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Comparision Of Modern And Traditional System Of Evaluation: An Analysis

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ABSTRACT

School is an institution where talents are nurtured. Therefore it becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, character and physical ability of the learner. Indian education is moving from summative i.e. traditional system to a continuous i.e. Modern evaluation system. This study is an attempt to find out teachers' perception about the scheme of continuous and comprehensive modern evaluation, the problems they face while its execution and the suggestions that teachers want to give in making it effective and fruitful on ground realities.

The sample consisted of 25 government school teachers from Noida region. The result of the study revealed that currently the perception of government school teachers is average which indicates moderate Modern Evaluation adaptability modern system of evaluation by the teachers. The teachers are not adequately prepared for the effective execution of modern system of evaluation in government schools. Further the study revealed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of modern system of evaluation.

Index Terms: Modern, Traditional, System and Evaluation

INTRODUCTION

"Education as a planned endeavor, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring member of the society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate- in other words, to be inquisitive and to think independently." (Position Paper on Aims of Education,

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NCF 2005 NCERT). Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question to investigate and to think independently (CBSE manual, 2009, p.1).

Education plays a key role in the development of a nation. The education system in vogue in a country reflects the ethos, aspirations and expectations of a particular society. As aspirations and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise. Evaluation is very important component of the education system. It can make or destroy the purpose of education. Evaluation has remained a major irritant in the entire system of educational growth and development. It is the issue discussed widely but which could not be given a proper shape to solve the problems. All policy documents pertaining to Indian education stated that evaluation system in vogue was inadequate and required changes.

NEED OF THE STUDY

Reforms in the examination system are often recommended, sometimes discussed and rarely implemented. Introduction of grading system in assessment is one of such reforms which have undergone a painful journey. CBSE is on the threshold of replacing marks by grades for Class IX in 2010 and Class X board examination in 2011.

Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the ‘learn and forget’ syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners. It is this that has led to the emergence of the concept of Continuous and Comprehensive School-Based Evaluation.

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The issue of grading system has been discussed and debated up teen number of times in the National Conference of the Chairpersons of School Education (Avtar Singh, 2010). Since the concept of MODERN EVALUATION is new in India, there is a wide scope to explore this area.

CBSE introduced Teachers' Manual on Continuous and Comprehensive Evaluation that contains detailed guidelines on the methodology of evaluation, school based assessment, assessment of scholastic and co-scholastic areas, techniques and tools of evaluation and the implications for schools. In addition to this Manual, CBSE is also in the process of conducting training programs for principals and teachers of all schools affiliated to CBSE and it is hoped that the students, teachers, parents, principals and educational administrators will be involved in this collaborative venture. “Implementing MODERN EVALUATION is a huge task as it involves changing the mindset of teachers,” as quoted by Ms. Veenu Gupta, Commissioner and State Project Director of Sarva Shiksha Abhiyan.

Since it is the first time that CBSE has introduced MODERN EVALUATION in CBSE affiliated schools and has made quite a lot effort in its implementation in these schools. It is therefore pertinent to find out teachers’ perception about such a scheme of Continuous and Comprehensive evaluation, the problem they face in the execution of MODERN EVALUATION and if there are any suggestions they want to give in making MODERN EVALUATION effective and fruitful. It is this concern that has led the present investigator to find out the ground realities of MODERN EVALUATION in government schools.

Evaluation

A study was conducted by Bhattacharjee Archana and Sarma Nirmala (2009) on the Status of Co-Scholastic activities in the school programme of the elementary schools. The sample of the study consisted of 50 elementary school from three educational blocks of the district. Primary data was collected through interview schedule, observations recorded in the invigilator’s diary, focused group discussions with the respondent teachers of the sample schools and interview with various school functionaries. The study revealed that co-scholastic activities have not earned a proper place in the school routine. The teachers did not have any kind of formal training to

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handle the co-scholastic activities. There was also no evaluation of these activities either half yearly or annually.

Co-scholastic part of the curriculum\m was totally ignored in the school programme. Further Hazarika, D. (2009) conducted a study on the effectiveness of the present evaluation system in elementary level. The study was conducted in five districts- Bongaigaon, Kamrup, N.C., Hills. Sibsagar and Sonitpur. Data was collected from head teachers (146), assistant teachers (259), students (502) and parents (100) through questionnaires and interviews. Secondary information was gathered from Mission Office at state, district and block level. Data was analyzed using descriptive and inferential statistics. The major findings of the study revealed that the two third of the head-teachers received text books in time for distribution. Most of the schools had teachers trained in setting question papers. Quality of question paper was rated as average or below by few head -teachers. Most of the schools were able to complete the course in time. Most head teachers were in favor of regular monthly evaluations and ensured updating of the monthly evaluation registers, marks were converted into grades, many of them were not clear about the process of calculation of grades and hence most of the grades entered were wrongly calculated. Most of the schools had teachers trained in evaluation process. Regular remedial learning exercises for academically at students were conducted in schools. Students' lack of interest and lack of teachers was sighted as reason for not holding such classes in other schools. Most teachers consider present evaluation process as good/ very good. Most students stated that monthly evaluations are being conducted regularly and results were declared in time, course books were received in time. Nearly half of them felt that question papers were good, they get adequate time to attempt questions they were satisfied with present evaluation system, time to attempt questions, their parents interact with teachers.

Likewise Rajput, S., Tiwari, A.D. & Kumar, S. (2003) carried out a study on the development and implementation of school based evaluation scheme. A scheme of school based evaluation, based on the concept of Continuous and Comprehensive Evaluation was developed and implemented in four Demonstration Multipurpose Schools attached to Regional Institutes of Education located at Ajmer (Rajasthan), Bhopal (M.P.), Bhubaneswar (Orissa) and Mysore (Karnataka). The scheme was implemented for a full academic session on 1000 students in sampled schools. A monitoring and supervision system was also developed for smooth

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implementation of the scheme, getting feedback and providing interventions. The major findings of this study revealed that the teachers' work increased at the initiation of scheme but it came down to a Modern Evaluation table level once they understood the intricacies of the scheme. Teachers used variety of techniques for assessment of students' performance. Students learned about peer assessment and self-assessment techniques. Diagnostic testing and remedial instruction were found effective in improving students' performance. Students' performance improved steadily in co- curricular activities. Assessment of social & personal qualities developed awareness among the students and parents, students became more disciplined in school. Continuous monitoring helped teachers in strengthening their understanding of various techniques of evaluation. Non availability of competencies based text books, well defined competencies in co-curricular areas, exemplar materials for systematic development of social & personal qualities and insufficient activities for development of skills in health, physical education, art education and work experience were some of the lacunas identified during the course of implementation. Teachers need training in preparing formal diagnostic tests and remedial exercises.

Grading System

Siemat (2008) investigated a study on School grading: innovation in quality monitoring. The study was undertaken in four districts- Agra, Allahabad, Jhansi and Lucknow of Uttar Pradesh.. Data was collected from headmasters, teachers, NPRC / BRC coordinators and DIET mentor connected with the sample schools support & supervisory functionaries through questionnaires, interviews and discussions. The data was also collected from secondary sources - Government Orders. The main findings of the study were that the schools were evaluated on five indicators - infrastructure, community support, enrolment & attendance, teaching in classrooms and evaluation of students on basis of their marks in examination. The analysis showed that there have been two major shifts in the process of school grading. One was in year 2003 and the other in 2006. Regular academic support and supervision were perceived to have improved the functioning of schools and classroom processes as well as achieving better academic levels amongst children. The intervention of school grading was perceived by the school fraternity as an appropriate tool for self-assessment and self-improvement. BSA, ABSA and DIET mentors reported that school grading has been Modern Evaluation useful to quite an extent in achieving

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its objective of improving quality education in schools. All head-teachers & teachers acknowledged that BRC and CRC coordinator were providing regular academic support to them. Head-teachers and teachers perceived grading procedure as responsible for improving the school environment, be it infrastructure, classroom processes or student performance. School level stake holders were responding positively and were feeling more accountable. According to teachers (90%) results helped in identifying weak and underachieving students, as well as locate hard spots in the curricular areas and helped in planning corrective action through remedial teaching. Parents and community were aware of school grading (90%). However, grading has not affected community support or their participation in school functioning. Parents reported that students' achievement levels have also improved.

In the area of grading system a study have been conducted in India by Ramdas, V. and Divya, T. (2007) The study was carried out on 186 elementary school teachers selected from 14 schools in the Kannur and Palakkad district of Kerala that included eight government and six private schools. The study adopted a descriptive survey method to investigate the problems. The findings of the study revealed that most of the teachers possess substantial knowledge about the system of grading being implementing in Kerala. However a considerable number of them still have to understand the new system properly. Secondly the teachers have high appreciation for the grading, but they do not a Modern Evaluation it whole heartedly as most of them are neutral in their attitude towards the implementation of the new system. Lastly a considerable number of teachers face difficulties in assessing student's performance as desired by the grading system. Further Bursuck, William; And Others (1996) worked on "Report Card Grading and Adaptations: A National Survey of Classroom Practices." It was a national survey of elementary and secondary general education teachers (n=368, response rate of 52%) examined classroom grading practices, including grading adaptations for students with disabilities. Results of this survey indicated that teachers found certain adaptations (pass-fail grades, portfolios, multiple grades, and grading for effort) useful for students both with and without disabilities. (DB) Likewise Mead, James V. (1992) carried a study on grading in Washington D.C. In his study "Teachers' Evaluations of Student Work" he examined the criteria that elementary and secondary mathematics teachers use while assigning grades, the visible mark of a teacher's evaluation, when shown individual pieces of mathematics work. Data for this study came from the Teacher

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Education and Learning to teach longitudinal study of pre service programs, various types of on-the-job induction programs, and in service programs. Results of this study suggested that grading student work is a neglected subject and it appeared to be a distasteful and marginalized teacher activity. Grading practices have taken on a life of their own that justifies teacher educators' careful attention. How a grade is going to be assigned represents a novel point of entry to a discussion of instructional purpose and design; and lastly teacher educators might consider providing a sustained treatment of grading practices and their rationale.

Modern System of Evaluation i.e. Continuous and Comprehensive evaluation (MODERN EVALUATION)

Rao Manjula. P, 2006 conducted a study on "Impact of training in continuous and Comprehensive Evaluation on the Evaluation Practices of Teachers of Primary Schools in Tamil Nadu". This study deals with the role of continuous and Comprehensive Evaluation (MODERN EVALUATION) which is considered as very important when our aim is to improve learner's quality not only in the school subjects but also in their personal and social aspects. The continuous assessment in the context of school is considered as a continuous updating of teacher judgments about learners, which permit cumulative judgments about their performance to be made. In this study, an attempt was made to train the primary school teachers in the continuous and Comprehensive evaluation and to research upon its effectiveness. The main aim of this study was to study the impact of training programme on continuous and Comprehensive evaluation over the evaluation practices of primary school teachers. In pursuance of this, it was intended to: study the evaluation practices of teachers before implementing the training programme of Continuous and Comprehensive Evaluation; train the teachers in Continuous and Comprehensive Evaluation by using the developed training package; and study the impact of Continuous and Comprehensive Evaluation on the awareness and the classroom evaluation practices of teachers such as questioning skills, testing, recording and reporting procedures.

A training package on Continuous and Comprehensive Evaluation was developed and tried out on several primary school teachers from southern region as a part of PAC programme of the institution. The finalized material was used in this project to train the teachers in the evaluation at primary level. Therefore, this is an impact study wherein the effects of training programme in

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Continuous and Comprehensive Evaluation over the awareness and evaluation practices of the teachers were explored. in order to study the impact of the Continuous and Comprehensive Evaluation training programme on the awareness and the evaluation practices of teachers. The tools used in this study were Teachers schedule, checklist for questioning skills and Classroom Evaluation Schedule.

The study was carried out into three phases which included the Development of modules on Continuous and Comprehensive Evaluation; training of teachers by using the training material, and follow-up activities to study the impact of Continuous and Comprehensive Evaluation training programme. The results of this study revealed that the teachers had improved their questioning skills in the classrooms and other evaluation practices pertaining to scholastic areas and personal and social qualities of students which were Continuous and Comprehensive in nature.

Likewise a similar study was conducted by Dr Manjula P Rao and Dr. Purushothama Rao in Mysore, India on the "Effectiveness of Continuous and Comprehensive Evaluation Over the evaluation practices of teachers." The main aim of the study was to study the impact of continuous and comprehensive evaluation over the evaluation practices of primary school teachers. In pursuance of this, it was intended to study the evaluation practices of teachers before implementing the training program of continuous and comprehensive evaluation to train the teachers in continuous and comprehensive evaluation by using the training package on Continuous and Comprehensive Evaluation and further to Study the impact of continuous and comprehensive evaluation over the awareness and the classroom evaluation practices of teachers such as questioning skills, testing, recording and reporting procedures. The effort of this study had been fruitful in improving the evaluation skills of the teachers which is a very important competence expected of them to raise the standards of achievement in pupils by constant feedback, remediation, and improvement of classroom instructional strategies based on the evaluation results. In consonance with the recommendations made for improving evaluation system in school education, there have been efforts in few states to introduce grading system in schools. Nevertheless, it is necessary to make evaluation as the school based one, which will incorporate a continuous evaluation of both scholastic and scholastic areas. It is essential to equip the teachers with the essential skills and competencies of evaluation so that they would be

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able to integrate evaluation well with their teaching- learning process, assist students in the attainment of required standards

through proper guidance, feedback and remediation. The research finding of this kind notonly strengthens the recommendations of earlier Committees and policies through its fruitful outcomes, but also provides a gateway to many challenging research questions in the area of Continuous and Comprehensive Evaluation to be explored.

COMPARISION OF MODERN AND TRADITIONAL SYSTEM OF EVALUATION

Topic	**Traditional approach**	**Moderate approach**
Person	Teacher-centred instruction: Educational essentialism Educational perennials	Student-centred instruction: Educational progressivism
Main Objectives	High test scores, grades, graduation	Learning, retention, accumulation of valuable knowledge & skills
Classroom	Students matched by age, and possibly also by ability. All students in a classroom are taught the same material	Students dynamically grouped by interest or ability for each project or subject, with the possibility of different groups each hour of the day. Multi-age classrooms or open classrooms
Teaching methods	Traditional education emphasizes: • Direct instruction and lectures • Seatwork • Students learn through listening and observation	Progressive education emphasizes: • Hands-on activities • Student-led discovery • Group activities

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Materials	Instruction based on textbooks, lectures, and individual written assignments	Project-based instruction using any available resource including Internet, library and outside experts
Subjects	Individual, independent subjects. Little connection between topics	Integrated, interdisciplinary subjects or theme-based units, such as reading a story about cooking a meal and calculating the cost of the food.
Content	Memorization of facts, objective information; Correct knowledge is paramount	Understanding the facts, Application of facts, Analysis, Evaluation, Innovation; Critical thinking is paramount
Social aspects	Little or no attention to social development Focus on independent learning. Socializing largely discouraged except for extracurricular activities and teamwork-based projects.	Significant attention to social development, including teamwork, interpersonal relationships, and self-awareness.
Multiple tracks	A single, unified curriculum for all students, regardless of ability or interest. Diverse class offerings without tracking, so that students receive a custom-tailored education.	Students choose (or are steered towards) different kinds of classes according to their perceived abilities or career plans. Decisions made early in education may preclude changes later, as a student on a vote-tech track may not have completed necessary prerequisite classes to switch to a university-preparation program.

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	With School to work, academically weak students must take some advanced classes, while the college bound may have to spend half-days job shadowing at local businesses.	
Equity	• Present and test methods favour students who have prior exposure to the material or exposure in multiple contexts. • Requirements to study or memorize outside school inadvertently tests homes not students. • Students from homes where tested subjects are used in common conversation, or homes where students are routinely given individual help to gain context beyond memorization, score on tests at significantly higher levels.	• Context learning integrates personal knowledge within the school environment. • Individualized expectations simplify individual supports and keeps focus student based. Community study settings include multiple cultures and expose all students to diversity.

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Student and teacher relationship	Students often address teachers formally by their last names. The teacher is considered a respected role model in the community. Students should obey the teacher. Proper behavior for the university or professional work community is emphasized.	In alternative schools, students may be allowed to call teachers by their first names. Students and teachers may work together as collaborators.

Marking

Topic	Traditional approach	Moderate approaches
Communicating with parents	A few numbers, letters, or words are used to summarize overall achievement in each class. Marks may be assigned according to objective individual performance (usually the number of correct answers) or compared to other students (best students get the best grades, worst students get poor grades). A passing grade may or may not signify mastery: a failing student may know the material but not complete homework assignments, and a passing student may turn in all homework but still not understand	Many possible forms of communicating achievements: • Teachers may be required to write personalized narrative evaluations about student achievement and abilities. • Under standards-based education, a government agency may require all students to pass a test; students who fail to perform adequately on the test may not be promoted.

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	the material.	
Expectations	Students will graduate with different grades. Some students will fail due to poor performance based on a lack of understanding or incomplete assignments.	All students need to achieve a basic level of education, even if this means spending extra years in school.
Grade inflation/deflation	Achievement based on performance compared to a reasonably stable, probably informal standard which is highly similar to what previous students experienced.	The value of any given mark is often hard to standardize in alternative grading schemes. Comparison of students in different classes may be difficult or impossible.
opic	Traditional approach	Alternate approaches
Mathematics	Traditional mathematics: • Emphasis is on memorization of basic facts such as the multiplication table and mastering step-by-step arithmetic algorithms by studying examples and much practice. • One correct answer is sought, using one "standard" method. • Mathematics after elementary grades is tracked with different students covering different levels of material. • Mathematics is taught as its own discipline without emphasis on social, political	• Curriculum de-emphasizes procedural knowledge drills in favour of technology (calculators, computers) and an emphasis on conceptual understanding. • Lessons may include more exploratory material supportive of conceptual understanding, rather than direct presentation of facts and methods. • Emphasis may be on practical applications and greater issues such as the environment, gender and racial diversity, and social justice. • Mathematics lessons may

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	or global issues. There may be some emphasis on practical applications in science and technology.	include writing, drawing, games, and instruction with manipulatives rather than filling out worksheets. • Lessons may include exploration of concepts allowing students to invent their own procedures before teaching standard algorithms. • Grading may be based on demonstration of conceptual understanding rather than entirely on whether the final answer is correct. • In some countries (e.g. the United States), there may be expectations of high achievement and mastering algebra for all students rather than tracking some students into business math and others into mathematics for math and science careers.
Science	Fact-based science: Science class is an opportunity to transmit concrete knowledge and specific vocabulary from the teacher (or textbook) to the students. Students focus on memorizing what they are told. "Experiments" follow cookbook-	With Inquiry-based Science a student might be asked to devise an experiment to demonstrate that the earth orbits the sun. The emphasis changes from memorizing information that was learned through a scientific method to actually using

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	style procedures to produce the expected results.	the scientific method of discovery.
Language learning	Phonics: The focus is on explicit training in sound to letter correspondence rules and the mechanics of decoding individual words. Students initially focus on phonics subskills and reading simplified decodable texts. When they have mastered a sufficient number of rules, they are allowed to read freely and extensively. (In many languages, such as French, Spanish and Greek, phonics is taught in the context of reading simple open syllables.)	With total language the child is exposed to rich, relevant language that can heighten motivation to read. Learning to read is assumed to be as natural as learning to speak, so students are not formally taught sound to letter correspondences, but assumed to infer them on their own. (Note that this issue is limited to languages such as English and French with complex phonetics and spelling rules. Instruction in countries with languages such as Spanish and Greek, which have relatively simple phonetic spelling, still depends mainly on phonics.)

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