Effectiveness of English Language Curriculum in Secondary Schools of Telangana: A Critical Study of Continuous and Comprehensive Evaluation Method

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Abstract

Taking steps to improve teaching and learning in order to help students grow as whole people has always been a challenge in education, especially in English language teaching. CCE is a form of evaluation that aims to give students immediate feedback on how well they are learning and keep the focus on the students' learning needs and the context in which they are learning. It is also meant to help students find joy in learning as they try to understand the world every day. It is based on the idea that a teacher can do assessment at the beginning of a lesson, while teaching and learning, and at the end of a lesson, unit, or session without making it obvious. It should help teachers see what their students already know and correct their naive ideas. This could give the students a chance to think about their own learning in light of the feedback they got from the teacher's continuous evaluation and from self-evaluation and reflective exercises. If their simple ideas aren't talked about and fixed, they will continue to get in the way of learning. The longer they don't get challenged, the more deeply they become part of their thinking. The NCERT (2013) states that teaching and learning to be useful, the teacher has to catch, challenge, and change their simple ideas. In a learner-centred classroom, the learning process and experiences of the students are more important than the things they have learned. Instead of focusing on their learning problems, teachers focus on their strengths and abilities. The present article focuses on CCE methods with a view to finding if these methods enable the teachers improve the English language proficiency of the learners.

Continuous assessment also tries to find learning gaps, if there are any, in students' conceptual development during the English teaching-learning process itself. It does this by giving students immediate feedback to help them strengthen their conceptual network and by using different types of assessment to get proof that they have learned. It should be thought of as a "then and there" process so that the lesson stays on track, a certain learning indicator can be checked at the beginning, during the teaching-learning process (assessment for learning), and at the end of the session (assessment of learning) in an English language classroom. This is what makes evaluation a continuous process.

CCE not only makes sure that the measuring process is accurate, but it also lets teachers see how their students' ideas are changing. NCERT (2005) says, "The belief that assessment leads to finding learning problems and then fixing them is often very unrealistic and not based on good teaching practises. Conceptual development problems cannot and do not have to wait for formal tests to be found. A teacher can find out about these problems while teaching and learning by asking questions that make young learners think or giving them small tasks. She/he can then take care of them during the teaching-learning process by making sure her/his plans are flexible and responsive to the learners and their learning. Here, the curriculum framework shows how they feel about corrective measures. This point of view should be taken into account when teaching and learning English language.

The all-around development of the child is taken into account by the comprehensive part of the evaluation. Using a variety of tools and techniques in both formal and informal ways makes it easier to evaluate the language sessions in a complete way. A custom-made, uniform test that measures a learner's memory and even how well they understand things is old and out of date. In today's world, where creativity, innovation, and the growth of the whole person are valued, the teachers need to rethink and find new ways to evaluate and give feedback

According to The NCERT (2006a), the Position Paper on Curriculum, Syllabus, and Textbooks says that the process of learning, not just the results, should be evaluated. Learners are happy to talk about all of their experiences, and this information can be used to make changes to the whole learning system. In a language classroom, the teachers can engage the learners in several language practices such as group discussions, debates, and other speaking sessions where they can share their views and opinions on a book or a movie. The learners' improving English language depends to a greater extent on the motivation provided by the language instructors. Hence English language teachers can adopt several strategies of improving the language efficiency of the learners while it is equally significant to take feedback from them to improvise the strategies.

The learner must be able to evaluate what she has learned both on her own and with her group. In order for assessment to be most useful, Linn and Miller (Linn & M.D., 2005) say that a teacher should think about the five rules, which can be applied for a language teacher as well.

1. In the assessment process, the most important thing is to be clear about what is to be evaluated.

2. The choice of an assessment process should be based on how well it fits the qualities or performance to be measured.

3. For a full assessment, the teachers need to do a number of activities related to the language skill.

4. To use assessment methods correctly, the teachers need to know what they can do to improve the language skill.

5. Assessment is a way to reach a goal; it is not the goal itself.

The NCERT, 2006b says that the CCE scheme should be simple, flexible, and easy to use in any type of school, from an elite school to one in a rural or tribal area. Keeping in mind the big ideas behind the scheme, each school should come up with a simple plan that works well and is owned by the teachers.

Significance of the Teacher

Researchers have found out from a number of face-to-face training programmes for teachers and formal and informal conversations with working teachers that teachers are not happy with the current CCE scheme of Secondary Education. Teachers were worried about how it would hurt their students' ability and emotions to learn and improve their language skills.

It is sad to see that CCE isn't being taken in the way it was meant to be, which goes against the whole point of it. CCE has been used from sixth grade to tenth grade since 2009. Its goal is to help students feel less stressed. On the other hand, the current plan seems to put more stress on both students and teachers. It is seen as a more common paper-and-pencil test in the classroom, but the regular teaching and learning of English can be used to test students' understanding just as well. The most important link between teaching, learning, and assessing is the teacher. Their experiences, thoughts, and reflections on CCE are very important for making teaching and learning better. So, getting to know their ideas about CCE is very important if one wants to improve the quality of teaching and learning. In this situation, the researcher has carried out a brief survey to know the opinions of English language teachers and the findings are presented herewith.

The study has been done to know if teachers find the present scheme of CCE helpful to enhance the quality of English language teaching-learning, by reducing pressure on students and teachers as well. The study also focuses on finding the significance of positive feedback about CCE from the teachers.

The study included both quantitative and qualitative analyses done on the written responses from the sample teacher. The number of responses on the Likert scale and the percentage of those responses were figured out. Each answer was analysed and talked about in terms of its quality. The study's conclusion was drawn from a look at data collected. The teachers' thoughts were looked at item by item, as shown below. The numbers 1, 2, 3, and 4 stand for "Strongly agree," "agree," and "disagree," and the number 5 stands for "Strongly disagree." A total of ten statements have been framed and given to the sample teachers and they have been summarized into six major statements that covered the significance of CCE in improving English language among higher secondary school students. These sample teachers have been teaching in an English medium school for the past seven to eight years. The description of the statements and the findings are noted down and are presented here.

Table 1: CCE helps to find learning difficulties of students.

S. No	Frequency	Percent
1	11	11.2
2	67	68.7
3	17	17.34
4	3	3.06
Total	98	100

79.9% of teachers agree (11.2% strongly agree and 68.7% agree) that CCE helped teachers figure out what students were having trouble with when it came to learning. 20.4% of teachers don't think that CCE helps find students' learning problems (17.34% disagree and 3.06% strongly disagree).

Discussion:

If learning problems only show up sometimes, that doesn't help build and strengthen the concept. By the time the test is given, the students' ideas have taken shape. It may or may not make sense from a scientific and social point of view. Students with learning problems can

be found by always paying attention to what they need to learn. It can be compared to the next thing.

In the process of making a pot, a potter keeps an eye on how the pot is shaping up. If the clay isn't in the right shape, he or she will fix it right then and there. In the same way, assessment needs to be thought of as an important part of teaching and learning. Having a test at the end of a lesson from the English text or unit doesn't help students understand the idea better. Some ideas have already changed by the time the test is given. Doing so-called "remedial teaching," in which the topic is generally reviewed, doesn't help deconstruct wrong ideas and rebuild them in a way that makes sense scientifically or socially. Assessment has to be closely tied to the process of teaching and learning. One important part of teaching-learning is teaching students how to learn. The assessment of the same data has been presented in Figure 1.

Figure 1: CCE helps to find learning difficulties of students.
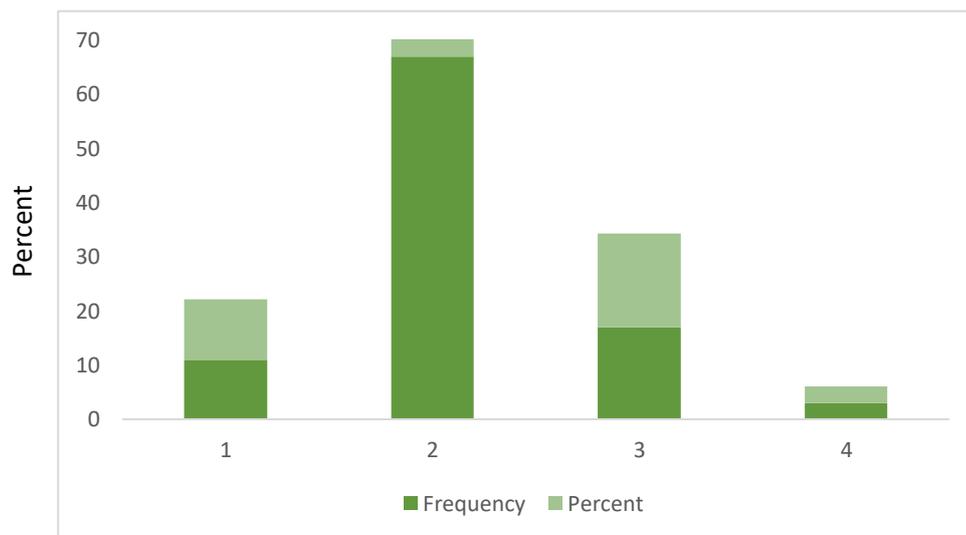

Table 2: In addition to paper-pencil test, there are various other ways to implement CCE.

S. No	Frequency	Percent
1	17	17.6
2	75	75.4
3	7	7
Total	99	100

Findings indicate that 93% of teachers are aware that paper-and-pencil tests are not the only way to conduct CCE. Only 7% were against it. No one disagreed strongly with it. This is a promising finding from the research. This justifies using CCE in a manner consistent with its goals. However, knowledge alone is insufficient for its implementation. The language instructors must ensure that instructors have the required flexibility, freedom, and infrastructure support to experiment with a variety of assessment tools and techniques. Regarding this issue, they need to be more imaginative. The NCERT (2005) concurs that the "one-size-fits-all" test philosophy, while organizationally practical, is not student-centered. Nor is it consistent with the continuously changing, increasingly differentiated nature of the Indian job market. Evidence of learning for all learning indicators cannot be gathered from a paper-and-pencil test alone.

Numerous assessment activities, methods, and approaches can be utilised in a language classroom such as language tests including group discussions, one minute speaking, debates and so on to observe and support student reflection on their learning during the teaching-learning process. The purpose of CCE is to evaluate students from many viewpoints in order to promote their holistic learning and development. Teachers can establish and manage a shared platform where they can share and debate their tried and tested effective and ineffective assessment activities. The same assessment has also been presented in Figure 2.

**Figure 2: In addition to paper-pencil test, there are various other ways to implement CCE.**
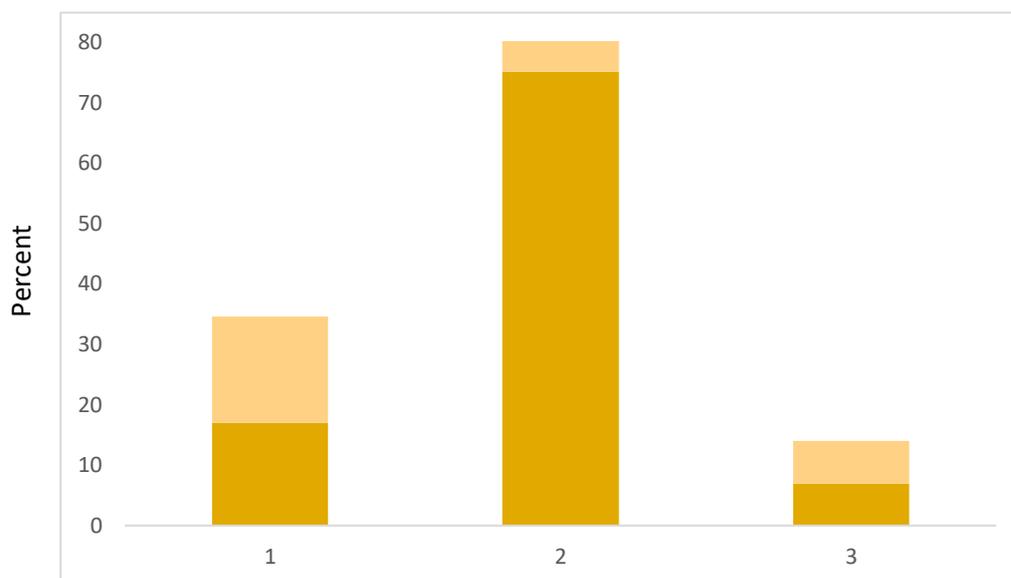
Table 3: CCE helps to recognize students existing ideas.

S. No	Frequency	Percent
1	15	15.1
2	56	56.6
3	24	24.3
4	4	4
Total	99	100

CCE facilitates the recognition of students' existing ideas, according to 15.1% of teachers who strongly agree and 56.6% who agree (a total of 71.7% who agree). Only 24.3% of educators disagree strongly, while 4% disagree. This finding indicates that 71.7% of teachers recognise that familiarising themselves with students' thought patterns is an inherent structure of CCE and that they give students' ideas due weight in the teaching-learning process, rather than simply evaluating them. Existing ideas of students are used as a starting point for the teaching-learning process, and students' evolving conceptions are monitored by relating their personal experiences to teaching-learning experiences. In this manner, students remain interested in learning science concepts. The same has been presented in Figure 3 below.

**Figure 3: CCE helps to recognize students existing ideas.**
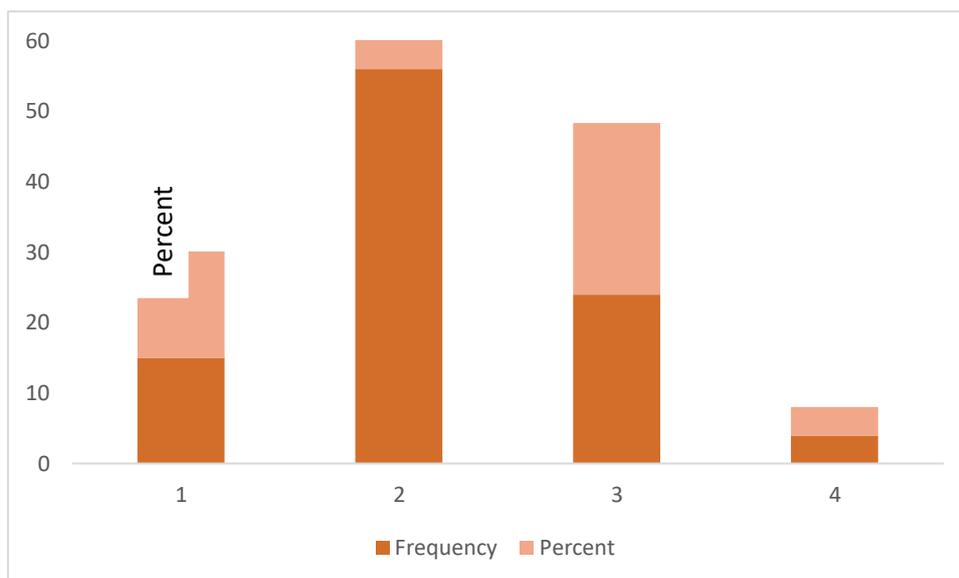
Table 4: There is a shortage of time for facilitating students to perform activities and interact with them due to CCE.

S. No	Frequency	Percent
1	10	10.1
2	59	59.6
3	24	24.2
4	6	6.1
Total	99	100

Due to CCE, 69.7% of teachers (10.1% strongly agree and 59.6% disagree) believe there is insufficient time to assist children in doing activities and interacting with them. 24.2% were opposed and 6.1% were highly opposed. Consequently, a number of teachers believe that the amount of time they must devote to CCE in the classroom is very demanding. Actually, CCE programmes increase opportunities for student involvement in the classroom. Especially the language teachers must be equipped with numerous ways for assessment preparation, encouraging collaborative student work, engaging students in self- and peer-evaluation, and integrating information and communication technologies into classroom procedures. This response also indicates that assessment is considered a distinct activity from teaching and learning. The same has been presented in Figure 4.

Figure 4: There is a shortage of time for facilitating students to perform activities and interact with them due to CCE

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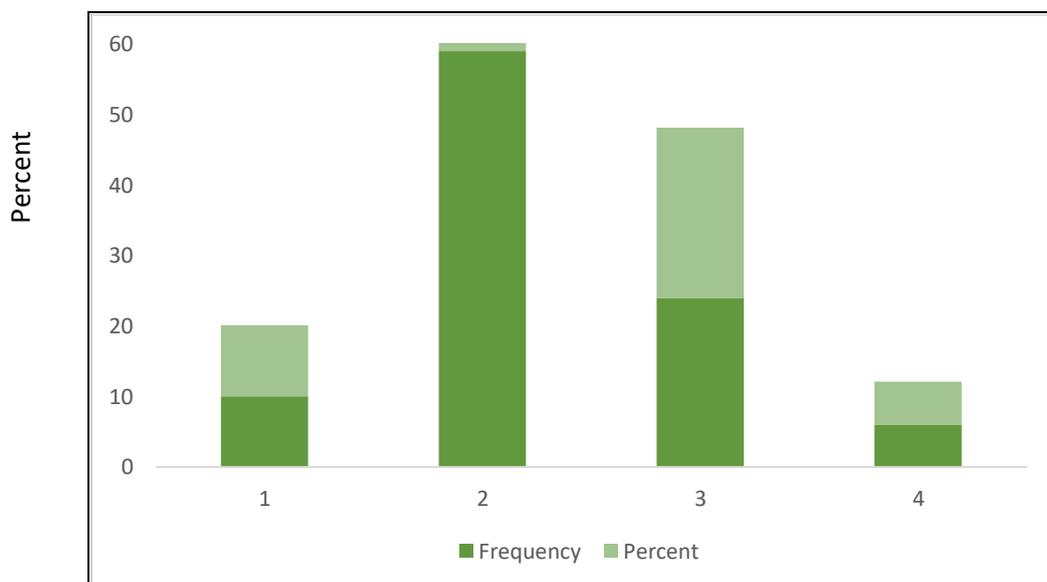
Table 5: CCE has increased our paperwork. Therefore, much time is spent on maintaining students' records. As a result, I get very less time for designing my lesson.
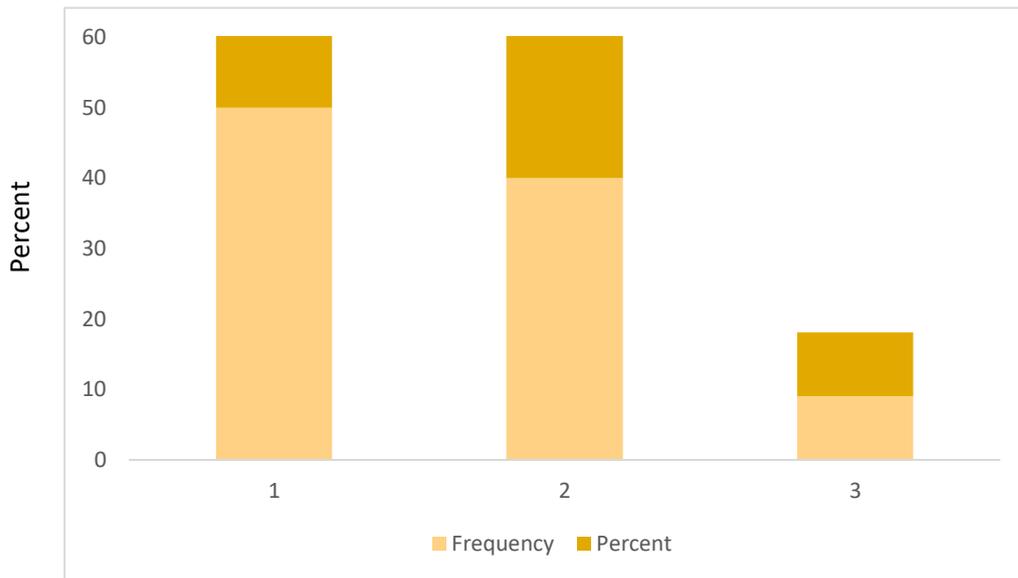
S. No	Frequency	Percent
1	50	50.5
2	40	40.4
3	9	9.1
Total	99	100

The findings indicate that 90.9% of teachers (50.5% strongly agree and 40.4% agree) view CCE as time-consuming. They discover that CCE has resulted in an increase in paperwork. Therefore, a great deal of time is devoted to preserving students' records. As a result, they have less time for class planning. Only 9.1% of educators disagree. No one strongly disagrees with this assertion is a significant finding of this article.

Discussion:

Keeping formal records of all assessment is unnecessary, but recording assessment that can guide the teaching-learning process can be beneficial. It is a fallacy that every activity of students must be documented. When integrated into teaching-learning processes, it maintains the teacher's awareness of ongoing conceptual development. Teachers can assess student learning using observation, debate, discussion, questions, reasoning, quizzes, games, and puzzles during the process. In addition, self-evaluation, peer assessment, student participation in assessment, and the use of technology can reduce teachers' paper work. The time saved can then be used to create lessons that cater to the learning requirements and learning styles of all students. The same has been presented in Figure 5.

Figure 5: CCE has increased our paperwork. Therefore, much time is spent on maintaining students' records. As a result, I get very less time for designing my lesson.

6. **CCE causes disturbance in regular teaching-learning process of the school work**

S. No	Frequency	Percent
1	12	12.1
2	60	60.6
3	22	22.2
4	5	5.1
Total	99	100

12.1% of teachers strongly agree and 60.6% agree (totalling 72.7% agreement) that CCE disrupts regular teaching and learning in schools. 22.2% are opposed and 5.1% are extremely opposed to the statement that CCE disrupts the regular teaching-learning process in schools.

Discussion:

This remark demonstrates that teachers view the CCE programme as a disruption to their usual duties. They do not believe that CCE enhances and supports the teaching-learning process.

If assessment is performed as a patchwork for the teaching-learning process, it is perceived as an interruption rather than a support for the teaching-learning process. Various assessment procedures must be closely integrated into the school's everyday routine. The

assessment procedure involves two-way communication. The conceptual development of students must be regularly monitored. Students should receive prompt feedback to help them measure their own learning. This will assist educators in viewing evaluation as an assistance to learning, as opposed to a disruption. The traditional view of teaching must be converted into an assessment-integrated teaching-learning process.

Figure 6: CCE causes disturbance in regular teaching-learning process of the school work
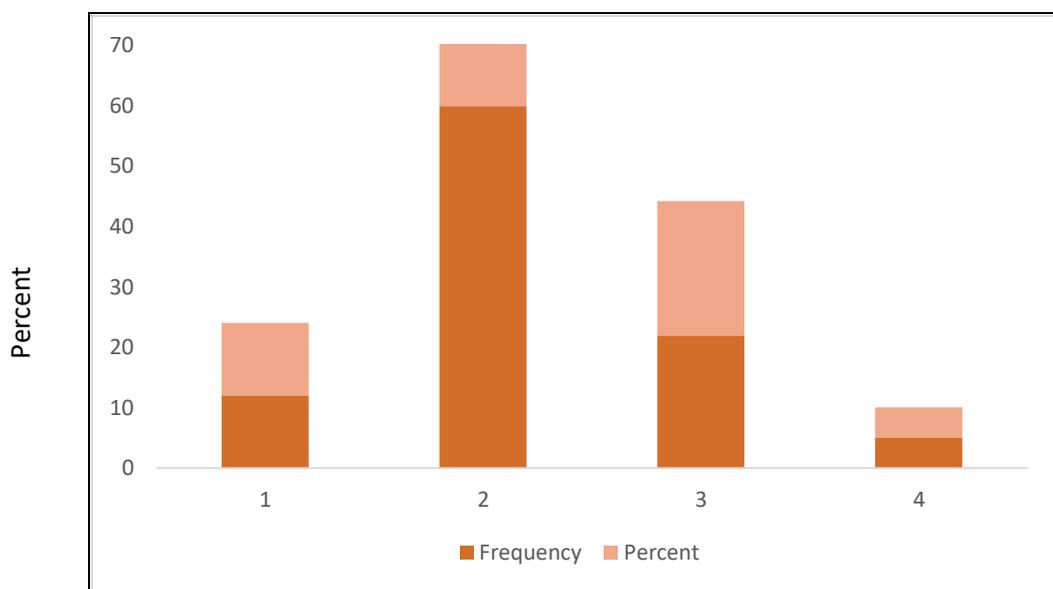
Overall Findings

Table 7: Summary of the overall findings

| S. No	Statement	Strongly Agree/Agree	Strongly Disagree/Disagree
1	CCE helps to find learning difficulties of the students	79.9	20.4
2	In addition to paper-pencil test, there are various other ways to implement CCE	93	7
3	CCE helps to recognize students existing ideas	71.7	24.3
4	There is a shortage of time for facilitating students to perform activities and interact with them due to CCE.	69.7	30.3
5	CCE has increased our paperwork. Therefore, much time is spent on maintaining student's records. As a result, I get very less time for designing my lesson.	90.9	9.1

6	CCE causes disturbance in regular teaching-learning process of the school	72.7	27.3

Figure 7: Summary of the overall Findings
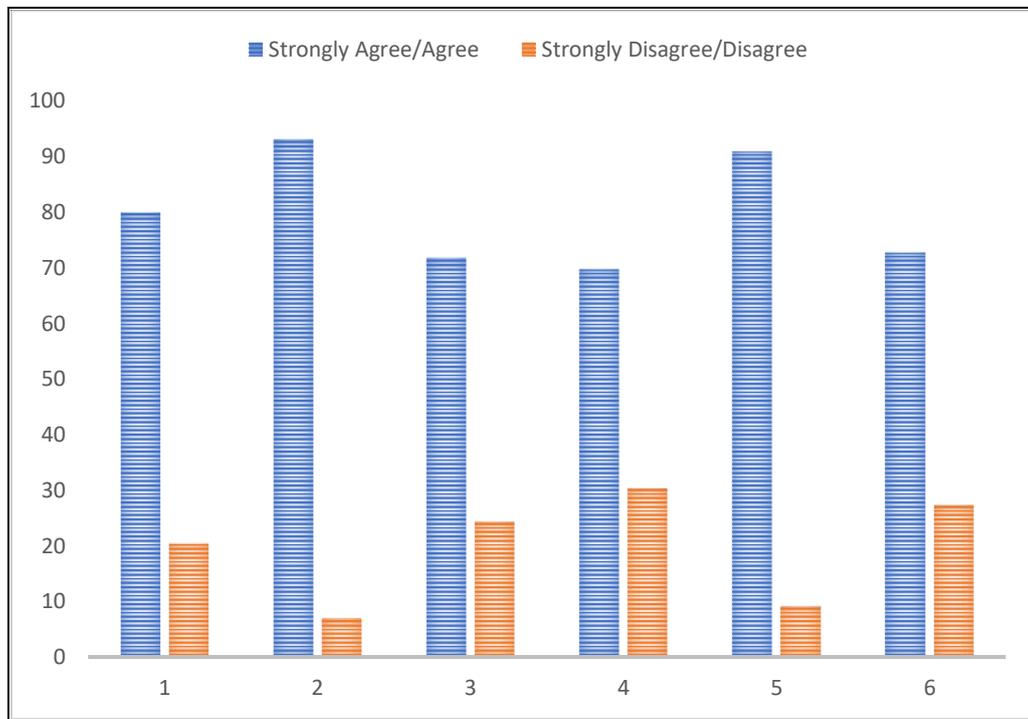
The findings state that the majority of English language teachers are aware that there are numerous alternatives to paper-and-pencil examinations for implementing CCE. They confer with their students regarding the learning activities to be conducted in class. They assist their students in remaining cognizant of the criteria upon which they will be evaluated. The majority of teachers concur that CCE aids in recognising students' current beliefs and learning challenges, and that these insights are useful for designing classroom learning experiences. Teachers are of the idea that as all students learn in the same classroom, they interpret the concepts spoken in class in the same manner. A few teachers are uncertain as to whether CCE can be integrated into daily teaching and learning activities. More instructors agree than disagree that CCE disrupts the school's teaching and learning processes. Teachers disagree that learners' active participation produces disciplinary issues so that learners' participation is not hindered and they can discuss the topic with students. Several teachers concur that CCE entails administering examinations more frequently, that it has increased their paper work, and that maintaining student data requires a significant amount of time. As a result, they have less time

for class planning. Teachers believe that student learning standards have declined with the implementation of CCE. The most prominent perception of teachers shown by the present study related to their readiness for the next level. Teachers believe that because of CCE, students do not learn to work diligently in order to attain the upper secondary level. Consequently, their performance declines in comparison to their performance in high school.

It is evident that for teachers, CCE means a different testing method. It is vital to stress that teachers cannot recognise the individuality of students in the meaning-making process, which is the foundation of CCE. The CCE-inherent constructivist approach had not reached the teachers, and they appear to be adopting CCE without the essential philosophical understanding. It is evident that teachers are uncertain about incorporating CCE into daily teaching and learning procedures. Integration of evaluation into the teaching-learning processes is one of the essential CCE characteristics that had not yet reached teachers. In addition, they view CCE as a source of disruption in the school's teaching and learning processes. It is clear that disciplinary difficulties are not what discourage student participation. There may be further causes. The fourth and most significant aspect of the investigation demonstrates that the current form of CCE has increased paperwork for instructors who are already overwhelmed. This has compelled them to perform chores linked to record maintenance instead of providing high-quality teaching-learning experiences for students. Teachers are convinced that CCE has caused a decline in learning standards. These two concerns may be related. The teachers' involvement in various language activities that include group discussions, role-plays, skits, word-games, quizzes, debates and speaking for a minute are not taken into account while evaluation has been done of the students' performances and this may have led to the decline in evaluation standards. The majority of instructors believe that a significant learning gap has formed between the secondary and senior secondary levels since the implementation of the CCE scheme. Students enter the higher secondary level without understanding the secondary level's ideas. The conclusion that can be drawn from the study is that the fundamental philosophy of CCE had not reached the system.

In light of the preceding discussion, it is suggested that the current form of CCE need a comprehensive assessment and revision. Thus, the findings and analyses of the study indicate that CCE is not being implemented in accordance with its inherent spirit. CCE requires a massive and intense in-service teacher education programme. To promote implementation of

the CCE plan in its true spirit, the quality of such a programme must be monitored, and all necessary support must be provided to instructors. Numerous experienced educators select an acceptable assessment approach for a certain situation and student. In their classrooms, they engage in creative teaching-learning-assessment activities. They should be encouraged to discuss their individual experiences. A variety of CCE-related teaching-learning materials for various topic areas must also be made available to teachers.

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