalduhawmi (2018), Kaut and Kaur (2013), Cyril and Jeyasekaran (2016), Naidu (2017) and Acharya and Mondal (2015) found teachers from urban areas being more favourable towards CCE.

- Regarding management of schools, significant difference was found between teachers from government managed schools and teachers from private managed schools. Teachers from government schools perceived CCE better. The finding was in line with the findings of Patel (2020), Phukan and Sultana (2021), Karjee (2014), Deepa and Reddy (2020), Kumar, Kumari and Gaurav (2018) and Naidu (2017). The opposite findings were shown by studies conducted by Rani (2017), Cyril and Jeyasekaran (2016), Mann (2019) and Singh (2017).

    The reason behind teachers from private managed schools to be more negative than teachers from government managed schools may mean that considering the implied change which brought about by introduction of CCE, they may have felt that the added activities did not commensurate with low salary that they are getting. Thus, as a result of which they are more negative than their counter part.

- The finding that male teachers were more favourable than female teachers was in tune with Patel (2020), Phukan and Sultana (2021), Naidu (2017). On the other hand studies of Pazhanimurugan, Sivakumar and Benjamin (2015), Karjee (2014), Kumar, Kumari and Gaurav (2018), Muthaiyan and Kuralmathi (2020), Singh and Ahmad (2017), Singhal (2012), Lalnunfeli, Malsawmtluanga, Ralte and Lalduhawmi (2018), Singh (2017), Pal and Mohakud (2016) and Acharya and Mondal (2015) found that female teachers were more positive towards CCE.

- More experienced teachers being more positive towards CCE was in contrast with the findings of Singhal (2012) and Singh (2017) whose finding showed moderate and less experienced teachers were more positive towards CCE.

Discussions on finding related to problems faced by stakeholders

- Majority of headmasters and teachers felt low understanding level of parents regarding the concept of CCE as one of the problems. Parents being ignorant about CCE may be due to the first impression of CCE as 'an evaluation in which there is no failure' or termination of board examination which gave them peace of mind and further led to negligence of their children's studies.

  It may also indicate a little or no co-ordination between the teachers and parents of the students or headmasters and teachers expected too much from parents.

  In his study on the effectiveness of parental involvement and academic achievement among higher primary students, Vamadevappa (2005) found that there was positive significant relationship between parental involvement and academic achievement. In the light of his finding it may be assumed that better understanding of CCE among parents and their involvement may ease successful implementation of CCE.

- Majority of headmasters and teachers found vast and lengthy syllabus as one of the problems. They felt difficult to plan and conduct different activities within the academic year while trying to cover the whole syllabus. Saluja (2016), Kothari and Thomas (2012) and Teacher Education Wing (2020) also found lengthy syllabus and inappropriate textbooks as one of the problems that hindered successful implementation of CCE.

  CCE is school based evaluation, with close observation of the students' conduct assessment must be done. It is good to cover the whole syllabus within the academic year but at the same time headmasters and teachers need to know

text books are one of the teaching learning materials, what is more important is that whether the learning outcomes of each subject is achieved.

- One of the problems that hindered the smooth implementation was lack of external supervision. While carrying out CCE headmasters and teachers expected external supervision. Such supervision has never been conducted at school level. Absence of monitoring/supervision/inspection may be due to limited time or poor funding. However, it is crucial to supervise and monitor at school level, close observation and monitoring may identify loopholes in the implementation of CCE.

- At the onset of the implementation of CCE number of trainings were conducted by SCERT for key resource persons, SSA personnels, principals and teachers of elementary schools in Mizoram. Moreover, implementing agencies like DIETs and BRCs conducted trainings in different schools and at community level. SCERT and DIETs are still conducting subject specific training with a focus on evaluation. However, majority of headmasters and teachers still felt insufficient CCE training as one of the problems. This may indicate defects regarding mode of training as well as gap between theory and application level. United Nations Children's Fund (2016) identified unsatisfactory quality of training while reviewing CCE in six states of India by mentioning that 'the input on practical implementation of CCE in real classroom situations was the weakest part of training.' This may be the case even in Mizoram.

    Saluja (2016), Acharya and Mondal (2015), Kishore (2018), Singhal (2012), Mondal and Mete (2013), Kumar and Kumar (2015), Pazhanimurugan, Sivakumar and Benjamin (2015), Muthaiyan and Kuralmathi (2020) and Panda (2014) mentioned the importance of training for smooth implementation of CCE.

- Majority of the headmasters and teachers disagreed with the practicability of the provision for retest. So also they found difficult to spare time for remedial

class. Lalremtluanga (2012) in his study of the problems faced by the teachers in practicing CCE in Lunglei district found that one of the most problem areas in scholastic was remedial and retest due to students' absenteeism. Teacher Education Wing (2020) found in its evaluative study on the implementation of CCE in Mizoram that as for remedial teaching only few primary school teachers (i.e., 6.4%) and middle school teachers (i.e., 7.16%) could give timely and regular remedial teaching.

- The finding that majority of headmasters and teachers agreed with less number of teachers at school level posed a problem was similar with the findings of Mishra and Mallik (2014), Banoo (1999), Roy (2019) and Teacher Education Wing (2020).

- Lack of academic support facilities as one of the problems was agreed by other studies done by Saluja (2016), Singhal (2012), Mondal and Mete (2013), Kumar and Kumar (2015), Pazhanimurugan, Sivakumar and Benjamin (2015), Muthaiyan and Kuralmathi (2020) and Teacher Education Wing (2020).

- At school level, headmasters are assigned to conduct regular supervision and monitoring. Majority of headmasters found difficult to carry out such responsibility. This may be due to lack of complete knowledge of CCE or may be less time for them to conduct regular supervision and monitoring since most of the headmasters were engaged in classroom teaching.

    Favourable implementation of any scheme at school level depends on knowledge, sincerity, regularity and commitment of the head of the school. In his dissertation 'Improvement of quality education with special reference to Continuous and Comprehensive Evaluation' Maj. SS Bawa (1998) rightly concluded that 'to maintain the spirit of the method, a devoted head of institution to plan and execute the plans is a must, otherwise the spirit behind the policy will evaporate.'

- Majority of parents found their children becoming less interested in their studies. Similar findings were found by Singhal (2012), Herkal (2019) and Pazhanimurugan, Sivakumar & Benjamin (2015).

RECOMMENDATIONS

From the findings of the present study and other related studies, the following points are recommended for successful implementation of CCE.

1. To execute as per the central idea, it is important for educational authorities to join hands and co-ordinate at every level. In this way, the concept may clearly be understood at each level. Intensive training may be conducted for educational authorities, if necessary.

2. The administrative authority i.e., Directorate of School Education and the academic authority, the nodal department of CCE (SCERT) should make join efforts to give timely training, supervision and inspection. At district level, DEO and DIET may be assigned to make efforts, other functionaries viz., SDEO, BRC and CRC may as well be engaged for the tasks.

   Giving training is not only enough, regular inspection and supervision with keen interest is needed for the successful implementation of CCE.

3. Headmasters and teachers are the most important stakeholders hence they are the ones who need to be well aware of the idea and practice of CCE. For this, a more systematic and practical training to sharpen their evaluation skill is recommended. CCE, without commitment on the part of the practitioners is impossible. For every new system to be implemented successfully, readiness of the practitioners to face challenge, is important.

   It is further suggested that training should be conducted separately for headmasters and subject teachers. To carry out CCE, the responsibility of headmasters and subject teachers is not all the same; headmasters are assigned separate tasks and each subject teacher has to follow different criteria for assessing students' performance.

4. To enhance quality improvement of trainings, training management system needs be introduced. It may also be made sure that all elementary teachers go through intensive training on CCE.

5. Professional development among headmasters and teachers is the need of the hour. It should also have an effect on their service matter. It is encouraging to learn that NEP 2020 envisaged setting up professional standards for teachers by providing professional development training to all teachers.

6. As CCE is school based evaluation, cooperation among headmasters and teachers is a priority for the successful implementation of CCE. They should plan and organize various teaching learning programmes so that the problem with time management may be done away more or less. A systematic, organised planning is needed for successful execution of CCE.

7. Implementation of CCE has gone through a number of changes during its eleven years of implementation. It is noticed that these changes have been made in accordance with the convenience and understanding of the practitioners i.e., headmasters and teachers who, however are not inclusive of all practitioners and this almost resulted to a deviation from the underlying aim and spirit of CCE. Thus, this can lead to discouragement and confusion for a majority of the practitioners. So, to examine and make changes, if necessary, the nodal department should be given complete authority.

8. Systematic comprehensive assessment of schools may be introduced. Schools should be graded as per their overall performance.

9. Proper infrastructure facilities and teaching materials should also be provided. In the meantime, teachers should be encouraged to plan activities that would be simple, authentic, less expensive, less time consuming yet encouraging. It is very much needed to show a way to utilise what is at hand and make the teachers aware that learners learn better when learning situations are drawn from their environment and when learning is related to their daily life experiences.

10. Integrated projects may be given where subjects are interlinked. Subject teachers should plan and develop the projects and assess it together.

11. School Management Committee and Parent-teacher association should be made more effective. Assessment of the holistic development of students should not be left alone in the hands of the headmasters and teachers. Community as well as parents may be made aware of such evaluation system.

12. Transfer and posting of teachers need to be rationalised. Schools in urban areas are often crowded with teachers while schools in rural areas are facing problems in implementation of CCE due to shortage of teachers. Proper and reasonable distribution of teachers in the schools must be ensured. Pupilteacher ratio need to be looked into in terms of number of students in a class; not in terms of total students in the school.

SUGGESTION FOR FURTHER STUDIES

The present study was confined to perception of stakeholders at elementary level of education. In the light of the present study, the following suggestions are put forward for further research.

1. An analytical study of the implementation of CCE in Mizoram.
2. Comparative study of private managed schools and government managed schools regarding implementation of CCE may be done.
3. Comparative study of rural and urban elementary schools in regard to implementation of CCE may be done.
4. Comparative study of different states in India with regard to implementation of CCE may be carried out.
5. A detail study on the assessment of co-scholastic area may be done.