

CHAPTER- 5

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

5.1 Introduction

Any raw data does not provide answers. It has to be analyzed and then interpreted. The chapter presents the analysis and interpretation of the data for a comprehensive understanding of the problem under investigation. The information collected with respect to each objective has been analyzed and integrated separately. The data collected has been analyzed both quantitatively as well as qualitatively.

The data analyzed has been presented in a tabular form as under-

5.2 Data Analysis and Interpretation of the Questionnaire

The researcher obtained the data from the teachers using a questionnaire (refer to Appendix A). The analyzed data is presented in the tables below:

Table Number 5.1: Type of Evaluation System followed in School to Assess Children's Performance

Sr.no	Type of Assessment	CBSE Schools (%)	GSEB Schools (%)
1.	Formative assessment	0	11.11
2.	Summative evaluation	0	0
3.	Both Formative and Summative evaluation	100	88.8

As is evident from the above table, 100 per cent of teachers at CBSE schools follow the evaluation system which includes both Formative and summative assessment. However only 88.8 per cent GSEB schools teachers follow the similar type of evaluation.

Table Number 5.2: The Scheme of Assessment followed in the School for Evaluating Students

Sr. no	Scheme of Assessment	CBSE Schools(%)	GSEB Schools(%)
1.	Four Formative and two Summative assessments	93	72.2
2.	Three Summative assessments	0	0
3.	Only Formative assessments	0	5.5
4.	Two Formative and two Summative assessments	6.8	22.2

In CBSE schools 93 per cent of teachers stated that the scheme of assessment followed in their school for evaluating students consists of four formative and two summative assessments whereas 6.8 per cent said that they have two formative and two summative evaluations per year. In case of GSEB schools 72 per cent of teachers follow the scheme of four formative and two summative assessment. The remaining 22.2 per cent teachers have said that they follow two formative and two summative evaluation scheme and the rest 5.5 per cent said that they follow only formative assessment scheme.

Table Number 5.3: Areas Focused while Assessing Students

Sr. no	Areas	CBSE Schools (%)	GSEB Schools (%)
1.	Scholastic areas	13.7	5.5
2.	Co-scholastic areas	0	0
3.	Both scholastic and co-scholastic areas	86.2	94.4

Majority of teachers (94per cent) at GSEB schools stated that they focus on both scholastic as well as co-scholastic areas while assessing students. However in CBSE

schools 86 per cent of teachers said that they focus on both the areas while assessing students.

Table Number 5.4: Specific Co-Scholastic Areas Focused by Teachers in CCE

Sr. no.	Response	CBSE Schools(%)	Response	GSEB Schools(%)
1.	Critical thinking skills	20.6	Sports	16.6
2.	Self awareness	10.3	Art and craft	22.2
3.	Communication skills	13.7	Science experiments	5.5
4.	Value system	20.6	Story writing/telling	11.11
5.	Project work	6.8	Drama	11.11
6.	Literary skills	10.3	Group dance	16.6
7.	Scientific skills	10.35	Physical education	16.6
8.	Life skills	27.5	Quiz	11.11
9.	Problem solving skills	3.4	Social quotient	5.5
10.	Social skills	10.3		
11.	Emotional skills	6.8		
12.	Attitude	31.03		
13.	Inter personal relations	6.8		
14.	Creative thinking skills	6.8		

When the teachers were asked to specify the co-scholastic areas which are assessed by them, they gave varied responses. In CBSE schools 31per cent of teachers said that they observe the attitude of students towards the school, peers, teachers etc. Likewise 27 per cent of teachers focus on life skills, 20 per cent on value system and 20 per cent on critical thinking skills.

In contrast in GSEB schools 22 per cent of teachers focus on art and craft, 16.6 per cent of teachers on sports and physical education. Similarly 11.11 per cent of teachers stated that they focus on activities such as story writing, drama and quiz.

Table Number 5.5: Methods used in Assessment of Students' Performance in Co-Scholastic Areas

Sr.No	Name of the methods	CBSE Schools (%)	GSEB Schools (%)
1.	Through observation	55	27.7
2.	Through anecdotal records	13.7	5.5
3.	Through cumulative record cards	10.3	16.6
4.	Through combination of methods	48.2	55.5
5.	Other methods	13.7	0

As can be observed from the above table, 55 per cent of CBSE teachers said that most of the times they use observation technique for the assessment of co-scholastic areas of students. Whereas 48.2 per cent of teachers stated that they use combination of methods. However the teachers have not mentioned the names of the methods and techniques. 13.7 per cent of teachers said that for co-scholastic areas they keep anecdotal and cumulative records. The same data is depicted in the figure below:

Figure 5.1: Methods used in Assessment of Co-Scholastic Areas in CBSE Schools (%)

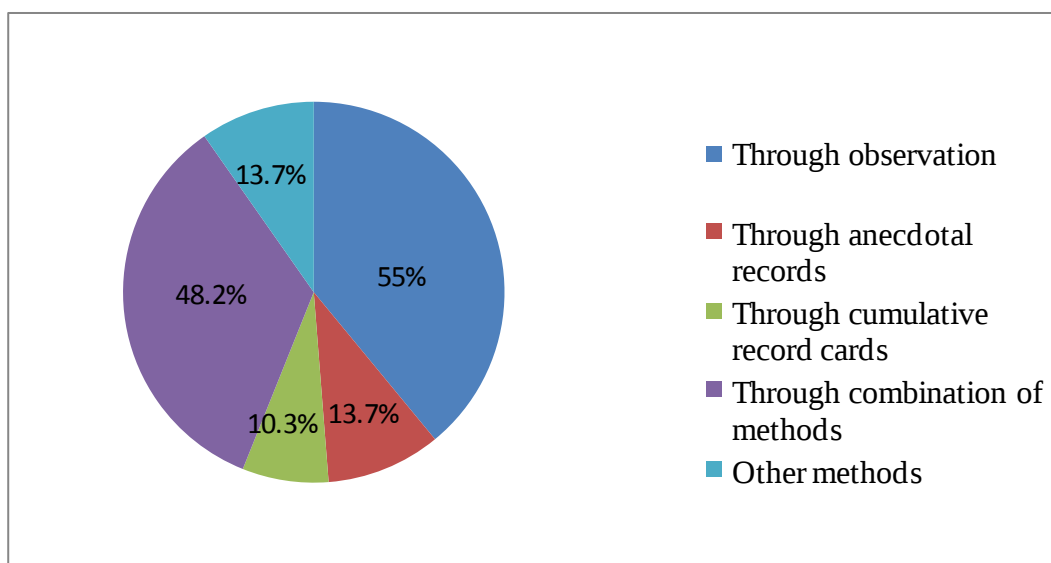
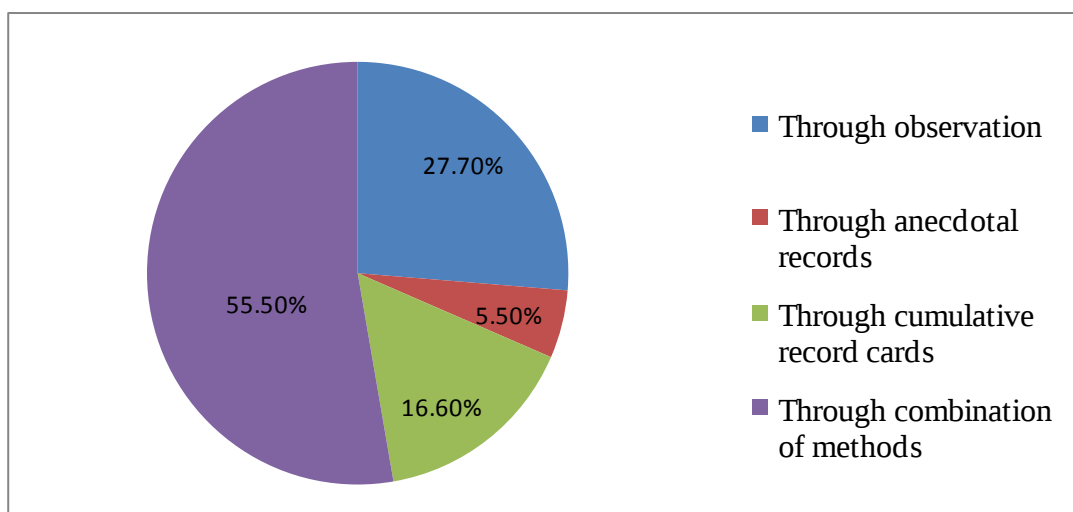


Figure 5.2: Methods used in Assessment of Co-scholastic Areas in GSEB schools (%)



In case of GSEB schools, majority of teachers (55per cent) said that they use combination of methods to assess the co-scholastic aspects of students. However the teachers have not specified these methods and techniques. 27.7% of teachers use observation technique, 16.6% use cumulative record cards and only 5.5% of teachers keep anecdotal records.

Table Number 5.6: Methods used for Formative Assessment of Students

Sr. no	Methods	CBSE Schools (%)	GSEB Schools (%)
1.	Oral test	87.7	88.8
2.	Projects	86.2	94.4
3.	Quiz	75.8	83.3
4.	Paper pen test	100	16.6
5.	Assignments	93	66.6
6.	Worksheets	65.5	44.4
7.	Chapter review	62	38.8
8.	Debate	13.7	0
9.	Power Point Presentation	13.7	16.6
10.	Role play	17.2	0
11.	Group discussion	17.2	0
12.	Book review	3.4	0
13.	Poster making	6.8	0

When enquired about the methods used for formative assessment of students, 100 per cent of teachers at CBSE schools use the paper pen test, which is the most common and stereotype technique. In the same manner, 93 per cent use assignments, 87.7 per cent use oral test and 86 per cent opt for projects. 75 per cent of teachers conduct activities such as quiz competitions and 65 per cent use worksheets filled by students for formatively assessing the students.

In GSEB schools majority of teachers (94 per cent) stated that they give projects to students for the formative assessment. However 88 per cent of teachers assess students orally and 83 per cent of teachers with the help of quiz competitions. 66.6 per

cent of teachers mentioned that they give assignments to students for formative assessment.

Table Number 5.7: Workload felt by the Teachers due to the Scheme of Formative Assessment

Sr. no	Responses	CBSE Schools (%)	GSEB Schools (%)
1.	Yes, always	40	44.4
2.	Quite often	50.2	27.7
3.	Seldom	5.5	0
4.	Never	6.5	27.7

50.2 per cent teachers at CBSE schools were of opinion that the scheme of formative assessment quite often increases the workload for them. However only 6.5 per cent teachers felt that the scheme has never overloaded them with work. In case of GSEB schools 44per cent of teachers felt that the scheme of formative assessment always adds to their workload. However 27.75per cent teachers were of opinion that this scheme never enhances the workload for them.

Table Number 5.8: Formative Assessment is Helpful in Identifying Students' Innate Abilities

Sr. no	Responses	CBSE Schools (%)	GSEB Schools (%)
1.	Yes	89.6	100
2.	No	10.3	0

In GSEB schools all the teachers (100per cent) were of opinion that the formative assessment is helpful in identifying students' innate abilities. However in CBSE schools only 89.6per cent of teachers felt the same. 10.3 per cent teachers felt that formative assessment is not helpful in identifying students' innate abilities.

Table Number 5.9: Continuous Formative Assessment helps in Improving Students' Performance

Sr. no	Responses	CBSE Schools (%)	GSEB Schools (%)
1.	Yes	93.1	88.8
2.	No	6.8	11.1

Majority of teachers (93per cent) at CBSE schools stated that continuous formative assessment helps in improving student's performance. In the same manner 88.8per cent of teachers at GSEB schools were of the same opinion but the remaining 11.1 per cent felt that it does not help in improving students' performance.

Table Number 5.10: Continuous Assessment Aims at Qualitative Improvement of Students rather than Quantitative

Sr. no	Responses	CBSE Schools (%)	GSEB Schools (%)
1.	Yes	86.2	100
2.	No	13.7	0

In GSEB schools an overwhelming 100 per cent of teachers were of opinion that continuous assessment aims at qualitative improvement of students rather than quantitative. However 86per cent of teachers at CBSE schools felt the same and 13.7 per cent of teachers disagreed with the opinion.

Table Number 5.11: Formative Evaluation helps in Identifying Learning Difficulties

Sr. no	Responses	CBSE Schools (%)	GSEB Schools (%)
1.	Yes	93.1	83.3
2.	No	6.8	16.6

In CBSE schools 93 per cent of teachers felt that formative evaluation helps in identifying students' learning difficulties. However in GSEB schools 83per cent teachers were of the same opinion where as 16.6 per cent of teachers felt that formative evaluation is not helpful in identifying learning difficulties.

Table Number 5.12: Problems Faced while Continuously Assessing Students in the Classroom

Sr. no	Responses	CBSE Schools(%)	GSEB Schools(%)
1.	Time consuming	51.7	0
2.	Children adopt delay tactics leading to pending work	20.6	0
3.	Competitiveness is decreasing	10.3	0
4.	Delay in completion of syllabus	27.4	0
5.	Working in groups hampers the grades of other students	3.4	0
6.	No regularity in attendance	0	11.11
7.	Class room management becomes difficult	0	27.7
8.	Lack of proper time-table	0	11.11
9.	Lack of proper infrastructure	3.4	0
11.	No problems faced as yet	13.7	0

As can be observed from the table, teachers come across various problems while doing the continuous assessment of the students. 51.7 per cent of CBSE teachers felt that continuous assessment of students is quite time consuming. At the same time 20.6 per cent of teachers stated that at times students delay the submission of assignments and projects. Thus it becomes difficult for teachers to assess them time to time. Moreover 20.6per cent of teachers also felt that while assessing the students continuously, completion of syllabus becomes cumbersome and delayed. 10.3 per cent of teachers were of opinion that this scheme has reduced the feeling of competitiveness among students. However 13.7per cent of teachers have not faced any problems as yet.

When the teachers at GSEB schools were enquired about the problems faced while continuously assessing the students 27.7 per cent of them stated that class-room management becomes difficult because of more number of students. 11.11 per cent of GSEB teachers felt that when the students are irregular it becomes difficult for teachers to continuously assess them. Moreover 11.11 per cent of teachers said that there should be a proper schedule/time table for continuously assessing the students.

Table Number 5.13: Any Workshop/ Seminar Organized in the School to give Training on the Procedures/Types of Evaluation

Sr. no	Responses	CBSE Schools (%)	GSEB Schools (%)
1.	Yes, at regular intervals	51.7	38.8
2.	Quite often	24.13	16.6
3.	Seldom	10.3	44.4
4.	Never	13.7	0

When enquired about the workshops and seminars organized in the school for training on the procedures of evaluation, 51.7 per cent of CBSE teachers stated that their school organizes such programmes at regular intervals. However in GSEB schools 44 per cent of teachers said that their school seldom organizes such programs on types of evaluation.

Table Number 5.14: The Scheme of Formative Assessment has Increased the Workload of Students

Sr. no	Responses	CBSE Schools (%)	GSEB Schools (%)
1.	Yes, always	44.8	44.4
2.	Quite often	27.5	38.8
3.	Seldom	17.2	0
4.	Never	10.3	16.6

44.8 percent of teachers at CBSE schools were of opinion that the scheme of formative assessment has always increased the workload of students. Only 10.3 percent of teachers felt that the scheme has never been cumbersome for students. In case of GSEB schools 44 per cent of teachers said formative assessment always increases the students' workload. However 16.6 per cent of teachers felt that the scheme can never become cumbersome for students

Table Number 5.15: Continuous Assessment is Helpful in Reducing Fear of Examination and Stress of the Students

Sr. No	Responses	CBSE Schools(%)	GSEB Schools(%)
1.	Yes, up to a certain extent	96.5	94.4
2.	No, rather it increases the anxiety	3.4	5.5

In CBSE schools majority of teachers (96.5 percent) felt that continuous assessment is helpful in reducing fear of examination of the students. Moreover 94 per cent of teachers at GSEB schools agreed with the same.

Table Number 5.16: The General Feeling of Students towards Formative Evaluation

Sr. no	Responses	CBSE Schools(%)	GSEB Schools(%)
1.	They like it	51.7	61.1
2.	They consider it a burden	48.2	38.8

When enquired about the general feeling of students towards formative evaluation, 61 per cent of teachers at GSEB schools said that the students like the scheme. In CBSE schools 51.7per cent of teachers agreed with the same.

Table Number 5.17: Views Regarding the Evaluation System followed in your School

Sr. no.	Response	CBSE Schools(%)	Response	GSEB Schools(%)
1.	Satisfied and contented with present evaluation system	37.9%	Formative assessment system is followed(quiz, oral test, MCQ)	16.6%
2.	Marking as per CBSE norms and guidelines	27.5%	Students get exhausted and focus on studies is deviated	11.11%
3	Marks should be given instead of grades	3.4%	Students become lethargic because they know there are little chances of failing	11.11%
4.	Sometime is needed for getting adjusted to CCE	3.4%	For average students it is good but not for rankers	16.6%
5.	Cumbersome leading to confusion in entries in data sheet	13.7%	Creates interest among students	13.7%

As is observed from the table 37.9 per cent of teachers at CBSE were satisfied and contented with the present evaluation system. 27.5 per cent of teachers felt that they are following the marking scheme as per CBSE norms and guidelines. Moreover 13.7 per cent said that the present evaluation system is cumbersome leading to confusions

in entering the data in the records. The same table has been presented in the form a pie chart also:

Figure 5.3: Views Regarding the Present Evaluation System of your School (CBSE)

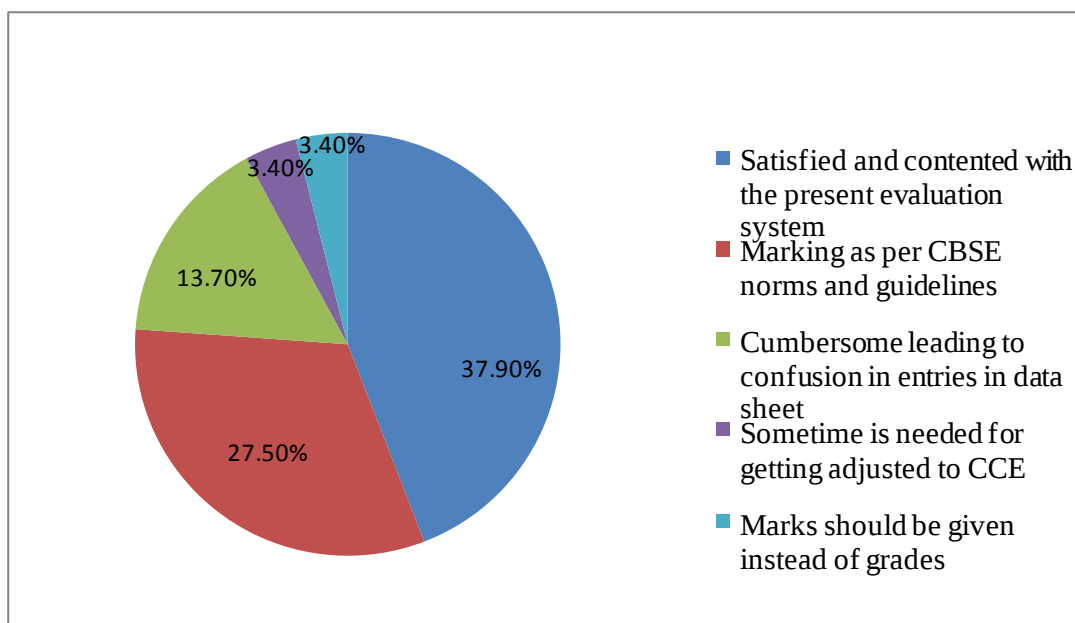
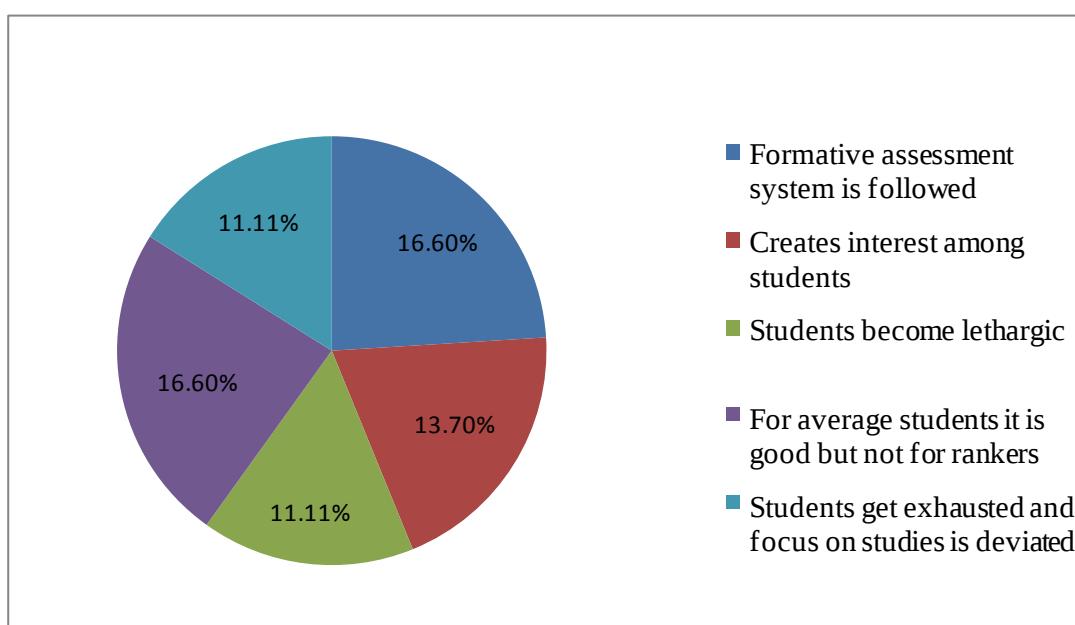


Figure 5.4: Views Regarding the Present Evaluation System of your School (GSEB)



In case of GSEB schools 16.6 per cent of teachers said that they organize activities like quiz, oral test, MCQ etc to assess the students formatively. 11.11 per cent of teachers felt that students become lethargic and slow because they are aware of the

fact that there are little chances to fail. Likewise some teachers (11.11per cent) said that students get exhausted and their focus is deviated from studies. However 16.6per cent of GSEB teachers stated that the scheme of formative assessment is good for average students but not for rankers in the class.

Table Number 5.18: Suggestions for Evaluation of Students

Sr. no.	Response CBSE Schools(%)		Response GSEB Schools(%)	
1.	Comprehensive/composite question papers should	3.4%	Arrange field trips	22%
2.	Time table should be provided for assessment	6.8%	Special training for teachers	11%
3.	Compulsory feedback after each examination	6.8%	Students should be allowed to use language in a	5.5%
4.	Class size should be reduced	3.4%	Activities should be arranged	22.2%
5.	Rough space for examiners should be	3.4%		
6.	Syllabus should be changed according to	6.8%		
7.	Remedial courses for low achievers	3.4%		
8.	Evaluation should be month wise and subject	3.4%		
9.	Reverting back to earlier evaluation system	3.4%		

As is observed from the above table the researcher found that the teachers have provided various suggestions for evaluating students. 6.8 per cent of teachers at CBSE schools said that proper (weekly) time-table should be made for evaluating students. Likewise 6.8 per cent of teachers felt that syllabus should be changed according to the change in evaluation pattern. Few CBSE teachers (3.4 per cent) said that comprehensive question papers should be re-introduce so that the correction becomes easy for the teachers. 3.4 per cent of teachers were of the opinion that remedial courses should be arranged for the low achievers.

In case of GSEB schools 22 per cent of teachers stated that more and more co-curricular activities should be arranged as students are more interested in those areas. Some GSEB teachers(22per cent) were of the opinion that field trips and excursions should be made compulsory for each student. 11per cent of teachers said that special training programmes should be organized so that the teachers can update their knowledge about the latest techniques and methods of evaluation.

5.3 Data Analysis and Interpretation of the Feedback Form

The researcher collected the data from the students with the help of a feedback form. The analysed data is presented in the following table:

Table 5.19: Analysis of the Feedback Form given to Students

Sr.no	Statements	CBSE Schools(%)		GSEB Schools(%)	
		Yes	No	Yes	No
1.	Do you like being continuously evaluated throughout the year	87.5	12.5	59.5	40.4
2.	Are you comfortable in taking weekly tests?	81.25	18.7	74.4	25.5
3.	Do you like being evaluated throughout the year for co-	91.6	8.3	80.8	19.14
4.	Do you feel grades are better than marks?	66.6	33.3	53.19	46.08
5.	Do you think teachers become partial while giving grades to	18.7	81.2	17.02	8.5
6.	Do you feel a great deal of pressure in submission of	50	50	51	48.9
7.	Do you feel that because of continuous assessment you do	68.7	31.25	74.4	25.5
8.	Do you feel continuous assessment helps you in	85.4	14.5	76.5	23.4
9.	If two students of the class get the same grade inspite of having	37.5	62.5	31.9	68
10.	Do you like to read remarks given by your class-teacher on	79.16	20.8	82	17.02

As can be inferred from the table, 87.5 per cent students studying in CBSE boards like being continuously evaluated throughout the year for their academic progress. Majority of students(50per cent) feel a great deal of pressure in submission of assignments and projects and at the same time 68.7per cent feel that continuous assessment takes away enough of their time. When the parents were interviewed one of them said, *“Even if my son is sick, he cannot take a day or two off as he cannot afford to miss out on anything. Everyday something or the other keeps on happening.”*

Despite of this 81.25per cent students replied that they were comfortable in taking weekly tests which majority of them (85.4per cent) felt that helps in improving their performance. This shows their liking towards continuous and comprehensive evaluation. When they were asked about the remarks or descriptive feedback they received from their teachers, an overwhelming 79.16 per cent students replied that they like to read their remarks very much. At the same time, when they were enquired about the objectivity of remarks from the teachers, majority of the students 81.2 per cent agreed that their teachers were objective and impartial while giving remarks. On being enquired about whether they liked grades or marks 66.6 per cent of students showed their disconcern over students getting different numbers/marks still being placed in the same grade.

In case of GSEB schools majority of students (59.5 per cent) liked being continuously evaluated throughout the year for their academic progress. However 74.4per cent of students felt that because of continuous assessment they do not get enough leisure time. Despite of this 76.5 per cent of students at GSEB schools feel that continuous assessments helps in improving their performance. 53 per cent of students stated that according to them grades are better than marks. When they were enquired about the remarks given by their class teachers on the report card 82 per cent of students that they like to go through those remarks and feedback. 51 per cent of students feel a great deal of pressure in submission of assignments and projects. At the same time 74 per cent of students were comfortable in taking weekly tests. This shows that though the students feel a little stress while submitting assignments but they like the scheme of continuous formative evaluation.

5.4 Discussion

As is clear from the above tables that all the schools surveyed whether CBSE or GSEB follow continuous and comprehensive evaluation practices, although the scheme followed may differ from school to school as some of the GSEB schools have adopted the scheme of two summative and two formative evaluations or only formative evaluation. The practice of continuous and comprehensive evaluation seems to be more rigorous in CBSE schools as majority of them follow the scheme of four formative and four summative evaluations per year. It is evident from the above data that both the students and teachers at CBSE and GSEB schools are in favor of

continuous and comprehensive evaluation practices. When the teachers were questioned about the different methods used for assessing students, the common answer was paper-pencil tests which are traditional type of tests. It was found that in CBSE schools the teachers adopt a wide variety of assessment tools such as quiz, oral tests, assignments, worksheets, projects, group discussion, chapter review, debate, etc. while in GSEB schools the teachers have reported that they maximally use paper pencil tests and projects for formative assessment of students. They use other methods also but there frequency is low. One reason for the varied methods used by the CBSE teachers may be that CBSE has provided rubrics for assessment in scholastic areas for subjects like Science, Mathematics, English, Hindi which are being largely followed by the school teachers so relatively for them formative assessment becomes easier as they have a set criteria before them. As in GSEB continuous and comprehensive assessment practices have been recently introduced such standard criteria are lacking. When the teachers were asked about whether they assess co-scholastic skills also, majority of them both from CBSE and GSEB schools replied that they do so. They answered that they assess the child in possessing life skills, emotional skills, social skills, communication skills, critical thinking skills, problem solving skills, literary skills, scientific skills, etc. to name a few but when asked what methods do they use to assess such skills the answer was wanting. Even in CBSE schools there are no tools/criteria prescribed for assessment in co-scholastic areas. Thus for assessing the co-scholastic areas teachers have to prepare/use their own method and it is here that the subjectivity creeps in.

When the teachers were asked that whether they feel that their workload has increased due to adoption of such assessment practices, a lot many gave positive reply to it but still 10 per cent teachers of CBSE schools and 27.7 per cent teachers of GSEB schools replied that they never felt that their workload has increased because of CCE. Probably this again depends upon the individual accountability of teachers.

Majority of the teachers of both CBSE and GSEB schools have felt that continuous and comprehensive assessment practices help in identifying the innate abilities of the students and helps in qualitative improvement of the child. Even majority of the teachers of CBSE and GSEB schools opined that such practices help students' in improving their performance. Yet there was a small percentage of GSEB school

teachers who did not feel so. 10 per cent GSEB school teachers said that they do not feel that continuous and comprehensive evaluation practices help in improving students' performance because 16.6 per cent felt that through such practices the learning difficulties of the students cannot be identified. Although more than 90 per cent teachers of both CBSE and GSEB schools feel that continuous and comprehensive practices have helped remove stress from the mind of students yet they equally feel that it has increased the workload of the students. This is why the teachers perceive that the students like it because of some reasons and the same time dislike it because of some other reasons. The results in the data also show equal per cent of teachers perceiving that whether the students like it or not. As in CBSE School, 51.8 per cent teachers feel that students like continuous and comprehensive assessment practices whereas almost equal number, 48.2 per cent perceive that the students have a disliking towards this practice. Similar confusion prevails amongst teachers of GSEB schools also. Out of them 61.1 per cent teachers feel that the students like the practice whereas 38.8 per cent teachers have expressed their concern over the disliking of students towards such practices. The confusing scenario is because of the fact that teachers are not able to decide and reach a consensus that whether the benefits of CCE are more than its side effects. One of the principals of the schools surveyed has aptly given the cause for this and expressed concern that whether we should welcome this change whole heartedly or not. She has mentioned, *"The change to the CCE system is a welcome change, but at times students tend to take it easy, since they know that if they do not perform well in the paper-pencil tests, they shall get through due to better grades in co-scholastic areas."* Such an underlying worry is not at all illogical. When another principal was interviewed she commented, *"CCE scheme in the initial years of education is relevant, but in 9th and 12th std the evaluation must be more vigorous as the old system since students anyway need to prepare for getting into professional courses after 12th std. Students seem to be losing out on academic vigor due to this new system."* At times students get exhausted due to continuous evaluation and due to this their focus from studies is deviated. Also at times students become lethargic because they know that in such a system there is little chance of failure. Even some teachers have mentioned that such practices are good for average students but not for rank holders.

While they agree that CCE is beneficial for the student, some of them also say that because of it, students have become less serious about studies and have adopted a more casual attitude, which may eventually add up to the pressure on them in the long-run.*

The reasons are genuine and cause of worry for the teachers. Though the students have mentioned that they like continuous and comprehensive evaluation practices they feel the pressure of weekly tests and that because of this pressure they are losing upon their leisure time. Again if such is the feeling of our young generation when they have no time to play then again this needs a serious consideration and deliberation. As we all know that ‘All work and no play make Jack a dull boy.’

During the informal interview with the Parents, one of them commented, “*my daughter is all the time busy in preparing charts, files, models etc and because of this the academics are actually suffering.*” We need to seriously consider this issue that on one side by trying to ease out matters for the children on the other side is it hampering the normal growth of the child due to unnecessary pressures? And that is why teachers and principals have given a two sided answer about the liking and disliking of CCE by the students.

Another concern for the teachers and a problem for them is that since in GSEB, CCE has been recently introduced, workshops and seminars on the CCE practices are seldom organized. Due to these teachers face difficulty in smooth implementation of the practices. Even in CBSE schools where such continuous and comprehensive evaluation practices have become a common feature, the teachers still face certain problems. The teachers have remarked that continuous and comprehensive evaluation practices are cumbersome activity as they are time consuming and no separate time slot is allotted in the time table for carrying out such work. Also it creates problem when students are irregular and deliberately delay the submission of their work. This has effect on timely completion of the syllabus. But despite all odds, some teachers have expressed that they are contented and satisfied with this kind of evaluation system for the students.

* ‘Less Pressure? May be Not’ Times of India, Feb 27 2012

When asked about the suggestions they would like to give for improving the system of continuous and comprehensive evaluation practices, the teachers have suggested that first of all there should be special training of teachers so that they get well versed in the implementation procedures of such practices, class size should be reduced as well as syllabus should be changed according to the evaluation pattern followed. Evaluation should be month-wise and subject-wise. A fairly good suggestion came from the teachers that it should be compulsory for the teachers to give feedback after each examination and that for this some rough space should be provided for the examiner on the answer sheet itself. Some have suggested that the practice of comprehensive/composite question papers should be reintroduced. Regarding this, instead of having such question papers, CBSE has already provided guidelines for assessing students through rubrics. So these rubrics provided by CBSE for assessing performance in different subjects can be taken up as a standard, holistic or generic rubric. Alternatively, teachers can at their individual level prepare task based specific rubrics for the assessment of the specific content, knowledge and skills of the individual. Such task based rubrics can be used repeatedly and that will depict a comprehensive evaluation of the performance of the child over a given period of time and that would be actually continuous and comprehensive evaluation.

Suggestions to Further Strengthen CCE Practices in Schools

- Vigorous training is necessary in both theoretical and practical aspects of CCE. Teachers must be made competent in preparing valid and reliable tools for both scholastic and co-scholastic areas.
- Keeping the existing Indian education system in mind it is necessary that before the implementation of CCE the teacher should be trained thoroughly in child development and child pedagogy. It will help them in identifying the general and special abilities of children and ways to deal with them.
- In Teacher Training Institutions continuous and comprehensive evaluation should be dealt practically so that the trainees (teachers) acquire necessary skill to use it in their respective schools.

- Regarding the Co-Scholastic areas, proper use of the rating scales, inventories, checklists, schedules and the procedures of assessing different areas of skills should be there.
- The appropriate tools and tests needed for assessing students in CCE can also be designed by a panel of experts and be given to teachers.
- Students and parents should also be given proper awareness on CCE. The concept of CCE and its implementation procedures should be clearly explained to them. This will help in successful and effective implementation of CCE in classes.
- The number of students in a class needs to be reduced. In the present study majority of teachers have suggested that class strength should be appropriate. They have also suggested increasing the number of divisions so that strength of each class can be reduced.
- Providing special manuals for teachers of every subject.
- Technology should be used for maintaining student records and teachers should be oriented accordingly. Special softwares should be developed for this kind of record keeping.
- Measures have to be adopted so that academics do not suffer. Many teachers were of the opinion that students study only for clearing the exams. Academic rigor is declining.

Thus, it can be concluded on the basis of above discussion that although the continuous and comprehensive evaluation practices are a jumpy ride for students as well as teachers yet they find it pleasant. Both of them, the teachers as well as the students derive satisfaction and contentment from introduction of such evaluation practices. Continuous and Comprehensive Evaluation practices both in CBSE and GSEB schools have been welcomed and accepted as a positive change over the year end summative evaluation practice.

Change is the need of the hour and by adopting healthy practices such as Continuous and Comprehensive Evaluation and continuously improving it through reflections and

processing, definitely a qualitative change can be brought in the present education system. As Examination Reform, NCF 2005 – NCERT has rightly said,

‘A system of education and examination that teaches members of disadvantaged groups the requisite problem solving and analytical skills needed by the job market is vital. Memorizing and regurgitating textbooks is not a skill needed by the job market. An exam system that encourages this type of ‘learning’ snuffs out creativity. To teach skills and create excellence, is the way - perhaps the only sustainable way - toward real equity’.