



Evaluation: From Paper-Pencil to Holistic Development

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Evaluation, Classrooms, Learner, CCE.

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ABSTRACT

Education is an effective tool for the development and progress of any civilised society. But a better education needs a systematic and conducive system of teaching and learning. Teaching cannot occur without high quality standardized evaluation. In every society certain kind of measurement criteria works in every sphere same as evaluation is conducted in education- to judge the worth, to promote, to distinguish, to select and to identify. The evaluation criteria followed in Indian Education system seems to be unfit for the developing society as it lacks assessment essential for holistic development. This article highlights the focus areas of research conducted in the area of evaluation with a special focus over the span of years 2001-2014. During these years Continuous and Comprehensive Evaluation has emerged with an objective to remove the redundancies of the traditional evaluation system.

Evaluation: The Wider Meaning

Evaluation as a process involves learner(s), teacher(s) and curricular practices. This trio has undergone a widening shift in past few years. With the recent advances in educational theories along with the invent of scientific testing procedures, it is now evident that the evaluation pattern followed in most of our schools merely test the memory of the students. It forgets to incorporate creativity, innovation, thinking ability and skills required for- learning to learn and live. The game of question-answer continues till a learner (if intelligent- indeed) choose a profession for livelihood or becomes a failure in life. Therefore, it's a question paper which decides the future of an individual which further puts a question mark on the examination pattern followed in the country at all levels.

Preparing Holistic Learners: Reviewing Continuous and Comprehensive Evaluation

Rao and Rao (2001) studied the effectiveness and impact of continuous and comprehensive evaluation over the evaluation practices of primary school teachers. It was found that it is necessary to make evaluation school-based, which will incorporate a continuous evaluation of both scholastic and co-scholastic areas. It was found essential to equip the teachers with the skills and competencies of evaluation so that they may be able to integrate evaluation well with the teaching- learning process.

Pani (2004) conducted an experimental study to assess the impact of CCE on achievement of primary school children in the state of Orissa. The findings of the study suggest that CCE has significant effect on both the scholastic and co-scholastic areas. Interaction of treatment and area has no significant effect on scholastic achievement in Mathematics, Language and Environmental study- for class V children. Locale (urban and rural) along with interaction of treatment and area has no significant effect on performance of class V children with regard to regularity, punctuality, discipline and cleanliness. However, Mathematics, Language and Environmental Study have significant relationship with above four aspects.

Baskaran S.H., Sadatcharavel N. and Baskaran D. (2005) emphasise that evaluation should be integrated with the process

of teaching and learning. The greater the integration the better is the outcome of learning.

Sarkaria (2006) in research on perceptions of teacher educators towards evaluation and examination system of Elementary Teachers Training course (ETT) in District Institute of Educational Training of Punjab found that the effectiveness of evaluation and examination system of this course in Punjab is far from satisfactory on various dimensions. Although it has been universally realized that CCE is an effective measure for holistic development but it has not been implemented in letter and spirit in DIETs. The evaluation and examination system should be revised so as to incorporate CCE in its true form. In line with the latest concepts, trends and practices being successfully followed in many countries, the present system assigning raw marks should be replaced with the Choice Based Credit System (CBCS) to ensure quality in evaluation and make it free from number of shortcomings.

Rana and Aswal (2009) in their study of continuous and comprehensive evaluation in the schools and its impact on the achievement level of the students observed that CCE has improved the achievement of the student(s) but to some extent has overburdened the student(s) and teacher(s) with extra work. A significant difference was found between the performance of girls and boys regarding the impact of CCE.

Bhattacharjee and Sarma (2010) argued on the status of co-scholastic activities in the school programme of the elementary schools. It was found that there are no formal guidelines from the Assam state authority for monitoring the supervision procedures for CCE. A few schools, on their own, have included a couple of classes here and there in the routine- to keep students engaged during breaks or absence of teachers. There is no formal evaluation process to assess the skills and capabilities of the students in co-scholastic activities. Only evaluation of art is done in a partial manner in the half yearly and annual examination. As such, the student's annual report cards do not have a separate column to grade their performance in these activities.

Kasture and Joshi (2011) carried out a study on innovative evaluation procedure for learners - reflection of teacher educators and B. Ed. trainees. The objectives were to find out the existing awareness among B.Ed. trainees regarding the importance of CCE, to study their views regarding implementation in teacher education program and to identify the obstacles and remedial measures in the implementation of CCE at school level. The findings of the study suggested that B.Ed. trainees were aware about CCE. Though they realized its importance and necessity, but they faced obstacles in evaluation procedure. The study suggested that by using these innovative evaluation methods, teacher(s) can turn ordinary students into active learners. It can facilitate all-round development and will be beneficial to provide all the students equal opportunity to display their individual potential. It is desirable to have school-based system of student's evaluation, both formative and summative. It is also helpful to the teacher to realize the effectiveness of teaching-learning process.

Nabiso (2011) studied the views, obstacles and new thoughts of primary teachers regarding CCE. About ninety percent primary teachers found it useful to understand the overall progress of students. It was helpful in students' qualitative and quantitative analysis. It was found that CCE is stress less and useful for skill development and overall evaluation. However, it is difficult to maintain all records. Also, CCE is time consuming and there is lack of knowledge about its implementation. It was found difficult to develop different types of tools for evaluation.

Verma and Singh (2012) seek to discuss teacher's opinion regarding CCE. The study aimed to find out the strength and weakness of CCE system and to compare the opinion of teacher's having training and without training in using this evaluation. The findings reflect that the teachers have positive opinion about the CCE system as it has improved the performance of the students. But pupil-teacher ratio should be reduced. The problems faced by teachers include lack of time for preparing the lessons and increased work load. A need of further training was asserted upon.

Singh and Singh (2012) conducted a study on the attitude of school teachers towards continuous and comprehensive evaluation with specific focus on the role of gender. An unfavourable attitude of male teachers was found whereas female teachers had less favourable attitude towards CCE.

Sonawanea and Isaveb (2012) in a study of continuous comprehensive evaluation scheme at Secondary School(s) in Pune district found that many of the evaluation practices carried out

in schools were not as per the CCE framework. There was lack of regular record maintenance and feedback. Teachers were not preparing their own evaluation tools. They considered CCE a very hectic process.

Angadi and Akki (2013) in an experimental study with secondary school students having English concluded that CCE has stronger impact on learning and academic achievements in this. Also, fixed interval schedule reinforcement has significant relationship and stronger impact on learning and academic achievements in English. Both were found often effective in improving learning outcome of secondary school students.

Singh, Patel and Desai (2013) in a study of attitude of student teachers towards CCE with reference to gender, caste and habitat revealed that the attitude of B.Ed. students of The Maharaja Sayajirao University of Baroda towards continuous internal assessment was found favourable. Majority of the pupil teachers were in the favour of continuation of this system of assessment with certain improvements. They felt that this system helps both teachers and students for improving themselves from time to time, in systematizing studies and students' attendance and in enhancing the achievement of the students.

Bansal (2014) found that CCE is interpreted as a massive increase in the quantity of short atomized tests which has encouraged reductionist approach to knowledge acquisition. The students pointed out that their behaviour gets contrived as soon as they realize that an external eye- referring to their teacher- was watching them. A lot of students find this evaluation system demotivating.

Concluding Remarks

Aswal and Dhulia (2015) concludes that though evaluation inside Indian classrooms is synonym to the irreversible judgments and mercurial subjectivity but, reforms have invariably been carried out in the traditional procedures and practices. Upon a similar note, it is essentially felt that the output of various academic endeavours is measured to assess its worth. But the assessment process needs to incorporate various dimensions such as life skills and co-scholastic activities which is a major strong point of continuous and comprehensive evaluation system. Though a number of researches are presently carried out in the area of Continuous and Comprehensive Evaluation with an objective to check its ground realities during the implementation in various schools, however it is felt that the teachers must be taught the intricacies of the evaluation system as well. The underlying philosophy needs to be revisited in order to understand and execute CCE in schools located in small towns and remote Indian villages also.

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