

A Study of the Interest of Teachers towards the Various Techniques of Evaluation Methods

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Summary

The importance of measurement and evaluation is like evaluating tools, because these basic questions about academic processes and their results- we are studying classes in the classroom, how students are working with learning material, the school's ,what kind of knowledge is being given in the environment, how are the students using and learning about what they have learned, the world's knowledgeable and anxious people as Grikon students help to answer how they are evolving. The main objective of the research is to study the interests of teachers towards various techniques of evaluation methods. The Survey method was used and a self made tool was prepared by researcher. Findings of the research that interests of teachers towards various techniques of evaluation methods is depends on the nature of content. But many teachers like Essay or descriptive type evaluation Method.

Key words: Evaluation, techniques, interest.

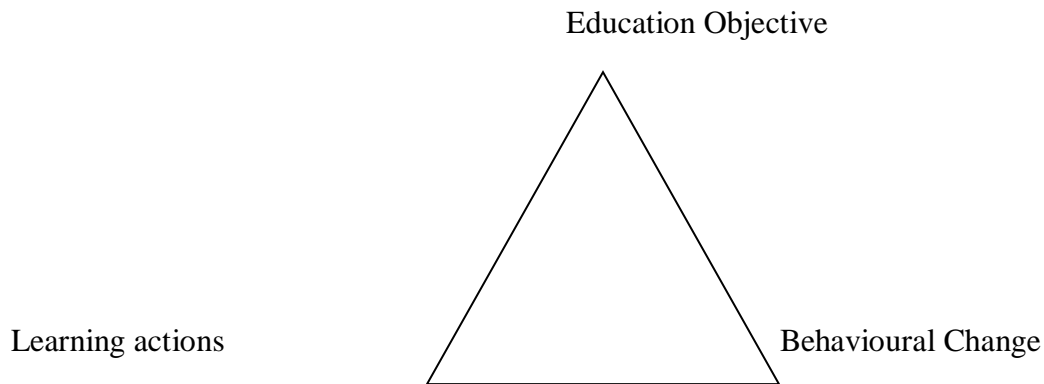
Introduction

Assessment means marking the value. This is the process of pricing which is more important than measurement. Values do not satisfy the desirability of properties or attributes. Analyze the quantity of properties present in a person, analyzing or analyzing the quantum details, and explains how much suitable or satisfying it is for a particular purpose.

According to Bed Felda and Mordok- "Assessment is allocating symbols to any event in the context of any social, cultural or scientific criteria, so that the value or value of that event can be known." NM Dadankar has defined Valvanchan as a sequential process of achieving educational

objectives by students. According to NCERT assessment is called such a continuous and interminable process which assesses the extent of the educational objectives, the effectiveness of learning experiences. In addition to evaluating the knowledge of curriculum, there is a large and interactive series of overall objectives related to the school curriculum that relates to the development of the entire personality of a child. The evaluation process has three major parts-

- Education objectives
- Learning Actions
- Behavioural change



In order to achieve the educational objectives, learning activities are organized in the school, which changes the behavior of the students and these behavioral changes are compared with educational purposes. Therefore, evaluation is a very big dealer and multidimensional importer, which is concerned only with the development of its entire personality, not with the academic achievement of the students.

If there is any particular nature of the investigation of "scientific" knowledge, then it has to be very complex. We find ourselves in a very similar situation when we start opening the layers of this thing called "measurement and appraisal" - which is very complex and which is often limited to a unique assumption.

The importance of measurement and evaluation is like evaluating tools, because these basic questions about academic processes and their results- we are studying classes in the classroom, how students are working with learning material, the school's ,what kind of knowledge is being given in the environment, how are the students using and learning about what they have learned, the world's knowledgeable and anxious people as Grikon students help to answer how they are evolving.

How can such changes be brought National Curriculum Framework 2005]about in the assessment of measurement and appraisal? First of all, it is extremely important to take such strategic remedies which will help in the examinations. If assessment and teaching are to proceed with teaching for examinations and students' learning has to be constantly evaluated, then such strategic measures are necessary. Examinations on the basis of national and state level are still standing as a testament to the question. None of which seems to be seen as a clear and meaningful solution. The national document on education also appears to be rotating in one

center. The purpose of continuous and vigilant evaluation is to provide the right direction to the eligibility of the qualified people, not to give their certificate of inefficiency but to qualify. Keeping this in mind, the researcher's choose title of his research topic.

1.2 Justification of the Problem

Evaluation terms in Indian education are related to examination, tension and anxiety. All the attempts to define curriculum and renewal fail, if they can not compete with the roots of the schooling system and the obstacles in the examination system. We are concerned about the ill effects of examinations which make efforts to make learning process meaningful and make the children pleasant. 'A good appraisal and examination method can become an integral part of the learning process, in which both the learner and the education system can benefit from the thoughtful and critical feedback'.

Hence, in respect of the evaluation of the researcher's research, all the aspects, facts, progress, etc., mentioned above, have been learned from the depth. In this sense, the researcher has made CCE understanding the importance of teachers in the relationship between teacher and students - Knowing about the contribution of teachers and students to the CCC and success of the CCE and the failure of the CCE is also the reason for research. In this background, the researcher has chosen the title of his research subject 'Teachers' Interests for Different Types of Assessment Methods'. Hence, the problem chosen by the researcher is complete and the research is conducted and researcher research will be beneficial to the policy makers, teachers, parents, students, is the trust of the researcher.

1.3 Statement of Problem: -

' A study of the interest of Teachers towards the various techniques of Evaluation Methods'

1.4 Main Objectives of Research: -

1. To study the interests of teachers towards the various techniques of evaluation methods.
2. To study the educational interests of various Educational methods of education (M.C.Q., Short Answer , long answer).

1.5 Research hypothesis: -

1. There is not a significant difference in the interests of teachers towards techniques of creative evaluation method (conversation, planning, questioning, assignment).
3. There is no significant difference in the interests of the teachers towards the educational techniques of evaluation methods (MCQ, short answer, long answer).

1.6 Definition of applying words in research: -

Evaluation :-

Education is a continuous process and evaluation is an integral part of education. The evaluation program is related to the learning process. Assessment of the points of weakness by assessing the status of changes in the students' behavior after determining the teaching points after organizing the learning activities. The reason is to come under the process of appraising the appropriate nutritional basis. Where to go? How was it delivered? Can you reach the real world?

What are the reasons that you cannot reach there? How to achieve the goal now? etc. are part of the evaluation process. The final and important phase of evaluation process is monitoring. The final and important completion phase of the evaluation process is pervasive. After evaluating the status of the uniquely specialized objectives of teaching, the educational objectives are redefined. Teaching learning process is organized by selecting teaching points.

Various techniques

The following techniques are implemented in the evaluation process in the learning process;

Creative technique: - In the knowledge building phase- i.e., the value of learning during the learning process is related to the creative process.

Educational technique: - After the objective assessment in the teaching learning process, it is under the educational technique to assess the status of misuse of students after conducting e-learning activities.

Co-scholastic techniques: - Evaluate the co-educational work done in addition to the academic work in the teaching learning process.

Teacher's Interests: -

Generally interest is seen as an interest in or liking something. What is the interest in education psychology? How is it built? Such questions can be considered, which are the ways in which good interests can be generated.

According to Crow, 'there is a sense of interest and motivation that inspires us to pay attention to any person or action'.

1.7 Research method

In the current research, the survey method were used by the researcher.

1.7.1 Population and sample

In the form of Population / Total for introductory research pursuance, three types of schools that have been identified in the State have been identified -

1. Primary schools
2. Secondary School
3. High Secondary School

Sample

In the present research, the schools were selected by proportional random sampling method of diverse nature / types of schools run in the Jaipur district of Jaipur division of the state. Proportional random sampling survey method out of these selected schools will be selected by the teacher (600) in the form of trustee. For the purpose of research, a total of six hundred (N-600) sizes have been fixed.

1.7.2 Research instrument -

1. Self-made questionnaire was used for teachers' interests towards different assessment methods.

1.8 Limitations of research

The following are the limitations of the present research study:

- Only creative educational and co-scholastic methods were examined under various evaluation methods.
- The proposed research study were included in the classes of State / Private Primary, Secondary and Higher Secondary Levels of Jaipur district of Jaipur division of Rajasthan State.

1.9 Selected Statistics in Research -

In the research, statistics were used in analyzing statistics of statistics according to the Mean, standard Deviation, F-Ratio, T-test, Bar Diagram and as per the requirement.

1.10 Finding

Interests of teachers towards various techniques of evaluation methods is depends on the nature of content. But many teachers like Essay or descriptive type evaluation Method.

1.11 Educational implications -

The meaning of any research is only when it is useful for society. Hence the utility of the presentation is important for the education department, for teachers, for parents and for students . Good evaluation method is directly related to students. By this assessment, the student is regularly evaluated in both academic and co-scholastic areas. Hence, from time to time the students are aware of their weaknesses and powers and can overcome them by detecting vulnerabilities (self evaluation).

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