



... for the teachers to

INTROSPECT

empowering educators

What Really Counts in Assessment ?

MAY'18

Edited by Sunbeam Annapurna

Editor's Note

It fills me with immense pleasure and gratification to bring forth the second edition of Introspect '2018, a magazine that celebrates the teachers who are passionately interested in the nitty-gritty of teaching-learning.

“To Teach Is to Learn Twice”



Teacher education programs often stress the importance of initiative, intuition, and life-long learning as skills that teachers need to develop. But I strongly feel that the underlying principle which governs every teacher is the desire to make a difference in their students' lives and this very realization secures your commitment to the processes of life-long learning and professional development. When teaching, I remind myself that I was once where my students are now. I realize that what I had learned as a student, I had to learn again as a teacher. I had to revisit this content with the intent of finding ways to make it meaningful and intriguing for my students.

This edition offers the articles outlining novel approaches to **Assessment** and dwells into the **Principles & Practices of Psychology** as a subject.

I hope this issue assists in embracing new ideas/ approaches and helps to get your wheels turning. **All the Best!!**

**TEACHERS ARE SOLAR POWERED
WE RECHARGE DURING THE SUMMER!!**
Enjoy the ECSTASY CALLED VACATION.
Indulge in hobbies,
SPEND quality time with family,
TASTE NEW DELICACIES,
PAMPER YOURSELF AND JOIN BACK
REJUVENATED AND ENERGISED.
(HAPPY VACATION!!!)

Forthcoming edition by Sunbeam Bhagwanpur on
“Design Thinking”.
Send your articles on
principal.bhagwanpur@sunbeamschools.com

Ms. Shradha Chaturvedi
(Head : Annapurna Teacher's Editorial Board)

What really counts in assessment ?



Assessment- the word which gives jitters not just to the students but also to the teachers. The question which keeps everybody confused is “what really counts in assessment?”

Assessment literally means judging or evaluating someone's ability but if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid. This is the biggest concern related to the assessment pattern of the education system. In the present scenario a child is assessed on the basis of his performance in the written examination. A child scoring 90% is considered to be intelligent and a child scoring 60% is considered to be an average child. But is it always true? Does this give us the true and actual evaluation of a child's ability? I don't think so.

A child may score well in the exams but he/she might lack the skills or deeper understanding required to deal with the practical real life situations. On the contrary a child may not fare well in the exams but might have the skills required in the long-run. To be precise the written examination cannot be taken as a true reflection of a child's abilities. While assessing a child emphasis should be laid on more complex capabilities like conceptual understanding and long-term transfer skills. As educators we also need to think of some ways to help students understand and reflect their own learning progress. This will make them self-sufficient. So, next time before judging a child we first need to ensure whether we are able to see the hidden part of the ice-berg or we are still looking at the surface.

Ms. Twinkle Khanna, Sunbeam Annapurna

What counts as assessment ?



In recent years, there has been an ocean of ink poured over page upon page concerning the topic of assessment.

Assessment is one of those wonderful buzzwords that receive traction every few years. Accumulating bandwagon of popular sentiment, but which remains so vapid and ill defined that it really has no meaning at all. One serious consequence is that assessment often equates with standardized testing, and standardized testing is among the worst things one can inflict on education, let alone higher education. So what counts as assessment as it emerges here in the dawn of the 21st century? Psychologist generally regarded the “educated person as a thinker not as a tool”.

In fact the expression of excellence and education to the ancient Greeks meant a distancing from everything profitable and useful. Education must be oriented towards beguiling the mind to grasp reality rather than to be satisfied with mere belief and opinion. Education must “Lead Forth” the mind from an imprisonment in ignorance. Thus genuine education is not putting what we would call “Facts” into people's heads, genuine knowledge cannot be coerced education must begin with play fullness. Drilling students to perform to standardized outcomes is anything but playful. Real education will involve an investment of our material treasure in a more treasure still.

The youth of our nation and the future they inhabit.

Mr. Rajesh Prasad, Sunbeam Indira Nagar



***Psychology- The Science of Behavior,
The Art of Humanity***

Psychology has always attracted Philosophers and Thinkers. Even common people have the same notion for Psychology that it is a very interesting subject. When I was studying Psychology, almost everyone told me that it



is a very interesting subject but no one could explain why they assumed it to be interesting if they themselves had no experience in the subject. What makes Psychology an interesting subject is its subject matter because it intends to study human behavior which is dynamic and ever changing. These behaviors are both overt (observable) and covert (hidden). It studies emotions, feelings, characteristics like Attitude, Intelligence, creativity etc which vary on a fluid continuum i.e. they can change any moment. For eg. Mood. Likewise personal values can also change over time. These elements in its subject matter make it interesting and all the more complicated. The real trouble arises when Philosophers attempt to put it any one discipline and try to segregate it as an Art or A Science.

For any subject to qualify as a Science the most important requirement is that it should be measured. While measurement in Physical sciences is based on empirical data, measurements in Psychology is largely based on interval scaling (i.e the values on an interval scale have no zero or maximum points. Every measure lies in the average category). Measurements in Psychology involves development of procedures to measure people's characteristics like intelligence, personality etc. Also it can be employed for researching or for predicting a future behavior. For eg. The aptitude for a job or the presence of emotional disturbance can be determined by applying standardized tests. A test becomes standardized only when it is reliable i.e yields similar results when administered on the same sample over time and valid when it measures the same attribute that it intends to measure. Lastly the scores obtained are compared with the norms and finally the conclusions are drawn on this basis.

It is a long procedure and suffers a lot of biases. But the conclusions drawn on its basis are quite reliable and dependable if the test has been a standardized one and the tester has enough of knowledge to interpret the results and draw appropriate conclusions on its basis. Moreover tests including Projective techniques and Rorschach are highly complicated to interpret and requires professional skills in the field. But if administered appropriately, they really bring out the real inner self.

- Ms. Neha Tripathi, Sunbeam Bhagwanpur

What really counts in assessment ?



This is the most important question that every assessment should answer.
That how should learning ideally be measured.
Over the past two decades there has been a lot written and much discussion around effective use of assessment in the class room, but everyone has their own criteria.
Assessment works when we embrace the challenge of always getting better. It also determines students strengths and weaknesses. One effective example of this is when a teacher use pretests at the beginning of units in order to find out what students already know and figure out where to focus further.
Learning style and multiple intelligences tests helps teacher learn how to meet the needs of their students.
Teacher also gets to know if she is able reach to all the students or she needs to improve her teaching learning method.
Assessment must be a part of an ongoing effort to help students learn. And if teacher follow assessments with helpful corrective instruction, then students should be given second chance to demonstrate their new level of competence and understanding. This second chance helps to determine the effectiveness of the corrective instruction and offers students another opportunity to experience success learning.

“Effective assessment can be achieved by asking the right question than looking for right answer”

Ms. Shalini Narang, Sunbeam Indira Nagar

What counts in assessment ?



When we come across the word "ASSESSMENT" the most inevitable feeling is that of fear and nervousness because of the thought of being judged or ranked. Being a mother of two adolescent daughters, I have gone through this trivia of assessments through their tests, exams, boards and not only as a mother but also as a teacher when I was appearing for the pastoral assessment.
Assessment is an integral part of our lives from the day we are born, the doctor assesses the first cry and the first pulse of the baby. Thereafter, the child is always kept under assessment for his age appropriate development. This holds true even in the educational setup where assessment is used as a tool to know whether a child / student /professional trainee has imbibed the knowledge or the training given, rather than their own relative position or scores. Its main objective is to motivate the child and not to deprecate or undermine his intellect and aptitude.
Being educators the best we can do is to impart knowledge from the core of our hearts through lectures, fun activities, educational games, nature walk and all the tools used for better teaching learning in a "MAST" manner and develop the skills in a child that will facilitate them to face the world.

"Love your child in all ways
So that they rise and shine, happy and gay....
Embrace their individuality
So they know how to live in Amity".....

Ms. Shatrupa, Sunbeam Bhagwanpur



Psychology

"If positive psychology teaches us anything, it is that all of us are mixture of strength and weaknesses. No one has it all and no one lacks it all."



– Christopher Peterson

Teacher is like a philosopher who guides his students. He is responsible to be aware about growth and development of the students. It is educational psychology which enables the teacher to use various techniques to guide the students in right direction in order to canalize student's ability in right direction. It informs a teacher about the nature of the learners and his potentials and helps the teacher to develop the students personality. It helps the teacher to study the ability, interests, intelligence, needs and adopt different techniques of teaching and assessment for effective communication.

The importance of educational psychology for a teacher can be majorly divided into two aspects i.e.

(i) To study teaching and learning situations – It includes individual difference, to know the classroom teaching learning process, to study mental health of students, measuring learning outcomes, guidance to the students etc.

(ii) Application of teaching and learning principles – It includes objectives of education, use of audio visual aids, co-curricular activities, democratic administration etc.

Teachers are the engine room and life wire of the educational sector which is the heart of national development and in order to do this effectively Educational Psychology is an important aspect of teacher education.

"Be a student and know your students."

Ms. Suchitra Singh, Sunbeam Indira Nagar

What really counts in assessment ?



I would start with a certain premise about human nature and the mission of education. When children come into the world, they do not possess minds. People acquire minds during the course of their life time. Schools are cultures for growing minds. The major instruments that we use to create minds are the kinds of programs we offer and the quality of teaching we provide. Decisions that we make about what to include or exclude in the teaching programme must always be mediated if they are to influence the lives of those with whom we work. This process of artistic activity is what we call teaching.

When teacher transforms the inevitably limited and schematic conceptions of school programs into the kinds of activities that genuinely engage students when they create the environments that open up new vistas and provide for deep satisfactions, they make a difference in the lives that children need.

Teaching however as a form of human mediation, is not the only important influence on children. How we organise the "envelope" within which teaching and curricular activities occur also matters. That is how schools are structured, the kind of values that pervade them, the ways in which the roles are defined and assessments made are a part of the living context in which both teachers and students must function.

Ms. Maurvi Kapoor, Sunbeam Suncity

What counts in assessment ?

'It is the supreme art of the teacher to awaken joy in creative expression and knowledge'. Albert Einstein

In recent years, there has been an ocean of ink poured over page upon page concerning the topic of assessment especially in the field of education.

Assessment is one of those wonderful buzzwords that receive traction every few years, accumulating a bandwagon of popular sentiment, but which remains so vapid and ill-defined that it really has no meaning at all-except that it does have consequences. A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering a cold iron. One serious consequence regarding assessment is that it often equates with standardized testing, and it is among the worst things one can inflict on education. So, what counts as assessment as it emerges in education in the 21st century ? Any attempt at the assessment first address question : 'What is teaching?' Evaluating teachers simply in terms of what is learnt is unsatisfactory because students learn without being taught and they even compensate for bad teaching. Most people would agree that there is more to teaching assess than simply telling students things they don't know. The two major types of assessment are formative assessment and summative assessment. Formative assessment measures a student's current knowledge and skills for the purpose of identifying a suitable learning where as summative assessment involves students assessing themselves. Assessment often is reduced to standardized testing, teachers and researchers have created a wide range of powerful assessment tools & practices that are being used in schools across the nation. Therefore, assessment, teaching and learning are inextricably linked as each performs the others.



Ms. Manisha, Sunbeam Varuna



Social Perception And Interpersonal Behaviour

Humans are adapted to live in social groups with complex patterns of social interactions. Understanding the meaning of



other people's behaviour is an essential aspect of human communication, and a large amount of our daily life is spent watching and interpreting the actions of others. Our perception of the social world is heavily influenced by our expectations, biases, experiences, even our cultural norms.

We all realize that most of what we do stems from our interaction with other people, but we often fail to appreciate the power of those interactions over our behaviour and thought. We spend a lot of time thinking about others, trying to understand what they do, why they do and whether they mean what they say and how they feel about us. Our perception of others personalities and feelings as well as the causes of their behaviour guide us in deciding how we will respond to them and what sort of relationships we will have with them.

Do we always know the reasons for our actions? Or is our behaviour sometimes unknowingly and unintentionally influenced by what we have recently perceived? People tend to behave differently when experiencing different emotional states, moods or feelings. Research findings suggests that there are five channels of expressing ourselves through Non Verbal Communication- facial expressions, eye contact, body movements, posture and touching. While facial expressions may not be as universal as once believed, they do often provide useful information about other' emotional states.

Most people are concerned with making good first impressions on others because they believe that these impressions will exert lasting effects. Studies show that first impressions are easily formed, difficult to change, and have a long-lasting influence. Social psychologists use the term Impression Management to describe the efforts put to 'look good' and the results suggests that it is well worth the effort. Many techniques are used for this purpose, but self enhancement and others enhancement are the most effective ways.

Besides impression formation, the other key area focused on in the study of social [perception is attribution. To obtain information about others lasting traits, motives and intentions, we often engage in Attributions or Inferences. The most fundamental observation we make about a person's behavior is whether it is due to internal or external causes.](#)

Social psychology have demonstrated not only that people's judgments and attitudes are sometimes automatically influenced by factors outside of their awareness, but that their actual behaviors are as well. People's behavior is often shaped and guided in part by knowledge that has become accessible through incidental means, such as unrelated recent experiences. Nevertheless, the end result of social perception processes determines how we react to others and how we see ourselves.

Ms. Pranami Bordoloi, Sunbeam Lahartara

What counts in assessment ?

Come March and April and the entire school reception buzzes with parents seeking admission for their wards. In the past one month, I have met some parents and kids so low in self esteem (these kids, who are denied admissions in their own

school where they have studied for as long as 9-10 years), that it makes me wonder where have we gone wrong. What is the purpose of education if not to boost the confidence of a child ? Have we, as educators, failed, if a devastated child lives with the feeling that he is a failure.

Is this what education is all about ? Do we make the child go through these gruelling two weeks of examination only to exert pressure on him to perform well and give good results ? Does education only mean good grades on the report card?

The answer, dear teachers, is so obviously "NO". However, it's sad that inspite of knowing the agony the child goes through, the Indian Education System and the societal mentality expects him to excel in academics. Whether he is a good painter or sports person – well, it hardly matters. What really matters is his percentage in the exam. Whether he writes beautiful poems or composes sweet music does not matter. What matters is whether his rank is good or not.

We educate a child so that he fits into the society – a society that we feel is the most ideal place where he belongs, and give no thoughts to whether he feels a sense of belongingness there or not. We judge a child merely on the basis of his marks.

But the question to ponder upon is – What really matters in assessment ? There is no denying the fact that academic knowledge is essential but we must make an effort to help the child hone his skills and discover his innate calibre. That he writes poetry, paints a canvas with bright colours or wins medals in the play field should be as essential as his grades.

Our role as teachers and educators should not only be to appreciate the good grades on the child's report cards but also to pat his back every time his eyes shine with confidence when he follows his heart and does something that makes him happy.

What should really count in assessment is not how many answers the child has written but what he has gained (things that are intangible) : confidence, knowledge, perspective; things that will make him believe in his dreams and will give him strength to realise those dreams.



Ms. Sanghamitra Jaiswal, Sunbeam Lahartara