The role of evaluation methodologies for effective teaching and learning

Dr. Sunil M. Ikharkar[1], Prof. Samrudhi Churad[2]

[1]*BSc, LLB, MBA, PGDIBO, M.Com, PhD, MA(Eco)*
Associate professor, Kamla Nehru Mahavidyalaya, Nagpur
sunilikharkar@gmail.com
[2]*M.Sc, MBA, PGDMLT, B.Ed*
Assistant professor, Govindrao Wanjari College of Engg. & Tech., Nagpur
anand.samrudhichurad@gmail.com

Abstract: With the progression of technologies, techniques for teaching, learning and evaluation in higher instruction need change from the current circumstances. Teaching is a key part in educational planning, which is perhaps the main factor in guiding instructive plans. Apart from the significance of good education, the results are a long way from ideal. This paper researches successful teaching, learning and assessment for advanced education. Fast changes in the cutting edge world have caused the Higher Education System to tackle excess difficulties. Accordingly, the preparation of something else enthusiastic and smart people in interdisciplinary fields is crucial. Examination and investigation to figure out successful educating and learning techniques are quite possibly the main necessities in the advanced instructive frameworks. Teachers have a deciding part in preparing enthusiastic and insightful people. Colleges and universities are where groundbreaking thoughts sprout; roots strike profound and develop tall and tough. These spots grasp the whole universe of information. These are where imaginative minds meet, communicate with one another and develop dreams for honorable real factors. Set up ideas of truth are tested chasing information.

Keywords: Teaching, learning, evaluation, slow learner, advanced learner

I.   INTRODUCTION

Evaluation plays a vital role in the teaching-learning process. It helps teachers and learners to develop teaching and learning. Evaluation is a continuous process and a periodic assessment. It helps in forming the values of decision making, educational slandered, or success of students. Evaluation in one way or the other is inevitable in teaching-learning, as in all fields of activity of education suitable decisions need to be made.

Fast changes in teaching technologies and current circumstances have caused the advanced education system to face an assortment of challenges. Academic institutes are the places where novel thoughts grow; roots go where they count and develop tall and solid trees bear the products of appealing results. These are special spaces where the whole universe of schooling and information can be served. Ingenious personalities join here, collaborate with one another and want truths to be made. Set up thoughts of truth are tested for the more profound quest for information. To achieve this undertaking, finding support from experienced and willing educators is fundamental. Preparing more curious, smart people in interdisciplinary fields has become vital. Hence, research also; investigating to sort out valuable and powerful educating and learning techniques are perhaps the most significant prerequisites of schooling framework today. Educators need to assume a convincing job in preparing individuals in these fields.

II.   TEACHING

In education, teaching is centered phenomenon which primarily deals with sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact .A proficient instructing technique, its hindrances and necessities are considered in the current paper. The significance and improvement of instructing, learning and assessment strategy are talked about in detail. Instructing Showing implies the demonstration, practice, or calling of an educator. It is the cycle giving shape one thought and activity through directions or potentially performing rehearsals that lead to another conduct furthermore, limited in the understudies. Educating can be utilizing a few techniques dependent on the nature of the subject and altered by understudies.

III.   LEARNING

It is the process of acquiring new or modifying existing knowledge, behaviors, skills, values and preferences. It can be grouped into four categories based on two major parameters: teacher-centered approach versus student- centered approach, and high-tech material use versus low-tech material use.

Teacher-Centered Approach to Teaching

Teachers are the main authority in a teacher-centered instruction model Students are viewed as "empty vessels" who passively receive knowledge from their teachers through lectures and direct instructions with the objective of positive results from testing and assessment. In this style, teaching and assessment are viewed as two separate entities and learning of students are measured through objectively scored tests and assessments.

Student-Centered Approach to Learning

While teachers are still an authority in the student centered teaching model. Here, teachers and students play equally active roles in the learning process. Initial role of the teacher is to teach and facilitate student learning and overall understanding of comprehension course material and to measure learning of students through both formal and informal methods of assessment, like group projects, portfolios and class participation. In the student-centered approach, teaching and assessment are connected because learning of the student is continuously measured during the process.

Evaluation of Teaching and Learning

To evaluate your own teaching there are certain methods or techniques by which one can assess own teaching, these techniques are:

- ☐   Obtaining frequent feedback on your teaching
- ☐   Getting regular insight on student learning
- ☐   Soliciting student opinion throughout the term
- ☐   Assessing a course at the tip of the term

Evaluating your Own Teachin

Videotaping is a method to look at and hear the category as your students do; you'll also observe your students' reactions and responses to your teaching. You'll also check the accuracy of your perceptions of how well you teach and identify those techniques that employment and people that require improvement. However, you'll want someone from the professional development office to look at the tape with you to avoid that specialize in your appearance or mannerisms.

Peer Evaluation of your teaching

Peer review of one's research results is standard practice altogether in fields of science, but only recently has this become a mechanism for advancing one's teaching knowledge and skills. The American Association for education has shown leadership during this area through its "Peer Review of Teaching" project (Hutchings, 1996). Even though conceived as an attempt to enhance the standard of evidence about teaching in faculty term and promotion decisions, the project puts greater emphasis on faculty collaboration to enhance teaching throughout their careers. Reciprocal classroom visits, mentoring programs for brand spanking new faculty, team teaching, and departmental seminars about teaching and learning are but a couple of the ways in which faculty members work with colleagues to enhance undergraduate education.

Evaluation of Your Teaching from Students

The most common way to evaluate a course and a school member's teaching is to use a student rating form at the top of the term. These forms often are employed by faculty committees and administrators to form personnel decisions about merit increases, promotion, and tenure for faculty. A considerable body of research has concluded that administering questionnaires to students are often both valid and reliable, providing faculty and administrators with a wealth of data about the attitudes, behavior, and values of scholars (Hinton, 1993)

IV.   LITERATURE REVIEW

There has continuously been a significance of exploration and showing quality and to setting up a relationship between these two preceding settling on any choice. Studies show that current degrees of consideration towards research in schools and colleges do

not satisfy the needs of upgrades in instructive quality. Thought of exploration in advanced education is viewed as a main consideration in instruction.

According toEuropean University Association asbl Thematic Peer Group Report on Evaluation of learning and teaching suggested the level of centralisation at the institution has a significant impact on the extent to which there is an institution-wide approach to the monitoring and evaluation of learning and teaching and the external quality assurance framework in which the institution operates influences the type of evaluation measures in place at institutional level.

Dr. Chirag M. Patel (Research Culture Society – IJRCS), Dr. Vinita Sharma in research paper titled Innovative Practices in Teaching, Learning and Evaluation assessed that A flipped classroom provides students to access contents of lecture at any time, any location and any devices and also it provides the facility to students those who are not attending classes they can follow the lecture by watching the video lectures.

Sybille K Lechner suggested in a research paper titled Evaluation of Teaching and Learning Strategies that paper discusses the problems inherent in applying traditional experimental design techniques to advances in educational practice. With the growing awareness of the importance of teaching and learning in universities and the need to move towards evidence-based teaching, it behooves the professions to re-examine their educational research methodology

V. OBJECTIVE OF THE STUDY

1. To identify the need of TLE-Teaching learning evaluation
2. To understand the teacher's approach towards TLE process
3. To study various evaluation method
4. To understand the utility of various evaluation methods under different   circumstances.

Hypothesis

H0: The appropriate use of evaluation methodologies eradicates the problem in the way of teaching and learning process.

Research Methodology

A research methodology involves specific techniques that are adopted in research process to collect, assemble and evaluate data. It defines those tools that are used to gather relevant information in a specific research study.

The Research used here is Descriptive in nature.

Primary Research

The primary data was collected using the instrument in the study. Structured questionnaire was used as an instrument for data gathering from the respondents.

Sample Size and Area

Using a random sampling method 100 respondents –teachers from UG and PG colleges within the Nagpur region are selected for the study. The questionnaire is prepared and sent to 100 samples out of which 91 responses are selected and accordingly the data is interpreted and conclusions are drowned.

Limitations of the Study

1. The study could not be conducted for all the teachers in Nagpur Region as it was difficult to analyze the samples.

2. The study was limited to the UG and PG Teachers residing in Nagpur region only i.e. working population.

3. Study was limited to 100 teachers only, out of which 91 respondents were considered for the study.

Data Analysis and Interpretation

1.As a faculty- what is the need of Teaching and Learning Evaluation, Please specify

91 responses
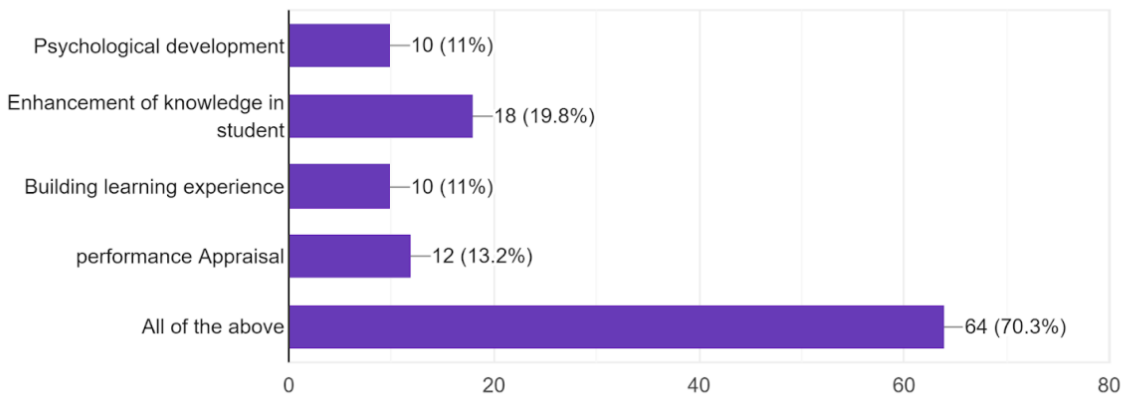
Interpretation: Teaching learning evaluation process is very important from teacher as well as students point of view. While evaluating the process it is observed that most of the respondents feel that, Psychological development, Enhancement of knowledge in student, Building learning experience and performance Appraisal all these factors are essential for 360 degree development of a student.

2. Which method are you adopting for teaching and learning in classroom

91 responses
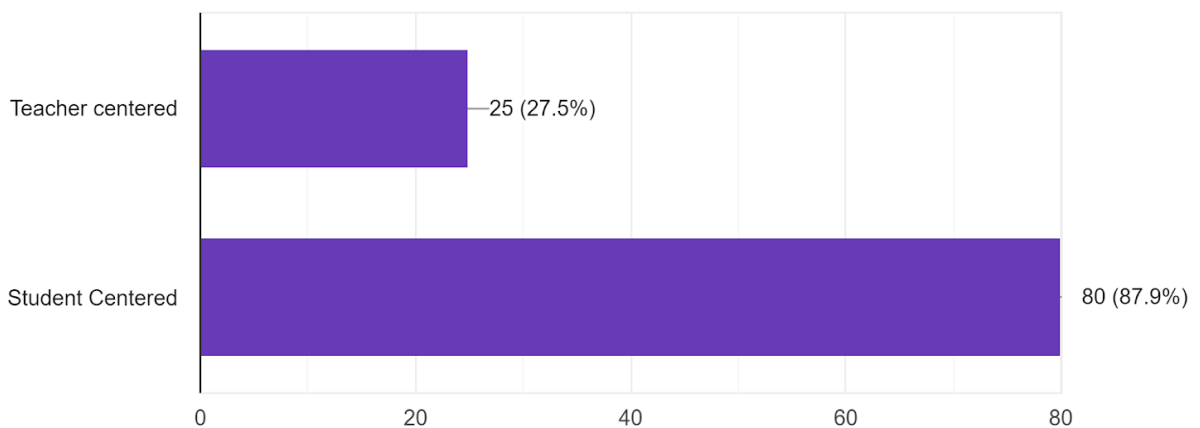
Interpretation: 89 % of respondents adopted a student centered method for teaching and learning and a small number that is 27% adopted teacher centered. This indicates that most of the teachers prefer student convenience in teaching learning process.

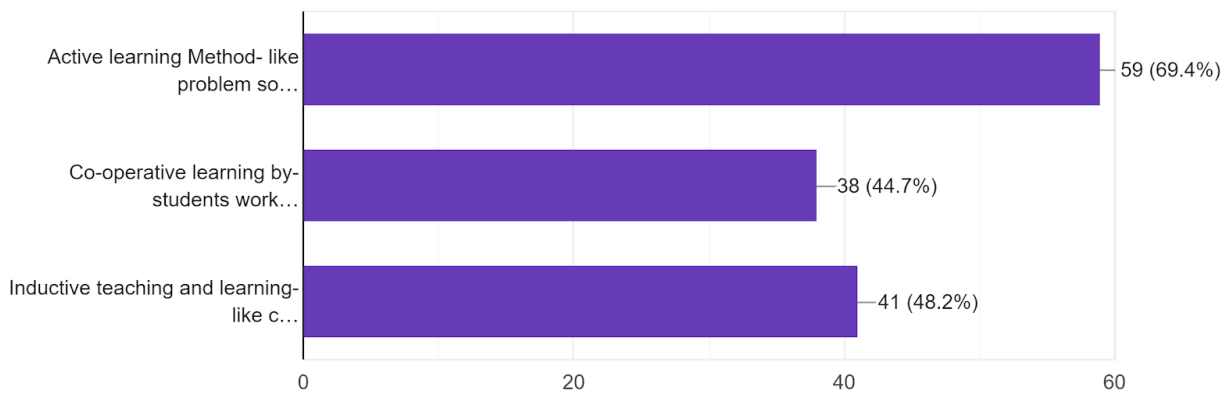3.If Teacher centered- Then Please specify
44 responses
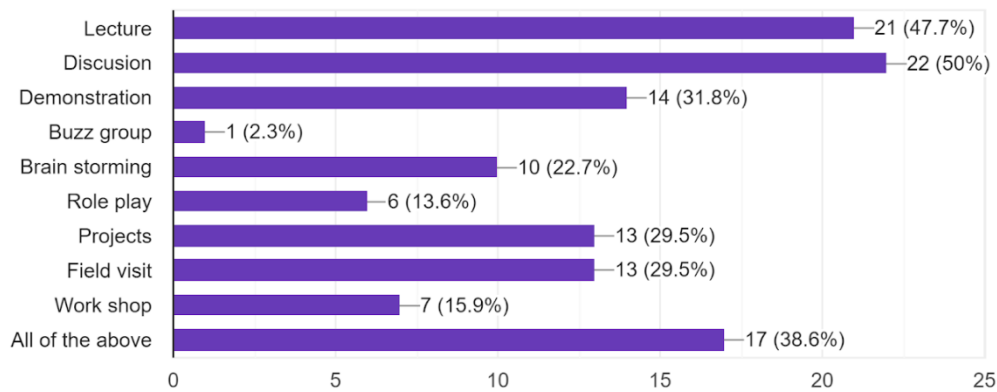
Interpretation: Those who prefer Teacher centric method most of them prefer lecture and discussion method.
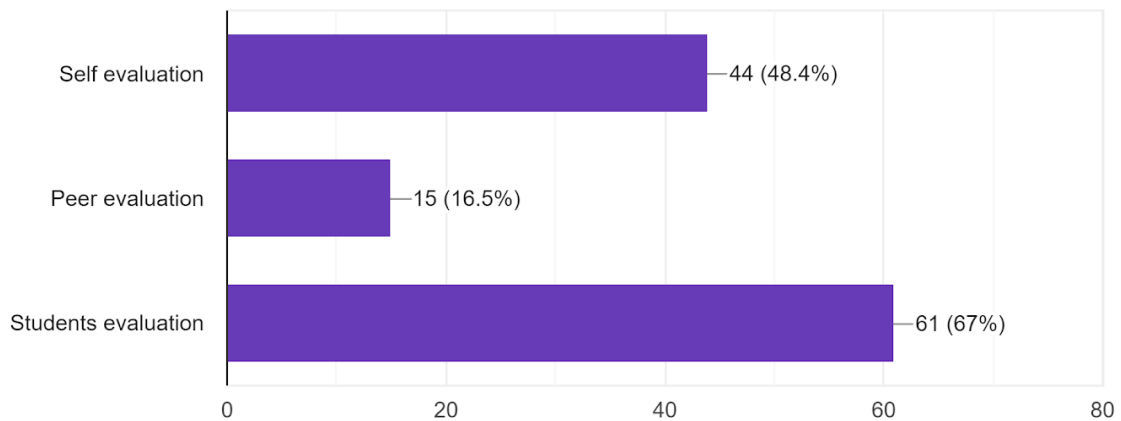
4.If student centered then please specify
85 responses

Interpretation: As most of respondent prefer student centered method in which 59% have emphasize on Active learning Method- like problem solving, Debating etc.

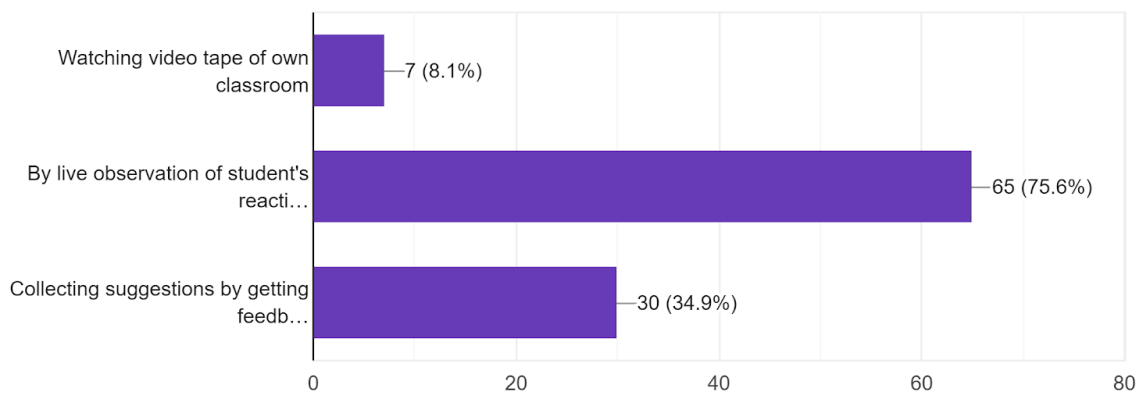## 5.Which evaluation method do you adopt

91 responses

Interpretation: Evaluation is a very important part in the teaching and learning process. 67% respondents focused on student evaluation method whereas only 16% use peer evaluation.

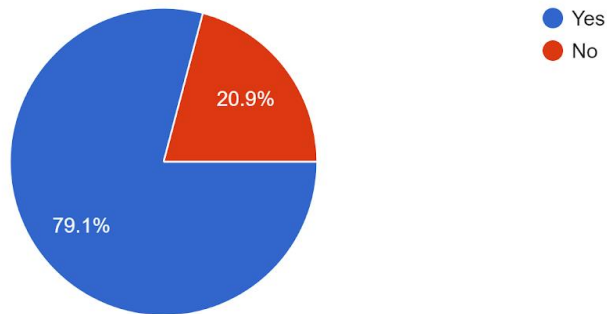## 6. which way of self evaluation do you like the most?

86 responses

Interpretation: Live observation of student's reaction and responses is the most trusted method of Self evaluation. Small number of respondents i.e. 8% watch video tape of their own classroom.

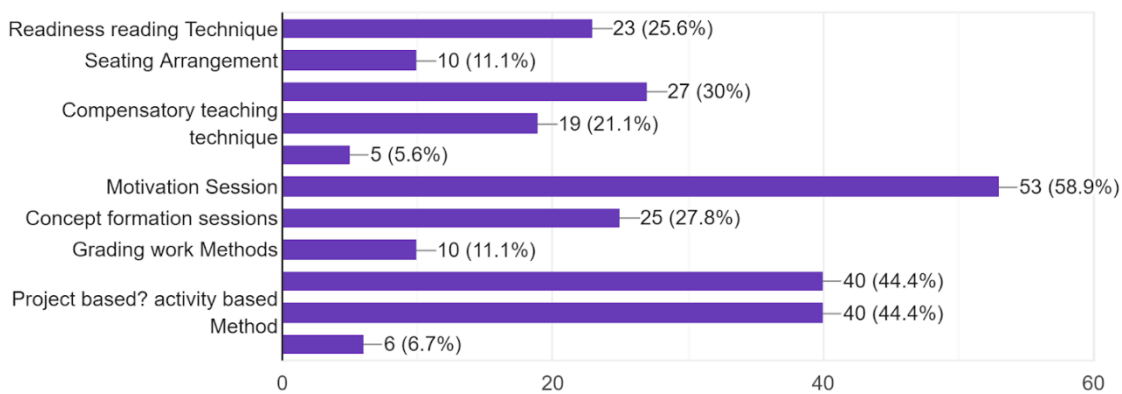7. Do you categorize your students based on slow and advanced learner?
91 responses

Interpretation: 79% of respondents believed that categorization of students depending on learning ability must be adopted for efective teaching and learning process.
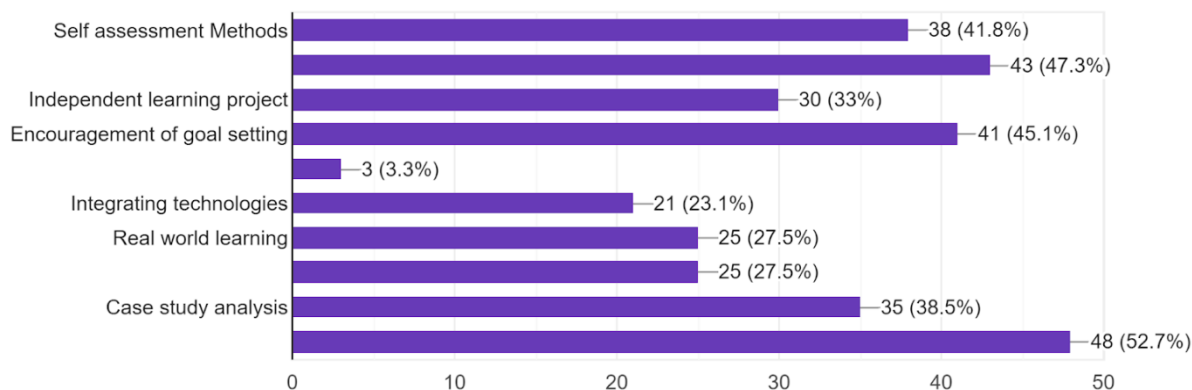
8.Which methods do you prefer for slow learner?
90 responses

Interpretation: After categorization of students based on the advanced and slow learner, Motivation session, Project and Activity based and Consolidation method are mostly adopted.

9.Which methods do you prefer for Advanced learner?

91 responses

Interpretation: All methods suggested for advanced learners are equally implemented by respondents out of which Opportunity for developing their creativity, following their interest and developing it and self assessment method are most common.
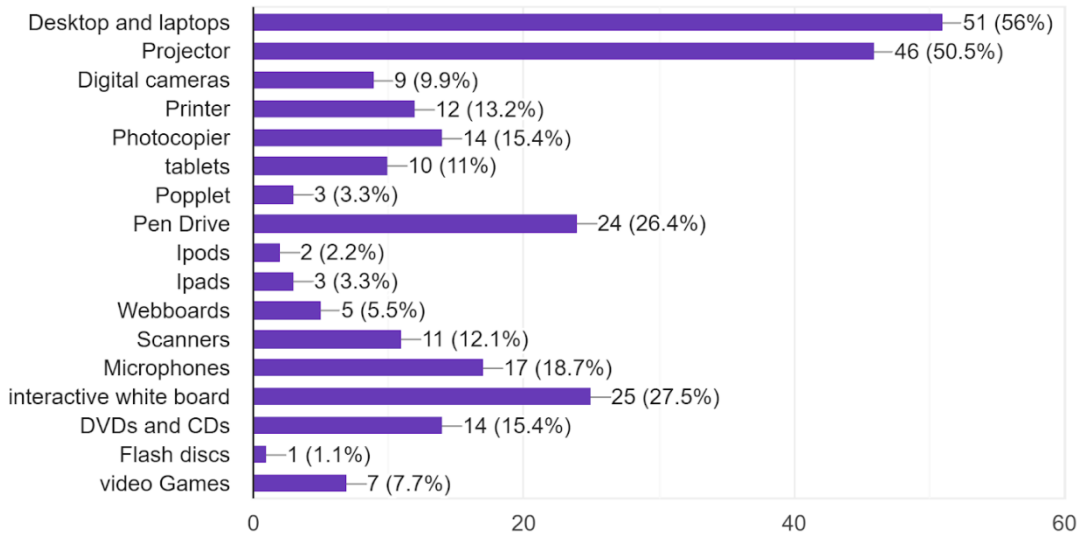
10.Which ICT tools you adopt for advanced learner ?
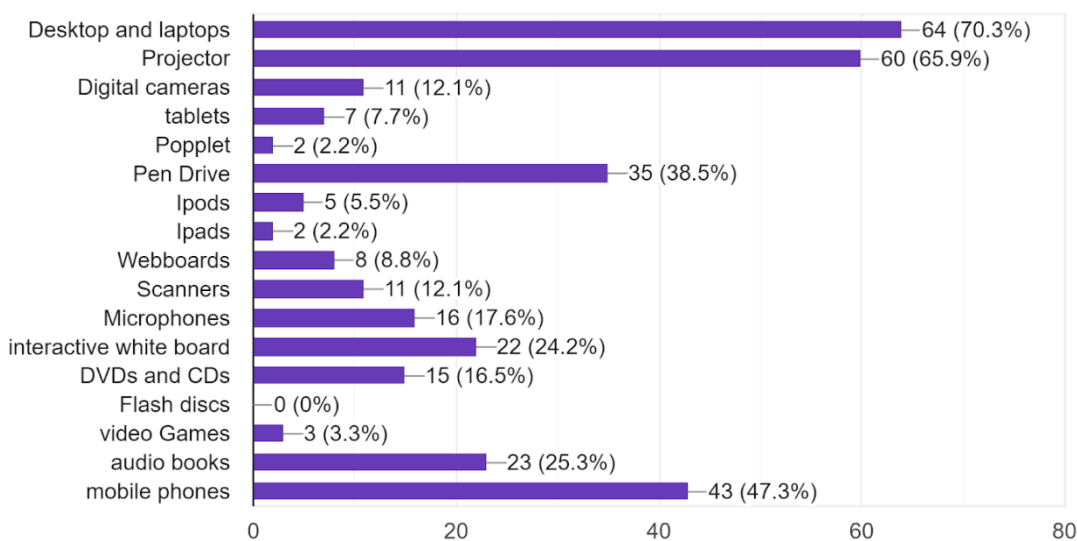
91 responses

Interpretation: Laptop, desktop, projector and mobile phones are widely used ICT-tools for advanced learner.
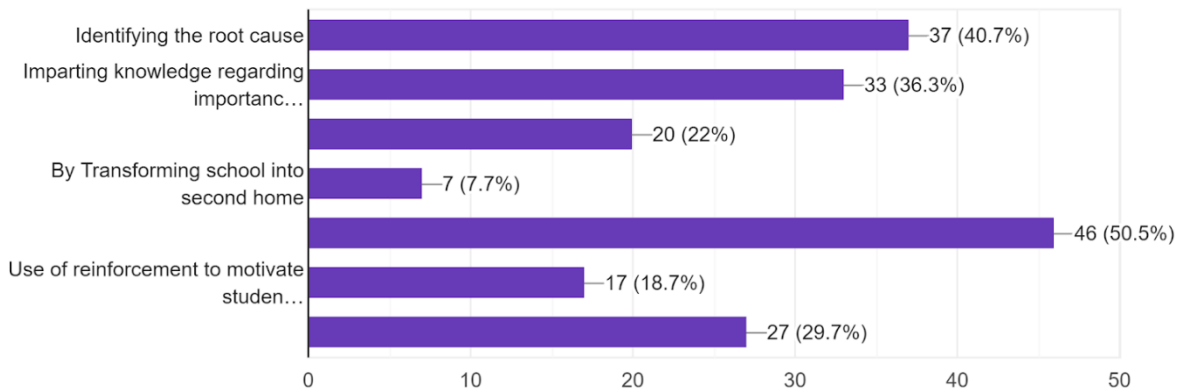
11.Which ICT tools you adopt for slow learner ?

91 responses

Interpretation: Desktop, laptop and Projector are most widely used ICT-tools for slow learners.

12.What initiatives do you take to minimize absenteeism?

91 responses

Interpretation: Absenteeism is widespread phenomenon in academic culture and to minimize it, various initiatives have been taken by faculty members. 'Making class session as interactive and engaging through incorporating role play and debate' And 'Identifying the root cause and imparting knowledge regarding importance of attendance and adverse effect of absenteeism' are most commonly taken initiatives to reduce absenteeism.

13.Do you believe to convert traditional pattern of class test and assignments into modern one.
90 responses
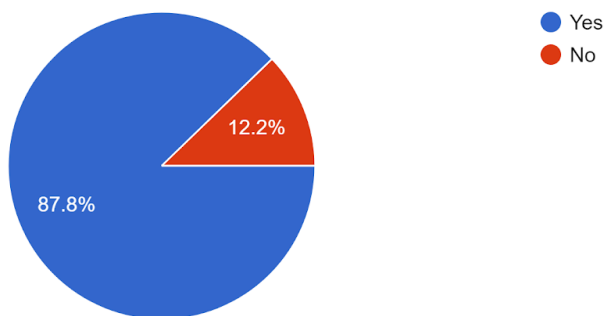
Interpretation: 87 % of respondents believed that the traditional pattern of class test and assignments should be replaced with modern one like e-assignment, online test etc.

14.Which of the following evaluation technique do you inculcate to collect prompt responses from students?
91 responses
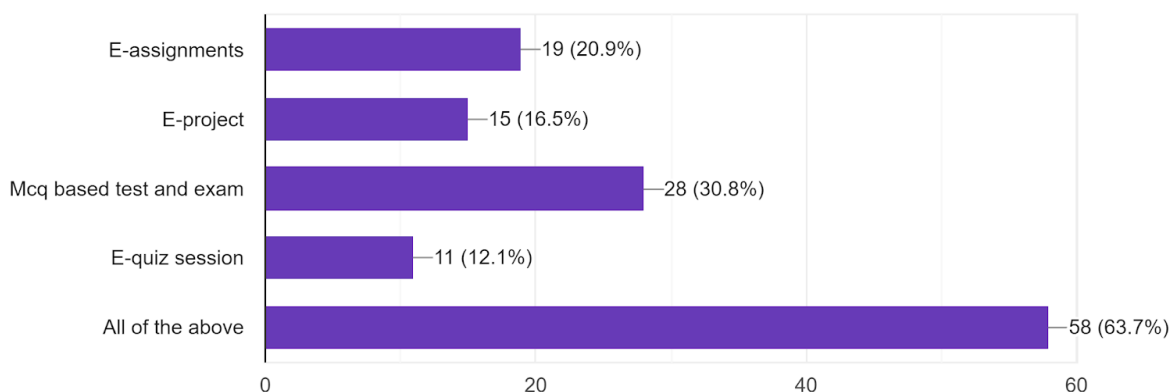
Interpretation: In this developing era of gadgets e-response has become viral and due to this e-response teachers getting prompt responses from students. In this prompt responses e-assignment, e-project, e-quiz and MCQ based online exams are widely used concepts.

V.   CONCLUSION

Teaching learning evaluation process is very important from teacher as well as students point of view. While evaluating the process it is observed that most of the respondents feel that, Psychological development, Enhancement of knowledge in student, Building learning experience and performance Appraisal all these factors are essential for 360 degree development of a student.

Most of the respondents adopted a student centered method for teaching and learning and a small number adopted teacher centered. This indicates that most of the teachers emphasize student convenience in teaching learning process.

As most of respondents prefer student centered methods and have emphasis on Active learning Method- like problem solving, Debating etc. Evaluation is a very important part of the teaching and learning process. Most respondents focused on student evaluation method whereas few use peer evaluation.

Live observation of student's reaction and responses is the most trusted method of Self evaluation. Small number of respondents watches video tape of their own classroom. Almost all respondents believes that categorization of students depending on learning ability must be adopted for betterment of teaching and learning process.

After categorization of students based on the advanced and slow learner motivation session, project and activity based and consolidation method are mostly adopted. All methods suggested for advanced learners are equally implemented by respondents out of which Opportunity for developing their creativity, following their interest and developing it and self assessment method are most common. Laptop, desktop, projector and mobile phones are widely used ICT-tools for advanced learner and almost similar devices are used for slow learners except mobile phones.

Absenteeism is widespread phenomenon in academic culture and to minimize it, various initiatives have been taken by faculty members. 'Making class session as interactive and engaging through incorporating role play and debate' And 'Identifying the root cause and imparting knowledge regarding importance of attendance and adverse effect of absenteeism' are most commonly taken initiatives to reduce absenteeism.

In this developing era of gadgets e-response has become viral and due to this e-response teachers getting prompt responses from students. In this prompt responses e-assignment, e-project, e-quiz and MCQ based online exams are widely used concepts.

VI.   SUGGESTIONS

Evaluation plays massive role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic work. It helps in deciding the values of judgment, educational status, or achievement of student.

Instead of simply starting with a topic during the class hour, one should have to convey the benefits of learning the particular topic.

Instead of using one sided lecture method teachers should respond well to the active learning strategies. Student should be given a chance to come out of their seats and interact with their teachers and have a cooperative learning experience.

In spite of simply teaching a topic, share with them a real life example with that they can connect it. This kind of case study would help them to retain the information for a longer time period in their memory.

 Suggesting valuable and consistent feedbacks to student is very important to teaching them new lessons. Prompt feedbacks would promote them to know their level of understanding and gives them a chance to clarify on the difficult

Online tools bring fun to the classroom and promote engagement and utmost participation. The activities such as e-quizzes or videos e-classes can make class learning interactive.

All the students are not having same intellectual quotient and so they must be categorized as slow and advanced learners and accordingly customized teaching strategies should be designed.

VII.   REFERENCES

[1]. https://essence-journal.com/
[2]. http://egyankosh.ac.in
[3]. https://www.yourarticlelibrary.com
[4]. Books
[5]. Innovation in teaching learning by S. Chauhan, Vikas Publication
[6]. Powerful teaching by Puja agarwal Patrice M Brain, ISBN 978-1-119-52184-6 Jossey Boss Publishing House
[7]. The Learner and teaching, learning process by J. S. Walia, Ahim Paul- Publisher; First edition
[8]. Link for survey: https://forms.gle/6oNCjehau4Afiin89