

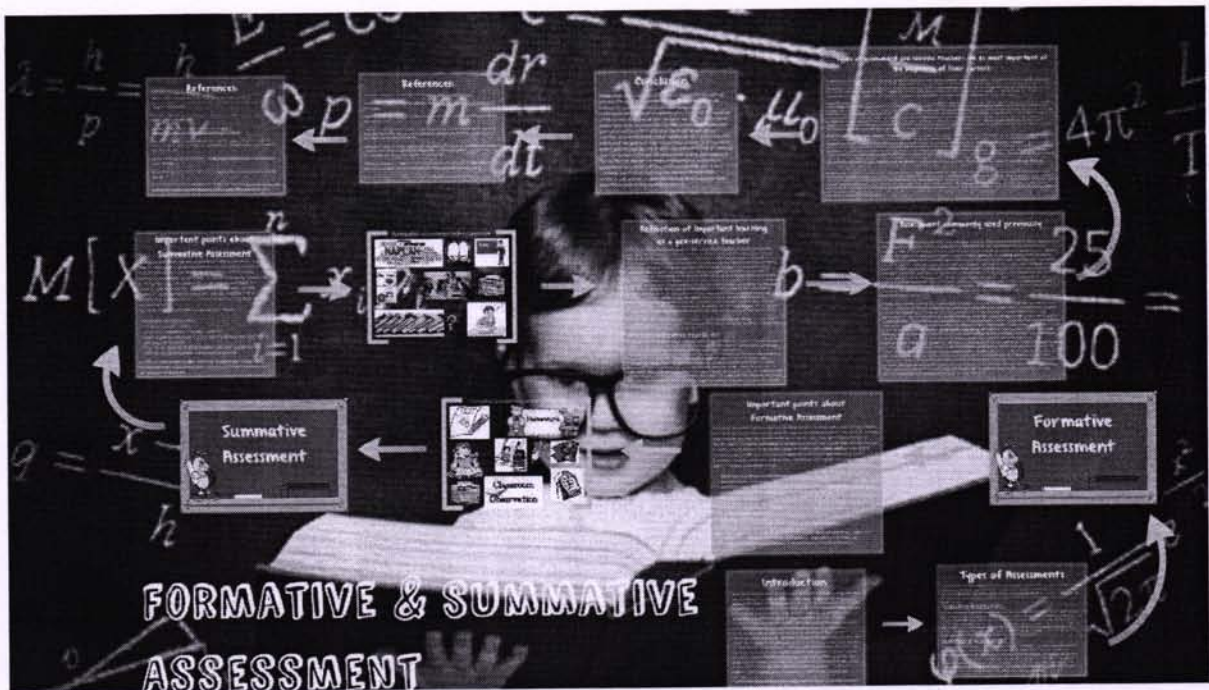


BAOU
Education
for All

**Dr. Babasaheb Ambedkar
Open University**

(Established by Government of Gujarat)

Policy on Evaluation Methodology



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Dr. Babasaheb Ambedkar Open University
Ahmedabad**

Background: Evaluation plays an important role in the teaching-learning process. The major objective of any teaching-learning endeavour is to ensure the quality of the product which can be assessed through learner's evaluation.

The purpose of student evaluation is to determine the extent to which the general and the specific objectives of curriculum have been achieved. Student evaluation is also important from the point of view of ascertaining the quality of instructional processes and to get feedback for curriculum improvement. It helps the teachers in determining the level of appropriateness of teaching experience provided to learners to meet their individual and professional needs. Evaluation also helps in diagnosing learning difficulties of the students.

Evaluation is of two types Formative and Summative (Internal and External Evaluation).

Formative Evaluation: It is an on-going evaluation process. Its purpose is to provide continuous and comprehensive feedback to students and teachers concerning teaching-learning process. It provides corrective steps to be taken to account for curricular as well as co-curricular aspects.

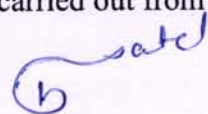
Summative Evaluation: It is carried out at the end of a unit of instruction like topic, subject, and semester or year. The main purpose of summative evaluation is to measure achievement for assigning course grades, certification of students and ascertaining accountability of instructional processes. The student evaluation has to be done in a comprehensive and systematic manner since any mistake or lacuna is likely to affect the future of students.

Dr. Babasaheb Ambedkar Open University follows a learner-centric system with focus on what the learners are expected to demonstrate at the end of the program. The outcomes are assessed through formative evaluation tools as well as summative evaluation through term end examinations.

The purpose of conducting formative assessment is to monitor the learning progress of the learner; it is also conducted to know whether the learning objectives have been achieved or not and to provide feedback on the teaching-learning process. The formative assessment method used by the university ensures learner friendly assessment and helps in enhancing the learning abilities of the learner. It provides scope for the use of a variety of activities, and various tools and techniques for promoting holistic development of the learners. It ensures learning in a non-threatening and supportive environment. It provides descriptive feedback to learners for realising their strengths and weaknesses. It provides a chance to the learners to reflect on their performance, as it realises the role of motivation and self-esteem of students learning. It encourages learners to understand the criteria/parameters that have been used to judge their performance. It helps learners to actively and continuously engage in learning. It provides feedback to the teachers to use teaching strategies according to the needs of the learners.

Learners' attainment of Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs) are assessed by customized formative evaluation tools throughout the period of study. The tools are designed in tune with the objectives of the course and its outcomes specifically measuring attainment of the program specific outcomes.

It is conducted during the instructional process. It is considered as the second stage of assessment which is conducted during the teaching-learning process. It is carried out from the very beginning of instruction and continues till the end of the course.


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The Dr. Babasaheb Ambedkar Open University has adopted a comprehensive formative assessment mechanism to ensure that learners accomplish the expected Course Outcomes, Programme Outcomes, and Program Specific Outcomes through specially designed formative assessment tools.

Based on the requirement of the course formative assessment is designed, it has been set up at many levels in the university's teaching learning process as per the ordinance of the university. Self-check exercises and activities are embedded into the Self-Learning Material to facilitate the learners to assess their learning and meet the expected learning outcomes. Continuous evaluation is also done through various tools which are compulsory and generally carry a weightage of 30% in the overall assessment of the course which includes: assignments, practical, project work, fieldwork, seminars, workshops, lab based practical, dissertations, seminar, workshop, extended contact programmes, internship, etc. These tools are designed by the faculty of the Schools of study.

In most of the courses, the formative assessment/continuous evaluation is implemented through assignments, which are uploaded on the University's website according to the academic calendar. All the learners are required to work on these assignments and submit their responses to their respective Learner Support Centres (LSCs) as per the deadline for the same. Moreover, where the courses have practical components, learners are evaluated on the basis of their performance in their practical work, workshops, seminars, or project work. Project manuals of such programmes are also made available on the University website. The evaluation of continuous assessment takes place at the Learner Support Centre, the assignment and evaluation department at the university headquarter makes the constant and effective monitoring of timely completion of the continuous assessment and evaluation at the LSCs by academic counsellors. It is essential to pass in each of the components of the course individually to be declared as successful in the respective course.

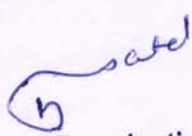
The university has automated the entire process of Formative Assessment in a transparent manner, which provides the following services to the stakeholders

1. Learners can submit the assignments online.
2. An authorised user at the assignment section can view and allocate the assignment to the evaluator the same online.
3. The evaluator can assess the assignment online at their convenience.
4. The evaluator can submit the marks on the portal online.
5. The authorised user at the assignment section can generate the grade sheet for the future reference.

In the present educational scenario in India, where summative evaluation plays an important role in the educational process, there is a need to improve the standard of summative evaluation with a view to bring validity and reliability in the term-end examination system for achieving objectivity and efficiency in evaluation. The summative assessment is done through the Term End Examinations (TEE) by the Centre for Examination and Evaluation (Examination Department) of the university.

Student's Evaluation Areas: The student evaluation is carried out for the following areas:

- Theory.
- Practical Work (Laboratory, Workshop, Field Exercises).
- Project Work.
- Industrial Training.


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A. Theory: Evaluation in the theory aims at assessing learners' understanding of concepts, principles and procedures related to a course/subject, and their ability to apply learnt principles and solve problems. The formative evaluation for theory subjects may be caused through sessional/class tests, assignments etc. For term-end evaluation of theory, the question paper may comprise of two sections;

Sec A – 30 Long Questions

Sec B – 20 Short Questions

Sec C – 20 Objective type Questions

Section – A: It should contain long descriptive type questions. The weightage to this section should be of the of 30 marks out of 70 marks

Section – B: It should contain four/five questions of short note type. Total weightage to this section should be of the order of 20 marks out of 70 marks.

Section – C: It should contain objective type items e.g. multiple choice, matching and completion type. Total weightage to section should be of 20 marks out of 70 marks and no options should be given in this section. The objective type items should be used to evaluate students' performance in knowledge, comprehension and at the most application domains only.

B Practical Work: Evaluation of student's performance in practical work (Laboratory experiments, Workshop practical's/fields exercises) aims at assessing students ability to apply or practice learnt concepts, principles and procedures, manipulative skills, ability to observe and record, ability to interpret and draw conclusions and work-related attitudes. Formative and summative evaluation may comprise of weightages to performance on task, quality of product, general behaviour and it should be followed by viva-voce.

C Project Work: The purpose of evaluation of project work is to assess learners' ability to apply, in an integrated manner, learnt knowledge and skills in solving real life problems, manipulative skills, ability to observe, record, creativity and communication skills. The formative and summative evaluation may comprise of weightage to nature of project, quality of product, quality of report and quality of presentation followed by viva-voce.

D Industrial Training / Field Work: Evaluation of professional industrial training report and viva-voce/presentation aims at assessing students' understanding of materials, industrial processes, practices in the industry/field and their ability to engage in activities related to problem-solving in industrial setting as well as understanding of application of learnt knowledge and skills in real life situations. The formative and summative evaluation may comprise of weightages to performance in testing, general behaviour, quality of report and presentation during viva-voce.

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