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INTEGRATING DIFFERENT EVALUATION MEASURES WITH CLASSROOM LIFE: A STEP TOWARDS CCE

DR. SUBHASH MISRA*

Declaration

The Declaration of the author for publication of Research Paper in The Indian Journal of Research Anvikshiki ISSN 0973-9777 Bi-monthly International Journal of all Research: I, *Subhash Misra* the author of the research paper entitled INTEGRATING DIFFERENT EVALUATION MEASURES WITH CLASSROOM LIFE: A STEP TOWARDS CCE declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in Anvikshiki journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of Anvikshiki Journal to own the copyright of my research paper.

Abstract

Teaching, learning and evaluation are the three pillars of education and the success of the teaching depends upon the continuous evaluation of the teaching and also of the learners' progress and thereafter adopting the follow up measures for the better results. Each and every teacher is expected to evaluate his work continuously in the light of the performance of his pupils by discovering their strengths and weaknesses and the merits and demerits of their performance. Various evaluation measures can be integrated with classroom life to mentor and monitor the teaching-learning process. If we may deploy various sources of evaluation to facilitate the teaching-learning, the learners may get continuous and comprehensive feedback about their progress which may serve the purpose of evaluation appropriately. This paper will explore the possibilities of integrating different evaluation measures with classroom life to make evaluation continuous and comprehensive.

Key Terms: Continuous Comprehensive Evaluation, Self Evaluation, Peer-Evaluation, Teacher Evaluation

The traditional system of evaluation which is rigidly structured on “making judgments” about students learning and which does not cater the diverse need and interest of the learners and bound them to mug-up the every nook and cranny of the text-books without understanding them properly has been critically discussed and criticized by Radhakrishnan Commission(1948), Mudaliar Commission(1952), Kothari Commission (1964-66), NPE (1986 & 1992), Acharya Rammurty Committee (1990), Yashpal Committee (1993) and NCF 2005 . Despite several efforts to make evaluation system more efficient and learner centric, emphasis remained on collecting information for improving students learning. The role of evaluation is to test the acquisition of knowledge and competence, not the factual trivia. Today the

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advent and advancement of technology has paved the way for reforming the entire educational process including evaluation. At present the use of modern technology aided teaching is to be done efficiently in the classroom and for this the teachers are to be trained and oriented in such a way that they become skillful in the use of the technology for the minimum teaching and the maximum learning and also it is to be kept in mind by the teachers that a good coordination and rapport between the teacher and the pupils is to be established so that the feelings of self-reliance and the self-confidence are developed in pupils and the changes in interests, beliefs, values, attitudes and goals take place in a natural way. The evaluation process should be viewed as a facilitator to provide remedial measures, not the stressful environment which hinders the path of learning. The assessment is an integral part of the instructional process. The evaluation of the teaching is done in terms of the achievement of the pupils. The systematic process of evaluation involves the controlled observation and assessment of learning experiences and the behaviour of the learners. In the light of the educational objectives, the evaluation is brought into process. The value judgment is the soul of evaluation. Thus assessment is primarily concerned with providing guidance and feedback to the learner, hence ‘assessment’ means- ‘estimate the worth or extent of, judge or evaluate. Teachers are inevitably involved in assessing learners and this is the most important of everyone’s work. It is generally agreed that it is the single most important influence on learning. Evaluations are means for evaluating the performance of any student in a particular programme. Evaluation must focus on development of cognitive and non-cognitive capacities. As suggested in National Curriculum Framework for School Education (2000), Evaluation may be viewed in three different ways; first by assessing the students’ progress with reference to their own selves (self-referenced), secondly, with reference to the criteria set by their teacher (criterion-referenced), and thirdly, with reference to the progress made by their peer groups (norm-referenced). These all ways of evaluation should be integrated and built in with the teaching-learning process and must be carried through-out the entire period of teaching-learning with the aim of mentoring and monitoring. Evaluation should deploy all the sources of evaluation to facilitate learners to get feedback about their progress without inflicting them. The three main sources of evaluation are self-evaluation, peer-evaluation and teacher evaluation which should be integrated in the evaluation process to make evaluation more comprehensive.

Self Evaluation: Self Evaluation is not the method but source of assessment and can be used with different methods and tools. It can be applied to any learning outcome, including products, performances and processes. The tools used to support the self assessment include open-ended self-reports, questionnaire or checklists. It is important in promoting learning as it provides the student with a progressively fuller individual profile. A student traits himself or herself to become expert evaluator of his/her own abilities. A student can demonstrate his/her own self-evaluative capability. It works as an agent of self-insight and self motivation in learning. With these students as well teachers and other individuals are enabled to set their own direction and measure their own progress. It helps students to consolidate or integrate acquired learning in units, syllabus or their own experiences. Students can be proactive in the process of evaluation. The following is one model example for social science classroom life, the same way we may devise mechanism for other subjects also to encourage self-evaluation among the learners which will involve them in the process of evaluation.

Model of Self-Evaluation for Social Studies Classroom Life: (To be completed by each student at the end of every week/ after completion of every unit or topic.)

Name of the learner.....Class.....Age..... course: Social Studies.
Topic: River Valley Civilizations: Indus Valley Civilization

1. Out of class Practice

How much time out of class you have spent: (Approx hours)

Reading the content of text- book: _____

Listening to others on the same topic: _____

Group Discussions/Interactions: _____

Audio-Visual Presentations: _____

2. Who have spoken on this issue (Classroom Interaction)?

Your teacher: _____

Classmates' _____

Any other subject teacher _____

Any guest speaker _____

3. Do you feel your conversations were generally successful? Yes/ No

Why and how? _____

4. Have you learnt about the features of a civilization and understood that different civilizations existed in the ancient times.

5. What kinds of activities have been organized by your teacher based on this topic?

Screening of historical film _____

Dramatization Programme _____

Organization of Exhibition _____

Excursion/Study tour/Field trip _____

Any other activity _____

6. What kind of activity you have organized based on this topic?

What did you think of it? _____

Did it help with your understanding? _____

If yes, how? _____

If no, why not? _____

7. Have you written anything about this topic or related to this?

If yes, what? (Only important points) _____

8. Write down some of salient features of Indus Valley Civilization

9. Write down reasons for the decline of Indus Valley Civilization

10. Write down some concepts which you have learnt in this unit.

11. Prepare a project report on the Indus Valley Civilization highlighting different aspects like town planning, roads, houses, drains, great-bath, main occupation, trade and commerce, agriculture, religious beliefs, scripts and writing system, art and entertainment systems, political and social system etc

(Evaluate your Project with the help of peer-group and teacher)

12. Collect pictures of the Bronze Age civilizations and prepare a collage.

(Evaluate with the help of peer-group and teacher)

13. Compare between the Indus Valley Civilization and present day society.

(Evaluate with the help of peer-group and teacher)

14. Do You Know about other river valley civilizations like-Mesopotamian Civilization, Egyptian Civilization and Chinese Civilization?

If Yes, What are the similarities and differences _____

(Evaluate with the help of peer-group)

15. On the Political map of world mark the region of all the river valley civilizations and on the map of India, mark the places like-Harappa, Mohenjodaro, Lothal, Kalibanga.

(Evaluate with the help of peer-group and teacher)

Now rate your class and other activities on this topic on your own personal scale from 1-10

1= lowest

10= highest

1 2 3 4 5 6 7 8 9 10

Peer Evaluation: Peers are people working together. A rating procedure that is especially useful in obtaining peer assessment is the nominating techniques. Originally developed in sociometry (J. L. Moreno, 1953) for investigating group structure, this techniques may be used within any group of peers who have been together long enough to be acquainted with one another, as in a class, factory, club or military unit. Each Individual is asked to choose one or more group members with whom he or she should like to study, work, eat lunch or carry out any other designated function. Respondents may be asked to nominate as many group members they wish, or a specified member such as (first second or third choice) or only one person for each function. It is to be added that peer assessment can also be obtained through other procedures such as ranking or rating, but the nominating technique seems to have proved most successful and has used most often. Such ratings normally have been found to have good concurrent and predictive validity. They may thus be better judge of certain interpersonal traits than teachers, supervisors and other outsider. They may use various techniques of evaluation like- Observation, Questions & answers, Listening, Discussion as conversations, Assessing written work, assignments, drawings and construction, Assessment through play, participation in co-curricular activities etc. According to Falchikov (1995)-"The overwhelming view arrived at after observing the results of over 20 years of peer assessment studies, is that peer assessment is seriously a useful reliable and valid exercise". In some cases peers have been found to judge a task better than teachers because they spend much time with their colleagues than their teachers. They also develop interpersonal skills, e.g. giving feedback to their peers. It saves tutorial time e.g. instead of evaluating assignments, the tutor may moderate the results of peer evaluation.

Model of Peer-Evaluation for Social Studies Classroom Life: (To be completed by each student for their peer-member at the end of every week/ after completion of every unit or topic)

Name of the learner.....Class.....Age..... course: Social Studies.

Topic: River Valley Civilizations: Indus Valley Civilization

1. Out of class Practice

How much time out of class your peer member has spent in: (Approx hours)

Reading the content of text- book: _____

Listening to others on the same topic: _____

Group Discussions/Interactions: _____

Watching Audio-Visual Presentations: _____

2. Your peer-member was involved in the learning process?

Totally/Limited/ Not at all: _____

Any other remark _____

3. How was his/her performance in your opinion? : _____

Any other remark _____

4. Do you feel your peer member took part in conversations Yes/ No
Rate on the scale: Excellent/Average/ Below Average/No participaion

5. Have your peer-member learnt about the features of a civilization and understood that different civilizations existed in the ancient times.

6. What kinds of activities have been more interesting and beneficial for your peer-member?

Screening of historical film _____

Dramatization Programme _____

Organization of Exhibition _____

Excursion/Study tour/Field trip _____

Any other activity _____

7. What kind of activity your peer has organized or initiated based on this topic?

What did you think of it? _____

Indicate changes that you feel may enhance his/her performance?

8. Have your peer member written anything about this topic or related to this?

If yes, suggest him to improve more _____

9. Evaluate the project report of your peer member on the Indus Valley Civilization

a. Level of Involvement in the project: _____

b. Co-operation with other members : _____

c. Highlights of different aspects _____

d. Difficulties and problems faced: _____

e. The best part of the Project: _____

f. Suggestion if any, : _____

g. Does your peer member need any additional help in understanding the topic? If yes, what type of help is needed?

Now rate your peer member's activities on this topic on your own personal scale from 1-10

1= lowest

10= highest

1 2 3 4 5 6 7 8 9 10

The role of the teacher in peer evaluation shifts toward that of external examiner, moderator and monitor of the process. As with the external examiners, the teacher is usually the final arbiter. Thus the fear that the peer evaluation means the abrogation of the teaching authority has no grounded.

Teacher Evaluation: Teachers mostly consider evaluation as a systematic process of determining the extent to which educational objectives are achieved by the learners. They first determine the educational objectives and with pre-determined objectives complete the teaching-learning process and finally judge the extent of progress. They plan for evaluating the terminal behaviours through planning of evaluation at the end of completion of topic or unit or at the end of course by preparing a blue-print to ensure the attainment of all the domain i.e. cognitive, affective and psycho-motor, framing questions, sampling each of the objectives and content elements and finally scoring the correct responses of the learner on a given test. The teachers plan for formative and summative assessments and finally they combine all kind of evaluation i.e. scholastic and non-scholastic to evaluate the progress of the student to make comprehensive judgments. Now computers are also used to develop rubric for making evaluation more comprehensive and objective.

Conclusion

Evaluation of educational programme traditionally connotes what a learner has been able to attain knowledge, understanding, skill and others as a result of teaching-learning process in a particular programme. It reflects only on learning outcomes but learning experiences are also more important and must be evaluated. With the growing concern of making evaluation more comprehensive to help the learners in getting feedback about their strengths and weaknesses for the improvement of learning, the task of evaluation has become more challenging. NCF, 2005 clearly says, "Any meaningful report on the quality and extent of a child's learning needs to be comprehensive". Evaluation is not only the term-end or end-of the course activity; rather it is integral and continuous. The evaluation process should be viewed as a broad comprehensive concept concerned with variety of tools and techniques to collect information about the progress of learner and the programme. It should not promote the fidelity of the text-books or the learnt material; instead it should promote proper understanding of the concepts and phenomenon. It should focus on the total growth of the learner. Evaluation should be considered as integral part of the teaching-learning process and the evaluation data should be collected through various techniques and procedures of evaluation to intermingle the information to be used more as a feedback device so that proper remedial instruction could be taken to improve students' learning and set standards for them to strive towards. The feedbacks received through self-evaluation and peer-evaluation may provide comprehensive information and may help in reducing stress of examinations and evaluations of traditional system which impeded the process of learning and inflict the learner. With the help of self-evaluation, peer-evaluation and teacher evaluation, learner's progress can be evaluated through the portfolio mode by making evaluation canvas broader. Highlighting the need of redefining and seeking new parameters for and ways of evaluation and feedback, NCF,2005 asserts, "In addition to the learner's achievements in specific subject areas that lend themselves to testing easily, assessment would need to encompass attitudes to learning, interest, and the ability to learn independently". This is possible only by integrating different evaluation patterns with classroom life and covering all aspects of the learner's development and making evaluation more continuous and comprehensive.

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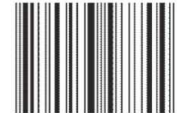
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