CHAPTER - V

SUMMARY AND CONCLUSION

Assessment or measurement is a part of everyday life in school and college curriculum; not the assessment or measurement but the word "examination" is very popular. The term examination refers to vast fields of subjects and carries different meaning in different spheres. For example, medical examination does not have the weightage of passing or failing, it connotes a different meaning, whereas, a school or college examination has an entirely different meaning. It carries a weightage of passing or failing also. Since examination is applied in several fields and it is associated with either pleasure or sorrow with the success or failure of the students, the term examination has acquired a very high emotional tone in Indian education. In Western countries school and college examinations do not carry such emotional weightage as it is in India. The primary reason is that there is dignity of labour; whereas in India, it is the white-collar job that is respected while blue-collar jobs are looked down upon. To secure white-collar job success in school and college examinations is necessary; and hence school or college examination attained a very high significance in students’ life, which is in practice predominantly in the faculty of education, where the
performance of student is judged by the teachers and accordingly the marks are given. There is ample scope for personal favour or disfavour in this system. Still, in the absence of a proper alternative, this assessment method is being used widely.

Secondly, in written examinations most success depends upon the proper commitment of memory and the way material is presented. When the objective type of questions are given, the assessment is relatively more objective. However, when the descriptive type of answers are to be written then assessment does not appear to be so objective as it should be. It is not a new fact that, whatever the teacher has presented in the classroom if reproduced in answer-book the marks allotted by the same teacher are often much less than what is expected. It is because of the absence of a standard or an objective descriptive answer. According to some, objective type examination system must be continued but from objective type of questions, one can hardly understand cognitive as well as intellectual excellence of pupils.

In ancient days examinations were conducted by only one 'Guru'. There also, examinations were not free from personal bias. The best example could be seen in one of the epics known as Mahabharata.
It was Lord McCaullay who has introduced Western education system followed by Western style of examination. Since then several experiments were launched to improve both education as well as examination system. However, every time the new system resulted into failure later, fool-proof method of examination by which justice could be done to each and every examinee or student.

Despite the fact that proper care has been taken in setting paper and conducting the examinations, both our examination system as well as assessment procedures failed to remain away from becoming target of criticism. One of the most widely criticised systems is internal assessment.

In faculty of education, recently, Cumulative Grade Point Average (C.G.P.A.) system has been introduced. Since 1986, it is in practice in Amravati University. In Nagpur University, on the other hand, the same old traditional system of assessment is in practice. Present study is designed to search the reliability in these two types of assessment systems. It also intends to examine the criticism that is imposed upon C.G.P.A. system.

There are a few studies which deal with the examination or assessment systems, being used in faculty of education. An extensive review of related literature
has been presented by Buch (1974; 1978; 1983; 1988); some other relevant studies were done by Bokil (1956), Raina (1964), Kamat (1968), Deshpande (1972), Shah (1972), Harper (1962; 1967; 1970), Rasool (1981; 1983), Jesudasan (1986), etc.

The main aim of study was to examine the effectiveness of the traditional system of examination and C.G.P.A. system of assessment with special reference to reliability and objectivity in assessment of pupils in education faculty.

Specific objectives of the present study were as follows:

1. To present a clear picture of assessment done traditionally and following C.G.P.A. system in the faculty of education.

2. To measure the internal consistency in the marks given to the sessional work by the teachers following the traditional as well as C.G.P.A. system.

3. To search the extent of reliability in the assessment done in practical examination and in theory papers.

4. To examine the workability of traditional as well as C.G.P.A. system with special reference to objectivity and reliability in the assessment.
(5) To search the effectiveness of assessment systems in practice and to examine the possibility of suggesting a more effective system.

Assuming that the other factors are kept under control, the following hypotheses were framed and examined:

1. Written examination is relatively more reliable than practical examination.

2. The strength of association between marks obtained in written examination and the marks obtained in practical examination is significantly poor.

3. Internal consistency in marks obtained in practical examination is significantly poor.

4. Internal consistency in the marks obtained in theory examination is relatively more.

5. Despite the fact that the C.G.P.A. system of assessment is more systematic, because of its difficulty in application there is more dislike towards the system of assessment.

6. Primarily in mofussil areas of university jurisdiction, the teachers in education faculty find it difficult to understand techniques and systems used in C.G.P.A.

7. Teachers in education faculty are conditioned to
traditional system of assessment, as a result of which they exhibit more resistance to C.G.P.A.

8. Introduction of C.G.P.A. system has resulted in losing the grades or divisions, though the percentage of marks obtained by the pupils is more.

Since the assessment work was to be done and the internal consistency as well as reliability were to be examined, marks obtained by the students during 1985 to 1990, in B.Ed. examinations were collected from two university records namely, Nagpur University and Amravati University. Thus, a large data were collected. The total number of students whose marks were collected was nearly six thousand.

In addition to the university records of B.Ed. examinations conducted during 1985-90 an interview schedule was used in present study. Interview schedule was specifically constructed to meet the requirement of objectives of the study.

First part of interview schedule refers to bio-data of the teacher to be interviewed. In second section about a dozen questions were included. These statements or questions were related to the assessment or evaluation
programme of B.Ed. examinations. Each of the statements was provided with four alternatives namely, Strongly Agree, Agree, Disagree and Strongly Disagree. Section third of the interview schedule included statements related to practical examination. Here also the statements were related to the assessment of examinee. Each statement was provided with four alternatives. Section four also deals with evaluation only but here, other activities such as literary activities, cultural activities, sessional activities, etc. were included. The last section was related to the C.G.P.A. scheme.

Most of the records were obtained from the universities with the marks obtained by B.Ed. students in both theory as well as practical examinations.

Since the sample comprised of teachers, a partly mailed questionnaire technique was used. To most teachers, copies of interview schedule were given and after a period of seven days, filled-in copies were collected from them. Some of the teachers expressed their desire their interview should be conducted. Such teachers were interviewed following structured interview technique.

Following variables were considered for examining the internal consistency as well as reliability of evaluation or assessment in B.Ed. examination; they are -
marks obtained in different theory papers, marks obtained in sessionals, marks obtained in practical examinations, grades given according to C.G.P.A. scheme and views expressed by the respondents regarding assessment of theory, practicals and other marks.

Since the main emphasis was on the internal consistency as well as on reliability, no specific experimental design was used; instead of it correlational approach was adopted.

Following statistical tests were employed for making the data precise and more meaningful. They are Mean and Standard Deviations, Chi-square, Correlation Coefficient and Regression Analysis.

Findings were discussed, considering the statistical values and relevant research references. On the basis of the results, following inferences were drawn:

1. Internal consistency was relatively more in evaluation of written examination than practical examination.

2. Correlation coefficient between marks obtained in theory examination and in practical examination was found very poor.

3. Because the teachers are conditioned to traditional
assessment system, a significantly large number of them had not taken even pains of understanding C.G.P.A. system.

4. C.G.P.A. gives importance to consistency as a result of which even when a student gets more marks, but lacks in consistency, he gets lower grade than the one having less marks but more consistency.

5. Dislike towards C.G.P.A. scheme of assessment was observed as a result of its complexity.

Despite complexity in C.G.P.A. it was found that the scheme has relatively more objectivity than the traditional one.