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### ABSTRACT

*Evaluation is a process of measuring effectiveness of any educational or planned activity. It helps to judge the performance of learners as well as the school functionaries. It also provides the baseline data on various aspects of institution on which the development can be built upon. Evaluation is thus a study which permits a vigorous scientific measurement of the effectiveness of educational activity and also a means of modifying the particular component in the light of facts turned up in the process of evaluation. The paper deals with some questions: why evaluation?, difference between evaluation and assessment, who can evaluate the School?, Indicators of quality assessment of school, types evaluation, What to Evaluate for achieving school standards?, tools of school assessment (a quality model of school assessment), and how to assess school standards?, and some suggestion for quality evaluation of schools blended with material and spiritual values. The investigator stresses on attitude of evaluator has great importance for development of the schools. To set up an effective and functional monitoring and evaluation system, it is essential to identify critical areas for which information is necessary for continual improvement of the school. The assessment would bring many known but not articulated realities. It also brings some unknown elements of the institution into sharp focus. Since the purpose of the institution is to understand the relative strengths and weaknesses for the sole purpose of development. Many functionaries may be involved in the assessment process. Participative process is the cardinal principle of quality management of school system. "I find tests as obsolete and ineffective way of knowing of the students are intelligent, willing and attentive. A silly, mechanical mind can very well answer a test if the memory is good and these are certainly not the qualities required for the man of future....To know if a student is good needs, if tests are abolished, a little more inner contact and psychological knowledge for teacher." (Collected Works of the Mother, Vol. 12, p.203)*

### Introduction

Evaluation is a process of measuring effectiveness of any educational or planned activity. It helps to judge the performance of learners as well as the school functionaries. It is increasingly considered as a valuable internal process of helping the staff to make more efficient decisions for better continuous performance while the activity is going on. Evaluation indicates the relative strengths and weaknesses of the institutions. It also provides the baseline data on various aspects of institution on which the development can be built upon. It is a diagnostic tool. Evaluation is thus a study which permits a vigorous scientific measurement of the effectiveness of educational activity and also a means of modifying the particular component in the light of facts turned up in the process of evaluation.

Evaluation is defined by Carol Weiss (Columbia university), as the study of programme effect in terms intended and unintended consequences for the target group and institutions. Thus, evaluation signifies a wider and more comprehensive and continuous process by blending spiritual and material values of assessing learners' progress. It is not only to measure achievements but to improve the quality of the institutions.

### Why Evaluation?

The main purpose of the evaluation of schools is not fault finding but to improve the institution by identifying the strengths and weaknesses of school, difficulties encountered by the staff members in implementing the functions of taking short term and

long-term decisions about the institution. It provides feedback for the improvement of school standards. It identifies the difficulties encountered by the staff members involved in the school process. It also helps to verify that the funds allocated to school are utilized in proper manner.

For a quality assessment may the evaluator have following objectives?

- To become conscious about thyself and others.
- To encourage for self discovery.
- To generate beauty in body by cultivating physical education.
- To gain knowledge in mind by mental education.
- To enhance power in vital by training the vital being.
- To achieve love and bliss by psychic and spiritual education.
- To become a perfect man on the whole" (Dhal, 2013).

### Evaluation and Assessment

*Evaluation* focuses on grades and may reflect class room components other than course content and mastery level. These include discussion, cooperation, attendance, and verbal ability.

*Assessment* focuses on learning, teaching and outcomes. It provides information for improving learning and teaching. It is an interactive process between students and faculty that informs faculty how well their students are learning and what they are teaching. The information is used by faculty to make changes in the learning

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environment, and is shared with students to assist them in improving their learning and study habits. This information is learner centered, course based, frequently, anonymous and not graded.

**Table-1 Summarizes the Key Differences between Assessment and Evaluation**

Dimension of Difference	Assessment	Evaluation
Content: timing, primary purpose	Formative: ongoing, to improve learning	Summative: final, to gauge quality
Orientation: focus of measurement	Process oriented: how learning is going	Product-oriented; What is been learned
Findings: uses there of	Diagnostic; Identify areas of improvement	Judgmental: arrived at an overall grade or score

**Who can Evaluate School Standards?**

The standard of school can be evaluated by:

- Parents
- Students
- Teachers
- supervisor
- Administrators
- Headmaster
- Government authority
- Public masses
- Researcher/Academician

**Indicators of Quality to Assess School**

To evaluate school standards (quality) we may take certain indicators of quality institution. Those are:

- a) *Product aspects*
- Discipline
  - Punctuality
  - Cleanliness
  - Up-keep campus
  - Excellence in academic achievement
  - Excellence in non-academic achievement
  - Organizational climate
  - Satisfaction of the customers
- b) *Quality of Input/Process aspects*
- Students
  - Teachers
  - Instructional resources
  - Leadership quality of the principal
  - Developmental evaluation system

**Principles of Good Assessment**

There are some basic principles which may be taken for good assessment.

- Create an educational climate that is open, respectful, enriching and encouraging.
- Reduce the number of paper and pen tests.
- Use variety of evaluation strategies.
- Be always clear about once objectives.

- The aim of assessment is development; not ranking.
- Avoid as much as possible tests that asks for rote learning.
- Do not enforce learning through if then threats, but stimulate learning through encouragement.
- Help should be provided to bring about the personal ways of learning each student.
- Learn to observe qualities and capacities. Never assess these.
- Always try to understand the students and help them to come to know themselves
- Students should be involved in assessment system.
- Encourage the learners for self evaluation
- Be simple, enthusiastic, understanding and inspiring.

**Types of Institutional Evaluation**

There are many types of evaluation prevailed in the field of education. Some of them are:

- Formative Evaluation
- Summative evaluation
- CCE
- Self Evaluation

**A Model of Assessment**

For future assessment we can take the following list of possible assessment tasks:

Oral Assessment	Written Assessment	Displays	Tasks on organizational purpose
Quiz Talk Discussion Debate Presentation Talk with (Self made material or lab equipment)	Questionnaire Report File Essay Poetry Story Creative writing Newsletter	3D art Wall display Video Audio Poster Computer others	Outings School events School magazines Sharing with Community Sports activities Gardening Decoration Cleanliness etc.

**What to Evaluate for Achieving School Standards?**

The evaluation instruments accommodate various dimensions of an institute like:

- Organizational discipline
- Cleanliness
- Performance of students in academic and non-academic areas,
- Leadership
- Teacher quality-preparation, competence and commitment
- Communication with environment
- Instructional process
- Job satisfaction of staff
- Office management-support services
- Relationship-corporate life in the institution
- Material resources-institutional support

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- Examination - purposefulness and methodology
- Reputation,
- Work- culture

A quality institution contains most of these areas.

Excellence is output of the institution. It is presumed to be automatic product of good institution.

**Tools of Assessment for the Schools**

There are several instruments developed to assess the school. Often such questionnaires require the responses from the various stakeholders, namely, the parents, students, teachers, non-academic staff, head of the institution and the supervisors. Either a standard instrument can be used for caring out institutional evaluation or it can be developed within the institution.

A *Model of Qualitative Institutional Assessment Instrument* is given hereunder. It comprises following sections:

**I. Factual Information and Data on Several Aspects of the Institution**

II. The first step of assessment is base line survey; hence trend analysis is required. It provides the data which indicate the trend of either growth or decay in each aspect of the performance of the institution.

- ✓ Number of Enrolment
- ✓ Transition rate
- ✓ Performance of students in academic and non-academic activities
- ✓ Resources and facilities(including gender & social inclusion)
- ✓ Physical infrastructure(including ICT and MIS)
- ✓ Financial resources (both external and internal) and
- ✓ Staff members(Including capacity building and leadership)

**III. Questionnaire for the Principal**

It seeks information and data regarding principal's personal behavior:

- Punctuality
- Relationship with teachers
- Decision making
- Accessibility
- Approach to management

**IV. Questionnaire for Members of Management Committee**

This section deals with:

- Overall rating of the institution
- Assessment of the principal
- Relationship with community
- Concern for the student development
- Dealing with higher authority

**V. Questionnaire for the Supervisors**

This questionnaire deals with following aspects:

- ❖ Frequency of visit

- ❖ Feedback mechanism
- ❖ Follow-up service
- ❖ Support service
- ❖ Assessment of performance

**VI. For the Students**

- Their understanding about discipline
- Support systems
- Human relations
- Standards of academic and non-academic activities

**VII. Questionnaire for the Teachers**

This questionnaire is meant for teachers seeking their views on:

- Discipline
- Support service
- Reputation of the institution
- Staff development
- Reward and punishment
- Organization culture
- Punctuality
- Human relation
- Job satisfaction
- Work organization
- Financial discipline and management
- Up-keep the campus
- Leadership
- Parent-teachers satisfaction

Most of the item in the questionnaire can be responded either four/five point scale. They can be summated to find the sub-total in the area. More than the quantitative aspect, however what is important is to get the qualitative view of the institution so that the basic purpose of assessing institutional strength and weakness can be achieved easily.

**How to Evaluate School Standards?**

There are a few major steps in methods of assessment. These are sampling and selection of respondents, administering the tools, data collection, tabulation and analysis of data and deriving conclusion.

There is large number of techniques which an instructor can use to measure the effectiveness of the institution. These include oral sharing, questionnaire, interview, observation, survey of records, and SWOT analysis. It is more effective to take both qualitative and quantitative techniques as mix one. Where quantitative method involves use of data banks, questionnaires, interview schedules, observation schedule etc., qualitative techniques involve discussion, observation, brain storming, inner realization, developmental evaluation etc.

**Suggestion for Qualitative Evaluation of Schools**

Quality of evaluation of schools depends on attitude of evaluator. Because, one group of people says everything in the world is distorted. Similarly, other group says everything in the world is well placed to

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manifest the perfection. Hence, an evaluator should consider everything in positive perspective, having identified the negative ones. He must have endurance, belief, patience and positive thinking to tackle any sorts of challenges. The objective of assessment must be developmental instead of result oriented. Before going to evaluate he can think following questions:

- ❖ Does he love the school to which he wants to assess?
- ❖ Does he inspire the institution to proceed forward and forward?
- ❖ Does the evaluation system:
  1. From examination oriented to observation oriented?
  2. From judging to observing the child?
  3. From imposition to encouraging experimentation?
  4. From competition to cooperation?
  5. From directing a child to listening a child?
- ❖ Does he talk with inmates of school, rather talk them?
- ❖ Does he enjoy the process of assessment in equanimity and tranquility, rather than complete his cumbersome task?
- ❖ Does he kindle others in the school as a self illumined candle?
- ❖ Does an evaluator refresh the institution in the light of higher consciousness?

The future education requires assessment which should be based on development and not on ranking. Therefore it:

- is diagnostic
- is participatory
- fosters self understanding
- is non-judgmental
- gives positive feedback
- is individualized
- requires self evaluation
- Creates self awareness and self discovery.

**Conclusion:** Evaluation is a more comprehensive form and a process for checking and improving all the steps involved in planning and implementing in the school process. To set up an effective and functional monitoring and evaluation system, it is essential to identify critical areas for which information is necessary for continued improvement of the school. The assessment would bring many known but not articulated realities. It also brings some unknown elements of the institution into sharp focus. Since the purpose of the institution is to understand the relative strengths and weaknesses for the sole purpose of development. Many functionaries may be involved in the assessment process. Participative process is the cardinal principle of quality management of school system.

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