

1. critical review of current evaluation practices and their assumption about learning and development.

Teacher evaluation, then is the process through which judgements about the quality of teachers are made, assessing teacher performance in the classroom and process. However, as suggested in the definitions above, in evaluating teacher it is also important to consider reflection, professional development and contributions to school effectiveness more generally.

### Types of Evaluation

There are different types of evaluation which are as follows:

#### Formative Evaluation:-

Formative evaluation is conducted and practiced through developing the course. It is a kind of evaluation practice in which teacher use this practice to analyze the performance of each student. It is mainly performed now-a-days to evaluate every student's life strength and weaknesses so that teaching learning process could be accomplished. In current scenario, formative evaluation does not only pave away for evaluation but it also provides the student

an opportunity to take feedback from their teacher in this evaluation grades are not given so that students can consistently build relation -ship with learning process. For example the discussion and event quizzes.

#### Summative Evaluation:

In the current scenario "summative evaluation" is also prevalent. In this type of evaluation, the evaluation is taken place at the end of the course to evaluate the overall learning achievement. The academic learning achievement is evaluated in the summative evaluation. It is done at the end of the curriculum to look at the conclusive result and outcome of the total teaching-learning process.

#### Diagnostic Evaluation

Diagnostic evaluation is a way of evaluation in which students' weakness and learning problems are diagnosed and identified. This is done before the process of teaching to make students realize the soonest improvement and learning. For example, now-a-days questionnaires and short quizzes are made to test the previously knowledge and of the students. Through, the students' future potential and capabilities are

highlighted which can be further utilized. It is mostly done in sound ways

Norm Referenced Test  
Norm referenced tests are the type of evaluation in which a student's academic performance is compared with a group of students. It is competition among students. In this, the students is compared at state or district level in comparison with other present students. It is done at the end of the course, making a summary evaluation. With this evaluation, it is now-a-days, the students are developed negative and unhealthy competition.

Criterion-Referenced Test or criterion-referenced test is a type of evaluation in which students' performance is evaluated on the basic or criteria which is checked individually rather than comparing with other students or a particular group.

2. explore alternative modes of certification.

"Alternative certification" is a general term for non-traditional avenues that lead to teacher licensure. Alternative teacher certificate programs (ATCPs) are generally geared toward aspiring teachers who already have a baccalaureate degree but who require additional education methods, coursework and classroom experience. Such program vary in requirement and sophistication and can be administered the federal, state or district levels.

\* ATCPs appeal to prospective teachers and to state education officials dealing with teacher shortage because they typically can be completed in a shorter timeframe and may be more affordable than traditional education-degree programs. A key component of most alternative certificate programs is their flexible or compressed scheduling, with many courses offered in the evening and on weekends, making them more accessible to participants who are currently working.

### History

Since 1985, an estimated 900,000 candidates have pursued alternative routes to become certified teachers. Driven by teacher shortage and changing requirement - including passage of the

No child left behind (NCLB) act of 2001 alone  
to one-third of all new teachers certified  
annually in the United States enter the field via  
alternative certification. Open enrollment  
in 45 states and the District of Columbia  
alternative certification programs. In addition,  
began in the mid-1980s in New Mexico, Colorado,  
and Texas, program development occurred  
in the 1990s nationwide and strengthened  
alternative certification programs, as an effective  
method to recruit teachers; states were given  
-ages to the secondary education sector),  
responding, training and recruiting high quality teacher  
and principals, supply programs had begun  
qualified professionals, from other fields and non-  
-to them own alternative routes to teacher  
certification, including also in particular, transition  
to teaching & routes to teacher.

Recent numbers from alternative certification  
programs across the nation show that significant  
interest in teacher training exists  
among professionals, outside education in  
the first year that new York opened an  
alternative certification or program 9,800 people  
applied for 2,500 spots, in secondary 1,800  
applied for 1,500 openings. Similarly Massachusetts

ACR had more than 200 applicants for 105 slots  
Some alternative certification programs have increased  
the numbers & minorities in the teaching  
force.

\* In Texas &c. all teachers are minorities and  
W/F ex. those who prepare through alternative  
routes are minorities

Quality of Alternative Certification Programs and  
Lack of Research<sup>o</sup>

many professionals in the education community are  
concerned too many policymakers see alternative  
certification programs as "quick and easy" substitutes for  
traditional teacher education programs has occurred  
simultaneously with demands to raise standards of  
teacher quality. Some observers worry that programs  
place too much emphasis on quantity - filling teacher  
slots rather than teacher quality. While more than  
130,000 teachers have been trained nation wide  
during the past five years through alternative  
certification programs. This ambiguity makes it difficult  
to judge whether alternative certification programs  
provide quality preparation comparable to traditional  
routes to teaching

concerns over the quality of alternative certifica-  
tion program can be further accounted when  
a community college is authorized to offer such

programs, many in the education community are unconvinced that a community college, with its emphasis on lower-division education, can offer the pedagogical and upper-division subject-matter content needed by classroom teacher, community college teacher, or community college have a long tradition of developing and offering quality customized education to meet the needs of business and industry in a wide range of fields that broad experience & educating and training working adults could make community college ideal providers of programs for non-traditional teacher candidates with college degrees & hands-on work experience.

Accountability and ACPS  
The 1994 reauthorized & the higher education act, Title II, created a national reporting system on the quality of teacher preparation in the United States. States are required to report test data to the US Department of Education on candidates completing alternative certificate programs by community college performance figures from ACPS, in the past have been reported in the aggregate, making it impossible to examine the quality of individual programs at this time.

as states consider the adoption of alternative  
certification tracks for teacher education in under-  
privileged areas. The programs are built and approved on  
the basic knowledge and performance standards of teacher  
education programs. They lead to personal outcomes. This should be the  
case whether the program is offered part-time, community  
through school district, community college, or other  
postsecondary providers.

Developing "check points", and were developed under the  
Students perceived the assessment of facilitating learning

and exam performance.  
a correlation between aesthetic subjective subscales,  
and communication subscales, and  
validity evidence. This includes  
changes in children, mean scores  
over time, and second chance  
and remedial students.  
-line assessment, with a  
more exam-like and second chance  
examining test- and pen and  
paper tests to adopted  
unusual ways to evaluate  
student - equivalent validity of  
the dynamic task based on the  
methods.

Assessment  
on the relationship of a new  
and experienced students to students  
in the same class. Here, we  
look at a correlation between  
student's individual examinee  
and group average, and additional  
feedback to support learning. This  
must be seen as valuable feedback  
for assessment and will be encouraged  
to share, should  
students be asked to see their  
work for feedback, and evaluate  
their own work in addition to  
the teacher's feedback. This  
is important to the development  
of student self-evaluations.  
and students' self-evaluations  
from the perspective of an  
assessment.

3. explore the connection and your views on the  
perception of students in assessment: how students  
perceive the value of an  
assessment.

did not meet their expectations regarding the purpose of assessment. 49 students perceive that result do not reflect their future performance in clinical environments, or do not align with their perceived purpose of assessment, the educational value of assessment may be limited. It is critical to understand when, and how students engage in interpreting and integrating content, assessment generated feedback to ensure that assessment contributes positively to learning.

### Participants

Recruitment of students from the undergraduate medical class of 2012 (year 125) and class of 2013 (year 126) from Canadian university students invited to complete a questionnaire by email. Each class was sent an email from a specific course administrator (from a newly implemented multiple-choice cumulative exam). Another email was sent 1 day after receiving the exam results. For each round of data collection, the survey remained open for 3 days and no reminder were sent due to the presence of multiple rounds of data collection and limitations placed to protect participant identity. Incentive of students who chose to participate in this study could submit their email address to draw one of five \$25 gift cards. Give gift cards were available per class (year 125 and year 126) for each questionnaire period (first examination and post release of the examination results).

### Content 6

The content of the study was newly implemented across all the repetition and continuation (re)curriculum multiple choice exam developed in semester two no fees. In second year undergraduate hospital placement assessment was medical students this particular assessment on its exclusive part of their syllabus because the focus of this study was many assessment techniques had also been across many different choice inclusive, law states, case-based multiple choice question exam. This assessment was designed to encourage integration of knowledge making a decision within the curriculum in clinical decision making.

Further more, this had was a newly implemented assessment in the curriculum for the class of just one year allowing for us the unique perception of the value of the assess students perception of the reflective, within the reflective assessment, not specifically, within the curriculum, other than the clerkship component, more specifically within the medical programme, there are examinations and evaluations (cumulative) of the sole form reflection and evaluation (cumulative exams, viva and exams). Students receive their percentage score on the examination at their only feedback. They are entitled to an exam marking session where each question is discussed and students have the opportunity to mark in on their responses to each question. This is dual examinations allows and takes requests of each question. This is online whether students would provide an early logo of professor. Professor would provide a good grade for the student and the student would receive a good grade for the professor. This is a good way of

the survey they selected or had done  
or participated in previous to  
or during their intervention

These were

other art projects & protection of  
participants from other  
participants

and participation in  
other art projects

and protection of  
participants from other  
participants

## Procedure<sup>6</sup>

All concerned art students were approached by the  
author for voluntary participation in the  
voluntary assessment program. Students who  
had been assessed through voluntary assessment  
were given a choice of whether or not to participate  
in this voluntary assessment program. Those who  
chose not to participate were given the  
option of participating in the regular assessment  
program. All students who participated in the  
voluntary assessment program were asked  
to fill up a consent form. The consent form  
was read out to the students and they  
were asked if they wanted to sign it. They  
were also asked if they wanted to sign it  
independently. After the consent form was  
signed, the students were asked to fill up a  
questionnaire. The questionnaire was  
designed to know about their  
background and socio-economic status.

released with repeated measure of interest being validity evidence subscore. Post-hoc paired t-test were conducted to deconstruct main effects

#### Discussion-

The goal of this study was to explore whether students could be considered to be valuable stakeholders when conducting a validation of an assessment. Specifically, we conceptualized students as having a voice beyond a simplistic perception of acceptability that students, as receivers of assessment scores, are responsible for interpreting those scores in the context of evaluating their own performance and as a tool of students as stakeholders, and as score interpreters, underpinned the development of a questionnaire aimed at exploring students' perceived value of an assessment using a students-relevant validity framework. We based the development of our framework on a modern validity theory and building on previous work we expanded definitions of the different categories of evidence of validity as defined by Cook et al. to be relevant from an examinee perspective to side when considering a newly implemented integrative assessment.

entrance tests and their influence on students and school system.

Importance of entrance exam in a school, what entrance exams play a very important role in a student life. Entrance exams determine if were students are ready and prepared or not in the academic environment -man. These entrance exams check the level of academic environment. These entrance exams check student and accordingly provide them proper career path in their life entrance exams, are also conduct in order to determine at which level of the individual should be placed upon entrance exams schools and colleges in order to achieve the maximum educational benefits.

These entrance exams develop confidence and self-esteem in the students as the ease the self-esteem in the students and they also get the strength from students and they are eligible to pursue the knowledge and particular field. It also keeps the education in the particular knowledge to bring an improvement in the individual's knowledge. These entrance exams have various scopes since it provides a chance of forming a well educational foundation in the present but competitive market. It is also judge the ability of the educational market. It is also judge the aptitude of the sharpness, knowledge etc. The various entrance exams are tested through the various entrance exams. These entrance exams not only judge student abilities, sharpness, knowledge but also their aptitude level and accordingly provide overall

### • Entrance examinations

them most likely to take admission in various top college or universities depending upon their mark. It's the prime importance & the student that they should take these entrance exams seriously because the these entrance exams decide their future, whether the students get admission in their dream college.

Engineering is undoubtedly one of the most challenging careers today & you have the correct aptitude. There are serious entrance exams to get admissions into various engineering colleges in India. Engineering is one of the best professions for students to enhance their skill succeed in life. There are lots of opportunities for students in engineering to start their career and it will definitely build their career to succeed in life. The most important thing is that there are lots of job opportunities available for engineering students to start their career.

See mains is the national level undergraduate engineering entrance exam. This exam is acceptable for admission in various B.Tech/ BE programs.

There are various branch opportunities like computer engineering, civil engineering, mechanical engineering, electrical and electronics and communication engineering.

Medical - medical field is one of the best profession - s for the students to start their career. It

Provides job opportunities in India as well as abroad to start their life. The national eligibility cum entrance test is the national level examination to take admission in various medical college in India. Medical colleges are allotted seats on the basis of the ranking in the national eligibility cum entrance test. The national eligibility cum entrance test is conducted by the CBSE board once a year.

AIIMS PGI-AIIMS New Delhi is conducting the AIIMS PGI exams annually for admission in the course like M.O / M.S / D.M / D.O S etc.

FMLE-National board of exams (NBE) is the conducting body of the foreign medical graduates examination (FMGE) candidates who pursued their medical graduation from outside of India can attempt this exam. It will provide them permission to practice their profession in India.

Law- The common law admission test (CLAT) is a national level entrance exam for admission to candidates in undergraduates and postgraduate law courses offered at NLS and other colleges/universities. This law school admission test is an important test for law students which includes reading and verbal reasoning skills conducted four times every year specially designed to take admission in law to enhance their skills in law education. AILET - All India law entrance

## 5. De-linking school-based assessment from examination

Test is an exam conducted exclusion per national law university (NLU) Delhi BA-LLB, LLM, PhD admission

Management :- Institutes of management are institutes of management education and research in India. They primarily offer postgraduates, doctoral and executive education program. The admission to the course is done on the basis of score in the common admission test (CAT) conducted by the Indian Institute of management. Bachelor of management studies is an undergraduate course for management studies offered by many colleges or universities throughout the world.

Bachelor of Business Administration (BBA) is an undergraduate program for solving business operations

3. On taking standardised assessments there is a lot of  
time pressure and otherwise students

value learning and assessment  
as process and outcome, as something more than  
different from the goal of assessment, yet we look  
now to find the two educational institutions have  
the burden of meeting the norms when there  
is little that needs to add there is lots that  
in any case have been settled for being  
single factors, where teachers teach in the best  
The taking of learning and assessment has skewed  
education for generations and it is time we moved  
away from the effects of this condition

Institution or learning do no necessarily need to be  
have of assessment too. There is no reason for  
schools to hold examinations, no reason for teachers  
to assess and set aside time every few months  
for formative and summative assessments. These can  
be run independent of each other both in terms  
of scheduling and authority. It has the potential  
to make the process of assessment more  
transparent and standardised across schools and  
curricula. We also move a step closer to performing  
better on international assessments such as the  
PISA and the PISA as children learn to to  
manage different types of testing.

for the students, and the teachers, and the students are not able to get access to the information that they need. This calls for a diverse curriculum that will accommodate the students' needs and interests. The school system needs to be more flexible, and schools can offer different types of learning environments, such as self-paced learning, and project-based learning, and different ways of assessing student work. This will help students to feel more confident in their abilities, and it will also encourage them to take risks and try new things. It's important to remember that education is a process, and it's not just about learning facts and figures; it's about developing critical thinking skills, problem-solving skills, and communication skills. It's also important to remember that education is not just about academic achievement; it's also about personal growth and development. By providing students with opportunities to learn in different ways, we can help them to become more successful in life.

Ecosystem of assessment can either grow organically or it can be designed to meet varying standards and ambitions of society. Assessments within this ecosystem may assess for employability, application, knowledge, critical thinking etc. A diverse range of tests will ensure that schools can decide their portfolio of assessment based on their resources and ethos. Students can build a portfolio of certificates based on ability and skills. This begins to break the tyranny of the classroom and move towards creating individual learning pathways. The freedom to choose assessments restores the balance in the education system and places the student firmly at the centre. Instead of the assessments restoring the balance in the education system and places the student firmly at the centre. Instead of the assessment driving the student, questions will now be answered about the kind of assessment that will suit the abilities of the student. Teaching will then have to be geared towards enhancing those abilities. Not just that, since different students may be taking different tests, their schedule will also have to be part of their individual learning plans - again putting the student need first.

Let teachers teach. Supported by a range of learning material, do not give them either the luxury of a known examiner (often themselves), nor the pressure of a known examination.

Pattern School does not have to be limited by location, time or age let tutor centres flourish because their contribution is of value too. They too will be forced to evolve if the exam designs build on true understanding notrote learning. let those who understand assessment work to deliver innovative and targeting testing mechanisms. The design of individual assessments, their equitable access and their honest marking is an enterprise in itself. A well designed diverse set of assessment and accreditation will transform education as we know it. let knowledge and skills be assessed with equal respect. let assessment be available to all, let credits for these be so honest and valid that they work as currency to the next level, or as entry to other pathway.

It is not difficult to do this - but it is daring policy change. once stated, it becomes painfully obvious that delinking teaching from assessments are the only way to encourage true learning and fair evaluation.

6. Critically review the examination reform efforts in India based on various commissions & committees

### Introduction:

The central government formed a committee of 30 MPs (Members of Parliament) from all political parties in 1964 to draft the NEP (National Education Policy) in accordance with the Kothari commission's recommendations. Jagjivan Ram, a member of the legislative committee, objected to the commission's suggestions for university nominations, threatening to launch satyagraha if it was approved. The CCEB (Central Advisory Board of Education) and the vice-chancellor's committee were reviewing the report. Most vice-chancellors saw Kothari's plan to be a learning toward passing some components of policy execution were rejected, while others were de-registered. This is aided by the some effort to build consensus behind a remarkable democratic process. Under the leadership of the new minister, PV Narasimha Rao, the consultation process lasted more than 18 months (who had received his studied as an effective minister of education in Andhra Pradesh).

Once a postcard was designed and vetted by the National Institute of Educational Planning Administration, the consultation produced 18 reports that served as the foundation for the 1986 Public Act.

the challenge of education. A policy perspective. Prime minister Rajiv Gandhi backed the 1986 National Education Policy and demand -ed that a new policy be created in a month and implemented as soon as possible.

As educators aren't putting enough emphasis on skill development & China and Singapore, for example, have placed a heavy focus on skill development. As a result, they've achieved significant strides in the industrial field. In many countries, like India, however, there is a substantial gap between the demand for skills development and the need to educate youngsters. Because the system provides little information, we see no progress in obtaining the method logical abilities to employ that knowledge as consciousness. Many countries lack an educational system capable of inspiring pupils and assisting them in developing their motivation and skills necessary to achieve their greatest potential. This means that we need a curriculum that is both "intelligible and practical outside or theoretical domain. The world is changing, and the educational system has taken a long time to evolve.

2. educators aren't getting the support and training they need.  
People are not given what they desire or prepared for in the modern educational system. It's a simple matter "going to school". Picking a subject you have little knowledge about and earning a degree, educators also lack the government support and motivation to respond to today's kids needs. Students merely learn for the sake of learning and follow the prescribed course.

3. Government do not devote adequate resources to education.  
most countries around the world are currently in need of funding to support educational activities such as hiring teachers, building new schools, and conducting workshops among other things. As a result, raising sufficient funds for educational reform has been challenging. The teacher-to student ratio, on the other hand, is low, which has a negative impact on students progress. Similarly, the educational quality of school is contested. In other words, there aren't enough teaching and learning resources.

In some countries for example, you can find 10 or more students sharing ancient and out-of-date books.

4. Students with "impairments" and the underprivileged are treated unequally:

We all know that education is a universal right that applies to everyone, wherever, people with disabilities unfortunately, are denied this essential privilege. Poor and disabled kids are at risk of losing their right to education due to lack of sufficient teacher preparation, discrimination, and Neglect more than ten million people in underdeveloped countries, for example are unable to read or write.

Evaluation vs. assessment And their reforms

The process of gathering data in order to which course objectives have been met is known as assessment. Depending on the goals, different assessment approaches may be used. class tests, quizzes, assignments, oral tests, term papers, oral presentation, case studies, lab reports and practical and theory exams are just a few examples. The term "assessment" refers to the act of gathering information, whereas "evaluation" refers to the

qualification of what information changes in assessment will result in a change from integrated assessment to general and constructive assessment, which is based on efficiency and encouraging learning and development while testing high-level skills like analysis, critical thinking, and cognitive clarity. Grades 10 and 12 will continue to be assessed by the board, but it will be adjusted to eliminated the requirement for training progress.

1. critical stand and reflect on the "National Focus group position paper on Examination Reform"

NATIONAL  
FOCUS GROUP ON EXAMINATION REFORM  
- RMS

### Introduction:-

exam reform: why is it needed?

→ Because Indian school board exams are largely inappropriate for the 'knowledge society' & the 21st century and its need for innovative problem-solvers.

→ Because they do not serve the needs of social justice.

→ Because the quality of question papers is low. They usually call for memorisation and fail to test higher order skills like reasoning and analysis, let alone lateral thinking, creativity, and judgement.

→ Because they induce an insidious level of anxiety and stress. In addition to widespread trauma, mass media and psychological counsel - is report a growing numbers of exam

management there remain several glaring shortfalls

-Ms at general boards

→ because there is often a lack of full disclosure and transparency in grading and mark grade reporting

→ Because there is needed for a functional and reliable system of school-based evaluation.

Exit versus entrance exams.

Board exams (especially at the higher grades) are often criticized for not adequately serving the selection needs of the next level of education, and the blame for the prioritization of entrance exam (and for the coaching classes) that claim to prepare one for them is often laid to their door. The critique arises largely from confusion about the purpose of board exams. Board exams are and must remain, "exit" exams, whose goals is, and should be, to certify the successful completion of a course of study. Board spectrum of learning considered to be essential by the owners of a common curriculum and to certify its completion. The

The two sides are essentially different

What do board exam test?

Indian school board exams are mainly valid tests or designed competencies and broader curriculum objectives, even within the cognitive domain. The core of the exam system is the exam paper. While actual exam administration and security and release of results have improved in recent years across most board-mass cheating is down due to more flying squads, most boards release results within 45 days of the end of the exam etc. themselves remain problematic on the following ways.

1. Repetition or identical (or very similar) questions from year to year change playing into the hands of coaching classes)
2. Ambiguous phrasing of questions or questions (out all they remember) phrased as "write a note on" (both of which require students to pour out all they remember

From the textbook on the topic

3. Incredibly lengthy (perhaps "in a stamp", usually), to "cover" all chapter of the textbook), hence allowing little time for actual thought, and discriminating against thoughtful selection

4. Designed to test a detailed knowledge of the textbook (including titles and key exams within it) rather than competencies and core concepts.

Common causes of this general malady are:

1. The examiners desire to test familiarity with the books and theories of the subject more than to test for competencies and core concepts and
2. The paper-setters genuine confusion on what is central and what is peripheral, and what the sole of the exam should be - to evaluate competencies and understanding of core content and concepts, not familiarity with obscure (and often untested) radical trivia.

False objectification, i.e., the chopping up of unified

integrated knowledge into discrete chunks, is another frequent problem, especially in the social science.

Some 'best practices' recommended for adoption by all states.

- Pre-exam:

→ choice of exam centres: during exams, students should not be expected to travel much more than their daily trip to their school. When a school is large enough and has the appropriate infrastructure to be a centre, students should be able to appear for their <sup>for themselves</sup> in a familiar environment. This will have the benefits of reducing stress on candidates.

→ exams should never be postponed, as it causes considerable hardship and unnecessary anxiety to candidates and undermines their faith in the system.

→ By protecting the identity of candidates and examiners from each other, a lot of post exam malpractice can be checked  
→ paper setting the questions/paper setting

must produce the initial mark scheme for paper in addition to the paper.

- conduct of examinations.
  - candidates should not be disturbed in the course of their exam and if disturbance must be caused (e.g., for mass checking of entry tickets) compensatory time should be given to detect impersonations, compensation time should be given to candidates.
- Electronic surveillance by hidden electronic eyes and the use of technology such as magnetic strips on doors.
- seals on the question paper packet should be opened and signed, just prior to the exam-start, by three individuals: chief invigilator, police officer, and a student candidate. The use of paper packets should be date-coded and similarly counter-signed before sealed and similarly counter-signed before their departure from the exam hall.
- Toilets are often used by candidates as respositories or crib sheets and must be monitored throughout the exam as closely as the exam hall itself.
- Responses to the paper just concluded should be invited from teachers for a period of 24 hours.

- one exam  
widely  
varied  
concentrations  
in  
different  
areas  
made  
no  
use  
and  
negligible  
resources
- school-based assessment  
Gaining was no benefit  
to learning for  
this  
reason.
- exams  
→  
continuous and comprehensive evaluation  
1. continuous and comprehensive evaluation  
school-based continuous evaluation  
in order to implement  
the system
2. issue of cce certificate  
to make cce certificate, some weight to school  
based assessment results should be given by state  
boards. The certificate on terms of grades

Education Board.

pool of test & exams. It works

examinations and experimental

workshop. It is undertaken by the students who have come from other schools and universities.

It is organized on the basis of testing and the science must be taught through practical methods.

At the end of the course, the students will be given practical tests and experiments to be implemented.

Practical experiments are conducted under the guidance of science teachers and students.

Practical examinations of science subjects are conducted in the school-based practical laboratory.

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should be assessed along with the board certificate

skills are at the heart of the scientific enterprise. Unless laboratory assessment is made financial, the auditing of the country's scientific manpower is under serious threat; the number of students interested in scientific training is already stagnating in several states.

It should be clear from the above that board examinations on India need serious re-examining, at the same time, it should be recognized that there is no potential to lead education.

co-curricular

- do include

6. conduct a case study on schools or education of institutions that have successfully implemented continuous and comprehensive evaluation (CCE) leading to a system of school-based evaluation of students that covers all aspects of student's development. The "continuous" aspect of CCE refers to a system of school-based evaluation that takes care for continual and periodicity of evaluation. continual mean assessment of student on the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) done regularly using multiple techniques of evaluation using multiple means of performance periodicity done according to the need of curriculum (summative) school (summative) school techniques employing multiple techniques component of CCE takes. The comprehensive component of all stand develop care of assessment of pupils regarding their validity. It includes merit of the pupils' achievement as well as co-curricular assessment in accordance with the pupils' growth scholastic aspects of the pupils' growth. scholastic aspects include pupils' growth, interests, hobbies, or subject specific areas.

## • Content Area 5

Co-scholastic aspects include co-curriculum and values assessment in scholastic and non-scholastic areas using multiple evaluation techniques or evaluation scales. Co-scholastic evaluation scales can be used for self-assessment, peer assessment, group assessment, teacher evaluation, self-evaluation, peer evaluation, and student evaluation. Co-scholastic assessment techniques include various forms of assessment such as projects, assignments, research work, and assignments.

## Scholastic Assessment

### a. Formative assessment

- Projects
- Surveys
- Research work
- Assignments

### b. Summative assessment

- Exams
- Competitions
- Exhibitions
- Exhibitions

- communication skills
- oral questions
- b. Summative assessment
  - written - end of term
  - multiple choice questions, short answer, long answer,
  - flexible timing
- c. Co-scholastic assessment
  - a. Life skills
  - b. Thinking skills
    - creative thinking
    - Problem solving
    - decision making
  - c. Social skills
    - Communication skills
    - Interpersonal skills
  - d. Emotional skills
    - dealing with emotions
    - dealing with stress
    - self awareness
  - e. Values
    - attitudes towards
    - teachers
    - students / peers

- School Programs
  - Environment.
  - Co-curricular activities
  - Creative and literary activities
  - Aesthetic activities
  - Scientific activities
  - X. clubs
  - Eco clubs
  - Health & wellness club
- OBJECTIVES OF THE STUDY
- To study the implementation of CCE in appear primary schools with respect to:
- a. How it is implemented in classes by teacher
  - b. Assessment of scholastic and co-scholastic aspects.
  - c. Problem faced by teachers while implement CCE.

RESEARCH METHODOLOGY

The survey method was used for the present study

**Population and sample**

The study was carried out in Kandian district in the state Second syllabus. Ten schools were randomly selected of Kerala. There are 105 English medium schools with upper primary classes in Kandian following Kerala State Board syllabus. Ten schools were randomly selected. All upper primary teachers of those schools form the sample of study. Thus it became cluster -ed sample of 45 teacher formed the sampling. A total of 45 teacher formed the sample of the study.

#### DATA COLLECTION

Data was collected during the month of January, 2012. The questionnaire on ECE was given to the upper primary teachers to the selected schools. Teachers were briefed on the purpose of the study and on the question given in the questionnaire. Structured interview was also conducted with few teachers.