

Program Schedule

Registration : 08.30 a.m.

Inauguration : 09.00 a.m.

Session – I : **Reforms in Student Assessment**
(09.30 a.m. -11.00 a.m.)

Dr. M.G. Sethuraman

Professor
Department of Chemistry &
Former Director - IQAC
Gandhigram Rural Institute - Deemed University
Gandhigram, Tamil Nadu

Session – II : **Benchmark Practices for Quality Enhancement
in the Evaluation System**
(11.15 a.m.- 12.45 p.m.)

Dr. Syed Wajeed

Associate Professor, Department of Microbiology &
Director- IQAC
St. Joseph's College (Autonomous)
Bengaluru, Karnataka

Session – III : **Outcome Based Assessment and Evaluation**
(01.45 p.m.- 03.15 p.m.)

Dr. P. Jaganathan

Head, Department of Computer Applications &
Coordinator - IQAC
PSNA College of Engineering & Technology
Dindigul, Tamil Nadu

Session – IV : **Evaluation System under the Revised NAAC
Framework**
(03.30 p.m.- 05.00 p.m.)

Dr. V. Sujatha

Principal
Cauvery College for Women
Tiruchirappalli, Tamil Nadu

Valediction : 05.00 p.m.



National Seminar on **Challenges and Changes in the Evaluation System**

Sponsored by
National Assessment and Accreditation Council
Bengaluru

26th February 2019



Organized by

INTERNAL QUALITY ASSURANCE CELL
Jamal Mohamed College (Autonomous)

College with Potential for Excellence
Reaccredited (3rd Cycle) with 'A' Grade by NAAC
(Affiliated to the Bharathidasan University)

Tiruchirappalli – 620 020
Tamil Nadu

About the College

Jamal Mohamed College was founded in 1951, as an affiliated college to the University of Madras and then affiliated to Bharathidasan University, Tiruchirappalli, since its inception in 1982. The College is administrated by the Society of Jamal Mohamed College. It is established in a sprawling land area of 87 acres as a religious minority institution with the primary objective of providing higher education to the downtrodden and socially backward sections of the society in general and Muslim minority in particular. Over the period of 6 decades, the college was able to scale greater and greater heights and rise to the present status as a multi-faculty institution with 11 UG programmes, 11 PG programmes and 2 M.Phil. programmes under Government Aided stream and 9 UG programmes, 15 PG programmes, 17 M.Phil. and 16 Ph.D. programmes under self-financing stream for men by promoting quality and excellence in higher education due to the sustained efforts and dedicated leadership of the College Management Committee. The college also offers 15 UG, 12 PG programmes, 17 M.Phil. and 16 Ph.D. programmes exclusively for women as part of women empowerment during the second shift of the college. The College has a student strength of over 11,000 and 472 well qualified and dedicated faculty members. The college was awarded the prestigious "College with Potential for Excellence" status by the UGC in the year 2011. In the year 2016, the college was awarded 'A' Grade during the third cycle of accreditation by NAAC.

Internal Quality Assurance Cell (IQAC)

The primary objective of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. The IQAC also promotes measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. The IQAC of Jamal Mohamed College was established in the year 2005, as a significant administrative body entrusted with the responsibility to initiate, plan and supervise various activities that are necessary to increase the quality of education imparted in the institution.

About the Seminar

Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation in the context of education therefore helps to build an educational programme, assess its achievements and improve upon its effectiveness. It serves as an in-built monitor within the programme to review the progress in learning from time to time. In this sense, evaluation is a continuous process and a periodic exercise. In these modern times, wherein the concept of education itself is facing a paradigm shift, there are many issues that pose challenges to the existing evaluation system. Some of the issues include - weaker relationship between learning outcomes and assessment, lack of transparency in assessment system, most systems are still based on marks, lesser stress on formative assessment, new philosophy with old systems,

rare use of classroom assessment techniques, students hardly receive feedback to improve their learning, etc. To address these issues and identify innovative and effective strategies for bringing out changes in the present student assessment and evaluation system, the IQAC of our College organizes a National Seminar on "Challenges and Changes in the Evaluation System" with financial assistance from NAAC, Bangalore.

Target Participants

Controller of Examinations, IQAC Coordinators, NAAC Coordinators, Faculty Members and other Academicians from Universities, Arts & Science and Engineering Colleges.

Registration Fee : Rs. 300/- per participant

Instructions:

- Registration fee shall be paid in the form of a DD drawn in favour of 'The Principal, Jamal Mohamed College, payable at Tiruchirappalli or by cash on the spot.
- However, participation to the workshop should be confirmed by sending an email to jmcicqac@gmail.com on or before **20-02-2019**. The email should contain your name, designation, institution address, email id and mobile number.
- Number of participants is limited to 60 on first-cum-first-served basis.
- Accommodation, TA and DA will not be provided.

For further details, please contact

Dr. A. Mohamed Ismayil
Organizing Secretary – National Seminar
Internal Quality Assurance Cell
Jamal Mohamed College (Autonomous)
Tiruchirappalli – 620 020, Tamil Nadu
Mobile : +91-9994339741

Organizing Committee

Patrons

Dr. A. K. Khaja Nazceemudeen
Secretary and Correspondent

Hajee M. J. Jamal Mohamed
Treasurer

Dr. K. Abdus Samad
Assistant Secretary

Directors

Dr. K. N. Abdul Khader Nihal
Director and Bursar (SF)

Dr. K. N. Mohamed Fazil
Director- Hostel Administration

Mr. M. A. Jamal Mohamed Yaseen Zubeir
Director- Hostel Administration

Convenor

Dr. T. Abdul Razak
Coordinator, IQAC

Organizing Secretary

Dr. A. Mohamed Ismayil
Member, IQAC

Coordinators

Dr. A. Ishaq Ahamed
Member, IQAC

Dr. D. Kumar
Member, IQAC

Dr. A. Shahjahan
Member, IQAC

Chairman

Dr. S. Ismail Mohideen
Principal

प्रो. एस.सी. शर्मा

निदेशक

Prof. S.C. Sharma
Director



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

18-02-2019

Monday

850

NAAC/Seminar/SS_DIR/2018

1st October 2018

The Principal
Jamal Mohamad College
Khajanagar, Tiruchirappalli - 620020
Tamil Nadu

Dear Sir/Madam,

Greetings from NAAC!

This has reference to your proposal seeking financial assistance/academic support for organizing national seminar in your institution. After due consideration your proposal has been accepted for financial assistance of Rs. 50,000/- (Rupees Fifty Thousand only). The balance amount required to organize this activity may kindly be mobilized at your end. The Financial assistance is subject to the adherence to the enclosed procedures for release of sanctioned grants and settlement of the same. We appreciate the initiative taken by your institution and hope that you will continue to strive for quality and excellence in Higher Education.

Institutions need to conduct the seminar on the proposed dates only. If there is any change in date, institution has to obtain prior permission from NAAC stating the reason for change of dates.

In cases of change in dates the seminar should be conducted before 28th February 2019 and bills along with the proceedings need to be submitted within one month of the completion of the seminar which is mandatory. In case of any delay in submission of the claims the reimbursement will not be made and NAAC will not be liable for the expenditure incurred.

Yours sincerely,

(Signature)

(S. C. Sharma)

Encl: a/a

Cc.: Southern Region Co-ordinator at NAAC (Dr. Latha Pillai, Adviser

E-mail ID: pillai.latha@gmail.com)

✓ Manager
Copy to :

Principal File ☒ Section
Manager (SF) ☐ All Depts. ☐

☒ ☐

1) Coordinators, IQAC

(Signature)
8/10/18



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, BANGALORE

Procedure for Release of the Financial Support:

- ⇒ As an important post-accreditation quality sustenance activity, NAAC has requested the institutions to establish Internal Quality Assurance Cell (IQAC) in their institution. Hence organization of the seminar/ workshop is mandated to be the activity of IQAC of the Institution.
- ⇒ The programme details of seminar/conference have to be sent to NAAC at least one month prior to the scheduled dates.
- ⇒ The sanctioned amounts should be spent exclusively on the programme for which the assistance is approved by NAAC.
- ⇒ **The release of grants will be on completion of the event and submission of the bills/vouchers/Statement of expenditure and Utilisation Certificate within a month to NAAC.** In case of any delay in submission of the claims the reimbursement will not be made and NAAC will not be liable for the expenditure incurred.
- ⇒ For better coordination organisers should be in communication with the respective Regional Coordinator at NAAC.
- ⇒ *The seminar/workshop has to be conducted on the scheduled date(s) as mentioned in the seminar proposals sent to NAAC. You have to obtain prior permission from NAAC if there is any change in the scheduled date of the seminar and state the reason for change of dates.*
- ⇒ Institutions may write a letter to the Regional Co-ordinators, NAAC seeking nomination for resource persons.
- ⇒ TA and honorarium for NAAC nominated resource persons and others may be paid within the grant sanctioned by NAAC. **Honorarium of Rs. 1,000/- per may be paid as per NAAC rule.**
- ⇒ If NAAC officer is participating, the TA/DA may be either borne by NAAC or by the institution from the sanctioned grant. However, hospitality needs to be provided by the institution.
- ⇒ For National Level seminar, institution has to invite at least 10% of participants from outside the state and for State Level Seminar institutions have to invite at least 25% of participants from outside the district.
- ⇒ Institution cannot outsource the activity and as already mentioned the IQAC should be responsible for organising the event.
- ⇒ NAAC should be duly acknowledged in all the seminar related publications including proceedings of the Seminar / Conference.

Post Seminar/workshop requirement:

Within a week of the seminar the institution should bring out "The Proceedings" of the seminar/ conference. A half page summary of the proceedings along with one or two photographs of high resolution may be sent to Regional Co-ordinator, NAAC for considering it for NAAC newsletter.

Suggesting format for preparing the proceedings of NAAC Sponsored Seminars / Conference

1. Theme of the seminar/ Conference
2. The programme (separate sheet may be enclosed)
3. The keynote address, presentation of invited resource persons and participants (enclose the copies of each one of them)
4. The recommendations/ Suggestions/ Action Points (outcome of the seminar)
5. Follow up actions, the institution proposes to undertake

The NAAC financial assistance may be spent on the broad headings given below:

(For sanctioned amount of Rs. 1, 00,000/-.)

Heads	Two day programme
A. Resource Persons	Rs. 15, 000/-
B. Arrangements	Rs. 5,000/-
C. Lunch, tea and hospitality	Rs. 20, 000/-
D. Publication of Seminar proceedings	Rs. 7, 500/-
E. Miscellaneous	Rs. 2, 500/-
Total	Rs. 50, 000/-

The sanctioned amount will be released only on receipt of the proceedings duly signed by the Head of the Institution and statement of expenditure along with supporting bills/vouchers in original certified by the practicing Chartered Accountant within one month from the date of completion of the event.

Henceforth all the claims will be reimbursed through NEFT transfer. You are therefore requested to provide the following bank details and a copy of cancelled cheque along with the claims.

Bank Details

1. Beneficiary Name: _____
(Authorities designation only. For example Vice Chancellor/Registrar/Principal/ Director etc,)
2. Name of the Bank: _____
3. Name of the Branch and Address : _____
4. Account Type: _____
5. 15 Digit Account No: _____
6. RTGS/IFSC Code: _____
7. MICR Code: _____

Proceedings of the
National Seminar on
CHALLENGES AND CHANGES IN THE EVALUATION SYSTEM

Sponsored by



National Assessment and Accreditation Council, Bengaluru

26th February 2019



Organized by



INTERNAL QUALITY ASSURANCE CELL
JAMAL MOHAMED COLLEGE (AUTONOMOUS)

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TIRUCHIRAPPALLI- 620 020

FOREWORD



The greatest challenge facing educators is to match evaluation with knowledge acquired in a manner that fosters a love for learning, a curiosity for learning. The teacher has to ensure that students understand what they learn and it is not a just-for-the-test kind of knowledge, forgotten as soon as the evaluation is over. Evaluation focuses the student's mind so that he/she becomes a better learner. Evaluation has, therefore, one major role – to turn out students who learn to use their mind, want to use their mind, and enjoy using their mind. Naturally, the educator has to explain all the assessment criteria to the students in advance, and maybe even grill them in it before the actual evaluation. When students know what they are doing and are prepared for it, they will take part in the evaluation procedure with greater understanding. Students need contextualization at every point. That is the only way they will learn.

It is heartening to note that the Internal Quality Assurance Cell of our College is organizing a National Seminar on 'Challenges and Changes in the Evaluation System'. I look forward to see this academic endeavour as a concrete step towards identifying innovative and effective strategies for bringing out changes in the present student assessment and evaluation system. The programme is being conducted with financial assistance from NAAC, Bengaluru. I am glad that the IQAC is also bringing out a Proceedings of the Seminar that includes invited talks of the resource persons and a few contributions of the participants.

My sincere thanks and appreciations are due to the Coordinator and the members of IQAC for taking great efforts in organizing this programme and making it a grand success.

Dr. S. Ismail Mohideen
Principal & Chairman

PREFACE

Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation in the context of education therefore helps to build an educational programme, assess its achievements and improve upon its effectiveness. It serves as an in-built monitor within the programme to review the progress in learning from time to time. In this sense, evaluation is a continuous process and a periodic exercise. In these modern times, wherein the concept of education itself is facing a paradigm shift, there are many issues that pose challenges to the existing evaluation system. Some of the issues include - weaker relationship between learning outcomes and assessment, lack of transparency in assessment system, most systems are still based on marks, lesser stress on formative assessment, rare use of classroom assessment techniques, students hardly receive feedback to improve their learning, etc

To address these issues and to bring out effective changes in the present evaluation system, the IQAC of our college has organized a National Seminar on 'Challenges and Changes in the Evaluation System' on 26th February 2019 inviting resource persons from reputed institutions in the country. All the sessions were quiet interesting and effective and the resource persons focused on the qualitative methods and reforms in the student evaluation process, taking into consideration the guidelines of NAAC. Around 100 delegates, including 42 delegates from other institutions participated in the Seminar and actively took part in the deliberations.

I take this opportunity to wholeheartedly thank Dr. A.K. Khaja Nazeemudeen, Secretary and Correspondent, Janab Hajee. M.J. Jamal Mohamed, Treasurer, Dr. S. Ismail Mohideen, Principal, Dr. A. Mohamed Ibraheem, Vice Principal, Dr. M. Mohamed Sihabudeen, Additional Vice Principal, Dr. K.N. Abdul Kader Nihal, Director & Bursar (SF Programmes), and the Directors of Hostel Administration for their constant motivation and encouragement, towards the successful conduct of the seminar.

I record my sincere gratitude to the resource persons of all the sessions for accepting our invitation, contributing greatly and making the seminar quiet informative and productive. I thank the core members of IQAC and the microcell members, without whose help, support and cooperation this seminar would not have been a grand success.

I immensely thank the National Assessment and Accreditation Council, Bengaluru for providing financial assistance for conducting this seminar. Finally, I profusely thank all the delegates for their active participation throughout the seminar and this has greatly contributed to the success of the seminar.

Dr. T. Abdul Razak
Coordinator-IQAC & Convener

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1. Organizing Committee

Patrons

Dr. A. K. Khaja Nazeemudeen, D.Litt. (USA)

Secretary and Correspondent

Hajee M. J. Jamal Mohamed

Treasurer

Dr. K. Abdus Samad

Assistant Secretary

Directors

Dr. K. N. Abdul Khader Nihal

Director and Bursar (SF)

Dr. K. N. Mohamed Fazil

Director- Hostel Administration

Mr. M. A. Jamal Mohamed Yaseen Zubeir

Director-Hostel Administration and Registrar of Attendance (SF)

Ms. J. Hajira Fathima

Deputy Director – Hostel Administration (Women)

Chairman

Dr. S. Ismail Mohideen

Principal

Convenor

Dr. T. Abdul Razak

Coordinator, IQAC

Organizing Secretary

Dr. A. Mohamed Ismayil

Member, IQAC

Coordinators

Dr. A. IshaqAhamed

Member, IQAC

Dr. D. Kumar

Member, IQAC

Dr. A. Shahjahan

Member, IQAC

2. About the College

Jamal Mohamed College was founded in 1951, as an affiliated college to the University of Madras and then affiliated to Bharathidasan University, Tiruchirappalli, since its inception in 1982. The College is administrated by the Society of Jamal Mohamed College. It is established in a sprawling land area of 87 acres as a religious minority institution with the primary objective of providing higher education to the downtrodden and socially backward sections of the society in general and Muslim minority in particular. Over the period of 6 decades, the college was able to scale greater and greater heights and rise to the present status as a multi-faculty institution with 11 UG programmes, 11 PG programmes and 2 M.Phil. programmes under Government Aided stream and 9 UG programmes, 15 PG programmes, 17 M.Phil. and 16 Ph.D. programmes under self-financing stream for men by promoting quality and excellence in higher education due to the sustained efforts and dedicated leadership given by the College Management Committee. The college also offers 15 UG, 12 PG programmes, 17 M.Phil. and 16 Ph.D. programmes exclusively for women as part of women empowerment during the second shift of the college. The College has a student strength of over 11,000 and 472 well qualified and dedicated faculty members. The college was awarded the prestigious “College with Potential for Excellence” status by the UGC in the year 2011. In the year 2016, the college was awarded ‘A’ Grade during the third cycle of accreditation by NAAC.

3. Theme of the seminar

Education plays a pivotal position in the human society. Education is the process to facilitate learning, acquisition of knowledge, developing skills, acquiring values, enhancing beliefs and cultivating good habits; Educational Methods are of different types, of which teaching occupies prime position. Education frequently takes place under the guidance of educators and enthusiastic learners. There has been overwhelming interest in learning modalities and styles over the last two decades. The purpose of the getting formal education is to enhance the skills and quality of human capital. Under globalised era there is an urgent need for the skill oriented human resource. To fill up this requirement the role of formal educational system has to provide an appropriate human resource to form the human capital with potentiality to face the global challenges. It has to be satisfied only by way of proficient, well-informed or highly educated persons in this knowledge driven era. To fulfil the expected outcomes, educational institutions should have concentrated more on teaching learning and evaluation process with mother care. In this context evaluation system is a driving force to assert skill and the quality of outcome after the teaching learning process. Evaluation process is a cumbersome one. Some of the crucial issues included in this system are the relationship between learning outcomes and lack of transparency in assessment process. Most of the evaluation systems are still hard, new philosophy with old system of assessment process, usage of classroom feedback are still in the primitive stage which does not improve the quality in educational outcome of the pupil's. Besides several other issues related to the evaluation system in the new choice-based credit system, is mandatory to give orientation to the evaluator who handles the process of evaluation.

To address these issues and identify innovative and effective strategies for bringing out changes in the present student assessment and evaluation system, the IQAC of our college organizes a National Seminar on “Challenges and Changes in the Evaluation System” with financial assistance from NAAC. The seminar comprises of four brainstorming sessions on the following themes:

1. Reforms in student assessment
2. Benchmark practice for enhancement in the evaluation system.
3. Outcome based assessment and evaluation.
4. Evaluation system under the Revised NAAC Frame Work.

All the sessions are going to provide panacea for the various issues in the evaluation system.

4. Program Schedule

Registration	: 08.30 a.m.
Inauguration	: 09.00 a.m.
Session-I	: 09.30 a.m. -11.00 a.m.
Topic	: Reforms in Student Assessment
Resource Person	: Dr. M.G. Sethuraman Professor, Department of Chemistry Gandhigram Rural Institute - Deemed University Gandhigram, Tamil Nadu
Session-II	: 11.15 a.m.- 12.45 p.m.
Topic	: Benchmark Practices for Quality Enhancement in the Evaluation System
Resource Person	: Dr. Syed Wajeed Associate Professor, Department of Microbiology & Director- IQAC St. Joseph's College (Autonomous) Bengaluru, Karnataka
Session-III	: 01.45 p.m. - 03.15 p.m.
Topic	: Outcome based Assessment and Evaluation
Resource Person	: Dr. P. Jaganathan Head, Department of Computer Applications, & Coordinator – IQAC PSNA College of Engineering& Technology Dindigul, Tamil Nadu
Session-IV	: 03.30 p.m. - 05.00 p.m.
Topic	: Evaluation System under the Revised NAAC Framework
Resource Person	: Dr. V. Sujatha Principal, Cauvery College for Women Tiruchirappalli, Tamil Nadu Peer Team Member, NAAC
Valediction	: 05.00 p.m.

5. Keynote Address

Dr. M.G. Sethuraman

Professor of Chemistry
Gandhigram Rural Institute-Deemed to be University
Gandhigram

Dignitaries on and off the dais. A very good morning to you all. I am indeed very happy to be here, meeting all of you and sharing my thoughts on the higher education system in general and the trends in the evaluation process in particular. Friends you know that education is for life, education is through life and education is throughout life. There has been a paradigm shift in the process of Higher Education these days. What was essentially a teacher-centric approach, has now changed to student-centric approach. We say there is cafeteria system of education. This means that students have to choose their electives or they can choose for themselves what they ought to learn, an option that was unimaginable till very recently.

Of course, if you take a look at the education scenario during the earlier nineteens, we had annual examinations to gauge the students' progress. This changed into semester system where people wrote examinations once in 6 months. They memorized, wrote and then forgot all they had studied. The students neither had the choice to learn what they want nor the choice to take examinations at their own time. This led to dissatisfaction among the students which resulted in many opting out from pursuing higher education. It is to address these lacunae that the Choice Based Credit System (CBCS) was introduced. This is a revolutionary concept if it is implemented in its totality. Further many reforms have been introduced such as Outcome Based Education. I'll dwell on it in my plenary talk later during the day.

See I will tell you there are certain problems. I am not here to confuse you, but let me make it clear that there are certain issues which we need to sort out. We have to ask ourselves certain pertinent questions which demand satisfactory answers.

Are we providing the relevant curriculum?

Do we know what this country requires?

Do we know what the state requires?

Do we know what our own home town Trichy requires?

Do we have the courses that cater to these requirements?

Let alone government colleges, do the self-financing colleges provide for this type of curriculum.

Let us take the case of Sivakasi, a town famous for two things, one is the flourishing cracker industry the second one the world famous printing industry. How many Institutions in and around Sivakasi are providing courses on pyrotechnic techniques and printing technology that cater to the requirements in that region?

On my interaction with your college authorities, I was much pleased to hear your treasurer telling, “We are here to provide more amenities and facilities to the students”, I salute him. How many managements will think like this? I have not heard any Secretary or President talking like this, that we are here to create more amenities and facilities to the students. Look at the way the management is thinking. This is how things should be and things should happen. And I am happy that your college is moving forward in the right direction.

Provision of relevant education is the need of the hour. Please remember gentlemen! By 2030, India is going to be the knowledge superpower. India is going to become third largest economy in the world. This will entail a slump in agricultural growth. The present day farmers will start to wear pants and suit and they will become corporate employees because agriculture is going to be converted into corporate farming. There is going to be an enormous increase in the service sector. From the present 64%, there is going to be 79% increase in service sector's growth. Who is going to provide manpower for these service sectors? Only the arts and science colleges. Have our teachers realized our responsibilities? Are we producing graduates who can gain employment in their own area? Are we going to keep sufficient skilled manpower for ourselves or are we going to allow our graduates to be taken away by some MNCs and others? We have not realized these. We have to revise our curriculum to reflect these realities. Having been an academican associated with both school and higher education, I can boldly say that, even to the extent, that the + 2 syllabus is revised, the syllabi followed in colleges are not revised.

We have another important issue that has to be addressed to. Nowadays there is a vast increase in e-content and online learning. Students are not comfortable with the teachers, but they are more comfortable with gadgets. A student is not coming with the notebook as in earlier days, but he is now coming armed with an Android phone and mobile internet facility to the class. This younger generation of learners are natural digital natives, whereas we are digital immigrants. Technologically, the younger lot are better but we are not. As a result, gaps in our role and the attitude to the students exist. Teachers, instead of refusing technology should try to adopt it. Online learning has become the norm.

We have to sweat it out to stand out tall among all the institutions. Otherwise, we will not be able to engage the students in future. This institution which was started with the lofty ideal of upliftment of the society by its founder fathers, should have to march the extra mile to maintain the name and fame that this college has earned over the years. This institution should change the strategies in all aspects such as in the teaching and learning as well as research. Remember that affiliated or accredited colleges cannot do away with research in higher education system. Teaching without research is like food without salt. Naturally we have to do excellent research to attract and retain the students.

I am very glad to note that the alumni of this great institution have donated around 68 lakhs as scholarships to the financially challenged students of this college. This is the strength of Jamal and its uniqueness. I salute them. We are to here to have a kind of quality sustaining activity. We have to sustain quality to be able to be in race and be much ahead. The teachers should realize their responsibilities and serve the institution with utmost dedication and involvement to help the institution achieve excellence in the coming years.

We require a vibrant IQAC. I am sure that the IQAC of this college and its leadership, is very much vibrant. I am sure this vibrancy will cause the college will scale greater heights.

Concluding my inaugural address, I thank the Management committee, the Principal and the IQAC of this college for giving me this great opportunity to share my thoughts and views on this memorable day. I am happy to inaugurate this National seminar on 'Challenges and Changes in the Evaluation System'. I wish the National Seminar a great success. Thank you.

6.Presentation of Resource Persons

SESSION – I

REFORMS IN STUDENT ASSESSMENT



Dr.M.G. SETHURAMAN

PROFESSOR OF CHEMISTRY

**THE GANDHIGRAM RURAL INSTITUTE
(DEEMED TO BE UNIVERSITY)**

**GANDHIGRAM - 624 302,
DINDIGUL, TAMIL NADU
INDIA**



Why Evaluation?

- To evaluate the knowledge, understanding & learning levels of the students
- For teachers, exams provide feedback to evolve their way of teaching



Why Re-examination of the examination System

Present system

- Inappropriate for the Knowledge Society of 21st century
- Calls for rote memorization
- Fails to test higher –order skills like reasoning and analysis
- Follows one-size-fits-all principle
- Increases anxiety and stress
- Allows malpractices and lacks transparency
- Does not serve the selection needs of the next level of education

Teachers call it
Copying,
We call it
Teamwork!



Causes of the malady



- Educational social and cultural values of exam system not realized
- Emphasis is on passing the examination rather than acquiring education
- False objectification i.e., chopping of unified integrated knowledge in to discrete chunks
- Confusion over what is central and what is peripheral



NEEDED REFORMS

- Evaluation system need to be more flexible
- Education and assessment systems need to be fair to all groups
- More varied modes of assessment
- Cannot expect everything of everybody in every subject
- Provision for choice to pick up one of the levels within the subject



NEEDED REFORMS....

- Learning at different paces
- CBCS in the real sense
- Reduction of weightage for end semester examination
- Reduction in the exam hours
- Open book examination and Take home examination to be introduced



Continuous assessment or continuous harassment?

- **Continuous assessment meant to reduce the exam anxiety does not serve the purpose**
- **Every working day becomes an examination day**
- **Education being replaced by examination**
- **Over-doing makes students lose their seriousness**
- **Paves way for stressed pupils and not healthy ones**



Formative Assessment

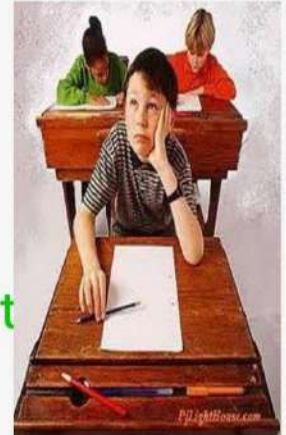
- Assessment *for* learning
- Taken at varying intervals throughout a course to provide information and feedback that will help improve
 - ✓ the quality of student learning
 - ✓ the quality of the course itself

Summative Assessment

- ❖ Assessment *of* learning
- ❖ Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned.
- ❖ Summative assessment methods are the most traditional way of evaluating student work.
- ❖ "Good summative assessments--tests and other graded evaluations--must be demonstrably reliable, valid, and free of bias".

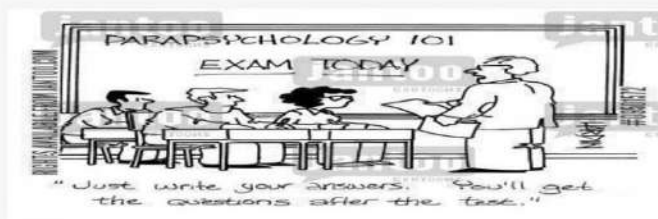
Question Paper Malady

- Repetition of identical questions
- Ambiguous phrasing of questions
- Inordinately lengthy
- Substandard questions
- Questions that test only trivia and not core competences



The Remedy

- Focus should shift from paper setting to question setting
- Multiple sets of question papers
- Questions to be categorized according to level of difficulty, topic area, competency being evaluated, usage and testing record
- Distributed authoring system-questions to be obtained from teachers, educators, ex-students and even present students
- Well designed multiple-choice questions over sharp answers
- Open-ended essay questions testing the expressions and ability to formulate arguments using relevant facts



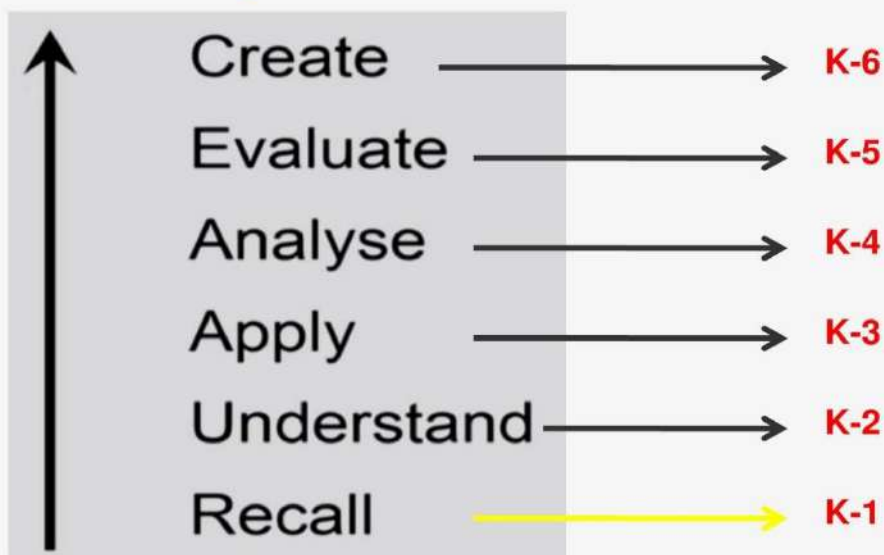
Evaluation of Outcomes

- Under OBE, the PEO, PO, PSO & COs have been designed for the academic programmes offered in the institutions.
- The COs are mapped with PSOs and attainment of the outcomes are checked using appropriate Rubrics.
- Under OBE the examination pattern especially question paper pattern is drastically changed.

Revised Bloom's Taxonomy

Provides a taxonomy of cognitive levels for learning objectives

Originally proposed by psychologist Benjamin Bloom in 1956, revised in 2001 by Anderson and Krathwohl.



Action Verbs for Learning Objectives

Recall- Remember previously learned material K1

cite, label, name, reproduce, define, list, quote, pronounce, identify, match
recite, state

Understand- Grasp meaning K2

alter, explain, rephrase, substitute, convert, give examples, restate, translate, describe, illustrate, interpret, paraphrase

Apply - Use learned material in new and concrete situations

Apply, relate, solve, classify, predict
compute, prepare K3

Action Verbs for Learning Objectives (Cond ...)

Analyze - break down into component parts to understand structure K4
Ascertain, diagnose, distinguish, infer, associate, examine, differentiate, reduce, discriminate, dissect, determine

Evaluate - judge the value of material for a given purpose K5
appraise, conclude, critique, judge assess, contrast, deduce, weigh compare, criticize, evaluate

Create - Combine parts together to form a new whole K6
Combine, devise, compile, expand, plan, compose, extend, synthesize, conceive, modify generalize, revise, integrate, design, invent, rearrange, develop

CO & PO Attainment Rubrics

From Direct assessment

- (i) CFA & ESE – 40 %
- (ii) Assignments/ reports/ case studies/
records/ observations - 30 %

From Indirect assessment

- (i) Exit survey – 30 %

CO & PO Attainment Rubrics

1. Based on the cognitive level of the course percentage of marks for K1,K2 etc. to be fixed.
2. Apart from the question, CO & K level also to be mentioned in the question paper.
3. Apart from total marks scored by the individual the mark scored in CO1,CO2 etc. to be measured.
4. Attainment mapping to be done for the individual as well as the class by the office through customized software.

Question Paper Pattern

1. The cognitive level of the course to be decided by the BoS/Department
2. The percentage allocation for K1, K2 and K3 to be fixed.
3. The question should be followed by the course outcome number to which the question correlates to

Example:

a) State Ohm's law (K1) (CO 1)

4. Marks scored in various cognitive levels and COs to be computed and analysed for the individual and the class by the academic/OBE section for CFA and ESE
5. The attainment mapping through customized software

Alternative Models

For CFA (2 tests)

Knowledge Level	Section	Marks
K1	Section A (Answer all)	10×1=10
K2	Section B (Either or Pattern)	4×5=20
K3 & K4	Section C (Answer 2 out of 3)	2×10=20

For ESE

Knowledge Level	Section	Marks
K1	Section A (Answer all)	10×2=20
K2	Section B (Either or Pattern)	6×5=30
K3 & K4	Section C (Answer 5 out of 7)	5×10=50

Question paper pattern for the CFAs under OBE for UGs

Section	Choice pattern	Knowledge level	Verbs to be used*	Marks
A	Answer all	K ₁	Choose, find, identify, indicate, match, name, state, what, when, where, which, who, cite, label, reproduce, define, list, quote, recite,	10X1=10
B	Either or pattern	K ₂	Explain, show, sketch, illustrate, interpret, describe, substitute, convert, give example, rephrase,	4X5=20
C	Answer any 2 out of 3	K ₃ & K ₄	Apply, relate, solve, classify, predict, compute, prepare Ascertain, diagnose, distinguish, infer, associate, examine, differentiate, reduce, discriminate, dissect, determine, justify, organize, recommend, solve	2X10=20

Question paper pattern for the CFAs under OBE for PGs

Section	Choice pattern	Knowledge level	Verbs to be used*	Marks
A	Answer all	K ₁ & K ₂	K ₁ -Choose, find, identify, indicate, match, name, state, what, when, where, which, who, cite, label, reproduce, define, list, quote K ₂ -Explain, show, sketch, illustrate, interpret, describe, substitute, convert, give example, rephrase	10X1=10
B	Either or pattern	K ₂ & K ₃	K ₂ -Explain, show, sketch, illustrate, interpret, describe, substitute, convert, give example, rephrase, K ₃ -Apply, relate, solve, classify, predict, compute, prepare	4X5=20
C	Answer any 2 out of 3	K ₃ , K ₄ & K ₅	K ₃ -Apply, relate, solve, classify, predict, compute, prepare, analyze K ₄ -Ascertain, diagnose, distinguish, infer, associate, examine, differentiate, reduce, discriminate, dissect, determine, justify, organize, recommend, solve K ₅ -Appraise, conclude, critique, judge, assess, contrast, deduce, weigh, compare, criticize, evaluate	2X10=20

Question paper pattern for ESEs under OBE for UG

Section	Choice pattern	Knowledge level	Verbs to be used*	Marks
A	Answer all	K ₁ &K ₂	Choose, find, identify, indicate, match, name, state, what, when, where, which, who, cite, label, reproduce, define, list, quote, revise, explain, show, sketch, illustrate, interpret, describe, substitute, convert, give example, rephrase	10X2=20
B	Either or pattern	K ₂ &K ₃	Explain, show, sketch, illustrate, interpret, describe, substitute, convert, give example, rephrase, apply, relate, solve, classify, predict, compute, prepare	6X5=30
C	Answer 5 out of 7	K ₃ , K ₄ (K ₅ if necessary)	Apply, relate, solve, classify, predict, compute, prepare Ascertain, diagnose, distinguish, infer, associate, examine, differentiate, reduce, discriminate, dissect, determine, justify, organize, recommend, solve Appraise, conclude, critique, judge, assess, contrast, deduce, weigh, compare, criticize, evaluate	5X10=50

22

Question paper pattern for ESEs under OBE for PG

Section	Choice pattern	Knowledge level	Verbs to be used*	Marks
A	Answer all	K ₁ &K ₂	Choose, find, identify, indicate, match, name, state, what, when, where, which, who, cite, label, reproduce, define, list, quote, revise, explain, show, sketch, illustrate, interpret, describe, substitute, convert, give example, rephrase	10X2=20
B	Either or pattern	K ₂ &K ₃	explain, show, sketch, illustrate, interpret, describe, substitute, convert, give example, rephrase, apply, relate, solve, classify, predict, compute, prepare	6X5=30
C	Answer 5 out of 7	K ₃ , K ₄ , K ₅ , (K ₆ if necessary)	K ₃ -Apply, relate, solve, classify, predict, compute, prepare, analyze K ₄ -Ascertain, diagnose, distinguish, infer, associate, examine, differentiate, reduce, discriminate, dissect, determine, justify, organize, recommend, solve K ₅ -Appraise, conclude, critique, judge, assess, contrast, deduce, weigh, compare, criticize, evaluate, elucidate, enumerate K ₆ - Combine, device, compile, expand, plan, compose, extent, synthesize, conceive, modify, generalize, revise, integrate, design, invent, rearrange, develop, formulate	5X10=50

23

CO Attainment Calculation

CO No.	Question Numbers										Marks Scored
	1	2	3	4	5	6	7	8	9	10	
CO 1							2				2/5 = 0.4
CO 2	3		2					3		3	11/20 = 0.65
CO 3		4									4/5 = 0.8
CO 4				5							5/5 = 1.0
CO 5					3				1		4/10 = 0.4
CO 6						3					3/5 = 0.6

Each question carries 5 marks

Benchmark for attainment can be either (i) 0.5

(ii) passing minimum/ 10 or

(iii) class average percentage/ 10

Practical and Project Assessment

- Majority of the candidates get full or near full marks
- Experimental skills and analytical abilities are not evaluated
- Honest evaluation needed
- Quiz/MCQ can also supplement



Attainment Rubrics for Lab Courses

For lab courses the evaluation can be on the basis of day-to-day performance and lab internal examination

CO1- Initial procedure (5 marks)

CO2- Conduct of experiment (5 marks)

CO3- Result Analysis (5 marks)

CO4- Viva- Voce (5 marks)

ESE for lab can be based on the above rubrics



Attainment Rubrics for Project

For Project/ Dissertation the continuous assessment can be through review seminars by project review committee of the Depart/ Centre

First review- literature survey and problem identification

Second review- Design methodology

Third review: validation of model and documentation

Evaluation criteria for Viva-Voce can be on the basis of

CO1- subject knowledge (technical skills)- 50 %,

CO2- analytical skills- 30 %,

CO3- Communication skill- 20 %

Examination Management

- Choice of exam centres
- Adherence to the schedule
- Malpractices to be checked
- Electronic surveillance and use of magnetic strips on doors
- Greater transparency in evaluation to be ensured
- Greater accountability of teachers to be insisted



Examination Management....



- Detailed mark scheme be posted in the website
- Incase of multiple question papers, standardization for the level difficulty to be done
- Digitization of the answer sheet
- Grades preferred over marks
- Declaration of results within a short-time
- A proper grievance redressal mechanism





Good Practices

- Evaluation methods communicated to the students
- Grievance redressal mechanism in place
- Declaration of results within four weeks after the completion of the exams
- Communication of evaluation outcome to the parents
- Creation of Question bank and posting the same in the website
- Checks for malpractices
- Computerization of the examination system



Ph.D. Evaluation



- Course-Work
- Qualifying Examinations
- Half-yearly progress reports
- Presentation of results in Research Quality Circle
- Participation in National/International meets
- Publication as a pre-requisite in SCI Journals with good Impact Factors
- Evaluation by competent examiners
- Scrutiny of comments and compliance by the candidate
- Stout defense in the Public Viva-Voce
- Strong action against plagiarism



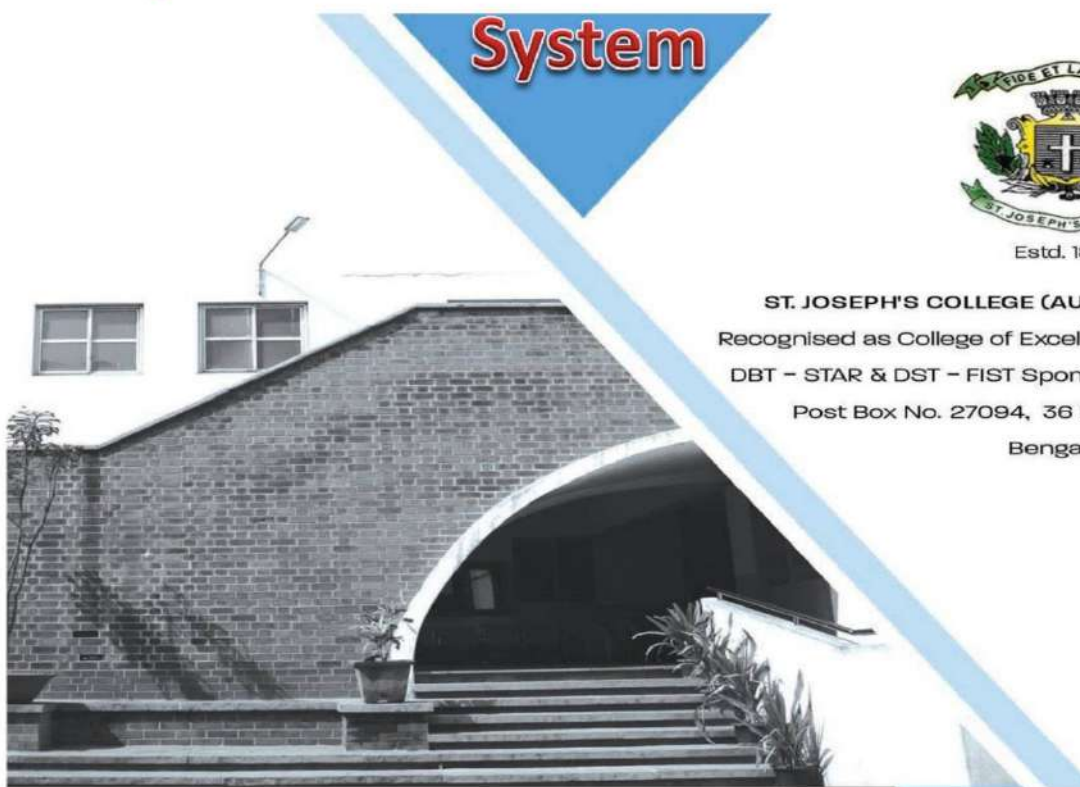
Evaluation of Teachers

- Self-Appraisal Report
- Appraisal by Experts
- Appraisal by Students
- Academic Audit



SESSION - II

Benchmark Practices for Quality Enhancement in the Evaluation System



Estd. 1882

ST. JOSEPH'S COLLEGE (AUTONOMOUS)
Recognised as College of Excellence by UGC
DBT - STAR & DST - FIST Sponsored College
Post Box No. 27094, 36 Lalbagh Road,
Bengaluru - 560027

NAAC Accreditation IV Cycle: 'A++' level: Score (3.79/4) (30/10/2017)



Dr. Syed Wajeed

Associate Professor, Department of Microbiology &
Director- IQAC
St. Joseph's College (Autonomous)
Bengaluru, Karnataka

BENCHMARKING

- An ongoing systematic process for measuring and comparing the work processes of one organization to those of another, by bringing an external focus to internal activities, functions, or operations (Kempner 1993).
- A method of teaching an institution how to improve (Leibfried & McNair 1992)
- Benchmarking should be integrated into the fundamental operations throughout the organization
- It should be an ongoing process that analyzes the data collected longitudinally.
- However, developing strategies for implementing and sustaining such changes requires the commitment of all members of a college or university community.

Benchmarking attempts to answer the following questions:

How well are we doing compared to others?

How good do we want to be?

Who is doing it the best?

How did they do it?

How can we adapt what they do to our institution?

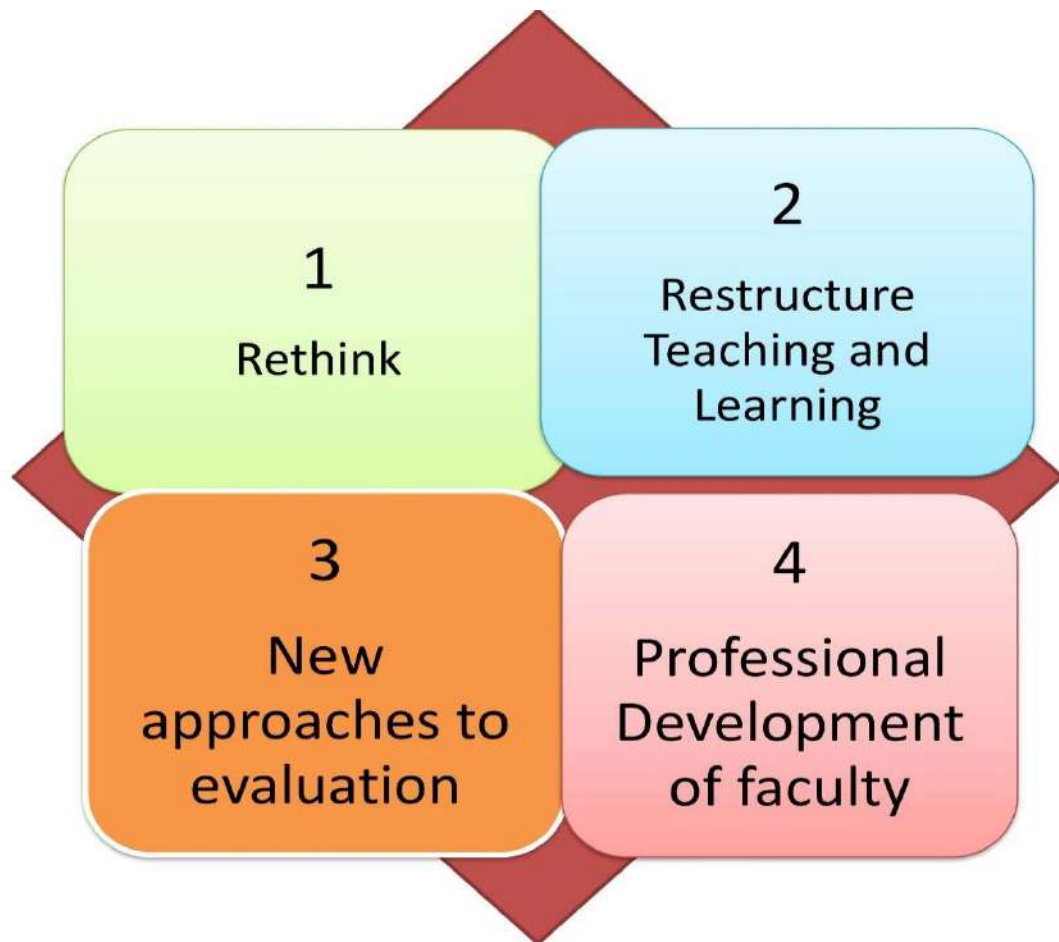
How can we be better than the best?

Benchmarking procedures can be condensed into four steps



EVALUATION

- Evaluation is an important process in any educational environment
- Evaluation includes:
 - Testing and assessment,
 - To evaluate what students know and can do.
 - It also includes the use of student surveys and classroom observations to evaluate teachers, instructional delivery and students' learning experiences.



	Universities	Autonomous institutions	Affiliated institutions
Curricular Aspects	150	150	100
Teaching-Learning and Evaluation	200	300	350
Research, Consultancy and Extension	250	150	150
Infrastructure and Learning Resources	100	100	100
Student Support and Progression	100	100	100
Governance, Leadership & Management	100	100	100
Innovations and Best Practices	100	100	100
	1000	1000	1000

2. Teaching-Learning and Evaluation 	2.1 Student Enrolment and Profile	10	20	30
	2.2 Catering to Student Diversity	20	30	50
	2.3 Teaching-Learning Process	20	50	50
	2.4 Teacher Profile and Quality	50	60	80
	2.5 Evaluation Process and Reforms	40	40	50
	2.6 Student Performance and Learning Outcomes	30	50	40
	2.7 Student satisfaction Survey	30	50	50
	Total	200	300	350

Metric No.		Weightage
2.2.1 Q ₁ M	<i>The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners</i> Write description in of 500 words File Description • Paste link for additional information • Upload Any additional information	10

Metric No.		Weightage
2.3.1 Q ₁ M	<i>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</i> Write description in maximum of 500 words File Description • Upload Any additional information • Link for Additional Information	20

2.3.2 Q _n M	<i>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc(current year data)</i>	10
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2.3.3 Q _n M	<i>Ratio of students to mentor for academic and stress related issues (current year data)</i>	10
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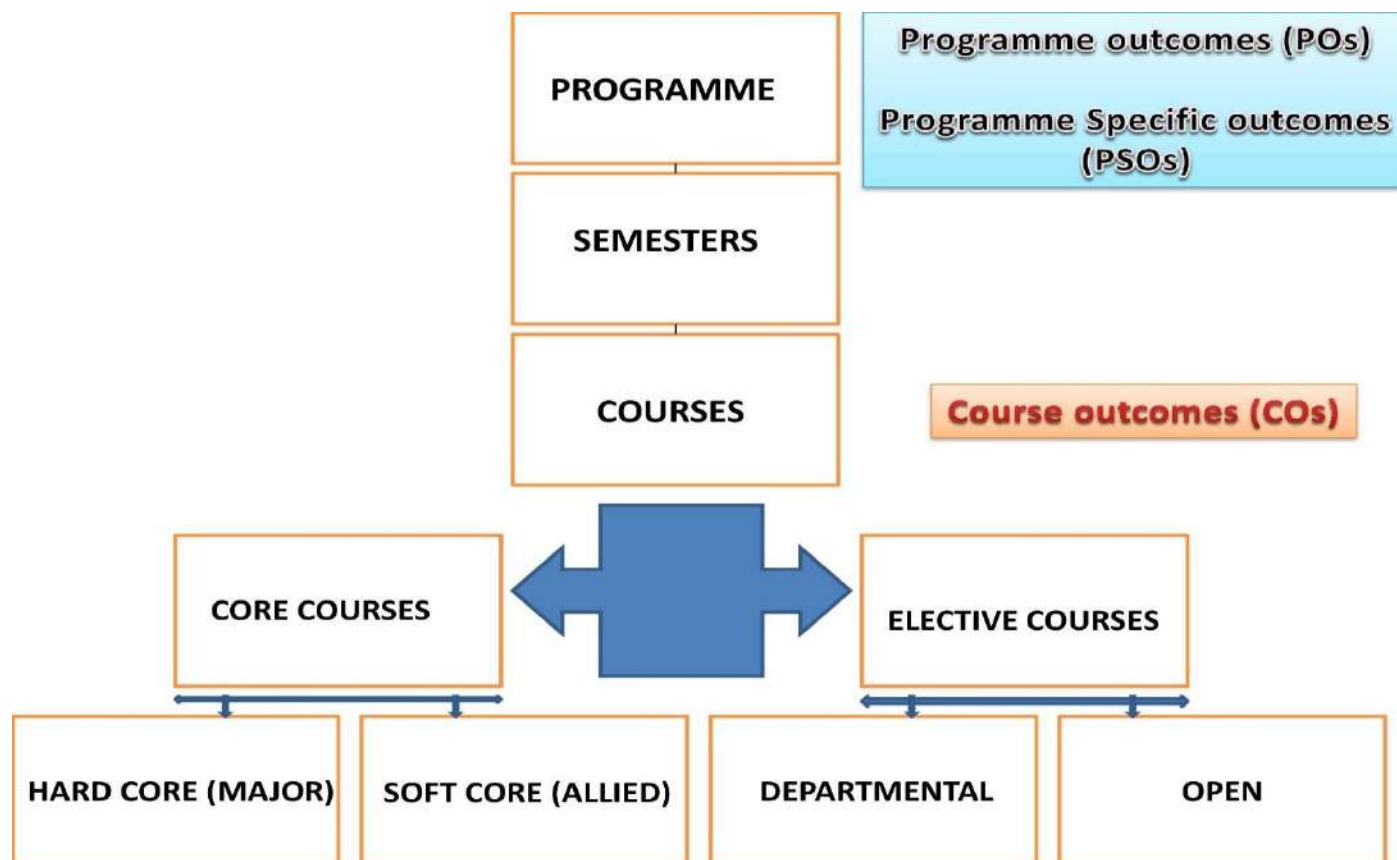
Metric No.		Weightage
2.5.1 Q _n M	<i>Average number of days from the date of last semester-end/ year-end examination till the declaration of results during the last five years</i>	15

2.5.2 Q _n M	<i>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</i>	5
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2.5.3 Q _n M	<i>Average percentage of applications for revaluation leading to change in marks during the last five years.</i>	5
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2.5.4 Q _i M	<i>Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system</i>	10
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2.5.5 Q _n M	<i>Status of automation of Examination division along with approved Examination Manual</i>	5
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Key Indicator - 2.6 Student Performance and Learning Outcomes (50)		
Metric No.		Weightage
2.6.1 Q ₁ M	<i>Programme outcomes, Programme specific outcomes and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students</i>	20
2.6.2 Q ₁ M	<i>Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution</i>	10
2.6.3 Q ₁ M	<i>Average pass percentage of students(Current year data)</i>	20

2.5 Evaluation Process and Reforms

- This Key Indicator looks at issues related to assessment of teaching, learning and evaluative processes and reforms
- To increase the efficiency and effectiveness of the system
- One of the purposes of evaluation is to provide development-inducing feedback
- The qualitative dimension of evaluation is in its use for enhancing the competence of students
- Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes

These specifications are stated as POs, PSOs and COs.

- Programme Outcomes: POs are statements that describe what the students graduating from any of the educational Programmes should be able to do.**
- Programme Specific Outcomes: PSOs are statements that describe what the graduates of a specific educational Programme should be able to do.**
- Course Outcomes: COs are statements that describe what students should be able to do at the end of a course**

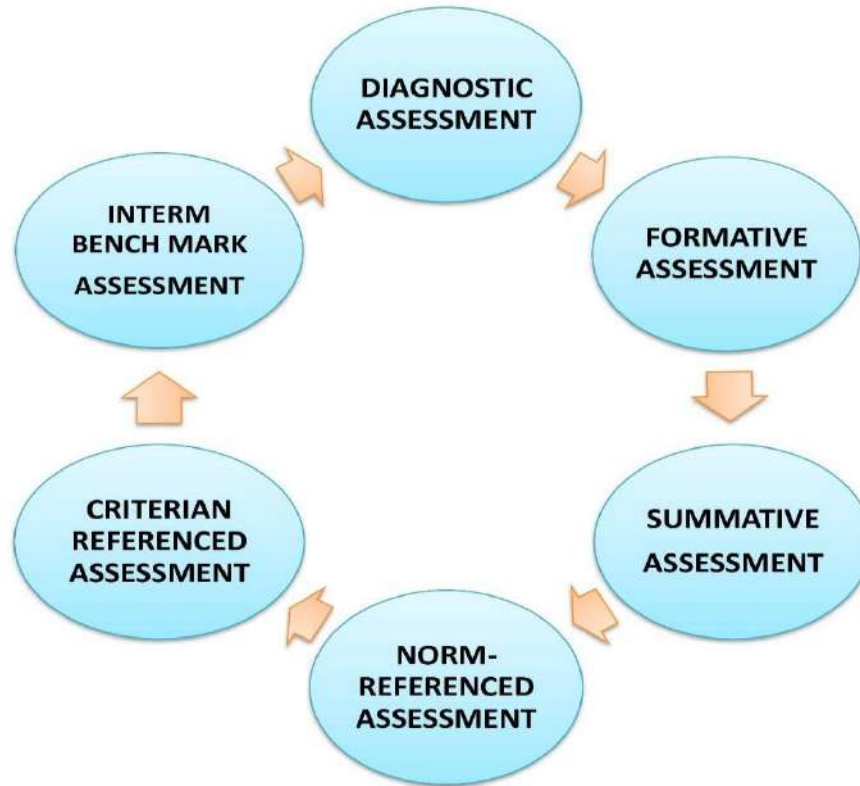
BENCH MARKS

The quality of assessment process in a HEI depends on

- How well the examination system actually tests the PSOs and COs?
- Quality of questions
- Extent of transparency in the system,
- Extent of development inducing feedback system,
- Regularity in the conduct of examinations and declaration of results
- Regulatory mechanisms for prompt action on possible errors.

•Assessment – A key component of all education systems. Its play a role in students critical learning journey

TYPES OF ASSESMENT



1. Diagnostic Assessment (as Pre-Assessment)

Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction.

: A baseline to work from

2. Formative Assessment

Assesses a student's performance during instruction, and usually occurs regularly throughout the instruction process.

3. Summative Assessment

Measures a student's achievement at the end of instruction.

4. Norm-Referenced Assessment

Compares a student's performance against other students (a national group or other "norm")

5. Criterion-Referenced Assessment

Measures a student's performance against a goal, specific objective, or standard.

6. Interim/Benchmark Assessment

Evaluates student performance at periodic intervals, frequently at the end of a grading period. Can predict student performance on end-of-the-year summative assessments. Another way to think about it: Bar graph growth through a year

- **Assessment Is More Than Grade**
- **Assessment provides important Feed back to both instructor and students**
- **Improving teaching by examining student learning: outcome assessment**

ASSESSMENT

- **Direct Questioning of Students**
- **Minute Papers and Just-in-Time Teaching**
- **Student Teams (Course Evaluation)**
- **Chain Notes**
- **Student Study Groups**
- **Informal Conversations**

EVALUATION

Classroom quizzes and exams

Assignments

Poster presentations of library or laboratory research

Clinical Evaluations/Skill and competencies

Portfolios (collections of work)

Standardized tests both within and across disciplines

Student journals

Project/Term paper/Dissertation

Viva-Voce

EFFECTIVE EVALUATION STRATEGY

- **Encouraging – Rewarding – Student learning outcomes**
- **Help identify their own strengths and weakness**
- **Awareness of their learning deficiencies and their misconceptions**
- **Self Assessment leading to continuous improvement**

• **Learning Outcomes** : Specific intentions of a Programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that Programme or module

• **Course outcomes** : COs are statements that describe what students should be able to do at the end of a course. They can be 6±2 for courses with 2 to 4 credits, and 8±2 for courses with 5 to 6 credits. (examples are given in the “Notes”)

Levels of Outcomes :

❑ **Programme Outcomes**: POs are statements that describe what the students graduating from any of the educational Programmes should be able to do.

❑ **Programme Specific Outcomes**: PSOs are statements that describe what the graduates of a specific educational Programme should be able to do.

❑ **Course Outcomes**: COs are statements that describe what students should be able to do at the end of a course

Programme Outcomes : Programme Outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. While no agency has formally defined the POs of General Higher Education 3-year degree Programmes in India, POs of all professional Programmes in engineering and other areas are identified at national level by the concerned accrediting agency. POs are not specific to a discipline.

REFERENCES

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- Camp, R.C. (1995). Business Process Benchmarking; Finding and Implementing Best Practices. Milwaukee, WI: Quality Press.
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SESSION - III

Outcome Based Assessment and Evaluation

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PSNA College of Engineering and
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What Is Outcome Based Education?

IT'S NOT WHAT WE TEACH,
IT'S WHAT STUDENT LEARN

In a nutshell, learner-centric approach
To education

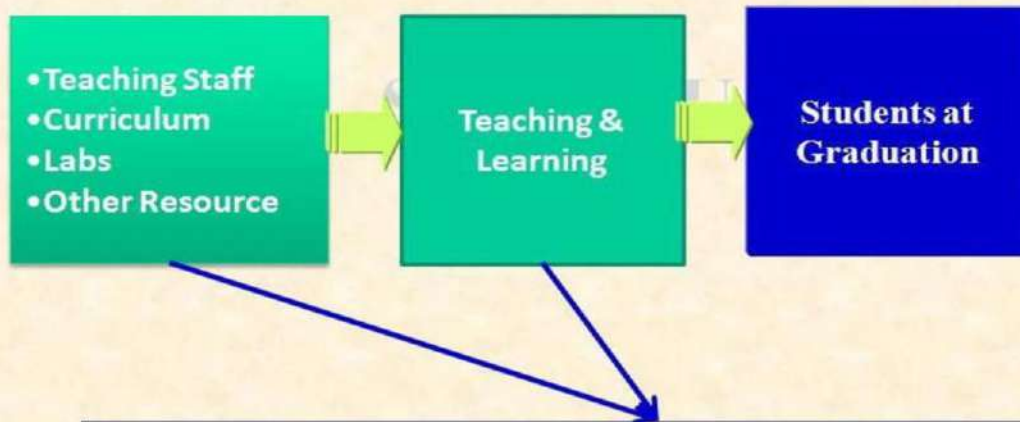


Why OBE - Deficiencies of Traditional Education

- Provides students with a learning environment with little attention to whether or not students ever learn the material.
- Students are given grades and rankings compared to each other – students become **exam oriented** or **CGPA driven**.
- Graduates are not completely prepared for the workforce.
- Lack of emphasis on soft skills needed in jobs e.g. communication skills, interpersonal skills, analytical skills, working attitude etc.

OBE Versus Traditional Education Process

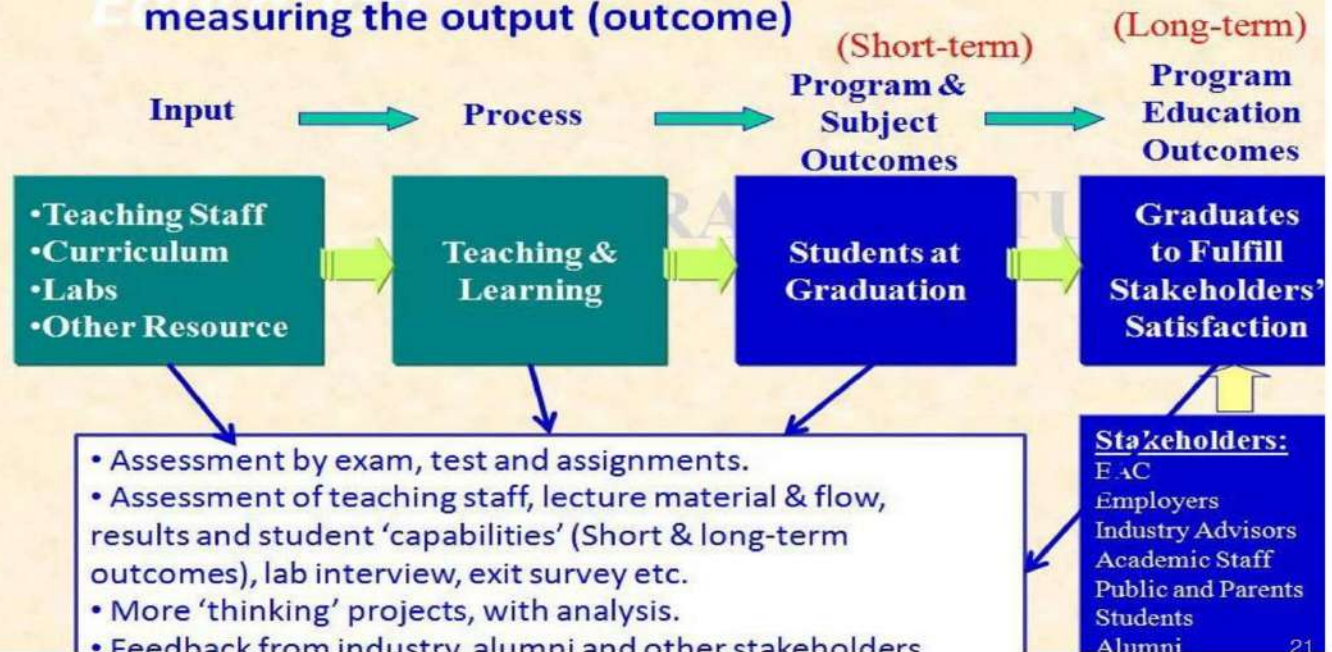
- Traditional education process focuses on the input **Input** $\rightarrow$ **Process**



- Assessment mainly via exam, test, assignments.
- Quality control from teaching evaluation.

OBE Versus Traditional Education Process

- OBE shifts from measuring input and process to **include measuring the output (outcome)**



Outcome-Based Education (OBE)

- OBE is an educational process that focuses on what students can do or the qualities they should develop after they are taught.
- OBE involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than accumulation of course credits.
- Both structures and curricula are designed to achieve those capabilities or qualities.
- Discourages traditional education approaches based on direct instruction of facts and standard methods.
- It requires that the students demonstrate that they have learnt the required skills and content.

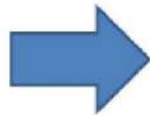
Why OBE - Exam Result is Not the Most Important Consideration by Employer

Employers Rating of Skills/Qualities – 2002

Communication (verbal & written)	4.69	
Honesty/Integrity		4.59
Teamwork skills		4.54
Interpersonal skills		4.50
Strong work ethics		4.46
Motivation & initiative	4.42	
Flexibility/adaptability		4.41
Analytical skills		4.36
Computer skills		4.21
Organisational skills		4.05
Detail oriented		4.00
Leadership skills		3.97
Self confidence		3.95
Friendly/outgoing personality		3.85
Well mannered / polite	3.82	
Tactfulness	3.75	
GPA (3.0 or better)		3.68
Creativity		3.59
Sense of humour		3.25
Entrepreneurial skills/risk taker		3.23

Outcome Based Education (OBE)

Starting with a **clear picture** of what is important for students to be **able to do** ...



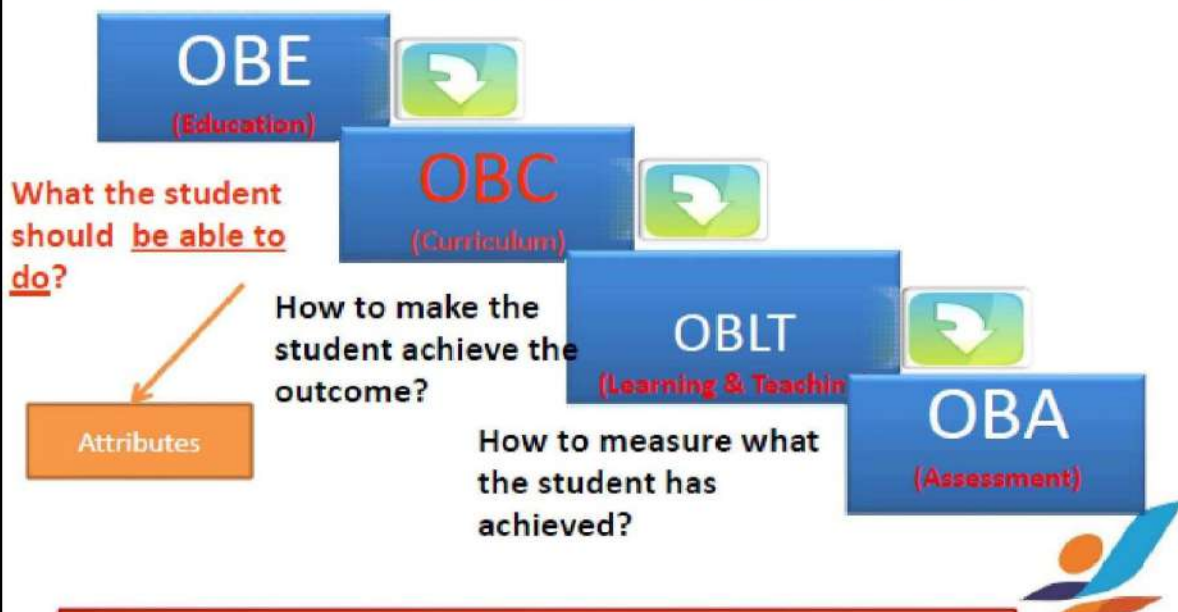
Then organizing the **curriculum**, **delivery** and **assessment** to make sure learning happens and **LO** achieved...



Measureable outcome :

- **Achievement of LO** → direct and indirect assessment systems

Outcome Based Education



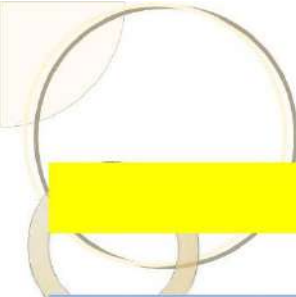
Key constituents of Outcome based Education



Outcome based education

→ Outcome based delivery and assessment





OBE in a nut shell

- **What** do you want the students to have or able to do?
 - **Knowledge, Skill, Affective**
- **How** can you best help students achieve it?
 - **Student Centred Delivery**
- **How** will you know what they have achieved it?
 - **Assessment**
- **How** do you close the loop
 - **Evaluation through, Continuous Quality Improvements**



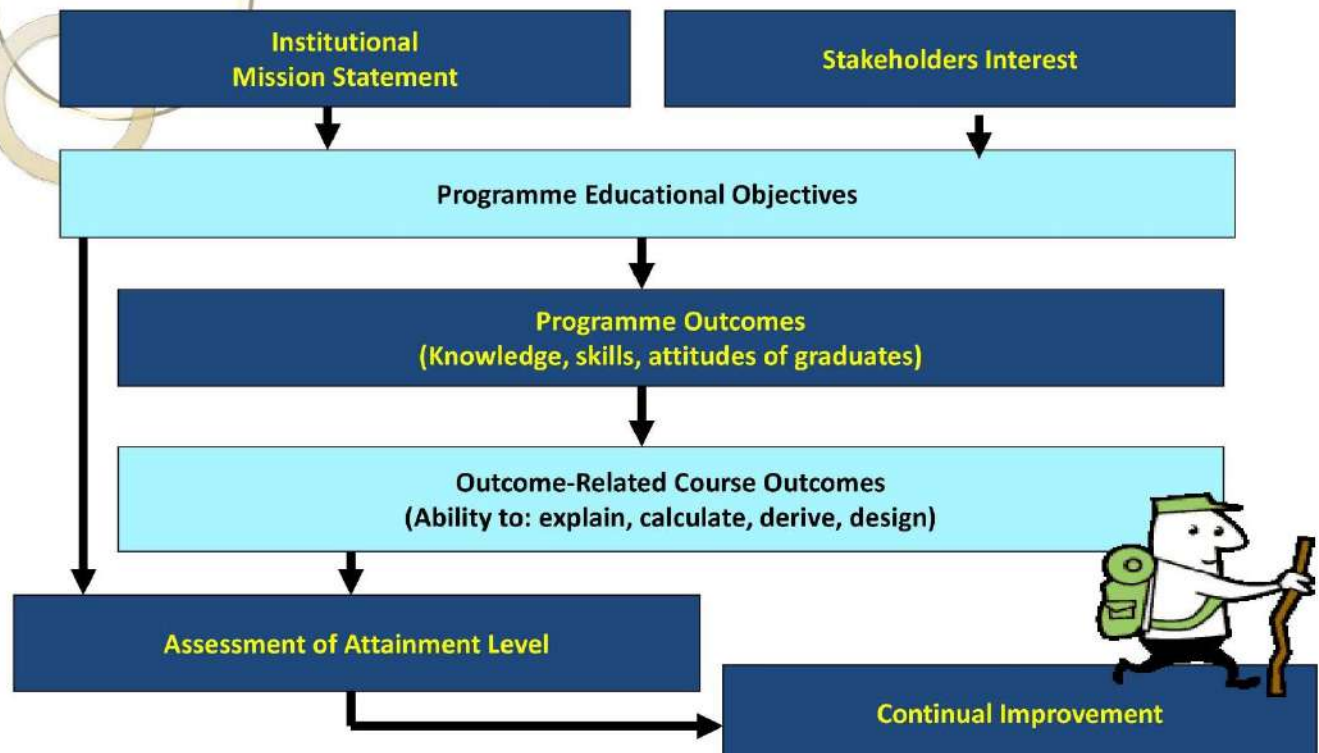
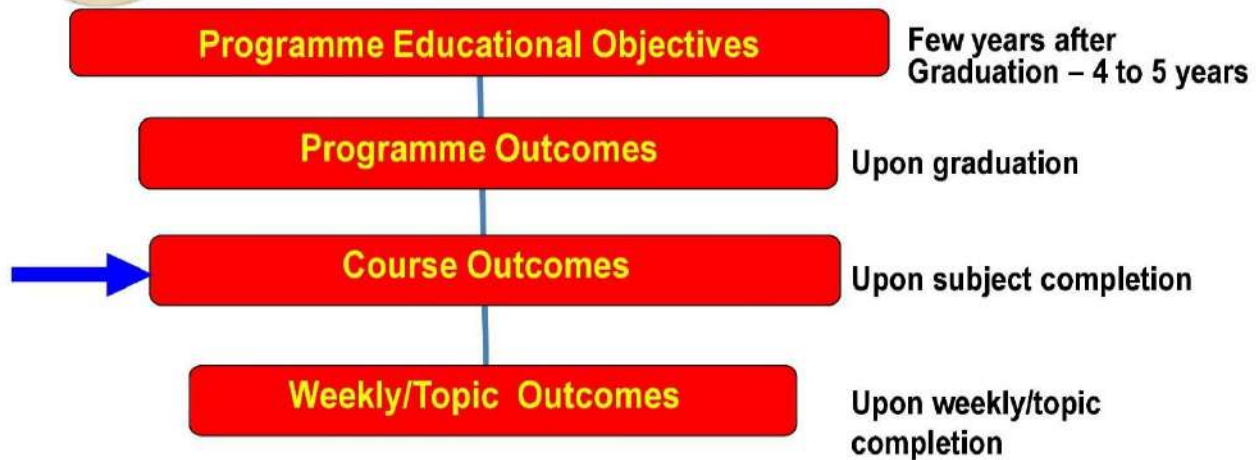
Issues on Implementation of OBE

- Effective Programme Educational Objectives (PEOs)
- Effective Programme Outcomes (POs).
- Course Outcomes (COs)
- Practical Assessment Tools.
- Effective & Robust Assessment Planning.
- Quality Assurance Procedures in Place



Management Driven! Management Commitment!

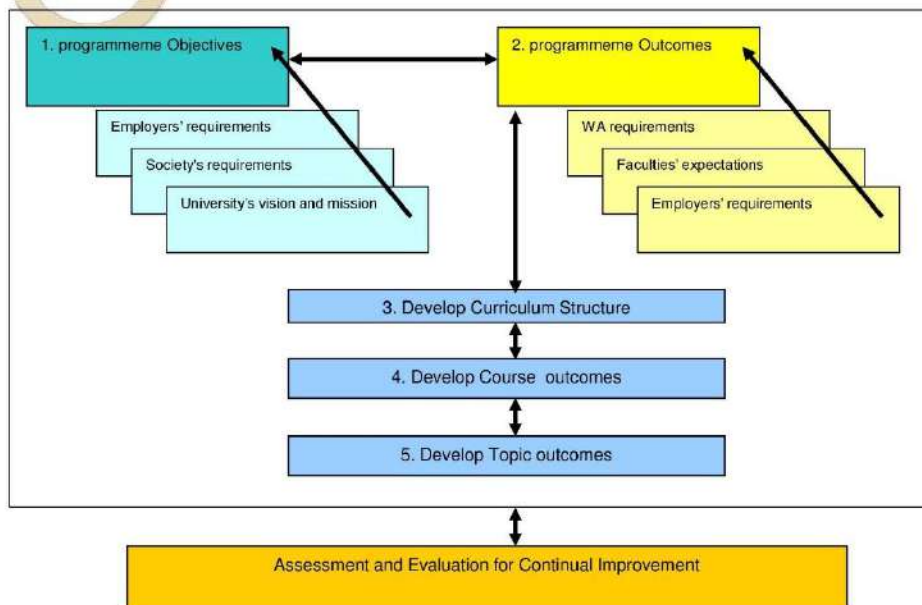
Different Levels of Outcomes



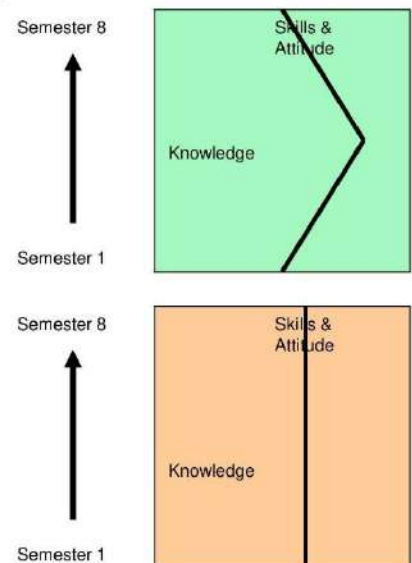
Stake holders of an Institute to be satisfied

Students Faculty
Support Staff
Industry and Employers
Parents
Government Society

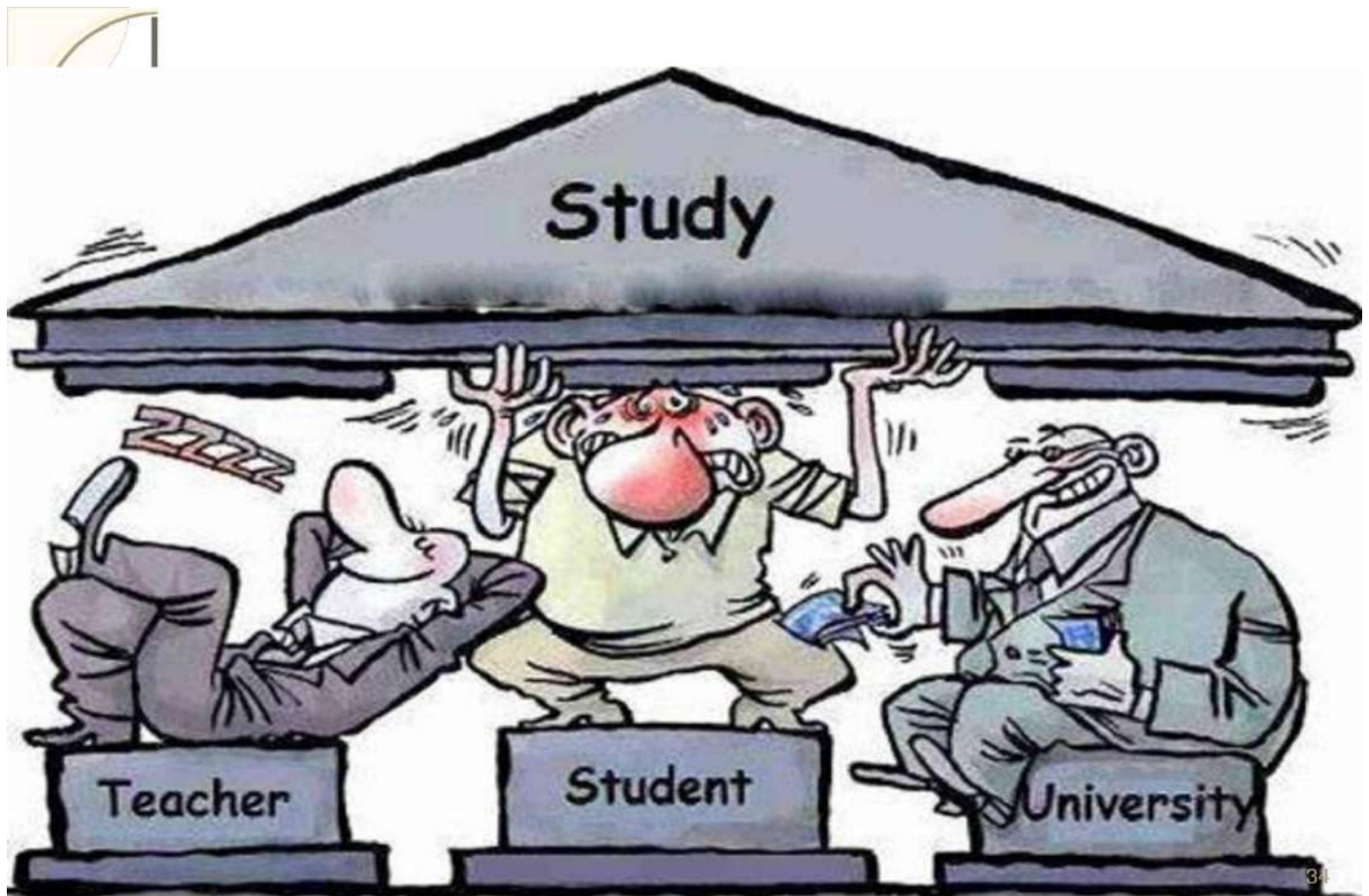
Development Concept of Outcome-based Education



Model B: Greater emphasis on skills and attitude at the early years but lesser toward the middle years and back to greater emphasis near graduation



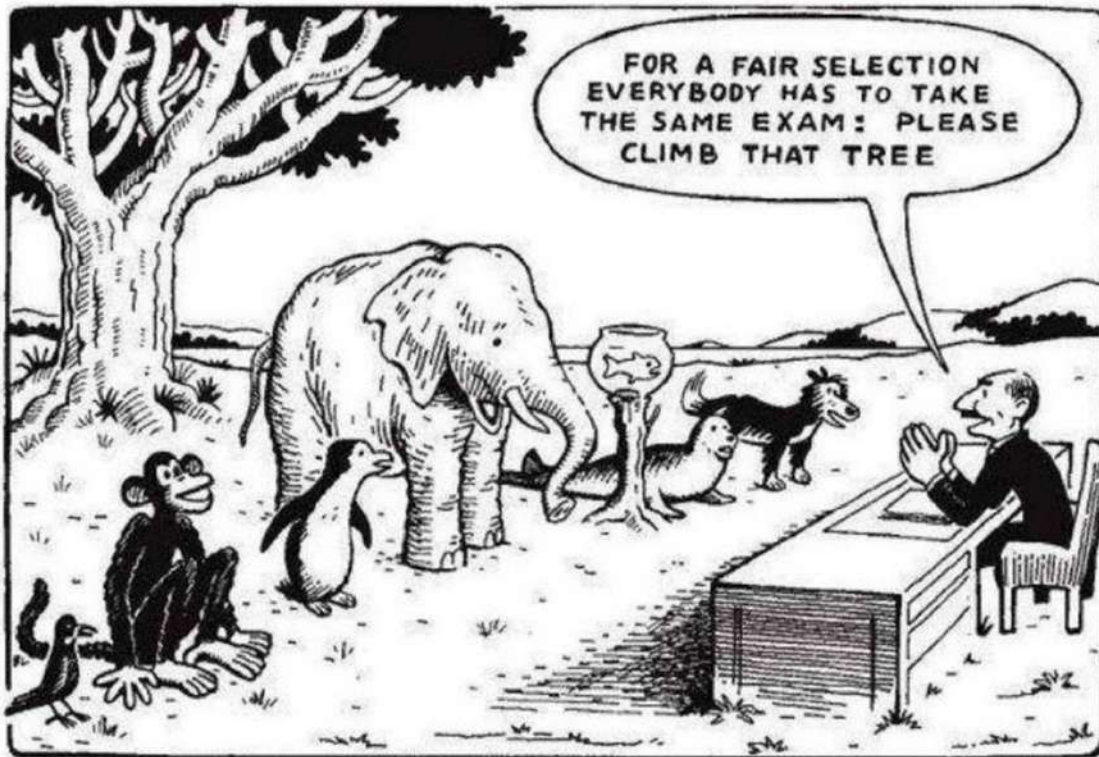
Model A: Equal emphasis on the knowledge, skills and attitude from the early years until graduation



Question By A STUDENT !!



**If A Single Teacher Can't
Teach Us All The Subjects,
Then..
How Could You Expect
A Single Student To
Learn All Subjects??**



Indian Education system !!!!
Explained By - www.aasthik.com

Engineering students

last semester

first
semester





The principal question asked of the engineering graduate at the time of recruitment is no longer “What courses did you study to obtain your degree?” but rather “What can you do now that you have obtained your degree?”

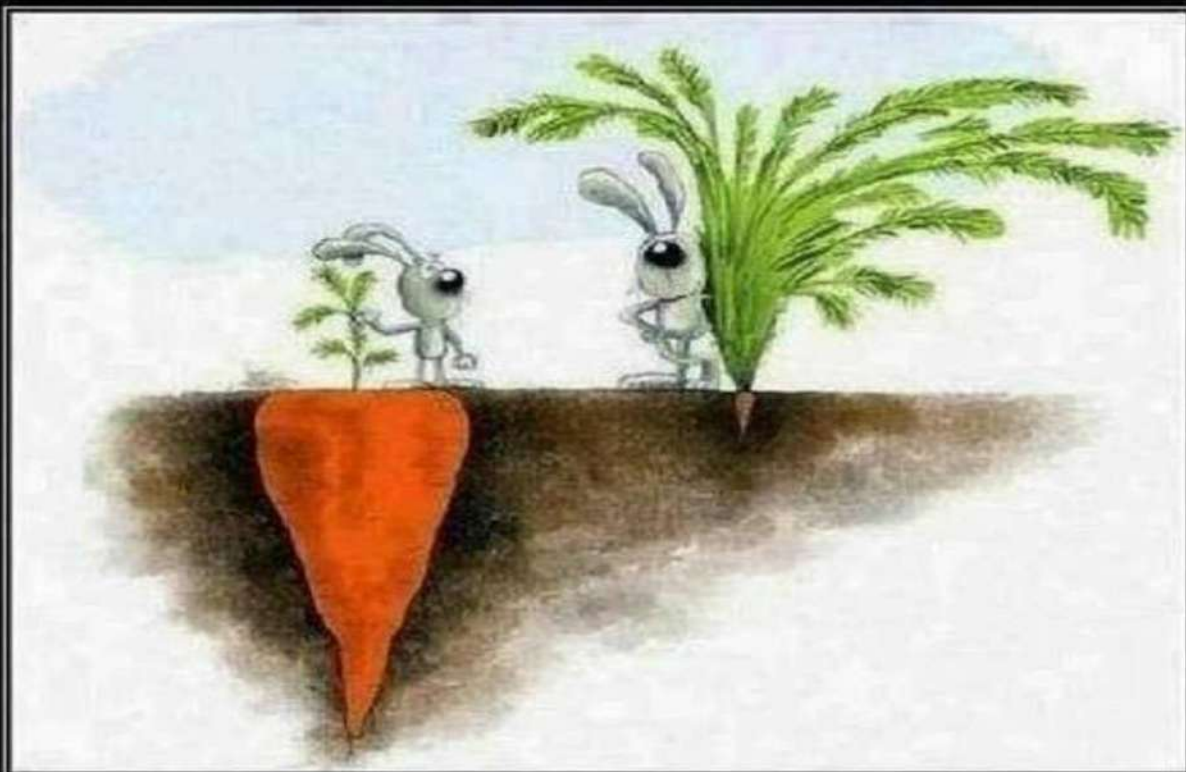
What is OBE

Ex:1 Carpenter wants to **build a table**, he has a picture of a table in mind and then he assembles his materials and tools and begins a **step-by-step process** until he has a **table**.

Ex:2 Mother wants to **cook a meal**, she has a picture of it in mind and then she assembles her materials and tools and begins a **step- by- step process** to create a **meal**.

Outcome -

**"not how many
worms the bird
feeds its young,
but how well the
fledgling flies" -**



SUCCESS

it's not always what you see



Successful Education?

“We need to produce people who know how to act when they are faced with the situations for which they were not specifically prepared.”



Successful Teaching?

Outcome (Skills) based teaching increases effectiveness of the teaching learning processes

Teaching Learning is a two way process in which learner involvement is crucial

Teachers should keep in sight instructional objectives, level of learners, instructional strategies and performance assessment

The Three DOMAINS

Affective



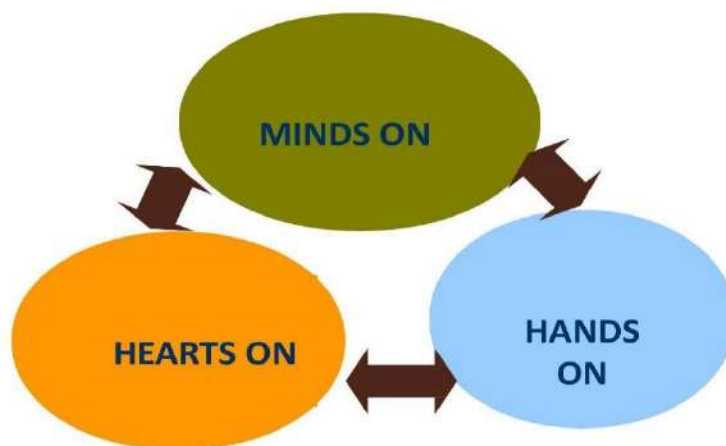
Cognitive

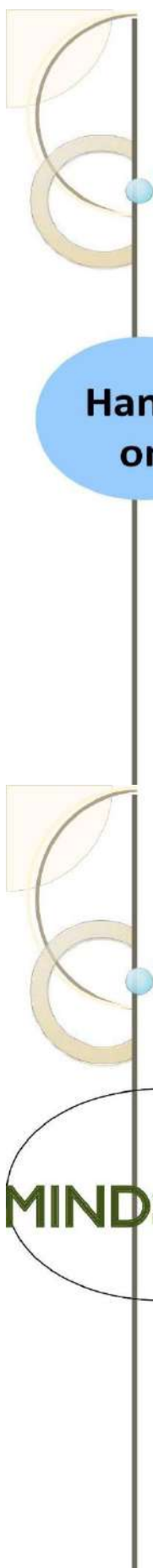


Psychomotor



IMPLICATIONS FOR INSTITUTE



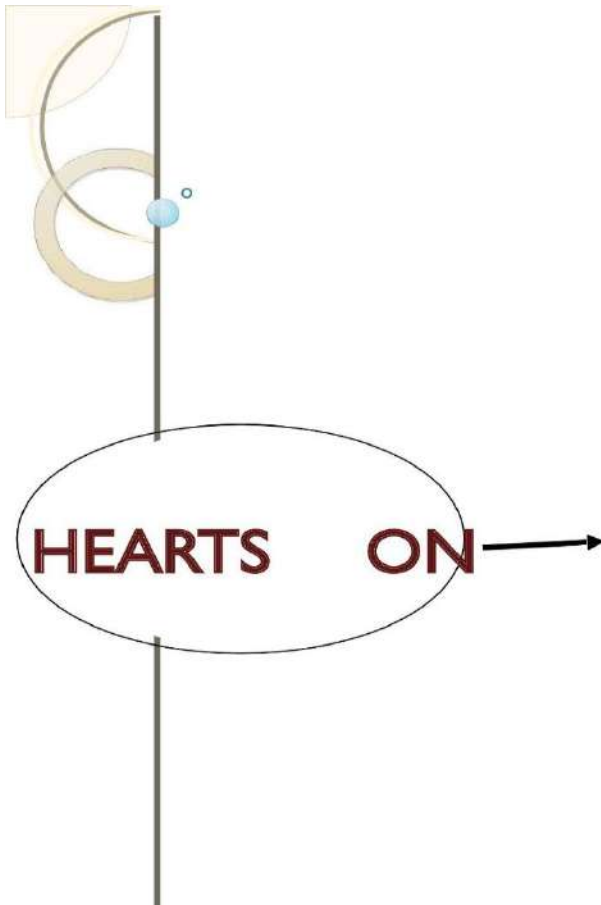


Hands on

- Plan-Explore-Practice -Perform
- Practical work leading to useful product
- Writing Lab reports in the form of research papers
[Pankaj_Jindal_Report-2\[1\].docx](#)
- Laboratories and workshops open for experimentation
- Project work-live problems
- Industrial exposure and structured training
- Involvement of students in research and consultancy services undertaken by faculty
- Competitions
- Strengthening of Laboratories
- Setting up of Labs with assistance from industry
- Industry-academia exchange

MINDS ON

- Flexibility in curricular offerings
- Auditing of courses
- Instructional methods-Case studies, Problem- solving, Problem based learning, Projects, Group Discussion and Brainstorming
- Peer learning
- Observation to reasoning
- Creativity-Brainstorming, attribute listing, analogies
- Teaching & research
- Assess higher level abilities
- Open book examination
- Students to be encouraged to participate in seminars/conferences



- Community surveys by students
- Community related projects
- Collaboration with NGOs and social activists for problem solving
- Interdisciplinary teams of students to work on problems

Vision & Mission of Institution

Mission

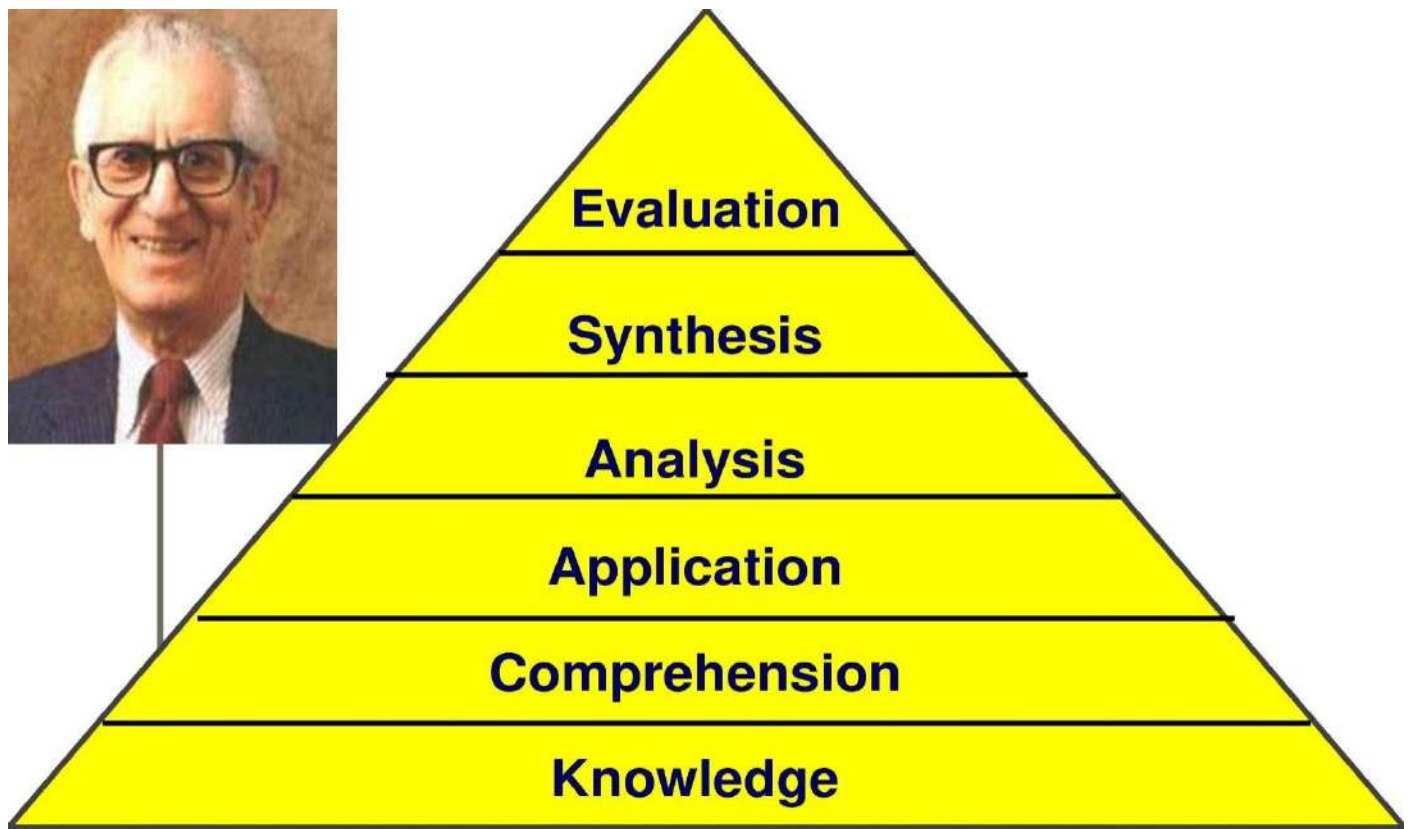
- Mission statement defines what an institution is
- Why the institution exists and its reason for being
- What we are here to do together

OBE

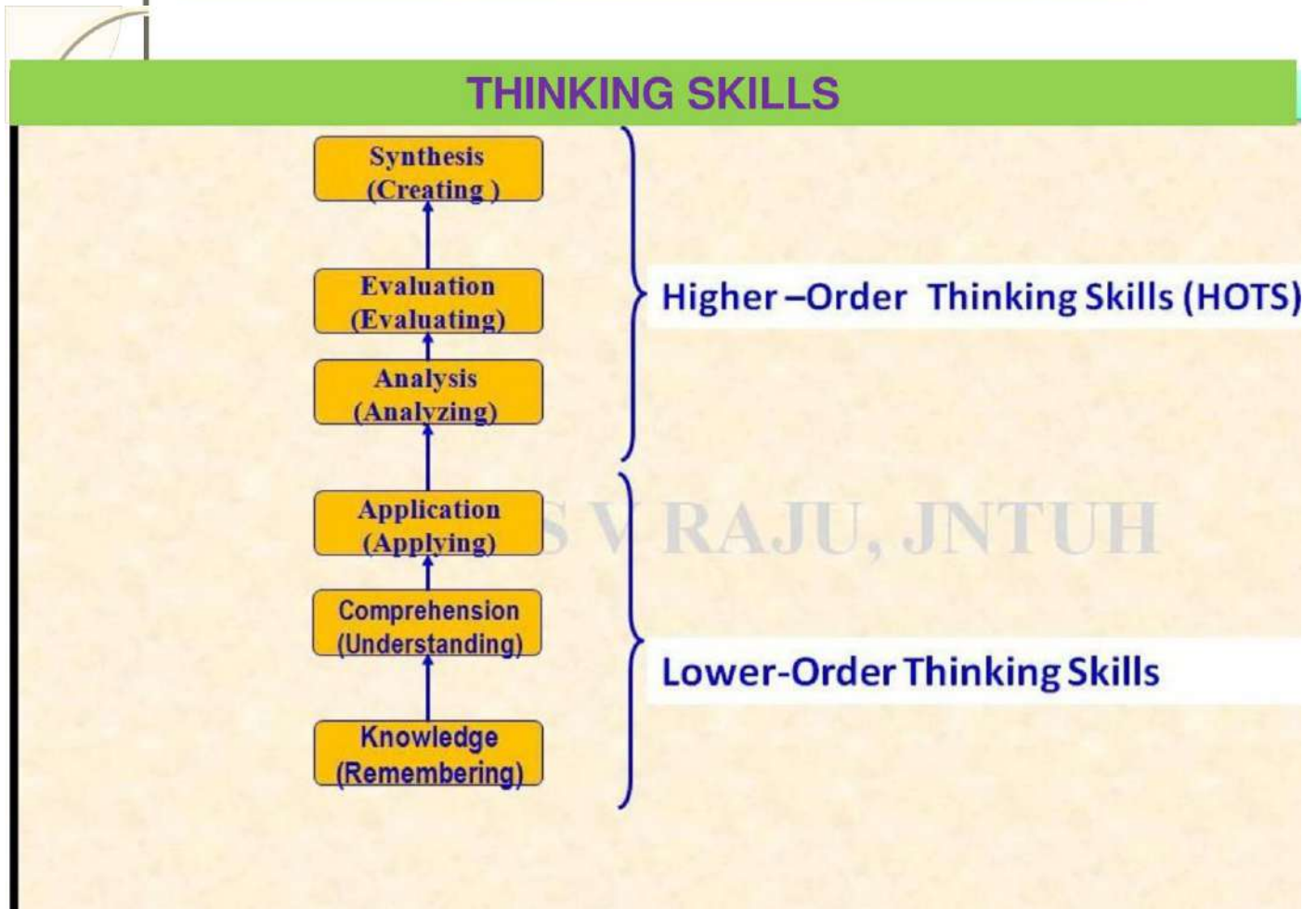
- The OBE approach starts with defining the outcomes that are required by the various stakeholders.
- Three types of outcomes are defined such as :
 - a) **Programme Educational Objective (PEO)**: The graduate should have after five years working in the industry

OBE

(b) **Programme Outcomes (PO)** and
(c) **Course Outcomes (CO)**: PO are desirable graduate attributes at the time of graduation while CO are the skills learnt by the students at the end of each course in the programme



The Original Bloom's Taxonomy



THINKING SKILLS

- Each higher-level skill automatically involves the lower-level skills
- Usually, undergraduate education deals almost exclusively with Remembering, Understanding and Applying.
- Ideally, all Bloom levels should be addressed in every course (need not be sequential).

Knowledge/Remembering - Do it...

**Write a list
of
vegetables.**



Finding the Main Idea of a Paragraph

Comprehension



Explaining a class lecture to
a friend who was absent.

Comprehension



Summarizing an Article

Comprehension



Changing a flat tire

Application

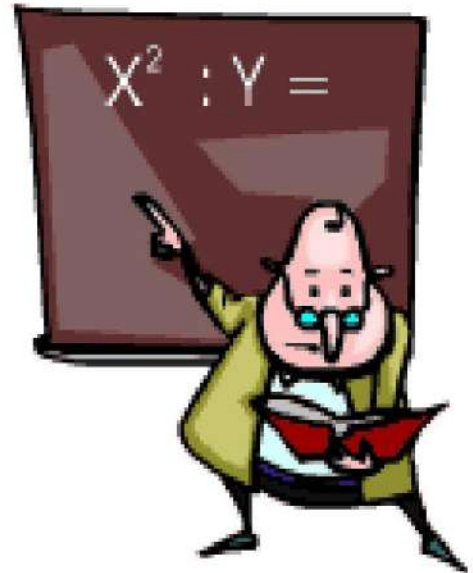


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Finding the Lowest Common Denominator for Fractions

Analysis



Finding the Correct Answer to a Multiple Choice Question

 Knowledge

- A.
- B.
- C.
- D.

Appraising the Damage to Your Wrecked Car

Evaluation



Listing the States and Capitals

Knowledge



Making an Apple Pastry

**Synthesis
(Application)**



**Comparison Shopping for
the Best Buy**

Evaluation



Writing an Essay for English Class

Synthesis



Computing Your CGPA

Application



Outcome Based Assessment



Passive students
Assessment process – exam & grade driven
Rote learning

Content based/broken into subjects

Textbook/worksheet focused & teacher centred

See syllabus as rigid & non negotiable

Teachers/trainers responsible for learning - motivated by personality of teacher

Emphasis what teacher hopes to achieve

Content placed in rigid time frames

Stay in single learning institution until complete

Active learners Continuous assessment
Critical thinking, reasoning, reflection & action

Integration knowledge, learning relevant/ connected real life situations

Learner centred & educator/ facilitator use group/ teamwork

Learning programmes seen as guides that allow educators to be innovative & creative in designing programmes/ activities

Learners take responsibility for their learning, learners motivated by constant feedback/ affirmation of worth

Emphasis outcomes – what learner becomes & understands

Flexible time frames - learners work at own pace

Learners can gather credits different institutions until achieve



OBE Assessment Methods

Direct

Exams, assignments, tests, quizzes

Final year projects

Laboratory Exit interview

Indirect

Industrial training Exit surveys

Course surveys



American farmers have a saying:

You can't fatten a pig just by weighing it.

**Something similar probably applies to
our students' learning.**

➡ Everyone is “employable”

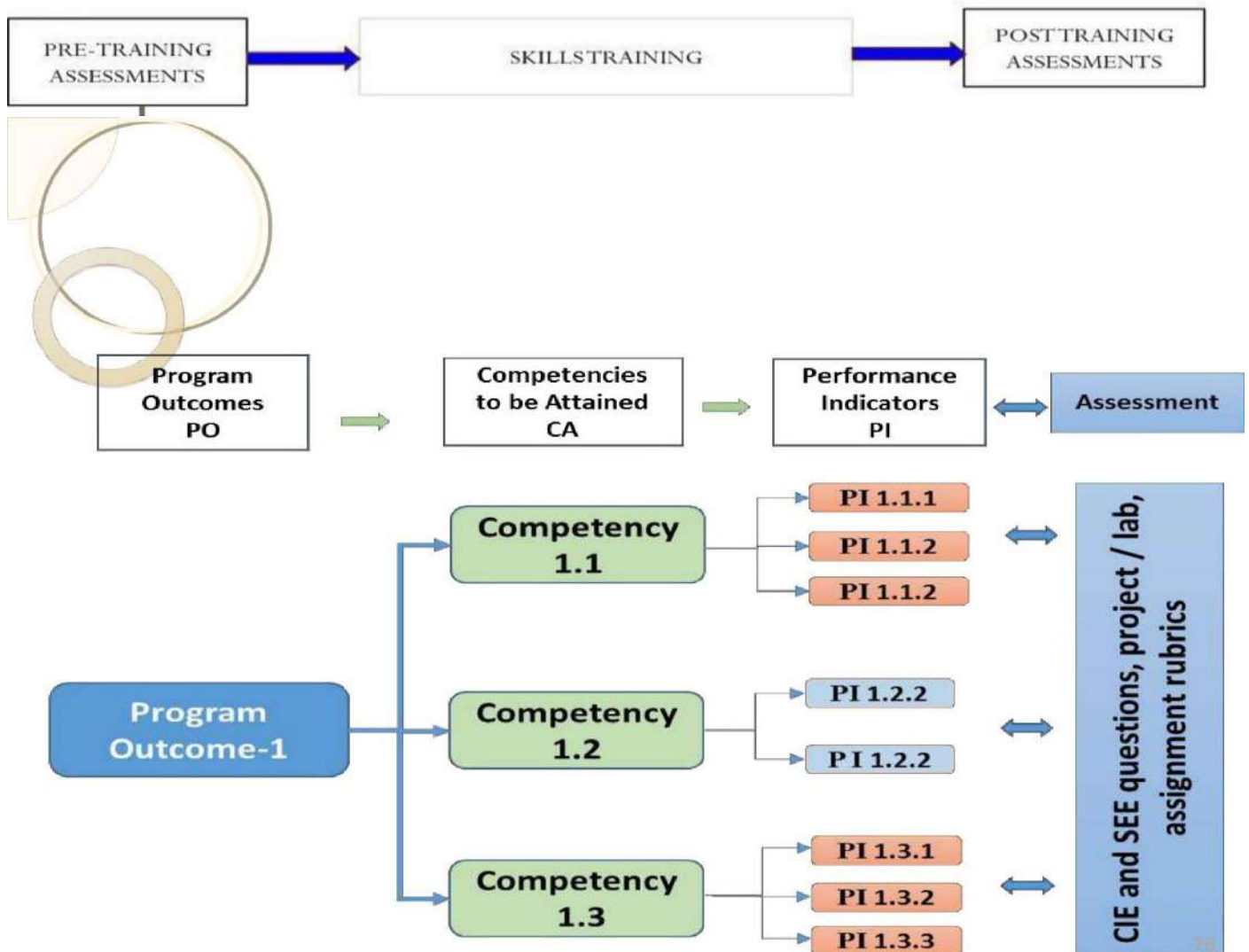
Ja

➡ Play to the strengths

➡ Eradicate the weaknesses

➡ Become **Industry Ready**

➡ **Grab Your Dream Job**



2.3 Program Outcomes -Competencies – Performance Indicators

The following table gives a suggestive list of competencies and associated performance indicators for each of the PO in Mechanical Engineering Program.

PO 1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialisation for the solution of complex engineering problems.		
Competency	Indicators	
1.1 Demonstrate competence in mathematical modelling	1.1.1	Apply mathematical techniques such as calculus, linear algebra, and statistics to solve problems
	1.1.2	Apply advanced mathematical techniques to model and solve mechanical engineering problems
1.2 Demonstrate competence in basic sciences	1.2.1	Apply laws of natural science to an engineering problem
1.3 Demonstrate competence in engineering fundamentals	1.3.1	Apply fundamental engineering concepts to solve engineering problems
1.4 Demonstrate competence in specialized engineering knowledge to the program	1.4.1	Apply Mechanical engineering concepts to solve engineering problems.

According to revised Bloom's taxonomy, the levels in cognitive domain are as follows:

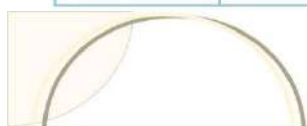
Level	Descriptor	Level of attainment
1	Remembering	Recalling from memory of previously learned material
2	Understanding	Explaining ideas or concepts
3	Applying	Using information in another familiar situation
4	Analysing	Breaking information into part to explore understandings and relationships
5	Evaluating	Justifying a decision or course of action
6	Creating	Generating new ideas, products or new ways of viewing things



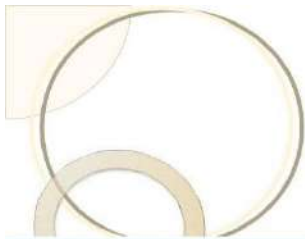
Revised Bloom's Taxonomy

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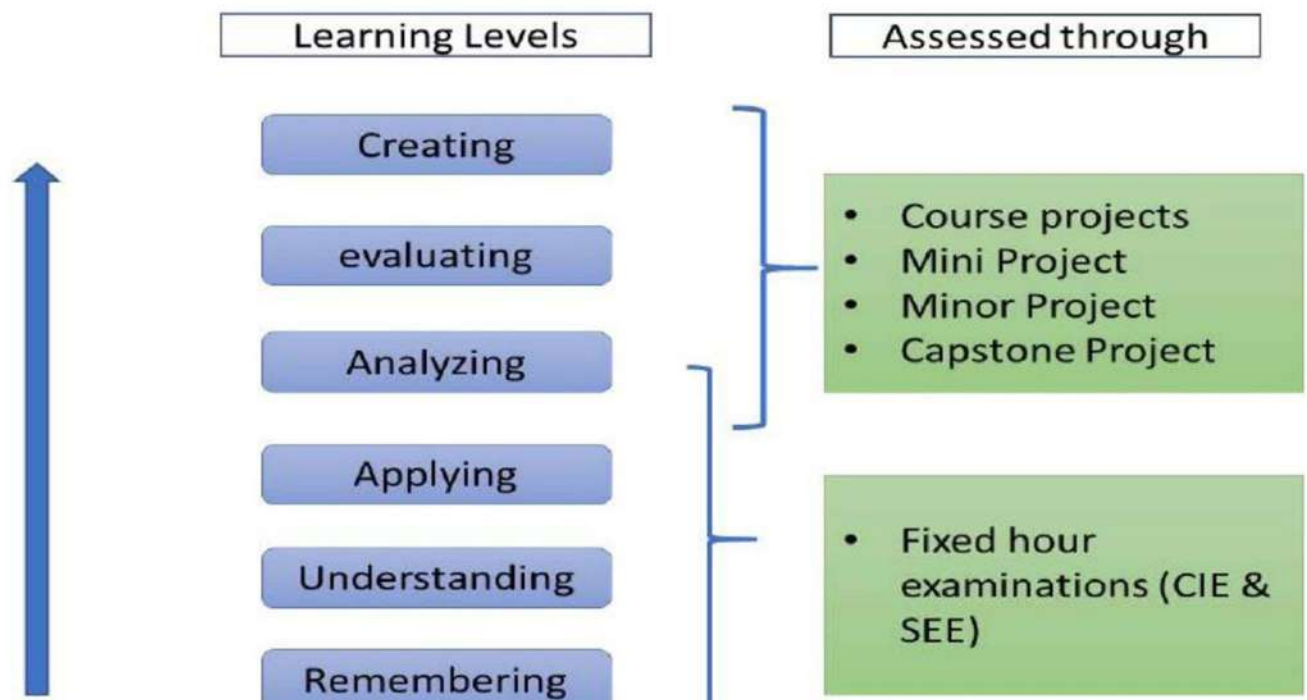
Level	Skill Demonstrated	Question Ques / Verbs for tests
1. Remember	- Ability to recall of information like, facts, conventions, definitions, jargon, technical terms, classifications, categories, and criteria - ability to recall methodology and procedures, abstractions, principles, and theories in the field - knowledge of dates, events, places - mastery of subject matter	list, define, tell, describe, recite, recall, identify, show, label, tabulate, quote, name, who, when, where, etc.
2. Understand	- understanding information - grasp meaning - translate knowledge into new context - interpret facts, compare, contrast - order, group, infer causes - predict consequences	describe, explain, paraphrase, restate, associate, contrast, summarize, differentiate interpret, discuss
3. Apply	- use information - use methods, concepts, laws, theories in new situations - solve problems using required skills or knowledge - Demonstrating correct usage of a method or procedure	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, experiment, show, examine, modify
4. Analyse	- break down a complex problem into parts. Identify the relationships and interaction between the different parts of complex problem. - identify the missing information, sometimes the redundant information and the contradictory information, if any.	classify, outline, break down, categorize, analyze, diagram, illustrate, infer, select



5. Evaluate	• compare and discriminate between ideas • assess value of theories, presentations make choices based on reasoned argument • verify value of evidence • recognize subjectivity • use of definite criteria for judgments	assess, decide, choose, rank, grade, test, measure, defend, recommend, convince, select, judge, support, conclude, argue, justify, compare, summarize, evaluate
6. Create	• use old ideas to create new ones • combine parts to make (new) whole, • generalize from given facts • relate knowledge from several areas • predict, draw conclusions	design, formulate, build, invent, create, compose, generate, derive, modify, develop, integrate



Assessment Methods for Different Bloom's Cognitive Level



Rubrics

Examples of Rubrics (Accessed from Rogers (2010))

Communication Skills				
	Unsatisfactory 1	Developing 2	Satisfactory 3	Exemplary 4
Performance criteria				
Performance criteria				
Performance criteria				
Performance criteria				

Scales (indicated by a bracket spanning columns 1 to 4)

Dimensions (indicated by an arrow pointing to the first column)

Descriptors (indicated by a bracket spanning rows 1 to 4)

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1. Remember

Skill Demonstrated	Question Ques / Verbs for tests
- Ability to recall of information like, facts, conventions, definitions, jargon, technical terms, classifications, categories, and criteria □ ability to recall methodology and procedures, abstractions, principles, and theories in the field • knowledge of dates, events, places • mastery of subject matter	list, define, describe, state, recite, recall, identify, show, label, tabulate, quote, name, who, when, where, etc.

Sample Questions:

1. State Ohm's law
2. List the physical and chemical properties of silicon
3. List the components of A/D converter
4. List the arithmetic operators in increasing order of precedence.
5. Define the purpose of a constructor.
6. Define the terms: Sensible heat, Latent heat and Total heat of evaporation
7. List the assembler directives.
8. Describe the process of galvanisation and tinning
9. Write truth table and symbol of AND, OR, NOT, XNOR gates
10. Define the terms; Stress, Working stress and Factor of safety.
11. What is the difference between declaration and definition of a variable/function?
12. List the different storage class specifiers in C.
13. What is the use of local variables?
14. What is a pointer on pointer?
15. What are the valid places for the keyword break to appear?
16. What is a self-referential structure?



2. Understand

Skill Demonstrated	Question Ques / Verbs for tests
• understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences	describe, explain, paraphrase, restate, associate, contrast, summarize, differentiate interpret, discuss

Sample Questions:

1. Explain the importance of sustainability in Engineering design
2. Explain the behaviour of PN junction diode under different bias conditions
3. Describe the characteristics of SCR and transistor equivalent for a SCR
4. Explain the terms; Particle, Rigid body and Deformable body giving two examples for each.



3. Apply

Skill Demonstrated	Question Ques / Verbs for tests
• use information • use methods, concepts, laws, theories in new situations • solve problems using required skills or knowledge • Demonstrating correct usage of a method or procedure	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, experiment, show, examine, modify

Sample Questions:

1. Model and realize the following behaviors using diodes with minimum number of digital inputs. (i) Turning on of a burglar alarm only during night time when the locker door is opened.
(ii) Providing access to an account if either date of birth or registered mobile number or both are correct.
(iii) Updating the parking slot empty light in the basement of a shopping mall.
2. One of the resource persons needs to address a huge crowd (nearly 400 members) in the auditorium. A system is to be designed in such a way that everybody attending the session should be able to hear properly and clearly without any disturbance. Identify the suitable circuit to boost the voice signal and explain its functionality in brief.
3. A ladder 5.0 m long rests on a horizontal ground & leans against a smooth vertical wall at an angle 20° with the vertical. The weight of the ladder is 900 N and acts at its middle. The ladder is at the point of sliding, when a man weighing 750 N stands on a rung 1.5 m from the bottom of the ladder. Calculate the coefficient of friction between the ladder & the floor.



4. Analyze

Skill Demonstrated	Question Ques / Verbs for tests
- break down a complex problem into parts. - Identify the relationships and interaction between the different parts of complex problem	classify, outline, break down, categorize, analyse, diagram, illustrate, infer, select

Sample Questions:

1. A class of 10 students consists of 5 males and 5 females. We intend to train a model based on their past scores to predict the future score. The average score of females is 60 whereas that of male is 80. The overall average of the class is 70. Give two ways of predicting the score and analyse them for fitting model.
2. Suppose that we want to select between two prediction models, M1 and M2. We have performed 10 rounds of 10-fold cross-validation on each model, whereas the same data partitioning in round one is used for both M1 and M2. The error rates obtained for M1 are 30.5, 32.2, 20.7, 20.6, 31.0, 41.0, 27.7, 26.0, 21.5, 26.0. The error rates for M2 are 22.4, 14.5, 22.4, 19.6, 20.7, 20.4, 22.1, 19.4, 16.2, 35.0. Comment on whether one model is significantly better than the other considering a significance level of 1%.
3. Return statement can only be used to return a single value. Can multiple values be returned from a function? Justify your answer.
4. Bob wrote a program using functions to find sum of two numbers whereas Alex wrote the statements to find the sum of two numbers in the main() function only. Which of the two methods is efficient in execution and why?



5. Evaluate

Skill Demonstrated	Question Ques / Verbs for tests
- compare and discriminate between ideas - assess value of theories, presentations - make choices based on reasoned argument - verify value of evidence - recognize subjectivity - use of definite criteria for judgments	assess, decide, choose, rank, grade, test, measure, defend, recommend, convince, select, judge, support, conclude, argue, justify, compare, summarize, evaluate



6. Create

• use old ideas to create new ones • Combine parts to make (new) whole, generalize from given facts relate • knowledge from several areas • predict, draw conclusions •	design, formulate, build, invent, create, compose, generate, derive, modify, develop, integrate
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SESSION - IV

Evaluation System under the Revised NAAC Framework

Dr V Sujatha
Principal
Cauvery College for Women





The accreditation framework of NAAC is based on five core values

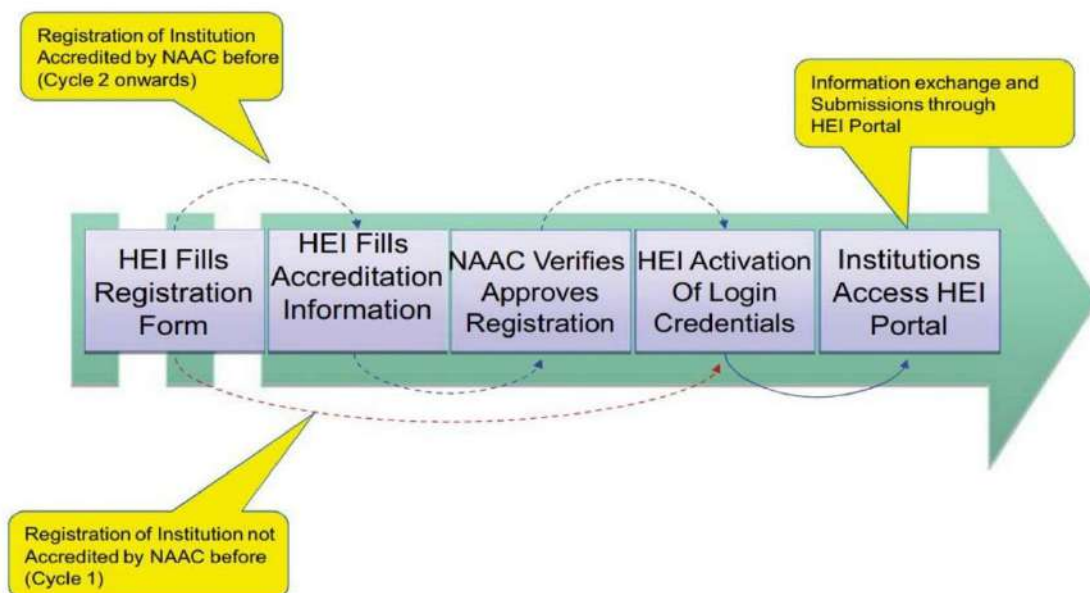
- (i) Contributing to National Development
- (ii) Fostering Global Competencies among Students
- (iii) Inculcating a Value System among Students
- (iv) Promoting the Use of Technology
- (v) Quest for Excellence

NAAC Accreditation

Total number of colleges in India	8725
NAAC Accredited colleges in India	3871

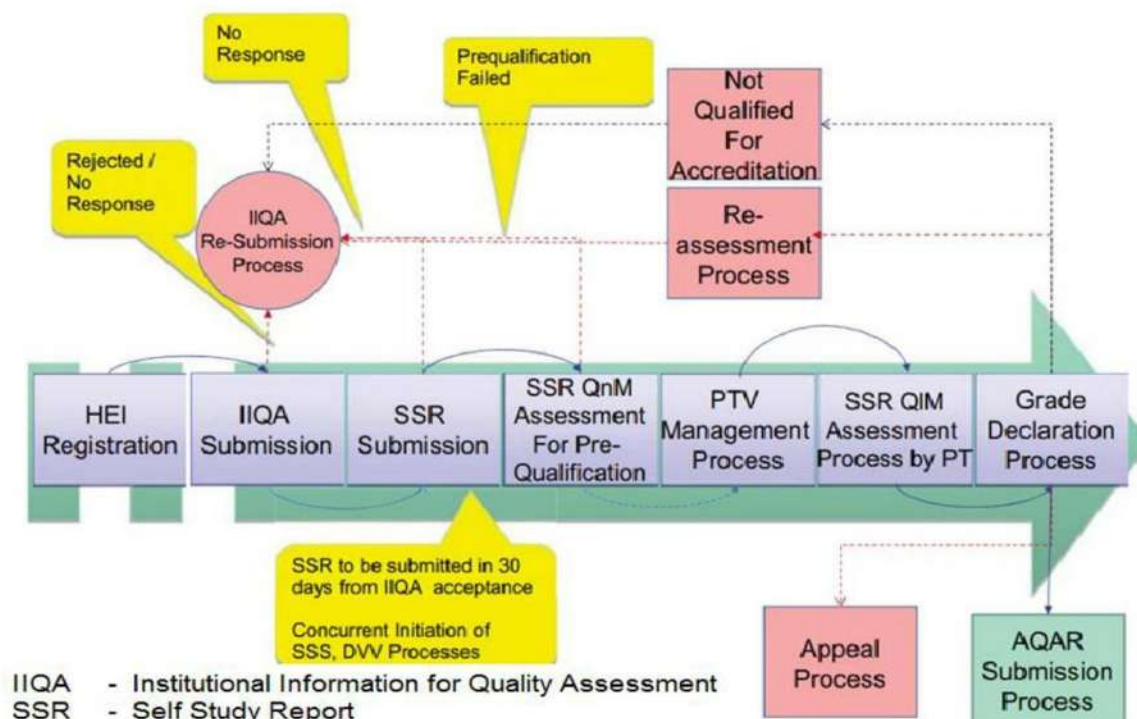
Tamilnadu	444/622
Karnataka	357/390
Andhra Pradesh	250/599
Kerala	152/248
Maharashtra	653/868

HEI Registration Process



4

Online A&A Process Flow



- IIQA - Institutional Information for Quality Assessment
- SSR - Self Study Report
- QnM - Quantitative Metrics
- QIM - Qualitative Metrics
- SSS - Student Satisfaction Survey
- DVV - Data Validation and Verification
- PTV - Peer Team Visit
- AQAR - Annual Quality Assurance Report

5

THE PROCESS

- a. **Institutional Information for Quality Assessment (IIQA) and Self Study Report (SSR)**
- b. **Data Validation and Verification (DVV) and Pre-qualifier Score**
- c. **Preparation towards Student Satisfaction Survey (SSS)**
- d. **Onsite Assessment - Peer Review by Visiting Teams**

6

Institutional Information for Quality Assessment (IIQA) and Self Study Report (SSR)

The three level accreditation processes would be more ICT enabled with Student Satisfaction Survey and Data Verification and Validation adding value to the process.

The first level would be submission of Institutional Information for Quality Assessment (IIQA)

Providing the AISHE reference number/code is mandatory at the application stage itself and affiliating Institutions can submit a self declaration with reference to the latest affiliation status.

On acceptance of the IIQA, institutions can submit their data /information online in the formats provided as Manuals for Self Study Report (SSR).

There would be no requirement for submission of hard copies of the SSR. The formats for submission of online SSR are available on NAAC website

7



Data Validation and Verification (DVV) and Pre-qualifier Score

At the second level, data /information submitted in the SSR will be subjected to an online assessment mechanism/process with Data Validation and Verification (DVV) process after an online evaluation generating a pre-qualifier score.

Institutions securing 30% on the quantitative metrics will qualify for onsite peer review/ assessment.

The pre-qualifier scores are exclusive of the Student Satisfaction Survey (SSS).

8

Preparation towards Student Satisfaction Survey (SSS)

The introduction of Student Satisfaction Survey (SSS) is an attempt to engage students who are the main stakeholders in the quality assurance process.

The SSS is conducted concurrent to the DVV.

The scores obtained in the SSS will be part of the overall CGPA.

For taking the Student Satisfaction Survey institutions will be required to submit the details of all the students enrolled in the institution i.e. student enrolment number, Programme, Year of Study(1st year, 2nd year etc.),email Id and mobile number.

NAAC will randomly select students for the survey to be responded on the questionnaire of NAAC.

Response from 10% of the enrolled students qualifies for scoring on the metric

9



□ **Onsite Assessment – Peer Review by Visiting Teams**

The onsite assessment will be a peer review by visiting teams nominated by NAAC and will focus on the assessment of the information provided on the qualitative metrics.

The quantitative and qualitative metrics are distributed in proportion of around 2/3rd and 1/3 rd respectively.

Institutions scoring 30% and above qualify for the third level of A&A which would have two sub processes viz. Onsite assessment by visiting Peer Teams and generation of results by the NAAC.

a) Onsite assessment of the qualitative components of the SSR by a visiting team result in generation of a qualitative report of the institution identifying the strengths, weaknesses, opportunities and challenges (SWOC) and assigning scores as per the performance on each of the qualitative metrics.

b.) On completion of onsite evaluation NAAC will combine the scores assigned by the teams, the pre-qualifier scores and the SSS to arrive at overall Criterion wise Grade Point Averages (CrGPA).

c.) The final outcome will be placed for approval of Executive council of NAAC before declaring the Accreditation status and the institutional Grade.



Revised Assessment and Accreditation (A&A) Framework

- The Revised Assessment and Accreditation Framework **is launched in July 2017.**
- **ICT enabled, objective, transparent, scalable and robust.**
- From **qualitative** peer judgement to data based **quantitative** indicator evaluation
- Towards **extensive use of ICT**
- **Drastic reduction in number of questions, size of the report and visit days**
- Pre-qualifier **for peer team visit, as 30%** of system generated score
- **Online evaluation (about 70%) and peer judgement (about 30%)**
- **Third party validation of data**
- **Differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges**
- **Enhanced participation of students and alumni in the assessment process**



QUALITY INDICATOR FRAMEWORK

The seven Criteria to serve as basis for assessment of HEIs are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Criterion I Curricular Aspects

KEY INDICATORS

- I.1 Curriculum Planning and implementation
- I.2 Academic Flexibility
- I.3 Curriculum Enrichment
- I.4 Feedback System



Criterion II

Teaching Learning and Evaluation

KEY INDICATORS

- 2.1 Student Enrolment and Profile
- 2.2 Catering to Student Diversity
- 2.3 Teaching-Learning Process
- 2.4 Teacher Profile and Quality
- 2.5 Evaluation Process and Reforms
- 2.6 Student Performance and Learning Outcomes
- 2.7 Student Satisfaction Survey

Criterion III

Research, Innovations and Extension

KEY INDICATORS

- 3.1 Promotion of Research and Facilities
- 3.2 Resource Mobilization for Research
- 3.3 Innovation Ecosystem
- 3.4 Research Publications and Awards
- 3.5 Consultancy
- 3.6 Extension Activities
- 3.7 Collaboration



Criterion IV

Infrastructure and Learning Resources

KEY INDICATORS

- 4.1 Physical Facilities**
- 4.2 Library as a Learning Resource**
- 4.3 IT Infrastructure**
- 4.4 Maintenance of Campus Infrastructure**

Criterion V

Student Support and Progression

KEY INDICATORS

- 5.1 Student Support**
- 5.2 Student Progression**
- 5.3 Student Participation and Activities**
- 5.4 Alumni Engagement**



Criterion VI

Governance, Leadership and Management

KEY INDICATOR

- 6.1 Institutional Vision and Leadership
- 6.2 Strategy Development and Deployment
- 6.3 Faculty Empowerment Strategies
- 6.4 Financial Management and Resource Mobilization
- 6.5 Internal Quality Assurance System (IQAS)

Criterion VII

Institutional Values and Best Practices

KEY INDICATORS

- 7.1 Institutional Values and Social Responsibilities
- 7.2 Best Practices
- 7.3 Institutional Distinctiveness

ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

Autonomous colleges/Constituent Colleges/ Affiliated Colleges

The Colleges are affiliated to a University recognised by UGC for the purposes of affiliation.

- The NAAC accreditation does not cover distance education units of HEIs and off-shore campuses.
- All the institutions intending to apply for Assessment and Accreditation by NAAC need to mandatorily upload the information on All India Survey on Higher Education (AISHE) portal.

AISHE code (reference number) is one of the requirements for Registration.

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Table 2 Distribution of weightages across Key Indicators (KIs)

Criteria	Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated/Constituent Colleges
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	50	50	NA
	1.1. *(A) Curricular Planning and Implementation	NA	NA	20
	1.2 Academic Flexibility	50	40	30
	1.3 Curriculum Enrichment	30	40	30
	1.4 Feedback System	20	20	20
	Total	150	150	100
2. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	10	20	30
	2.2 Catering to Student Diversity	20	30	50
	2.3 Teaching-Learning Process	20	50	50
	2.4 Teacher Profile and Quality	50	60	80
	2.5 Evaluation Process and Reforms	40	40	50
	2.6 Student Performance and Learning Outcomes	30	50	40
	2.7 Student satisfaction Survey	30	50	50
	Total	200	300	350

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3. Research, Innovations and Extension	3.1 Promotion of Research and Facilities	20	20	NA
	3.2 Resource Mobilization for Research	20	10	10
	3.3 Innovation Ecosystem	30	20	10
	3.4 Research Publications and Awards	100	20	20
	3.5 Consultancy	20	10	NA
	3.6 Extension Activities	40	50	60
	3.7 Collaboration	20	20	20
	Total	250	150	120
4. Infrastructure and Learning Resources	4.1 Physical Facilities	30	30	30
	4.2 Library as a Learning Resource	20	20	20
	4.3 IT Infrastructure	30	30	30
	4.4 Maintenance of Campus Infrastructure	20	20	20
	Total	100	100	100 ²²
5. Student Support and Progression	5.1 Student Support	30	30	50
	5.2 Student Progression	40	30	45
	5.3 Student Participation and Activities	20	30	25
	5.4 Alumni Engagement	10	10	10
	Total	100	100	130
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	10	10	10
	6.2 Strategy Development and Deployment	10	10	10
	6.3 Faculty Empowerment Strategies	30	30	30
	6.4 Financial Management and Resource Mobilization	20	20	20
	6.5 Internal Quality Assurance System	30	30	30
	Total	100	100	100
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50	50	50
	7.2 Best Practices	30	30	30
	7.3 Institutional Distinctiveness	20	20	20
	Total	100	100	100
	TOTAL SCORE	1000 *	1000 *	1000 * ²³

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a seven point scale

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade “D”. Such unqualified institutions will also be intimated and notified by NAAC as “Assessed and Found not qualified for Accreditation”.

THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

Process	Total amount of Assessment and Accreditation (A&A) Fee Amount to be paid by the Institution
Institutional Information for Quality Assessment (IIQA)	Rs. 25,000/- + GST 18% (Non-refundable) *

* In case of rejection of IIQA application, HEIs may resubmit IIQA applications for maximum of three attempts without IIQA fees, including the rejection attempt, within the period of a year.

THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

3. For Colleges (Government, Grant-in-Aid and Private)		
Type	Total amount of A&A Fee	Amount to be paid by the Institution
a. General College with multi faculties	Rs. 1,85,000/-** + GST18%	Rs.92,500/-** + GST18% (50% of Total fee along with the online submission of SSR) (Non-refundable)
b. General College with mono faculty	Rs. 1,25,000/-** + GST18%	Rs.62,500/-** + GST18% (50% of Total fee along with the online submission of SSR) (Non-refundable)
** Balance 50% of total fees along with 18% GST before 15 days from the date of on site visit.		

Professional Institutions - Higher Education Institutions (HEI)

- All the programs offered or 50 % or more of the programmes offered are recognised by Statutory Regulatory Authority(s) (SRA)
 - Fee for Professional Institutions will be calculated depending on the number of the departments.
- a. Mono Faculty - HEIs offering programs in only one discipline i.e. either in Arts, Commerce or Science.**
- b. Multi Faculty - (HEIs) offering programs in more than one discipline i.e. either in a combination of Arts and Commerce, Science and Commerce, Science and Arts or Arts, Commerce and Science.**



Logistics Fee : Institution has to pay an advance, towards logistic expenses for the arrangement of Peer Team Visit, after clearing Pre-qualifier, which is as follows:-

All colleges will have 2 day visit

Fees for the Peer Team Visit will be 1,50,000 + GST 18%.

Provision for Reimbursement of A&A fees and PTV logistics fees for UGC recognized institutions under 2f & 12B.

Should also pay the assessment and accreditation fees.

The A&A fees and expenses on TA and logistics expenses of peer team would be reimbursed as per NAAC guidelines on

7. Contributions of Participants

(a) Challenges in Implementing Modern Evaluation Pattern in a Physiotherapy Course – Review

P.Kamalanathan, Saravana Hari Ganesh.M, E. Jayakanthan, Ayyappan.J

Introduction:

Every profession has to face a lot of challenges to flourish and maintain its dignity. Physiotherapy is one of them that have got strong roots throughout the world but still facing some challenges. Physiotherapy education has evolved worldwide in different ways. The development of physical therapy as an autonomous profession based on current scientific knowledge was in large part due to Per Henrik Ling of Sweden known as the “Father of Gymnastics”.¹ In 1813, he founded the Royal Central Institute of Gymnastics (RCIG) in Stockholm for the training of gymnastic instructors. In the United Kingdom, Norway and Finland it was introduced through the Society of Trained Masseurs, by the work of Ling and with an emphasis on massage training respectively.¹ World War –I led to the formal recognition of physical therapy as a health care profession in the second decade of the 20th century. In the United States, physiotherapy was introduced as a result of the polio epidemics and the need to treat those wounded during World War I. Accordingly, the formal education of Physiotherapy started at different years in different countries like in the US (1917), UK (1894), Canada (1917), Australia (1906) & New Zealand (1913). Physiotherapy education should reflect the health and society priorities of the nation. With the developments and rapid changes in education worldwide, India needs to keep in line the development and recent advances in education to augment the quality of physiotherapy services to the nation. To improve health outcomes, it is important that physiotherapists have the best available education and training to work in health care teams. In order to provide quality education, it is important to look into the challenges of physiotherapy education in India.

The Context:

In the Indian Context, Physiotherapy profession is developing well despite no regulatory body. There are only a few premier institutions in India which are forerunners in the field of physiotherapy education and which are at par with international standards. There are state-owned regulatory bodies which are regulating the profession in the respective states but lack in incorporating the modern educational system. Recently ministry of health and family welfare has

introduced a model curriculum guideline for undergraduate and postgraduate physiotherapy courses. There are a few institutions in India which are implementing CBCS syllabus pattern after UGC insisted on implementing CBCS System. Implementing the modern teaching and evaluation methods in physiotherapy courses is a herculean task due to various factors like combined theory and practical, integration of clinical practice in theoretical sessions, clinical demonstration etc.

Challenges in Implementing Modern Evaluation in Physiotherapy Education:

Implementing the modern teaching and evaluation methods in physiotherapy courses is a difficult task in the Indian context because most of the universities and colleges are following the conventional methodology for teaching learning and its evaluations. Moreover, there are many factors to be addressed while implementing modern technology in teaching learning and evaluation. The factors are

1. Lack of infrastructure
2. Less equipped faculties
3. Lack of regulatory body
4. Integration of clinical training with theory
5. More practical oriented subjects

1.Lack of infrastructure:

Modern teaching and evaluation requires more infrastructure as well as technology to incorporate this into best practice. The infrastructure includes examination halls, number of mannequins, spotters, and virtual rooms etc.

2.Less Equipped faculties:

Teachers are the backbone of teaching and evaluation; hence, well-equipped teachers are important to implement modern technology of evaluation in physiotherapy education.

3.Lack of Regulatory Bodies:

The physiotherapy profession doesn't have any centralized regulatory body, however, some states are having state council with a different pattern of the curriculum.

Centralized guidelines are important for revising or rejuvenating the curriculum

4. Integration of clinical training with a theory:

In physiotherapy education around 1/3 of time, the students will be in clinical training which will be evaluated subsequently by the end of the course. In this context, students have to be evaluated along with patients which itself makes the situation into a hard-hitting one. This issue needs to be addressed before implementing the modern ways of evaluation.

5. More practical oriented subjects:

Fifty percent of the subjects are practical oriented in physiotherapy education. Some subjects are integrated with more practical and less theory. In this context, both theory and practical components are important which hinder the implementation of modern evaluation pattern.

Conclusion:

Physiotherapy field is emerging sound in India on par with other parts of the world. Curriculum Reformation and incorporation of modern technology in teaching methodology and evaluation are essential for obtaining better result than conventional methods.

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(b) Test, Evaluation and Assessment as a Tool to Measure Learning Outcomes

- Suggestions and Recommendations

Dr. T. Augustine Arul Prasad

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Introduction:

Teaching and evaluation is one among the pillars of an institution. The quality of products (Students) can be determined only by best teaching and evaluating methods. When the system drives us through innovation methods in teaching, it is equally important that we adapt to thoughtful evaluation methods. We use different methods for evaluating the knowledge and understanding capacity of the students. We use various techniques of assessment. It may not be correct to say a single technique of evaluation is good enough to assess the potential of the learner and a single criterion of evaluation is good enough to know the effectiveness of learning and teaching. It is because of this reason that various techniques are employed for assessing the students.

Suggestions:

For any evaluation to be effective a continuous assessment at regular intervals over a period of time is required. A test is a measure of a set of questions which may be a long answer, short answer, one word answer or multiple choice types which is of a time limit depending on the type of questions. These tests help to assess and evaluate a student's knowledge and grasping power of the classroom lecture. It also helps to know the reproducing capacity of the knowledge and understanding of the subject. There are different types of tests:

1. Achievement test
2. Ability test
3. Aptitude test

Achievement test is a test which measures the current performance of the student (with regard to specified learning outcomes). It has to cover the whole course content. The learning outcomes are specified, performance of student is seen in relation to the learning outcomes. The marks of these tests should be the internal marks.

Ability Test is a test that measures the overall learning outcome. For example, if a student does a programme on chemistry the student may be given an innovation component that includes general awareness on anything that is related to chemistry that may give the student an edge over others in the job market. The ability test may be a non-conventional one, which may

include, group project, chart preparation, poster presentation, working model, paper presentation etc. These tests should include innovative components that are skill oriented which will fetch a job for the student when passed out of the programme.

Recommendations:

All the tests should be reliable as well as valid. Reliable in the sense if the student is given the same test after a period of time the performance should be the same as the previous one. Valid in the sense the course content should be covered without leaving any units. In all the Evaluation and assessment methods the Bloom's Taxonomy must be followed which includes the categories of the cognitive domain - remembering understanding, applying, analysing, evaluating and creating.

Conclusion:

For any assessment and evaluation to be complete, we need information and that information should have been collected over a period of time and it should be in the form of test marks. So, the basic purpose of the test is to assess the knowledge grasped which the students have transacted. Evaluation is a process of collecting, analyzing and interpreting information for judging the quality of an individual in relation to his other counterpart. Assessment is the process of gathering information and about learning outcome. Bloom's taxonomy is an important tool for educational outcomes. One needs to understand that all these three tools, test, evaluation and assessment need to be approached in a different perspective and should be incorporated in our teaching and learning methodologies.

(c) Outcome Based Evaluation and Assessment

1. Anandasaravanan.S, Associate professor, Deputy Coordinator, IQAC

2. Cecil William.R, Associate professor, Deputy Coordinator, IQAC

Rathnavel Subramaniam College of Arts and Science, Sulur, Coimbatore - 641402

Introduction:

In a newer education system followed in India, it is mainly focused on Outcomes irrespective of programmes. To achieve the expected outcome of a programme, the evaluation and assessment are the two important measures. Outcomes evaluation can examine these changes in the short-term, intermediate term and long-term. Short term evaluation should focus on any topic or the area or an issue related to the important course content. While selecting the tools for short term evaluation it should be student specific and to improve remembering and understanding level of students. The intermediate evaluation should focus on the applying capability of the learners. Long term evaluation should improve analyzing and creative skill of the learner.

Key Components of Outcomes Evaluation

Outcomes evaluation is to be considered as a system comprises inputs, activities, processes, outputs and outcomes.

- Inputs – Materials and resources; e.g, equipment, staff, volunteers, facilities, money, etc.
- Activities – activities, or processes, that the program undertakes; for example, teaching, counselling, sheltering, feeding, clothing, etc.
- Outputs – impacts, benefits, changes going through the program
- Outcomes – actual impacts, benefits, changes or outcomes, are usually measured by knowledge and skills, behaviors, values of learner during or after the program
- Outcome targets – number and percent of learners to achieve
- Outcome indicators – observable and measurable progress towards outcome target

Outcomes Evaluation Plan

Phase 1: Pre-preparation: Draft specific version of outcomes evaluation plan

Phase 2: Choosing outcome: programlogic model which depict inputs, activities, outputs and short-term, intermediate and long-term outcomes

Phase 3: Selecting Indicators

Phase 4: Data/Information collection

Phase 5: Piloting/Testing

Phase 6: Analyzing

Phase 7: Reporting

(d) Bloom's Taxonomy – Some Alternative Perspectives

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Bloom's Taxonomy is an effective concept in the field of education that has since 1956 rendered a major contribution and influence upon curriculum development and examination system at international level in general and, American and European nations in particular. Bloom's Taxonomy is the outcome model of the critical analysis and synthesis of the discussions on educational issues carried out in various conferences in the five years period from 1948 to 1953, by the team headed by Benjamin Samuel Bloom, an eminent American educational psychologist. He himself records with a sense of gratitude that this model is the result of the meticulous work done by his team: "Thus, this handbook is truly a group product. It is the direct outgrowth of the thinking of over thirty persons who attended the taxonomy conferences." ("Taxonomy of Educational Objectives", p.9)

The Structure of Bloom's Taxonomy

Bloom's Taxonomy consists of three domains namely Cognitive Domain, Affective Domain and Psychomotor Domain. These three domains each have their own sub levels of educational objectives.

The first domain of the taxonomy called as the cognitive domain (published in 1956 as "Handbook I: Cognitive) is knowledge-based and consists of six objectives numbered as K1 to K6, listed by Samuel Bloom as "the six major classes". They are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. In Bloom's book these six objectives are listed serially from top to bottom, contrary to the pyramidal illustration where they are shown hierarchically bottom to top levels. The keywords are given as nouns.

The second domain called the Affective domain is emotional-based and consists of five objectives. They are Receiving, Responding, Valuing, Organizing and Characterizing.

The third domain named as the Psychomotor Domain is action-based and consists of seven objectives. They are Perception, Set, Guided Response, Mechanism, Complex Overt Response, Adaptation and Origination.

In view point of curriculum development Bloom considered the cognitive domain to be the central and important one and emphasized that the six objectives of this domain "deal with the recall of recognition of knowledge and the development of intellectual abilities and skills" ("Taxonomy of Educational Objectives", p.7)

Revised Bloom's Taxonomy

The synchronization of the three domains and their objectives is necessary for the wholesome educational process. With this aim, the Bloom's taxonomy has been tried or practiced all over the world for nearly forty-five years.

In 2001, Lorin W. Anderson, who is one of the students of Bloom, and David R. Krathwohl, who was one of the member of the team headed by Bloom earlier, came up with a revised version of Bloom's taxonomy with corrections made to the cognitive domain. They have changed the noun terminology of the objectives to verbs. Anderson explained the change his team made as follows, *"Educational objectives indicate that the student should be able to do something (verb) to or with something (noun) – a verb-noun relationship. ... We decided to re-label these categories in their verb forms (e.g. Apply, Analyze, etc.) to reflect the verb-noun relationship."* ("A Taxonomy for Learning, Teaching and Assessing", p.265)

The revision work was initiated in November 1995 and was completed 'during the summer of 1999' and was published in 2001. The team comprised of eight members who were cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists. Like Bloom's taxonomy which was framed in the context of American society, this revised version was also done on the American context which is worth pondering. Justifying the revision, Anderson says, *"New changes in American society since 1956 have influenced the way we think about and practice education. Now we know more about how children develop and learn and how teachers plan for, teach, and assess their students. These increases in knowledge support the need for a revision"* ("A Taxonomy for Learning, Teaching and Assessing", Preface, p. xxii)

Bloom's Taxonomy from the View Point of Biology

Biology (i.e. the traditional sciences like Botany and Zoology, and newer sciences like Micro-Biology and Bio-Technology) is a knowledge science that has keen observation as its basis. Biological researches mostly start from the act of keen observing. But in Bloom's taxonomy this rather crucial exercise of Biology has been put in somewhat lower level of the psychomotor domain. Maura C Flannery in her research paper "Observations on Biology" observes that in the world of science, Biology is usually looked upon as an inferior science that does only observations and is unlike Mathematics or Physics which has strong theoretical foundations, and says, *"Benjamin Bloom's taxonomy of learning tasks puts observation at the lowest level, with recall of information. This denigration of observation has long bothered me because I see it as*

often difficult and complex, a skill that needs to be learned and a talent that is much more developed in some.” (“bioone.org/journals/the-american-biology-teacher/volume-69/issue-9”)

In Biology, particularly in Ecology, keen observation, identification and classification are basically required field skills. In Bloom’s taxonomy these skills are put in the lower levels. For these reason some biologists have criticized Bloom’s taxonomy. Susan Lawler in her article “Identification of animals and plants is an essential skill set” writes, “Ironically, the dogma that has been so detrimental to field taxonomy is known as Bloom’s taxonomy” (www.theconversation.com).

What’s interesting is that in framing the taxonomy of educational objectives Bloom and his team got the clue only from the science of Biology. Bloom says, “Most readers will have heard of the biological taxonomies which permits classification into such categories as phylum, class, order, family, genus, species, variety. Biologists have found their taxonomy markedly helpful as a means of insuring accuracy of communication about their science and as a means of understanding the organization and interrelation of the various parts of the animal and the plant world. You are reading about an attempt to build a taxonomy of educational objectives” (“Taxonomy of Educational Objectives”, p.1)

Is the Process Hierarchical or Parallel?

Another criticism on Bloom’s taxonomy as well as its revised version by Anderson and Krathwohl comes from Ron Berger in his article “Here’s What’s Wrong with Bloom’s Taxonomy: A Deeper Learning Perspective” who questions the models approach to the objectives. He says, “The problem is that both versions present a false vision of learning. Learning is not a hierarchy or a linear process. This graphic gives a mistaken impression that these cognitive processes are discrete, that it’s possible to perform one of these skills separately from others. It also gives the mistaken impression that some of these skills are more difficult and more important than others.” (blogs.edweek.org).

Ron Berger continues to elucidate questions raised by the critique of educator Doug Lemov. He also points to the misinterpretations and misunderstandings that arise from the usual multi layered pyramidal representation of the taxonomy. Since teachers wrongly understand that the objectives given in the lower levels are not important and of lesser value and those in the higher levels are more important and of higher value they tend to develop in their students only those higher level objectives and neglect the lower level ones. Even though Bloom’s concept is that those objectives framed in the lower levels of the model are fundamental ones and are pre-requisites for the development of the higher level objectives it is not usually understood that way.

The important observation given by the criticism of Ron Berger is that the objectives of the Bloom's taxonomy are parallel and simultaneous. Also, they could be rearranged. For example, through synthesis and creating at the same time, one could be developing understanding of the subject as well. Hence all those three objectives are attained simultaneously. Also, in an alternate case, creating may occur at first and then analysis and then understanding. There is no fixed one-way hierarchy as many understand the model.

Need for Newer Structures

Usually all the three domains of Bloom's taxonomy are represented as pyramids / triangle structures. The misunderstandings criticized by educators like Ron Berger, Doug Lemov have sprung from those representations only. The triangle diagram representation of the model can lead to another misunderstanding also. To understand it easily we shall compare this model to the "Hierarchy of Needs" model of Abraham Maslow. The model is represented in a triangle / pyramid that consist of five levels of hierarchy from lower to upper. Each level corresponds to a need of human being. The needs are physical / body needs, security needs, belongingness (relationship) needs, esteem needs (social recognition) and self-realization needs (spiritual). To say that only on the fulfilment of a lower need humans move further seeking the immediate higher need. This holds good for majority of the humans. The physical / body needs viz. food air water etc. are necessities for all those who have a corporeal body. No one can rule out that need level completely. But not all humans move to the top levels. Hence, as we go up the number of people coming to those levels get decreased. Only a few individuals get it to the topmost level of self-realization. Majority of the people settle down in lower levels. For this reason, it is correct that the model proposed by Abraham Maslow was represented as a triangle.

But when we talk of visions like "education for all" it is only appropriate to give the model in a rectangle rather than in a triangle. Or, if we see the objectives as simultaneously occurring phenomena then we have to represent the model in star topology or mesh topology or some other more appropriate structure.

Furthermore, rather than treating the objectives as discrete and well defined ones, we shall look them as overlapping ones and try to find out intersecting sub-objectives. To propose a single model common for all subjects of knowledge is not correct. We can have separate modified models for science and arts, and if possible we shall have uniquely modified models for every department of knowledge. On the footsteps of Anderson and Krathwohl who in 2001 came up with a revised model of Bloom's taxonomy by interchanging the Synthesis and Evaluation objectives and changing the nomenclature as Evaluating and Creating, we can rearrange and/or rename the objectives accordingly for each subject. When we move the

education onto the levels of specialization, development of such unique models will be the need of the hour.

Can we develop an Eastern / Indian Model?

As we saw earlier in this paper, the Bloom's Taxonomy and its revised models were developed on the context of American culture. Its approach is strongly from the western mindset. Following it strictly in the eastern countries like India and China, which have considerably longer traditions of knowledge than the western world, would prove only to be cumbersome and detrimental. We have to incorporate objectives that have been upheld for millennia by the scholars and seers of the eastern world.

The short comings of Bloom's taxonomy are already being addressed in the western part of the sphere. For nearly half a century it has led the teachers into downplaying the importance of 'lower level objectives', as we saw it in the example of Biology. Now, emphasis is put on the lower level objectives such as remembering and comprehension. When these objectives are neglected and not given proper emphasis that leads to the liquefaction of the vocabulary and terminology in any field of knowledge, which will make many of its literature unreadable within a short span. Such a condition will surely not be healthy. E.D.Hirsch, Jr., while emphasizing on the need of creating knowledge-based schools says, "*The whole linguistic scene in the United States and the other modern nations begins to look like an amoeba that is changing its shape. Some words enter usage and memory, others depart.*" ("Why Knowledge Matters – Rescuing Our Children from Failed Educational Theories", p.161). Be it primary or secondary or higher level, the neglect of native elements in education will effect in a rootless society. "You who learn not the tongue of your home, go away, go away, go away" sang Poet Bharathi on despising the deviated Indians.

Incorporating as objectives, traditional and time tested values like intuition and imagination into education, we can build a taxonomy that suits our nation in all aspects. Then only we can achieve an organic development of educational objectives.

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8. Report of the Seminar

I am very happy to present the report of NAAC Sponsored National Seminar on 'Challenges and Changes in the Evaluation System' organized by Internal Quality Assurance Cell, Jamal Mohamed College, Tiruchirappalli. The Seminar was organized with the objective that the recent evaluation system and development in the field of Assessment is to reach all the COEs and all the academicians.

With the encouragement and support from our Management, Principal the assistance of the coordinator and members of IQAC and my colleagues, it was possible for us to make all arrangements for the smooth and successful conduct of this Seminar. I hope that the fruit of this Seminar will reach all the Participants and academicians in the field of Higher education.

Call letters were sent to various Autonomous Arts and Science Colleges, Engineering Colleges, Universities all over India through post, e-mail and WhatsApp. More than 50 Participants from 20 Colleges, Universities and other Organizations responded and participated in the Seminar. The seminar had four plenary sessions where four lectures were delivered by eminent personalities of various capacities in this Seminar.

In the Inaugural session began at 9.00 a.m. Dr. T. Abdul Razak, Convener & Coordinator, IQAC welcomed the gathering and introduced the Chief Guest. Our Principal Dr. S. Ismail Mohideen presided over the inaugural function. Dr. D. Kumar Member IQAC explained the Theme of the Seminar. Our Secretary and Correspondent

Dr. A.K. Khaja Nazeemudeen Sahib and Our Treasurer Hajee. M.J. Jamal Mohideen Sahib offered felicitations. Dr. Kadar Sherif, Assistant Professor of Economics, introduced the chief guest, Dr. M.G Sethuraman, Professor, Department of Chemistry, Gandhigram Rural Institute – Deemed University, Gandhigram, Tamil Nadu. Our chief guest inaugurated the seminar and delivered the Keynote Address.

Dr. Syed Wajeed, Associate Professor, Department of Microbiology and Director-IQAC, St. Joseph college, Bangalore was also present. Finally, Dr. Shajahan, Member-IQAC proposed a vote of thanks.

During the first session, our chief guest Dr. M.G Sethuraman, gave a talk on "*Reforms in Student Assessment*".

During the second session Dr. Syed Wajeed, Associate Professor, Department of Microbiology and Director – IQAC, St. Joseph College, Bengaluru, Karnataka, talked on the “*Benchmark Practices for Quality Enhancement in the Evaluation System*”.

In the third session, Dr. P. Jeganathan, Head, Department of Computer Application & Coordinator – IQAC, PSNA College of Engineering and Technology, Dindigul, gave a lecture on “*Outcome Based Assessment and Evaluation*”.

In the fourth session, Dr. V. Sujatha, Principal, Cauvery College for Women, Tiruchirappalli delivered a lecture on “*Evaluation System under the Revised NAAC Framework*”.

The valedictory session, began at 5.00 p.m. Dr. T. Abdul Razak, Coordinator, IQAC welcomed the gathering. Dr. I. George Amalarathinam, Director, MCA and Bursar of the college, presided over the function. Dr. A. Mohamed Ismayil, Associate Professor, Department of Mathematics, Member, IQAC and the Organizing Secretary readout the report of the seminar. The valedictory address was delivered by the Chief Guest Dr. V. Sujatha, Principal, Cauvery College for Women, Tiruchirappalli. Certificates were distributed by the Chief Guest of the Valedictory Function. The vote of thanks was proposed by Dr. A. Ishaq Ahamed, Associate Professor of Physics and Member, IQAC.

Dr. A. Mohamed Ismayil

Organizing Secretary
Member – IQAC &
Associate Professor of Mathematics
Jamal Mohamed College
Tiruchirappalli

9. Recommendations

The following are the recommendations that were arrived at after much deliberations at the seminar by the invited experts. The thrust areas that have been identified are Evaluation, Teacher Assessment, Benchmarking Best Practices, setting up of clear Vision and Mission Statements for the institution and preparing the institution for the Reaccreditation Process under the Revised Framework of the NAAC.

Evaluation is an essential for two different reasons, namely

1. To assess the knowledge, understanding and learning levels of the students
2. To provide feedback mechanism for the teachers to evolve their way of teaching.

However, the present-day evaluation system is inappropriate because it relies heavily on rote memorization, increases the anxiety and stress and leads to malpractices. Hence the system of evaluation should be modified appropriately.

1. The assessment should have inbuilt components for Formative Assessment taken at regular intervals throughout the course and
2. Summative Assessment taken at the end of a unit or a semester to demonstrate the sum of what the students have learnt.
3. The assessment should be Outcome Based (OBE) and should be obtained using direct and indirect method as per some applicable norms.
4. The question papers for theory, practicals and project works should conform to the Course Objectives (CO), Program Objectives (PO) rubrics spelt out in the NAAC guidelines framework.
5. The mechanism of evaluation should be made transparent, detailed schemes for allotment of marks should be posted on the college website for helping the students to arrive at a clear idea of what is required.
6. The declaration of results should be made in the shortest possible time
7. A proper grievance mechanism should be put in place so as to assure the student that her/his concerns are taken care of.
8. The Ph.D. evaluation mechanism should be made stringent with mandatory submission of half yearly reports, presentation of findings within the peer group of the scholars, encouragement for presentation of papers in seminars/conferences and also publication in SCI journals, evaluation of thesis by competent examiners.

10. Follow-up Actions

1. The Formative Assessment is already in vogue as unit tests and CIA tests are conducted regularly.
2. The outcomes for each course and program have been clearly spelt and efforts will be taken to have the question papers for theory, practicals to conform to the Course Outcomes, Program Outcomes.
3. The mechanism of evaluation has always been transparent with the question paper patterns, allotments of marks for each subject as well as for the CIA components spelt out clearly in the college Almanac, Handbook of Autonomy as well as posted on the college website.
4. A grievance mechanism is already in place and has been spelt out in the college Almanac, Handbook of Autonomy as well as posted on the college website.
5. The declaration of results by the Office of the Controller of Examinations is within ten working days from the date of the completion of the last examination.
6. The evaluation of Ph.D. dissertation of our scholars is made by the Bharathidasan University to which our college is affiliated with.

11. Photo Gallery



Dr. S. Ismail Mohideen, Principal delivering the Presidential Address



Dr. A. K. Kaja Nazeemudeen, Secretary & Correspondent offering felicitations



Hajee M. J. Jamal Mohamed, Treasurer offering felicitations



Dr. M. G. Sethuraman delivering the Keynote Address



Dr. M.G. Sethuraman : Session - I



Dr. Syed Wajeed: Session - II



Dr. P. Jaganathan: Session - III



Dr. V. Sujatha: Session -IV



Dr. T. N. Ravi, participant, giving Feedback



Dr. V. Sujatha distributing certificates to a participant



A section of the participants



A section of the participants

JAMAL MOHAMED COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI- 20
INTERNAL QUALITY ASSURANCE CELL

NAAC Seminar on "Challenges and Changes in the Evaluation System"

Venue: Computer Seminar Hall

MEMBERS PRESENT

Date: 26-02-2019

S.No	Name	Designation	Department	Signature
1	Dr. T. Abdul Razak	Co-ordinator, IQAC	Computer Sc.	T. Abdul Razak
2	Dr. A. Ishaq Ahamed	Member - IQAC	Physics	A. Ishaq Ahamed
3	Dr. D. Kumar	Member - IQAC	Economics	D. Kumar
4	Dr. A. Shajahan	Member - IQAC	Botany	A. Shajahan
5	Dr. A. Mohamed Ismayil	Member - IQAC	Mathematics	A. Mohamed Ismayil
6	Dr. M. Ghouse Basha	Dean of Science	Botany	M. Ghouse Basha
7	Dr. A. Syed Zakir Hasan	Dean of Arts	Tamil	A. Syed Zakir Hasan
8	Dr. A. Saleem Batcha	Controller of Examinations	Economics	—
9	Dr. A. Mohamed Mustafa	Dy. Controller of Examinations	English	A. Mohamed Mustafa
10	Dr. M. Mohamed Surputheen	Registrar of Attendance	Computer Sc.	M. Mohamed Surputheen
11	Dr. A. Khaleel Ahamed	Associate Professor & Head	Botany	A. Khaleel Ahamed
12	Dr. A. Hidayathulla	Associate Professor	Economics	A. Hidayathulla
13	Dr. M. Syed Ali Padusha	Associate Professor	Chemistry	M. Syed Ali Padusha
14	Dr. J. Sirajudeen	Assistant Professor	Chemistry	J. Sirajudeen
15	Dr. M. Marimuthu	Assistant Professor	Commerce	M. Marimuthu
16	Dr. Abdul. Mohamed Ali Jinnah	Associate Professor	English	Abdul. Mohamed Ali Jinnah
17	Dr. K. Prabakar	Assistant Professor	Zoology	K. Prabakar
18	Dr. R. Ravi Kumar	Assistant Professor	Botany	R. Ravi Kumar
19	Mr. A. Mohamed Ismail	Microcell Member, IQAC	Arabic	A. Mohamed Ismail
20	Dr. K. Mohamed Rafi	Microcell Member, IQAC	Botany	K. Mohamed Rafi
21	Dr. S. Syed Abuthahir	Microcell Member, IQAC	Chemistry	S. Syed Abuthahir
22	Dr. M. Sirajudeen	Microcell Member, IQAC	Commerce	M. Sirajudeen
23	Dr. J. Khader Sharief	Microcell Member, IQAC	Economics	J. Khader Sharief
24	Dr. Y. Parvas Sharif	Microcell Member, IQAC	English	Y. Parvas Sharif
25	Dr. M. Mohamed Tajdeen	Microcell Member, IQAC	History	M. Mohamed Tajdeen
26	Mr. S. Masoothu	Microcell Member, IQAC	Mathematics	S. Masoothu
27	Mr. A. Mohamed Saleem	Microcell Member, IQAC	Physics	A. Mohamed Saleem
28	Dr. A. Thoufiq Rameez	Microcell Member, IQAC	Tamil	A. Thoufiq Rameez
29	Dr. A. Sadiq Bukhari	Microcell Member, IQAC	Zoology	A. Sadiq Bukhari

NAAC Seminar on “Challenges and Changes in the Evaluation System”

MEMBERS PRESENT

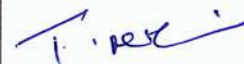
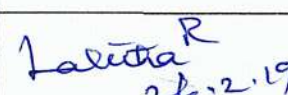
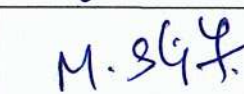
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JAMAL MOHAMED COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI - 20

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26th February 2019

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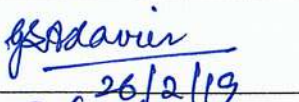
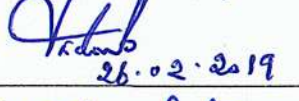
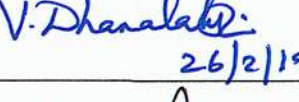
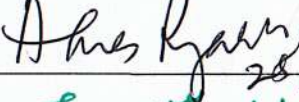
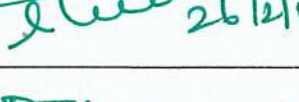
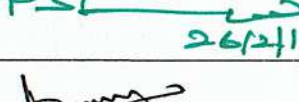
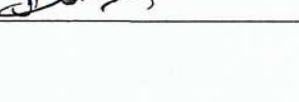
S.No	Name & Designation	Institution	Mobile Number	Email id	Amount (Rs)	Signature
1	Dr. Haridaya Sharma Coordinator, IQAC	D.G.Vaishnav College, Chennai-106.	9444339345	iqac@dgvaishnavcollege.edu.in	300	<i>Not Attended</i>
2	Dr. S. Narayanan Assistant Controller of Examination	D.G.Vaishnav College, Chennai-106.	9884513004	iqac@dgvaishnavcollege.edu.in	300	
3	Dr. T. Augustine Arul Prasad Team Member, NAAC Coordination Committee	D.G.Vaishnav College, Chennai-106.	9444278265	iqac@dgvaishnavcollege.edu.in	300	
4	Ms. T. Manimegalai Principal	Sri Sarada Niketan College of Science for Women, Karur - 5	9944882564	tmanimohan20@gmail.com	300	
5	Ms. J. Jeyanthi Assistant Professor of Commerce & IQAC Co-ordinator	Sri Sarada Niketan College of Science for Women, Karur - 5	9894979865	jeyanthisivaj@gmail.com	300	
6	Ms. K. S. Kavitha Head, Dept. Of Business Administration & IQAC Co-ordinator	Sri Sarada Niketan College of Science for Women, Karur - 5	9786051361	kskavisasi@gmail.com	300	
7	Dr. Lalitha Ramakrishnan Advisor, IQAC	PSG College of Arts & Science, <i>Coimbatore</i>	9345663652	lalithramk@yahoo.com	300	
8	Dr. B. Ramesh Co-ordinator, IQAC	PSG College of Arts & Science, <i>Coimbatore</i>	9842984341	bramesh2575@gmail.com	300	
9	C.P.Kala Assistant Professor Computer Science	Sri Saradha College for Women, Perambalur - 621 113	6379580968 9626023847	godsays76@yahoo.co.in	300	
10	M.Shiyamala Assistant Professor Computer Science	Sri Saradha College for Women, Perambalur - 621 113	6369383048	shiyamalamuru@gmail.com	300	

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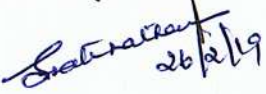
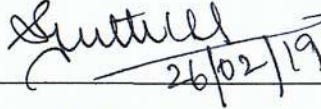
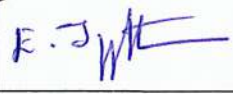
S.No	Name & Designation	Institution	Mobile Number	Email id	Amount (Rs)	Signature
11	Dr.N.Uma Maheswari Head and Assistant Professor of Microbiology,	S.T.E.T Women's College, Mannargudi	9942083056	umasamyamf@gmail.com	300	 26/2/19.
12	Dr.M.Kannahi Assistant Professor of Microbiology,	S.T.E.T Women's College, Mannargudi	9865787206	kannahiamf@gmail.com	300	 26/2/19
13	Dr.R.Anuradha Head & Assistant Professor of Biochemistry	S.T.E.T Women's College, Mannargudi	9003838963	mathianuradha@gmail.com	300	 26/2/19
14	Dr. G Sahaya Anthony Xavier Dean of Science Associate Professor of Botany	St.Xavier's College (Autonomous) Palayamkottai - 627002	9535495009 7397658339	saxsxc@gmail.com	300	 26/2/19
15	Dr. B. Victor COE	St.Xavier's College (Autonomous) Palayamkottai - 627002	9442801528	saxsxc@gmail.com	300	 26.02.2019
16	Dr. V. Dhanalakshmi Assistant Professor of Mathematics	Stella Maris College (Autonomous), 17, Cathedral Road, Chennai - 600 086	9710925716	dhanavdl24@gmail.com	300	 26/2/19
17	Dr.Agnes Rozario Vice-Principal, and Associate Professor of Commerce	Stella Maris College (Autonomous), 17, Cathedral Road, Chennai - 600 086	9884248117	ags.rozario@gmail.com	300	 26/2/19
18	Dr.A.Sivakumar Professor / Mechanical & IQAC Coordinator	Kongu Engineering College, Perundurai	98658 82583	askmech@kongu.ac.in	300	 26/2/19
19	Dr.P.Shanmugham COE / Professor in the Mathematics Department	Kongu Engineering College, Perundurai	8870067895	coe@kongu.ac.in	300	 26/2/19
20	S. Anandasaravanan Deputy Coordinator IQAC	RVSCAS, Coimbatore	96883 99845	anandasaravanan@rvsgroup.com	300	 26/2/19

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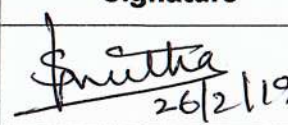
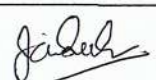
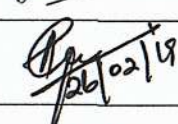
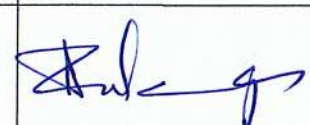
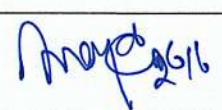
S.No	Name & Designation	Institution	Mobile Number	Email id	Amount (Rs)	Signature
21	R. Cecil William Deputy Coordinator IQAC	RVSCAS, Coimbatore	99444 24477	cecilwilliam@rvsgroup.com	300	
22	Dr. S. Esath Natheer Assistant Professor	Nehru Arts and Science College (Autonomous), Nehru Gardens, T.M. Palayam, Coimbatore - 641105	9443186580	esathnatheer@gmail.com	300	
23	Ms. V. Ramya IQAC Coordinator & Institutional Asst. Professor <i>Attended</i>	Cauvery College For Women Annamalai Nagar, Trichirapalli - 620018.	9150508989	ramyafsm@gmail.com	300	
24	V. Gomathi, Asst. Professor of Computer Science and Engineering	Oxford Engineering college, Trichy	9788522652	gomathi.cse@oxfordec.edu.in	300	<i>Not Attended</i>
25	Dr. Sangeetha Senthil kumar, Prof. & Head, Computer Science and Engineering	Oxford Engineering college, Trichy	98437 79933	hod.cse@oxfordec.edu.in	300	
26	V. Priya Assistant Professor MQAC, Department of Computer Science	Nehru Memorial College Puthanampatti.	9842099320	vpriyakarthik2014@gmail.com	300	
27	P. Kamalanathan <i>Associate Professor</i>	SRM College of Physiotherapy, SRM IST chennai	9841279391	physiokamal1977@gmail.com	300	
28	M. Saravana Hari Ganesh . M <i>Associate Professor</i>	SRM College of Physiotherapy, SRM IST chennai	9789858104	sowram7hari@gmail.com	300	
29	E. Jayakanthan <i>Assistant Professor</i>	SRM College of Physiotherapy, SRM IST chennai	9566032916	physio.jey@gmail.com	300	
30	J. Ayyappan Associate Professor	SRM College of Physiotherapy, SRM IST chennai	9994948597	ayyappanpt@gmail.com	300	<i>Not Attended</i>

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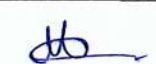
S.No	Name & Designation	Institution	Mobile Number	Email id	Amount (Rs)	Signature
31	Dr Smitha Elsa Peter Associate Professor of ECE,	PRIST Deemed to be University, Vallam, Thanjavur - 613403	9894558601	smithasishaj@gmail.com	300	
32	Dr. Rizwana Begum Associate professor of ECE	PRIST Deemed to be University, Vallam, Thanjavur - 613403			300	Not Attended
33	Dr.R.Vaheedha Banu Assistant Professor of Economics	M.S.S. Wakf Board College, Madurai - 20	9842473110	syedmaroof2000@gmail.com	300	
34	JADEEDA SALEEM Dr. Jaijitha Salim, Assistant Professor of English	M.S.S. Wakf Board College, Madurai 20	9486226856	jediamsath1970@gmail.com	300	
35	Dr. A.E. Narayanan Head / CSE	PMIST, Thanjavur	9003976774	aenar_jack@pmu.edu	300	
36	Dr. Sathyapriya J Associate Professor & IQAC Co-ordinator	PMIST, Thanjavur	7708559695	sathyapriya@pmu.edu	300	Not Attended
37	Dr P Neelananarayanan Controller of Examinations	Nehru Memorial College (Autonomous) Puthanampatti-621007 Tiruchirappalli, Tamil Nadu.	9443765887 7639872746	dr.pnn31@gmail.com	300	
38	Dr A Rajendran Associate Professor of Physics,	Nehru Memorial College (Autonomous) Puthanampatti-621007 Tiruchirappalli, Tamil Nadu.	9943320598	neelrajnmc@gmail.com	300	Not Attended
39	M.Nayas. Head Department Of Forensic Science	Annai Fathima College Arts and Science. Thirumangalam.	9865039608	nayasn@yahoo.co.in	300	
40	Dr.A.A.Mohamed Faizal Prof./EEE	ILAHIA College of Engineering and Technology, Muvattupuzha, Kerala.	9442147147	aamd faizal@gmail.com	300	

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S.No	Name & Designation	Institution	Mobile Number	Email id	Amount (Rs)	Signature
41	Dr.T.N.Ravi , IQAC Coordinator and Asst. Professor of Computer Science	Periyar E.V.R.College (Autonomous), Trichy-23.	9443458229	proftnravi@gmail.com	300	
42	Dr.B.Senthilkumar, Member of IQAC & Asst. prof of Statistics	Periyar E..V.R.College (Autonomous), Trichy-23.	9444325567	senthilkumarbalan@gmail.com	300	
43	Dr.P.Krishnamurthy, Member of IQAC & Asst. Prof of Zoology	Periyar E..V.R.College (Autonomous), Trichy-23.	9488603566	pkmoothy68@gmail.com	300	
44	Ms. K. Suregka Felix Member of IQAC.	Holy Cross College (Autonomous), Trichy	9952406383	Suregka_Felix@yahoo.com	300	
45	Ms. S. Sashikala Member of IQAC	Holy Cross College (Autonomous) Trichy	9843440526	Sashikala.Sekar@gmail.com	300	
46	Dr. K. A. Jeyanthi IQAC Co-ordinator	Thanthai Hans Roever College (Autonomous) Perambur	9994223240	jeyanthi.ka@gmail.com	300	
47	Dr. K. MAHALAKSHMI member of IQAC THRC	Thanthai Hans Roever college (Autonomous) Perambur	9655672466	mahal.kaavika@gmail.com	300	
48	Dr. P. RAJESHKANDRAN Dean of Arts, GTN Arts College, Dindigul.		9150447279	gtnravi@gmail.com	300	
49	Dr. M. MUTHUMARI Assoc. prof. / Head in Botany	G.T.N. Arts College Dindigul	9842844919	gtnmuthumari@gmail.com	300	