

REFERENCES

REFERENCES

- Adeneye, O. A., Awofala, Veronica F. T., and Babajide. (2013). Examining attitude towards continuous assessment practices among Nigerian Pre-service STM teachers. *Journal of Education and Practice*,4(13),37-50
Retrieved <http://www.iiste.org/Journals/index.php/JEP/article/viewFile/6773/6886>
- Aggarwal, J. C. (2011). *Essentials of examination system, evaluation test and measurement*. New Delhi: Vikas Publishing House.
- Ahmann, J. S., and Block, M. D. (1975). *Measuring and evaluating educational achievement*. Boston: Allyn and Bacer.
- Anand, H., and Sharma, G. (2013). Comparative study of stress in continuous and comprehensive evaluation system. *International Journal of Social Science and Interdisciplinary Research (IJSSIR)*, 2(9). Retrieved from <http://indianresearchjournals.com/pdf/IJSSIR/2013/September/8.pdf> dated 10-10-2014
- Angadi, G. R., and Akki, M. B. (2013). Impact of Continuous and Comprehensive Evaluation (CCE) and fixed interval schedule reinforcement on academic achievement of secondary school students in English. *International Journal of Teacher Educational Research (IJTER)*, 2(10). Retrieved from <http://ijter.com/pdf%20files%20folder/OCTOBER2013/P2.pdf>
- Anil Kumar, A. and Sikka, S. (2013). Co-curricular activities as perceived by students and teachers of Government secondary schools of Himachal Pradesh. *Scholarly Research Journal for Interdisciplinary studies*. I(V). Retrieved from http://www.srjis.com/srjis_new/images/articles/2%20Dr.%20Anilkumar.pdf
- Anita, T. S. (2014). A comparative study on the opinion of Government and private school teachers of Chittoor District towards continuous comprehensive evaluation. *An international peer reviewed scholarly research journal for interdisciplinary studies*, 2(10). Retrieved from http://srjis.com/srjis_new/images/articles/JanFeb2014/18.T.%20S.%20Anitha.pdf
- Anjumali. (2013). A study of CCE Practices in Govt. Aided schools of Delhi. *Journal of Radix International Educational and Research Consortium*, 2(1). Retrieved from <http://rierc.org/social/paper147.pdf> date 17/10/2014

- Ajuonuma, J. O. (2008) . A survey of the implementation of continuous assessment in Nigerian Universities. *A paper presented at second regional conference of higher education research and policy network (herpnet) held at iiIa Ibadan, Nigeria.* Retrieved from https://www.coe.unt.edu/sites/default/files/1229/AHER_Vol1.pdf
- Bernard, A. N., and Emmanuel, R. (2012). Problems of implementing continuous assessment in primary schools in Nigeria. *Journal of Education and Practice*, 3(6), 71-77. Retrieved from file:///C:/Users/my/Downloads/1639-3582-1-PB%20(1).pdf
- Bhattacharya, A., and Sharma, N. (2009). *Status of co-scholastic activities in the school programme of the elementary school, Assam, India.* Retrieved from <http://www.aiaer.net/ejournal.vol22110/8.pdf>
- Byabato, S., and Kisamo, K. (2014). Implementation of school based Continuous Assessment (CA) in Tanzania ordinary secondary schools and its implications on the quality of Education. *Developing Country Studies*, 4(6), 55-62. Retrieved from <http://www.iiste.org/Journals/index.php/DCS/article/viewFile/11781/12138>
- Central Board of Secondary Education. (2010). *Teacher's manual: Continuous and comprehensive evaluation.* New Delhi: CBSE
- Chopra, V. (2014). Teachers' Voices towards the problems faced in implementation of continuous and comprehensive evaluation. *GJRA - Global Journal for Research Analysis*, 3(7), 81-84. Retrieved from http://www.worldwidejournals.com/gra/file.php?val=July_2014_1405428239__28.pdf
- Chopra, V., and Bhatia, R. (2014). Practices of teachers' in implementing continuous and comprehensive evaluation an exploratory study, *MIER Journal of Educational Studies, Trends and Practices*, 4(1), 16-32, Retrieved from file:///C:/Users/my/Downloads/123-463-1-PB.pdf
- Chopra, V., and Gupta, D. (2013). Learners' attitude towards continuous and comprehensive evaluation. *Journal of Educational Chronicle- an International Journal of Education*, 4(2), 85-92. Retrieved from https://www.researchgate.net/publication/283052082_LEARNERS'_ATTITUDE_TOWARDS_CONTINUOUS_AND_COMPREHENSIVE_EVALUATION
- Dash, B. N., and Dash, N. (2003). *Educational measurement Statistics and guidance services.* New Delhi: Dominant Publishers.

- Demography of Andhra Pradesh. (n.d.). *Demography of Andhra Pradesh – 2014*. Retrieved from <http://www.ap.gov.in/AP%20State%20Statistical%20Abstract%20May%202014/2%20AP%20Demography.pdf>
- Emmanuel, I., and Orum, C. C. (2012). Effect of continuous assessment scores on the final examination scores obtained by students at the Junior Secondary School (JSS) level in Mathematics. *Educational Research*, 3(9), 706-709. Retrieved from <http://interesjournals.org/full-articles/effect-of-continuous-assessment-scores-on-the-final-examination-scores-obtained-by-students-atthe-junior-secondary-school-jss-level>.
- Gods, W. O. (2006). *Continuous assessment practices of primary and junior secondary school teachers in Nigeria*, Nigerian Educational Research and Development Council (NERDC), Abuja, Nigeria. Retrieved from http://www.iaea2008.cambridgeassessment.org.uk/ca/digitalAssets/180437_Obio ma.pdf
- Goswami, M. (2011). *Measurement and evaluation in Psychology and Education*. Hyderabad: NeelKamal Publications PVT Ltd.
- Government of India. (n.d.). *Ministry of MSME, brief industrial profile of Prakasam District of Andhra Pradesh*. Retrieved from <http://www.msmehyd@ap.nic.in>
- Government of India (1949). *Report of the University Education commission (1948-49)*. I, II, and Part I. New Delhi: Manager of Publications
- Government of India. (1952–1953). *Report of secondary Education commission*. New Delhi: Department of Education, GOI.
- Government of India. (1964 -1966). *The report of Education commission*. New Delhi: GOI.
- Government of India. (1986). *National Policy on Education*. New Delhi: MHRD, GOI.
- Government of India. (1992). *National Policy on Education*. New Delhi: MHRD, GOI.
- Government of India. (1992). *Programme of action*. New Delhi: MHRD.
- Government of India. (1993). *'learning without burden' report of the national advisory committee appointed by the MHRD*. New Delhi: Department of Education, GOI.

- Government of India. (2007). *National knowledge commission*. New Delhi: MHRD, GOI.
- Gronlund, M. E. (1971). *Readings in measurement and evaluation*. London: Mec Million Ltd.
- Hayford, S. K. (2007). *Continuous assessment and lower attaining Pupils in primary and junior secondary schools in Ghana* (Unpublished Ph.D. thesis). School of Education, United Kingdom. University of Birmingham Retrieved from <http://etheses.bham.ac.uk/128/1/Hayford08PhD.pdf>
- Jadal, M. M. (2011). Effect of continuous and comprehensive evaluation on student's attainment at primary level. *International Referred Research Journal*, 3. Retrieved from <http://www.ssmrae.com/admin/images/dd9ed43619ecefbcf7d128b1aae507df.pdf>
- John, N. O. (2014). Assessing secondary school teachers' competences in continuous assessment skills in Delta State, Nigeria. *US-China Education Review*, 4(1), 46-55. Retrieved from <file:///C:/Users/my/Downloads/963302014012401355690.pdf>.
- Joshi, P. S. (2013). A study of continuous and comprehensive evaluation scheme at elementary school from Buldhana District, Maharashtra. *International Educational*, 2(2), 54-57. Retrieved from <http://www.oijrj.org/ejournal/apr-may-june2013/08.pdf>
- Kauts, D. S., and Kaur, V. (2013). Perception and attitude of teachers from rural and urban backgrounds continuous and comprehensive evaluation at secondary level. *Educational Confab* 2(5), 72-81. Retrieved from <http://www.confabjournals.com/confabjournals/images/36201322233411.pdf>
- Kothari, C. R. (2005). *Research methodology: Methods and techniques*. New Delhi: New Age Publishers.
- Kothari, R. G., and Thomas, M. V. (2012). A study on implementation of continuous and comprehensive evaluation at upper primary schools of Kerala. *Journal of Educational Studies, Trends and Practices*, 2(2), 168-176. Retrieved from [file:///C:/Users/my/Downloads/72-264-1-PB%20\(2\).pdf](file:///C:/Users/my/Downloads/72-264-1-PB%20(2).pdf) date 17/10/2014
- Kuldeep, K. (2014). Teachers' and students' perspectives on continuous and comprehensive evaluation. *Global Journal for Research Analysis*, 3(10). Retrieved from

http://theglobaljournals.com/gra/file.php?val=October_2014_1414653290__55.pdf

- Kumar, A. (2013). Assessment practices at JNV, way and reflections of the students on CCE. *National conference on assessment practices in schools, Regional Institute of Education*, 15-17, Mysore.
- Kumar A. P., and Mondal, M. (2015). Teacher's awareness on continuous and comprehensive evaluation at elementary schools of Assam. *Shrinkhla Ek Shodhparak Vaicharik Patrika, II(XII)*. Retrieved from <http://www.socialresearchfoundation.com/upoadreserchpapers/3/70/1512010651171st%20prashanta%20ku.%20acharya.pdf>
- Kumar, P. T. (2014). Teacher's attitude towards continuous and comprehensive evaluation. *Golden Research Thoughts*, 3(8). Retrieved from <http://connection.ebscohost.com/c/articles/97721235/teachers-attitude-towards-continuous-comprehensive-evaluation>
- Kumari, S. (2012). An analysis of ICT integrated continuous comprehensive evaluation system at secondary level in Sai International School, Bhubaneswar. *International Educational E-Journal, I(V)*, 31-38. Retrieved from <http://www.oijrj.org/ejournal/oct-nov-dec2012/06.pdf>
- Linn, L., and Normen, E. G. (2003). *Measurement and assessment in teaching*. Singapore: Pearson Educational publications.
- Marcus, A. C., and Joseph, E. A. (2014). Science teachers' and continuous assessment implementation in secondary schools: Competence and effects. *Journal of Research and Method in Education (IOSR)*, 4(4), 36 – 41. Retrieved from <http://www.iosrjournals.org/iosr-jrme/papers/Vol-4%20Issue-4/Version-5/E04453641.pdf> date 17-11-2014
- Mary, E. O., and Adeyemi, I. I. (2011). Continuous assessment practices in Kwara state secondary schools, Nigeria. *Journal of Research in Education and Society* 2 (1), 17-27. Retrieved from file:///C:/Users/my/Downloads/52650-81549-1-PB.pdf
- Mishra, S., and Mallik, P. (2014). Perception of teachers, parents and students about continuous and comprehensive evaluation at elementary school level in Odisha. *Pedagogy of Learning*, 2(1), 19 – 28. Retrieved from Mathew, T., and Rathoure. (2013). An analysis of awareness among secondary school teachers towards continuous and comprehensive evaluation in central India. *International Journal*

- of Commerce, Economics and Management*, 3(4), 26-28. Retrieved from file:///C:/Users/my/Downloads/ijrcm-3-IJRCM-3_vol-3_2013_issue-4_April-art-06.pdf
- Ministry of Human Resource Development. (1986). *Report on the CABE committee on policy*. New Delhi: MHRD
- Mrunalini, T. (2009). *Educational evaluation*. Hyderabad: NeelKamal Publications PVT Ltd.
- Murugan, P. S., Sivakumar, R., and Benjamin, W. (2015). Teachers attitude towards continuous and comprehensive evaluation on secondary schools. *Indian Journal of applied Research*, 5(1), 158–160. Retrieved from http://www.worldwidejournals.com/ijar/file.php?val=January_2015_1420091088__46.pdf
- Naidu, T. N. (2013). A Study on the Implementation of Continuous and Comprehensive Evaluation at Elementary Level. *National conference on assessment practices in schools*, Regional Institute of Education, 15-17, Mysore.
- National Council of Educational Research and Training. (1960). *The concept of evaluation in Education*: New Delhi: NCERT.
- National Council of Educational Research and Training. (1998). *National urriculum framework for elementary and secondary Education*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2000). *National curriculum framework – 2000*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2005). *National curriculum framework – 2005*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2006) *Position paper National focus group on curriculum, syllabus and textbooks*. New Delhi: NCERT.
- National University of Educational Planning and Administration. (2015). *Elementary Education in India where we stand? District report cards* (1). Retrieved from <http://www.dise.in/Downloads/Publications/Documents/DistrictReport-2014-15-I.pdf>
- Nijairul, M. D., and Chakra borty, A. (2012). A study on awareness assembled by school teachers towards continuous and comprehensive evaluation in radiance of

- RTE Act 2009. *Indian Streams Research Journal*, 2(10), 1-5. Retrieved from <http://isrj.org/UploadedData/1585.pdf>
- Nikto, A. J. (1983). *Educational Tests and Measurement an Introduction*: Newyork, Harcourt Brace Joyanovich
- Osadebe , P. U. (2015). Assessment of teacher's continuous assessment practice in line with Education policy in primary schools. *International Journal of Education and Research*, 3(3), 171-180. Retrieved from <http://www.ijern.com/journal/2015/March-2015/14.pdf> date 26/05/2015
- Ovute, A. O., and Maxwell, E. O. (2015). Evaluation of continuous assessment practices in higher institutions of learning in Enugu State. *International Journal of Current Research and Academic Review*, 3(2), 247-254. Retrieved from <http://www.ijcrar.com/vol-3/2/Ovute,%20A.O.%20and%20Ede,%20Maxwell%20O.pdf>
- Pandey, S. (2015). A study of continuous comprehensive evaluation practices and its impact on student's achievement in Parishadiya elementary schools of U.P. *International Educational E-Journal*, IV(IV), 197–207. Retrieved from <http://www.oiiirj.org/ejournal/oct-nov-dec2015/27.pdf>
- Pani, P. (2004). *A study of the impact of continuous and comprehensive evaluation at primary level in the State of Orissa* (Un published doctoral dissertation Bhubaneswar, Utkal University.
- Paparayudu, J. S. (2016). Problems of the teachers on implementation of CCE based text books at primary level in Prakasam district of Andhra Pradesh. *International Journal of Education for the Future*, 2 (2), 84 – 92.
- Patil,S.,& Biradar,S.B. (2013). Survey of opinions of students and teachers towards implementation of CCE in CBSE schools. *National conference on assessment practices in schools*, Regional Institute of Education, 15-17, Mysore.
- Paul, P. C. (2007). Central ground water board, Ministry of Water Resources, ground water information Prakasam district. Andhra Pradesh.
- Poonam and Gupta, N. (2016). Perception of the teachers with evaluation of children with special needs. *International Education and Research Journal*, 2(2), 77-78. Retrieved from <http://ierj.in/journal/index.php/ierj/article/view/153>
- Prasant, T. (2014). An analysis of attitude of secondary school teachers towards FDP of CCE. *Research Directions*, 1(8), 1–6. Retrieved from

<http://researchdirection.org/uploadarticle/106.pdf> pedagogyoflearning.com/.../3-April-2014-Perception-of-Teachers-Parent...

- Pritam, S. (2011). *School based assessment theory into practice*. New Delhi: Shipra Publications.
- Puja, S. (2012). Continuous and comprehensive evaluation: A study of teacher's perception. *Delhi Business Review*, 13(1), 1-28. Retrieved from http://www.internationalseminar.org/XIII_AIS/TS%205/23.%20Ms.%20Pooja%20Singhal.pdf
- Raiana , S. and Verma, L. K. (2015). Continuous and comprehensive evaluation – a study of teacher's attitude. *International Journal of Recent Scientific Research*, 6(9),6180-6183. Retrieved from <http://www.recentscientific.com/sites/default/files/3360.pdf>
- Rajendrababu, M. (2013). ICT and CCE awareness among secondary school students. *Indian Journal of Research*, 2 (11), 37-39. Retrieved from http://www.worldwidejournals.com/paripex/file.php?val=November_2013_1384850591_f4a34_11.pdf
- Rajput, S., Tewari, A. D., and Kumar, S. (2005). Feasibility study of continuous and comprehensive assessment of primary school. *Studies in Educational Evaluation*, 31(4), 328-346. Retrieved from <http://eric.ed.gov/?id=EJ724482>
- Ranachandrudu, G., and Prasadrao. (2004). *Census 2001 and human development in India*. New Delhi: Serial Publications.
- Rani, R. and Priya, D. (2015). Assessing secondary school teacher's attitude towards continuous and comprehensive evaluation in terms of location of institutions and gender. *International Journal of Scientific Research*, 4 (4), 105 – 107. Retrieved from http://www.worldwidejournals.com/ijsr/file.php?val=April_2015_1427978041__30.pdf
- Rao, M. P., and Rao, P. (2004). Effectiveness of continuous and comprehensive evaluation over the evaluation practices of teachers, of primary schools in Tamil Nadu. *Indian Educational Review*, 42(1), 60 - 70. Retrieved from file:///C:/Users/my/Downloads/EFFECTIVENESS_OF_CONTINUOUS_AND_COMPREHE.pdf

- Rathee, I. (2014). Continuous and comprehensive evaluation a study of teacher's attitude. *Review of Research*, 3 (12). Retrieved from <http://ror.isrj.org/UploadedData/1048.pdf>
- Raveendran, A. (2013). Beyond testing and grading: Using assessment to improve teaching learning. *Research Journal of Educational Sciences*, 1(1), 2-7. Retrieved from http://www.isca.in/EDU_SCI/Archive/v1/i1/1.ISCA-RJES-2013-003.pdf
- Sanjeev, S., and Madhuri, I. (2012). Study the continuous comprehensive evaluation scheme at secondary school. *International Educational E-Journal*, 1 (2), 1-6. Retrieved from <http://www.oijrj.org/ejournal/Jan-Feb-Mar2012IEEJ/01.pdf>
- Sarva Shiksha Abhiyan. (2011). *Educational Statistics project*. Hyderabad: Andhra Pradesh.
- Shandilya, S. (2013). Perception of teachers towards implementation of CCE. *Indian Journal of Experimentation and Innovation of Education*, 3 (1). Retrieved from <http://www.ijeie.in/index.php/articles/current-volume/vol-3-issue-1-jan-2014/168-perception-of-teachers-about-implementing-cce>
- Shandomo, H. M. (2012). *The relationship between demographic and attitudinal characteristics of primary-school teachers and implementation of the continuous assessment program in Swaziland*. (Un Unpublished doctoral dissertation, Andrews University). Retrieved from <http://passthrough.fw-notify.net/download/172616/http://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=1690andcontext=dissertations>
- Sharma, K. (2013). Attitude of teachers towards Continuous Comprehensive Evaluation (CCE). *An International Peer Reviewed scholarly Research Journal for Interdisciplinary studies*, (I). Retrieved from http://www.srjis.com/srjis_new/images/articles/42KUSUM%20SHARMA%20OLAN.pdf
- Shekar, S. (2013). Study of self assessment abilities of Central Tibetan School students. *National conference on assessment practices in schools*, Regional Institute of Education, 15-17, Mysore.
- Sikdhar, M., & Sangeeta, P. (2015). *A study of implementation of the continuous and comprehensive evaluation in Mathematics assessment in Gujarat State board schools of Vadodara City*. Retrieved from http://www.academia.edu/9390517/a_study_of_the_implementation_of_continuo

us_and_comprehensive_evaluation_in_mathematics_assessment_in_gujarat_state
_board_schools_of_vadodara_city

Singh, A. V., Patel, R. C., and Desai, R. (2013). Attitude of Student Teachers towards Continuous Comprehensive Evaluation with reference to gender, caste and habitat. (Journal Name) 2, (1), 65-80, ISSN: 2320-009X. Retrieved from www.confabjournals.com/images/622013757297.pdf

Sivakumar, R., Murugan, P., and Benjamin, E. W. (2013). Students attitude about continuous and comprehensive evaluation at upper primary schools. *Indian Journal of Applied Research*, 3 (12), 174-175. Retrieved from http://www.worldwidejournals.com/ijar/file.php?val=December_2013_1385986488_cc62d_52.pdf

Sivakumar, R., Pazhanimurugan, S., & Benjmin, W. E. (2013). Student's attitude towards continuous and comprehensive evaluation of upper primary schools: *Indian journal of applied research*, 3 (12), 174 - 175, ISSN: 2249 - 555X. Retrieved from http://www.worldwidejournals.com/ijar/file.php?val=December_2013_1385986488_cc62d_52.pdf

Srivastava, H. S. (1979). *Examination reforms in India*. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0003/000305/030513eo.pdf>

Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publications.

State Council of Educational Research and Training. (2009). *Teacher's manual book (Right to Education Act)*. Hyderabad: SCERT, Andhra Pradesh

State Council of Educational Research and Training. (2011). *State curriculum framework*. Hyderabad: SCERT

State Council of Educational Research and Training. (2011). *Teachers manual: Continuous and comprehensive evaluation*. Hyderabad: SCERT.

State Council of Educational Research and Training. (2011). *Co-curricular Activities Syllabus*. Hyderabad: SCERT

Stufflebeam, D. L. (1971). *Educational evaluation and decision making in Education*. Illinois: Peacock Itasca.

Thakur, U. R. (2016). A Study on the perception of the students and teachers towards continuous and comprehensive evaluation at secondary school level under

- Dibrugarh District of Assam. *International Journal of Humanities and Social Science Studies (IJHSSS)*, II(IV), 165-169. Retrieved from <https://www.ijhsss.com/files/Miss-Urbi-Raj-Thakur.pdf>
- University Grants Commission. (1976). *Examination reforms: A plan of action and recommendations of zonal workshop*. New Delhi: UGC.
- United Nations Educational, Scientific and Cultural Organization. (1999). *Report of the International commission on Education for 21st Century*. Paris: UNESCO.
- Upper Primary Schools Staff Pattern (2011). *Government of Andhra Pradesh, GO No.55, Dated: 23/04/2011*. Retrieved from <http://www.teachersbadi.in/2014/06/gono55-rationalisation-norms-of-school.html>
- Vedprakash. (2000). *Grading in schools*, New Delhi: NCERT.
- Wilson, R. B. (2009). *The effect of a continuous quality formative-assessment program on middle school student Mathematics achievement*. (Un published doctoral dissertation, Capella University). Retrieved from <http://eric.ed.gov/?id=ED535592>.
- Yadu, K. M., and Kiran K. K. S. (2014). A study on awareness of CCE among secondary school teachers. *Scholarly Research Journal for Inter Disciplinary Studies*, III(XVII), 3114-3119. Retrieved from www.academia.edu/.../A_STUDY_ON_AWARENESS_OF_CCE_AMON
- Yigzaw, A. (2013). High school English teachers' and students' perceptions, attitudes and actual practices of continuous assessment. *Education Research and Reviews Academic journals*, 8(16), 1489-1498. doi:10.589/ERR2013.1573.
- Zelege, A. S. (2013). A comparative study on the practice of continuous assessment between Addis Ababa and Unity Universities. *Global Science Research Journals* 1(1), 050-05. Retrieved from <http://www.lobalscienceresearchjournals.org/full-articles/a-comparative-study-on-the-practice-of-continuous-assessment-between-addis-ababa-and-unity-universities.pdf?view=inline> date 19-5-15