

Assessment and Evaluation in Social Sciences

Assessment and evaluation are an important part of every teaching-learning process. The purpose of assessment is not only to carry out assessment of learning but also to focus on 'assessment for learning'. Assessment needs to be an integral part of teaching learning process and a tool for continuous enhancement of student learning. Of course, this is a challenge for teacher. Again, the primary objective of assessment is to ensure that the learning objectives formulated by her/him are achieved through appropriate assessment methods.

Assessment for Instructional Purposes

Assessment for instructional purposes essentially means 'assessment for learning'. The purpose of assessment is not only to certify learners but also to help them understand learning difficulties and the way to overcome these difficulties. As it has been earlier stated, the challenge of teacher is to integrate assessment in the teaching-learning process.

Assessment and Evaluation for Certification

For certifying learners, a type of summative evaluation needs to be carried out periodically as well as terminally. The usual practice in the teaching learning process is to certify learners terminally or annually. Therefore, term end examinations or semester end examinations are conducted to know and certify the level of terminal behavior the learners have achieved. It is therefore, both the continuous and comprehensive evaluation and terminal evaluation contribute substantially to the final certification of the learners.

Scholastic Assessment

Scholastic assessment refers to assessment of cognitive abilities of learners in various academic activities which are associated with various subjects. Therefore, all those abilities in cognitive areas namely knowledge, understanding, application, analysis, synthesis, evaluation and creativity are the scholastic abilities.

Assessment of Co-Scholastic Abilities

Assessment of co-scholastic abilities constitutes an integral part of a comprehensive evaluation system. Co-scholastic assessment aims at assessing desirable behaviour related to learner's life skills, attitudes, interests, values, co-curricular activities and physical health. Major co-scholastic areas identified by CBSE are life skills, work education, visual and performing arts, attitudes and values and cocurricular activities. Life skills include self-awareness, problem solving, decision making, critical thinking, creative thinking, interpersonal relationships, effective communication, empathy, managing emotions, dealing with stress.

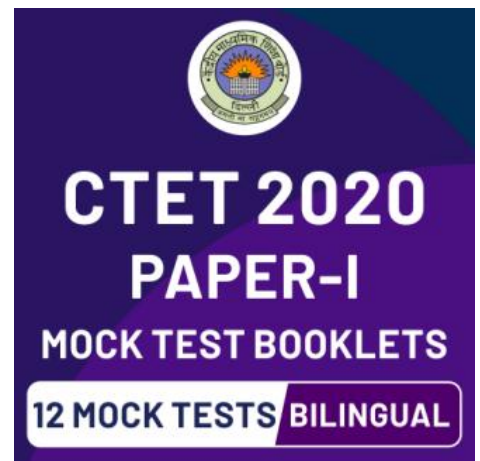






Table 1: Types of Assessment and their Functions

Areas of Function	Types of Assessment and their functions
After Instructional Process	Summative Evaluation (to certify the learner) 
During Instructional Process	Diagnostic Evaluation (to solve learning difficulties) 
	Formative Evaluation (to know mastery in content) 
Before Instructional Process	Placement Evaluation (to know entry behaviour) 

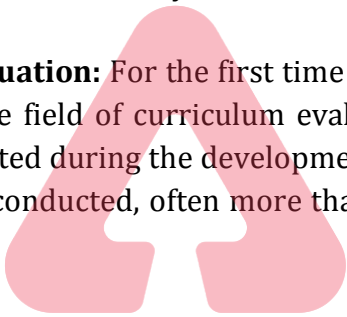

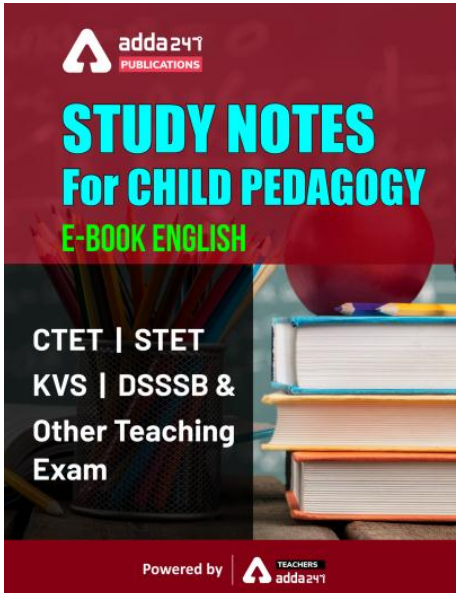
Types of Evaluation:

Placement Evaluation: Placement evaluation is conducted before the organisation of teaching-learning activities to measure the entry behaviour or previous knowledge of the learners.

Formative Evaluation: For the first time in the year 1967, Michel Scriven used the concept of formative evaluation in the field of curriculum evaluation. Scriven (1991) defined it as, “Formative evaluation is typically conducted during the development or improvement of a programme or product (or person, and so on) and it is conducted, often more than once, for in house staff of the programme with the extent to improve”.

Diagnostic Evaluation: Diagnostic evaluation is conducted along with formative evaluation during the instructional process. It is carried out based on the data obtained from formative evaluation. Diagnostic evaluation is specially conducted for identifying the learning difficulties and to solve them. For example, if it is found that a learner has not understood certain concepts in social science subject or showing poor performance regularly in social science subject, then to help him/her understand these concepts, diagnostic assessment is conducted and remediation is provided.

Summative Evaluation: Summative evaluation is conducted to know the terminal behaviour of learners. The key word in summative evaluation is “certification”. Summative evaluation is conducted after completion of the whole course. Feedback provided in summative evaluation is terminal in nature and cannot be used for modification of learners’ behaviour because it is conducted at the end of a term.

The image shows the cover of an e-book titled "STUDY NOTES For CHILD PEDAGOGY E-BOOK ENGLISH". The cover features the Adda247 logo at the top left, the text "adda247 PUBLICATIONS" below it, and the title in large, bold, cyan and green letters. Below the title, it lists "CTET | STET KVS | DSSSB & Other Teaching Exam". At the bottom, it says "Powered by adda247" with the logo. The background of the cover shows a stack of books and a red apple.