

PART FOUR
EVALUATION AND SUPERVISION
PRACTICES

CHAPTER XI

EVALUATION AND SCHOOL RECORDS

	Page
1. Nature of Evaluation in Basic Education. . . .	378
a). Assessment of the Institution.	378
b). Seven Year Integrated Elementary Scheme.	381
c). Falling of Educational Standards.	382
d). Factors Considered for Promotion of Students.	383
2. Records Maintained by Students...	384
3. Periodicity of Examinations Conducted.	385
4. Agency Conducting the Annual Examination. . .	386
5. Comments and Recommendations of Educational Officers.	387
6. Summary.	389

CHAPTER XI

EVALUATION AND SCHOOL RECORDS

.... there should be weekly, monthly, quarterly, half-yearly and annual programmes of evaluation. The pupil must be able to know after every evaluation how far the class as a whole has been successful in carrying out its plans and what his position is as compared to other members of the class.*

The Hand-book for Teachers of Basic Schools

Nature of Evaluation in Basic Education:-

The Special Committee for Basic Education, Andhra Pradesh, while recommending the holding of such monthly, quarterly, six-monthly and yearly assessment, stressed the importance of records of the pupils which should form the basis for such assessment. The committee also suggested that evaluation should keep in view the extent to which the objective was being achieved, the effectiveness of the learning experiences provided in the classroom and the possible direction in which improvement was called for. The process of evaluation was a necessary concomitant of planning. Changes occur in the students over a period of time and so evaluation should be undertaken at frequent and well regulated intervals.¹

The Fifth All India Basic Education Conference recommended that assessment of the institution had to be done at different levels: Institution as a whole, Students Teachers and Organisers, and the impact made on the local community.²

* The Hand-book for the Teachers of Basic Schools,
New Delhi: Ministry of Education, Government
of India, 1956. P.44.

¹ The Report of the Special Committee for Basic Education:
Andhra Pradesh, Hyderabad: Education Department,
Andhra Pradesh, 1961. Pp.83-84.

² Report of the Fifth All India Basic Education Conference,
Sevagram: Hindustani Talimi Sangh.

In this chapter the discussion would be limited to the evaluation of the student's achievement only.

The assessment of the students should take into consideration:

- (a) Cleanliness and health - both personal and community, including habits of cleanliness, physical development charts, medical inspection records, knowledge of first aid, physiology and dietetics,
- (b) Planning and supervision of daily life from getting up to going to bed,
- (c) Craft work, with the self-reliance, skill and ability and mental development shown,
- (d) Application of commonsense to life situation,
- (e) Citizenship - discipline and punctuality, time sense and thrift, etc,
- (f) Social service within and outside the institution
- (g) Cultural Development,
- (h) Records.³

The Special Committee also favoured the inclusion of the following items for the assessment of student's progress in a Basic school:

- (1) Regularity of attendance which in any case should not be less than seventy five per cent,
- (2) Achievements in academic subjects,
- (3) Efficiency in craft work,
- (4) Physical development,
- (5) Social education work and
- (6) Good social qualities

The Special Committee also favoured the following classifications adopted in Madras state:

		<u>Marks</u>
(1) Personal development	-	150
(2) Community living	-	100

³Ibid.

	<u>Marks</u>
(3) Vocational competence -	200
(4) Cultural and recreational activities. -	300

The Committee also recommended the points to be borne in mind in connection with the evaluation of work and records for the year as a whole, as it was done in Bihar:

- (1) Whether there has been a scheme of work for the child throughout the year, intelligently prepared by the child and assisted by the teacher,
- (2) Whether the scheme has been worked out in a planned manner,
- (3) Whether the records of the child have been properly and regularly studied by him and the teacher,
- (4) Whether the progress has been reviewed by the child and the teacher regularly,
- (5) Whether there has been intensive work to make up the deficiency of the child, if any,
- (6) Whether there has been due influence on the environments of the school i.e. pupils, families and local community;
- (7) Whether work in the school has been integrated with the study of the conditions and requirements of the physical and social environments and
- (8) Whether the pupil has been regular in attendance and has shown all round gradual development.⁴

In a number of traditional elementary schools and even in some Basic schools the traditional type of examinations were in vogue. There was usually a formal annual examination in each class with a few hours paper in each subject. Questions were set to test students' knowledge of the contents of the curriculum. Generally a minimum of thirty per cent marks in each paper and somewhat higher aggregate entitle an examinee to a pass. It was a test of memory. No attempt was made to test either the development of personality or intelligence or developing of the ability to use the knowledge gained for some fruitful purpose in life, as was required in a life-centred education which knowledge was integrated as with various life activities.

⁴Report of the Special Committee for Basic Education
Andhra Pradesh. Op.Cit. PP.85-87.

In Telangana till 1960 there was a public examination for pupils at the end of Class VIII. This was abolished in view of the defects in the examination system. The headmasters were authorised to conduct tests, promote students from class VIII and grant them a certificate. In Andhra area a public examination was held for the non-basic elementary schools at the VIII class stage, while the Basic schools were allowed to carry on with the assessment of pupils in their own manner. But with effect from the academic year 1965-66 the Education Department introduced public examination for the class VIII, which was the terminal point of the seven year integrated elementary scheme. This was applicable to the Basic schools also. But this kind of external annual public examination lays exclusive emphasis on intellectual attainments and this became the main motivating force for all efforts on the part of the students as well as teachers. The subjects or activities which were not included in the scheme of examination were not cared by the students, parents and teachers. Things did not stop here. Every possible mal-practice was employed by students to get through the examinations. As all were affected by the examination phobia, the class room instruction was organised in relation to what could pay in the final examination, and so the broad content of education did not come into the picture anywhere.

According to a study conducted by Prof.K.Vedantachary as approved by teachers seminars in Nizamabad and Warangal, poor results were obtained in the examinations due to several reasons which included lack of qualified teachers due to low scales of pay, defective selection of teaching personnel, external pressures including political influences on teachers in the matter of promotions in lower classes, under delay in supplying the list of text-books and nationalised text-books, frequent transfers of teachers, deputation of teachers for clerical work and lack of interest among certain teachers, lack of adequate equipment and teaching aids, inadequate staff, ill-equipped laboratories, lack of accommodation, and these reasons for the low percentage of passes were supplied by the teachers and supported by the records maintained in the schools.

Teachers seminars demanded uniformity of examination system at district level and suggested that question papers for V, VIII (now for VII) and X classes should be framed at district level. The class work and monthly progress record of students should be the criteria for promotion in the annual examination and the cumulative record system as existed in Multipurpose High Schools should also be made applicable at other levels of school education. The seminars attributed falling of educational standards to poor standard of teaching at primary (basic) and middle (senior basic) levels, burdensome syllabus, heavy work-load of teachers, lack of proper supervision of staff and indifferent attitude on the part of parents of students and present system of examinations and promotions.⁵

The Special Committee recommended assessment of pupils scholastic achievement, craft work, community work, personality and personal development, social behaviour, through simple, comprehensive, objective, reliable and valid evaluation techniques like paper and pencil tests, observations, interviews, questionnaires, pupil products records. The results of these periodical appraisals were to be put in cumulative record card which should give complete picture. This record card should be appended to the school leaving certificate granted by the head master in a decentralised system of evaluation evolved on modern lines by an expert committee, the appointment of which was suggested under the chairmanship of Deputy Director of Public Instruction.⁶

The discussions in the succeeding pages of this chapter will give a picture of the evaluation practices in vogue till 1966, when the Government of Andhra Pradesh introduced the

⁵The Deccan Chronicle, 22nd June and 19th July 1963.

⁶Report of the Special Committee for Basic Education,
Op.Cit. Pp.86-90.

practice of conducting a public examination at the VII class the terminal grade of the seven year integrated elementary education scheme, the syllabus of which was made applicable to Basic schools also.

The Basic schools in the regions of Andhra Pradesh were asked to state the factors taken into consideration for promoting the students into the higher grades every year.

TABLE 105
FACTORS CONSIDERED FOR PROMOTION OF STUDENTS

Factors for promotion	(%)			
	Andhra	Rayala- seema	Telan- gana	Total
1. Average of the marks obtained in the monthly and annual examinations	62.41	61.11	76.74	64.78
2. Attendance	60.15	62.96	76.74	63.91
3. Good conduct	66.16	64.81	51.16	63.04
4. Teachers' record maintained for each child	48.57	62.96	48.83	52.17
5. Marks obtained in the annual examination	41.35	55.55	76.74	51.30
6. The average marks of the monthly tests	45.86	44.44	62.79	48.70
7. Students records.	39.10	51.85	48.83	43.91

Only less than seven per cent of the schools checked the factors (1). Pressure of the parents, (2). Recommendations, and (3). Caste and communal considerations. These factors were not at all significant. Average of monthly and annual examination marks, regularity in attendance to school, good conduct

and recorded observations of the teachers were taken into consideration for promoting the students into the higher grades. A good number of (43%) were relying on the students records. The remaining schools also should insist on the students to maintain records. The Andhra and Rayalaseema regions appear to be giving more weightage to the 'good conduct'.

The 1956-57 survey of Telangana Basic schools by the present investigator also revealed that marks obtained in the examinations constituted the basis for the promotion of students into higher grades. The records of students did not figure anywhere in that survey, while atleast 43.91 per cent of the schools have now reported to be taking the records of the pupils into consideration for annual promotions.

TABLE 106
RECORDS MAINTAINED BY STUDENTS

Record	(%)							
	G	R	A	D	E	S		
	1	2	3	4	5	6	7	8
1. Daily plan	42.61	40.87	42.17	46.09	42.17	6.09	5.65	4.78
2. Daily diary	8.70	8.70	10.87	13.48	13.91	6.09	6.09	5.22
3. Monthly progress report	24.78	24.35	29.13	34.35	32.61	6.09	6.09	6.09
4. Craft record	10.00	9.57	10.09	16.52	18.70	2.17	2.17	2.17
5. Report of the proceedings of school assembly	3.04	2.61	4.78	9.57	7.83	2.17	2.17	3.04
6. Report of the social and cultural activities.	2.17	1.74	4.35	9.13	4.74	2.17	2.17	2.17

The daily plan appears to be the most widely maintained record followed by the monthly progress report. These two

records were maintained by students upto fifth class in a greater percentage of schools. The reports of the proceedings of assembly meetings, social and cultural activities and craft record were insisted by only few schools, even though they were very important. No record was maintained by students in any class in more than 46.09 per cent of the schools. This showed lack of seriousness among the schools with regard to the maintenance of the records.

Since it was known that very few schools were encouraging students to keep records, there was a case to believe that the evaluation was more based on the teachers records. From the table 68 in chapter VI it was seen that some records were maintained by teachers in 81.40 per cent of the schools. But in a majority of the schools the teachers maintained records like monthly and annual plans which were not really helpful to assess the students progress. Records like pupil's scholastic progress, cultural and social activities of students, students progress in craft work, physical development, personality development and aptitudes and attitudes were really helpful for the assessment of students. Even these records were not maintained by teachers in a majority of the schools, and it appears that the teachers relied more on the examinations conducted at frequent intervals.

TABLE 107

PERIODICITY OF EXAMINATIONS CONDUCTED

Periodicity	(%)			
	Andhra	Rayalaseema	Telangana	Total
1. Annual	80.45	83.33	95.35	83.91
2. Half-yearly	79.70	79.63	95.35	82.60
3. Quarterly	76.69	77.78	88.37	79.13
4. Monthly	44.36	37.04	79.07	49.13
5. Fortnightly	7.52	9.26	2.32	6.96
6. Weekly	6.77	7.41	2.33	6.09

The above data supported the 1956-57 study of the Telangana Basic schools wherein it was revealed that the percentage of schools conducting annual examinations was the highest but the same steadily declined successively in the case of half-yearly, quarterly, monthly, fortnightly and weekly examinations as shown above. The monthly tests were more popular in Telangana than in coastal Andhra and Rayalaseema. The percentages of schools conducting fortnightly or weekly tests were not significant. More emphasis was being laid on only annual, half-yearly and to some extent on the quarterly examinations.

TABLE 108
AGENCY CONDUCTING THE ANNUAL EXAMINATION

Agency	(%)							
	G	R		A	D		E	S
	1	2	3	4	5	6	7	8
1. Class teacher	60.00	57.83	53.48	53.04	44.78	6.52	6.52	4.78
2. Subject teacher	18.70	20.43	20.87	20.87	21.30	10.43	10.43	8.70
3. Head Master	33.91	33.91	38.70	36.96	37.83	7.39	7.39	7.39
4. Deputy Inspector of Schools.	8.70	8.26	8.26	10.43	12.17	0.87	0.87	1.30

The above position was true upto 1966 in the case of VII class when the Government announced that public examination would be conducted for the VII class, as stated earlier. As per the previous practice the class teacher conducted the annual examination in a majority of the Junior Basic grades, whereas the subject teacher took this responsibility in a majority of the senior Basic grades. In a very few schools the Deputy Inspector of schools took the initiative to organise the examinations. In such cases he got the question papers set and

arranged for the valuation of the scripts in his range and this trend appears to be more applicable to the fourth and fifth grades. But on the whole the Basic schools used to enjoy full freedom in the matter of evaluation of their students before the practice of conducting public examination and this was true in the first six grades even now. So, the teacher bore the full responsibility for his maintenance and evaluation of various records and periodic tests for purpose of assessing the progress of his students.

The Educational Officers were asked to comment on their efforts to make the examination system in Basic schools a success. The index of success recorded was only 41.88 per cent on a five point scale. They expressed a number of difficulties and defects in the current practices. Ten per cent of the Educational Officers stated that the schools were not assessing the practical work and especially the craft work. In their opinion the schools should give equal weightage to information and skills by allotting required marks for both the content and practical programmes in Basic schools. Eight per cent of them stated that proper standards were not maintained and the students were not thorough with their subjects as text books and white paper were not available to all the students. Some students used guide books and fragmentary notes as teachers did not prepare them for examinations properly. Another eight per cent of them stated that the Headmasters were given full freedom to conduct the examinations, while certain rules of promotion, which were not very rigid, were recommended by the Educational Officers. But more Headmasters conducted only the annual examination without bothering about the periodic examinations. Still another eight per cent of the inspectors complained that the Education Department did not give enough encouragement for making the examination system successful, as the teachers were overburdened with more numbers in the classes and enough justice could not be done with examinations by paying individual attention to all the students. Six per cent of them said that routine, stereotyped questions were asked every time, instead

of giving bit questions on specific topics or giving short notes questions. Three per cent of the Educational Officers complained of irregular attendance of the pupils and teachers disrespecting the attendance requirements as part of the assessment programme.

Two per cent of the Educational Officers stated that children were not informed of the purposes of the examinations. Some of them stated that it was difficult for them to supervise how examinations were conducted in certain remote rural areas.

Another two per cent of the Educational Officers said that they were encouraging the teachers to take private classes to make the students thoroughly prepared for the examinations and introduced common examinations system in their jurisdiction.

Thirteen per cent of the Educational Officers recommended the holding of a common examination at Samithi level under the management and supervision of a small committee while a few of them said that a Board of Basic School Examinations should be constituted for this purpose. Twelve per cent of the Educational Officers stated that the steady progress of the pupils should be entered in the cumulative records for all aspects of this work-centred education and this record should be taken into consideration for purposes of assessment of the pupils. Four per cent of them said that better qualified teachers should be selected for making the examination system successful and the present teachers should be trained in evaluation techniques in the taluk level seminars.

If this suggestion to hold seminar's is accepted such seminars could be utilised for the development of new evaluation tools suitable for the new type of education and the same could be standardised. These tools should aim at measuring the skills developed through practical programmes of Basic schools and the results of these tests could be supplemented with the cumulative records maintained on the basis of the students records. This would relieve the system from the existing defects and make it objective valid and reliable.

Summary:-

The fate of the students was decided on the basis of a single annual examination in the traditional schools. But in the Basic schools it was proposed to hold periodic tests and to maintain a number/records by the students and teachers for gathering enough evidence for assessing the progress made by students. As Basic education is life centred the evaluation also should centre round all the life activities of the Basic school students including craft work, citizenship, social and cultural life and the records maintained in connection with those activities. This will pave the way for the assessment of the physical, intellectual and social development of the educand.

But in a number of Basic schools the traditional type of examinations were still in vogue and schools gradually took up the new techniques of evaluation. Both in Andhra-Rayalaseema and Telangana regions some kind of public examination was in vogue for the terminal class of the elementary school. Basic schools enjoyed freedom to conduct assessment of their pupils in their own way. But since March 1966 the Government ordered for a common public examination for the VII class, the terminal class of the seven year integrated elementary education, and this applied to the Basic schools also.

The annual and public examinations influenced the content and method of teaching as both the teachers and the pupils cared more for those things that pay most in the examination, and not for those which helped successful living.

Poor results were obtained in the final examinations due to poor quality of teaching by less competent teachers, appointed through defective selection procedures; late supply of text books, external pressures on teachers for promotion of undeserving students, deputation of teachers for doing things other than teaching and lack of interest on the part of the teacher.

The teachers seminars demanded the conducting of common examinations at the end of V, VII and X classes, besides class tests conducted every month the results of which should be counted for the annual promotion of the students. The teachers

demanding the lessening of work-load, reducing the burden of syllabus, and sympathetic supervision, for raising the percentage of passes in examinations.

Usually the average of the marks obtained in the monthly and annual examinations, regularity of attendance, good conduct, students records and recorded observations were taken into consideration by the teachers for the annual promotion of students. But only forty three per cent of the schools insisted on the students to maintain records and the remaining schools also should follow suit. Mostly daily plan, daily diary, monthly progress report, craft records, assembly proceedings and report of the cultural activities were maintained by the students.

Since more than fifty per cent of the schools were not maintaining students records it is evident that evaluation could not be based on the records in a majority of the schools. In a large number of schools the annual, half-yearly and quarterly examinations were conducted and mostly the results of these examinations influenced the promotions of students. In the Junior Basic grades the class teachers and in the Senior Basic grades the subject teachers conducted the annual examinations.

According to the Educational Officers the schools did not assess the practical work properly. As the teachers were not preparing the students suitably for the final annual examinations at some places, the students used the 'Keys' (Bazaar notes) for passing the examinations easily. The inability of teachers to give individual attention to each student was due to large numbers of students in the class and giving more number of classes to the teacher. The Educational Officers recommended the holding of common examination at the Panchayat Samithi level or the constitution of a Board of Basic School Examinations. At any rate unless better teachers are selected for Basic schools it is not possible to raise the standards of education and the percentage of passes in the public examinations.
