



# Perception Of District Level Functionaries Towards Continuous And Comprehensive Evaluation In Himachal Pradesh

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## ABSTRACT

The present study was undertaken to study the perception of District Level Functionaries towards Continuous and Comprehensive Evaluation in Himachal Pradesh. All the District Project Officers and Research and Evaluation Coordinators from the selected districts were interviewed using interview schedule by the researcher for seeking their perceptions towards Continuous and Comprehensive Evaluation. The result of the study indicated that the district level functionaries are good in terms of: Preparedness for adopting Continuous and Comprehensive Evaluation, Training imparted for the implementation of Continuous and Comprehensive Evaluation, Material used for the implementation of Continuous and Comprehensive Evaluation, Monitoring and Feedback provided for Continuous and Comprehensive Evaluation, Impact of Continuous and Comprehensive Evaluation. But they are not in favour of the fact that Continuous and Comprehensive Evaluation is a strong education system and feel that there are many loopholes in the present system for which they have provided different suggestions such as maintaining proper teacher pupil ratio, adopting marking system instead of grading, effective training to teachers, discarding age appropriate class criteria etc.

**Keywords:** Perception towards Continuous and comprehensive Evaluation, District level functionaries.

**INTRODUCTION:** In recent years, there has been a growing concern for improving the quality and achievements of all learners at elementary and secondary level. But this aim to improve learners' quality and to universalize the improved quality is not being realized, due to the imperfect teaching-learning processes (TLP) and inadequate evaluation practices which are conventional and narrow in their scope.

In order to bring about quality improvement, the National Policy of Education (1986) recommended that minimum levels of learning (MLL) should be laid down at each stage of primary education and that steps should be taken in terms of teaching and evaluation to ensure that all students attain minimum levels of learning. As a follow-up, the MLL for each subject at primary level were stated in terms of competencies which constituted an expected performance target lending itself to criterion-referenced testing which is continuous and competency based.

It is a well known fact that the evaluation practices carried out in schools aims at measuring the knowledge and understanding of the achievements of the learners. Previously the system neglected the evaluation of skills and higher mental abilities, while one of the major areas of school education is towards the all-round development of the child. Then least attention was paid to the educative process involved and to the assessment of students' personal development. The National Policy on Education (1986) and the Programme of Action (1992) followed by the National Curriculum Framework of School Education (1986 and 2000) reiterated the need for developing the personal and social qualities of learners. They stressed the point that the evaluation should be comprehensive in nature, wherein all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed. The comprehensive evaluation necessitates the summative assessment of cognitive abilities as well as the assessment of health habits, work habits, cleanliness, cooperation and other social and personal qualities through simple and manageable means of tools. The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency and accountability. Continuous and Comprehensive Evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. **NCERT (2008)** revealed that Indian School Board Examinations are largely inappropriate for the 'knowledge society' of the 21<sup>st</sup> century and it needs for innovative problem-solvers. If learning takes place through interactions with the environment around, then evaluation should be carried out in a meaningful context that is relevant to the students and the society. A good evaluation system should be an integral part of the learning process. It should be beneficial for all the students, teachers and the society. **Mehta and Verma (2010)** stated that good evaluation is the assessment of the progress made in any field towards achieving an objective, in a scientific and systematic manner. An effective scheme of evaluation should always count scholastic and non-scholastic area as equally important part of evaluation. **Sharma (2011)** emphasized that Continuous and Comprehensive Evaluation plays an important role in producing quality education so it should be given due importance in the teaching-learning process. **George (2012)** stated that evaluation is to assess the overall performance of the teaching-learning experience in terms of quantitative and qualitative dimensions. She further concluded that a methodical evaluation produces a good reliable data and it should be done according to accepted norms of continuous assessment like: activity, project, midterm, assignment, end semester, class participation, interaction, power of abstraction etc. **Kidder**

(2012) examined how teacher's attitude towards grading and teaching influence the selection of grading practices and how grades are assigned. The study found that teachers who perceived themselves more positively than their teaching on the semantic differential were more likely to include non-achievement related grading practices in their grading methods. This suggests that these teachers evaluated students from a personal perspective which took into account the students' demeanor in the classroom in addition to more pragmatic performance standards such as test scores. Some non-achievement related grading practices were selected by all the teachers in the sample as being important to the way they decide grades in their own classrooms.

**OBJECTIVE OF THE STUDY:** To study the perception of the district level functionaries towards Continuous and Comprehensive Evaluation in Himachal Pradesh.

**METHOD AND PROCEDURE:** The study was conducted through the descriptive survey method of research.

**SAMPLE:** All the District Project Officers and Research and Evaluation Coordinators from the selected districts (Hamirpur, Chamba and Kinnaur) were approached by the researcher for seeking their perceptions towards Continuous and Comprehensive Evaluation. So in all there were three District Project Officers and three Research and Evaluation Coordinators.

**TOOL USED:** Interview Schedule for district level functionaries i.e. District Project Officers, Research and Evaluation Coordinators

**DATA COLLECTION:** The data were collected by administering the above mentioned tool on the District level functionaries.

#### **ANALYSIS AND INTERPRETATION OF DATA:**

To study the perception of district level functionaries, 3 District Project Officers (DPOs) and 3 Research and Evaluation Coordinators (R&E Coordinators) from the sampled districts were interviewed. There were 15 items focusing on various aspects of Continuous and Comprehensive Evaluation. The data has been collected in "yes/no" format with other options provided in support of either yes or no. The items were grouped in 6 representative groups known as facets of Continuous and Comprehensive Evaluation. Table 1 below shows the percentage agreement of district level functionaries for each item and aspect:

**Table 1: Agreement of District Level Functionaries for different Facets of Continuous and Comprehensive Evaluation**

	Items	Designation	Yes	No	% Yes
Part A Preparedness for Adopting Continuous and Comprehensive Evaluation	Item 1	DPO	3	0	100%
		R&E Coordinator	3	0	100%
	Item 2	DPO	3	0	100%
		R&E Coordinator	3	0	100%
	Item 3	DPO	3	0	100%
		R&E coordinator	3	0	100%
	Item 4	DPO	1	2	33%
		R&E Coordinator	2	1	67%
Part B Training Imparted for the Implementation of Continuous and Comprehensive Evaluation	Item 5	DPO	2	1	67%
		R&E Coordinator	3	0	100%
	Item 6	DPO	1	2	33%
		R&E Coordinator	3	0	100%
	Item 7	DPO	3	0	100%
		R&E Coordinator	3	0	100%
Part C Material used for the Implementation of Continuous and Comprehensive Evaluation	Item 8	DPO	3	0	100%
		R&E Coordinator	3	0	100%
	Item 9	DPO	3	0	100%
		R&E Coordinator	3	0	100%
	Item 10	DPO	3	0	100%
		R&E Coordinator	3	0	100%
Part D Monitoring and Feedback Provided for Continuous and Comprehensive Evaluation	Item 11	DPO	3	0	100%
		R&E Coordinator	3	0	100%
	Item 12	DPO	3	0	100%
		R&E Coordinator	3	0	100%
Part E Impact of Continuous and Comprehensive Evaluation	Item 13	DPO	3	0	100%
		R&E Coordinator	3	0	100%
	Item 14	DPO	1	2	33%
		R&E Coordinator	1	2	33%
Part F Suggestions for Bringing Improvement in the Process of Continuous and Comprehensive Evaluation	Item 15	DPO	0	3	0%
		R&E Coordinator	0	3	0%

### Part A: Preparedness for Adopting Continuous and Comprehensive Evaluation

To study the Preparedness for adopting Continuous and Comprehensive Evaluation in Himachal Pradesh, 4 questions were asked from each of the district level functionaries i.e. District Project Officers (DPOs) and Research and Evaluation Coordinators (R&E Coordinators). Each response is described one by one below:

#### Item 1: “Is Continuous and Comprehensive Evaluation better than previous examination system?”

In response, all the District Project Officers and Research and Evaluation Coordinators of Hamirpur, Chamba and Kinnaur districts agreed and following were the reasons given by them in support of this item:

**Table 2: Reasons of Continuous and Comprehensive Evaluation Better than Previous Examination System**

Options	DPO	R&E Coordinator
Continuous Evaluation on regular basis i.e. daily, weekly, monthly, quarterly, half-yearly	3	2
Grades given according to scholastic and co-scholastic activities(performance based)	0	3
Diagnostic and remedial teaching	2	1
Same as old examination system, only it has become formalized in terms of reporting and recording	2	1
Grading instead of marks	2	1
No emphasis on just 3 hour paper-pencil test	2	0

**Item 2: “Did you help the teachers in schools for implementation of Continuous and Comprehensive Evaluation?”**

In answer to this, all the District Project Officers and Research and Evaluation Coordinators of the three sampled districts were in agreement (refer table 1) and they stated that they helped teachers in implementing Continuous and Comprehensive Evaluation. Following were the ways of how they helped the teachers in the implementation of Continuous and Comprehensive Evaluation:

**Table 3: Support Given to Implement Continuous and Comprehensive Evaluation**

Options	DPO	R&E Coordinator
Gave training to teachers	1	3
Provided material	2	2
By monitoring	2	2
By providing feedback and solving their problems	1	1
Gave knowledge about register filling	1	1
Oriented parents through state management committees (SMC) training	1	0

**Item 3: “Are you facing any difficulty in implementing Continuous and Comprehensive Evaluation in schools?”**

From table 1, it can be seen that all the district level functionaries faced the difficulties in implementing Continuous and Comprehensive Evaluation in schools. The main difficulties faced by them were as:

**Table 4: Difficulties Faced in Implementation of Continuous and Comprehensive Evaluation**

Options	DPO	R&E Coordinator
Teachers not mentally prepared to accept Continuous and Comprehensive Evaluation	2	2
Material not accurate,(Checklist register too lengthy, tough to fill in, checklist register and pupil progress card not matching)	1	1
Absenteeism of teachers from school	1	1
Teachers not interested in training programmes	1	1
Parents not ready to accept Continuous and Comprehensive Evaluation, they ask for marks	3	1
No proper pupil teacher ratio in classes, there are 1 or 2 teachers for 5 classes i.e. at primary level	3	1
No concept clarity about Continuous and Comprehensive Evaluation	1	3
Teachers have no idea about how to prepare results	1	0

**Item 4: “Is our state’s education system ready/prepared to adopt Continuous and Comprehensive Evaluation?”**

In answer to this, District Project Officer of Hamirpur district and Research and Evaluation Coordinators of Hamirpur and Chamba districts were positive and said that our education system is prepared to adopt Continuous and Comprehensive Evaluation. Furthermore, they had given the following reasons for their belief in preparedness:

**Table 5 (a): Preparedness of the State to Adopt Continuous and Comprehensive Evaluation**

Options	DPO	R&E Coordinator
Holistic development of a child	1	1
Fear free environment	0	1

While other functionaries were not in favour of the fact that our state's education system is ready to adopt the Continuous and Comprehensive Evaluation system, they provided the following reasons for this:

**Table 5 (b): Unpreparedness of the State to Adopt Continuous and Comprehensive Evaluation**

Options	DPO	R&E Coordinator
Teachers not mentally prepared	2	1
Parents not ready to accept Continuous and Comprehensive Evaluation	2	1
No proper pupil teacher ratio in the classroom	2	1
No fear of examination	1	1

Thus from the discussion on Preparedness for adopting Continuous and Comprehensive Evaluation which consisted of 4 items described above, the following observations were made:

- Continuous and Comprehensive Evaluation is different from the previous education system.
- They helped teachers in schools in implementing Continuous and Comprehensive Evaluation.

But they are facing many challenges in implementing Continuous and Comprehensive Evaluation in schools and feel that the education system in our state is not ready to adopt the Continuous and Comprehensive Evaluation system. This is mainly due to the following reasons:

- Teachers are not mentally prepared to accept Continuous and Comprehensive Evaluation.
- Parents are not ready to accept Continuous and Comprehensive Evaluation, they ask for marks.
- Teachers have no idea about how to prepare results; they are not accurate in compiling the results.
- Material is not accurate as well as appropriate (Checklist Register is too lengthy and is tough to fill, checklist register and pupil progress card are not matching).
- No proper pupil teacher ratio in the classroom, in some primary schools there are one or two teachers for five classes.
- No concept clarity about what Continuous and Comprehensive Evaluation exactly is and how it is fruitful for the development of the child.
- Teachers are not interested in training programmes.
- Absenteeism of teachers from the school.

## Part B: Training Imparted for the Implementation of Continuous and Comprehensive Evaluation

To study the Training imparted for the implementation of Continuous and Comprehensive Evaluation, 3 questions were asked from each of the District Project Officers and Research and Evaluation Coordinators which are described below one by one:

### Item 5: “Do you feel that the training given for Continuous and Comprehensive Evaluation was sufficient to achieve the target?”

In response to this, District Project Officers of Kinnaur and Chamba districts and all the Research and Evaluation Coordinators were in agreement and they had provided the reasons for their support as follows:

**Table 6: Training Regarding Continuous and Comprehensive Evaluation**

Options	DPO	R&E Coordinator
All important points regarding Continuous and Comprehensive Evaluation were discussed	2	3
Concept clarity was given	2	2
Good and effective resource persons	2	1
Practical demonstration in training programmes (How to fill registers etc.)	1	2
How to evaluate students and give grades	1	2

While District Project Officer of Hamirpur district was of the opinion that the training programmes organized till date are not sufficient as still many are not clear about the concept of Continuous and Comprehensive Evaluation. He further suggested that more training programmes should be organized by the state.

### Item 6: “Was the training effective in understanding Continuous and Comprehensive Evaluation?”

District Project Officer of Kinnaur district and all the Research and Evaluation Coordinators of the sampled districts (refer table 1) agreed that the training organized had been effective in understanding the Continuous and Comprehensive Evaluation system and had provided the following points in support:

**Table 7: Effectiveness of Continuous Comprehensive Evaluation Training Programmes**

Options	DPO	R&E Coordinator
Concept clarity, all doubts were cleared	1	3
Prepared mentally to accept this new system	1	2
Told how to implement Continuous and Comprehensive Evaluation in classroom	1	1

While District Project Officers of Hamirpur and Chamba districts had a different opinion, they were of the view that the trainings organized are not at all effective rather they are just a mere wastage of time because

the resource persons themselves are not clear about the concept of Continuous and Comprehensive Evaluation. In order to make these training programmes effective they suggested that effective resource persons should be called so that there is content clarity to the trainers as well as the trainees.

**Item 7: “Was the training given by you effective?”**

All the District Project Officers and Research and Evaluation Coordinators accepted that the training given by them had been effective and supported their opinion giving the following reasons:

**Table 8: Effectiveness of Continuous and Comprehensive Evaluation Training Imparted by them**

Options	DPO	R&E Coordinator
Implemented in all schools	3	2
All records in schools are maintained properly	2	3
Teachers were told how to fill registers	2	0
Now all aspects of a child are kept in mind while evaluation	0	1
Concept clarity	0	1

Thus from the discussion on the Training imparted for the implementation of Continuous and Comprehensive Evaluation which consisted of 3 items described above, the following observations were made:

- Training imparted to them was almost sufficient for the implementation of Continuous and Comprehensive Evaluation.
- Training was almost effective to understand the concept of Continuous and Comprehensive Evaluation system.
- Training imparted by the District Project Officers and Research and Evaluation Coordinators was effective.

While some of the District Project Officers differ in opinion and feel that the training imparted was not sufficient for the understanding and implementation of Continuous and Comprehensive Evaluation system completely as the resource persons were not clear about the concept themselves whereas all agreed that the training imparted by them has been very effective.

**Part C: Material Used for the Implementation of Continuous and Comprehensive Evaluation**

To study the opinions of the District Project Officers and Research and Evaluation Coordinators on the Material used for the implementation of Continuous and Comprehensive Evaluation, 3 questions were asked from all the district level functionaries understudy. Each response is discussed below separately:

**Item 8: “Was training material/module available to understand the concept of Continuous and Comprehensive Evaluation?”**

All the district level functionaries agreed and said that the following material was made available to them to understand the concept of Continuous and Comprehensive Evaluation:

**Table 9: Availability of Training Material/Module**

Options	DPO	R&E Coordinator
Training module (Subject-wise)	3	3
Conversion table	2	3
Pupil progress card	1	3
Teacher checklist register	1	3
Result compilation sheet	2	2
Teacher diary	1	1

**Item 9: “Do you provide the material in schools with regard to Continuous and Comprehensive Evaluation?”**

As per table 1, it can be said that all the district level functionaries had provided the material to schools. The following is the list of material which had been provided:

**Table 10: Delivery of Material in Schools**

Options	DPO	R&E Coordinator
Teacher checklist register	3	3
Pupil progress card	3	3
Teacher diary	3	2
Result compilation sheet	3	2
Activity calendar	3	1
School management committee(SMC) booklet	2	2
Conversion table	0	1

**Item 10: “Do you provide the material for Continuous and Comprehensive Evaluation in schools on time?”**

All the District Project Officers and Research and Evaluation Coordinators had provided the material on time. The time of distribution of material is as follows:

**Table 11: Time of Delivery of Material in Schools**

Options	DPO	R&E Coordinator
In the beginning of the session	3	2
As required	0	1

Thus to study the Material used for the implementation of Continuous and Comprehensive Evaluation, 3 items were put up before all the District Project Officers and Research and Evaluation Coordinators and as per the observations everyone accepted that:

- Subject-wise training modules were available to understand the process of Continuous and Comprehensive Evaluation.
- The material for Continuous and Comprehensive Evaluation was delivered on time.

The material included training modules, pupil progress card, teacher checklist register, conversion table, result compilation sheet, teacher’s diary, activity calendar, school management committee (SMC) booklet. Also they provide this material to the schools at the beginning of the year or quarterly as per requirement.

**Part D: Monitoring and Feedback Provided for Continuous and Comprehensive Evaluation**

2 questions were asked from the district level functionaries to study the Monitoring and Feedback for Continuous and Comprehensive Evaluation. Result on each of the 2 questions is described below separately:

**Item 11: “Do you monitor the schools for Continuous and Comprehensive Evaluation?”**

In response, 100% district level functionaries were in agreement and they had done the monitoring monthly or quarterly:

**Table 12: Monitoring of Schools**

Options	DPO	R&E Coordinator
Once a month in different schools	2	3
After 3 months	1	1

**Item 12: “Did you solve the problems that you had observed during monitoring?”**

In answer to this, all the district level functionaries agreed and said that they had solved their problems in the following ways:

**Table 13: Problem Solving**

Options	DPO	R&E Coordinator
By discussing the problems with the teachers on the spot	2	3
By solving their problems practically	1	2
By orienting the parents(By giving concept clarity in state management committee training programmes)	2	1

Thus 2 items were put up before the district level functionaries to study the Monitoring and Feedback for Continuous and Comprehensive Evaluation and as per the tables above, all the district level functionaries acted in the following ways:

- Checked schools for Continuous and Comprehensive Evaluation.
- Solved the problems in schools during their visits to schools.

They usually visit the schools monthly or quarterly and solve their problems by discussing them with the teachers on the spot, by solving their problems practically (By demonstration in class) and by orienting the parents (By giving concept clarity in state management committee training programmes).

**Part E: Impact of Continuous and Comprehensive Evaluation**

To study the Impact of Continuous and Comprehensive Evaluation, the views of all the district level functionaries were taken on 2 questions described below:

**Item 13: “Do you feel that there is positive change in student’s complete development by implementing Continuous and Comprehensive Evaluation?”**

In response, all the district level functionaries understudy were in support of student’s positive change in complete development. In support they had provided the following reasons:

**Table 14: Effect of Continuous and Comprehensive Evaluation on Students**

Options	DPO	R&E Coordinator
Participation in co-curricular activities	3	3
Change in behavior (Confidence, cleanliness etc.)	3	2
Only a few dropouts	3	2
Holistic development of a child	2	1
Good teacher pupil relation	2	0
Fear free environment	1	0

**Item 14: “Do you feel that Continuous and Comprehensive Evaluation has improved the quality of education?”**

In answer to this, only District Project Officer of Hamirpur district and Research and Evaluation Coordinator of Chamba district agreed and had provided the following reasons in support:

**Table 15 (a): Improvement in Quality of Education**

Options	DPO	R&E Coordinator
Holistic development of a child	1	1
Problems of students are removed immediately by remedial teaching	0	1
Only a few dropouts	1	0

While remaining functionaries were not in agreement and had given the following reasons for this:

**Table 15 (b): No Improvement in Quality of Education**

Options	DPO	R&E Coordinator
No fear of examination	2	2
Quality decreasing, Quantity increasing(Standard of education reducing)	2	1
Teachers are overburdened (Teachers just filling registers and not doing Continuous and Comprehensive Evaluation practically)	1	2
No proper pupil teacher ratio	1	1
Academically strong students becoming disinterested in studies	1	0

Thus to study the Impact of Continuous and Comprehensive Evaluation, 2 items were placed before all the District Project Officers and Research and Evaluation Coordinators and some of them feel that:

- There is a positive change in student's complete development with the implementation of Continuous and Comprehensive Evaluation.

In support, they have said that students participate in co-curricular activities, get a fear free environment, holistic development takes place in a child; there is a change in behaviour, have a good teacher pupil relationship and there are only a few dropouts.

On the other side some of them refused to accept the fact that Continuous and Comprehensive Evaluation has improved the quality of education and, in support they consider the following points:

- Quality decreasing, Quantity increasing (Standard of education reducing).
- No fear of examination, so students do not study as they know they will be promoted.
- Academically strong students becoming disinterested in studies.
- No proper pupil teacher ratio.
- Teachers are overburdened (Teachers are just filling registers and not doing Continuous and Comprehensive Evaluation practically).

#### **Part F: Suggestions for Bringing Improvement in the Process of Continuous and Comprehensive Evaluation**

Finally, all the district level functionaries were asked to give their Suggestions for bringing improvement in Continuous and Comprehensive Evaluation:

**Item 15: “Is Continuous and Comprehensive Evaluation a strong process?”**

Surprisingly none of the district level functionaries were in agreement with this and had provided their suggestions to make it strong. The suggestions were as following:

**Table 16: Suggestions**

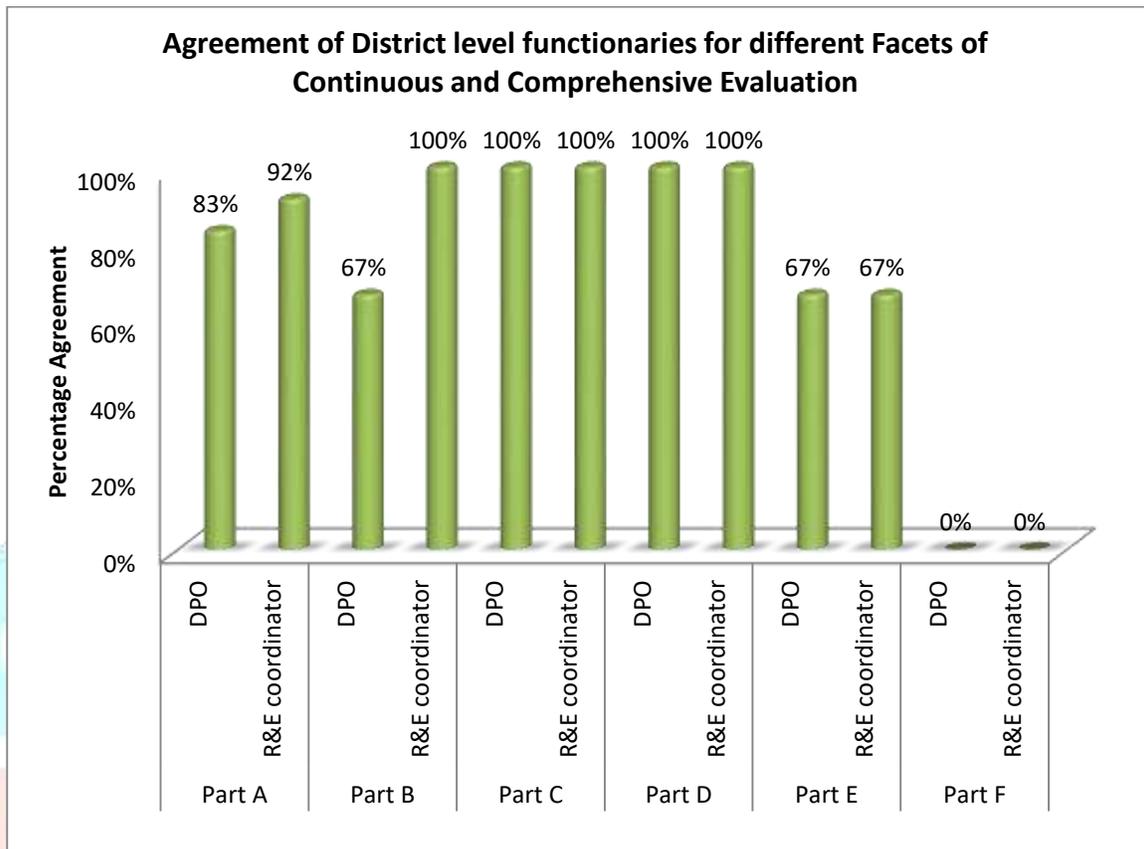
Options	DPO	R&E Coordinator
Fear of examination essential, pass-fail criteria should be there	3	3
Parents need to be oriented	3	3
No age appropriate class criteria	3	3
Continuous and Comprehensive Evaluation and examination should go simultaneously	3	2
More training should be given to teachers	2	3
Proper pupil teacher ratio	2	2
No grading, instead marks should be there	2	2
Proper and timely monitoring	1	3
Block Resource Centre Coordinators should be dedicated and interested in work	2	1
Teachers should not be overburdened	1	1
Not just filling registers by teachers but doing it practically in the classroom	1	1
Registers need to be modified (Less columns in checklist register, pupil progress card and checklist register should match)	1	1
Syllabus according to Continuous and Comprehensive Evaluation	1	1
Process should be modified	1	1
Teachers need to be motivated	1	1
No average taking every time	1	0

Thus on Suggestions to make Continuous and Comprehensive Evaluation strong, none of the district level functionaries were in favour of the fact that Continuous and Comprehensive Evaluation is a strong process; they had mainly come up with the following suggestions:

- Fear of examination is essential, so pass- fail criteria should be there as it was in the old examination system.
- Parents need to be oriented through more training programs.
- No age appropriate class criteria should be there.
- Continuous and Comprehensive Evaluation and examination should go simultaneously.
- Effective training should be given to teachers.
- Proper pupil teacher ratio should be there especially in primary schools.
- No grading, instead marks should be there.
- Proper and timely monitoring should be done.
- Block Resource Centre Coordinators should be dedicated and interested in work.

## Discussion of Findings (District Level Functionaries)

To put the consolidated information explained above, the bar graph of opinions of the district level functionaries on various aspects of Continuous and Comprehensive Evaluation is presented below in figure 1:



**Figure 1: Agreement of District Level Functionaries for different Facets of Continuous and Comprehensive Evaluation**

From the above figure, it can be deduced that the district level functionaries are good in terms of:

- Preparedness for adopting Continuous and Comprehensive Evaluation.
- Training imparted for the implementation of Continuous and Comprehensive Evaluation.
- Material used for the implementation of Continuous and Comprehensive Evaluation.
- Monitoring and Feedback provided for Continuous and Comprehensive Evaluation.
- Impact of Continuous and Comprehensive Evaluation.

But they are not in favour of the fact that Continuous and Comprehensive Evaluation is a strong education system and feel that there are many loopholes in the present system for which they have provided different suggestions such as maintaining proper teacher pupil ratio, adopting marking system instead of grading, effective training to teachers, discarding age appropriate class criteria etc.

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