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INNOVATIVE APPROACHES IN EDUCATION

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ABSTRACT:

Evaluation is widely acknowledged as a powerful key of improving the quality of education. The introduc¬tion of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps to improve and strengthen the quality of learning.Continuous and Comprehensive Evaluation refers to a system of school based assessment thatcovers all aspects of student's development.CCE emphasizes on, Continuity in evaluation and assessment of broad basedlearning. Karnataka state has introduced a series of educational reforms over the last decade or so and the introduction of CCE in the state is one among them. As emphasized the Curriculum Framework the implementation of new evaluation practices focusing on CCE was introduced right from primary to secondary level.Evaluation is a process that critically examines a program. It involves collecting andanalyzing information about a program's activities, characteristics, and outcomes. Though CCE involves the different types of evaluation that is Scholastic and non-scholastic evaluation, the present article tries to quote some of

the innovative approaches in evaluation.

INTRODUCTION:

The primary purpose of education is themanifestation of perfection already in man and woman (Swami Vivekananda); purpose of education is all round development of the child / individual. The Report of the International Commission on Education for 21st Century to UNESCO referred to four planes of living of human individuals namely; physical, intellectual, mental and spiritual. Thus, all round development as the stated purpose of education implies optimization of hidden potential of every child in the physical, intellectual, mental and spiritual planes. An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help us arrive at principles to guide classroom practices.

Effectively planned evaluation can promote learning, build confidence and develop students' understanding of them¬selves as active learners.The CBSE in 2010 initiated for the first time an effort to translate the lofty goal of all round development into practice by introducing CCEscheme in schools. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of learner evaluation. Continuous evaluation is an approach that would capture the full range of learners' performance.CCE will lead to diagnosis, remediation and en¬hancement of learning. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems.

MEANING OF CONTINOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based assessment of students that covers all aspects of students' development. It is a developmental process of assessment which emphasizes on two fold objectives. Continuity in evaluation and assessment of broad based learning and behavioural outcomes.

OBJECTIVES OF THE CCE SCHEME:

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasize memorization.
- To make evaluation an integral part of teaching-learning process.
- To use evaluation for improvement of students' achievement and teaching- learning strategies on the basis of regular diagnosis followed by remedial measures.
- To use evaluation as a quality control devise to raise standards of performance.
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learningenvironment.
- To make the process of teaching and learning a learner-centered activity.

COMPREHENSIVE EVALUATION

Earlier education considered only the evaluation of scholastic activities. Of late emphasis is laid on the total all-round development of the child, (physical, socio-emotional, intellectual, spiritual, etc.) all aspects of the learner need to be assessed. The performance, attitudes to learning, ability to practically apply what is learned in everyday situations, the creativity etc.were not considered as evaluative aspects. To make the process more comprehensive in nature, it is important that assessment of learning be done in a wider range of situations and environments both in and out of the classroom. The assessment process should provide information and feedback on the extent to which the school

and teachers have been successful in realizing the expected outcomes of education.
1. Scholastic Evaluation
2. Co- Scholastic Evaluation 1. Scholastic Evaluation:

Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. There are 2 types of Assessments, in an academic year, to test the Scholastic areas: Formative Assessment (FA) and Summative Assessment (SA).

Formative Assessment:

- Is diagnostic and remedial
- Makes the provision for effective feedback
- Provides a platform for the active involvement of students in their own learning process
- Enables teachers to adjust teaching to take account of the results of the assessment and to incorporate varied learning styles in deciding what and how to teach
- Recognizes the influence of the assessment on the motivation and self-esteem of students
- Offers an opportunity to the students to improve their performance post the feedback is given.

Summative Assessment:

Summative assessment is carried out at the end of a term. It measures how much a student has learnt from the course and is usually a graded test i.e. Examination. SA might not be able to yield a valid measure of the growth and development of the child. It might only certify the level of achievement only at a given point of time.

Therefore, Continuous and Comprehensive Evaluation is designed to measure continuous assessment in the form of Formative Assessment, along with the Summative Assessment.

2. Co- Scholastic Evaluation:

Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria. Assessment of Co-scholastic areas is done at the end of the year on a 5 point grading scale.
Co-Scholastic areas of evaluation include

- Life Skills i.e. Thinking, Social & Emotional Skills
- Attitude & Values i.e. towards Teachers, School-mates, School Programmes , Environment and the Value System
- Co-curricular Activities which are further divided into
- Activities - Literary & Creative Skills, Scientific Skills, Visual & Performing Arts, Leadership & Organization Skills and other
- Co-curricular activities,
- Health and Physical Education, that includes areas like Sports, NCC, and Gardening etc.

INNOVATIVE APPROACHES IN EVALUATION

Valuation Types Based on Domain: Bloom (1956) suggested taxonomyof education objectives, setting standards on the content of education and behaviour dimensions, and dividing into goals of cognitive, affective, and psychomotor domains.

I. Evaluation of the Cognitive Domain: This evaluation measures the achievement of cognitive education goals that can be achieved by conceptual process such as memorizing, understanding, and reasoning on the educational contents specified in the educational goals.

II. Evaluation of Affective Domain: This evaluation looks at changes or improvements in interest, merit, confidence, and attitude, or characteristics such as a spirit of cooperation, responsibility, law-abiding nature, sociality, and self-consciousness.

III. Evaluation of Psychomotor Domain: This evaluation measures the achievement of education goals that can be achieved by using whole of parts of the body such as hands, feet, legs, and shoulders.

EVALUATION OF OTHER COMPONENTS:

Linguistic - communication;
Logical - mathematical - abstract, mechanical reasoning;
Musical - vocal, instrumental, musical aptitude;
Kinesthetic - sports and games, dance and dramatics, sculpting, making models;
Intra-personal - stress management, management of positive and negative emotions, joyfulness, optimism, hopefulness;
Interpersonal - relationships, team work, leadership, cooperation;
Environmental - aesthetics, ethics and values, gardening, interior decoration;
Spatial-understanding and organizing of space.

ACTIVITIES – FORMATIVE AND SUMMATIVE EVALUATION:

Formative Assessment (FA):

- Conversation Skills, Projects, Assignments, Quizzes, Oral Questions, Research work, Written Test etc.
- History: Biography writing , integrating English with Social Sciences,
- Project on Disaster Management
- Vedic Mathematics, connecting the students with their roots.
- Book review in English, encouraging the students to read a bookcritically.
- Summative Assessment (SA) or Term-end examination -WrittenExamination, Short & Long Answer Questions.
- Listening Assessment: Focuses on testing the student's comprehension of the spokenEnglish language.
- Speaking Assessment: The Speaking Assessment section is based on testing the students' correct use of English language.

ACTIVITIES –LIFESKILLS:

- “Who I AM”-Write about Internal me[IM] and External me [EM]Children were asked to reflect about their qualities, strengths/ weaknesses /goals etc.
- Discussion on handling peer pressure :Children were divided into 2 groups and were asked to discuss the situations of positive and negative peer pressure and the related out comes.
- Art of effective communication-Case study and Role play on the 3 methods ofcommunication.
- Situation: Most of your friends have a Smartphone and you feel awkward in their company. How would you communicate this to your parents. Method: 3 teams of students were made. All the3 team were asked to act on thesame situation in 3 different ways –passive, aggressive and assertive.
- The stress button activity: A few situations were given to the children with thebutton in front of each. Children had to circle the button with red for the situations that bothered them and green for the situations that did not bother them.

- Proficiency tests: Proficiency tests are a self analysis of one's intellect level.

CONCLUSION:

Evaluation plays an important role in any cur¬riculum. It plays a very crucial role in teaching learning process and influences the quality of teaching and learning. Only when learners are evaluated, their weaknesses and difficulties be diagnosed and remedies be given for more effective learn¬ing. By using this particular evaluation technique, the teacher can turn ordinary students into active learners Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions and remedy measures. Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria.

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