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Lesson No.

- 1.1 : Assessment and Evaluation: meaning of assessment and evaluation: purpose, diagnostic, formative and summative evaluation.
- 1.2 : Tools of assessment: project method
- 1.3 : Tools of assessment: Assignment technique oral testing
- 1.4 : Tools of assessment: Test-objective and essay type, their merits and limitations, kinds of test items
- 1.5 : Continuous and comprehensive evaluation: concept, significance, merits and limitations

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Assessment and Evaluation: Meaning of assessment and evaluation, purpose, diagnostic, formative and summative evaluation

Structure

- 1.1.1 Introduction
- 1.1.2 Objectives
- 1.1.3 Assessment and Evaluation
 - 1.1.3.1 Meaning
 - 1.1.3.2 Importance of Evaluation
 - 1.1.3.3 Purpose
 - 1.1.3.3 Diagnostic evaluation
 - 1.1.3.4 Formative evaluation
 - 1.1.3.5 Summative evaluation
- 1.1.4 Summary
- 1.1.5 Keywords
- 1.1.6 Suggested questions
- 1.1.7 Suggested readings
- 1.1.8 Self-check exercise

1.1.1 INTRODUCTION

Assessment of a process means to understand the state or the condition of that process through objective measurements and observations. When it comes to education, assessment means the same as the general meaning of the word, but we have to remember another fact. The fact is that assessment in education is done in order to improve the process. The assessment pays attention to learning, teaching, as well as the outcomes.

1.1.2 OBJECTIVES

After going through this lesson, students will be able to:

- Understand meaning of assessment and evaluation
- Comprehend purpose of assessment and evaluation
- Explain types of assessment and evaluation
- Understand summative and formative evaluation

1.1.3 ASSESSMENT AND EVALUATION

When it comes to the timing of an assessment, it is an ongoing process that is determined to improve learning. An assessment can be a small paper given to the student by their teacher. The intention of such a paper

is to understand how well the students know the components of the subject. This shows how much they have learnt. Evaluation means measuring or observing the process to judge it or to determine it for its value by comparing it to others or some kind of a standard. The focus of the evaluation is on grades. When it comes to the timing of evaluation, it is rather a final process that is determined to understand the quality of the process. The quality of the process is mostly determined by grades. That is such an evaluation can come as a paper that is given grades.

1.1.3.1 MEANING

Assessment of a process means to understand the state or the condition of a process through objective measurements and observations. Assessment is more of an ongoing process. It is formative. Assessment is known as process-oriented. That means it focuses on improving the process. The relationship administrator and recipient share in assessment is reflective. There are standards that are externally imposed. Findings are diagnostic in assessment as they are for identifying areas that need improvement. Evaluation is determining the value of something. Evaluation is more of a final process. It is summative. Evaluation is known as product-oriented. That means it focuses on the quality of the process. Findings are judgemental in evaluation as they come to an overall score. According to James M. Bradfield evaluation is the assignment of symbols to phenomenon, in order to characterize the value of a phenomenon, usually with reference to some cultural or scientific standards. Norman E. Gronlund and Robert L. Linn stated evaluation as a systematic process of collecting, analyzing and interpreting information to determine the extent to which pupil's are achievement instructional objectives. According to C.V. Good the process of ascertaining or judging the value or amount of something by use of a standard of appraisal includes judgement in terms of internal evidence and external criteria. So this means that evaluation is a much more comprehensive and inclusive term than the measurement and test. A test is a set of questions whereas measurement is assigning number to the results of test according to some specific rules on the other hand evaluation adds value judgement.

Evaluation of the progress made by the students is one of the very difficult tasks. It means to determine the value of something with regard to students' performance. It is a process that demands resourcefulness, ingenuity and ability to measure objectivity on the part of the teacher. Evaluation does not mean only assigning scores to students but it also required gathering and weighting evidence which will reveal changes in the behaviour of the pupils as they progress. Therefore, evaluation is a continuous process

which takes place in the school, outside the school and involves teachers, pupils and community as well.

Evaluation is the process of judging the worth of learning outcome as a result of teaching-learning process. A teacher should know the drawbacks of his teaching and students should also know their weaknesses and try to improve them. Evaluation helps the teacher in diagnosing pupil's difficulties, their potentialities and interests in every sphere of life. It also provides information which is required for effective guidance programme. Evaluation of teaching-learning process includes day-to-day progress of students in school or outside school, his growth towards the desirable goal and given the information to know the present status of the students.

1.1.3.2 Importance of Evaluation

Evaluation not only aims at knowing the achievement but also helps in improving the curriculum and method of teaching. It is a dynamic method and changes according to the needs of the individual and society. Education is a process of growth and development and its aims change from time to time. Therefore, the techniques of evaluation also change to improve the whole process of education. The purposes of evaluation are-

1. To judge the effectiveness of teaching techniques

Evaluation helps in knowing the effectiveness of teaching techniques in terms of objectives of teaching. If found ineffective, these can be modified to help in achieving the objectives.

2. Soundness of teaching material

The purpose of evaluation is to find out the psychological and logical soundness of the material to be taught. It is essential that the curriculum should be dynamic and broadbased and should be modified according to changing objectives.

3. Prediction of Success

Evaluation helps in testing the alround development of the child and in predicting the future success of the students in a particular field. It serves both diagnostic and prognostic purposes and serves as basis of guidance to teacher and taught.

4. Modification of tools and techniques

The different tools and techniques should not be static. These should be modified in the light of the changing aims and objectives of education and should be improved from time to time. Therefore, the purpose of evaluation is also to modify and improve different tools and techniques of evaluation.

5. To measure the objectives

To test the genuineness of objectives and help in their modification, evaluation is important. If the objectives are not achieved, it tries to find out the reasons for that. It may also help to know that the objectives are ambitious or below the standard. Therefore, to modify them in the light of needs of the individual and society, evaluation is necessary.

6. The Teaching Process

It includes assessment of the effectiveness of methodology of teaching, different teaching methods used by the teachers and use of models of teaching etc.

7. Learning Process

It means assessing the quality of learning environment, diagnosing the causes in the learning process as well as determining the need for remedial work.

8. The Curriculum

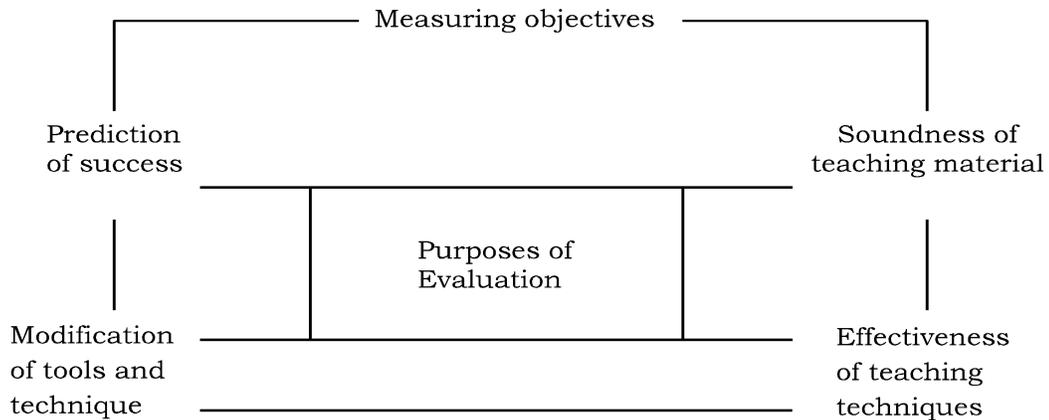
It includes improvement in curricular and co-curricular activities.

9. Society

It involves assessing the requirements of a particular society, resources of the society, contribution of parents and other systems in the field of education.

Every system of a society has its own purposes and objectives of evaluation. These may vary with the changing needs of every society.

All the purposes of evaluation are important and are interrelated. They can be shown by the following diagram.



1.1.3.3 PURPOSE

The main purpose of a teaching learning process is to enable the students to achieve intended learning outcomes. The other purposes of assessment and evaluation can be summarized as follows:

- **Preparing instructional objectives**
Learning outcomes expected from discussions can be fixed by using evaluation results if we identify the instructional objectives and state them clearly in terms of intended learning outcomes. Only a good evaluation process helps us to prepare a set perfect instructional objectives.
- **Assessing the learner's needs**
It is very much important to know the needs of the learners in the teaching learning process. Evaluation helps to know whether the students possess required knowledge and skills to proceed with the instruction. The instructor must know the knowledge and skills to be mastered by the students.
- **Provide feedback to students**
An evaluation process helps the teacher to know the learning difficulties of their students. It helps to bring about an improvement in different practices of the school. It also ensures an appropriate fall of service.
- **Preparing programmed materials**
Programmed instruction is a continuous series of learning sequence. First the instructional material is presented in a limited amount than a test is given in response to the instructional material. Then feedback is provided on the basis of correct responses. So, without an effective evaluation process the programmed learning is not possible.
- **Curriculum development**
Curriculum development is a vital aspect of the instructional process. Evaluation data enables the curriculum development to determine the effectiveness of new procedures, identify areas where revision is needed. Evaluation also helps to determine the degree of effectiveness of the existing curriculum. Thus, evaluation data are helpful in constructing the new curriculum and evaluating the existing curriculum.
- **Reporting pupil's progress to parents**
A systematic evaluation procedure provides an objective and comprehensive picture of each pupil's progress. This comprehensive nature of the evaluation process helps the teacher to report on the total development of the students to their parents. This type of

objective information about the pupil provides the foundation for the most effective co-operation between the parents and teachers.

- Usefulness in guidance and counselling
Evaluation procedures are very much necessary for educational, vocational and personal guidance. In order to assist the pupils to solve their problems in the educational, vocational and personal fields, the counsellor must have an objective knowledge of the pupils' abilities, interests, attitudes and other personal characteristics. An effective evaluation procedure helps in getting a comprehensive picture of the pupil which leads to effective guidance and counselling.
- Effective school administration
Evaluation data helps the administrators to judge the extent to which the objectives of the school are being achieved, to find out strengths and weaknesses of the curriculum and arranging special school programs. It also helps in decision making concerning about the admission and grouping of the students.
- Helpful in school research
In order to make the school programs more effective, researches are important. Evaluation data are helpful in research areas like comparative study of different curricula, effectiveness of different methods and effectiveness of different organizational plans.

1.1.3.4 DIAGNOSTIC EVALUATION

Diagnostic evaluation is concerned with evaluation of pupil's learning difficulties during instruction. A diagnostic test used to diagnose or to reveal an individual's weakness and strengths in a certain course of study. It tries to discover the specific area of weakness of a student in a given course of instruction and then suggest remedial measures. Diagnostic tests are designed to analyze individual's performance and provide information on the causes of difficulty. If a pupil continues to experience failure in a subject in spite of the use of prescribed alternative methods of instructions during the course of instruction, in that stage teacher takes the help of diagnostic evaluation. So it assists the teacher in determining exactly where the learning or teaching has been successful and where it has failed. The purpose of the diagnostic evaluation is to enquire into the nature of the difficulties faced by a pupil in his subject, so that proper remedial measures may be applied. After all, diagnosis is a matter of degree. So tests may be diagnostic in various degrees. Today, many tests used in educational evaluation may be called as diagnostic tests. In fact, any test which yields more than a single overall score is diagnostic in

nature. Diagnostic evaluation is of great use in making the teaching and learning more effective. Therefore, the teacher should not only be acquainted with the different diagnostic tests, but should also use the sense in making their instructional programs more effective. Sometimes, teachers spend much of their time in teaching again and again a topic to their students because they develop a wrong notion in their mind that their students have not understood the topic and not followed them. The real fact is that these teachers have a little or no knowledge of diagnostic tests. Here the weak point of the students should be diagnosed and due attention should be given to remove their difficulties.

1.1.3.5 FORMATIVE EVALUATION

Formative evaluation is used during the teaching learning process to monitor the learning process. It is developmental in nature. The aim of this evaluation is to improve student's learning and teacher's teaching. Generally, teacher made tests are used this purpose. The test items are prepared for limited content area. It provides feedback to the teacher to modify the methods and to prescribe remedial works. It helps to know to what extent the instructional objectives have been achieved. It considers evaluation as a process. Only few skills can be tested in this evaluation. It is continuous and regular process. It tells whether the progress of the pupils is successful or not.

1.1.3.6 SUMMATIVE EVALUATION

Summative evaluation is used after the course completion to assign the grades. Generally, standardized tests are used for the purpose. Summative evaluation is terminal in nature and its purpose is to evaluate students' achievements. The test items are prepared from entire content area. It helps to judge the appropriateness of the instructional objectives. It helps the teacher to know the effectiveness of the instructional procedure. It is not a regular and continuous process. Large number of skills can be tested in summative evaluation. It gives a clear idea about the degree to which the students have mastered the course content and it considers evaluation as product.

1.1.4 SUMMARY

Assessment in education is done in order to improve the process. Assessment of a process means to understand the state or the condition of that process through objective measurements and observations. The assessment pays attention to learning, teaching, as well as the outcomes. An assessment can be a small paper given to the student by their teacher. This shows how much they have learnt. Evaluation means measuring or observing the process to judge it or to determine it for its value by comparing it to others or some kind of a standard. The focus of

the evaluation is on grades. Assessment is known as process-oriented. That means it focuses on improving the process. Evaluation is known as product-oriented. That means it focuses on the quality of the process. The main purpose of a teaching learning process is to enable the students to achieve intended learning outcomes. It is very much important to know the needs of the learners in the teaching learning process. Evaluation helps to know whether the students possess required knowledge and skills to proceed with the instruction. Diagnostic evaluation is concerned with evaluation of pupil's learning difficulties during instruction. A diagnostic test used to diagnose or to reveal an individual's weakness and strengths in a certain course of study. Formative evaluation is used during the teaching learning process to monitor the learning process. It is developmental in nature. The aim of this evaluation is to improve student's learning and teacher's teaching. Summative evaluation is used after the course completion to assign the grades. Generally, standardized tests are used for the purpose. Summative evaluation is terminal in nature and its purpose is to evaluate students' achievements.

1.1.5 KEYWORDS

Observation, formative, summative, remedial teaching, product-oriented, process-oriented.

1.1.6 SUGGESTED QUESTIONS

- What do you mean by assessment and evaluation? Explain in your own words.
- Give some purposes of assessment and evaluation.
- Write in brief about diagnostic evaluation and formative evaluation.

1.1.7 SUGGESTED READINGS

- Borg and Gall. Educational Research: An Introduction, Longman, New York.
- Kaur and Bist (2016) Assessment for Learning, R.Lall Publishers, Meerut.
- Patel, R.N. Measurement and Evaluation.

1.1.8 SELF-CHECK EXERCISE

- a. The assessment pays attention to learning, _____ as well as the outcomes.
- b. Evaluation focuses on the _____ of the process.
- c. Diagnostic tests are designed to analyze _____ performance.
- d. Formative evaluation is _____ in nature.

- e. Summative evaluation is used after the course completion to assign the_____.

Scoring Key

- a. teaching
- b. quality
- c. individual's
- d. developmental
- e. grades

- 1.2.1 Introduction
- 1.2.2 Project Method
- 1.2.3 Merits of Project Method
- 1.2.4 Drawbacks of Project Method
- 1.2.5 Conclusion
- 1.2.6 Some suitable project
- 1.2.7 Suggested Questions
- 1.2.8 Reference Books

1.2.1 Introduction:

There are no two opinions that there is no substitute for a method of teaching and right kind of teachers. It was why that Secondary Education Commission has laid down. Even the best curriculum and the most perfect syllabus remains dead unless questioned into life by the right method of teaching and the right kind of teachers. Further the commission adds sometimes even an unsatisfactory and unimaginative syllabus can be made interesting and significant by the information to be imparted but on his students, their interests and aptitudes, their reactions and responses. He judges the success of his lesson not by the amount of matter covered but by the understanding, the appreciation and efficiency achieved by the students.

The role of a method by the same commission had been described in the following words. "Any method good or bad links up the teacher and his pupils into an organic relationship with constant mutual interaction; it reacts not only in mind of the students but on their entire personality; their stands of work and judgment, their intellectual and emotional equipment, their attitudes and values. Good methods which psychologically and socially sound may raise whole quality of their life. So in the choice and assessment of methods, teachers must always take into consideration their end products, name by the attitudes and values inculcated in them consciously or unconsciously.

A good method of teaching always result from the observations of certain principles of teaching and laws of learning. It must also consider the learner at the central point of the teaching process.

Herbert Wards and Frank Roscoe have beautifully defined a method in the following words.

"While it is true that a good method is not merely a collection of articles or

mechanical devices and that a teacher must devise his own method, it is important that a good method results from constant observation of certain broad principles. These include, orderly procedure in teaching, an arrangement of the subject which will avoid wastage of time and energy and distribution of emphasis, which will secure the greatest cooperation from the pupils and maintain their active interest.”

For teaching a subject like social studies, it is essential that different methods of teaching should be used so as to teach different types, levels and quantities of curriculum to students in accordance with their age, level and needs. It is still of greater importance because for all the topics of the curriculum and level of the students, there is no royal road for successful teaching. The teacher must be in a position to use any permutation and combination of methods, devices and techniques to make the subject interesting, vital and living, so that there is maximum learning at the part of the students. The use of different methods for teaching different subject or to use combination of different methods in the teaching of one topic is also essential for avoiding monotony amongst the students, class and the teacher. Before we discuss different methods of teaching social studies to the students, we must remember that students are not the empty pots in which any liquid can be poured. They are living human beings who may or may not be ready to accept the knowledge one may want to teach. It is essential that the methods should be such that students feel interested in the topics which are to be taught. We will discuss some methods as follows :

1. Story telling method
2. Lecture Method
3. Discussion Method
4. Project Method
5. Problem Method
6. Source Method
7. Text Book Method

1.2.2 Project Method

Project method is the outcome of John Dewey’s philosophy of pragmatism. He says “What is to be taught should have a direct relationship with the actual happenings in life,” In order to understand this method, let us try to think over the meaning of the term “project”.

According to Stevenson—“A project is a problematic act carried its completion in its most natural setting”.

According to Kilpatrick—“A project is a whole-hearted purposeful activity proceeding in a social environment”.

According to Ballard—“A project is a bit of real life that has been imported in to school”. These definitions present to us the following characteristics of a project :

1. A project is an act related to actual life activities.
2. This act is undertaken to solve an emerging or felt problem in order to realize some useful and purposeful objectives.
3. It is always accomplished in a social environment and a natural setting.
4. The project activity will remain interesting and absorbing throughout for the learner.

Project plan is a more modified form of an old method 'concentration of studies'. The main feature of this plan is that some subject is taken as the core or center and all their school subjects, as they arise, are studied in connection with it. It is also based on the principle of learning by doing. It assumes that knowledge grows by application. It is also based on the fact that the different branches of knowledge are not separable, though they are studied separately for some superficial convenience. Knowledge is invisible, and project method is a method in accordance with this natural correlation. It is method of spontaneous and incidental teaching. As the project progresses, the learner goes on picking up any piece of knowledge that may happen to be relevant, necessary and useful.

Procedure :

The carrying out of a project involves the following six steps :

1. Providing a situation.
2. Choosing and purposing.
3. Planning of the project.
4. Executing the project.
5. Evaluation of the project.
6. Recording of the project.

1. Providing a Situation :

In the first step, a situation is provided to the students to think over in choosing some project to work on.

2. Choosing and Purposing :

In this step students try to choose a definite project keeping in view of the resources in hand. They are properly guided by their teachers in the selection of a project.

3. Planning of the Project :

In the planning phase, the project chosen is again discussed in terms of laying down a plan and procedure for the execution of the project.

4. Executing the Project :

At this stage the project is in process. All the students play their roles

according to their abilities and capacities.

5. Evaluation of the Project :

The work done on the project is evaluated from time to time.

6. Recording of the Project :

In this step the students note down the whole process of the project, i.e. how the project was chosen, planned and executed, what type of difficulties were faced and how they were solved. This is kept as record for the future guidance.

There cannot be any rigidity about these steps and stages. Modification and adjustments can be made according to the nature of the project and the level of the students. The teacher has to make among the pupils an equitable distribution of work, according to their abilities and stamina. On the whole the project work remains a cooperative activity of the teacher and the taught and it is joint venture before the students.

A project should arise out of a need felt by pupils. It should not be forced on them. It should be important and purposeful. It must be interesting for the students.

Ex. 'Understanding about a local industry' may be a project for the students. The following aspects may have to be dealt with for the accomplishment of the project.

1. The name of the industry (e.g., sports goods)
2. Location of various important factories engaged in the industry, and the names of the concerns.
3. The reasons justify the location of the industry in that area.
4. The source of its raw material.
5. The geography of its raw material.
6. The expansion of the industry over a span of time.
7. Whether factory is individual enterprise, joint concerns or cooperative societies.
8. Approximate number of people employed in that industry.
9. Their ranks, grades and salaries.
10. Annual turn out of various factories.
11. The share of profit for different share holders.
12. The progress of different factories in the matter of production and income from year to year. The graphs of this progress.
13. The scope of further expansion of the industry.
14. The relation of the industry with other social institutions.
15. The contribution of the industry in the overall development of the

area.

16. The type of qualifications—general and technical which can enable a person to get employment in that industry.
17. Any scientific, chemical or mechanical processes involved in various factories.
18. Visit to important factories.
19. An essay on this local industry.
20. A quiz competition on the local industry.

While answering these and many other possible queries, the students will acquire a through knowledge of local industry and at the same time learn many relevant topics of different subjects. The teaching of relevant mathematics will also come in incidentally.

1.2.3 Merits of Project Method

1. Better learning takes place in a project plan because the pupils get the opportunity of active participation and creative self expression.
2. The project enables the pupil to apply the principles learnt in school of life situations.
3. It is interesting to the pupils because it is an active programme.
4. It is based on the psychological laws of learning.
5. Education is related to life and is acquired through meaningful activity.
6. It upholds the dignity of labour.
7. There is an ample scope for the transfer of training.
8. It introduces democracy in education because the studies have to cooperate and act together for a common cause.
9. It brings about concentration of studies and correlation between knowledge and activity.
10. It emphasizes problem solving rather than cramming or memorizing.
11. It inculcates social discipline through joint activities.
12. It develops self-confidence and self-discipline.
13. Teaching becomes incidental as the child is motivated by the desire to learn.
14. A project tends to illustrate the real nature of a subject and its application.

Short In Text Questions

1. Define Project method
2. Enlist three merits of Project method

15. Project can be used to arouse interest, justify the study, encourage initiative and give the students joy at the successful completion of a given work.
16. It poses a challenge to the capacities and abilities of the learner and puts him on the track to think and act.
17. It provides opportunities of mutual exchange of ideas.
18. It develops a number of social virtues like sense of responsibility, resourcefulness self-respect, tolerance, patience etc.
19. Even backward children learn things with ease.

1.2.4 Drawbacks of Project Method

1. Project method creates many challenges for the teacher right from the selection of the project till its execution. Every teacher is not adequately equipped and informed to provide required enthusiasm, and leadership for the carrying out of a project.
2. Mathematics cannot be taught adequately by this method. Incidental teaching does not suffice in this subject which needs well-organized, systematic and continuous teaching. There are so many branches, topics and aspects of Mathematics that may hardly be covered through projects.
3. The drill and practice work which is the backbone of the Mathematics teaching cannot be provided through project method.
4. Through long drawn out project, hardly a part of the syllabus can be covered, therefore it does not suitably replace the present day speedily classroom teaching.
5. Our schools can neither afford sufficient funds nor provide competent personnel for teaching through project method.
6. Suitable books are not available which may help the teacher to follow this method.
7. A limited opportunity available in a project for practical experience cannot develop skill, speed and efficiency in problem solving.
8. Our educational structure is examination oriented. The project method does not prepare the students adequately for the examination.

1.2.5 Conclusion

This method brings the life to the school atmosphere. Learning becomes a pleasure and a cooperative activity. Its approach is quite scientific and psychological. Irrespective of having so many points in its favour, the project method suffers from so many handicaps and limitations, as it is not suitable for drill, problem solving efficiency and systematic teaching. It is not very desirable to use it freely. The present

classroom teaching can not be replaced by project work. However, if the teacher can devise and plan a good project on something, the students will gain a lot. Mathematics must be frequently taught in the way it is utilized in our practical life. Here is lies the need of working out some useful and productive activity in the form of projects. A wise teacher should employ project for the teaching of real and useful Mathematics. Project will be useful to show the application of new tool, application of a new formula, application of the subject life and produce spirit of enquiry and self reliance.

1.2.6 Some Suitable Projects

A few projects suitable for the subject of Mathematics are listed here for the teacher's guidance :

1. Running a school bank.
2. Running a cooperative store.
3. Collecting data about municipal, provincial and national budgets.
4. Graphs of employment, population etc. in the locality.
5. Various subjects Science, Social Science and languages in the school campus.
6. Use of Mathematics, Science, Social Science and languages in life.
7. Bus and railway fares from their locality to important stations.
8. Running the hostel mess.
9. Purchase of items for the school.
10. Collecting rates of commodities from a number of sources in the bazaar.
11. Model of the town.
12. Model of the state.
13. A picnic, its organization, expenditure, etc.
14. The sports day.
15. Planning and constructing a house.
16. Speed records of cycle, scooter, car, bus, train and aeroplane over a number of years.
17. The uses of Mathematics science and SSt in a large establishment.

1.2.7 SUGGESTED QUESTIONS

- Q.1. Define Project method. Discuss its users in educational settings
- Q.2. Discuss the procedure of Project method in detail.

1.2.8 REFERENCE BOOKS

1. *The Teacher of Mathematics* by K.S. Sidhu, Chapter Seven, Pages 120-137.
2. *A Course in Teaching of Mathematics* by S.M. Aggarwal, Chapter Six, Pages 78-103. A.
3. *Text Books on Teaching of Mathematics* by S.K. Mangal, Chapter Seven, Pages 52-80.
4. *Teaching of Modern Mathematics* by S. Packiam, Chapters four and five, Pages 14-30.

Lesson No. 1.3

Oral Testing and Assignment Technique

Introduction:

Structure

1.3.1 Objectives

1.3.2 Oral testing

1.3.2.1. Merits of Oral testing

1.3.2.3 Demerits of Oral testing

1.3.3 Assignment Techniques

1.3.3.1 Types of assignment

1.3.3.2 Purpose of assignment

1.3.3.3 Essential of an assignment

1.3.3.4 Difficulties in preparation of a good assignment

1.3.3.5 Limitations

1.3.3.6 Precaution while giving assignment

1.3.4 Self Check Exercise

1.3.5 Suggested Readings

1.3.5 Suggested Questions

1.3.1 Objectives:

After going through this lesson you will be able to :

1. Understand the concept oral testing techniques
2. Define Oral testing technique.
3. Understand the merits & demerits of Oral testing.

1.3.2. Oral Testing

In Oral or Viva-voce tests, the students are put certain questions, which they have to answer verbally. Their response to these questions is evaluated. These types of tests are becoming popular day by day.

1.3.2.1. Merits/Advantages of Oral Tests

The main advantages of oral tests are given as follows:

1. **Reliability:** The Oral tests are more reliable than the written tests. The teacher can get the response direct from the students.
2. **Less Expensive:** Oral tests don't involve any type of paper-work. Thus, it is very much less expensive than the written tests.
3. **No Scope of Copying:** There is no scope of copying in the oral and viva-voce tests.

4. **Proper evaluation of students' understanding:** Through oral tests, it is possible to assess the understanding level of the student.
5. **Time saving:** Oral tests have another advantage over other tests. It consume very less time as can be compared to other tests.
6. **Test of Power of expression:** Through oral tests the power of expression of the students can be tested and evaluated.
7. **Free from handwriting-problems:** Another important advantage of oral tests is that these tests are free from all kind of handwriting problems.
8. **Proper Test of Pronunciation:** Through the use of oral tests, the pronunciation of the students can also be evaluated.
9. **Test of application/use of knowledge:** These tests are also very useful for checking the knowledge as well as the ability to apply the knowledge.
10. **Motivates good study habits:** Oral tests are very helpful in promoting the good study habits among the students.

1.3.2.3. Demerits/Limitations of Oral Tests:

The main demerits of oral tests are as follows:

1. **Not Valid:** One of the most important limitations of oral tests is that these are not valid. Sometimes the teacher and students are distracted from the main points.
2. **Stress on Cramming:** These tests lay too much stress on cramming and rote-memorization.
3. **Importance of luck:** Luck plays a significant role in these tests. If by chance the teacher asks simple questions the student will get good marks.
4. **Lack of skilled examiners/teachers:** There is a need of skilled examiners and teachers for oral tests. But such teachers and examiners are very rare.
5. **Not scientific method:** Oral or viva-voce tests are not based on scientific principles. Thus this is not a scientific method.
6. **Not psychological:** Oral tests are also not psychological. These tests don't follow the principles of psychology.
7. **No test of writing style:** Through oral and viva-voce tests, the writing style of the students cannot be evaluated.
8. **Inspires guess-work:** Sometimes, the oral tests inspire the students for guessing the answer. Thus it promotes guess work.
9. **Doesn't promote debating-ability:** Oral tests require straight answers. Thus, these tests don't promote debating ability.
10. **No knowledge about mastery over language and grammar:** Through these tests, the mastery over the language and grammar of the student can not be assessed.

1.3.3. Assignment Technique:

Assignment means work allotment. It is work assigned to the students. It may be pre-lesson or post lesson assignment. Assignment is a sort of undertaking or commitment on the part of the learner.

Assignment is sort of self-study which supplements class-room teaching. In this technique, the teacher assigns work, provides guidelines and sets time limit for the completion of assignment. The teacher may write it on the black-board, dictate it or may give it in the form of typed sheet.

According to N.H. Bossing, "The central position of the assignment in the techniques of teaching has remained unquestioned."

According to M.P. Moffall, "Today's assignment might be defined as an agreement between the people (or group) and the teacher of work to be alone."

According to H.R. Douglass, "The assignment represents one of the most important phases of teaching."

1.3.3.1 Types of Assignment

1. Writing of essay type answers to questions arising out of the subject-matter already done in the class.
2. Verbal memorizing work pertaining to curricular and co-curricular activities. It may take the form of cramming facts, principles, memorizing work in respect of debates etc.
3. Practical work, e.g. preparation of chart, maps and models.
4. Problem assignment.
5. Group assignment.

1.3.3.2 Purpose of Assignment:

1. To provide opportunities to students to work independently and thereby to develop in them self-reliance and initiative.
2. To develop habits of reading regularly among the students.
3. To provide opportunities to the students to utilize their leisure time profitably.
4. To give them an opportunity to practice what is done in the school.
5. To finish the prescribed courses in time. The syllabus is too heavy to be finished in the classroom work.
6. To serve as a link in the parent-teacher co-operation. It enables the parents to know the regular work is being done in the school.
7. To develop permanent interests and to train the students in the profitable use of leisure.

8. To enable the child to revise his previous lesson and prepare the next one.
9. To provide remedial measure for backward children.
10. To give chance to every child to progress at his own speed.

1.3.3.3 Essentials of an Assignment:

1. **Clarity:** The assignment should be clear and definite.
2. **Conciseness:** The assignment should be concise but sufficiently detailed to enable each student to understand the task assigned.
3. **Removal of difficulties:** The assignment should anticipate special difficulties and suggest ways to remove them.
4. **Proper Relation:** The assignment should relate the new unit to past experience.
5. **Importance:** Students should understand the importance of the assignment.
6. **Interest:** The assignment should arouse an interest in advanced work.
7. **Individual Difference:** The assignment should provide scope for individual differences in the abilities and interests of students.
8. **Motivation:** The assignment should be motivated chiefly by the hope of worth while achievements, rather than scholastic reward or the fear of punishment.
9. **Stimulation to thought:** The assignment should stimulate thought
10. **Directions for study:** The assignment should provide necessary and specific directions for the study of the lesson.
11. **Proper Adjustment:** The assignment should be adjusted to the time and opportunity of the class.
12. **Various Materials:** Materials of the assignment should be varied and adaptable to the needs and interest of the students.

1.3.3.4 Difficulties in the Preparation of a Good Assignment:

1. Insufficient thought and preparation in planning the assignment.
2. Inability to obtain an acceptance by the pupil of a worthy purpose for performance of the task.
3. Privations of loss of interest due to too long phase of time between the assignment preparation.
4. Avoidance of assignment so long that successful accomplishment is impossible in the time available for preparation, with consequent loss of interest.

- 5. Difficult in presenting work to be done so that it is clearly understood by the pupils; also, the difficulty of ascertaining wheather every pupil understands.
- 6. Gauging the difficulty of work so that success is possible for each pupil.
- 7. Determining essential requirements and differentiation of assignments to suit the various levels and types of ability existing in the class.
- 8. Provision for continuity of work by presenting new problems as a continuation of previous experience and anticipation of future problems.

1.3.3.5 Limitations of Assignment Technique

- 1. Wastage of time and lack of concentration.
- 2. Dearth of material.
- 3. Not useful at all the stages of education.
- 4. Great hindrance in the social life.
- 5. Imposes a great physical strain on small children.
- 6. Unhealthy home conditions make study more harmful than profitable.
- 7. Not properly adjusted to pupil's needs and capacities.

Short in Text Questions:

- Q.1 What do you mean by oral testing?
.....
.....
- Q.2 What are the various types of assignments?
.....
.....
- Q.3. Mention two limitations of Assignment Techniques.
.....
.....

1.3.3.6 Precautions while Giving Assignment

- 1. While giving assignment to the students, one eye should be kept on their interest and mental status.
- 2. The students should be given only that much of work that they can easily accomplished.
- 3. Various type of assignments should be studied so that proper assignment could be given to fit the best learning situations.

4. Outline of the advance unit should be made while making assignment.
5. Available sources regarding assignment should also be kept in mind while giving assignment to the students.
6. It should be made specific whether it depends on text book or other source material.
7. The nature of the assignment should be such as it does not require any kind assistance from guardian or a private tutor.
8. Library books should be given for preparing assignment.

1.3.4. Self-Check Exercise

True/False:-

1. Assignments are useful at all the stages of education
2. Group assignment is a type of assignment
3. Oral testing is time saving.
4. Oral tests stress on cramming
5. Oral tests does not inspire guess work.

Answer:- 1) False 2) True 3) True 4) True 5) False

1.3.5. Suggested Readings

1. Garrett H.E. - Statistics in Psychology & Education.
2. Sharma R.A. - Advanced Statistics in education & Psychology.
3. Guilford J.P. - Fundamental Statistics in Psychology of Education.
4. Teaching of Social studies.

1.3.6 Suggested Questions

1. Write a note on oral testing.
2. Discuss Assignment technique its types, purpose and difficulties in preparation of good assignment.
3. Explain the limitations of assignment technique and also discuss precautions to be taken care while giving assignment.

LESSON NO. 1.4

Writer : DR. S.K. BAWA

Tools of assessment: tests-objective and essay type, their merits and limitations, kind of test items

- 1.4.1 Structure
- 1.4.2 Objectives
- 1.4.3 Introduction
- 1.4.4 Use of Different Diagnostic and Formative Tests
- 1.4.5 Achievement test
- 1.4.6 Essay type tests
 - 1.4.6.1 Suggestions for improving essay type tests
- 1.4.7 Short Answer type test
- 1.4.8 Objective type test
 - 1.4.8.1 Recall type
 - 1.4.8.2 Recognition type
- 1.4.9 Summary
- 1.4.10 Suggested Readings
- 1.4.11 Questions to check your progress

1.4.1 Sturcture: This lesson deals with the i) steps of construction of a test ii) objective type tests- advantages and limitations iii) essay type tests- advantages and limitations iv) summary v) question to check the progress vi) suggested readings.

1.4.2 Objectives

This lesson is intended to realize the following objectives.

- (i) to make the students aware about different steps of construction of an achievement test.
- (ii) to enable the students to understand different types of tests and their uses with the help of examples.
- (iii) to make the students understand the advantages and limitations of different types of tests.

1.4.3 Introduction

"A test is a systematic procedure for observing behaviour and describing it with the aid of numerical scales or fixed categories" according to Cronbach. It is a standardized situation that provides an individual with a score. The main function of tests is to measure the difference between individuals. They are also used to improve the performance or learning of the students. The measurement of tests helps to know the teaching-learning process. The tests perform two kinds of functions (i) prognosis function - which means how much students have acquired component of concepts and (ii) diagnosis function which lead to know the causes of not acquiring the component of concepts. Keeping in

mind the type of functions the tests perform, they are classified into different groups.

Tests according to administration

- (i) individual tests
- (ii) group tests

Tests according to functions

- (i) educational tests
- (ii) psychological tests like intelligence, aptitude, personality, interest, etc.
- (iii) diagnostic tests.

Test according to form

- (i) power and speed tests
- (ii) verbal, non-verbal and performance tests.
- (iii) Omnibus form and sub test form.

The educational tests are further classified as achievement tests and diagnostic tests.

1.4.4 Use of Different Diagnostic and Formative Tests :

Different types of tests may be used to evaluate the students' learning performance in a periodically continuous manner during academic session.

(a) Achievement Tests

It includes essay type, short answer type, objective type tests for terminal assessment of student's performance.

(b) Personality Tests

Personality can be assessed through subjective, objective and projective techniques.

(c) Intelligence Tests

It can be tested by individual or group tests of intelligence or one can say intelligence can be tested through verbal tests as well as non-verbal.

(d) Aptitude Tests

It includes tests of vision, hearing and mechanical aptitude test etc.

(e) Interest inventories

Interest inventories are used to test the interest of students in collection, preservation, dissection of plants, animals and specimen, culturing and mounting the pictures in the subject of biology.

(f) Counselling Interview

This is the face-to-face relationship between the teacher and the pupils to understand their problems in learning process. For good result it may be held in biology laboratory.

(g) Teacher's Observation

It includes teacher's day-to-day observation in the period of theory and practical of biology as well as in the library, playground and outside the school.

(h) Records

A teacher may have cumulative records, anecdotal records and case-histories of his students to have overall assessment of students in school.

A teacher can evaluate his pupils by using above mentioned tests and procedures of assessing pupils' performance. The detailed description of these evaluation techniques may be studied by consulting any book of educational psychology.

1.4.5 Achievement Tests

Achievement tests measure the actual level of attainment. According to Gronlund 'Achievement test assesses the achievement of students regarding their learning upto a particular fixed point in a set time. They may be used for variety of purposes like to determine (i) if students has the necessary background to benefit from a course (ii) to the extent to which students have mastered the basic material in the course (iii) to determine the specific learning difficulties of students (iv) to evaluate students progress towards the course objectives (v) to measure whether students possess the prerequisite skills needed to succeed in any unit (vi) to monitor student's learning and to provide ongoing feedback to both students and teachers during the teaching-learning process (viii) to identify students learning difficulties whether persistent or recurring (viii) to assign grades.

These tests are more comprehensive and their level of difficulty is also widely distributed. These tests can be prepared in different forms like subjective type tests and objective type tests. Every type of tests have their own advantages and disadvantages. In subjective type tests we will learn about the essay type tests.

1.4.6 Essay-type tests

The traditional system of evaluation was based on essay type examination. These tests require a long answer to a question, a detailed description of a phenomenon. The students have to explain five questions out of the whole syllabus of a subject. Such types of tests are called Essay type tests. These tests used to rank the students in order of their total achievement in a particular subject. Such examinations were conducted in order to discover the difficulties which the class is having. It helps in assessing the effectiveness of a particular teaching procedure or particular method of selecting and organizing course materials. Such tests also help to teacher for guidance.

Advantages of essay type tests

The essay type tests are :

- (i) easy to construct and administer.
- (ii) assess ability to organize and presentation of ideas.
- (iii) measure all types of teaching subjects.
- (iv) logical thinking, critical reasoning can be judged.
- (v) help to learn preparation of simonies, outlines and organizing the arguments.
- (vi) students can express initiative ness, originality in thoughts and imagination.

Disadvantages

These tests encourage :

- (i) rote memorization and selective reading.

- (ii) Subjectivity in evaluation.
- (iii) Not comprehensive.
- (iv) The personal bias.
- (v) Bluffing factor.
- (vi) Spelling, good handwriting, grammar, length of answer affects scoring.
- (vii) Time consuming and laborious.
- (viii) Can only be assessed by competent teachers.

Thus, these tests have poor predictive validity, limited content sampling scores unreliability and scoring constraints.

1.4.6.1 Suggestions for improving essay type tests

The essay type tests can be improved by keeping in mind the following points.

- (i) the purpose of the examination must be understood both by the teacher and the pupil.
- (ii) the content of the examination should be governed by its purpose.
- (iii) the preparation and selection of suitable essay-type questions should consume at least as much time as is required to score the answers.
- (iv) the questions should be relevant and demand short responses.
- (v) Give adequate time and thought to the preparation of essay questions.
- (vi) Use words which themselves give directions e.g. define, illustrate, outline, select, classify, summaries, etc., instead of discuss, comment, explain, etc.
- (vii) Give specific directions to students to elicit the desired response.
- (viii) Do not provide optional questions in an essay test because :
 - (i) it is difficult to construct questions of equal difficulty.
- (ix) Do not start essay questions with such words as list, who, what, whether. If so, they are likely to be short-answer questions.
- (xi) It should be a power test rather than a speed test.
- (xii) Questions should be graded from simple to complex.
- (xiii) Essay questions should provide value points and marking schemes.

1.4.7 Short answer type test

The modern trend is to include more short answer questions in the question in the question papers in order to improve their reliability, validity and sampling capacity. Short answer questions generally required exact answers and, although taking many forms, they share the following distinctive features.

- (i) they usually take less than five minutes to read and answer, many take less than a minute.
- (ii) Short answer questions permit larger sampling of content.
- (iii) They tend towards greater objectivity in scoring.
- (iv) more reliable and valid than essay type questions.
- (v) the answer is supplied by the pupil, not pre-selected as in objective questions.

(vi) Precise and specific as to the scope and length of answers.

They can be grouped into two broad categories.

- (a) extended answer
- (b) insert and completion

Extended answer type : The extended answer version includes questions which require pupils to write a brief description, draw a map, make a list, perform a calculation, translate a sentence. Write down a definition or formula and so on. They are probably the commonest form of questions used in schools and are frequently used in examining Boards. They are deceptively easy to set and usually difficult to mark with any degree of speed and consistency.

Insert or completion type : The commonest form of completion questions is one where the pupil is required to add one or two words to complete an incomplete statement correctly. Where the missing words are in the body of the statement to be completed, it is usually called an insert type. A completion type is where the words are required at the end of the statement. The use of insert or completion questions is not, however, limited to written statements and can be used to prepare extremely good questions based on incomplete maps, drawings, diagrams, formulae, calculations, and the like.

Advantages

1. objectivity of scoring can be better ensured.
2. question-setter can ask a number of such questions as compared to long-answer type question within the same time limit.
3. they are more reliable than the essay type-question.
4. there is less chance of guessing by the students.
5. preparation and administration are easy.
6. It is compromise between the essay and the objective form of test items.

Limitations

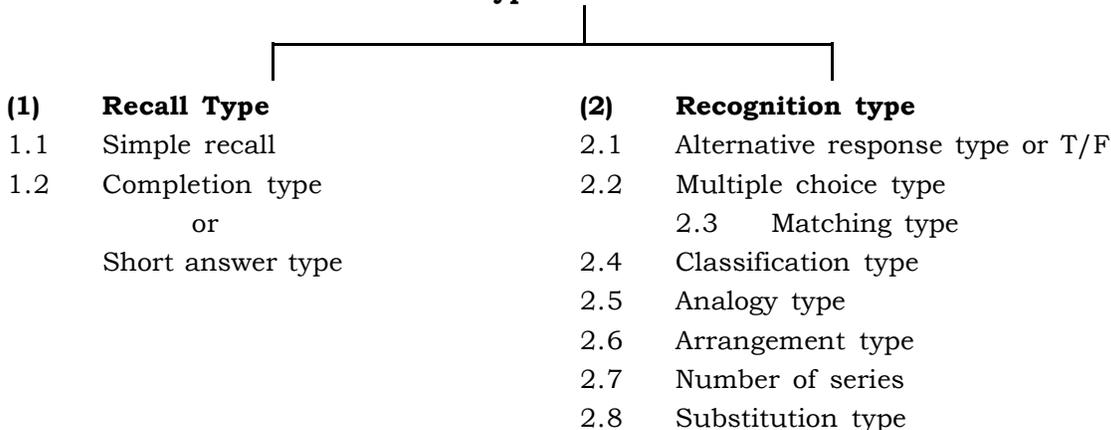
Handwriting, language, expression and the way of organisation of answer may affect the scores. Thus, the use of short-answer types tests are to be preferred to long-answer type tests.

1.4.8 Objective type test

An objective question is one which is free from any subjective bias-either from the tester or the marker. It refers to any written test that requires the examinee to select the correct answer from among one or more of several alternatives or supply a word or two and that demands an objective judgment when it is scored. Objective type tests have two characteristics : (i) they are pin-pointed, definite and so clear that a single, definite answer is expected (ii) they ensure perfect objectivity in scoring. The scoring will not vary from examiner to examiner.

The various objective test are classified in the following types :

Types of Items



1.4.8.1 Recall type

In the case of recall item the student supplies his answer directly. Sometimes the students may be asked to answer the question directly in one word or a group of specific words. This is called a simple recall item. Sometimes the students may be asked to supply a word or words missing from sentence. This is called a completion item. Care needs to be taken in preparing such tests. The blanks should be such that only one and one word may fit in. Sometimes the first letter of the omitted word may be given.

Advantages

- (i) The familiarity of facts and naturalness is measured.
- (ii) There is no scope of guess work for correct response.
- (iii) They have great value for the factual knowledge of maths and physical sciences.
- (iv) It requires a specific response.
- (v) It is comparatively easy to construct.
- (vi) Students are generally familiar with recall item and as such they find it easy to score them.
- (vii) Recall items form a reliable, valid and objective test.

Limitations

- (i) It tends to measure highly factual knowledge rather than comprehension or understanding and bits of information are assessed. Response depends on memory aspects of an examinee.
- (ii) It is difficult to measure complete understanding with the simple types (simple recall and completion).

1.4.8.2 Recognition type

Under this type of test, alternatives are given for the correct answer. The examinee has to select the best or right alternative as the response. There are various types of recognition type of items as given above.

Advantages

- (i) This type of items are easy to construct.
- (ii) It can be administered easily and easy to score.
- (iii) A wide awareness and knowledge can be tested.
- (iv) It measures the understanding of the content or concepts.

Limitations

- (i) There is greater scope guessing.
- (ii) The knowledge and understanding are tested in bits, rather than major concepts.

1.4.9 Summary

The tests are used to improve the performance or learning of the students. They perform two kinds of functions : prognosis and diagnosis. Keeping in mind the type of functions the test perform, they are classified into different groups like individual tests, group tests, educational, psychological, diagnostic, power and speed, verbal, non-verbal and performance, omnibus form and sub tests form. The educational tests are further classified and achievement tests and diagnostic tests. The achievement tests can be prepared in different forms : subjective and objective type tests. Subjective type tests are also called essay type tests. Short answer type tests include : simple recall, completion type, alternative response type, multiple choice type, matching type, classification type, analogy type, arrangement type, number of series, substitution type. A test is prepared in a systematic way as it is a complex and systematic process it requires technical quality of high order, mastery over the subject matter and practical teaching experiences.

1.4.10 Suggested Readings

- 1. Anastasi : Psychological Testing.
- 2. Lindeman, R.H. Educational Measurement.
- 3. Sharma, R.W. Essentials of Scientific Behavioral Research.
- 4. Rawat, D.S. Measurement and Evaluation in Education.
- 5. Victor, H. Noll. Educational Measurement.

1.4.11 Questions to check your progress

- Q.1 What are the different types of tests ?
- Q.2 Why are objective type tests better than essay type tests ?
- Q.3 Describe different kinds of objective type tests ?
- Q.4 Explain the steps to construct an achievement test ?

**Continuous and Comprehensive Evaluation: Concept, significance
merits and limitations**

- 1.5.1 Introduction
- 1.5.2 Objectives
- 1.5.3 Continuous and Comprehensive Evaluation
 - 1.5.3.1 Concept
 - 1.5.3.2 Pattern of Education
 - 1.5.3.4 Outcome, results and effect
 - 1.5.3.5 School affected by CCE
 - 1.5.3.6 Significance
 - 1.5.3.7 Merits
 - 1.5.3.8 Limitations
- 1.5.4 Summary
- 1.5.5 Keywords
- 1.5.6 Suggested questions
- 1.5.7 Suggested readings
- 1.5.8 Self-check exercise

1.5.1 Introduction

Continuous and Comprehensive Evaluation (CCE) means a system of school based evaluation of students which covers different aspects of students' development. It is a developmental process of assessment that emphasizes on two fold objectives. One is continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other. The term 'continuous' is meant to emphasize that evaluation of identified aspects of students' growth and 'development' is a continuous process rather than an event, built into the whole teaching-learning process and spread over the total academic session. It means regularity of assessment, diagnosis of learning gaps, use of corrective measures, retesting and for their self evaluation. Another term 'comprehensive' means to cover both the scholastic and co-scholastic aspects of students' growth and development.

1.5.2 Objectives

After going through this lesson, learners will be able to:

- Understand concept of continuous and comprehensive evaluation

- Understand importance of continuous and comprehensive evaluation
- Comprehend advantages of continuous and comprehensive evaluation
- Comprehend shortcomings of evaluation

1.5.3 Continuous and Comprehensive Evaluation

The term Continuous and Comprehensive Evaluation (CCE) is used for school based evaluation of pupils in which their assessment is done on a continuous basis throughout the year which is also comprehensive in nature.

1.5.3.1 Concept

It is not confined to assessment in scholastic subjects but also covers co-scholastic areas such as performance in games/sports, physical education, creative education, art, music, dance, drama, other cultural activities and personal and social qualities. Continuous and Comprehensive Evaluation (CCE) can serve the purpose of children with diverse needs.

Continuous and comprehensive evaluation is an process of assessment, mandated by the [Right to Education Act](#), of India. This approach to assessment has been introduced by state governments in India, as well as by the [Central Board of Secondary Education in India](#), for students of sixth to tenth grades and twelfth in some schools. The [Karnataka government](#) has introduced CCE for grades 1 through 9. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional *chalk and talk* method of teaching, provided it is implemented accurately.

As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to decrease the workload on the student by means of continuous evaluation by taking number of small tests throughout the year in place of single test at the end of the academic program. Only Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior, etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to

show their talent in other fields such as arts, humanities, sports, music, athletics, and also helps to motivate the students who have a thirst of knowledge.

1.5.3.2 Pattern of education

Unlike CBSE's old pattern of only one test at the end of the academic year, the CCE conducts several. There are two different types of tests. Namely, the *formative* and the *summative*. Formative tests will comprise the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Formative tests will be conducted four times in an academic session, and they will carry a 40% weightage for the aggregate. In some schools, an additional written test is conducted instead of multiple oral tests. However, at least one oral test is conducted.

The summative assessment is a three-hour long written test conducted twice a year. The first summative or *Summative Assessment 1* (SA-1) will be conducted after the first two formatives are completed. The second (SA-2) will be conducted after the next two formatives. Each summative will carry a 30% weightage and both together will carry a 60% weightage for the aggregate. The summative assessment will be conducted by the schools itself. However, the question papers will be partially prepared by the CBSE and evaluation of the answer sheets is also strictly monitored by the CBSE. Once completed, the syllabus of one summative *will not* be repeated in the next. A student will have to concentrate on totally new topics for the next summative.

At the end of the year, the CBSE processes the result by adding the formative score to the summative score, i.e. $40\% + 60\% = 100\%$. Depending upon the percentage obtained, the board will deduce the CGPA and thereby deduce the grade obtained. In addition to the summative assessment, the board will offer an optional online aptitude test that may also be used as a tool along with the grades obtained in the CCE to help students to decide the choice of subjects in further studies. The board has

also instructed the schools to prepare the report card and it will be duly signed by the principal, the student.

- Deductive Method - What does the student know and how can he use it to explain a situation.

- Co-relation with a real-life situation - Whether the situation given matches any real-life situation, like [tsunamis](#), [floods](#), [tropical cyclones](#), etc.

- Usage of [Information Technology](#) - Can the problem be solved with the use of IT? If yes, how?

In addition to that, various assignments can be given such as projects, models and charts, group work, worksheet, survey, seminar, etc. The teacher will also play a major role. For example, they give remedial help, maintain a term-wise record and checklists, etc.

1.5.3.4 Outcome, results and effect

The outcome of this system of CCE at the initial level varies. Though most of the schools implemented it quickly, teachers and students who were more connected to the older system of evaluation and examination faced difficulties coping with the changes. The main aim of CCE being to reduce the pressure, so as to allow the majority of students who are unable to effectively participate in the educational system and leave it dejected and with low self-confidence, instead of celebrating the success and glory of a minuscule few who, owing to their socio-cultural milieu, were able to take advantage of the previous system. The process of continuous learning actually focuses more on projects, activities, than actual learning. The workload is nowhere reduced in truth, because even though the exams have been cut off, stressed students wrestle with time and effort making projects and preparing for oral tests all the year round. Even if the syllabus is not covered, one needs to have to participate in activities. But the outcomes by this method were projected to be better than the rote learning of the previous system which placed an undue emphasis on memory and facts instead of understanding and creating a learning environment. Ask any student for further reference. Some students will

appreciate it and some strongly depreciated it. However, after facing much criticism in recent years, CBSE has decided to end CCE pattern from academic session 2016-17, which means 2015-16 will be the last academic year which will follow CCE. This means that students will no longer be given a choice to opt for the board exams or for the home board exams (for the final examination for class 10). This decision has been taken after getting suggestions and complaint from the students and critics. However this decision has not been made legal yet.

1.5.3.5 School affected by CCE

All schools are affected by CCE but for 12th classes it is entirely up to the students choices, if students want to go through CBSE pattern they can do that too. if they want to go through CCE pattern they can choose that too. this decision is entirely up to the students. Only a small numbers of schools applies this condition.

1.5.3.6 Significance

Teachers evaluate students in day-to-day basis and the feedback for improvement in teaching-learning process. Teachers can use different methods of evaluation. Students can be assessed not only in scholastic areas but also in co-scholastic areas. As evaluation is done throughout the year so it is expected to provide more reliable evidence of students' progress. CCE encourages the students in forming good study habits. They have to study regularly which increases their comprehension level. The feedback provided by CCE can be used in remedial teaching. To integrate teaching and evaluation and to test the skills and abilities which cannot be tested through written examinations at the end of the course. For this purpose continuous and comprehensive evaluation should be properly diversified and teacher can improve the abilities of students as follows:

- Writing abilities of the students
- Participation in discussions, seminars increased
- Participation in field work, project work and problem solving assignments
- Enable the teacher to increase the effectiveness of teaching -learning process
- Serve as feedback for improving the contents of the courses, methods of teaching and teaching-learning process in general.+

1.5.3.7 Merits

Continuous and Comprehensive Evaluation (CCE) has number of merits as:

- Basis for holistic learning
Continuous and Comprehensive Evaluation (CCE) aimed to bring the focus on developing all aspects of an individual's personality. The cognitive, affective and psychomotor skills of learners though recognized as vital aspects in leaning had somewhere evaded the exam oriented education system.
- Congenial environment for students
The learner's progress was no longer measured by his/her cramming capacity but would display their development of personality. It was hoped that CCE would do away with the lop-sided view of personality development. This evaluation system will allow the learners to enjoy their schooling and learning in a stress-free congenial environment.
- Identification of learning challenges
Learners are tested at regular intervals right from the beginning of the academic year, to identify the learning challenges being faced by them.
- Diagnosing problems
The assessment is aimed at diagnosing the problem areas in the child's development and not merely his academic results.
- Comprehensive
It is more comprehensive than external examinations as it covers all the topics of the syllabus assessment every month or fortnightly.
- Improvement in students' Habits
Students will become more regular and punctual in their work. They will try to do their home assignments and class work as their entire work is daily checked and they get reinforcement to the entire satisfaction of all concerned.
- Valid
CCE covers all areas with planning. So it assesses according to its objectives. Hence is valid.
- Reliable
It is more reliable than external examinations as it covers portion of topic daily with their assessment. So students who are regular only they get insight and increase their comprehension.
- Motivational Value

It motivates the pupils to work regularly and thoroughly. They work throughout the year as it is easy to solve puzzles, questions, subject matter in parts.

- Provide opportunities to teachers and students
It enables teachers to diagnose pupils' difficulties in learning. It provides opportunities of find out needs, interests, abilities and aptitude of students and provides them the way for the development.
- Free from stress
Undue strain upon the students is relaxed. Students work with their own pace without tension as they are under the regular guidance of teachers and have undergone daily assessment work.
- Basis of scholarship
It serves as a base for awarding scholarship and giving fee concessions not only on basis of one time examination but on daily basis.
- Increases optimism
It aims at finding out what the child knows, what he can do and what intelligence he has got rather than at finding out what he does not know, what he cannot do and what intelligence he has got.

1.5.3.8 Limitations

- Requires resourcefulness of teachers
The short term evaluation increases the work load of teachers. Moreover, it demands training, efficiency and resourcefulness on the part of teachers.
- Supplemented with external examination
In the absence of external examination, a public examination at the end of the year is very essential in every scheme of evaluation.
- Requires more efficiency on the part of teachers
As teachers have to work more for continuous assessment in comprehensive way. So it requires more efficiency in teachers.
- Grading system
A downside of the CCE system is the grading system. This is because the bracket is very wide, for example students that score between 90 and 100 will get an A+ grade so the students who scores 90 and 98 get same grade and it is not an encouraging thing for students.

1.5.4 Summary

Teachers evaluate students in day-to-day basis and the feedback for improvement in teaching-learning process. Continuous and Comprehensive Evaluation (CCE) means a system of school based evaluation of students which covers different aspects of students' development. It is a

developmental process of assessment that emphasizes on two fold objectives. One is continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other. The term 'continuous' is meant to emphasize that evaluation of identified aspects of students' growth and 'development' is a continuous process rather than an event, built into the whole teaching-learning process and spread over the total academic session. It means regularity of assessment, diagnosis of learning gaps, use of corrective measures, retesting and for their self evaluation. Another term 'comprehensive' means to cover both the scholastic and co-scholastic aspects of students' growth and development. Teachers can use different methods of evaluation. Students can be assessed not only in scholastic areas but also in co-scholastic areas. As evaluation is done throughout the year so it is expected to provide more reliable evidence of students' progress. CCE encourages the students in forming good study habits. They have to study regularly which increases their comprehension level. The feedback provided by CCE can be used in remedial teaching. To integrate teaching and evaluation and to test the skills and abilities which cannot be tested through written examinations at the end of the course. For this purpose continuous and comprehensive evaluation should be properly diversified. CCE helps students in reducing stress by:

- Identifying their learning progress at intervals on small portions of content.
- Applying different remedial measures of teaching based on results of CCE and learning needs and potential of different students.
- Providing reinforcement to the learners.
- Encouraging learning through employment of a variety of teaching aids and techniques.
- Involving learners actively in the learning process.

1.5.5 Keywords

Reliable, valid, comprehensive, diagnostic, motivation, stress, scholastic

1.5.6 Suggested questions

- What is continuous comprehensive evaluation? Give its significance.
- Discuss merits and shortcomings of Continuous and Comprehensive Evaluation (CCE).
- Give suggestions to improve students' performance when assessed through CCE.

1.5.7 Suggested readings

Borg and Gall. Educational Research: An Introduction, Longman, New York.

Kaur and Bist (2016) Assessment for Learning, R.Lall Publishers, Meerut.
Patel, R.N. Measurement and Evaluation.

1.5.8 Self-check exercise

- a. Evaluation is done throughout the -----
- b. CCE encourages the students in developing ----- study habits.
- c. The feedback provided by CCE can be used in -----
- d. CCE requires ----- on the part of teachers.

Scoring key:

- a. year
- b. good
- c. remedial teaching
- d. resourcefulness