



INNOVATIONS IN THE FIELD OF ASSESSMENT IN HIGHER EDUCATION

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Abstract

Education is a continuous dynamic process. Due to this dynamic nature, different types of situations arise from time to time in the field of education, which presents new challenges in front of the educationists. To solve these challenges, different people related to the education process have to take different types of decisions regarding it. To ensure the adequacy, conceptuality and accuracy of information regarding problems, there is a need for new methods and different disciplines in the field of education in applied sciences. Continuous evaluation and strong examination system is needed for advancement in the field of education. Methods and methods of educational measurement and evaluation are used by teachers, administrators and educationists to obtain important and necessary information in an objective, reliable and valid manner for continuous evaluation and sound examination system. Undoubtedly, educational measurement and evaluation perform an important function of providing the necessary information in an objective, reliable and valid manner for taking educational decisions in a logical manner.

Keywords: Education, Measurement, Evaluation, Information, Administrators

Introduction

In the last few decades, in the field of educational measurement and evaluation, structural and summative assessment, conclusion-referenced and standard-referenced measurement, continuous internal assessment question bank, open book examination system, semester system, use of computer, measurement of marks, transparency in examination and There is a special emphasis on innovations like standardization of public examinations. Undoubtedly, these innovations have been presented by scholars with a view to overcome the shortcomings of various practices and means prevailing at present. Although the



shortcomings of these innovations are also being detected gradually, but still it is hoped that by adopting these innovations, the errors in the field of measurement and evaluation can be reduced to a great extent and the measurement of various abilities of students can be more objective can be done in a reliable and legitimate manner.

Innovation in Evaluation

Evaluation in the field of educational evaluation refers to the process of finding out the various problems, processes in the field of education such as teaching method, curriculum, curricula, scholastic, program, teaching objective, educational material, etc. The main purpose of educational evaluation is to help in making educational decisions and to improve the education process by appropriate decisions.

Structural and Summative Evaluation

In 1967, two roles of evaluation were discussed by Michael Scriven - the structural role and the additive role.

Structural evaluation refers to the evaluation of any such educational program, planning process, etc., in which it is possible to improve on the basis of evaluation, and then it is called structural evaluation. That is, if the evaluation of any teaching method, process, material, and program is done from a corrective point of view, then it will be a structural role of evaluation. It is clear from this that in structural evaluation, the initial form of any educational program, plan, textbook, teaching material is evaluated with a view to bringing desired and useful changes before coming to its final form. To perform this task, the evaluator identifies the personnel of its various aspects from the point of view of improvement and then gives suggestions for the desired improvement in it.

Summative assessment refers to the process of determining the overall desirability of a pre-designed educational programme, planning process, and course material. Summative evaluator collects information about the merits and demerits of an educational program or material so that it can choose the most suitable one in relation to the acceptance or continuation of that program and material in the future or in relation to the many options available.

The purpose of structural assessment is to provide students and teachers with background learning that can motivate teachers and students to further streamline their educational



efforts. Students knowing their shortcomings can look for ways to improve with a corrective point of view and in more diligent methods. Structural evaluation is helpful in taking short term decisions whereas summative evaluation is helpful in taking long term decisions. He does not play an active role in the creation of any educational program, process or material, but acts as a judge. In the field of higher education, students get an opportunity to improve their academic level by structural assessment and they prepare themselves for the examination (summative assessment) to be held at the end of the session in which decisions are taken for the desirability of all their work.

Nikash Referenced and Standard Referenced Tests

The need for Nikash reference measurement was first realized by Robert Glaser and while measuring the effectiveness of programmed instruction, it was realized that it could not be used rationally due to the too general nature of the achievement tests of the time. Text Referred Measurement to the Suffix of Nikash Referred Measurement. Objective reference measurement; and area reference measurements; Known by such names. Standard referenced tests express the ability of the students in terms of a set of standards whereas in criterion referenced tests the ability of an individual is seen with reference to some criterion or criteria that the performance level of such student; fixed criterion; completes it or not.

Continuous-Internal Evaluation;

For the past few decades, the idea of continuous internal evaluation as an examination reform program has been very influential. Under Continuous Internal Evaluation System, the assessment of the academic progress of the students is done by the teachers doing the teaching work at frequent intervals in the middle of the session and the students are informed about their shortcomings and successes and they try to make the best of their educational progress according to their capabilities. In Continuous Internal Evaluation, various methods and tools can be used by the teachers to evaluate the progress of the students in addition to written tests. Through this evaluation method, the teacher can also build his teaching strategy; Changes can be made as much as possible. Undoubtedly, this concept of continuous internal evaluation is a meaningful step towards bringing desired improvement not only from the point of view of examination improvement but also in the entire education system.



If we look at the background of Indian higher education, then we will find that the nature of this type of education system is based on the University of London. The first universities in India were established in Kolkata, Mumbai and Chennai. The main function of these universities was to conduct examinations and confer degrees. The work of teaching was done in the colleges affiliated to the universities, and at the end of the session arrangements were made for the examination. These examinations to be taken at the end of the session are called external examinations; It was called. In the present context, there are many drawbacks of these examinations taken at the end of the session in higher education, such as the study of selected courses has been strengthened, the use of guide books has increased, it is not possible to check all mental abilities by this method. And absenteeism in universities has increased. To overcome all these defects, continuous internal evaluation system should be implemented in higher education. Due to continuous internal evaluation, the attendance of students in colleges and universities will increase as well as indecency towards teachers will also be less because it has been seen that in subjects where marks are given in practical work or internal assessment, students of those subjects are more. Therefore, in some social science and literature subjects also, continuous internal evaluation should be implemented. Through continuous internal evaluation, the changes that occur in various dimensions of the personality of the students like observation ability, decision making ability, creativity, original thinking etc. can be checked. This will not only improve the examination but it will be a meaningful step in the direction of bringing the desired improvement in the entire education system.

Grade system

The grade system of evaluation is very useful in the current higher education with a view to compare the results of students declared by different institutions or universities. If the marking level of different institutions or universities is different, then the comparison of the examinees by the marks does not seem logical. The grade system acts as a useful tool in such a situation. The traditional system of marking has been criticized from time to time by the educationists. The method of marking is complex, problematic and flawed. The main reason for this criticism is that the traditional method of marking has two very fatal shortcomings, one is a slight in the judgment of the examiner. Mistakes change the category of students or pass/failed status. This method of passing-failed and awarding category is also not valid because it is based on the self-confidence of the examiner.



Research studies have proved that there is a 50% chance of error of more than 5% in the marks provided by the examiners. Therefore, the academic achievement of the students cannot be measured with such accuracy and unambiguity that a 101 point scale is used for measurement. Another shortcoming of the present marking is the substantial variation in the criteria for evaluating the academic achievement of students of different subjects, i.e. less marks are obtained in some subjects and higher in some subjects (Science and Mathematics). In determining the minimum and maximum limits and extent of marks obtained by the examiners, along with their personal preference, the nature of the subjects also has an unwanted role, in such a situation there does not seem to be any scientific basis for the ancient tradition of assigning grades by adding all the subjects. It happens. Therefore, it was said by various commissions, NCERT (Chhattisgarh) and University Grants Commission to accept the grade system.

The attention of experts working in the field of examination reform was quickly attracted to the idea that marking errors can be reduced by reducing the number of marking sections, so nowadays grade system is used extensively in higher education institutions. It's starting to happen.

The controversy of grade system versus point system is reduced to a mere rank-based measurement versus rank-based measurement. This means that the ability of the examinees to be measured by sequence based measurement or by interval based measurement. Three types of questions are asked in the instruments with the help of which the ability of the students is measured - multiple choice, short answer and long answer questions. The answers of multiple choice questions are based on more or less interval level, but there is no justification for marking short answer and long answer answers with the help of this measure. Many problems can be curbed by the introduction of grade system in the field of education.

Semester system

Most of the universities are using the most recognized semester system in the innovations in the field of higher education. Under the semester system, the entire course is divided into some sections of six months, which are called semesters, after teaching the syllabus of each semester, the examination is conducted.



In the traditional annual examinations, the semester system was introduced as a result of several drawbacks such as plurality of syllabus till the end of the year, non-representation of the entire syllabus in the question papers, students not taking interest in studies at the beginning of the year and as the examination approaches. Studying at a fast pace, using guide books to crack the exam, etc.

The semester system appears to be an important step towards eliminating the shortcomings of the presently prevalent annual system. Semester system has many benefits. Due to the short duration of the semester in the semester system, students have to study for the entire semester. As a result of continuous intensive study, along with understanding of the subject matter, self-confidence also reads in them. In this system the study of next semester can be started without waiting for the exam results. If a student fails in any subject or paper, then he can pass that paper by reading it with the next semester, thus in the semester system, the time is not wasted in waiting for the results after the end of the examination and the time is not wasted in the educational premises. The problem of indiscipline can also be overcome in this.

Semester system also has some drawbacks like it is difficult from administrative point of view to conduct examinations twice a year if the number of students is more, in such a situation less time is left for teaching work. By conducting examinations twice in a session, universities have to spend extra money and labor. Most of the time the teachers are busy in the evaluation work, most of the classes are found empty due to which the problems related to discipline arise. There is also a possibility of reducing the reliability and validity of the test results by giving more importance to the internal examination.

Conclusion

By reading ancient Indian texts, it is known that examination was an integral part of education in our country. There are many such incidents which show that the methods of taking the examination of the students were very interesting and of high quality. The modern examination system is a gift of the British. The development of modern examination system in the field of evaluation in India is described in two parts: - First pre-independence examination system and secondly the development of examination system in independent India.



Various innovations started being used in the development of examination system in independent India. In the field of educational measurement and evaluation, it is very important to acquire knowledge and proficiency in some of the major innovations. Some of these innovations are related to the administrative side and some are related to the academic side. After independence, many administrative and educational efforts have been made to make the examination system widely valid and reliable. In this context, the formation of the examination committee and examination unit under the All India Council of Secondary Education and the arrival of Prof. Bloom in India are particularly noteworthy. In independent India, various commissions, committees and organizations have tried to improve the examination system through their recommendations from time to time. New methods have come into existence in the form of semester examination system, question bank, grading system and use of computer etc. to give concrete shape to these reformist visions. Not only this, new dimensions have been given to the concept of evaluation with the help of new approaches, they seem to be separate but related to each other like continuous internal method is used during structural evaluation. Learning proficiency is checked in children by means of niche reference tests. Similarly summative assessment is based on external examination methodology and uses standard referenced tests. Therefore, in the end we can say that these innovations in the field of evaluation are helpful to a great extent in removing the shortcomings of various practices and tools prevailing at present.

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