



EVALUATION IN SCHOOL SYSTEM

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Introduction

The process of evaluation takes place in every walk of our life in one form or the other. Perhaps the aim of the human life may be lost if the evaluation process is eliminated from human life. In the whole educational process, evaluation becomes more important because no development can take place in education without evaluation. It enters into every aspect of teaching learning situation. The teacher must use some form of evaluation, when s/he is selecting a course of action, is determining the degree of progress, is judging the result of students activities etc. Children can be grouped according to their performance and can be improved with the help of evaluation. An assessment of pupils' attainment is always necessary to determine how far the objectives of teaching of a particular school subject are being realized or to see whether the learning experiences provided for pupils are fulfilling the expectations of the teachers. Evaluation is not only related to academic attainments but is also related to the larger national and international objectives. School evaluation involves measurement of behavioral changes in school children in terms of pre-determined educational objectives on the one hand and on the other hand it involves placing of value upon what has been measured. Large number of educational questions (i.e., who is regular? Who is punctual? Who is the brighter student in our class?) are answered through educational evaluation process. What is good or what is bad - can only be found through evaluation process. Evaluation is the chief concern of teacher, greatest premium of parents and due thirst of learners. End products of all educative processes are appraised by evaluation. Evaluation helps in maintaining a standard for admission, promotion and awarding of scholarships etc. The basic need of educational evaluation is to know the child. After knowing the child it is much easier to guide the child performance. "Evaluation is an integral

part of teaching learning process and benefits both the learners themselves and the educational system by giving credible feedback. The better evaluation and better learning outcome. Hence, evaluation can be used as powerful means of influencing the quality of what and how teachers teach and how much students learn (SCERT, 2006-07).”

Evaluation is considered as an integral and continuous aspect of educative process. It serves the purposes of giving details of student’s progress, predicting his or her future achievement, providing guidance and motivation, improvement of the teaching learning system, discovering of effective teaching strategies, classification of students and providing feedback to students and teachers both.

“The subject of examination and evaluation occupies an important place in the field of education. It is necessary for parents and teachers to know from time to time how the pupils are progressing, and what their attainments are at any particular stage. (Chandrashekhar, 2005)”.

Evaluation is inseparable from instruction, enables the teacher to judge in time about the pupils’ advancement in their journey towards the goals of instruction, act as a stimulus to rectify the students and testify teachers’ efficiency in their work. A comprehensive programme of evaluation helps to judge the extent to which the objectives of the schools are being achieved. A scientific programme of evaluation becomes the basis for any future educational reforms and policies.

Concept of Evaluation

Evaluation is an assessment or appraisal of an object or event with respect to some standards. It refers to the process of determining the value of something. Evaluation is the criteria of success or failure of a task completed. Evaluation is social and psychological process used in every field of life day and in everyday. The behavior of an individual is assessed by other individual through this process. In the field of education, it is an attempt to discover the extent of the effectiveness of the learning situation in evoking the desired changes in pupils. It is one instrument out of various types of instruments used to know the pupil. Evaluation takes into consideration both quantitative and qualitative changes in the total situation as it is a more comprehensive term. Education is an investment of time, money and energy to bring about behavioral changes in learners. That is why when a teacher performs his/her teaching works in his/her class, s/he also simultaneously finds out whether the changes in behavior of learners are in occurrence with the learning objectives or not. If it is not so there, then what type of modification is needed at what step of teaching, is decided /taken care by the teacher? S/he also finds out whether the problem lies in the teaching strategies or

techniques or it is there in the students themselves. Thus, teaching and evaluation run hand in hand. Evaluation determines the behavior of students on the one hand and testifies to the teaching of the teacher on the other.

Evaluation is a continuous process, forms an integral part of total system of education and is intimately related to educational objectives. It exercises a great influence on the pupils' study habits and the teacher's methods of instruction; and this helps not only to measure educational achievements but also to improve it. The techniques of evaluation are means of collecting evidence about the students' development in desirable direction.

Evaluation is more comprehensive and includes the testing of both tangible and intangible qualities. So, evaluation is the process of assessing the attainment of the pre-determined objectives of the teaching learning process. The concept based upon the triangular relationship between educational objectives, learning experience and evaluation procedures is the most modern concept on evaluation (**Bloom, 1956**).

“Evaluation is the process that deals with the collection of evidences regarding the changes which occur in the pupil's behavior during the instruction. On the basis of this evidences, interpretations and judgments regarding the progress of the child are made and decisions are taken. Thus evaluation involves four main sub-processes, i.e., gathering information, interpretation of information, making judgment and taking decisions (NCERT, 2003)”.

Evaluation is both continuous and comprehensive process of assessment. It not only includes cognitive aspects of behavior of learners, but also evaluates the changes which occur in affective and co native aspects. It records day to day changes of behavior of learner on the basis of which ranking and up gradation of the child are made.

Evaluation is a social process which includes all aspects of personality- physical, mental, social and moral. Through this process it is also evaluated whether the teaching has been conducted according to the needs, ideas and norms of the society or not.

Status and Shortcomings of Existing System of Evaluation in Schools

The major problems of examinations are nicely summarized by the educationist, committees and commissions constituted so far. They are of the opinion that the traditional system of evaluation is ‘a necessary evil’, ‘an unlucky chance’, ‘a monster of inequity’, ‘a test of ignorance’, ‘enemy of creative work’, ‘a blood sucker’ (Sarmah and Mishra, 1999). Present

system of evaluation kills initiative in teachers, encourages cramming in the pupils and results in excessive strain and anxiety among students and parents.

In recent years there has been a growing concern for improving the quality of achievement of all learners at elementary and secondary school levels. But this aim to improve learners quality and to universalize the improved quality is not being realized comprehensively due to ill planned teaching learning processes and improper evaluation practices which are conventional and narrow in their scope (Rao, 2006). Further she (Rao, 2006) quoted, “It is a very well known fact that the evaluation practices carried out in schools aim to measure the knowledge and understanding outcomes of learners, neglecting the evaluation of skills and higher mental abilities.”

The present trend in evaluation lays too much emphasis on scholastic aspects, ignoring the co-scholastic ones. Memorization of facts is given precedence over abilities and skills involving higher mental operations, such as problem solving, creative thinking, etc. The real potential of children performance is not assessed. The fear of public examinations and failure rate create psychological tension which percolate down and sometime results in extreme mishaps. There is no room for diagnosis and remediation in the process. Above all the back wash effect of examination delimits the scope of teaching and frustrates the very concept of mastery learning by promoting selective teaching (National Curriculum Framework for School Education, 2000). Evaluation has not been practiced in school with its defined purpose. Therefore, it created number of shortcomings. In fact, external examinations started dominating the scene of evaluation in schools and the teaching process began to gear them towards the public examinations (NCERT, 2003).

The evaluation system in the school is still dominated by annual examination though the concept of Continuous and Comprehensive Evaluation (CCE) is introduced in all levels of education in the country. In some private schools CCE is followed and implemented in a more comprehensive manner. But, in all most all government schools including maximum private schools, hardly CCE is found in practice.

In fact, external examinations are dominating the scene of present system of evaluation in schools. The existing system of evaluation in schools is suffering from a large number of shortcomings. Some of such short comings are:

- Existing system of evaluation gives due weight age to terminal or annual examination instead of continuous evaluation.
- It evaluates mainly the scholastic aspects of learning of the students.

- It is considered as an act of measurement of students' learning rather than a means for improvement of their learning.
- Use of evaluation tools and techniques is almost limited within written examinations only.
- Multiple techniques of evaluation are not being used to capture the potential of learners in a more valid and reliable way.
- Quality of written examinations is questionable from the point of view of reliability and validity.
- It does not evaluate all the abilities of children. On the basis of marks obtained in written examination, the students are declared as pass or fail and further classified into predetermined divisions.
- Pass and fail practice in present evaluation system is inhumane, because, the fail candidates have a feeling that they are good for nothing with respect to their own life and the society as whole.
- Co-scholastic areas are totally ignored and have no place in the total scheme of education and evaluation.
- The practice of testing untaught content is also found in present system of evaluation.
- The current practice of awarding marks suffers from many discrepancies due to variety of errors.
- Analysis and interpretation of test results is not done in a scientific way.
- Diagnostic evaluation is still a dream in the schools.
- Using evaluation as a feedback is yet to become a reality for improving students learning.
- Block promotion of students is still the usual practice, unit wise promotion is yet to be tried.
- Reinforcement through regular feedback of information about student's success still needs attention of the teacher.
- The present system of evaluation does not allow any process of identifying the weakness and improving the situation of teaching learning.
- One of the short comings of examination is that results are declared in terms of raw marks which suffer from a number of inadequacies including the subjectivity of the examiner.

- Another pitfall of the existing practice of evaluation system is the undue importance attached to the results of the examinations by the society in the wake of growing competition in every field. This creates psychological fear and tension in the mind of students to such an extent that many students use malpractices in the examinations. Not only this, the fear of failure sometimes leads to extreme measures like suicides. This type of incidents leads to psychological frustration among students community and in turn leads to social alienation.
- Testing of cramming is unduly emphasized and testing for understanding and application is almost absent in present system of evaluation.
- The educational objectives are not uniformly spread in the question paper.
- Specific activities related to pupils' day to day experiences have no place in evaluation system. Text book related assessment has a high place in evaluation system.
- To make the students expert in the subject is the main aim of evaluation. The total development of students is not the main aim of evaluation.
- The existing system of evaluation fails to help children in their holistic growth and development.
- Vogue instructional process has defeated the very purpose of education and evaluation.
- The present process of evaluation is not much helpful for the gifted/backward students. Both these categories of pupils are not much benefited by it.
- The present evaluation process tends to increase the rate of stagnation.
- The present evaluation system has badly affected the development of teacher's competency.

Need for Making Existing System of Evaluation in Schools Continuous and Comprehensive

At our both elementary school and secondary school levels, there is rampant practice of traditional pattern of evaluation. Traditional pattern of evaluation in schools fails evaluate the desired characteristics of the learners comprehensively and continuously. Therefore, there is a craze for introducing the scheme of Continuous and Comprehensive Evaluation (CCE) in our school setting. The scheme of Continuous and Comprehensive Evaluation (CCE) is a modern approach of evaluation which allows to evaluate the multi-dimensional characteristics of the learners at different times. "The external evaluation (examination) has

dominated the entire educational process at school level in the country and created enormous problems leading to lowering down the standard of education in past few decades. Consequently, the changes were introduced through examination reform with a view to bring about qualitative improvement in education. Therefore, the national policy on education (NPE, 1986) has recommended for continuous and comprehensive evaluation (CCE) to reduce the undue importance of external examination and strengthen the school based evaluation (NCERT, 2003)”. For bringing substantial change in our school education both from quality and quantity point of view, there is a need for bringing a hall mark change in our evaluation system of school; and for this purpose, the evaluation system of our school must be linked with the modern trends of evaluation system. The National Policy of Education (1986) and the Programme of Action (1992) followed by the National Curriculum for Elementary and Secondary Education – A Framework and National Curriculum Frame work for School Education (1988 and 2000, respectively) reiterated the need for developing the personal and social qualities in learners. They stressed the point that the evaluation should be comprehensive in nature, where in all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed.

The role of continuous and comprehensive evaluation is very important in recent years. Continuous and comprehensive evaluation intends to achieve and improve learner’s quality not only in the school subjects but also in their personal and social aspects. Continuous evaluation assesses the performance of the learner at different point of time starting from the placement of a student in a course to till completion of the course. The comprehensive evaluation necessitates the summative assessment of cognitive abilities as well as the assessment of health habits, work habits, cleanliness, co-operation and other social and personal qualities through simple and manageable means or tools. The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching learning process, promoting the students, increasing quality, efficiency and accountability. The continuous and comprehensive evaluation places great emphasis not only upon the development of the learner in school setting but also upon the development school setting itself. The continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional one (Rao, 2006). The recent scheme of SSA has taken the overall responsibility to implement the scheme of CCE, and non-detention policy in the elementary schools in a wide spread way.

Conclusions

In this century, the most frequently used word in the field of education is 'quality'. Achievement of quality in education is the need of the hour in any stage of education including school stage of education. Among the parameters which determine the quality in school education, the role of 'evaluation' is important. Evaluation plays a prime role in improving teaching learning in one hand and bringing student development in another hand in school. In the school the difficulties and problems of learners can be identified, diagnosed and solved through the evaluation process. The introduction of CCE is a right step in the school education for all round assessment and development of students. CCE encourages the diagnosis, remediation and enrichment of learning. CCE stands for the assessment and development of the holistic personality of a student. CCE demands a lot from the educational situations like new outlook, new work culture, innovativeness of teachers etc. for the improvement of all learners. If CCE would be practiced in the right spirit, then our expectations of 21st Century from school can be fulfilled.

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