Teachers' Voices Towards the Problems Faced in Implementation of Continuous and Comprehensive Evaluation

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ABSTRACT

The study aims to bring the voice of teachers central to teaching-learning process with respect to continuous and comprehensive evaluation so that it provides a deep insight into the status of implementation of CCE in the schools of Delhi, India. Structured open -ended interview were carried out with 20 teachers of class 9th belonging to both Central Government and private schools. Observation of assessment practices were also carried out. The study revealed that teachers were not so happy with the introduction of Continuous and comprehensive evaluation at secondary level in 2009 and shared various loopholes pertaining to physical, psychological, pedagogical and administrative areas.

KEYWORDS : Teachers' Voices, Problems, Continuous and comprehensive evaluation, Educational implication

Evolution of continuous and comprehensive evaluation

The Central Board of Secondary Education (CBSE) introduced the scheme of Continuous and Comprehensive Evaluation in its schools in a phased manner. In the year **2000**, the Board implemented the concept of an independent Certificate of School–based evaluation to be awarded by the school to all students who passed class X CBSE examination. This certificate was awarded in addition to the Board's regular certificate which carried a footnote that a certificate of Continuous and Comprehensive Evaluation is also being issued by the school and should be studied for judging the total personality of the student. A recommended format with detailed guidelines was prepared and circulated to schools for adoption by the CBSE. As a next step, in **2004**, Continuous and Comprehensive Evaluation was implemented in primary classes at 1-V. As a follow up, the Board decided to extend CCE to classes VI-VIII in **2006**. The Board introduced Continuous and comprehensive evaluation at secondary level in **October 2009** for class IX students and further extended the scheme for class X students as well.

Considering the praiseworthy efforts made by the Central Board of Secondary Education, the implementation of the scheme and its desired success, how useful and practicable it may be, depends upon the sincerity and capability of its implementers. The organization of the teaching-learning process including the evaluation of the teaching-learning outcomes is the responsibility and accountability of the teachers, teaching in these schools. For this purpose, it is very much crucial on their part that they should try to gain full insight and understanding about the mechanism of Continuous and Comprehensive Evaluation along with bringing desired changes in their teacher behavior and attitudes.

This study will explore the teacher's problems in implementing continuous and comprehensive evaluation as per the guidelines of Central Board of Secondary Education mentioned in the Teacher's Manual specifically in the scholastic area. This study will have implications for teachers, student, parents, and policy makers so as to implement CCE in its most effective and efficient manner.

Statement of the problem
Teachers' voice towards the problems faced in implementing Continuous and Comprehensive Evaluation

Operational definition of the key terms
Teachers' Voice refers to her sharing of realistic experiences in implementing CCE in the schools.

Problems refer to different kind of obstacles/ troubles faced by the teachers in implementing CCE.

According to CBSE, Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of students that covers all aspects of students' development.

Objective of the study
To identify and study the problems perceived by the teachers' in the implementation of CCE

Research Question
What are the different kinds of problems do practicing teachers face in implementation of CCE scheme in schools?

Delimitation
The study will be delimited in the following respects:

- The present study will be delimited to the city of Delhi.
- Only Central Government (Public) and Private schools of Delhi will be taken to gather data.
- The representative sample of Secondary teachers will be taken to gather data.
- For identifying and studying the problems faced by the teachers while implementing CCE, study has been delimited to problems in scholastic area.

Methodology
Selection of the Districts: Due to limitation of time, and resources researcher chose five districts purposefully of Delhi region. For the selection of districts with respect to K.V schools, researcher purposively used "Educational District" as being used by Directorate of Education, Delhi. Broadly there are in all educational districts as against K.V schools which are not widely distributed in all twelve districts.

Selection of the Schools: The researcher took twenty schools (10 Kendra Vidayalaya & 10 Private) in total for the above study. The selection of the schools in various districts was done purposively because of less availability of time and resources and lack of permission to conduct the study in majority of the schools.

Selection of the Teachers: Twenty teachers (one from each school) were selected randomly through chit system to conduct interview and giving them an opportunity to express their fears and strengths towards CCE.

Tool used
The selected items were arranged in accordance with the categories in a sequence as per the suggestions of the experts. The four categories of constraints/problems were:

1. Physical
2. Psychological
3. Pedagogical
4. Administrative/managerial

Tool Effectiveness (Validity and Reliability)

Validity of the tool was determined by the experts in relation to face validity and content validity.

Reliability- For determining reliability by restating the questions in slightly different form at a later time in the interview. The researcher obtained almost similar responses for the same.

Analysis and Interpretation

Collected data has been analyzed item wise in the form of frequency percentage and content analysis. The researcher has tried to add on the plausible reason in the interpretation due to close interaction with the teachers. Item-wise analysis is as follows:

Table 1: Role of assessment in the teaching –learning process

S.No	Responses	Frequency	Percentage %
1.	Fair and true assessment	20	100%
2.	Awareness regarding Known and unknown	20	100%
3.	Achievement of objectives	10	50%
4.	Feedback to teachers'	20	100%
5.	Distinguish students'	5	25%
6.	Attentiveness and interest	5	25%
7.	Achieving the best	10	50%
8.	Strength and weaknesses	16	80%
9.	Catering to individual needs	8	40%
10.	Reduced anxiety and tension	1	5%
11.	Awareness of criteria	2	10%
12.	No assessment of aesthetic sense	1	5%
13.	Self-expression	1	5%
	TOTAL	20	100

Interpretation:
It can be interpreted from the above findings that all the teachers' regarded fair and true assessment of the students, awareness regarding how much the students know and still to be known, and providing feedback to teachers' in relation to instructional strategies as important functions of assessment in the teaching-learning process. Assessment will help in the realization of the above functions if opportunities are provided to the students to bring out their potential, teachers use variety of ways to collect and record the information about the learner's learning and progress, and report on a continuous basis and know response management.

Table 2: Kind of biases or pre-conceived notions hindering the students' assessment

S.No	Responses	Frequency	Percentage
1.	Natural to have biases/pre-conceived notions	19	95%
2.	Overview of the students	20	100%
3.	Impartiality as the need of the hour	10	50%
4.	Reasons for showing biasness/pre-conceived notion a) Policy b) Time constraint c) Lack of parity between theory and practice d) Pressure to complete syllabus	6	30%
5.	No biasness is practiced	5	25%
6.	Assessment according to criteria	1	5%
7.	Teachers' against changing their notion	7	35%
	TOTAL	20	100

Interpretation:
It can be interpreted from the above findings that all the teachers' considered an overall impression of the students' as the basis for assessing in relation to kind of biases or pre-conceived notions hindering the students' assessment. Though they agreed that it is not fair on their part to assess students on the basis of their own perception and impression about their behavior, attitude etc, but with class having more than forty students, it is practically impossible to do assessment without having liking towards certain students in the class.

Table 3: Role of In-service training programmes for the teaching-learning process:

S.No	Responses	Frequency	Percentage
1.	Widening of horizon	1	5%
2.	Awareness about making lessons interesting	5	25%
3.	Awareness regarding latest teaching methodology	18	90%
4.	Sharing concerns and problems with colleagues	2	10%
5.	Awareness regarding objectives formulation	1	5%
6.	Awareness regarding remedial strategies	1	5%
7.	continuous professional development	7	35%
8.	Awareness regarding interesting classroom management techniques	1	5%
9.	Practically not feasible and not relevant	1	5%
10.	Connection between theory and practice	1	5%
11.	Reflection on pertinent issues of the classroom	1	5%
12.	How to integrate assessment into learning	1	5%
13.	Awareness regarding alternative strategies to be used with specific students	1	5%
14.	Abreast about the latest pattern or type of questions to be asked	1	5%
	TOTAL	20	100

Interpretation:
From the above interpreted it can be revealed that large majority of teachers' agreed that through in-service training programs they become aware regarding the latest teaching methodology leading to effective and interesting teaching-learning process. Through such programmes they get to interact with colleagues from other schools and learn regarding innovative methods, classroom management, feedback mechanism etc. They shared that best thing was when they were made to practice such methods among their own peers to know

the limitations of the same and prepare for the class accordingly. Such programmes also help them to reflect on key issues pertaining to implement CCE effectively.

Table 4: Major obstacles which hinder the effective implementation of CCE :

S.No	Responses	Frequency	Percentage
1.	No awareness on part of parents'	8	40%
2.	Attitude of the teachers towards CCE	3	15%
3.	Gap between school and higher education system	1	5%
4.	Reduced teacher-student ratio	18	90%
5.	No obstacle in implementing CCE	1	5%
6.	Dearth of latest technology	1	5%
7.	Undue emphasis on co-scholastic area and academics is ignored	2	10%
8.	Lack of awareness on the part of teachers'	9	45%
9.	Students are not aware about CCE	2	10%
10.	Time constraint for implementing activities	7	35%
11.	No power and freedom to teachers	5	25%
12.	Syllabus completion and modification	7	35%
13.	Lack of interest on part of students'	1	5%
14.	Lack of adequate infrastructure	4	20%
15.	Increase of workload on the part of the teachers'	1	5%
16.	Maintenance of records	2	10%
17.	Increase in workload on part of students'	1	5%
	TOTAL	20	100

Interpretation:
It can be interpreted from the above findings that large majority of teachers' considered teacher-student ratio to be a major obstacle in the effective implementation of CCE. They felt it is the root cause of the problem arising in effective implementation of CCE. They practically considered it impossible to pay individual attention to all the students in a class of forty-five or more than that. This way they will not enable students to develop their holistic personality. Reduced teacher-student ratio along with understanding the basic needs, ability, and interest of the students' is the need of the hour.

Table 5: Suggestions for the effective implementation of CCE

S.No	Responses	Frequency	Percentage
1.	Attitude of teachers'	3	15%
2.	Awareness of parents'	1	5%
3.	More power and freedom to teachers'	5	25%
4.	Student-teacher ratio	13	65%
5.	More training workshops	13	65%
6.	Less of project work and assignments	5	25%
7.	Allow collaboration of ideas and resources	1	5%
8.	Infrastructure needs improvement	6	30%
9.	Attitude of students'	1	5%
10.	More time for completion of activities	3	15%
11.	Syllabus to be reduced	8	40%
12.	Provision of updates on part of CBSE	3	15%
13.	Workload to be reduced	3	15%
14.	Internal marks to be reduced	1	5%
15.	Changes in text books	1	5%
16.	Awareness for students	1	5%
17.	CCE policy needs revision	1	5%
18.	Feedback for teachers'	1	5%
19.	Flexibility in time table	1	5%
20.	Giving more opportunities	1	5%
	TOTAL	20	100

Interpretation:
From the above findings it can be interpreted that majority of teachers' demand student-teacher ratio to be reduced along with organizing training workshops for teachers' as well as parents'. According to them, high teacher-student ratio is one of the biggest hurdles which do not allow them to implement the activity as desired. They always need more time for the smooth conduct of the activity. Students have individual differences, but addressing the needs, abilities, and interests of so many students becomes an arduous task. This needs number of students be reduced in the class, along with organizing orientation and training programme to make them aware regarding the latest updates in CCE programme with respect to pedagogy, use of tool/techniques, descriptive feedback, maintaining different forms of record, and honest assessment in co-scholastic area .

On the basis of the different problems encountered by the teachers' in implementing continuous and comprehensive evaluation, the following practical suggestions have been recommended by the researcher to the various stakeholders for the smooth execution of the practices in the classroom which are as follows:

Educational Implications for the teachers
Effective implementation of Continuous and comprehensive evaluation rests upon effective teachers. Thus, teachers demand greater responsibility and accountability in planning, organizing and implementing continuous comprehensive evaluation in schools. Thus , the researcher has come up with some practical suggestions as put forward by the teachers themselves for enabling them to practice CCE (scholastic area) in its true spirit. The following are the implications:

1. A change in the mind set of the teachers is the need of the hour from the traditional examination outcome with respect to pass or fail to continuous and comprehensive evaluation.
2. Orientation programs focusing on specific objective so to bring the teachers who have average awareness with respect to CCE, to the extent where they will have high awareness towards CCE. This is essential because once this is achieved (as desired) then majority of the teachers' will have high awareness towards CCE which in turn will lead to effective and meaningful implementation of CCE in schools.
3. Regular in-service programmes and workshops needs to be organized for professional development , in-service training and

guidance at school level, cluster of schools and by DIETS keeping in mind the needs of the teachers. For this, production and distribution of innovative materials and handbooks becomes imperative. Workshops should also focus on solving the doubts and difficulties on part of the teachers and at the same time appreciation for innovative ideas shared among them.

4. Teachers should give importance and conduct remedial teaching classes and no student should be allowed to proceed to the next session unless his/her deficiencies are fully rectified.

5. Teachers should formulate different assessment tasks for the students to reveal their achievement keeping in mind the objectives of each subject.

6. To inculcate self-learning and study skills among students, it is essential on the part of the teachers to provide appropriate guidance and motivation.

7. The successful implementation of formative assessment depends upon the co-operation and co-ordination between the teachers and students in the school. If students are not involved in the process, FA cannot be practiced or implemented to its best results.

8. Formative Assessment should be discussed in the beginning of the session with all subject teachers so that projects of all subjects are not prearranged and assigned at the same time. To avoid unnecessary stress and pressure on part of the students, they should be completed within school hours under the supervision of their mentor. Efforts should be taken in a direction to assign integrated projects and its assessment should also be done in collaboration.

9. As Daily Observation is an important technique for CCE, so such observations should be planned in advance and made more specific in order to enable teachers to look for more qualitative aspects of behavior as against labeling pass or fail.

10. Regarding oral assessment it was observed that most of the students were not good at answering questions as they lacked appropriate communication skills. So efforts should be taken to provide them with a natural context and print-rich environment for enhancing their personal expression and vocabulary.

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