

Suggestive Measures for Improving the Functioning of Continuous and Comprehensive Evaluation in Himachal Pradesh

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ABSTRACT

The present study was undertaken to point out the suggestions for improving Continuous and Comprehensive Evaluation in Himachal Pradesh. The suggestions of state level functionaries, district level functionaries, block level functionaries, elementary school heads, teachers, students and parents were taken. All sections of society have given their suggestions for making this system better.

Keywords: Continuous and comprehensive Evaluation, Suggestive Measures.

INTRODUCTION

Education is considered as an interactive process of teaching, learning and evaluation. Evaluation needs to be integrated with the process of teaching and learning so as to provide feedback on continuous basis to teachers regarding the appropriateness of course content, instructional strategies and evaluation techniques. The purpose of evaluation should be to bring qualitative improvement in attaining the goals. But unfortunately, in the Indian education system, the term evaluation is associated with examination, stress and anxiety. This is because, the concerned persons mostly confuse between the examination and evaluation. Evaluation has generally tended to be considered as synonymous with examination. In fact, the purpose of examination is to ascertain the achievement levels of students whereas, the purpose of evaluation is to assess the attainment level of the students in all aspects of development, diagnose the learning difficulties, help to overcome these difficulties by way of planning and implementing remedial measures immediately without the lapse of much time so that poor performers may move forward along with their peers. Because of the misconception, the present examination system suffers from many shortcomings. Some of the shortcomings in the present examination system are:

- Does not cover all the areas of pupil growth.
- Too much emphasis on memorization ignores meta-cognitive abilities.

- Not a real measure of student's potential, covers only a fraction of the course.
- Public examination has no scope for diagnosis and remediation.
- Whatever is tested is taught i.e. examination centered; hence, no mastery-learning.
- Psychological fear and tension due to examination.
- No scope for judging student's creativity.
- No opportunity to students to relate his/her daily life experience with the content/concepts taught in the classroom.
- No testing of higher mental abilities.
- No consideration of multiple responses based on their experience.

To overcome these shortcomings in the present examination system, there is a need to implement examination reforms.

Cashell (1984) reported that evaluation refers to a variety of objects and activities. Evaluating is not a case of knowing, it is an activity based on available evidence, criteria and standards. He suggested six activities related to evaluating: judging, justifying, describing, grading, measuring and testing.

Wood (1984) revealed that the holistic score is reasonably reliable for purposes of summative evaluation.

Bosma (1985) suggested that testing should be an integral part of teaching. He further stated that feedback is a key element in the teaching/learning cycle. It tells teachers and students how they are progressing and how effective their instruction/learning has been.

Brookhart (1994) concluded that methods of student assessment can affect students' motivation, emotional state, and academic achievement.

Hargreaves et al. (2002) concluded that assessment reform is an important element of school reform and can be characterized by two approaches: the rise of large-scale assessment and changes in teachers' classroom assessment practices.

JCSEE (2003) stated that student evaluation should "be ethical, fair, useful, feasible and accurate" (The Joint Committee on Standards for Educational Evaluation).

Carri and Jasp (2010) concluded that the purpose of education, generally at all levels of schooling and specifically at elementary level, should not be just to assess the level of growth, but to improve it. This could be accomplished by shifting the emphasis from classification, certification and class promotion to diagnosis of strengths and weaknesses and the provision for remedial or enrichment instruction, aimed at realizing the optimum level of growth. Thus, evaluation at elementary stage ought to be designed so as to provide necessary feedback required to reinforce the educational process. It also ought to yield necessary data for pupil placement in respect of their respective levels of achievements, proficiencies and skills. Continuous and Comprehensive Evaluation is helpful for attaining all these. Moreover, the evaluation method which is comprehensive and continuous in nature will give a more accurate and immediate feedback to the teacher and the students about the effectiveness of the teaching- learning process. If it is possible to assess and train the various aspects of what the student needs to live a good life, then we can expect good quality outcome which is perfectly adapted to the society and would be in accordance with the expectations of the country. If the students who come out from our schools are of good quality then, certainly it will contribute to the quality of education itself

OBJECTIVE OF THE STUDY: To suggest the measures for improving Continuous and Comprehensive Evaluation in Himachal Pradesh.

METHOD AND PROCEDURE: The study was conducted through the descriptive survey method of research.

SAMPLE: Three districts namely: Hamirpur, Chamba and Kinnaur were selected out of the twelve districts of Himachal Pradesh. The districts were selected on the basis of literacy rate i.e. highest (89.01%) and lowest (73.19%) and tribal considerations. Out of the selected three districts, nine educational blocks were selected in all i.e. three educational blocks were selected from each of the above mentioned districts. Since the minimum strength of educational blocks in Kinnaur district is three, so out of the two remaining districts also, three educational blocks from each district were selected randomly. State level functionaries, district level functionaries, block level functionaries, elementary school heads, teachers, students and parents were interviewed for finding out the suggestions for improving Continuous and Comprehensive Evaluation in Himachal Pradesh.

TOOL USED: Interview Schedule for State level functionaries, District level functionaries, Block level functionaries, Parents. Questionnaire for the Heads and Teachers of the Elementary Schools. Focus Group Discussion Schedule for the Elementary School Students.

DATA COLLECTION: The data were collected by administering the above mentioned tool on the State level functionaries, district level functionaries, block level functionaries, elementary school heads, teachers, students and parents

ANALYSIS AND INTERPRETATION OF DATA:

SUGGESTIONS FOR IMPROVING CONTINUOUS AND COMPREHENSIVE EVALUATION IN HIMACHAL PRADESH

Although Continuous and Comprehensive Evaluation has been working well in many spheres but still there is a great scope for further significant improvement. Keeping this in view, all sections of society have given their suggestions for making this system better.

Suggestions by State Level Functionaries

The suggestions are as follows:

- The basic problem is with the acceptability by the teaching community particularly of the old mould, so the teaching staff should be motivated psychologically, through discussions and counselling. For this purpose the experts should be invited from the Centre to handle them.
- The orientation of heads, teachers and parents should be more intensified to make this scheme more successful.
- Timely monitoring and proper feedback by district and block level functionaries can further improve upon the working of Continuous and Comprehensive Evaluation.

Suggestions by District Level Functionaries

Their suggestions are as follows:

- Heads, teachers and parents need to be oriented about the concept of Continuous and Comprehensive Evaluation through more intense training programmes so that they are motivated properly. Even the material such as training modules and material connected with Continuous and Comprehensive Evaluation should be made available at the time of training itself.
- It is essential that the fear of examination should be there and it is only possible if passing and failing go simultaneously with Continuous Comprehensive Evaluation.
- Proper pupil teacher ratio should be there to avoid overcrowding in the classes.

- To bring about improvement in quality of education it thus, becomes imperative that the policy of class related age criteria should be done away with as it stresses more on quality than quality.
- Timely monitoring should be done by Block Resource Centre Coordinators and the heads of the schools.

Suggestions by Block Level Functionaries, Elementary School Heads and Teachers

Suggestions given by the Block Resource Centre Coordinators, Elementary School Heads and Teachers were more or less similar. So in the table 1 below, the suggestions from all these 3 groups and their percentage weightage was put together. Also the standard deviation between percentage weights was calculated. The lesser the standard deviation for a suggestion, the more consistent the suggestion was across all these three groups.

Table 1: Suggestions given by Block Resource Centre Coordinators, Elementary School Heads, Elementary School Teachers and the Standard Deviation between Percentage Weights

Block Resource Centre Coordinators	% Block Resource Centre Coordinators	Elementary SchoolHeads	% Elementary SchoolHeads	Elementary School Teachers	% Elementary School Teachers	Standard Deviation (SD)
Effective training should be given to teachers	69%	Effective training should be there i.e. effective resource persons, training should be practical not just lecture based	44%	Effective training should be there i.e. effective resource persons, training should be practical not just lecture, More concept clarity in training	44%	15
Fear of examination essential, pass- fail criteria should be there	62%	Fear of examination essential, pass- fail criteria should be there	44%	Fear of examination essential, pass- fail criteria should be there	46%	0.10
Not just filling registers but doing it practically	62%	Not just filling registers but doing it practically	50%	Not just filling registers but doing it practically	8%	0.28
No grading, instead marks should be	62%	No grading, instead marks	40%	No grading, instead marks should be	55%	0.11

there		should be there		there		
No age appropriate class criteria	62%	No age appropriate class criteria	31%	No age appropriate class criteria	24%	0.20
Parents need to be oriented through more training programmes	46%	Parents need to be oriented	52%	Parents need to be oriented through more training programmes	48%	0.03
Teachers should not be overburdened	38%	Teachers should not be overburdened	53%	Teachers should not be overburdened	69%	0.15
Proper pupil teacher ratio	38%	Proper pupil teacher ratio	34%	Proper pupil teacher ratio	53%	0.10
Registers need to be modified (less columns in checklist register. Pupil progress and checklist should match)	38%	Registers need to be modified (less columns in checklist register. Pupil progress and checklist should match)	26%	Registers need to be modified (less columns in checklist register. Pupil progress and checklist should match)	53%	0.14
One direction, no communication gap	38%	One direction, no communication gap	13%	One direction, no communication gap	30%	0.13
Continuous and Comprehensive Evaluation and examination should go simultaneously	38%	Continuous and Comprehensive Evaluation and examination should go simultaneously	29%	Continuous and Comprehensive Evaluation and examination should go simultaneously	56%	0.14
Syllabus should be according to Continuous and Comprehensive Evaluation	31%	Syllabus should be according to Continuous and Comprehensive Evaluation	10%	Syllabus should be according to Continuous and Comprehensive Evaluation	17%	0.11
Proper and timely monitoring by state and district level functionaries (not just register checking but feedback should also be provided)	31%	Proper and timely monitoring by state, district and block level functionaries (not just register checking but feedback should also be provided)	47%	Proper and timely monitoring by all the concerned (not just register checking but feedback should also be provided)	50%	0.10
No Continuous and Comprehensive	15%	No Continuous and	40%	No Continuous and Comprehensive	28%	0.12

Evaluation in Class I and II		Comprehensive Evaluation in Class I and II		Evaluation in Class I and II		
No average taking every time(Checklist register)	15%	No average taking every time (Checklist register)	13%	No average taking every time (Checklist register)	39%	0.14
Evaluation procedure should be less	15%	Evaluation procedure should be less	19%	Evaluation procedure should be less	15%	0.02
Process should be modified	15%	Process should be modified	26%	Process should be modified	11%	0.08
No reporting and recording (Time consuming), no registers	8%	No reporting and recording (Time consuming), no registers	26%	No reporting and recording (Time consuming)	21%	0.09

It is evident from the above table, that for all the suggestions the standard deviation is very low indicating the consistency of opinions across these 3 groups.

Suggestions by Elementary School Students

In their opinion:

- To bring about the spirit of competition among the students the criteria of passing or failing of the students should be adopted again.
- Grading system should not be there instead marks should be given as they have no idea about grades and do not come to know about their achievements.
- Teaching should be effective with a greater use of teaching aids.

Suggestions by Parents

According to parents

- More orientation programmes regarding Continuous and Comprehensive Evaluation should be organized so that there is more concept clarity of the new system.
- Children should be promoted or detained according to their caliber so that they do not take studies lightly as it will develop the competitive spirit in them which will help them in future.

- There should be no grading system rather marks should be given to the students as through grades they do not come to know about the achievement of their wards.
- As most of the teachers are not teaching effectively and efficiently, much control is needed on them so that they may perform their duty sincerely and diligently.

Discussion of Findings

From the above interpretation the researcher has observed that various groups have come up with more or less similar suggestions. It implies that by following some of the suggestions as stated below can definitely improve the working of this system and can further uplift the quality of education:

- As the heads and teachers are the real implementers of this system so effective training programmes in terms of efficient resource persons with expertise on the topic of Continuous and Comprehensive Evaluation, availability of adequate material for understanding the concept and further emphasis on practical demonstrations should be the foremost priority of the authorities concerned with the trainings so that they can be motivated psychologically.
- District and block level functionaries should also be provided with more intensified training programmes so that they are well versed with the concept and have a balanced level of expertise on the topic because they are the ones who further train the persons who are directly involved with the working of Continuous and Comprehensive Evaluation and if they have no unity of thought then the whole system would be a failure.
- Another limitation crops up because of the untimely monitoring and improper feedback by various functionaries, so it is suggested that the monitoring regarding Continuous and Comprehensive Evaluation should be conducted well in time and not only the time of monitoring should be fixed but the feedback provided by the authorities should also be proper and not just a formal routine of checking the registers.
- Proportionate pupil teacher ratio in the classes can further help the teacher in paying full attention to every child.
- A check on teachers is required by the authorities as it has been observed that most of the teachers are not performing their duty sincerely and diligently by not teaching effectively and efficiently as they know that they have no other option than passing each and every child irrespective of his/her caliber.

- The registers provided should match with the progress card to be filled in. Moreover the registers should vary for each class and subject as no two classes or subjects are similar and have same kinds of observations to be credited to the students.
- Registers should be simple in understanding as well as filling it up. They should not be lengthy and time consuming resulting in teachers' inability to devote sufficient time to the students. Further if the registers are modified, then the teachers will find enough time to concentrate on the cultivation of the various facets of a child's personality. Hence the need is to simplify the complicated methodology in filling up the registers.
- The teachers should be relieved from the extra workload or other duties that are not concerned with teaching, so that they can fully concentrate on their actual job of teaching and can improve students' talents as well as quality of education by effectively teaching them.
- Parents should be made aware of the system and its advantages through proper counseling in the meetings organized by the schools. Further block-wise training programmes can also be arranged for the parents so that they are more clear about the concept of Continuous and Comprehensive Evaluation. In this case the experts can be engaged to make the parents understand the complications arising out of the methods of calculation and the patterns adopted to evaluate the various activities of a child.
- To create interest in the students it is necessary to have the system of passing and failure be brought back. So there is a need to revert back to the method of allotting marks along with Continuous and Comprehensive Evaluation.
- Students are the key element of any education system so they should be made aware about the concept of Continuous and Comprehensive Evaluation. The heads and teachers should act as facilitators and guides and help them in understanding their level of achievement through grades that they have secured and the observations made by the teachers.
- One of the major setbacks to the desired standard of education is the policy adopted by the government of allotting the class according to the age of the student. In this process even the students not up to the standard are promoted which definitely affects the quality of education. Hence a review of this factor is needed. The authorities have to look into it.
- There is an incongruity between the syllabus prescribed and the basic principles of Continuous and Comprehensive Evaluation. Thus it becomes important that the teachers

should find a congruity between the two so that they can teach in a better way. Syllabus has to be revised in that case.

Any system looks good in the starting but when it actually comes into implementation many glaring faults appear in it which were never thought of while framing the scheme of the policy. So it is humbly suggested by the researcher that if the above suggestions are considered thoroughly and brought into practice these can work wonders in the success of Continuous and Comprehensive Evaluation.

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