

Title- A Comparative Study on the Assessment and Evaluation of the CBSE and SEBA of the Secondary School of Assam with special reference to Dibrugarh District.

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### Abstract

Evaluation is the process of assessment mandated by the Right to Education Act of India. Assessment is a mechanism for providing instructors with data for improving their teaching methods and for guiding and motivating students to be actively involved in their own learning and evaluation implies a critical assessment of educative process and its outcome in the light of the objectives. The present study attempts to find out the comparative study on the assessment and evaluation of the CBSE and SEBA of the secondary school of Assam with special reference to Dibrugarh District.

Key words: Assessment, Evaluation, CBSE, SEBA.

### INTRODUCTION

Assessment refers to collecting information on the progress of learners' learning using a variety of procedures. Assessment is a mechanism for providing instructors with data for improving their teaching methods and for guiding and motivating students to be actively involved in their own learning.

Evaluation is a concept that has emerged as a prominent process of assessing, testing and measuring. Its main objective is Qualitative Improvement. Evaluation implies a critical assessment of educative process and its outcome in the light of the objectives. It is the comprehensive form of examination. It includes the assessment of both the scholastic & co scholastic areas of students.

### REVIEWS OF RELATED LITERATURE:

Bose, Roy and Mukherjee (1967) in their study on "Existing system of examination and measure for improving upon it" reported that, the existing syllabus is too heavy. The course material should be divided into groups. In the present study the researcher also found that existing syllabus is heavy but

the course material is divided into groups. For example, in case of the subject social science the syllabus is divided into groups like history, geography, civics and economics.

Singhal (2012) in her study “Continuous and comprehensive evaluation: A study of teacher’s perception” reported that, the teachers are not adequately prepared for the effective execution of Continuous and Comprehensive Evaluation (CCE) in government schools, but in the present study the researcher found that most of the teachers are in favor of execution of CCE in their schools.

#### AREA OF THE STUDY

The study is confined to three CBSE and three SEBA schools of the Dibrugarh District of Assam

#### RATIONALE OF THE STUDY:

Assessment and Evaluation are the process by which value judgments of the educational status or achievement of students are formed by measuring the performance of the students in their both curricular and co- curricular activities . These are very essential part of every educational institution because they are concerned not only with the appraisal of achievement ,but also with its improvement.

There is a public apprehension that assessment and evaluation in CBSE is far superior to that of SEBA. Public are in the view that CBSE medium school can create a better personality of the students. It can provide better guidance and counseling to the students to build their future. A very few school of SEBA board is providing counseling to their students, but that is not sufficient for the students .This is reflected in numerous news-papers , article published in magazine.

#### OBJECTIVES OF THE STUDY:

- I) To study the views of the Principal on assessment and evaluation system.
- II) To study the views of the teachers on assessment and evaluation system
- III) To study the views of the students on assessment and evaluation system.
- IV) To suggest means to improve the assessment and evaluation process of CBSE and SEBA

## METHODOLOGY

### METHOD USED:

Keeping in view the nature and objective of the present study, the researcher had adopted the 'descriptive survey method'.

### POPULATION:

The population of the present study comprises of all the governmental, provincialized and private schools and the students, teachers and principals of both CBSE and SEBA schools of Dibrugarh District

### SAMPLING:

There are 229 secondary schools in total under SEBA and 13 under CBSE in Dibrugarh District. As per the objective of the present study 3 schools from SEBA, 3 from CBSE had been selected by using purposive sampling techniques.

To select the sample from sample school, the researchers apply the technique of incidental sampling approaching only those whom the researcher meets.

### COLLECTION OF DATA:

The researcher visited the schools and collected the data.

The researcher first met the Head of the institutions and explained them the purpose of this study, to seek the permission to proceed in the research work smoothly.

The researcher met all the teachers and students presented in the day of data collection personally to make the questionnaire comprehensible to them. The researcher had explained the questionnaire at the best of her knowledge.

The researcher had administered the questionnaire to the students of Class IX in the purposively selected schools and received their feedback on the same day. Students were provided full freedom to give their feedback.

### ANALYZING THE DATA:

The data collected through questionnaire were arranged in appropriate tables. In the present study qualitative technique had used for analyzing the data.

### **MAJOR FINDINGS OF THE STUDY:**

The major findings of this study are listed below:

(a) In all the schools under CBSE and SEBA almost same kinds of tools and techniques like class test, assignment, seminar, project etc. are used to assess and evaluate the performance of the students in both scholastic and co-scholastic activities.

(b) 40% principals of CBSE and 33.33% principals of SEBA mentioned that they were facing problem in assessing their students because of various reason like, some students do not submit their work in proper time. They are irregular in their attendance. Along with that they also mentioned that some of the parents failed to understand the importance of activities conducted by the teachers in the school. Parents do not pay attention to the homework assigned by the teachers.

(c) Cent percent principal of CBSE and 66.67% principal mentioned that they have academic calendar in which they fixed the average number of days to conduct the activities meant for internal assessment.

(m) Cent percent students from SEBA replied that they have 4 unit tests in a year, each contains 25 marks. They also mentioned that they have minimum 20 class tests for each subject in a year. While students of CBSE replied that they generally have 4-5 unit tests (F.A.) containing 15-20 marks and they have minimum 20-25 class tests for 5-10 marks for each subject.

(n) Cent percent students from CBSE mentioned that they like to have objective type question in the question paper. On the other hand 81.43% students from SEBA mentioned that they like to have objective type question in their question paper while 18.57% students mentioned that they like to have descriptive question.

(o) 70% principals of CBSE schools stated that they conducted the External exam of Class X at their own school while 60% principals of SEBA schools stated that they conducted the External exam of Class X at their own school.

(p)Cent percent principals of both CBSE and SEBA are mentioned that the teachers of their schools are involved in setting the question papers for Internal Assessment.

q)Principals of both CBSE and SEBA mentioned that no any teacher is involved in setting question paper for external examination of Class X but they are involved in setting the question paper for the annual exam up to Class IX.

(r)50% teachers from SEBA & 36% teachers from CBSE responded that they have not attend any training program on setting of question paper but they have taken training on continuous and comprehensive evaluation organized by CBSE. Beside that they also attend workshop organized in their school from time to time.

(s)Cent percent teachers from both CBSE and SEBA mentioned that they are satisfied with the present pattern of question paper of Class X.

#### SUGGESTION FOR IMPROVEMENT OF EXISTING ASSESSMENT AND EVALUATION SYSTEM:

The Principals and teachers of sample schools provided their valuable suggestion to improve the assessment and evaluation system like:

- i) The marks for internal assessment should be given in grade instead of marks.
- ii)More numbers of homework should be given to the students.
- iii)Regular classes should be done up to the end of the session and classes for Class X should be continue prior to two weeks of H.S.L.C. examination.
- iv) Special classes in summer vacation and remedial classes in off time should be organized in all educational institutions.
- v) Marking system for co-scholastic activities like game and sports, work experiences, cultural program etc. should be organized so that the students can show their potentialities in the respective field.
- vi) Vocational subjects should be included in the curriculum.

vii) Question papers should be set in the pattern of competitive examination including OMR sheet.

viii) Opportunity for gathering practical knowledge should be provided to the students.

ix) Library facilities along with well -equipped laboratory should be furnished in all the educational institutions.

x) Continuous and comprehensive evaluation should be introduced in all educational institutions.

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### CONCLUSION:

In a rapidly changing world, the education system in India is re-shaping and refreshing itself day by day. One of the major changes in the system of education is the change in the pattern of assessment and evaluation. It includes the assessment of both the scholastic & co scholastic areas by adopting several techniques. The Educational Boards and Councils in different states and union territories are applying their own strategies to assess and evaluate the learner's performance.

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