Innovation in Assessment and Evaluation System

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Abstract

Assessment has traditionally been viewed as a tool for making summative judgments of student achievements, decisions as to whether students should advance to the next level. Assessment is also applied as a tool for learning. Assessment plays a "formative" role – allowing teachers to identify gaps in student learning and to adapt teaching appropriately. Students should be assessed not only on academic aspects but also on the broad capacities and dispositions that are the goals of liberal education. The purpose of assessment must not be to label or rank but to identify areas of strength and areas that need improvement, as students move towards attaining the outcomes defined for their programme. A range of tools and processes for assessment should be used for this purpose. The criteria and rubrics for assessment must be determined in a collaborative manner by the faculty and shared with students. The quality of ODL programmes will be measured by their effectiveness in delivering learning outcomes relative to the best in-class programmes of a similar nature across HEIs. The main issues of students' assessment in Open and distance learning is credibility and reliability of assessment procedure. The aim of education is mainly concerned about all round development of learners, means change of behavior in cognitive, affective and psychomotor domain. The assessment and evaluation should reflect learning rather measuring merely the marks obtained. Methods of student assessment and evaluation have to be clear, consistent, effective, valid and reliable.

KEYWORDS-Innovation, assessment, evaluation, effectiveness

Introduction

Education is considered as an investment in human beings in terms of holistic development of every individual. Evaluation of both processes and product of education is imperative to know as to what extent .the goals of educational programme were achieved .The evaluation process examines the workability of learning experiences and a change in behaviour of students. cognitive, affective and psychomotor learning outcomes are measured in the evaluation process. Evaluation is done for diagnosis, prediction, selection ,grading and counselling. Evaluation is the systematic collection and analysis of information about the characteristics and results of programmes and projects as a basis for judgments, to improve effectiveness, and inform decisions about current and future programming. Our current education system, built on the Industrial Revolution model, focuses on IQ, in particular memorization and standardization – skills that will be easily and efficiently supplemented by artificial and augmented intelligence (AI), where IQ alone is not sufficient. A good blend of IQ(intelligent quotient),EQ (emotional

intelligence) + RQ (resilience) is critical to booming a student's potential to maximum .Effectiveness of teaching is assessed through summative assessment .Formative assessment are used to make teaching learning more effective.

Review of literature

Martin Valcke, H. Dunantlaan 2, B9000 Gent, Belgium, stated that When we distinguish between declarative, procedural and meta-cognitive knowledge, we can perceive in the evolution of assessment & evaluation approaches a clear change in focus. Initially, there was a strong emphasis on the assessment & evaluation of declarative knowledge (facts, concepts, principles, theories, structures, etc.). Now there is a clear interest in procedural knowledge (skills, heuristics, procedures, etc.). And with the growing attention being paid at regulative processes (cf. Vermunt, 1996), also meta-cognitive knowledge is being assessed and valued. Learners are as such expected to reflect upon their individual (or group) learning process and measures in relation to these processes are part of the assessment and evaluation procedure. The availability of computer-based test service systems also enlarges the possibility to support self-assessment. Such systems give professional tools in the hand of the learner to monitor their learning process. With the growth in e-learning and the widening involvement of students in on-line courses, there is a growing concern about the quality of learning in this new setting. This concern is not only found at micro-level where teacher and student perspectives might be pre-dominant. they stressed the importance of performance indicators to monitor the impact of e-learning initiatives.

Need of study

In this continuously transforming world and Situation arisen due to covid 19 enforces to bring innovative changes in assessment 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.Assessment and evaluation are crucial part of any education system. Assessment tells about learning outcomes while evaluation shows about holistic outlook of personality. various methods of assessment and evaluation are in practice. Education system must work on best to ensure all students learn well, improve efficiency and effectiveness and need to encourage and support student learning. We need to provide the best possible learning experiences for students under these constrained and important academic goals, and are not hindered in their learning progress. The primary purpose of assessments is to verify what student have learned and to identify any learning problems so we can work together to remedy those problems.

More than 4.5 billion people currently use the internet, but that is still only 60% of the world's population. This gap between countries and socioeconomic equity must change if we are to broaden the viability of virtual learning. The negative effects of the divide are exacerbated in times of crisis, leading to a lack of information, education and opportunity for those offline.

Evaluation assist 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 aim 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 change.

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, through evaluation helps to find out accurate conclusion.

evaluation is vital part of any teaching learning process it gives us reflection of learning and what are loopholes existing in any system,what measures are necessary to take to enhance learning outcomes.

Educational measurement 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 educational 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 programme, curriculum, teaching method, teaching aid or evaluation method. For it, the evaluator first of all prepares the preliminary draft of the proposed educational policy, planning or programme, 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 programme, 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 programme, curriculum, teaching method, teaching aid or evaluation method. After this, he tests its utility on the basis of related standards (Norms) and statistical calculations. Finally, he decides whether such educational policy, planning or programme, curriculum, teaching method, teaching aid or evaluation method should continue or not, and if it is to continue, what should be its form.

Scope of Evaluation and assessment in Open and Distance learning-

In the field of education, generally, the measurement of educational 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 analysed according to predetermined standards (Norms). Secondly, not only the measurement of educational 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 confine to cognitive objectives only. In this time of technology enabled learning evaluation is 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 we mean 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. 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, 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.

Evaluation data enable the curriculum development, to determine the effectiveness of new procedures, identify areas where revision is needed. Evaluation also helps to determine the degree to what extent an existing curriculum is effective. Thus, evaluation

data are helpful in 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 in getting a comprehensive picture of the pupil which leads to effective guidance and of counselling.

Evaluation and assessment are integral part of educational process, because education brings positive change in behaviour of students .The evaluation and assessment of teaching learning process is of prime importance to improve the system according need and requirement of learners as well associety. Evaluation process includes diagnosis and remedy of any shortcomings in system. With shifting of traditional system of education system to online education this is mandatory to modify techniques of assessment and evaluation. Trainning 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 interact with course material in new and creative ways. When designing assessments, we can incorporate audio, video, social media, collaborative wikis, creative research techniques, and more to help students build valuable skills 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, focused into real-life teamwork, problem solving, and knowledge building.

The aim of assessment in the culture of our education 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 teacher and student, and the entire education 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. On the 3rd of April 2020, the Broadband Commission for Sustainable Development members launched the Agenda for Action: For Faster and Better Recovery outlining immediate measures that stakeholders can adapt across three pillars:

- Resilient Connectivity,

- Affordable Access,

- Safe Use for Informed and Educated Societies.

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 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 conducting 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 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-centric 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, such as the proposed National Assessment Centre or PARAKH, 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 education technologies focusing on 21st century skills.

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