

A STUDY OF OBSTACLES IN THE PROCESS OF SCHOOL BASED COMPREHENSIVE EVALUATION (SCE)

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The presented research was conducted to study the obstacles in the process of school based comprehensive evaluation in government primary schools in the state of Gujarat.

Findings of the study

- There seems to be a need for re-training in line with the new system of SCE assessment in the schools.
- Difficulty is faced in determining the learning outcomes shown in Form-A (Formative Assessment).
- Where there are more than 20 learning outcomes in Form-A (Formative Assessment), difficulty is felt in selecting 20 representative learning outcomes.
- In Form-A (Formative Assessment) There is difficulty in interpreting the signs 'X', '?' and '√'.
- Educational problems are encountered during remedial work.
- In Form-A (Formative Assessment), the question of class arrangement arises when only some of the students achieves one competency and jump to another.
- There is confusion about marking the names of children who are absent for long periods of time.
- There should be correlation between the learning outcomes given in Form-A (Formative Assessment) and the outcomes selected during the unit test.
- Form-A (Formative Assessment) cannot be Regularity (daily) maintained.
- Sheet-B (Personality Development Sheet) has a total of 40 statements, out of which 31 statements are printed and remaining 9 statements are difficult to select.
- In Sheet-B (Personality Development Sheet) the assessment for Class-3 to 5 and Class-6 to 8 should not be the same.
- Similar information is to be filled in Form-E (Comprehensive Developmental Record Form) and School Darpan.
- More time is needed to determine the direction of the co-curricular aspect of the students.
- For effective SCE assessment, the number of students per class should be 30 to 35.
- Implementation of school-based comprehensive assessment poses difficulties in planning time.
- There are difficulties in deciding the educational method/ activity/ procedure/ technique keeping in minds the learning ability of the each and every student while planning the lesson.
- The implementation of SCE increases the workload of teachers.
- Due to periodic unit tests and continuous assessment, students are stressed.
- School-based comprehensive assessment has increased the burden of the study on students.
- Students get bored with too many projects/activities in school comprehensive assessment.