

“Examinations are formidable even to the best prepared, for the greatest fool may ask more than the wisest man can answer” - C.C. Colton

EVALUATION

Evaluation is a broader term than test and examination and it is expected to serve the purpose better in the right direction. In evaluation, the process is holistic and it evolves objectives of teaching, methods to achieve them and then finding out how far they have been achieved. The objectives of teaching English are framed in the light of overall environment of the student which includes social, political, cultural and economic aspects of life. English language teaching needs better application that is likely to improve teaching learning process. In evaluation unlike test and examination which takes into consideration only academic side, all round assessment of the student is made throughout the year continuously. The ultimate objectives of language teaching are comprehension and expression. The four skills of the language (Listening, speaking, reading and writing) ultimately achieve these objectives. Evaluation certainly aims at improving the ability in the acquisition of four skills.

CCE (CONTINUOUS COMPREHENSIVE EVALUATION)

Continuous Comprehensive Evaluation is **internal** when we had it fully internal without the help of external agencies. In that case, teachers preparing the students in the classroom are to judge fully and finally the performance of their own students. All types of achievements of the students whether they are academic or non-academic are evaluated continuously for the whole session while records of the students are maintained properly in the cumulative record registers and on that basis pass or fail of the student is determined by the teachers of the school. It is **comprehensive** in the sense that the overall personality of the student is assessed. In all the spheres of life, learner's acquisition of four skills of language learning is taken care of in evaluation. It is **continuous** as it helps the teachers in knowing about their effects side by side and so they improve accordingly. The students also come to know their deficiency with regard to different things and thud they can recommend the same by taking proper guidance and making more efforts. Continuous comprehensive internal evaluation is different from internal assessment. In case of internal assessment, external examination and its fear hang like a sword in the minds of the learners as well as the teachers. The internal assessment is a part of external examination. Some people say that in internal assessment our educational institutions have no good experience

and that way, internal evaluation may not prove a farce. It is high time to make evaluation an integral part of total teaching learning process. In that way testing will become comprehensive as it will cover all the three domains for all round development of the learners in academic and non-academic fields. The current system of giving divisions in the examination and thus classifying the learner into classes should be removed. It should give due place to the unit tests which should be administered regularly to judge all round personality of the student in the light of the objectives framed.

IMPORTANCE OF EVALUATION IN ENGLISH

The main objective of teaching English is the acquisition of the four basic skills i.e. listening, speaking, reading and writing. While planning an effective programme of English instruction, a language teacher should keep in mind the need of evaluating the acquisition of these skills by the students. The following points highlight the importance of evaluation in English:

It helps the language teacher in assessing the actual achievement of the students so far as the skills and their acquisition are concerned and also in finding out the various causes that create hindrance.

It enables them to diagnose the effectiveness of the learning experiences provided and the techniques and methods used. Their alertness and awakening help them to become better teachers as well as learners.

It becomes the basis of constant monitoring of the language

teaching programme as developed and implemented in various stages for the target of learners.

As the teachers and the students think of suitable remedial measures to overcome their deficiencies. So, it helps them in nipping the evil in the bud.

It helps the teacher in knowing the strengths and weaknesses of the learner. He can provide guidance to the learner so as to assist him fully for acquiring the skills of the language.

SELF-EVALUATION AND GROUP-EVALUATION

Evaluation is a continuous process, going along with the learning of the language especially English language, which is not the mother tongue. Whatever we learn, whether it is a new word, phrase, proverb, an idiom, sentence or idea, we wish to find out whether we are using it correctly. What we call it? Of course, it is self-evaluation.

Self-evaluation means an evaluation by self or an individual himself. It can be done by comparing the exercise completed by an individual with that written in the book or dictated by the teacher. By doing so, he may be able to find out the mistakes committed by him related to spellings, structure of sentence,

punctuation signs, vocabulary, grammatical errors etc. No doubt, the amount of work of evaluation, in English teaching is enormous and endless. The teacher can never be free from worry, as the number of students and their types of errors are unlimited. He can take help of the students in evaluation and check the exercises by means other than his individual correction. Voluntary or self-evaluation can lessen his amount of work but the ultimate charge of the work lies on his shoulders. So, self-evaluation is good technique to check one's ability without the aid of a teacher but its major disadvantage is its subjective technique. One may be biased by evaluating one's own work.

Group-evaluation is the evaluation carried out by more than two persons or a group of individuals. Those may be teachers or students. For evaluating any piece of work done by the students in the class or home, one student may be assigned the duty to check its spellings, another to check its structures, another one to check correct use of punctuation signs and so on. It can be done easily in less time and objectively. All the students of the group can evaluate their work with the help of the other students. It may be done by the teachers as well. When the teachers have been assigned the duty of a particular task like to check the first question or to check the spelling mistakes only, it is also termed as table-marking.

Advantages of Group-Evaluation

The number of learners is less in a group than that of a class. Thus the learners feel free in disclosing and discussing their shortcomings. They can freely ask for clarifications and the group leader or tutor also knows them individually and thus suggests solutions.

In a class, individual attention to every student cannot be paid by the teacher. Thus, he fails to notice the improvement of an individual student in an area where he was deficient. But in group evaluation, the same improvement is observed.

It helps in motivating and encouraging every member of the group.

Through group evaluation, emphasis is laid on the amount of practice and it's the practice that makes an individual perfect i.e. helps in reducing the number and type of mistakes in the long run.

The group evaluation helps in more of work in lesser time as it develops the spirit of competition among the students and learning from the peers.