

Impact of continuous and comprehensive evaluation on Teachers working efficiency and student's mental pressure of senior secondary schools of Jaipur district

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Abstract—The education system in India has undergone a paradigm shift with the introduction of Continuous and Comprehensive Evaluation (CCE) as a tool for holistic assessment of students. The core objective of CCE is to reduce the undue emphasis on rote learning, ensure continuous monitoring of student progress, and promote a balanced evaluation of scholastic as well as co-scholastic areas. However, the practical implications of its implementation at the senior secondary school level remain a matter of academic discussion. The present study attempts to explore the dual impact of CCE on two major stakeholders in the educational process—teachers and students.

The study seeks to analyze how CCE influences teachers' working efficiency in terms of workload, classroom management, instructional planning, and evaluation techniques. Teachers, being the key agents in implementing CCE, often face challenges such as additional record maintenance, designing diverse assessment tools, and balancing academic and non-academic responsibilities. On the other hand, the research also examines the effect of CCE on students' mental pressure in the context of senior secondary schools in Jaipur district. CCE was initially introduced with the intention of reducing examination-related stress by replacing the single high-stakes annual examination with multiple formative and summative assessments spread throughout the year. However, continuous assessment, frequent assignments, and activity-based tasks have, in some cases, resulted in students feeling a persistent sense of evaluation, thereby leading to sustained pressure rather than reducing it. The study investigates whether CCE has truly been able to alleviate mental pressure or whether it has merely redistributed the stress across the academic year.

The methodology of the study is based on a descriptive survey design. Data was collected from a representative sample of senior secondary school teachers and students across various government and private schools of Jaipur

district. Self-made questionnaires were employed to gather both quantitative insights. The findings indicate that while CCE has potential benefits in terms of fostering continuous learning, developing life skills, and providing teachers with a comprehensive understanding of student performance, its success largely depends on adequate training of teachers, availability of resources, and rational structuring of evaluation practices.

The study concludes that the impact of CCE in Jaipur district's senior secondary schools is multidimensional. To make CCE more effective, there is a pressing need for teacher empowerment through regular training programs, reduction of clerical workload, and a balanced design of assessments that genuinely foster learning without causing undue stress. The findings provide valuable insights for policymakers, educational administrators, and teachers in refining the CCE framework to achieve its intended goals of enhancing teaching efficiency and safeguarding student well-being.

Index Terms—continuous and comprehensive evaluation, working efficiency, mental pressure

I. INTRODUCTION

Education is the cornerstone of national development, and the evaluation system plays a decisive role in shaping the learning experiences of students as well as the teaching practices of educators. In India, the traditional evaluation system was largely examination-oriented, focusing primarily on scholastic achievement measured through annual or board examinations. This approach often encouraged rote memorization, excessive competition, and immense mental stress among students, while at the same time restricting teachers to a narrow framework of content delivery aimed at preparing students for exams. To

overcome these limitations, the Continuous and Comprehensive Evaluation (CCE) system was introduced by the Central Board of Secondary Education (CBSE) and later recommended in the Right to Education Act (2009) as a revolutionary step in educational reforms.

CCE aims to evaluate students on a continuous basis through formative and summative assessments while simultaneously giving due importance to co-scholastic areas such as life skills, values, attitudes, participation in cultural and creative activities, and overall personality development. Its twin objectives are to reduce examination-related stress among students and to provide a holistic picture of their progress. In theory, CCE promises a more student-centered, activity-based, and stress-free learning environment, while enabling teachers to use innovative pedagogical strategies and comprehensive assessment tools.

However, the real impact of CCE, especially in senior secondary schools, raises several important questions. Senior secondary education is a critical stage where students are not only preparing for higher education and professional careers but also experiencing heightened academic and psychological pressures. In this context, the implementation of CCE influences two vital groups—teachers and students. For teachers, CCE demands continuous record-keeping, preparation of diverse assessment tools, and balancing scholastic as well as co-scholastic evaluation. This has direct implications on their working efficiency, time management, and classroom practices. For students, while CCE is expected to reduce stress by spreading evaluation across the year, frequent assessments, projects, and activities may create a continuous sense of pressure rather than eliminating it.

The district of Jaipur, being one of the leading educational hubs of Rajasthan, presents a significant case for analyzing the effects of CCE on the functioning of senior secondary schools. Schools in Jaipur represent a diverse educational landscape that includes government, private, and semi-government institutions. Understanding how teachers in these schools cope with the demands of CCE and how students perceive its impact on their mental pressure is vital for evaluating the true effectiveness of this system.

Therefore, the present study titled *“Impact of Continuous and Comprehensive Evaluation on Teachers’ Working Efficiency & Students’ Mental*

Pressure of Senior Secondary Schools of Jaipur District” seeks to critically examine the advantages, challenges, and overall impact of CCE. The study not only provides insights into how teachers adapt their teaching strategies and manage their workload under CCE but also sheds light on whether students actually experience relief from exam-centric anxiety or continue to face new forms of stress.

The findings of such a study are expected to contribute significantly to educational policy-making, teacher training programs, and the restructuring of assessment practices in schools. By focusing on both the working efficiency of teachers and the mental well-being of students, the research attempts to provide a balanced perspective on CCE, highlighting both its potential strengths and areas that require urgent reform.

Review of Literature

- SAGE journal — *“Mental health status of school students in India”* (2024–2025 review).

Objectives: Review recent evidence on the prevalence, determinants, and school-related correlates of mental health problems among Indian schoolchildren (including higher-secondary students). Key findings: (a) High prevalence of depression, anxiety, and behavioral difficulties among school-age youth; (b) academic pressure, parental expectations, and high-stakes examinations are recurring determinants; (c) merely changing assessment frequency (e.g., CCE) without accompanying counseling and load-management does not reliably reduce adolescent stress.

- *Impact of the Indian Examination System on Student Stress* — research article (2024–2025).

Objectives: Examine how features of the Indian exam system (high-stakes testing, parental/peer pressure, examination culture) contribute to students’ stress and mental health outcomes. Key findings: (a) The existing system’s emphasis on summative scores produces cyclical peaks of intense stress around board exams; (b) reforms like CCE or competency-based assessment reduce single-exam intensity only when accompanied by calendar planning, weightage limits, and student support systems; otherwise assessment activity can become continuous stress. Researcher LifeResearchGate

- *Examination Anxiety, Academic Performance and Coping Strategies* — IJIP (2025).

Objectives: Quantify examination anxiety among high-school and graduating students, examine its relationship with academic outcomes, and identify coping strategies used by students. Key findings: (a) Examination anxiety negatively correlates with self-reported academic performance and wellbeing; (b) common coping strategies include time management, peer support, and maladaptive strategies (avoidance) for some students; (c) authors recommend structured counseling and integration of stress-management modules in schools where continuous assessment is heavy. IJIP+1

- *Practices of Continuous and Comprehensive Evaluation at Elementary School* — IJSRET (May 2024).

Objectives: Document classroom-level practices of CCE in elementary schools, identify implementation bottlenecks and teacher perceptions. Key findings: (a) Teachers report adopting some formative tasks and co-scholastic scoring, but most practices are uneven and often compliance-driven; (b) major constraints are time, lack of training in task design, and heavy record-keeping; (c) when schools use digital tools and provide in-service training, teachers report better use of assessment for feedback. While elementary context differs from senior secondary, these implementation patterns are instructive for higher grades. IJSRET+1

- *Evaluating the Dual Impact of CCE: Student Productivity and Teacher Workload* — Mayurbhanj (RR Journals, 2025).

Objectives: Empirically test how CCE affects student productivity (engagement, learning tasks completion) and teacher workload in secondary schools of Mayurbhanj district, Odisha.

Key findings: (a) CCE increased teacher time spent on assessment design and record-keeping by a measurable margin; (b) student productivity improved in classrooms where teachers used formative feedback constructively, but in many schools the additional tasks shifted teacher effort away from pedagogy; (c) conclusion: CCE's benefit on students is conditional on teacher capacity and reasonable administrative load. rrjournals.comResearchGate

- *Teacher workload research & recent papers (2024–2025)*.

Objectives (across multiple items): Analyze how added assessment responsibilities affect teacher time

use, instructional planning, and perceived professional efficacy.

Key findings (synthesis): (a) Continuous assessment substantially increases non-instructional workload unless documentation is streamlined; (b) where systems provided digital record systems and reduced clerical overhead, teachers reported improved ability to use formative data; (c) workload concerns are a primary source of teacher resistance to sustained CCE practice. ResearchGateGoogle Scholar

- *Policy & implementation reviews on CCE / assessment reforms (2024–25)*.

Objectives: Evaluate historical CCE rollout, identify policy mistakes, and recommend NEP-congruent assessment reforms.

Key findings: (a) CCE's original promise was undermined by weak teacher training and heavy paperwork; (b) NEP/ PARAKH era shifts advocate competency-based formative assessment, but implementation must explicitly remove clerical burdens and scale teacher development. [ScribdIJCRT](#)

- *Recent policy moves on student mental-health supports — Tele-MANAS & CBSE directives (2025 reporting)*.

Objectives: National rollout of Tele-MANAS to provide 24/7 tele-mental health support to students and integrate mental-health support into school ecosystems.

Key findings / relevance: (a) Tele-MANAS is an active policy response linking assessment reforms with mental-health mitigation; (b) such services are recommended complementary measures where continuous assessment is used extensively so that students have access to counseling and crisis support outside the classroom.

Research Questions:

1. What is the impact of CCE on Teachers working efficiency & student's mental pressure?
2. What is the status of Working Efficiency of Teachers?
3. What is the status of Mental Pressure of Students?

II. OBJECTIVES OF THE STUDY

1. To study the impact of continuous and comprehensive evaluation (CCE) on mental Pressure of students of CCE Schools and Conventional Schools.

2. To study the impact of continuous and comprehensive evaluation (CCE) on working efficiency of teachers of CCE Schools and Conventional Schools.
3. To study and compare the working efficiency of teachers of CCE schools and the schools with conventional educational system i.e. Conventional Schools.
4. To study and compare the mental pressure of the students studying in CCE schools with conventional schools.

Hypothesis of the study:

1. H_0^1 There is no significant impact of CCE on the mental pressure of students of CCE Schools and Conventional Schools.
2. H_1^1 There is significant impact of CCE on the mental pressure of students of CCE Schools and Conventional Schools.
3. H_0^2 There is no significant impact of CCE on working efficiency of teachers of CCE Schools and Conventional Schools.
4. H_1^2 There is significant impact of CCE on working efficiency of teachers of CCE Schools and Conventional Schools.
5. H_0^3 There is no significant difference between working efficiency of teachers of CCE schools and the schools with conventional educational system i.e. Conventional Schools.
6. H_1^3 There is significant difference between working efficiency of teachers of CCE schools and the schools with conventional educational system i.e. Conventional Schools.
7. H_0^4 There is no significant difference between mental pressures of the students studying in CCE schools and conventional schools.
8. H_1^4 There is significant difference between mental pressures of the students studying in CCE schools and conventional schools.

Planning of the study:

Method:

Descriptive survey method was used to carry out this research.

Population of the study:

The purpose of this study was to ascertain teacher's working efficiency and mental pressure of students. The Population of the study was comprised as the total no of teachers and students of the senior secondary schools with continuous and comprehensive evaluation and conventional educational system running in Jaipur District of Rajasthan State.

Sample and Sampling technique:

The sample of the study is of heterogeneous type, with teachers and student coming from a different school's like those based on CCE pattern and conventional educational pattern.

There was random selection of samples from the population. The Sample size for the Teachers for this study was 50 teachers from CCE based schools and 50 teachers from conventional schools. Similar selection was adopted for the sample number of students, as 100 from CCE based schools and 100 from conventional (Non-CCE) schools.

Variable of the Study:

In this study there was the convenience of the readers the researcher had categorised the variables Dependent as - Working Efficiency, Mental Pressure Independent Variable - CCE.

Tools Used for the Study:

For carry out the procedure of the data collection for this study the researcher had used two self-developed standardised scales. One was Teacher Working Efficiency Measurement Scale and another was Students Mental Pressure Measurement Scale . During the developmental phase of these tools the researcher had keep in mind all over function and transmission of the CCE in the schools.

Hypothesis Testing:

Objective 1:

To study the impact of continuous and comprehensive evaluation (CCE) on mental Pressure of students of CCE Schools and Conventional Schools

H_0^1 There is no significant impact of continuous and comprehensive evaluation (CCE) on mental Pressure of students of CCE Schools and Conventional Schools.

Table-1

Group Statistics							
score	group	N	Mean	Std. Deviation	Std. Error Mean	t-value	Result
	1.00	100	134.90	13.41828	.94882	3.44	Rejected
	2.00	100	130.67	11.03767	.78048		

Figure – 1

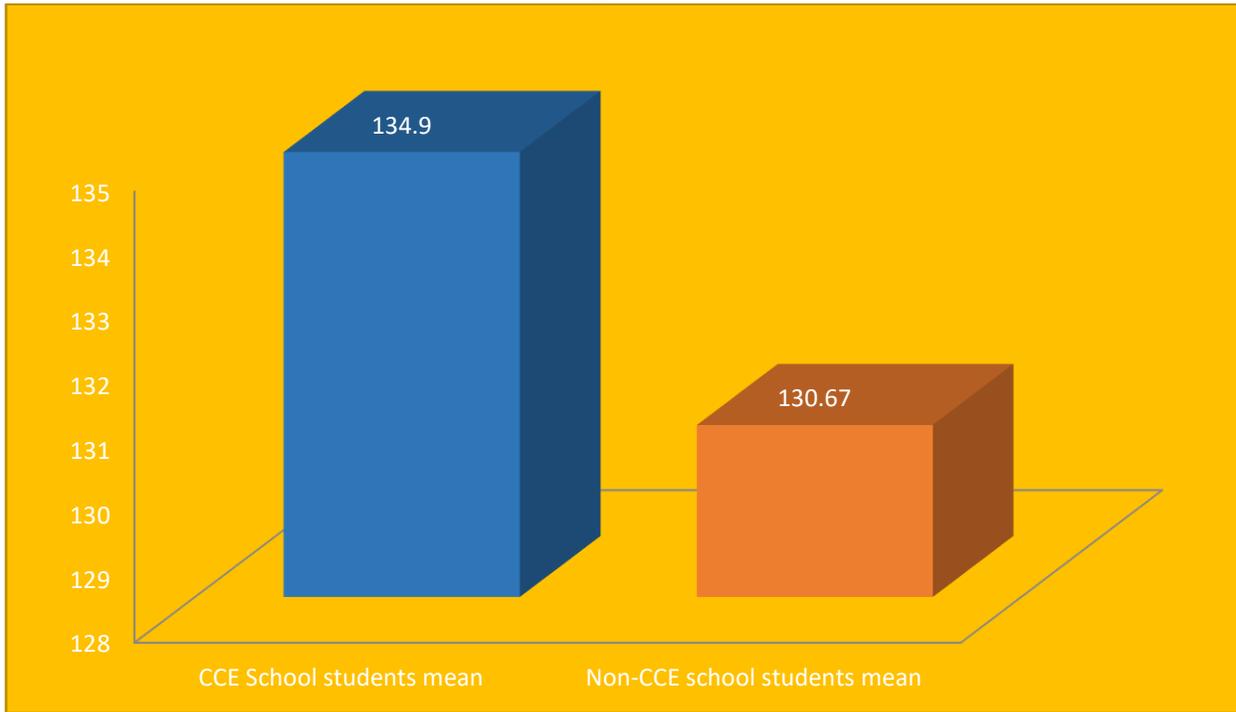


Table 1 is showing the descriptive of both the groups 1, as CCE School students and 2, as Non-CCE school students with mean 134.90 and 130.67 respectively. The standard deviation of group 1 is 13.41 and for group 2 is 11.03 with standard error of mean 0.94 and 0.78 respectively.

The calculated t-value (3.44) with $df=198$ is significant at 0.05 level of significance because $P=.001 < 0.05$. Hence the Null hypothesis H_0^1 "There is no significant impact of continuous and comprehensive evaluation (CCE) on mental Pressure of students of CCE Schools and Conventional Schools" is rejected. So the alternative is selected. Means There is a significant impact of continuous and comprehensive evaluation (CCE) on mental Pressure

of students of CCE Schools and Conventional Schools.

From the Table 1 it is evident that the mean value of group 1, i.e. CCE School students groups is (134.9) so a significant impact of continuous and comprehensive evaluation (CCE) on mental Pressure of students of CCE Schools is higher rather than Non CCE schools.

Objective 2:

To study the impact of continuous and comprehensive evaluation (CCE) on working efficiency of teachers of CCE Schools and Conventional Schools

H_0^2 There is no significant impact of continuous and comprehensive evaluation (CCE) on working efficiency of teachers of CCE Schools and Conventional School.

Table-2

Group Statistics							
score	Group	N	Mean	Std. Deviation	Std. Error Mean	t-value	Result
	1.00	50	150.32	12.76428	1.27643	2.706	Rejected
	2.00	50	145.48	12.52672	1.25267		

Figure- 2

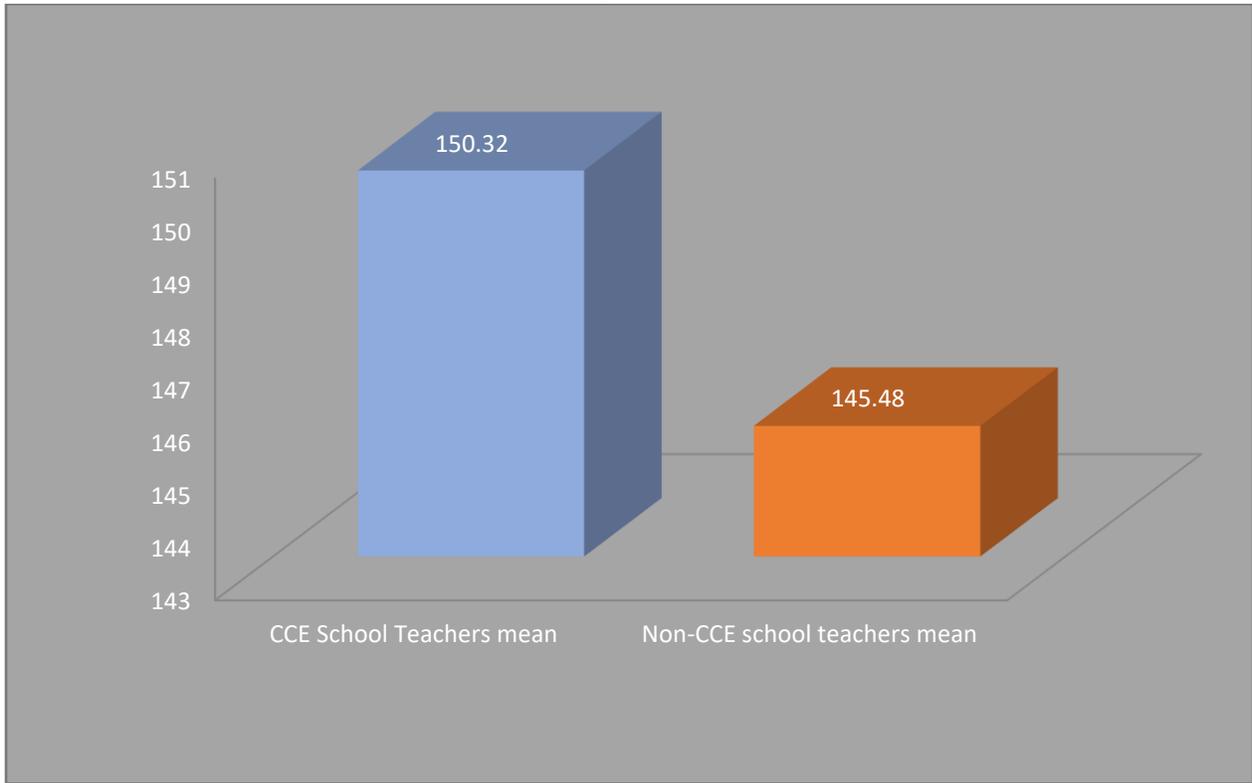


Table 2 is showing the descriptive of both the groups 1, as CCE School teachers and 2, as Non-CCE (conventional) school teachers with mean 150.32 and 145.48 respectively. The standard deviation of group 1 is 12.76 and for group 2 is 12.52 with standard error of mean 1.27 and 1.25 respectively with sample size 50-50 for both.

The calculated t-value (2.706) with df=98 is significant at 0.05 level of significance because $P=.007 < 0.05$. Hence the Null hypothesis H_0^2 "There is no significant impact of continuous and comprehensive evaluation (CCE) on working efficiency of teachers of CCE Schools and Conventional Schools" is rejected. So the alternative hypothesis is selected. These show that There is a significant impact of continuous and comprehensive evaluation (CCE) on working efficiency of teachers of CCE Schools and Conventional Schools.

From the Table 2 it is evident that the mean value of group 1, i.e. CCE School Teachers groups is (150.32) higher to the mean of second group so a significant impact of continuous and comprehensive evaluation (CCE) on working efficiency of CCE Schools is existing rather than the working efficiency of the teachers of Non-CCE schools.

Objective: 3

To study and compare the working efficiency of teachers of CCE schools and the schools with conventional educational system i.e. Conventional Schools

H_0^3 There is no significant difference between working efficiency of teachers of CCE schools and the schools with conventional educational system i.e. Non-CCE. (WE = working efficiency)

Table-3

Group Statistics							
	Group	N	Mean	Std. Deviation	Std. Error Mean	t- value	Result
Working efficiency (WE)	1.00	50	69.06	6.97299	.69730	.991	Accepted
	2.00	50	68.09	6.86978	.68698		

Figure – 3

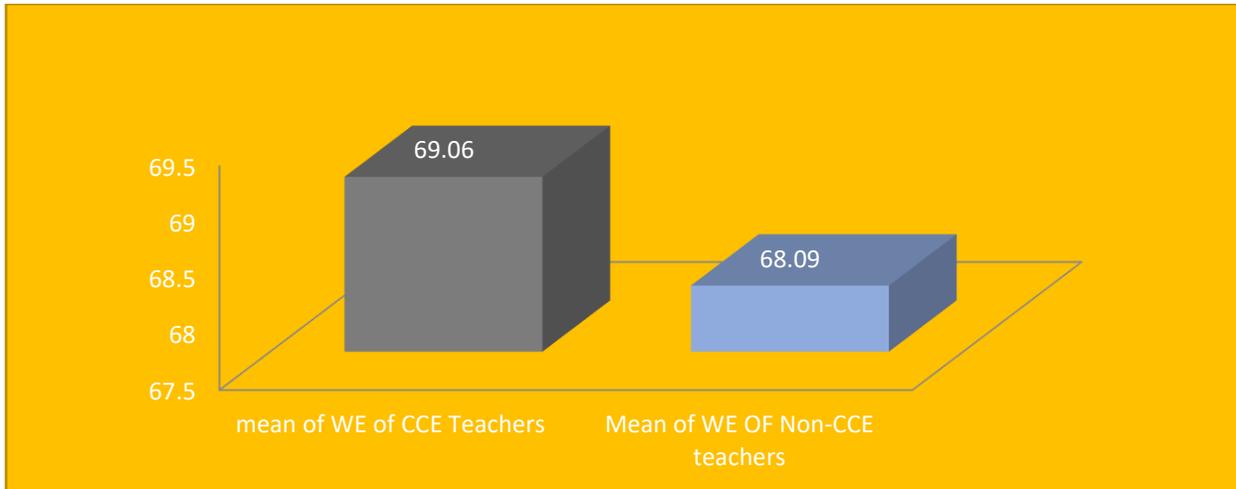


Table 3 is showing the descriptive of both the groups 1, as CCE School teachers working efficiency and 2, as Non-CCE (conventional) school teachers working efficiency with mean 69.06 and 68.09 respectively. The standard deviation of group 1 is 6.97 and for group 2 is 6.86 with standard error of mean 0.69 and 0.68 respectively with consolidated sample size 100 . The calculated t-value (0.991) with df = 98 is not significant at 0.05 level of significance because $P=.323 > 0.05$. Hence the Null hypothesis H_0^3 “There is no significant difference between working efficiency of teachers of CCE schools and the schools with

conventional educational system (Non-CCE)” is Accepted. These show that there is no any impact of the CCE on the working efficiency of the teachers of both groups of schools.

Objective 4:

To study and compare the mental pressure of the students studying in CCE schools with conventional schools.

H_0^4 There is no significant difference between mental pressures of the students studying in CCE schools and conventional schools. (MP = Mental Pressure)

Table- 4

Group Statistics							
	Group	N	Mean	Std. Deviation	Std. Error Mean	t- value	Result
Mental Pressure (MP)	1.00	100	49.98	10.54856	.74036	2.510	Rejected
	2.00	100	47.82	6.00543	.42787		

Figure- 4

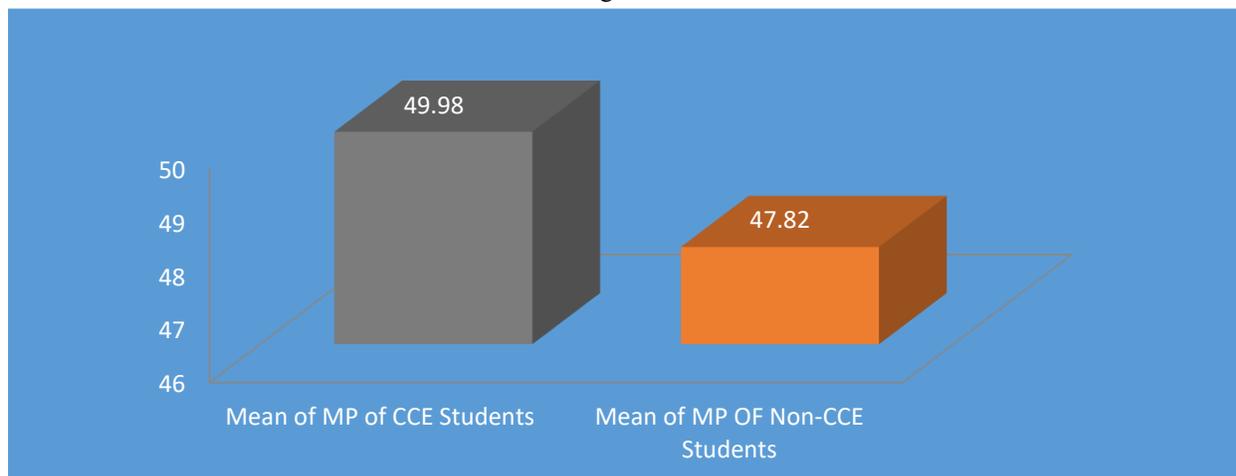


Table 4 is showing the descriptive of both the groups 1, as CCE School students and 2, as Non-CCE school students with mean 49.98 and 47.82 respectively. The standard deviation of group 1 is 10.54 and for group 2 is 6.005 with standard error of mean 0.74 and 0.42 respectively.

The calculated t-value (2.51) with $df = 198$ is significant at 0.05 level of significance because $P = .012 < 0.05$ at the level of significance. Hence the Null hypothesis H_0^4 "There is no significant difference between mental pressures of the students studying in CCE schools and conventional schools" is rejected. So the alternative is selected. Means There is a significant difference between mental pressures of the students studying in CCE schools and conventional schools.

From the Table 4 it is evident that the mean value of group 1, i.e. CCE School the mental pressures of the students, groups-1 is (49.9) high so a significant impact of continuous and comprehensive evaluation (CCE) on mental pressures of students, of CCE Schools rather than conventional (Non-CCE) schools.

Objective wise findings of the Study:

Objective 1:

To study the impact of continuous and comprehensive evaluation (CCE) on mental Pressure of CCE Schools and Conventional Schools

- It was evident that the mean value of group 1, i.e. CCE School students groups was (134.9) so a significant impact of continuous and comprehensive evaluation (CCE) on mental Pressure of students of CCE Schools is higher rather than Non CCE schools.

Objective 2:

To study the impact of continuous and comprehensive evaluation (CCE) on working efficiency of teachers of CCE Schools and Conventional Schools

- It was evident that the mean value of group 1, i.e. CCE School Teachers groups was (150.32) higher to the mean of second group so a significant impact of continuous and comprehensive evaluation (CCE) on working efficiency of the teachers CCE Schools was existing rather than the working efficiency of the teachers of Non-CCE schools.

Objective: 3

To study and compare the working efficiency of teachers of CCE schools and the schools with conventional educational system i.e. Conventional Schools

- The calculated t-value (0.991) with $df = 98$ was not significant at 0.05 level of significance because $P = .323 > 0.05$. Hence the Null hypothesis H_0^3 "There is no significant difference between working efficiency of teachers of CCE schools and the schools with conventional educational system" accepted. Means there was no any impact of the CCE on the working efficiency of the teachers of both groups of schools.

Objective 4:

To study and compare the mental pressure of the students studying in CCE schools with conventional schools.

- It was evident that the mean value of group 1, i.e. CCE School the mental pressures of the students, groups 1, is (49.9) high so a significant impact of continuous and comprehensive evaluation (CCE) on mental pressures of students, of CCE Schools rather than Non CCE schools.

III. CONCLUSION

After the analysis and interpretation of the collected data the researcher has found very relevant results which were discussed with the pervious findings of the studies. There is a significant impact of continuous and comprehensive evaluation (CCE) on working efficiency of teachers of CCE Schools and Conventional Schools. And there was a significant impact of continuous and comprehensive evaluation (CCE) on mental Pressure of students of CCE Schools and Conventional Schools. There was also no significant difference between working efficiency of teachers of CCE schools and the schools with conventional educational system.

It was also found that 'there was a significant difference between mental pressures of the students studying in CCE schools and conventional schools. Some other researchers had also found significant differences between rural and urban school teachers in teacher performance, curriculum, discipline, learning, teaching, child-centeredness, personality traits, parental attitudes, assessment, and student support systems, and admission criteria.

It can be concluded that the practices adopted in the CCE schools were very much efficient to train a teacher but they face more workload while betterment of their working efficiency were found stronger than the rest.

Educational Implication:

On the basis of the findings of the study the educational implications can be drawn for the educationist, teachers, policy makers, researchers and several governmental organizations etc.

Educational planners:

The teachers of CCE schools were much efficient than the Non-CCE schools. This finding can build a road map for the policy makers to construct the rules and regulations about the school and other institutions like this. The developers of the CCE manual for teachers will be more enriched with the findings of this research. The constructed documents of CCE for rural level institutions can be also enriched with the findings of this research. The findings of this study will be useful for the new adopted system called Uniform Assessment system in the place of CCE. The institutions and boards of the study like NIOS, CBSE, NCERT and the state boards can the insight from this study about the past framework of the assessment system of CCE.

Researchers, Teachers and Students:

The calculated descriptive of the collected data shows very much clear description about the status of the students and teachers about CCE pattern this will more useful for teachers, students, educators and curriculum developers. For Teachers Effective planning and implementation of CCE requires appropriate measures to be taken by the stakeholders at different levels. The teachers need to take an inclusive perspective of curriculum and go beyond the subject boundaries of the curricular areas to focus on providing opportunities that enable holistic development of children focused with CCE. The assessment should not be to label children but use it as a two-pronged strategy to help both teachers and children to improve upon the teaching and learning process.

Both these aspects require teachers, students and researchers to understand the existing gaps in learning and bridge them timely with appropriate feedback in a manner that does not de-motivate but only encourages the child to learn more and more in both the environment like CCE and NON-CCE. It can be during and after the completion of the task to provide feedback towards CCE either verbally or in written cues, comments and suggestions individually to a child or to the groups.

To do so the teachers and researchers need to build the bond and connect well with children by creating a congenial environment in classrooms where every child can express freely. The strategies for the learning opportunities should also be beyond paper pencil tasks. They need to be aware of and be able to use the learning outcomes effectively to plan and transact the curriculum in a child centred manner.

School Authority:

NCF-2005 will also read with the findings of this study to know the real status of the CCE pattern for the school authority. Before writing the text books of the field of teacher education and assessment the writers can use the findings of this study. Before suggesting the text books for the students the school authority can use the findings of this study. The schools need guidance and support from the policy framers. It is also the responsibility of the institutions at the national or state levels that deal with teacher education and school administration to provide appropriate guidelines, adequate training and support material Capacity enhancement of the teachers and principals needs to be carried out by orienting them for appropriate planning, execution, records keeping, and proper monitoring.

IV. LIMITATIONS OF THE STUDY

Before generalizing the findings of this study the following limitations can be taken into considerations as:

- Several questions were taken into considerations for the both of the tool development steps but many others were not considered.
- The dimensions of the tools were limited to the some numbers that may be more in numbers.
- The language of the tool was only in Hindi /English.
- The research will be more useful and productive if that would be organised in both descriptive and experimental nature.
- Much information regarding demographic variables was collected from the participants but all were not used.
- The study Qualitative analysis of the data should be also taken into consideration.

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