

# *CHAPTER- I*

## *INTRODUCTION*



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## INTRODUCTION

### 1 Aim of Education

The aim of Education is developing the 'Whole Child' making children capable of becoming responsible, productive and useful member of a society. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. The school system in India predominately focusing on the intellectual skills and the parent and society further supporting it, the psychomotor and affective domain of holistic learning have not received their due importance. It is in the classroom that learners can analyze and evaluated their experiences, learn to doubt, to question, to investigate and to think independently. The aims of education simultaneously reflect the current need and aspiration of a society as well as its lasting values and human ideals.

In the present scenario it is very stressful for the parents, teacher and students only to be working on cognitive aspects without learning, the process of learning teachers professional, self esteem and promotion are geared to the scholastic mark attained by their learner, hence also very high stress levels on the teacher which are manifested in the form of teacher stress and burn out. This is turn affect our system of education on the whole. An understanding of Learners educational aims, the nature of knowledge and the nature of the schools as social organization can help us arrive at principles to guide classroom practices.

Assessment, plays an important role in the teaching-learning process which provides direction to both teachers and student to proceed in a systematic manner. Assessment is all the more important because only through Assessment can a teacher judge the growth and development of a student, the changes taking place in their behaviour the progress they are making in the class and also the effectiveness of his/her own teaching in

class. Assessment is an important aspect of an educative process. Student learning can be improved through well-planned procedures of Assessment that are inbuilt in the teaching learning process. Many times teachers attempt to assess the progress of learning while teaching in the classroom - sometimes deliberate and at times spontaneous. Thus Assessment is considered as an integral part of teaching learning process.

## **1.1 Assessment and it's Purpose**

The Assessment has been defined by various educationist in different way Tyler (1950) defined, "Assessment as systematic process of determining the extent to which educational objectives are achieved by pupils, which indicate that Assessment is a systematic process.

Another well known definition provided by Cronback (1963) Stufflebeam (1969) and Alkin (1969) emphasizes that Assessment provides information for decision making.

In the words of Clara M. Brown, "Assessment is essential in the never-ending cycle of formulating goals, measuring progress towards them and determining the new goals which merge as a result of new warning.

Assessment is important aspects of any educative process. Student learning can be improved through well planned procedures of Assessment that are inbuilt in teaching learning process. Assessment is the process of collecting, analyzing and Interpretations of evidences about students progress in cognitive and non-cognitive area. Assessment, therefore involve 3 components-

- Information Gathering.
- Information Processing
- Decision Making

Assessment is both process and product. when we talk about the Assessment process, it mainly focuses on teachers as the teacher has to decide why, what, when and how to evaluate and how to make sense of it.

The thoughtful teacher uses the information of students' results as guide to improve his/her own teaching practices. The performance of learners in scholastic areas can either be evaluated during the process of instruction or after completion of instruction in a regular temporal sequence.

**Some of the important purposes of Assessment are -**

- to know the efficacy of instruction, to determine the rate of progress of learners,
- To predict success of learners in their future scholastic endeavors,
- To know the attainment of instructional and educational objectives,
- To motivate learners for better learning,
- To diagnose the weakness
- To provide continuous record of achievement,
- To place students in rank order and
- To increase self confidence among students
- To discover the extent of competence which the student has developed in initiating organizing an improving his day to day work and to diagnose his strength and weaknesses with a view to further guidance.
- To predict the educational practices which a particular student teachers can best participate.
- The Another purposes of Assessment:
- Improvement of Learning: Assessment of the pupil progress contributes directly to improvement in pupil learning. Assessment procedures used to help clarify for the pupils what, it is that the teacher wishes him to learn. It also indicates his readiness for future learning.
- Improvement in Teaching: Assessment can also promote the accountability of the teachers, professional development of a teacher is almost directly related of a teachers is almost directly related to the feedback through Assessment.

- **Renewal of Curriculum or Course Content:** Assessment can give information regarding effectiveness of the course content.

## 1.2 Types of Assessment

Specifically there are 3 types of Assessment use in classroom practices:

- **Formative Assessment:** Formative Assessment is inbuilt within the process of teaching and learning. It is done during the course of instruction with a view of improving student learning. The purpose of this Assessment is to provide feedback regarding the students progress by finding out the learning gaps and weak points. The teacher then organize remedial programmed for them.
- **Summative Assessment:** It is commonly known types of Assessment. It come at the end of the term, course or programme of teaching. It involve a formal testing of pupil achievement. The purpose of this kind of Assessment is to grade, rank classify compare and promote the pupils.
- **Diagnostic Assessment:** This Assessment is important for classroom teaching for a number of reasons. Diagnosis help the teacher classify students according to their level of mastery and this in turn will help him to work out remedial instruction programme for the low achievers and low learners.

The Process of Assessment involves in selection of suitable tools and techniques for collecting evidences to know the progress of performance among learners. The quality of Assessment depends on the suitability of Assessment tools selected. Hence, in order to make a right choice of tools and techniques, a teacher should be clear about what is, exactly, to be evaluated. A teacher is also required to know the strengths and weaknesses of Assessment tools

and techniques, in order to use them purposefully, meaningfully and effectively.

So, Assessment is a Continuous process The Education Commission 1964-66 observed, "It is now agreed that Assessment is a continuous process forms an integral part of the total system of Assessment and is intimately related to educational objectives. It exercises a great influence on the pupil study habits and the teacher methods of instruction. Realizing the importance of Assessment in the teaching-learning process various committees and commissions gave their recommendation to improve the quality of Assessment.

- Consequently, it was made mandatory in the National Policy on Education 1986 to introduce the concept of continuous and comprehensive Assessment in the teaching learning process to challenge the traditional system of Assessment.
- The National Curriculum for Elementary and Secondary Education: A Framework (1988) emphasizes the following point to reform-
- Defining minimum level of learning at all stages of Education while evaluating the attainment of children.
- Assessing both scholastic and co-scholastic aspects of the child.
- Giving flexibility of time during Assessment.
- Using grading instead of marks.

Hence to bring out the improvement in the quality of Education and the holistic development of the child who is tomorrow global citizen, Assessment process should focus adequately on both scholastic and non-scholastic area of development. Hence focus need to shift to continuous comprehensive Assessment.

The Need of School Based continuous and Comprehensive Assessment system should be established to:

- Reduce stress on children.

- Make Assessment comprehensive and regular.
- Provide space for the teachers for creative teaching.
- Provide a tool of diagnosis and remedial action.
- Produce learners with greater skills.

### **1.3 Historical Review of Continuous & Comprehensive Evaluation:**

Examination are an indispensable part of the educational process as some form of assessment is necessary to determine the effectiveness of teaching learning process and their internalization by learners. Various Commissions and committees have felt the need for examination reforms.

The Hunter Commission (1882), Calcutta University Commission or Sudler Commission (1917-1919), Hartog Committee Report(1929), The Report of Central/Advisory Board or Sargeant Plan (1944), Secondary Education Commission or Mudaliar Commission (1952-53) have all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through continuous and comprehensive Assessment.

The need for Continuous and Comprehensive School based Assessment has been reiterated over the last few decades. The Kothari Commission Report (1966) observed, "On the completion of the course, at the end of the Lower or higher Secondary Stage, the student should receive a certificate from the school also giving the record of his internal assessment. This certificate may be attached to that given by the Board in connection with the external examination.

This aspect has been strongly taken care of in the National Policy on Education (1986) which states that "Continuous and Comprehensive Assessment that incorporates both Scholastic and non Scholastic aspects of Assessment, spread over the total span of instructional time."

- Report on the CAGE Committee on Policy brought out by Ministry of Human Resource Development (MHRD) provision of NPE with regards to Assessment process and examination reforms and also suggested, ‘Continuous and comprehensive internal Assessment of the Scholastic and non-Scholastic Achievement of the students’.
- The Report of the Task Force on the Role and Status of the Board of Secondary Education (1987) observed, In our scheme of things, it is the school Boards which are expected to play the central role in the academic renovation of the school system. In other words, leadership has to come from the board. One the board get committed to this vital and supplementary system of Assessment and push it vigorously, this innovation will come to be accepted by more and more schools.
- According, NCF, 2005 proposing Examination Reforms Stated- “Indeed boards should consider, as long term measure, making the class X examination optional, thus permitting students continuing in the same school to take an internal school examinations instead’.
- In NCF 2005 Position papers, “CCE, the need for introducing in school in an effective and systematic manner has been felt for a long time, as the examination conducted by the board of school Education.

#### **1.4 Continuous and Comprehensive Evaluation:**

The Central Boards of Secondary Education has introduced the scheme of continuous and comprehensive Assessment which was formulated by Education Minister Mr. Kapil Sibal to decrease the accumulated stress of boards exam on the students and to introduce a more uniform Comprehensive pattern in education for the children all over the nation. In 2004, CCE was implemented in primary classes at I-V. As follow up, the Board decided to extend CCE to class VI to VIII in 2006 C Circular No. 2/60).



- **Continuous and Comprehensive Evaluation (CCE)** refers to a system of School based Assessment of a student that covers all aspects of a student development which aims at all round development of the students. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students. According to National Policy of Education – 1986 Continuous and comprehensive Assessment refers to a system of school based Assessment that covers all aspects of students development i.e. both curricular, co-curricular areas. It emphasizes two fold objectives i.e. continuity in assessment of broad based learning. Scholastic area encompasses subject specific area & co-scholastic include co-curricular area.
- The scope of Assessment in schools extends to almost all the areas of learners personality development. Assessment is continuous and reveals the strength and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It also provide feedback to the teachers for modifying their teaching strategies.
- Continuous & Comprehensive Assessment, two more termed are involved, the term '**continuous**' refers to Regularity in assessment during the whole session, since the growth of a child is a continuous phenomenon, Assessment has to be completely integrated with the teaching and learning process and the progress of the student should be evaluated regularly.

Education aims at making children capable of becoming responsible productive and useful members of society .knowledge skills and attitudes are built through learning experiences and opportunities created for learner in school. It is in the classroom that learners can analyse and evaluate their

experiences, learn to doubt, to question to investigate and to think independently .

Globalisation in every sphere of society have important implication for education. We are witnessing the increasing commercialization of education .we need to be vigilant about the pressures to commodify schools and the application of market –related concepts to schools and school quality. The increasingly competition environment into which schools are being drawn and the aspirations of parents place a tremendous burden of stress and anxiety on children , including the very young to the detriment of their personal growth and development and thus hamper the joy of learning.

The aim of education simultaneously reflect the current needs and aspiration of a society as well as its lasting values and immediate concerns of a community as well as broad human ideals .at any given time and place they can be called the contemporary and contextual articulations of broad and lasting human aspirations and values

An understanding of learners ,educational aims , the nature of knowledge, and the nature of the school as a special place can help us arrive at principles tu guide classroom practices . conceptual development is thus a continuous process of deepening and enriching connections and acquiring new layers of meaning . alongside is the development of theories that children have about the natural and social world including themselves in relation to others which provide them with explanation for why things are the way they are , the relationships between causes and effects , and the bases for decisions and acting . attitudes emotions and values are thus an integral part of cognitive development and are linked to the development of language, mental representation concepts and reasoning.

## **1.5 Meaning of continuous and comprehensive Assessment**

**Continuous and comprehensive Assessment refers to the system of school based Assessment of students that covers all aspects of students development.**

It is the developmental process of assessment which emphasizes on two fold objectives these objectives are continuity in Assessment and assessment of broad based learning and behavioural outcomes on the other .

## **1.6 Features of Continuous and Comprehensive Assessment.**

1. The continuous aspect of CCE takes care of continual and periodicity aspect of Assessment
2. Continual means assessment of students in the beginning of instructions (placement Assessment) and assessment during the instructional process (formative Assessment) done informally using multiple techniques of Assessment.
3. Periodicity means assessment of performance done frequently at the end of unit /term (summative)
4. The comprehensive component of CCE takes care of assessment of all round development of the child's personality . it includes assessment in Scholastic as well as Co-Scholastic aspect of the pupils growth.
5. Scholastic aspects include curricular areas or subject specific area whereas co- scholastic aspects include life skills , co-curricular , attitudes and values

## **1.7 Functions of Continuous and Comprehensive Evaluation**

1. It helps the teacher to organize effective teaching strategies .
2. Continuous Assessment helps in regular assessment to the extent and degree of Learners progress
3. Continuous Assessment serves to diagnose weaknesses and permits the teacher to ascertain an individual learners strength and weakness and her needs . It provide immediate feedback to the teacher who can then decide whether a particular unit or concept needs re-teaching in the whole class or whether a few individual are in need of remedial instruction
4. By continuous Assessment , children can know their strength and weakness . It provide the child a realistic self assessment of how she studies .it can motivate children to learn good study habits to correct errors, and to direct their activities towards the achievement of desired goals .It helps a learner to determine the areas of instruction in which more emphasis is required.
5. Continuous and Comprehensive Assessment identifies the areas of aptitude and interest. It helps in identifying changes in attitudes, and value systems.
6. It helps in making decision for the future, regarding choice of subjects, course and careers.
7. It provide information /reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future successes of the learner

## **1.8 Tools and techniques of Assessment**

Tools and techniques are required to gather information . these should be valid ,reliable and usable.

Interpretation of gathered information needs to be given in numerical scores , grades as well as in qualitative terms. Judgement should be made not just on scholastic aspects but also on co-scholastic aspects which depend to a large extent on the learning ambience and learning culture of an institution .

As far as interpretation is concerned , attainment can be measured in terms of three levels. First is with reference to the learner himself and the current status of progress. The learning gaps need to be identified and marked upon

The second level is to identify the status of the learner with reference to his peer group .(percentile rank)

The third level is with reference to the criteria . the criteria means the expected level of learning keeping in view the required skills

**An Assessment tool is a means of appraisal scientifically designed to evaluate or measure what is required to be evaluated or measured**

**Following factors need to be considered while using a tool:**

- |            |               |                  |                |
|------------|---------------|------------------|----------------|
| 1. balance | 2.objectivity | 3.discrimination | 4.relevance    |
| 5.fairness | 6.validity    | 7.speed          | 8. reliability |

**Tools are the instrument used for measuring the learning outcome ,**

1. **Anecdotal record**-it is used to assess past behaviour of the student
2. **Rating scale**- it is used to classify opinions and judgement regarding situations objects etc.
3. **Aptitude**- they are used to measure the potential, performance and special ability of student.
4. **Inventories**-they are used to assess the expression of the inner feelings of individuals through questionnaires.
5. **TeacherMade/standarised test**- they are used to measure in numerical terms the attainment of students in various school subjects
6. **Checklist**- are used to gather specific information about specific objectives.

7. **Observation schedule-** used to gather various aspects of personality development in individual as well as group.
8. **Portfolio-** Used to collect evidences of students work over a period of time.

**Techniques of Assessment consist of test and other items for measuring growth in particular outcomes of learning.**

1. **Examination:** Tells us how well a learner remember what he has been taught and what he has learnt.
2. **Assignment:** Provide student an opportunity to search for information, construct their own ideas, and articulate the same ideas through spoken ,written and visual expression.
3. **Project:** Provide opportunity to explore and work with ones hand.
4. **Narrative report:** A much comprehensive report of learner in holistic manner.
5. **Narrative record:** Narrative description of the learners experience written which provide an opportunity for exploring every aspect of the childs life and can be used with anecdotal evidences for creating a more holistic image of the learnerand can be used to develop cumulative records.
5. **Student Interview/oral –** Allow the learner to participate in the learning assessment process, can test abilites like pronunciation , intonation, accent, being individual are time consuming.
6. **Self-Assessment:** Can be in corporated into the learners portfolio to provide evidence of the learners self Assessment
7. **peer-Assessment:** Excellent for assessing in team/group based activities social project and peer related behaviour. Can be in corporated into the learners portfolio to provide evidence to the learners social life skill.

8. **Conversation:** help to learn what the learner think knows and imagine, help to test listening and speaking skill.
9. **Student Reporting Paper:** excellent for getting feedback from the student, the teaching learning process and the learners attitude to the particular aspect of their education.
10. **Video :**Provide documentation of a learners experiences while they are engaged with a project or finished products or project models, movement and sound add to the understanding of the event taking place.
11. **Photograph:** Provide documentation of a learners experience ,while they are doing task. They could be finished project or model.

## **1.9 Statement of the problem:**

**"The Application of Tools and Techniques of Evaluation in Continuous and Comprehensive Evaluation in Central Board of Secondary Education School."**

## **1.10 Delimitation**

No study is complete in itself and it depends on resources of the investigator and they are termed as delimitation of the study. following are the delimitations of the present study-

1. The study was delimited to observe the application of tools and techniques in fifteen C.B.S.E school for one month.
2. The study was further delimited to the various above stated tools and techniques.
3. The study was delimited to ninth class of particular C.B.S.E schools of Bhopal.

## **1.11 Defination and Explanation of the Terms**

### **Continuous**

- Continuous is meant to emphasise that Assessment of identified aspects of students growth and development is a continuous process rather than an event ,built into the total teaching learning process and spread over the entire span of academic session.
- It include regularity of assessment frequency of unit testing ,diagnosis of learning gaps use of corrective measures retesting and feedback of evidence to teachers and students for their self Assessment.

### **Comprehensive**

Comprehensive means that the scheme attempts to cover both scholastic and co-scholastic aspects of students growth and development .since abilities attitudes and aptitudes can manifest themselves in forms other then the written word, the term refers to application of variety of tools and techniques(both testing and non testing) and aims at assessing a learners development in areas of learning.

### **Tools**

Tools are the instrument used for measure the learning outcome such as question papers,

Observation schedules, rating scales, checklist

### **Technique**

Techniques of Assessment consist of test and other items for measuring growth in particular outcomes of learning.

## **1.12 Objectives**

1. To find the applications of various techniques of Evaluation.
2. To find the applications of various tools of Evaluation.
3. To find the various techniques of Assessment which are highly applied.



4. To find the various tools of Evaluation. which are highly applied.
5. To find the various techniques of Evaluation. which are less applied.
6. To find the various tools of e valuation which are less applied.
7. To find the various techniques of Evaluation. which are not applied at all.
8. To find the various tools of Evaluation. which are not applied at all.

### **1.13 Need and Significance**

The purpose of Assessment is to see if a given programme is working, an institution is successful according to the goals set for it and the original intend is being successfully carried out. It means to determine social utility, desirability or effectiveness of a process ,product or a programme.

Continuous Assessment help in bringing awareness of the achievement of the child, teacher and parent from time to time. They can look into the problem cause of the fall in achievement if any and may take remedial measure of instruction in which more emphasis is required to keep this in mind various tools and techniques of Assessment must be generated to assess the child in correct manner.

Tools and techniques are required to gather information. These should be reliable valid and usable.

In most of the school by and large one or two techniques(testing and non-testing )

Are applied rubrics are sidelined Assessment criteria are not authentic .

It is thus necessary to involve various tools and techniques to gather information and correct picture of learner .

Moreover this study will show the current status of tools and techniques adopted by various institution for the assessment purpose

Thus this study can benefit teachers, parents and learner about the utility of various tools and techniques of Assessment for the holistic development.