

Evaluation System in India

(In Referenimece to Unidimensional and Multidimensional Aspects of Evaluation)



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Unidimensional Evaluation

Unidimensional Evaluation means the traditional type of assessment in which student learn stanzas & lines of book & appear on examination of 2 hours or 3 hours to show his talent. It is used to measure the knowledge of book & classes of learner.

Multidimensional evaluation

Multidimensional evaluation assessment belong to those type of evaluation in which each of every aspects of learner is examined via systematic or non systematic way of gathering relevant information. In which learner were examined in every aspects of life not only classroom aspects.

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Any evaluation system cannot be effective unless it has an efficient system for the evaluation of achievements of objection of teaching learning.

The concept of evaluation dates back to the time when the methods of imparting education evolved in ancient times in the form of Gurukul. The process of evaluation in the Vedic period continued during education. This process of evaluation has been inexorable from the day the education began to date. The nature of the process of evaluation is education's growth as development is becoming increasingly difficult. According to time & nature of education, different type of new dimensions is developed for assessments. Which are being continuously changed according to the policies of education.

Evaluation in ancient periods

The concept of evaluation in ancient period of education that to make man, a useful member of society. However, the nature of evaluation of that time mainly oral and the objectives of teaching

learning were confined primarily to the memorization of rhymes and stanzas of Vedas and other religious scriptures.

The Vedas, Upanishads, Puranas, the Ramayan and the Mahabharat have numerous instances which clearly indicate the use of the measurement and the evaluation procedure. The examination system was oral in the Vedic period. In the learned assembly, the student used to reply to the scholar if he could satisfy him he would have acquired degrees.

Medieval period of evaluation :

In our country in the middle ages with the cooperation of Muslim Rules developed a new education system called Muslim system of education.

No exam like today were held in middle period. The student was declared successful only on the recommendation of teacher. There was no special system of evaluation in Muslim period, the propagation of religion was the mainstay. Those who have special qualification for the religion of Islam awarded the degree of Aamil, those who have special aptitude in Arabic & Persian literature et Quabil, got special qualification in logic & philosophy were awarded degrees of Phazil.

Unidimensional evaluation system & its demerits :

Over the time the nature of teaching & learner changed and so did the methods of evaluation with the passage of time & establishment of more systematic & formal education system, subject related to science & technology were increasingly incorporated in the school curriculum with the advance in science & technology and also with the researches made in the field of psychology, the nature of evaluation change and it shifted from oral form to the written form. But this two could not assess the overall performance of a learner in the educational set up since this system primarily focused on curricular aspect with the expectation that the learner acquired a lot of information and reproduces the same in the answer scripts during the exam of 3 hours.

So this system is unidimensional in the sense that it evaluates the learner only in terms of the subject matter learned & master.

Multidimensional Evaluation :

Evaluation as we know is the overall personality of the learner, with further advances in the child psychology and measurement & evaluation, originated the concept of continuous &

comprehensive evaluation (CCE). Where in along with the curricular areas the child be evaluated in the dimensions of co-curricular areas also like sports, arts and crafts, literary skills & other activities involving the trait of leadership & co-operations. Under CCE Where in the subject knowledge of the child be assessed on a regular basis during the academic session in the form of class test, sliptest, periodic test and term end exams, the assessment of co-curricular areas will be done round the year through the methods of objectives observations and anecdotal records. In the assessment of curricular & co-curricular areas grades in place of marks awarded. While the curricular areas in form of subject knowledge and understanding will be assessed on a 10-point scale, the co-curricular areas may be assessed on a 5-point scale or 3 point scale.

Like any other system of evaluation CCE has its own merits & demerits with the implementation of CCE we have been able to minimize unnecessary comparison between students & thus reducing the stress. But the too much flexibility in evaluation under CCE & specially no defention policy upto class VIII has led to the creeping in the carelessness & calls attitude among students towards the academics & they some time appears to be more evolved in the co-curricular activities. The CCE method was claimed to bring enormous changes from the traditional clalk & talk method of teaching provided it is implemented accurately.

In 2017, the CCE system was cancelled for students appearing in class 10th Board exam, bringing back compulsory annual board exam & removing the formative & summative assessments under the remodeled assessment pattern.

Evaluation in new education policy 2019

The policy recommended replacing the current 10+2 schooling format with a 5+3+3+4 structure.

Replacing the 10+2 system, replacing high stakss' class 10 & 12 exams with subject wise 'modular' assessment any time between class 9 & 12, 'censess' examinations for classes 3, 5 & 8 to track progress throughout the school experience & deregulating higher educations to allow students to opt for courses.

All students will take stale census examination' in grade 3, 5 & 8 where they would be tested on core concepts, knowledge & higher order skills. The grade 3 census examinations, for instance, would test basic literacy, numeracy & other foundations skills.

Conclusions :

Concluding the discussion it is evident that effectively planned & exceeded practices of evaluation can lead to significant improvement in education system.

However the introduction of some novel methods of evaluation like open text book assessment (OTBA) has led to the enhanced comprehension of material & understanding of concepts related to mathematics & science. The research made post implementations of these novel method of evaluations also indicate in the same directions.

The government of India bring dynamic changing in education policy, regards to quality education, innovation & research, aiming to make India a knowledge superpower by equipping its students with the necessary skills & knowledge.

Students by multidimensional evaluation system will become aware of progress of development in every filed of their life. By this he will be able to know for what area of his life he can make his own track.

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