



Evaluation of modern education system in India: Problem and Opportunities

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Abstract

Evaluation is a methodological area that is closely related to, but distinguishable from more traditional social research. Evaluation utilizes many of the same methodologies used in traditional social research, but because evaluation takes place within a political and organizational context, it requires group skills, management ability, political dexterity, sensitivity to multiple stakeholders and other skills that social research in general does not rely on as much. Here we introduce the idea of evaluation and some of the major terms and issues in the field. While you are engaged in the teaching –learning process, you need to have clear estimate of the progress of each learner on the major dimensions of learning. As you know, this process of assessment need to be both continuous and comprehensive which has been strongly emphasized in all the recent documents of education specifically in the National Curriculum Framework 2005 and in the Right of Children to Free and Compulsory Education Act 2009.

Keywords: evaluation, traditional evaluation, modern evaluation

Introduction

Concept of evaluation

- Evaluation is a process for determining or judging the quality of a performance or a product. An effective evaluation process includes the use of reliable data for the conduct of the evaluation, the establishment of predefined standards against which performance is measured, and the monitoring of product or performance outcomes.
- Evaluation is recognized as a more scientific process aimed at determining what can be known about performance capabilities and how these are best measured. Evaluation is concerned with issues of validity, accuracy, reliability, analysis, and reporting.
- Evaluation is a systematic process of collecting, analyzing and interpreting evidences of students' progress and achievement both in cognitive and non-cognitive areas of learning for the purpose of taking a variety of decisions

Nature of evaluation

- To determine whether resources are being used appropriately and efficiently.
- To determine whether the agency is achieving organizational goals and objectives.
- To fulfill the requirements of funding and service agreements.
- To determine the effect of service on the target population.
- To identify areas of service or organizational framework that could be enhanced to improve service.
- To determine the social effect of government policy decisions.
- To identify areas within policy that requires change or amendment to provide better social outcomes.
- To determine if government is achieving strategic goals.

Scope of evaluation

- It tests genuineness of objectives and helps in their modification.
- It helps in judging the effectiveness of the methods of teaching in terms of the objectives of teaching.
- It helps in findings out the psychological and logical soundness of the material.
- It tests the all-round development of the child and help in predicting the future success of the student in a particular field.
- It helps in the improvement and modification of the evaluation tools and techniques, which should not be static but should change from time to time.

Components of evaluation

Following are the five components of evaluation

1. Specific Learning Outcomes.
2. Collection of evidence about pupils' growth through reliable data gathering devices.
3. Analysis and interpretation of performance or pupil's growth.
4. Diagnostic appraisal i.e. indicating the level of performance rather than the judgment on the performance
5. Redefining and readjusting the instructional objectives on the basis of feed-back.

The goals of evaluation

The generic goal of most evaluations is to provide "useful feedback" to a variety of audiences including sponsors, donors, client-groups, administrators, staff, and other relevant constituencies. Most often, feedback is perceived as "useful" if it aids in decision-making. But the relationship between an evaluation and its impact is not a simple one -- studies that seem critical sometimes fail to influence short-term decisions,

and studies that initially seem to have no influence can have a delayed impact when more congenial conditions arise. Despite this, there is broad consensus that the major goal of evaluation should be to influence decision-making or policy formulation through the provision of empirically-driven feedback.

Traditional system of evaluation

- Maximum-Limitations Systems
- Parametric Methods
- Statistical Systems
- Single-Factor Systems

Modern system of evaluation

- Expert-System Models
- Fuzzy-Set system
- Neural-Network Models
- Dynamic-Simulation Models
- Hybrid Systems

Functions of evaluation

The major functions of evaluation are to:

- Test achievement of the pupils
- Assess personality of the pupils
- Attain success in teaching
- Clarify objectives
- Act as incentives
- Help in classification of students
- Award scholarship
- Provide basis for admission
- Provide guidance
- Bring changes in the curriculum
- Influence learning
- Provide data for research

Principles of evaluation

1. Considering interrelationship of objectives, instruction or learning experience and evaluation.
2. Determining and clarifying what is to be evaluated.
3. Selecting evaluating techniques in terms of the objectives to be served.
4. Combining a variety of evaluation techniques for comprehensive evaluation.
5. Knowing the strength and limitation of various evaluation techniques.
6. Taking evaluation as a means to an end, not an end in itself.

Modern evaluating techniques

Fairly exhaustive methods have been designed by educationists to evaluate the various aspects of child's growth. Following are the commonly used techniques:

- Intelligence Tests.
- Achievement Tests.
- Aptitude Tests.
- Personality Tests.
- Test of Attitude and Behavior.
- Rating Scales.
- Questionnaires and Check List.
- Interview.
- Anecdotal Records.

- Autobiographical Methods.
- Pupil's Dairy.
- Case History.
- Sociometric Techniques.
- Projective Techniques.

How evaluation is helpful

Evaluation and the teacher

To a teacher with a clear concept of evaluation, changes in the behavior of pupils, in their thinking, feeling and actions are the basis for both of his instruction and assessment.

1. Evaluation oriented teacher has two essential tasks i.e. to adopt a child-centered approach and to individualized instruction.
2. Evaluation provides the teacher with adequate knowledge concerning the student's entry behavior.
3. The importance of readiness to learn is a well-accepted fact.
4. For teaching effectively, the teacher must find out where a student's is, from where to start and where to go.
5. Evaluation helps the teacher to find out the extent to which objectives are realized.
6. Evaluation helps the teacher to improve his classroom procedures and methods of teaching-learning in the light of feed-back.
7. Evaluation helps the teacher to organize appropriate learning activities for the students to realize objectives.

Evaluation and Students

Evaluation helps the students in a number of ways.

1. Awareness of Objectives.
2. Increasing Motivations.
3. Encouraging study Habits.
4. Greater chances for increasing abilities and skills

Conclusion

Evaluation operated in a traditional or modern system can focus on qualitative or quantitative aspects. Traditional systems are most often qualitative assessments depending largely on experience and intuitive judgment; they are real empirical systems. Parametric systems allocate a numerical value on the most significant land characteristics, and the account for interactions between such significant factors is expressed through a simple multiplication or an addition of single-factor indexes. In statistical systems, correlation and multiple-regression analyses are used to investigate the relative contributions of the selected land characteristics on land suitability. The single-factor systems try to quantify the influence of individual land characteristics on the performance of the land-use system.

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