CHAPTER V

SUMMARY, MAJOR FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS & SUGGESTIONS FOR FURTHER RESEARCHES

5.1 Introduction

School based evaluation as an examination reform has been recommended during the pre and post-independence era by various commissions and committees in the Indian context, but has been accomplished in the western hemisphere since seventies. Historically, this conception was introduced in progressive schools in Britain with a view to be off from the traditional approach of evaluation. This new approach basically focused upon the autonomy of schools and aimed at developing the personality of learners’ to augment the quality of learning. The marks obtained in an examination were considered as a key with respect to the quality of performance, even though the marks obtained in the examination did not prove to be a sign of true potential of the learner. Yet the fact, the supposition overwhelmed the teacher’s mind that one who passes is competent and possesses all the capabilities, and the one who fails is incompetent and devoid of any quality whatsoever, which is not true. So, there came a need for elimination of declaring results in terms of marks (numerical) and emphasis on scholastic achievement in the examination and introduction of continuous and comprehensive evaluation which was recommended by National Policy on Education (NPE) 1986 as a major examination reform. It is a type of internal evaluation conducted at school level as against external examination conducted by the Boards of school education. This made continuous and comprehensive evaluation to become a vital point of educational process that focuses upon to get aware with the
strength, weakness, interest and attitude of the learners’ and thus making available the prospects for the complete development of their personality. In school based assessment, teachers need to be provided with personal space and freedom to execute continuous and comprehensive evaluation following the guidelines as given in the teacher’s manual or as per the annual plan prepared in the beginning of the session.

5.1.1 What is the Need of Continuous and Comprehensive Evaluation?

“Evaluation practices carried out in most of the schools of many states are still conventional in their nature and purposes. Examinations represent a measure of performance under stress. Examinations are stressful because they frequently exert pressure on pupil which calls for much more than ordinary effort. Due to this unscientific and unsystematic evaluation the students develop an unfavorable attitude towards the evaluation. So evaluation must be done in such a way that children should not know that they are being assessed” (Mishra, 2012, p.2-4). This necessitates policy makers, teachers and parents to do the first and primary thing pertaining to the elimination of fear from the minds of children towards evaluation.

“Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of student that covers all aspects of student development. It is a developmental process of student which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioral outcomes on the other” (CBSE, 2010, p. 7).
The term ‘continuous’ means “regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation” (CBSE, 2010, p.7).

It will help the teacher to realize the specific problems of the students, and in that manner to help the learners to improve their performance over a period of time.

The second term ‘comprehensive’ implies that “assessment covers both the scholastic and the co-scholastic aspects of the students’ growth and development in the areas of learning, like:-

- Knowledge
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating” (CBSE, 2010, p. 8).

The National Policy on Education (NPE) 1986, as revised in 1992, the milestone in the history of Indian education also suggested the reform in relation to examination system. It envisaged that assessment of performance is an important part of any procedure of learning and teaching. As part of sound educational strategy, examinations should be in use to bring about qualitative improvement in education. The objective will be to modify the examination system so as to make certain a method of assessment that is a valid and reliable measure of student development and a dominant tool for improving teaching and learning process.
Examination reforms represent a crucial systemic measure in the NCF 2005, and emphasized that each school should evolve towards an adaptable and implementable scheme of CCE, primarily for diagnosis, followed up by remedial measures and progressing towards quality learning. The new system of assessment should pay grave concern by giving due consideration to societal environment and the amenities available in the school.

Section 29 of the RTE Act, 2009 also directed the implementation of CCE in all the schools, to make certain that the learner’s scholastic advancement can be assessed on incessant basis as an essential element of the teaching-learning process and requisite support to be made available to them in time.

5.1.2 Major Purposes of CCE

- Aids in familiarizing students with their strengths and weaknesses which will provide the learner a logical self-assessment of his/her progress over a period of time;
- Aids in diagnosing the reasons pertaining to lack of qualitative performance on part of the students and thereby emphasizes on conducting remedial classes;
- Recognizes the areas of ability and curiosity and thereby helps students to prepare and progress towards the same for enhancing their learning;
- Aids in recognizing changes in attitudes and value systems by providing varied opportunities to the students inside and outside the classroom;
- Provision of immediate feedback to the teacher, who can then make a decision whether a particular unit or concept needs modification with respect to its
execution in the class or whether a few students are in need of remedial instruction;
- Aids in making decisions for the future on part of the students regarding choice of subjects, courses and career;
- Helps the teacher to organize effective teaching strategies according to the student’s age, need, interests and capability;
- Motivates students to inculcate good study habits, to work upon their weak areas, and work towards the achievement of planned goals;
- Provides detailed information and reflective feedback on the progress made on part of the students in scholastic and co-scholastic areas, and thus helps in anticipating the potential achievement of the learner.

5.2 Rationale of the Study

The examination system has been facing a series of diverse problems. Its emphasis on assessing cognitive level learning, validity and reliability, inter examiner subjectivity, mal practices, etc. are some of the critical issues pertaining to the planning and conduct of examination. Thus, examination reform has been a part of every educational policy. The NPE -1986 is the first policy that recommended the implementation of continuous and comprehensive evaluation along with NCF 2005 and RTE Act 2009 to name a few. CCE is being put into practice by a number of boards at different levels of school including CBSE which introduced CCE at the secondary stage in 2009.CCE primarily aims at bringing a paradigm change from examination to competent pedagogy which pertains to assessment being integrated into the instructional process itself. While the
pedagogy has to be constructive and engaging, it is agreeable to propose a teaching-learning process where the student and the teacher enthusiastically co-construct knowledge and apply it to real life situations. Thus, a dynamic and vigorous education needs to be nourished through student engagement, improved and enriched learning experiences and effective use of techniques of assessment. The responsibility and self-respect of teachers in this function needs to be strengthened and underlined.

The importance of Continuous and comprehensive evaluation lies not only as an end in itself but also as a means to achieve the end. It provides the teacher with plentiful degree of freedom and space to design and implement instruction and plan its assessment procedure. Teachers have to work in this novel paradigm by way of preparing lesson plans, designing innovative formative activities and creating teaching-learning materials.

Considering the exemplary efforts made by the Central Board of Secondary Education, the implementation of the scheme and its preferred success, how useful and practicable it may be, depends upon the sincerity, efforts 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 vital on their part that they should try to put on full insight and understanding about the system of continuous and comprehensive evaluation, in addition to bringing about preferred modification in their teacher behavior and attitudes.

Policy documents have methodically addressed the background, apprehension and revelation of education in the country. Teachers are to play a major role in applying these policies in the classroom. Further, it has to be made certain that the scheme of continuous
and comprehensive evaluation is implemented in its true spirit with support from various
stakeholders or it will become yet another product or fad. The need of the hour pertains to
everning teacher support. The teachers have to be prepared, and also motivated to do
justice to this thoughtfully planned system of evaluation. They have to be made aware to
not only the theoretical nitty gritty of this scheme, but armed with all tools and
techniques on how to implement the system effectively to yield the best results.

As already emphasized earlier, it is the teacher who occupies an imperative place much in
the success of any teaching-learning process meant for the holistic development of the
personality of the students. Therefore, it is quite crucial to equip the school teachers with
the fundamental assessment literacy needed for achieving success by putting into practice
implementation of continuous and comprehensive Evaluation.

With the implementation of continuous and comprehensive evaluation in the year 2009 at
secondary level, researcher was willing to explore the information teachers had regarding
various components of school based system of assessment. It also became motivating for
the researcher to know their likes regarding components of continuous and
comprehensive evaluation, as this aspect was not taken in any of the studies reviewed by
the researcher at the secondary level. Since, all this would involve meeting with the
teachers, observing them and a close informal interaction with them, so the researcher
thought to find out and study the problems faced by the teachers in implementing CCE.

Exploring about the above aspects would help the researcher in knowing the process
involved in practicing CCE, and come up with practical suggestions and implication for
various stakeholders of education to make CCE work smoothly keeping in mind the
needs of students, teachers and the classroom context and requirements.
5.3 Title of the Study

A Study of the Awareness, Interest, and Practices of Teachers’ towards Continuous and Comprehensive Evaluation

5.3.1 Operational Definition of the key terms

- **Awareness** is the information, which the teachers’ have with respect to the various components of continuous and comprehensive evaluation.

- **Interest** implies the liking of teachers’ towards various components of continuous and comprehensive evaluation.

- **Practices** imply the procedure employed to conduct formative assessment by English teachers’ in the manner prescribed as per the guidelines given by the CBSE in teachers’ manual.

- **Continuous and Comprehensive Evaluation**: Continuous and Comprehensive Evaluation (CCE) refers to “a system of school based evaluation of students that covers all aspects of students’ development” (CBSE, 2010, p. 7).

5.4 Objectives of the Study

The study has been designed to accomplish the following objectives:

I. To find out the awareness of teachers’ regarding various components of continuous and comprehensive evaluation.

II. To gauge teachers’ interest towards various components of continuous and comprehensive evaluation.

III. To study the practices adopted by English teachers’ in conducting formative assessment.
IV. To identify and study the problems perceived by the teachers in the implementation of continuous and comprehensive evaluation.

The present study assumes that achievement of innovation in the field of education depends to a great extent upon its proper implementation by the practitioners, so it is pertinent to make them aware about its need, objective, processes and consequences. This calls for practitioners having assessment literacy and interest for the appropriate implementation of continuous and comprehensive evaluation.

5.5 Keeping this in mind, the study therefore requires a number of Research Questions to be answered, some of the research questions are:

- How do teachers conceptualize changing evaluating patterns implemented at secondary level?
- To what extent, are the teachers involved in working towards the implementation of continuous and comprehensive evaluation?
- What is the expressed (spoken, uttered, articulated, face value) interest of teachers towards continuous and comprehensive evaluation practices in schools?
- What is the perception of teachers in the context of changing practices of evaluation?
- How are the English teachers’ conducting formative assessment practices in the manner prescribed as per the guidelines given by the CBSE in the teachers’ manual?
- What are the main components of continuous and comprehensive evaluation in which the practicing teachers’ are facing difficulties?
What are the possible suggestions with respect to the effective implementation of assessment practices?

5.6 Delimitation of the Study

The study is delimited in the following respects:

- The present study is delimited to the National Capital Territory of Delhi.
- Only Central Government (Public) and Private schools of Delhi are taken to gather data.
- Sample of Secondary teachers’ are drawn from classes IX and X to gather data.
- For practices, the study includes the observation of formative assessment by English teachers of class IX only.

5.7 Research Methodology

“Descriptive Survey” method was employed for the research. As present, research was to describe and interpret about the status of phenomena i.e. describing and interpreting status of the “Awareness, Interest and Practices of Teachers towards Continuous and Comprehensive Evaluation”. Descriptive study describes and interprets ‘What is’. It is concerned with condition or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions (Best & Khan, 2002, p. 105).

Independent variables

The independent variables under the study are: Awareness, Interest and Practices of Teachers’ as their effect are presumed cause on dependent variable.
Dependent variables

The dependent variable under the study is: continuous and comprehensive evaluation as it depended upon the Awareness, Interest and Practices of teachers for its effective implementation.

Sample of the study and Sampling technique

Target Population comprised of TGT teachers’ implementing CCE at secondary level (Class 9th and 10th) of Delhi.

The sampling frame comprised of teachers working in Kendriya Vidyalaya and Private schools of West (B), North-West (B), South, South-West and East districts of Delhi.

Sample comprised of 200 TGT teachers’ from 10 Kendra Vidyalaya and 10 Private schools shown with the help of the following table:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>District</th>
<th>KV</th>
<th>Private Schools</th>
<th>Total Schools</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>West (B)</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>North West (B)</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>South</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>4.</td>
<td>South-West</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>5.</td>
<td>East</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>200</td>
</tr>
</tbody>
</table>

Selection of the Districts - Researcher chose five districts through random sampling technique for Delhi region. For the selection of districts with respect to Kendra Vidyalaya schools, researcher purposively used “Educational District” as being used by Directorate
of Education, Delhi. Broadly there are in all 12 educational districts as against Kendra Vidyalaya schools which are not widely distributed in all twelve districts.

**Selection of the Schools** - The researcher took twenty schools (10 Kendra Vidyalaya and 10 Private) in total for the above study. The selection of the schools in various districts was done through random sampling technique.

**Selection of the Teachers** - For collecting data with respect to awareness and interest variables, data was 200 teachers and from each district 10 teachers’ were selected through purposive sampling technique since few teachers were assigned important duties in school and few were teaching X class, so, Principal of every school suggested the names of teachers’ with whom the researcher could personally meet and include them as sample for the needed purpose.

For classroom observation 10% of the entire sample, since the sample consisted of only one English teacher from class IX out of four- five teachers’ of English approximately (depending upon the number of sections) available in the school, one teacher was selected through lottery system of simple random sampling technique, wherein there was equal probability of each teacher being selected. The same teacher was interviewed to bring to focus significant analysis and interpretation.

5.8 Tools of Data Collection

The details about the four tools used are represented in the following table:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Tool</th>
<th>Sample on which tool was</th>
<th>Validity &amp; Reliability</th>
<th>Technique of Data analysis</th>
</tr>
</thead>
</table>

Table 5.2 Details about the Four ‘Tools’ used in the Study
<table>
<thead>
<tr>
<th></th>
<th>administered</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Awareness Questionnaire entitled as “Teachers’ Awareness Questionnaire towards Continuous and Comprehensive Evaluation.”</td>
<td>IX and X class teachers of twenty schools</td>
<td>Content validity &amp; Cronbach reliability coefficient (0.77)</td>
</tr>
<tr>
<td>2.</td>
<td>Interest Inventory entitled as “Teachers’ Interest Inventory towards Continuous and Comprehensive Evaluation.”</td>
<td>IX and X class teachers of twenty schools</td>
<td>Content validity &amp; test-retest reliability (0.906)</td>
</tr>
<tr>
<td>3.</td>
<td>Checklist and observation as a technique entitled as “Checklist for observing the formative assessment practices of English teachers.”</td>
<td>Only IX class twenty English teachers</td>
<td>Content validity</td>
</tr>
<tr>
<td>4.</td>
<td>Interview schedule entitled as “Interview schedule for identifying and studying the problems faced by teachers’ in implementing CCE.”</td>
<td>Only IX class twenty English teachers</td>
<td>Content validity &amp; reliability in terms of asking questions in different form at later time</td>
</tr>
</tbody>
</table>
5.9 Statistical techniques and Package

For proper analysis and interpretation of data, study included both qualitative and quantitative data analysis methods. “Quantitative data analysis has no greater or lesser importance than qualitative analysis. Quantitative data analysis is a powerful research form, emanating in part from the positivist tradition (Cohen, Manion, & Morrison, p.501).

“Qualitative data analysis on the other hand involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definition of the situation, noting patterns, themes, categories and regularities” (Cohen, Manion, & Morrison, 2010, p.461). A Simple statistical technique like frequency percentage analysis was employed for Awareness, Interest inventory, and checklist. For classroom observation, recording was done with the help of field notes which was analyzed qualitatively. Interview was analyzed by first identifying the common themes under which different responses of the teachers’ were recorded which was followed by percentage frequency analysis.

5.10 Major Findings

5.10.1 Objective-1: To find out the awareness of teachers’ regarding various components of continuous and comprehensive evaluation.

With respect to the first component of awareness of teachers on what is continuous and comprehensive evaluation and its purpose, more than three–fifth of the teachers’ were aware with respect to this kind of assessment as defined by CBSE to integrate assessment with teaching and learning. While, a little more than half of the teachers’ were aware with the main purpose of assessment which is to enhance the effectiveness of the teaching-
learning process by making evaluation an integral part of teaching-learning process. A little more than one-fifth of the teachers’ were aware regarding the use of the assessed results which is to provide descriptive remark/ feedback to the students’. Only less than one -fifth of the teachers’ were aware regarding the main reason for evaluating the learner pertaining to assessing the performance of the learner.

➢ In relation to the second component pertaining to characteristics of continuous and comprehensive evaluation, three-fourth of the teachers’ were aware regarding its “Continuous” nature implying regularity of assessment of the students’. While more than one-tenth of the teachers’ were aware regarding the “Comprehensive” nature implying that it focuses on both scholastic and co-scholastic aspects which would help in assessing the holistic personality of the students’.

➢ In view of the third component with respect to benefits of continuous and comprehensive evaluation, little more than one-third of the teachers’ were aware and agreed that after the introduction of CCE, assessment of students’ learning occupies a central place in Education which needs to be integrated in the teaching –learning process. While, little less than two-third of the teachers’ were aware with respect to how the outcome of CCE would benefit all the stakeholders including learners, parents, teachers, and policy makers. More than two-third of the teachers’ were aware regarding how enhancing the frequency of tests would help in enhancing the learning achievement of the students’.

➢ In relation to the fourth component related to types of assessment, a little less than three-fifth of the teachers’ were aware with respect to how formative assessment is defined within CCE pertaining to being diagnostic and remedial in nature. In addition
to the above, more than two-third of the teachers’ were aware with respect to the total weightage assigned to formative assessment in scholastic area pertaining to 40%. Also, little less than three-fifth of the teachers’ were aware regarding the definition of summative assessment within CCE implying that it is spread out and occur after the end of every term. Less than three-fourth of the teachers’ were aware regarding the total weightage assigned to summative assessment in scholastic area pertaining to 60%. Less than two-third of the teachers’ were aware in terms of the number of formative and summative assessments occurring in each term. Little less than four-fifth of the teachers’ were aware with respect to the term used for constructing an essay type question pertaining to ‘discuss’. More than half of teachers’ were aware regarding the type of questions to be included in objective type pertaining to alternative response type question.

With respect to the fifth component pertaining to aspects of CCE (term, diagnostic, remedial, grading scale, CGPA), little less than three-fourth of the teachers’ were aware with respect to the number of terms under scholastic area in CCE. Little less than one-third of the teachers’ were aware regarding the use of diagnostic testing as it informs the teacher where the problem lies and helps in finding out the solution for the same. Less than three-fifth were aware regarding the importance of remedial teaching for students’ as it would provide opportunities to improve their performance. More than two-fifth of the teachers’ were aware regarding the number of times a pencil-paper test be used for assessing student performance under formative assessment in first term pertaining to one time only. Less than three-fifth of the teachers’ were aware regarding the grading scale recommended for the assessment of
scholastic area pertaining to 9 point scale. Little more than three-fifth of the teachers’ were aware regarding the grading scale being recommended for the assessment in co-scholastic area pertaining to 5 point scale. More than two-third of the teachers’ were aware with respect to the minimum qualifying grade under scholastic and co-scholastic areas pertaining to D. Little less than two-third of the teachers’ were aware regarding the full form of CGPA which stands for Cumulative Grade Point Average.

In view of the sixth component in relation to co-scholastic area, little less than half of the teachers’ were aware regarding the skills to be assessed in co-scholastic area under CCE pertaining to thinking, social, and emotional skills. More than two-third of the teacher’ were aware regarding the reason for instilling life skills in adolescents being the targeted group on account of witnessing sudden change in growth and development. A little less than three-fifth of the teachers’ were aware regarding the sub-thinking skill to be assessed under CCE pertaining to decision making skill. Less than three-fifth of the teachers’ were aware regarding which of the sub-social skill is to be assessed under CCE pertaining to effective communication. Less than three-fifth of the teachers’ were aware regarding the sub-emotional skill to be assessed under CCE pertaining to dealing with stress. A little less than two-third of the teachers’ were aware with respect to category of assessment for work education, visual, and performing art as co-scholastic area. Less than two-third of the teachers’ were aware with respect to the statement that best describes their desirable attitude towards teachers’ pertaining to taking suggestions and criticism in the right spirit. A little more than half of the teachers’ were aware regarding the statement that best describes the student’s attitude towards school mates pertaining to dealing tactfully with peer
having aggressive behavior. Less than three-fifth of the teachers’ were aware regarding the statement that describes students’ attitude towards school programs and environment pertaining to focusing on every job assigned. Little less than four-fifth of the teachers’ were aware regarding the statement that best describes the assessment of students in health and physical education pertaining to demonstrating sportsman spirit. More than one-third of the teachers’ were aware regarding the source for assessing the students’ in value system as prescribed by CBSE pertaining to fundamental duties. More than half of the teachers’ were aware with respect to number of activities chosen by the students for assessment under each sub part of the co-curricular activities pertaining to two.

With respect to the seventh component pertaining to tools and techniques, a little less than one-fourth of the teachers’ were aware regarding the number of different assessment tools a teacher is required to use during the term for each formative assessment which pertains to three-four as against any number of tools. Little more than half of the teachers’ were aware with respect to name of a tool used in CCE which pertains to anecdotal record. Less than one-fifth of the teachers’ were aware regarding the name of a technique used in CCE pertaining to project as against rating scale. Only little less than two-fifth of the teachers’ were aware with respect to name of the tool through which one can recognize and identify the students’ performance and knowledge on a continuing basis on an ‘on-the-spot record pertaining to observation. A little less than half of the teachers’ were aware regarding the tool through which one can record the response or the learner behavior likely in a range – from excellent to bad or from satisfactory to unsatisfactory pertaining to rating scale.
Little less than three-fifth of the teachers’ were aware with respect to name of the tool through which one can record the behavior of a learner of some significant event or episode happened in his/her life pertaining to anecdotal record. A little more than half of the teachers’ were aware with regard to the tool through which one can collect evidences of student’s work over a period of time pertaining to portfolio analysis. A little more than half of the teachers’ were aware with regard to the tool through which one can collect evidences of student’s work over a period of time pertaining to portfolio analysis. More than three-fifth of the teachers’ were aware regarding the name of the technique which helps in building a team to work in groups for events under formative assessment pertaining to quiz and competition. Less than three-fifth of the teachers’ were aware regarding the name of the tool which collects information about student performance in either ‘yes’ or ‘no’ form which pertains to checklist. Little more than one-fifth of the teachers’ were aware regarding the name of the tool which provides significant opportunity to assess both scholastic and co-scholastic skills of students pertaining to project as against tests and inventories.

➢ With respect to the last component in relation to organization of assessment, a little more than one-fourth of the teachers’ were aware regarding the name of the assessment which focuses on a student assessing another student pertaining to peer assessment. Little more than one-tenth of the teachers’ were aware with respect to name of the assessment which focuses on one student while he/she is doing an activity or task and recognizes its accomplishments pertaining to individual assessment. Only one third of the teachers’ were aware regarding the name of the assessment which focuses on student’s own assessment of his/her own knowledge,
interests, skills, processes etc pertaining to self-assessment against group assessment. Only one-tenth of the teachers’ were aware regarding the name of the assessment which focuses on learning and progress of children on a task together pertaining to self-assessment as against group assessment.

5.10.2 Conclusion

On the basis of the analysis of various components, majority of the teachers’ possessed average awareness on the above components of CCE. When interacted with teachers, they shared that introduction of CCE in 2009 was a sudden revelation to them, as they were not prepared enough to implement CCE effectively as per the guidelines given in the CCE teacher’s manual. But in their respective schools in the beginning, few orientation sessions were held to give them the overview regarding the background of CCE, need of examination reform, and purpose of CCE. The experts were some Principals from other schools who had already received training organized by CBSE. In their schools, they also had CCE in-charge that would provide conceptual clarity as and when faced with some queries or problems. Teachers’ manual was also distributed, but all the teachers did not receive the manual. This showed that majority of the teachers were aware with respect to the facts and information regarding CCE, but were finding it difficult to transact the same in their classrooms.

The teachers’ expressed their desire that Central Board of Secondary Education (CBSE) and their school management should conduct more seminars, workshops and orientation sessions for themselves, students as well as parents for better conceptual clarity and leading them to successfully integrate assessment and learning. It was also found out by the researcher that teachers with experience of more than 10 years were reluctant to
implement the reform in their classrooms as according to them, “CCE is doing more harm than good, thereby making students lethargic, and developing a casual attitude towards studies, school and teachers.” They recognized change in the attitude to be a major determinant for the acceptance of the new evaluation system. It was also observed by the researcher that there was a lack of parity in relation to the availability of resources in different schools making it difficult for the teachers in gaining awareness and implementing CCE in its true spirit. Teachers were mostly seen overloaded with other school work, which hardly gave them the opportunity to interact and share their knowledge with respect to the latest examination reform.

Boudett et al. (2006) (as cited in Firestone & Gonzalez, 2007, pp.132-154) described “step two as the building of assessment literacy through the development of a working knowledge of common concepts related to test score results and the acquisition of appropriate skills to interpret assessment data”.

5.10.3 Objective-2: To gauge teachers’ interest towards various components of continuous and comprehensive evaluation

➢ In relation to the first component pertaining to aims of CCE, three-fifth of the teachers’ expressed their like towards the component of CCE which pertains to improving the performance of below average students’. A little more than two-third of the teachers’ expressed their like towards enhancing students’ independent thinking. A little less than three-fifth of the teachers’ expressed their like towards enhancing the students’ decision making ability. Less than three-fifth of the teachers’ expressed their like towards assessing on continuous basis and managing every learner’s response. More than three-fifth of the teachers’
expressed their like towards improving or altering instructional strategies. Less than half of the teachers’ expressed their strong like preference towards helping students to channel their potential into the right direction.

- With respect to second component in relation to teaching-learning process, a little more than half of the teachers’ expressed their strong like towards encouraging active involvement of the students in their own learning. Little less than two-third of the teachers’ expressed their like in relation to incorporating strategies for dealing with differently abled students in the class. Half of the teachers’ expressed their like in relation to motivating students to work hard and engage in effective learning. Little less than half of the teachers’ expressed their strong like and like with respect to providing more opportunities for students to interact during class.

- In relation to the third component related to co-scholastic area, less than three-fifth of the teachers’ expressed their like with respect to assessing the life skills on the basis of indicators of assessment.  Little more than two-third of teachers’ expressed their like with respect to assessing the co-scholastic areas using multiple techniques on the basis of identified criteria.

- With respect to fourth component pertaining to grading system, one-third of the teachers’ expressed their indifference regarding grading system. Little more than two-third of the teachers’ expressed their like towards grades minimizing mis-classification of students on the basis of their marks.

- In view of the fifth component in relation to formative assessment more than half of the teachers’ expressed their like regarding continuously monitoring the
students’ progress in a positive and supportive environment. More than half of the teachers’ expressed their like in relation to encouraging students to reflect on their performance. Less than three-fifth of the teachers’ expressed their like in relation to encouraging students to comprehend the criteria/parameter that will be made use of to assess their work. A little more than three-fifth of the teachers’ expressed their like in relation to devising ways and means to use feedback for effective teaching-learning process. A little less than half of the teachers’ expressed their like in relation to creating a scope for the learners to improve.

- With respect to sixth component pertaining to summative assessment, less than half of the teachers’ expressed their like in relation to using summative assessment to determine what students know and what they do not know. Little more than two-third of the teachers’ expressed their like in relation to making instructional adjustment during the learning process. Little less than three-fifth of the teachers’ expressed their like in relation to summative assessment yielding a valid measure of the student’s scholastic growth.

- In relation to seventh component related to diagnostic evaluation and remedial measures, little less than two-third of the teachers’ expressed their like in relation to improving students’ performance through diagnosis of their performance. Little less than three-fifth of the teachers’ expressed their like in relation to employing variety of remedial measures of teaching based on learning needs of different students. Little less than two-third of the teachers’ expressed their like in relation to giving due importance to diagnostic evaluation.
With respect to eighth component pertaining to feedback, little less than three-fourth of the teachers’ expressed their like in relation to sharing the learning outcome and assessment expectation with the students. A little more than half of the teachers’ expressed their like in relation to motivating fellow teachers in the school by sharing their teaching experience and ideas. Little less than three-fifth of the teachers’ expressed their like in relation to giving feedback to the students in clear and simple language.

In relation to ninth component in view of tools and techniques, less than half of the teachers’ expressed their like in relation to using a variety of formative assessment tools and techniques to involve learners actively in the learning process. More than half of the teachers’ expressed their like in relation to opportunities for self-learning provided to the students in their class. Little less than three-fifth of the teachers’ expressed their like in relation to sharing exemplar assignments of the students in the class. A little less than half of the teachers’ expressed their like in relation to using variety of tools and techniques in formative assessment which helps in better assessment of the child in diverse areas. Less than three-fifth of the teachers’ expressed their like in relation to using a variety of methods of assessment as contributing to one’s understanding of student learning. Little less than three-fifth of the teachers’ expressed their like in relation to using assignments as a tool followed by discussion.

With respect to tenth component pertaining to descriptive indicators, three-fifth of the teachers’ expressed their like in relation to giving descriptive feedback to motivate students in their further learning. Little more than half of the teachers’
expressed their like in relation to using descriptive indicators reflecting the complete personality of the students. Less than half of the teachers’ expressed their like in relation to avoiding negative assessment of the child.

- In relation to eleventh component pertaining to record maintenance, little less than two-third of the teachers’ expressed their like in relation to maintaining record of marks awarded for assignments and activities. A little more than half of the teachers’ expressed their like in relation to making use of different recording devices. Little less than two-third of the teachers’ expressed their like in relation to recording the information in both quantitative and qualitative terms. Less than half of the teachers’ expressed their like in relation to maintaining a profile of each student to plan action. Little more than two-fifth of the teachers’ expressed their like in relation to maintaining variety of records for each student. Less than three-fifth of the teachers’ expressed their like in relation to recording the information continuously for proper execution of continuous and comprehensive evaluation.

5.10.4 Conclusion

On the basis of the analysis of various components, majority of the teachers’ possessed average interest on the above components of continuous and comprehensive evaluation. As the researcher used to contact the teachers frequently on account of data collection, at times informal interaction enabled them to express their likes and dislikes in relation to the new evaluation system. They were of the view that though CCE is being introduced with a positive perspective in mind, but given the present classroom situation faced with
a lot of problems, it really becomes difficult to implement CCE with zeal and enthusiasm. They shared that it’s only because of the pressure from the system and the administration that was making them like continuous and comprehensive evaluation; otherwise internally they were finding it quite difficult to integrate successfully into the teaching-learning process. They liked it because they were supposed to implement CCE as per the directions of CBSE, otherwise there was no personal motivation and interest to like and implement CCE. Teachers were of the view that the whole philosophy on which CCE is based upon is truly appreciable. Few teachers accepted that they strongly disliked maintaining different records for the students. It takes a lot of time and effort to manually record the data for both scholastic and co-scholastic areas. They were also of the view that already they were so overburdened with teaching and non-teaching duties that they found it quite difficult to individually record the data when the class size is so huge. Eventually, interest regarding the different components of continuous and comprehensive has shown a moderate liking on the part of the teachers’. They reflected upon and expressed their likes and dislikes pertaining to different components of continuous and comprehensive evaluation. Few studies have interpreted a positive liking and few a negative liking towards the new evaluation system. Teachers’ likes have been expressed with respect to interest in participation and organization, respectively, of co-curricular activities, sharing the learning outcome and assessment expectation of the students, encouraging active involvement of the students’ in their own learning, promotion of creativity, analytical ability, regularity and command over the subjects by students, towards oral examination as a diagnostic device, provision of remedial teaching for the students. While, the dislikes pertained to having negative effect of school based
assessment on their classroom teaching practices and on students’ learning, lack of good study habits, and grading system not reflecting the true picture of student’s achievement. Though teachers have expressed their likes and dislike in relation to the new scheme of assessment, but they demand more enhancement of their knowledge and understanding with respect to continuous and comprehensive evaluation and thereby, enhancing and sustaining their interest.

5.10.5 Objective-3: To study the practices adopted by English teachers’ in conducting formative assessment

➢ In relation to the first component pertaining to activities for Language skills assessment, all the teachers’ preferred reading the text themselves followed by asking questions to be answered by the students’ to enable the students’ to develop listening skill. Four-fifth of the teachers’ conducted discussion as an activity to enable students’ to develop speaking skill. More than four-fifth of the teachers’ used supplementary prose as prescribed in the syllabus along with reading the prescribed text itself for enabling the students’ to develop good reading habits. More than four-fifth of the teachers’ used assignment and projects maximum with the students to enhance their problem solving and critical thinking skills.

➢ With respect to second component in relation to assessment of sub-skills under language skills, three-fourth of the teachers’ considered listening for general understanding as a sub-skill for assessment under listening skill. More than four-fifth of the teachers’ considered speaking intelligibly using appropriate word stress, sentence stress, pause and intonation patterns as a sub-skill for assessment.
under speaking skill. All the teachers’ considered identifying the main points of a
text as a sub-skill for assessment under reading skill. Almost all the teachers’ kept
into consideration expressing the conceptual meaning as a sub-skill for
assessment under writing skill.

➢ In relation to the third component pertaining to criteria/parameters for assessing
language skills nine out of ten teachers’ considered attentiveness as the criteria
/parameter for assessing listening skill. More than four-fifth of the teachers’
considered fluency, vocabulary and grammar as the criteria /parameter for
assessing speaking skill. Four-fifth of the teachers’ considered reading with
comprehension as the criteria/parameter for assessing reading skill. More than
four-fifth of the teachers’ made use of form as a criteria/parameter for assessing
writing skill.

➢ With respect to fourth component in relation to tools for formative assessment,
half of the teachers’ considered rating scale, tests & inventories, and crosswords,
puzzles, games, homework, assignment, project, debate, poster making,
extempore, role play, poem recitation, audio-video recording as tools for
formative assessment.

➢ In view of the fifth component, pertaining to different forms of record for
formative assessment, almost all the teachers’ considered different sample work
of learners’ as a form of maintaining records for assessment. They considered it
worthwhile to maintain record of sample work of learners’ to know the actual
progress made by them.
With respect to sixth component in relation to feedback of formative assessment, almost all the teachers’ gave individual feedback to the students’ in relation to formative assessment.

In relation to seventh component pertaining to assessment of gifted and slow learners’ more than four-fifth of the teachers’ provided special assignment including library work for assessing gifted students. Almost all the teachers’ considered peer tutoring as appropriate techniques for assessing slow learners.

With respect to eighth component in relation to program of remediation and enrichment, half of the teachers’ used assessment to diagnose the problem areas for remediation and enrichment of students’.

Classroom observation as a technique was also used with the help of field notes and detailed analysis of twenty English teachers’ was undertaken, wherein the common practices adopted by the teachers’ and practices not observed were recorded which are as follows:

**Observation of some common practices on the part of the teachers’ is as follows:**

- Activating the schema of the students to connect their previous knowledge with the text to be taught;
- Classroom talk used as a resource to enable students to explore various functions of language;
- Facilitating pair and group work and thereby encouraging peer assessment;
• Language experience approach was used to enhance their efferent and aesthetic response to the text;

• For reading comprehension in poem and prose, different kind of questions were asked like MCQ’s, fill up, one word, short answer etc;

• Activities conducted by most teachers’ focused on developing the skills in an integrated manner;

• Mother tongue was used judiciously by the teachers’ to explain abstract words and phrases;

• Half of the teachers’ made use of assessment to diagnose the problem areas;

• Scaffolding was provided by the teachers’ to help the students if they faced any difficulty;

• For assessment of reading, the most common form used was worksheet;

• Authentic tasks were provided by the teachers’ to enable the students’ to use associative function of language;

• It was quite interesting to note the teachers’ encouraging students for peer checking and editing;

• Class discussion could be seen after the task was completed by the students to solve their queries;

• Usually most of the tasks assigned by the teachers’ were not based on grades but marks;

• Teachers’ could be seen revisiting and clarifying the queries posed by the students’;

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• Eleven out of twenty teachers’ were seen speaking English with fluency so as to provide students with an exposure to use English as a second language inside and outside the classroom;

• Seven out of twenty teachers’ were seen speaking in English in most occasions enabling students for proper communication and interaction in clarifying questions and providing examples.

• Two teachers’ were seen speaking English in limited occasions and excessive se of mother tongue/ first language thereby, providing least opportunities for the students to communicate in the target language inside and outside the classroom.

**What the assessment practices lacked:**

• Sharing the criteria with the students for assessing the students on a given task was not practiced in an apt way;

• Teachers’ seem to be in a hurry to complete the poem and explaining the stanzas and not encouraging the students to predict the meaning of difficult words contextually and to come up with their own interpretations;

• Very few teachers’ inclined for organizing remedial programs for the students;

• Very little use of listening tests;

• Reading and writing was viewed as a product and not as a process except one or two teachers’ who followed a process writing approach to teach writing to students;

• Sharing the feedback immediately after the task could not be seen except in case of worksheet but shared individually, or in group the next day;
• No home task could be seen provided by the teachers’ to the students’ for enabling them to use language outside the classroom as well and inculcating self-study habits;

• Use of alternative assessment tools like rubrics, self-assessment could not be seen made use of by the teachers’ to enable the students to become aware of their own strengths and weaknesses;

• Regular recording of the students’ learning was not done by the teachers’;

• Two teachers’ out of twenty spoke during limited occasions in English making lesser opportunities available for communicating and interacting with students’ in both clarifying questions and providing examples to the students;

• Active participation of the students’ could be observed in the tasks but they were not provided an opportunity to improve their work after getting the feedback;

• Teachers’ tried but could not cater fully to the varied learning styles of the students’;

• In assessing the personality of the learner, the personal as well as the social traits were not given due attention due to lack of awareness on the part of the teacher on what must be evaluated or how it should be evaluated;

• Too much dependence on recall was found in few schools by the English teachers as against enabling the students to transmit and apply what they have acquired from the text book content;

• Assessment practices conducted in few schools were still traditional in nature and students seemed monotonous for the learners as total participation was missing;
• After attending orientation sessions and several workshops, teachers were still not able to conduct continuous and comprehensive evaluation in the classroom context as their practical classroom problems did not get addressed;

• Abilities were not getting assessed through intended process of evaluation in few schools;

• Active participation of the students’ could be observed in the tasks but they were not provided an opportunity to improve their work after getting the feedback;

• Teachers’ tried but could not cater fully to the varied learning styles of the students’;

• Very few teachers’ were actually reflecting on their classroom practices to bring about a change in their belief system;

• Practices related to record keeping were mainly quantifiable in nature lacking descriptive feedback;

• It was observed that objectives of the activities/tasks were not made clear to the students by few of the teachers, and even if the student wanted to know the details, he/she was told not to ask any questions but just to quietly do the task;

• Few of the teachers focused more on the completion of the task by the students as against what knowledge, attitude and skill need to be developed as part of the process involved in completing the task.

• It was also observed, that though teachers responded in questionnaire that they were aware with respect to what are tools and techniques, but in practice they were finding it quite difficult to use in the classroom. The researcher could see a lot of gap between theory and practice.
In relation to assessing co-scholastic skills, though teachers agreed they do have knowledge regarding the various skills, but when it comes to assessing the same, they are not doing in the manner as prescribed due to time constraint and large number of students.

It could be seen that when it comes to assessing the gifted and slow learners, teachers were aware of the strategies regarding the same and tried to implement but when interacted, they were not able to talk about the characteristics in identifying such students and provision of inclusive education in their own schools.

It was also observed by the researcher that in the report card of most of the students the column of descriptive indicators was left blank. As discussed with the teachers, they expressed their inability in terms of providing qualitative assessment of the student as they were not provided any first-hand training in formulating the same.

5.10.6 Conclusion

In relation to classroom observation with respect to the formative assessment practices in the English classroom of the twenty teachers observed, eleven out of twenty teachers constantly spoke in English while communicating and interacting with the students. While seven out of twenty teachers, spoke English in most occasions in trying to build communication and interaction with the students. Two teachers out of twenty spoke only
during limited occasions in English while communicating and interacting with the students.

On the basis of the above components with respect to practices, the researcher observed the classes of English teachers specifically, and it was found that teachers were facing numerous difficulties in implementing formative assessment especially owing to large classroom size which will be explained in depth along with other hurdles in objective fourth. They liked to and had the desire to adopt innovative practices with respect to using different tools and techniques but admitted that they need more orientation session as well as training in their use in the classroom. Most of the teachers were observed using conventional activities/tasks for developing the basic skills of Listening, Speaking, Reading and Writing (LSRW) and when asked the rationale for the same, they expressed that they didn’t get adequate time to follow the same. In addition, they were being overburdened with the task of completing the syllabus, lacked the capability to deal with multi-grade and multi-level students, and did not have the chance for active participation in the practical workshops for their individual as well as skill development.

A good number of the teachers in the K.V schools practiced CCE with a lot of hard work and responsibility for which they attributed constant support and encouragement from the Principal and other staff, regular workshops and orientation sessions, and their own desire to use variety of tools and techniques keeping in mind the limitations faced in the classroom context. They were of the view that CCE had been introduced with a purpose, and to achieve that, a positive attitude of various stakeholders is the need of the hour. They all unanimously agreed that everyone including the teachers, students as well as the parents will need time to adapt to the new system of evaluation. While on the other hand,
few teachers working in the private school expressed their dislike towards the new system of evaluation with students becoming non-serious as one of the negative wash back of the system. They seemed to be pessimistic and mostly critical because of their own attitude towards the practices as desired by CBSE. They pointed out that the new system required more work in terms of maintaining records, assessing the skills was a difficult task because they were not aware of the criteria and different assessment tools, and also they found that it was difficult to assess students with individual differences. They also shared that for them even diagnosing the learner’s problems was difficult since they were not aware of the various tests that they could employ or design to find the same. Organizing remedial classes was another herculean task for them since they were not adequately trained in conducting such remedial programs for the benefit of the learners. On the whole, practices were being followed in relation to CCE as per the guidelines of CBSE, but were not up to the mark. Teachers still wished better orientation with respect to assessing the skills in an integrated manner. Few were motivated enough in spite of the obstacles in relation to the positive wash back of the system, while others expressed their fear and perception towards the new system. They demanded a lot of ground work and preparation before officially implementing the scheme. Teachers were observed to follow a combination of traditional and innovative formative assessment practices. Still effort and knowledge is required for devising such strategies and techniques that could connect reading and writing skills for assessing the progress and product on part of the students. What is required is a proper dialogue among policy makers, teachers and students for implementing practices in the best possible manner.
It is suggested therefore, that for efficient and pragmatic learning, a teacher’s role need transformation from being a transmitter of knowledge to a true facilitator. It is regarded as an important aspect of teaching-learning process to trigger the curiosity of students’, because then students start taking for independent and self-learning. Thus, a strong emphasis should be placed on group learning, projects in collaboration and encouraging active participation on the part of the students.

5.10.7 Objective -4: To identify and study the problems perceived by the teachers’ in the implementation of continuous and comprehensive evaluation

- In relation to the first category of problem being physical in nature, all the teachers’ were of the opinion that maintaining records of students’ due to minute observation of their behavior has led to an additional burden which demotivated them to do their best. Nine out of ten teachers’ considered teacher-student ratio to be a major obstacle in the effective implementation of CCE.

- With respect to second category of problem in relation to being psychological in nature, little less than two-third of the teachers’ regarded that the real purpose of CCE in terms of enhancing the quality of learning is getting lost in relation to the changes in the teaching-learning process brought about by CCE. 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. All the teachers’ considered lack of sincerity, and hard work along with students’ misconception with respect to award of marks as the major attitudinal change observed after the introduction of CCE.
In relation to the third category of problem pertaining to being pedagogical in nature, 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. Little less than two-third of the teachers’ used innovative methods in the classroom as an important guiding principle for effective implementation of CCE. Little less than two-third of the teachers’ were of the view that CCE was of great help in remedial teaching as it helps the specific students’ not only academically but also in terms of developing other co-scholastic aspects. Nine out of ten teachers’ attended orientation program in relation to in-service programs conducted for CCE. Nine out of ten teachers’ agreed that through in-service training programs they become aware regarding the latest teaching methodology leading to effective and interesting teaching-learning process.

With respect to fourth category of problem in relation to being administrative/managerial in nature, more than four-fifth of the teachers’ agreed that though management provides them with encouragement, support, motivation and required appreciation but it does not organize programs of professional development for the faculty to be aware regarding the latest development with respect to CCE.

With respect to the miscellaneous category of problem, around two-third of the teachers’ agreed that the real purpose of CCE in terms of enhancing the quality of
learning is getting lost in relation to the change in the teaching-learning process brought out by CCE.

5.10.8 Conclusion

On the basis of the above category of problems, almost all teachers shared various problems that they faced during the implementation of continuous and comprehensive evaluation. They were of the view, that whenever new reform comes into force it has both pros and cons in relation to the actual reality faced by the teachers. While doing the classroom observation along with interaction with the teachers, it was found that teachers in central school struggled with large size classrooms as they were not able to pay individual attention to all the students. Along with this, they also got less time to conduct an activity in pair and groups because of which fair assessment of each learner becomes little difficult. Though teachers in these schools tried their level best to integrate assessment and learning, but the above two limitations demotivated them to conduct the assessment in the manner it is desired. Teachers also shared that though it’s was good initiative on the part of CBSE to introduce CCE, but it would have been better if the classroom realities could have been taken into consideration. On the other hand, teachers in the private school seem to have a negative attitude towards CCE except few as they really found it difficult to implement due to lack of awareness regarding various tools and techniques along with lack of availability of professional development opportunities in the form of workshops, and seminars. They even shared that Principal as well as the management did not support them with respect to using innovative techniques as they consumed a lot of time and focused primarily on completion of the syllabus. Some private schools also lacked infrastructure in relation to availability of rooms, aids and
equipments, print rich environment etc for providing opportunities to students to undertake tasks and activities keeping in mind the individual differences. All the teachers irrespective of the schools were of the view that though CCE was being introduced with the objective of attaining holistic development of the personality, but there were a lot of doubts, queries with respect to its successful implementation. Few of the teachers from the private schools were not at all in favor of CCE as according to them it had led to increase in their workload, and also they were not prepared to implement the same to the best of their potential. They absolutely disliked the idea of gathering and maintaining records as it took a heavy toll on their personal lives as well, since they got used to getting the work at home and marking the learners which was quite a tedious task specially grading the co-scholastic domain.

It was also observed by the researcher that mostly reading and writing skills were assessed more frequently as compared to the listening and speaking skills. Most of the teachers focused mainly on product centered approach towards reading and writing as against process centered. In addition to the above, experienced teachers were more reluctant to experiment with new techniques and strategies as compared to the teachers who had less than one year of experience.

Though most of the teachers were happy with the main idea of continuous and comprehensive evaluation, they all desired the policy makers to notice the actual classroom context and bring the necessary changes to make the system of evaluation in accordance with the classroom realities. While on other hand, few teachers were of the opinion that since CCE was introduced only in 2009 at the secondary level, one required patience to see its benefits for the students, parents, and the entire teaching-learning
process over a period of time. Initially it was little difficult for the researcher to let teachers give their honest response pertaining to CCE, but with frequent interactions, rapport, and explaining the purpose of researcher’s study, they felt at ease in sharing their experiences, and their fears with respect to CCE.

**Stiggins (1998)** “suggested educators to the quality standards for assessment design, which indicate that effective classroom assessments stem from and serve clear purposes, reflect well defined and appropriate achievement goals, rely on proper assessment methods, sample student achievement appropriately, and control for all related sources of bias and distortion. More specifically, he stated that assessment literates know what constitutes a high-quality assessment in alignment with a clearly defined learning target (1991a)”.

**Jones (2004)** “analyzed that increased assessment competency can enhance teachers’ abilities to inform stakeholders and hold policy makers accountable for supporting sound assessment practices for children and the programs that serve them”.

**Sarita (2012)** “emphasized upon the need for further effective teacher professional development in CCE, and included Local, National, and Global curriculum content. CCE policy makers will need to keep a focus on pre-service teacher education, and to the professional development needs of the influx of beginning teachers entering the teaching force in the next few years. There should be space for both integrated, subject based and whole school approaches. Her study showed that teachers’ value the time to plan, the sharing of ideas, and the chance to trial and develop new ideas’ in their schools. They really valued the sharing of experiences with colleagues, the ideas and stimulus of
‘outside experts’ and professional development that is linked closely to their immediate practice”.

5.11 Educational Implications

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:

Effective implementation of continuous and comprehensive evaluation rests upon teachers. Thus, teachers demand greater responsibility and accountability in planning, organizing and implementing continuous comprehensive evaluation in schools. In relation to the observation and the interaction that the researcher had, majority of the teachers had average awareness regarding various components of CCE, but very few percentage of the teachers’ had high and very high awareness as more information was required towards some significant components of CCE. With respect to interest, it was again found that majority of the teachers’ showed average interest towards various components of CCE, and none of the teacher from the total sample showed very high interest towards CCE. In view of the practices on part of the teachers in the classroom, it was found that teachers were trying to experiment beyond the traditional practices of assessment and adopting good practices keeping in mind the purpose of CCE, but in fact, were facing a lot of practical problems in its smooth execution. Most of the teachers were happy and wanted to switch to the new ways and techniques of assessing the learner, but were facing limitations which in turn were demotivating them to do their best according to their potential. Thus, the researcher has come up with some practical suggestions as
put forward by the teachers themselves for enabling them to practice CCE in its true spirit. The following are the implications:

**Teachers**

- **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.

- **Workshops** should provide an opportunity to the teachers’ on solving the doubts and difficulties and at the same time appreciation for innovative ideas shared among them.

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

- Teachers should formulate different assessment tasks for the students to reveal their achievement keeping in mind the objectives of each subject. To inculcate self-learning and study skills among students, it is essential on the part of the teachers to provide appropriate guidance and motivation.

- The successful implementation of formative assessment depends upon the cooperation and co-ordination among the teachers and students in the school. If students are not involved in the process, formative assessment cannot be practiced or implemented to its best results. Formative assessment should be
discussed in the beginning of the session among 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.

- It is essential for the teachers’ that the activity and assignments assigned by them should have reliability in relation to the specific objectives of the syllabus, the way of assessment, process involved, and the extent to which it is able to attain what it has set out to accomplish.

- Teachers need to be accessible to student’s inquiries, questions, thoughts and originality. This is achievable only if the teacher is an effective listener.

- The need of the hour demands reflective teacher who should be able to critically analyze her own teaching-learning process. It is essential for the teacher to demonstrate his/her own teaching as a reflective practitioner to encourage the same among students.

- Teachers should be able to communicate effectively among the students for encouraging maximum participation and engagement in the assigned activity/task.

- 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 compared to assessing the students on the basis of overall impression. 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.

- Activities were conducted on individual and group basis, but students were unenthusiastic to participate, hence teachers should motivate students, and plan the activities in an interesting and effective manner giving due consideration to the instructions given in the beginning.

- Though tests were conducted regularly with prior indication, still students were not prepared for it, hence teachers and parents should inculcate regular study habits among students. Considering the tasks given for homework, like story writing, letter writing etc, it was observed that the quality of writing is poor, due to lack of adequate vocabulary, punctuation and grammatical skills and lack of confidence on the part of the students to express. Also there were problems of incomplete homework and poor quality of project work. Motivation of students by teachers, along with more opportunities for practice in relation to the purpose and audience as part of process oriented towards writing will improve the quality in terms of both form and content of the tasks done as homework.

- Teachers should use multiplicity of tools (oral, projects, presentations, interview schedule, anecdotal records, observation schedule, rating scale, checklist) etc. which could be seen only with few teacher practicing in their classrooms. It becomes imperative for the teachers to constantly discover new material and strategies to his/her collection of the same, since formative
assessment requires the teacher to invent appropriate tools and procedures in accordance with the unit/lesson to be taught. This would necessitate bringing in necessary transformation according to the varied needs of the learners.

- Teachers should make an endeavor to understand different learning styles and abilities and accordingly adapt their teaching styles.
- Teachers should share the assessment criteria with the students so as to enable them to have clarity before doing any task and work according to the same.
- Teachers should try to practice different organization of assessment like self, peer, and group assessment to avoid boredom and at the same time making the tasks interesting for the students.
- They should provide a lot of opportunities to students for improving their performance.
- As formative assessment is considered to be an integral part of the classroom teaching therefore, teacher should plan proper strategies and techniques to provide feedback leading to quality teaching-learning process.
- It is important for a teacher to become entirely aware concerning diverse components of CCE by taking help and guidance from web-based and other sources, updating knowledge through exploring new materials, focused group discussion on significant pedagogic or systemic issues with colleagues and other experts, reflecting on designing innovative materials and encouragement to take up action research to explore some practical solutions to the problems encountered in the classrooms.
Teachers should maintain detailed records for all the students and report the same in a systematic and organized manner. They should provide *detailed feedback* related to the progress of students in relation to the assessment criteria of each subject group. The feedback would encourage and motivate the students to improve over a period of time.

In CCE, recording and reporting has become more specific and teachers requires a lot of time in specifying the parameters/ criteria depending upon the task and activity. This would necessitate them to put in adequate time on a regular basis for formative assessment and its recording and demand more *patience and tolerance*.

For tackling large classes, it is suggested that such tasks should be assigned by teachers that require written answers from the learners those which could be easily peer assessed. At the same time, teachers should choose tasks that involve group and pair work which can be assessed in different periods. This would require careful planning wherein, all the skills can be enhanced by distributing and turning the tasks among group of students.

In order to cater to individual differences, teachers should adopt a *flexible approach* with regard to giving tasks to students. For example, students good at speaking or writing may be given tasks different from students good at reading.

With respect to *time management*, proper planning was considered to be the need of the hour for effective management. This in turn depended upon the preparation on the part of the teachers.
➢ It should be regarded fundamental to initially train the learners to learn from each other in collaboration. This would help them to bring in efficiency in doing a particular task/activity.

➢ It is essential for every teacher to monitor the group tasks properly to make ensure total participation on the part of all the students and no one particular/specific student dominates the discussion or classroom talk.

➢ It is significant to provide opportunity for presentation to each member of the group on a rotation basis, so that over a period of time all are given an equal opportunity to present the group’s views.

➢ It is crucial to plan clear cut parameters/criteria for group tasks to be aware regarding the real progress made by each of the members.

➢ Teachers should be encouraged to share their lesson plans and resources not only in relation to same subjects but also different subjects.

➢ The teachers should be empowered with new technology tools and social net working sites and Google groups should be created so that they can share their problems, innovative ideas and methods they conduct for making CCE effective.

➢ Teachers should be encouraged to take the academic decisions and experimenting with their own as this in turn would empower them to take responsibility of their teaching. No teacher should be overburdened with any other responsibility /non-academic work other than teaching activities.

➢ Teacher should maintain honesty and transparency in evaluation for finding out the real progress made on the part of the students. It is very essential on the
part of the teacher to devise such assessment tasks /activities which would lead to high level of independent learning on the part of the students.

Schools

- Schools should provide freedom and space to teachers to make use of quantitative and qualitative assessment strategies and tools that provide varied opportunities for peer and self assessment.
- Schools (especially most of the private schools) should look in for a well qualified and able leader under whose guidance CCE can be implemented in an effective manner.
- Schools should ensure there is co-ordination among teachers for sharing their queries and a desire to share their resources to encourage collaboration.
- Schools should plan their annual calendar in the beginning of the session to ensure proper organization and administration of tasks/ activities on part of the teachers.
- Schools should provide complete freedom and personal space to the teachers to implement CCE the way they want. This is possible by keeping into account the availability of time, resources, interactive environment in the classroom and engaging students in exploring, experimenting and experiential learning.
- Schools should organize orientation session on a regular basis for teachers, students and parents to make them aware regarding CCE, and to solve their queries regarding various components of CCE.
Schools should make available proper infrastructure and amenities available for the teachers in the form of more classrooms, aids etc. to enable teachers to implement CCE in its most effective manner.

The Principal of the school should regularly analyze CCE activities along with the remedial measures taken up by each teacher.

It is the accountability of school and teachers to maintain systematic records of students’ progress in the areas of cognitive, affective and psychomotor learning and development.

Schools should ensure that that focus should not be on taking too many tests in relation to formative assessment but instead measures should be taken to integrate into the teaching-learning process.

Schools should organize meetings with important stakeholders from time to time for proper implementation of continuous and comprehensive evaluation.

Schools must also focus on the Co-scholastic areas like life skills, attitude, and values for personality development by organizing activities and integrating in a manner with the text so as to enhance reader response perspective.

Schools should ensure that assessment is more translucent, innovative and provides more scope for building an association among learners, teachers and parents.

Slow learners/low achievers always form a significant size in a school situation and efforts should be done to attend to the needs of such students. In the absence of a trained teacher their performance will becomes much lower which is a matter of great concern and needs immediate attention.
It should be fundamental for the schools to conduct remedial classes for continuous assessment of the learner in different areas.

To make the implementation of CCE a true success, improving the awareness of the community about the many significant components of CCE is essential.

Regular parents-teachers meeting should be organized for discussing not only the problems but also to share new innovative ideas (like CCE) and drawing attention to the important role of parents taking part in such initiatives.

The year-long activities to be conducted in the school need be well defined to avoid confusion among students.

Schools along with the help of policy makers in co-ordination with the teachers should look in for new tools and technologies followed in other countries for implementing good practices in assessment. Limitations in the Indian context should always be given due consideration.

It is often observed that classroom issues remain limited to the solution provided by the class teacher. Her action on the solution of the problems is dependent upon her knowledge regarding recent issues in education and her own prior learning experiences. For this it is important to make an effort on part of the school and management to allocate time for helping teachers read on primary classroom issues, and explore different research areas to develop their reading habit reading which is actually dying out. It should be made a part of the school routine where pedagogical issues and problems are addressed and solved.

Principal/ Head of the School
 Supervision by the school head should be done on a regular basis to ensure smooth execution of CCE. Principal should make ensure that teacher is doing assessment on a regular basis for true and fair assessment of the child.

 Principals can make a point to evaluate the entire process of CCE being practiced in their own schools by ensuring that teachers are making use of different tools and techniques in the classroom.

 The Principal and the teachers should build up an action plan representing the scheme of assessment, recognizing the role and responsibility of different teachers, use of multiple activities and their duration, tools of implementation and feedback mechanism along with remediation strategies.

 Handouts related to CCE should be given to parents and students from time to time; details regarding CCE should be mentioned in the school’s calendar/Diary/syllabus booklet provided to the students.

 Adequate computer facility needs to be provided to the teachers for helping them in the maintenance of their record, and save time to enable them to share their experiences with colleagues, and think of suitable ways to solve each other’s issues.

 Suitable mechanism needs to be introduced to protect the students from teachers’ biasness’s in assessment as this would lead to have a great impact on the performance of the students.

 **Management**
The management committee of the school should show its inclination and interest towards *organizing remedial instructional programs* after diagnosing the problems faced by the teachers in the classroom.

Regular *monitoring and administration* should be carried out by the higher authorities, and face-to-face sessions should be conducted with the teachers to solve their queries by offering the necessary support and leading to the proper execution of CCE as needed.

Educational implications have also been suggested for learners and their parents on account of the informal interaction that the researcher had on parent teacher meetings. In addition to it, the visit to the schools on account of observation of assessment practices conducted by the teacher in the classroom also motivated the researcher to know and understand the perspective of the students related to CCE.

**Learners**

- Students should be trained in keeping a record of their self created *portfolios* which would provide them the opportunity for self-assessment. This would also result in workload getting reduced on the part of the teachers leading to better time management and smooth conduct of activities/ tasks.

- *Motivation and encouragement* should form a necessary part of teaching-learning process leading to total participation in the activities/ tasks assigned by the teachers.

- Students should be made to self-realize the importance of being regular, disciplined, cooperative, dutiful, and sincere.
Students should be provided with *authentic opportunities* to prepare them for self-realization with respect to strength and weakness of self.

Such tasks and activities should be provided to students which would make them work in *collaboration* and develop feeling of togetherness.

Students should be provided with *support and guidance* as needed and activities should be designed in a manner to encourage healthy competitiveness.

**Parents**

- Parents should also be made aware regarding CCE practices and must be ready to extend their suggestions regarding its effective implementation and participate in their children’s assessment as well in a continuous manner.

- Parents and school managing committees should be expected to recommend upon the school and teachers to share with them *students’ progress* regularly to keep them aware about their children’s strengths and weaknesses.

- Parents should send their children regularly to school and extend their *willingness and cooperation* to the school and teachers in conducting remedial instruction.

- Though tests are conducted on a regular basis on account of formative assessment, at times students are not prepared even though they are well informed, so parents should cultivate *regular study habits* in students.

- *Parental participation and motivation* for students along with more contextual opportunities for practice, will improve the worth of tasks done as homework.

- Parents should make an effort to *reflect and discuss* with the teachers regarding their child’s performance. In fact parents should share and discuss their child’s
results in a qualitative manner keeping in mind what the child knows rather what
the child doesn’t know.

➢ They should make an effort to pay attention to their child’s performance and take
interest in the tasks assigned in the form of projects, as their constant engagement
and support would further motivate children to do their best as per their potential.

Policy Makers

➢ Due to limitation of time in completing the syllabus on the part of the teachers, it
is suggested to reduce the syllabus for leaving a space to do activities going
beyond the text books to enhance their imagination and critical thinking skills.

➢ Reduction in curriculum load is the need of the hour.

➢ Student- teacher ratio should not exceed more than 20-25 so that the teacher can
give more time to the individual needs of the students and to train the minds
meticulously.

➢ Dialogue between policy makers and teachers is required to ensure effective co-
ordination and assistance of the teachers in developing tests for frequent testing.

➢ Development of source book of assessment at secondary level for all the subjects
to help the teachers gain understanding with respect to different modes of
assessment, and criteria to be framed for quality assessment of teaching-learning
process.

➢ Quality training to be provided to the teachers so as to enable them to be
assessment literate and to practice reflective thinking for quality assessment of the
learner and self.
➢ Frequent monitoring & supervision by higher authority should be done on a regular basis in order to find out the loopholes in implementing CCE and working upon some practical ways to make it effective leading to positive impact on students and teachers.

➢ Teachers should also be involved in making some important decisions regarding pertinent issues pertaining to education like classroom assessment, since it is the teachers who know the nitty gritties of the classroom and the student’s needs.

➢ Awareness program for parents/community members should be organized at National level by different National bodies like NCERT, SCERT to make them also understand the need and purpose of continuous and comprehensive evaluation and address their assumptions and queries regarding the same.

➢ Students should also be involved to some extent in relation to getting their feedback with respect to formative assessment, types of activities, modes of assessment, quality of feedback so that suggestions can be provided to teachers, school and management for its effective implementation.

If the following strategies need to be taken into consideration, no doubt CCE will be successfully used in the classroom:

Miscellaneous Strategies

➢ Awareness programs on CCE for different stakeholders – school managing committee members, parents, media persons, NGOs, school administrators and other officials involved in educational policy and planning for secondary education – should be organized across the state to help different stakeholders to share their queries, presumptions etc.
Both qualitative and quantitative studies may be suitably designed to assess ground realities in respect of these important parameters and the findings should be shared with the monitoring agencies.

Parents, community, and all the other stakeholders should be addressed by teachers in order to gain support and help from the community.

5.12 Suggestions for Further Research

The researcher couldn’t explore some aspects of the research which would have led to recommend some more practical educational implications and help the policy makers for making CCE run in a more effective and efficient manner. Thus, the following studies are suggested for further research which is as follows:

1. Perspective of parents, students, school management committee at various levels of school can be studied and compared.
2. A critical analysis of different state boards’ continuous and comprehensive evaluation schemes could be undertaken for study.
3. Developing and validating an effective CCE model could also be undertaken at secondary level because of the dissatisfaction expressed by the teachers.
4. A comparative analysis of policies and practices of CCE schemes in schools at various levels could be undertaken for further study.
5. A comparative study of school stakeholders (i.e. Principal, Teachers) at different level of schools in relation to management of school and demographical variables of teachers could be undertaken for further study.
5.13 Overview

To conclude, on the basis of the feedback from teachers, in the form of difficulties faced and remedial measures suggested, we hope that this feedback will help in streamlining the CCE system. As we all know, that to bring transformation in any recognized system is always a challenge, but the practical implications have given the direction towards preferred changes in pedagogy and the teaching learning strategies followed in the classroom, which will definitely provide evidence to structure more comprehensive evaluation system covering scholastic and co-scholastic aspects.