

## AN ANALYTICAL STUDY ON INTEREST OF TEACHERS TOWARDS VARIOUS TECHNIQUES OF SCHOLASTIC ASSESSMENT

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### Abstract

The scheme of Continuous and comprehensive evaluation was formulated to decrease the stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation. (Wikipedia.org.april, 2010). The initiative taken by CBSE to introduce this scheme is unquestionably a positive step in the direction of holistic development of child's personality. CCE includes not only the scholastic areas but also reflects personality attributes, life skills acquisition, behaviour interests, attitudes, values and proficiency in co-curricular activities (Thomas,2009). The main objective of the research is to study of the interest of Teachers towards the various techniques of Scholastic Assessment. The Survey method was used and a self made tool was prepared by researcher. Findings of the research that Interests of teachers towards various techniques of Scholastic Assessment (Formative and Summative type) i.e. Assignments, Quizzes , Projects, Debates and Group discussions are depends on the nature of content. But many teachers like Assignments and Projects Method.

**Key words:** CBSE , Scholastic Assessment, Co-curricular activities.

### Introduction

Traditionally evaluation was considered useful only for measuring the quantum of learning possessed by learners at the end of a course. Today, evaluation is perceived as "the collection, analysis, and interpretation of information about any aspect of a programme of education and training; as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have" (Thorpe, 1988 :5).

Following the lines of Furst (1957:3), evaluation is perceived as a vital part of an educational programme -- the other two "being the educational objectives and the learning experiences". Each of these components plays the dual role: the beneficiary and the benefactor with the other two of the components. In other words each of the components gains its sustenance from the others, while at the same time each contributes to the strength of the other two.

Evaluation is an essential part of the teaching-learning process. It is a planned, continuous activity which is closely linked to curriculum and instruction. Nunan acknowledging its importance emphatically states that "no curriculum model would be complete without an evaluation component" (Nunan 1990: 116).

Evaluation is one of the most powerful influences on students' experiences of learning. If we wish to discover the truth about an educational system, we must look into its assessment procedures. What are the student qualities and achievement that are actively valued and rewarded by the system? How are its purposes and intention realized? To what extent are the hopes and ideals, aims and objectives professed by the system truly perceived, valued and striven for by those who make their way within it. The answers to such questions are to be found in what the system requires students to do in order to survive and prosper. As Rowntree (1987:1) states, "The spirit and style of student assessment defines the *de facto* curriculum".

Since evaluation is closely tied to the rest of the curriculum any change to the goals and objectives of a given programme must be reflected in the evaluation procedures, which are used within that programme. The way changes in goals and philosophies must also be reflected at the level of evaluation can be seen in relation to the development of communicative language teaching. Here, changes at the level of syllabus design and methodology had a marked influence on evaluation as it was unsatisfactory to evaluate courses designed to improve students' communicative abilities by sticking to administer tests of linguistic knowledge.

The importance of measurement and evaluation is like evaluating tools, because these basic questions about academic processes and their results- we are studying classes in the classroom, how students are working with learning material, the school's ,what kind of knowledge is being given in the environment, how are the students using and learning about what they have learned, the world's knowledgeable and anxious people as Grikon students help to answer how they are evolving.

The scheme of Continuous and comprehensive evaluation was formulated to decrease the stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation. (Wikipedia.org. april,2010). The initiative taken by CBSE to introduce this scheme is unquestionably a positive step in the direction of holistic development of child' s personality. CCE includes not only the scholastic areas but also reflects personality attributes, life skills acquisition, behaviour interests, attitudes, values and proficiency in co-curricular activities (Thomas,2009). CCE is mainly a system of school based evaluation that covers all the aspects of a student's development. It is mainly a developmental process of student which lays emphasis on two main objectives i.e. continuity in evaluation and assessment of broad based learning as well as behavioural outcomes.

It aims at assessing a child's development in the following areas of learning:



**Fig.: Areas of learning**

The continuous comprehensive evaluation scheme was initiated based on recommendation to transform evaluation practice in school education by National Curriculum for Elementary and Secondary Education- a framework (1988). Henceforth, it is expected to evaluate students at the viewpoints presented with respect to framework.

The framework emphasised following-

- Minimum level of learning
- Mastery level in competencies
- Assessment of psychomotor skill, socio emotional attributes
- Valuation
- Grade instead of marks
- Feedback mechanism
- Using tools, techniques for evaluation
- Record maintenance
- Minimal paper- pencil test in evaluation
- Recording of evidence regarding area wise
- Preparation and maintenance of profile of the growth and development of every learner
- Diagnosis of the area of difficulty and arranged remedial teaching.
- Transparent for community and parents. (Sonawane & Isave,2012)

Hence, in respect of the evaluation of the researcher's research, all the aspects, facts, progress, etc., mentioned above, have been learned from the depth. In this sense, the researcher has made evaluation understanding the importance of teachers in the relationship between teacher and students - Knowing about the contribution of teachers and students to the evaluation and success of the evaluation and the failure of the evaluation is also the reason for research. In this background, the researcher has chosen the title of his research subject "**An analytical study of the interest of Teachers towards the various techniques of Scholastic Assessment**". Hence, the problem chosen by the researcher is complete and the research is conducted and researcher research will be beneficial to the policy makers, teachers, parents, students, is the trust of the researcher.

### **Statement of Problem**

Evaluation terms in Indian education are related to examination, tension and anxiety. All the attempts to define curriculum and renewal fail, if they can't compete with the roots of the schooling system and the obstacles in the examination system. We are concerned about the ill effects of examinations which make efforts to make learning process meaningful and make the children pleasant. 'A good appraisal and examination method can become an integral part of the learning process, in which both the learner and the education system can benefit from the thoughtful and critical feedback'.

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### **Objectives of Research**

- To study of the interest of Teachers towards the various techniques of Scholastic Assessment.

### **Research hypothesis: -**

**H01:** There is not a significant difference in the interests of teachers towards techniques of evaluation methods.

**H02:** There is no significant difference in the interests of the teachers towards the techniques of Scholastic Assessment(Formative and Summative type)

### **Definition of applying words in research: -**

#### **Scholastic Assessment**

For the continuous and comprehensive evaluation of a child, scholastic as well as co-scholastic aspects need to be given due weight-age and recognition. Such holistic assessment necessitates maintaining a comprehensive profile for each child. The positive behavioural outcome which is related to knowledge, understanding, application and creativity in subjects and the child's ability to apply it in an unfamiliar situation is one of the main objectives in scholastic domain. In order to make the assessment of scholastic aspects more effective, it should be both of Formative and Summative type i.e. Assignments, Quizzes, Projects, Debates and Group discussions.

### **Teacher's Interests: -**

Generally interest is seen as an interest in or liking something. What is the interest in education psychology? How is it built? Such questions can be considered, which are the ways in which good interests can be generated.

According to Crow, 'there is a sense of interest and motivation that inspires us to pay attention to any person or action'.

### **Research method**

In the current research, the survey method were used by the researcher.

### **Population and sample**

In the form of Population / Total for introductory research pursuance, three types of schools that have been identified in the State have been identified -

1. Primary schools
2. Secondary School
3. High Secondary School

### **Sample**

In the present research, the schools were selected by proportional random sampling method of diverse nature / types of schools run in the Uttar Pradesh . Proportional random sampling survey method out of these selected schools will be selected by the teacher (600) in the form of trustee. For the purpose of research, a total of six hundred (N-600) sizes have been fixed.

### **Research Instrument**

1. Self-made questionnaire was used for teachers' interests towards different techniques of Scholastic Assessment.

### **Limitations of Research**

The following are the limitations of the present research study:

- Only techniques of Scholastic Assessment (Formative and Summative type) i.e. Assignments, Quizzes, Projects, Debates and Group discussions were examined under various evaluation methods.
- The proposed research study was included in the classes of State / Private Primary, Secondary and Higher Secondary Levels of Uttar Pradesh State.

### **Selected Statistics in Research**

In the research, statistics were used in analyzing statistics of statistics according to the Mean, standard Deviation, F-Ratio, T-test, Bar Diagram and as per the requirement.

### **Finding**

Interests of teachers towards various techniques of Scholastic Assessment (Formative and Summative type) i.e. Assignments, Quizzes, Projects, Debates and Group discussions are depends on the nature of content. But many teachers like Assignments and Projects Method.

### **Conclusion**

The meaning of any research is only when it is useful for society. Hence the utility of the presentation is important for the education department, for teachers, for parents and for students.

Good evaluation method is directly related to students. By this assessment, the student is regularly evaluated in both academic and co-scholastic areas. Hence, from time to time the students are aware of their weaknesses and powers and can overcome them by detecting vulnerabilities (self evaluation).

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