

IONEDUCATION NEWS - LETTER
May 2021 - Issue 59



IONEDUCATION

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Are remote proctored exams most viable way of assessment amid COVID; experts weigh in

While online exams can be administered for entrance tests or semester exams, they may not be a suitable option for school exams, especially board exams.

The COVID-19 pandemic has escalated the role of technology in every sector including education. As the country battles the second wave of the pandemic, universities and schools are looking to override the long haul of uncertainty and worries by adopting technological tools.

Recently, the Institute of Company Secretaries of India (ICSI) had to re-conduct the Company Secretary Executive Entrance Test, (CSEET) 2021 for candidates who faced technical issues during the exam held on May 8 through remote proctored mode. The exam was conducted again on May 10.

As the education sector prepares for prolonged online education and online open-book exams, those critical of the sanctity of traditional evaluation systems for promoting rote learning are favoring proctored exams over offline exams as a reliable option.

Skipping or canceling examinations would have negative consequences on the future of the students, said Niranjana Hiranandani, Provost – HSNC University, Mumbai. Hence, it becomes crucial to adopt an alternative method of assessment, he adds.

Ensures assessment with diligent monitoring

“At the beginning of the pandemic, institutes were doubtful about managing remote exams for students. Gradually, however, many institutes have quickly adopted the viable option of AI-enabled remote proctored exams to assess students. Remote proctoring provides a viable alternative to physical exam invigilation. Exam invigilators can monitor the activities of students in the form of audio, images, videos, and screen activities. The most important improvement we have observed is quick result processing and flexibility in defining exam patterns with technology-driven exams,” Hiranandani added.

Reeta Sonawat, member of advisory council, Association of Indian Educacy Schools (AIS), said, “As an alternative way, what we can adopt is a 360-degree assessment methodology, which takes into consideration 50 percent of online and 50 percent continuous assessments. For online cognitive ability assessment, students could be assessed on answers to application-based questions. In addition, they can submit a mind map of the topic, which will give a teacher a clear understanding of the

student's mindset. Our education system is exam-oriented and this ensures that students adhere to a daily routine. It is important that some assessment pattern is put in place.

“Remote proctoring is efficient, secure, cost-effective, and evaluations are accurate, reliable, and timely. Especially at a time like now, when health is a priority and we must maintain safe physical distance, institutions need to implement technology to maintain academic timelines.”

IonEXAM- Remote Online Examination with Proctoring from IonIdea helps Institutions to conduct a fair and transparent system of Examinations.

[Link:https://indianexpress.com/article/education/are-remote-proctored-exam-most-viable-way-of-assessment-amid-covid-7310905/?utm_source=whatsapp_web&utm_medium=social&utm_campaign=socialsharebuttons](https://indianexpress.com/article/education/are-remote-proctored-exam-most-viable-way-of-assessment-amid-covid-7310905/?utm_source=whatsapp_web&utm_medium=social&utm_campaign=socialsharebuttons)

UGC directs universities to not conduct offline exams in May 2021

The situation may be reviewed by the HEIs next month for taking appropriate decision regarding exams.

The University Grants Commission (UGC) in its latest announcement has asked all higher educational institutes (HEIs) to not conduct any offline exams in May 2021.

The commission released a circular regarding the announcement on its official website. The HEIs are also advised to assess the local conditions for conducting online exams.

“Keeping in view the current scenario of COVID-19, it is requested that higher educational institutes may keep the offline examinations in abeyance during May 2021 to avoid physical gathering at the campuses and also to provide much-needed relief to the students, faculty and staff who are presently occupied in fighting COVID-19 in one way or other,” the notice read.

The situation may be reviewed by the HEIs next month for taking appropriate decision regarding exams.

“However, for the conduct of online examinations, HEIs may decide suitably after assessing local conditions and ensuring that they are prepared in all respects following advisories/guidelines/directions issued by the central/state government, Ministry of Education or UGC from time to time to prevent the spread of COVID-19 and for the safety and health of all stakeholders,” the notice added.

[Link:https://indianexpress.com/article/education/ugc-directs-universities-to-not-conduct-offline-exams-in-may-2021-7305424/?utm_source=whatsapp_web&utm_medium=social&utm_campaign=socialsharebuttons](https://indianexpress.com/article/education/ugc-directs-universities-to-not-conduct-offline-exams-in-may-2021-7305424/?utm_source=whatsapp_web&utm_medium=social&utm_campaign=socialsharebuttons)

Covid has shown pedagogy needs to evolve to prepare children for the changing world

Campus Voice is an initiative by ThePrint where young Indians get an opportunity to express their opinions on a prevalent issue.

'Pedagogy of the pandemic'

There is no doubt, especially in these times, that children are getting affected and parents are also finding it hard. Nobody was ready for such a time.

At present, we need more than Brazilian educator Paulo Freire's 'Pedagogy of the Oppressed', we need a 'pedagogy of the pandemic'. Most parents are clueless about the challenges that the pandemic has thrown forth, the digital world is too boundless and too diverse for parents to understand, they were never ready for this.

One thing that remains pertinent is that we need to re-learn and re-figure the ways we bring up children.

Schools should have come up with a pedagogy that not only teaches children but also guides parents at home on how they can educate their children about aspects of digital media, through seminars held by children-specific organizations.

When my generation was growing up, it was a mix of everything and the best of both worlds. We played with bicycles, fell in the gutters, went to summer sports camp, to art competitions where we had no idea about what the topic actually meant, no concept of Kindle and Amazon, so borrowing and parceling books was the norm and birthday parties meant an opportunity for being creative for all the children alike.

At the same time, we watched Disney on TV, were given iPods, learnt what Google is and created the first email ID at the age of 11.

However, currently, with the pandemic, working parents and advanced technology, children are supremely confused and so are their parents.

As a result, schools need to reorient their pedagogy. The 'banking approach', a term coined by Friere, is the biggest obstacle in today's time. The approach refers to an educational system where teachers are active participants while students are just passive recipients.

This method is obsolete and does not prepare children for the upcoming challenges. These institutions need to make parents actively participate and have a thematic and observatory approach, as elucidated by Freire in his book 'Pedagogy of the Oppressed'.

An alarming situation arose in Latin America earlier this year when young kids and teenagers fell prey to propaganda and were induced to join militant groups and drug smuggling organisations.

This was because schools were closed, an economic crisis was looming, the future was uncertain, there was a lack of engaging pedagogy, parents were ill-prepared and the government took no action.

Media also has a large role to play in the way children's worldview and expectations are oriented. The distant westernised culture, which is more expressive and self-retrospective, along with misguided ideas like feminism and modernity have left children and teenagers confused along with their parents.

But here we were talking about children who have access to technology and are privileged, but what about those children who do not even have such access, live in clustered homes with limited means in a rural setup?

[Linkhttps://theprint.in/campus-voice/covid-has-shown-pedagogy-needs-to-evolve-to-prepare-children-for-the-changing-world/660708/](https://theprint.in/campus-voice/covid-has-shown-pedagogy-needs-to-evolve-to-prepare-children-for-the-changing-world/660708/)

IonEDUCATION Products:

IonIdea (www.ionidea.com) has 100+ esteemed clients including universities, autonomous colleges, affiliated colleges in India and Malaysia for IonEducation Solutions! Thanks to all our mentors, domain partners, international advisers for helping our solutions to mature and meet the needs of higher education institutions. It has been a great journey for IonIdea since 2007 when autonomy began in Karnataka. Since then, we have added several innovative solutions to our portfolio in the areas such as Examination management ERP (with result processing addressing all the exceptions), Scanning & digitizing entire valuation process, Automation of end-to-end Outcome Based Education System (OBE SAR) to help accreditation process etc. In OBE & accreditation, our solution supports the process and SAR of all types of programs such as Engineering UG / PG (Tier 1 & II), Polytechnic, Pharmacy, MBA, MCA, Architecture etc.

For more details, please write an email to edu@ionidea.com

IonCUDOS© (Outcome Based Education Software)

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IonEMS (Exam Management System)

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IonEXAM

A remote Examination Solution which is a simple to use and efficient solution to assess students remotely with the safety of students and staff on top priority. The solution is customizable and meet all implicit and non-functional needs such as security, scalability, reliability, browser compatibility, user experience etc..

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