EFFECTIVE STRATEGIES FOR TEACHING AND LEARNING

Editors

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PREFACE

"Education is the true alchemy that can bring India its next golden age. Our motto is unambiguous: All for knowledge, and knowledge for all."

Ex-President of India – Lt. Shri Pranab Mukherjee

Quality and excellence is of great significance both to the provider of higher education and education receiver in the process of building solid foundation of higher education and building capacities and capabilities of receivers, thus bridging the gap between underdeveloped and developed nation, rich and poor societies, less knowledgeable and erudite sections of population. In the realm of present day globalized world higher education is required to uphold creativity, talent, adaptability and quality. In order to fully utilize the fruits of higher education endeavors, the fundamental concern is to make sure that its quality and excellence are ensured, sustained and upgraded at all levels and appropriate policy measures are adopted to match our higher education system to international levels.

Quality in Teaching-Learning and Evaluation can be identified at the level of the institution, faculty, department or individual members of staff and can be applied in the context of the many different roles and functions of higher education institutions. It applies to both management and service delivery as well as the experience of staff and students and the outputs from study and research. Therefore, quality in Teaching-Learning and Evaluation is a concept and that aim to the culture and values of higher education and drives the motivation for continuous improvement.

We wish to express our gratitude to the contributors on the various themes related to quality and excellence in higher education which

10

Identifying Educational Outcomes and Designing Methods of Evaluation

*Dr. Vini Sebastian**

ABSTRACT

Learning outcomes are the desired behaviors expected from students after a completion of the course/program. Learning outcomes are defined as well defined statements which teachers and administrators apply as end point performance indicators for all students who have taken the course/program. The question is why a single is set of learning outcomes applicable for all students. Instead of the learning outcomes being course specific / program specific the paper highlights the need for considering it as student specific.

The problem behind assessing learning outcomes for a particular course are the variables associated with the teacher and the student. The paper has examined the context behind the assessment of learning outcomes as an obstacle for measuring them. The author brings home the realization the differences that exist between students in the class, along with the inherent differences in the teachers and also differences in the availability and use of the infrastructure. Thus the paper stresses on the *'Cafeteria Approach'* of learning outcomes, as the context cannot be equalized.

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The paper thus highlights the need to tackle the differences effectively, and has projected the need to have 'Differential assessment'. The different types of evaluation techniques are also briefly mentioned in the paper along with ways to support teachers for assessment. The author through the paper has reiterated the need for considering how to deal with the students' context rather than focusing only to measure the learning outcomes.

CONTEXT AS AN INTERFACE FOR LEARNING OUTCOMES

Assessment is the monitoring of the student's work in progress rather than measuring it at the end when nothing can be done about it. It is taking the student by the hand step by step and allowing him/her to develop their potential. It is formative in nature. It not only forms a thorough understanding of the students' understanding of the content and skills taught but also helps in understanding his/her own self.

Students *can escape bad teaching* ...but they *can't escape bad assessment* (David Boud)
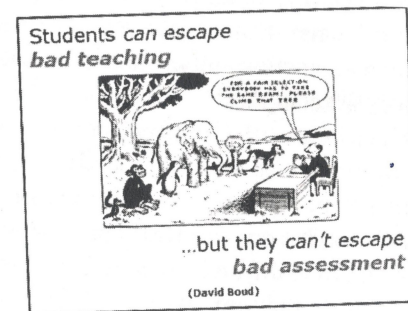
We all are quite familiar with this picture and we know that every child is unique in his/her own way. Is this uniqueness a problem for assessment? Yes, the uniqueness determines the whole way of looking at a student, his precursors to learning experiences, his way of perceiving learning experiences and also his way of delivering the output of learning. Now how does a teacher take care of, all of this? It makes the teaching -learning situation all complicated. To add to individual differences of students, there are individual differences of teachers also. Each teacher behaves differently with the class and with the individual student. This affects the student's behavior towards the teacher. So, there is a whole