


# Assessment Vs Evaluation

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Educationists should build the capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership among students and become their role model.

**- A.P.J. Abdul Kalam**

# The Johari Window: Exploring Your Students

**A**

**(I know & Others  
also Know)**

**B**

**(I don't Know but Others  
Know)**

**C**

**(I know but Others  
don't Know)**

**D**

**(Neither I Know Nor  
Others)**



- **To bring change through teaching; three factors of behaviour-**

- **K (Knowledge):** What & How to do it?

- **S (Skill):** Having the ability to do it.

- **A (Attitude):** Being prepared to do it.

e.g. Knows Archimedes principle (K) and don't know how to swim (S).

# Paradigm Shifts:

- **Teacher-Centred Classroom to Student-Centred Classroom**
- **Conventional Planning to Strategic Planning**
- **Towards Total Quality Management (TQM)**

# Assessment & Evaluation

- In the Indian education system, the term evaluation is associated with examination, stress and anxiety... We are concerned about the ill effects that examinations have on efforts to make learning and teaching meaningful and joyous for children.... (NCF-2005)

# Assessment Vs Evaluation

| Criteria of Comparison | Assessment  | Evaluation  |
|------------------------|---|---|
| Meaning                | Comprehensive Understanding of the Student and Context    | Judgement based on set of standards                   |
| Nature                 | Diagnostic  | Judgemental   |
| Function               | Feedback on performance and possible area for improvement | Determine the extent to which objectives are achieved |
| Mode                   | Formative   | Summative   |
| Orientation            | Process oriented  | Product oriented                                      |
| Feedback               | Based on observation                                      | Based on set standards                                |
| Relationship           | Reflective  | Prescriptive  |



# **Logic of Assessment of Learning**



# Are our Students 'Empty Vessel' or 'Blank Slates' ????

Education is... to educate your children to understand the whole of life and not merely segment of life like the physical, emotional, mental, psychological or spiritual; to have not the compartmental, divided outlook but a whole total integrated outlook on life... to bring out through education a human being who is creative, who is capable, who possesses that intelligence which is not burdened and which is not shaped in any particular direction but is total, who is not belonging to any particular society, caste or religion so that through education and with that intelligence he arrives at a maturity and, therefore, is capable of making his life, not merely as a technician but as a human being.... J. Krishnamurti



# **Aim of Education:**

**Balanced development of C.A.P.**

**(Cognitive, Affective & Psychomotor)**

# Situation from a Primary Class

(Taken from NCERT source book)

- In a Primary School, 30 children in class IV were given a test. Varying marks were obtained by the children with most scoring 6 out of 10. Two children, Maithali and Raman scored 8 and 3 respectively. After marks announcement children laughed at Raman and made fun of him, after that day Raman did not want to come school at all.

# Emerged questions?

- What do these marks really tell the teacher or others involved in Maithali's & Raman's education?
- Does it tell anything about what and how both children have learnt and what each of them is capable of doing?
- Does it tell the teacher how to improve the teaching-learning processes for Maithali & Raman based on their needs?

# Contd.

- Does it tell the two children, Maithali and Raman anything about their own learning so that they can improve further?
- Do the marks scored by the children provide a useful report or feedback on what either of the two children know, their progress or learning to their parents or community members?

# Assessment: WHY?

- Find out what learning, changes and progress takes place in the students over a period of time in different subjects and other dimensions of their personality.
- Identify individual with special needs & requirements.
- Help the student understand and slowly realise what they can or cannot do, what interests them and what they like or do not like to do.

# Contd..

- Find out to what extent curricular expectations and syllabi objectives have been achieved.
- Improve TLP
- Provide evidence of student's progress
- Do away with the fear of assessment and to encourage each to assess themselves.
- Support and improve every child's learning & development.
- Encourage a feeling of confidence and accomplishment amongst students.

# Assessment: WHAT?

- Student's learning and performance in different subject areas, behaviour and progress over a period of time.
- Different dimensions of student's personality over a period of time.
- Student's skills, interests, attitudes and motivation amongst other aspects.
- Student's responses to different situations and/or opportunities both in and out of school.



# Assessment: WHEN??

- **Daily Basis**
- **Periodic**

# Assessment: HOW?

- **Individual Assessment**
- **Group Assessment**
- **Self Assessment**
- **Peer Assessment**



**Thanks !**