Module Five: Evaluation and Research in Environmental Education (15 hours) 22. Need and Significance of Evaluation. 23. Difficulties in Evaluation. 24. Recent Trends in Evaluation - CCE, Learner report, Skill Tests, Simulated Practical test, Portfolio, Rubrics. 25. Recent Researches in Environmental Education

**Evaluation in environmental education means ,**

accessing the state of activity before implementing it in order to ensure that it does not take any wrong direction of implementation. Explanation: When an environmental activity is perused , there are many activities that are put in place before it is implemented.

**WHY DO WE EVALUATE?**

Whenever we undertake any activity we always have in our mind the objectives

of doing it. At the end of the activity we often try to find out if the activity was

worth- while or not, That is, we try to assess and make value judgement of the

activity. In other words, we try to evaluate our actions.

**Features of Evaluation**

Evaluation helps to find out whether your pupils have acquired requisite knowledge

of facts, developed understanding of principles and generalizations, developed

intended skills and application ability.

It provides you with concrete and reliable evidence of pupil's learning.

provides you with a feedback about your teaching so that you could modify

the methods for better results.

also gives feedback about strengths of individual students as well as their

weaknesses.

assess your own teaching;

identify your strengths and weaknesses and take improvements accordingly;

plan remedial teaching for slow learners;

plan enrichment for fast learners.

**WHAT TO EVALUATE?**

Three components of Environmental Studies, i.e**., Education about the**

**Environment; education through the environment; and education for the**

**environment** have been given emphasis in organizing curriculum, in developing

teaching learning materials and in adopting teaching-learning strategies in the/

classroom.

a**) Learning about the environment** includes knowledge of components of environment. These are objects, events, phenomena occurring in and around the child. It also includes knowledge of social institutions, their structure and function, local traditions, customs, culture, etc.

It includes understanding of, various principles, drawing of generalizations related to above aspects of the environment.

b) **Learning through the environment means** using environment and its different

components as a means of learning. The environment, therefore, is used as

vehicle of learning through its systematic exploration. While observing the

different aspects of the environment, the children develop skills of observation,

recording of data, classification and grouping of data, collection and sorting

of information finding out cause and effect relationship, drawing inferences,

etc. They learn to do things themselves by using all sense organs.

c**) Learning for the environment** means using the knowledge and skills to help in

improving the environment. It includes feeling of concerns, need to initiate

action, voluntary participation in activities related to environment protection.

WHEN TO EVALUATE AND THE TYPES OF

EVALUATION

For deciding on the design of evaluation, it would be useful for you to ask yourself

the following questions:

When should I evaluate my pupils?

What is my objective for evaluation'? Is it for grading each child'? Or is it to

find out their learning difficulties'?

Should I evaluate the class as a whole and compare their performance or

evaluate in groups to assess the growth and development of each child'?

. How much of the learning is to be evaluated and how often'?

How shall 1 keep a record of evaluation'?

**Concept and Methodology In our educational system we often give test and resort to two types of evaluation.**

One type of evaluation is school-based and conducted by the teacher. It is called

**internal assessment**. Another type of evaluation is generally conducted by an

outside agency. This is called the **external evaluation** that generally means to

no st of you an examination or a test. At the primary stage in many states of our,

country there is no external examination. The evaluation of pupils is done by the

teacher as a part of her day-to-day teaching. The purpose of internal assessment

is to improve the levels of achievement.

This type of assessment covers both scholastic and non-scholastic aspect of pupil's

achievement. It is a continuous informal part of the total teaching-learning

programme.

Depending on what and why you want to evaluate the internal mode of evaluation

varies. The most familiar mode of internal assessment used by any classroom

teaching is a unit test. Here, you evaluate pupil's learning after completion of a

unit. A unit test is generally **a paper-pencil test.** It helps you to test mostly the

knowledge or cognitive aspect of pupil's learning. In this case evaluation is done

after completion of a certain unit. Such type of evaluation is called Summative Evaluation.

Sometimes a unit is very long, divided into sub-units. A series of

tests are conducted, that is, after completion of each sub-unit at short intervals of

time.. When evaluation is built into the teaching-learning process and provides you with a continuous feedback about pupil's progress such type of evaluation is called Formative Evaluation. It helps you to diagnose the strengths and weaknesses of your pupils. It also helps to make necessary modifications in your teaching techniques.

**HOW TO EVALUATE: TOOLS AND TECHNIQUES ' OF EVALUATION**

Once you have selected the design of evaluation, you must select appropriate

tools. The tools should relate to objectives/learning outcomes to be evaluated.

**Tools for Evaluating Academic Achievement**

**Oral Questioning:** Oral test is a commonly used tool, particularly in cases where

the pupils are not able to express themselves in writing. Oral questioning is

advantageous in building feedback mechanism~ in a teaching-learning situation. It

is essential, however. that the pupils get immediate feedback. It is also necessary

to provide remedial measures.

**Paper-Pencil Test**: This is the most commonly used tool. These are well suited

for evaluating knowledge, understanding: application and some drawing and tracing

skills. These have following disadvantages:

All objectives cannot be tested by paper-pencil test.

It creates a formal test situation in the classroom. .

Additionally, it requires reading and writing skills on the part of the pupils.

,The objective based objective type questions are not commonly used item in a

paper- pencil or written test'. Some examples of these types of items are:

**Completion type I**

**True and false**

**Multiple choica ,**

**Matching**

**Essay writing**

**You are already fanliliar with con~pletion type itenls that is, fill in the blanks, and**

**the True and False items, Given below are some examples of Multiple choice and**

**Matching type items.**

**1. Multiple Choice Questions**

2. Matching Type

3. Essay Type

**Tools for Evaluating Attitudes, Interest and Manipulative Skills**

Observation is the simplest tool for assessing these outcomes. However, they

require training for collecting information and interpreting the same for decision

making. Use of any observational tool requires that the following coilditions be

fulfilled:

Define setting

Purposive stimulus

Definition of the behaviour to be observed

Deration of pupil-teacher interaction

Systematic recording

Objective interpretation

Environmental Studies teaching-learning is based on active participatioion of pupils

in activities. Therefore, the teacher is greatly facilitated in collecting information

through observation. Whenever children are involved in an activity you can observe

their behaviour such as cooperativeness, willingness, interest, motivation, etc.

Evaluation in

Environmental Studies

Concept and Methodology where type of behaviour is shown and the number of tiines such behaviour occurs

is tallied within a period of time. Given below is an example of a Behaviour Tally

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