



Advanced Evaluation System in Education of Children with Hearing Impairment

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Abstract:

Evaluation is a scientific, well organised and purposeful assessment of a completed programme or policy and its results. Under the evaluation system the process of evaluation is also equally important as many problems and difficulties occur in evaluation process especially for children with hearing impairment. These problems can be rectified or improved in through alternative evaluation process and can be evaluated real capacity of the deaf learner. Alternative evaluation process has proven more effective in learning for the deaf students. Deaf students cover the whole range of ability. Deafness is not a learning disability and deaf students have the potential to attain and achieve the same as any other hearing student, given the equal opportunities, appropriate support and access to the curriculum. It is very clear that most teaching and learning takes place through the main senses of sight and hearing. Deaf young people have a diverse range of needs, including the type of instruction used and their preferred way of communicating. It is more difficult to evaluate academic performance of Children with hearing impairment. It is therefore important to find out what the specific student's needs are and their impact on learning. To empower and strengthen to children with hearing impairment, Rehabilitation council of India Act - 1992 (RCI-Act), Persons with Disabilities Act-1995 (PWD -Act) and United Nations Convention on Right of Persons with Disabilities-2008 (UNCRPD) have emphasized on proper and valid evaluation for children with hearing impairment. This paper highlights on the alternative evaluation system in education of deaf students. All domains of skills can be assessed through alternative evaluation system and justified with deaf students.

Key words: Alternative evaluation, Education and Children with hearing impairment.

I. Introduction:

"If we suggest any single reform in Indian education, it would be that of examinations." Radhakrishnan Commission (1946- 48.)

Children with hearing Impairment are likely to require extra support if they are to make the same progress as other students of a similar age and cognitive ability. Adaptations and evaluation strategies will need to be put in place that manage and minimize the impact of their hearing loss, develop their learning skills, provide access to the curriculum and lead to higher levels of scholastic performance. It has been noticed that in traditional evaluation system a teacher was unable to assess their holistic and exact performance and ultimately the deaf children can be deprived from their right pathways. There are various alternative evaluation system and strategies to assess the holistic

achievement of children with hearing impairment but it is huge need to execute properly in particular settings. Educational evaluation is a process of estimating the degree and dimension of student's achievements. 'Evaluation of educational practice' is a process of estimating and appraising the efficacy level of the particular educational practice which is being conducted on grass root level. It is an appropriate way of appraising the application of educational theory in practice. Evaluation is one of the most important tool for knowledge , skill and attitude assessment from ancient time to modern era .In today's education teaching methods much more differ from ancient time but evaluation as important as was in past and will be also in future. Evaluation is the most necessary tool for improving the education system as well as learning style. The difficulties of written evaluation and healthy discussion on importance and reliability of evaluation system are same. In reality evaluation is examination of students, examiner, supervisor and teacher's moral values. It is also important to evaluate how the evaluation is being conducted. The evaluation should do with sincerity and also honest and serious. It is clear that from beginning to the end of education, evaluation is most necessary aspect of education system particular in deaf education.

II. Need of alternative evaluation system:

Even in 21ST century we have still change to this proven failed evaluation system. Various professional and educators believes that the changes are the dire need. But there is no consensus in how? And when? This question is also arises on evaluation from different viewpoint: -

1. Evaluation's sight: Evaluator should have such kind of aim and knowledge related to his/her subject and syllabus.
2. Student's sight: For student degree is more important than knowledge and skills. Students think achieving degree in any way in their career.
3. Social sight: Student achieves respect and money through qualitative education and gets status in society.
4. Ideal: Self analyses of students through examination system
5. Justice: First of all meet the need of children with hearing impairment and justice with them accordingly.

III. Scope for evaluation of educational practices:

Educational practices and the closely related activities can be classified under three sub- categories: 1. Curriculum activities related to the subjects of instruction organizes with a view to achieve the learning objectives.

2. Co-curriculum activities related to other school programmes and practices. These co-curricular activities provide a background for the curricular activities. The purpose of organizing them is to promote certain aspects of pupil's growth which, although important ideals of the instructional programme, cannot be achieved through the teaching and learning of subjects alone.

3. Activities related to prognosis, diagnosis, review, motivation, guidance and evaluation. It is more important to organise the particular activities and action plan to overcome the problem, helpful in diagnosis, motivation and proper guidance of children with hearing impairment.

IV. Types of Evaluation:

Education is not just related to children's examination, it could be anywhere, anytime, and on anyone in education. The form of evaluation is different; it can be oral evaluation, written evaluation, audio-visual and captioning form, evaluation through activity and so on. Various types of evaluation is being executed in education of children with hearing impairment are as follows-

1-Formative Evaluation:

Formative Evaluation is designed to assist the learning process by providing feedback to the learner, which can be used to identify strengths and weakness and hence improve future performance. Formative Evaluation is most appropriate where the results are to be used internally by those involved in the learning process. Formative

evaluation means where one evaluation is being followed in education of education of children with hearing impairment. The process of evaluation should be followed in oral, written, audio-visual and captioning form.

2-Summative Evaluation:

Summative Evaluation is used mainly to make judgements for grading or determine readiness for progress. Typically summative evaluation occurs at the end of task or an educational activity and is designed to judge the learner's overall performance. In summative evaluation teacher also observe behaviour of student inside the classroom, outside classroom participation in classroom activity, participation in extra co-curricular activity and so on.

3-Continuous & Comprehensive Evaluation (CCE): Continuous & comprehensive evaluation is a particular process of evaluation, which is school based and aims at all round development of the learners. It includes continuity of testing with logical intervals and covering different aspect of curricular and co-curricular areas so as to assist the learners. Continuous assessment assists both students and teachers with the information needed to improve teaching and learning in process. Apparently, continuous evaluation involves in increasing effort for both teacher and learner. Oral, written, audio-visual and captioning form should be followed during the evaluation.

Other part of evaluation:

1. Self- Evaluation: In self-evaluation professional or teacher has to analyse himself/ herself for that he/she could be prepare himself /herself through mentally. 2. Objective evaluation: In objective evaluation one professional asks questions to other and evaluation can do by other professional. In this process third professional observes and evaluate accordingly. Through these evaluation student can learn to know about 'themselves', he/she can be aware about his/her inner self or inner confidence. Student can be aware about his/her personality and develop himself/ herself. He/she can also be aware about behaviour, morality, virtue and other thing. The student develops positive attitude by such kind of evaluation. Teacher has to inspire students about themselves and make them a good person who can be helpful to their family, society and country.

Reforms in evaluations:

Evaluations are designed and administered at different stages of education and their results can be used for various purposes like grading, classification, certification, guidance, and so on. In all these situations they continue to be sources of motivation, whether positive or not, for the students and the teachers. Evaluations in our country, external or internal, fall into three major categories: (a)written evaluations (b)oral evaluations and (c)practical evaluations.

I-Reforms in written evaluations:Written evaluation is an essential part of the educational process and being used up to broad level. The reform with regard to written evaluation various components can be included to meet the need of children with hearing impairment. The nature of question should cover the Weighting among objectives, Weighting among different areas of content, Weighting for different forms of questions, Single traditional/essay type and Sections in the question paper.

II-Reforms in oral evaluations: The need for oral evaluations in our education system is to change and make it accessible for all children with disabilities and without disabilities. It was felt by various teachers, professional and disabled children that proper assessment of the all the competencies can't be performed by the traditional evaluation system. The oral evaluation focuses on various components of the oral skills like- correct pronunciation, grammatical correctness, vocabulary and proper usage, thought content and its organization, delivery, manners and gestures. It is huge demand of the deaf society that the non-verbal evaluation should be organized in assessment of teaching learning process .In case of the deaf child the evaluation should be focused on Indian Sign Language (ISL)to assessed the various components of competencies.

III-Reforms in practical evaluations: The practical evaluation have been reformed time to time in different school subjects but in the field of special education is still remains .A qualitative study based on verbal reports by a number of experienced examiners in different parts of the country revealed that the traditional pattern of practical evaluation in professional courses suffered from several major shortcomings. Practical tests are relatively costly and

time-consuming: Hence, practical tests should essentially be used to measure practical skills, although other objectives such as knowledge, understanding, or application need not be entirely overlooked. For this purpose, the required adaptation, accommodation and modification can be done in evaluation of children with hearing impairment.

V. Evaluation process:

It has been noticed that formal evaluation process sometimes become more illegal and ultimately the result learner become thief for their education. They try to write in exam with materials and other untoward things also. Student think evaluation is a very big mountain for us and we have to pass out in any situation and for this they become illegal and bad person. Another side exam became one kind of pollution. Educational evaluations become cheap thing for institute, school, college and University. Through such kind of evaluation education system lost many thing so some college and universities try to solve this problems. How old evaluations system become successful it should be in our knowledge. May be in second and third criteria our evaluation system can be successful but in first and fourth in can't be, it is unsuccessful for these. In another countries like Europe, America, England many change have occurred in evaluation system. Other system from root, many social leaders such as marks, Einstein, Sigmond Freud and others gave their contribution to change education system, they also gave their different methods for this but it could not be successful. Like them in our country India, Ghandhi, Ravindranath Tagore and Ramanuj they also gave their own method for education system but we have not been successful. If we put this thing aside then also we haven't been honest in evaluation. Honest evaluation has been almost extinct in evaluation system. So for improvement and change we have to arrange new system of examination. It is real time to think over the new system of evaluation. It should be logically perfect with less subjective variation.

1. Any kind of illegal thing should not do by any professional and teacher. It should be based on proof or truth.
2. After evaluation result should be declared within the short time.
3. Question should cover all over syllabus. Question should not be asked from within one or two portion of syllabus.
4. Evaluation should be right and healthy through knowledge.
5. Evaluation system should be affordable in financial way also.
6. It should be faithful to students and society. Through evaluation system achieved trust of students and society.
7. Doesn't need more manpower and it can be checked through modern technology.

Form for new examination system: No single strategy is perfect. Still this new system is better than the existing one.

1. Examination should be of 1 to 1:30 hour.
2. In 1 hour ask 100 questions and 1:30 hour ask 150 questions.
3. Question should be based on both subjective and objective or multiple choice question.
4. Question paper should be divided in different pattern or group. For example A B C etc. in one question paper one question is number of 10th then it can be 1st in another question paper so student cannot chance to ask other he has to solve his question paper himself without anyone's help.
5. There is no need of more answer sheet in objective type of question papers.
6. The Question paper should be divided into code system.
7. Through such kind of system evaluation can be done right in education system.
8. Instruction should be given in both verbal and non-verbal mode (Indian Sign language) during the evaluation.

9. Adapt, accommodate and modify the evaluation system as per need of children with hearing impairment.
10. Use appropriate advanced technology to make audio-video film during the oral/practical exam or clarify the result with the help of sign language interpreter.

Benefit of alternative evaluation system:

Through such kind of examination system, exam can be made healthy, honest and easy for students. Evaluation should be totally based on machinery system so that the result can be declared as early as possible. Other competitive evaluation process also should be conducted the same so that the students get experience and knowledge. This system became helpful to student and through that they can achieve their goal and become a civilized person for society through their education

VI. Conclusion:

It is clear that many students do not perform as well as we would anticipate, and they continue to need an alternative evaluation in order to develop specific, appropriate academic goals that are unique to each student. Perhaps an additional concern, such as a specific hearing impairment, interferes with the child's learning. Without looking at the child as a whole, academic and methodology decisions could not be impact on a child's audiogram, communication and other academic skills. Parents and professionals need to consider the child's cognitive potential, thinking skills, prefer mode of communication, learning style, appropriate evaluation process and academic abilities when making critical decisions. The child's cultural background must also be considered during educational evaluation. All factors needs to be considered in order for academic success and for deaf children to be expected to meet their needs.

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