UNIT 14 : ASSESSMENT IN OPEN AND DISTANCE LEARNING

UNIT STRUCTURE

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14.1 LEARNING OBJECTIVES

After going through this unit you will be able to-

- define assessment and evaluation,
- differentiate between assessment and evaluation
- explain the role of Assessment in Open and Distance Learning
- elucidate the purposes of Assessment in Open and Distance Learning
- identify various types of Assessment in ODL

14.2 INTRODUCTION

Any educational process is controlled by three major academic activities. These are: – the teacher teaches, the learner learns and again the teacher assesses. Everybody has to go through the assessment process after learning something. We are all aware about the examination system, its importance in educational system and its relevance in maintaining the quality of teaching-learning process. As a student, you have appeared in various examinations till now and hence you are all familiar with the assessment and evaluation system. Like conventional mode of education, in Open and Distance Learning system also assessment is an indispensable component. However, there is certain innovativeness for the typical nature of ODL such as the separation of the teacher and learners, openness regarding time, age etc. In this unit, we will discuss assessment in general and assessment in Open and Distance Learning (ODL) in particular. While discussing assessment in ODL, we shall have a look into the purposes and types of Assessment in ODL. Moreover, we will have a brief discussion on evaluation and some similar terminologies related to assessment.

14.3 ASSESSMENT AND EVALUATION

In education, the term 'assessment' means the various methods/devices/ tools/instruments that educators use to estimate, measure, record the academic readiness, learning progress, skill acquisition, or educational needs of students. It is an integral part of instruction, as it determines whether the goals of education are being met or not. All the decisions regarding grades, placement, advancement, instructional needs, curriculum, funding etc. are guided by assessment. As in every other field of education, in assessment also there is a paradigm shift in both the modes, conventional as well as ODL. Earlier it was used only for grading and certification, but presently, it has been linked with learning and skill development of the students. Therefore, a variety of techniques and methods are being added to this process instead of a single paper pencil test. 'Evaluation' is another

term which is frequently and simultaneously used with the term 'assessment'. However, they are not identical and have specific meaning. There are two more terms, 'test' and 'measurement'; they are also used frequently and simultaneously.

14.3.1 Meaning and Definition of Assessment

Assessment is the process of getting information about a learner's learning, progress and achievement. That means, up to what level a learner is able to comprehend the content of the course/ programme or curriculum. The information about a learner's learning, progress and achievement is gathered with the help of various tools and techniques of tests and measurements. The word assessment is derived from the Latin word 'asseior' which means "to set" or "to settle". Thus, etymologically, it means to settle or to determine something. Hence it may be defined as all the activities that are used to collect, measure and interpret information/data on students' performances to determine and quantify student's performance. In the process of assessment, after getting the information about a learner's progress, a value is awarded to her/him. Let us try to understand this with an example. A student Sushruta, appears in a Science test and after checking his answer script, the teacher gives him 95 out of 100 marks. Thus he secures 95% in the Science test. So, a value is given to his performance, which means the teacher has assessed him. Similarly, another student Misiki may secure **A+**' grade in project work. Thus securing 90%, getting A+ grade are all examples of assessment. The purpose of assessment is to improve and modify the current performance.

Assessment is defined as a systematic and methodical means of obtaining and reviewing information about someone or something to make improvement wherever necessary. The term assessment is interpreted in different ways; it may be educational, psychological, financial, taxation, human resource and so on. Educationally, it is

the process of documenting knowledge, skills, attitudes, and beliefs of a specific group in a systematic way.

It is a continuous interactive process which consists of *two groups*: *one* is the assessor and the *other* is the assessee. The assessor may be the teacher, the management or a regulatory/ statutory body; and the assessee may be the students, an institution or the various components of an institution. The assessor assesses the performance of the assessee on the basis of the already defined norm/standards of any particular institution (KKHOU or IGNOU) or regulatory body (UGC or NCTE). The aim of this process is to determine the effectiveness of the overall performance of the assessee and the areas of improvement.

14.3.2 Meaning and Definition of Evaluation

Evaluation is an activity which consists of data collection, analysis, interpretation and reporting. While compared to assessment, evaluation is a wider and inclusive term. It is the process of giving judgment, on the basis of defined criteria and evidence (data obtained through tests, measurement and assessment). It focuses on making a judgment about values, numbers or performance of someone or something. The term 'evaluation' is derived from the word 'value' which refers to 'usefulness of something'. This implies that evaluation is an examination of something to measure its utility.

Thus, evaluation may be defined as a systematic, methodical and objective process of judging someone or something / giving value to someone or something, with an aim of drawing conclusions with the help of set of standards/norms or by making a comparison of similar concepts. When we consider the score of a student with the scores of the other students and judge whether she/he is good/ average or poor in a particular subject, we are evaluating that student. On the basis of the example, Sushruta secures 95 % in Science test; we may make a judgement on Sushruta as a student

that he is good in Science. This means we make an evaluation on Sushruta in the context of the subject Science. So we can say, evaluation is concerned with making judgments about values, numbers, things etc. Thus, it includes quantitative and qualitative description and also a value judgement. In your day-to-day life, you usually make evaluative comments about a movie, clothes, a restaurant, a book or someone's behaviour. You may enjoy a movie; admire someone's clothes, like a restaurant, adore someone's behaviour and so on and so forth. These are all simple, straightforward comments of value or worth.

14.3.3 Difference between Assessment and Evaluation

As discussed earlier, assessment is a part of the whole evaluation system. However, with regards to the aims and objectives, natures etc both of them are different from each other. Some of the differences between assessment and evaluation are discussed in the following points:

- The process of gathering, reviewing and using data, for the purpose of improvement in the present performance of the students, teachers, administrators, curriculum, institution or any other stakeholders of education system is called assessment in Education. While, giving judgment, providing value on the basis of defined criteria and evidence collected through assessment process is called evaluation.
- The nature of Assessment is diagnostic as its aim is to identify the areas of improvement. While, the nature of evaluation is judgemental as its aim is to provide an overall grade.
- Assessment provides feedback on the present performance, ways to improve future performance. As against this, evaluation determines whether the already set standards/norms are met or not.

- The purpose of assessment is formative, as it increases quality. As against this, the purpose of evaluation is summative as it is all about judging the quality of assessed information.
- Assessment is an activity; it is concerned with the process, while evaluation focuses on product or output.

From the above points, it is clear that assessment and evaluation are completely different. While evaluation is concerned with making judgments, assessment is concerned with improving the deficiencies of the learners. They together play a crucial role in analysing and refining the performance of a person, product, project or process.



CHECK YOUR PROGRESS

Q 1: Fill in the blanks :

i. The word assessment is derived from the .....word 'asseior'

ii. The term 'evaluation' is derived from the word 'value' which means.....

Q 2: Give some examples of Assessment and Evaluation

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Q 3: List two differences between assessment and evaluation.

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ACTIVITY 14.1

Find some more differences between assesement and evaluation and also list some similarities.

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14.4 ASSESSMENT IN OPEN AND DISTANCE LEARNING

Open and Distance Learning has two main aspects, one is distance and the other is open learning. Distance refers to the physical separation of the learners from the teachers as well as educational institutions, and open learning refers to flexibility in admission with respect to age, time, space and pace of learning. According to Slater (2007), "ODL reflects both the fact that all or most of the teaching is conducted by someone removed in time and space from the learner and that the mission aims to include greater dimensions of openness and flexibility whether in terms of access, curriculum or other elements of the structure."

Assessment and evaluation are an integral part of the teaching-learning process; it is vital in certification and acquiring knowledge, skills and attitudes in any educational system, whether in a conventional face-to-face system, or an ODL system. Already you have understood that assessment is a part of the whole evaluation process. Assessment is the process of acquiring information about the learner's knowledge, learning, progress, achievement etc., while evaluation is the process of judging the worth/finding the value/

estimating the quality of the learners knowledge or achievement. Although, both the terminologies are having different connotations, we cannot separate their activities. Assessment and Evaluation work together for achieving institutional as well as curriculum objectives and together they act as a very important sub-system of ODL system. Here we will mainly discuss assessment.

In ODL, to ensure quality, assessment is an indispensible tool. As we all know, separation of the learners from the teachers and the institutions, openness/ flexibility regarding time, age, pace of study etc. are some specific characteristics of ODL system and these characteristics make this system more challenging. Different ODL institutions have different assessment strategies and these strategies are generally guided by the instructional design and delivery media adopted by the institutions, available time and resources, support service etc. Due to recent innovations in science and technology, there is a paradigm shift in ODL system. The ODL system has embraced e-learning, online learning, blended learning, MOOCs and so on; and accordingly, e-assessment/online assessments are also added to the evaluation and assessment process in ODL system.

14.5 PURPOSES OF ASSESSMENT IN OPEN AND DISTANCE LEARNING

Earlier, assessment was conducted for the purpose of certification and accreditation only. Therefore student assessment was conducted at the end of the academic session and institutional assessment was conducted in a long duration of five years or ten years and so on. We have mentioned earlier that there is a paradigm shift in the educational process as well as in the assessment activities. The purpose of assessment is not only certification and accreditation, but also to get overall feedback on the whole educational transaction within the stakeholders of the institution; to enhance two way communications between the learners and the institution or learners and the teachers, for overall improvement of the system.

Due to flexible, open and innovative nature, the learners of ODL system are heterogeneous. Therefore, ODL institutions offer different types and different levels of programmes. The distance learners study on their own with supplied study materials (SLMs with audio and video programmes), face-to-face and distance (postal, e-mail, telephonic, on-line etc.) tutoring and counselling, different kinds of supports and so on. Moreover, the learner population is very large in ODL. Hence, the ODL institutions have to develop their own form of education system according to the target learners, available resources and media support etc. Thus, the teaching –learning process becomes very innovative, this revolves around the need of the learners and the teachers who have planned and designed the appropriate choice of media for effective learning. In this context, assessment in the ODL system has adopted a new form to provide feedback to its students in a better way; and at the same time to help the teachers to enhance their teaching and the administrators to run the institution efficiently and smoothly and so on. Thus, the purpose of assessment in ODL is also very innovative and it differs from institution to institution. Whatever may be the purposes, the primary purpose is to improve student's current learning and performance. Now, we will discuss the purposes of assessment in ODL in the following points.

- **Feedback to the Teaching and Learning Process:** The prime purpose of assessment is to achieve feedback on the teaching learning process. In other words, we may say that it is to improve the learner's learning and the teacher's teaching. As a teacher our prime focus is to make the learners and the deliberations given by us and also to make them capable of using that knowledge in their future life. An efficient teacher always fixes her/his objectives before starting the teaching and tries to achieve those at the end of the teaching. In this context, the teacher uses continuous assessment. Assessment is used as an effective medium for communication between the teacher and the learner. It is the assessment by which the students communicate their learning to their teachers and the teachers communicate back to the students with some marks, grades or value-judgement.

Moreover, assessment works as a double-edged sword. When a teacher assesses her/his students, students also assess the teacher. In school, most of you may have made comments like, “Saikia Sir does not give good marks , Deka baideo teaches very well, in Kalita baideo’s class we feel sleepy” and so on. Even by the performance of the students, a teacher may judge her/his teaching ability and accordingly may improve her/his teaching. Thus, the purpose of assessment in ODL system is to :

- **Provide direction to the course writers:** A pre-test or entry level test informs the teachers about the previous knowledge and capabilities of the students and accordingly it provides the direction of a course. Moreover, the information acquired will help in identifying and bridging the gap between the existing knowledge and a desired outcome. An ideal teacher/counsellors/ course writer finds out what students already know, and use the prior knowledge as a base to develop new understanding. The same is true for the data obtained through assessment done during face-to-face contact programmes.
- **Motivate the students to learn :** A major extent of student’s learning depends on their perception regarding their assessment process. Therefore, assessment must convey the right signal to students about what to study, how to study, and the relative time to spend on concepts and skills in a course. Tutor comments in assignment response play a significant role in this context.
- **Inform students about their progress : T**hrough assessment students are able to identify what they know and what they don’t know about a subject. Moreover, the feedback provided to students directs them to improve their performance.
- **Guide the course coordinator in arranging print and other media :** Course coordinator can identify which media is suitable for what type of learners in a better way on the basis of the assessment.

- **Inform the counsellors/ tutors about the effectiveness of their teaching strategies :** Students performance helps a teacher to identify the strength and weakness of his/her teaching, and accordingly guide to what to modify and what to sustain.
- **Provide grades/ marks:** the purpose of assessment is to give grade or marks on the basis of students' performance :
- **Feedback on the System :** As a process, assessment gathers meaningful data to determine different ways to enhance student learning**.** Assessment is done also to achieve feedback on the overall system and its various sub-systems. It diagnoses and identifies students' learning needs, strengths and weaknesses associated with educational transactions of a particular institution. It helps the various stake holders of the institution to know the pros and cons of the institution. Thus, the purpose of assessment in ODL is to :
- Help Parents, families, guardians of the students to know about their children's learning progress, so they can play an active role in their children's learning.
- Help the administrators and management to prepare future planning, to identify the areas where they need improvements to support their teachers, course writers, editors and determine professional development needs.
- Help the administrators and management to arrange Learner Support Services according to learners need.
- Guide the University or Institution to assist their governance role, to take decisions regarding staffing and resourcing in HQs as well as study centres.
- Help the Ministry of Education, Statutory Educational Bodies to review existing policy, improve old policies, and implement new policies for over all development in ODL system of the Nation.
- Assist and guide Government organization to take decision regarding government funding and policy intervention to improve learning outcomes of the students.



CHECK YOUR PROGRESS

Q 4 : Fill in the blanks :

i. Earlier, assessment was conducted for the purpose of .....
.....and accreditation only.

ii. The primary purpose of assessment is to improve student's current learning and.....

Q 5 : List two purposes of assessment in ODL.

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14.6 TYPES OF ASSESSMENT IN ODL

As a distance learner, you are facing different types of assessment activities; check your own progress, home assignments, MCQs, Term end examination, Project etc. In this section, we will discuss the different types of assessments generally used in the ODL system. Moreover, we will also discuss the different types of evaluation in ODL system. In distance education, both formative and summative evaluations are used with different kinds of questions. Let us now discuss briefly these two types of evaluation.

Formative Evaluations : These are concerned with identifying the learners' weaknesses in achieving the already fixed learning objectives of a programme and accordingly helping the learners to modify their terminal behaviour. These are continuous and designed to motivate learners, to help them to understand how they are progressing. Hence, formative evaluations are conducted in regular intervals during a programme. It comprises assignments, workshop related activities such as practical, micro teaching, community participation, field experience, school-based activities, hands on activities, seminars, group discussion, etc.

Summative Evaluation : These are conducted at the end of a course as the meaning of the term *summative* suggests. They aim at certifying and giving a total report on learners' achievement of the objectives. Summative evaluation may be the result of formative evaluation to finalize learners' level of learning or grade attainment of the objectives. Summative evaluation comprises term-end examination, project and dissertation/thesis evaluation.

Assessments in ODL system can be divided in different ways. In the following sub-section we will discuss the various types of assessment used in ODL system.

14.6.1. Self-assessment, Continuous assessment, and Term-end examination

Assessments are divided into three categories, namely self-assessment, continuous assessment, and term-end examination.

Self-Assessment : The self assessment questions (SAQ) or Check Your Progress Questions (CYP) are given throughout the Self Learning Material (SLM). These types of questions are put to compensate for the absence of class room teaching, absence of teacher to provide feedback in the process of teaching learning in ODL system. Whenever, a distance learner wants to know about his/her progress, no teacher is available to give her/him feedback. In this context, the SAQs or CYPs are the only ways to provide feedback to the distance learners immediately. These are the formative evaluation tools to help the learners to learn better. Mostly objective type questions and short-answer type questions are given in SAQs.

Continuous Assessment : In distance education, continuous assessment is done through assignments in most cases. A very few institutions also adopt MCQ examination as continuous evaluation. Normally, assignments carry 25-30 % weight in overall assessment. This is a two-way communication between the learner

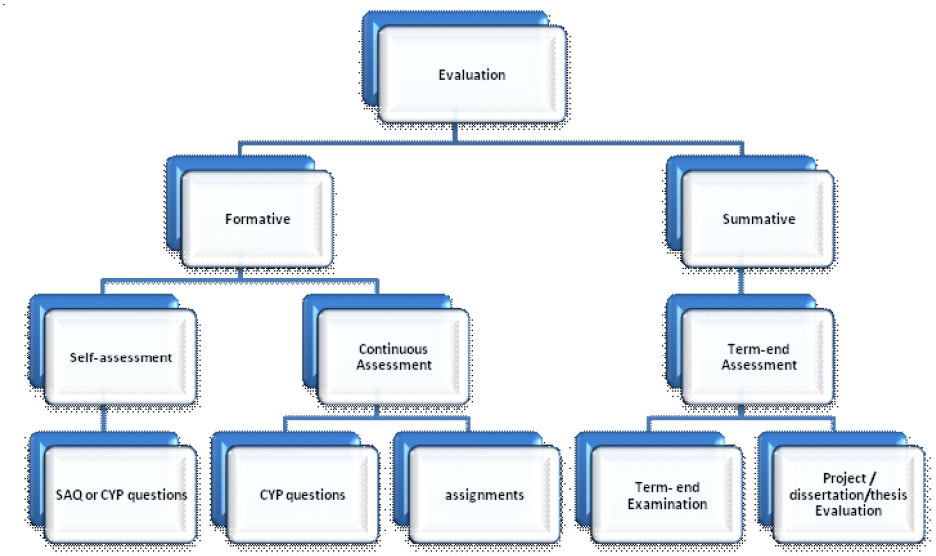
and the distance teaching institution or the tutor/teacher. Assignments also help the learner to decrease the sense of isolation as a distance learner. The assignment evaluator gives written feedbacks or comments on the assignment responses, these are very important as by these students are able to know about their positive and negative points and their overall academic progress. These comments are called "tutor comments" and they are divided into two categories based on their usage. One is marginal comments or specific comments; they are given in the margin of the assignment response. Another is global comments; they are given on a separate sheet to cover all the answers of the assignments. Moreover, marginal comments are divided into eight categories. They are

- harmful comments
- hollow comments
- misleading comments
- positive comments,
- negative comments,
- constructive comments,
- null comments
- Personal comments.

Tutor comments should be always beneficial for the learners as these are expected to improve the student performance in the next assignment submission and also in the term end examination. Providing assignments to the learners and again giving suggestions through tutor comments to the learners is a kind of formative evaluation.

Term-End Examination : Term-End Examination is the final examination. This can be organised once or twice in a year depending on the institutional policy and the complexity of the course. In other words, we may say that in annual system it is organised once in a year and in semester system it is organised twice in a year. Mostly, this is a paper-pen based activity; however,

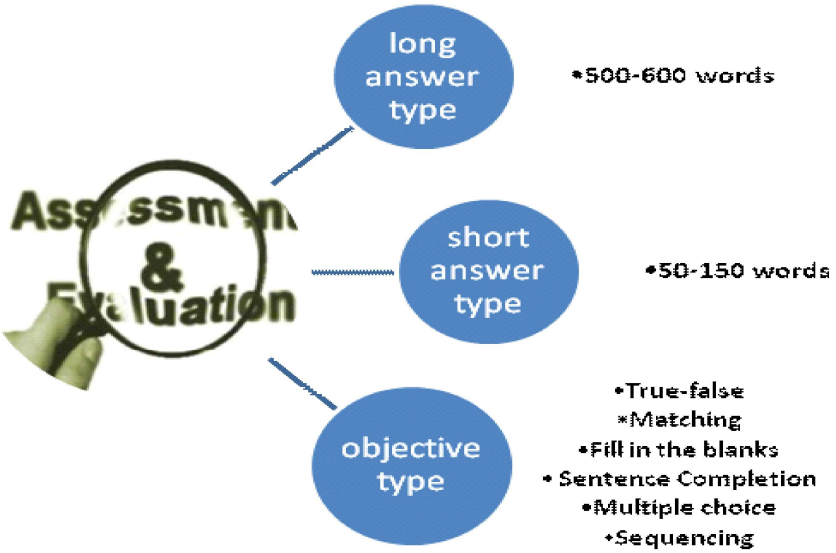
in some programmes practical and project are also used to assess the learner's performance. The term-end examination normally carries about 70-75% weight in overall assessment. Term –End examinations are an example of summative evaluation. After appearing in Term-end examination, and the getting pass mark, a student is promoted to next semester or year or he/she achieves a degree.



Assessment and Evaluation in ODL system

The above three types of assessments, namely self-assessment, continuous assessment, and term-end examinations are common practices in distance education. However, the assessment of learners' attainment of the objectives could be achieved through three types of questions-objective type, short answer type (50-150 words) and long answer type/essay type (500-600 words). To assess higher order cognitive objectives like analysis, synthesis, evaluation etc., generally the short answer and long answer type questions are used. Objective type questions are used to assess the lower order objectives such as knowledge, understanding etc. These questions are most suitable to provide immediate feedback to the learners during study. There are six major types of objective type questions that are generally used to assess learners' performance in ODL system. They are:

- True-false
- Matching
- Fill in the blanks
- Completion of the sentence
- Multiple choice
- Sequencing



Different Types of Questions in ODL

In self-assessment, objective type questions are mostly used. Moreover, short answer type questions (within 50 words) are also given to assess the students learning. In case of Continuous assessment, both short answer type and long answer type questions are used. And, in Term-end assessment, all the three- objective type, short answer type and long answer type/essay type questions are given to the students.

14.6.2 Marking and Grading

While discussing assessment, we have discussed it with the examples- Sushruta secures 95% in Science test, Misiki achieves 'A' grade in Project work etc. Here, between the two students one is getting marks and another in getting grade. Thus, assessment is

normally done through quantifiable marking and grading. Both the practices are followed in ODL system. Marking system means assessment of a student or an answer-script on the basis of numbers. That means providing marks from 0 up-to the total marks of the question paper. We are familiar with the marking system that follows a0-100 scale. Grading is the process by which different levels of achievements of the students in a course are converted to some symbols by applying standardized measurements. Grades are generally assigned as some letters (A to F), as a range (for example 1 to 6), as some descriptive words (Excellent, very good, Satisfactory, Not satisfactory, Needs Improvement, poor etc.) or numerals (5, 4, 3, 2, and 1) and so on. However, the scale in the grading pattern could be five points, seven points or nine points.

Although grading is a more popular practice world over, in India we are using marking system to avoid the problem of conversion of grades into marks, particularly in ODL system to facilitate learners' mobility. But, to ensure quality adaptation of grading system by all the institutions is a must.

Letter grade	Qualitative level	Point grade	Percent (%)
A	Excellent	5	80% & above
B	Very Good	4	60-79.9%
C	Good	3	50-59.9%
D	Satisfactory	2	40-49.9%
E	Unsatisfactory	1	Below 40%

Grading System in IGNOU



ACTIVITY 14.2

What type of grade system is followed in your university? And compare that with the IGNOU's system.

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14.6.3 Other Forms of Assessments

Some other forms of assessments are also used effectively in distance education. They are as follows:

- **Peer assessment :** This method of assessment is used to assess the work done by students of equal status. Mostly it is used in professional courses.
- **Project assessment :** To enhance the practical skills of the learners, project is used as a assessment tools.
- **Portfolio assessment :** Portfolio is a systematic record of performance of the learners to display achievement of certain set of objectives over a period of time.
- **Oral examination :** This is normally done in the form of viva-voce at the end of a project work. It is generally used in vocational and professional courses.
- **Seminar presentation :** it is conducted to assess and improve learners' language proficiency, leadership abilities and team spirit. It helps to know and develop learners' ability to make effective presentations.
- **Internship :** This is not a part of assessment; it is the actual work experience given to the learners to perform.

Here, we have discussed types of assessment practised in the ODL system in three different headings. However, all the different types of assessment can be again categorized in two types, ***On-line assessment*** and ***Off-line assessment***. *Online assessment or examination* is an innovation in the assessment system. It is also termed as e- assessment. It is conducting examination *online* to measure the knowledge, attitude of the participants on a given topic. With *online examination* students can

perform the exam *online*, in their own time and with their own device, regardless of where they live. They need a browser and good internet connection. Gradually, On-line Examination System has become popular among the students. Moreover, due its speed and accuracy, it has become the most fast growing examination system. It also requires less manpower in every step of assessment process; .i.e. from setting of question paper to providing grades to the learners.



CHECK YOUR PROGRESS

Q 6: Assessments in ODL system can be divided into three categories, what are they?

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Q 7: List three objective type questions.

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ACTIVITY 14.3

Please watch the video to understand the on-line assessment process. https://www.youtube.com/watch?v=qU6DBkb57Gs

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14.7 LET US SUM UP

- In this unit, we have discussed assessment and evaluation in ODL system.
- Assessment is an activity by which we can know the progress or rate of achievements of the students in terms of learning outcome.
- On the other hand, whenever we have to act as an evaluator, we judge the qualitative and/or quantitative data or scores achieved by test, measurement and assessment processes and assign 'value' or 'worth by giving judgement like excellent, good, fair or poor.
- As in conventional system, in ODL system also assessment plays a crucial role in quality assurance. Assessment in the ODL system has adopted a new form to provide feedback to its students in a better way and at the same time to help the teachers to enhance their teaching and the administrators to run the institution efficiently and smoothly.
- In distance education, both formative and summative evaluations are used with different kinds of questions.
- Assessments are divided into three categories, namely self-assessment, continuous assessment, and term-end examination.
- In distance education, continuous assessment is done through assignments in most cases. The written feedbacks or comments given by the assignment evaluators on the assignment responses, called "tutor comments". Tutor comments are divided into two categories based on their usage-marginal comments or specific comments, global comments.
- There are eight types of marginal comments; they are harmful comments, hollow comments, misleading comments, positive comments, negative comments, constructive comments, null comments and Personal comments.
- There are three types of questions by which assessment of learners' attainment of objectives could be achieved; they are -objective type,

short answer type (50-150 words) and long answer type/essay type (500-600 words).

- There are six major types of objective type questions that are generally used to assess learners' performance in ODL system. They are: True-false, Matching, Fill in the blanks, Completion of the sentence, multiple choice and Sequencing.
- The recent developments in ODL system also bring changes in its evaluation and assessment process. As a result, with increasing demand for e-learning, online learning, blended learning, MOOCs etc. among the students, e-assessment or online assessment also become an inevitable part of the evaluation and assessment process in ODL system.



14.8 FURTHER READING

1) Koul, B.N. (1991), Evaluation at Indira Gandhi National Open University, New Delhi, India in S. Redolf, (Ed) *Evaluation Concepts and Practices in Selected Distance Education Institutions,* Hagen: ZIFF.
2) Mishra, S. (2007), "Assessment in Distance Education" in *Open and Distance Learning: Theory and Practice, Training Module for Academic Counsellors.* STRIDE, IGNOU. New Delhi.
3) Pradhan, B and Biswas, P.K. (2002), "Assessment and Evaluation in Distance Learning" STRIDE Handbook: 4. STRIDE, IGNOU. New Delhi.
4) Satyanarayana, R. et. al. (Ed.) (2013), "Curriculum Evaluation" in *Curriculum Development for Distance Education,* SLM of MADE programme of IGNOU.



14.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q N. 1 : i. Latin, ii. usefulness of something.

Ans to Q N. 2 : Assessment: Saki achieved 95 % in Mathematics. Evaluation : She is very good in Mathematics.

Ans to Q N. 3 : The differences between assessment and evaluation are:

- The purpose of assessment is formative, while the purpose of evaluation is summative.
- Assessment focuses on identifying drawbacks and then improvement. But evaluation focuses on product or output.

Ans to Q N. 4 : i. Certification

ii. Performance

Ans to Q N. 5: The purposes of assessment in ODL are:

- to provide feedback to the teaching and learning process
- to provide feedback on the system.

Ans to Q N. 6: self-assessment, continuous assessment and term-end examination.

Ans to Q N. 7: True-false, Matching, Fill in the blanks.



14.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: What is meant by Assessment and evaluation?

Q 2: Differentiate between assessment and evaluation.

Q 3: Does Assessment in conventional system differ from Assessment in Open and Distance Learning? Justify your answer.

Q 4: Write short notes on

a. Formative and Summative evaluation.

b. Term-end examination.

c. Marking and grading system.

d. Objective type questions.

e. On-line assessment.

B. Long Questions (Answer each question in about 300-500 words)

Q 1: Why do you think that assessment is important in ODL system? Discuss the purposes of Assessment in Open and Distance Learning.

Q 2: Self-assessment is very important in ODL, explain.

Q 3: How is continuous assessment conducted in ODL system? Explain it with the help of some examples

Q 4: What are the different types of questions that are used in ODL to assess students' performance? Discuss.

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