

Evaluation: its needs & importance

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Concept of Evaluation

Evaluation is a part of life. Even in small things like which dress to wear for work, what gift to buy or when to cross the road, evaluation has to be made. In education, evaluation is all the more important because only through evaluation a teacher can judge the growth and development of students, the changes taking place in their behaviour, the progress they are making in the class and also the effectiveness of his own teaching in the class. Thus, evaluation has been an integral part of any teaching and learning situation. In fact, evaluation plays a pivotal role in deciding what the learners learn and what the teachers teach. It exerts an overwhelming influence on our system of education. The National Curriculum Framework for School Education 2005, observes, "Teaching for successful learning cannot occur without high quality evaluation." The quality of any educational system is, thus, directly linked with the quality of evaluation. The present scenario of evaluation at different stages of schooling in the country does not present a very bright picture as it suffers from a number of imperfections. One of the reasons for the problems regarding evaluation is that several school teachers are not aware of the concept of evaluation, what is involved in the process of evaluation. and how to utilize results fruitfully. This unawareness of some teachers has led them to test their students in a haphazard manner in both internal and external examinations. The situation requires that the teachers must be well trained in all the aspects of evaluation.

The word 'evaluation' is often confused with testing and measurement. Therefore, many a time teachers who give a test to the students think that they are evaluating the achievement of the students. Testing is only a technique to collect evidence regarding pupil behaviour. Measurement on the other hand, is limited to quantitative description of the pupil behaviour. Evaluation is a more comprehensive term which includes testing and measurement and also

qualitative description of the pupil behaviour. It also includes value judgment regarding the worth or desirability of the behaviour measured or assessed.

Evaluation = quantitative description of pupils (measurement) + value judgment

Evaluation = qualitative description of pupils (non-measurement) + value judgment

Thus, evaluation may not be based on measurement alone but it goes beyond the simple quantitative score. For example, if a child gets 60 marks in a Mathematics test. It alone does not tell us whether his achievement is satisfactory or not. It is only when we compare this mark of 60 percent with the marks obtained by other children in the class or with certain criteria laid down in advance, or with the child's own marks in previous tests, we are able to judge or evaluate whether his achievement in Mathematics is satisfactory or not.

Evaluation has been defined by various educationists in different ways:

H. H. Remmers and N. L. Gage defined evaluation as “Evaluation assumes a purpose or an idea of what is good or desirable from the stand point of the individual or society or both.”

According to Bradfield and Morodock, “Evaluation is the assignment of symbols to a phenomena in order to characterize the worth or value of the phenomenon with reference to some social, cultural or scientific standard.”

According to N. M. Dandekar, “Evaluation may be defined as a systematic process of determining the extent to which educational objectives are achieved by the pupils.

Thus evaluation is a systematic process of collecting evidence about students' progress and achievement in both cognitive and non-cognitive areas of learning on the basis of which judgments are formed and decisions are made.

Need or Purpose of Evaluation

The need or purposes of educational evaluation are –

- 1)** To provide for the collection of evidence which will show the degree to which pupils are progressing towards objectives in the curriculum.
- 2)** To determine the effectiveness of curricular experiences, activities and instructional methods.
- 3)** To make provisions for guiding the growth of individual pupils
- 4)** To diagnose their weaknesses and strengths
- 5)** To point out areas where remedial measures are desirable
- 6)** To provide a basis for the selection, classification, modification and appraisal of educational objectives, and
- 7)** To provide a basis for the modification of the curriculum or for the introduction of experiences to meet the needs of individuals and growth of pupils.

Importance of Evaluation

Evaluation in education has great importance in **teaching-learning** process. Following are the main importance of evaluation:

- 1. Diagnostic:** - Evaluation is a continuous and comprehensive process helps the teacher in finding out the problems, it helps a teacher in cutting the problem of his students.
- 2. Remedial:** - By remedial work we mean, the proper solution after identifying the problems a teacher can give proper solution for a desirable change in learners behavior and to develop a personality.

3. **To clarify the objectives of education:** - Another importance of evaluation is to clarify the objectives of education. The objective of education is to change in learner's behavior. By evaluation, a teacher can prove of change to learner's behavior.
4. **It provides Guidance:** - If a teacher has the proper knowledge and about his learners only then he can guide him. And guidance can only after proper evaluation which involves all dimensions abilities, aptitude, interest, and intelligence, etc.
5. **Helpful in classification:** - Evaluation is a source by which a teacher knows the various levels of his students' intelligence, ability, and interest. On this basis he can classify his students and provide them guidance.
6. **Helpful in Improvement of Teaching and Learning process:** - By evaluation a teacher could not only improve the personality of learner but he also able to know the level of his teaching and can improve it. Thus it is helpful in the improvement of the teaching and learning process.

The End