

# Factors Facilitating the Implementation of Continuous and Comprehensive Evaluation in Himachal Pradesh

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## ABSTRACT

The present study was undertaken to study the factors facilitating the implementation of Continuous and Comprehensive Evaluation in Himachal Pradesh. After discussing the views of each group of society (state level functionaries, district level functionaries, block level functionaries, elementary school heads, teachers, students and parents) which are directly or indirectly involved in Continuous and Comprehensive Evaluation, mixed reviews have been observed on it from all the above mentioned groups. According to them, there is a lot of scope of improvement in the system but they also agree that there are some factors which are facilitating it's working.

**Keywords:** Continuous and comprehensive Evaluation, Facilitating factors.

**INTRODUCTION:** Education aims at making children capable of becoming responsible, productive and useful members of society. School education is the necessary foundation for strengthening human resources that has been deemed central for the National development. Since the time of our independence, many committees and commissions persistently emphasized upon the free and compulsory education in our country. Among various measures that have been adopted to expand the provisions for realizing the goal of universalizing elementary education, the National Policy of Education had made several recommendations to improve the quality of school education. The recommendations include the child-centered approach, improvement in the quality of education through reforms in the context and the process of education, school facilities, additional teachers, laying down minimum levels of learning, and emphasis upon Continuous and Comprehensive Evaluation. Kumar (1991) focuses on the problems of evaluating. The findings indicated that the marking system was more consistent than the grading system although the difference was insignificant.

Jackson (2009) revealed that formative assessment strategies drive learning and enhance achievement, while summative standardized testing shows little impact on student learning. Kasture and Joshi (2011) conducted a survey in teacher education institute and summarized the opinions that student teachers are willing to accept Continuous and Comprehensive Evaluation but they identify obstacles in the implementation of the same such as, lack of necessary knowledge and skill to implement Continuous and Comprehensive Evaluation, inadequacy of infrastructure and time, difficult to prepare and maintain records.

Sharma (2011) emphasized that Continuous and Comprehensive Evaluation plays an important role in producing quality education so it should be given due importance in the teaching-learning process. George (2012) stated that evaluation is to assess the overall performance of the teaching-learning experience in terms of quantitative and qualitative dimensions. She further concluded that a methodical evaluation produces a good reliable data and it should be done according to accepted norms of continuous assessment like: activity, project, midterm, assignment, end semester, class participation, interaction, power of abstraction etc.

**OBJECTIVE OF THE STUDY:** To study the factors facilitating the implementation of 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 ascertaining the factors facilitating the implementation of towards 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:**

### ***FACTORS FACILITATING THE IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION IN HIMACHAL PRADESH***

After discussing the views of each group of society (state level functionaries, district level functionaries, block level functionaries, elementary school heads, teachers, students and parents) which are directly or indirectly involved in Continuous and Comprehensive Evaluation, mixed reviews have been observed on it from all the above mentioned groups. According to them, there is a lot of scope of improvement in the system but they also agree that there are some factors which are facilitating it's working.

## State Level Functionaries

According to Mission Director, State Project Director and Research and Evaluation Coordinator, there are various factors in this system which is driving it ahead such as:

- This system of evaluation pinpoints the strengths and weaknesses of the learners more frequently.
- Students have better opportunity to understand and improve upon their performance and achievement.
- Teachers get feedback so that they can modify their teaching strategies.
- Apart from this, necessary help has also been provided such as: Imparting training at different levels to all the concerned persons (i.e. State, district and block level functionaries, heads and teachers).
- Providing all possible help, (Material as well as financial) so that there should not be any deficiency in the availability of teaching and learning material.
- Combining it with Information Technology and introducing child tracking software (CTS) so that proper monitoring can be done and further feedback can be provided.
- Involving Parents too, in the project through proper counseling.

## District and Block Level Functionaries

According to District Project Officers, Research and Evaluation Coordinators and Block Resource Centre Coordinators, there are various factors in this system which is driving it ahead such as:

- Continuous Evaluation on regular basis is done in schools i.e. daily, weekly, monthly, quarterly, half-yearly which helps evaluating the students regularly so that appropriate steps can be taken to improve the achievement of students.
- Grades are given according to scholastic and co-scholastic activities on performance based which leads to overall development of a child.
- No emphasis on just 3 hour paper-pencil test which just puts the pressure on student's mind, so this leads to fear free environment.
- Diagnostic and remedial teaching which makes both teaching and learning effective.
- Good teacher pupil relationship.
- Reduced dropout tendency.
- Apart from this, necessary help has also been provided by them such as: Helping the heads and teachers in the schools for implementing Continuous and Comprehensive Evaluation in terms of training, material providing and problem solving.
- Training programmes regarding Continuous and Comprehensive Evaluation are also being organized for them by the state.
- Even parents are being oriented by giving concept clarity in state management committee (SMC) meetings.

## Elementary School Heads

After district and block level functionaries, school level heads were interviewed who are directly involved in the implementation of Continuous and Comprehensive Evaluation system. According to them, there are various factors facilitating Continuous and Comprehensive Evaluation such as:

- Awareness about cleanliness to students.
- Continuous evaluation and remedial teaching encourages students to perform in scholastic areas.
- Reduced dropout tendency.
- No rote learning.
- Students are assessed both scholastically and co-scholastically.
- No stress or burden of examination leading to no suicide.
- Apart from this, schools are being monitored by district and block level functionaries but not intensely.
- They themselves also monitor the schools and provide feedback to teachers.
- They are getting material for Continuous and Comprehensive Evaluation in their schools on time in sufficient quantity.

## Elementary School Teachers

Teachers are the key element of any education system. According to them, Continuous and Comprehensive Evaluation is performing better due to some key factors in it such as:

- Holistic development through remedial teaching.
- Awareness about cleanliness.
- In it, attention is paid to scholastic as well as co-scholastic area.
- Continuous evaluation.
- Fear free environment: good pupil-teacher relationship.
- Teaching is based on activities and there is no rote learning which leads to improvement in the achievement of students.
- Students are monitored through home work, question and answer method, observing the behaviour and by checking previous knowledge.
- It leads to reduced dropouts and positive change in the behaviour of students.
- Apart from this, schools are being monitored by district and block level functionaries though off and on.
- Even the heads monitor the schools and try to solve their problems.
- Getting material for Continuous and Comprehensive Evaluation in their schools on time in sufficient quantity.

## Elementary School Students

Students were observed and asked what they liked in the current education system. According to them they liked the following factors:

- Participation/Importance to co-curricular activities.
- Fear free environment: no stress and burden of examination.
- Healthy teacher pupil relationship.

## Parents

Finally Parents were interviewed to get their views on current education system. According to them, there are a few factors which are facilitating Continuous and Comprehensive Evaluation in the system such as:

- Awareness about cleanliness in the school and the students.
- Participation in co-curricular activities by their children.
- Fear free environment: no stress and burden of examination.

## Discussion of Findings

After looking at the responses of each group of society which is exposed to Continuous and Comprehensive Evaluation system directly or indirectly, the researcher has come to know about certain good points of this system. Following are the factors which are facilitating Continuous and Comprehensive Evaluation in Himachal Pradesh.

- There has been holistic development due to Continuous and Comprehensive Evaluation.
- Continuous evaluation of scholastic and co-scholastic activities is done.
- As credit is given for cleanliness, so students develop this habit which they carry throughout their life.
- It gives fear free environment as students have no stress of examination. Earlier this very stress developed suicidal tendencies in some of them.
- Learning as well as teaching is improved due to diagnostic and remedial teaching.
- The students' dropout rate has reduced.
- Training on Continuous and Comprehensive Evaluation has been provided though mostly theoretical.
- Visits by various functionaries to the schools for monitoring are there though these are many times formal and are confined to routine paper work.
- Getting material for Continuous and Comprehensive Evaluation on time and in sufficient quantity.

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