

CHAPTER - VII

SUMMARY

INTRODUCTION

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.

Whether values come under scholastic or non-scholastic aspect of education might be a subject for discussion but there can be no two opinions 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.

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.

Objectives :

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

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 is affected by gender?
6. To examine how do the students rate the selected values?

Design:

The study conducted was a developmental study thus first the tool was development. Its construct validity and reliability was established. Finally the tool was put to use in the field.

Sample:

Random sampling was conducted. Schools from Rewa and Bhopal were selected. Sample had 73 boys and 110 girls. Details of the sample have been reported in table on page...

Tools:

- (1) Affective value measure for secularism (A) Conservation (B) Equality (C) Scientific Temporal (D) : these were developed by the investigator and presented in the form of a Booklet with four sections A B C & D

- (2) A Rating scale was included in the test booklet as part II and students were requested to rate the four values as per the importance of each value as conceived in their mind.

Limitations:

1. Ratio of Boys and Girls at the time of testing.
2. Methodology of Curriculum Transaction in the different schools.

Major Findings :

1. An objective type test constructed by a teacher on bases of affective domain taxonomy is successful in assessing the status of values among the students.
2. The perception of values is independent of the school type.
3. The perception of values is independent of gender.
4. Equality as a value has higher perception among students hence strategies should be of sustaining the value.
5. Secularism as a value is least profound hence must be clarified with special focus.
6. Scientific temper and conservation need to be given more curricular focus.

Educational implications:

1. The tool developed can be used in planning a Mid-term assessment schedule for assessment of values.
2. An integrated assessment plan may be developed for the assessment of values along with various subjects.
3. Tool can be used for assessment of teaching.
4. Tool can be implied to assess status perception of values so as to plan future strategies.