

PUPIL ASSESSMENT AT ELEMENTARY LEVEL-A KEY TO QUALITY IMPROVEMENT

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Introduction

The quality has been in important concern and priority area and finds place in the deliberation /recommendation of various commission and committees concerned with education in the country. The NPE, 1986 and Programme of Action, 1992 recommended a number of measures for improving quality of education through reforms in content and processes of classroom teaching, improvement in school facilities, provision of additional teachers, standardizing levels of learning at primary stage and so on. A large number of programmes have been implemented so far for quality improvement of education viz. Operation Black Board, Minimum Level of Learning, Reforms of Teacher Education, through Mass Orientation of Teachers, Special Orientation Programme for Primary Teachers, Joyful Learning etc.

National Policy on Education 1986 also emphasizes periodical achievement surveys at different stages of school education as a means of assess the health of the education system. It is desirable to know the impact of the various inputs provided to the system through different regional and national schemes. In 1990 a nation-wide Achievement study covering 22 states were undertaken by the NCERT at the primary stage. (Class V) in language and mathematics. For this tools were prepared in 15 languages. The contribution of variables associated with home, school and teacher was also studied. The report of this study was made available to the nation in 1994. Subsequently, some studies on achievement were conducted under DPEP in selected districts.

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The concerns of pupil assessment are related to quality of output of the education system, which in turn is the result of different causative factors of the system itself as elements of inputs and processes and also the environment in which the system operates. The term quality, in general, signifies the essential attributes representing totality of features and characteristics and the degree to which these attributes are available in item (product) or action (service) for fulfillment of certain

states or implied need or expectations. The usage of the term “Quality” in the discourse of education is relatively new and that the definition of “quality of education” has its relationship to society and ways to ensure its efficient delivery. In the Indian context, we have been articulating our expectations from education as a potent weapon to eradicate social evils, shed ignorance and to ensure prosperity of our people.

The Dakar Framework for Action, 2000 concerning Education for All emphasized the need for “improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, innumeracy and essential life skills. This is congruence with the provision of NPE-1986 and provided impetus to the pupil assessment system as an integral part of Sarva Shiksha Abhiyan launched since 2000.

The Sarva Shiksha Abhiyan, a holistic and convergence programme is targeted to provide quality basic education within a clear time frame in missing mode keeping in view the past experiences of micro and macro level educational interventions. The Sarva Shiksha Abhiyan besides other activities includes continuous and inclusive monitoring for mid course correction and to ensure the efficiency and effectiveness of Programme for quality education at elementary stage.

While a number of parameters/factors related to inputs and processes contribute to quality, the output in terms of learner’s achievement occupies a place of an important indicator of quality in curriculum and co-curricular areas reflecting performance in various subjects, development of habits, attitudes, values, and core life skills necessary for becoming a good citizen. In this context, developing and strengthening an appropriate pupil assessment system and increasing the understanding about the significant causative factors of learner’s performance for enabling

us to introduce meaningful, effective and supportive interventions and to acquire high degree of accomplishment.

Pupil Assessment for Quality Education

In India the pupil evaluation/assessment in the term of examination has existed since time immemorial. In Indian mythology we come across instances of examination of intellectual and physical expertise and skills. The system in those days was open, fair and transparent because the performance was witnessed by scores of people. The often-cited names of Arjuna and Eklaya from the Mahabharata and Lord Rama from the Ramayana are in the consciousness of every Indian as examples of royal recognize that the relationship between examination, standards of teaching and the learning are intimate of the three, examination play a pivotal role so much so that any improvement in them automatically results in the improvement of the others. Therefore, the objective of quality education. That is why, time and again this vital issue has been deliberated; upon by a number of commissions and committees, each one of them straining to reform the impasse created in examination. The first of this kind was University Education Commission (1948-49), which recognized the problem of examination as chronic and regretted that examinations were not organically related to the process of education. The commission further recognizes the need for ensuring validity and reliability of examination. It advocated the development of standardized tests; the use of periodical tests to contribute to the overall assessment of students and emphasized the need for orientation of teachers.

The Mudaliar Commission (1952-54) in its report emphasized the significance internal assessment particularly at the secondary stage and also advocated the use of continuous and comprehensive evaluation for the purpose of bringing about all-round development of the students. In addition, the commission also suggested model proformas for maintaining school records.

The Education Commission (196-66) made a very comprehensive review of the then prevalent examination system in the country and suggested that testing should be diagnostic; continuous and comprehensive evaluation should be gradually introduced in the school; and the comparable

standards to be achieved should be defined for each stage of education. In 1981, a special committee on scaling and grading was set up by the Council of Board of Secondary Education (COBSE) under the chairmanship of Mr. A.E.T. Barrow. The Committee recommended that a five point grade system be introduced by all the Boards from a fixed date and there should be no declaration of pass and fail. The committee had also observed that in view of the prevailing conditions and practice of awarding marks on 10 point scale be continued ;and that the marks should be used as the basis for awarding grades.

In 1987, the NCERT organized a National Seminar on Scaling and grading which recommended the introduction of a nine-point grade system. The NPE 1986 and POA 1992 also reiterated the need of using grade in place of marks while declaring the results. The Ramamurthy Committee (1990) for review of NPE recommended that students can accumulate credits in case they change their institution of Board. It also recommended that students should be allowed to have multiple entries in education system.

The continuous and comprehensive evaluation of pupil as integral part of the educational process received intense attention all over the country during 1990s through the Programme aimed Minimum Levels of Learning (MLL) for ensuring the quality of education at Elementary Level, however the achievement of Programme depended upon the quality, motivation and involvement of teachers who are the key to carry out evaluation and introduced corrective measures.

Quality Education under Sarva Shiksha Abhiyan

Adequate, rigorous, inclusive and continuous monitoring and supervision are one of the most important keys to successful implementation of any educational Programme. The same is true for Sarva Shiksha Abhiyan (SSA), which aims at providing useful and relevant elementary education to all children in the age group of 6-14 years. The Sarva Shiksha Abhiyan (SSA) also emphasizes the significance of quality education and suggests various parameters to be addressed in state and districts plans to achieve the desired goal. The quality dimensions for elementary education have broadly been identified as: Basic Infrastructure and other facilities; Management and Community Supports; School and Classroom Environments; Curriculum and

Teaching Learning Materials Teachers and Teacher Preparation; Opportunity Time (Teaching-Learning Time); Classroom Practices and Processes; Learners' Assessment., Monitoring and Supervision.

The Sarva Shiksha Abhiyan emphasizes a holistic and comprehensive approach and suggests community-based monitoring system and also encourage developing partnership between communities and research institutions for effective monitoring. In SSA, Monitoring in a broader sense has been defined as a continuous assessment of progress, diagnosis of weaknesses and strengths and provision for introduction of remedial. corrective measure. Therefore continuous and comprehensive monitoring and subsequent learning and one's own and others experiences is crucial for effective implementation of plans and Programmes. The indicator of the quality of elementary education can be visualized in terms of preparation, classroom, process and learners' achievements.

The monitoring and supervision of the aspects, which are easily quantifiable, have generally received the attention of the planners, implementers and supervisors, Monitoring of the quality dimensions especially learning and learning conditions of every child have perhaps not received the required attention probably because they are a difficult areas to pursue. However, in assessing the progress of the child, hitherto one of the main indicators has been assessment of the child's learning in the classroom other than qualitative classroom processes. Moreover, the progress of the child in terms of acquisition of knowledge and skill development needs to be followed systematically. There are tools and mechanisms available for the monitoring of other quantifiable and data specific aspects but not for so much for the quality aspects of education. The field experiences and relevant data have shown that and retention of children but quality issues still need to be addressed and monitored. Therefore, it is necessary that a concerted effort be made to build upon past experiences and focus on systematic monitoring of the aspects relating to school effectiveness especially on meaningful learning by every child. There is hardly any standardized tool to assess the key indicators on quality aspects. Some commendable but sporadic efforts have been made by some states in this area, which proved to be a useful base for evolving the indicators for these dimensions. The MHRD, Govt. of India has endeavored to put into place a massive Programme of Monitoring and Supervision under SSA. The NCERT was assigned the task of the developing formats for quality dimensions

based upon broad consultations, while among other dimensions also includes learners' assessment, monitoring and supervision. The key indicators suggested their inclusion for learners' assessment, monitoring and supervision. Include; Policy adopted in the states for Non detention; Grade/Marks' Internal/External examinations; Periodicity of assessment. (Quarterly, Half yearly, Annual); Reward/Punishment; Recording procedures in school; ii. Feedback Mechanism used by teachers iii. Involvement of Parents in VEC and Procedures to give feedback to parents. The NCERT in consultation with agencies like NUEPA, TSG-EdCIL, and representatives from states of Kerala, UP, Bihar, Rajasthan, Maharashtra, Delhi, Haryana, H.P., Karnataka, A.P. and Jharkhand have finalized the formats covering various quality dimensions along with identified indicators. In the meeting held in MHRD in September, 2005 it was realized that there is a need to consider the learners; assessment data as an important indicators. This will help put up systems of analysis, reflection and corrective measures of various factors at CRC/BRC level. This will get feedback on VEC activities ;and their perceptions of school performance as well.

Pupil Assessment in the Perspective of NCF 2005

The NCF 2005 has deliberated intensively on the pupil evaluation and has cautioned that continuous and comprehensive evaluation need to be structured in such a manner that it does not takes away the significant proportion of total school time and that major proportion of the available time should be devoted to learning. The NCF 2005 further cautions that the evaluation should not motivate children to study under threat and bracket children as being bright of problem child. The evaluation needs to be diagnostic to motivate children and to encourage learning. The NCF 2005 recommended the need for systemic reform in the assessment system for using it as a diagnostic tool for improving learning among children. In addition the assessment should help in evaluating the children progress in non-scholastic areas and general well being of the learners including health and nutrition, observation of overall progress and advice to parents.

The most convincing statement about assessment in the NCF, 2005 is that routine learning activities and exercises can be used to assess pupil progress. This suggests that learning tasks

would also be the assessment tasks for the learners. Such assessment tasks should be more realistic, practical and challenging for the students. These may include course work such as writing a narrative, suggesting alternate solutions to the problems, practical work in science, oral communication in languages, field work in environmental education and so on. Curricular goals have been broadened to include higher skills of problem solving, investigation, analysis etc. These objectives must find place in the scheme of learning and assessment. Some educationists argue that the present evaluation practices might inhibit the curricular changes. Some even argue that changes in evaluation should come first which, may then lead to curricular changes in the desired direction. In what ways changes in assessment practices can help in changing the teaching – learning processes? What role assessment might play in the promotion of learning? The emerging concept and practices of assessment focus on these questions.

It indicates how well the students are taught and how well they learn? It is related to causative factors present in school environment, which could be supplemented for improved pupil performance. The pupil achievement is related to socio-economic and family related to socio-economic and family related factors in all the contexts. Several studies also show that the impact of pupil socio economic background can be partly offset by a better school climate, stronger support to teachers, greater school autonomy and additional school resources, especially textbooks.

Studies on Pupil Assessment

A : Pupil Assessment Under DPEP :

The NCERT conducted a comprehensive study on learners' achievement as a part of District Primary Education Project, DPEP. The study was initiated in 1997 and completed in 2003. The study involves Baseline Assessment Survey (BAS), Midterm Assessment Survey (MAS) and Terminal Assessment Survey (TAS). The assessment studies were carried out at district level in all DPP state, which provided data for measuring effectiveness of interventions made under DPEP. The salient features of the study are as follows :

- The study was conducted at macro level in all the districts of states implementing DP. The data collected under the project in the form of BAS, MAS and TAS provided data for

assessing the performance of the project at district level, the results however could not be utilized at school level for immediate corrective action.

- There is wide variation in the ranges of average performance of students' achievement within and across the states (Class I under TAS) indicating contextuality, which prevails over the primary schools in the country.
- The DPEP has significant influence on the achievement level of students in most of the districts in the DPEP states. However, there is variation in over all achievement levels in different districts, subject areas and levels in different states.
- In most of the districts the differences in achievement between urban and rural students have been over come and efforts is required to expand the scope of achievement to all the districts in all DPEP states.
- Similarly DPEP has effect in reducing the differences in achievement between SC and other, and ST and others in most of the districts of DPEP states with few districts continue to require attention in this regard.
- The differences in achievement levels of boys and girls has also been reducing in most of the districts in DPEP states, however a few districts the difference still remain there.
- There are a few districts in DPEP states where in improvement is achievement level were recorded while comparing MAS data with BAS data, however, declining trend was noted while recording TAS data for these districts. The reasons for decline in students' achievement need to be assessed.
- There is need for greater emphasis on intensive drilling through continuous and comprehensive evaluation and introduction of interventions like supervised study Programme, proliferation of local specific instructional material, purposeful reinforcement and motivation to be made integral part of teaching learning process.

B : Pupil Assessment under SSA :

The assessment of learners' achievement has been built in the SSA Programs since its inception. The BAS has been completed under SSA Programme for class V and class VII/VIII. In view of the significance of primary stage BAS is also proposed to be conducted for class III level also. The result of the study of learning achievement of students under SSA, at the end of class V shows the following findings (Avtar, Jain, Gautam & Santosh, 2005) :

- The use of competency based workbook, availability of teaching aids, active participation of community and physical facilities help the children in improving their learning achievement in the subjects language, Mathematics and Environmental Studies;
- Learning achievement of children at primary stage in schools has negative association of number of working days in a year and teaching time in school suggesting that school hours at primary stage should be of less duration;
- The use of teaching aids in teachings, style of teachers, academic help from senior colleagues and in improving their learning achievement in the subjects: language, mathematics, and environmental science.

C : Other Studies on Pupil Assessment :

The findings of various other studies on the subject are summarized below :

1. In the Mid term Assessment Survey (MAS) of DPEP parental qualifications have proved to have a positive influence on the students' achievement (Ved Prakash, Gautam & Bansal, 2000). The adoption of innovative in transaction of curriculum, the achievement can be enhanced .
2. The participatory approach like learning corners activities and creative activities in the class enhance children's overall achievement .
3. The Mastery Learning Strategies (MLS) approach is more effective than teacher centered approach in enabling learners to attain mastery of competencies in mathematics
4. The competency based instruction of arithmetic, (and also language and environmental studies) do not necessarily nurture reasoning in students suggesting to reduce students time in algorithmically learning of arithmetic in favor of constructivist style of doing it .Teachers proper monitoring with an emphasis on classroom questioning would support development and nurture logico-mathematical scheme needed to arithmetic reasoning). The constructivist teaching makes students independent thinkers, developing among them those higher order-thinking abilities which can not be developed by conventional didactic teaching.
5. The reading and achievement behavior pattern of Tribal and Non-tribal children in Orissa found that the subject did not differ w.r.t. their academic achievement and intelligence, similarly, Prakash (1982) compared the high and low caste Children RCPM which indicates that there was no significant difference in their mean scores. It was rather noticed that if enriched environment will be provided to tribal children they might also surpass the performance of non-tribal children.

However, the study indicated that although the tribal children were studying with their non-tribal peers and sharing the same educational experiences they suffer from emotional, behavioral and other classroom adjustment problems. The social skill training may be of help at primary level in such educational settings

6. The findings of a study carried out in Karnataka covering 211 schools in five second phase DPEP districts indicates :

- a) The pupil related variables i.e. gender, caste and parental educational status influences the learners' achievement;
- b) The school related variables i.e. pupil teacher ratio, percentage of female teachers contribute to improvement in mathematics achievement; Similarly, pupil teacher ratio and number of female teachers in school enhance the achievement in language;
- c) Most of the incentive schemes do not have effect in enhancing learning achievement. However, the supply of material under OB has some impact on enhancing the achievement in mathematics

While a number of parameters / factors related to inputs and processes contribute to quality, the output in terms of learner's Achievement is an important indicator of quality in curriculum and co-curricular areas reflecting performance in various subjects, development of habits, attitudes, values, and core life skills necessary for becoming a good citizen. In this context, developing and strengthening an appropriate pupil assessment system and increasing our understanding about the significant causative factors of learner's performance for being enabled to introduce meaningful, effective and supportive interventions acquire high importance. Improving learner's achievement has received the attention of all the states and some of the states have been striving to evolve suitable methodologies for achieving significant impact. However, there are a few other states, which are lagging behind in this regard. Some of the important initiatives taken by the states include 3 Rs Guarantee Programme (MS); Quality Improvement Programme (AP), Integrated Learning Improvement Programme (WB), Learning Achievement Tracking System (Orissa), School Performance Tracking System (Uttaranchal) etc.

A closer look at significant initiatives and evaluation practices indicates that the States have variation in terms of evaluation methodologies, pupils' achievements, teacher understands about evaluation and supportive interventions for ensuring quality education to the children. This paper attaches importance to (i) evolving consensus on an appropriate approach/methodology utilizing experiences of different states related to assessment of learner's achievement and (ii) to enhance the objective of quality in all parts of the country in an expeditions manner through sharing of experiences and creating network for collaborative interventions.

People have different views over the "Non detention Policy" operational in States at elementary level. This Policy does not ensure quality of learning in classrooms and children are promoted to upper classes before they learn the basics as desired. Sometimes, it is also said that States do not undertake pupil assessment on a continuous basis to keep track of their learning levels in different subjects' areas.

However, an overview generated through the information available from all states present somewhat a different picture. The information available from the states reflects that the pupil assessment is not a completely neglected activity and it is good to note that majority of the states undertake pupil assessment on regular basis. There is wide range of activities being undertaken by Department of Elementary Education MHRD in collaboration with the Pedagogy unit of Ed.CIL (Technical Support Group SSA) to keep track of the quality of classroom processes, pupil assessment system and school monitoring of the documentary level.

MHRD in collaboration with TSG has facilitated documentation of 5 case studies as good practices related to pupil assessment and school monitoring through selected experts that may prove to be useful in designing appropriate pupil assessment of national level. Some of the important points related to Pupil Assessment in different States are as follows:

1. Across the States children are tested at least 3-4 times through term examination. In addition to this in most States unit test are conducted on regular basis.
2. System of giving marks or converting marks in to grades is still prevalent in most States except Kerala where set of grading indicators has been developed for each class. Some other

exceptions to the rule are MP and Gujrat. In MP grades have been introduced for classes I-IV and in Gujrat for classes II&I.

3. Class in which detention policy is introduced varies across States through the six regions. On one hand it is introduced in class I in Tamil Nadu and Maharashtra and on other hand it is introduced in class V in Assam and Andhra Pradesh.
4. Percentage of marks required for promotion in the class in which detention policy is introduced is as high as 35% in some Southern States and as low as 30% in most Eastern States. It is 33% for most States in the Northern, North, Central, Western and North Eastern Region. In Gujrat and Maharashtra in the western region and AP and Kerala in the Southern region it is 35% .In the Eastern region except West Bengal the percentage is 30%.
5. Standardized Report Cards are prepared for individual students in most of the States across regions. Some exceptions across region are J&K, Orissa, Manipur and Tripura.
6. Frequency of sharing Report Cards in a year with parents ranges from 0-13 times across regions. J&K is exception where it is not issued and shared.
7. In most States across the six regions evaluation is MLL based. However nature of MLL based evaluation varies according to State specific context. Data for the North Eastern region is not available in this regard.

After going through the literature /data available at different levels, some important observations /suggestions for achieving quality at elementary level through Pupil Assessment may include the following:

1. The assessment and evaluation is terminology of those who are observing the educational process in the field from outside the classroom situation/school. The terminology used in practice is examination. There is need that the terminology that is used in a context is understood by all to provide the same content and the meaning. The terminology used by experts during intellectual discussions like conferences , seminars and by those working in the field including teachers should be properly correlated so as to translate the thinking in the actual practice for desired improvement.

2. There is need to enable and empower teachers so that he is encouraged to relate himself with the innovative practice which are being experimented for promoting quality learning among children.
3. The researchers and experts are required to work with teachers in actual classroom situation to demonstrate the concepts and practice of innovative practices related to pupil assessment system to enhance the capabilities and confidence level of teachers so as to encourage them to use the assessment techniques as tool for promoting quality education among children.
4. The prevailing system of examination requires urgent reform, which socializes child by assimilating the fear of examination and failure. The grownup adults are conditioned for fear of examination since their childhood. The fear of examination is required to be eliminated from the mind of children. It is related to fear of failure. The purpose of examination should be to know as to what has been learnt by the child and not to brand him as a failure.
5. The recommendations contained in the reports of focus group and the NCF-2005 related to examination reform need to be kept in focus while proceeding further in designing an effective and practice able system by utilizing the experience and advice of experts for enhancing learning among children. It is important that child is evaluated based on multiplicity of parameters and not on the basis of single parameter of academic achievement. The use of Multiple Choice Question, MCQ as recommended in NCF-2005 for the assessment need to be detailed further for implementation.
6. The power of observation among teachers for evaluation of children is required to be strengthened. The building up of capability and empowerment of teacher is extremely important. When a teacher teaches his students he is expected to do it with love. However, the evaluation needs to be conducted with fairness, impartiality and without any influence. The teacher preparation in this regard is important and crucial. One may under take the translation of book "Discovery of Child" by Maria Montessori in different regional languages and Hindi for being provided to teachers to enhance their ability pertaining to observation of child in different learning settings and observe him for achievements and behavior. Teachers could be provided similar guiding materials to supplement and enhance their abilities and skills in this regard.

7. The augmentation of resources in the village settings where teacher is involved in multigrade teaching and associated responsibilities is important to create visible resulting reflecting quality learning and assessment in those settings.
8. The learning is a highly contextual process, and the evaluation techniques must take care of the context in which learning and assessment are carried out in a continuing and comprehensive manner.
- 9 We are living in the world, which is characterized by continuous change. The knowledge is being generated fast but it is also becoming redundant faster. We should think of helping children develop competency and not to only acquire knowledge.
- 10 At elementary stage we should not fill the mind of children with facts and figures but enhance their ability to acquire knowledge. The up gradation of competencies and knowledge is now a life long process.
- 11 The evaluation methodologies of today only partially test the over all capabilities of an individual. There is need for comprehensive and continuous testing in the right perspective. The evaluation needs to cover scholastic and co-scholastic aspects of human growth and not just academic achievements. Many states like Tamil Nadu, Kerala, Assam, Manipur, Gujarat; J&K etc. have taken new initiatives to enrich evaluation. Learning from their experiences will be helpful for further progress in this matter.
12. There is need to think of unconventional tools of evaluation so as to cover various aspects related to development of child and not to focus on only the academic achievements.
13. We need not to have watertight compartment like A Grade for those obtaining between 90-100 marks, B Grade for those with 80-90 marks and C Grade for those with 70-80 marks etc. The grades need to be relative. The results could be presented graphically reflecting relative achievement with respect to the group/expected level of achievement.
14. While developing the system of pupil assessment we need to keep in mind the environment in which our elementary schools operate e.g. the rural social setting, the teachers, the students' especially first generation learners, the parents etc. We must design system, which is close to the realities existing in actual field condition, practicable and promotes learning among children.
- 15 The assessment being conducted in the field by various agencies indicates that the learning at elementary level is not taking place to the desired level of satisfaction.

16. The practice of promoting children to higher classes without appropriate learning need to be discouraged and actual learning, through proper assessment, feed back and remediation need to be promoted.

18 In the context of the “right to information” the parents have right to know about the learning status of their children. The expectations of parents from the education have increased – they are no more concerned about the availability of schools or the teachers but actual learning of their wards. The increasing expectations of the parents need to be met, for which necessary augmentation and reforms are required to be introduced.

19 There is need to strengthen an independent national testing organization in the spirit of NPE 1986 and to enable the normal system of evaluation to remain robust. The assessment system must target the evaluation of students as well as those of teachers for identifying the remedial measures and to achieve desired improvements. The system should have public accountability and that it must work.

20 There should be a constitution of an expert committee to examine the issues in their greater detail and recommend a suitable framework for developing national pupil assessment model with provision to take care of specific needs at national, state, district and further lower levels ensuring the participation of the stakeholders like teachers, parents, panchayat, NGOs and enable experts and officials at different levels to contribute towards enhancing quality education. Continuing further, it is also recommended that:

- Each state / UTs should operationalise well organized Pupil Assessment System and track the learning among children
- The Pupil Assessment System need to be an integral part of teaching learning process and must not effect classroom transactions. It must help in enhancing learning.
- Pupil Assessment is related to teachers competence and motivation and training /retraining of teachers may be necessary. The assessment of teachers linked to pupil achievement could be important.
- The follow up of teachers’ training is weak area and need to be strengthened.
- Take lessons from success stories in India and abroad.
- Learning among children is important as an end product.
- The school based evaluation need to be kept in focus while developing the framework at district/state/national levels.

- The planning and provision of resources and to have workable teacher pupil ratio is important for effective learning.
- 21 The pre-service and In-service training and re training of teachers for strengthening evaluation and assessment need to be given importance as:
- The role of teacher in the process of evaluation is important and the advantage of his observations/experiences should be utilized in developing pupil assessment system.
 - The curriculum transaction practices and the evaluation should be harmonized and basic needs to be integrated to enhance learning.
 - The evaluation at the same level/classes at different times has difficulty in understanding the results of evaluation as out put are compared but the inputs are different. The difference in learning achievement across states and within states as well as among different kind of schools in the similar settings indicate that uniform pattern of evaluation may not be suitable and care need to be taken to incorporate the requirements under different conditions of learning. The challenge is to make evaluation workable in the actual field condition.
 - The certification and ranking is still given high importance then the actual learning. The evaluation system must correct the situation.
 - The evaluation of teachers and his continuous involvement in the whole process of learning and evaluation is important. The teachers need to be trained for the purpose.
 - The typology of the questions is required to be changed if the assessment is to be made effective. The improvement in the quality of teacher education and teacher training are crucial for bringing change in the classroom practices.
 - Teacher is key to learning and assessment; hence teacher training and empowerment need to be strengthened. There is need to have clarity about assessment and evaluation at all the levels.
 - The teachers are required to be imparted skill towards observation of children, especially in their group work e.g. theatre, craft, play, sports etc. to continue assessment outside the classroom.
- 22 Teachers are not trained in multi grade teaching and the states/UTs need help from National level organizations in the area of pupil evaluation (Evaluation formats/tools/techniques etc) in such environment There is lot of expectations of states/ UT from different national level

agencies in capacity building of teachers towards curriculum development, Development of Teaching Learning Material, Continuous and Comprehensive Evaluation, Diagnostic Evaluation of pupil performance and other related parameters through external teams and discussion of existing status of schools performance on various indicators and gaps.

23 The gifted children must be identified through the assessment system for further nurturing their talent as a strategy towards nation building.

24 The further Pupil Assessment System should involve:

- Shift from only testing scholastic area to the testing of scholastic as well as co-scholastic areas.
- Shift from only quantitative evaluation to qualitative as well as quantitative evaluation of child.
- Shift from formal (Conventional) system of evaluation to include mechanism for formal as well as informal (in-conventional) evaluation of child.
- Evaluation must include testing of higher-level abilities of the child.
- The emphasis and content of oral and written examination should not be the same and they must cover the different aspects of evaluation.
- Evaluation result in terms of marks only is inadequate and it should be includes grades and graphical distribution of relative performance.
- Adequate importance to MCQ.
- Shift from taking evaluation as a measurement function to considering it a pedagogical function of teaching learning process.
- Evaluation to provide sectoral coverage of every thing to bring out the total picture of child learning and abilities.

While designing the new system, we need to be conscious about this similarly, mechanism should be designed to doing away malpractices in the examination and we should work towards a system based on examination without fear and result without tears to signify the new direction that the evaluation and examination need to be taken in future.

25 The purpose of evaluation and assessment must focus on upgrading of achievement level and not simply the measurement of achievement. The grading through evaluation and assessment is not important but upgrading of abilities through evaluation is important. The evaluation and assessment need to be used as teaching device increasingly.

- 26 Action Research covering various aspects of learning and assessment including development of MCQ for assessment need to be undertaken with the involvement of DIETs, SCERT and other interested experts / organizations to enrich evaluation.
- 27 The use of emerging educational technologies including use of multimedia, web/net need to be encouraged. Similarly, the computer-based assessment could be examined for facilitating teachers to ease his task and improve efficiency.

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