

Knowledge and Readiness of Primary Teachers on School Based Assessment An Exploratory Study

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Abstract

In Delhi, primary teachers from the South Delhi Municipal Corporation of Delhi attended NISHTHA training conducted by SCERT, Delhi, for five days. Teachers attended different training schedules conducted from November 2019 to February 2020. Teachers completed various training modules, of which one module was on school-based assessment (SBA). After the completion of the training, it was necessary to follow up the classroom practices of the teachers in terms of knowledge and readiness about SBA. Two research questions were proposed to elicit information about teachers' knowledge and readiness. The research study used a qualitative research method to answer the research questions, and data were collected from 10 primary school teachers in District South West B, who were selected through purposive sampling and were interviewed. Findings showed that teachers still require SBA training and this becomes very essential for the present time in which we are to implement and achieve the goal of foundational literacy and numeracy. So, effective training sessions may be able to meet their requirements. Procedural knowledge training on SBA has the potential to provide the necessary skills and competence for them to deal with the issues and processes that they will encounter while implementing SBA.

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BACKGROUND

Evaluation, according to the National Policy on Education 1986, is an important aspect of the teaching-learning process since it gives evidence of a child's progress and development.

Continuous and comprehensive evaluation of students' progress and development in both scholastic and non-scholastic domains, extended over the entire range of teaching-learning time, were indicated as one of the aims. The notion of Continuous and Comprehensive Evaluation (CCE) has been utilised in Indian school education literature for over 30 years. It is used to comprehend and label a child's growth and development as a result of school-based teaching and learning procedures.

This widespread use of CCE, as well as the autonomy provided to each school, institution, and individual to design their own CCE programme, has created many ailments in the minds of the general public, leading to a loss of trust in the programme and system. The nature of evaluation in the physical system (on a ratio scale) differs from that of behavioural elements (on interval and ordinal scales), and another important consideration was the employment of varied tools and techniques in assessment.

Even in CCE, paper-pencil assessments dominated the evaluation process. Despite these significant challenges, no one doubted the CCE

scheme's intentions. As a result, it was decided that the implementation of CCE scheme should be reconsidered. School-based Assessment (SBA) has been presented as the next generation assessment to address the ailments and flaws that emerged during the implementation of CCE, resulting in widespread malfunction Surender Singh (Speaker).

According to School-based Assessment can be defined as an approach.

"During the teaching-learning process, that enables the attainment of competencies in terms of learning outcomes in a holistic manner." Assessment is thus interwoven with the teaching-learning activities within a broader educational paradigm of 'assessment for learning,' where school teachers will assesses students.

As per the NCERT NISHTHA Module on School Based Assessment (2019), the following are the salient features of SBA. SBA involves the integration of teaching-learning and assessment, no documentation-recording-reporting workload on teachers, child-centred and activity-based pedagogy, and a focus on (learning-outcome based) competency development rather than content memorisation. Non-threatening, stress-free, and enhanced participation/interaction are the key features of SBA.

Teachers can utilise school-based assessment to assess a child's development, provide

timely feedback, and offer support to help the child overcome any difficulty. The micro-monitoring of educational quality is supported by school-based assessment.

The fundamental purpose of assessment is to determine what children need to learn so that they can build on their strengths and fill in the knowledge gaps, if any NAS-National Achievement Survey. Multiple evidence-based assessments are necessary, which entails collecting information on multiple areas of learning, such as knowledge, skills, interests, attitude/disposition, and motivation, through a variety of activities that the child performs both inside and outside the classroom.

Although third-party periodic assessments such as National Achievement Survey (NAS) and State Achievement Survey (SAS) are used to uncover unbiased learning gaps in students, school-based assessments (SBA) will be integrated into the teaching and learning process to create a non-threatening, stress-free, interactive, and supportive learning environment. Portfolios, projects, game-based learning, Holistic Progress Cards, group work, oral presentations, and other school-based assessments are some examples of assessment strategies.

SBA cannot be replaced by standardised assessments available at the state or national levels. SBA is all about assessing quality on a micro level with assessment assignments provided by the class teacher based

on the needs of the class and children. The SBA method of teacher-led assessment is better for the child than taking one-time examinations. In SBA, the child is an equal collaborator in the assessment process, which includes strategies such as teacher observation, portfolio tracking of each child's development, peer assessment, and self-assessment. The ability of teachers and the degree of autonomy given to teachers to assess their classes in novel ways are critical to SBA's success. As a result, the teacher is the primary facilitator in SBA, and the emphasis is on empowering teachers by giving them complete autonomy in assessing the child's performance, aptitude, attitude, interest, and achievements.

LITERATURE REVIEW

The SBA's main objective is to provide teachers with the resources that they need to support students learn more effectively. Through SBA, school leaders, teachers, and the entire network of school authorities are working on a framework for improving the quality of learning in schools.

National Focus Group on Examination Reforms (NCERT, 2006) pointed out that 'school-based continuous and comprehensive evaluation system be established in order to: (i) reduce stress on children, (ii) make evaluation comprehensive and regular, (iii) provide space for the teacher for creative teaching, (iv) provide a tool for diagnosis and for producing learners with greater

skills. The CCE scheme should be simple, flexible, and implementable in any type of school from the elite one to a school located in rural or tribal areas. Keeping in view the broad principles of the scheme, each school should evolve a simple suitable scheme involving its teachers, and owned by the teachers.

NEP 2020 (MHRD, 2020) mentioned that 'The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorisation skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimise learning and development for all students. This will be the underlying principle for assessment at all levels of education'. This is school based assessment which has been mentioned by the NEP 2020.

The knowledge of teachers in SBA has a direct impact on the learning situations and outcomes of students. According to McMillan's (2000) research, teachers who had adequate knowledge of assessments were able to integrate them well into their teaching. They were also able to improve their students' competencies by employing effective approaches,

techniques, and strategies. Veloo et al. (2015) found in his exploratory qualitative study that there were respondents who lacked knowledge about SBA, and some of them were dissatisfied with how the authorities disseminated knowledge to them.

According to Fook and Sidhu (2006), teachers with inadequate assessment knowledge will definitely fail to support their students' learning progress. According to Chew and Muhamad (2017), teachers' skills or knowledge in implementing the SBA is extremely important since it can make or break the effectiveness of teaching and learning in the classroom, putting the SBA's implementation in schools at risk.

Some studies have also shown that there are teachers who are not ready to implement the SBA. According to Slameto, readiness is a requirement for the next research project (Slameto, 2003). Some people define readiness as the ability or willingness of someone to do something. Cronbach (1946) defines readiness as a full nature or force that causes people to react in a particular way. According to Norani and Saifulazri (2010), some teachers are unwilling to conduct SBA. They observed that some teachers were unwilling to conduct SBA due to a lack of training, which had an adverse impact on their confidence in doing so. Stiggins (2005) stated that teachers are reluctant to implement new assessment systems for learning

in the classroom because they do not have the opportunity to learn effective assessment strategies.

Sandhya Sangai, (2019) showed that school based assessment may be a fun and interesting process. Children will not be labeled as 'slow,' 'intelligent,' or by any such adjective. Negative feedback should be avoided at all costs. Children must be given positive feedback in order to progress by building self-confidence. It is necessary to collect and record information on a continuous basis.

RATIONALE OF THE STUDY

According to the *NISHTHA* document on the SBA module of NCERT, exams are being phased out in favour of school-based assessments. As a result of this change, teachers will now have to perform the dual roles of teacher and assessor. School-Based Assessment (SBA) is used in conjunction with external assessments to provide a more comprehensive and reliable assessment of student abilities, according to research (Auty, 1997; Giddings, et al., 1991). By testing students on a variety of objectives over time, the SBA eliminates many of the issues associated with a 'one-shot' external assessment. The ongoing nature of SBA also provides teachers with a formative picture of individual students' progress, allowing them to better address the specific needs of their students.

Teachers' knowledge of SBA implementation has a direct impact on students' learning situations and outcomes in schools. According to McMillan's (2000) research, teachers must have the necessary knowledge and understanding to conduct student learning assessments. He found that the teachers who were well-versed in assessments, were able to integrate them effectively into their classrooms. They were also able to improve the competencies of their students by applying viable solutions, techniques, and strategies. According to Cheah (2010), the most difficult aspects of conducting the SBA were knowledge, abilities, and teacher attitudes. He made a point of saying that formal training in the form of workshops or seminars enables teachers to gain new knowledge in order to meet the objectives of the assessment system.

Some teachers, according to Norani and Saifulazri (2010), were reluctant to implement SBA due to a lack of training, which had an unintended consequence on their confidence. As a result of the preceding discussion, it was observed that teachers' knowledge of SBA and their readiness to implement SBA have an impact on learning situations.

In Delhi, primary teachers of South Delhi Municipal Corporation of Delhi attended NISHTHA training for five days, which was conducted from November 2019 to February 2020, in which teachers completed

various training modules and in which one module was on School Based Assessment. The objectives of the module were to —

1. Understand the genesis and importance of School Based Assessment,
2. Familiarise with learner-centred approaches for assessment,
3. Facilitate integration of teaching-learning process with assessment procedures,
4. Develop context-based exemplars in the relevant subject areas for the purpose of assessment.

After the completion of the training, it was imperative that teachers must have knowledge about SBA and expected that they were going to practice SBA in the school. As discussed above in the rationale of the study, teachers' knowledge and readiness in the implementation of SBA has a direct impact on students' learning situations and outcomes in schools.

In this content, the investigators decided to conduct a study that would provide policymakers and stakeholders with valuable insights about teachers' knowledge and readiness to implement SBA with the following objective.

OBJECTIVE OF THE STUDY

The objective is to explore the knowledge and readiness of primary school teachers who took training in

November 2019 to conduct School Based Assessment in schools.

In the light of the above objective, it was decided by the investigators to seek the answers of the following research questions also.

1. Did the primary school teachers, who took training on SBA, have the knowledge of school-based assessment to implement it in schools?
2. Were the primary school teachers, who took training on SBA, ready to implement school-based assessment in schools?

METHODOLOGY

Participants

The research study used qualitative research method to answer the research questions, and data were collected from 10 primary school teachers of SDMC of South West B district. Teachers were selected through purposive sampling from the teachers who attended training from November 2019 to February 2020.

Tool

Data were collected through interview schedule having ten structured questions based on the different dimensions of knowledge such as factual, conceptual and procedural. Table 1 shows knowledge and readiness questions of interview schedule.

Table 1
Knowledge and Readiness Questions in Interview Schedule

1. What are your views about the following in relation to SBA? (i) Assessment (ii) Criteria of assessment	Factual
2. As per SBA, what are your views about the purpose of assessment for the students and teachers?	Factual
3. What qualities do you perceive about the school-based assessment?	Factual
4. How assessment under 'School Based Assessment' is different from the generally practiced way of evaluation in School Based Examination?	Conceptual
5. From the two—School Based Assessment and School Based Examination, which one is more relevant to provide timely feedback and support to help the student overcome any learning difficulties? Give some points to support your answer.	Conceptual
6. How do the following activity or activities relate to the individual assessment of the child? Written/oral, creative writing (essay, story, poem writing), picture reading, experimentation, individual projects, drawing and craft work.	Conceptual
7. Select one concept of your choice from any class/subject and explain what will be the process of conducting both individual as well as group assessment using project work?	Procedural
8. Teachers often consider group activities as learning activities. How group activities can be considered as both the learning activity as well as assessment strategy? Support your answer with one example.	Conceptual
9. Suppose you want to conduct a group activity. Explain what will be the steps to prepare rubrics for participation of students for peer assessment tool.	Procedural
10. To what extent are you ready to implement SBA in your class? If you have implemented SBA, what types of problems or difficulties have you faced while implementing SBA?	Readiness

Table 1 shows that from the ten questions, first three are factual knowledge based, whereas question 4,

5, 6 and 8 are conceptual knowledge questions (7 and 9) assess procedural knowledge while last question, which

is question 10 explores the readiness of the teachers.

ANALYSIS AND RESULTS

Data so collected were qualitatively analysed.

- Profile of the teachers: The majority of the teachers' personal information, such as their names, classes taught, and educational and professional qualifications, was collected. Questionnaires were asked to be filled in by all the teachers who attended The programme from November 2019 to February 2020, and the majority of them taught Class V. Investigators collected the data from the teachers who had educational qualifications as Graduate and the majority had D.El.Ed. as professional qualification.
- The findings of the open-ended questionnaire are displayed given below. The teachers' responses on SBA have been presented as individual cases to give a glimpse of the teachers' readiness and knowledge with regard to SBA, particularly after almost one and a half years of training and their involvement in the COVID-19 situation, during which SBA becomes more crucial regarding the student learning and assessment.

1. Understanding of Assessment and its Criteria in SBA

What are your views about the following in relation to SBA?

(a) Assessment

(b) Criteria of assessment

Assessment involves the gathering of information from all the possible sources regarding knowledge, skill, attitude, ability, and beliefs of the children, while documenting the same and using this data to make informed instructional decisions, refine or restructure processes and ultimately improve the children's learning. The criteria used in SBA for assessment is the achievement of learning outcomes. So, in this regard, respondents were asked about their views related to assessment and its criteria. It was found that a few teachers were able to describe the term assessment but none of them could describe clearly about the criteria of assessment as discussed in Module 4 of NISHTHA Programme on SBA. According to respondents:

"Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development."(RES-1) and (RES-4)

"Assessment is to test the learning of students and to check whether teaching was effective or if it should be modified with some different method." (RES-7) and (RES-9)

The question was framed to explore the factual knowledge of the respondents but only a few teachers were having factual knowledge

of the term 'assessment'. None of the respondents were having factual knowledge of the criteria of assessment.

2. Purpose of Assessment

As per SBA, what are your views about the purpose of assessment for the students and teachers?

Here, the question was framed to explore the factual knowledge of the respondents regarding the views on purpose of the assessment. It was found that majority of the respondents were able to answer its purpose as per their understanding of the term assessment. According to them:

'Just as assessment helps students, assessment helps teachers. Frequent assessment allows teachers to see if their teaching has been effective. Assessment also allows teachers to ensure students learn what they need to know in order to meet the course's learning objectives.' (RES-1)

'Assessment informs students of their progress. Effective assessment provides students with a sense of what they know and don't know about a subject. If done well, the feedback provided to students will indicate to them how to improve their performance.' (RES-4)

'Feedback on students' learning outcomes (RES-5)

'How much are they able to perform?' (RES-6)

Assessment helps to find whether they have achieved our required learning outcomes or not.' (RES-7, 9)

'It provides us with the learning level of each student.' (RES-8, 10)

Effective assessment provides students with a sense of what they know and don't know about a subject. Frequent assessment allows teachers to see if their teaching has been effective. It also helps teachers to ensure students learn what they need to know in order to meet the course objectives.

3. Two Salient Features of School-Based Assessment

What qualities do you perceive about the school-based assessment?

This question was framed to explore the factual knowledge of the respondents regarding their perception about the qualities of schools-based assessment and it was found that half of the respondents were able to describe the qualities of SBA. According to them:

"Integrating teaching, learning, and assessment will leave. No load on the teachers for documentation, recordings, or reports. Further focusing on child centered learning activity based pedagogy. Focus facilitates competency development rather than content memorisation". (RES-1, 3, 4, 7, 9)

SBA is to integrate teaching-learning and assessment. Its focus is on (learning-outcome based) competency development rather than content memorisation. It provides non-threatening, stress free and enhanced participation/interaction and which shows faith on teacher and the system and overall enhancing self-confidence in children.

4. How School-Based Examination is different from SBA?

How assessment under “School Based Assessment” is different from the generally practiced way of evaluation in School-Based Examination?

The question framed here was to explore the conceptual knowledge of the respondents regarding how school-based examination is different from SBA. School-based examination has been affected by a lack of focus on affective and psychomotor aspects, as well as has an over-emphasis on rote memorisation. It is dominated by examination, with a large burden on teachers for paper work, recording, and recordkeeping. The question was answered by only half of the teachers and rest were not able to give valid reason for the difference. According to them:

‘SBA is more effective than school-based examinations.’ (RES-2)

‘Focus on competency development rather than content memorisation, stress-free and enhanced participation.’ (RES-3).

‘A school-based examination is used to examine a child’s knowledge of what he or she has learned. Testing measures the level of skill or knowledge that has been reached. School-based assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. The goal of assessment is to make improvements as opposed to simply being judged. It is the process of describing, collecting,

recording, scoring, and interpreting information about learning.’ (RES-4).

‘In school-based examinations, we test knowledge gained by students. In school-based assessment, we empower the teacher to improve the learning levels of the students.’ (RES-7, 9)

‘School-based examinations focus only on the academic part, but SBA continuously assesses the performance of students in all fields.’ (RES-8)

SBA is more effective than school-based examination. It focuses on competency development rather than content memorizations, is stress free and enhances participation. In school-based assessment, we empower the teachers to improve their learning levels. SBA continuously assesses the performance of students in all fields.

5. Which out of the two are important and relevant for students and why?

Out of the two, School-Based assessment and School-Based Examination, which one is more relevant to provide timely feedback and support to help the student overcome any learning difficulties? Provide some views to support your answer.

The question explored the conceptual knowledge of the respondents regarding which out of the two (School-based examination and SBA) is relevant to provide timely feedback and support to help the student overcome any learning difficulties? Very few teachers could answer with reason. According to them:

‘SBA provides opportunities for the teacher to gather data on students’ performance over a time period and provides a more reliable assessment of the student by those who know their students best—their subject teachers.’ (RES-1)

‘School-based assessment is more relevant as it is more formative in nature, and we can sum up this with the fact that in schools there is a formative assessment which contributes to 60 per cent of the final result and only 40 per cent is given to final marks.’ (RES-4)

‘School-based assessment is relevant as it focuses on the improvement of learning levels and does not judge students’ memorisation.’ (RES-7, 9) ‘School based assessment’ as it focuses on improvement of learning levels and do not judge students memorisation.

So, from the responses of the teachers, it is clear that SBA provides opportunities for the teacher to gather data on students’ performance over a time period and provides a more reliable assessment of the students by those who know their students best—their subject teachers. (RES-1)

6. Which of the following may be used for individual assessment and why?

Written/oral, creative writing (essay, story, poem writing), picture reading, experimentation, individual projects, drawing and craftwork

How do the following activity or activities relate to the individual assessment of the child?

It explored the conceptual knowledge of the respondents. It was found that very few teachers were able to answer that all activities can be related to the individual assessment. According to them:

‘From the above stated options, creative writing, individual projects, and picture reading can be used for individual assessment as these strategies help in revealing the true potential of a child. Also, while doing these activities, a child is fully involved with all of his or her senses.’ (RES-4)

‘All of these may be used for individual assessment as they encompass the maximum parameters of a student’s learning.’ (RES-5)

‘All these activities can be used for individual assessment. All work according to the situation and child’s level’. (RES-7)

‘All these activities can be used for individual assessment.’ (RES-9)

All activities provide opportunities for learning in all the dimensions, so all the domains of learning can be assessed.

7. Select one concept of your choice from any class/subject and explain how projects can be useful for both individual as well as for group assessment?

Select one concept of your choice from any class/subject and explain what will be the process of conducting both

individual as well as group assessment using project work?

This question was framed to explore the procedural knowledge of the respondents and it was found that most of the teachers were not able to describe the process of conducting the individual as well as group assessment using project work. Very few could answer its usefulness for individual as well as for the group assessment. Some of the responses are:

'Project on pollution for students will develop the child's ability to work with his or her peers, building teamwork and group skills. It allows the teacher to learn more about the child as a person. It helps the teacher communicate in progressive and meaningful ways with the child or a group of children on a range of issues.' (RES-3)

'We can take the concept of germination in this context. Germination can be useful for both individual as well as group assessment.' (RES-4)

'I will choose the concept of—things we get from trees. It will be beneficial in both cases.' If the child does it individually, it will be interesting for him. If it is done in a group, it will be a great group work.' (RES-7)

8. Will you consider group work activities as learning activity or assessment strategy? Support your answer with one example.

Teachers often consider group activities as learning activity. How group activities can be considered as both the learning activity as well as

assessment strategy? Support your answer with one example.

The conceptual knowledge of the respondents was obtained through this question and only a few respondents were able to provide the answer that group activities can be considered as both the learning activity as well as assessment strategy. Following respondents supported the answer with some examples. Responses are:

'Group work activities are considered a learning activity and also an assessment strategy. For example, a group activity on representing the benefits of plants will help in assessing individual skills along with learning the skills of team work and role play.' (RES-3)

'Group activities can be considered as both learning activities and assessment strategies. While explaining the concept of noun to students, they can be provided with the different types of nouns on the paper chits, which in turn can be placed in a bowl. Now the students will be asked to take out a paper chit on which different types of nouns are written, and they will be segregated based on the type of noun that he or she may get from the bowl. In this way, students will learn different types of nouns and we can also assess the students. While taking out the paper chits, the students would show anger, happiness, anxiety, etc. This will help in the assessment of the students.' (RES-4)

'Learning as well as assessment: while it stands as an opportunity for peer learning, it gives the teacher a chance

to assess the learners skills in a group.’ (RES-5)

9. How will you prepare rubrics for participation of students for peer assessment through group work activities?

Suppose you want to conduct a group activity. Explain what will be the steps to prepare rubrics for participation of students for peer assessment tool.

A rubric is a collection of criteria for assessing pupils’ performance on a certain task. The rubric lays out the performance and assessment criteria for the task. It is created by both the teacher and the students with their participation in a cooperative manner. Rubrics can be prepared for both the individual as well as group work activities. Thus, the question explored the procedural knowledge of the respondents regarding the steps of the preparation of rubrics for participation of students for peer assessment through group work activities. Only RES-4 could explain the steps for the preparation of rubrics for peer assessment through group work activities.

- ‘The following steps are involved in preparing the rubric for the participation of students for peer assessment through group work activities. Firstly, choose a suitable task. Secondly, work out appropriate categories and criteria for the task without student input. Next, tell students what criteria they will have to display to have their work evaluated in each particular category and provide

time for them to work on the chosen task. Last but not the least, collect students’ work and assess it according to the criteria that you have decided according to each category.’ (RES-4)

- ‘Different parameters related to activities will be added for better assessment of students.’ (RES-8)

10. Extent of implementation of SBA and challenges faced by teachers in class

To what extent are you ready to implement SBA in your class? If you have implemented SBA, what types of problems or difficulties have you faced while implementing SBA?

This question was framed to seek the answer regarding the extent of readiness of teachers to implement SBA and also challenges faced by them in the class while implementing it. Only few teachers were able to implement to the maximum extent after the training and also found challenges in terms of absenteeism of students, the period of lockdown and technological issues in conducting online classes. Some responses are:

- ‘I have implemented SBA and faced the challenges, i.e., ‘absenteeism of students’, ‘improper representation and ‘unsupportive home environment.’ (RES-8)
- ‘School-based assessment has been implemented to the maximum extent possible. Some challenges faced while implementing school-based assessment in the class were that the students were not

ready to use the techniques in COVID-19 situation, as the whole process was different from school-based examination. A few other challenges faced were grading system, change in exam pattern, teacher assessment issues, technological issues, lack of training, etc.' (RES-4)

'School-based assessment is not implemented at fully-fledged in the current scenario as students are not coming to the schools. But some school based assessments are done in online classes. Challenges include individual observation of learners.' (RES-3)

'In my class, there are 80 students, so implementation is difficult.' (RES-2).

Above results of the study are similar to the study of Chew and Muhamad (2017). They found that teachers' skills or knowledge in implementing the SBA is highly significant. Very few respondents were able to implement SBA to the maximum extent and the rest found challenges in terms of absence of the students, lockdown period, and technological issues during online teaching. This shows their lack of the readiness to implement SBA in their schools, and this lack of readiness can be seen from the result of their knowledge of SBA. Joachim and Hashim (2021) showed that the majority of the respondents

are well knowledgeable about SBA application in English classes. Similarly, the findings revealed that the majority of respondents had a positive level of readiness to implement SBA in elementary schools for English classes. Above results are different from the present study.

CONCLUSION

Finally, teachers still require SBA training and this becomes very essential for the present time in which we are to implement and achieve the goal of Foundational Literacy and Numeracy. So, effective training sessions may be able to meet their requirements. Procedural knowledge training on SBA has the potential to provide the necessary skills and competence for them to deal with the issues and processes that they will encounter when implementing SBA. Findings of this study further suggest the policymakers and stakeholders that in order to implement and make NISHTHA programme successful and also to achieve the goals of Functional Literacy and Numeracy, In-service as well as pre-service teachers must be given rigorous training of SBA so that they may practice it with full confidence and it will come only through having the knowledge and readiness to implement SBA.

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