

## C H A P T E R II

### EVALUATION IN BASIC SCHOOLS

#### Recommendations of Zakir Hussain Committee regarding examinations in Basic Schools

The prevailing system of examination is condemned in the Zakir Hussain Committee Report on National education in the following words:

" The system of examination prevailing in our country, has proved a curse to education. A bad system of education has, if possible, been made worse by awarding to examinations a place out of all proportions to their utility. As a measure of the work of individual pupil or the school, by a consensus of expert opinion, examinations are neither valid nor compact. They are inadequate and unreliable, capricious and arbitrary. We shall take care to guard the proposed system of general national education against their baneful influence. " (1)

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(1) Zakir Hussain Committee Report, Hindustani Talimi Sangh, Wardha.

" The purpose of examination can be served by administrative check of the work of the schools in a prescribed area by means of a sample measurement conducted by the inspectors of the Education Board. The tests so administered should be constructed with the specialists responsible for curriculum revision. The promotion from grade to grade should be decided exclusively by the teaching faculty of the school on the basis of careful records of the pupils' work. To maintain the desired level of efficiency throughout the school system, the Board of Education should conduct an annual testing of typical sections from each grade of the schools of the various divisions. As far as possible, pupils should not be made to repeat the work of a great or any considerable portion thereof. (2)

Briefly speaking, the committee seems to be in favour of " Objective or New Type of tests " as well as the evaluation of children by means of observational devices. Achievement tests are to be constructed and conducted by the Education Board. The responsibility to promote the child from one grade to another on the basis of various records of work is given to the teachers of basic schools. This suggests that for the evaluation of the child as a whole in the school there should be two devices viz. ( 1) Evaluation through examination (2) Evaluation through observation.

Meaning of evaluation

There is difference between ' evaluation ' on the one hand and ' examination ', ' tests ',

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(2) Ibid

'measurement' on the other hand. According to Wri~~gh~~stone, 'Evaluation is a relatively new technical term, introduced to designate a more comprehensive concept of measurement than is implied in conventional tests and measurements. Monroe has distinguished between measurement and evaluation by indicating that the emphasis in measurement is upon single aspects of subject - matter achievements or specific skills and abilities, but that the emphasis in evaluation is upon broad personality changes and major objectives of an educational programme. These include not only subject-matter achievement, but also attitude, interests, ideals, way of thinking, work habits and personal and social adaptabilities." (3)

#### Place of evaluation in basic schools

From the concept of Basic education, it is quite clear that it is a democracy-centred system of education. Democracy implies equal opportunities to all for the fullest possible development so as to produce intelligent, self-disciplined, co-operative and socially-aware citizens. Accordingly, the four aspects of democracy-centred Basic education system are as follows:(4)

1. Aim: Mental, physical, social, cultural and ethical development of all the pupils.
2. Scope: Free, universal and compulsory education for all upto a certain standard.

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- (3) Wri~~gh~~stone J.W., " Evaluation " in Encyclopaedia of Educational Research." Macmillan & Co., 1950.p.403
- (4) Laljani M.R., Evaluation in Basic Schools, 1956, Institute of Rural Education, Jamianagar.p.7

3. Content : A minimum standard of skills of communication, vocational efficiency, social adjustment, maintenance of physical health.
4. Method : Learning through a purposeful productive and educative activity that is related to life and environments.

Keeping all the above four aspects of Basic education, one can find that the examinations in this system acquire a new content and shape and this is expected of examinations under Basic system of education.

As the aim of Basic education is the all round development of the child as described by the Zakir Hussain Committee Report, the traditional examination ought to give place to a more comprehensive evaluation that will measure the all-round development of the pupil. In this connection, Bihar Basic Education Board aptly remarks:

" For the system of education that has relation to the whole field of life and environment and that aims at harmonious development of the whole personality - physical, mental, moral, cultural, aesthetic and social - very little will have been done, if appraisal of its results was to be made only in terms of the standards claimed to have been attained by the passing of certain traditional and formal examinations."  
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(5) Basic education in Bihar - Vol.II 1951. Bihar Education Board, Patna.p.5

Similarly from the view point of scope, content and method of Basic education system we can boldly say that only an all-inclusive programme of evaluation will do proper justice to these various aspects with its multiple tools and techniques.

#### Present Status

It is a fact that misunderstandings about Basic education are on the increase. According to Dr.P.D.Shukla, there are four main causes of the misunderstandings about Basic education.(6)

1. Some misunderstandings arise because of the inconsistency inherent in the transition from the old type of society to the new.
2. Some misunderstandings arise because we regard Basic education to have a fixed pattern and think that only the same pattern evolved in one place should exist in other parts of the country.
3. Sometimes misunderstandings arise because of the way we handle things. While dealing with Basic education we are dealing with pupils and it is necessary to satisfy them. Basic education should not be taken as a cult. Otherwise it would create enemies. There has, unfortunately, been a feeling that there are some people to be termed as "Basic walas".

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(6) Administration of Basic education, 1960 ;  
NIBE, New Delhi. p.32

- (4) Some misunderstandings arise because of the insistence on the way of life as integral part of the Basic education programmes. Basic education is no doubt a way of life in the sense that is based on some basic philosophy and it visualises a type of society to be developed in the country. Unnecessary insistence on way of life as a part of Basic education programmes, leads to some type of misunderstandings.

Moreover, Basic education is still a suspect in the minds of many educators and educationists. " One of the reasons why it is so is the fact that the practices and methods of evaluation are, generally speaking, both indefinite and inadequate. The critic of Basic education argues that there are, at present moment, no adequate means of assessing the development of children attending the Basic schools and of comparing their development, specially on the intellectual side, with the development of pupils in the non-basic schools. It is, therefore, necessary that basic school teachers should develop systematic techniques of evaluation and efficient instruments of educational measurement which will enable them not only to assess their own efforts but also to discover the general and special abilities of their pupils and to diagnose their difficulties and capacities. There is an evident tendency among basic school teachers to assume that, if they have put their pupils through certain experiences or if they have tried to teach them

certain skills or to impart to them a certain measure of knowledge, all of them will have benefitted equally by their efforts." (7)

Need for systematic evaluation

According to one view, evaluation is a basic task of the educators. It is one of the following four basic tasks in the development of a plan of instruction.(8)

1. To determine the objectives which the course or programme should seek to attain.
2. To select learning experiences which will help to bring out the attainment of these objectives.
3. To organise these learning experiences so as to provide continuity and sequence for the student and to help him integrate what might otherwise appear as isolated experiences.
4. To determine the extent to which the objectives are being attained.

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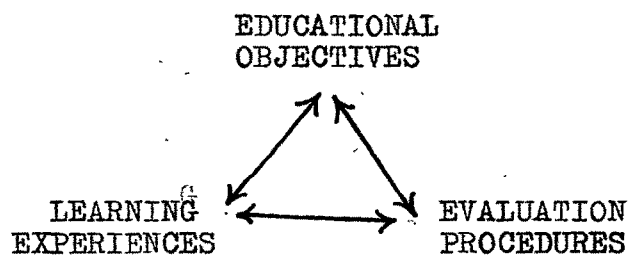
(7) Handbook for teachers of Basic schools, 1956, Ministry of Education, Government of India, New Delhi. p.47

(8) Tyler, R.W. Achievement testing and curriculum construction. In R.G. Williamson (Ed), Trends in student Personnel work. Minneapolis; University of Minnesota, 1949. pp.391-407

Thus, the form of assessment of a particular educational process has to be developed in relation to the ideals which the process is following. With this view it may be quite clear that the work of assessment in Basic educational institutions is to be considered differently from the work in traditional institutions. The techniques of assessment have to be developed in the context of the objectives of Basic education.

Education is a process for changing the behaviour pattern of pupils. As a result of this process, it is expected that individual pupil will acquire ideas he did not have before, improve his ways of thinking, develop tastes and sensitivities, modify his attitudes, and improve in other desired ways.

The process of evaluation is one of determining the effectiveness of the programme in bringing about desired changes. According to this view, evaluation is an integral aspect of curriculum development and instruction. This is shown schematically in the following figure:-





Thus, the objectives serve as the bases for developing both learning experiences and evaluation procedures. The learning experiences and evaluation procedure, in turn, help to clarify objectives. Furthermore, situations used for instruction provide parallels for evaluation, and indeed may suggest good leads for the latter. Correspondingly, the evaluation procedures provide evidence on the effectiveness of the learning experiences, and ultimately on the attainability of the objectives themselves. (9)

The main aim of evaluation or assessment is the improvement of educational process. With this aim in view assessment assumes two important functions, namely, diagnostic and remedial. The first function is concerned with the detailed examination of the results of the process while the second one is concerned with using measurements for removing deficiencies at certain points. Thus the aim of assessment is to examine the educational process from its very beginning in the light of the objectives set up, and follow-up the process to its end with a view to seeing how the progress is being made. (10)

#### Scope of evaluation

The aim of Basic education is to provide for " the preparation of the new type of individual, all of whose faculties - physical, intellectual, aesthetic and spiritual - have been harmoniously

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(9) Edward J. Furst, Constructing evaluation instrument, 1958. Longmans, Green & Co., New York p.3

(10) Administration of Basic education, 1960. NIBE, New Delhi.p.100

developed into an integrated personality, and the creation of a new social order based on co-operative work. "(11) Hence it is quite evident that the measurement of scholastic achievement cannot be the only subject of evaluation in basic schools. The whole child is to be appraised. " Such appraisal will naturally fall under two heads according to the methods of appraisal adopted - namely, the quantitative and qualitative." (12) The pupil's height, weight and his attainment in school subjects are to be measured quantitatively." The basic school teacher needs to employ both these methods of appraisal, if he is to have as complete a picture as possible of the development of a particular pupil at any particular point; and this he has to do if only because he is pledged to the goal of the all-round development of his pupils. He has, for example, to make a note of the pupils as well as the quality of curiosity or inquisitiveness displayed by each one of his pupils; he has to observe whether or not they are developing a sense of excellence in their craft work; he has to study how they are adjusting themselves to the life of the school with their classmates in group activities and projects; he has to discover the forms and the media of self-expression which are best suited to the special talents of individual children. These are but a few instances of the kind of qualitative appraisal of their pupils that

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(11) Zakir Hussain Committee Report, 1939, Hindustani Talimi Sangh, Wardha.

(12) Handbook for teachers of Basic Schools, 1956, Ministry of Education, Govt. of India, New Delhi. p.48

basic school teachers are called upon to undertake, month by month and week by week. That means that teachers need to make careful and systematic observations and to maintain adequate records in their diaries of the many-sided development of their pupils." (13)

#### Kinds of assessment

The main responsibility of assessment of the pupils' in basic schools is on the teacher. The teacher has to assess the various aspects of the educational programme of the school. The National Institute of Basic Education (NIBE), New Delhi, is constantly trying to help basic school teachers in this direction. The following are the kinds of the assessment finalised by the participants in the first short-term training course for the State administrators of Basic education organised by NIBE, New Delhi, during November - December, 1958. (14)

##### (a) Assessment of scholastic achievement

Achievement tests should be given due importance in the reformed programme of evaluation. These tests should be given periodically and should be supplemented by the records of classwork maintained by children and teachers. NIBE should compile a long list of the various kinds of items covering the syllabus of eight grades of a basic school and such a collection may be made available

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(13) Ibid

(14) Administration of Basic education, NIBE, New Delhi, 1960, p.p.162-105

to teachers who may make use of the items in preparing their own items. The various State Governments should also take steps in that direction.

(b) The assessment of Craft work

Systematic craft records have to be maintained for helping in the proper assessment of Craft work.

While undertaking assessment programme in craft work, planning achievement in the skill of the craft, theoretical knowledge of the various processes of the craft and proper attitudes developed through craft work in pupils are to be considered properly. Equal weightage should be given to the quality in craft work. The assessment of quality should be on a rating scale preferably five-point rating scale.

(c) Assessment of Community work

Each child's participation should be carefully observed, recorded and assessed by the teachers who are also supposed to participate in various activities like personal and community cleanliness, community living, cultural programme etc.

(d) Assessment of personality

In Basic education great stress is on the development of a balanced personality. Traits of personality viz. cleanliness, co-operativeness,

honesty, regularity, helpfulness etc., should be assessed on a rating scale preferably five-point scale.

Factual statements may also be recorded by the teacher in order to prepare assessment of the pupils on the various personality traits.

(e) Assessment of physical development

The assessment programme for physical development will have to be three fold:- remedial, preventive and promotive.

The school - staff should have some knowledge of children's common diseases and ailments, and should be able to provide first aid. On the preventive side the school should help children to develop healthy habits. On the promotive side, it would be necessary to evaluate how far each child has imbibed healthy habits. Standardised physical achievement tests can be also administered to assess physical development.

(f) The use of cumulative record cards

It is clear that the assessment programme is a many-facet programme. We have to take into consideration children's many-sided development. This is done by maintaining of records, giving achievement tests, rating of pupils, observing them in the classroom and play grounds etc; In order to facilitate the work of assessment and in order to provide a picture of pupils' development throughout

his career in the school it would be necessary to maintain a Cumulative record card for each child. It may contain the following data for the evaluation of the different aspects of the educational programme:

- (i) Scholastic achievements showing progress in curricular subjects.
- (ii) Rating by the teacher of the work done in the various school subjects.
- (iii) Achievement in Craft work indicating the quantity of work done, quality and efficiency and habits and attitudes developed in relation to the craft.
- (iv) Participation in Community life activities.
- (v) Physical development including participation in games and sports.
- (vi) Personality development including ratings on the various personality traits.
- (vii) Other items like attendance, honours etc.

