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Assessment and Examinations/ Evaluation

1. Research Abstract

1. Theme/Subject:	Assessment and Examinations/ Evaluation
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Performance of Haryana State's students in IIT selection during last 5 years
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5. Name of the Institution where the Research was conducted	SCERT Haryana (Gurugram) Dept. REAP Cell
6. Category: **(**Research study/Action research/ Other)	Research study
7. Language of Research Report:	English
8. Year of Completion:	2023
9. Published/Unpublished:	Unpublished

10. Introduction:

The study was conducted to gain a comprehensive understanding of how students in Haryana are performing in their pursuit of admission to Indian Institutes of Technology (IITs) after completing their +2 examinations. It aimed to analyze the selection patterns by examining the performance metrics and the number of students qualifying for IIT entrance exams from each board. Understanding these patterns can help policymakers and educational authorities develop targeted strategies to enhance the quality of education, improve student performance in science and mathematics, and provide better coaching and support mechanisms wherever required. Ultimately, the goal is to ensure equitable opportunities for students across all boards in Haryana, thereby increasing the overall rate of IIT admissions and fostering a culture of academic excellence. This data-driven approach can contribute to refining curricula, teaching methodologies, and resource allocation to benefit students aspiring to join premier technical institutes.

11. Objectives:

- The primary objective of the study was to monitor and analyze the achievements of students from the Haryana Board who completed their +2 examinations, with a particular focus on their selections in IITs over the past five years, from 2017 to 2021.

Additionally, the study sought to evaluate whether the board's students have shown improvement or decline in IIT selections over the years.

12. Methodology:

This research study was primarily a secondary data analysis focused on understanding the IIT selection patterns of Haryana Board students from 2017 to 2021. The data was exclusively collected from five IITs—namely IIT Madras, IIT Kanpur, IIT Roorkee, IIT Delhi, and IIT Kharagpur—that conducted the JEE-Advanced examination during this period. The research aimed to gather comprehensive information regarding the number of students from Haryana who qualified for admission into all 23 IITs through JEE-Advanced scores over these five years. The data encompassed students admitted into various academic programs, including B.Tech, B.S., B.Arch., Dual Degree B.Tech-M.Tech, Dual Degree B.S.-M.S., Integrated M.Tech, and Integrated M.S., across all participating IITs during this time frame. To facilitate data collection, a Google Form was created and distributed online, allowing for efficient and systematic gathering of information from the respective IITs. This approach enabled the researcher to compile a detailed dataset on IIT admissions, analyze trends over the years, and assess the performance of Haryana Board students in gaining entry into these prestigious institutions. The study's reliance on secondary data ensured a broad and accurate understanding of the admission landscape, providing insights for future educational strategies.

13. Findings:

The overall analysis of the data indicates that Haryana has maintained a national rank of 8th to 9th in IIT admissions over the past five years. Despite this consistent ranking, the number of students from Haryana selected in IITs has shown a steady increase, rising from 441 in 2017 to 567 in 2021. Correspondingly, the percentage of Haryana students admitted to IITs has grown from 3.2% in 2017 to approximately 5.8% in 2021, reflecting a positive trend in student performance and preparation. While the data reveals that a significantly higher proportion of boys have been selected compared to girls, and there has been notable progress among female candidates. The percentage of girls from Haryana gaining admission into IITs increased from 8.8% in 2017 to 18.3% in 2021, indicating substantial improvement in female participation and success over this period. This growth underscores the importance of encouraging more female students to pursue engineering and technology education, and suggests that targeted efforts and support mechanisms

may be contributing to this positive shift. Overall, the data points to an encouraging trend of increasing admissions from Haryana in IITs, highlighting both the progress made and the need for continued focus on gender equity in IIT selections.

14. Implications:

This study was expected to help the system understand about the current academic achievements of students from the Haryana Board, particularly in relation to their performance in IIT admissions. With increasing awareness and emphasis on science and technology education in recent years, the findings of this research can serve as a crucial resource for educators, policymakers, and stakeholders.

It highlights the progress made by Haryana Board students in competing at national level and identifies areas that require further attention. The study results can help policymakers develop targeted strategies and innovative initiatives to motivate more students to pursue careers in science and technology. Ultimately, this research aims to contribute to strengthening the educational system and fostering a culture of excellence in science and technology education within the state.

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16. Keywords: School Education, IIT selections, Haryana Board, students' performance, targeted strategies, policymakers.

2. Research Abstract

1. Theme/Subject:	Assessment and Examinations/ Evaluation
2. Stage of Education:	Preparatory/Middle/Secondary Stage
3. Topic of Research:	Comparison of NAS results of Haryana State: 2021 vs. 2017
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5. Name of the Institution where the Research was conducted	SCERT Haryana, Gurugram Dept. REAP Cell
6. Category: (Research study /Action research / Other)	Research study
7. Language of Research Report:	English
8. Year of Completion:	2023
9. Published/Unpublished:	Unpublished

10. Introduction:

The National Achievement Survey (NAS), conducted by the Ministry of Education, Government of India, is a comprehensive, large-scale assessment that evaluates students' learning outcomes across the country. It provides a system-level insight into the effectiveness of school education and helps policymakers and educators understand the overall quality of education at various levels. For individual states, reviewing NAS performance over time is crucial to identify trends, strengths, and areas that need improvement. The significance of this review has increased, especially considering the disruptions caused by the Covid-19 pandemic during recent academic years, which adversely affected students' learning processes and educational continuity. In light of these challenges, a comparative study was undertaken to analyze the learning levels of students in sampled classes over a four-year period from 2017 to 2021. This study aims to gauge the impact of the pandemic on student achievement and identify changes in learning outcomes over time. The insights gained from this analysis can assist educators and policymakers in designing targeted interventions, improving teaching strategies, and ensuring that educational progress is sustained despite disruptions, ultimately fostering a resilient and effective school education system.

11. Objectives:

The primary objective of the study was to diagnose the learning gaps among students in the sampled classes, aiming to understand areas where students face challenges and require additional support to enhance their overall learning outcomes.

12. Methodology:

The study is inherently comparative, focusing on analyzing changes in student learning over time. It utilized secondary data from two previous NAS cycles, specifically NAS 2017 and NAS 2021, to facilitate this comparison. The analysis covered four key classes—Class 3, 5, 8, and 10—providing a broad perspective on student performance across different grade levels. While previous NAS cycles included data from various types of schools, such as private and aided institutions, this study exclusively considered data from government schools within the state to ensure consistency and comparability. By using secondary data, the study efficiently leveraged existing information to evaluate trends, identify learning gaps, and understand the overall progress in student achievement amid the disruptions caused by the Covid-19 pandemic.

13. Findings:

The data indicates a varied performance trend among students across different classes in 2021. For Class 3, there is a noticeable decline in learning levels compared to the national average, reflecting challenges faced at the foundational stage of education. Conversely, Class 5 students performed nearly in line with the national average, suggesting some improvement or stability at this stage. In the senior classes, students in Classes 8 and 10 outperformed the national average, indicating relatively better achievement in these grades. When comparing these results to the NAS 2017 data, a mixed picture emerges: the scores in Classes 3 and 5 have generally decreased across all subjects, except for Language in Class 5, where the performance improved. For Class 8, the performance has improved in almost all subjects, excluding Social Science. In Class 10, results show progress in Social Science, English, and Modern Indian Language (MIL), but there has been a decline in Math and Science. This pattern underscores the need for targeted interventions to address subject-specific and grade-specific learning gaps.

14. Implications:

The findings of this study are crucial for identifying key areas requiring urgent intervention, particularly in foundational learning stages. By highlighting specific

subjects and grades where students are underperforming, the study provides valuable insights for designing targeted strategies to improve learning outcomes. It will assist the State in developing short-term, mid-term, and long-term intervention plans tailored to the needs revealed through the comparative analysis. Additionally, these insights will enable policymakers to create a more effective capacity-building framework, ensuring that educators, administrators, and other functionaries are equipped with the necessary skills and resources. Clear accountability measures can also be established, defining roles and responsibilities at various levels of the school education system. Overall, the study results will serve as a guiding tool for strategic planning, helping to enhance educational quality, bridge learning gaps, and foster sustainable improvements in the state's school education system.

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16. Keywords: Learning outcomes, comparative analysis, students' performance, learning gaps, targeted interventions, National Achievement Survey (NAS)

3. Research Abstract

1. Theme/Subject:	Assessment and Examinations/ Evaluation
2. Stage of Education:	Preparatory Stage
3. Topic of Research:	Studying the low performance of Class 3 Government school students of Mahendergarh in Language *(as per NAS 2021)*
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5. Name of the Institution where the Research was conducted	DIET Mahendergarh (Haryana)
6. Category: **(**Research study/Action research /Other)	Research Study - Dipstick study
7. Language of Research Report:	English
8. Year of Completion:	2022-23
9. Published/Unpublished:	Unpublished

10. Introduction:

According to the NAS 2021 achievement survey, students in Haryana demonstrated stronger performance in Class 8 and 10, indicating better outcomes at higher grade levels. However, the state lagged significantly behind in the lower grades, particularly in Classes 3 and 5. Haryana scored the lowest among all classes and subjects in Class 3, ranking 14th in Math, 17th in Environmental Studies (EVS), and 18th in Language. Notably, Language emerged as a major concern for Class 3 students, highlighting the need for focused interventions in early stages of language learning. A district-wise analysis of Class 3 Language performance revealed that Charkhi Dadri and Mahendergarh were the lowest performing districts. Since Charkhi Dadri participated in the NAS survey for the first time as a newly formed district, Mahendergarh was selected as a point of comparison. These findings underscore the importance of targeted efforts to improve foundational skills in early education stages, especially in language, to bridge learning gaps and enhance overall student achievement in these districts.

11. Objectives:

The study was undertaken to investigate the underlying reasons for the low performance of Class 3 students in language in Mahendergarh district. It aimed to identify the specific challenges faced by students in developing language skills and

to understand the difficulties encountered by teachers in delivering effective language instruction.

12. Methodology:

This study was conducted as a follow-up to NAS interventions to evaluate their impact on language learning in Mahendergarh district. Based on Mahendergarh's poor performance in Language, primary data was collected through field visits involving stakeholders such as school authorities, teachers, and parents. Convenience sampling was used to select participants, ensuring practical access to respondents. The final sample comprised five Heads or In-charges of primary schools, ten class teachers, and twenty-two parents, representing three blocks within the district: Ateli, Nangal, and Narnaul. This diverse group provided valuable insights into the challenges faced in language teaching and learning at the primary level, helping to identify specific issues and areas needing improvement. The data collected aimed to inform targeted interventions to enhance language education and address the gaps identified through the NAS survey.

13. Findings:

The data analysis revealed that students' learning levels were significantly impacted by the COVID-19 pandemic, which disrupted key activities such as writing competitions, poem recitations, storytelling, and language quizzes, all of which are crucial for developing language skills. Additionally, limited access to teaching-learning materials (TLM), library resources, and digital tools during this period further widened the learning gaps among students. To address these challenges, it was recommended that teachers receive regular instructions, monitoring, and updates to enhance their skills in conducting engaging activities based on storybooks, language corners, and other interactive methods. Emphasizing activity design, content creation, and innovative teaching strategies could help bridge the learning gap caused by the pandemic, ensuring students regain lost ground and improve their language proficiency effectively.

14. Implications:

By exploring these factors, the study sought to provide insights into the root causes of poor learning outcomes and to suggest targeted strategies for improving language education at the foundational level. The findings and recommendations of the study are intended to be integrated into classroom teaching practices to enhance student performance in the relevant subjects. By implementing these insights, teachers can adopt more effective and engaging teaching methods, address learning gaps, and create a supportive environment that fosters improved language skills and overall academic achievement among students. This approach

aims to ensure that the lessons learned from the study translate into tangible improvements in student outcomes.
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4. Research Abstract

1. **Theme/Subject:**	Assessment and Examinations/ Evaluation
2. Stage of Education:	Preparatory Stage
3. Topic of Research:	A Study of Implementing Post-NAS-2021 Interventions for Holistic Learning in the Aspirational Districts of the Northern Region
4. Name and Address of the Investigators(s) with email:	Dr. Anand Kumar Arya, Regional Institute of Education, NCERT, Ajmer-305004 anandarya@rieajmer.ac.in
5. Name of the Institution where the Research was conducted	Regional Institute of Education, NCERT, Ajmer
6. Category: **(**Research study/Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2023- 2025
9. Published/Unpublished:	Report Published

10. Introduction

The concept of holistic learning has been emphasised by National Education Policy (NEP) 2020 across all levels of education. The preparatory stage education has been stressed as the foundation for lifelong learning and setting the stage for cognitive, social, and emotional development. The need for quality in foundational and preparatory stage is paramount for all-around development of children. The present study plans to adopt outcome-based learning, focusing on the development of competencies rather than merely covering content. For this, the interventions based National Achievement Survey (NAS) have been utilised for promoting holistic learning among the learners. The NAS 2021, released by the D/o SE&L summarises the achievements of students across the country. The NAS 2021 report cards (national/state/district) highlighted the students' progress and learning competencies for planning interventions to improve learning levels. The present study aims to utilise competency-based scores from NAS 2021 as a foundation to promote holistic learning. It is proposed to identify the low-performing areas and perceived reasons behind them by analysing the performance and context variables from the aspirational District Report Cards of NAS 2021 and then to plan the 'need-based post NAS interventions. The study

also aimed to assess the effectiveness of the interventions, with the goal of suggesting a viable model.

In the context of the Aspirational Blocks Programme (ABP), launched by the Honourable Prime Minister on January 7, 2023, to promote the holistic development of the most backwards blocks, this study covered six aspirational blocks across six aspirational districts in the northern region: the Nuh block of the Nuh district, Haryana, the Tissa block of the Chamba district, Himachal Pradesh, the Bahadrabad block of the Haridwar district, Uttarakhand, the Makhu block of the Firozpur district, Punjab, the Abu Road block of the Sirohi district, Rajasthan, the Chahniya block of the Chandauli district, and Uttar Pradesh. Ten schools from each block are selected. The present study was conducted under PARAKH, NCERT.

11. Objectives:

1. To identify low-performing learning outcomes (based on the aspirational District Report Card of NAS 2021).
2. To find out the reasons for the low performance of students' specific Learning Outcomes (LOs).
3. To identify and develop need-based interventions for low-performing learning outcomes for holistic learning.
4. To implement need-based interventions for holistic learning.
5. To assess the effectiveness of implemented interventions on the progress of holistic learning.
6. To suggest a viable model of intervention.

12. Methodology:

The study adopted a mixed-method design, incorporating both quantitative and qualitative approaches, and was planned in two phases. The first phase, from 2023–24, focused on the exploration and development of need-based post-NAS interventions for holistic learning. The second phase, from 2024–25, involved the implementation of the interventions developed in Phase I and the evaluation of their effectiveness in improving holistic learning outcomes. To achieve the study objectives, a research framework in the form of an action plan was developed. In the first phase of the study, t data from more than 104 teachers, 60 school heads, 150 parents and SMC members, and 3,000 students through direct interactions were collected.

After analysing the above collected data, the study proposed the following post-NAS interventions for holistic learning:

- **e-Tutorial** on District Report Card, NAS 2021
- **Capacity-building programme** for post-NAS interventions.

- **Activity sheet for a**ttaining low-performing LOs
- **Teachers' diaries** or performances
- Post-NAS **planner** for **h**olistic learning tracking

These interventions were implemented in all the identified schools and their effectiveness was also assessed.

13. Findings

The study highlighted the efficacy of the implemented interventions. Some of the key findings are

1. The self-explanatory e-tutorial videos promoted the understanding of the District Report Card of NAS 2021 of their district.
2. The capacity building on the post-NAS interventions has updated and awakened teachers in utilising the context variables of NAS for holistic learning.
3. Utilising the suggested activities for holistic learning promoted teachers to adopt a context-specific pedagogy.
4. The planned interventions were found to be effective in promoting the holistic learning of students.
5. It proposed a viable model for the implementation of Post-NAS Interventions.

14. Implications:

The suggested post-NAS 2021 interventions are proposed to ensure the acquisition of Foundational Learning and Literacy (FLN), along with holistic development. The interventions will form the building blocks for future academic success and holistic development, aligning the goals of improving the quality of primary education as a national priority. The suggested interventions are proposed to serve as a foundation for targeted action plans to address and improve areas where learning levels are low in the specific district of a state.

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16. Keywords: National Achievement Survey (NAS), Holistic Learning, Post NAS Interventions

5. Research Abstract

1. Theme/Subject:	Assessment and Examinations/ Evaluation
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Qualitative Analysis of Pupil's Errors in Languages and Social Science
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5. Name of the Institution where the Research was conducted	Regional Institute of Education (N.C.E.R.T.), Ajmer
6. Category: **(**Research study/Action research /Other)	Research Study
7. Language of Research Report:	Punjabi & English
8. Year of Completion:	2017
9. Published/Unpublished:	Published in the form of report by RIE, Ajmer

10. Introduction:

The Boards of School Education are entrusted with the responsibility of conducting public examinations. These boards have always looked up to the RIEs/NCERT for academic support in all matters pertaining to reforms in examination. With the implementation of the National Curriculum Framework – 2005, the perspective of examination reform has changed. Some of the reforms, which need immediate attention are: preparing quality questions, testing higher mental abilities, developing model question papers, error analysis of answer scripts, implementation of continuous and comprehensive evaluation and introduction of a grading system in public examinations. Since the Punjab State requested the RIE, Ajmer, to conduct a programme on Examination Reforms at Secondary/Senior Secondary Level, the institute has planned to conduct a research programme in the area of error analysis of answer scripts for the Punjab School Education Board at the Secondary Level. The subjects which were covered under this research study are: Punjabi, English and Social Science.

11. Objectives:

The objectives of the proposed research study are as follows:

- To identify common errors committed by students.
- To identify the errors committed by evaluators.
- To find out the possible causative factors responsible for these errors.
- To suggest ways and means to improve the performance of students related to the common errors committed by them in the examination.

12. Methodology:

Sample:

Since the study is confined to the analysis of answer scripts in English, Punjabi and Social Sciences subjects, all the answer scripts of these subjects were from the targeted population for the study. For achieving the objectives of the study and finding answers to research questions, the total number of answer scripts gender-wise and area-wise was selected as shown below:

Sample											
English (200)				Punjabi (200)				Social Sciences (200)			
Rural (100)		Urban (100)		Rural (100)		Urban (100)		Rural (100)		Urban (100)	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
(50)	(50)	(50)	(50)	(50)	(50)	(50)	(50)	(50)	(50)	(50)	(50)

As can be seen from the above table the sample was selected using a simple random sampling technique. While selecting the answer scripts it was planned to exclude the scripts where the students scored less than 30% or more than 80% marks as in such cases no significant errors could be anticipated. Therefore, the answer scripts with scores ranging from 30% to 80% were taken as a sample because different types of mistakes are committed by students falling within this range.

13. Findings in English answer scripts:

- The analysis revealed that the students made various kinds of mistakes in English and that each pupil had made unique mistakes.
- The highest instance of mistakes was found in spelling. Almost every English word was spelt wrongly by one or the other student. Some examples are: deserted-desterd, destd; Coolie-Coalise, Colie, Collie; Whistle-vistal, Wistle; Tractor-trktor, traktor

- Similar high instances of mistakes were found in the grammatical construction of sentences. Almost not a single structure was found where students had not committed errors.
- Students were confused between 'his' and 'her'. They had problems with word order, prepositions, determiners, tenses, conjunctions, and punctuation.
- It was seen that students had copied lines from the passage by tallying words in the questions to the words in the passage. It indicated clear non-comprehension of the passage.
- Vocabulary skills were found to be lacking in most of the students.

Note: Since findings for Punjabi and Social Studies subjects are reported in Gurmukhi they are not mentioned.

14. Implications:

The Boards of School Education are entrusted with the responsibility of conducting public examinations. Based on the study results, some of the reforms, which need immediate attention are: preparing quality questions, testing higher mental abilities, developing model question papers, error analysis of answer scripts, implementation of continuous and comprehensive evaluation and introduction of a grading system in public examinations.

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16. Keywords: Qualitative Analysis, Pupil's Errors, Assessment, Error Analysis

6.Research Abstract

1. **Theme/Subject:**	Assessment and Examinations/ Evaluation
2. Stage of Education:	Elementary Stage
3. Topic of Research:	A Study of learner evaluation practices in elementary schools of Goa and providing interventions on identified gaps and emerging trends in evaluation
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5. Name of the Institution where the Research was conducted	RIE Bhopal
6. Category: **(**Research study/Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2021
9. Published/Unpublished:	Unpublished

10. Introduction:

The earlier new system of evaluation in Indian schools emphasized both formative and summative assessment, popularly known as Continuous and Comprehensive Evaluation (CCE). CCE aimed to assess all aspects of a learner's development, including cognitive, affective, and psychomotor domains, through varied methods. Its primary function is to provide timely feedback, identify learning gaps, facilitate diagnosis, and enable remediation, thereby improving teaching-learning processes. With the rapid integration of Information and Communication Technology (ICT) in education, evaluation practices have been gradually evolving, incorporating digital tools and innovative approaches. In elementary schools, effective evaluation is crucial to ensure holistic development and to align classroom practices with policy directives. However, there remains a need to investigate whether current evaluation practices in elementary schools, particularly in Goa, are consistent with the principles of CCE and whether teachers are equipped to implement these practices effectively. Furthermore, emerging trends in evaluation, such as ICT-based assessments and School-Based Evaluation (SBE), necessitate targeted interventions to bridge gaps in teacher knowledge and practice. This study, therefore, seeks to examine prevailing evaluation practices, identify challenges faced by teachers, and provide necessary

interventions to enhance the quality and effectiveness of student assessment in elementary schools across Goa.

11. Objectives:

The primary objectives of the study are to examine and improve evaluation practices in elementary schools of Goa in alignment with the principles of Continuous and Comprehensive Evaluation (CCE).

- Firstly, the study aims to understand the prevailing learner evaluation practices adopted by teachers across elementary schools, including methods used for formative and summative assessments.
- Secondly, it seeks to identify challenges, gaps, and issues faced by teachers in implementing effective evaluation, such as limitations of tools, understanding of CCE principles, and incorporation of affective and psychomotor domains alongside cognitive assessment.
- Thirdly, the study aims to explore emerging trends in evaluation, particularly the use of ICT-based tools, School-Based Evaluation (SBE), and other innovative assessment strategies, to determine their feasibility and effectiveness in the local context.
- Furthermore, the research intends to provide targeted interventions to address identified gaps, enhance teacher competencies, and promote the adoption of best practices in student assessment.

Collectively, these objectives aim to bridge the gap between policy guidelines and classroom practice, ensuring that evaluation serves as a meaningful tool for monitoring student progress, supporting holistic development, and improving the overall quality of education in elementary schools of Goa.

12. Methodology:

The study adopted experimental-cum-field-based research design to examine and enhance evaluation practices in elementary schools of Goa. Goa comprises of two districts—North Goa and South Goa—administratively divided into eleven blocks (six in North Goa and five in South Goa). All blocks are included in the study to ensure comprehensive coverage. From each block, three schools were selected, and five teachers from each school participated, resulting in a total sample of 33 schools and 165 teachers. Data collection focused on three key aspects: current evaluation practices, challenges in implementation, and emerging trends in evaluation. Multiple tools and techniques were employed, including structured questionnaires, classroom observation schedules, and focus group discussions with teachers. Initially, a three-day workshop was organized to develop and validate the research instruments. Field data collection was planned over six

months, allowing sufficient time for classroom observations, interviews, and interactions with teachers. Following data collection, another workshop was organised to provide interventions based on identified gaps and emerging trends, such as ICT-enabled assessment tools and school-based evaluation practices. Data analysis involved both quantitative and qualitative methods, ensuring triangulation to assess the effectiveness of interventions and overall improvement in evaluation practices across elementary schools of Goa.

13. **Findings:**

The study revealed several key insights into the evaluation practices in elementary schools of Goa. It was observed that most schools followed traditional assessment methods, with a heavy reliance on summative evaluations such as tests and examinations. Formative evaluation practices, including continuous assessment, peer evaluation, and self-assessment, were inconsistently implemented. Teachers reported challenges such as lack of training, insufficient resources, and large class sizes that hindered the effective use of formative evaluation methods. The study also identified gaps in the integration of ICT-based assessment tools, with only a few schools using digital methods for evaluating student learning. Focus group discussions highlighted that while teachers acknowledged the importance of Continuous and Comprehensive Evaluation (CCE), practical implementation was limited due to time constraints and administrative pressures. Following the intervention workshops, teachers demonstrated increased awareness of emerging trends in evaluation, particularly the use of school-based and ICT-enabled tools. Preliminary post-intervention observations indicated a gradual shift toward adopting formative practices, improved feedback mechanisms, and better alignment of evaluation with learning objectives. Overall, the study emphasizes the need for continuous professional development, structured guidance, and supportive infrastructure to enhance evaluation practices and ensure effective implementation of CCE in elementary schools of Goa.

14. Implications:

The findings of this study have significant implications for improving evaluation practices in elementary schools of Goa. First, it underscores the necessity for comprehensive teacher training programs focusing on formative and continuous assessment techniques, ensuring that educators are well-equipped to implement CCE effectively. The integration of ICT tools in evaluation can enhance both the efficiency and accuracy of assessments, promoting innovative methods such as digital quizzes, interactive feedback, and data-driven learning analytics. Schools and education authorities should provide adequate infrastructure, time, and

resources to enable teachers to carry out diverse assessment practices without being constrained by administrative pressures. Moreover, continuous monitoring and support from educational stakeholders can help sustain the quality of evaluation and encourage reflective teaching practices. The study also highlights the importance of involving students and parents in the evaluation process, fostering a collaborative learning environment that emphasizes holistic development. By addressing the gaps identified, policymakers can develop targeted interventions and guidelines to standardize evaluation practices across schools. Ultimately, strengthening assessment practices will contribute to improved learning outcomes, more meaningful feedback, and a student-centered approach, aligning Goa's elementary education with national educational goals and global best practices.

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16. Keywords: Continuous Evaluation, Formative Assessment, ICT, CCE, Teacher Training

7. Research Abstract

1. **Theme/Subject:**	Assessment and Examinations/ Evaluation
2. Stage of Education:	All Stages
3. Topic of Research:	A Study on Implementation of CCE in Elementary Schools of Telangana State
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5. Name of the Institution where the Research was conducted	Regional Institute of Education, Mysuru
6. Category: (Research study/Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2019
9. Published/Unpublished:	Published

10. Introduction:

This study evaluates the implementation status of Continuous and Comprehensive Evaluation (CCE) across elementary and secondary schools in Telangana State. Initiated in 2011-12 and phased through 2014-15, Telangana adopted a state-specific CCE scheme aligned with national mandates including the Right to Education (RTE) Act and National Curriculum Framework (NCF) 2005. The policy aimed to integrate formative and summative assessment in curricular and co-curricular domains using structured grading systems, cumulative records, feedback mechanisms, and a non-detention policy up to class IX. Given the centrality of assessment reform to improving educational outcomes, this research examines policy design, capacity building, classroom practices, and supervisory mechanisms, alongside stakeholder perceptions. The study investigates how well CCE has shifted assessment from exam-centric approaches to formative, diagnostic, and inclusive processes. It also explores challenges in teacher training, resource availability, and administrative support that affect policy fidelity. Results provide evidence for policymakers and educators to refine strategies for holistic student development and academic improvement through sustainable, meaningful evaluation practices.

11. Objectives:

- Examine the extent of CCE implementation across elementary and secondary schools in Telangana.
- Assess teacher training, classroom practices, and supervisory mechanisms related to CCE.
- Analyze stakeholder perspectives including teachers, students, and education officials.
- Identify challenges and provide recommendations to improve CCE practice and policy execution.

12. Methodology:

The study used a survey design involving four districts of Telangana—Adilabad, Khammam, Mahabubnagar, and Vikarabad—selected to represent different state zones. Multistage random sampling identified 661 schools across 10 mandals, from which 163 schools were randomly selected for data collection. The teacher sample included 626 educators from primary (245), upper primary (151), and secondary (230) levels. Additionally, 399 students from classes VII to X participated, with focus group interviews conducted among class V students. Five structured schedules gathered data from state, district, mandal/cluster functionaries, teachers, and students. The research employed frequencies, percentages, and qualitative coding of open responses for analysis. Tools were designed to capture details on policy implementation, training received, classroom assessment practices, supervision quality, and stakeholder perceptions regarding CCE effectiveness. Field staff collected data ensuring confidentiality and accuracy. This comprehensive data collection approach allowed triangulation of multiple perspectives for a nuanced understanding of CCE implementation fidelity and effectiveness.

13. Findings:

The research revealed extensive but uneven implementation of CCE. While primary and upper primary teachers reported widespread training, only 59% of secondary teachers had received CCE training, exposing critical capacity gaps. Training predominantly followed cascade models, emphasizing lectures and presentations with limited hands-on assessment practice, resulting in variable understanding across districts. Supervision existed at multiple administrative levels but was inconsistently applied, with scarce practical mentoring on formative techniques. Teachers mostly viewed CCE as a schedule of formative (FA) and summative assessments (SA), rather than a pedagogical approach blending

teaching and assessment. Formative assessment commonly involved written tests, projects, and activities; oral questioning regularly focused on recall rather than higher-order skills. Assessment indicators, diagnostic tools, and peer/self-assessment strategies were rarely used. Co-scholastic and life skills assessments were weak; over half of the teachers neglected these areas due to lack of indicators, time, and feasibility concerns. Challenges included heavy record-keeping, large classes, multi-grade teaching, irregular student attendance, and inadequate resources—especially internet access. Students valued grading for reducing exam pressure and appreciated activities and feedback, but reported difficulties in independently completing projects and inconsistencies in feedback quality.

14. Implications:

The findings indicate the need for targeted, practice-oriented capacity building emphasising formative assessment design, diagnostic techniques, peer and self-assessment, and remediation within instructional constraints. Simplification of the system is critical, including reducing teachers' record-keeping burdens, clarifying grading and reporting procedures, rationalising the number of projects and assignments, and ensuring adequate resource provision. Strengthening criterion-based monitoring and feedback from mentors can improve implementation fidelity. Addressing foundational learning gaps through aligned curriculum and resources is crucial for meaningful continuous assessment. Staffing shortages, particularly in co-scholastic specialist roles, and infrastructural limitations like inadequate internet access, must be tackled for effective CCE. Engaging stakeholders to realign assessment with learning objectives and reduce administrative overload will help achieve holistic development of students. The study underscores that policy architecture alone is insufficient; robust teacher training, continuous supervision, resource allocation, and simplified processes are essential to realize CCE's vision of integrating assessment with instruction in Telangana's schools.

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16. **Keywords:** Continuous Comprehensive Evaluation, Teacher Training, Formative Assessment, Student Development, School Supervision, holistic development