



IJEAST

INTERNATIONAL JOURNAL
OF ENGINEERING APPLIED SCIENCE
AND TECHNOLOGY



VOLUME : 7 ISSUE : 09 Print / Issue Publication Date: 09-Mar-2023



ISSN : 2455-2143



DOI : 10.33564/IJEAST.2023.v07i09.016

Indexed In



WWW.IJEAST.COM

editor@ijeast.com



AN ANALYTICAL SURVEY OF ACCEPTABILITY AND VARIED VIEWS OF PARENTS FOR CONTINUOUS AND COMPREHENSIVE EVALUATION SYSTEM

Dr. Suman Duhan

Faculty in English, Department of Laws
BPS Women University, Sonipat, Haryana

Dr. Kavita

Faculty in Management
Department of Laws
BPS Women University, Sonipat, Haryana

Abstract: CCE is a streamlined tool for providing a holistic profile of the learner through the use of appropriate tools spread over the total span of instructional time in the institution. It helps to identify every single aspect of individual personality including attitude, aptitude, inclination and preferences. It has been observed that parents are not fully aware about the concept and they have their own dilemmas. Hence, there is a need to identify the preparedness level of parents regarding implementation of CCE in the school systems so that they could be oriented towards CCE in an effective way. This study will assist the educational policy makers to address the concern of parents regarding the implementation of CCE and its impact in School system.

In view of the above, investigator conducted a study regarding preparedness (perception, observation, knowledge, impact, awareness and opinion) of parents about continuous and comprehensive evaluation. The primary data was collected from the respondents (whose children are studying in 9th or 10th standard) through modified structured questionnaire (Nivedita and Manju, 2018) consisting questions about six aspects of CCE implementation. The results found that Parents were not very well aware about CCE and its aspects. The study recommended that the strength and success of an educational system depends on a sound examination system which is necessary to determine the effectiveness of the dissemination of knowledge by all concerned stakeholders.

Key Words: Awareness, CCE, Haryana, Perception, Preparedness, Parents.

I. INTRODUCTION

Education is a lifelong process. It starts from child's birth and continues till death. Home, school, society, friends, colleagues, radio, TV, Peer Groups etc are important agencies of education. Education means to draw out the best of the child and man (M.K. Gandhi). In education, Evaluation is a major concept and it continues throughout education process. NCF (2005) suggested school-based CCE in order to reduce stress in children, make evaluation comprehensive, regular and provides a tool for diagnosis and for producing learners with greater skill. Various committees and policy documents related to education right from time of Kothari commission 1966, National policy on Education 1986, Yashpal committee report, National curriculum framework, NCERT, position paper on educational reforms all have stressed on the importance of better assessment technique of students learning. The Right of children for free and compulsory Education (RTE) Act 2009, stated that while laying down the curriculum and evaluation procedure academic authority (National Council of Educational Research and Training, NCERT) shall prepare guidelines for putting CCE (Continuous and Comprehensive) into practice. (Yadav and Tyagi, 2020).

Indian Educational system has introduced Continuous and Comprehensive Evaluation (CCE) by which evaluates the entire progress of the students. Continuous Evaluation can bring about renewal of motivation, effective classroom teaching and learning, develop relationship with students and colleagues, sharing ideas and problems and development in the atmosphere of a school. It can also decrease a teacher's sense of efficacy. The ultimate aim of education is to bring a change in the behaviour of pupils which occurs by teaching the students various school subjects. The process of behaviour such as learning,



maturation and perception are significant in our life because they contribute to the process of adjustment. The way we interact with people depends to a great extent upon how we perceive them and how we interpret their behaviour.

The need for Continuous and Comprehensive School-based Evaluation has been felt over the last few decades. The Secondary Education Commission (1952-53) suggested that internal examination and school records should be given due importance in final assessment of students. The commission also recommended adopting a system of letter grading rather than numerical marking. The Kothari Commission report (1964-1966) has also recommended the school-based evaluation system but NPE recommended CCE strongly in school for the first time in 1986. Similarly National Policy on Education (NPE), 1992 also expressed the need of CCE in the context of Examination Reform that should include both scholastic and non-scholastic achievement of the students. National Curriculum Framework - 2005 has emphasized the implementation of CCE primarily for diagnosis, remediation and enhancing learning. Changes in education and evaluation systems can be made at grass root level i.e primary level of learning to prepare and shape learners at the initial stage.

Evaluation is an integral part of any learning process. Continuity is required for comprehensive learning. The quality of seed decides the quantity of crop we yield. Implementing Correct education and evaluation system from primary level gives a great foundation to learners to help them reach higher and learn better. The fourth guiding principle of National Curriculum Framework (NCF 2005) proposes making examinations more flexible and integrating them with classroom life. It should also evaluate the learner's curricular activities and socio-personal qualities.

The goal of education as a deliberate activity, whether on a small scale at the individual level or a big one at the institutional level, is to prepare students to be contributing, productive, engaged, and caring members of society (**Suman and Kavita, 2023**). By teaching them the necessary knowledge, skills, and concepts, they become familiar with the diverse community customs. Education should ideally inspire students to analyse and assess their experiences, to doubt, to question, and to investigate—or, to put it another way, to be curious and think for themselves. (**Position Paper on Aims of Education, NCF 2005 NCERT**).

II. LITERATURE REVIEW

Shaffi (2002) outlined the key issues facing India's educational sector after independence. It further emphasized the NCERT's efforts to restructure and refocus the educational process and content. A study on the effects of continuous and comprehensive evaluation training on teachers' evaluation practices in Tamil Nadu was undertaken by (**Rao, 2006**). The outcomes showed that the teachers had

improved their classroom questioning techniques as well as other evaluation procedures that were Continuous and Comprehensive in nature and related to scholastic subjects as well as personal and social aspects of pupils. (**Bhattacharjee and Sharma, 2009**) carried out research on the state of thorough and ongoing evaluation efforts in schools. According to the report, comprehensive and ongoing activities have not attained a legitimate place in the classroom, and oral tests provide maximum exposure to the children. Additionally, the teachers lacked any kind of professional training to manage the ongoing, extensive activities. **Jadal (2011)** was to examine how Continuous and Comprehensive Evaluation affected Student Attainment at the Primary Level. The results showed that principles can be attained and that numerous competencies and skill mastery can be developed through ongoing and thorough examination. **Isave, M.(2012)** showed that evaluation practices are carried out in school but not exactly the view points as mentioned in the framework and it lacks daily record maintenance and daily feedback. **Islam and Chakraborty (2012)** examined the awareness level of teachers towards Continuous and comprehensive Evaluation in schools. The findings revealed that the female teachers are less aware than male teachers. So, initiative should be taken to increase awareness among female teachers. **Singhal P (2012)** indicated the moderate acceptability of continuous and comprehensive evaluation by the teachers in schools and there is no significant difference found in the perception towards continuous and comprehensive evaluation among primary and secondary government school teachers. **Angadi et.al (2013)** concluded that there was a stronger impact on learning and academic achievements and fixed interval schedule reinforcement has a significant relationship with learning and academic achievements in the subject of English. **Chopra (2014)** revealed that teachers were not so happy with the introduction of Continuous and comprehensive evaluation at secondary level and shared various loopholes pertaining to physical, psychological, pedagogical and administrative areas. **Mishra and Malik (2014)** In the Jajpur district of Odisha, it was looked into how instructors, parents, and children felt about ongoing and thorough review. The findings showed that while most teachers are familiar with CCE, parents and community members are not. According to **Kumar and Kumar (2015)**, teachers' knowledge of the continuous and comprehensive evaluation (CCE) plan, the difficulties they encounter when implementing it, and the recommendations they would like to make for improving CCE in the actual world were all examined. The finding revealed that teachers are not adequately prepared for the effective execution of CCE in schools. **Hassan (2016)** assessed the awareness of students and explored their problems regarding Continuous and Comprehensive Evaluation (CCE). The results of the study draw the attention of all the stakeholders, especially policy planners and school administration to take necessary steps



for smooth functioning of CCE in secondary schools. **Panny et.al (2019)** analyzed the awareness level of primary school teachers of Punjab with respect to Continuous and Comprehensive Evaluation findings indicated that the urban school teachers encounter certain problems like difficulty in completing syllabus due to frequent testing and difficulty in planning and organizing co-scholastic activities. **Katoch (2021)** showed that most educators were aware of CCE and that virtually all educators believed CCE to be both appropriate for the teaching-learning process and highly helpful for slow learners. CCE is beneficial for enhancing our educational system and students' overall growth. **Sharma (2022)** indicated that the exposure of the school heads, teachers and other stakeholders by means of training, workshops and adequate education had a great deal of impact on their practices.

III. OBJECTIVES AND RESEARCH METHODOLOGY OF THE STUDY

The objective of the study:

To analyze the preparedness level of parents regarding continuous and comprehensive evaluation in Sonipat, Haryana.

Hypotheses

H1: There is no association between level of knowledge of parents and their gender

H2: There is no association between level of knowledge of parents and their location

H3: There is no association between level of knowledge of parents and their qualification.

H4: There is no association between level of knowledge of parents and class of their children studying

H5: There is no association between level of knowledge of parents and their age

H6: There is no association between level of knowledge of parents and their occupation

A total number of 400 parents who belonged to Sonipat district from Haryana have been selected. The convenience and random sampling have been employed in this research survey because of the convenient proximity. The primary data was collected from the respondents (whose children are studying in 9th or 10th standard) through modified structured questionnaire (**Nivedita and Manju, 2018**) consisting of questions regarding six aspects of CCE implementation. The analysis has been done using Chi-square and descriptive statistics.

IV. DATA ANALYSIS

1. DEMOGRAPHIC PROFILE OF PARENTS

Table 1: Demographic profile of parents

Particulars	Frequency	Percentage (%)
Gender		
Male	271	67.7%
Female	129	32.3%
Occupation		
Govt. employees	90	22.5%
Pvt. Employees	140	35.5%
Business	130	32%
Home maker	40	10%
Age group		
Below 40	50	12.5%
41-45	221	55.5%
45-50	100	25%
Above 50	29	7%
Educational Qualification		
Upto 12th	240	60%
Graduate	160	40%
Location		
Urban	320	80%
Rural	80	20%
Children studying		
9 th	264	66%
10 th	136	34%
Level of Knowledge		
Low	195	48%



Moderate	150	38%
High	55	14%

Source: Primary Survey

Table 1 shows the demographical profile of parents. It was found that among 400 parents, 271 were male and 129 were female which indicates that majority of the parents were male (67.7%) as compared to 32.3% who were female parents. The majority of respondents were belonged to the age group of 41-45 years. Majority of the parents belonged to urban area (80%) and their children were studying in 9th standard (66%). Apart from that, parents have low level (48%) of knowledge towards CCE. Majority of the parents

were private employees and their educational qualification was up to 12th.

2. Preparedness Level of the Parents Regarding Continuous and Comprehensive Evaluation in Haryana

The present section depicts the preparedness level (perception, observation, knowledge, impact, awareness and opinion) regarding continuous and comprehensive evaluation in Sonapat, Haryana state.

Table 2.1: Parent's perception regarding CCE

Parent's perception regarding CCE	Mean	S.D.
CCE is not degrading the level of education.	4.52	0.54
student has to face exams throughout the year.	3.99	1.07
Understanding student's needs develop class room practices	3.04	0.88
Parents are overburdened with extra activities	4.76	0.52
Data is easily understood by the parents	3.00	1.05

Source: Primary Survey

Table 2.1 shows the descriptive statistics for each item of Perception of parents towards CCE. It is shown that most of the parents agreed with the statement "CCE is not degrading the level of education and Parents are overburdened with extra activities" as the statements got highest mean values.

Whereas the parents were disagreed with the following statements because of lowest mean values: data is easily understood by parents and Understanding students' needs develop class room practices.

Table 2.2: Parent's observation regarding CCE

Parent's observation regarding CCE	Mean	S.D.
Students consider CCE advantageous as they will get minimum grades.	4.56	.720
CCE reduce stress of students.	3.01	.601
Child spend more time on doing project work than reading books.	3.03	0.87
Students understand subject better through activities	4.55	0.96
CCE improve students' performance.	4.76	0.45

Source: Primary Survey

Table 2.2 shows the descriptive statistics for observations of parents towards CCE. The highest values allotted to the following statements: CCE improve students' performance and Students consider CCE advantageous as they will get minimum grades. Most of the parents were disagreed with

statements as lowest mean values were assigned to these statements: CCE helps in reducing stress of students and Child spend more time on doing project work than reading books.



Table 2.3: Parent's knowledge regarding CCE

Parent's knowledge regarding CCE	Mean	S.D.
CCE fulfills the purpose of project work	3.01	1.03
CCE helps parents judge students' understanding and aptitude	4.76	0.91
It is essential to know the assessment criteria	4.53	0.45
Assessment criteria of CCE is confusing	3.03	1.38

Source: Primary Survey

Table 2.3 shows the statistics of statements of knowledge of parents towards CCE. Most of the parents revealed that CCE helps parents to judge students' level of understanding and aptitude in each subject and it is essential to know the assessment criteria as a majority of the parents were agreed

with these statements. On the other hand, the lowest mean values were given to the statements: CCE have been found more confusing and CCE fulfills the purpose of project work. The lower value shows that majority of the parents were disagreed with these statements.

Table 2.4: Impact of CCE on Students

Impact of CCEs on students	Mean	S.D.
Students can assess their own performance.	4.55	0.75
Students feel more pressurized in assessment	2.99	0.74
It gives information about the progress of students	3.55	0.93
Daily assessment fosters students behave artificially	3.01	1.67
It motivates students to attain their goals	4.76	0.99

Source: Primary Survey

Table 2.4 highlights the mean value of each statement about the impact of CCE on students. Majority of the parents viewed that formative assessment helps students to assess their own performance and it motivates students to attain

their goals. The mean values of these statements were found higher whereas some parents were found disagreed with the statements: Daily assessment makes students behave artificially and students feel pressurized in assessment.

Table 2.5: Parent's opinion regarding CCE

Parent's opinion regarding CCE	Mean	S.D.
Existing syllabus in CBSE should be reduced.	4.03	0.88
Seminars to guide parents are organized	4.55	0.63
It is easy to implement CCE in remote areas.	3.03	0.99
Bright students want old system	3.00	1.54

Source: Primary Survey



Table 2.5 indicates descriptive statistics of each statement of opinions of parents towards CCE. The highest mean values were given to these statements: Existing syllabus in CBSE in different subjects should be reduced and seminars to guide parents about CCE should be organized in every

school. Most of the parents were agreed on this. On the other hand, the lowest values were assigned to these statements it is easy to implicate CCE in remote areas and bright students want old system depicting parents were disagreed with these items.

Table 2.6: Parent's awareness regarding CCE

Parent's awareness regarding CCE	Mean	S.D.
It motivates students to study better	4.77	0.64
CCE enhances student's effectiveness	4.03	0.88
CCE assess multiple intelligence and attitudes	3.02	1.32
CCE assist in identifying hidden talents of students	4.19	0.76

Source: Primary Survey

Table 2.6 reveals the descriptive statistics about awareness among parents towards CCE. The highest mean values were allotted to these statements: CCE enhances effectiveness of students and motivates students to study better which shows that most of parents were agreed with these statements. On the other hand, parents were disagreed with these items: CCE assess multiple intelligence and attitudes as lower mean values were assigned to these statements.

3. Association between Level of Knowledge of Parents and Their Demographics

To examine the association between level of knowledge of parents and their demographics, Chi-square test has been applied:

H1: There is no association between level of knowledge of parents and their gender

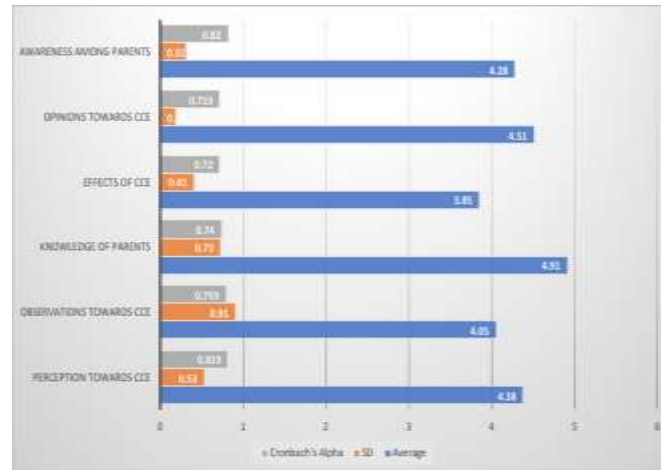
Table 3.1: Association between level of knowledge of parents and their gender

Gender	Level of knowledge			Total
	Low (n=195)	Moderate (n=150)	High (n=55)	
Male	150	90	31	271
	77%	60%	56%	67%
Female	45	60	24	129
	23%	40%	44%	33%
Total	195	150	55	400
	100%	100%	100%	100%

Chi-square value: 8.12, P-value: 0.74 < 0.05

Low= less than 3.85, Moderate= 3.86-4.90, High= Above 4.91

Figure 3.1: Association between level of knowledge of parents and their gender



Source: Primary Survey

Table and figure 3.1 indicate the association between gender and knowledge of parents. The table revealed that male parents have got higher level of understanding and knowledge than female parents at all level. The result indicates that there is no statistically significant association

between knowledge of parents and their gender with chi square value 8.12 and p-value was observed more than 0.05. Thus, hypothesis H1: "There is no association between level of knowledge of parents and their gender" is accepted.

H2: There is no association between level of knowledge of parents and their location

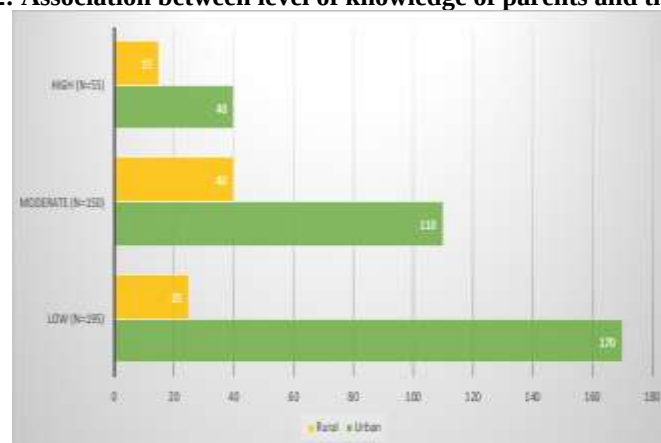
Table 3.2: Association between level of knowledge of parents and their location

Location	Level of knowledge			Total
	Low (n=195)	Moderate (n=150)	High (n=55)	
Urban	170	110	40	320
	87%	73%	72%	80%
Rural	25	40	15	80
	13%	27%	28%	20%
Total	195	150	55	400
	100%	100%	100%	100%

Chi-square value: 6.21, P-value: 0.51 > 0.05

Low= less than 3.85, Moderate= 3.86-4.90, High= Above 4.91

Figure 3.2: Association between level of knowledge of parents and their location



Source: Primary Survey



Table and Figure 3.2 show the association between location of parents and their level of knowledge. The table showed that 87% of urban parents have low level of knowledge whereas 73% of urban parents have moderate level of knowledge towards CCE. It can be observed that urban parents have got highest percentage. Therefore, there is

found no statistically significant association between knowledge of parents and their location as p-value is found more than 0.05. Thus, hypothesis H2: "There is no association between level of knowledge of parents and their location" is accepted.

H3: There is no association between level of knowledge of parents and their qualification.

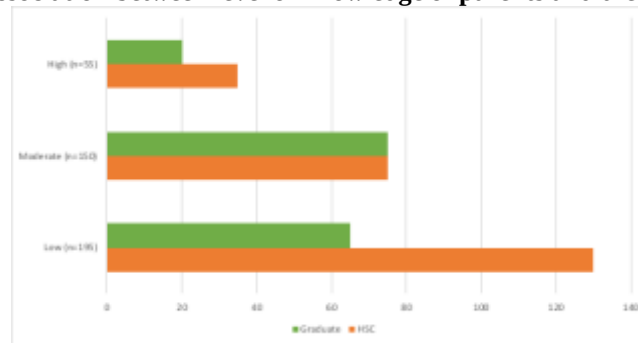
Table 3.3: Association between level of knowledge of parents and their qualification.

Qualification	Level of knowledge			Total
	Low (n=195)	Moderate (n=150)	High (n=55)	
HSC	130	75	35	240
	66%	50%	63%	60%
Graduate	65	75	20	160
	34%	50%	37%	40%
Total	195	150	55	400
	100%	100%	100%	100%

Chi-square value: 7.02, P-value: 0.34 > 0.05

Low= less than 3.85, Moderate= 3.86-4.90, High= Above 4.91

Figure 3.3: Association between level of knowledge of parents and their qualification.



Source: Primary Survey

Table and figure 3.3 describe the association between level of knowledge of parents and their educational qualification. The result reflected that 66% of parents having qualification up to HSC have low level of knowledge and attitude whereas 50% of parents have moderate level of knowledge and understanding. Thus, it is not found statistically

significant association between knowledge of parents and educational qualification with chi-square value (7.02) and p-value is found more than 0.05. Hence, hypothesis H3: "There is no association between level of knowledge of parents and their qualification" is accepted.

H4: There is no association between level of knowledge of parents and class of their children studying.

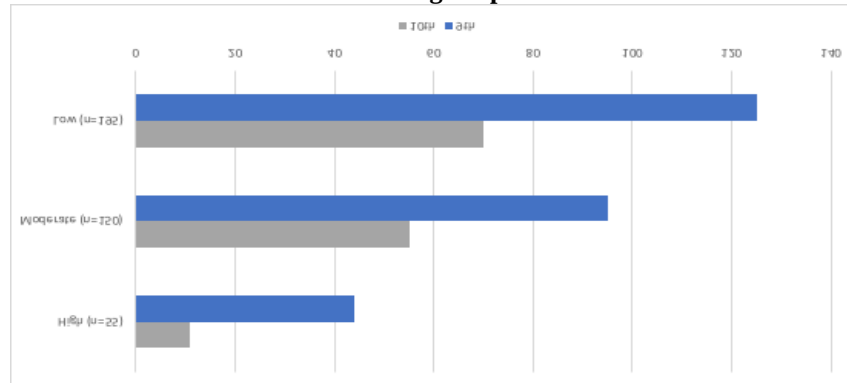
Table 3.4: Association between level of knowledge of parents and class of their children studying.

Class	Level of knowledge			Total
	Low (n=195)	Moderate (n=150)	High (n=55)	
9 th	125	95	44	264
	64%	63%	80%	66%
10 th	70	55	11	136
	36%	37%	20%	34%
Total	195	150	55	400
	100%	100%	100%	100%

Chi-square value: 5.172, P-value: 0.61 > 0.05

Low= less than 3.85, Moderate= 3.86-4.90, High= Above 4.91

Figure 3.4: Association between level of knowledge of parents and class of their children studying.



Source: Primary Survey

Table and figure 3.4 describe the association between level of knowledge of parents and class in which their children are studying. The result reflected that 64% of parents of students studying in 9th standard have low level of knowledge and attitude whereas 63% of parents of students studying in 9th standard have moderate level of knowledge and understanding. Thus, it can be concluded that there is no

statistically significant association between knowledge of parents and class in which their children are studying with chi-square value (5.172) and p-value is found more than 0.05. Hence, hypothesis “H4: There is no association between level of knowledge of parents and class of their children studying” is accepted.

H5: There is no association between level of knowledge of parents and their age

Table 3.5: Association between level of knowledge of parents and their age

Age (years)	Level of knowledge			Total
	Low (n=195)	Moderate (n=150)	High (n=55)	
Below 40	20	20	10	50
	10%	14%	18%	12.5%
41-45	115	80	26	221
	58%	53%	47%	55.5%
45-50	50	44	6	100
	25%	29%	10%	25%
Above 50	10	6	13	29
	7%	4%	25%	7%
Total	195	150	55	400
	100%	100%	100%	100%

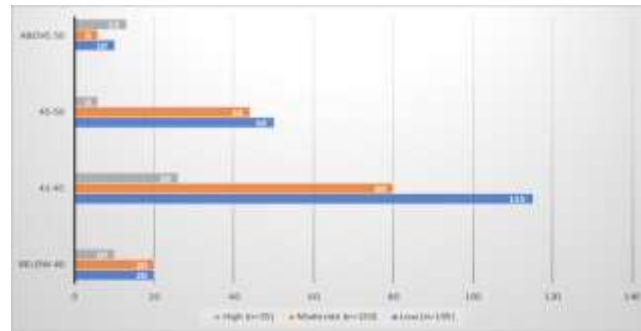
Chi-square value: 9.91, P-value: 0.03 < 0.05

Low= less than 3.85, Moderate= 3.86-4.90, High= Above 4.91

Table and figure 3.5 describe the association between age of the parents and their level of knowledge. The result showed that parents belong to age group 41-45 had high level of knowledge and attitude towards CCE but 58% of parents had low level of attitude and knowledge towards CCE whereas parents with other age group have low level of

attitude and knowledge. Moreover, it was concluded that there is found significant association between attitude and knowledge of parents and their age group with chi-square value (9.91) and p-value is found less than 0.05. Thus, hypothesis “H5: There is no association between level of knowledge of parents and their age” is rejected.

Figure 3.5: Association between age group of parents and level of knowledge



Source: Primary Survey

H6: There is no association between level of knowledge of parents and their occupation

Table 3.6: Association between occupation and level of knowledge of parents

Occupation	Level of knowledge			Total
	Low (n=195)	Moderate (n=150)	High (n=55)	
Govt. employee	40 20%	45 30%	5 9%	90 22%
Pvt. Employee	60 30%	55 37%	25 45%	140 35%
Business	80 41%	35 23%	15 28%	130 32%
Homemaker	15 9%	15 10%	10 18%	40 11%
Total	195 100%	150 100%	55 100%	400 100%

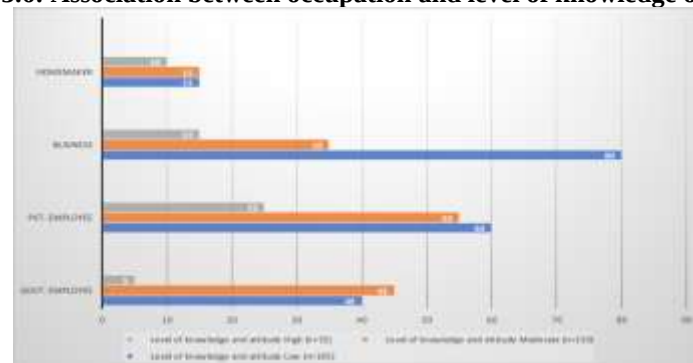
Chi-square value: 19.10, P-value: 0.24 > 0.05

Low= less than 3.85, Moderate= 3.86-4.90, High= Above 4.91

Table and figure 3.6 describe the association between occupation of the parents and their level of knowledge. The result showed that parents who were private employees had high level of knowledge and attitude towards CCE but 30% of parents had low level of attitude and knowledge towards CCE whereas parents with other occupation have low level

of attitude and knowledge. Moreover, it was concluded that there is found no significant association between attitude and knowledge of parents and their occupations with chi-square value (19.10) and p-value is found more than 0.05. Thus, hypothesis “H6: There is no association between level of knowledge of parents and their occupation” is accepted.

Figure 3.6: Association between occupation and level of knowledge of parents



Source: Primary Survey

V. CONCLUSION

The present study investigated the preparedness level of parents regarding CCE and their knowledge level. The



results revealed that parents do not know about the performance of their wards in school because teachers do not discuss it with parents. Most of the parents opined that execution of CCE is difficult due to various barriers like lack of infrastructure, lack of financial support, lack of counselling and seriousness among students. In addition, time and cost factor is the important barrier in execution of CCE. The present study concluded that there found association between knowledge level of parents and their demographics (gender, age, occupation, qualification, location and class studying). Moreover, the present study recommended that teachers should consider parents' opinion while evaluating child's behaviour, attitude, personality and other socio personal qualities because they can give actual data about the child. Teachers should suggest parents about how their children overcome from some study and related problems.

VI. REFERENCES

- [1]. Agrawal, M. "The major examination reform initiatives in India with a historical perspective". *Journal of Indian education*, vol.31 no.1 pp.27-35, 2005.
- [2]. Angadi, G.R.&Akki, M.B. "Impact of Continuous and Comprehensive Evaluation and fixed interval schedule reinforcement on academic achievement of secondary school students in English". *Evaluation and Program Planning* vol.35 no.3. pp 339-346, 2013.
- [3]. Bairwal, A.K and Mangal, S.C. "The Attitude of Teachers towards Activities Conducted under CCE with Reference to Teaching-Learning-Process & Classroom Environment and Role of Teacher", *Educational Quest: An Int. J. of Education and Applied Social Science: Vol. 8, No. 2*, pp. 583-587, 2017. DOI: 10.5958/2230-7311.2017.00106.4
- [4]. Bhattacharjee, A. & Sharma, N. "The status of co-scholastic actives in the school program of the elementary schools", 2009. Research Report from <http://www.aiuer.net/ejournal/vo122110/8.pdf>.
- [5]. Bursuck, William & Others, "Report Card Grading and Adaptations: A National Survey of Classroom", 1996. Research Report from <http://www.eric.ed.in>
- [6]. Chopra, V. "Teachers' Voices Towards the Problems Faced in Implementation of Continuous and Comprehensive Evaluation", *Global journal for research analysis* Vol. 3, No.7, 2014
- [7]. Das, B. "Examination Reforms: Marking Vs Grading". *University New- A Weekly Journal of Higher Education*, Vol 45 No.13, pp.19-21, 2007.
- [8]. Ghanchi, D.A. "Integrative Role of Evaluation in Curriculum Construction and Transaction: Need for a Paradigm Shift" *University News-A weekly Journal of Higher Education (Special Issue on Evaluation System)*, Vol.47 No.45, pp.46-48, 2009
- [9]. Hassan, "Continuous and Comprehensive Evaluation in Secondary School: Awareness and Problems of Students", *IOSR Journal of Research & Method in Education*, Volume 6, Issue 5, pp.06-09, 2016
- [10]. Isave, M. "Study the Continuous and Comprehensive Evaluation Scheme at secondary school". *Scholarly Research Journal for Interdisciplinary Study*, vol-II, pp.1411-1426, 2012
- [11]. Islam, N. M. & Chakrabarty, A. "A study on awareness assembled by school teachers towards Continuous and Comprehensive Evaluation in radiance of RTE 09". *Fifth Survey of Educational Research vol-II part-II* pp.1780, 2012
- [12]. Jadal, M. M. "Effect of Continuous and Comprehensive Evaluation on Student's Attainment at primary level". *IJTER vol.2 no.10* pp.140-156, 2011
- [13]. Mishra, S. & Mallik, P. "Perception of teachers, parents and students about continuous and comprehensive evaluation at elementary school level in Odisha" *Pedagogy of Learning*, Vol.2 No.1, pp.19-28, 2014
- [14]. Ms. Kritika Katoch, "Perception of School Teachers Towards Continuous and Comprehensive Evaluation", *International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)*, Volume 4, Issue 1, 2021
- [15]. Natarajan, V. & Arora, A. "Unfair Means in University Examination-A study. In *Fifth Survey of Education Research*", II,1785, New Delhi: NCERT, 1989
- [16]. Nivedita and Manju "Perception and Awareness of the Teachers towards Continuous and Comprehensive Evaluation: An Empirical Analysis", *International Journal of Research in Engineering, IT and Social Sciences*, Volume 08 Issue 02, PP. 121-124, 2018
- [17]. Pany, S., Singh, N. Sumit, K. and Yashpreet, K. "Continuous and Comprehensive Evaluation in Upper Primary Schools of Punjab: Perceptions of Teachers". *Pedagogy of Learning*, Vol. 5 No.1, pp.40-55, 2019 Available at: <http://pedagogyoflearning.com>
- [18]. Rao, P.M. "Impact of Training in Continuous and Comprehensive Evaluation on the Evaluation Practices of Teachers of Primary Schools in Tamil Nadu", *Indian Educational Review*, Vol. 42. No. 1, pp.60-78, 2006
- [19]. Sharma, R. "Assessment Practices at Secondary School Level in Sikkim: Perception of Stakeholders and Identification of Policy Gaps"



- International Journal of Science and Research ,
Volume 11 Issue 5, 2022
- [20]. Singhal, P. "Continuous and Comprehensive Evaluation-A study of teacher's perception". Delhi Business Review, vol.13 no.1, pp.312-327, 2012
- [21]. Yadu Kumar M & Kiran Kumar K. S. "A study on awareness of CCE among secondary school teachers", scholarly research journal for interdisciplinary studies, VOL. III No. XVII, pp. 3114-3120, 2015
- [22]. Yadav, B., & Kumar, T. "Perception of Parents about the Implementation of CCE in Upper Primary schools in Delhi-NCR", DogoRangsang Research Journal, Vol.10 No.09, pp. 39-47, 2020
- [23]. K. Prema "Students Perception towards Continuous and Comprehensive Evaluation in Erode District With Reference To Selected Variables", International Journal of Advance Research, Ideas and Innovations in Technology, Vol.6, No. 3, pp. 984-988, 2020
- [24]. Suman, D., & Kavita, "Shifting Paradigm in Evaluation System and Preparedness of Educators in Effective Execution: An Empirical survey", DogoRangsang Research Journal, Vol.13, No.1(2), pp. 146-155, 2023

IJEAST

INTERNATIONAL JOURNAL
OF ENGINEERING APPLIED SCIENCE
AND TECHNOLOGY

ABOUT IJEAST

International Journal of Engineering Applied Science and Technology (IJEAST) is a peer-reviewed, open access journal that publishes high-quality research papers in the field of Engineering, Applied Science and Technology.

IJEAST aims to provide a platform for researchers, academicians, and professionals to share their innovative ideas, research findings, and practical experiences with the global scientific community.

FOCUS AREAS

- Engineering
- Applied Science
- Technology
- Innovation & Development
- Interdisciplinary Studies



PEER REVIEWED

All submissions are rigorously peer reviewed to ensure quality.



OPEN ACCESS

Free and unrestricted access to research for all.



GLOBAL REACH

Connecting researchers and professionals worldwide.



TIMELY PUBLICATION

We ensure a swift and efficient publication process.



For more information, visit our website

www.ijeast.com



INTERNATIONAL JOURNAL
OF ENGINEERING APPLIED SCIENCE
AND TECHNOLOGY

✉ editor@ijeast.com

🌐 www.ijeast.com

📍 India



2455-2143