

**CHAPTER- 2**  
**RIEVIEW OF RELATED**  
**LITARTURE**

## 2.0 Introduction

Review of related literature is an important component in the field of any research study. It plays a significant role in any investigation of the study. It is also useful to find out what type of research studies are already conducted in that particular area and topic. It is very helpful to find out research gaps from the conducted studies. Review of related literature gives to the investigator a background of thinking about the problem area and clear picture of the problem under the study. It helps proper planning of the study, and selecting suitable research tools, and also it shows procedure of the data collection and applying research techniques for the analyses of the data and interpretation of the collected data. An attempt has been made to review the related studies already conducted in the area of continuous and comprehensive evaluation, and continuous assessment. This chapter is very helpful to the investigator to give explanation for need and importance of the research study.

Present research study implementation of the CCE at upper primary schools in Andhra Pradesh the review of related literature was gathered from different resources. These resources are like Proquest, international dissertation abstracts, J-gate, sage online journals e-resources of the Smt Hansa Mehata library, ([www.hmlibrary.ac.in](http://www.hmlibrary.ac.in)) CASE library, library of Regional Institute of Education (Mysore), and Springer link.

The present study of review of related literature covers continuous and comprehensive evaluation especially teachers problems, attitude of the teachers, students reactions, and status of the implementation of process of the scholastic and co-scholastic aspects in the name of the continuous and comprehensive evaluation. While reviewing the research studies in the topic of continuous and comprehensive evaluation the investigator came across many studies in different aspects of CCE in different places across India and abroad.

(1) Research studies conducted in abroad

(2) Research studies conducted in India

## **2.1 Research studies conducted in abroad**

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

**Ajuonuma, Juliet. O (2008)** Conducted A survey of the implementation of Continuous Assessment in Nigerian universities .The main objectives of the study were to identify the aspects of CA that are implemented in Nigerian universities. To determine the influence of sex of lecturers on the implementation of CA in Nigerian universities .1340 university lectures are sample of the study. Questionnaire and four point Likert type scale was administered for collecting the data. Mean and S.D, and t-test was used to analyze the data. The study reveals that majority of the CA implementation items are not implemented by Nigerian university lecturers. For instance: students are not assessed using a wide variety of instruments and they are also not assessed in affective and psychomotor domains. The survey results also indicate that lecturers of Nigerian universities implement only eleven out of twenty four identified continuous assessment implementation practices or items. The rest of the thirteen items are not implemented by lecturers. Male and female lecturers in Nigerian universities are implementing CA equally.

**Awofala and babajide (2013).** Conducted study entitled Examining attitude towards Continuous Assessment practices among pre service STM teachers. The major objectives of the study were to study the pre service STM teacher's attitude towards CA practice in secondary schools. To find any difference between male and female pre service teacher's attitude towards CA practice in secondary schools. To find any significant difference on age on pre service STM teacher's attitude towards CA practices in secondary schools. The sample of 339 pre service science, math's, technology male and female students were selected. Teacher's attitude towards continuous assessment practice questionnaire was adopted to collect the data. The major findings of the study were 1) the pre service STM teachers were having the high attitude towards CA practices in secondary schools.2) there is no significance difference of age of pre service STM teachers towards CA practices in secondary school.3) male are having the slightly high attitude than females of CA practices in secondary schools.

**Aytaged Sisay Zeleke (2013)** A comparative study on the practice of continuous assessment between Addis Ababa and Unity Universities. The major objective of the study was to compare the continuous assessment practices in two universities. Convenience sampling is used to collect the data. A total of 20 instructors were taken from both institutions. In-depth interview with instructors and students was used for data collection .the major findings of the study were the judge-mental role of continuous assessment is more practiced than the development role of the assessment.

**Bernard and Emmanuel (2012)** conducted a study entitled Problems of implementing of Continuous Assessment in Primary Schools in Nigeria. The main purpose of the study is to know the problems of implementation of the continuous assessment in primary schools in Nigeria.548 teachers were selected for the study. Questionnaire and interview were adopted for collection of the data. The major findings of the study were many teachers are reluctant to conduct the C.A. regularly that is once every two weeks, the C.A. if adhered strictly to, makes the teachers over-worked; and as a result some teachers put down fictitious marks/grades in pupil's records to represent grades of tests which in actual fact were not conducted. There is no Financial or other material support offered by the government toward promoting the C.A. Most teachers set only multiple-choice test questions or the fill-in-the-gap type those are relatively easier to mark than the essay type items. Most teachers hardly find time to revise previous tests in class so that learners can learn from the

revision exercises. Teachers are not properly trained to teach. Such subjects include music and drama. The respondents expressed the view that a single teacher can hardly evaluate learners' performance in much relevant affective behavior.

**Emmanuel and Orum (2012)** Effect of Continuous Assessment scores on the final Examination scores obtained by students at the junior Secondary school (jss) level in mathematics. The basic aim of this study is to find out whether continuous assessment scores have any effect on the final examination scores obtained by students in mathematics at the Junior Secondary School (JSS) level. Correlation design was used. A random Sampling technique was also used to select the sample for the study. The major findings of the study were some individuals occupy the same relative position on JSCA and JSCE in each of the samples studied. That there was a significant relationship between JSCA and JSCE for all the years studied. That continuous assessment scores have an effect on the final examinations scores obtained by students at the junior secondary school (JSS) level in mathematics.

**Gods will Obioma (2006)** Conducted study entitled "Continuous Assessment practices of primary and junior secondary school teachers in Nigeria". The main research questions are what is the level of understanding of school teachers on the elementary concept Of CA? How appropriate is the application of the CA guidelines in schools? What types of CA instruments are being used by school teachers? Sample is 3,325 teachers (2,185 Primary and 1140 Junior Secondary Schools teachers) were randomly selected from primary and junior secondary schools across the six geo-political zones. A Survey Instrument (SIT) developed by the research team comprised two parts. Part I elicited general background information about the respondents. Part II obtained data on teachers' understanding of the knowledge on the basic concept and procedures of CA .These results shows that vast majority of school teachers in Nigerian primary and junior secondary school demonstrate poor knowledge of the basic concept of CA. Teachers hardly use a variety of instruments such as test, class-work, Home work, project, observation, socio metric technique, interview, questionnaire, anecdotal report, checklist, rating scale, inventory and practical work. 65 percent of the teachers are still keeping the pupils' progress report Cards manually which makes the task rather very tedious. Teachers (45.8%) claim they did not have computers in their schools. Teachers also claim that they use CA to improve on their teaching. However they also say that they use CA as punishment on the learners.

**Hayford (2007)** Conducted study on continuous assessment and lower attaining pupils in primary and junior secondary schools in Ghana. The aim of this study was to investigate the uses of continuous assessment in primary and junior secondary in Ghana and focusing, in particular, on the experiences of pupils who record lower attainments. Mixed methods design was used for the conducting the study. a purposeful sampling technique was used to collect the data. The major findings of the study were the general feeling was that teachers' continuous assessment practices supported and enhanced lower attaining pupils' progress. Teachers reported that the continuous assessment approach was unfair to pupils with difficulties, particularly those who record lower attainments, consequently, these pupils continually performed poorly and some of them repeated classes every academic year. Continuous assessment pressures and lack of training in teaching and assessing lower attaining pupils impinged on the ability of teachers to support lower attaining pupils in classrooms.

**John Nwanibeze Odili (2014)** conducted study entitled Assessing Secondary School Teachers' Competences in Continuous Assessment Skills in Delta State, Nigeria. The purpose of the study is to ascertain how competent Delta state secondary school teachers are in the skills of test construction and administration as well as use assessment outcomes to bring about further improvement in learners. The study adopted the descriptive survey research design. A sample of 102 secondary school teachers was used in the study. The stratified random sampling procedure was employed. The major findings were secondary school teachers in Delta state of Nigeria are competent in the skills that are needed to practice CA mode of evaluating learning outcomes. There was no significant difference between the teachers with 0-10 years experience and the teachers with 11 plus years of experience of test construction and assessment outcomes.

**Marcus et.al(2014)** conducted research study on problems of Science Teachers' and Continuous Assessment Implementation in Secondary Schools: Competence and Effects. The main objectives of the study were to study the problems of the science teacher's implementation of the CA. To study the competencies of the science teachers for implementation CA. The survey design strategy was adopted and a stratified random sampling technique was used to select the sample. Teachers Continuous Assessment Attitude Rating Scale was used to collect the data. The major findings of the study were majority of the teachers not having the required skills.

80.5% of the respondents agreed that they do not have requisite experience about implementation of the CA. 77.8% respondents have not been exposed to conferences and workshops or any form of training. 55.3% of the teachers felt that population of the classroom is the one of the major factor for better motivation of the CA. 55.5% the teachers felt that assessment of the large population is also one of the major problem of indifference of implementation of CA.

**Mary et al (2011)** Conducted study on “Continuous Assessment practices in kwara state secondary schools, Nigeria.” The main research question of the study is what are the continuous assessment practices of secondary school teachers in Nigeria? The major findings were Most of the participants (98%) consented to the fact that their continuous assessment Practice is systematic in nature. 75 percent of the participants agreed to the fact that they normally ensure that the performances of the continuous assessment of the students are recorded cumulatively and that the final grade represents the students' performance over the year. only 25 percent of the participants agreed to factoring the three (Cognitive, psychomotor and affective) domains of learning into the overall performance of their students.

**Osadebe (2015)** Assessment of Teachers Continuous Assessment practice in line with Education policy in Primary Schools. The main objectives of the study were to find out the difference between male and female teachers on practice of continuous assessment in primary schools. To study the difference between rural and urban teacher's on practice of the CA in primary schools. A sample of 1000 primary school teachers was randomly drawn using simple and proportionate Stratified random sampling techniques. Mean and z-test were used to analyze the data. The major findings of the study were the result revealed that there was a low practice of continuous assessment by teachers in primary schools in the line of national policy on education. There was no significant difference between male and female teachers' practice of continuous assessment in primary schools in line with the National Policy on Education. The result revealed that there was no significant difference between rural and urban teachers' practice of continuous assessment in primary schools.

**Ovute et al (2015)** Evaluation of continuous assessment practices in higher institutions of learning in Enugu State; Nigeria the major objectives of the study were To study the frequently used continuous assessment instrument tools in higher institutions in Enugu State. To study the attitude of lecturers towards implementation of the Continuous

Assessment in higher institutions of learning in Enugu state, Descriptive survey method was adopted for collect the data. 184 Lecturers were proportionately sampled from three purposively selected higher institutions in Enugu state the major findings of the study majority of the teachers implementing quiz as a tool for CCE. Open discussion, debate, excursion were ranked low in their usage for assessment. Finally, other instruments like questionnaire, sociometric, interview and observation were not used. That indicates that lecturers agreed that they do not use them in any way while assessing their students. Lecturers have very low attitudes towards the use of continuous assessment in higher institutions in Enugu state.

**Robert Wilson (2009)** studied “The effect of a Continuous Quality Formative-Assessment program on Middle school student Mathematics Achievement” the main purposes of the study were to seek to determine the impact of a CQFA program on grade-eight students’ mathematics achievement in a large, urban New Jersey middle school. A second purpose was to provide educators with information on a school-wide replicable model combining a TQM approach with formative and summative assessments to improve eighth-grade middle school students’ achievement in mathematics. The major findings of the study were the CQFA intervention resulted in a significant improvement on the mathematics test scores of the grade-eight students in 2008. In other words, the CQFA program had benefited both economic groups. Like the previous conclusion, this was a positive result because it was thought that students from all economic backgrounds would respond equally well to the CQFA program. The state assessment test questions had been substantially different from the questions that students saw as part of their math curriculum and in the CQFA Assessments and (b) students do not learn all mathematical content equally well.

**Safarath Byabato and Kingtin Kisamo (2014)** Implementation of School Based Continuous Assessment (CA) in Tanzania Ordinary Secondary Schools and its Implications on the Quality of Education. The main purpose of the study is to investigate the implementation of school based continuous assessment (CA) in Ordinary Secondary Schools and its implications on the quality of education. The study adopted the descriptive survey design where questionnaires were administered to all participants. A total number of 546 Teachers participated in filling up a questionnaire. The sample targeted 560 teachers from 40 O-level schools in which 14 teachers were involved in each school. The major findings of the study has revealed



that currently the implementation of school based CA is fraught with a number of serious problems such as lack of teachers' integrity favoritism and marks inflation, lack of uniformity in the assessment tools, procedures for recording and reporting varying from school to school and the doubted training and ability of some of the teachers who generate them as many of them lack professional training on assessment practices. Teachers have limited competence of language and various subject vocabularies. The findings indicated that take home assignments and tests are more used on weekly basis with 51.03percentage and 33.84percentage respectively

**Shandomo (2002)** the relationship between demographic and attitudinal characteristics of primary-school teachers and implementation of the continuous assessment program in Swaziland. The purpose of the study was to investigate the extent to which the primary school teachers in Swaziland are implementing the Continuous Assessment Program and to determine the personal and institutional factors that affect implementation. Stratified random sampling was used for the study. All teachers of Grades 1 through 7 in the 54 schools are sample of the study. The major findings of the study were that the Continuous Assessment Program is being partially implemented by teachers. The least qualified teachers are implementing Continuous Assessment more than their more highly qualified colleagues. Second, finding was that there are major problems that teachers encounter when doing CA. These include oversized classes that make it difficult, if not impossible, to do Remediation and enrichment properly. Others include lack of time for the paperwork needed to keep accurate records. In addition, inspectors and INSET were reported not to be visiting schools to help teachers implement the program well. The problem of inadequate tools, such as photocopiers, computers, and just simple basic needs such as paper, books, and instructional materials, was outstanding in some schools.

## **2.2 Research studies conducted in India**

**Angadi and Akki (2013)** conducted a study on impact of Continuous and Comprehensive Evaluation (CCE) and fixed interval schedule reinforcement on academic achievement of secondary school students in English. The major objectives are To find out the impact of CCE on academic achievements of secondary school students in the subject of English. To find out the impact of fixed interval schedule reinforcement on academic achievements of Secondary School students in subject of English. CCE has stronger impact on learning and academic achievements in the

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

**Anil Kumar (2013)** conducted a study on “Assessment practices at JNV, way and reflections of the students on CCE. The main objective of the study is to find out student reflections on assessment practices of CCE. The major findings of the study were Most of the students are having the opinion that it is good for the students who are weak in their studies. Majority of students reported that after the introduction of the CCE, there are not getting time to study. However they said that they can improve their scores through CCE. Only a very few students reflected that it will help in the holistic assessment of the students’ abilities. Many teachers give the assignments and projects during the vacation time also. Students are not happy with it as it spoils their vacation time. It is the only opportunity they have to be with their family members. Different teachers are giving the assignments and projects at the same time, so students find difficulty in completing the work in time. Students reported that doing 5 projects and 5 assignments in each subject during one FA is really a burden. Most of the students are not seriously taken the CCE activities. They just complete the activity as they came to know that no one will fail.

**Anil Kumar and Sikka (2013):** conducted a study entitled Co-curricular Activities as Perceived by Students and Teachers of Government Secondary Schools of Himachal Pradesh. The main objectives of this study were to study the perceptions of students towards co-curricular activities organized in government schools. To study the perceptions of Teachers towards co-curricular activities organized in government schools. The major findings were 80% students of government schools agreed that co-curricular activities develop positive attitude and confidence. Majority of the students of government schools (82%) felt that these activities are also important for value inculcation and 80 percentage favor all round development of the students. 90 percentage teachers of government schools agreed that co-curricular activities are important for all round development of a student. They stated that through co-curricular activities they can develop all domains of the child i.e. cognitive, psychomotor and effective. (90%) of teachers from government agreed to the

statement that co-curricular activities develops positive attitude and confidence in the students.

**Anita (2014)** Conducted a study entitled “A Comparative study on the Opinion of Government and private school teachers of Chittoor district towards Continuous comprehensive evaluation. Compare the opinions of male and female teachers toward Continuous Comprehensive Evaluation. To compare the opinion of government and private school teacher’s towards continuous comprehensive evaluation. To compare the opinion of urban and rural school teachers towards continuous comprehensive evaluation. The major findings of the study were there is no significant difference between the opinion of government male and female school teachers towards continuous comprehensive evaluation. There is significant difference between the opinion of private male and female school teachers towards continuous comprehensive evaluation. There is no significant difference between the opinion of government and private school male teachers towards continuous comprehensive evaluation. There is significant difference between the opinion of government and private school female teachers towards continuous comprehensive evaluation. There is significant difference between the opinion of male and female teachers towards continuous comprehensive evaluation. There is significant difference between the opinion of government (Rural) and private (Urban) school teachers towards continuous comprehensive evaluation.

**Anjum Ali (2013)** studied CCE Practices in Govt. Aided Schools of Delhi. The main objectives of study were to study the problems faced by the management of Muslim Minority Govt. Aided. Schools in Delhi on the following dimensions: Implementation of CCE Training of Teachers for CCE, Regarding Grading, Students Participation. To study the actual practices of CCE ongoing among Muslim Minority Govt. Aided Schools in Delhi. To study the performance of students of these schools, Scholastic Achievement, Co-Scholastic Achievement. The major findings of the study was the schools those results were around 50 percentage from several years suddenly elevated to 100 percentage result in the year 2011, because of this new grading system. Most of the teachers have the view that it made teachers’ work more clerical than teaching. None of the school provided training for CCE. It created a huge workload on teachers for evaluating and grading as well as completing the syllabus on time. Students’ participation in all the activities of CCE is also a major issue in the Muslim Minority

Govt. Aided Schools of Delhi. Two schools are running without head clerks, three schools without principals and the teacher student ratio varies from 1:37 to 1:45. The true assessment of all the skills, components is not in practice while the Students assert that nobody can fail us up to 10th standard. This system also reduced stress among Students, a strongest positive sign for Comprehensive development of students' skills of individual interest areas.

**Chopra and Gupta (2013)** conducted research study on "Learners attitude towards Continuous and Comprehensive Evaluation. The main objectives were to study the attitude of learners' towards CCE scheme. To study the attitude of learner's towards teachers' in terms of assessment practices used by them. To study the influence of learner's towards CCE on their life. The major findings were more than half of the learners i.e. 80 percent of them are having favorable attitude towards the CCE. Mostly the learner's attitude shows average favorable towards teachers in terms of assessment practices used by them. They are not completely satisfied with respect to the attitude of teachers, Almost 83 percent of learners were having a favorable attitude towards the influence of CCE on their life.

**Himani anand et al (2013)** conducted survey on comparative study of stress in continuous and comprehensive evaluation system. The main objective of the study is to compare the level of stress in Continuous and Comprehensive Evaluation System. Stress was measured by Perceived Stress Scale. The major findings of the study were students' studying in Continuous Evaluation System was found to have less stress than students studying in Comprehensive Evaluation System.

**Indu Rathee (2014)** conducted a research study entitled Continuous and Comprehensive Evaluation a study of teacher's attitude. The major objectives of the study were to find out the level of teachers attitude on continuous and comprehensive evaluation. To find out the attitude of science and social studies teacher's significantly differ on continuous and comprehensive evaluation. To find out whether the attitude of teachers working in government and non- government schools significantly differ on continuous and comprehensive evaluation. To find out whether the attitude of more experienced and less experienced teachers significantly differ on continuous and comprehensive evaluation. The major findings were there is no significant difference between attitude of science and social studies teachers' and government and non government school teachers and also more experienced and less experienced teacher's

attitude towards continuous and comprehensive evaluation. But young teachers having more knowledge and depth in the content and also new trained teachers have more attitudes towards CCE.

**Jadal (2011)** Conducted an experiment on Effect of Continuous and Comprehensive Evaluation on student's attainment at primary level. The main objectives of the study were to develop the skills those are to be fostered among children. . To transact the skills through formulated activities of various learning models. To design and construct Continuous and Comprehensive based test items for Assessment of the skills. To study the effectiveness of Continuous and Comprehensive Evaluation technique as a device for qualitative improvement of primary education. The experimental study was designed and conducted on standard VII. The major findings of the study were. Attainment of the concepts and development of multiple abilities / mastery of skill can be possible through continuous and comprehensive evaluation at primary level .Continuous and Compressive based performance tests and oral tests provide maximum exposure to the children and motivate the children to be concentrated on the required skills, which help them to reach at the mastery level. Continuous and Comprehensive Evaluation creates interest, attention and learning attitude among the students. Continuous and comprehensive evaluation technique helps in the acquisition of different performances, skills and enhances the level of listening, reading, speaking writing and comprehension abilities among the children.

**Joshi (2013)** Study of Continuous Comprehensive Evaluation Scheme at Elementary School from Buldhana District, Maharashtra (India).the main objectives of the study were To study the current evaluation system in secondary school. To examine the view-points regarding CCE presented in the framework. To study the practices of CCE in Secondary schools. The major findings were teachers were familiar with the term CCE, but they were unaware about the exact meaning of continuous comprehensive evaluation. They are given stress on student's achievement instead of improvement. Teachers don't know that CCE is not only concerned with the appraisal of achievement but also with its improvement. There is no Lack of daily record maintenance and daily feedback also. Evaluation of scholastic area by the teachers is the entire school subject by oral test, written test, project work and practical activity. Tools prepared for the evaluation was oral questions, paper pencil test, unit test and

assignment were given. They conducted monthly class test, unit test and terminal test. Direct or indirect grade was given.

**Kothari and Thomas (2011)** studied implementation of Continuous and Comprehensive Evaluation in Upper primary schools of Kerala. The objectives of the study were to study the implementation of CCE in upper primary schools with respect to: How it is implemented in classes by teachers, Assessment of scholastic and co-scholastic aspects (c) Problems faced by teachers while implementing CCE. Survey method was used for conducting the study. Questionnaire was prepared for collection of data. The study concluded that Majority of the teachers (fifty two percent) revealed that they conducted three formative assessments in a term and twenty percent revealed that they conducted four formative assessments per term. 50 percent of teachers are given waightage of 75:25 for scholastic and co-scholastic aspects. 20 percent teachers gave a waightage of 60:40 for the same while 15 percent gave a waightage of 80:20. According to 59 percent of teachers there were 4 periods per week for co- curricular activities in their schools and according to 31 percent there were 5 periods per week for the same. Only 4 percent reported to have 6 periods per week for co-curricular activities while two percent reported a number of 7 periods per week. It was found that projects, assignments, quizzes, oral questions and research work were used for making formative scholastic assessment. Most of the teachers handled classes with more than forty students and this made it difficult for them to effectively implement CCE. Teachers raised the problem of CCE causing disturbance to other classes. Another problem being faced was that many students were not submitting their assignments in time.

**Kaur and Kauts (2013)** conducted a study entitled Perception and Attitude of Teachers from Rural and Urban Background towards Continuous and Comprehensive Evaluation at Secondary Level. The major objectives of the study were to study the perception of teachers towards CCE from rural and urban background. To study the attitude of teachers towards CCE from urban and rural background. Scale of Perception towards CCE and Scale of Attitude towards CCE were used for the data collection. The major findings of the study were it was found that there is the significance difference between perception of teachers from rural and urban background and Rural School Teachers perceived CCE in a better way than Urban

School Teachers. Rural and Urban School Teachers have more or same Attitude towards CCE.

**Kuldeep kaur (2014)** teachers' and students' perspectives on continuous and Comprehensive evaluation. The major objectives of the study were to study teachers' perspectives on Continuous and Comprehensive Evaluation. To study student's perspectives on Continuous and Comprehensive Evaluation. major finding of the study were Majority of the teachers (73.5%) feel competent to evaluate students as per the new format of evaluation. 83.5 percent of the teachers felt that CCE increased their work load they feel stress. 90.83 percentage students reported that they fully understand the CCE format. 60 percentage of the students feel that it has added to their workload. (71.66%) believe that CCE system encourages not only the academic skills/performance but also the other abilities among students. majority (65%) expressed their preference for the CCE. Majority of them (69.16%) believe that it will encourage students to be more regular in the class and their studies.

**Kumar (2014)** Conducted study entitled "Teachers attitude towards Continuous and Comprehensive Evaluation. The main objectives of the study are to compare mean scores of attitude of Continuous and Comprehensive Evaluation among male and female teachers To compare mean scores of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers To compare mean scores of attitude of Continuous and Comprehensive Evaluation among married and unmarried teachers To compare mean scores of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience. The major findings were there is no significant difference of attitude of Continuous and Comprehensive Evaluation among male and female teachers .There is a significant difference of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers. Comparing the mean values of senior teachers (178.52) is higher than that of junior teachers (171.862). Hence senior teacher has more positive attitudes towards Continuous and Comprehensive Evaluation There is no significant difference of attitude of Continuous and Comprehensive Evaluation among married and unmarried teachers. There is a significant difference of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience. Comparing the mean values of teacher with more experience (177.28) is higher than

that of teacher with less experience (175.55). Hence teacher with more experience has more attitudes towards Continuous and Comprehensive Evaluation.

**Kumar Acharya and mondal (2015)** conducted research study on Teachers awareness on Continuous and Comprehensive Evaluation at Elementary schools of Assam. The main objectives of the study were to find out the knowledge of Teachers on Continuous and Comprehensive Evaluation (CCE) at Elementary schools of Lakhimpur District of Assam in relation to professional qualification, settlement and gender. Questionnaire was used to collect the data. The major findings of the study, there is no significant difference between male and female and urban and rural on awareness of CCE.2) There is no significant difference between the Trained and Untrained Elementary School Teachers on the Knowledge of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam.

**Kumari (2012)** An Analysis of ICT integrated Continuous Comprehensive Evaluation System at Secondary Level in Sai International School, Bhubaneswar. The main objectives of the study is To study the process followed for implementation of ICT integrated CCE system in the school at secondary level .To study the activities conducted by different teachers for evaluation of students as per CCE system. To find out the ICT tools and techniques used for evaluation of these activities. To study perception of school authority, teachers and students of secondary level about CCE system and its integration with ICT. The present study was a qualitative study having a case study approach. Questionnaire, semi structured interview and focused group discussion was used for the study. The major findings of the study were all the teachers' organized one activity per week for formative assessment. They organized different types of activities like quiz, group discussion, assignment, project, practical test, presentation, experiment, survey etc. All the teachers conducted paper –pencil test for formative assessment but they differed in frequency- 60 percent teachers 4 times in a year, 20 percent teachers 2-3 times in a year and other 20 percent once in a year. All teachers using ICT based tools and techniques for evaluation of the student progress in different activities. Concern in co scholastic aspects, It was found that the students were evaluated on the basis of their participation and achievement in these activities with the help of e-observation checklist or rating scale. E-portfolio and anecdotal records were also used .Most of the teachers as well as the principal opined that CCE could proved fruitful only when it is adequately implemented. All the students were aware of CCE system. 80 percent of them were of the view that ICT



integrated evaluation tools provided them with greater opportunity for self as well as peer evaluation in a more comprehensive manner.

**Mathew and Rathoure (2013)** studied an analysis of awareness among secondary school teachers towards continuous and comprehensive evaluation in central India. The major objectives of the preset study were, to find the difference in CCE awareness among male and female secondary school teachers, to compare the CCE awareness among the secondary school teachers belonging to Urban and Rural areas, to compare the CCE awareness among the secondary school teachers belonging to Government and Private school. The major findings of the study were Total mean score is less than 50 percent means that teachers included in this study is less aware about CCE. Female and Male teacher have equal awareness about CCE. Awareness among teacher working in urban area and rural area have equal awareness about CCE. Awareness among teacher working in Government school and private schools, Government school teacher have more awareness about CCE than private school teachers.

**Mishra and Mallik (2014)**.Conducted a research study on Perception of teachers, parents and students about continuous and comprehensive evaluation at elementary school level in Odisha. The main objective of the study was to a study the perception of teachers, Parents and students about continuous and comprehensive evaluation. It is found that though most of the teachers said that they are aware about CCE, but the way they responded the items shows that they are not much aware about CCE. Similarly, parents and community members are also not aware about CCE. Teachers are least bothered even to inform the parents about the assessment results. It is found that lack of adequate teachers is one of the major reasons for not implementing CCE scheme in true spirit.

**Nagaraj and Nagaraj (2015)** conducted a research study on traditional and contemporary evaluation: a comparative study. The main objectives of this study were to study and understand every aspect of children's learning during their presence at school. To test and evaluate the effectiveness of CCE system at VII Std level in thalavadi block. To compare and comprehend Traditional Evaluation of chalk and talk method with CCE, To distinguish the distinction between CCE and Traditional Evaluation, to process learning efficiency by way of Formative and Summative Assessment. To diagnose evaluation problems that exists in the systems and methods. To analyse the activities

executed in the teaching learning process. This study adopts descriptive method in order to undergo the evaluation methods. The major findings of the study were Implementation of new teaching methods and tools in CCE system, improved children's scoring marks. Traditional Evaluation system leads the children to rote learning. CCE method helps the children learn the language skills in systematic ways. Traditional Evaluation method is very hard and vague. It doesn't influence the children get interested in learning the content and language skills. CCE system reduces the percentage of failing students in the subject. Execution of Traditional Evaluation in the content level of lessons, out of 34 students 21 passed and 13 detained. Implementing CCE in the evaluation system, out of 34 students only 2 detained and other 32 passed.

**Naidu (2013)** conducted a research study on 'A Study on the Implementation of Continuous and Comprehensive Evaluation at Elementary Level'. the major Objectives of the Study is To know the perceptions of teachers on the implementation of CCE at Elementary Level. To find out whether there are any differences in the perceptions of the teachers towards the implementation of CCE procedures at Elementary Level with respect to their Gender, Locality, Type of school management, Age, Teaching Experience, and Educational qualifications. To examine the effectiveness of CCE procedures in evaluating student's at Elementary Level. The researcher selected 60 teachers who are working at elementary level from 24 schools for the purpose of this study covering both urban and rural localities, Government and Private Managements. Major Findings were it is observed that on the whole the Elementary School Teachers have favorable attitude towards the implementation of CCE. Significant difference between urban locality school teacher respondents and rural locality school teacher respondents towards the Implementation of CCE at Elementary Level was found. Observed that both Male and Female respondents perceived high towards the Implementation of CCE at Elementary Level. It is observed that both Government and Private management school teacher respondents perceived high towards the Implementation of CCE. It is observed that both the age group respondents perceived high and expressed similar opinion towards the Implementation of Continuous and Comprehensive Evaluation at Elementary Level. It is observed that significant difference between Inter with D. Ed qualified teacher respondents Degree/PG with B. Ed qualified teacher respondents towards the Implementation of Continuous and Comprehensive Evaluation at Elementary level.

**Nijairul and chkraborthy (2012).**Conducted study entitled “A study on awareness Assembled by School Teachers towards Continuous and Comprehensive Evaluation in radiance of RTE act 2009 .The main objectives of the study are to study the awareness of In-service school teachers towards CCE with respect to their gender. To study the awareness of In-service school teachers towards CCE with respect to their demography, to study the awareness of In-service school teachers towards CCE with respect to their length of service period.265 in-service teachers are the sample of the study. . The major findings were the overall awareness rate is very low. It's a cause of big anxiety and poses a challenge before the policy makers. Another finding of the study reveals that the female teachers are more unaware than male teachers, and another finding of the study is there is no significance difference with respect of awareness of In-service school teachers towards CCE with respect to their demography. Again no significant difference is observed in awareness of the student teachers towards CCE with respect to their teaching experience.

**Pandey (2015)** A study of Continuous Comprehensive Evaluation practices and its impact on student’s achievement in parishadiya elementary schools of U.P .The main objectives of the study were to study the teachers activities in adapting Continuous Comprehensive Evaluation process. To study the impact of Continuous Comprehensive Evaluation process on students achievement. The major findings of the study were 75% of the students reported that their Teacher’s pay attention towards presence in the school. More than 90% of the students accepted that teachers always instruct their behavior in the school. About 60% of the students informed that their teachers carefully observe students activity in the classroom during teaching and make suggestions to reform mistakes. Only 69% of the students accepted that their teacher organized literary program such as poem, debate, lectures, reading and writing competitions. 75% students of these schools participated in these program. Continuous comprehensive evaluation procedure helped teachers and students in upgrading achievements. 39% of the students taught without CCE were unable to achieve 33% of the marks where as 26% of the students scored below 50% of the total marks. Only 15% of the students failed where teachers followed CCE practice. 29% of the students scored above 80% of the marks where teachers evaluate and noticed students carefully.

**Poonam and Gupta (2016),** Perception of the teachers with evaluation of children with special needs. The main objective is to know the perception of the teachers with

evaluation of children with special needs. The major findings were 68% teachers agree that the resources suggested by them for CWSN are incorporated by the school. 53% teachers agree that CCE has brought qualitative changes in teaching and assessment practices for CWSN. Unanimously 85% teachers agreed that now they use group and pair work for evaluation. 87% teachers agree that now they focus on both scholastic and co-scholastic aspects of students. 52% agree that CWSN doesn't mix up with other children easily. 60% teachers agree that extra time is given to CWSN to attempt the question paper. 73% teachers agree that CCE has put burden on them. 53% teachers agree that it is difficult to involve CWSN in scholastic and co-scholastic activities. 53% teachers agree that it is difficult to manage assessment activities of CWSN.

**Pooja (2012)** conducted a study entitled Continuous and Comprehensive Evaluation - A Study of Teachers' Perception. The Objectives of study were to study the government school teachers' perception of CCE. . To study the difference in the perception of male and female government school teachers towards CCE. To study the government school teachers perception of CCE at Primary and Secondary level. To study the teacher's perception of CCE with varying educational qualifications. To study the teachers' perception of CCE with regard to number of years spent in teaching. The major findings of the study As far as teachers' perception of CCE is concerned the results of the study indicate moderate acceptability of CCE by the government school teachers. . Most of the teachers are still unaware of the concept of CCE. There was no significant difference between male and female teachers perception of CCE. . 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 the teachers' perception of CCE among moderate and highly experienced teachers. 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.

**Paparayudu (2016)** Problems of the Teachers on Implementation of CCE based Text books at Primary level in Prakasam district of Andhra Pradesh. The main objectives were to know the awareness of the teachers on implementation of CCE. To study the problems of the teachers on implementation of the CCE based text books at primary level. The major findings were Majority of the teachers are aware of the implementation of the CCE but they did not attended any workshop regarding the CCE.3.Majority of the teachers reported that government has not given any amount for teaching aids for implementation of CCE and also not provided all required material for teaching all subjects in schools. Majority of the teachers reported that they feel CCE based syllabus given in the text book is and content given in the text books at primary level is it very difficult to understand for the students. Majority of the teachers reported that project works, assignments, exercises, given in the primary school textbooks is difficult to do the students. Majority of the teachers think that for teaching CCE based primary school textbooks requires more number of hours. Majority of the teachers reported it is not possible to achieve all academic standards given in the each subject. Majority of the teachers reported that difficulty faced by the children doing different type of activities given in the primary school text books. Majority of the teachers feel that English text books very difficult and books standard is very high for primary children. Most of the teachers said that in the Malti class teaching is major barrier for effective implementation of CCE.

**Pazhanimurugan et al (2015)** studied on teacher's attitude towards Continuous and Comprehensive Evaluation on secondary schools. The main objective of the study was to study the teachers' attitude towards CCE in Secondary Schools. To find out the difference between male and female teachers attitude towards CCE in secondary schools, to study the differences between graduate and post graduate teacher's attitude towards CCE in secondary schools. The major findings of the study were as far as teachers' attitude towards CCE is concerned the results of the study indicate moderate acceptability of CCE by the government school teachers. Most of the teachers are still unaware of the concept of CCE there was no significant difference between male and female teachers attitude of CCE in secondary schools. There was no significant difference between graduate and post-graduate teachers Attitude towards CCE in secondary schools. Further results revealed that the major problems faced by the school teachers in the execution of CCE were large number of students in classes,

lack of training, lack of proper infrastructure facilities and teaching materials. Lack of seriousness among the students towards academics was also reported as a serious concern of the teachers.

**Pradhan and Singh (2015)** A Study on Attitude of Secondary School Teachers towards Continuous and Comprehensive Evaluation. The main objectives of the study were to study the attitude of male and female secondary school teachers towards continuous and comprehensive evaluation. To study the attitude of urban and rural Secondary school teachers towards continuous and comprehensive evaluation, to study the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation. The major findings of the study were there is no significant difference between the attitude Of male and female secondary school teachers towards continuous and comprehensive evaluation. There is no significant difference between the attitude of rural and urban secondary school teachers towards continuous and comprehensive evaluation. There is significant difference between the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation.

**Prasanth (2014)** conducted a study entitled an analysis of attitude of secondary school teachers towards FDP of CCE. The main objectives of the study were 1. To study the attitude of teachers having age below 35 and above 35 years towards in-service training programs of CCE. To study the attitude of Male and Female teachers towards in-service training programs of CCE. To study the attitude of Urban and Rural teachers towards in-service training programs of CCE. To study the attitude of Married and Unmarried teachers towards in-service training of CCE. To study the attitude of Science and Arts post graduate teachers towards in-service training of CCE. To study the attitude of Government and Private school teachers towards in-service training of CCE. To study the attitude of 1-10 years teaching experience and 11-20 years teaching teachers towards in-service training programs of CCE. The major findings of the were there is no significant difference between male and female teachers and age below 35 years and above 35 years attitude towards in-service training programs of CCE. And also it is concluded that there is no significant difference between Rural and Urban, private and government, science and arts, married and un married, 1-10 years, 11-20 years of experience, teachers attitude towards in-service training programs of CCE.

**Puspajali pani (2004)** studied on the impact of continuous and comprehensive evaluation at primary level. The main objective of the study is to study the effect of continuous and comprehensive evaluation on achievement of primary school children in scholastic areas namely mathematics, language and environment study. To study the effect of Continuous and Comprehensive Evaluation on the achievement of primary school children in Co-scholastic areas mainly Punctuality, Regularity, Discipline, and Cleanliness. To study the relationship between Scholastics and Co-scholastic areas of learning on achievement of Primary school children. The major finding were the CCE has been found to have significant effect on both scholastic and co-scholastic areas namely languages, mathematics and environmental science. Co-scholastic areas are namely regularity, punctuality, discipline and cleanliness. Area (urban and Rural) has been found to have no significant effect on scholastic achievement on 5<sup>th</sup> children. Mathematics, languages and Environmental science has got significant relationship with regularity, punctuality, discipline and cleanliness.

**Raiana and Verma (2015)** conducted research study on continuous and comprehensive evaluation –a study of teacher’s attitude .the main objective of the study was to study CBSE School teachers’ attitude towards CCE. The major findings of the study were the overall results indicate that the there is a significant difference between the attitude of teachers towards continuous comprehensive evaluation in relation to the interaction of school type, qualification and locality. The attitude towards CCE was shown favorable to the moderate extent by majority of teachers.

**Rani and Priya (2015)** conducted a research study on assessing secondary school teacher’s attitude towards continuous and comprehensive evaluation in terms of location of institutions &gender .the major objectives of the study are to assess the attitude of secondary school teachers towards continuous comprehensive evaluation. To study and compare the attitude of urban and rural secondary school teacher’s towards continuous comprehensive evaluation. To study and compare the attitude of male and female secondary school teacher’s towards continuous comprehensive evaluation.. The major findings of the study were the maximum teachers are having moderate favorable attitude towards CCE. Only few teachers are having extremely favorable attitude towards CCE. There is no significant difference between rural and urban on attitude of CCE. It indicates that urban and rural teachers are having equal

attitude on CCE. In the same way male and female teachers are also having same attitude regarding to CCE.

**Rajendranathbabu (2013)** studied on ICT and CCE awareness of the secondary school students. The main objective of the study was to study the ICT and CCE awareness of Secondary School Students. Purpose of the study a sample of 60 Secondary School students was selected in Y.S.R. Kadapa District through random sampling technique. The major findings of the study were there is a significant difference between Boys and Girls Students with regard to awareness towards ICT and CCE. There is a significant difference between VII and VIII Students with regard to awareness towards ICT and CCE.

**Rajput, et.al (2005)** studied on feasibility study of continuous comprehensive assessment of primary students. To study the feasibility of the school based evaluation scheme (SBES) for the primary level. The major objectives of the study were to identify requirements of the school based evaluation. To study perception of teachers, parents and students regarding school-based evaluation. Rigorous monitoring of the evaluation procedure adopted by teachers is advocated along with on-the-spot intervention in SBES. This aspect has been overlooked in the present system. The scheme was implemented in all five classes of primary sections of all four Demonstration Multi-purpose Schools (DMS) attached to each Regional Institute of Education (RIE) situated at Ajmer, Bhopal, Bhubaneswar and Mysore. The major findings are as follows: The concept of the scheme was accepted and appreciated by all teachers, head of primary section and coordinators. They readily adopted the scheme and willingly implemented it throughout the session. This indicates their acceptance and appreciation of the scheme. Parents appreciated the purpose of the school-based evaluation scheme which was reflected through their increased participation in parent-teacher meetings. Parental satisfactions were indicated by the fact that they did not resist/oppose the scheme and were happy, particularly with the progress of their ward in co-scholastic areas. Students' performance was observed; recorded and reported in both scholastic techniques for assessment of students' performance in different areas such as self assessment, peer assessment, anecdotal records. Students of Class V were made aware of peer assessment and self assessment techniques, and co-scholastic areas in a more systematic manner. Teachers confidently used different techniques for assessment of students' performance in



different areas such as self assessment, peer assessment, anecdotal records. Students of Class V were made aware of peer assessment and self assessment techniques.

**Rao and Rao (2012)** conducted a study on Effectiveness of Continuous and Comprehensive Evaluation over the evaluation practices of teachers. The main aim of the study was to study the impact of Continuous and Comprehensive Evaluation over the evaluation practices of primary school teachers. The objectives were to Study the evaluation practices of teachers before implementing the training program of Continuous and Comprehensive Evaluation. To Train the teachers in Continuous and Comprehensive Evaluation by using the training package on Continuous and Comprehensive Evaluation. To the Study the impact of Continuous and Comprehensive Evaluation over the Awareness and the classroom evaluation practices of teachers such as questioning skills, testing, recording and reporting procedures. The study was carried out in three phases which included, Development of module of CCE. Training of teachers by using the training materials and conducted the follow up activities to study the impact of CCE training programme. The major findings of the study were Training programme continuous and comprehensive evaluation had an effect not only in improving the knowledge of teachers in evaluation but also in application of evaluation skills in evaluating achievement and in curricular areas and their performance in co-scholastic areas along with assessment of personal and social qualities.

**Raveendran (2013)** conducted research study on ‘Beyond testing and grading: using assessment to improve teaching learning The major objectives were, find out how CCE has been perceived by teachers, students and parents, Identifying the challenges associated in CCE. Try out of CCE in the field and present the impact on learning. The study based on observations conducted in schools and interview with teachers, and parents. The major findings were large number of children in the class, More classes to handle Time consuming, Students irregular in attending class, Lack of resources, Inadequate training and performance of students were better in respect of interest, participation; level of involvements, extent of abilities and skills and in effect the overall educational performance.

**Shandilya (2013)** studied the perception of teachers about implementation of CCE. The main objectives of the study are to study the secondary school teacher’s perception towards CCE, to study the secondary school teacher’s perception towards

CCE on following dimensions, life skills, attitude and values, co-curricular activities, physical and health education, to study the difference in the perception of secondary school teachers towards CCE with respect to their gender, designation, and teaching experience. The major findings of the study were 27 percent teachers have low level of favorable attitude towards CCE, 64 percent of teachers have average level of favorable attitude towards implementation of CCE in schools where as only 9 percent of teachers have high level of favorable attitude towards implementation of CCE. Nearly 30 percent of the teachers having low level favorable attitude regarding evaluation of life skills, attitude and values, co-curricular activities and evaluation of physical and health education. Nearly 63 percent of the teachers have average favorable attitude, and 7 percent of the teachers having very high favorable attitude of life skills, attitude and values, co-curricular activities and evaluation of physical and health education.

**Sharma (2013)** studied “Attitude of teachers towards continuous comprehensive evaluation (CCE) the main objectives of the study were to compare the attitude of male and female teachers toward continuous comprehensive evaluation. To compare the attitude of government and private school teacher’s towards continuous comprehensive evaluation. To compare the attitude of urban and rural school teachers towards continuous comprehensive evaluation. To compare the attitude of high experienced and low experienced teachers towards continuous comprehensive evaluation. The major findings were female teachers attitude were more than the male teachers mean score towards CCE. Private school teachers attitude were more than the government school teachers mean scores towards CCE. Urban school teachers attitude were more than the rural school teachers mean score towards CCE. High experienced teachers attitude were more than the low experienced teachers mean scores towards CCE.

**Shekar (2013)** conducted a research study on ‘Study of self assessment abilities of Central Tibetan School students’. Major Objectives of the study: To find the relationship between the expected score and the obtained scores in formative assessment test. To compare the variation in the self assessment ability of the group. To compare the variation in the self assessment ability based on the gender. The formative test, constructed by Mathematics subject was considered as the tool. The major findings were students have the abilities of identifying the criteria’s of

mathematics assessment and judge their performance against those criteria's. It also highlights the ability of using the Meta cognitive abilities to maximum extent. Some students who have overestimated their abilities which indicate that they are not able to set their goals in realistic manner, without understanding the criteria's of assessment, while there are some students who have under estimated their abilities. This also shows that these students also not assessed their potentials against the set criteria's in precise manner. Gender shows that girls are having better self assessing abilities than boys.

**Singh and Singh (2012)** studied Attitude of school teacher's towards CCE in relation to gender, location of residence, age and teaching experience. The main objectives of the study are to study the attitude of teachers towards continuous and comprehensive evaluation on the basis of their gender, location of residence, age, and teaching experience. To compare the attitudes of teachers towards continuous and comprehensive evaluation on the basis of their gender, location of residence, age, and teaching experience. Survey method was adopted for the study. Attitude scale and interview was conducted to the respondents. The major findings of the study were female teachers have favorable attitude; whereas male teachers are having the unfavorable attitude towards implementation of the CCE. Below thirty years teachers' possessed favorable attitude and between 40-49 years age group possessed unfavorable attitude. Female teachers were those who are living in rural and semi urban areas having favorable attitude towards CCE. Male teachers those who are residing in rural areas, teachers above thirty year and teaching experience less than twenty years having the unfavorable attitude towards CCE.

**Singh et al (2013)** conducted a study entitled Attitude of Student Teachers towards Continuous Comprehensive Evaluation with reference to gender, caste and habitat. The objectives of the study were to construct a scale to measure the attitude towards continuous internal assessment. To measure the attitude of B.Ed., student's of the maharaja Sayajirao University of Baroda, India towards Continuous Internal Assessment. To study the attitude towards continuous internal assessment with respect to different variables like gender, habitat and caste. Attitude scale was used to collect data. It is concluded that there was no significant difference in the mean attitude towards continuous internal assessment of male and female B.Ed. students. It is found that there is no significant difference in the mean attitude towards continuous

internal assessment of students belonging to different habitat. It was found that there is no significant difference in the mean attitude towards continuous internal assessment of students belonging to different caste categories.

**Sikdhar and Poddar (2015)** conducted a research study on “A study of implementation of the continuous and comprehensive evaluation in mathematics assessment in Gujarat state board schools of Vadodara city” the main objective of the study were to study the awareness of the among the mathematics teachers regarding CCE in upper primary sections of GSHSEB schools of Vadodara city. To study the extent to which CCE implementation in focus on higher order thinking skills in mathematics. To study the difficulties faced by the mathematics teachers in implementation of the CCE. To study the support mechanism provided by the government officials to the mathematics teachers teaching in GSHSEB schools for CCE implementation. The major findings of the study were 78 percent of the teachers were aware of the components of the CCE. 60 Percent of the teachers were focused on the higher order thinking skills in mathematics. Only 50 percent of the teachers admitted to be satisfied with the support they got from school authorities for CCE administration. 70 percent of the teachers were yet to receive any written document from the state government

**Siva kumar et al (2013)** conducted a research study on student's attitude towards continuous and comprehensive evaluation of upper primary schools. The main objective of this study was to find out the percentage analysis of CCE of upper primary schools based on sex, type of school and parents occupation. The Survey method was used for the present study. A questionnaire was used to collect the data. The major findings of the study were Majority of the students revealed that they conducted three formative assessments in a term and twenty percent revealed that they conducted four formative assessments per term. It was found that projects, assignments, quizzes, oral questions and Research works were used for making formative scholastic assessments. Assignments were used to the maximum but Research work was used to the least. Finally concluded that female students' attitude (96%) is higher than the male students (91%) and Govt. and private school students (94%) and Govt. Employee parents' attitude (97%) is higher than the private school (86%) and private employee parents' attitude (90%).

**Sudarshan and biradar (2013)** conducted a study “survey of opinions of students and teachers towards implementation of CCE in CBSE schools. The main objective of the study is to find out the opinion of the students towards implementation of CCE in CBSE schools. To find out the opinions of the student’s towards implementation of the CCE in CBSE schools. To find out the method of teaching followed in implementation of CCE in CBSE schools. The major findings of the study were 91.2 percent of the teachers and 91.1 percent students have favorable opinion towards implementation of CCE. For the method of teaching 102 teachers follow learner centric methods where as 29 teachers follow group activity method and 15 teachers follow textbook method while implementing CCE in CBSE schools.

**Thakur (2016)** A Study on the perception of the students and teachers towards continuous and comprehensive evaluation at secondary school level under Dibrugarh district of Assam. The main objectives of the study were to find out the perception of teachers towards continuous and comprehensive evaluation, to find out the perception of students towards continuous and comprehensive evaluation, to find out the various problems in execution of continuous and comprehensive evaluation. The major findings were majority of the teachers aware about the CCE. Majority of the teachers was responded CCE is very useful to students for their development. Majority of the teachers felt that it is very difficult to evaluate the socio economic problems of the children. 60% of the students not knowing about the continuous and comprehensive evaluation. Majority of the students 70% responded that co curricular subjects not organizing in their schools. Most of the students happy with CCE and they are enjoying with CCE.

**Vanita Chopra (2014)** conducted a study entitled Teachers’ Voices towards the Problems Faced in Implementation of Continuous and Comprehensive Evaluation. The main objective of the study is to identify and study the problems perceived by the teachers’ in the implementation of CCE. The major findings of the study were all the teachers felt that regarding CCE is fair and true assessment of the students. Majority of teachers’ considered teacher-student ratio to be a major obstacle in the effective implementation of CCE. It is impossible to pay individual attention to all the students in a class of forty-five or more than that, and along with organizing training workshops for teachers’ as well as parents’. Large majority of teachers’ agreed that

through in-service training programs they become aware regarding the latest teaching methodology leading to effective and interesting teaching-learning process.

**Vanita chopra and Rajan Bhatia (2014)** studied 'practices of teachers' in implementing continuous and comprehensive evaluation an exploratory study. The major objective of the study is to study the English language teachers' practices in conducting formative assessment as per CBSE guidelines. The major findings reveal that almost all teachers use multiple activities for assessing the listening, speaking and writing skills of the students. Reading still remains a neglected skill in the classroom owing to lack of awareness among teachers to use innovative strategies for enabling them to enhance their reading habit with comprehension. In addition, teachers also make use of multiple criteria to assess the above skills along with assessing sub-skills for the same. It was also found that teachers use multiple forms of record maintenance and assessment for assessing the gifted students in the class. With regard to remediation and enrichment for the students less than 50 percentage of the teachers' prefer not to use multiple strategies for remediation and enrichment

**Yadu Kumar and Kiran Kumar (2014)** conducted "A Study on Awareness of CCE among Secondary School Teachers"..The main objectives of the study were to study the secondary school teachers' awareness of CCE. To make suggestions for facilitating smooth execution of CCE in schools. The major findings of the study were 50 percent of the respondents have average awareness regarding CCE. 36.11percent of the total data possess high awareness towards CCE. Large number of students overcrowded class rooms, Lack of appropriate training about CCE, Lack of adequate infrastructure and teaching materials, increased volume of work e) Cost factor and time consuming, Lack of seriousness amongst students, Lack of Parents Interest towards CCE concept.

### **2.3 Implications of the review of related literature to present study**

Total 61 studies were reviewed which includes studies related to implementation of CCE, problems of the teachers, attitude and perception of the teachers, facilities, evaluation practices and students perception and awareness of CCE. Most of the studies were conducted at secondary level of school education; few studies were conducted at elementary level and university level. Only two studies were conducted at upper primary level from 2004 to 2016.

Among all review studies Jadal (2011), Joshi P. S (2013), Mishra, S. and Mallik, P. (2014), Naidu (2013), Pandey. S (2015), Paparayudu J. S (2015), Puspajali pani, (2004), Rajput. et.al (2005), Rao and Rao (2012), Bernard & Emmanuel (2012), Hayford (2007), Osadebe (2015) studies mainly concentrated on primary education.

Most of the studies were conducted at secondary level .these studies were Angadi and Akki (2013), Anil Kumar & Sikka (2013), Anita T.S. (2014), Anjum Ali. (2013), Chopra. V. and Gupta. D (2013), Himani anand and Gargi Sharma, et al (2013), Indu Rathee (2014), Kaur & Kauts (2013), kuldeep kaur(2014), Kumar.P.T (2014), Kumar Acharya P & mondal .M ( 2015), Kumari .S (2012), Mathew.T & Rathoure (2013), Poonam and Gupta N (2016), Pazhanimurugan. S et al (2015), Prasanth T (2014), Rani R and Priya (2015), Rajendranathbabu. M (2013), Sikdhar M and Poddar S (2015), Sudarshan & biradar (2013), Thakur. U. R (2016), Vanita Chopra (2014), Yadu Kumar M, and Kiran Kumar K. S (2014).only two studies were conducted at upper primary level. These studies were Kothari and Thomas (2011), Siva Kumar R and pazhanimurugan et al (2013).Few studies were conducted in abroad at secondary level on continuous assessment..These studies were Abiy Yigzaw (2013), John Nwanibeze Odili (2014), Marcus, Abiye Clement, et.al (2014), Mary O. Esere Adeyemi I. Idowu (2011).

Singh, Patel, and Desai, (2013), Ajuonuma, Juliet. O (2008), Awofala and babajide (2013), Ovute, A.O. and Ede, Maxwell O. (2015) studies basically concentrated on university level.

To study the process of implementation of scholastic and non scholastic aspects at school level. It can be observed that only three studies were conducted on this aspect. Anil Kumar (2013), Panday S (2015), Raveendra (2013) studies concentrated on reflections on assessment practices. These studies mainly conducted at secondary level and its revealed positive and negative points on assessment process. Implementations of scholastic and non scholastic aspects are very important aspects at school level for comprehensive development of the child.

To study the problems of implementation of CCE.IT was observed that vanita chopra (2014), Paparayudu J.S (2016), Kothari and Thomas (2011), Astumbe Bernard (2012), Bernard & Emmanuel (2012), Marcus, Abiye Clement, et.al (2014) studies were concentrated on problems of implementation of the CCE. Among these six

studies only one study was conducted at upper primary level. When teacher facing the problem while implementation of any education system it will effect to growth and development of the child. Hence it is an important aspect to understand the actual situation of implementation of CCE.

Administrators also play major role on implementation of CCE. Head masters, Mandal educational officers, district educational officer, play vital role to implement CCE in effective manner. When they face the problem while implementing it was also affects the education system. If we observe the reviewed studies only one studies Anjum Ali. (2013) was conducted on problems of management .this study identified many problems related to implementation of CCE. None of the study was conducted on problems of the administrators on implementation of CCE. Hence it is one of the important aspects to run the school system in effective manner.

Another important aspect in CCE pattern is perception of the teachers on present evaluation system practicing at school level. If we observe the reviewed studies like Kaur & Kauts (2013), Mishra, S. and Mallik, P. (2014), Poonam and Gupta N (2016), Shandilya (2013), Thakur. U. R (2016) was conducted their studies on perception of the teachers on implementation of CCE. The reviewed studies results have shown the positive aspects and one study revealed negative aspects. But all these studies were conducted at elementary level and secondary level. None of the study found at upper primary level. Hence it is very necessary to know the perception of the upper primary school teachers on implementation of CCE. Because the conditions in primary and secondary level were complete different to upper primary level.

Any educational system success depends upon the reaction of the students. When students reacted positively, it indicates that it will help for their growth and development. The reviewed studies like Chopra. V. and Gupta. D (2013), Anil Kumar (2013), kuldeep kaur (2014), Sudarshan & biradar (2013) was conducted their studies on students opinion and reflection of CCE. The reviewed studies results had shown the positive and negative aspects on reaction of implementation of CCE. Another important aspect no one study was conducted at upper primary level. All studies are related to secondary and elementary level.



Above all 61 review of related literature focuses on different issues in implementation of CCE. None of the reviews study was not focuses total structure of the implementation on CCE .Investigator found some gaps from the reviewed studies.

Most of the research studies concentrated on secondary level and primary level. Studies are not concentrated more on process of scholastic and non scholastic aspects, problems and perception of the teachers on implementation of CCE, problems of administrators ,reaction of the students on implementation of the CCE. So that investigator think that there is a urgent need to conduct research study on ,main components like process of implementation of scholastic and non scholastic aspects, problems of the teachers and administrators, perception of the teachers and reaction of the students . These are the very important components for effective implementation of CCE. Another important reason for take this research study was among all 61 reviews only two studies were conducted at upper primary level. Based on all reasons researcher felt that it is very urgent need to conduct comprehensive study on implementation of CCE at upper primary level. In addition to investigator also found only two studies were conducted on implementation of CCE. But these studies also related to secondary level only. Hence the investigator has taken up this research study on implementation of continuous and comprehensive evaluation at upper primary schools in Andhra Pradesh.