

Awareness of Testing and Evaluation Practices Of College Teachers in Namakkal District, Tamilnadu, India

Dr. P. C. Paramasivan

Assistant Professor of Commerce, EVR College, Tiruchirapalli, Tamil Nadu, India
paramsefp@yahoo.in

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Introduction

Testing and evaluations are essential and they play a vital role in the educational methodology which helps to measure the performance of the students in particular subjects or topics. Various educational methodologies and practices are used by the teacher and academicians to equip the students' communities and to become an empowered society in future. Implementation and follow up of the educational methodology is a slow process because of lack of awareness of the Testing and evaluation practices of the teachers. Proper teaching is not only enough but also testing the subject knowledge, competence, skill and interest of the students and also it should be evaluated systematically. If Testing and evaluation practices are successfully implemented, intellectual students will grow in future.

Statement of the Problem

Educational system in India has made many changes for the past six decades. The present educational system has given more opportunities to thinking and rethinking of the concepts to the learners with the help of the teachers. It is the best way to understand the real

involvement of the learners in the particular field or subject. The effective teaching can only be organized by analyzing the content. This task is educational as well as intellectual in nature because it involves both the process of analysis and synthesis. The task analysis has four characteristics such as description of learning activities, identification of desired behavior, appropriate situation and developing criterion test.

This kind of information should be clearly defined and awarded by the teachers. College teachers are mostly subjectively strong but at the same time they are weak in the teaching methodology particularly in the Testing and evaluation practices. To promote and create awareness about the Testing and evaluation to the college teachers becomes an initial part to improve the standards of Testing and evaluation. In this connection this study becomes important and it emphasizes on various aspects of the testing and evaluation practices which are already available and how the practices are used in the present context of the teaching in college education.

Objectives of the Study

The present research study consists of the following important objectives.

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1. To measure the awareness of Testing and evaluation practices of the college teachers ,
2. To make effective suggestions to improve and implement the best testing and evaluation practices in college level education.
- 3.

Research Methodology

The present research study is descriptive in nature with the help of both primary and secondary data. Primary data collected from the respondents in the study area with the help of structured questionnaire. The questionnaire is given to the respondents to fill with detailed information regarding the testing and evaluation. Secondary data collected from various published, unpublished and official websites. Collected data would be analyzed with the help of some of the statistical tools.

A sample of 50 urban and 50 rural based college teacher respondents are selected on convenient sampling basis and primary data are

collected. In Namakkal district there are 12 self financing arts and sciences colleges with 1125 teachers.

Profile of the District

The present research study covers only the Namakkal district of Tamil Nadu. Namakkal is a historic town dating back to at least the 9th century. The name Namakkal derives from Namagiri, which is the name of the single rock formation at the center of the town. Namakkal is one of the well known city for egg and poultry products and now it is becoming the educational district in Tamilnadu as well as in India because more than 20 Arts and sciences colleges, 32 education colleges, 12 engineering colleges and 10 poly techniques. The present study is based on the random sampling method by using the structured questionnaire. The sample respondents are classified on the basis of age, sex, education, experience, departments and educational qualification of the respondents'. The details of the respondents are shown in table for analysis.

Table No 1
Profile of the Respondent

Personal Variables		No. of respondents	Per cent
Gender	Male	64	64.0
	Female	36	36.0
Age	Less than 30 years	32	32.0
	31-40 years	62	62.0
	41-50years	6	6.0
Educational qualification	PG	29	29.0
	M.Phil	67	67.0
	Ph.D	4	4.0
Experience	Less than 5 years	42	42.0
	6-10 years	54	54.0
	More than 11 years	4	4.0
Department	Languages	43	43.0
	Arts	34	34.0
	Sciences	23	23.0

Source: Primary Data

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Table no 1 show the details of sample respondents with reference to their age, sex, education, experience, departments and educational qualification it is found that among the respondents, 64 per cent are male and 36 percent are female. 32 per cent are less than 30 years of age; 60 per cent are between 31-40 years of age and 6 per cent are between 41 and 50 years of age. Educational qualification of the respondents shows that 29 percent have

completed PG, 67 per cent have M.Phil and 4 per cent have completed Ph.D as their educational qualification. 42 per cent of the respondents have less than five years of experience, 54 per cent are between 6-10 years, and four per cent have more than 11 years of experience. 43 per cent belong to language department, 34 Arts department and 23 per cent Science department.

Table No 2

Gender	Level of awareness of testing			Awareness of testing score			Total
	Aware	Partly aware	Not aware	Mean	S.D	C.V %	
<i>Male</i>	24 (37.5)	27 (42.2)	13 (20.3)	20.73	3.32	16.02	64 (100)
<i>Female</i>	-	31 (86.1)	5 (13.9)	21.33	2.75	12.89	36 (100)
<i>Total</i>	24 (24.0)	58 (58.0)	18 (18.0)	20.95	3.13	14.94	100

Source: Primary Data
Gender and Awareness of testing

The above table shows the relation between gender and level of awareness of testing. Among the male respondents, 37.5 per cent are aware of testing, 42.2 per cent partly aware and 20.3 per cent are not aware. Among the female respondents, 86.1 per cent are partly aware and 13.9 per cent are not aware of the testing. Mean score is more to female (21.33), S.D score and C.V score is less in female category (2.75 and 12.89 % respectively). Hence male respondents

are more aware on testing than the female respondents.

Relationship between Gender and Level of awareness of testing

Calculated Chi Square Value	D.F	Table Value at 5 %	Significance
21.692	2	5.991	Significant

Source: Primary Data

Hypotheses

There is no significant relationship between awareness of testing and gender

Chi square test was applied to find whether there is significant relationship between awareness of testing and gender. The calculated value of chi square is 21.692 which is less than the table value of 5.991 at 5% level of significance. Since the calculated value is less than the table value it is inferred that there is no significant relationship between awareness of testing and gender. Hence the hypothesis is accepted.

Table No-3
Age and Awareness of testing

Age	Level of awareness of testing			Awareness of testing score			Total
	Aware	Partly aware	Not aware	Mean	S.D	C.V%	
< 30 years	10 (31.3)	17 (53.1)	5 (15.6)	21.28	1.67	7.85	32 (100.0)
31-40 years	14 (22.6)	35 (56.5)	13 (21.0)	20.55	3.39	16.50	62 (100.0)
41-50 years	--	6 (100.0)	-	23.33	5.16	22.12	6 (100.0)
Total	24 (24.0)	58 (58.0)	18 (18)	20.95	3.13	14.94	100

Source: Primary Data

The above table shows the relation between age and level of awareness of testing. Among these respondents those who less than 30 years age, 31.3 per cent are aware of testing, and 53.1 per cent partly aware and 15.6 per cent are not aware. Among the 31-40 years of age group

respondents, 22.6 per cent are aware of testing, 56.5 per cent partly aware and 21.0 per cent are not aware of the testing. Among the 41-50 years of age group, only 6.0 per cent of the respondents are partly aware on testing. Mean score is more to the 41-50 years of the age groups (23.33), S.D score and CV score is less

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in below the are group of below 30 years (1.67 and 7.85 respectively).

Relationship between Age and Level of awareness of testing

Calculated Chi Square Value	D.F	Table Value at 5 %	Significance
5.658	4	9.488	Not Significant

Source: Primary Data

Hypotheses

There is no significant relationship between awareness of testing and age

Chi square test was applied to find whether there is significant relationship between

awareness of testing and age. The calculated value of chi square is 5.658 which is less then the table value of 9.488 at 5%level of significance. Since the calculated value is less than the table value it is inferred that there is no significant relationship between awareness of testing and gender. Hence the hypothesis is accepted.

**Table No-4
Educational Qualification and Awareness of testing**

Educational Qualification	Level of awareness of testing			Awareness of testing score			Total
	Aware	Partly aware	Not aware	Mean	S.D	C.V %	
PG	12 (41.4)	11 (37.9)	6 (20.7)	20.76	3.10	29	29 (100.0)
M.Phil	12 (17.9)	43 (64.2)	12 (12.9)	21.30	3.02	67	67 (100.0)
Ph.D	-	4 (100.0)	-	16.50	1.73	4	4 (100.0)
Total	32 (24.0)	62 (62.0)	6 (6.0)	20.95	3.13	100	100

Source: Primary Data

Education comprises instruction and discipline intended to enlighten and understand, correct the temper; and it forms the manners and

habits of youth, fits them for usefulness in their future stations and therefore to give them a religious education is indispensable.

The above table shows the relation between educational qualification and level of awareness of testing. Among the PG qualified

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respondents, 41.4 per cent is aware, 37.9 per cent is partly aware and 20.7 per cent is not aware of testing. As regards the M.Phil qualified respondents, 17.9 per cent is aware, 64.2 per cent is partly aware and 12.9 per cent is not aware of testing. As regards the Ph.D qualified respondents, 100 per cent of the respondents are only partly aware of testing.

Mean score of M.Phil qualified respondent are more (21.30) and followed by the Ph.D qualified respondents (16.50). therefore M.Phil qualified respondent are more aware of testing.

Relationship between Educational Qualification and Level of awareness of testing

Calculated Chi Square Value	D.F	Table Value at 5 %	Significance
10.153	4	9.488	Significant

Source: Primary Data

Hypotheses

There is no significant relationship between awareness of testing and educational qualification.

Chi square test was applied to find whether there is significant relationship between awareness of testing and educational

qualification. The calculated value of chi square is 10.153 which is more than the table value of 9.488 at 5 % level of significance. Since the calculated value is more than the table value, it is inferred that there is significant relationship between awareness of testing and educational qualification. Hence the hypothesis is rejected.

**Table No- 5
Experience and Awareness of testing**

Experience	Level of awareness of testing			Awareness of testing score			Total
	Aware	Partly aware	Not aware	Mean	S.D	C.V %	
< 5 yrs	14 (33.3)	23 (54.8)	5 (11.9)	21.45	3.18	42	42 (100.0)
6-10 yrs	10 (18.5)	31 (57.4)	13 (24.1)	20.81	2.98	54	54 (100.0)
> 10 Yrs	-	4 (100.0)	-	17.50	2.89	4	4 (100.0)
Total	24 (24.0)	58 (58.0)	18 (18.0)	20.95	3.13	100	100

Source: Primary Data

The above table shows the relation between experience and level of awareness of testing. As regards the awareness level of testing, 33.3 per cent of respondents belong to less than 5 years experience, 18.5 per cent are 6-10 years of

experience and 5.0 per cent are more than 10 years of experience. As regards the partly awareness level of testing, 54.8 per cent of respondents belong to less than 5 years experience, 57.4 per cent are 6-10 years of experience and 4.0 per cent are more than 10 years of experience.

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As regards the not aware on testing, 11.9 per cent of respondents belong to less than 5 years experience, 24.1 per cent are 6-10 years of experience and 0.0 per cent is more than 10 years of experience

Mean score of less than 5 years experienced respondent are more (21.45) and

followed by the 6-10 years experienced respondents (20.81). More S.D score (3.18) belong to less than 5 years experience followed by (2.98) that belong to 6-10 years of experience. Therefore less than 5 years experience respondent are more aware of testing.

Relationship between Experience and Level of awareness of testing

Calculated Chi Square Value	D.F	Table Value at 5 %	Significance
7.150	4	9.488	Not Significant

Source: Primary Data

calculated value of chi square is 7.150 which is less than the table value of 9.488 at 5 % level of significance. Since the calculated value is less than the table value it is inferred that there is significant relationship between awareness of testing and experience. Hence the hypothesis is accepted.

Hypotheses

There is no significant relationship between awareness of testing and experience.

Chi square test was applied to find whether there is significant relationship between awareness of testing and experience. The

Table No- 6

Department and awareness of testing

Department	Level of awareness of testing			Awareness of testing score			Total
	Aware	Partly aware	Not aware	Mean	S.D	C.V %	
Languages	10 (23.3)	25 (58.1)	8 (18.6)	21.16	4.15	43	43 (100.0)
Arts	12 (35.3)	14 (41.2)	8 (23.5)	21.21	1.97	43	34 (100.0)
Sciences	2 (8.7)	19 (82.6)	2 (8.7)	20.17	2.12	23	23 (100.0)
Total	24 (24.0)	58 (58.0)	18 (18.0)	20.95	3.13	100	100 (100.0)

Source: Primary Data

The above table shows that the department and awareness of testing, as regards the language department, 23.3 per cent is aware of testing, 58.1 per cent is partly aware and 18.6 per cent is not aware. As regards the arts department, 35.3

per cent is aware of testing, 41.2 per cent is partly aware and 23.5 per cent is not aware of testing.

As regards the science department, 8.7 per cent is aware of testing, 82.6 per cent is partly aware and 8.7 per cent is not aware of testing. As regards the total respondents, 24.0

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per cent of the respondents is aware, 58.0 per cent is partly aware and 18.0 per cent is not aware of testing.

Mean score of arts department respondents are more (21.21) and followed by the science department respondents (20.17). More S.D score (4.15) belong to arts department followed by (2.12) science department respondents. Therefore arts department respondent are more aware of testing.

Relationship between Department and Level of awareness of testing

Calculated Chi Square Value	D.F	Table Value at 5 %	Significance
9.815	4	9.488	Not Significant

Source: Primary Data

Hypotheses

There is no significant relationship between awareness of testing and department.

Chi square test was applied to find whether there is significant relationship between awareness of testing and department. The calculated value of chi square is 9.815 which is more than the table value of 9.488 at 5 % level of significance. Since the calculated value is more than the table value it is inferred that there is no significant relationship between awareness of testing and department. Hence the hypothesis is accepted.

**Table No-7
Motivating factor**

Factor	No. of respondents	Per cent
Status	21	21.0
Involvement	36	36.0
Service motive	28	28.0
Easy job	15	15.0
Total	100	100

Source: Primary Data

Table no: 7 shows the details of sample respondents with reference to their motivating factors to become a lecturer. It is found that, 36

per cent of the respondents are motivated by involvement, 28 per cent by service motive, 21 per cent by status and 15 per cent is by easy job as the motivated factor.

**Table No-8
Teaching methodology**

Methodology	No. of respondents	Per cent
Lecture method	60	60.0
Power point presentation	25	25.0
OHP presentation	10	10.0
Group discussion	5	5.0
Total	100	100

Source: Primary Data

Table no: 8 shows the details of sample respondents with reference to their teaching methodology. It is inferred that, lecture method is the major teaching methods of the respondents (60 %), 25 per cent is by power point presentation , 10 per cent is by OHP presentation and five per cent by group discussion as teaching methodology. It is found that, majority of the respondents are using the lecture method for teaching followed by Power point presentation

**Table No-9
Conduct of test**

Conduct of test	No. of respondents	Per cent
Spot question	24	24.0
Structured question	66	66.0
Time fixed	10	10.0
Total	100	100

Source: Primary Data

Table no: 13 shows the details of sample respondents with reference to conduct of test. It is observed that, 24 per cent of the respondents conduct the test by spot questions,

66 per cent use structured question and 10 per cent of the respondents conduct test by time

fixed. A maximum of the respondents (66%) are conducting test by structured questions.

Table No-10
Time interval for conduct of test

Time interval	No. of respondents	Per cent
Weekly once	34	34.0
Weekly twice	34	34.0
Monthly once	32	32.0
Total	100	100

Source: Primary Data

Table no: 14 shows the details of sample respondents with reference to time interval for conduct of test. It is noted that, 34 per cent of the respondents conducting test weekly once, 34 per

cent is weekly twice and 32 per cent is monthly once. A maximum of the respondents (34%) are conducting test weekly once or twice as time interval.

Table No 11
Purpose for conducting test

Purpose	No. of respondents	Per cent
Asses subject knowledge	40	40.0
Monitor understanding capacity	41	41.0
Evaluate creativity	17	17.0
Find presence of mind	2	2.0
Total	100	100

Source: Primary Data

Table no: 15 shows the details of sample respondents with reference to purpose for conduct of test. It reveals that, 40 per cent of the respondent are conducting the test for assessing the subject knowledge , 41 per cent for monitoring understanding capacity ,20 per cent

for evaluating creativity and 2.0 per cent for finding presence of mind of the students . A maximum of the respondents (41%) are conducting test for monitoring understanding capacity followed by assessing the subject knowledge (40%).

Table No – 12
Level of Awareness of testing

Areas of awareness		Not Aware	Partly Aware	Aware	TOTAL
Question pattern	No.	6	72	22	100
	%	6.0	72.0	22.0	100.0
Time frame	No.	9	76	15	100
	%	9.0	76.0	15.0	100.0
Types of test	No.	10	74	16	100
	%	10.0	74.0	16.0	100.0

Assignment of marks	No.	6	68	26	100
	%	6.0	68.0	26.0	100.0
Testing of knowledge	No.	8	76	16	100
	%	8.0	76.0	16.0	100.0
Testing of Skills	No.	8	80	12	100
	%	8.0	80.0	12.0	100.0
Testing of presence of mind	No.	12	79	9	100
	%	12.0	79.0	9.0	100.0
Testing of Answering methodology	No.	6	76	18	100
	%	6.0	76.0	18.0	100.0
Writing methodology	No.	4	80	16	100
	%	4.0	80.0	16.0	100.0
Variations of answers	No.	8	70	22	100
	%	8.0	70.0	22.0	100.0

Source: Primary Data

Table no: 12 shows the details of sample respondents with reference to awareness of test. The major elements of testing are presentation of standard set of questions, independently, measure by numerical value, quantitative comparison, verbal description, given time and using the checklist and rating scale.

It shows that, levels of awareness of testing on Question pattern, 22.0 per cent of respondents is aware, 72.0 per cent is partly aware and 6.0 per cent is not aware. As regards time frame, 15.0 per cent is aware, 76.0 per cent is partly aware and 9.0 per cent is not aware. As regards Types of test, 16.0 per cent is aware, 74.0 per cent is partly aware and 10.0 per cent is not aware.

As regards Assignment of marks, 26.0 per cent is aware, 68.0 per cent is partly aware and 6.0 per cent is not aware. As regards Testing

of knowledge, 16.0 per cent is aware, 76.0 per cent is partly aware and 8.0 per cent is not aware. As regards Testing of presence of mind, 12.0 per cent is aware, 80.0 per cent is partly aware and 8.0 per cent is not aware.

As regards Testing of Answering methodology, 18.0 per cent is aware, 76.0 per cent is partly aware and 6.0 per cent is not aware. As regards writing methodology, 16.0 per cent is aware, 80.0 per cent is partly aware and 4.0 per cent is not aware. As regards Variations of answers, 22.0 per cent is aware, 70.0 per cent is partly aware and 8.0 per cent is not aware. Average score of the area of awareness of testing, assignment of marks was high (2.20) followed by question pattern (2.16). Least score was 1.97 in Testing of presence of mind followed by time frame (2.06). Hence, the respondents are more aware of assignment of marks, question pattern and less awareness on Testing of presence of mind, time frame etc.

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Table No-13
Awareness of Evaluation

Area of awareness		Not Aware	Partly Aware	Aware	TOTAL
Purpose of validity	No.	8	72	20	100
	%	8.0	72.0	20.0	100.0
Objectivity	No.	12	76	12	100
	%	12.0	76.0	12.0	100.0
Reliability	No.	8	84	8	100
	%	8.0	84.0	8.0	100.0
Techniques of evaluation	No.	13	71	16	100
	%	13.0	71.0	16.0	100.0
Allocation of marks	No.	8	80	12	100
	%	8.0	80.0	12.0	100.0
Practical applicability	No.	6	82	12	100
	%	6.0	82.0	12.0	100.0
Neatness of the answers	No.	2	86	12	100
	%	2.0	86.0	12.0	100.0
Appropriate Examples	No.	4	74	22	100
	%	4.0	74.0	22.0	100.0
Continuity of answers	No.	6	78	16	100
	%	6.0	78.0	16.0	100.0
Exposure of answers	No.	2	86	12	100
	%	2.0	86.0	12.0	100.0

Source: Primary Data

Table no: 13 shows the details of sample respondents with reference to awareness of test. It shows that, levels of awareness of evaluation on Purpose of validity, 20.0 per cent of respondents is aware, 72.0 per cent is partly aware and 8.0 per cent is not aware. As regards Objectivity, 12.0 per cent is aware, 76.0 per cent is partly aware and 12.0 per cent is not aware. As regards Reliability, 8.0 per cent is aware, 84.0 per cent is partly aware and 8.0 per cent is

not aware. As regards Techniques of evaluation, 16.0 per cent is aware, 71.0 per cent is partly aware and 13.0 per cent is not aware. As regards Allocation of marks, 12.0 per cent is aware, 80.0 per cent is partly aware and 8.0 per cent is not aware. As regards Practical applicability, 12.0 per cent is aware, 82.0 per cent is partly aware and 6.0 per cent is not aware. As regards Neatness of the answers, 12.0 per cent is aware, 86.0 per cent is partly aware and 2.0 per cent is not aware.

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As regards Appropriate Examples, 22.0 per cent is aware, 74.0 per cent is partly aware and 4.0 per cent is not aware. As regards Continuity of answers, 16.0 per cent is aware, 78.0 per cent is partly aware and 6.0 per cent is not aware. As regards Exposure of answers, 12.0 per cent is aware, 86.0 per cent is partly aware and 2.0 per cent is not aware. It is found that, Neatness of the answers and Exposure of answers is partly aware by 86 per cent of the respondents followed by reliability (84%) practical applicability (82%).

The average score of the area of awareness of evaluation. Appropriate Examples was high (2.18) followed by Purpose of validity (2.12). Least score were 2.0 in Objectivity and reliability followed by Techniques of evaluation (2.03). Hence, the respondents are more awareness on Appropriate Examples, Purpose of validity and less aware of evaluation of Objectivity, reliability etc. Average score of the respondents of area of aware of evaluation was high (2.18) in Appropriate Examples followed by 2.12 in purpose of validity.

Findings, Suggestion and Conclusion

Evaluation in its border concept includes examinations of academic and examination of non academic aspects of education. Evaluation is a relatively new technical term, introduced to design a more comprehensive concept of measurement than is implied in conventional tests and examinations. Evaluation involves the identification and formulation of comprehended range of the major objectives of a curriculum .Hence; the testing and evaluation become very important in the field of education. The following are the major findings of the present study.

Evaluation involves judging the value or worth of a pupil on an instructional method or on an educational programme. Such judgments may or may not be based on information obtained from tests.

A test is a device or procedure for confronting a subject with a standard set of questions or tasks to which the student responds independently and the results of which can be treated in such a way so as to provide a quantitative comparison of the performance of different students .As a result of test , a measure is obtained.

Awareness of testing and evaluation practices of college teachers in Namakkal district is an important study which consists of 100 respondents from the self financing colleges in the Namakkal district.

Namakkal district is one of the well known districts for the educational institutions with more than 50 colleges including the arts and sciences, engineering, education and poly techniques.

The respondents profile through percentage analysis ascertains that a maximum of 62 per cent is 31-40 years of age and minimum of 6 per cent is 41-50 years of age.

A maximum of 64 per cent of the respondents are male, and a minimum of 36 per cent are female. A maximum of 67 per cent of the respondents have completed M.Phil and a minimum of 4 per cent have completed Ph.D.

A maximum of 54 per cent of the respondents have completed 6-10 years of teaching experience and a minimum of 4 per cent have completed more than 10 years of experience.

A maximum of 43 per cent of the respondents belong to language department and a minimum of 23 per cent belong to sciences department. There is no significant relationship between awareness of testing and gender, age, educational qualification, experience and department.

A maximum of 36 per cent of the respondents have motivated by the involvement of the job and a minimum of 15 per cent of the respondents have easy job.

Majority of the respondents (60%) are using the lecture method for teaching followed

by the power point presentation, OHP presentation and group discussion.

41 per cent is satisfied with teaching profession, 51 per cent have no idea and eight per cent is not satisfied. Voice modulation is the commonly used method for making the teaching interesting by the respondents followed by the interaction method.

Majority of the respondents (48%) said that, students are listening to the class while the teacher is taking class.

A maximum of 42 per cent of the respondents are assessing the understanding capacity of the students based on the answers and a minimum of 19 per cent are based on involvement of the students.

A maximum of the respondents (66%) are conducting test by structured questions and a minimum of 10 per cent are time fixed. A maximum of the respondents (34%) are conducting test by weekly once and twice as time interval.

A maximum of the respondents (41%) are conducting test for monitoring understanding capacity followed by assessing the subject knowledge (40%). Majority of the respondents are partly aware of testing followed by (24%) aware of testing.

Levels on awareness of testing, a maximum of 26 per cent of the respondents have awareness on assignment of marks, 80 per cent are partly aware on testing skills, writing methodology and 12 per cent on testing of the presence of the mind.

The respondents have more awareness on assignment of marks, question pattern and less awareness on Testing of presence of mind, time frame etc. 86 per cent of the respondents are neatness of the answers and exposure of answers followed by reliability (84%) practical applicability (82%).

Overall finding of the study is that there is a need for testing and evaluation awareness to the college teacher to make the teaching perfect and effective. College teachers are aware of testing and evaluation practices only at a limited levels.

Suggestions

The following are the major suggestions of the present study based on the available data

and analysis which will be useful to understand the testing and evaluation practices as well as the educational institutions to promote the quality of the teachers in their institutions.

Education become a powerful instrument to destroy all kind of socio-economical evils such as , untouchability, poverty , discriminations, and unemployment. Hence it is treated as an instrument for the well being society.

Education can be performed effectively only with the committed personalities by involvement. Hence it should be channeled through the proper and systematic way. The way should be clearly defined by the experts who make the person perfect in their activities.

Testing and evaluation practices are one of the important concepts which facilitate the systematic and scientific formulation of the education and examinations. Hence the awareness about the testing and evaluation become an integral part of the educational system.

College teachers are subjectively strong with practical knowledge to applying the concepts and procedures. But they are less awakened about the testing and evaluation practices in the examinations system. It leads to reduce the real mechanism of the examination system. Hence the host institution should provide proper awareness training programme to their teachers which make them effective teacher as well as evaluators.

There should be a preparatory course on testing and evaluation to the newly appointed teachers as a compulsory procedure for making the examinations effective and assess the students' knowledge systematically. University should take effective steps to implement the testing and evaluation practices in all its affiliated colleges in the district.

Conclusion

Testing and evaluation is the basic concept of the educational technology which is effectively used in the field of examinations process. Education can achieve the overall development of the mankind society with systematic and simplified procedure in examination, measurement; evaluation etc.

College level education brings in depth knowledge on the particular fields which is applicable in practical life. Hence, the higher education should be scientifically measured; tested and evaluated otherwise the performance of the students will be ineffective. Testing and evaluation is the effective method which make the students assessment perfect. But the awareness on testing and evaluation practices among the college teachers in Namakkal district is not up to the satisfactory levels. Concerned authority should take necessary steps to overcome non awareness on testing and evaluation practices. This study concludes that, college teacher's awareness levels in testing and evaluation is to be improved in future.

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