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**EVALUATION IN HIGHER EDUCATION**

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**INTRODUCTION :**

The development of any concept or the achievement of any aim in the society can be detected through evaluation. The evaluation guides the individual to do better in future as well as it also pacifies the present status of contribution. These contributions can be considered in many aspects i.e. business, cultivation, propagation, relation, education, etc. As far as education is concerned the term evaluation includes examinations of Academic and Non-Academic nature in its broader sense. It is one of the systematic and continues process. It determines the educational objectives and effectiveness of the learning experiences of the classroom. It also assesses the student's academic activities and their complete development. The term examination is used for only the academic subjects while evaluation covers all the changes that take place in development of a person's personality and measures the qualities of individuals every moment in life.

**MEANING OF EVALUATION:**

A present the aim of education is not only limited with in acquiring knowledge but also it highlights the all-round development of the individual, i.e. Social, Spiritual, Moral, Cognitive, Emotional, etc. The teachers and educationist must take care of testing tools to measures the individual, along with contents and teaching methods. Because in teaching learning process, evaluation can be done at all the different stages. It is an integral part of education system. In this process along with learning an individual gets an opportunity to change the behavior towards desired educational objectives.

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## DEFINITION OF EVALUATION

### ➤ E. P. Hagen & R L. Thorndike

Evaluation in education signifies describing something, in terms of selected attributes and judging the degree of acceptability or suitability of that which has been described.

### ➤ E. B. Wesley

Evaluation is an inclusive concept, which indicates all kind of efforts and all kinds of means to ascertain the quality, value and effectiveness of desired outcomes. It is a compound of objective evidence and subjective observation. It is the total and final estimate. It is valuable and indispensable of modification of policies and further action.

### ➤ Torgerson - Adams

To evaluate is to ascertain the value of some process of thing. Thus educational evaluation is the passing judgment on the degree of worthwhile-ness of some teaching process or learning process.

### ➤ Quillen & Hanna

Evaluation is the process of gathering and interpreting evidences on changes in the behavior of the students as the progress through school.

### ➤ Wringstone

Evaluation is relatively new concept of measurement that is implied in conventional test & examinations.

### ➤ Rammers. H. H. & Gage H. L.

Evaluation assumes a purpose or an idea of what is 'good' or 'desirable' from the standpoint of the individual or society or both.

**AIMS OF EVALUATION :**

1. Justifies the aims of education.
2. Renovates the curriculum.
3. Different teaching techniques and methods or applied for effective teaching.
4. Creates an opportunity for Educational, Vocational, and Personal guidance.
5. Encourages learning in right manner.
6. Evaluates the need of teachers, teaching methods, contents, textbooks etc.
7. Scientifically coordinates the classroom teaching & testing techniques.
8. Evaluates the behavioural changes of an individual.
9. Identifies the problems, merits & demerits of an individual.
10. Evaluates efficiency of the teacher.
11. Motivates an individual for an all round development.
12. Feedbacks the educational administrators for further better achievement.

**CHARACTERISTICS OF EVALUATION :**

1. It is a continuous process.
2. It includes measurement and examination.
3. It is qualitative as well as quantitative.
4. It is related with personality of an individual.
5. It increases the achievement.
6. It follows the instructions.
7. It collects the behavioral material of an individual.
8. It is closely related with the aims of education.
9. It is an integral part of education system.
10. It makes the teaching and learning process effective.

**PRINCIPLES OF EVALUATION :**

1. Specific educational aims are to be identified.
2. For achieving the aim, suitable tool or technique is to be selected.
3. A new tool is to be developed in the absence of suitable tool.
4. The tools are to be experimented purely on the basis of specified aims of Evaluation.
5. Evaluator must know the proper utility of the tool.
6. Evaluative tools are to be utilized basing on the characteristics and limits.
7. It should not be treated as an end rather it is to be accepted as a resource of new matter.
8. Decision making and value based thinking is essential.
9. Evaluation process is to be cautiously exercised to avoid mistakes.
10. Aim to improve on different stages of learning process through Evaluation.

**DIFFERENCE BETWEEN EVALUATION & MEASUREMENT :**

In the field of education and psychology, measurement and evaluation is often used. Normally it is accepted that Evaluation and Measurement or one. Even the both are correlated but differ in general. Measurement is a tool of evaluation. The area of measurement is limited; it always projects the accurate and objective value of something. Measurement tells about the number, the quantity or the score. Evaluation gives the value judgment, when a student gets 50 marks out of 100 is called measurement, but when the teacher is called upon to say whether the score is good or poor, it is known as Evaluation.

"Measurement is that sub-division of Evaluation which is stated in terms of percentages, amounts, scores, medians and means etc.

" (E. B. Wesley: Teaching social studies in elementary schools, P.402)

**The specific points of difference between Evaluation and Measurement are:**

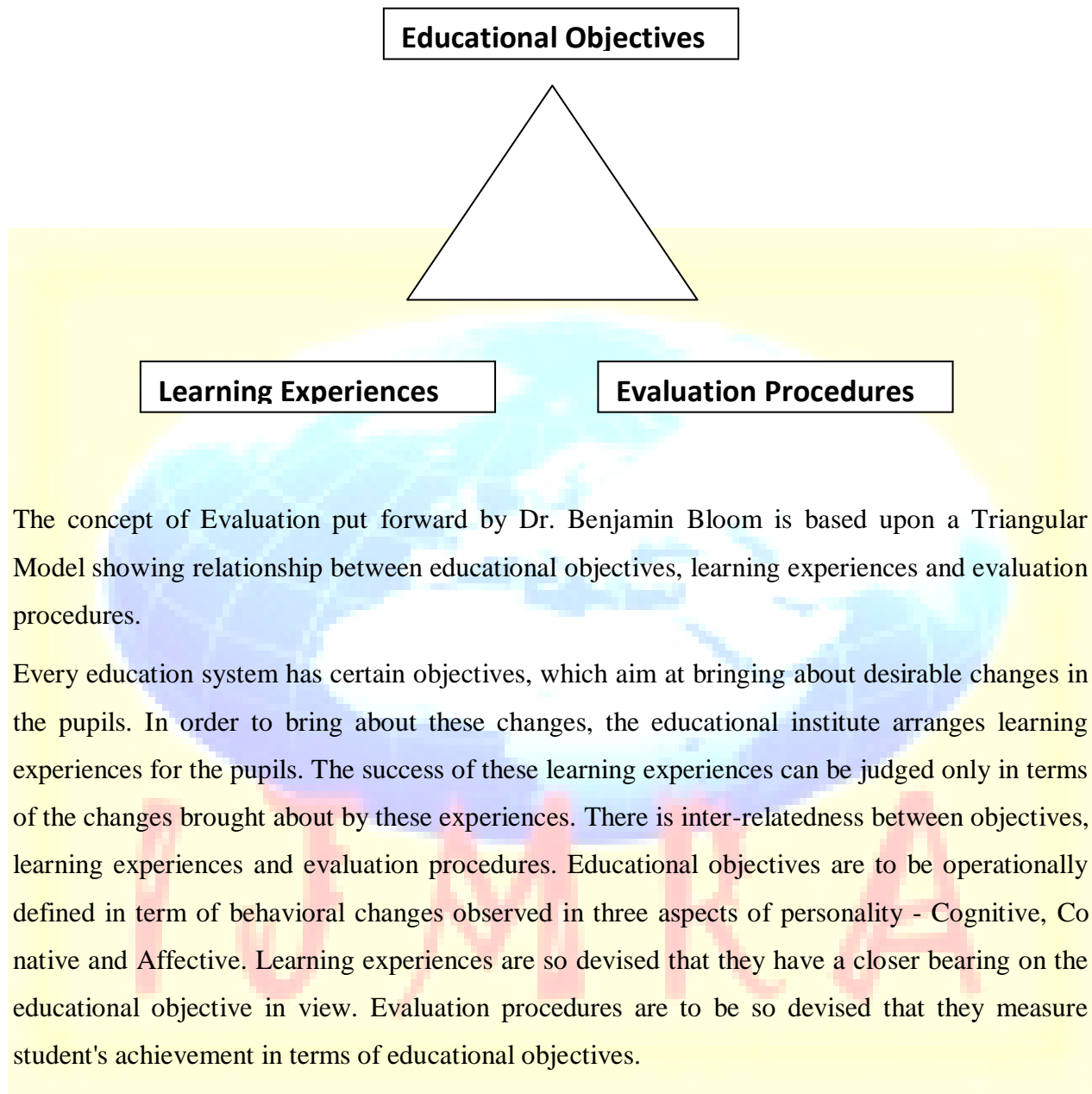
1. Measurement refers to quantitative description of behavior, while Evaluation refers to both qualitative and quantitative descriptions.

2. Measurement is concerned with knowing the level of attainment, where as Evaluation is concerned with its improvement also.
3. Measurement is a static process, whereas Evaluation is a dynamic and continuous process.
4. Measurement measures only subject matter achievement, while Evaluation attempts to measure a great many objectives of whole curriculum.
5. Measurement uses only one technique (usually tests, whether long answer or short answer or objective type.) but evaluation uses a great variety of techniques. Some of these techniques are
  - a. Achievement tests,
  - b. Attitude scales,
  - c. Personality tests,
  - d. Rating scales,
  - e. Questionnaires,
  - f. Inventories,
  - g. Controlled observation,
  - h. Socio-metric techniques,
  - i. Anecdotal records.

"Measurement is the process of assigning symbols to dimensions of phenomena in order to characterize the status of phenomenon as precisely as possible.

Evaluation is the assignment of symbols to phenomena in order to characterize the worth or value of a phenomenon usually with reference to some Social, Cultural, or Scientific standard."

**Broadfield & Mordock :** Measurement and Evaluation in education,  
Macmillan 1957 P.-2.

**EVALUATION PROCESS :**

The concept of Evaluation put forward by Dr. Benjamin Bloom is based upon a Triangular Model showing relationship between educational objectives, learning experiences and evaluation procedures.

Every education system has certain objectives, which aim at bringing about desirable changes in the pupils. In order to bring about these changes, the educational institute arranges learning experiences for the pupils. The success of these learning experiences can be judged only in terms of the changes brought about by these experiences. There is inter-relatedness between objectives, learning experiences and evaluation procedures. Educational objectives are to be operationally defined in term of behavioral changes observed in three aspects of personality - Cognitive, Conative and Affective. Learning experiences are so devised that they have a closer bearing on the educational objective in view. Evaluation procedures are to be so devised that they measure student's achievement in terms of educational objectives.

**TECHNIQUES AND TOOLS IN EVALUATION :**

"Modern evaluation is uses a variety of techniques of appraisal such as achievement, attitude, personality, character tests, rating scales, questionnaires, judgment scales of products, interviews, controlled observation techniques, socio-metric techniques and anecdotal records."

J. W. Wrightstone : Trends in Evaluations Educational Leadership, Nov. 1950

Evaluation is based upon the different objectives of the education. Different tools and techniques, which are used in evaluation, are also based on the objectives of education. Tools and techniques can be classified as mentioned below:

### 1. TESTING PROCEDURES,

Individual's specific behavioural study in particular moment is tested. The test is used in the study of creativity, skill, capability, aptitude, interest, achievement, value, personality, etc.

Oral test,

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| a. Written test,      | b. Oral test,        |
| c. Experimental test, | d. Performance test, |
| e. Self-made test.    |                      |

### II. SELF-REPORTING TECHNIQUES

Every individual has collection of different experience and different information. These liking or disliking information can be gathered directly or indirectly with the use of these techniques.

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| a. Questionnaire,   | b. Autobiography, |
| b. Personal Diary,  | d. Discussion,    |
| e. Direct Question, | f. Interview.     |

### III. OBSERVATIONAL TECHNIQUES,

On the basis of observation and experience the individual information can be collected. Even though this method is not scientific based but very carefully these methods are to be implemented on an individual.

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| a. Anecdotal Records, | b. Check list,          |
| c. Rating Scale,      | d. Socio-metric method, |
| e. Guess who method.  |                         |

#### IV. PROJECTIVE TECHNIQUES.

Individual's personal, social adjustment related points are evaluated. Individuals depressed thoughts, emotions, desires, etc. are tested.

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| a. Word association test, | b. Sentence completion test, |
| C. T.A.T.,                | d. Rorschach test,           |
| e. Doll play.             |                              |

#### CONCLUSION:

Evaluation is a much more comprehensive and inclusive term than measurement. Evaluation includes both qualitative and quantitative description of pupil's behavior plus value judgments concerning the desirability of that behavior. Evaluation is an important and useful technique in teaching and learning process. The learner, the teacher, the researcher, the education officer, etc. or directly benefited by the evaluation process. It improves the standard of teaching curriculum, administration, and teaching learning atmosphere.

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