

2.5.5

Formative Assessment procedures at CDOE

Standard Operating Procedures employed for continuous (internal) assessment followed by the CDOE

Response:

Standard operating procedure employed for continuous (Internal) assessment followed by the DDE is as under:

1. The scheme of continuous (internal) assessment of each and every programme is mentioned in the prospectus, academic calendar and programme guides.
2. Learner Support Centres are informed about the organization of Internal Assessment activities such as; Counselling, Workshop, Practical, Assignment, etc., through academic calendar and emails from time to time.
3. Distance Learners are also informed about the organization of Internal Assessment activities such as; Counselling, Workshop, Practical, Assignment, etc., through academic calendar, website notifications, emails and message alerts as and when required.
4. Learner Support Centres organize the activities as informed by the DDE and required for each and every programme.
5. Students' performance is evaluated by academic counsellors of Learner Support Centres and marks are sent to the office of Regional / Sub – Regional Centres of DDE located in different parts of the country.
6. Regional / Sub – Regional Centres of DDE then forward the marks of students in internal assessments to the Examination Branch under copy to the DDE.
7. The Examination Branch includes these marks into final mark sheet of students' along with marks of term-end examination.

Policy on Evaluation Methodology at CDOE:

An important feature of DDE evaluation system is 20% Internal Assessment in all UG/PG classes. This assessment is added to external exam marks for deciding result of students. DDE is offering incentive for girls' education beginning 2017-18 in phased manner for B.A. courses through its scheme 'Shikshit Beti' which provides 25% concession in tuition fee to the girl students who obtained more than 70% marks at 10+2 level. Hostel facilities are made available to girls during PCP to ensure equity.


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The reach of the Directorate and its ability to support education in the country is its biggest achievement. The Directorate has been acknowledged for its efforts on many occasions namely; ranked No. 1 by Career 360 Magazine in the year 2012, awarded with “Dnyandeep Award” by Yashwantrao Chavan, Maharashtra Open University, Nasik, Maharashtra in 2015, conferred with the “CSR Top Distance Learning Institutes of India Award” for the year 2016 by the Competition Success Review, New Delhi These recognitions have strengthened the commitment of Directorate towards quality education and empowerment of the society. DDE plans to build more student friendly systems with the use of technology and wishes that learners from all sections of the society get opportunities for higher education.

UGC (Open and Distance Learning) Regulation, 2017 sheds light on evaluation scheme of Higher Education Institutions. The extracts of the regulation related to evaluation are as under:

13. Evaluation and Certification-

- (i) The Higher Educational Institution shall adopt the guidelines issued by the Commission from time to time in regard to the conduct of examinations.
- (ii) There shall be home assignments, students’ response sheets, contact programmes and semester or year-end examination, and the marks or grades obtained in home assignment and response sheets shall be shown separately in the grade card.
- (iii) A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certification.
- (iv) A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.
- (v) The examination of the programmes in Open and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre approved by the Higher Educational Institution.
- (vi) The evaluation shall include two types of assessments continuous or formative assessment in the form of assignments, and summative

assessment in the form of end semester examination or term end examination.

Provided that no semester or year-end examination shall be held in a subject unless the Higher Educational Institution is satisfied that at least 75% of the programme of study stipulated for the semester or year have been actually conducted.

Provided further that the weightage for "Term End Examination" shall not be less than 70%.

(g) Assessment & Evaluation

Learning outcomes are the specifications of what a Learner shall learn and demonstrate on successful completion of the course or the programme. It can also be seen as the desired outcome of the learning process in terms of acquisition of the skills and knowledge. They are embedded in the curriculum. Achieving Learning Outcomes needs specific experiences to be provided to the Learner and evaluation of their attainment. The Institution needs to ensure that the purposes of assessment are clearly described in the course materials, and the learners are able to access some of the assignments. A programme that states Learning Outcomes that are not evaluated or assessed gets neglected in implementation. Hence all the stated Learning Outcomes must be part of the evaluation protocol of the programme. Learner assessment provides an indication of the areas where learning has happened and where it has to be improved upon. The Higher Educational Institutions shall execute the assessment and evaluation through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations, to suit the different learning outcomes expected of the course elements. The Higher Educational Institutions shall have proper assessment and moderation system for assessing the learning outcomes of learners.

Therefore, University Grant Commission (ODL) Regulations, 2017 is the base of DDE's policy on Evaluation Methodology. DDE follows the aforesaid regulations in letter and spirit.

NCTE is the statutory body that regulates teacher education in the country. The University adopts the NCTE Norms and Standards as stipulated from time to time. Similarly, the University follows the regulations pertaining to assessment and evaluation for all of its teacher education programmes of regular and distance mode. NCTE Norms and Standards, 2014 also specified the assessment procedure of B.Ed (ODL) Programme. The extract of the aforesaid regulation is as under;

6.3 Assessment

A two-tier evaluation shall be used by the institution: continuous and comprehensive evaluation including for participation and performance in the workshops. Assignments/project reports submitted by the learners shall be evaluated by the tutors/counselors in a given time frame and returned to them alongwith constructive comments and suggestions so that they can improve their performance. The primary function of the evaluation of the assignments/projects should be to provide timely feedback to the learners to sustain their motivation and enhance their ability to comprehend. Evaluation of assignments, workshop-based activities, school-based activities and teaching practice have to be conducted on a continuous basis. The external evaluation shall encompass questions on all the Units of syllabus and shall be assessed through Objective Type/Short Answer Type/Long Answer Type questions. These questions will be moderated by a Board of Examiners appointed by the examining body. The weightage for internal and external evaluation may be in the ratio of 30:70.


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