

A STUDY OF URBAN & RURAL HIGHER SECONDARY SCHOOL TEACHERS AND STUDENTS VIEWS TOWARDS GRADING SYSTEM OF EVALUATION

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Abstract

All teaching is directed towards the welfare of the students and the welfare of the students lies in bringing desirable changes in their adequate progress and development. At a particular stage teaching- learning situation, therefore proper planning is made for bringing desirable changes in the behavior of students. The task begins with the setting of proper teaching-learning objectives i.e., the type of changes in behavior of the pupils expected as a result of the ongoing teaching-learning process.

Changes in the behavior of the students may be introduced or the stipulated teaching-learning objectives may be realized. Thus becomes focal points for the further planning and organization of teaching-learning activities. As a result suitable learning experiences in the form of subject matter and other practical activities are planned and organized with the help of proper teaching-learning methods, strategies, aids and devices.

Throughout the history of education, letter grades have been the primary method of reporting student progress in school. Various studies have indicated that approximately 50% to 90% of all schools use letter grades. In some cases at the elementary & primary level, the report form also includes a series of work habits and personal-social characteristics to be checked by the teacher. As a result suitable learning experience in the form of subject matter and other practical activities are planned and organized with the help of proper teaching-learning methods, strategies, aids and devices.

Keywords: *Grading System of Evaluation*

INTRODUCTION

Evaluation plays a vital role in the field of education. Evaluation is directly related with teaching-learning process employed in the class-room situation. It helps the teacher and provides him with knowledge concerning the students' behavior. He/She comes to know how for this teaching, the strength of his teaching give him confidence in the device used by him and his weakness prompt him to modify his methodology. It also helps the teacher in setting refining and

classifying realistic objectives for each student. It helps him in determining, evaluation and refining the instructional techniques i.e learning activities. The teacher can use the result of evaluation to improve his classroom procedures for example, suppose he come to know that only 20% of the students are able to find the area of triangle. Now he realizes that he only demonstrated and the students have not understood individually. He then arranges individual to achieve the better understanding. Thus evaluation helps the teacher to schedule learning activities in any logical fashion.

School education system in the country is all set to witness a change from the “marks” system to “grading system” of awarding “marks” to evaluate a student’s power of comprehension and articulation is no longer wanted. A national consensus has been reached in favor of replacing “marks” with grades.” National council of educational research and training (NCERT) said. It has devised a “grading system” for schools which seeks to “completely eliminate “the negative effects of the current pass or fail method followed across the country. Grading would allow comparability across curricular areas and also be more meaningful in recording the growth and development of individual students in cognitive and non-cognitive learning outcomes.

Logical and Scientific principles known about grading system

1. A Grade or School Mark is whatever it is defined to be
2. The Grading System must be valid as well as accurate
3. Number of Divisions to a Grading System
4. Assumptions Based on the Normal Curve
5. Meaning and uses of failure Division
- 6.

Definition of Grading System on the web

- Method of assuring greyhounds complete against racers of similar caliber: grades are assigned according to performance, with the top grade being “A”.
- Students, colleges and universities in the United States Commonly use letter grade to indicate the quality of student’s academic performance: A (excellent), B(good),

C(average), D(below average) and F(Failing). Work rated Con above is usually required of an undergraduate student to continue his/her studies: work rated B or higher is usually required of a graduate student to continue. Grade of P (pass), S (satisfactory), N (no credit) are also used.

- The process by which a teacher arrives at the symbol or number that is used a pupil's achievement in a subject area.

Types of Grading System

- ❖ Absolute Grading System
- ❖ Relative Grading System

Importance and Uses of Grading System

- It is simple to assign grading than the exact numerical marking involving no biases and subjectivity.
- Examiners do differ in their marking on account of the subjectivity and unreliability on the part of the examiners.
- Grading System provides scaling of the evaluation on a uniform basis for the better comparison of the evaluation outcomes in the different subjects and by the different examiners.

A GRADING SYSTEM ENSURES FULFILLMENT OF THE FOLLOWING OBJECTIVES:

Evaluation which is mainly judgement based on measurement is uniform if all the universities agree to adopt to point scale grading system and establish relationship between various grades and their meaning in qualitative terms.

In short grading is a process of classifying student into different categories on the basis of pre-defined standard and representing each category by a specific letter.

STATEMENT OF THE PROBLEM

“A STUDY OF URBAN & RURAL HIGHER SECONDARY SCHOOL TEACHERS AND STUDENTS VIEWS TOWARDS GRADING SYSTEM OF EVALUATION”

OBJECTIVES OF THE STUDY

- To know the views of teachers of urban and rural school about the grading system.
- To know the views of students of urban and rural school about the grading system.

HYPOTHESIS OF THE STUDY

- Teachers have adequate awareness about the grading system.
- Students have adequate awareness about the grading system.

DELIMITATIONS OF THE STUDY

- The present study will be confined the Jhajjar (District) only due to time constraint.
- The sample size will be restricted to 20 teachers and 100 students only.

REVIEW OF THE RELATED LITERATURE

ROME (1993) DURDEN AND ELLIS (2003)

Results confirm expectations with grade point average and days in Attendance having a highly significant positive effect on student performance. Number of Courses taken by student has a significant positive impact on student performance. While this result may appear counter-intuitive, research suggests the decision to enroll in two classes (full time) or one (part time) may measure in observed attributes of motivation and time constraints.

MARBUGER, D.R.(2001)

“Absenteesim and undergraduate Exam Performance,” Journal of Economic Education, Vol 32 (spring) pp.99-109.

RESEARCH METHODOLOGY

Methods of research are sometimes determined by the theory underlying the problems of the study. Here mainly **Survey Method** is used for collection the data.

SAMPLE

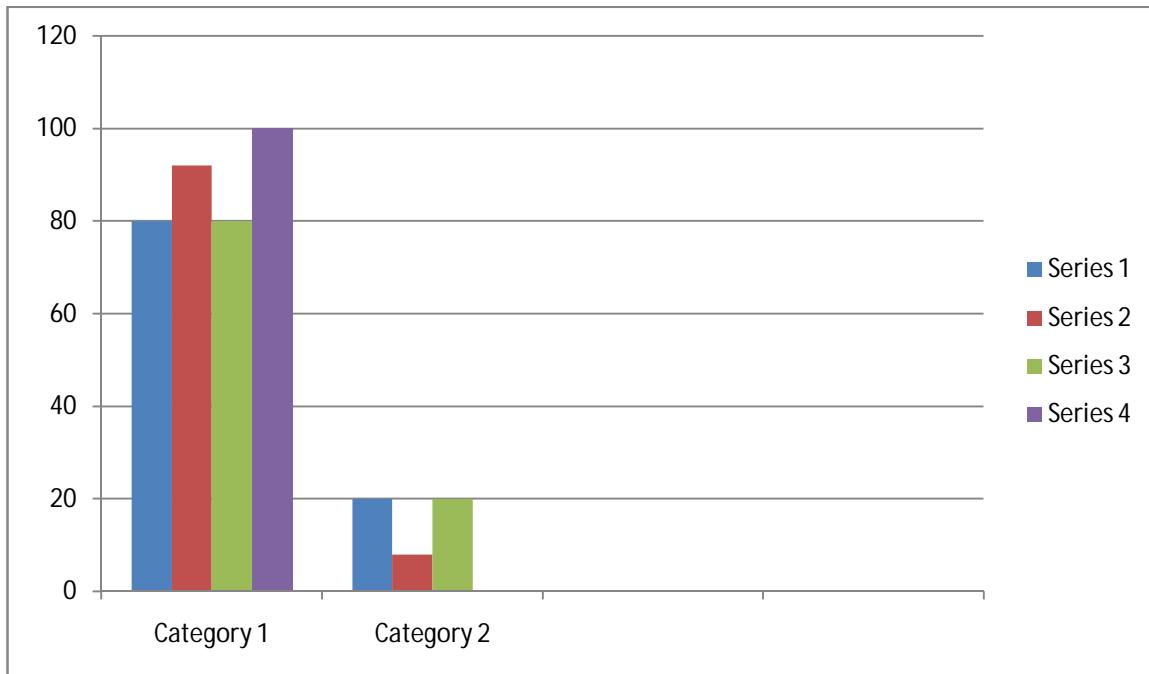
No of Teachers	No of Students	Class
5	25	XI
5	25	XI
5	25	XII
5	25	XII

TOOL

A **Questionnaire** developed by the investigator.

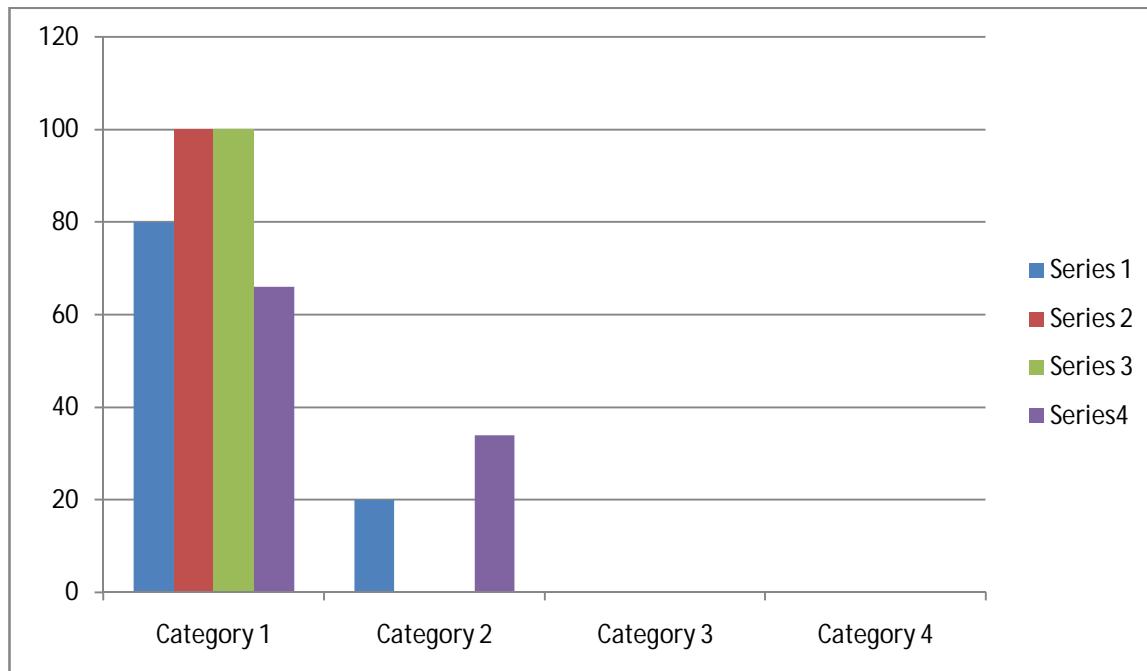
ANALYSIS AND INTERPRETATION OF THE DATA

Grading System can improve the students' achievement level.



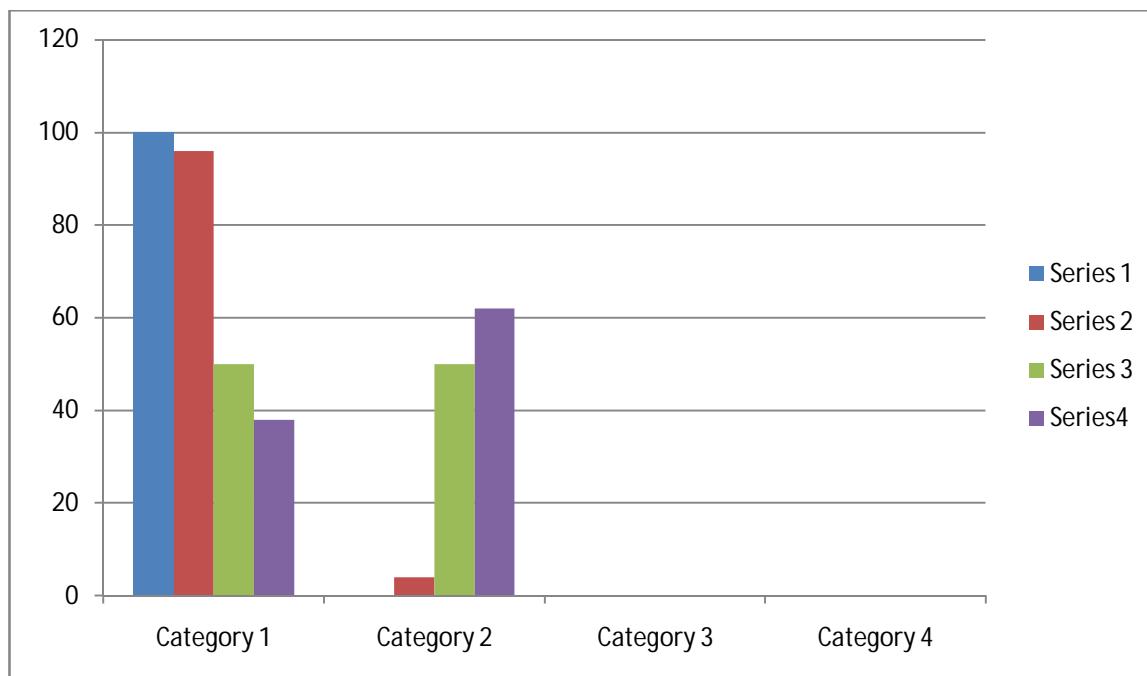
80% Urban and 80% Rural School Teachers says that grading system can improve the achievement level and 20% Urban and 20% Rural School Teachers says that it can't while 92% Urban and 8% Rural School Students says that grading system can improve their achievement and 8% Urban and 92% Rural School Students says it can't.

Grading System can motivate the weakest students to get highest grade in class.



80% Urban and 100% Rural School Teachers says that it can motivate the weakest students to get highest grade in class and 20% Urban and 0% Rural School Teachers says that it cannot 100% Urban and 66% Rural School Students says that it can motivate the weakest students to get highest grade in class and 0% Urban and 34% Rural School Students says that it can't.

Grading System reduces the mental stress among the students



100% Urban and 50% Rural School Teachers says that grading system reduces the mental stress among the students and 0% Urban and 50% Rural School Teachers says that it can not. 96% Urbamb and 38% Rural School Students says that grading system reduces the mental stress among the students and 4% Urban and 62% Rural School Students says that it not.

SUGGESTIONS FOR FURTHER RESEARCH

The present investigation was carried out on a limited sample under much limitation. There are some suggestions for further research.

- The study may be replicated with a large and different sample of the students.
- The study can include more area under investigation.
- Male and Female students can be taken separately.
- A Study can also be done to see the role of guidance in achieving the goal of life.

In this way, in the above areas, study can be made and we can make use of it giving general awareness about evaluation system to students and in this way this study can contribute much in Educational System Development.

CONCLUSION AND SUGGESTIONS

In this chapter, an attempt has been made to present the finding and discussion in a systematic way resulting from the investigation. This chapter includes the educational implication of the present study as well as the suggestions for further research in the field of study.

The main purpose of the study was to study of the Urban and Rural Secondary School Teachers and Students Views towards Grading System of Evaluation.

The purpose is filled with the help of teachers and student, by collecting their views on the questionnaire and through the cooperation of the institutional head.

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