



# A Study Of The Effects On The Achievement Of CWSN (Children With Special Needs) Of The Teaching Program Based On Portfolio Assessment Techniques

## Research Guide

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## Abstract

According to the portfolio assessment technique if a teacher or mentor assessed every child with special needs (CWSN) through total learning management and provide diverse, expressive, action-oriented, collaborative, participatory, enjoyable learning experience to achieve the milestones of the student's learning progress, he can reach the expected level of learning, even if it is a child with special needs. The portfolio cognitive assessment technique is no doubt helpful to the teachers to achieve a comprehensive picture of all abilities of students (CWSN) i.e. level of understanding, level of application, skill ability, social commitment and outstanding performance. It is also in National Education Policy 2020, as the 360-degree holistic assessment technique.

## Introduction

On 15 August 2021, on the occasion of India's 74th Independence Day, the Prime Minister of India, Mr. Narendra Modi, while dedicating the National Education Policy 2020 to the country, announced self-reliant India, setting the responsibility of the education system for how to develop new teaching methods in India through education for global citizenship.

According to the National Education Policy 2020, the main goal is to mainstream and retain two crore out-of-school children. Among these two crore out-of-school children, the proportion of children with special needs (CWSN) is very high. The vision pedagogy of National Education Policy 2020 for students with special needs is of very good standard and considered separately for each child with special needs. The learning style

of these children is different from that of normal children and if these children are given proper educational management according to their category and needs, bringing all the children with special needs into the mainstream of the school and taking them to the expected level of study will be easily achieved. Hence, maximum number of out-of-school children will enter the mainstream of education.

No matter how good the vision pedagogy of the National Education Policy 2020 is for children with special needs, it is important that to find the information of how many children with special needs currently reach the expected level of education or how many students are currently in the mainstream of school and exactly which children with special needs are out of school. The system has not proper information and even if it is, then it's in very complicated and chaotic form. At present only certification and providing aids as per demand are seen to be happening on a large scale. But how much a student with special needs has learned, what problems he has in his studies is not taken seriously. Therefore, if children with special needs are to be brought into the mainstream of the society, new teaching and evaluation techniques will have to be studied to help them reach the expected level of learning by properly determining their stages of progress, and they will have to be successfully implemented.

While visiting the schools in the block it revealed that the subject experts and special teachers are dealing with children with special needs in a traditional way and are confused about the use of assessment tools and techniques. Children with special needs are seen good in assessment but it is necessary to visit these students daily and note the stages of their progress and give them learning experience accordingly. It is very important for subject experts and special educators to understand that assessment techniques that accurately describe the current developmental level of children with special needs to the expected level of development must be studied and implemented perfectly. It helps to understand the learning of students.

Presently in the 21st century, the portfolio epistemological assessment technique is considered to be the best assessment technique that perfectly describes all the stages of the students' progress and helps the teachers to identify the current learning level of the students and take them to the expected learning level. Therefore, the researcher has decided to develop and successfully implement a teaching program based on the cognitive evaluation technique of portfolio for the progress of students with special needs.

### **Students with Special Needs (CWSN)**

Students with special needs are those students whose educational needs need to be met in a specific manner and considering physical, mental, intellectual disabilities or deficiencies, medical as well as early intervention and management and educational rehabilitation needs can be met with the help of specialists.

### **Portfolio Epistemological Assessment Technique**

A technique that perfectly describes all the stages in the progress of the students' learning and helps the teacher to identify the current level of the students and take them to the desired level of the learning is the portfolio cognitive assessment technique.

### **Characteristics of Portfolio Evaluation Techniques**

1. Portfolio assessment technique helps teachers and students to understand whether students have done comprehension, application correctly or not, and where mistakes have been made.
2. Portfolio assessment techniques are used to keep a qualitative record of all students and from this record teachers get a clear idea of what measures to take and what learning experiences to provide. Hence portfolio evaluation technique is useful for qualitative evaluation.
3. Through portfolio evaluation technique, a teacher gets information about the students' learning habits, their inclination, interest, choice, current state of understanding as well as definite evidence of all the progress stages of the study.
4. Through the portfolio evaluation technique, parents, co-teachers understand all the information about the actions taken by the student as well as which actions are necessary for learning at a moment's notice.
5. The portfolio assessment technique allows the student to verify his or her own material as well as each activity and also allows the student to verify how he or she is evaluating himself or herself.

6. Through the portfolio evaluation technique, the teachers get definite direction about what is the actual condition of the students, how it should be, what is going well, what is not going well, at what time, where and what changes should be made.
7. Student portfolio is a matter that is shaped through participatory positive action negotiation and discussion between teacher and student.
8. If portfolio is widely used in the teaching and learning of cognitive constructivist assessment technique, the students will study in a pleasant manner by increasing the confidence of the students and the teachers will always take care that the students will come into the mainstream of the school by seeing all the records and teaching them in a pleasant and varied way.

## **Guidelines for Creating a Student Portfolio**

### **1. Setting Objectives**

When creating any student portfolio, the teacher and student should first come together to define clearly and objectively what they want to achieve and clearly define the roles of the teacher and students at each stage of the study.

### **2. Setting of Portfolio Type**

Once the objective is determined, the teacher should select the appropriate portfolio type according to the student's needs among the various types of portfolios.

## **Types of Portfolios**

### **2.1. Showcase Portfolio**

This type of portfolio contains detailed progress information on what you want to achieve or get some certification.

### **2.2. Representative Portfolio**

This type of portfolio contains detailed progress information on how to represent a piece of work.

### **2.3. Growth Portfolio**

This type of portfolio details the progress stages of how a piece of work is progressively developed.

### **2.4. Evaluation Portfolio**

This type of portfolio has a fixed set of standards, one owner's stage is not completed until another standard is met. Progress is clearly indicated as incomplete unless all criteria for a progress stage are met. That is, if the current status of the student's study is the first stage, then the expected state of the student's study is the last stage i.e. the standard. The teacher will continue to provide guidance and support to the student until the student reaches the expected learning level.

The teacher should choose one of the above portfolio types according to the needs of the teacher and students. A point to remember here is that, if the teacher makes a wrong choice while selecting the portfolio, the student's portfolio will be wrongly prepared and the assessment will not be done properly and the student will not reach his or her expected level of study. So, choose the type of portfolio carefully.

### **3. Ensure the Progress Stages**

After selecting a suitable type of portfolio according to the needs of the students, the teacher should ensure the stage of progress of the students according to the characteristics of the type of portfolio chosen.

### **3.1. Ensure the Current Understanding of Students**

The teacher should first ensure the current state of the student's understanding through some records, evidence, observations, acquisition tests and other standardized tests.

### **3.2. Ensuring the Student-Teacher Interaction**

After the ensuring the current state of the students' understanding, the teacher has to determine the interaction between the teacher and the students in order to take the student to his desired learning level, including what will be the study and teaching materials, what will be the sequence of activities, what will be the participatory and cooperative positive interactions between the teacher and students, how to create the environment. The roles of teachers and students will be determined as will be done.

### **3.3. Implementation**

A task statement will explain how to strictly implement taking the student to the desired level of learning. It will have a time-based task statement of teachers and students in a fixed order. A key feature to note is that it lacks flexibility as it has a date-wise work statement, so if one thing slips, we have to start from where we left off. So, we have to review each stage of student's progress and give treatment accordingly and only then move forward.

## **4. Procedure of Evaluation**

The grading process or evaluation should be carefully determined to ascertain whether the student has reached the expected level of learning. In the grading process, the assessment criteria should be determined according to the stage of progress of the students. It should also be determined whether we want to do holistic or deep analysis. Meaning, the technique or tool of assessment should be determined in such a way that the ability of the students to be tested is representative of the ability to be verified.

## **5. Student Participation and Response**

While creating student portfolios, it should also be determined when and where the opportunities for student participation will be, what kind of response is expected from the student, and how the teacher will coordinate student participation and response.

## **6. Teachers' Review and Feedback**

The portfolio assessment technique cannot be used properly unless the teacher ensure when and where to provide feedback, support, guidance, and help to the students.

## **7. Selection of Experts**

In order to take the students to the expected level of learning, it should also be determined in advance which experts will be taken for help when the teacher faces personal difficulties in removing obstacles in the understanding or progress of the students.

In this way the portfolio of the students will be prepared and if the portfolio is done as per the above guideline, then the students will definitely reach their expected level of learning.

## **1. Statement of Problem**

A study of the effect of teaching program based on portfolio assessment technique on the achievement of students with special needs in Bhandara district.

## 2. Objectives of the Research

- 2.1. Formulation of action plan for children with special needs in Bhandara district as per category wise portfolio assessment technique.
- 2.2. Implementation of action plan designed as per category wise portfolio assessment technique for children with special needs in Bhandara district.
- 2.3. To study the effectiveness of action plan designed according to category wise portfolio evaluation technique for children with special needs in Bhandara district.

## 3. Hypothesis

### 3.1. Null hypothesis

There is no significant difference in the achievement of students with special needs in Bhandara district as a result of the action program designed using the portfolio epistemological assessment technique.

## 4. Research Methods

The present research is conducted using experimental research method.

## 5. Research design

The single group design is used in the present research.

## 6. Sampling

For the purpose of the present research, children with special needs were selected by lottery method in Tumsar and Mohadi blocks of Bhandara district. Accordingly, a total of 24 students were selected from the 1<sup>st</sup> to 10<sup>th</sup> classes of these two blocks.

## 7. Research Method

- 7.1. The epistemological assessment technique of portfolio was studied in depth initially.
- 7.2. After, the researchers completed the training of the subject experts and special teachers of the block resource centre of the concerned blocks on how to prepare category wise portfolios for children with special needs.
- 7.3. A pre-test (Achievement Test) was conducted for each student separately to see the category wise status of students with special needs.
- 7.4. After the pre-test, Teaching Learning Management of each student with special needs has specified separately and also identified the current status of the students to the expected level of learning. A student-wise portfolio was created for how to carry.
- 7.5. After preparation of independent portfolio of students with special needs, an action program based on cognitive constructivist assessment technique was prepared for the period from February 2022 to March 2022 with the help of subject experts and special teachers.
- 7.6. An action program based on the epistemological evaluation technique of portfolio was rigorously implemented in Tumsar and Mohadi block from April 2022 to May 2022.
- 7.7. The post-test was then conducted to determine whether the students with special needs had attained their expected level of learning. (This post-test was conducted using independent assessment techniques or tools).
- 7.8. After this, conclusions were drawn by comparing the pre-test and post-test of students with special needs. (The statistical tool 't'-test was used to test the hypothesis and draw conclusions).
- 7.9. Conducting a collaborative meeting of subject experts and special educators of Bhandara district to determine the impact of the portfolio-based teaching program on students with special needs. Recommendations and suggestions were made through focus group discussion.

## 8. Research Conclusion

Sr. No.	Statistics Tools	Group I : Pre-Test	Group II : Post-Test
1	MEAN	9.63	13.42
2	SD	1.38	1.72
3	SEM	0.28	0.35

**N-24**

**DF-23**

**T-14.09**

### Testing of Hypothesis

#### Null Hypothesis of the Present Research

There is no significant difference in the achievement of students with special needs in Bhandara district due to the action program designed according to the portfolio cognitive evaluation technique.

While testing the null hypothesis, the 't' coefficient for 24 students with special needs is 14.09 and the table value for 0.10 level is 1.71 and for 0.05 level is 2.069 and at 0.01 level, the table value is 3.76. Therefore the 't' value is greater than the table value, so the null hypothesis has to be rejected.

#### Interpretation

While testing the hypothesis of the teaching activity program prepared according to the cognitive evaluation technique of portfolio to increase the achievement of students with special needs in Bhandara district, the 't' value is higher than the table value. So, it is seen that the teaching program based on the portfolio evaluation technique has a significant increase in the achievement of students.

## 9. Research Findings

A teaching action program based on the portfolio epistemological assessment technique had a positive effect on the achievement of students with special needs in Bhandara district.

## 10. Discussion and Recommendations

- 10.1. A student with special needs in any category is sure to reach his desired level of learning with a teaching program based on portfolio assessment techniques.
- 10.2. If a child with special needs is properly identified and guided continuously at the stage of his/her progress, the student will definitely reach his/her expected level of study.
- 10.3. If the teacher provides a positive participatory active learning experience for students with special needs, these students will be included in the mainstream of education.
- 10.4. A child with special needs has a separate identity, require special needs, expects help and if his self-esteem is enhanced, the teacher will not face any problem in managing these children.
- 10.5. A student with special needs can learn any subject effectively, if implemented rigorously with action programs based on Portfolio constructivist assessment techniques.
- 10.6. **Portfolio Epistemology:** As per the evaluation technique, teachers and subject experts and special teachers provide personal guidance to the students regarding actions, problem solving and practice at every stage of the learning level of the students with special needs, so the student surely reaches to the expected level of his learning.

- 10.7. Portfolio is designed and implemented as an action program based on the cognitive assessment technique, while addressing each student with special needs independently according to his/her understanding and interests in a timely manner.
- 10.8. While implementing action programs according to portfolio epistemological assessment techniques, students construct their own knowledge based on their own experiences and a pleasant atmosphere of trust between teacher and students plays an important role in portfolio completion.
- 10.9. While creating a portfolio of children with special needs as per the portfolio cognitive assessment technique, the active participation of the students and teachers, subject specialist, special teachers is clearly shown and the overall plan of the exact activities and duration is understood at a glance.
- 10.10. When using portfolio evaluation technique, perfect planning of learning and teaching materials is done by subject expert, special teachers and assistants.
- 10.11. In order to increase the success of portfolio as a formative assessment technique, subject experts and special teachers must use English Language Teaching Learning Material Kit and Marathi Language Teaching Learning Material Kit, Maths Teaching Learning Material Kit, YouTube videos, various verbal games and self-made cards in the teaching and assessment process of CWSN and other students also.

## 11. Conclusion

At present, the problem of students with special needs is increasing significantly because these students do not seem to think independently about which teaching methods, evaluation techniques and tools will be useful, even though it is important to consider modernity according to the changing times, it is seen to be ignored. With changing times there is an expectation of accurate assessment by subject experts and special educators, so that students with special needs can be managed accurately. For this purpose, subject experts and special teachers are expected to have the ability to use new teaching methods, evaluation techniques and tools, the ability to plan carefully and strictly implement them. Therefore, portfolio as a formative assessment technique should be used by all subject experts and special teachers for their students, so that the goal of National Education Policy 2020 is to mainstream two crore out-of-school children will be achieved.

## 12. References

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