

The unsuccessful implementation of Continuous Comprehensive Evaluation and its impact on the lower Middle class of West Bengal

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Abstract: *The paper gives an overview of the implementation of Continuous and Comprehensive Evaluation and its impact on the lower middleclass society of West Bengal. Though the number of students has increased in the education system of West Bengal, the quality of education provided to this students is of a great concern. Evaluation is regarded as the main means to improve the quality of education. After the implementation of RTE Act-2009 the evaluation system and the overall education system has gone through several changes in West Bengal. Introduction of Continuous and Comprehensive evaluation is one of the most important among them. West Bengal Government has introduced the PEACOCK Model for continuous and comprehensive evaluation. But without proper monitoring and supervision the total scheme has become an unsuccessful one. This failure has its ramification in the social system. It has affected the balance of the society by impacting severely on the lower and lower middle class people who are the main clients of government education system. The main purpose of the study is to find how the continuous and comprehensive evaluation is a failure in West Bengal and impact of this failure on the lower middle class people of west Bengal .Immediate measures like proper inspection and accountability on the part of the people involved in the education system should be taken to get rid of this menace.*

Key words: unsuccessful implementation, Continuous Comprehensive Evaluation, lower middle class

I. Introduction: Today in India the quality of education is of great concern. Though West Bengal has managed to upgrade the quantity or the number of student's enrollment in its education system the quality of education they are provided with are really of average or below average grade. There are various reasons for this low quality. Huge population and lack of fund are two of the vital ones. But one of the most crucial reasons that is always ignored is the proper implementation and monitoring of a policy in the field of education. The quality of education is verified by the means of evaluation. If this evaluation system itself becomes faulty the whole system gets imbalanced and flawed .As the education system is closely interwoven with the social system the whole society faces the unfortunate and unacceptable impact of the faulty evaluation system . The implementation of Continuous and Comprehensive Evaluation (CCE) under the Right to Education Act,2009 is one of the best example of this. The present study delves into this unsuccessful implementation of Continuous and Comprehensive Evaluation in West Bengal. In spite of proper planning and developing new model of Continuous and Comprehensive Evaluation Called the peacock model the total system is a grand failure. The educational evaluation policies like this one ,when planned first, seems all good . But when they are implemented various faults emerges out which need proper monitoring , follow up and resolving in proper time. Lack of these make the plan unviable and unfruitful which makes huge effect on the general public of a country. The people who are from the lower income group are totally dependent on the Government education system. The study is about the impact of these systemic educational flaws on these lower middle class people of West Bengal.

II. Objectives of the study:

The main objectives of the study are-

- A. To know how the Continuous and Comprehensive Evaluation is a failure in West Bengal
- B. To find out how this failure of proper implementation of Continuous and Comprehensive Evaluation has affected the lower middle class of West Bengal.
- C. To contemplate the remedial measures which can be adopted.

III. Delimitations of the study:

The present paper will concentrate only on the failure of the Continuous and Comprehensive Evaluation as it is practiced today in West Bengal and its impact on the lower middle classes in the state.

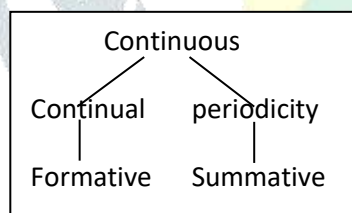
IV. Methods of the study :

The present study will be conducted through a historical survey method followed by analytical method. Data will be collected from the guardians, teachers and the students involved in the Continuous and Comprehensive Evaluation system in West Bengal in a semi structured manner and informal way by talking to them when they are out of their formal academic arena. Data will be also collected from various secondary sources. After the collection of data, they will be analyzed using exploratory and observational methods.

V. Discussion and analysis:

A. Continuous Comprehensive Evaluation(Peacock model)-the expectations:

According to the training module of the Peacock Model it was introduced to avoid the evaluation of the ability of the students by average large flat scale. It was to reduce the gap between the learning process and the evaluation system. According to the RTE Act ,2009 the evaluation of the children should be - “Comprehensive and Continuous Evaluation of child’s understanding of knowledge and his or her ability to apply the same”. The Peacock model was made to encompass all these aspects of the Evaluation. It had two main aspects---continuity and comprehensiveness. The continuity is shown in the following manner-



It was to gather the information throughout the year about the overall development of the students and to document them. The formative evaluation was to be exercised inside and outside of the classroom. There were five indicators for this evaluation. Those indicators were to be the yardsticks status of the development of the students. Those indicators were selected according to the National Curriculum Framework-2005 and the constructivist approach. Teachers had to use those indicators while evaluating students inside and outside the classroom. The indicators were made in such a way so that there was no discrimination between curricular and co-curricular activities. The indicators were made in keeping in view the four pillars of the value education of Jecque Delors-learning to know, learning to do, learning to live together and learning to be. The indicators were-

- Participation
- Questioning and experimentation
- Interpretation and application
- Empathy and cooperation
- Aesthetics and Creative Expression.

The formative evaluation was to be diagnostic and the summative evaluation was to be judgmental in nature. The main emphasis of the peacock model was to create a clear and transparent system of evaluation so that the teachers as well as the students themselves had a clear idea about their development in different aspects.

B. How the Continuous and Comprehensive Evaluation is a failure:

In their study on Continuous and Comprehensive Evaluation Prof. Jayanta Mete and Ajit Mondal⁽¹⁾ (September,2013) discussed how the CCE should be implemented to get its proper benefit . In page no 135 they have discussed in details about the problems associated with the CCE. According to them large number of students in classes, lack of proper training of the teachers, financial constraints and lack of adequate infrastructural facilities and teaching materials are some of the problems associated with the proper implementation of the CCE. They have also suggested some concrete measures to face these problems and for the smooth implementation of the CCE. The suggestions were-

- ❖ The number of the students in the classes should be between 30 to 40.
- ❖ State should provide adequate training to the teachers through conferences meetings workshops etc.
- ❖ Proper infrastructure facilities and teaching materials should also be provided to facilitate teaching learning process in government schools.
- ❖ Careful examination of the course, and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance.
- ❖ Knowledge and ability to construct assessment tools that are criterion based appropriate for assessing the competencies. Careful planning of the competency based teaching procedures. There should be congruence between teaching and assessment without which assessment would become distorted.
- ❖ Comprehensive evaluation of competencies as well as personality traits and attitudes.
- ❖ The maintenance of records.
- ❖ Requirement of knowledge and skills of evaluation, commitment, and assistance to provide remedial teaching on part of the teacher.
- ❖ Other issues that the teachers need for are financial support and detachment of extra duties other than teaching as it puts unnecessary burden on already busy teachers.

But all these issues are now in back burner and never addressed properly so that the CCE could be implemented properly. Until now the maximum secondary schools are over burdened and lacks the infrastructure and teacher strength to provide a class room for 30- 40 students. Each class in these schools are overcrowded, making the class rooms inappropriate for the implementation of the CCE by the teachers. Proper training of the teachers is also a great concern. The training module that are provided with are the superficial one and the teachers makes mockery of the trainings instead of learning anything serious from these training sessions cum orientation programmes. As there is no accountability on the part of the teachers and lack of specified competencies that would be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance, the teachers are always reluctant to implement the CCE in its proper form. The teachers, thus lacks the knowledge and ability to construct assessment tools that are criterion based and appropriate for assessing the competencies. Therefore there is no congruence between teaching and assessment without which assessment has become distorted. As the evaluation of competencies as well as personality traits and attitudes of the students are not done properly the comprehensiveness of CCE is at stake. The maintenance of records is of great value for CCE. But due to the lack of commitment from a large part of teachers, formal records are not

maintained in a large number of schools and therefore no remedial classes are arranged for the students who lacks the basic competencies in various fields. As we have discussed above most of the suggestions made by the paper cited earlier ,are not implemented in their heart and soul. The teachers do not have a proper idea about the five indicators referred in the Peacock model. So they are indifferent to implement them. They do not have a clear idea about the Peacock Model of Evaluation. Therefore no measures are taken for the problems found in the students in the form of remedial classes. Most of all to implement a huge plan like CCE we need proper monitoring by an expert group. The absence of this essential part of inspection and monitoring by the appropriate authorities makes the Continuous and Comprehensive Evaluation a failure in this perspective.

C. Effect of the unsuccessful implementation on the lower middle class:

The failure of the CCE or rather say the experimentation of the CCE has a huge implication on the society specially people from the lower middle class people as they are the main client of this system. The people who makes these policies, who implements these policies, most of the teachers and others associated with government teaching learning system are not the client of this system and therefore they do have any burden on them if it is a success or not. They are also not accountable to any one for the failure of their plans. Therefore they become more and more reluctant to rectify the mistakes associated with the failure of a programme like CCE. The unsuccessful implementation of CCE has made a new class of students, mostly from the middle class and the lower middle class families, who are less motivated to learn, reluctant to take and face challenges and lacking in the basic competencies to become a full fledged human being. They are not used to in study, questioning, experimentation. They have become dull day by day in this faulty system and at last when they could not cope up with the pressure they have left their study before or after their board exam. If they were in the normal system they could have done better as they could learn to face challenges and fight pressures from the beginning of their life, making them effective human being ,beneficial for the society.

VI. Conclusion and suggestions:

In their article Prof. Jayanta Mete and Ajit Mondal⁽¹⁾ have concluded that “The scheme of CCE is an effective tool to enhance the quality of teaching learning processes in the school. The emphasis is now on ensuring that every child not only acquire the knowledge and skills but also the ability to use these competencies in real life situations. CCE is an examination reform initiative which has the potential of removing almost all the ills of examinations improving learning through continuous feedback and brings in qualitative improvement in education at school level.”But here from the above discussion it can be concluded that the scheme is really a failure for various reasons. The implementing authorities, the participating teachers, parents, students and other institutions all are indifferent towards this problem. This has its ramification into the social stratum. The students from the lower and middle class groups are being more and more detached from the quality education. They are falling behind in competition and becoming a burden on the society ,without any skill and proper knowledge. And all this is due to the faulty and unsuccessful implementation of CCE. To achieve the goal of removing all the ills of this current examination procedure that is in practice now, some innovative measures and steps should be thought out.

❖ To get rid of this current arrangements of implementing CCE at the grass-root level for the betterment of the people from the lower and middle class backgrounds arrangements should be made for the proper implementation, inspection and tracking the improvements in applying this procedure should be made.

❖ The teachers as well as the other authorities involved in the education system should be made accountable.

❖ Properly trained inspection teams should be prepared for keeping an account and tracking the rate of improvement in the implementation of CCE.

❖ Above all, decision from the highest level, politically and administratively should be made for the arrangements of necessary funds required for the implementation of CCE properly.

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