

A Study on Assessment System in Higher Educational Institutions in India

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ABSTRACT

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Post-independence era in India has witnessed many remarkable changes. The higher education system is one such domain. The growth of higher educational system in India has led it to become third largest in the world. Higher education has as a powerful tool to build a knowledge-based information society of the 21st Century. It becomes prime important to balance both the need and the demand for quality of the higher education. The outcome of the higher education needs to be assessed by verifying the desired level of knowledge skill acquired by the students and hence an important role is played by Assessment system used by HEI. The Paper is an attempt to strive and understand the Assessment criteria and suggestive measure to make it more effective.

Keywords : Assessment, Higher Educational Institution, Curriculum Design

I. INTRODUCTION

Technological advancements has enabled us to retain and use lifelong learning .The goal of any higher education system is not only to equip students to get and do jobs but also to help them to survive and sustain in any environment and convert them into good human being. Big responsibility lies on the shoulder of Higher Educational system ensuring the students meets all expectations. Assessment is the process of accumulating information on the progress of learners, learning using a different procedure and evaluation refers to making conclusions on the basis of the information collected. Assessment need to integrate with the process of teaching and learning. Assessment needs to be designed to become a powerful means of influencing the quality of what teachers teach and what learners learn. In India

various initiatives were taken by The University Grant Commissions to bring academic reform in higher educational institutions. Such initiatives include revision of curriculum to make it more relevant to learning outcome. Evaluation plays a pivotal role in any education system. To make evaluation effective it is important to directly map with learning outcomes. Assessment / Test is a process of collecting recording , scoring describing and interpreting information about learning . Evaluation is the process of making judgement based on evidences and interpretation gathered. Paradigm shift in Indian Education system to meet global economy and leading to student centric learning based on predetermined set parameters a good assessment system is required to ensures students equipped with knowledge and skills. Teaching process that will lead to successful learning cannot occur without high

quality assessment. In the Indian education system, the present trend in Memorization of facts is given precedence over abilities and skills involving higher mental operations such as problem solving and creative thinking. In effect, the real potential of the student is not assessed. Evaluation is defined primarily as the process of systematic determination of merit, worth and significance of something and someone and assessment is the process of gathering and analysing specific information as part of an evaluation process. (Dr. Kirti kapur). The Educational institutes aims at overall development of students and prepare the students for life long learning. It aspires the students to become leader and decision maker for tomorrow. Higher Educational Institutions aims at creating responsible, social sensitive and gender neutral citizens with the younger holding values and scientific tempers. All Activities of any academic year/ for the whole course are framed around these objectives. Any Assessment and Evaluation is designed to equip students to achieve the above objectives. Different types of innovations and improvements have been undertaken from time to time. The institution disseminates the evaluation processes to make it fairer and more transparent among all the stakeholder. Planning for the academic year is done through Academic calendars and exam schedules are planned and followed by the institutions. Technology is effectively used in the examination management process from generation of hall tickets, room allotment or marks entry and declaration of result. The reforms regarding the usage of technology has shown positive impact on all the stakeholders of educational institution.

II. LITERATURE REVIEW

Many Important Legislations in India for higher educational Institutions were made in order to improve the standards and accessibility to mass population which includes The University Grants Commission Act, The National Council for Minority

Educational Institutions Act, National Institutes of Technology Act. Many Policy reforms are done to make education system relevant and effective. Some of the policy framework includes National Policies on Education (NPE). The education system in India is reshaping and refreshing itself. The important changes in curriculum design is change in the Assessment and Evaluation system. The Government of India through the Ministry of Human Resource Development/ Ministry of education is the controlling authority of the assessment systems and procedures by establishing equilibrium between measuring and assessing achievements and the practical consequences on the teaching-learning process. The qualitative dimension of evaluation is in its use for enhancing the competence of students. (Dr Tapas Kumar Sarkar, 2012). Many Higher educational institutions adopts combination of different approaches like Formative and summative evaluation approaches to assess students achievement this has positively impacted in overall learning process. Formative approach of evaluation includes measuring the student's attainment focused on overall understanding and communicating about the same, assessment through presentations exposure to implementation through project, Internship, Grasping fundamental knowledge about the subject through viva-voce, Comprehend students capability of summarising through seminars, industry visits to enhance the observation and reporting skill relating theoretical knowledge with practical process summative approach follows written test approach it can be 2/3 depending upon the duration of the programme and best two performances or average of two will be. (Dr. P. S. Aithal* & P. M. Suresh Kumar). Indian Higher Education System has a mix of all kinds of Institutions offering a number of courses and the completion criteria is examination. The focus of completion of the curriculum from students aspect is to get good scores while with respect to faculties it is pass percentage. Reforms are introduced in order to make teaching and examination process effective.

There are many best practices quoted by NAAC across the country to summarise the practices adopted by many higher educational institutions. University examination in Tezpur is totally internal. Jawaharlal Nehru Technological University, Hyderabad, Andhra Pradesh has introduced on-line examination for the internal assessment in order to provide uniformity in awarding internal marks among the affiliated colleges. Electronic distribution of examination papers (EDEP) is also adopted to eliminate the possibility of leakage of question papers and to avoid mass copying. Shivaji University, Kolhapur has adopted integrated software solution for examination processing system. To address the grievance of students and ensure careful valuation of the answer script. The provision of revaluation and comparison of answer script with model answer script prepared by paper setter. Bharathidasan University has introduced a concept of on demand examination for students missed out or failed in one paper instead of missing out one whole year. The university has introduced 'Tatkal System' for issuing certificates to students within a day or few hour with extra payment. BITS Pilani the evaluation is through tests, quizzes, home assignments, semester work and project reports. The use of open book examination for each course carrying at least 10 percent of the total evaluation is also implemented by the Institute. The colleges affiliated to North Bengal Universities are scattered over a remote, hilly and unattainable geographic area situated in the Himalayan regions and eastern plain regions of the state and also in the state of Sikkim. For the management of the pre- and post-examination processes, the University has clustered the affiliated colleges under its jurisdiction into Nine Zonal Nodal Centres. The Nodal Centres act as the extended arm of the University to carry out all the examination related work ensuring confidentiality and transparency of the examination. The Banasthali Vidyapith has a Grievance Redressal' mechanism through which the students get an opportunity to submit their grievances related to the question papers,

in a prescribed proforma within two hours of the completion of the examination. The careful monitoring and analysis of grievances filed by the students and the comments received from the teachers and the Head of the Department of the subject concerned give important feedback on selection of examiner, quality of teaching, the scope and extent of the curriculum and quality of the questions asked. The simultaneous conduct of examination and valuation of the answer scripts practiced in New Horizon College of Engineering (Autonomous under VTU), Bangalore, has helped the institution to complete the evaluation within 7 days from completing the last examination . This speedy evaluation of papers and publication of results helps the students in their further progression to next semester and also helps those students who have arrears, to spend sufficient time to prepare for their back papers. The redressal mechanism through revaluation can be availed within next two days from declaration of result .the students with back log papers are provided with the benefit by conducting makeup exam within 15 days from the announcement of result and if the student still fails special classes in the form of fast track is conducted for 22 hours and examination will be conducted once in an academic year . A.V.C. College (Autonomous), Mannampandal Mayiladuturai, Tamil Nadu is conducting immediate supplementary examinations, twenty days after the publication of the result of odd/even semester examinations, to enable those students who fail in the semester examinations to reappear for the same immediately before they forget the subjects. Most of higher educational institution across the country maintain the confidentiality of the answer scripts by coding reshuffling before assigning for evaluations generally two levels of evaluation is done by different evaluations and margin of difference is predefined for acceptance . All these practices across affiliated college under UGC and Accredited by NAAC are adopted in order to improve the efficiency reliability , transparency and accuracy of higher education

examination system .for any higher educational institution and any curriculum the component breakup guidelines for assessment is provided by affiliated universities or approved by Autonomous bodies and revised periodically in order to make it relevant and to generate outcome based learning mechanism .

III. RESEARCH METHODOLOGY

Descriptive research design is used to understand accurately and systematically the preference among the students of higher educational institution towards assesment system . Data Collection is done through Primary and secondary method . Primary data is collected using random sampling technique from 100 Post graduate students of department of management studies New Horizon College of Engineering , Bangalore, Karnataka and Questionnaire is used as an instrument for collecting data .Publised Paper in journals, NAAC UGC and other government and non government publised reports are considered as secondary sources .

Objective

- To understand the Assessment system in higher educational institutions in India.
- To understand effective outcome-based assessment component from student perspective.

IV. RESULT AND DISCUSSION

4.1 The Assessment system in higher educational institutions in India.

A detail study to understand the assessment system followed by higher educational institutional affiliated by UGC and accredited by NAAC/NBA revels that most of HEI has adopted best methodology for learning based outcome. The assessment method is designed with due consideration of the stake holders, recruiters, and social and moral responsibility of creating ethically sound citizen. The study using secondary research method revels that most of HEI

adopts 2 main assessment system CIE – Continuous Internal Evaluation and SEE- Semester End examination. The criteria followed by different institution with regard to CIE differs depending upon the subjects the criteria is determined. for total assessment of 100 marks. CIE component can contribute to 50-25 marks. While SEE component comprises of 50-75 Marks. CIE can be combination of Quiz , Assignment , Presentation , Co curricular participation , Term paper ,Projects , industrial visit report , current affairs, and written test . SEE is preferred to have written test in most of fundamental or conceptual subjects while for subjects related to lifeskill and life long learning like Communication , corporate interface and professional development .the assessment methodology can be presentation in any form . The basic objective of fulfilling course outcome and programme outcome need to be achieved with reliable effective and efficient system and the higher educational institutions were able to achieve the same as they are able to mend the gap between corporate and educational institutions. The objective of higher educational institution to achieve skilled, employable, and knowledgeable youth and contribute through national development through dissemination of specialised knowledge and skill it can be achieved through the effective design of assessment system. The intention of assessment is to congregate information about the student's progress or to determine students' interest to make judgement about their learning process. Evaluation plays an important role in assessing the performance and written examination has a dominant role to play though its subject based approach. Assessment whether internal or external need to be free of bias, should measure skill or knowledge that is relevant and intended to impart. The schedule of assessment is well informed through calendar of event any unplanned changes and contingencies need to be adjusted in the calendar of event. Valuation of written papers for SEE or Year end examination are valuated at 2 levels. Answer booklets are coded in order to avoid bias if any to

evaluate on the basis of performance adequate measure are taken the results are announced on time and failures are given adequate time to reappear or address their grievance with grievance management mechanism provided.

4.2 Effective outcome based assessment component from student prospective- 100 student sample are selected randomly from postgraduate students of Management Studies New Horizon College of Engineering Final year. For conceptual or practical based subjects 65% of students are of the opinion that a combination of 50% internal and external is suitable .While remaining 35 % are of the opinion that Internal component in assessment can be less than equal to 50%. For Subjects imparting professional skills 75 % students are of the opinion that more that 50 percent to be allocated towards internal component . while 25% students were of the tropinion that less than equal to 50% marks for internal component.

Regarding the component of Assessment For conceptual subjects ,80 % students for semester end examination have selected written test or theoretical examination method while 20 % have selected other methods like quiz , presentation . While for internal component 85% of students have selected quiz assignment presentation as method of assessment while remaining 15% have selected written test as assessment.

V. CONCLUSION

Assessment system in Higher educational institution plays a vital role where it is not only measuring the performance of students but also certifying the job seeker about the suitability of the candidate. Hence it bears a big responsibility of being effective, relevant, and unbiased. Affiliation and Accreditation bodies like UGC, NAAC and NBA provides guidelines in order to fulfil the criteria. The study concludes with the understanding about the assessment practices followed across Higher educational institutions in the

country affiliated under localised university and finally under UGC or AICTE. Internal and external evaluation system is used and document confidentiality is maintained for unbiased effective evaluation. Assessment system for higher educational institution need to be subject oriented where fundamental, theoretical, conceptual, practical based subjects need a different system of evaluation from practical skill, life skill and personality development subjects . The former requires an equal balance of internal and external valuation system. While the later can give more weightage to internal valuation components. Further the study identifies the components of Internal valuation, which can include Assignment, Quiz, Term paper , Co-curricular or external participation seminar , presentation while for external assessment through conventional method of written test still holds good .Revision of the methods of assessment time to time helps to make the curriculum more relevant. Further studies are suggested at global level to understand and incorporate the best practices among universities at global level .

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