

EDITORIAL

Every year, children move up to higher classes by achieving certain level of learning, set as a prerequisite for the higher class. Achievement of learning can be measured using various methods called assessment. Assessment is the process of gathering information that accurately reflects how a student is achieving the curriculum expectations in a subject or course. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards. The primary purpose of assessment and evaluation is to improve student's learning. The present issue is a special issue that includes fundamental principles involved in assessment and establishes criteria with which evaluation can be done. It guides the development of high quality assessment tasks to improve performance standards.

In the article, "Examination Reforms", Sharad Sinha highlights the ways in which examination in school are conducted, and discusses various examination reforms required for the holistic development of the students.

The article, "Assessment in Science and Mathematics at the Elementary Stage", by AK Rajput provides information about specific characteristics of assessment in Science and Mathematics. It explains how collaborative assessment along with self-assessment cultivates the development of students' autonomy as lifelong learners. Furthermore,

taking advantage of technology proves to be very effective in this whole process. So, depending upon the need and nature of assessment, proper adaptations should always be welcomed.

The article, "Role of Assessment for Learning of Science at School Level" by Rachna Garg discusses how the role of assessment has changed over a period of time and how these changes affect the assessment practices. It also discusses how formative assessment, also called assessment of learning, improves learning. It helps the teachers to understand students' learning and their progress.

The article, "Use of Portfolio Assessment in Teaching of Science", by Indrani S. Bhaduri and Sreyoshi Bhaduri looks at portfolio assessment in the context of a science classroom. Portfolio assessment comes in play in this regard by providing a special dynamic mapping tool for learning process. This assessment tool may be adopted to successfully gauge the student's potential and commitment to learning of sciences.

In the article, "Analysis of CBSE Question Papers at the Higher Secondary Stage for the Years 2012 to 2014 (Mathematics)", AK Wazalwar describes various attempts that are being made to remove the rote learning among students and to equip them with the required skill-sets. The author attempts to see how learning the assessment of students, especially Board examinations, plays a vital

role in shaping transactional strategies in the classrooms.

In the article, "Analysis of CBSE Question Papers in Biology", the authors, Sunita Farkya and BK Tripathi have compared the items of the question papers in the years 2012, 2013 and 2014 on the basis of qualitative and quantitative parameters. The authors have also studied the changing trends in the type of questions asked for the proper evaluation of quality of students' learning.

It also discusses about paradigm shift in the methods of assessment and evaluation to be adopted time-to-time for making this process of assessment more transparent and efficient.

We sincerely hope that our readers would find the articles, features and news interesting and informative. Your valuable suggestions, observations and comments are always welcome to bring further improvement in the quality of journal.