

Unit - 6. Reviewing in Economics:

Review means to look back over something for evaluation. Reviewing to examine or consider something again in order to decide if changes are necessary. Let's review what we've done in class this week. Evaluation is an act or process that allows one to make a judgement about the desirability or value of measure. The Review was founded in 1933 by a group of young Economists. It is published quarterly by The Review of Economics. The Review of Economics is essential to the national policy on Education (1986) also considered examinations as a means for improvement of quality of education. Specifically, it called for removal of subjectivity in examination; de-emphasis of memorisation. Continuous and Comprehensive internal evaluation of Scholastic and non-Scholastic achievements of students. Improvement in the conduct of examination.

PRINCIPLES OF EVALUATION-

- ① The teacher must determine and clear what is to be included in evaluation and has priority in the evaluation process
- ② An evaluation technique should be selected which is most appropriate for evaluating a particular aspect of student behaviour.
- ③ Comprehensive evaluation process requires the different techniques of evaluation in the whole-teaching-learning process.
- ④ The teacher should be full aware about the proper use of evaluation techniques and their limitations, and.
- ⑤ The teacher should consider reviewing as a means to an end but not an end in itself.

Types of Reviewing:

The significant characteristic of evaluation process is the application of a number of procedures and techniques. The tests and techniques of evaluation procedures can be divided in different ways according to the learning situation. Classification of evaluation is as follows.

Maximum performance versus typical performance

Cronbach (1984) placed evaluation procedures in two broad heads such as maximum performance and typical performance.

(a) Maximum performance

Under this category, the test in evaluation procedure measure and determine the student's maximum performance. This category of evaluation procedure to achieve a high score as possible. The category of evaluation procedure consists of aptitude and achievement tests.

An aptitude test is considered to be constructed to make prediction of success in future learning activities.

An achievement test is considered to be constructed to ascertain degree of success in some past learning activities.

(b) Typical performance:

The category of typical performance of evaluation procedure is related with what students will do rather than what they can do. The technique and test constructed in this category evaluation interests.

attitudes, adjustment and various personality characteristics.

This category makes emphasis on getting leading responses rather than high scores.

It consists the use of interviews, questionnaires, anecdotal records, ratings and various other self-reported and observational techniques. A single technique in this category does not provide a proper assessment of typical behaviour of the students.

The combined use of these techniques helps the teacher to make proper judgments about the student's performance and variation in these areas.

Functional Types of Reviewing:

- ① Placement Evaluation
- ② Formative Evaluation
- ③ Diagnostic Evaluation
- ④ Summative Evaluation

VARIOUS STEPS INVOLVED IN REVIEWING:

- ① Identification and definition of general objectives.
- ② Identification and definition of specific objectives.
- ③ Selection of instructional points
- ④ Plan of suitable learning activities
- ⑤ Evaluation of teaching-learning outcomes, and
- ⑥ Proper use of results as feedback.

PURPOSE AND FUNCTIONS OF REVIEWING

There are several functions of evaluation specially in the field of education. Some of the important functions of evaluation are as follows:

- ① To guide the growth and development aspects of the students.
- ② To diagnose failure and success of the students.
- ③ To find out areas where remedial actions are desired.
- ④ To make a foundation for curriculum construction and its changes.

- ⑤ to encourage students for their better performance and growth.
- ⑥ to help the teacher to improve his better efficiency in providing learning experiences to his students.
- ⑦ to improve the effectiveness of his instructions in his teaching-learning process.
- ⑧ to develop the inherent potentialities of students consisted of proper attitudes, good habits, manipulation of skills, and appreciation and understanding of knowledge.

VARIOUS TOOLS AND TECHNIQUES OF EVALUATION

Types of Essay Questions.

Essay type questions can be classified in two sections:

- A. Restricted Response Questions and
- B. Extended Response Questions.

Short Answer Type Test

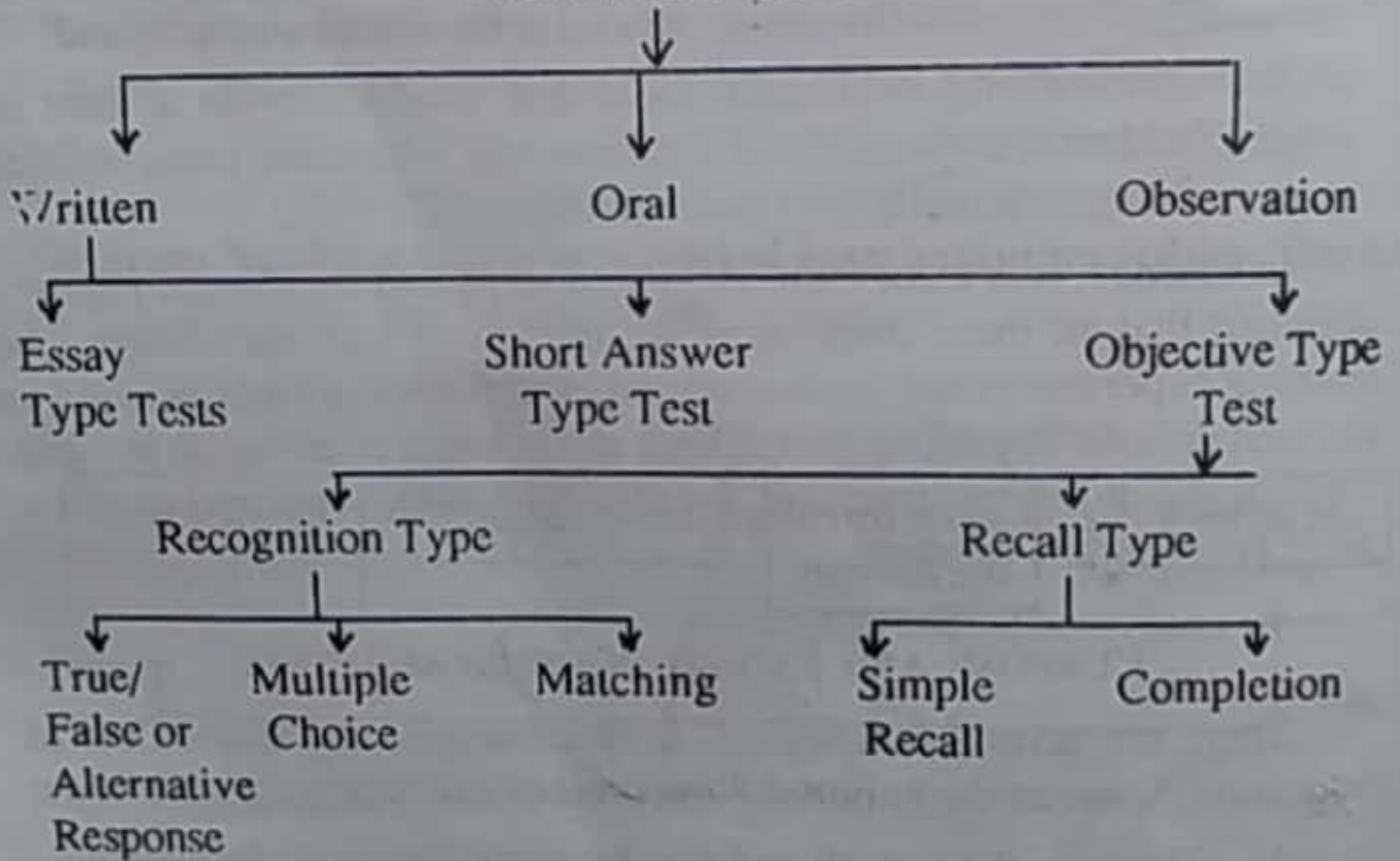
Example: What is the name of the man who wrote the 'Wealth of Nations'?

Objective Type Test:

Types of Objective tests are as follows:

1. True-False or Alternative Response.
2. Multiple choice.
3. Matching.
4. Classification
5. Simple and 'Simple Recall
6. Completion.

Evaluation Procedure



Multiple Choice Test Items

Example: I. In which one of the following states tea is produced more.

- (a) Uttar Pradesh (b) Assam (c) Bihar (d) Rajasthan

In the following item () the correct answer.

Matching Type Test

List A

First plan

Second plan

Third plan

Annual Plan

Fourth plan

List B

4.1

2.6

4.0

3.5 (1966-67 to 69)

2.9.

Recall Type Tests:

Recall type test is a test in which the student is required to supply missing items of information. Usually words, numbers, or phrases, to complete statements.

Merits of Recall Type tests

1. It reduces the possibilities of guessing.
2. It helps to develop problem solving skill and.
3. It helps to develop general knowledge of the students.

Demerits of Recall Type Test

- ① It measures highly factual knowledge.
- ② The Scoring of recall type test is time consuming; and
- ③ The students fail to make the right decision about the response.