

TO EXAMINE THE PROGRESSION OF READINESS LEVELS FOR THE TRANSFORMATIVE AMALGAMATED ASSESSMENT APPROACH (T3A) AMONG TRAINEE PRIMARY TEACHERS

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ABSTRACT

As per National Education Policy 2020, the progress card of the learner must be holistic in nature with 360-degree multidimensional aspects, reflecting not only the progress but as well as also reflects the uniqueness of the individual in terms of affective, cognitive as well as in psychomotor domains. Also, NEP-2020 emphasized self-assessment and peer assessment besides the inclusion of the teacher-based assessment. The specialty of the report card is the inclusion of the self-assessment and the peer assessment. Several studies have confirmed mixed results about the assessment by using self-assessment, peer assessment, and teacher assessment for evaluating a particular parameter of the learner. Besides this, the past research also provided numerous concerns and contributions about self-assessment, peer assessment, and teacher assessment. Before inclusion of the self-assessment and the peer assessment in the progress card of the learner, it is very necessary to explore the level of readiness of the learner towards self-assessment, peer assessment along with teacher assessment, and also about the transformative phenomenal contributions which arise due to the amalgamation of these assessment approaches, called Transformative Amalgamated Assessment Approach (called T3A). Two tools were developed in this regard, one was a 5-point Likert Scale consisting of 45 items, whereas another was a subjective questionnaire, consisting of 15 items. Around 100 Trainee Primary Teachers from one of the Govt-DIET (District Institute of Education and Training) participated in the study. It was found that Level of Readiness for the self-assessment, peer assessment, and Teacher assessment was found to be in the category 'GOOD', as scoring was 77.9%, 77.4%, and 77.3% respectively. The highest and the lowest mean score out of a score of 75 for the self-assessment, peer assessment, and teacher assessment domain were found to be (47,68), (43,68), and (43,70) respectively. For Ist and IInd Year Trainee Teachers, the mean score for the self-assessment, peer assessment, and teacher assessment domain were found to be (58.78, 58.2), (58.3, 57.94) and (58.94, 57.12) respectively. It was also found that there is no significant difference in the Level of Readiness of the (a)Self-assessment and peer assessment (b) Peer-assessment and Teacher assessment, (c)Teacher assessment and the self-assessment. It was also found that there is no significant difference in the Level of Readiness of T3A of the self-assessment as perceived by the Ist and IInd Year Trainee Primary Teacher and a similar outcome were obtained for the peer assessment and the Teacher assessment.

KEYWORDS: Self-Assessment, Peer Assessment, Teacher Assessment, Transformative, Amalgamation, Level Of Readiness

INTRODUCTION

The National Education Policy, 2020 has provided a path for the policymakers to work on the new assessment system and formulate the appropriate policies in the implementation of the same. The Holistic Report Card of the learner now must have the contribution from the learner itself, besides seeking inputs from the peer assessment along with the teacher

assessment. It is found in past numerous types of research that the benefit of self-assessment and peer assessment is tremendous, but at the same time, there are plenty of past researches which concluded in last about all types of outcomes in the correlational type of research design dealing with the self-assessment and the peer assessment.

According to a Sanskrit Shloka

*āchāryāt pādāmādatte, pādām śiṣyah swamedhayā |
pādām, sabrahmachāribhyah pādām, kālakrameṇa ca ||*

Which means, a learner learns from the contribution of the following aspects

“One-fourth from the teacher, one-fourth from own intelligence,

One-fourth from classmates, and one-fourth only with time”.

Hence as per the above statements, it can be inferred that the contribution of the teachers, peer groups, and self-experiences plays a very crucial role in the learning of the student. The ancient philosophical Indian teachings have a very important and indispensable relevance in today's era of Twitter and Facebook.

What lacks or in other words unexplored in past education policies was the significance of the self-assessment and the peer assessment outcomes in the holistic report card, but now with the advance of the NEP-2020, they are becoming part of policy matter. Now the policy demands to incorporate the self-assessment, peer assessment along with teacher assessment contribution in formulating the 360-degree holistic report card.

Before providing space in the structured report card, it is very necessary to explore the potential of the learners in terms of the Level of Readiness for the Transformative Amalgamated Assessment Approach-(T3A), Fig 1. The exploration of the Level of Readiness for T3A of the learner will provide insight into how significant and genuine the self-assessment and the peer assessment scores in the Holistic Report Card of the learner.

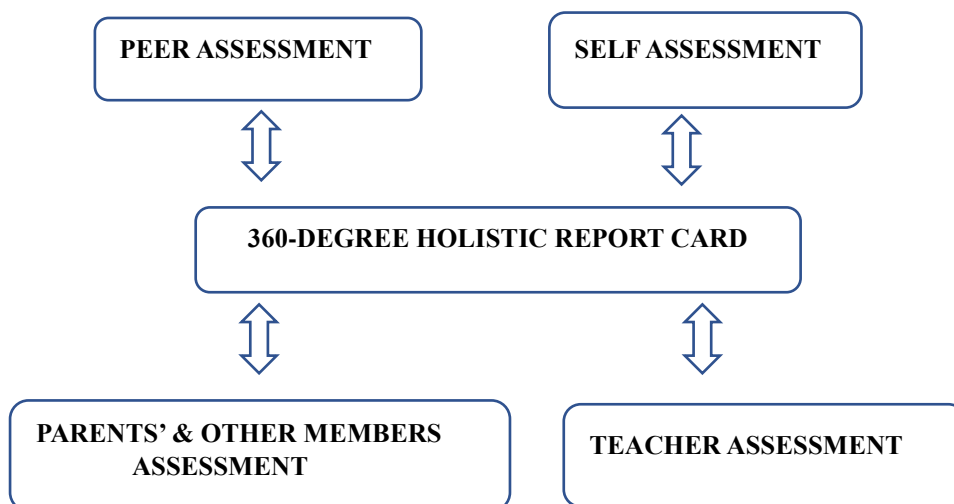


Fig1. Transformative Amalgamated Assessment Approach (T3A)

OBJECTIVES: The present study focuses on the following objectives

Objective:1-To Study and Compare the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) among the overall Trainee Primary Teachers.

Objective:2-To Study and Compare the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) among the Ist and IInd Year Trainee Primary Teachers.

Objective: 3-To find the significant difference (if any) in the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) among the overall Trainee Primary Teachers.

Hypothesis:

H_{0.1}: There is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the self-assessment and peer-assessment domain as perceived by the overall Trainee Primary Teacher.

H_{0.2}: There is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the peer assessment and teacher assessment domain as perceived by the overall Trainee Primary Teacher.

H_{0.3}: There is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the self-assessment and teacher assessment domain as perceived by the overall Trainee Primary Teacher.

Objective: 4-To find the significant difference (if any) in the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) among the Ist and IInd Year Trainee Primary Teachers.

Hypothesis:

H₀₄: There is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the self-assessment domain as perceived by the Ist and IInd Year Trainee Primary Teacher.

H₀₅: There is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the peer assessment domain as perceived by the Ist and IInd Year Trainee Primary Teacher.

H₆: There is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the teacher assessment domain as perceived by the Ist and IInd Year Trainee Primary Teacher.

LITERATURE REVIEW

Kane and Lawler (1978), conducted a study, in which three methods of peer assessment were explored namely, peer nominations, peer ratings, and peer rankings. The exploration of these three-assessment modes was based on the following concerns, (a)Acceptability, (b)Freedom from bias, (c)Reliability, (d)Validity, and (e) Practicality. The study concludes that peer assessment can be reliable and valid and it can be used as part of the multisource approach used in the performance assessment of the learner. Most of the research deal with Peer nomination and it has more validity and reliability. For feedback purposes, the most useful among the three is Peer Rating but simultaneously produces the least valid, reliable as well as measurements which are unbiased. As per the study, it was also found that the least researched among Peer assessment is the Peer ranking but simultaneously is the method which is most discriminating. The advances of nonmetric scaling can be incorporated through Peer ranking and this makes the Peer ranking an all-purpose alternative.

According to **Ward et. al (1997)**, the study of self-assessment using traditional designs must be taken care of probable flaws in methodological concerns to contribute to the self-

assessment literature. Past studies have consistently shown the poor accuracy of self-assessment concerns.

According to **Sullivan and Hall (1997)**, the self-assessment process can be improved by introducing the scheme in a better way to the students, the self-assessment philosophy must be explained in a better way throughout the course, training about self-assessment and peer-assessment arrangements, marking criteria refinement, better analysis of the student's insights concerning the quality work done by them. The study conducted by Sullivan and Hall (1997) about self-assessment shows that between self-assessment and teacher-assessment there is a good level of agreement. However, two concerns are reported through them. The first one reported was that more students overestimate themselves as compared to the underestimation of their grades and the on interviewing these students who overestimate their grades, it was found that the assessment criteria were not fully clear to them and they require more specific guidance in the assessment process. It was also reported that the self-assessment exercise responded more positively to the students who have more positive concerns about the marking guide, as provided to them along with the assignment.

In one of the studies conducted by **McDonald and Boud (2003)**, teachers and students well accepted the practice of self-assessment. The self-assessment practices not only help in the preparation of the external examinations but simultaneously had a greater influence on the perceptions about careers as well as on learning, as confirmed by the students in the study. Training on self-assessment has a greater influence on the performance of the student having training as compared to the peers who had no training in this regard. The study also confirmed that self-assessment can be introduced in high schools, where the teacher the development of self-assessment concerns in the teacher can directly provide benefit to the students in this regard.

According to a study conducted by **Matsuno (2009)**, where 91 students and 4 teacher raters were involved to have an investigation of the self-assessment and the peer assessment in university writing classes. In the study, it was also found that the somewhat idiosyncratic nature of the self-assessment makes it of limited use in terms of formal assessment. Internal consistency of the Peer-assessors as well as it was also found in the study that peer rating patterns do depend on their writing patterns. It is also found in the study that peer assessment produces few bias interactions. Hence up to a certain extent, the findings suggest that peer assessment can play a significant role in writing classes. The bias patterns about peer assessment can be found out as well as disseminated to the Peer-assessors, by using Rasch measurement and this helps them to develop better quality assessment criteria.

According to a study conducted by **Topping (2009)**, triangulation is achieved through peer assessment, and hence the reliability and validity of the assessment is achieved effectively. When the peer assessment is available on time and greater in volume as compared to the teacher assessment inputs, compensation in terms of quality concerns is achieved concerning peer assessment. It is found that if enough time is provided for the peer assessment, the assessor will provide a reliable and valid assessment despite having less skill in peer assessment. It is also found that peer assessment provides ample support to enhance the effectiveness as well as the quality of learning. Both the assessor as well as assessed, gain through peer assessment and some of these are (a) Feedback, (b) Cognitive gain, (c) Improvement in writing, (d)Improvement in Cognitive gain, (e) Possible saving of teacher's time, etc.

According to **Zundert et. al (2010)**, training improves peer assessment. Some other conditions which affect the peer assessment are students having high executive thinking

styles and high academic achievement are better in peer assessment as compared to students having low executive thinking styles and a low level of academic achievement. The study also found that the peer assessment qualities concerning the psychometric aspect are also get improved by training in this regard. Through training and experiences the attitude of the students towards Peer assessment is positively influenced.

According to a study conducted by **Zakian et. al (2012)**, most students are interested in performing the self-assessment and the peer assessment due to following reasons:

- (a) Learning can be enhanced by focusing on the weakness and strengths of the peer as well as the learner's strengths.
- (b) The level of critical thinking and reflective capacity is enhanced as self-assessment and the peer assessment provides suitable opportunities to focus on self as well as peer's performances, to regulate the mistakes and weaknesses.
- (c) The students feel autonomous in the line of educational context as scoring themselves and the peer's opportunity is provided through self and peer assessment.
- (d) Self-assessment and peer assessment are better than the teacher assessment as they provide less anxiety as compared to the anxiety provided by teacher assessment.

The study also confirmed that self-assessment and peer assessment reduces the workload of the teacher and the time which is saved, can be used by the teachers to improve teaching techniques. The learning environment becomes safer and stress-free through self-assessment and peer assessment.

Hence to have the self-assessment and the peer assessment remarks in the holistic report card, it is very necessary to explore the Level of Readiness of the Transformative Amalgamated Assessment Approach (T3A) of the learner so that appropriate training can be organized in this regard to obtain a good assessment remark from the learner.

RESEARCH METHODOLOGY

Descriptive Research Design is used in the study.

(a) Population: The Trainee Primary Teacher in various Govt. DIETs (District Institute of Education and Technology) in Delhi were taken as the population for the study.

(b) Sampling: Convenient Sampling was used, in which one of the govt. named DIET-Rajinder Nagar was selected for the study purpose. 50 Students from Ist year and IInd year each were part of the study. All 100 Students were assigned different schools in District West-A and West-B, Delhi in which the students were given exposure to the School Experience Programme (SEP). During SEP, the Trainee has to complete various tasks related to the teaching-learning activity with actual students for nearly 40 working days. They take classes, prepare lesson plans, and Teaching Learning Materials besides performing the self-assessment and the peer assessment during their various activities related to the teaching-learning both, inside as well as outside. The Trainee Primary Teachers were given exposure as well as training about Self-assessment and the Peer-exposure during their SEP in their respective school.

(c) Tool for Data Collection: A Questionnaire using a 5-point Likert scale was prepared with the help of experts having relevant experience. The content validity of the tool is achieved by making an appropriate correction from the experts whereas the reliability is achieved by conducting pilot testing. The Cronch Bach alpha ' α ' for the tools came out to be 0.78, which indicates the good quality of the Tool. After dropping the irrelevant items of the tool, the final

tool consists of 45 items. The tool consists of 15 items each for self-assessment, peer assessment, and teacher assessment, with the framing of positive and negative items.

(d) Data Collection: The data collection is performed, once the Trainee Primary Teacher returns back to DIET, after successfully completing the School Experience Programme, as per the course requirement.

(e) Data Analysis Techniques: Using Excel, the data is analyzed in terms of differential as well as inferential statistics. Mean, Standard Deviation, Mode, Bar Graph, Pie-Chart as well as 't' test was performed in order to have complete insights from the reported data.

(f) Interpretation Criteria: The Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) is interpreted by using Table.1

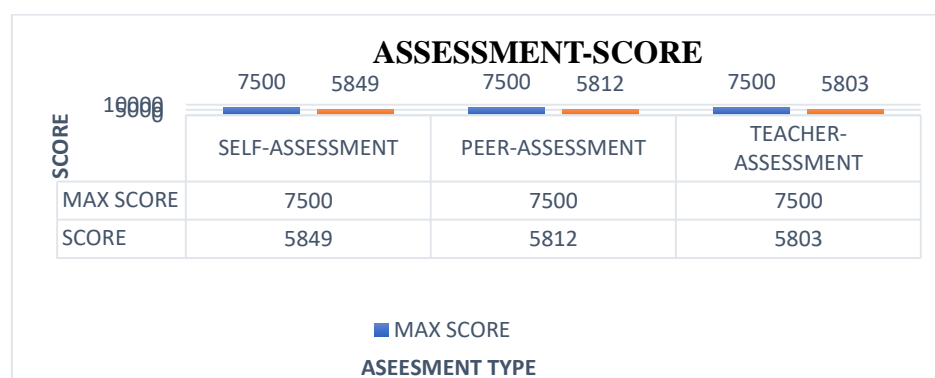
Table:1-Interpretation Criteria

S. N	Overall T3A-Score-Range	Self/Peer/Teacher Assessment Score-Range	Percentage Score (%)	INTERPRETATION CRITERIA	LEVEL OF READINESS
1.	195-225	65-75	86.6-100	Very Good	VI
2.	165-195	55-65	73.3-86.6	Good	V
3.	135-165	45-55	60.0-73.3	Average	IV
4.	105-135	35-45	46.6-60.0	Below Average	III
5.	75-105	25-35	33.3-46.6	Poor	II
6.	45-75	15-25	20-33.3	Very Poor	I

RESULT AND DATA ANALYSIS:

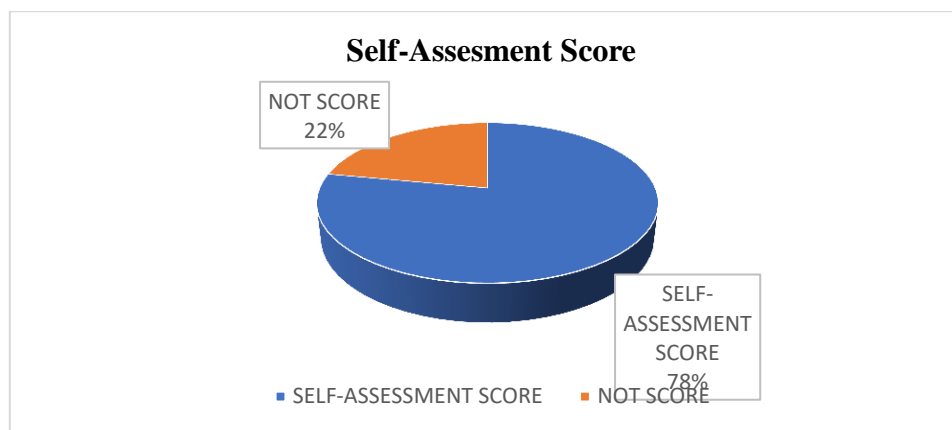
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OBJECTIVE:1-To Study and Compare the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) among the overall Trainee Primary Teachers.

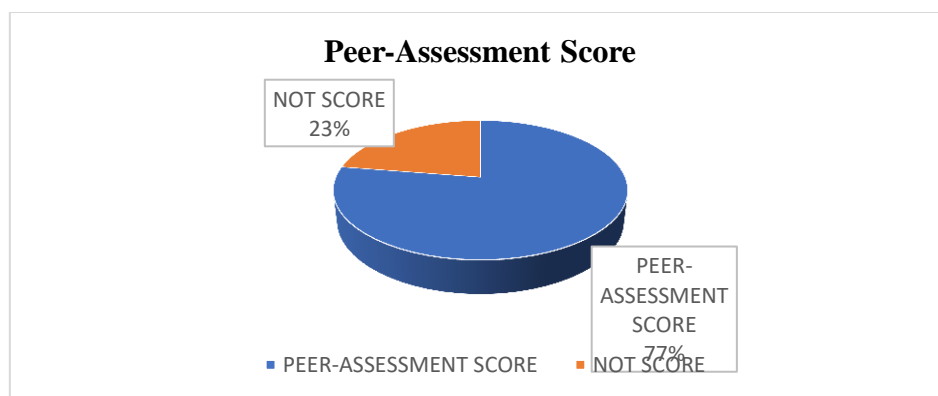


Graph-1- Assessment Score in Self-Assessment, Peer-Assessment, and Teacher-Assessment of Trainee Primary Teacher

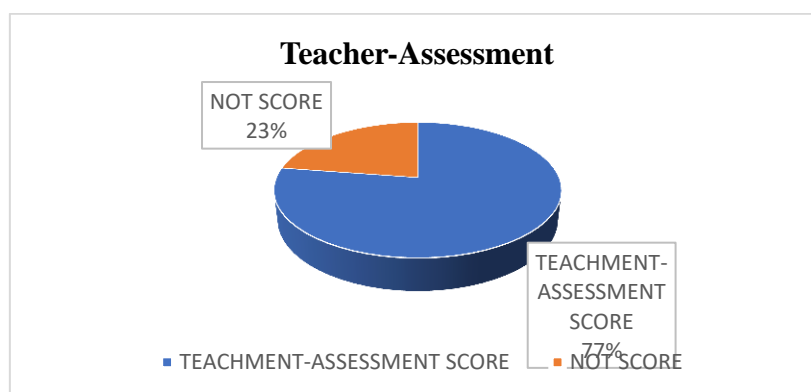
From Graph-I, it is found that the out of total maximum score of 7500 from all the 100 Trainee Primary Teacher in the three-assessment domain namely Self-assessment, Peer Assessment and the Teacher Assessment, the score are 5849, 5812 and 5803 respectively, which nearly contributes to the 77.9 %, 77.4% and 77.3% (Graph-2,3 and 4) respectively. For all the three forms of assessment domain the 'Good' category will be assigned for the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) among the overall Trainee Primary Teachers.



Graph-2: Self-Assessment Score of Trainee Primary Teacher



Graph-3: Peer-Assessment Score of Trainee Primary Teacher



Graph-4: Teacher-Assessment Score of Trainee Primary Teacher

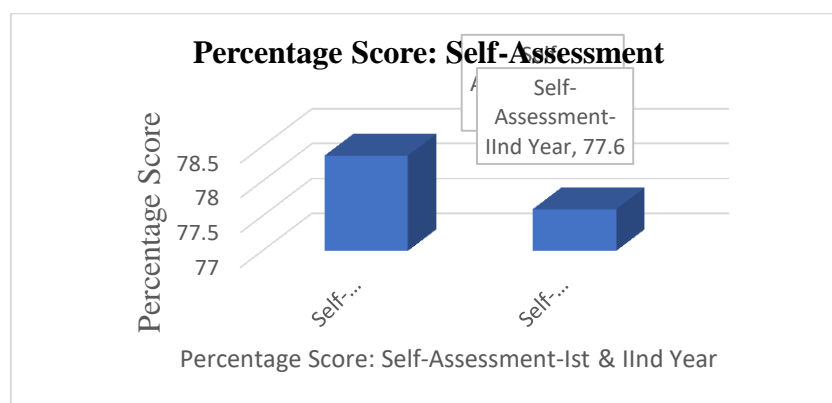
From Table-2, it is confirmed that although the maximum score for each type of assessment for an individual participant is 75, the obtained mean results for the self-assessment , peer assessment and the teacher assessment domain are 58.49, 58.12 and 58.03 respectively along with the standard deviation (SD) values as 4.91, 5.22 and 5.39 , with median values as 58.5, 58.5 and 59 , mode values as 61, 62 and 59 along with the minimum and highest mean score values as (47,68), (43, 68) and (43, 70) respectively. According to the criteria set, the Level of

T3A (Transformative Amalgamated Assessment Approach) can be put under 'Good' state, under category-V, for all types of assessment criteria.

Table.2: Score of the Trainee Primary Teacher for Self-Assessment, Peer-Assessment, and Teacher-Assessment Domain

Parameter/Score	Self-Assessment	Peer-Assessment	Teacher-Assessment
Mean	58.49	58.12	58.03
Median	58.5	58.5	59
Mode	61	62	59
Standard Deviation	4.91	5.22	5.39
Range	21	25	27
Least Score	47	43	43
Highest Score	68	68	70
Maximum Score	75	75	75
Sum	5849	5812	5803
Count	100	100	100

OBJECTIVE: 2-To Study and Compare the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) among the Ist and IInd Year Trainee Primary Teachers.



Graph-5: Percentage Score-Ist year and IInd Year Trainee Primary Teacher

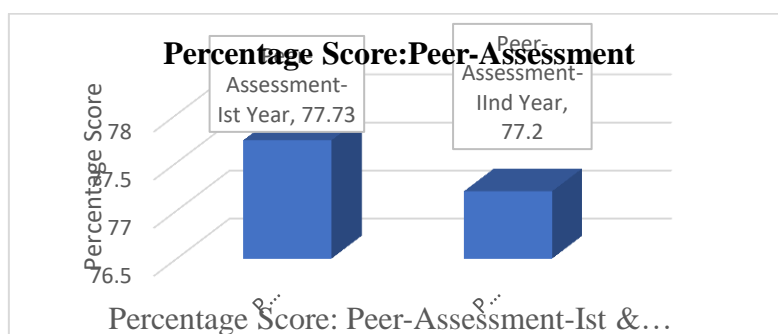
As shown in Graph-5, it is confirmed that the percentage score for the Ist and IInd Year Trainee Primary Teacher is 78.37 and 77.6 respectively of the Level of Readiness of the T3A under the self-assessment domain.

Table.3: Score of the Ist and IInd Year Trainee Primary Teacher for Self-Assessment.

Parameter/Score	Self-Assessment: Ist Year Trainee Primary Teacher	Self-Assessment: IInd Year Trainee Primary Teacher
Mean	58.78	58.2
Median	59	58
Mode	60	64
Standard Deviation	5.08	4.77
Range	21	19
Least Score	47	48
Highest Score	68	67
Maximum Score	75	75
Sum	2939	2910
Count	50	50

According to Table-3, for the Ist and IInd Year Trainee Primary Teacher the Level of Readiness of T3A under self-assessment, mean score is found to be 58.78 & 58.2 with median score as 59 & 58, standard deviation value as 5.08 & 4.77 along with mode score as 60 and 64, minimum and highest mean score as (47,68) and (48,67) respectively for Ist and IInd Year Trainee Primary Teacher, with maximum score of 75. It is also found that 21 and 19 is the range found for the Ist and IInd Year Trainee Primary Teacher respectively.

It is found that the 'Good' state can be assigned to the Level of Readiness of the T3A under Self-assessment domain as scores found to be range of Level -V as per the criteria set for the Level of Readiness.



Graph 6-: Percentage Score-Peer-Assessment-Ist Year and IInd Year Trainee Primary Teacher

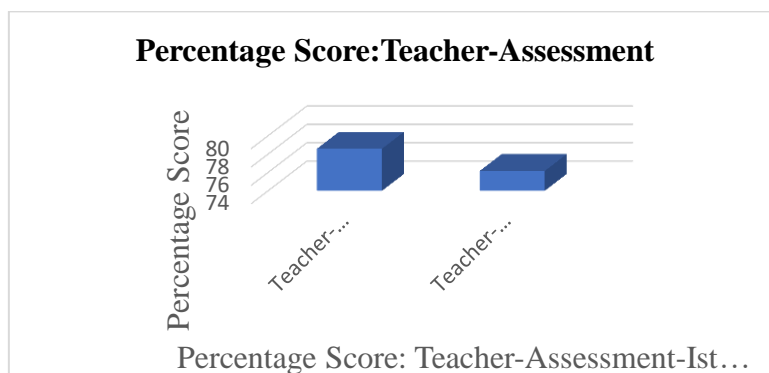
As shown in Graph-6, it is confirmed that the percentage score for the Ist and IInd Year Trainee Primary Teacher is 77.73 and 77.2 respectively of the Level of Readiness of the T3A under the peer assessment domain.

Table.4-: Score of the Ist and IInd Year Trainee Primary Teacher for Peer Assessment.

Parameter/Score	Peer-Assessment: Ist Year Trainee Primary Teacher	Peer-Assessment: IInd Year Trainee Primary Teacher
Mean	58.3	57.94
Median	58	59
Mode	58	62
Standard Deviation	5.51	4.96
Range	21	24
Least Score	47	43
Highest Score	68	67
Maximum Score	75	75
Sum	2915	2897
Count	50	50

According to Table-4, for the Ist and IInd Year Trainee Primary Teacher the Level of Readiness of T3A under peer assessment, mean score is found to be 58.3 & 57.94 with median score as 58 & 59, standard deviation value as 5.51 & 4.96 along with mode score as 58 and 62, minimum and highest mean score as (47,68) and (43,67) respectively for Ist and IInd Year Trainee Primary Teacher, with maximum score of 75. It is also found that 21 and 24 is the range found for the Ist and IInd Year Trainee Primary Teacher respectively.

It is found that the 'Good' state can be assigned to the Level of Readiness of the T3A under peer assessment domain as scores found to be range of Level -V as per the criteria set for the Level of Readiness.



Graph-7: Percentage Score: Teacher-Assessment -Ist Year and IInd Year Trainee Primary Teacher

As shown in Graph-7, it is confirmed that the percentage score for the Ist and IInd Year Trainee Primary Teacher is 78.58 and 76.16 respectively of the Level of Readiness of the T3A under the teacher assessment domain.

Table-5: Score of the Ist and IInd Year Trainee Primary Teacher for Teacher Assessment.

Parameter/Score	Teacher-Assessment: Ist Year Trainee Primary Teacher	Teacher-Assessment: IInd Year Trainee Primary Teacher
Mean	58.94	57.12
Median	60	58
Mode	60	59
Standard Deviation	4.92	5.73
Range	23	26
Least Score	43	44
Highest Score	66	70
Maximum Score	75	75
Sum	2947	2856
Count	50	50

According to Table-5, for the Ist and IInd Year Trainee Primary Teacher the Level of Readiness of T3A under teacher assessment domain, mean score is found to be 58.94 & 57.12 with median score as 60 & 58, standard deviation value as 4.92 & 5.73 along with mode score as 60 and 59, minimum and highest mean score as (43,66) and (44,70) respectively for Ist and IInd Year Trainee Primary Teacher, with maximum score of 75. It is also found that 23 and 26 is the range found for the Ist and IInd Year Trainee Primary Teacher respectively.

It is found that the 'Good' state can be assigned to the Level of Readiness of the T3A under peer assessment domain as scores found to be range of Level -V as per the criteria set for the Level of Readiness.

OBJECTIVE: 3-To find the significant difference (if any) in the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) among the overall Trainee Primary Teachers.

Hypothesis Testing:

H_{0.1}: There is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the self-assessment and peer-assessment domain as perceived by the overall Trainee Primary Teacher.

As per Table-6, the Null Hypothesis, H₀₁ is accepted and the mean score was found to be 58.49 and 58.12 for self-assessment domain and the peer assessment domain for the overall participants.

In other words, there is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the self-assessment and peer-assessment as perceived by the Trainee Primary Teacher.

Table-6: Mean Scores, SD, 't' -values of assessment score of -Self-Assessment and Peer-Assessment of Trainee Primary Teacher

Parameter	Mean	N	S. D	't' Value	S/NS
Self-Assessment	58.49	100	4.91	0.77*	NS
Peer Assessment	58.12	100	5.22		

* 'p'=0.43 (Two- tail) > ' α '=0.05 , ' t_{crit} ' : 1.66 for one tail & 1.98 for two tailed

Hypothesis Testing:

H_{0.2}: There is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the peer assessment and teacher assessment domain as perceived by the overall Trainee Primary Teacher.

Table-7: Mean Scores, SD, 't' -values of assessment score: Peer-Assessment and Teacher-Assessment of Trainee Primary Teacher

Parameter	Mean	N	S. D	't' Value	S/NS
Peer-Assessment	58.12	100	5.22	0.15*	NS
Teacher-Assessment	58.03	100	5.39		

* 'p'=0.87 (Two-tail) > ' α '=0.05 , ' t_{crit} ' : 1.66 for one tail & 1.98 for two tailed

As per Table-7, the Null Hypothesis, H₀₂ is accepted and the mean score was found to be 58.12 and 58.03 for peer assessment domain and the teacher assessment domain for the overall participants.

In other words, there is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the peer assessment and teacher assessment as perceived by the Trainee Primary Teacher.

Hypothesis Testing:

H_{0.3}: There is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the self-assessment and teacher assessment domain as perceived by the overall Trainee Primary Teacher.

Table-8: Mean Scores, SD, 't' -values of assessment score: Self-Assessment and Teacher-Assessment of Trainee Primary Teacher

Parameter	Mean	N	S. D	't' Value	S/NS
Self-Assessment	58.49	100	4.91	0.91*	NS
Teacher-Assessment	58.03	100	5.39		

* 'p'=0.36 (Two- tail) > ' α '=0.05 , ' t_{crit} ' : 1.66 for one tail & 1.98 for two tailed

As per Table-8, the Null Hypothesis, H₀₃ is accepted and the mean score was found to be 58.49 and 58.03 for self-assessment domain and the teacher assessment domain for the overall participants.

In other words, there is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the self-assessment and teacher assessment as perceived by the Trainee Primary Teacher.

OBJECTIVE: 4-To find the significant difference (if any) in the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) among the Ist and IInd Year Trainee Primary Teachers.

Hypothesis Testing:

H₀₄: There is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the self-assessment domain as perceived by the Ist and IInd Year Trainee Primary Teacher.

Table-9: Mean Scores, S.D, 't' -values of assessment score: Ist year and IInd Year Trainee Primary Teacher of Self-Assessment domain

Trainee Primary Teacher	Mean	N	S. D	't' Value	S/NS
Ist Year	58.78	50	5.08	0.58*	NS
IInd Year	58.2	50	4.77		

$$* 'p'=0.55 \text{ (Two- tail)} > 'α'=0.05$$

According to the Table-9, the mean value score for the self-assessment domain of the Ist and IInd Year trainee primary teacher is found to be 58.78 and 58.2. Also, the Null Hypothesis H₀₄ is accepted.

This indicates the acceptance of the Null Hypothesis, which states that there is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the Self-assessment as perceived by the Trainee Primary Teacher of Ist and IInd Year.

Hypothesis Testing:

H₀₅: There is no significant difference in the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) of the peer assessment as perceived by the Ist and IInd Year Trainee Primary Teacher.

Table-10: Mean Scores, 't' -values of assessment score: Ist year and IInd Year Trainee Primary Teacher of Peer-Assessment

Trainee Primary Teacher	Mean	N	S. D	't' Value	S/NS
Ist Year	58.3	50	5.51	0.34*	NS
IInd Year	57.94	50	4.96		

$$* 'p'=0.73 \text{ (Two- tail)} > 'α'=0.05$$

According to the Table-10, the mean value score for the peer assessment domain of the Ist and IInd Year trainee primary teacher is found to be 58.3 and 57.94. Also, the Null Hypothesis H₀₅ is accepted.

This indicates the acceptance of the Null Hypothesis, which states that there is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the peer assessment domain as perceived by the Trainee Primary Teacher of Ist and IInd Year.

Hypothesis Testing:

H₀: There is no significant difference in the Level of Readiness of the T3A (Transformative Amalgamated Assessment Approach) of the teacher assessment domain as perceived by the Ist and IInd Year Trainee Primary Teacher.

Table –11: Mean Scores, SD, ‘t’ -values of assessment score: Ist year and IInd Year Trainee Primary Teacher of Teacher-Assessment domain.

Trainee Primary Teacher	Mean	N	S. D	‘t’ Value	S/NS
Ist Year	58.94	50	4.92	1.7*	NS
IInd Year	57.12	50	5.73		

* ‘p’=0.09 (Two- tail) > ‘α’=0.05

According to the Table-11, the mean value score for the teacher assessment domain of the Ist and IInd Year trainee primary teacher is found to be 58.94 and 57.12. Also, the Null Hypothesis H₀₆ is accepted.

This indicates the acceptance of the Null Hypothesis, which states that there is no significant difference in the Level of Readiness of T3A (Transformative Amalgamated Assessment Approach) of the teacher assessment domain as perceived by the Trainee Primary Teacher of Ist and IInd Year.

DISCUSSION AND CONCLUSION:

The self-assessment, peer assessment and the teacher assessment domain score for the Ist year Trainee Primary Teacher is found to be slightly higher or almost similar to the that observed for the IInd Year Trainee Primary Teacher. It is also found that there is no significant difference in the self-assessment & peer assessment, peer assessment & teacher assessment as well as between teacher assessment and the self-assessment domain score of T3A (Transformative Amalgamated Assessment score, for the overall trainee primary teacher. It is also found that there is no significant difference among self-assessment domain score, peer assessment domain score, teacher assessment domain score of T3A (Transformative Amalgamated Assessment Approach) for the Ist year and the IInd year trainee primary teacher.

DELIMITATION: The present study the following delimitation

(a)Only one Govt. DIET of Delhi, was approached for study, (b)The study focusses on exploring the Level of Readiness for Transformative Amalgamated Assessment Approach (T3A), which consist of self-assessment, peer-assessment and the teacher assessment, but the parents’ contribution was not explored, (c)The study is confined to DIETs trainee primary teacher only, however educational institution other than DIETs can be approached for the study.

SCOPE FOR FUTURE RESEARCH:

(a)Large sample size can be used, (b)More institutions can be taken up for the study. (c)Parent’s perceptions about T3A can also be explored and compare with stake holders’ remarks, (d)The study can be carried out in the different school (Govt. and Private) and at different levels of school years.

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