

Quality Education through New Evaluation Methods

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Abstract

Quality of education can be improved through the reforms in the context and the process of education, school facilities, additional teachers, laying down minimum levels of learning and emphasis upon continuous and comprehensive evaluation. The present paper emphasis the improvement in education system through innovative evaluation techniques. These innovative techniques includes the child-centered approach. As the quality of educational process and the related concept of complexity can be improved by introducing innovative techniques like formative and summative evaluation. This paper examines the concept of continuous and comprehensive evaluation, including its need and importance; various roles of teachers and its implementation in schools with an empirical support. The necessary requirement for quality education is to implement a quality assessment techniques like Continuous and Comprehensive evaluation.

Key Words: Evaluation, Comprehensive, Continuous

Introduction to evaluation

The quality of the total education programe depends to a great extent on the quality of evaluation. It is a continuous and integral part of any process of teaching and learning. It is an inclusive concept which indicates all kinds of efforts and all kinds of means to ascertain the quality value and effectiveness of desired outcomes. It is the sum total of quantitative and qualitative description along with the value description of decision. By designing the series of activities evaluation measures the effectiveness of teaching learning process as a whole. The quality of learning outcome and learner's learning can be measured by evaluation.

Definitions of Evaluation

By evaluation is meant appraisal or assessment with respect to some standard.

According to Tuck man:

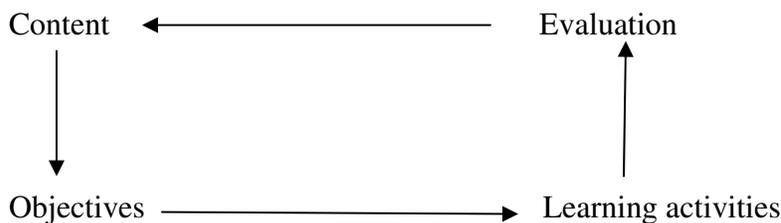
“Evaluation is a process where in the parts, process or outcomes of the programme are examined to see whether they are satisfactory, particularly with reference to the programs stated objectives of our own standards of excellence.”

According to Maffatt:

“Evaluation is a continuous process and is concerned with more than the formal academic achievement of the students. It is interested in the development of the individual in terms of the desirable behavioural changes in relation to his feelings and actions.”

Thus both definitions agrees that evaluation is a systematic and continuous process which not only measures the educational achievement o the students byt also help in their progress.

Four pillars of evaluation



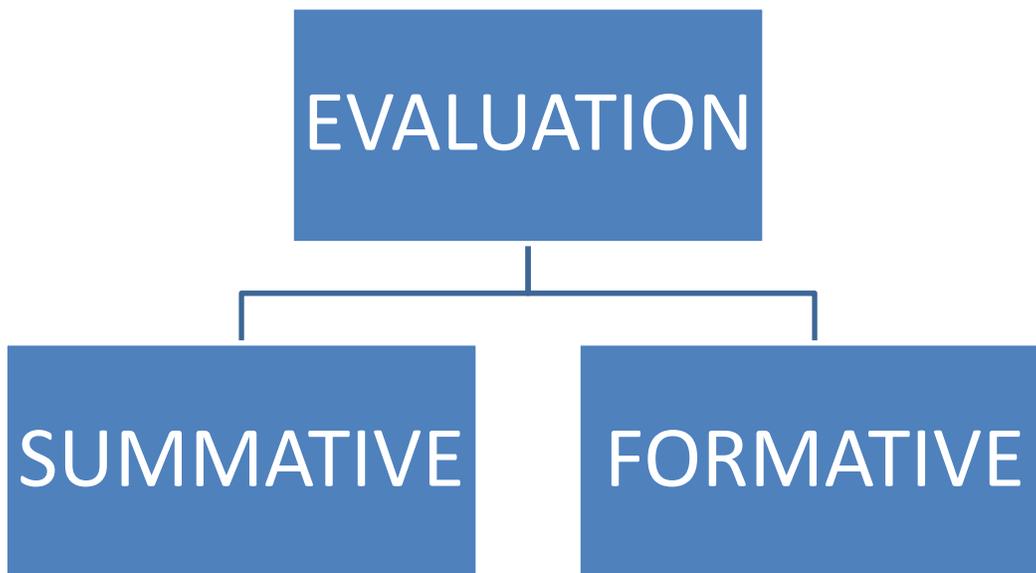
Goals of evaluation

- ❖ To clarify objectives of education
- ❖ To provide guidance
- ❖ To provide remedial work
- ❖ To diagnose the problems of students
- ❖ To identify students needs and levels
- ❖ To improve the skills of learning in students
- ❖ To identify students aspects of development
- ❖ To bring improvements in instructional strategies
- ❖ To assess the educational value and utility of the educational programe
- ❖ To provide useful feedback
- ❖ To influence decision making or policy formulation by provision of empirically driven feedback

- ❖ To bring improvement in teaching-learning process
- ❖ To assess personality of the pupils
- ❖ To analyze teacher student behavior
- ❖ To analyze effectiveness of A.V. aids

Types of evaluation

On the basis of evaluation techniques evaluation can be divided into two parts :



Formative Evaluation

Formative evaluation helps in strengthening and improving the object being evaluated by examining the delivery of the program, the quality of its implementation, and the assessment of the context, procedures, inputs, etc.

“Formative evaluation occurs over a period of time and monitors students’ progress.”
-S.G. Jung

Formative evaluation is conducted to monitor instructional processes so as to determine whether learning is taking place as planned. It is concerned with judgments made during the testing or the development of a programme which is directed towards modifying, forming or

improving the programme. It takes into account smaller and independent units of the curriculum. At the end of every unit, students should be given test for diagnosis. These tests are used to make the process of teaching-learning highly effective. It provides continuous feedback to both pupil and teacher concerning success and failure of the learning process.

Summative Evaluation

A summative evaluation examines the outcomes of the learners.

“Summative evaluation describes judgments about the merits of already completed program procedure or plan.”

-A.J. Nikto

Summative evaluation is conducted at the end of the academic year after completion of the entire curriculum. It evaluates the achievements of education and is designed in such a way as to determine the extent to which the behavioral modification takes place in an individual. Achievement tests and annual examinations are the various types of tests used in summative evaluation. It is a later process that occur at the end of the academic session to measure the achievement of the pupils.

Defects in traditional evaluation system

Evaluation techniques carried out in our Indian schools are still conventional in their purpose and nature. The following defects are there in the present evaluation system:

- ❖ Assessment is not followed systematically as well as continually
- ❖ Competencies are not assessed through traditional system of evaluation.
- ❖ Assessment is too often carried out. One can't get a realistic picture of what students have actually mastered.
- ❖ After evaluation students are unable to apply what they have learnt through different concepts.
- ❖ Feedback provided is not at all formative
- ❖ . Learning difficulties cannot be identified.

- ❖ The personal and social qualities are totally ignored
- ❖ Remedial instruction is not provided.
- ❖ Instructional strategies cannot be assessed.

Quality education requires new evaluation methods

The essence of quality is so simple but on the other hand the concept of quality is as much complex also. The present purpose of education is to give economic prosperity and social stability by providing qualified human resources. Now a days the quality of educational is mainly aimed at exam-oriented education, not the nature of education reform. Quality education is a critical examination-oriented education and this exam-oriented education is distorting the purpose and significance of education. The real purpose of education is to improve the quality of individual to develop the society and nation. But, in the present evaluation system the student is judged only on the basis of test scores or test results and the score in half-yearly or annual exams.

Through examination results are actually an indirect assessment but it has long been widely used. Both past and present, in primary schools or universities, at home or abroad, examinations have been viewed as one of the most simple and very effective means to evaluate the individual's educational achievements mainly his mastery of knowledge and application capabilities.

In India, if we want to get admitted in higher education or universities or want to pursue further studies or employment, test scores are important ways to assess an individual. In the need of a good job also we must have a good test score which is not the correct and fair criteria of selection and admission. So, to upbringing quality education, first of all we have to optimize and implement new evaluation strategies and we can not continue with single examination and evaluation.

The present examination system is endorsed with one final examination which puts the students to a great stress. Moreover, the exams-system fails to tell why a student could not achieve the expected levels of learning even though he being present daily in the school and

attending all the classes. He inspite of knowing many things, is not able to answer the questions at the time of examinations. Though he has been fed with lot of knowledge but then also he does not seem to be blossoming into a healthy person.

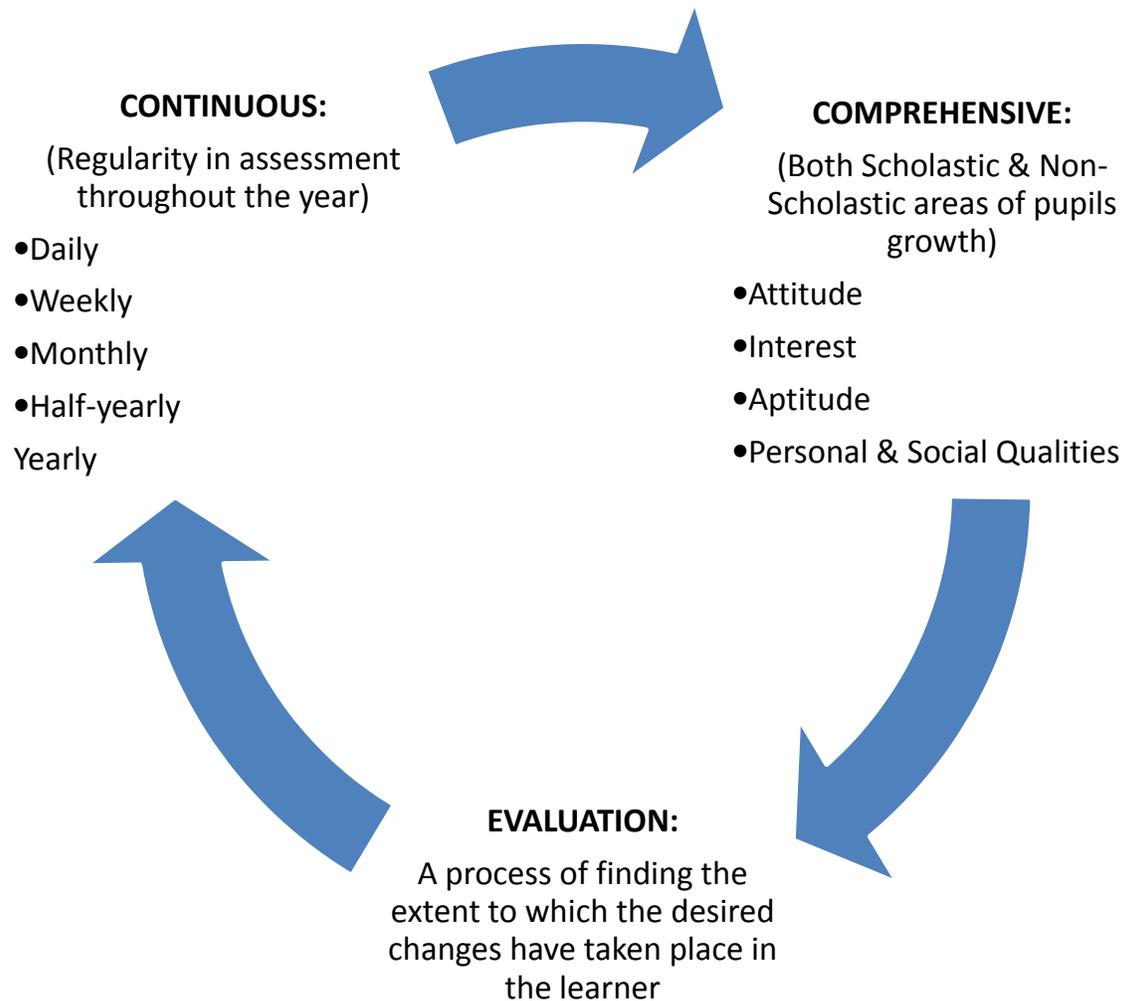
CCE: Only solution to evaluation problems

Evaluation is comprehensive in the sense that the overall personality of the child is assessed in all spheres of life. All types of the assessment of the students scholastic and non-scholastic are evaluated continuously for the whole session. Continuous evaluation gives help to the teachers in knowing their def3ects and thus they are able to remove them. It is the need of the hour to make amendments in the present evaluation strategies and make evaluation an integral part of total teaching process.

A comprehensive and continuous evaluation could provide answers for such discrepancies. Methods can also be suggested by which both the teachers and the learners can rectify their mistakes and can make improvements in themselves. It is justified that only an annual examination at the end of the complete session falls short to test all the objectives of education. After completing the academic session the teacher cannot re-teach the difficult components and aspects of the syllabus. Examination anxiety is slowly swallowing the system. To overcome these sort of problems only continuous and comprehensive evaluation system seems to have the solution.

Continuous and comprehensive evaluation: Meaning

- ❖ An approach that aims at assessing those attributes which cannot be assessed through one attempt written examination.
- ❖ Aims at making students regular in studies
- ❖ Provide flexibility and scope for providing all round development on a continuous basis
- ❖ Can answer all the problems and discrepancies in the examination system
- ❖ Makes necessary the use of multiple evaluation techniques and tools because different areas can be judged by different tools and techniques.



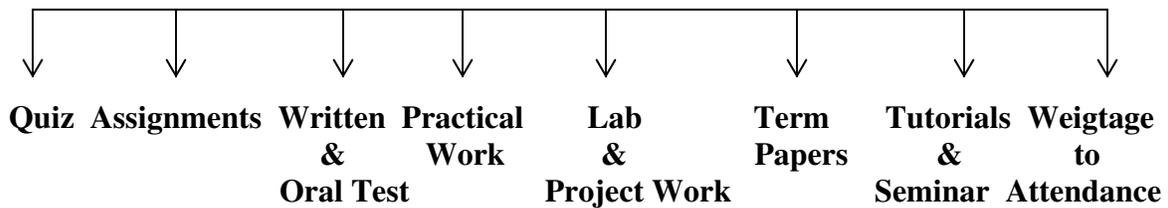
Aims of CCE

- ❖ To provide feedback
- ❖ To improve the achievement of pupils
- ❖ To provide diagnostic achievement
- ❖ To improve teaching difficulties
- ❖ To identify learning difficulties
- ❖ To improve the instructional strategies to enhance quality

- ❖ To decide upon the selection of various media and material
- ❖ To eliminate rote-learning
- ❖ To help children to realize their potentialities and capabilities
- ❖ To build up cognitive aspects as well as non-cognitive aspects
- ❖ To reduce exam phobia
- ❖ To develop innate abilities

- ❖ To motivate both teachers and learners
- ❖ To provide remedial enriched instructions
- ❖ To help teacher to know the strength and weakness of the students regularly
- ❖ To identify learning difficulties
- ❖ To strengthen evaluation procedure itself
- ❖ To improve instructional strategies

Components of Continuous and Comprehensive Evaluation



How does continuous and comprehensive evaluation help a classroom teacher?

If we really want to improve the quality of education, especially in the areas of evaluation than we must try to implement CCE successfully for which all the teachers and the administrators should work hard to make it a success. The comprehensive and continuous evaluation provides accommodation for individual differences and help the children to realize their potentialities. It presents a combination of external internal evaluation. It emphasizes on the development of both scholastic and non-scholastic side of the child's personality. It provides periodical as well as continuous feedback to the child and the teacher. It provides opportunities for the students and teacher to make suitable changes in their efforts and also helps the teacher to properly assess the child in a correct manner. As, at last we can

conclude that Quality evaluation strategies can only help in bringing Quality education and framing Quality citizens.

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