EVALUATION IN 21ST CENTURY: A HOLISTIC APPROACH

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Abstract

Evaluation is widely acknowledged as a powerful means of improving the quality of education. It is the means by which development of an individual, course can be monitored to see it what it claims to be and if it achieves the desired outcomes. In order to take the evaluation in a desirable manner, the purpose of the teaching learning activities and their desired outcomes must be specified. The present examination system in India is predominately focusing only on the intellectual skills, the psycho motor and affective domains of holistic learning have not received their due importance. But the aim of education is developing the 'whole child'. Holistic education demands development of all aspects of individual's personality including cognitive, affective and psycho motor domains. In the present scenario it is very stressful for the parents, teachers and students only to be working on cognitive aspects without understanding the processes of learning. In order to bring about the improvement in the quality of the education and the holistic development of the child who is tomorrow's global citizen, evaluation process should focus adequately on both scholastics and non-scholastic areas of development. In this paper, the focus is essentially on evaluation of students' performance and to some extend of the system at large. Evaluation, a way of enabling everyone involved in it to develop and need to be conceived holistically, as a whole framework, building on the interdependence of its parts in order to generate complementarities, avoid duplication, and prevent inconsistency of objectives.

Keywords: *Evaluation, 21st century classroom, holistic approach*

21st century learners need to be equipped with skills which are required to succeed in the information age. Success in the 21st century requires knowing how to learn. Education plays a key role in the development of a nation and individual. 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 is a critical component of an individual's growth and development. Evaluation is a systematic determination of a subject's merit, worth and significance, using certain criteria governed by a set of standards. It helps in decision-making; or to ascertain the degree of achievement and results of any such action that has been completed. The primary purpose of evaluation is to gain insight into prior or existing initiatives, to enable reflection and assist in the identification of future change. Evaluation is the means by which development of an individual is assessed. For an evaluation to take place, the purpose of every event and the expected outcomes must be specified. In the present scenario, that is in 21st century importance is given to the development of child as a 'whole'. In order to develop the individual as a whole, the evaluation processes need to be focused on both scholastic and non-scholastic aspects of the individual.

Concept of Evaluation

Evaluation perhaps is the most complex term. The term evaluation is derived from the word 'Valoir' which means to be worth. Evaluation is a decision making process that leads to suggestions for actions to improve participants' effectiveness and program efficiency. When we evaluate we are engaged in some process which in turn provide information that will help us to make a judgement for any situation. Generally any evaluation process requires information regarding the situation. Teachers, in particular, are constantly evaluating students, and such evaluations are usually done in the context of comparisons between what was intended (learning, progress, behavior) and what was obtained. Educational evaluation should be part and parcel of all phases or stages of educational plan, policy and program. It should be neither only summative evaluation nor formative evaluation but evaluation should go beyond this level.

"Evaluation is a process of ascertaining or judging the value or amount of something by careful appraisal." (Good)

"Evaluation is an assignment of symbols to a phenomenon in order to characterize the worth of value of the phenomenon usually with reference to some social, cultural or scientific standards." (Bradfield and Moredock)

In one sentence evaluation is concerned with the measurement of all the three domains of learning- cognitive, affective and psychomotor. The result of evaluation is always expressed in terms of behavioural changes of the person being evaluated.

Holistic Evaluation

Holistic evaluation focuses on the fullest development of persons encouraging individuals to become the very best or finest that they can be and enabling them to experience all they can from life and reach their goals.

Why Holistic evaluation is important?

Teachers/educators have limited insight into the whole of student life experience. As a result, educators are unable to intervene efficiently or effectively where students are falling behind or indeed failing, often because they're unable to accurately pinpoint the headwaters from which failure flows.

Holistic Approach to Evaluation: A Pathway

The holistic approach seeks to develop students. The holistic learning and evaluation leads to a stimulating learning

environment, which influences and inspires critical learners. Holistic approach is sympathetic to improving the teaching situation and other recent developments in learning and teaching.

Research says that the students acquire 21st century skills that help the students to go beyond the four walls of the skills. There are different types of evaluation methods which help to evaluate the learners. They are: Process evaluation, content evaluation, outcome evaluation, Impact evaluation, Program evaluation.

Process (Formative) Evaluation-The purpose of this evaluation is to make adjustments in an educational activity as soon as they are needed, whether those adjustments be in personnel, materials, facilities learning objectives, or even attitude. Adjustments may need to be made after one class or session before the next is taught, so process evaluation occurs more frequently during and throughout every learning experience than any other type. This ongoing evaluation prevent problems before they occur or identify problems as they arise

Content Evaluation-The purpose of content evaluation is to determine whether learners have acquired the knowledge or skills taught during the learning experience, as taking place immediately after the learning experience to answer the question "To what degree did learners achieve specified objectives?"

Outcome (Summative) Evaluation-The purpose of outcome or summative evaluation is to determine the effects or outcomes of teaching efforts. Its intent is to sum what happened as a result of education. Outcome evaluation occurs after teaching has been completed or after a program has been carried out, it is focusing on measuring long-term change that persists after the learning experience.

Impact Evaluation-The purpose of impact evaluation is to determine the relative effects of education on the institution or the community obtain information that will help decide whether conducting an educational activity is worth its cost. The scope of impact evaluation is broader, more complex, and usually more long term than that of process, content or outcome.

Program Evaluation-The purpose of total program evaluation is to determine the extent to which all activities for an entire program over a specified period of time meet or exceed goals originally established.

Innovations brought about in the evaluation techniques

Evaluation Rubrics:Evaluation rubrics are the scoring rubric used to evaluate the student's performance. Scoring rubrics includes certain criteria on which performance is rated. Scoring rubrics may help the students to become thoughtful evaluator of their own and others work.

Student's portfolio:A student portfolio is a systematic collection of student work and related material that depicts a student's activities, accomplishments, and achievements.

The collection should include evidence of student reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work. There are two types of portfolio and they are: Product Portfolio and process portfolio. A process portfolio documents the stages of learning and provides a progressive record of student growth. A product portfolio demonstrates mastery of a learning task or a set of learning objectives and contains only the best work. Through the portfolio process, students develop the self-awareness, goal-setting, and decision-making skills essential for lifelong self-determination.

Observation: Observation checklists are lists of criteria a teacher determines are important to observe in students at a particular time. Beside each of the criteria, a notation is made as to whether that particular criterion was observed.

Rating Scale: Rating scales have the same usage as observation checklists. The essential difference lies in what is indicated. Observation checklists record the presence or absence of a particular knowledge item, skill, or process. Rating scales record the degree to which they are found or the quality of the performance. Therefore, a long term view is necessary in designing educational initiatives and their evaluation.

Conclusion:

Evaluation as a gateway of enabling everyone involved in it to develop and need to be conceived holistically, as a whole framework, building on the interdependence of its parts in order to generate complementarities, avoid duplication, and prevent inconsistency of objectives. Evaluation is the means by which overall development of an individual takes place and it is an effective tool to enhance the quality of teaching learning processes. The emphasis is now ensuring that every child not only acquire the knowledge and skills but also the ability to use these competencies in real life situations.

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