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QUALITATIVE ASSESSMENT OF A COURSE WORK BY THE STUDENTS THROUGH PORTFOLIO

ABSTRACT

University Grants Commission (India) the regulating body in Higher Education has issued guideline for the M.Phil program. They included inclusion of a course viz 'Advances in the particular research area' in the research program. It is expected that the researcher should study deeply, be conversant with the advances of his research area. As per the guidelines Y.C.M. Open University (YCMOU), Maharashtra launched Master of Philosophy (M.Phil) in Education and Physical Education, in which included the above mentioned course. The School has identified various research areas depending upon the topics of a research selected by the students and conducts workshop of the experts for development of syllabi in each area. The course was to be assessed internally by the supervisor. But there was large variation in the assessment. The course was expected to be useful during research. But the significance of this theory course was revealed in few dissertations. Therefore the school has to reconsider the assessment strategy. "Portfolio", is one of the popular and useful learning and assessment tools used for assessing relevant skills, competencies and attitudes for constructivist approach. This assessment indicated a clear shift from 'one-time assessment to continuous assessment', 'product oriented to process oriented' and from 'purely quantitative to a qualitative'. School has developed a self instructional material and rubric for authentic assessment and conducted orientation program for the supervisors. As a part of the course the researcher has to perform various activities and assessment was done by the supervisor, expert, self followed by reflection on each activity. The presenter took feedback from the supervisors as well as from the researchers and portfolio analysis about the various research skills developed, researcher reflection on the work, and how the course work supported the research. This helped in delineating the impact of the coursework. Careful adaptation of this tool can help us to evolve comprehensive, authentic assessment in research programs.

INTRODUCTION

Yashwantrao Chavan Maharashtra Open University (YCMOU) Nashik is mega Open University in India. The University has eight schools. Each school having different types and different level programmes from Certificate to Doctoral degrees and type of Academic, Professional, Vocational. of School of Education (SOE) also having different level programme like SHG, ECCE, B.Ed, M.Ed etc. According to the UGC guidelines the SOE started Master in Philosophy (M. Phil) programme in Education and Physical Education in the year 2007.

STRUCTURE OF THE MASTER IN PHILOSOPHY (M. PHIL) PROGRAMME IN EDUCATION

Sr. No.	Course Name	Assessment	Marks
1	Research Methodology	External	100
2	Instructional and Training System Design	External	100
3	Advance in Education (a course work related to research)	Internal	100
4	Optional paper (any one) 4.1 Communication modes in Education OR 4.2 Assessment & Evaluation	External External	100

B	Seminars and Assignment	Internal	100
A	Research, Dissertation and Viva Voce	External	100

University decided to give the 100 marks for Advance in Education (a course work related to the research) 200 marks for Research Dissertation and Viva Voce. The programme has total 40% weightage for research work.

The University identifies 14 study centers throughout Maharashtra recognized as a research center for Education & eight center for Physical Education. The center having at least four recognized guide having Ph.D degree and approval for Post Graduate teaching experience from their respective university. There is variation in guidance from university to university. The University having two batches (2007-2009, 2008-2010) of M.Phil Programme.

COUNSELLERS & GUIDE ORIENTATION PROGRAMME

SOE of YCMOU conducted three days Counselor & Guide training programme for Guides in Education & Physical Education Separately. In the training programme some session are given for understanding and guidance of research activity and expectation of the university from students, guide and study centers.

UNIQUENESS OF ADVANCE IN EDUCATION (A COURSE WORK RELATED TO RESEARCH)

- This Course was compulsory to all students. But the syllabus of the course was differs according to the research topic of every students.
- The syllabus of the course was developed jointly by the students and respective Guide.
- Research topic was related to the Guide Specialization area or it was related to the student interest area.
- The course is totally evaluated internally by the guide. From this evaluation the guide get judgment of his/her research students for the deeper understanding of his/her research topic.

EXPECTATION FROM ADVANCE IN EDUCATION (A COURSE WORK RELATED TO RESEARCH)

- To develop the student capacity to compare the syllabus of the same course in different university at M.Phil level.
- To develop the student capacity for using the various resources of his/her specialize research area.
- To developed Self-Directed Learning Competency in the students.

The Course "Advance in Education (a course work related to research)" was the new concept for all guides. Therefore two hour

discussion session followed by activity was conducted.

OUTPUT OF THE ACTIVITY

- All guides finalize their research area for guidance.
- It helps the guide for understanding and activity conducted at the study center for the course.

F¹ BATCH (2007-2009) PROCEDURE 'ADVANCE IN EDUCATION/PHYSICAL EDUCATION (A COURSE WORK RELATED TO RESEARCH)' Steps for Development of the Syllabus for Advance in Education /Physical education (a course work related to research)

- Finalization of Research Area of the Students.
- Collection of syllabi for the same course from the different universities in Maharashtra.
- Develop 8-9 chapters of the course with the help of Encyclopedia, Journal's reference books & Internet.
- Students should collect the related reference material from respective places.
- Students has to develop point and sub-point of each chapter by studying the reference material and approved by the guide.
- This Syllabi was send to the university in a describe format for approval.
- Expert Committee approved the syllabi developed by each student. Joshi A.N.(2007) For this work student and Guide get 3-4 months.

OBSERVATION OF THE EXPERTS ABOUT SYLLABI

SOE get Syllabi of each student from the study center. It was given to the expert for approval. The expert having following observation

- Most of the Syllabi were not copy and paste of available syllabus.
- Syllabi Level is bachelor & Master level.
- Primary references and Secondary sources are not shown in the reference list.
- Most of the students don't and few of the guides don't know about how to frame the Syllabi.

CONCLUSION - THERE IS NEED OF DIFFERENT STRATEGY FOR DEVELOPMENT OF SYLLABI

SOE decided to give some input to the guide & students. The member of the committee identified the research area by taking reference "Surveys of Educational Research". They study all research proposal submitted to the university. They classify the research topic into 17 areas for education and 10 areas for Physical education.

According to areas the SOE select the experts from all over Maharashtra and conduct three days

workshop for development of syllabi. This latest Syllabus was send to the guide and students with the help of study center. If the research topic was related to more than one area then the guide and students has to revise their syllabi according to the guideline given from the University.

After the Syllabi development each student reads the related references according to the subjects.

ASSESSMENT OF ADVANCE IN EDUCATION (A COURSE WORK RELATED TO RESEARCH)

Each guide has to develop two term paper question and two short assignments questions with the help of revised syllabus and give it to the students. The students expected to complete the activity. One term paper has to present in the next workshop, evaluation scale was develop for the same. Other one term paper and two short assignments are evaluated internally by the Guide.

DISTRIBUTION OF MARKS IS AS FOLLOWS

Term paper Evaluation 75 marks and Short assignments 25 marks

50 mark for first Term paper 25 marks for evaluation & 25 marks for term paper presentation

25 mark for second Term paper

25 marks for two short assignments

Form this activity the SOE expected that there was a deeper understanding of students about their research and reflection was expected in the dissertation.

OBSERVATION ABOUT ASSESSMENT OF ADVANCE IN EDUCATION/PHYSICAL EDUCATION (A COURSE WORK RELATED TO RESEARCH) BATCH 2007-2009

- An individual difference was seen at the different study center & guide to guide also.
- Assessment was totally internal therefore over-rating of the marks was seen.
- Most of the thesis no reflection of this work in most of the Dissertation.

CONCLUSION -

- **Most of the Students and the Guide not doing the activity seriously.**
- **There was a need of rethinking of the course activity.**
- **Expectation of the University was not fulfilled.**

11th BATCH (2008-2010) PROCEDURE "ADVANCE IN EDUCATION/PHYSICAL (A COURSE WORK RELATED TO RESEARCH)"

For the second batch university developed the Self learning material for "Advance in Education/Physical Education (a course work related to research)" and for the continuous

assessment decided to used the portfolio of the students.

CONCEPT OF PORTFOLIO

A purposeful collection of student work that exhibits the student's efforts, progress and achievement in one or more areas. The collection must include participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of student self-reflection. (Paulson, Paulson, Meyer 1991) as cited by Barve, M. (2008) pp199

PURPOSE OF PORTFOLIO

- It keeps related documents together.
- It helps the process of reflection.
- It gives the process of self evaluation and personal; development a higher focus
- It can hold relevant examples and information for when you need them, such as when applying for work of other courses.

REVISION OF THE COURSE WORK

For 2008-2010 batch the components of the Advance in Education/Physical Education a course work related to research was revised it includes the following components.

- Syllabus development - related to the research topic by the students and his/her guide.
- Conceptual Analysis of the keywords
- Revision of the research proposal
- Two Term paper - one conceptual and one related to previous research.
- Assignments - peripheral concepts of the research

In the self instructional material for each components following information was given

- Operational definition of the components
- Expected Competencies
- Support of each activity for research
- Steps for doing the activity.

ACADEMIC SUPPORT FROM THE HEADQUARTER

The self instructional material was sent to the study center. Most of Guide wants separated Guide orientation programme (GOP). Again three days GOP was conducted at the headquarter. In this programme two sessions was given for the advance study work.

When the guide was doing assessment with the help of the rubric, they having some difficulties to understand the rubrics. Again one day orientation programme was conducted for the coordinator. After the training programme it is expected that they give training to their study center guides.

EVALUATION OF THE VARIOUS COMPONENTS

According to the activity separate rating scale & five points rubrics was developed for each components.

This rubric having characteristics of each points. Assessment for 100 marks.

Out of 100 marks 80 marks from the study center and 20 marks at the time of dissertation evaluation viva voce. Barve, M. & Mahale S.R. (2009) Multiple assessors was used for assessment (Guide, expert, Co-learners, and the student) at study center to get the objectivity in marks.

REFLECTION OF THE STUDENTS

The students has to develop a file of his/her work and reflection of each components and total by taking following points

- What I learned from this activity?
- What is good in my work?
- What are the expected changes in the future?
- How much I achievement for this work?

More than hundred students are submitted their portfolio at the time of viva voce to the University. The researcher analyzed their qualitative remarks.

OBSERVATION

This assessment indicated

- a clear shift from 'one-time assessment to continuous assessment'
- 'product oriented to process oriented' to develop the research competency
- From 'purely quantitative to a qualitative'.

CONCLUSION

- This activity help the students and guide for their research work.
- The quality of the research was good compare to 2007-2009 batch.
- Students having confidence at the time of viva voce.
- The assessment was done by the five different persons therefore the objectivity was seen.

EPILOGUE

For assessment of Advance in Education/Physical Education a course work related to research the portfolio was useful for one-time assessment to continuous assessment', 'product oriented to process oriented' and from 'purely quantitative to a qualitative' Careful adaptation of this tool can help us to developed comprehensive, authentic assessment in research programs.

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