



## Objective Based Evaluation of Teaching

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### ABSTRACT

*The Indian education commission 1902 stated that the teaching in Indian education stood subordinated to examination and not examination to teaching. The Hartog committee 1929 deprecated academic bias of examinations at school level geared as they were to the needs of the majority who did not have access to the university system and were to enter life. Similar criticism were voiced by the sergeant plan 1944. The Radha Krishnan commission 1948 pointed out that examination reform was a matter of very high priority in education reform a whole. The Mudaliar commission 1952-53 made elaborate recommendations on examination reform and called for reduction in the number of external examination, conduct of objective tests, assessment of the attainments of the students through proper system of school records, weightage for in school tests, symbolic rather than numerical marking for purpose of evaluation and gradings etc. The Kuthari commission 1964-66 considered the question examination reform at all stages of education and called for evaluation being construed as a means to assess learners development on an Objective Basis. The committee on examination reform 1970 made wide ranging recommendations. The national policy on education 1986 considered examination and evaluation as a means for improvement of quality of education. Specifically, it called for removal of subjectivity in examination, de-emphasis of memorization and continuation and comprehensive internal evaluation of scholastic achievement of students of students, improvement in conduct of examination of concomitant changes in instructional materials and methodology, introduction of the system from the secondary stage in a phased manner and use of grades in the place of marks.*

**Keywords:** Evaluation objective continuous comprehensive teaching

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization to assess any aim, realizable concept or proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed. The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change.

Evaluation is often used to characterize and appraise subjects of interest in a wide range of human enterprises, including the arts, criminal justice, foundations, non-profit organizations, government, health care and other human services.

#### Definition of evaluation

Evaluation is the structured interpretation and giving of meaning to predicted or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. So evaluation can be formative that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project or organization. It can also be summative, drawing lessons from a completed action or project or an organization at a later point in time or circumstance.

Evaluation is inherently a theoretically informed approach (whether explicitly or not), and consequently any particular definition of evaluation would have to be tailored to its context - the theory, approach, needs, purpose and methodology of the evaluation process itself. Having said this, evaluation has been defined as:

- A systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, im-

provement or outcomes of a program. It is a resource-intensive process, frequently requiring resources, such as, evaluator expertise, labour, time and a sizeable budget

- 'The critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfils stated goals' (St Leger and Walsworth-Bell). The focus of this definition is on attaining objective knowledge, and scientifically or quantitatively measuring predetermined and external concepts.

'A study designed to assist some audience to assess an object's merit and worth' (Stufflebeam). In this definition the focus is on facts as well as value laden judgments of the programs outcomes and worth.

Evaluations are analytical assessments addressing results of public policies, organizations or programmes, that emphasizes reliability and usefulness of findings. Their role is to improve information and reduce uncertainty; however, even evaluations based on rigorous methods rely significantly on Judgment. A distinction can be made between ex-ante evaluations (or policy reviews) and ex-post evaluations. Many practices discussed in these Guidelines apply equally to both, even if their objectives are different.

The main objectives of evaluations are to improve decision-making, resource allocation and accountability. This can be achieved through informing the public, informing key decision-making processes and encouraging ongoing organisational learning.

Evaluations must be part of a wider performance management framework. They can supplement and improve it, but not replace it.

Successful evaluations are based on collaboration between key participants (evaluators, users and stakeholders), under the leadership of a "commissioner".

Commissioners are organisations that commission evaluations. The commissioner plans the evaluation, monitors its progress, receives the evaluation report, and makes decisions about further action. Commissioners may be ministries or central government agencies (e.g., the Ministry of Finance or independent evaluation and audit organisations). In some cases the commissioner may also be the evaluator.

Evaluators are those organisations or individuals collecting and analysing data and judging the value of the evaluated subject.

Users of evaluation may be policy-makers, the budget office, auditors, policy or programme managers and staff, users of services, etc.

Stakeholders are those individuals or organisations that have an interest in the policy or programme being evaluated and the findings of the evaluation. Stakeholders and users are often the same actors.

Benefits of evaluations should outweigh their costs and limitations. Both costs and benefits can be affected by careful management of evaluations and by choosing the appropriate evaluators and evaluation methods.

The key value of evaluations is that they allow for in-depth study of performance and independent assessment of effectiveness of other performance management instruments. Potential benefits are the greatest for large policies or programmes.

On the other hand, experience shows that evaluations have often been too costly and time-consuming compared to their real use and effect. There is also a risk of evaluations being used to slow the process of decision-making and justify inaction.

The relationship between measurement and evaluation is as under :

Evaluation= Quantitative description of students measurement value judgments'

Evaluation= quantitative description of students non-measurement value judgment The behavioral educational objective should be considered in effective process of evaluation. Many tools are needed for making continuous and comprehensive evaluation of the whole teaching –learning process and behavioral outcomes of the students.

#### Principles of evaluation

Evaluation must be considered as an inclusive and wide coverage process to determine the nature and level of learning and other factors of the whole development of the learners. The following principles must be considered for dynamic continuous and comprehensive evaluation of teaching –learning process:

1. The teacher must determine and clear what is to be included in evaluation and has priority in the evaluation process.
2. An evaluation techniques should be selected which is most appropriate for evaluating a particular aspect of student behavior.
3. Continuous and comprehensive evaluation process requires the different techniques of evaluation in the whole teaching –learning process.
4. The teacher should be fully aware about the proper use of evaluation techniques and their limitations and
5. The teacher should consider evaluation as a means to an end but not an end in itself.

#### Purpose of evaluation:

There are several purpose of evaluation which are as under:

1. To determine the present status of students in the learning process

2. To make the assessment of student 'growth and development in terms of curriculum requirement
3. To assess the behavioural objectives objectives to what extent they have been obtained
4. To diagnose students' strength and weaknesses for further instruction
5. To provide remedial measures for weaker students
6. To motivate students for further and better learning
7. To provide basis for guidance to students
8. Assess effectiveness of instruction for further improvement of teacher and students
9. Determine the rank of progress of students
10. To provide the basis for grading and reporting to the parents
11. To collect evidence for curriculum re-construction
12. To encourage teachers for action research
13. To develop the inherent potentialities of students consisted of proper attitudes, good habits, manipulation of skills and appreciation and understanding of knowledge

#### Types of Evaluation

The most important feature of evaluation process is the application of number of techniques and tools.

Cronbach (1984) classified evaluation two broad categories like maximum and typical performance

#### A. Maximum performance :

This type of tests measure and assess the maximum performance of the students aptitudes and achievement tests are applied for this evaluation purpose.

#### B. Typical performance

This type of evaluation is related with what students will do rather than what they can do.

The test of this category evaluates interest, attitudes, adjustment and various personality characteristics. The combined use of tools and techniques help the teacher to make proper judgments about the performance of students and variation in this area.

#### C. Functional type of evaluation

This type of evaluation is classified as under:

1. Placement evaluation
2. Formative evaluation
3. Summative evaluation
4. Diagnostic evaluation

Placement evaluations determine entry performance of students at the beginning of instruction.

The main aim of placement evaluation is to determine the place in the instructional sequence and the level of instruction.

Formative evaluation assesses learning progress during instruction. The most important aim of this evaluation is to provide continuous feedback to both students and teachers regarding learning progress and failures. The teacher made and commercial test are used in this process of evaluation.

#### OBJECTIVE BASED EVALUATION

At the time of evaluating teaching we would consider three domain of personality of the learners like cognitive affective and psychomotor domain. The teacher should see to what extent these domain developed by his in or outside classroom teaching. Cognitive domain constitutes knowledge, understanding, application, analysis, synthesis and evaluation. Affective domain constitutes feelings, emotions, sympathy, interest, values, and attitude. Psychomotor domain constitutes pressure, speed, motion, movement, articulation and co-ordination and skills.

#### TOOLS OF EVALUATION

There are basically three types of evaluation tools as under:

1. Written
2. Oral
3. Observation

Written tests are classified as under:

1. Essay type tests
2. Short answer type tests
3. Objective type tests

Objective type tests are classified as under:

1. Recognition type test
2. Recall type test

Recognition type tests are classified as under:

1. True /false or alternative response
2. Multiple choices
3. Matching

Recall type tests are classified as under:

1. Simple recall
2. Completion

As a teacher we should construct questions based on behavioural objectives in following categories before starting continuous and comprehensive evaluation of the learners' outcomes after in or outside classroom teaching learning process completing the particular lesson. Some of the examples of the construction of questions are as under:

1. Knowledge based question

Example:

What is the definition of economics?

2. Understanding based question

Example:

Determine the difference between economics and commerce?

3. Application based question

Example:

Find out various problems of industrial sectors?

4. Analysis based question

Example:

Find out the strengths and weakness of our Indian economy

5. Synthesis based question

Draw the conclusion of collected information of agriculture sector

6. Skill based question

Show the wheat production of in pictorial diagramme on map of our country

7. Value based question

Example:

Describe the importance of agriculture of our country.

8. Attitude based question

Example:

What are the attitudinal changes of the people of our nation since Independence?

The feedback taken from the several tests could improve the teaching –learning process and this objective based continuous and comprehensive evaluation helps the teacher to make his teaching more effective and further to obtain behavioural objectives of the learners' outcomes after delivering the lesson in dynamic classroom setting.

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