

Alternative Evaluation System for Children with Hearing Impairment

“If we suggest any single reform in Indian education, it would be that of examinations.”

Radhakrishnan Commission (1946-48)

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Abstract: Evaluation is a systematic and objective assessment of an ongoing or completed programme or policy, its design, implementation and results. In evaluation system the process of evaluation is also more 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 is more effective for 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 student, given the right support and access to the curriculum. However, as most teaching and learning takes place through the main senses of sight and hearing, this presents deaf students with particular challenges when trying to access teaching and learning. 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 recent and alternative evaluation system so that all domain of skills can be assessed and justified with them.

Key words: Alternative evaluation and Children with hearing Impairment

Introduction

Children with hearing Impairment are likely to require additional support if they are to make the same progress as other pupils 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 academic achievement. Through the traditional evaluation system a teacher can't assess their holistic performance and result the children can be deprived from their right pathways. There are various alternative evaluation systems and strategies to assess the holistic performance of children with hearing impairment but it is needed to execute properly in particular settings. The meaning of evaluation. Educational evaluation is a process of estimating and appraising the degree and dimension of students' achievements. 'Evaluation of educational practice' is a process of estimating and appraising the proficiency level of the particular educational practice which is being conducted. It is a way of appraising the application of educational theory in practice. Evaluation is one of the most important tools for knowledge and skill assessment from ancient times to now a day. In today's education teaching methods differ much from ancient times. But evaluation is as important as was in the past and will be in the future. Evaluation is the most necessary tool for improving the education system. The difficulties of written evaluation and healthy discussion on importance and reliability of evaluation systems are the same. In reality evaluation is examination of students, examiners, supervisors and teachers' moral values. How much students have learned and how much they have studied that thing are as much important as they have been taught and how. It is also important to evaluate how the evaluation is being conducted. After evaluation with how much sincerity their answer sheets get checked. The assessment should be honest and serious during evaluation. So from beginning to the end of education, evaluation is a more necessary aspect for the education system.

Needed Changes in evaluation system:

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

1. **Evaluation's sight:** Evaluator should have such kind of aim and knowledge related to his subject and syllabus.
2. **Student's sight:** For student degree is more important than any other things. Students think achieving degree in any way in their education.
3. **Social sight:** Students achieve respect and money through education and get status in society.
4. **Ideal:** Self analyses of students through examination system
5. **Justice:** It is huge demand to meet the need of children with hearing impairment and justice with them accordingly.

Scope for evaluation of educational practices

Educational practices and the activities related to them can be classified under three main headings:

1. Curriculum activities related to the subjects of instruction, organized with a view to achieving the scholastic objectives.
2. Co-curriculum activities related to other school programmes and practices. These provide a background for the curriculum activities. The purpose of organizing them is to promote certain aspects of pupils' 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.

Types of Evaluation:

Education is not just related to children examination it could be anywhere, anytime, and on anyone in education. The form of evaluation is different it can be oral evaluation, written evaluation, 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 in one evaluation is going on for example exam system of Dr.Shakuntala Misra National Rehabilitation University, Lucknow or oral exam.

2-Summative Evaluation: Summative **Evaluation** is used primarily to make decisions for grading or determine readiness for progression. Typically summative **Evaluation** occurs at the end of an educational activity and is designed to judge the learner's overall performance. In summative evaluation teacher also observe behavior 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 students. It includes continuity of testing with reasonable intervals and covering different aspect of curricular and co-curricular areas so as to help the student. Continuous assessment provides both students and teachers with the information needed to improve teaching and learning in process. Obviously, continuous evaluation involves increased effort for both teacher and student.

Other part of evaluation:

1.Self- Evaluation: In self-evaluation person have to analyse himself for that he could be prepare himself through mentally.

2. Objective evaluation: In objective evaluation one person asks questions to other and evaluation can do by other person. Other person observes and evaluate.

Through these evaluation student can learn to know about 'themselve', he can be aware about his inner self or inner confidence student can be aware about his personality and develop himself. He can also be aware about behavior, morality, virtue and other thing. He develops positive attitude by such kind of evaluation. Teacher has to inspire students about them self and make him a good person who can be helpful to his 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 important part of the total educational process. 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.

Evaluation process:

Formal evaluation process become more illegal and bad, 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. Evaluations become cheap thing for school and college. Through such kind of evaluation education system lost many thing so some college and universities try to solve this problems.

How evaluations become successful:

We have to know how much old system of evaluation can be successful in education system. May be in second and third criteria our evaluation system can be successful but in first and fourth it can't be, it is unsuccessful for these.

In another countries like Europe, America, England many changes have occurred in evaluation system. Other system from root, many social leaders such as marks, Einstein, Sigmund 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, Gandhi, 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.

How should be the new system of evaluation?

It should be scientifically accurate with less subjective variation.

1. Any kind of illegal thing not done by any one. It is 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. Can be checked through technology..

Form for new examination system:

No single strategy is perfect. Still this new system is better than the prevailing 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. No need of more answer sheet in objective type question papers.
6. Question paper should be divided in code also.
7. Through such kind of system evaluation can be right in education system.
8. Instruction should be given in both verbal and non-verbal (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 became totally based on machinery system so 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

Conclusion:

It is clear that many students do not perform as well as we would anticipate, and they will 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 be based solely on a child's audiogram and communication skills. Parents and professionals need to consider the child's cognitive potential, thinking skills, preferred mode of communication, learning style, appropriate evaluation process and academic abilities when making critical decisions. The child's cultural background must also be considered. All factors need to be considered in order to raise the bar for academic success, and for children to be expected to meet their full potential.

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