NATIONAL LEVEL WEBINAR ON ‘ASSESMENT AND ACCREDITATION : REVISED FRAMEWORK

Criterion II

Teaching Learning and Evaluation

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Presentation Outline:

- Overview and Assessment focus of Criterion II
- Distribution of weightages across Key Indicators
- Discussion on all KI and matrix
- Queries (Question and answers)

Criterion II:
Teaching Learning and Evaluation

	Affiliated	Autonomous
Total weight age	350	300
Key Indicators	07	07
Total matrix	16	18
Qn	09	11
Ql	07	07

Criterion II: Assessment focus

- Diversity of students (gender, social) and admission mechanism
- Writing PO, PSO, CO, communication and its mapping
- Assessing different learning abilities
- Teaching methods practiced
- Use of technology in teaching/ creating resources
- Teacher quality and experience
- Methods and frequency of assessment
- Students' satisfaction level

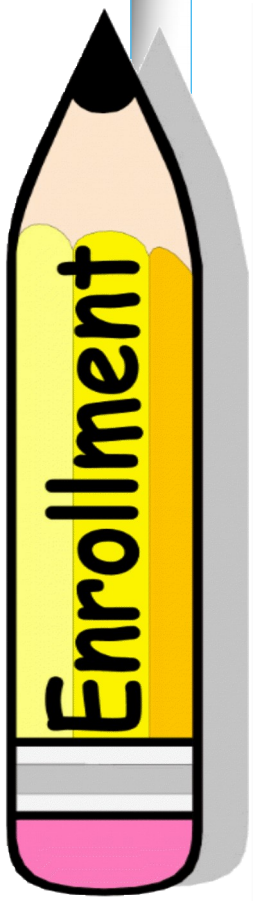
Distribution of marks as per key indicator

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

Key Indicator- 2.1 Student Enrolment and Profile (40) (20)

2.1.1. Average Enrolment percentage (Average of last five years) (Q_nM) 20/10

- Programme wise list of admitted students-yearly(certified)
- Student intake approval letter of university
- Additional intake sanction letters
- Record of applications received



Average ?
Sanctioned admission strength in each program vs No. of Application received for each program

Key Indicator- 2.1 Student Enrolment and Profile (40) (20)

2.1.2 (Q_nM) Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) 20/10

- Programme wise Final admission list
- Category wise admission extract
- Reservation policy letter issued by Govt.

Only those seats filled against the quota should be counted here.

Key Indicator- 2.2 Catering to Student Diversity (50/30)

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners.

(Q$_l$M) 30/15

- ✓ **Assessing learning levels**
- ✓ **Organising special programmes for different level learners**

Formative assessment

✓ Assessing learning levels

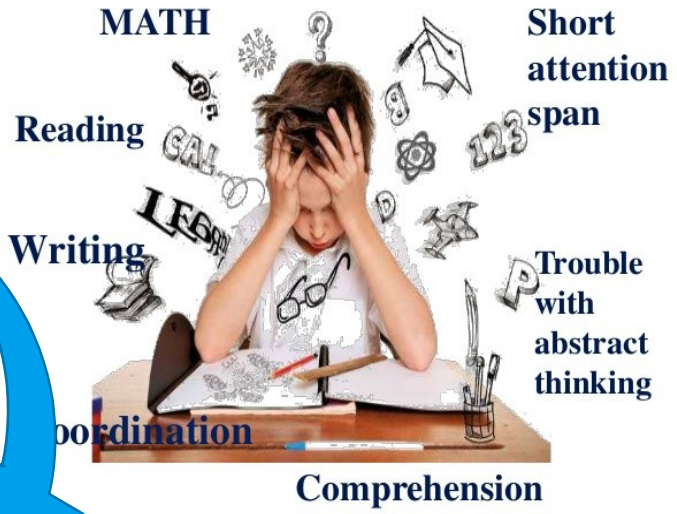
……multiple strategies

- Entry level marks
- Designing Problem sets
- Measuring Knowledge
- Measuring Comprehension
- Measuring Application
- Measuring Evaluation

Slow | Moderate / Average | Advanced

Slow Learners

- Short attention and less concentration span
- Slow reaction time.
- Limited self-direction.
- Limited ability to work with abstractions and to generalize
- Slowness for association between words and phrases.
- Habits of learning very slowly and forgetting very quickly.
- Inability to set up and realize standard or workmanship.
- Lack of originality and creativeness.
- Inability to analyze, to do problem solving or think critically.
- Lack of power to use the higher mental processes.



Compensatory teaching:

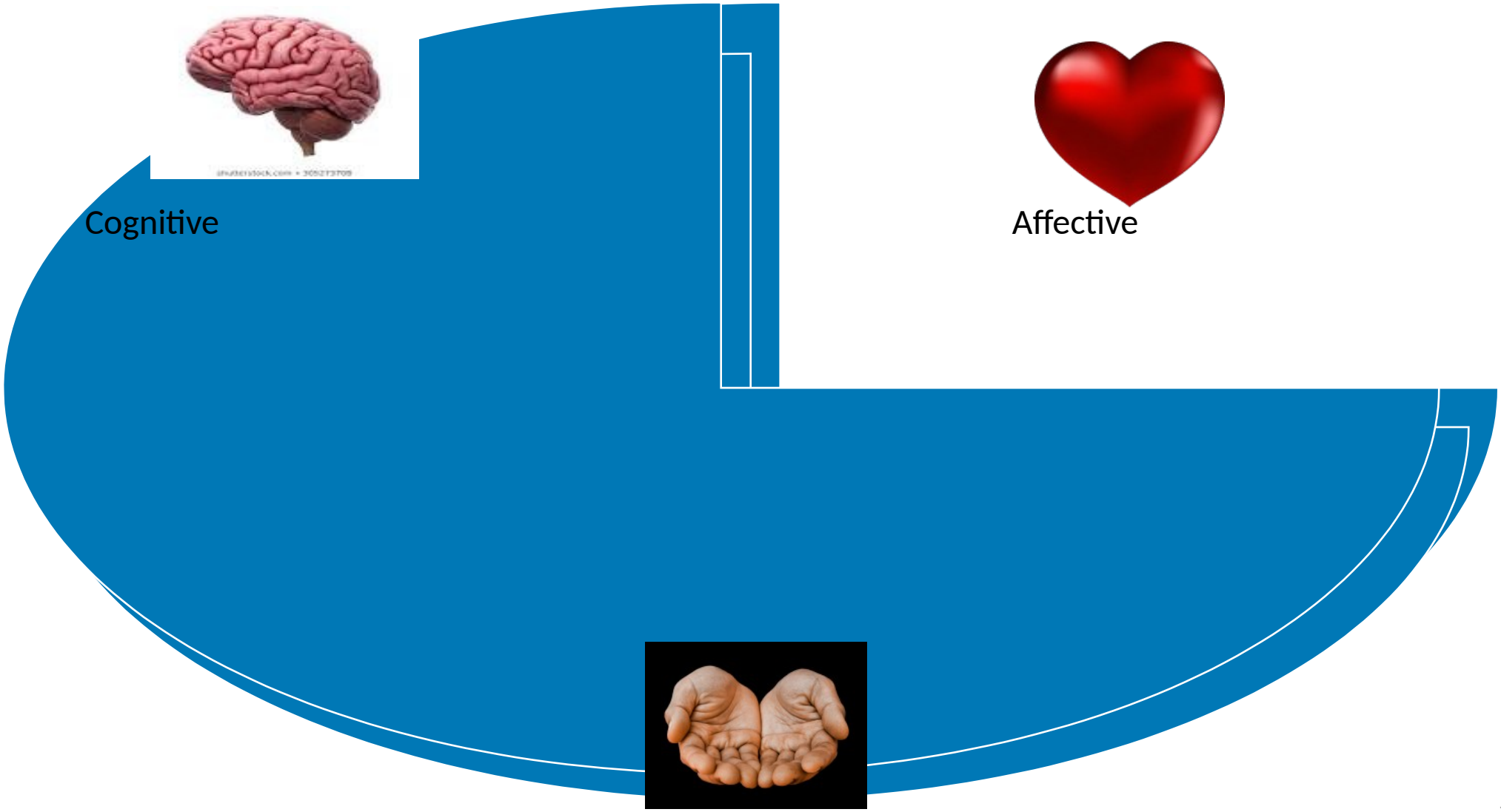
- Using methods like pictures, films, videos, live experiences for learning

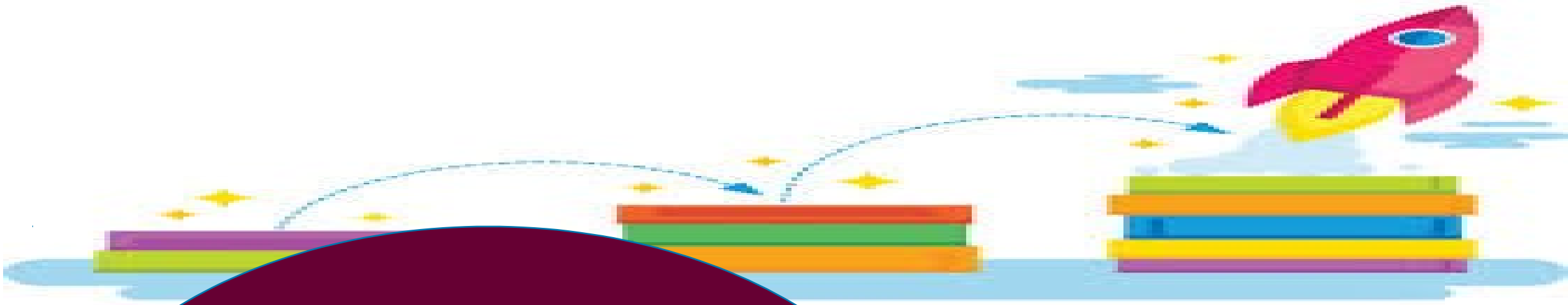
Remedial Teaching:

- use of activities, techniques and practices to eliminate weaknesses or deficiencies , a different teacher.

Advanced learners' traits

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneity
Interest in problem-solving and applying concepts	Openness to stimuli, wide interests	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Intuitiveness	High expectations of self and others, often leading to feelings of frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Intellectual curiosity Independence in work and study	Independence in attitude and social behavior	Heightened self-awareness, accompanied by feelings of being different	Highly energetic—needs little sleep or down time Impulsive, eager and spirited
Power of critical thinking , Persistent, goal-directed behavior	Aesthetic and moral commitment to self-selected work	Idealism and sense of justice	Constantly questions


Cognitive
Affective



Role of a teacher while dealing with advanced learners

- **Allowing Choice**
- **Integration of Technology**
- **Working Together**
- **Accommodating Pace**
- **Determining Prior Knowledge**
- **Teaching Creatively**
- **Independent Learning Projects**
- **Encouraging Self-assessment**

Key Indicator- 2.2 Catering to Student Diversity (50/30)

2.2.2 Student – Full time teacher ratio(latest completed academic year) (Q_nM) 20/15

Total number of Students enrolled in the Institution
Total number of full time teachers in the Institution

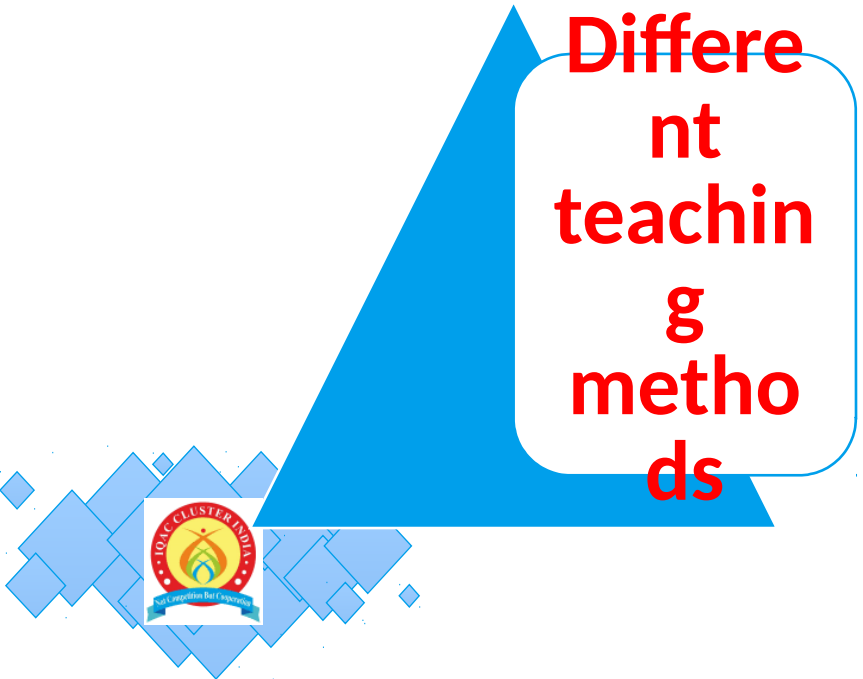
Information of only full time teachers:

A teacher employed at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.

part-time / Ad-hoc / visiting faculty

Key Indicator- 2.3. Teaching- Learning Process (50/50)

2.3.1 (Q_lM) Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences **20/15**



- experiential learning
- participative learning
- problem solving

Experiential learning:

Learning through experience

Learning through **reflections on doing**

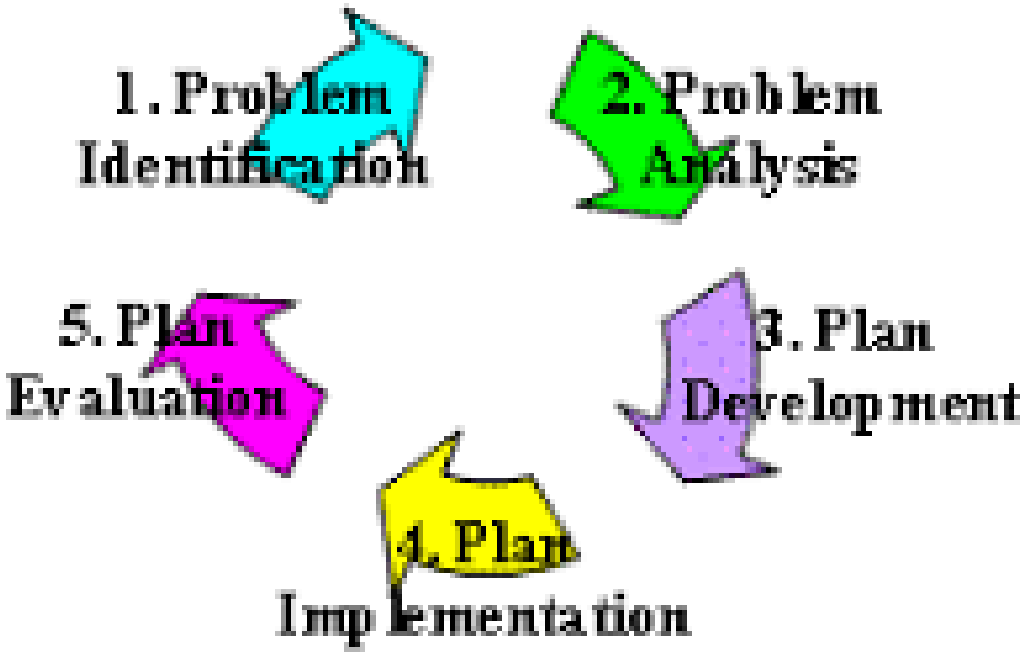
It is individual learning process

- Field work
- On job training
- Role play
- Industrial visits
- Mock parliament
- Socio economic surveys
- Research

Participative learning

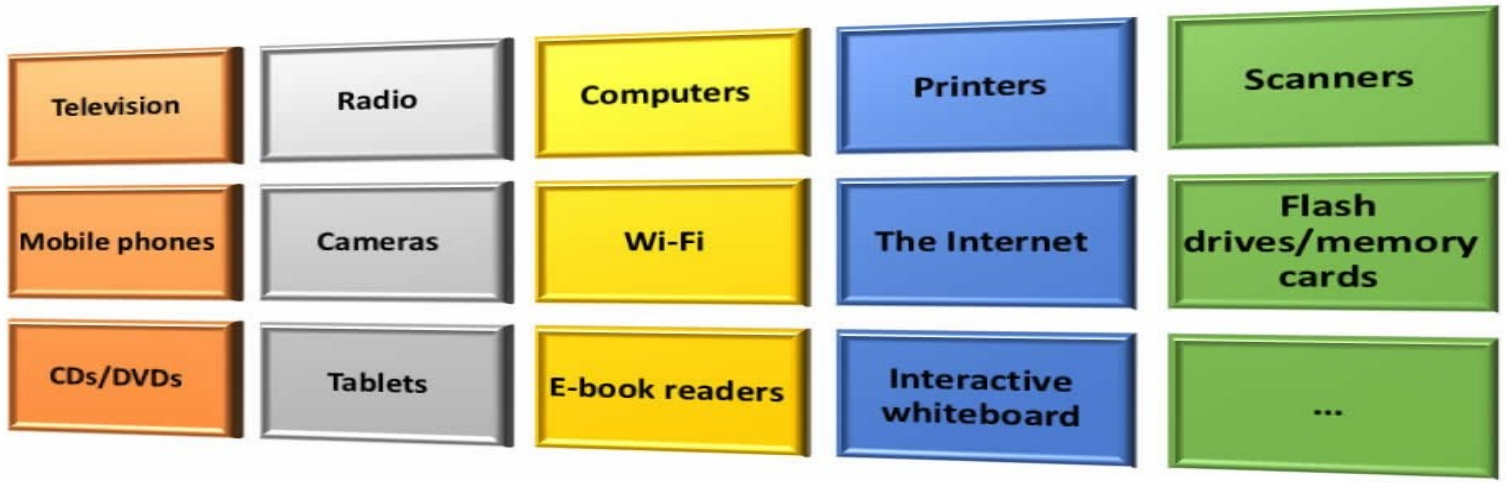
peer teaching, active learning, group work, co-operative and collaborative learning

Problem solving method



Key Indicator- 2.3. Teaching- Learning Process (50/50)

2.3.2 (QlM) Teachers use ICT enabled tools (including online resources) for effective teaching-learning process. 15/15



Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.

LMS, moodle, you tube
Google classroom
Internet supported learning, virtual laboratory, inflibnet
OERS
Blogs, etc.

Key Indicator- 2.3. Teaching- Learning Process (50/50)

2.3.3 (Q_nM) Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year) 15/10

- Circular pertaining the details of mentor and their allotted mentees
- Approved Mentor list as announced by the HEI
- Allotment order of mentor to mentee
- Record of issues raised and resolved in the mentor

Mentoring is a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers.

Key Indicator- 2.3. Teaching- Learning Process (50)

2.3.4 (Q_lM) Preparation and adherence of Academic Calendar and Teaching plans by the institution 10

- Academic Calendar and Teaching plans
- Its implementation, strategy for implementation
- If activity is missed, how it has been compensated
- Case study

Metric Only for Autonomous institutions

Key Indicator- 2.4 Teacher Profile and Quality (60/50)

2.4.1 (Q_nM) Average percentage of full time teachers against sanctioned posts during the last five years 20/15

- Sanctioned post of full time teacher (including Management sanctioned posts)
- Full time teachers on roll authenticated list
- Appointment letters and PAN card

Key Indicator- 2.4 Teacher Profile and Quality (60/50)

2.4.2 (Q_nM) Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count) 20/20

- Number of full-time teachers with PhD year-wise irrespective year of award of degree
- Copies of Ph.D. certificate

Key Indicator- 2.4 Teacher Profile and Quality (60/50)

2.4.3 (Q_nM) Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

20

- Experience certificate/ appointment order of faculty
- List of Teachers including their PAN, designation, dept and experience details

Affiliated

Key Indicator- 2.5. Evaluation Process and Reforms(30/50)

2.5.1 (Q_lM) Mechanism of internal assessment is transparent and robust in terms of frequency and mode

15

Two aspects: transparent and robust (strong and healthy)

- ✓ Planning of examination in Academic calendar
- ✓ Modes of internal assessments: Summative and formative
- ✓ Actual internal assessment implementation and its record explaining transparency and robustness
- ✓ Institutional policy

2.5.1 QnM Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years 20

- Semester wise/ year wise
- Last date of the last semester-end/ year- end examination
- Date of declaration of results of semester-end/ year- end examination
- Number of days taken for declaration of results
- Average number of days for declaration of results during last [illegible] years.

Autonomous

Key Indicator- 2.5. Evaluation Process and Reforms (30/50)

2.5.2 (Q_lM) Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient 15

1. University/Institutional examination grievance Redressal policy
2. Communication of policy to stakeholders
3. Setting and practicing procedural matters ---- documentation
4 Corrective and preventative measures

Affiliated

Key Indicator- 2.5. Evaluation Process and Reforms (30/50)

2.5.2 (QnM) Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years 15

1. University/Institutional examination grievance Redressal policy
2. Communication of policy to stakeholders
3. Handling system defined
4. No of complaints/grievances about evaluation
5. Total number of students appeared in exam
6. Additional info: Sample complaints and institutional procedure

Autonomous

Auton omous

Key Indicator- 2.5. Evaluation Process and Reforms (30/50)

2.5.3 (QIM) IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution **15**

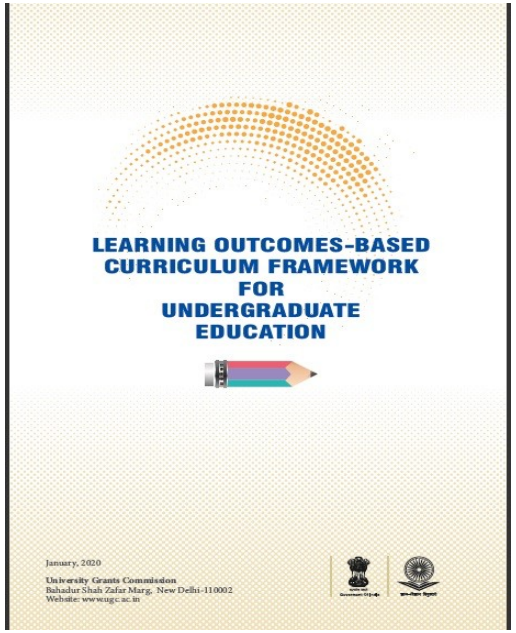
- Examination procedures/policy
- Processes integrating IT
- Continuous internal assessment system
- Additional info: link to website/ info in pdf

LET’S UNDERSTAND THE LEARNING OUTCOMES AND THEIR ROLE IN CRITERIA 2

Ms Kalpana Chavan
IQAC Coordinator
St. Xavier’s Institute of Education. Mumbai

BASIS OF LEARNING OUTCOMES

THE



https://
www.ugc.ac.in/
pdfnews/
4598476_LOCF-UG.pdf

n August 2018

DOES EDUCATION ASSURE EMPLOYABILTY , NOT JUST EMPLYOMENT ??

WHY LEARNING OUTCOMES FOR THE CURRICULUM?

- The LOCF approach **"makes the student an active learner; the teacher a good facilitator and together they lay the foundation for lifelong learning".**

- "The University Grants Commission (UGC) believes that among other things, **LOCF** will improve their **employability.**

TYPES OF LEARNING OUTCOMES : THE INTERCONNECTEDNESS

2.6.1 **(QlM)** Programme and course outcomes for all Programmes offered by the institution are stated and displayed on **website and communicated** to teachers and students. **15/10**

Programs = B.A,

Specific Programs = B.A (History),

Course is the one that we teach in class.

LEARNING OUTCOMES:Learning outcomes describe what students will know and be able to do upon successful completion of a program or course.

WRITING POs , PSOs AND COs

- There is a technique of writing these outcomes which will be dealt in a completely independent session on 3rd May 2020

- The Learning outcomes and it's connect **to Bloom's Taxonomy** will be handled then.

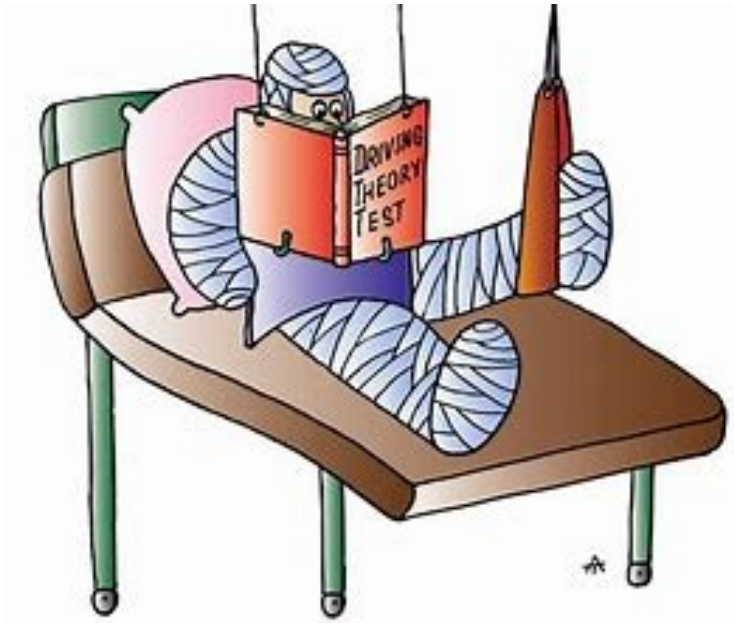
- **Student performance is seen as the realization of learning outcomes** which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

  (NAAC GUIDELINES- CRITERIA 2)

- Upload outcomes and description of mechanism

Car driving

- What should be the end result of learning car driving?



Every beginning has an end so does education

- How do you see your students at the end of graduation?

Key Indicator- 2.6

Student Performance and Learning Outcomes (60)

2.6.2(QIM) Attainment of programme outcomes and course outcomes are evaluated by the institution. (15/10)

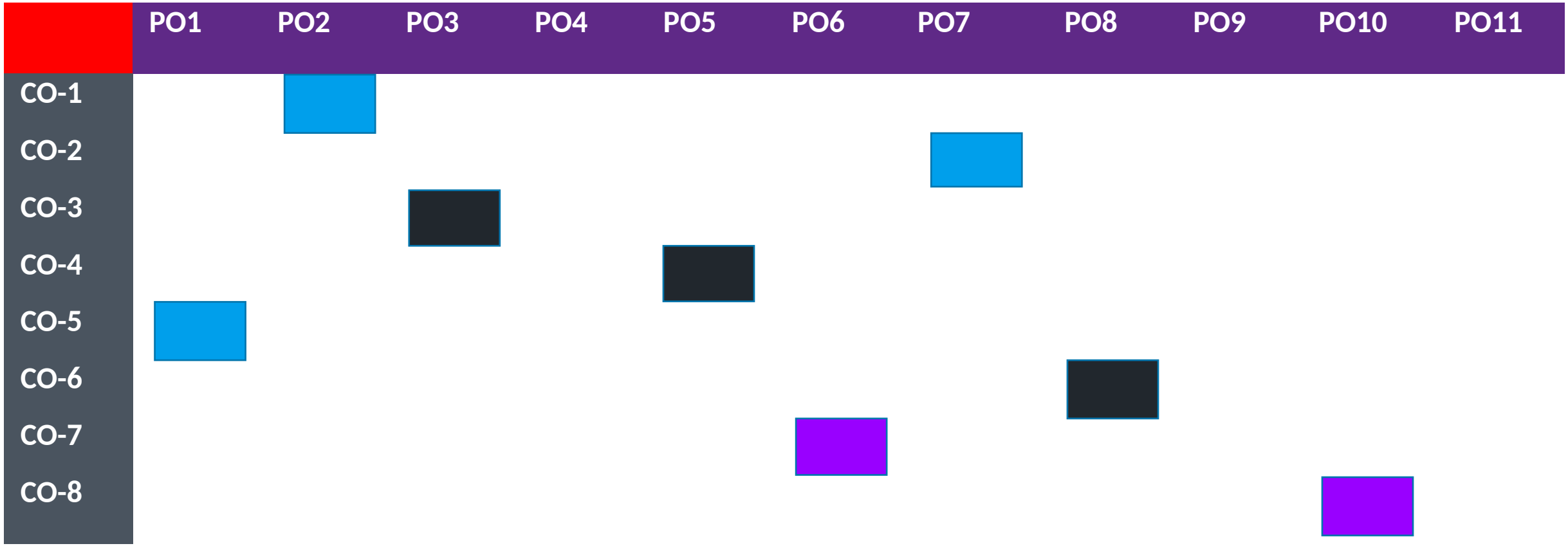
Dr. P. S. Tambade

IQAC Coordinator

Prof. Ramakrishna More Arts, Commerce, and Science, College, Akurdi

CO-PO mapping

Programme: **Course Name :**



weak 1

medium 2

Strong 3

Link

CO Attainment

- The assessments should be in alignment with the COs
- Question paper should be so set to assess all COs
- The average marks obtained in assessments against items for each CO will indicate the CO attainment
- Instructors can set targets for each CO of his/her course
- Attainment gaps can therefore be identified
- Teacher can plan to reduce the attainment gaps or enhance attainment targets enhance attainment targets
- If the assessment is in alignment with COs, the performance of the students indicates the CO attainment

Attainment: Course Outcomes

Assessment Strategies

Learning Levels	Assessed through	Documentation
Create	Course Projects Mini projects surveys	Course File
Evaluate		
Analyze		
Apply	Regular Internal Tests Term End Assignments, orals Tutorials, seminars Class tests	
Understand		
Remember		

- Academic calendar
- Teaching plan
- Teaching diary
- CO-PO mapping
- Attendance
- Assessment sheets
- Attainment sheets

Attainment Strategies

Target and level of attainment for CO-POs are pre decided

Prepare CO-PO mapping sheets in each programme

Attainment: Program Outcomes

1. Direct attainment

- Attainment of course outcomes using internal evaluation
- Attainment of course outcomes using external evaluation
- Mapping of course outcomes with program outcomes/program specific outcomes

2. Indirect attainment

- Course End Survey
- Program end survey

Assessment sheet

Link

CO-PO Mapping sheet for a course

CO-PO and CO -PSO Mapping:

Course Outcome	Program Outcome											
	1	2	3	4	5	6	7	8	9	10	11	12
PHYUT501.1	3		3			2					2	1
PHYUT501.2	3		1			2					2	
PHYUT501.3	3		1			1					2	
PHYUT501.4	3		1			1					2	
PHYUT501.5	3		1			1					2	
PHYUT501.6	3		1			1					2	
PHYUT501.7	3		1			1					2	
PHYUT501.8	3		1	3	3	3	0	0	0	0	2	0

CO-attainment sheet for internal assessment

PDEAs' Prof. Ramkrishna More Arts, Commerce and Science College, Akurdi

Department of Physics
CO Attainment Datasheet

Class: MSc. Part 1, Sem I
Course Instructor: Mr.Kolhe V.N
Course Strength of
Internal Asse

Exam. No.	Roll. No.	CO1					CO2					CO3					CO4				
		TEST AVG	0	ASSN AVG	%Total of All Tools	Students Attained Y/N	TEST AVG	0	ASSN AVG	%Total of All Tools	Students Attained Y/N	TEST AVG	0	ASSN AVG	%Total of All Tools	Students Attained Y/N	TEST AVG	0	ASSN AVG	%Total of All Tools	Students Attained Y/N
	Max Marks	15	0	5	100		15	0	5	100		15	0	5	100		15	0	5	100	
205553	17	3		5	40.00	N	0		2	10.00	N	6		3	45.00	N	1		4	25.00	N
205554	10	11		4	75.00	Y	15		5	100.00	Y	11		5	80.00	Y	7		4	55.00	Y
205555	6	9		4	65.00	Y	10		5	75.00	Y	8		5	65.00	Y	13		4	85.00	Y
205556	9	6		4	50.00	Y	7		4	55.00	Y	5		4	45.00	N	8		4	60.00	Y
205557	1	11		4	75.00	Y	12		5	85.00	Y	14		5	95.00	Y	10		4	70.00	Y
205558	15	0		3	15.00	N	3		4	35.00	N	6		5	55.00	Y	5		2	35.00	N
205559	4	6		4	50.00	Y	7		5	60.00	Y	5		5	50.00	Y	10		4	70.00	Y
205560	8	5		4	45.00	N	4		4	40.00	N	6		4	50.00	Y	8		4	60.00	Y
205561	20	5		4	45.00	N	3		4	35.00	N	4		4	40.00	N	4		4	40.00	N
205562	19	8		4	60.00	Y	9		4	65.00	Y	10		4	70.00	Y	7		4	55.00	Y
205563	12	6		4	50.00	Y	7		5	60.00	Y	5		5	50.00	Y	10		4	70.00	Y
205564	13	5		4	45.00	N	4		4	40.00	N	6		4	50.00	Y	8		4	60.00	Y
205565	5	5		4	45.00	N	3		4	35.00	N	4		4	40.00	N	4		4	40.00	N
205566	18	8		4	60.00	Y	9		4	65.00	Y	10		4	70.00	Y	7		4	55.00	Y
205567	14	10		4	70.00	Y	7		4	55.00	Y	6		4	50.00	Y	11		4	75.00	Y
205568	16	8		4	60.00	Y	9		4	65.00	Y	10		4	70.00	Y	7		4	55.00	Y
205569	3	10		4	70.00	Y	7		4	55.00	Y	6		4	50.00	Y	11		4	75.00	Y
205570	7	5		5	50.00	Y	5		2	35.00	N	7		3	50.00	Y	3		4	35.00	N
	2	6		4	50.00	Y	6		4	50.00	Y	4		4	40.00	N	8		4	60.00	Y

... | Internal Assessment | External Assessment new | CO-PO mapping and attainment sh | Result | PO ATTAINMENT CALCL ...

Department of Physics

CO Attainment Datasheet

2017-18

Course	**Classical Mechanics**	**Class**	**MSc. Part 1, Sem I**
Course Instructor:	**Mr.Kolhe V.N**		
Strength of Class:	**24**		

	Internal			External		
Course Outcomes	**% Average of individual Targets of all Internal Tools**	**No. of students achieved CO**	**% of achievement of CO**	**% Average of individual Targets of all External Tools**	**No. of students achieved CO**	**% of achievement of CO**
PHYUT501.1	50.00	14.00	58.33	50.00	20.00	83.33
PHYUT501.2	50.00	14.00	58.33	50.00	20.00	83.33
PHYUT501.3	50.00	15.00	62.50	50.00	20.00	83.33
PHYUT501.4	50.00	16.00	66.67	50.00	20.00	83.33
PHYUT501.5	50.00	14.00	58.33	50.00	20.00	83.33
PHYUT501.6	50.00	14.00	58.33	50.00	20.00	83.33
PHYUT501.7	50.00	15.00	62.50	50.00	20.00	83.33
PHYUT501.8	50.00	13.00	54.17	50.00	20.00	83.33

CO-PO Mapping a course and attainment of P

TARGET MATRIX

COURSE	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PHYUT501	3		1.25	3	3	1.5					2	1
PHYUT502	2.125		2		3	2		2	1	2	1	2
PHYUT503	2.4		3			1.6			0.8			0.8
PHYUT504	1.125	2	1	1	1	2		1	2	1.5	1.375	2
PHYUT505	1	1.125	3	3	2	1	2	1	1	2	1.125	2.125
PHYUT506	1	1	3	2	2	2	2	2	1	2	3	3

Key Indicator- 2.6 Student Performance and Learning Outcomes (60)

2.6.3 (Q_nM) Pass percentage of Students (Academic Year recently completed) 30

- Final year students' appeared for the examination
- No of students passed
- Programme wise pass percentage
- Annual report link

Key Indicator- 2.7 Student Satisfaction Survey (60/50)

2.6.3 (Q_IM) Online student satisfaction survey regarding to teaching learning process. 60/50

Name/Class/Gender

- Student Id Number/Adhar Id number
- Mobile number
- Email Id
- Degree Programme

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