

EVALUATION

- As we all know that learning is an important activity in the teaching-learning process.
- Learning not only changes the behaviour of the organism but also modifies it.
- During the teaching-learning process, children and teachers both face many difficulties, so for removing this difficulty there is a need to judge the performance of each and every child is must and for the purpose, a measurement is needed and that measurement is known as evaluation.
- Evaluation is both quantitative and qualitative while measurement is only quantitative or, numerical value.

Evaluation = measurement quantitative + Value judgment (qualitative)

The purpose of Evaluation :-

- (1) To determine the present status of the children in the teaching-learning process.
- (2) To motivate the children for better learning.
- (3) To determine the rate of progress of the children.
- (4) To collect evidence for improve in curriculum.

- (5) To diagnose children's weakness and strengths for further instructions.
- (6) To improve the efficiency and success of the teacher.
- (7) To measure the behavioural change of the children.
- (8) To classify the children in different categories.
- (9) To improve the teachers techniques and strategies.
- (10) To encourage the teachers for action research.
- (11) To give reinforcement and feedback to both the teachers and pupils.

Characteristics of Evaluation

- (1) Evaluation is a continuous process.
- (2) Evaluation is more concerned with the growth which the student has made, than with his status in the group.
- (3) Evaluation is descriptive (विवरण) as well as qualitative (गुणवत्ता).
- (4) Evaluation includes all the means of collecting evidence on student's behaviour.
- (5) Evaluation is a co-operative process involving students, teachers and parents.

Method of Evaluation

Norm. referenced Evaluation (norm. without standard)

In this test performance of the students is measured by comparing the relation with a hypothetical average student

(e.g. 80% or 70% pass)
→ daily test frequently

Criterion referenced evaluation (marks within 100 marks)

In this test the performance of a child is measured against a predetermined learning standard. These tests extensively used in school education.

(e.g. 80% → 1st class
70% → pass
etc)

(70% or 80% is a pass
in some schools)

above 70% → (gradsst)

The process of Evaluation

Step 1 → Selection and formation of objectives.

Step 2 → Defining objectives in terms of behavioural changes.

Step 3 → Selection of tools and techniques of evaluation.

Step 4 → Use of tools and techniques of evaluation and making results.

Step 5 → Interpretation and Generalization of results.

Step 6 → Feedback the results for improvement of teaching-learning process.

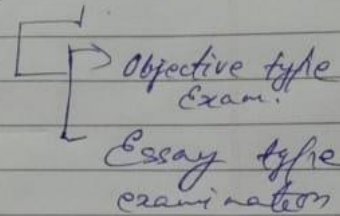
Techniques of Evaluation

Qualitative techniques

- (1) Observation
- (2) Anecdotal record
- (3) Checklist
- (4) Interview
- (5) Cumulative record
- (6) Questionnaire
- (7) Rating scale

Quantitative / Numerical Techniques

- (1) Practical Examination
- (2) Oral Examination
- (3) Written examination



Types of Assessment / Evaluation

- (1) Formative assessment
- (2) Summative assessment
- (3) Portfolio assessment

(1) Formative assessment ⇒

It is done during the course of instruction. It refers to continuous evaluation by means of unit tests, assignments etc. It provides continuous feedback to both pupils and teachers. It is a part of teaching learning process.