

CHAPTER - I

INTRODUCTION

1.1 Perspective

At the risk of sounding like a cliché, I would still state the fact that the human personality has several dimensions - intellectual, physical, emotional, ethical, aesthetic etc.. Though much repeated it has not lost its meaning and importance. The development of all these aspects should be taken care of for their proper nourishment. The role of education is to strike a balance among them. The optimum result in this direction can be achieved if the growth and development of each of three attributes is consciously monitored and augmented through a well-designed evaluation system.

One of the most neglected areas in present system of assessment is that of value analysis. It is probably no exaggeration to state that the explicit consideration of Value Question, in most of our classrooms is largely ignored. Focus is to promote learning in cognitive domain than in the affective domain.

The relationship between assessment, standard of teaching and learning are intimate. Of the three assessments plays a pivotal role so much so that any improvement in it automatically results in the improvement of the others.

The prevailing incidences of corruption in terms of money, time and resource utilization and of-course the social scenario

threatening the very basis of democracy, only reassert the necessity of focusing on the value education.

It is true that many intellectuals through various platforms have produced a large variety of material and suggestions towards recognizing course contents and improving students thinking abilities. NCERT has conducted four seminars on value Education and has opened a new cell enhancing its promotion. Yet very few educationists have addressed themselves seriously to the question of value assessment and especially so in Elementary school stage which is considered the most impressionistic stage.

1.2 The Measurement of Value :

Some of the most important objectives in curriculum education include, Values such as core universal values, (National Curriculum Framework for school education 2000). Modern values like conservation and scientific Temper. Constitutional obligations, Equality fraternity and liberty and so on.

Yet rarely is student growth in any of these assessed. Why is this so ?

True the term value assessment always produces difficulty? How do we measure values ? But assessment however imperfect must be attempted if we are to determine whether growth is taking place.

One thing is generally agreed that values are internal conditions whose existence can only, be detected on basis of inferences. As Mayhem suggests assessment always requires the observation of a sample of a particular trend of behaviours. This

behaviour may be some kind of physical action, it may be speaking, writing, drawing or something else. Once it has been observed as reliably as possible, the significance of the behaviour needs to be determined.

The basic assumptions under which all value testers operate is that it is possible to discover, values by requiring students to respond to a series, of statements, of performance or situations, respond to certain questions after being involved in emotion laden experience can provide evidence for making inferences about their values.

National curriculum framework for school education 2000. States evaluation must facilitate all round development of students. It will therefore be desirable "to have school based system of students evaluation both formative and summative from classes. I to XII"¹, and yet again emphasizing the need for improvement in field of evaluation under². 'The present proposition of evaluation' underlines the significance of "the comparison of a student's performance with reference to her/his own self criterion set by the teachers and the performance for her/his peer groups"

1.3 Impediments to value assessment :

Inspite of the wide agreement and the pressuring need for value assessment head ways have not been made in this direction. Some of the reasons for the failure seem to be following.

¹ National Curriculum Framework for School Education 2000. Chapter 4.2.

² Opcit 4.6

- (i) Some feel that any attempt on part of teachers to influence or develop values in young smacks of total etarianism or 'brainwashing' or 'Bhagwakaran' ,in the recent circumstances.
- (ii) A large section of society suffers from inertia, which goes against any change. Moreover any alternative system has not been clearly spelled out before them.
- (iii) The system does not provide for multiple techniques of assessment of learners values in more valid and reliable way.
- (iv) Other reason which teachers give are that the affective objectives cannot be attained in relatively short instructional period of a semester or a year and thus cannot be evaluated in school setting.

1.4 Drawbacks of Present System :

1. Learner achievement is established through the prevailing examination system which takes into cognizance only its cognitive aspect. The evaluation of Non-cognitive aspects of personality especially values which are equally important, are totally ignored. Moreover it reposes its faith in "Whatever is tested is to be taught and whatever is not tested in not to be taught"³.
2. Rating scales check lists, Observation schedules etc. impose a practical problem for teachers with students

³ Ved Prakash. Sarla Rajput. I.K. Bansal. et al. Grading in Schools. p.4.

strength of above 40 along with various other institutional responsibilities.

3. Also certain important core values are never assessed for want of proper tools which could give equal opportunities to all the students even when they are not able to participate in co-scholastic activities profusely.
4. It is difficult to maintain objective assessment in case of observation schedules checklists etc. due to various reasons.

1.5 Rationale:

In reference with the evaluation process and examination reform, NPE 1986 states the objective will be to recast the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and powerful instrument for improving teaching and learning i.e. "It would mean in-functional terms, continuous and comprehensive evaluation that incorporates both scholastics and non-scholastic aspects of education"⁴.

Whether values come under scholastic or non-scholastic aspect of education might be a subject for discussion but their can be no two opinion about the fact that assessment of values must be compulsory part of the academic evaluation process and very specially so at the elementary level because it is the formative stage.

⁴ NPE 1986 MHRD. Chapter 8.24

The importance becomes more since we have accepted democracy as a way of life based on liberty, equality, fraternity and justice. It is true that human life has been enriched materialistically with the progress of science. At the same time life has become insecure.

- (i) If a curriculum proposes to bring about affective outcome and successful value inculcation in schools than formative and summative evaluation of it should provide as assessment of its progress towards and final success in fostering these outcomes. For e.g. if a large proportion of the class contrary to the course objectives, still holds an undesirable attitude on a social issue at the end of the course give summative information on the effectiveness of the curriculum.
- (ii) Assessment provides necessary feedback so as to provide an insight into the status of success of teaching objectives and thus gives a direction towards deciding and planning from particular level to higher one in the order.
- (iii) The investigator through her personal experience of eight years in Madhya Pradesh government school service has inferred that assessment of values especially those emphasized in NPE 1986, Constitution and National curriculum framework for school education 2000, is certainly never done in general course of examination.
- iv. As is very aptly put in a Hindi proverb that "you can mould the clay only while it is still wet" or another which says "if you want to bend a bamboo, do it while it is green, if you

try it with a ripe one, you will only break it". So is the case with the children in the crucial state of elementary school. And of course without assessment of desired values neither the teacher nor the students can be aware of direction of effort required to change or rather evolve the values even if both of them desire it with full faith and honest concern.

- v. Also investigator is of an opinion that assessment of subject like maths, English, Hindi, Social studies etc. on a regular basis with a mention in the mark sheet and neglect of those on effective side for instance value not only sends negative message regarding worth of developing values but also give undue importance to the importance of scholastic subject in the life of pupil.
- vi. With the increasing emphasis on value education in our school it was found necessary to develop a tool that would give elementary teacher an objective data about awareness of values being inculcated through integrated courses.
- vii. Social scenario in present draws upon circumstances which creates pressurized over exposed and much independent children who have very little quality time with families which were the primary sources of value inculcation along with the aspects of correcting, moulding or redirecting the values in children in the pre-independence and almost half of the post- independence India.

- viii. With the emergence of working class females and single family norms value inculcation has fallen upon the shoulder of the schools where children spend about five hours daily; especially so during the formative years of elementary schooling. Hence it becomes essential for a teacher to have certain insight into the value aspect of their development and the excuse that value develop over a period of time can't be taken as an excuse to escape making efforts in this direction.
- ix. The problem that the class room teacher faces in value inculcation in view of lacking objective assessment so as to give them direction to proceed ahead ,has been felt seriously by many experts. To quote Rajput "by the time policy formulation percolate down to the class room teacher, who drives to perform the assigned tasks within so many limitation, wishes to receive guidance in a language and perspective that is within his comprehension., an in-built assessment and evaluation will be really helpful in making mid-term correction in the teachers efforts."⁵

The above discussion motivated the investigator towards investigating into this problem of value assessment at class room level and towards finding a solution to it.

1.6 Statement of the problem :

As per the felt need the investigator has conjured up the following statement of the problem to be studied.

"Assessment of selected values at elementary stage"

⁵ Rajput .J.S. Education in Changing World pg. 31

Definition of the important terms.

1. Assessment
2. Values

1. *Assessment* :

(a) "As far as possible the term assessment should be referred for application to people. It covers activities included in grading (formal and non-formal) examining certifying and so on. Student achievement on a particular course may be assessed. Assessment may be characterized as a routine activity in which most educator are involved. Chopin B.H⁶.

(b) "Any activity that is called assessment involves.

- * Collective evidence in a planned and systematic way.
- * Interpreting the evidence to produce a judgement
- * Communicating and using the judgement.

The ways in which these are done have to serve the purpose of the assessment and thus will vary according to purpose. Wynne Harlen⁷.

For collecting evidence investigator will use written test.

Value:

(a) Value are the expected principles or standards of an individual group. Encarta Dictionary⁸.

⁶ Chopin, B.H. The International Encyclopedia of Education, Pg. 1747.48.

⁷ Wynne, Harlen. Teaching and Learning Assessing Science, Pg. 5-12.

⁸ Fraenkel, J.R. Helping Students think and Value. Pg. 232.

- (b) *Values are not things, they are standards of conduct, beauty, efficiency, or worth that a persons endorses and that he tries to live up to or maintain. They do not exist in and of themselves, but are reflected in specific value judgements or claims that individual makes. When a person claims that a certain idea, individuals object, act policy, or way of behaving is good, right, ought to be supported or should be carried out, such standards are often recalled in the reasons he give for his claim. Fraenkel J.R.⁹.*
- (c) "Values refer to objects that human beings consider desirable and worthy of pursuits in their thoughts, feelings and action. Sehashadri 1992.
- (d) Thus we may state that A value is a principle, a standard or a quality that is considered worthwhile or desirable. It is consciously preferred choice of the concept of desirable behaviour, satisfying the needs and interests, having an element on stability and is validated by social approval. Such behaviour is standardized as norms that constitute standards by which choices are evaluated.

1.7 Objectives:

In the light of the needs, the following have been kept the major objectives of the study:

1. To study the effectiveness of the tool developed in assessing the selected values.

⁹ Encarta Dictionary. Pg. 2055

2. To investigate conduciveness of the environment for the selected values.
3. To assess the status of selected values among the students.
4. To compare the achievements of private school students and government school students in the selected values.
5. To investigate the effect of gender on the achievement in the selected values.
6. To enquire about the importance given by the students to the selected value according to their own perception.

1.8 Research Questions :

As directed by the objectives investigators formulated following research questions.

1. Is the tool developed effective in assessing the selected values?
2. To examine whether the environment is equally conducive for the selected values?
3. What is the status of selected values among the students?
4. To examine if there is significant difference between the achievements of private school learners and government school learner in the selected values?
5. To examine is achievement in selected values affected by gender?
6. To examine how do the students rate the selected values?

1.9 Delimitation of the study :

1. Following are some of the delimitation of the study:
 - (i) The sample was delimited to class VII
 - (ii) The study was focused on assessment of selected four values-secularism, conservation, equality and scientific temper.

1.10 Variables:

Independent	:	Gender, School type
Dependent	:	Value perception in selected values.
