

Student Evaluation (Examination) System for Professional and Technical Education

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Introduction: Definition of evaluation: In general sense the term “**evaluation**” can simply be defined as “a decision enabling process” in other words we can say that evaluation gather information for making decisions about curriculum, programmes, or instructional materials.

The curriculum is a structure which helps us to get the outcome. The curriculum is a training design or plan that defines (a). Aims, goals and objectives of an educational activity; (b). Ways means, and activities used to achieve aims, and (c) methods and instruments needed to evaluate actions (D’ Hainaut, 1981).

Objectives of Evaluation: The objectives of the evaluation process can be used for making decision about curriculum or one of its many components. The objectives of evaluation are:

- To determine how effective learning modules are in helping students achieve objectives,
- To determine, for each vocational programme, which objectives address industrial training needs,
- To determine the need for a particular mechanic programme,
- To describe existing workshop conditions in relation to documented standards,
- To determine programme effects on the employability of former students.

Designing Evaluation Method: There are certain points that should be kept in mind for designing an effective and reliable tool for evaluation. The first and foremost important thing is “who needs the evaluation”. This point is important because every person’s motives for requesting an evaluation are different so it becomes essential to know who made the request and this knowledge will help us to design and conduct an evaluation that provides the person or group with information they want. By knowing the motivation behind the evaluation we will be able to give a particular direction to the evaluation tool/method. Like for example,

- Some only want to know that whether they have cleared the exam by acquiring the minimum passing marks.
- Some take the evaluation as the tool to know the efficiency of their curriculum that the aims, goals and objectives are fulfilled or not so that they can alter their teaching process or in other words students are mastering the skills or not.
- For some, it is tool know their own or someone else capability.
- The graduates/students who passed the exam will get jobs or not.

By knowing the main reason behind the information needs of a particular person or group it becomes easier to plan and carry out the evaluation. Knowing the information needs will enable us to ask appropriate questions and measure the right things.

The evaluation design must have reliability. If the evaluation is perceived as accurate, it is likely that finding will be discussed and used by the group. What people accept as credible information is influenced by the evaluation design (Fitz Gibbon, 1978). The good evaluation design will provide so reliable design that it enables us to make it as a standard and judge the program against other programs.

A good evaluation report will increase the likelihood of achieving the outcomes. Proper reporting of information obtained from the evaluation is important and we should report it in a way, in which our group wants to see it. Data obtained from evaluation can be presented in simple easy to understand language. Visuals (wherever possible) can be used to communicate findings. Simple pie charts, bar graphs and tables are good ways to get our message across (Morris, 1978). Arranging information in logical sequence starting with a background statement and coming to what decisions will be made can also be described.

Implementation of Evaluation Plan: To properly administer and supervise an evaluation we must follow an orderly process. This process requires that we must perform five functions – **planning, organizing, staffing, activating and controlling** (Bittel, 1980). Planning requires definition of purpose and preparation of an evaluation plan. An evaluation plan increases the likelihood that the evaluation will be successful and describes the scope to the evaluation, programme background, measures & designs and data concerns. A good plan makes our job easier as we administer and supervise the evaluation. A set of standards helps us to make comparisons between results obtained from the programme evaluation and an external criterion. The standards are intended only as guides for comparative analysis. Standards will vary according to the situation.

To be effective, evaluations must have proper resources. People, space, materials, equipment, time and money are major resources. These resources must be organized to meet evaluation objectives by interacting with each other and have impact on the effectiveness and efficiency of the evaluation. Human resources must first be organized, they include all people, either directly or indirectly, involved in the evaluation process. People directly involved in evaluation are: (a) Students who are being evaluated, (b) Teachers, (c) Teaching assistants, (d) Collaborators, (e) Consultants and (f) Evaluation specialists. People indirectly involved in evaluation process are: (a) Clerks, (b) Typists, (c) Data Analysts, (d) Test scorers, (e) Administrators and (f) Advisory committee members.

The facilities (like classrooms and workshops) in which the evaluation occurs are another important resource requiring organization. Availability of appropriate spaces will increase the likelihood that an evaluation will be successful. Evaluation materials and supplies must also be organized; they include those items used by evaluators and students alike. Some of the more common evaluation material are testing materials like test instruments, answer sheets, scoring sheets, evaluation manuals/handbooks. The organization of equipment to support is also important. Without proper machines or instruments to score tests, evaluation objectives cannot be achieved. Time is finite resource. It cannot be produced like automobiles, stored like grain,

compressed like gas, speeded-up or slow down (Gane, 1972). Therefore, it is important to use time very effectively – to get done what is needed and meet evaluation objectives.

For the preparation of evaluation materials like instructional sheets, manuals, test instruments, reports, time is the major factor which is to be taken into consideration. Time required for the preparation of one instruction sheet or test instrument may vary from several minutes to many hours. It will also vary with the evaluator's experience and objectives to be achieved. Following are to be considered for organizing the time:

- Evaluator background, qualification, and interests;
- Evaluator experience with the evaluation design to be used (how recently and/or frequently has he or she used it);
- Quality and availability of evaluation materials;
- Time required to prepare tests;
- Time require to score instruments;
- Design to be used.

At last, one of the most important resources, time, must be organized. A budget must be developed ensuring sufficient funds to support the evaluation as it is proposed. Each and every expense should be recorded and when it is kept up-to-date it will help us to spot areas where there are likely to be cost overruns.

Staffing is the part where we will determine exactly how many persons will be required for smooth working of every task. We can screen and select the people who appear to be most suitable to fill the jobs. Selection of competent people to fill evaluation jobs is important for the credibility of the evaluation. Credibility is affected by audience perception of the evaluator's competence. The greater the perception of the evaluator's competence, the more likely evaluation finding will be judged accurate. What remains is to organize all resources in a way that promotes achievement of evaluation objectives. A scheduling worksheet has been included to help us organize resources.

A good plan will specify objectives, tasks and deadlines. We can follow below mentioned procedure in context to a good evaluation plan:

- List all the tasks, responsible persons and deadlines required before, during and after evaluation;
- List deadlines by length of time remaining prior to the start of evaluation;
- Specify the length of time needed to complete each task;
- Working backwards form the due date for each task, specify the start date;
- Determine which tasks depend on completion of other tasks;
- Revise due dates and start dates as needed;
- Rearrange beginning dates so the schedule will show the proper order in which tasks must occur (Sauer, 1981).

Before starting the evaluation we should make a final check to see that everything and everyone is ready. A checklist for activating an evaluation must be prepared and we can verify the status of our preparations. Items considered essential to the successful initiation of an evaluation are staff assigned and ready, tests are available. Secondly we should judge the status of each item. We must decide whether or not each item is in the proper state of readiness to allow the evaluation to start as planned. If the things are not ready, take appropriate action to fulfill the assignment and bring it in the state of readiness. At this point, all resources are directed to come into action. We must communicate with all those who will carry out evaluation tasks in the form of written or spoken word of action like informal talks, planned appointments and telephone calls to communicate with individuals. Forming an evaluation team or task force with whom we regularly meet is beneficial. All messages intended to be official, for the record, or that affect several people should be written. Whenever we amend previous directives, also document these actions in written form because oral changes are forgotten or misinterpreted over time.

When every resource is in action or doing its assigned work, it is necessary to keep a check that how well they are working. We must measure results, compare them with expectations, make judgments of how important deviations may be, and make actions to bring results into line with intended outcomes. On the records or theoretically, we perform five functions in the order listed, in practice; we will find cause to alter the sequence and even repeat some functions. What we do depends upon our observations of evaluation's progress over time. What remains is to perform these functions in a way that promotes achievement of evaluation objectives.

Summary: We must perform five functions – planning, organizing, staffing, activating and controlling – to properly administer and supervise an evaluation. Planning requires definition of purpose and preparation of an evaluation plan. A good plan increases the likelihood that an evaluation will be successful. A second function requires that we organize all resources in a way that promotes achievement of evaluation objectives. We must arrange to bring people, facilities, materials, equipment, and money together at the proper time. Finding appropriate people to carry out evaluation tasks is the third function. We will need to screen and select qualified staff. It may be necessary to write job descriptions for key evaluation jobs. The credibility of an evaluation is dependent, in part, on the credential of its staff.

The activating function directs all resources into action through orders and instructions. We must combine the written or spoken work with action to communicate most effectively. Always place amendments in written form. Controlling evaluation activities requires a continuous and orderly approach.

References:

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