

Role of Assessment and Evaluation of Students in Educational System of India

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ABSTRACT

Communicating a high quality education has always been an enormous challenge in a war torn countries, and India is not exceptional. India has suffered through a more than a decade of war, slavery and sectarian violence. Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. Assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Assessment and evaluation also give teachers useful information about how to improve their teaching methods. By using appropriate classroom assessment strategies and techniques, teachers can increase their students' motivation and show them how well they have learned the subjects. Evaluation goes beyond students' achievements and assessments to consider all aspects of teaching and learning, and to look at how educational decisions can be informed by the results of alternative forms of assessment and evaluation.

KEY WORDS

Evaluation, Assessment, Education System.

INTRODUCTION

In every walk of life the process of evaluation takes place in one or the other form. If the evaluation process is eliminated from human life then perhaps the aim of life may be lost. It is only through evaluation that one can discriminate between good and bad. The whole cycle of social development revolves around the evaluation process. In education how much a child has succeeded in his aims, can only be determined through evaluation. Thus there is a close relationship between evaluation and aims.

The importance of Assessment and Evaluation systems

1. Accountability

Through assessment and evaluation in schools, good leadership is put into practice and accountability which leads to school improvement. Effective evaluation can best be achieved through record keeping and proper reporting systems, to help find out whether the school resources are being spent according to plan or not. This also helps in figuring out whether the teaching method in the school is delivering to the desired educational results.

2. Performance

Evaluation systems have enhanced the performance of both the teachers and the students. Through the use of technology, the school management, and the teachers can access data that can be used to give guides on how to improve the performance of the students. The teachers can do an assessment and the behaviour of the student to identify the areas where the student is failing. It is by that; teachers can align their teaching skills accordingly to improve student performance.

3. Planning

Assessment and evaluation help in planning on future of the school. The school management plan on the areas to fill the gaps and cover, appropriately balance between attained targets, and future assessment opportunities.

Assessment and Evaluation

“Evaluation is the process of determining merit, worth, or significance; an evaluation is a product of that process” (Scriven, 1991, p. 53)

“Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.” (Huba and Freed, 2000).

Assessment and evaluation of student is the pivotal piece around which school improvement take place. Assessment of student learning is undergoing profound change. For the parents and students, improving the quality of education invariably means raising the levels of academic performance usually measured in the test scores in various subjects of school curriculum. Assessment systems report on and certify student learning and provide information for school improvement and accountability. Information for accountability and improvement comes from regular, continuing work and assessment of students in schools and from large-scale assessments. Assessment systems are regularly reviewed and improved to ensure to be beneficial to all students. Evaluation is the systematic determination of merit, worth and significance of something or someone and assessment is the process of gathering and analyzing specific information as part of an evaluation process. In the context of school education, evaluation stands for a structured process of collecting, analyzing and interpreting students’ progress and achievement both in curricular and non-curricular areas. It involves taking into consideration factors like the content, classroom processes and the growth of individual learners along with the appropriateness of the evaluation procedures. Assessment is also a means to provide constant feedback to the learner to make the course effective. An assumption underpinning this course is that ‘evaluation is an analytical process that is intrinsic to good teaching’ (Ramsden, 2003, p. 209). Assessment is important because it is widely believed that what gets

assessed is what gets taught, and that the format of assessment influences the format of learning and teaching (O'Day & Smith, 1993). Interest in performance assessment has also been justified on the basis that using such measures will promote educational equity (National Center on Education and the Economy, 1989). Various assessment strategies can be implemented together at the different levels to provide for the different information needs in a coordinated, coherent manner (Darling- Hammond, 1994). Nations that want better outcomes for students are instructed to look at the strategies employed by the higher-performing nations to improve instruction. Assessments are primarily used as an exit criterion to certify previous learning. Thus the primary purpose of high school assessments will be to determine if students have the skills and knowledge to succeed in college and postsecondary programs. Since high school assessments are likely to serve as a tool within an accountability system, the assessments must have sufficient reliability and validity at the school level to permit comparisons of group performance within a school, district, and state over time. In addition, the assessments must also provide comparability across these educational units.

Each approach has different strengths and weaknesses. Ultimately, the decision on which model to adopt by a state should be based on the intended purpose of the assessment (Wayne et al, 2010). 'Assessments carried out with the right spirit and approach is a sure-shot path to empowerment and school leadership has to be ever on the learning curve to ensure this' says Dr Wasil, Director, GEMS Education, a leading international education company. The use of examinations as a mode of assessment to determine relative merit and competence has a long history in human society. The quality of the school is judged on the basis of the Board's results. Not only that, even the teacher's assessment is based upon the performance of his/her students in the Board's examinations. For students, it is always assumed that tests, whether teacher constructed or externally mandated, can serve to motivate them to put forth greater efforts to learn. It is obvious that, in the course of time, the examinations became indispensable. Instead of becoming a means to provide the right type of education they have become an end in themselves.

The Indian Education System

Indian education system is one of the oldest education systems around the globe. It is unfortunate that while the education systems of the other nations have undergone major changes with the changing times and technological advancement we are still stuck with the old and mundane system. Neither has our system seen any major change in the curriculum nor has there been any significant change in the way the education is imparted.

The Indian education system has made significant progress in recent years. Recognising the importance of education in national development, the Twelfth Plan (2012–2017) places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society. Public spending on education increased rapidly during the Eleventh Plan period.

Types of evaluation

Evaluations fall into two broad categories: formative and summative. Formative evaluations are conducted during program development and implementation and are useful if you want direction on how to best achieve your goals or improve your program. Summative evaluations should be completed once your programs are well established and will tell you to what extent the program is achieving its goals.

| Type of Evaluation | Need |
|--------------------|---|
| Formative | 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 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 |
| Summative | 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 behavioural 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. |

Need of Assessment and Evaluation in Present Scenario

The most basic purpose of educational evaluation is to determine what a student's needs . With proper testing and evaluation in the early grades, learning disabilities and handicaps can be identified and dealt with. Without testing, problems can go unrecognized for years. While educational testing cannot in itself be the basis for a diagnosis, it can point students in a direction that may ultimately lead to psychologist, who can diagnose conditions.

In the 21st century, there is much emphasis on specialization in education. In today's complex, knowledge-based economy, students must have specialized skills before they can have a successful career.

The streaming of students into educational programs begins with standardized testing, which identifies student aptitudes and abilities. While standardized tests are somewhat controversial due to their potential for misuse, there is no denying that they can be effective in identifying intellectual gifts and helping students know the areas in which their talents can be useful.

Education is effective when students improve over time. Without measurement and evaluation, it is impossible to know whether students are making any progress. Tests and assignments can tell teachers which students know the material, which students are trying to learn and which students are not trying at all. While evaluations are not perfect in determining student achievement (some students underperform in spite of effort because of learning disabilities), the progress in a student's grades over time can say a lot about where that student is and where he needs to be.

Evaluation in education has great importance in teaching-learning process, following the common purpose 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 behaviour and to develop a personality.
3. **To clarify the objectives of education:**-An another importance of evaluation is to clarify the objectives of education. The objective of education is to change in learner's behaviour. By evaluation, a teacher can prove of change to learner's behaviour.
4. **It provides Guidance:**-if a teacher has the proper knowledge and about his learners only than 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 as 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 is a teacher could not only improve the personality and learner but he is 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.

Conclusion

Assessments are essential components of teaching and learning programmes and help shape individual learning. Assessment at secondary and higher education levels in India uses an examination system and it relies solely on the teacher to assess students. The assessment does not assess the ability of students to design and carry out experiments or even evaluate their understanding of mathematical and scientific concepts. This paper is a review of the assessment process in India. This consideration will include the definitions and purpose of assessment as a means of learning about students and the progression of their learning. The different forms of assessment will also be considered as well the assessment practices in mathematics, and in particular in intermediate schools in India as it can provide insights into the quality of assessment practices.

The quality of the total education programme 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. Evaluation is a systematic and continuous process which not only measures the educational achievement of the students and also helps in their progress.

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