

# *CHAPTER- V*

## *Summary, Suggestions and Recommendation*

# **CHAPTER -V**

## **Summary, Conclusion and Recommendation**

### **5.1 Introduction**

This chapter including a brief summary of the study, findings and conclusions drawn from various, analysis. This is followed by the educational implication based on the findings of the study. Suggestion for further researches on related topics have also been outlined.

In implementing a programmed of continuous assessment, teachers need to provide and develop an action plan indicating the scheme of evaluation, identifying the task, and role of different teachers in different activity by implementing the area of scholastic and co-scholastic component of continuous comprehensive evaluation in a time schedule, mode of implementation and feedback mechanism along with remediation strategies provide feedback that will lead to positive action and help the learner to do better.

The present study was an attempt to find the application of tools and techniques of evaluations in scholastic and co-scholastic areas in various CBSE schools.

### **5.2 Statement of the problem**

The purpose of the study was stated as " The application of tools and techniques of evaluation in continuous and comprehensive evaluation in Central Board of Secondary Education Schools.

Assessment is goal directed and educational outcomes are judged in terms of goal attainment .Every educational programme should aim for the all around development of the personality of the child. Therefore the learning experience provided in the school should contribute toward the achievement of the desired goals . A teacher

While deciding about the related learning experience should see both scholastic and co-scholastic outcomes as desirable behavioural outcomes of that programme. To evaluate the child appropriately various tools and techniques of Assessment should be applied effectively

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

### **5.3 Summary of the study**

The present study was an attempt to investigate the “application of tools and techniques of Assessment in continuous and comprehensive Assessment in various C.B.S.E schools for ninth std.

As the study was an Survey Research.fifteen C.B.S.E schools are approached and the various tools and techniques they apply to evaluate the child are observed minutely one school is considered as a single data one one section of class ninth teacher and respective other teachers are interviewed.

A checklist is prepared in which various tools and techniques are mentioned and after consulting the respective teacher the respective application of tool and technique is rated through rating scale.

Statistical techniques such as mean, standard deviation were not applied.

### **5.4 Major findings**

As the study conducted on the application of tools and technique of Assessment in continuous and comprehensive Assessment in various C.B.S.E schools , the following finding have finally emerged from the study.

1. various tools and techniques which are applied in school
2. various tools and techniques which are highly applied in school
3. various tools and techniques which are less applied in school

4. various tools and techniques of Assessment which are not at all applied in the school

## **5.5 Conclusion**

It may conclude that the effective application of tools and technique of evaluation draw a correct picture of students personality.

## **5.6 Suggestion for further research studies**

1. The study can be carried out in large scale
2. the study can be carried out on a sample which include individual study of tools and techniques of Assessment on the correct presentation of students personality.

## **5.7 Educational implications**

1. Various tools and techniques of Assessment should be effectively introduced with standardized rubric for correct assessment of the student.
2. It should be checked minutely by educational supervisor time to time whether it is appropriately implemented or not.
3. The schools principal, schools management and respective school teachers should get appropriate awareness and usage of various techniques and tools recommended by CBSE in its CCE manual for teachers to implements effectively.