



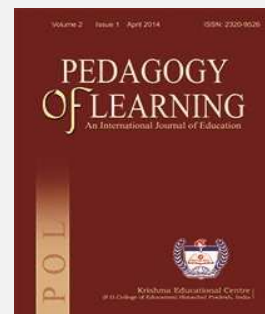
PEDAGOGY OF LEARNING (POL)

International Refereed/ Peer Reviewed
Journal of Education

E-ISSN: 2395-7344, P-ISSN: 2320-9526

Abstracted and indexed in: Google Scholar,
Research Bib, International Scientific Indexing
(ISI), Scientific Indexing Services (SIS),
WorldCat, Cite Factor,
Impact Factor: 0.787(GIF)

Website: <http://pedagogyoflearning.com>



Continuous and Comprehensive Evaluation in Upper Primary Schools of Punjab: Perceptions of Teachers

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Article History:

Received: 11 January 2019, Received in revised form: 22 January 2019

Accepted: 27 January 2019, Published online: 28 January 2019

ABSTRACT

The present study was conducted with a view to compare the perceptions of upper primary school teachers on the awareness, practice and problems of CCE in the upper primary schools of Punjab. The study was having the objectives like to compare the awareness of urban and rural upper primary school teachers about Continuous and Comprehensive Evaluation, to examine the difference in practice of urban and rural upper

Pedagogy of Learning, Vol. 5 (1), January 2019

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primary school teachers of Punjab with respect to scholastic and co-scholastic areas of Continuous and Comprehensive Evaluation; and to examine the differences in problems faced by urban and rural upper primary school teachers of Punjab with respect to scholastic and co-scholastic areas of Continuous and Comprehensive Evaluation. Data were collected from 244 schools covering 22 districts of the state Punjab. The findings of the study are the rural and urban teachers of upper primary schools of Punjab differ in their awareness about CCE. The rural school teachers are found to be better as compared to the urban school teachers with regard to the knowledge and skills on the use of portfolios for evaluating co-scholastic aspects of students, the rural upper primary school teachers of Punjab are found to follow the different scholastic and co-scholastic aspect related practices of CCE effectively manner as compared to their urban counterparts; and it is revealed 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 which are not faced by the rural school teachers.

Keywords: CCE, Upper Primary Schools, Rural, Urban, Scholastic and Co-scholastic Areas

INTRODUCTION

The human being is considered as the best creation of the Almighty and this biped man get converted in to a human being by means of the process of education. The educational system enables the human being to develop within him all the necessary abilities and skills which enables him to live in adjusting with multifarious challenges of the society. The process of humanization and socialization is a continuous process which starts from the womb and continues till the arrival of the human being in the burial ground. It is a continuous process of journey gets facilitated by both informal and formal process of education. Education, in true sense, is a training of mind, body and spirit. It is only through a vibrant system of education, a child becomes able to differentiate between right and wrong and child's instinctive behavior gets modified into socially desirable behavior. It contributes towards the development of the soul, character building and disciplining the mind.

In order to achieve all these targets i.e. the all-round development of the individual, school is considered as the best platform. School provides the child a varied degree of experiences by different curricular, co-curricular and extracurricular activities. School takes the responsibility of developing the innate potentialities of the child through various programmes but it is quite essential to evaluate their outcomes in terms of their level of attainment.

The development of a child can better be ensured through a comprehensive system of education where there is opportunity for scholastic and co-scholastic development of the child, followed by a system of continuous and comprehensive system of evaluation that will provide time to time feedback to all the beneficiaries of the system of education including the child, teacher etc. The school curriculum should be well supported by an appropriate system of evaluation which will make it easy to assess the overall and specific developmental aspects of a child and necessary steps can accordingly be taken to provide remedial classes or extra opportunities for different activities. Hence, continuous and comprehensive evaluation form as an integral and most vital part of the elementary schooling process.

Significance of the Study

Continuous and comprehensive evaluation has the potential to bring remarkable change in the whole evaluation process including the process of education. It makes the process of evaluation continuous reducing the year end burden upon the students and comprehensive in terms of evaluating all the domains of behavior ranging from cognitive to psychomotor. Therefore the introduction of continuous and comprehensive evaluation in schools is expected to introduce a balanced development among the students with due emphasis on the intellectual, social, moral and skill development.

Continuous and comprehensive evaluation is an important evaluation method which reduces the unwanted anxiety and stress on students. It helps to improve the academic achievement of students (Singh, 2017). It creates positive approach towards the schooling system mainly teaching and learning process and its product. CCE helps the students to create interests in learning through projects, exercises and experiments and all these help to improve academic achievement (TISS,2015).It helps the teacher to improve the evaluation skills which are fruitful for the holistic development of the child (Thanuja, 2014).Evaluation system significantly affects the stress level. Continuous evaluation system is most important to make CCE as an integral part of teaching and learning process to promote standards of education (Herkel, 2014).There is a significant difference in the stress level of students studying in continuous and comprehensive evaluation system. Stress is an important psychological factor which affects the student's achievement (Anand, Sharma & Khatoon, 2013).

Studies like Raina & Verma (2015), Thote (2014), Singhal (2012), Pazhanimurugan, Sivakumar & Benjamin (2013) and Chopra& Bhatia (2014) showed that teachers of secondary schools have moderate attitude towards CCE. Rao&Rao (2001) found in their study that most of the teachers at primary level are not aware of CCE. Mere implementation of CCE would not guarantee desired results. Appropriate materials, guidelines and manuals should be given to all concerned with the process and it need be made sure that they have understood clearly the matter given in the materials. Workshops conducted for this are inadequate. Hence studies have to be taken up to evaluate the implementation of CCE especially in the state of Punjab. It would help in finding problems and challenges that hinder proper implementation of CCE and thus help in finding solutions for the same (Sivakumar, Pazhanimurugan& Benjamin, 2013).The investigator has come across the studies conducted at secondary, senior secondary and higher education level most of the times. There is hardly any study conducted at upper primary level, particularly, in Punjab. Therefore the investigator is keen to study the status of CCE in upper primary schools of Punjab through an evaluative study of CCE in upper primary schools of Punjab.

Statement of the Problem

Evaluation is an integral part of any learning process. It should be a continuous process as it is the critical part of learning. The fourth guiding principle of National Curriculum Framework (NCF 2005) proposes for making examinations more flexible and integrating them with classroom life. It should also evaluate his/her curricular activities and socio-personal qualities. Hence, learner evaluation should be comprehensive as well as continuous, realizing the nature and purpose of elementary education in general and upper primary schools in particular. Therefore there is a need to study whether comprehensive and continuous evaluation (CCE) scheme is being practiced in true sense at upper primary school

level or not. Hence, the investigator is keen to undertake a study with the title “Continuous and Comprehensive Evaluation in Upper Primary Schools of Punjab: An Evaluative Stud”.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows;

1. To compare the awareness of urban and rural upper primary school teachers about Continuous and Comprehensive Evaluation.
2. To examine the difference in practice of urban and rural upper primary school teachers of Punjab with respect to scholastic and co-scholastic areas of Continuous and Comprehensive Evaluation.
3. To examine the differences in problems faced by urban and rural upper primary school teachers of Punjab with respect to scholastic and co-scholastic areas of Continuous and Comprehensive Evaluation.

METHOD OF THE STUDY

In the present study the data were collected quantitatively and qualitatively in order to support the objectives of the study. Therefore study comes under the Convergent Parallel Design of mixed method of research.

Population & Sampling Frame

The population of the present study consisted of teachers of upper primary schools of the state Punjab covering 22 districts. There are 2883 upper primary schools (6th, 7th & 8th class) consisting of 12454 teachers. The sampling frame of the study from which the sample of the study was drawn is given in table no. 1.

Table 1: Sampling Frame of the Study

S. No.	Districts	No. of Upper Primary Schools	No. of Teachers
1.	Amritsar	209	885
2.	Barnala	26	116
3.	Bathinda	89	431
4.	Faridkot	79	448
5.	Fatehgarh Sahib	137	496
6.	Firozpur	108	383
7.	Fazilka	98	523
8.	Gurdaspur	236	1149
9.	Hoshiarpur	236	1100
10.	Jalandhar	176	742
11.	Kapurthala	135	484
12.	Ludhiana	197	976
13.	Mansa	69	289
14.	Moga	84	354
15.	Mohali	112	502
16.	Muktsar	84	411
17.	Nawanshahr	112	353

18.	Pathankot	81	373
19.	Patiala	187	888
20.	Rupnagar	171	586
21.	Sangrur	153	716
22.	Tarantaran	104	249
Total		2883	12454

(Source: District Information System for Education (DISE), 2014-15)

Sample

All the 22 districts of the state of Punjab spreading over three regions like Malwa, Majha and Doaba were taken as the sample of the study.

Sample for Quantitative Data

With regard to the objectives of the study for the locale wise comparison of practice and problems of continuous and comprehensive evaluation in upper primary schools of Punjab with respect to the teachers two schools were selected from each district i.e. one from urban and another from rural area. As such 44 schools were selected (twenty two urban and twenty two rural) from the twenty two districts of Punjab. The total number of teachers, the investigator had planned to collect data from 220 teachers i.e. at least five teachers from each of the 44 sampled schools (110 rural and 110 urban) but could collect data only from 149 teachers (Urban =80 teachers and Rural=69 teachers) covering 44 schools due to non-availability of teachers. The student sample was taken from the upper primary classes of each school i.e. 6th, 7th and 8th classes.

Sample for Qualitative Data

In addition to the selection of sample for quantitative data collection, the sample for qualitative data collection was also selected to fulfill the purpose of the study. Considering the teachers, all the teachers of the sampled 44 upper primary schools were taken as a sample of the study for obtaining qualitative data, and thereby, data could be collected only from 142 upper primary school teachers (Urban= 73 and Rural= 69).

Tools and Techniques of Data Collection

In the present study, both quantitative and qualitative data were collected by using different questionnaires and interview schedules. The tools and techniques used in the study have been described as follows;

- 1) A questionnaire was developed by the investigator to collect quantitative data from the teachers on the awareness, practice and problems of continuous and comprehensive evaluation
- 2) An interview schedule was developed by the investigator to collect data from the teachers on the awareness, practice and problems of continuous and comprehensive evaluation

THE RESULTS

A. Comparison of Urban and Rural Teachers' Awareness about Continuous and Comprehensive Evaluation

In this section, both the quantitative and qualitative data on awareness of upper primary school teachers about CCE is integrated and presented in table no. 2.

Table 2: Integrated Matrix of Teachers' Awareness about CCE

Quantitative Result	Qualitative Result	Integrated Statement
<ul style="list-style-type: none"> Majority of urban (74%) and rural (76%) teachers are aware of the concept of CCE and its uses like all round development of students. Majority of urban teachers are not aware about the evaluation modalities specially maintenance of portfolios for evaluating co-scholastic aspects. Rural teachers are not aware of one aspect of evaluation i.e. grading system for different range of marks. To conclude, more rural upper primary school teachers (76%) are aware about CCE in comparison to their urban counterparts (74%). 	<ul style="list-style-type: none"> On the usefulness of CCE, both rural and urban teachers are aware of the all-round development of students through CCE. Urban teachers reported that CCE helps in enhancing the academic achievement of students whereas the rural teachers asserted that CCE undergoes continuous and comprehensive evaluation which further reduces the workload of students in terms of division of syllabus. In total, more rural teachers are found to be aware of CCE as compared to the urban school teachers. 	<ul style="list-style-type: none"> Both urban and rural upper primary school teachers are aware about the concept and purpose of CCE but they are not aware about all the modalities of evaluation under CCE like grading system for scholastic aspects and maintenance of portfolios for co-scholastic evaluation of students. The difference between urban and rural teachers lies on the aspect that the urban teachers are not aware about the portfolios for co-scholastic assessment whereas the rural teachers are not aware about the grading system for different range of marks. Furthermore, more number of rural upper primary school teachers are aware about different aspects of CCE as compared to the urban ones.

These findings contradict the work of Sen & Chakaboty (2017) which reveals that urban school teachers are more aware about CCE in comparison to rural school teachers and no difference in the awareness of CCE with respect to location Acharya & Mondal (2015).

B. Comparison of Urban and Rural Teachers' Practice of Continuous and Comprehensive Evaluation

In alignment to the integration of data on awareness of teachers about CCE, the data related to practice of CCE with respect to upper primary school teachers is also integrated and presented in table no. 3.

Table 3: Integrated Matrix of Teachers' Practice related to CCE

Quantitative Result	Qualitative Result	Integrated Statement
<ul style="list-style-type: none"> Majority of the rural (69%) and urban (67%) teachers are effectively practicing CCE in their schools with special reference to the evaluation of co-scholastic aspects. Considering the urban school teachers, there is lacuna in the effective evaluation of scholastic aspects like irregularity in conducting summative assessment, evaluation through assignments and projects However, considering the overall comparison of urban and rural teachers, rural teachers are implementing CCE in a better way in comparison to their urban counterparts. 	<ul style="list-style-type: none"> The practice of CCE is effective in all the urban and rural schools in terms of conducting formative assessment and framing of variety of questions for evaluation of scholastic aspects. Majority of urban (97%) and rural (91%) teachers are using observation technique for evaluating the co-scholastic aspects. Lack of parents' support is reported by both urban (85%) and rural (81%) teachers while practicing CCE in their schools. As far as the improvement in performance of students is concerned, 42% urban and 70% rural teachers have asserted that CCE improves the students' 	<ul style="list-style-type: none"> Majority of the urban and rural teachers are implementing CCE in an effective way by evaluating scholastic and co-scholastic aspects of students. Scholastic aspects are evaluated by framing variety of questions in all the urban and rural schools More urban teachers are using the observation technique for evaluating the co-scholastic aspects in comparison to the rural teachers. -More rural teachers have reported lack of parents' support in implementation of CCE in comparison to their urban counterparts. As far as the improvement in performance of students is concerned, though both urban and rural teachers have asserted about the advancement in students' performance but rural teachers bear a more positive view in this regard as compared to the urban teachers. As a whole, the rural teachers are practicing CCE in a better way in comparison to their urban counterparts. But the major difference between the practice of rural and urban teachers lies in the support of parents in implementation of CCE.

	performance. <ul style="list-style-type: none"> • Thus, in total, rural teachers are practicing CCE in a better way as compared to urban ones. 	The rural teachers fail to get the support of parents more as compared to the urban teachers.
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Such ignorance to co-scholastic activities is also found in the study conducted by Bhattacharjee & Sarma (2009) in which the co-scholastic part of the curriculum was totally ignored. Further, the findings of the study conducted by Pani (2004) support the findings of present study that co-scholastic activities have not earned a proper place in the school routine.

C. Comparison of Urban and Rural Teachers regarding Problems related to Continuous and Comprehensive Evaluation

Similar to the awareness and practice related to CCE, the qualitative and quantitative data obtained from upper primary school teachers on implementation related problems faced by them is integrated and presented in table no. 4.

Table 4: Integrated Matrix of Teachers' Problems related to CCE

Quantitative Result	Qualitative Result	Integrated Statement
<p><i>The problems common to both urban and rural school teachers are:</i></p> <ul style="list-style-type: none"> • Hindrance in academic work of students due to lot of co-scholastic activities • Difficulty in recording the behavior of students on daily basis • Difficulty in implementing CCE because of 'No Detention Policy' • Difficulty in assessing the scholastic aspects through different techniques 	<p><i>The problems common to both urban and rural teachers are:</i></p> <ul style="list-style-type: none"> • Difficulty in maintaining a lot of records • Absenteeism of students • Financial burden on parents • In addition to above, urban school teachers face difficulty in completing syllabus due to frequent testing and evaluating the absentees due to 'No 	<p><i>From the qualitative and quantitative results, it can be revealed that the problems common to both rural and urban school teachers are:</i></p> <ul style="list-style-type: none"> • Hindrance in academic work of students due to lot of co-scholastic activities • Difficulty in recording the behavior of students on daily basis • Difficulty in implementing CCE because of 'No Detention Policy' • Difficulty in assessing the scholastic aspects through different techniques • Increase in workload • Lack of parents' support

<ul style="list-style-type: none"> • Increase in workload • Lack of parents' support • Difficulty in observing socio-personal skills of students • Maintaining record of co-scholastic activities • In addition to above, urban school teachers face problem in planning and organizing co-scholastic activities and rural school teachers face difficulty in assessing students with special needs. • Considering the comparison between urban and rural teachers, it is found that less number of urban teachers (19%) face problems as compared to rural teachers (20%) 	<p>Detention Policy'</p> <ul style="list-style-type: none"> • Furthermore, the rural school teachers have reported the following problems • Slow learners in classroom • Time consuming scoring procedure of CCE • Large number of students in the classroom • Parents consider co-scholastic activities as wastage of time and money and are reluctant in sending their children to schools • As far as the locale wise comparison is concerned, more number of urban upper primary school teachers are facing problems as compared to the rural teachers 	<ul style="list-style-type: none"> • Financial burden on parents • Difficulty in observing socio-personal skills of students • Difficulty in maintaining a lot of records • Absenteeism of students • In addition to above, urban school teachers face difficulty in completing syllabus due to frequent testing, planning and organizing co-scholastic activities and evaluating the students due to 'No Detention Policy' <p><i>Furthermore, the rural school teachers have reported the following problems:</i></p> <ul style="list-style-type: none"> • Slow learners in classroom • Time consuming scoring procedure of CCE • Large number of students in the classroom • Parents consider co-scholastic activities as wastage of time and money and are reluctant in sending their children to schools • Difficulty in assessing students with special needs • As far as the locale wise comparison is concerned, more number of urban upper primary school teachers are facing problems as compared to the rural teachers
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Such difficulties in proper execution of CCE, like difficulty in maintaining records, increased volume of work etc., as reported in the present study have also been reflected in the studies of Singhal (2012), Sartaz (2015), Kumar & Kumar (2014), Pazhanimurugan, Sivakumar & Benjamin (2015), Nibaso (2011) and Verma & Singh (2012).

MAJOR FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of quantitative and qualitative data on awareness, practice and problems related to CCE, the objective wise major findings of the study are as follows;

Objective No. 1

To compare the awareness of urban and rural upper primary school teachers about Continuous and Comprehensive Evaluation

1. Both urban and rural upper primary school teachers are aware about the concept and purpose of CCE but they are not aware about all the modalities of evaluation under CCE like grading system for scholastic aspects and maintenance of portfolios for co-scholastic evaluation of students.
2. The difference between urban and rural teachers lies on the aspect that the urban teachers are not aware about the use of portfolios for co-scholastic assessment whereas the rural teachers are not aware about the grading system for different range of marks as per the mandate of CCE.
3. 36% rural school teachers are aware about different aspects of CCE in comparison to 74% of urban school teachers as per the quantitative results of the study which are further supported by the qualitative results.

Objective No. 2

To examine the difference in practice of urban and rural upper primary school teachers of Punjab with respect to scholastic and co-scholastic areas of Continuous and Comprehensive Evaluation.

A. Difference between Rural and Urban Teachers on the Practice of Scholastic Component of CCE

1. It is revealed that 52% of rural school teachers evaluate the scholastic aspects of students on nine point grading scale as compared to 55% of urban school teachers.
2. It is found that 59% of rural school teachers prepare essay type questions to encourage the students for self-expression in comparison to 40% of urban school teachers.
3. Also, 63% of rural teachers use different methods like assignments, projects etc. for evaluating the scholastic aspects whereas only 56% of urban school teachers use them.
4. Further, 52% of rural school teachers reported that students take more interest in study with CCE scheme as compared to 55% urban school teachers.

5. According to the qualitative results, 70% of the rural school teachers have reported that time to time improvement takes place in students because of CCE in comparison to their urban counterparts (42%).
6. More number of rural school teachers (69%) are practicing the scholastic aspect of CCE in better way as compared to urban school teachers (67%) as per the quantitative results. These results are further supported by qualitative results.

B. Difference between Rural and Urban Teachers on the Practice of Co-Scholastic Component of CCE

1. From the quantitative results, it is revealed that 78% of the rural teachers include co-scholastic aspects in the report card of students in comparison to 70% of urban school teachers.
2. Also, 72% rural teachers organize activities for inculcating moral values among the students in comparison to 70% urban teachers.
3. Furthermore, 85% rural teachers evaluate the life skills of the students periodically as compared to 77% urban school teachers.
4. It is reported by 56% of rural teachers that CCE scheme helps the students to be regular in the school in comparison to 60% urban school teachers.
5. From the qualitative results, it is found that in comparison to 16% urban school teachers, 38% rural school teachers cover the moral values under the co-scholastic aspects of CCE.
6. More number of rural school teachers (80%) are practicing the co-scholastic aspects of CCE in a better way as compared to the urban school teachers (76%) as per the quantitative results which are further supported by the qualitative results.

C. Weaknesses in the Practice of Scholastic and Co-Scholastic Components of CCE by the Upper Primary School Teachers of Punjab

1. Evaluation of co-scholastic aspects in both the urban and rural upper primary schools is carried out through observation technique only.
2. The urban upper primary school teachers evaluate the life skills of students irregularly.
3. In rural schools, less importance is given to values as compared to other co-scholastic aspects while evaluating the students.
4. The urban school teachers do not give proper emphasis on the preparation of essay type questions for self-expression of students.
5. There are very few urban schools teachers who use different methods like assignments and projects etc. for evaluating scholastic aspects of students.

6. The urban school teachers do not follow properly the techniques of evaluation of the scholastic aspects of students.
7. There are few rural school teachers who assess the scholastic aspect of students on nine point grading scale.

Objective No. 3

To examine the differences in problems faced by urban and rural upper primary school teachers of Punjab with respect to scholastic and co-scholastic areas of Continuous and Comprehensive Evaluation.

A. Scholastic Problems related to CCE faced by both urban and rural teachers

1. Difficulty in successful implementation of CCE because of 'No Detention Policy'.
2. Difficulty in assessing the scholastic aspects through different techniques.
3. Increase in workload due to continuous evaluation of students.
4. Lack of parents' support in completion of assignments and project work.
5. Absenteeism of students.
6. Hindrance in academic work of students due to lot of co-scholastic activities.
7. Difficulty in assessing students with special needs.

Problem related to CCE faced by urban school teachers only

- Difficulty in completing syllabus due to frequent testing.

Problems related to CCE faced by rural school teachers only

8. Hindrance in academic work of students due to lot of co-scholastic activities.
9. Slow learners in classroom.
10. Time consuming scoring procedure of CCE.
11. Large number of students in the classroom.

B. Co-scholastic Problems related to CCE faced by both urban and rural teachers

1. Difficulty in recording the behaviour of students on daily basis.
2. Financial burden on parents.
3. Difficulty in observing socio-personal skills of students.

4. Difficulty in maintaining a lot of records of students' achievement in co-scholastic activities.

Problem related to CCE faced by urban school teachers only

- Difficulty in planning and organizing co-scholastic activities

Problem related to CCE faced by rural school teachers only

- Parents consider co-scholastic activities as wastage of time and money and are reluctant in sending their children to schools.

There is less number of urban upper primary school teachers (17%) who are facing problems as compared to the rural teachers (21%) as per quantitative results of the study which are further supported by qualitative results.

CONCLUSIONS

From the analysis and interpretation of quantitative and qualitative data obtained from teachers following conclusions are drawn;

1. The rural and urban teachers of upper primary schools of Punjab differ in their awareness about CCE. The rural school teachers are found to be better as compared to the urban school teachers with regard to the knowledge and skills on the use of portfolios for evaluating co-scholastic aspects of students.
2. The rural upper primary school teachers of Punjab are found to follow the different scholastic and co-scholastic aspect related practices of CCE effectively manner as compared to their urban counterparts.
3. It is revealed 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 which are not faced by the rural school teachers.

RECOMMENDATIONS

On the basis of the quantitative and qualitative findings of the present study, following recommendations can be given;

1. The upper primary school teachers do not have proper awareness about various tools and techniques of evaluation. Effective and adequate training may be given to teachers of both rural and urban areas through seminars, workshops to make them aware about the tools and techniques of evaluation.
2. Since the rural teachers are facing problems in evaluating the students with special needs, CCE may contain special provisions for students with special needs for their better evaluation.

3. The problems faced by both urban and rural upper primary school teachers revealed that 'No Detention Policy' is diluting the effect of CCE. Hence the 'No detention policy' may be abolished by the government so that the problem of absenteeism in the schools gets reduced.
4. Mainly the problems faced by the upper primary school teachers can be resolved if the teachers strictly follow the manual of CCE given by the SCERT.
5. The teachers of both the rural and urban areas should organize activities to inculcate values among the students.
6. In addition to the observation technique for evaluating the co-scholastic aspect of students different types of techniques mentioned in manual of CCE should be used.
7. It is observed that pupil-teacher ratio is very high in many upper primary schools of Punjab. Government should take necessary steps to achieve required pupil teacher ratio by recruiting more regular teachers in government schools.

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This article is the research outcomes of the ICSSR, New Delhi Sponsored Research Project on *Continuous and Comprehensive Evaluation in Upper Primary Schools of Punjab: An Evaluative Study* sanctioned to Dr. Sesadeba Pany, Assistant Professor, Department of Education, Central University of Punjab, Bathinda.

Recommended citation of this article:

Pany, S., Singh, N. , Sumit, K. and Yashpreet, K. (2019). Continuous and Comprehensive Evaluation in Upper Primary Schools of Punjab: Perceptions of Teachers. *Pedagogy of Learning*, 5(1), 40-55. Available at: <http://pedagogyoflearning.com>.