ABSTRACT

Examinations have always been an integral part of the formal education. With change in time, the impact on education pattern could be seen and, so was felt the need of examination reforms. Continuous and comprehensive evaluation (CCE) has emerged as a vital point of educational process that focuses on to enable the teachers 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. For the success of any reform or change in teaching-learning process, the teacher occupies very important place and therefore, it becomes imperative to ascertain their awareness, interests and other allied aspects about CCE. With the same objective, “A Study of the Awareness, Interest, and Practices of Teachers’ towards Continuous and Comprehensive Evaluation” was planned. To realize the objectives, descriptive survey method was employed for the research. The sample comprised of 200 TGT teachers from 10 Kendriya Vidyalaya and 10 Private schools from five districts of Delhi selected through random sampling technique. Four researcher-made tools - Teachers’ Awareness Questionnaire towards Continuous and Comprehensive Evaluation, Teachers’ Interest Inventory towards Continuous and Comprehensive Evaluation, Checklist for observing the formative assessment practices of English teachers and Interview schedule for identifying and studying the problems faced by teachers in implementing CCE were used to collect data from the sample. The major findings of the study were – (i) 70.0 percent of teachers’ have average awareness in relation to different components of CCE. The teachers have expressed their desire and willingness to get acquainted more with few components of CCE which need immediate attention.(ii) 70.5 percent of teachers’ have expressed their
like towards various components of CCE which has resulted into teachers’ possessing averages interest. (iii) 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. Few of them used diverse tools and techniques on account of training and orientation but most of them shared practical problems in the execution of the same. (iv) On the basis of the different problems encountered by the teachers’ in implementing continuous and comprehensive evaluation, the researcher recommended certain suggestions to the various stakeholders for the smooth execution of the practices in the classroom. These suggestions if taken in the right spirit, enthusiasm and attitude would definitely result in the effective implementation of CCE.

The philosophy behind CCE is not wrong, but what is needed is a dialogue and understanding of each other’s needs among policy makers and other pertinent stakeholders to implement the reforms with a positive outlook and not half-hearted efforts.