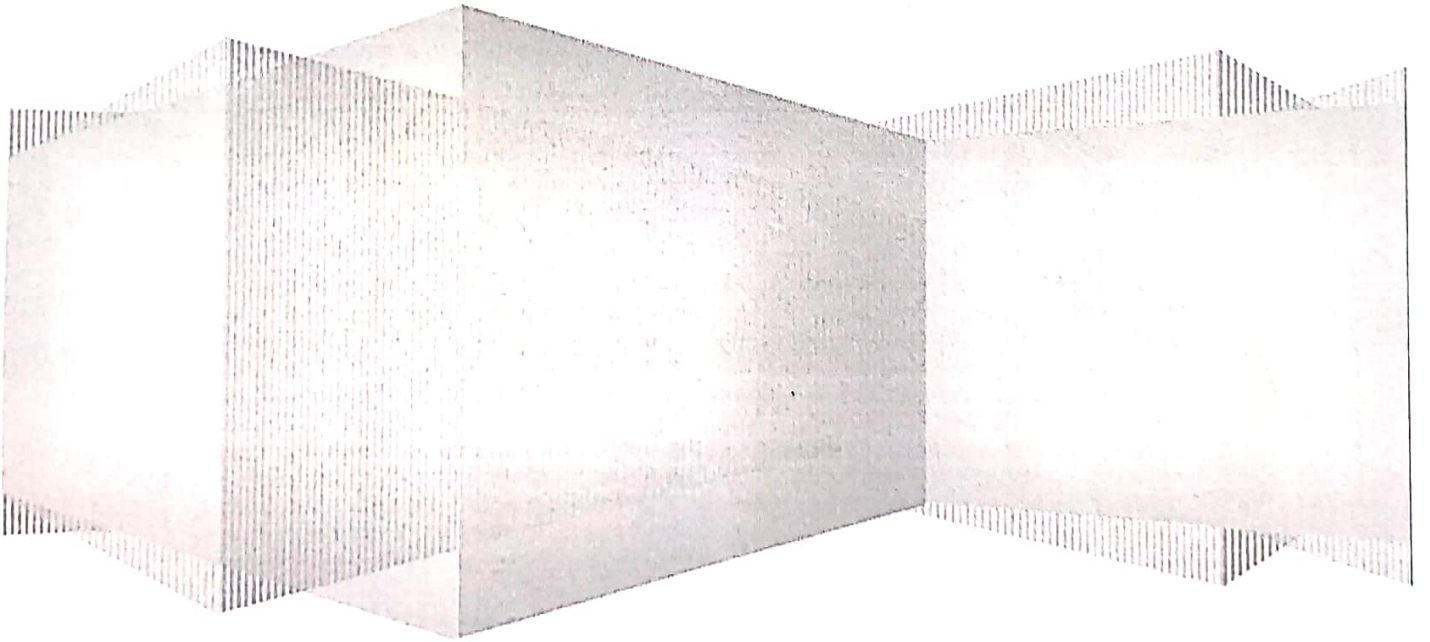


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Policy Document on Evaluation Methodology of DDE

(As summarized from standing orders)



- **Introduction:**

University Grants Commission (UGC), Distance Education Bureau (DEB), National Council of Teacher Education (NCTE), Executive Council & Academic Council of MANUU are the guiding forces of Directorate of Distance Education, MANUU in its academic and administrative endeavours. DDE, MANUU frames all its policies and programmes in the light of guidelines and notifications issued by the aforesaid bodies / authorities. Therefore, Directorate of Distance Education's policy of Evaluation Methodology is based on the UGC regulations and orders issued by the competent authorities of MANUU.

- **Policy of DDE on Evaluation Methodology:**

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

<p>13. Evaluation and Certification—</p> <p>(1) The Higher Educational Institution shall adopt the guidelines issued by the Commission from time to time in regard to the conduct of examinations.</p> <p>(2) 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.</p> <p>(3) 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.</p> <p>(4) 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.</p> <p>(5) 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.</p> <p>(6) 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:</p> <p>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:</p> <p>Provided further that the weightage for "Term End Examination" shall not be less than 70%.</p>
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Image no. 1: UGC (ODL) Regulations, 2017, Part – IV, Admission, Examination & Learner Support, Point – 13, Page no. 48

<p>(g) Assessment & Evaluation</p> <p>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.</p>
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Image no. 2: UGC (ODL) Regulations, 2017, Annexure – II, Quality Monitoring Mechanism, Point – g, Page no. 55

Table 2: Norms for delivery of courses through distance mode

No. of Assignments	Practical Sessions	No. of Counselling Sessions Theory (10% of total study hours)	Size of SLMs Range (in terms of units, to be divided into blocks)	Study Input	Credit Value of the course
1	60 hours	6 hours	6-8 units	60 hours	2 Credits
2	120 hours	12 hours	14-16 units	120 hours	4 credits
3	180 hours	18 hours	20-24 units	180 hours	6 credits
4	240 hours	24 hours	30-34 units	240 hours	8 credits

Image no. 3: UGC (ODL) Regulations, 2017, Annexure VII, Norms for delivery of courses through distance mode, page no.62

The Academic Council of MANUU in its 27th Meeting held on 5th September, 2017 had adopted UGC (Open and Distance Learning) Regulations, 2017 (Item No. 27.3.03). Further, the Executive Council of MANUU in its 63rd meeting held on 7th September, 2017 ratified the minutes of 27th Academic Council (Item No. 63.4 (1)). Therefore, UGC (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, and term-end examinations with suitable weightage given to continuous and comprehensive evaluation including for participation and performance in the workshops as allotted in the curriculum framework. Assignments/project reports submitted by the learners shall be evaluated by the tutors/counsellors 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 continuing. Each of the student-teacher will maintain the portfolio of his/her work completed all through the year which will be considered for the internal assessment.

The term-end examination will be designed and conducted by the examining body.

The weightage for internal and external evaluation may be in the ratio of 30:70.

Image no. 4: NCTE Norms and Standards, 2014 for B.Ed (ODL) Programme, Page No. 148

The following are the main indicators/highlights of DDE's policy on Evaluation Methodology;

1. DDE adopts the guidelines issued by the UGC, DEB & NCTE from time to time with regard to the conduct of examinations.
2. The Evaluation scheme of DDE includes home/tutor-marked assignments, contact programmes, workshops and practical sessions to ensure continuous assessment along with semester and year end examination. The marks or grades obtained in internal assessments are shown separately in the grade card.
3. The University has a dedicated and well established Examination Branch for evaluation of ODL learners and their certification.
4. Evaluation includes Continuous / Formative Assessment and Summative Assessment.
5. The weightage for formative assessment is 30%. It is counted as Internal Assessment.
6. Formative assessment is done through assignments, project reports, counselling and workshop sessions, presentations, field or school based activities, etc.
7. The weightage for summative assessment or term end examination is 70%. It is counted as External Assessment.
8. The University adopts 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 declaration of results.
9. The questions papers are framed to ensure that no part of the syllabus is left out of the study by a learner.
10. The Examination Branch of the University conducts the examination of ODL programmes and Examinations are held at approved examination centres all across the country.
11. Feedback is provided to the students after all activities.
12. No semester or year-end examination is conducted unless the 75% of the programme of study stipulated for the semester or year have been actually conducted.
13. The Self Learning Material of all the programmes describes the learning outcomes of each and every unit of the study.
14. The University executes the assessment and evaluation through various assessment tools including multiple choice questions, projects, reports, case-studies, presentations and term end examination to suit the different learning outcomes expected of the programme.
15. DDE follows the norms for delivery of courses through distance mode as mentioned in UGC (ODL) Regulations, 2017, Annexure VII, Norms for delivery of courses through distance mode, page no.62 (Refer Image no.3).
16. The system of evaluation, for both theory and practical work, is as follows:

Theory	Evaluation of theory courses comprises of the following aspects: <ul style="list-style-type: none"> - Self-evaluation exercises within each unit of study (non-credit) - Continuous assessment in the form of periodic compulsory assignments. This carries a weightage of 30% for each course. - The term-end examination has a weightage of 70% of the total marks for each course.
Practical	Evaluation of practical courses comprises following aspects:

	<ul style="list-style-type: none"> - Continuous assessment of Curriculum / School-based activities and teaching practice. - Evaluation of performance in practicals and workshops. - Evaluation of final teaching practice.
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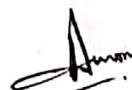
• **Standard Operating Procedure Employed for Continuous (Internal) Assessment:**

The standard operating procedure employed for continuous (internal) assessment followed by DDE is as under;

- The scheme of continuous (internal) assessment of each and every programme is mentioned in the prospectus, academic calendar and programme guides.
- 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.
- 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.
- Learner Support Centres organize the activities as informed by the DDE and required for each and every programme.
- 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.
- Regional / Sub – Regional Centres of DDE then forward the marks of students in internal assessments to the Examination Branch under copy to the DDE.
- The Examination Branch includes these marks into final mark sheet of students' along with marks of term-end examination.

• **Summing Up:**

In this way, DDE is committed to follow the best practices as well as the UGC (Open & Distance Education) Regulation, 2017 and Norms and Standards prescribed by the apex bodies in respect of Assessment and Evaluation of all ODL programmes.



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