



Research Paper

## **A STUDY ON TRADITIONAL EVALUATION METHOD IN LEARNING ENGLISH LANGUAGE BY VII STD MATRICULATION CHILDREN OF DIVINE VIDYALAYA SCHOOL AT DODDAGAJANUR VILLAGE**

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### **INTRODUCTION**

Evaluation is the method which is used to identify the qualities of intellectual people. The evaluation method distinguishes intellectuals, scientists, philosophers and personalities from common people. It is not only implemented in higher disciplines like Science and Technology but also used in the school education system.

In the scientific world there is an emergency to comprehend the quality of education in the current trend. There is a need to study the Evaluation method while it decides the life of so many young generations. Education is determined through the evaluation method. Therefore, there arises a question whether the Traditional Evaluation is a standard and innovative method to test and identify the creative people from a large mass. This study is an attempt to know the merits and demerits of the Traditional Evaluation method in the school education system.

### **OBJECTIVES OF THE STUDY**

1. To study and understand children's learning capacity of scoring marks through Traditional Evaluation method.
2. To find the merits and demerits of Traditional Evaluation.
3. To test the positive ratings of Traditional Evaluation method.
4. To process learning efficiency by way of Traditional Evaluation.
5. To diagnose evaluation problems that exists in the evaluation method.
6. To analyse the traditional methods executed in the teaching learning process.

### **AIM OF THE STUDY**

The study aims at testing the Traditional Evaluation system in order to know the positive and negative aspects in the school evaluation process.

### **RESEARCH QUESTIONS**

1. What extent the Traditional Evaluation techniques were applied and followed in the evaluation system?
2. How this evaluation system is varied from the new evaluation system?
3. Was this system played efficiently so far in determining the children's learning condition at high school level?
4. What are the main defects existing in the Traditional Evaluation?

### **METHODOLOGY OF THE STUDY**

This study adopts descriptive method in order to undergo the evaluation methods.

### **LIMITATIONS OF THE STUDY**

- This study is confined to Sathyamangalam taluk.
- The research work is limited to a sample of 34 students.
- The study is limited to VII Std of Divine Vidyalaya Matriculation School.
- The investigation pertains to English Language.
- The study was conducted only to test the Traditional Evaluation method.

### **RESEARCH TOOLS**

1. VII Std old English text book.
2. Questionnaire prepared from old English text book syllabus.



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3. Traditional way of data evaluation.
4. Answer sheets collected from the students.

**REVIEW OF RELATED LITERATURE**

**Bloom (1978)** Summative evaluation has often been associated with the identification of the preset objectives and judgments as to their achievement. The assumption in this case is that, unlike in formative modes, evaluation is not (should not be) involved in changing the project in midstream otherwise the relationship between objectives and achievement cannot be evaluated every new curriculum, research project, or evaluation programme starts with the specifications to be met in terms of content and objectives and then develops instruments, sampling procedures, a research design, and data analysis in terms of these specifications.

**Dr.A.Meenakshisundram (2010)** ‘Teaching of English for B.Ed’. Curriculum constitutes the means through which the ends of education are achieved. The curriculum is the learning process leading to the educational goal. The curriculum is the very breath and soul of an educational institution. In a broad sense, the curriculum consists of the experiences that a child gains both inside and outside the school. Therefore, it is said that the curriculum is the main instrument to realize the educational objectives.

**Parsons (1981)** for some commentators the distinction is between ‘evaluation’ and ‘research’, ignoring any such concept as ‘evaluation research’. The distinction drawn is generally between the methodology of research based in the social sciences, and often directed towards answering questions relating to policy. The recent approaches are seen as serving a very different purpose. He argues that in case such assessment is seen as serving the interests of decision makers then there is no right to claim the title ‘examination’ which is a form of research and should obey the rigorous rules to decision makers who are the real ‘examiners’.

The formative examiner is an internal critic and provides information and feedback service. The examination serves a narrow audience, the developers, and to be effective needs to be closely allied to an integral part of the team. The commitment generated would make formative evaluator suspect provider of objective summative information of significance to a wider audience. This is a critique of claims for examination to research.

**DATA ANALYSIS**

(Table1.1)  
**(TRADITIONAL EVALUATION METHOD)**  
**CONSOLIDATED MARK STATEMENT**  
**STD – VII SUBJECT – ENGLISH**

SL.NO	NAME OF THE STUDENT (BOYS)	MARKS For (10)	MARKS For (100)	RANK	GRADE
1.	A. ABDUL HAKKIM	01	10	F	E2
2.	G. AKASH	08	80	5	B1
3.	S. ARUN KUMAR	02	20	F	E2
4.	A. HERIC ROBIN	8.5	85	4	A2
5.	E. JOSEPH EBINEZER	09	90	3	A2
6.	H. JOBINDASS	02	20	F	E2
7.	N. NAGESH MURTHY	03	30	F	E1
8.	S. NANDHA KUMAR	7.5	75	6	B1
9.	S. PRAVEEN	5.5	55	9	C1
10.	M. PUNITH KUMAR	03	30	F	E1
11.	R. SAMANSON	8.5	85	4	A2
12.	L. SANJAY	1.5	15	F	E2
13.	R. SANJAY	01	10	F	E2



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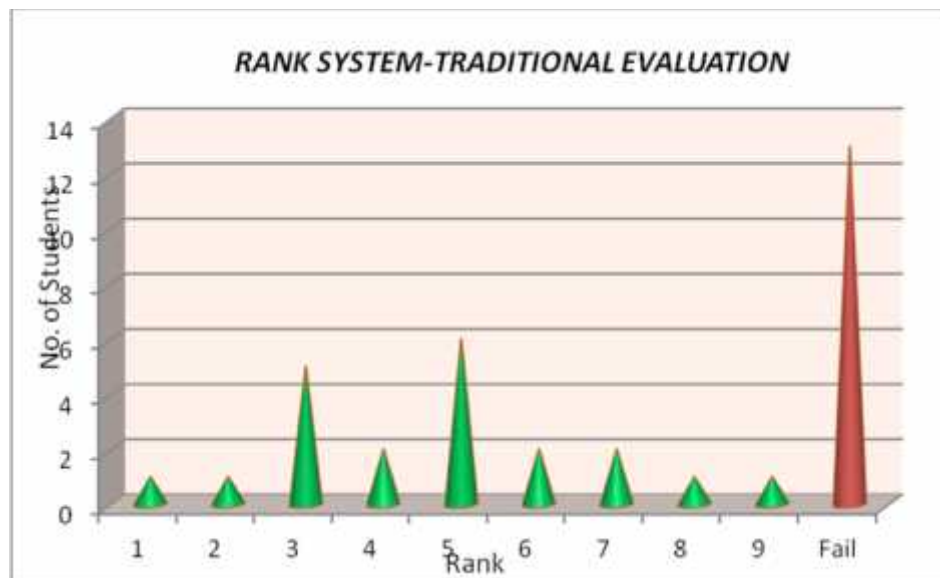
14.	S. SHIVA PRASAD	01	10	F	E2
15.	M. SUBRAMANYA	1.5	15	F	E2
16.	P. VIKAS	6.5	65	8	B2
17.	D. VINITH	7.5	75	6	B2
18.	S. VASANTH	01	10	F	E2
<b>(GIRLS)</b>					
19.	G. ASHVINI	01	10	F	E2
20.	A. AZAR	08	80	5	B1
21.	D. DHARANI	1.5	15	F	B2
22.	M. DIVYA	08	80	5	B1
23.	C. KAVYA	07	70	7	B2
24.	V. MANJU	9.5	95	2	A1
25.	P. NAVEDITHA	08	80	5	B1
26.	T. POOPANA	03	30	F	E1
27.	P. PRIYANKA	08	80	5	B1
28.	N. PRIYANKA	09	90	3	A2
29.	N. RABIYA	09	90	3	A2
30.	K. RANJITHA	09	90	3	A2
31.	D. SHALINI	08	80	5	B1
32.	N. SOWNDARYA	10	100	1	A1
33.	S. VIJAYALAXMI	07	70	7	B2
34.	A. ZHUHANAOUSHEEN	09	90	3	A2

**Elicitation of Data**

A short passage was extracted from VII Std old English text book. It was taught in the class room using talk and chalk method/ direct method by the researcher. After teaching the story, enough time was given to clarify and to study the content of the passage. Then, a questionnaire was framed for 10 marks on the basis of Traditional Evaluation in order to test the children’s understanding on the content of the same story. Limited time was allotted to write the answers and the answer papers were collected and evaluated by the researcher. The marks were converted to hundred and consolidated.

*Graphical Representation of the Rank System (Traditional Evaluation)*

(Graph 1.1)





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The above figure pictures the progress level of the children in the examination held based on Traditional Evaluation Method. It clearly distinguishes successful students and detainers in the exam conducted by the research scholar.

Note:

1. Green colour points out the successful students in the test conducted.
2. Red colour points out the detainers in the test conducted.

**POPULATION OF THE STUDY**

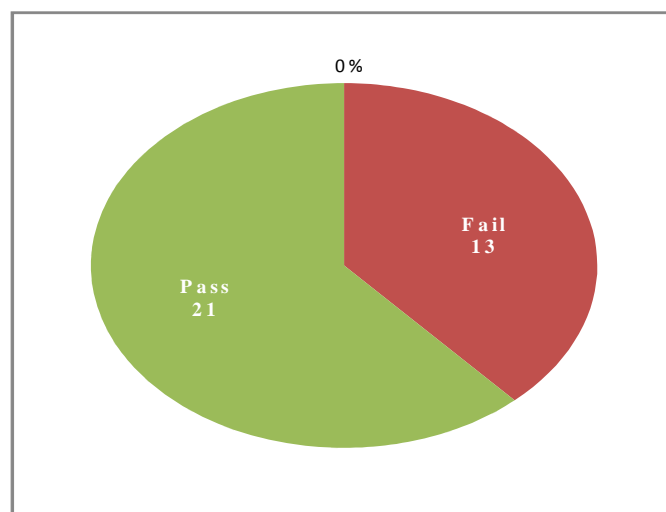
Population taken for the study is 34. It includes 18 boys and 16 girls of VII Std children at Divine Vidyalaya Matriculation School, Doddagajanur, Thalavadi Block. This study highlights Traditional Evaluation in the teaching learning processes of high school level in Thalavadi block. The research attempt was held in the month of June 2013. The School undertaken for the study is a private institute which comes under the jurisdiction of Erode District, Sathyamangalam Taluk.

**FINDINGS OF THE STUDY**

- The study proves that the Traditional Evaluation does not give any opportunity for activity based learning.
- Traditional Evaluation system leads the children to rote learning.
- It is a monotonous way of evaluation method; no newness is applied in the system.
- Traditional Evaluation method is very hard and vague. It doesn't influence the children get interested in learning the content and language skills.
- The number of failures is more in the evaluation system.
- Execution of Traditional Evaluation in the content level of lessons, out of 34 students 21 passed and 13 detained.
- This evaluation system does not help school going children in reasoning the problems, analyzing the cases and general mental ability development.
- Traditional Evaluation system has provided its own credits for so many people do shine in their academics in the past years. The researcher is also one among the credits of the system because he is the product of the same evaluation system.

*The following pie diagram shows the result of Traditional Evaluation Method implemented for the research study.*

Performance of 34 Students



(Diagram 1-1)



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### SUGGESTIONS FOR FUTURE STUDY

- Sample of the study is only 34 students. Using more number of samples will be more valid for future research.
- Related research can be conducted in Higher Educational levels like Colleges, Universities and Research Institutions.
- More number of researches can be undertaken based on Traditional Evaluation. This will bring out new and innovative techniques to rectify the drawbacks in the system.
- Every evaluation system has its own merits. The advantages of Traditional Evaluation could be analyzed and incorporated according to the needs of modern educational systems.

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