



Innovations in Evaluation System in reference to Educational Perspective

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Abstract

Evaluation has, traditionally, been viewed as a tool for making judgements of students' achievements. Decisions as to whether students should be advanced to the next level. It is also used as a tool for measuring learning. By it, we can know what student has learnt in some specific subject or discipline which is called his academic achievement. Since, the examinations were conducted at the end of year to know the academic achievements of students, so, they had no opportunity to improve their demerits in related subjects. But, now-a-days the concept of evaluation has become broader and practical. It plays a 'formative' role which allows teachers to identify gaps in students' learning and to adapt teaching appropriately. Continuous and Comprehensive Evaluation (CCE) has become a boon for this field. New researches and innovations are taking place in the evaluation system. They are making it more effective and contextual. Students should not be evaluated only on academic aspects but also on the broad capacities and dispositions which are the aims of liberal education. The purpose of evaluation must not be to label or rank but to identify the areas of strength and areas which need improvement, as students move towards obtaining the outcomes determined for their programme. The main issues of students' evaluation in Open and Distance learning are credibility and reliability of evaluation-process. The aim of education is to make holistic development of the learners' personality. So, evaluation should not be used to measure academic achievements only in theoretical perspective but also to make changes in behavior of cognitive, affective and psychomotor domain.

Key-Words: Evaluation, System, Academic, Education, Achievement, Educational

Introduction

Education is accepted as an investment in human-beings in reference to their holistic development. It is that thing which enables people to work efficiently and to think correctly. When the students think and operate properly, their academic achievements are affected in positive ways and they show better performance on them. The process of evaluation is used to know the effectiveness and degree of acquired achievement in any subject. The evaluation process examines the workability of learning experiences and changes in behavior of the pupils. The learning outcomes of cognitive, affective and psychomotor domains are measured only by the process of evaluation. Evaluation is made for diagnosis, prediction, assessment, selection, grading, classification and counselling etc. The evaluation is a systematic collection and analysis of information about the characteristics and results of programs and projects as a basis for judgments, to improve effectiveness, and to decide for the present and future programming. Our existing system of education constructed on the patterns of Industrial Revolution focuses on IQ, specially, memorization and standardization— skills which will be easily and efficiently supplemented by artificial and augmented intelligence. It is notable that only IQ is not sufficient for it but a good blend of IQ (intelligence quotient) and EQ (emotional quotient) is necessary to develop the pupils' potential to maximum ranges. Effectiveness of the teaching is measured by summative evaluation while formative evaluation is used to make the process of teaching and learning more effective and weighty which, finally, increases the academic achievements of students.

Need of the Study

In this continuously transforming world and Situation arisen due to covid 19 enforces to bring innovative changes in measurement and evaluation. Use of technology in education is decade long initiative taken by different Governments but covid 19 pandemic has accelerated drastically use of technology in educational system. Measurement and evaluation are crucial part of any educational system. Measurement measures learning outcomes while evaluation shows about holistic outlook of personality. Various methods of evaluation are in practice. Education system must work on best to ensure all students learn well, to improve efficiency and effectiveness and need to encourage and support students' learning. We need to provide the best possible learning experiences for students under these important academic goals, and are not hindered in their learning progress. The primary purpose of evaluation is to verify what students have learned and to identify any learning problems so that we can work together to remedy those problems.

Evaluation assists an organization, program, design, project or any other intervention or initiative to assess any aim, concept, proposal, or any alternative to help in decision making, to ascertain the degree of achievement or value in regard to the aims 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 changes.

Now a days, education has multifold programmes and activities to inculcate in students a sense of common values, integrated approach, group feelings, community interrelationship leading to national integration and knowledge to adjust in different situations. Evaluation in education assesses the effectiveness of worth of an educational experience which is measured against instructional objectives. To understand the concept the first step is memorization, understanding of concept leads to application, analysis is applied for evaluation, and evaluation helps to find out accurate conclusion. Evaluation is vital part of any teaching learning process. It gives us reflection of learning, what loopholes are existing in any system, and what measures are necessary to enhance learning outcomes.

Educational evaluation is that process by which the usefulness of various factors of educational process, the usefulness of various activities of persons concerned, and the intelligence, interest, attitude, aptitude, personality and academic achievements of the learners are measured on the basis of definite standards and are expressed in definite words, symbols or units. Measurement is used to express a trait of an object, person or activity in standard words, symbols or units. In evaluation, these results are analyzed and this analysis is done on the basis of certain social, cultural or scientific standards (Norms) and by this analysis, the relative condition of the trait of the object, person or activity is clarified.

Formative evaluation is such evaluation which is conducted before giving final shape to an educational policy or program, curriculum, teaching method, teaching aid or evaluation method. For it, the evaluator, at first prepares the preliminary draft of the proposed educational policy, planning or program, curriculum, teaching method or evaluation method.

Summative evaluation is such evaluation which is conducted in order to test the utility of an already existing educational policy, planning or program, curriculum, teaching method, teaching aid or evaluation method. For it, the evaluator constructs the most suitable measurement tool or method based on interview, questionnaire or rating scale, for evaluation of the educational policy, planning or program, curriculum, teaching method, teaching aid or evaluation method. After it, he/she tests its utility on the basis of related standards (Norms) and statistical calculations. Finally, he/she decides whether such educational policy, planning or program, curriculum, teaching method, teaching aid or evaluation method should continue or not, and if it is to continue, what should be its form.

Scope and Nature of Evaluation in Open & Distance Learning

In the field of education, generally, the measurement of academic achievements of the students is called evaluation. The first thing in this context is that the measurement is the first step of evaluation, it is not evaluation in itself. In evaluation, the results of measurement are analyzed according to predetermined standards (Norms). Secondly, not only the measurement of academic achievements of the students is done, but their intelligence, interest, aptitude and

personality, etc. are also measured and evaluated. Besides the traits of students, the activities of other people concerned with education such as administrators, teachers, other personnel and guardians are also measured and evaluated. The measurement and evaluation of educational policy, the aims of education, the curriculum at various levels and teaching methods are also carried out and suitable suggestions are given. The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. Traditional system of evaluation confines to cognitive objectives only. In this time of technology enabled learning evaluation arises as broad process. The various types of techniques are used in evaluation like oral, written, objective, practical examination, observation techniques are used for evaluation of cognitive objectives. For evaluation of affective objectives interest inventory, attitude scale values test and observation techniques are employed. Psychomotor objectives are assessed through performance test, practical examination and observation techniques.

If a test measures the qualities or abilities for which it was constructed, then such a test is called valid, and this quality of the test is called validity. content validity of a test means each item in the test should be a sample of that knowledge and performance for which it has been constructed. Content validity may be defined as the extent to which a test measures a representative sample of the subject matter and the behavioural changes under consideration. When we desire to predict about future working efficiency or performance of some individuals on the basis of some test, or we want to estimate the performance of some individuals in a certain field, then the test has to be based on criterion related validity. This type of validity is called predictive validity. When a test has to be analyzed in the form of a measurer of such attributes which can be defined operationally, in such a situation, construct validity is used. Validation is, especially, related with the application of tests. They point out to what extent a test evaluates knowledge of a subject or future efficiency of individuals of a specific field. Reliability is one of the most important elements of test quality. It has to do with consistency which will inevitably result in the increased use of digital technology. This unprecedented challenge requires that we be more mindful of what tools we use and how we incorporate them into our teaching. The functions of evaluation are:

- **Crediting:** Crediting is concerned with collecting evidence that a learner has achieved some instructional goals in contents in respect to a defined curricular programme.
- **Certifying:** Certifying is concerned with giving evidence that the learner is able to perform a job according to the previously determined standards.
- **Promoting:** It is concerned with promoting pupils to next higher class.
- **Selecting:** Selecting the pupils for different courses after completion of a particular course structure.

Evaluated data enable the curriculum development, to determine the effectiveness of new procedures, to identify areas where revision is needed. Evaluation also helps to determine the

degree to what extent an existing curriculum is effective. Thus, evaluated data are helpful for constructing the new curriculum and evaluating the existing curriculum. Evaluation procedures are very much necessary for educational, vocational and personal guidance. In order to assist the pupils to solve their problems in the educational, vocational and personal fields the counsellor must have an objective knowledge of the pupil's abilities, interests, attitudes and other personal characteristics. An effective evaluation procedure helps for getting a comprehensive picture of the pupil which leads to effective guidance and counselling.

Evaluation and assessment are integral part of educational process, because education brings positive changes in behavior of the students. The evaluation and assessment of teaching-learning process is one of the most important objectives to improve the system according to needs and requirements of learners as well as society. Evaluation process includes diagnosis and remedy of any limitation in system. With shifting of traditional system of educational system to online education is mandatory to modify techniques of assessment and evaluation. Training of faculty members and enrichment programmes play a deciding role in qualitative improvement and dissemination of online education system.

Online learning harnesses the power of technology to help students so that they may interact with course material in new and creative ways. While designing assessments, we can incorporate audio, video, social media, collaborative wikis, creative research techniques, and more to help students for building valuable skills which they can use in the workplace and beyond. In addition, we can take advantage of convenient and far-reaching tools of communication to help students connect with one another and even their own communities. Assessment no longer needs to be dry exams that students dread; rather, it can be an opportunity for exciting, focusing into real-life, teamwork, problem solving, and knowledge building.

The aim and objective of assessment in our present educational system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will, indeed, be for learning; it will help the teachers and disciples, and the entire educational system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

Access to the Internet, and with the current uses, to Broadband, has become decisive and vital for our societies and all spheres of our life. Quality education would provide learners with capabilities and competencies required to make them economically productive, develop sustainable livelihoods, enhance individual well-being and contribute to community. The impact orientation will help to shift our gaze away from behaviour and activities.

New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever

and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.

Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Aside from changes required in pedagogy, online assessments also require a National Education Policy. There are numerous challenges to conduct online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further, unless online education is blended with experiential and activity-based learning, it will not tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

Teachers will undergo rigorous training in learner-based pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other. Appropriate bodies and agencies such as School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using educational technologies focusing on 21st century's skills.

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