

EXPLORING THE CONCEPT OF EVALUATION AND A PLAN OF THREE FOLD REFORMS AS A STRATEGY IN THE PRESENT CONTEXT IN INDIAN EDUCATION SYSTEM

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ABSTRACT

Education as a sub-system goes hand in hand with evaluation and evaluation from the very beginning. No activity of the learner goes without evaluation. Evaluation is a multidimensional concept. For the purpose in hand that's for the complete evaluation of the personality of students. the evaluation strategy needs to adopt the following three fold measures:

- Improvement in the procedures of external examinations.
- Evaluation and proper recording of the non-scholastic and non-academic areas.
- Adoption and proper weightage to the continuous internal assessment.

Many reforms have been done in this but nothing concrete has come out. The concept of three fold reforms will certainly yield results.

KEYWORDS: Three Fold Evaluation, External examination, Internal examination, Continuous and Comprehensive evaluation, National reforms, Objectives of evaluation

INTRODUCTION

Education as a system goes hand in hand with evaluation and examination from the day one. No educational activity of the learner goes unevaluated but the purpose for which it was originally conceived sometimes goes in vain or counterproductive. When the result affects the education system reversely the policy maker, academicians and all the people engaged in this process are compelled to revisit the traditional concept and also to improve upon that. This threefold reforms as a concept has been constructed to bring about a change in it and also to provide viable solution to the already stagnating old system. What do we evaluate and what we should evaluate is the core of this article. Do the present evaluation system really evaluates the ability or value of the learner in the real terms or it is simply the evaluation of the learners performances in the examination conducted. The evaluation as a system can be defined as a system wherein the teachers of the school or colleges evaluate the script of the examinees and provide them marks or grades to decide their ranking. This is what we know about the evaluation and examination is a means to evaluate a learner. But this system of

evaluation has been put in question and the traditional way of evaluation are much more affective and result oriented, hence I would like to deliberate upon three folds reforms in evaluation as a system.

To begin with education as a system began with system of evaluation from the time immemorial. It is the sum total of acquired human characteristics which brings about various changes in the personality of the learner and evaluation measures these changes in a desired direction. This presupposes the existence of certain present goals of learning which must be accomplished by a worthy educational programme. The objective already set provides the base for starting point on which all the learning experiences are based, which in their turn are the material of evaluation. Actually the degeneration in the field of education with the penetration of the British system which brought in turn so many vices with it. Our image in the world was of different type which unique and charismatic in some way in comparison to the west at least. F. Max Muller said - " If i were to look over the whole world to find out the country most richly endowed with all the wealth, power and beauty that nature can bestow in some parts a very paradise on earth I should point out to India" Quoted by APJ ABDUL KALAM, IGNITED MINDS P.-159. This scene was completely changed by the britishers by a strategic method destroying the Gurukul system where education, examination and evaluation systems were so intertwined that nobody could differentiate them. The knowledge was a perfect whole and not fragmented and fractured like today's one. This due to the de-faulty education system which has made the evaluation system so defective that all the efforts are going in vein on the part of the policy makers, academicians, educationalist, teachers, and researchers. Even continues and comprehensive way of evaluation has been proved a futile exercise. That's the main reason to put forward three fold reforms in evaluation to provide a viable solution to the rotten system. The changes we expect is the personality of the child never appears as per our standard and anticipation because the process of evaluation has some major flaw. We put focus on bookish knowledge which has been acquired through rote learning. Performance in the examination becomes the only criteria for evaluating the personality development of the child, which is one sided only. The proposed model puts emphasis on growth, development and evaluation putting together. They must all go together continuously till the learner leaves the school. Evaluation should take place at all times in every possible situation or activity and through tout the period of formal education of a pupil. This means that not only evaluation must comprehensive it must also encompass the entire range of student activities and experiences both curricular and non curricular. All the dimensions of growth cognitive effective and psychomotor should be covered by good evaluation programmes. A variety of tools and techniques are need to be employed in doing so.

For the purpose in hand that's for complete evaluation of the personality of students, the evaluation strategy needs to adopt the following three fold measures :-

- a. Improvement in the procedures of external written examinations of scholastic areas.
- b. Evaluation and proper recording of the non-scholastic and non-academic areas.
- c. Adoption and proper weightage to the continuous internal assessment.

The above mentioned measures have been suggested for the educationalist, administrators, politicians , social workers, parents as well as the students themselves because they all feel in one way or another that change in

the existing evaluation system is essential. They strongly feel that the traditional procedures and practices in evaluation are doing more harm than good for the future generation. The present system has given rise to a number of malpractices including the frequent use of unfair means in examination hall. This is mainly because examination results are used for purposes for which they were never intended. The public examinations exert a very powerful influence not only on the instructional programmes but also on the evaluation procedures and practices of school. To teachers, they serve as a model for school evaluation. The result is that the evaluation programmes of most of the schools are replicas of the public examination in their nature, form and emphasis. Thus, the undesirable effects of public examination have inadvertently filtered down even to the lowest school levels. The school evaluation programs in this situation fail to play the role they are supposed to play as an integral part of instruction, to the extent that they become invalid.

Education (1964-66) much earlier had recommended to reduce the dominance of public examination by mentioning, “we have suggested certain measures for the domination which the external examination exercises over school education. In order to lessen its importance still further, we recommended that a few selected schools should be given the right of assessing their students themselves and holding their final examination at the end of class 10th which will be regarded and equivalent to the external examination of the state boards of school examination.” The Same Idea has been reflected in current national policy of education (1986) that “the continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, should spread over the total span of instructional time... the goals are relevant both for external examination and evaluation with an educational institution. Evaluation at the institutional level will be streamlined and the predominance of external examinations reduced.”

Many reforms have been brought about to remove the fear of examination from the minds of the examinees and even the board examination or public examinations were also made internal for a few years as an experiment but it proved counterproductive. The quality of education was effected due to the policies like no - detention and no-board examination. Hence it can be said that it would not be possible in near future to abolish external examinations at the end of school level. Nor are they needed to be abolished. They also have advantages over the internal assessment system. I would like to cite one example which is sufficient to reveal the whole story of the system practised at school level in the name of internal evaluation. I am unable to recall the exact year but it maybe 2010 or so. At that time the subject teachers were allotted forty marks for evaluating the students through the internal performance of the learner and sixty marks were allotted for the external examination or the public examination. What so ever that maybe as per the situation. It means sixty marks out of hundred were allotted for external examination. It means there were 60:40 ratio in the distribution of marks. Thus forty present was there in the name of practical and sixty in the name of theory. It was not essential to pass in both the examinations separately. It means if you secure 40/40 or even 33 you were supposed to pass in that examination. No mention if you secure zero out of that 60 marks. It means the subject teacher was the sole deciding authority of the result of the learner. But learner used to fail in the theory or external examination and the subject teachers were supposed to give explanation for the failure of the learners although they were not detained in the same class. They used to get passing marks in the practical and declared

pass on that basis. Once i was in a Govt. school for my B.Ed. supervision one of the teacher told me the whole story about this game. The principle of the school had ask the math teacher why the students have failed in the theory paper/ external examination. The blame was on the teachers only and the students were in the next class on the basis of their result in the practical examination. It was a shocking experience for me which disturbed my peace of mind. I came to my college and wrote a letter to APJ Abdul Kalam to bring about a change in the existing evaluation system. I simply proposed that even in the theory papers the learners should get at least 25 percent marks and then they should be declared pass in the overall examination otherwise they should be detained in the same class. This letter was seriously considered and the existing evaluation system was reformed and brought in the present shape. Now it is essential to secure at-least 25% marks in external examination also in IXth and XIIth classes. The introduction of semester system from the secondary stage will reduce the load on the students. Developing question bank in each school subject will also be helpful in achieving desirable goals. Strict measures to prevent the copying and malpractices to be adopted in effective manner.

One of the salient features of evaluation as is defined by Wiles and Bondi (1989) is to improve the product, the process and the goal themselves along with the objectives. To quote "A process of making judgement to be used as a basis for planning. It consists of establishing goals, collecting evidence concerning growth and revising procedures and goals in the light of judgements. It is for improving the product the process and even the goal in themselves."

SECOND FOLD

The second fold, which is worth mentioning in this context is related to the shortcoming of the evaluation, is that it's coverage is limited to academic aspects alone. The non-academic or non-scholastic aspects are not covered. Though the art education, socially useful productive work, health and physical education, general studies etc. have been included in the curriculum to facilitate the development of children in non- cognitive domain, yet there are some personal and social qualities, interests, desirable attitudes and proficiency in co-curricular activities etc., which needed to be assessed regularly and must be pointed out in the progress report of the students. Non-scholastic areas should cover the following aspects:-

- 1) Personal and social qualities: Regularity, Discipline, Cleanliness, Punctuality, Co-operation, Sense of responsibility, Spirit of social service
- 2) Interest in co-curricular activities: Literary, Scientific, Artistic, Music, etc.
- 3) Desirable attitudes: Socialism, Secularism, Democracy, National identity, National integration, Security of school property
- 4) Physical Proficiency: Height and weight , Chest expansion, Eye sight and hearing and Physical defects if any etc.

The assessment of these non- scholastic areas may be made through observation in various situations in an outside of a classroom by the teacher in charge of the class as well as other teachers. The observation need to be recorded on the cumulative record cards. The danger of chance failure or success in the external examinations is decreased by making assessment possible on a number of occasions through the continues internal assessment.

THE THIRD FOLD- CONTINUES INTERNAL ASSESSMENT

Adoption and proper weightage to the continuous internal assessment is the third means or technique to assess or evaluate a student in a proper way. The internal continuous evaluation as a total school concept, built into the school programme, is conceived as a possible answer to cover the problem. Through this it is possible to regularise to obtain valuable data about the strengths and weaknesses of students. This is helpful in providing remedial and enriched instructions with a view to realizing the professed objectives of education in the optimum growth and development of different aspects of a child's personality. The feedback helps teachers in improving the level of achievement and proficiency among pupils.

To sum up, it can be safely concluded that the three fold measures of assessment is to some extent a viable solution to the problems of examination, assessment and evaluation and the policy makers have also tried their level best to utilise it but all the efforts go in vain when the issues of implementation confronts the hard realities of the classroom situation. The school which are not able to provide classroom, toilet and blackboards for their students and where mid-day meal distribution is main objective of the school, how one can imagine to implement these three fold measures in the actual practice. The system of internal and external evaluation has improved the situation to a great deal but their are a lot to do to cover the non-scholastic and co-curricular field which remains unevaluated most of the time. Its good to dream of an apple orchard but it is essential to prepare Kashmir like climate for nurturing and grooming them. Evaluation in our country is still facing the dilemma whether textbook knowledge should be evaluated or the co-curricular activities should also be given proper weightage. The fear of public examination is still there like a ghost in the mind of pupil from which no student gets rid of through any means provided in the school system.

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