1. Title of the Practice

Robust and Transparent Assessment and Evaluation system

2. Objectives of the practice

To make the Assessment & Evaluation system student centric, transparent and objective continuous, flexible and rapid error free, unbiased and less cumbersome Also to involve the stakeholders in the process of academics and evaluation

Prepare students for new patterns of evaluation, such as online exams enhance student competence address the issues of unfair means, malpractices do away with the system of re-valuation reduce grievances

3. The Context

Ensure good governance, transparency and accountability

Familiarization of various stakeholders about the examination regulations through orientation programs, FDP and e-interface

Satisfaction of Students and Parents regarding the system of evaluation

Online declaration of marks of Continuous Assessment

Examination conducted strictly adhering to the Academic calendar

Online proctored Examination system, lending transparency to the Examination Process and Valuation

Timely declaration of results

Reduce grievances regarding question papers

Reducing cases of unfair means

Just and fair evaluation

4. The Practice

The University has a robust, transparent, well defined evaluation system.

Students are assessed on the basis of Continuous Assessment (CA) and Semester/Trimester/Year End Examination. CA is based on Test, Home Assignment, Seminar, Quiz, Submissions, Attendance, Classroom Activity, etc.

University has adopted Grading scheme to compute results, in terms of SGPA & CGPA

The evaluation methods are communicated to the stakeholders through University website, Academic Handbook and orientation programmes.

Marksheets & Degree Certificates have been digitized and uploaded on the National Academic Depository(NAD) for easy access by students.

Training programmes and workshopson the techniques of assessment and evaluation are organized frequently for faculty members.

Meritorious students are awarded in the Convocation and Annual function.

University redresses students' grievances pertaining to question papers through Grievance Redressal Committee.

Cases of Unfair means are dealt with by the Unfair means Adjudication Committee

University strictly adheres to the Academic Calendar.

Examination Reforms

The Examination system is fully automated.

Special pattern of question papers, questions addressing the knowledge, skill-application, problem solving are included viz. Objective, Short answer, Descriptive, Analytical, Numerical and Case Studies. The pattern allows assessment of lower order skills, formative and summative assessment and assessment of higher order cognitive skills/ competencies.

Integration of compulsory practical component in all subjects for students to apply knowledge and skills to real time/ simulated situations.

Examination reforms are initiated and implemented through:

Moderation of question papers to ensure compliance with the blue print, scope of syllabus and to maintain required difficulty level

Blueprints for paper setters to ensure adherence to and the coverage of complete syllabus

Coding of answer books and double evaluation to check/ eliminate bias and render objectivity

Third evaluation prior to result declaration where the difference of marks of two examiners is more than 20%, for fair assessment

Central Evaluation for timely declaration of results

Comprehensive scrutiny of answer books and awards to check and rectify assessment lapses and totaling errors

Provision for remedial tests and special examination for students participating in National/ State level activities / on medical grounds.

Question papers are set mostly by external examiners

Computer based, Research Entrance Test for admission to M.Phil./ Ph.D. Programmes and in foundation subjects-Environmental Science, Information Technology, Computer Applications, General Studies, Women's Studies & Entrepreneurship

Best 5 answer books are kept in the library to provide guidelines to students

Scribes are provided on request, to transcribe a student's answers in University exams.

Award of credits only after qualifying both in CA and Semester end

Evidence of Success

The above-mentioned systems and reforms have been successfully implemented since the inception of the university and have yielded positive results in terms of:

Smooth, efficient conduction of examinations

Objectivity and transparency in the evaluation system

Timely declaration of results

Minimization in number of grievances pertaining to examination

Improved performance of students

No selective learning by the student

Increase in Volunteering

Maintenance of Secrecy

Curtailed demand for revaluation

Comprehensive assessment of student by testing different types of skills

Grading system, thus minimizing misclassification of students on the basis of marks

Enhanced question framing skills of teachers

Problems Encountered and Resources Required

The changing global scenario and ever-increasing professional demands propel innovations in the course content but finding a competent external examiner for the same becomes a challenge.

The pattern of question paper is quite exhaustive which in turn narrows the probability of finding external paper setters.

At times students fail to realize the importance of being consistent in studies, which results in poor performance in Continuous assessment

The semester/ trimester system must stick to a strict time frame, the diverse range of courses offered pose a challenge to Examination cell.

In central evaluation not all institutes are willing to relieve the external examiners.

Timely receipt of the question papers is a challenge.

In the tight schedule of semester/ trimester system it's a challenge for students to participate in co-curricular activities

Examination requires good software, Computers, Internet, dedicated staff, secure office space

"Evaluation without development is punitive, and development without evaluation is guesswork."

(B) 1. Title of the Practice

Innovative, Job oriented Career Oriented Skill Development courses

2. Objectives of the Practice

To make the curricula more robust, enhance the skill component of the syllabi and to introduce Career Oriented Skill Development to empower students to be job worthy/ create entrepreneurial ventures.

This was implemented -

To provide career education and develop skills in students interested in directly entering the workforce

To support students in the vocational exploration, identification, pursuit and integration of personal and professional career goals

To initiate programmes for training students for "local" employers

To develop courses of interest for personal and community development

To broaden the skill-base of the students enrolled in Degree programmes and to empower them for alternative vocations

To connect students directly to opportunities for employment, internship /on the job training

To develop professionals with global competencies viz. soft skills, information and communication technologies, cosmopolitanism etc.

 3. The Context

The institution's philosophy is to develop student centric, rigorous, flexible curricula which is relevant for the individuals, the country's economy, and the society at large.

It motivated to look beyond traditional pathways of 3 Es viz. Education, Employability and Employment and think of strategies to bridge the gap between skill and knowledge. For this the University developed a 3-tiered approach:

To incorporate vocational & skill component in the regular courses

To offer short-term skill-based courses along with traditional degree courses

To offer vocational and industry-aligned professional courses

To promote interdisciplinary programmes that prepare students for diversified career opportunities

The institution started 5 Add-on courses in 2004 and received a UGC sanctioned grant of Rs. 10 lakh for 5 COSD courses from Arts, Social Science and Science in 2005.

Thereafter, several COSD courses have received funding from UGC, viz. International Business, Jewellery Designing, Fashion Designing, Web Designing, Tourism and Airline Management.

The tally today stands at 34 self-sustained Add-on courses.

These courses focus on real-world application, with many programs including internships or projects in their field of study.

4. The Practice

These are skill based vocational courses which cater to the requirements of various professional fields

They provide opportunities to students for enhancing their career development & exploratory learning through hands-on practice, classroom sessions, self-study, understanding of the job market, skill development and decision-making

Students enrolled in Undergraduate/Postgraduate programmes are eligible to take up one of these courses alongside their regular course of study

In the first year of Undergraduate programmes each student is required to take a Certificate COSD course of her choice

Being stand-alone courses, students not enrolled for any degree programme can also pursue them

These are Progressive in approach- A Certificate holder is eligible for the Diploma course and a Diploma holder for the Advanced Diploma Course

The Certificate, Diploma and Advanced Diploma courses (each of one year) are designed to have more of practical or applied character to help the students understand the basic concepts at the first level paving the way for a smooth transition to the higher level

They are characterised by multiple exit options, credit system, unit-based syllabi, outcome-based assessment, and Input and output-based credit criteria for general education and skills respectively

At the end of three years, the students are equipped with a Certificate/Diploma/Advanced diploma in an add-on course along with a conventional degree in Science/Arts/Commerce

They are designed to be interdisciplinary in nature and promote horizontal mobility

To ensure that all students benefit from these courses, the University has made it mandatory for them to study one add-on /COSD course of their choice in the first academic year (1st& 2nd Semesters) in UG Degree Programmes. Thereafter, it is optional for the students to continue to study them for Diploma, Advanced Diploma or take a different COSD at the Certificate level in subsequent years of their degree programme

A dedicated slot of one hour is reserved daily in the University timetable for these courses

Internships, projects, on the job training, practicals, seminars, presentations by the students form an integral part of the syllabi of most of these courses

The University maintains a robust industry-academia interface to bridge the gap between the two and make the content of these courses industry relevant

 5. Evidence of Success

These courses have proved to be effective in student's overall progression and in seeking employment or setting up own startups

The multi-faceted, multi-disciplinary learning experience has facilitated the scope for better employment which is reflected in the placements

They have experienced the edge over graduates of other institutions

Students have developed multiple skills through the field experiences/practical training/ summer internships and are able to apply theoretical knowledge in practical situations

With the help of skills earned through COSD courses, several students have set up as first-generation entrepreneurs in various fields such as Fashion Designers, Jewellery Designers, Senior Manager Public is Sapient, Assistant Professors, Tour Managers, Event Managers etc.

Several students have established careers in the area of their COSD rather than their chosen stream for degree programmes

Students of Science stream as well as PG students, choose to pursue their interest in COSD in the European languages French/German, as well as other courses, which reflects the popularity of these courses.

6. Problems encountered and Resources required

Sustaining the interest of the students of professional programmes in these courses is a challenge because they are under pressure to cope with the core courses of the programme

Students at times do face problem in getting permission from their parents for internships

Getting adequately trained faculty to teach the skill based papers

Further, in a tightly scheduled semester pattern of teaching, time management has been found to be one of the biggest challenges in giving special space to industry-academic interface

At times fixing time slots in the timetable becomes a challenge in case of PG and UG (II & III year) students opting for a COSD course.

Good Infrastructure, adequate faculty and resources are required to run them

Modular curricula along with modern teaching-learning tools and methods like audio-visual preparations, group discussions, Student seminars and internships are required