

**CHAPTER- 5**

**SUMMARY, MAJOR FINDINGS,  
DISCUSSION AND SUGGESTION**

## **5.0 Introduction**

Education is the tool for change of any person or any country. It plays predominant role for the growth and development of the human being. Our ancient philosophers and educationalists define the education in different ways. When we observe their thoughts and definitions we can conclude that the main aim of education is all round development of the child .it means education can make the children effective in cognitive, affective, and psychomotor domain. Based on aim of education the structure of education system was formulated. National council of educational research and training has taken the responsibility to prepare the curriculum to facilitate the children in all round development to achieve the goal of education evaluation. Evaluation is the integral part of the teaching learning process. It diagnoses the strength and weakness of child and provides feedback to child and teacher. Blooms (1971) explain a relationship among the educational objectives, learning experiences and evaluation. When we think evaluation it connects with tests and examinations.

In our education system if we observe deeply it starts with examinations finally it closes with examination. In our education system examinations plays very crucial role to judge the achievement of education.NCF (2005) pointed out “as doing examinations and tests assess the children ability to remember and recall text books knowledge all attempts redirect the curriculum towards learning will be thwarted”. But our examinations not assess the all domains of the child. APSCF (2011) also pointed that “the present assessment procedure is not assessing overall development of the child, but assessing rote memory skills, and recording and reproducing skills”. To assess the all domains many committees and commissions and policies also recommended implementation of continuous and comprehensive evaluation at school level.

Present contemporary society it needs to acquire more skills, abilities, to live better in society. To fulfill this need it is very essential to provide proper education to get skills, abilities to live better .CCE based education is the important tool to provide all required knowledge to students.

### **5.1Need of CCE at present contemporary society**

Continuous and comprehensive evaluation is a essential components at contemporary society, because CCE covers all domains of the child. The need of CCE was recommended by many committees and commissions. Particularly the education commission (1964-1966), NPE (1986), POA (1992), NCF (2005) and also RTE (2009) have suggested that there is a need to implement CCE based education at school level. The main aim of the recommendation of CCE was to reduce stress and anxiety among children. When evaluation is integral part of evaluation then students not feel burden to write tests and examination at school level. School is the place to learn many things from teachers, friends, and other learning experiences. When school fulfills the desires of the society then only that education will help children to live better in society. Present society is rapidly changing day by day. The main role of the school is to provide certain knowledge through education and also it needs to give chance to children to utilize their knowledge in social environment. To prepare children in this context is very essential to make the policies accordingly. When we integrate the children life with curriculum, then only the education system will be successful. More abilities, individual thinking, creativity, etc are very essential to face the challenges in day to day life. In this connection there was a need to introduce CCE based system at school level, to make the children all round development. Based on the recommendation of the committees and commissions CCE was introduced in India. Based on the guidelines all states in the country started to implement CCE at school level. In the same way Andhra Pradesh state also started CCE pattern in the year 2011-2012.

### **5.2 Brief profile of Andhra Pradesh**

The state of Andhra Pradesh has been going through a series of educational reforms over the last decade or so with the objectives of improving quality education. The vision of Andhra Pradesh (APSCF 2011) is that all children should receive high quality education and become responsible citizen with an active sense of the other. Andhra Pradesh is the 8<sup>th</sup> largest state in India both in area and population. The major language spoken in the state is Telugu. The literacy Rate of the state as per the 2011 census is 67.66%.but in 2014 June 16 Andhra Pradesh is divided in to two parts one is

Telangana and another is Andhra Pradesh .After bifurcation Andhra Pradesh literacy rate is 67.41%.

The government of Andhra Pradesh has introduced CCE in all elementary schools, CCE is the school based evaluation it leads for complete development of the children.CCE consists of scholastic and co-scholastic aspects. Scholastic aspects like school subjects ...Telugu, Hindi, English, Mathematics General Science, and Social Studies. Co-scholastic aspects like Physical Education, Art Education, Work Education, Moral Education, and Health Education. Teachers evaluate the student's development in scholastic and co-scholastic aspects through formative and summative assessment throughout the year. Four formative tests and three summative examinations were conducted in a year.CCE was started in all Schools from academic year 2011-2012.Based on the 2005 NCF guidelines and RTE 2009 instructions SCERT prepared CCE based curriculum and text books up to viii std . Implementation of Continuous and Comprehensive Evaluation is mandatory for all schools in all districts in Andhra Pradesh.

### **5.3 Brief profile of Prakasam district**

Prakasam district head quarter is Ongole city. District is divided into four educationl divisional like Ongole, Parchoor, Markapur, and Kandukur, and three revenue divisions like Ongole, Kandukur and Markapur. There are 56 Mandals and 1091 villages in the district. According to Censes (2011) the total population of the district is 33, 97,448. Males and females are 1,71,4764. And 1, 68, 2684, respectively. The Literacy rate of Prakasam District is 65.53%.among that male literacy in rural is 70.39(8,64,332) and female literacy is 48.86,(5,89,157), male literacy in urban areas is 86.49%(2,57,917) and female literacy is 71.64%.(2,15,089).The density of Prakasam district is 193 per sq km.

There are 2,780 primary schools, 390 upper primary schools and 384 high schools in Prakasam district. In the earlier in school examination and evaluation system was different from present system. Earlier education and evaluation system did not concentrate on comprehensive development of the child. The right to children free and compulsory education act (RTE-2009) has given most importance for all children's comprehensive development. Because of that it has given most preference

to introduce and implement the Continuous and Comprehensive Evaluation in elementary level (1<sup>st</sup> -8<sup>th</sup>).

#### **5.4 Review of related literature**

Present research study implementation of the CCE at upper primary schools in Andhra Pradesh for collect the review of related literature investigator was gathered different resources these resources are like Proquest, international dissertation abstracts, J-gate, sage online journals e-resources of the Smt Hansa Mehta 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.

#### **5.5 Implications of the study**

Total 63 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), Paparayudu J .S (2015), 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 lvel.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 (2015), 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.

When we observe the previous reviewed studies with regard to methodology, it can be observed that most of the studies they used survey method. Only few studies were conducted in experimental in nature, most of the scholars they conducted on small sample. Above all 63 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. 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 63 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 investigator also found only two studies were conducted on implementation of CCE. But these studies also related to secondary level. Hence the investigator has taken up this research study on implementation of continuous and comprehensive evaluation at upper primary schools in Andhra Pradesh.

### **5.6 Rationale of the study**

Andhra Pradesh State Government (2010) for the first time introduced Continuous and Comprehensive Evaluation at the Elementary level to view the development of the child in holistic way. The Continuous and Comprehensive Evaluation keeps the child completely busy in project work activities and tests. CCE provides Continuous feedback about the progress of the child to the Parents it helps the child to get the feedback immediately about the progress. In CCE system examinations are integrated with teaching and learning process. Whereas earlier examination and evaluation system is quietly different mostly pupil participation and, oral examination is less, and also evaluation is not continuous process. In the same line earlier system is not given much importance to co-curricular activities. But when see indebt way CCE fulfill all demerits which is their in old evaluation and examination system.

Prakasam district is one of the developing districts in Andhra Pradesh. There are 56 mandals; it is divided into four Educational divisions namely Ongole, Markapur, Kandukur and Parchoor. According to Censes (2011) The Literacy rate in Prakasam District is 65.53%. Some mandals consists of higher literacy rate like Cumbum (75.55), Ongole (72.55) in comparison with other mandals. There are 2,780 primary schools, 391 upper primary schools and 384 high schools in Prakasam district. Many schools in Prakasam district located in rural areas. These all schools run by the local government (Mandal Parishat), and these schools do not have much resource like human and physical. In these schools CCE started from the academic year 2011-2012. In these schools classes include 1-8th .there is no separate upper primary schools (6, 7,8th only) in Prakasam district. When we observe the total physical features of



Prakasam district some areas are well developed and some are remote areas. There is difference in literacy rate up and down in all Mandal. In rural area schools are not having even transport facilities also. Investigator has taken seventh class for observe the classroom situations according to CCE pattern because with 7<sup>th</sup> class students easy to interact to know the awareness of the continuous and comprehensive evaluation. Another reason to take 7<sup>th</sup> class for observation is majority of the schools in Andhra Pradesh having up to 7<sup>th</sup> in upper primary schools.

The researcher has not come across any comprehensive study related to implementation of CCE with respect to process of scholastic and non-scholastic aspects, problems faced by the teachers, administrators, and also reaction of the students, at upper primary level, especially in Andhra Pradesh. So the researcher is intending to find how the CCE is practicing at Upper primary level. Moreover the CCE is implemented in Andhra Pradesh from academic year 2011-2012. this newly introduced system running successfully or not. The investigator present study was undertaken to study all above stated research gaps implementation of CCE at upper primary schools in Andhra Pradesh.

### **5.7 Research Questions**

1. What is the process of Evaluation being done at Upper Primary schools of Prakasam District in Andhra Pradesh?
2. What type of facilities available at upper primary schools on implementation of continuous and comprehensive evaluation?
3. What are difficulties being encountered in implementation of CCE by Administrators and teachers?
4. How teachers perceive Continuous and Comprehensive Evaluation at upper primary schools.
5. What is the reaction of the students on implementation of the CCE at upper primary schools?

### **5.8 Statement of the Problem**

A Study of Implementation of Continuous and Comprehensive Evaluation at Upper Primary Schools in Andhra Pradesh

### **5.9 Objectives of The Study**

1. To find out the process of Scholastic and Co-scholastic aspects of CCE Implementation
2. To analyse the Problems faced by the Teachers towards implementation of CCE
3. To find out the perception of the teachers on implementation of CCE
4. To examine the Problems faced by the Administrators in implementation of CCE at Upper Primary level.
5. To find out the Reaction of Student's learning in the process of CCE\

### **5.10 Delimitations of the Study**

The present study was delimited to Government Upper Primary Telugu medium Schools of Prakasam District in Andhra Pradesh.

The present study was delimited to standard VII

### **5.11 Explanation of the Terms**

**Administrators:** In this proposed study administrators mean those who are monitoring the schools like Head master/Head mistress, Deputy Educational Officer, Mandal Educational officer.

**Scholastic aspects:** In this present study scholastic aspects means where the teachers teaching subjects in classroom situation. These subjects like languages, mathematics, science, and social studies.

**Co-scholastic aspects:** In these study co-scholastic aspects means which is useful to students for all round development. These subjects like Health Education, Physical Education, Work Education, Moral Education and Computer Education etc.

### **5.12 Research Design**

The present research study entitled “A study of implementation of the Continuous and Comprehensive Evaluation at Upper Primary schools in Andhra Pradesh” has been under taken in Prakasam district. Basically Prakasam district is one of the developing districts in Andhra Pradesh. District is educationally divided in to four divisions namely Ongole, Parchoor, Kandukur, and Markapoor. There are totally 56 mandals in Prakasam district. One of the reasons for selection of this district is that the

investigator belongs to Prakasam district. The other reason is the Prakasam district is mostly one of the rural districts in Andhra Pradesh. The literacy rate also is observed to be low. It could be further observe that female literacy in Prakasam district is low.

### 5.13 Population of the study

The population of the study consists of all Teachers, Students and Head masters, Parents and School Management Committee members of Government Upper Primary Schools, Mandal Educational Officers (M.E.O) District educational officer (D.E.O) and Deputy Educational Officer (DY.E.O) of Prakasam District in Andhra Pradesh. There are around 390 Upper primary schools, 56 MEO's, 4 DY.EO's and 390 Head masters, 2500 teachers and 30000 students.

#### 5.13.1 Sample of the Study

The following table 5.1 shows the distribution of the sample in Prakasam district

**Table 5.1: showing the Distribution of the Sample**

Sr. No.	Divisions	Mandals	Total Rural schools	Sample of the Schools
1.	Ongole	14	99	10
2.	Parchoor	14	96	10
3.	Markapoor	12	108	11
4	Kandukur	16	87	09
<b>Total</b>		<b>56</b>	<b>390</b>	<b>40</b>

### 5.14 Tools used for data collection

In order to collect the relevant data from the respondents like school teachers, head masters, students, and administrators like Mandal educational officers. The investigator prepared different type of tools like questionnaire, perception scale, classroom observation schedule, structure interviews, reaction scale and focused group discussion. These are presented as under.

#### Tools and Techniques for Data Collection

The following tools will be employed for data collection.

### **Checklist**

The Investigator was prepared a Checklist to know the facilities available in the schools for implementation of the continuous and comprehensive evaluation. In this check list investigator added facilities for scholastic and non scholastic aspects.

### **Class room observation schedule**

Class room observation schedule was also prepared by the investigator for assessing teaching learning process the Scholastic, co scholastic subjects. This classroom observation schedule is common for all subjects. The separate observation schedule was prepared for non scholastic aspects.

### **Questionnaire**

The Investigator prepared a questionnaire for teachers to find out the problems encountered by the teachers in implementation of CCE at upper primary schools.

### **Focused group discussion**

Investigator was conducted focused group discussion for teachers to know the problems of implementation of the continuous and comprehensive evaluation at upper primary schools.

### **Perception scale**

The Investigator constructed a perception scale which is of on five point likert scale to study the perception of teachers towards implementation of CCE.

### **Questionnaire**

A questionnaire constructed by the investigator to study the problems faced by Head Masters, in implementation of the CCE at upper primary level

### **Structured interview**

Structured interview schedule was prepared by the investigator to know the problems of Mandal Educational Officers on implementation of the continuous and comprehensive evaluation at Mandal level.

### **Reaction scale**

The Investigator prepared a reaction scale which is of 5 point scale to study the reaction of students towards learning through CCE

## **Field notes**

Researcher maintained dairy while taking data collection. Whatever the investigator observed in schools mentioned in that notes.

### **5.15 Techniques followed to ensure the external and internal consistency of the tool construction by the investigator**

Investigator prepared tools according to objective wise based on the teaching experience and discussion with teachers and students. Before adopting the tools for research study investigator followed test standardization procedure. For that establishment of the content validity, Tools were sent to 9 (nine) experts in the field of education and two (2) senior teachers in schools for expert validation. Finally Investigator has taken lot of suggestion from the experts .Investigator modified the tools, incorporated those suggestions and conducted a pilot study. In those un meaningful questions, phrases, statements were removed from the questionnaire and few suggestions were accepted from the teachers. After modifications of the tools It was found all items are in moderate. No item was difficult for respondents. Finally investigator has shown to research guide, he also checked all items carefully with critical analysis. Finally Investigator adopted tools for research study to collect the reliable data. Investigator has taken all precautions for the validation of the tools for the research study. The initial draft of the tools items vary from final draft of the tools.

### **5.16 Period of data collection**

Investigator collected the data for the present study in two phases totally ten months. The complete description of the data collection is given below.

Phase -1 from the January 2015 to March 2015 & June 2015 to September 2015

In this first phase investigator personally visited upper primary schools for the collect the data .investigator has given assurance to teachers and head masters, the collected data will be used only research purpose and it will be kept confidential. Investigator has given time to them for one week for fill the questionnaire and perception scale. Investigator also interacted with students and also teachers.(attached permission letters in Appendix-B & C)

## **Phase –11 January 2016 to march 2016**

In this phase investigator conducted observations in selected schools in different subjects related to the scholastic and non scholastic aspects. Investigator conducted structured interview to the Mandal Educational Officers, to know the problems of implementation of CCE at district level. (Attached permission letters in appendix-)

### **5.17 Stages of data collection**

#### **Stage 1**

In this phase investigator randomly selected 40 schools randomly from four educational divisions, irrespective of their school grades given by Mandal Educational officers (M.E.O) in preliminary data collection time. Investigator collected information from the teachers, head masters and students.

#### **Stage-II**

After completion of the stage one data collection investigator is randomly selected one 'A' grade school and one 'B' grade school for each division (Total 4 'A' + 4 'B' C grade schools not available) for conduct the intensive study about the implementation of the Continuous and Comprehensive Evaluation. In that part investigator observed classrooms for VII class to know the teaching learning process in the context of CCE. Each school investigator observed three (3) classes for each subject (Total 6 subjects as sample) in scholastic areas like Telugu language, Hindi, English, General Science, mathematics and Social Studies,

#### **Stage-III**

In this stage the investigator personally met the Mandal Educational Officers and conducted structured interview to know the problems in implementation of Continuous and Comprehensive Evaluation.

### **5.18 Data Analysis**

Data analysis is the important aspect in any research process. Present research study investigator collected data with help of different tools. Analysis of these all tools investigator used different statistical techniques. Analysis of the checklist researcher used frequency percentage. For the questionnaire of the teachers and headmasters were analyzed by the frequency percentages. Some of the questions in the

questionnaire were analyzed through content analysis. Observation schedule and semi structured interview were analyze with the help of content analysis. For the analysis of the perception scale frequency and percentage and mean (M) and standard deviation (S.D) was used. For the analyze the school management committee members interview, Mandal educational officers structured interview, and also deputy educational officers, district educational officers were analyzed with help of content analysis and frequency percentages.

### **5.19 Major Findings of the study**

- 1) 88% of the teachers and 97.2% of the students agreed that activity based teaching in CCE Pattern have seen all round development of the child
- 2.) 89% of the students do not have stress for test, examination including assignments, projects, and slip tests.
- 3.) 92% of the students responded that teachers were encouraging and giving feedback regularly and facilitating in projects and assignments.
- 4) Majority of the schools show maintenance of progress records, however schools were not able to use anecdotal records90%, portfolios85%, documentation 52.5%, in formative assessment.
5. Most of the upper primary schools do not have science, language, computer laboratory.
6. Majority of the schools were not able to implement health and physical education, work and computer education ,life skills and value education, and art and cultural education includes maintenance of the records.
- 7.68% of the teachers think that syllabus is very vast in their teaching subject. Most of the teachers reveal the English subject syllabus is very vast and difficult than other subjects.
- 8) Most of the teachers (91.45%) think that they were facing the problem in the process of assessing co scholastic aspects. These problems were presented as follows lack of facilities (69.1%), lack of fund (63.9%), and lack of teachers (67%).

9) 82.5% of the head masters think that they do not have adequate funds and teachers for implementation of the scholastic and non scholastic aspects.

10) 98% of the teachers think that CCE is helpful to students. However 57% of the teachers think that grading system is not suitable.

11.70% of the M.E.O opined that allotment of the grades is very difficult. It is taking more time.

12 Majority of head masters (67.5%) responded that teachers not attended the any workshop related to CCE and also H.Ms revealed that government has not given any training for co-scholastic aspects like art education, computer education, values and life skills etc, and also reported that they do not have certain CCE based subject manuals for getting knowledge.

13. Most of the 'A' grade schools are not having the sufficient staff, classrooms, laboratory facilities, and other material for implementation of CCE. Teachers teaching style was good .Students aware about CCE pattern.

14. Most of the B grade schools are also facing scarcity of the staff, classrooms, and other required material. Teachers feel difficulty to maintain the CCE based records. Students feel happy to write examination in CCE pattern.

## **5.20 Discussion**

The present research study main aim is to know the status of implementation of continuous and comprehensive evaluation at upper primary schools of Prakasam district, of Andhra Pradesh. The main concepts in this study was to find out the facilities availability in the school, observation of the teaching and learning process, problems of the teachers while implementing CCE, perception of the teachers ,problems of the administrators while implementing CCE, and reaction of the students about implementation of the CCE. Effective implementation of the CCE it required for certain facilities like proper classrooms, infrastructural facilities, like library, laboratory, proper play ground, and also facilities for implementation of non scholastic subjects at school level. The present study also found that there was no proper sufficient classrooms, infrastructural facilities like library ,laboratory ,material for non scholastic subjects was not available in the schools. Yadu Kumar M, and



Kiran Kumar K. S (2014) , Pazhanimurugan.S Et al(2015), Sardar Paparayudu (2016), Raveendran (2013) studies results also revealed that lack of resources, and infrastructural facilities at school level.

Comprehensive development of the child depends upon the development of cognitive, affective and psychomotor domains .Development of all these domains is main aspect in CCE. Development of all these domains can be possible through scholastic and non scholastic aspects. Scholastic subjects like languages and maths, science, and social studies. non scholastic subjects like art education, work education, computer education and value based education and life skills. The findings of the present study shows that for implementation of scholastic aspects was scarcity of the teachers. non scholastic aspects not implementing properly for lack of time ,teachers, interest, facilities ,training etc. Anil Kumar and Sikka (2013) study also reveals that teachers agreed that co curricular activities are important for all round development of the child. Urbi Raj Thakur( 2016), Gods will Obioma (2006) studies reveals that co curricular activities are not recognized in the school and schools also did not have the computers adequate number.

Successful implementation of the CCE depends upon the perception and attitude of the teachers in that particular system. When teacher's perception is positive then only they concentrate and spend their time on that newly introduced system. Present research study found that majority of the teacher's perception was good on CCE. In the same way most of the teachers were having the awareness about CCE. Kumari .S (2012), Sudarshan & biradar (2013), Shandilya (2013), Raiana .s and verma L.k (2015) studies also revealed that teachers were having the positive perception on implementation of CCE. Continuous assessment of the children ability was a major component in CCE, for those more human resources are required. In the same way classroom strength was also one of the major problems for good assessment. Present research study also exposed that majority of the school were facing the scarcity of the subject teachers. In this moment it was very difficult to assess the children ability in effective manner. Kothari and Thomas, (2011), Pooja. S (2012), Raveendran (2013) ,Pazhani murugan.S Et al(2015), Mishra, S. & Mallik, P. (2014), Urbi Raj Thakur( 2016) studies also revealed that large number of the students in classroom was the problem of the assessment.

Implementation of the CCE not only depends upon teachers but also depends upon the administrators like head master of the school, Mandal educational officers, district educational officers, of the districts. Andhra Pradesh government released G.O NO 82.in that clearly mentioned about the monitoring bodies of CCE. The present study was also found that administrators were also facing the problem on execution of CCE. these problems mainly lack of teachers in the schools, lack of proper infrastructural facilities, in sufficient fund for training, lack of training for non scholastic subjects etc. most of the administrators opined that CCE was a good evaluation system. It was very useful to students to develop their ability, and their thinking power. Kumari .S (2012), study also found that most of the principals opined that CCE could prove fruitful only when it is adequately implemented. Entering the CCE data into records and completing the syllabus was also most important aspects in CCE pattern. Present research study also found that majority of the teachers felt burden for implementation of CCE. Similar studies findings also found in anjum ali (2013) Paparayudu J.S (2016).

Community participation and co operation was also one of the primary role for the development of the children's education and also school development. Community participation facilitates to run CCE effectively. The present study also found that community participation was very less in these upper primary schools. Head masters were facing the problem bring them into school meeting s alike school management committee, and parents teachers association meetings.SMC and PTA was not showing their interest to participate in school activities. Similar studies also revealed same situation about the participation of the community and awareness of CCE. These studies like Yadu Kumar M, and Kiran Kumar K. S (2014) , Mishra, S. & Mallik, P. (2014).Success of the any educational system depends upon the students those who are getting education in that particular system. Reaction of the students about the affected program was very important. Present study also found that students reacted positively about CCE based evaluation system. The similar studies also revealed same results Urbi Raj Thakur (2016), Kumari .S (2012).

## **5.21 Suggestions to government**

1. Appoint teachers for all subjects at upper primary level. It is useful for effective implementation of the continuous and comprehensive evaluation. Appoint part

time/fulltime teachers for implementation of non scholastic subjects for every school irrespective of the school strength

2. Provide sufficient physical resources like classrooms, library, laboratories, and also necessary material for all schools at upper primary level. Provide certain facilities for implementation of art education, computer education, health and physical education, cultural education and moral education as a part of CCE

3. Strengthening training program for teachers to improve their knowledge .training must be given in holidays or summer holidays for teachers in residential pattern and find out suitable recourse persons for giving training to teachers.

4. Training must concentrate on subject content, difficulty in lessons in the text book, preparation of the question paper, and evaluation procedure. Majority of teacher's are not concentrating, training in serious manner. Government should give strict instruction and proper supervision while training.

5. Government must provide all required material, subject manuals, workbooks and also sufficient fund for effective training. Government also need take follow-up activity after training because it is very essential whether teachers following acquired knowledge, and skills or not.

6. Remove multi grade teaching at upper primary level because it is very burden to teachers to justify all classes in effective manner. Strengthen the primary education because majority of students achievement levels are low. It is very difficult to promote good standards among them in higher level.

7. Strict supervision is very essential for to evaluate the process of implementation of CCE, for that appoint regular two M.E.O s ,one for academic another for administration purpose it is very easy to supervise all schools. Appoint non teaching staff in all Mandal education offices, and reduce the work load for Mandal educational officers it will be helpful to concentrate on academic aspects.

8. Conduct awareness program for parents and school management members on implementation of the continuous and comprehensive evaluation at upper primary level.

9. Government must provide summative question papers to all schools for maintain common standards among all schools and students.

10. Effective implementation of the continuous and comprehensive evaluation it is needed to reduce the record work for teachers.

11. Give training for all teachers for non scholastic subjects like health and physical education, art and work education, computer education, value education and life skills.

### **5.22 Suggestions for the policy makers**

1. Provide residential based training for every teacher with suitable resource persons
2. Projects given in the all subjects must be concentrating with available resources in villages
3. CCE based teaching methodology must be introduced in pre-service training programme like D.Ed., and B.Ed., courses.
4. Subjects manual prepare in easy way and supply to all schools and teachers for effective teaching
5. Reduce the activities and syllabus given in text books of all subjects. Increase the content in all subjects in CCE pattern
6. Special manuals must be prepared for lower attainment students in CCE pattern.
7. Provide certain resources and manuals for the implementation of the co scholastic aspects in all schools
8. Student teacher ratio must be maintained in all classes and all schools for effective implementation of the CCE.
9. Make grading system flexible and give equal priority to all category students in grading table.
10. Facilitate the schools with portfolios and documentations, case study etc assessment material for assessing scholastic and co scholastic aspects

### **5.23 Suggestions for further study**

1. A study of implementation of continuous and comprehensive evaluation at primary schools other states
2. A study of implementation of continuous and comprehensive evaluation at secondary schools and CBSE schools.

3. Studies can be taken up for implementation of continuous and comprehensive evaluation at Gurukula, Kasturi bai Gandhi schools.
4. A study of implementation of continuous and comprehensive evaluation at private primary, upper primary and secondary schools..
5. A Study can be carried out to compare the implementation of CCE at government schools and private schools at different school level.
6. A case study can be taken up for implementation of CCE at higher achievement schools and lower achievement schools at any level of school education.
7. A Study can be taken up for to on problems of the administrators for implementation of CCE.
- 8 Studies can be taken up teaching learning process of different subjects in the part of implementation of continuous and comprehensive evaluation at all stages of school education
9. Study can be carried out to compare the implementation of CCE rural and urban schools of implementation of CCE at different school level.
10. The study can be taken up to find out the implementation of continuous and comprehensive evaluation in different schools having different medium of instruction.

#### **5.24 Contribution of the present study in the field of secondary education**

Secondary education is very important one to the children's because they got education at the beginning of the adolescence. In this stage children try to get complete knowledge about unknowing things. This is the stage for development for every child. The Present research study implementation of continuous and comprehensive evaluation at upper primary levels was helpful to strengthen the school education. Comprehensive development of the child depends upon the development of cognitive, affective and psychomotor domains .Development of all these domains is main aspect in CCE. Present research study has found many demerits while implementation of CCE .Success of any programme or policy depends on the implementation of the teachers and administrators and students. When we find the problems of the teacher while implementation it is very difficult to achieve the

objectives. The present study was good attempt to find out the actual problems and rectifications for strengthening the education system. Modification of the system is very useful to the teachers, students, head masters, Mandal educational officers for effective implementation of the CCE at all levels. When we strengthen the secondary education, students will get sufficient knowledge and skills.

## **5.25 Conclusion**

Evaluation is the mile stone of the teaching learning process at any level of education. It helps to teachers and students to know the strengths and weaknesses for teaching and learning respectively. Evaluation can help to enhance the teaching learning in effective manner. The ultimate goal of education is all round development of the children. But at field level for making children as all-rounder, it is difficult. The present research study shows that the actual status of the implementation of the Continuous and comprehensive evaluation at upper primary schools of Prakasam district of Andhra Pradesh.. The results of the study indicate many problems were faced administrators, teachers, and head masters for implementation of CCE at field level. If we think this type of problem at field level, how CCE can effective implemented? How comprehensive development can be seen among the children? These are the questions arises in our mind. If government takes the serious step to find out and overcome of these grassroots level problems for teachers, head masters, students, administrators and also community like parents and school management members. Then only it will be successful. Comprehensive development can lead the children to think innovatively, rationally, and also it will develop problem solving skills among the children. The present contemporary society is developing rapidly, in this technology age we are facing many problems. i. e personally, socially and professionally in real life. But CCE is the answer to achieve all.

Success of implementation of the continuous and comprehensive evaluation is not only depending on the government but also it is needed to change the attitude of teachers, head masters, administrators, parents, and also school management members at field level. Government also need to take necessary steps like providing facilities appoint teachers for each subject and each class. Provide proper training for all subjects, it is also essential to provide proper facilities to scholastic and non scholastic aspects for implementation of CCE at upper primary level effectively. The present

study is a systematic attempt to find out the problems and strengthen the system for future generation of Indian youth.

### **5.26 Researcher envisage for findings and conclusion**

Implementation of CCE connected in many aspects at all stages. It is a new paradigm in education system. Implementation of CCE required many resources like physical, human and economical at school level. When the researcher visited and observed the school at grass root level many problems were identified. These problems like non availability of the resources, lack of teachers for all subjects, laboratories, sufficient classrooms, library facilities etc. especially implementation of the non scholastic aspects not up to mark. When the investigator interacted with teachers and observed actual conditions, amazingly these non scholastic aspects were not implementing proper way. Teachers revealed so many problems like lack of training, lack of teachers, lack of material, lack of rooms, lack of assessment tools, and also lack of manuals. In this connection researcher opined that implementation of CCE at upper primary level in Andhra Pradesh is not satisfactory level. Research findings were also clearly taken out these problems at upper primary level. Rectification of these problems at school level is an important one. Then only CCE implementation was possible in successful manner.