

# **Efficacy of Continuous and Comprehensive Evaluation in the Promotion Policy – A Teachers and Parents Perspective**

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## **Abstract**

*The ultimate aim of education is to make the learner resourceful, confident to lead his or her life, and to achieve self mastery. This study identifies issues related to the Promotion policy and of how to develop interventions to handle problems effectively. The promotion policy has created children to pass out easily and so the future assets of our country are becoming less resourceful. How can a country like India can help its future generations to be resourceful by 2025, rather they would be liabilities, which have no power to contribute to the countries growth and excellence.*

*The present study is an attempt to find out Teachers' and Parents perception about the promotion policy which comes under the scheme of continuous and comprehensive evaluation, the lacuna of this Promotion Policy and the suggestions of teachers to make Compulsory Comprehensive Education (CCE) effective and fruitful. Further this study explores the impact of promotion policy in schools on the quality of education by employing a qualitative method of research.*

**Key Words:** *CCE (Continuous and Comprehensive Evaluation), Teachers, Parents, Perception*

## **Introduction**

Education is the most powerful weapon which you can use to change the world said Nelson Mandela. All human persons exposed to education should be competent in knowledge, sharpen their skills and transform their attitudes. All these when put together make a person truly resourceful not for themselves alone but for the betterment of entire human family and the cosmos.

CBSE Manual, (2009) viewed that CCE helps in reducing stress of students by identifying learning progress of students at regular time intervals on small portions

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of content. Employing a variety of remedial measures of teaching based on learning needs and potential of different students; Recognizing and encouraging specific abilities of students, who do not excel in academics but perform well in other co-curricular areas.

According to Redbricks Education (2011) the scheme of CCE is an effective tool to enhance the quality of teaching and learning processes in the school. The emphasis is on ensuring that every child not only acquire the knowledge and skills but also the ability to use these competencies in real life situations.

Singhal, P,(2012) conducted a study entitled “Continuous and Comprehensive Evaluation – A Study of Teachers’ Perception”. The results of the study revealed that the teachers faced the following problems while executing CCE at school level:

The results revealed that most of the teachers find it difficult to execute CCE in large classes as they are not able to give individual attention as there are large numbers of students in the class. Other constraint for the smooth execution of CCE was observed as lack of appropriate training among the school teachers.

On the other hand Rao Manjula, (1998; 2001; 2002) identified in certain empirical studies conducted at Regional level in schools and other studies reported revealed the following:

Evaluation practices carried out in schools are still conventional in their nature and purposes. Continuous assessment is not followed systematically in those schools where teachers are trained in service programmes. Competencies are not assessed through planned procedures of evaluation. Assessment of wrong things or the same range of things too often is carried out. One doesn’t get a fair and realistic picture of what students have actually mastered. Undue reliance on recall is found, rather than enabling the students to transfer and apply what they have learnt to different concepts and problems. Formative feedback is not provided. Learning difficulties are not identified. The personal and social qualities are totally ignored due to lack of awareness of what is to be evaluated and how to evaluate. Remedial instruction is not provided.

Poorly implemented educational policies and other initiatives are the major causes of dropout thus deteriorating the quality of education at primary level. Therefore, the present study is designed to conduct a thorough investigation regarding promotion policy in public schools of Mangalore city.

The researcher finds, it is a crucial area which requires serious thought. This study provides a foundation for future research by collating and summarizing the theoretical and empirical evidence regarding need for effective approaches to achieve

child centered education and a quality education. There is a clear need for greater emphasis on empirical testing of the effectiveness of the Promotion Policy.

### **Need for the Study**

Avatar Singh, (2010) identifies that reforms in the examination system are often recommended, sometimes discussed and rarely implemented. Introduction of grading system and assessment is one of such reforms which has undergone a painful journey. CBSE is on the threshold of replacing marks by grades for Class IX in 2010 and Class X board examination in 2011. The issue of grading system has been discussed and debated ample number of times in the National Conference of the Chairpersons of School Education ( Singh A, 2010). Since the concept of CCE is new in India, there is a wide scope to explore this area.

CBSE introduced a Teachers' Manual on Continuous and Comprehensive Evaluation that contains detailed guidelines on the methodology of evaluation, school based assessment, assessment of scholastic and co-scholastic areas, techniques and tools of evaluation and the implications for schools. In addition to this Manual, CBSE is also in the process of conducting training programs for principals and teachers of all schools affiliated to CBSE and it is hoped that the students, teachers, parents, principals and educational administrators will be involved in this collaborative venture.

Over emphasis on examination marks, focusing upon only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners. It is this that has led to the emergence of the concept of Continuous and Comprehensive School-Based Evaluation (ibid).

Assessment that is predominantly of a summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a child is not only unfair but also unscientific.

Kumar Rout Gyanendra, (2013) says that there are around 1 billion youths in the world belonging to age group 10-19 of which 85 percent live in developing countries. India's population trend shows that people in the age group 15-65 constitute the majority, thereby reducing the dependant population. It is projected that by 2025 the dependency ratio will fall to 48percent, from the current 60 percent.

For Shefali Roy, (2013), the strength of the country is measured through the efficiency of its youth. India is a nation of young people and if the country wants to become a major stakeholder, in the nation building, it's high time to analyze the education policies which are at work.

Poorly implemented educational policies and other initiatives are the major causes of dropout and the deteriorating quality of education at the primary level.

The present study is an attempt to find out teachers' and parents perception about the promotion policy which comes under the scheme of continuous and comprehensive evaluation, the lacuna behind the execution of Promotion Policy and the suggestions that teachers and parents want to give in making CCE effective and fruitful. Further this study explores the impact of the promotion policy in schools on the quality of education by employing qualitative method of research. The basic aim of this study is to determine the effect of this policy on the quality of primary education in accordance with the teachers' and parents perceptions.

Overall, this study would be helpful to identify issues related to this policy and to develop interventions to handle the problems effectively. This promotion policy has led children to pass out easily. So the future assets of our country are becoming less resourceful, receiving handicapped policies such as promotion policies. If it is so, how can a country like India can have its future generation as resourceful as predicted by 2025, rather they would be liabilities, with no power to contribute to the country's growth and excellence.

It is in this scenario that the researcher would wish to throw light upon, by examining through its stakeholders as Teachers and Parents are the best sources through which a educational policy can be evaluated in order that the concerns can be addressed to bring about a consistency and quality in our education to make the future generation resourceful rather than liabilities.

### **Research Questions**

Therefore this study will be addressing the following issues and concerns:

- 1 What is this Promotion Policy all about?
- 2 What are the adverse effects of this educational reform on students?
- 3 What do the stake holders have to say about it?
- 4 What is the negative impact of this promotion policy on students and their future?
- 5 What are the suggestions to improve the Promotion Policy?

### **Objectives of the Study**

The researchers study was based on following objectives:

- 1 To study the personal characteristics of the respondents
- 2 To understand the promotion policy in schools

- 3 To understand the effects of promotion system on students, teachers and parents
- 4 To analyse the perception of teachers about the promotion policy
- 5 To take remedial suggestions from teachers to improve promotion system

### **Materials and Method**

The population constitutes all the schools which have adopted the Compulsory Comprehensive Evaluation system. However the Universe of this study consisted of three Schools and the teachers in them and also the parents of the children in these schools. There are altogether 38 teachers in the selected three schools. In the parents category 4321 of them constitute the universe. From the teachers and parents category, the researcher has drawn the sample.

The total number of respondents forming the sample size was fifty in number. The investigator used Multi stage random Sampling Method for the selection of sample for the study. Totally 25 teachers and parents were considered. On the basis of an initial discussion with the teachers and parents, a structured interview schedule was prepared for the purpose of data collection. Face to face interview facilitated clarifications and explanations whenever required. The data collected through the interview schedule were edited, coded and later converted to tables and diagrams. Data analysis and interpretation were done and inferences were drawn on the basis of the data.

### **Results and Discussion**

Personal characteristics covered in this section are age, gender, educational qualification and monthly income of the teachers.

#### **Age and Qualification of the Respondents**

Understanding the age and qualification of the respondents is an important aspect for any research as it reveals their level of energy, experience on the job and is helpful to decide the quality and years of experience with which the respondents have command over their perception or opinion which they raise. Regarding the age and qualifications of the respondents, 36 percent were in the age group of 37 to 42 years of age. From this category 28 percent of them were Graduates. On the other hand among the Parents 36 percent were in the age group of 31 to 35 years of age and 40 percent from all age categories were PUC and Graduates.

This emphasizes that along with Teachers' there are parents who are educated and are able to recognize what is beneficial for their children as well as able to give their opinion objectively, that the promotion system is not helping the children at all.

## **Preference for Total Promotion System for their Children**

Researcher found that as many as 88 percent of the Parents have given opinion that they did not prefer their children getting promoted by the merits of the promotion system.

## **Reasons for not preferring to get promoted through the Promotion System**

Among the teachers 44percent of them commented that in spite of making additional efforts through remedial classes and retests, the students' performance is pathetic and not satisfactory another 16 percent of them viewed that students lacked basic knowledge of the subject matter and hence they are not interested to value scripts. This gives an overall picture on the additional efforts put in by the teacher and the quality of performance of the students. The researcher finds that in spite of all the effort put in by the teacher, the children's performance is not satisfactory.

A majority of 60 percent of the Parents have specified that passing through the present promotion system would affect the children's future negatively which means to say that respondents strongly feel that if children are easily passed without quality learning definitely the children reach nowhere. That is the major reason why they do not prefer their children getting promoted by the merits of the promotion system.

## **Children Exhausted with the Academic Activities**

The data above reveals that as many as 88 percent of the Parents said that their children are exhausted with the learning. Frequent exams and other activities make the children get exhausted and they become disinterested in learning. At the same time teachers too are exhausted and de motivated as the children do not perform satisfactorily in spite of getting many learning aids. 56 percent of the Teachers commented that Students participation and the performance in the class is unsatisfactory.

## **Frustration of Teachers and the Children about the Frequent Exams and other activities**

The data show that 44percent of the teachers expressed their frustration and their pain to see that education has become a mere commodity and lacks quality as it changes with Governments. Another 28 percent of the Teachers commented that there is no satisfaction in teaching. It is surely a serious concern to be taken note of. On the other hand a majority 88 percent of the Parents said that their children are frustrated over the frequent exams and other activities.

The findings above give clear picture about the level of children's stress over the exams and other activities. Therefore in spite of the fact that the features of the

CCE and its provisions speak about the advantage for children, in practice children, parents, and the teachers are overstressed. It is necessary that almost i.e. 88 percent of the respondents have said that their children are frustrated with the frequent exams and other related activities.

### **Reasons for Promotion Policy being not beneficial**

Among the Parents 64 percent have expressed that there is absolutely no benefit of all promotion System as easy way of passing brings down the quality of learning. Government policies are often mere paper work; there is less involvement of the beneficiaries and stake holders while framing it. This is the major reason that often heard that policies die off prematurely.

It is high time that government consider the beneficiaries and other stake holders who are directly or indirectly involved; taking their opinion into consideration, can help make many of the policies successful and meaningful. The policies have failed due to lack of participation and decision making by the stakeholders.

### **Suggestions to Improve the Promotion System**

Teachers and parents are the most important stake holders of any education system; while designing it is necessary that their views be considered in order to make the system effective. In this context, the respondents are asked their suggestions to improve the system.

Among the Teachers 72 percent had 21-30 years of teaching experience. From this category 32 percent were of the opinion that the evaluation and feedback from the various stakeholders need to be implemented to improve the promotion system. 48 percent of the Teachers said that based on the evaluation and feedbacks from the various stakeholders need to be implemented accordingly.

The data indicated that among the Parents a majority of 64 percent have suggested that children should be promoted only if they pass the main subjects. Another 24 percent suggested that regular evaluation of the policy and its implementation is required. Another 12 percent said that parents' opinion should be considered while framing the policies.

### **Suggestions and Recommendations**

The researcher has A few suggestions based on findings of the study. These could be considered to improve the CCE and its Promotion System.

Number of students in classrooms should be limited to 30-40. Due to large number of students in classes teachers may find it difficult to execute CCE as they are not able to give individual attention in such large classes.

Teachers need ongoing training or refresher training. The State should provide adequate training through conferences, meetings, workshops.

Proper infrastructure facilities and teaching materials should also be provided to facilitate teaching learning process in government schools.

Careful examination is necessary 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 needs to be developed.

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 is required.

The teachers need knowledge and skills of evaluation, commitment, and assistance to provide remedial teaching.

Other issues that the teachers need financial support and cancellation of extra duties as it puts an unnecessary burden on them.

The teachers should use a variety of tools such as oral, projects, presentations, field exposures rather than using only class room based activities. It is high time teachers' shift their teaching methodologies from traditional to more child oriented methodologies.

Teachers need to be exposed to different learning styles and abilities of the students.

Teachers must develop, initiate, and enforce participatory methods of evaluation such as sharing assessment criteria with the students.

Peer and self assessment also need to be introduced.

Efforts must be made to minimise the drawbacks of total promotion system by incorporating creative and meaningful methods of ensuring effective learning among the students.

## **Conclusions**

This study has successfully brought to fore the impact of Promotion system within the Continuous Comprehensive Evaluation in primary schools on the quality of



education by employing this research. The basic aim of this study was to determine the effect of this policy on the quality of primary education in according to the teachers' and parents perceptions. The data was collected through a selected sample of teachers and parents. Structured, open- ended interviews were conducted with the respondents. The findings of the study revealed that a majority of the teachers and parents did not consider this promotion policy an effective educational practice. The teachers are just compelled to implement official orders. The participants proposed some useful reform measures for improvement of the quality of primary education and increase the efficiency of this promotion policy which in turn can be helpful in achieving the purpose. This will also help in enhancing the quality of higher education.

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