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STC Scholars Vision

Annual Journal of Multidisciplinary/Interdisciplinary Studies and Research

Examinations - A Paradigm Shift Edition

PUBLICATION DIVISION
RESEARCH WING
CH.S.D.St. Theresa's (A) College for Women
College with Potential for Excellence,
Thrice Accredited by NAAC with 'A' Grade
Eluru, West Godavari Dt. Andhra Pradesh,
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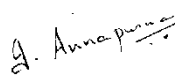
Editorial

The human brain and body are most important machines which need number of inputs in the form of knowledge for brain, physical materials like "Proteins, Minerals and Vitamins etc." are needed for body. To be specific a physical body built with a variety of tissues, with a number of proteins and with the help of vitamins and minerals. Deficiency of any material in any group creates some physical deficiency and susceptible to deceases or illness in physical activities. Number of amino acids is synthesized by the body with the help of enzymes and hormones which are by it proteins. The RNAs and DNAs of the body cells are also proteins. So, the overall construction material of the body is protein. The deficiency of protein leads to serious health problems. But, the food stuffs consumed by the Indian population are differently deficient in protein supplements. So, India needs number of types of proteins in the form of pulses for vegetarians, eggs, fish, prawns, mutton and other allied food materials for non-vegetarians. Thus, this country needs to increase the production of these materials and techniques to improve the qualities of protein products. To educate the people regarding the importance of consumption of proteins and minerals which is the need of the hour our academicians making and putting efforts in Research by collecting information and relevant data preparing research reports and publishing with all the popular references, so that the public can understand the importance of these food materials to overcome the chronic problems of malnutrition and in the sustenance of public health and Indian society.

Aquaculture is one of the major suppliers of protein supplements and its meat and fat can reduce the cholesterol in the blood vessels i.e. it can reduce cardiac problems and also supplement many vitamins and amino acids. Aquaculture is currently playing, and will continue to play, a big part in boosting global fish production and in meeting rising demand for fishery products. A recent session of the FAO Committee on Fisheries (COFI) stressed the increasingly important and complementary role of aquaculture and inland capture fisheries in fish production for human nutrition and poverty alleviation in many rural areas. Aquaculture, in common with all other food production practices, is facing challenges for sustainable development. Most aqua-farmers, like their terrestrial counterparts, are continuously pursuing ways and means of improving their production practices, to make them more efficient and cost-effective. Awareness of potential environmental problems has increased significantly. Efforts are under way to further improve human capacity, resource use and environmental management in aquaculture.

This Issue of our Journal of Multidisciplinary/ Interdisciplinary Studies and Research aim to promote and encourage the research scholars gives you the analytical research articles on" Nutritional Deficiency, Aquaculture Products for Sustainable Development, *Green Chemistry*, Renewable energy, Mathematical modeling, Education and Community Services Quality In Higher Education, Jainism- Religious Service to Environment and Performance of Cement Industry".



Dr. Mrs. I. Annapurna
Editor - in - chief

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SHIFTING TOWARDS STUDENT FOCUSED LEARNING & EVALUATION
A Teacher's point of view

Sr.K. Showrilu

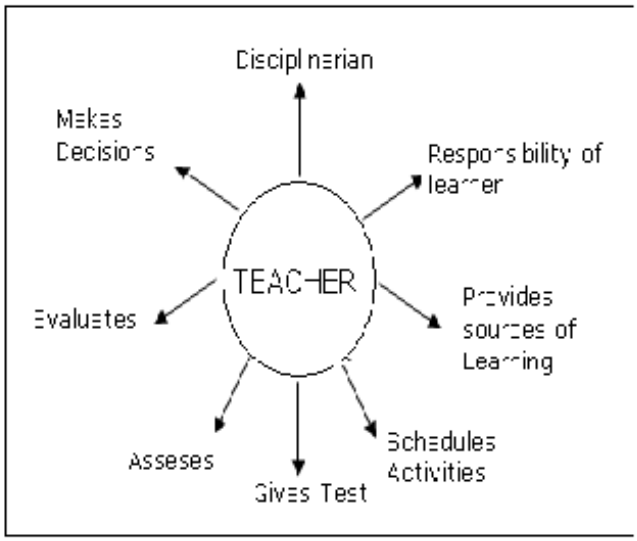
Key words: Conventional, psychomotor, ingenuity, summative, self-assessment, cognitive, attributes, paradigm.

INTRODUCTION

Institutions of higher education, particularly public institutions, are increasingly being held accountable not just for the inputs to the education process, but for ensuring that students have attained the required educational outcomes. The Department of Education, major regional accrediting groups, and discipline-specific specialty accreditors are insisting the colleges and universities to document and measure student learning outcomes in addition to learning processes. Institutions of higher education must also show that they have added value in the student's educational career by documenting a change in skill level from the beginning to the end of the student's tenure at the college or university. The traditional model of academia which was characterized by the lecture-testing loop is being replaced by a more student-focused classroom that focuses on learning.

Teacher Centered Versus Student Focused Learning Process

Conventional Method of teaching & Evaluation is Teacher dominant as he/she provides the sources of learning, activity time scheduled by teacher, decisions are made without involvement of students.



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On the other hand Student-focused or learner-centered method is more student oriented and is innovative. It

1. Allows greater student participation in the activity
2. Explores different avenues for learning
3. Provides students with certain degree of freedom, giving them chance to develop their creativity and resourcefulness
4. Emphasizes the "why" and the "how" of learning, thus encouraging students to do investigatory and exploratory work
5. Requires teacher's ingenuity in confronting problems in teaching, involves the students and taps community resources as a solution to these problems
6. Aims to develop the cognitive, the psychomotor and the affective domains of learning; hence instruction is Student-centered and multi-faceted.

EVALUATlON

Evaluation is an important aspect in teaching learning process. Evaluation is recognized as a comprehensive, systematic, and purposeful process that is an integral part of teaching and learning. Evaluation procedures must be based on the prescribed learning outcomes and evolve from the instructional strategies implemented to realize these outcomes. They must also enable a teacher to provide an accurate, reliable, and justifiable evaluation which reflects students' progress and achievement.

The Evaluation of Students in the Classroom

1. Student evaluation practices will be based on a philosophy of education which respects to the uniqueness of each child and be conducted according to current educational theory and practice.

2. Evaluation will consist of

(a) Pre-instructional,

(b) Formative, and

(c) Summative activities.

3. Evaluation represents performance in relation to stated outcomes from the affective, cognitive, and psychomotor domains. Outcomes and evaluation procedures must be clearly stated and communicated to students.

4. Process and product objectives will be evaluated.

5. Each student is unique. Differentiated evaluation will be employed to accommodate students of varied ability. For summative evaluation, grades will indicate performance in relation to the stated outcomes.

CAT (Classroom Assessment Techniques)

Classroom Assessment Techniques are formative evaluation methods that serve two purposes. They can help you to assess the degree to which your students understand the course content and they can provide you with information about the effectiveness of your teaching methods. Most are designed to be quick and easy to use and each CAT provides different kinds of information.

Formative Evaluations

Formative evaluations provide information that can be used to improve course content, methods of teaching, and, ultimately, student learning. Formative evaluations are most effective when they are done frequently and the information is used to effect immediate adjustments in the day-to-day operations of the course. Some faculty incorporates a CAT into every class session.

How do CATs improve teaching and learning?

When CATS are used frequently, they can have the following impacts: For faculty, CATs can:

- provide day-to-day feedback that can be applied immediately;
- provide useful information about what students have learned without the amount of time required for preparing tests, reading papers, etc.;
- allow you to address student misconceptions or lack of understanding in a timely way;
- help to foster good working relationships with students and encourage them to understand that teaching and learning are on-going processes that require full participation.

For students, CATs can:

- help develop self-assessment and learning management skills;
- reduce feelings of isolation and impotence, especially in large classes;
- increase understanding and ability to think critically about the course content;
- foster an attitude that values understanding and long-term retention;

- shows your interest and caring about their success in your classroom.

ASSESSMENT TECHNIQUES

1. Written/performance quizzes, tests, and examinations

This evaluation allows for ongoing measurement of individual achievement. Grades should be derived from a consideration of process and product factors mentioned previously.

2. Essays, critiques, discussions, projects, and presentations

These include formal assignments related to topics as selected by teachers and students. They may be practical, written, or oral in nature. Such assignments allow students to demonstrate individual or group initiative; allow for student choice in pursuing individual interests; provide the opportunity for idea exchanges; and allow for demonstration of transfer of learning

3. Demonstration of participation

In the course of normal classroom activity, students are frequently asked to demonstrate their skills, both individually and in groups. This is part of the formative evaluation and includes checklists, observation, student/teacher conferences, and anecdotal records.

4. Student journals and notation books

Students may keep journals in which they make daily entries about what they have learned. Journal entries could be topics of student choice or teacher assigned. Such entries will allow for ongoing dialogue and communication between teacher and student. It will also provide a source of evaluation data and allow for assessment of student learning, perceptions, ideas, strengths, and weaknesses.

5. Student-teacher conferences

Conferences provide the opportunity for ongoing consultation between teacher and student. This allows for the gathering of understandings and information that may not be available through other means of evaluation.

6. Checklists

The checklist is a list of specific observable behaviors that can be prepared by teachers/students or adapted from published sources. The checklist permits the teacher/student to note the presence or absence of desired attributes and provide immediate descriptive information. They allow for on-the-spot evaluation and can be used

as guides for ongoing evaluation and planning. They may be used also as a basis for discussion with students, parents, and administrators.

7. Self-evaluation and peer evaluation

Self-evaluation provides an opportunity for students to examine their own progress and to analyze their own strengths and weaknesses. The self-evaluation report is a

very effective technique for teaching students acceptance of the responsibility for their own learning. Self-evaluation helps students to think about what they are doing and what they need to do. When students are aware of their own weaknesses motivation is needed to improve will likely increase.

8. Rating scales

Rating scales are similar to checklists, but they also include a measure of the quality and extent of student participation. As an evaluation instrument, a rating scale is useful in determining a student's strength and weakness, and in planning a suitable program. Ratings should be criterion-referenced to ensure that a student's performance is stated in relationship to specific course expectations and not in relation to other students in the class.

CONCLUSION

Just as the teaching material is constantly changed so must the teaching styles. As the Process of evaluating the effectiveness of institutions of higher learning focuses more on the outcomes of the education system rather than just the processes, the teaching styles may also need to change. Building a student-focused classroom can be a challenge and will compel professors to focus more on the needs of the students and less on what is easy, comfortable or familiar. While the traditional approach is Teacher and subject centered, the "new" approach is more student and learning centered. Applying some of the student-focused principles focusing on techniques to promote student learning, utilizing the principles of active learning, and applying the new learning systems and technology that are available, all provide a starting point for the development of a "new" paradigm of teaching and evaluation.

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Restructuring of Evaluation System – A paradigm Shift.

Sr.Sunila Rani

Key words: stakeholder, filtration, moldable, flexibility, prioritize, negotiation, stimulating,

Introduction

The most significant and influential stakeholder is the ministry of education. In any education system the examination and evaluation occupies an important place. Yet the way and the form in which they are held need reform. There are so many serious defects in the present system of examination that their purpose is completely defeated. There is an urgent need for the over-hauling of the present system of examinations. The existing examination system has functional largely as a process of filtration rather than as an instrument of raising the quality of education. Many still consider the present examination system as an inescapable necessity.

On the whole examination reforms would be meaningful only when it reaches the core of the education process. But despite setbacks, the push for educational reform and innovation must continue. While the pace of change is slower than many would like, positive change can and is happening in all across the autonomous colleges. There are still many opportunities to draw on general principles of educational innovation in order to make the future for students as bright as possible.

Teaching is the noblest of all professions because we work with very pliable tender, moldable and impressionable young children and youth, shape their destiny and influence the future generations and society. Evaluation is an integral part of the learning process and forms the basis for a wide range of purposes from admission to an institution to section in jobs and beyond. The University education commission way back in 1948 stated "If we were to suggest one single reform in education system it would be examination". It is unfortunate that till date there has not been any remarkable improvement despite many such recommendations.

Wings of freedom provided by the autonomous system and demands of national bodies like UGC, AICTE and NAAC, in many of our colleges a breath of fresh evaluation methods were introduced through internal assessment, continuous evaluation, semester system, grading system, choice based credit system etc. But we also know it is a far cry from what still needs to be done. India has the third largest higher education system in the world, third only to USA and China. However India today is facing a crisis in higher education which has resulted from the emergence of all kinds of mismatches between supply and demand of knowledge in knowledge and job market. If we do not take these problems in to consideration we will be producing a lot of unemployable, educated but frustrated young people.

Controller of Examinations, St.Theresa's College for Women, Eluru

We need to design our curriculum and methods of training and testing to suit the needs of the industry like – **ability to work in a team, performance focus, leadership skills, analytical ability, capability to take work pressure, risk taking, flexibility, inter personal skills, ability to prioritize, problem solving, managing conflicts, communication skills, negotiation skills and ability to think on their feet etc. The present exam system does not have scope to test these abilities**. This is the challenge before the academicians, expertise need to evolve and popularize a paradigm shift to make the learning process for the students enjoyable, stimulating and challenging, where their knowledge and abilities can be nurtured and tested against National and International standards. The examination system is the spine of education system.

Restructuring of Evaluation System – A paradigm Shift.

Change is constant companion of the world .change in any field brings newness to any walk of life. Examination, Evaluation and innovations are the three key words in the education. Examination tests the ability of the students; evaluation determines the extent to which educational objectives have been achieved after the teaching learning process. There is a constant talk of the need to reexamine old ways of thinking and doing things and of the concomitant need for flexibility, creativity and innovation.

The present education system at national and international level is already providing opportunities for sharing comparative analysis, evaluation for improving the quality in examination system. Hoping, that the evaluation system maintains it's standards along with the progress of education. Sincere efforts by all the Higher educational institutions for Widening our thinking, enlightening our minds and placing before us the challenges of the present day examination system in autonomous colleges need a paradigm shift.

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INNOVATIONS IN EVALUATION TECHNIQUES - THINK DIFFERENTLY

Mrs.E.Rajyalakshmi

Key words: cognitive, affective, psychomotor, reformation, reliability, validity, comprehensive

Introduction

Education aims at an all – round development of human beings. The ultimate aim of education is to create a real man / woman who is created through, moral, ethical, cultural, legal and excellent behavior. Its objectives should be to bring out desirable changes in all the three domains of one's personality i.e cognitive, affective and psychomotor. In order to determine the extent to which these objectives have been achieved i.e desirable changes in case of the learner, it is necessary to adopt a systematic, comprehensive and continuous evaluation process. In the written examination mostly the learning outcomes are being measured from the cognitive domain. Affective and psychomotor domains are being given the least importance. Most of the questions in any subject are meant for measuring knowledge outcomes while very few are for measuring comprehension and the least for application. Higher level outcomes like analysis of facts and concepts, synthesizing the ideas testing the hypotheses, evaluation etc hardly finds a place in the Question Paper.

The present system of examination needs a thorough reformation due to its drawbacks. So this paper attempts the innovation in referring examination to improve the standard of teaching & learning and to improve the quality of education.

Internal assessment system is being favoured by a group of students and teachers. It is also being criticized for its scope for favouritism and biased ratings, even though it is introduced to increase the frequency of examination and to keep the students in touch with studies. It is observed that the students first select a few common topics and cram it on the last minute. There is neither continuous assessment nor formative testing. It makes the students more casual & care free towards their studies.

Some problems in the present examination & evaluation process, briefly the waste syllabi & completion of syllabus, out of syllabus, Questions are vague, whether the calculators are used or not used, regarding problem questions, they won't tally with the statement etc. Another important point in the present examination system is that who will set the questions? Who will assess the answer scripts? How will be the scripts assessed? A proper strategy and policy are to be adopted to make the examination system a meaningful, impartial, purposeful & free from drawbacks.

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To avoid the drawbacks and the limitation of the existing examination and evaluation system, fundamental, constructive and structural changes are necessary and hence the following measures are suggested in the form of innovation.

- Attendance gives and establishes a close relationship between the teacher & the learner. The students derive benefits by attending the classes in three ways namely learning the subject, method of teaching, concentration & discipline etc.
- An internal assessment mark will be less percent t & external assessment will be more for eg 20% & 80%.
- There are six tools of internal assessment namely Tests, Assignment, quiz programs, behaviour and attendance. A written plan and a copy of which have to be submitted by each teacher to the Controller if is an autonomous institution.
- The Teachers less than eight years teaching experience are not allowed to value the papers or set the Question Paper.
- Time for valuing the answer paper is very important. An average the examiner must take at least 10 - 15 minutes per paper. Hence every examiner is to be given 25 answer scripts to evaluate in a day of 6 hrs valuation. To bring efficiency and correct judgment and to increase the quality of education, the examiners should not be allowed to work more than 6 hours daily in the valuation work.

Hence a qualitative as well as a quantitative evaluation has been suggested. Basically the two types of criteria i.e the 'product' & 'process' are considered very important in evaluation in education depending upon the nature and aspects to be evaluated. Different methods i.e measurement, questioning, observation schedules, self rating scales, peer appraisals, oral tests, interviews can be helpful for increasing the reliability, validity and comparability of evaluation process in higher education. Therefore, a comprehensive, continuous and criterion - based evaluation has been suggested to maintain the quality of education.

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COMPETENCE VS VALUES IN HIGHER EDUCATION

Dr.Sr. P. Mercy

Key words: conduct, conscience, dharma, virtues, aesthetic, cognitive, paravidya, aparavidya, compassion, nepotism,

Introduction

Values are those standards or codes of conduct conditioned by one's cultural tents, guided by conscience, according to which one is supposed to conduct one self. It is the criterion or basis for choosing between alternative courses of action. The Sanskrit word for value is Dharma. Dharma is described as the set of values that sustains the creation without which the very existence of the world be threatened.

There are several kinds of values. The most well known of these are moral values known as virtues such as truthfulness, kindness equality etc. Apart from these there are social values, aesthetic values, cognitive values, and spiritual values. Each class of values pertains to a particular dimension of personality. The pursuit of all the values is necessary for an integral development of the personality. The values which are regarded as ends in themselves are called absolute values and those which are regarded as means to the attainment of some higher goals are called instrumental values.

"The highest education is that which does not merely give us information but makes our life in harmony with all existence" – says Rabindranath Tagore. Thus true education is a balanced development of many dimensions of human personality Physical, intellectual, emotional, moral, aesthetic, social and spiritual. The whole purpose of education is to realize the inner dignity of man, which ultimately leads to an integral development of personality. In ancient India complete education consisted of Vidya and Paravidya. Aparavidya included all known sciences, humanities, arts & crafts while by Paravidya every student realized one's own imperishable soul.

The higher knowledge teaches that one universal Soul permeates all being, hence the individual and Society are not separate entities but one unified whole. Thus love compassion and service to humanity flow as a natural character of an educated man. Man could apply his knowledge only to useful purposes and not otherwise. The ancient sages were students of life and they wanted to know how best life could be organized. So that out of each one of us the best can come out and life can be enriched. They strived hard to raise the "standard of life" in each individual and were not anxious to raise the "standard of living". Real education liberates and thus education of those times led to enlightenment, as a result the educated ones in that system were not only people of knowledge but of great character. It produced best human beings full of love, compassion, self - confidence, self-reliance, fearlessness and spirit of service.

Principal, CH.S.D.St.Theresa's College for Women, Eluru.

At present out education system is largely involved in preparing the younger generations for developing their cognitive domain. Education today is measured in terms of total marks secured, merit positions acquired and awards the child has obtained. But marks obtained in the examination may not mirror the personality and character they possess. Out education remains as a passport to employment only, nothing less, nothing more. Values one upholds are far more precious than mere marks obtained in the examination. Surprisingly nobody tells this fact to the students these days.

A student from his / her school carrier to higher education finds corruption, nepotism artificiality and dishonesty playing a vital role in the society. His / Her early lesson in corruption perhaps starts when one sees their parents going for recommendations for admissions to good institutions, where merits do not counts as much as money does. In our education system as in many other areas of our national life, we are carried away with toys of our technology and profiteering and marketing that goes with them. Their widespread use is leaving the inner child untouched, undeveloped, often unmotivated and dissatisfied and increasingly violent as their undirected and unfocussed energies look for some kind of expression. He / She become in a way a juvenile delinquent.

Out education has failed to create a decent society. There is a crisis of confidence and character, moral decay and breakdown of traditional discipline. To look at some examples: Quick acquisition of position and wealth by foul means; organized crimes, financial frauds and terrorist violence perpetrated by some best minds endowed with best of educational and technical attainment, learned professionals disregarding their professional obligations and social responsibilities and indulging in scandalous, unethical ways of making money, the trend among ht e highly educated to go abroad and earn more money and many such examples are just the tip of the iceberg of moral decay and symptoms of failure of our education. The country is being torn apart by linguistics disputes, communal hatred, selfishness, rampant corruption, unfit politicians, corrupt public servants, undisciplined students. We are witnessing apathy among the educated intelligentsia.

Our failure in education as a whole and higher education in particular is that our education equips the head and hands and fails to educate the hearts. Professional competence is given priority but a professionally competent man without humanitarian values within him cannot contribute to the cause of a healthy nation. Out present system of education produces large number of intelligent professionals but it does not contribute to the cause of the nation in the way is should because of its incapacity to inculcate good values in the recipients. Therefore what we need today is moral leadership focused on courage, intellectual integrity and sense of values. There is no substitute for a sense of value. Our education should therefore aim not merely at information based knowledge, but on inculcation of values that guides the students in the desirable use of the acquired knowledge and skills thus moulding them into ideal/ positive human beings and useful members of the society.

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Quality Assurance in Examination System

T.Anjali Devi

Key words: accountability, discipline, scanty,

Introduction

Quality in education could be regarded as the ability of an institution to fulfill its mission or a programme of study. Examinations are essential for determining effectiveness of teaching learning. They are essential for maintenance of standards, for certification, motivation of students, control of curriculum and its delivery among other purposes. The achievement of the objectives of examinations depends to a large extent on the quality of teaching and learning and conduct of continuous assessment and end of Semester Examinations. Hence there is a need for Quality Assurance in examination system. The need for quality assurance should be a major task.

Quality assurance in education system leads to a well planned curriculum, Assessment procedure and capacity for processing examination data, utilization of assessment outcomes and quality of students enrolled. Research, social, economical and material conditions for teaching and learning processes are the other components of Quality assurance.

Various strategies for quality assurance of continuous assessment of student and examinations by the examination department need to be regularly appraised to improve the quality of teaching and learning process. This is necessary because examination serves not only as a tool for providing accountability of educational outcomes and also as basis for maintenance of publicly recognized standards.

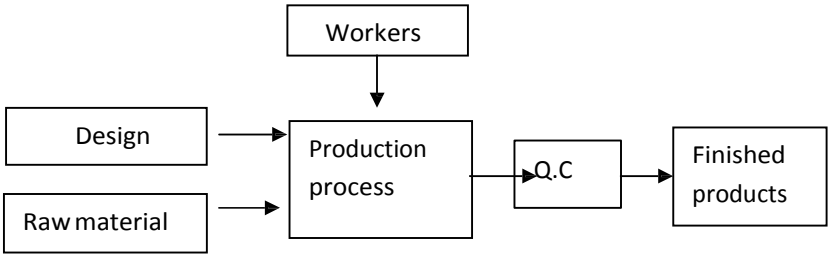
At present, education has become a mass phenomenon in India. The load on education system has become very high and the policies and procedures related to admission, teaching, infrastructure and examinations have not been streamlined to handle this vast load .External interference and pressure in all aspects of education such as admission policy, teaching process, faculty selection and examination system have played a vital role in deterioration of quality of education.

Addl.Controller of Examinations, SDMSM Kalasala, Vijayawada.

Poor quality of student's, lack discipline, interest in studies and zeal to work hard. Their indifference in studies not only de motivates other meritorious students but also teachers to a greater extent. Examination process aims at measuring the degree of knowledge assimilated by the students during the course of study. It has suffered a great set back in achieving its objectives on account of various reasons, resulting in assessment and in many cases it does not reflect the true level of knowledge acquired by the students. It has been observed that students may pass examination securing good marks with scanty preparation, most done, just before the examination. This gives the quality problem in present education system.

Examination Section in the field of education plays the role of quality control department in the industry.

Industrial Sector



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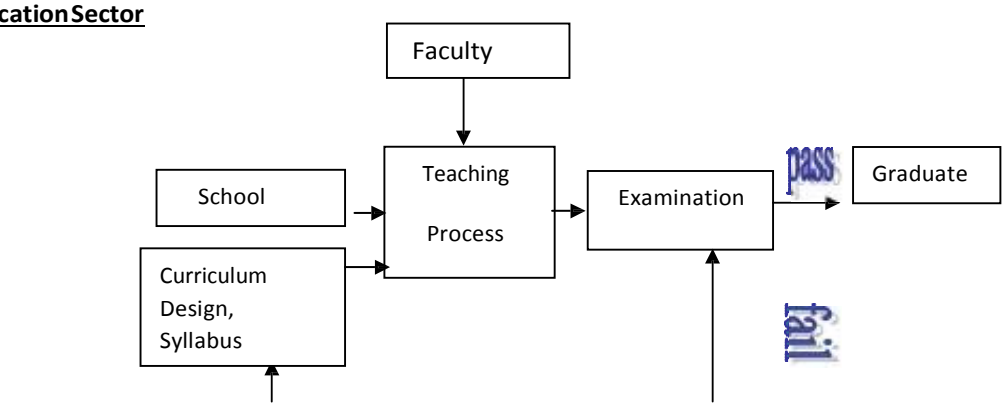

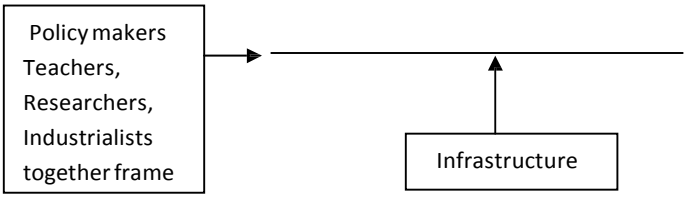

Problems identified in examination system:

Quality of question papers:

1. Questions out of syllabus.
2. Improper weightage to questions.
3. Lack of questions those are required to examine desired skills, like analytical skills and problem solving skills.
4. Lack of clear blue print from the B.O.S with clarity in syllabus.

Quality of answer script evaluation:

1. Error in evaluation of answer scripts.
2. Error in omission of evaluation.
3. Error in totaling of marks,
4. Shortage of qualified examiners.
5. Lack of proper guidelines to examiners for evaluation of answer scripts.

Quality of practical examinations:

a. Practical examinations in many subjects are conducted orally that fail to examine experimental skills.

b. Practical examinations are conducted in a great hurry disregarding the examination schedule which affects the quality of examination.

Quality of term work assessment:

Term work assessment is an important component of examination process, which aims at assessing the quantum and quality of academic work put in, by each student during the academic session. The award of term work marks should be based on criteria such as attendance, performance in various class tests conducted during the term, quality of assignments submitted by students and their performance in oral examinations. It induces the habit of regular work and learning in students and improves work culture.

Due to lack of established norms for term work assessment, students are generally awarded high marks in term work, which in many cases do not represent their academic performance during the term. It is unjustified and unethical and it distracts students from doing hard work.

Reassessment of answer books:

It is the right of every student to be evaluated as accurately as possible. If the answer scripts are evaluated consciously by the examiners following the marking scheme, the need for reassessment can be avoided. But in some cases, lapses may occur due to

various reasons beyond control. In such case, the request for reassessment of answer book should be accepted, in order to do justice to the students.

To maintain quality in examination system

The following suggestions may be observed.

Examination cell

1. It should be an isolated system, so that it can operate without fear, favor, pressure and prejudice.
2. It should be governed by academic people and not by administrative people.
3. It should be transparent in policies and procedures.
4. It should have flexibility and adaptability to the changing needs.

Pattern of Question Paper:

1. Examination, based on essay type questions, leads to limited sampling of the course content and prompts students to do, selective memory based study. In addition, there is lot of inter examiner variability in marking pattern, which lower down reliability of the examination system. Q.P should contain short answer questions covering the entire syllabus with limited options. It will discourage selective preparation and serve the purpose of education better.
2. To avoid malpractices, more than one set of q .p in each subject should be generated to create an uncertainty as to which paper will be given. Even if we give multiple sets of Q.P then all students will not get same Q.P (applied in CBSE)
3. Moderation of examination questions, by examiners before examination
4. Using feedback for improvement of quality of staff of the department.
5. Monitoring, teaching and learning by Deans/HOD's.
6. Giving feed back to lecturers on quality of questions, marking schemes and standards.
7. Discussing external examiners report by HOD's and lecturers.
8. Moderation of examination questions to store in a Bank by departmental examination board.
9. Moderation of continuous assessment scores by departmental examination boards, before submission.
10. Provision of adequate number of facilities for teaching and learning to cope with increasing student population.
11. Redesigning course objectives and content from time to time.

12. Improving academic staff strength and introduction of tutorials.
13. Continuous evaluation of student performance.
14. Revaluation of answer scripts must be done jointly by the original examiner and one additional examiner from the approved panel of examiners.

At present highest attention is paid by the universities, teachers, students and parents to the performance of students in the terminal examinations. This encourages a tendency of last hour preparation in a great hurry, leaving no scope for digesting the knowledge. Learning is a continuous process and hence evaluation of learning outcome must be done on a continuous basis. Hence examination schemes should be redesigned attaching higher weightage to continuous evaluation of student's performance.

Hence there is a need for training and organizing workshops for faculty in test development, administration and scoring as well as in the operation of continuous assessment. This type of training requires guidelines for developing different types of questions, testing skills at different levels of objectives and preparation of marking schemes. With adequate training, enforcement of the regulations, guiding in teaching and conduct of examinations, quality would be assured in educational system.

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QUALITY ASSURANCE - THE HEARTBEAT OF THE EXAMINATION PROCESS

Mrs. Pamela Thomas

Key words: benchmark, omissions, integrity, dyslexia, dyspraxia, scribe, emergency, absenteeism.

Introduction

'Quality' is the benchmark of the examination system. It is of utmost importance to the integrity of the examination process. Accuracy of any process or operation is a professional concept. A well-defined Quality Assurance program is paramount to curb any errors or omissions in the examination system.

The Quality Assurance in the examination system should be well structured. In fact, Quality Assurance should be followed in our personal lives. The examination process should be in a well-defined manner. There are many levels of Quality Assurance.

1. For internal and external examiners, the examination cell should request the HODs of the Departments about a list with their current CVs enclosed for approval.
2. Before the commencement of the examination, a designated member of the faculty must be available to deal with any query or content of the examination paper.
3. Regarding internal assessment, students should submit their work before the deadline in electronic format and hard copy. Any student who is unable to submit on time must submit a written request for an extension to the principal, with a copy to the Controller of Examinations at least two weeks before the deadline, explaining the reasons. Those who do not submit by the due deadline should be marked 'zero'.
4. Assessment on oral and written skills: clear feedback should be given so that students can improve their performance for the next assessment. Double marking may be done at random by the HOD to show objectivity of assessment and transparency.
5. All internal assessment should have a code number instead of the students name to protect the student against any bias. Integrity of marks in a proof of Quality Assurance.

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6. Illegible scripts: Students who are visually challenged and hearing impaired, suffering from dyslexia or dyspraxia etc., should have an opportunity to have a scribe. However, the cost of the scribe should be borne by the students.
7. Latecomers: only 30 minutes grace time should be given. Examiners should mark on the answer script the time of the student's arrival, countersigned by the examiner. Students should give explanation.
8. Emergency: In case of emergency, the examiner should request the students to leave the answer scripts on the desk and the room shall be evacuated. The examiner should be the last to leave the room. Any student who refuses to leave the room, the examiner should note down the name. Suitable action should be taken.
9. Absenteeism: If any student is continuously absent for four days without prior information, the name should be put on the notice board if there is no valid reason. Sometimes absenteeism may be due to socio-economic problems. Parents should be informed and they should be asked to play a major role to rectify the problem. Incentive rewards may be given for full attendance. The teacher to let the students/parents know that absenteeism should not be a recurring habit can use emails, postcards etc..
10. For the purpose of meritorious awards – different scale should be there for Arts, Commerce and Science streams. All 3 streams cannot have the same marks. After a grade is given, the committee should select the right student for the Award.

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PROFESSIONAL ETHICS IN EDUCATIONAL EVALUATION

Dr.K.V.Padmavathi,

Key words; mandatory, ethics, adherence, humiliation, corporal, recourse, demographics, endeavor, designing, feasible, propriety, utility, accuracy.

INTRODUCTION

Code of professional conduct and ethics constitute mandatory in our day to day life's activities. ***"Ethics"*** means a set of principles governing the conduct of individuals. The adherence to certain professional and ethical standards is essential to maintain the integrity of the education profession.

Teachers enjoy high respect among the public, so their professional ethics should also be above the average. Acts such as discrimination, humiliation and corporal punishment of students are not tolerated by any society, and no teacher should ever take recourse to them.

Today's context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about the increasing cost of higher education, and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility, and equal opportunity. Our response to these challenges will shape our role in higher education.

Focusing on learning rather than instruction is a fundamental shift in perspective. If the purpose of education is learning, then institutional effectiveness should be measured by specific educational benefits and outcomes rather than by the number of computers, books, faculty, or the size of endowments.

EDUCATIONAL EVALUATION

Educational evaluation is the evaluation process of characterizing and appraising some aspect/s of an educational process. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavor to facilitate.

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The "Joint Committee on Standards for Educational Evaluation" published three sets of standards for educational evaluations - ***The Personnel Evaluation Standards, the Program Evaluation Standards*** **and** ***the Student Evaluations Standards***.

The standards provide guidelines for designing, implementing, assessing and improving the identified form of evaluation. Each of the standards has been placed in one of four fundamental categories to promote evaluations that are proper, useful, feasible, and accurate.

The Personnel Evaluation Standards

- The ***propriety standards*** require that evaluations be conducted legally, ethically, and with due regard for the welfare of evaluates and clients involved in.
- The ***utility standards*** are intended to guide evaluations so that they will be informative, timely, and influential.
- The ***feasibility standards*** call for evaluation systems that are as easy to implement as possible, efficient in their use of time and resources, adequately funded, and viable from a number of other standpoints.
- The ***accuracy standards*** require that the obtained information be technically accurate and that conclusions be linked logically to the data.

The Program Evaluation Standards

- The ***utility standards*** are intended to ensure that an evaluation will serve the information needs of intended users.
- The ***feasibility standards*** are intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.
- The ***propriety standards*** are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results.
- The ***accuracy standards*** are intended to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated.

The Student Evaluation Standards

- The ***Propriety standards*** help ensure that student evaluations are conducted lawfully, ethically, and with regard to the rights of students and other persons affected by student evaluation.
- The ***Utility standards*** promote the design and implementation of informative, timely, and useful student evaluations.
- The ***Feasibility standards*** help ensure that student evaluations are practical; viable; cost-effective; and culturally, socially, and politically appropriate.
- The ***Accuracy standards*** help ensure that student evaluations will provide sound, accurate, and credible information about student learning and performance.

The basic functions of the Institution are the advancement and dissemination of knowledge, the development of critical intelligence, and the education of citizens and professional workers for the society of which the institution is a part.

The indispensable condition for the successful discharge of these functions is an atmosphere of intellectual freedom. Unless he or she is free to pursue the quest for knowledge and understanding, wherever it may lead, and to report and discuss the findings, whatever they may be, the faculty member cannot properly perform his or her work. As a participant in an enterprise that depends upon freedom for its health and integrity, the faculty member has a special interest in promoting conditions of free inquiry and furthering public understanding of academic freedom.

Freedom entails responsibilities. It is incumbent upon the faculty member to accept the responsibilities which are concomitant with the freedom he or she needs.

Responsibilities to Students

As a teacher, the faculty member has the responsibility for creating in his or her classroom or laboratory a climate that encourages the student to learn. The faculty member should exemplify high scholarly standards and respect and foster the student's right to choose and pursue his or her own educational goals.

(a) The faculty member must make clear the objectives of the course or program, establish requirements, set standards of achievement, and evaluate the student's performance.

(b) The faculty member has the responsibility to meet classes as scheduled and, when circumstances prevent this, to arrange equivalent alternate instruction.

(c) The faculty member has the responsibility to teach courses in a manner that is consistent with the course description and credit published in the catalogue and with the announced objectives of the course. He or she must not intentionally interject into classes material or personal views that have no pedagogical relationship to the subject matter of the course.

(d) In order to facilitate student learning, faculty members should present the appropriate context for course content. While challenge is essential to good teaching, challenge is ordinarily most effective when students are adequately prepared to deal with course materials. On controversial issues within the scope of the course a reasonable range of opinion should be presented. When the faculty member presents his or her own views on such issues, they should always be identified as such. Wherever values, judgments, or speculative opinions constitute part of the subject matter, they should be identified as such and should not be offered as fact.

(e) The faculty member owes to the student and the institution a fair and impartial evaluation of the student's work. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, sex, or political

views, or be based on the student's agreement with the teacher's opinion pertaining to matters of controversy within the discipline.

(f) Every student is entitled to the same intellectual freedom which the faculty member enjoys. The faculty member must respect that freedom. Restraint must not be imposed upon the student's search for or consideration of diverse or contrary opinion. More positively, the faculty member has an obligation to protect the student's freedom to learn, especially when that freedom is threatened by repressive or disruptive action.

The classroom must remain a place where free and open discussion of all content and issues relevant to a course can take place. While students remain responsible for learning class material and completion of course requirements, faculty should respect reasonable decisions by students, based on their exercise of their own intellectual freedom, to not attend part or all of a particular class session.

(g) The faculty member has obligations as an intellectual guide and counselor to students. He or she has a responsibility to be available to students for private conferences. In advising students, every reasonable effort should be made to see that information given to them is accurate. The progress of students in achieving their academic goals should not be thwarted or retarded unreasonably because a faculty member has neglected his or her obligation as adviser and counselor.

(h) The faculty member should conduct himself or herself at all times so as to demonstrate respect for the student. He or she should always respect the confidence deriving from the faculty-student relationship.

(i) The faculty member must avoid exploitation of students for personal advantage. For example, in writings and oral presentations due acknowledgment of their contributions to the work should be made.

Responsibilities to Colleagues

As a colleague, the faculty member has obligations that derive from common membership in the community of scholars. He or she respects and defends the free inquiry of associates and avoids interference with their work. In the exchange of criticism and ideas, he or she shows due respect for the rights of others to their opinions. He or she refrains from personal vilification and acknowledges contributions of others to his or her work. When asked to evaluate the professional performance of a colleague, the faculty member strives to be objective.

To make these responsibilities operational, it is necessary that ethical and professional standards be adopted to guide faculty members in their conduct and that effective mechanisms be established to monitor and enforce compliance with these standards.

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INNOVATIONS, AN ESSENTIAL ELEMENT OF EFFECTIVE EVALUATION SYSTEM

Dr. Mrs. C. Satyadevi

Key words: Flexibility, applicability, discrimination, evaluation, global markets.

Introduction

Education is the most important element for the progress of a nation and also the individual. Due to its strategic importance from ancient days the rulers and the modern days Governments concentrated on this issue as a priority sector.

Strong education system is the base for economic and technological progress of a country. Efficient education can be assured only when the examination and evaluation system is perfect.

What is education?

Dictionary defines education as," systematic training and instruction designed to impart knowledge and develop skill."

Examination

"Examination is the testing of knowledge or ability by oral or written questions or by exercise."

Providing education to the youth, the future of the nation is one of the noble tasks and also economic investment of the country. The seeds of education give fruits after one or two decades. Therefore education system and the examination techniques should always be future based.

Thus education is providing knowledge, imparting skills, catering to the career development needs, giving training and testing the receiver to know how far he is able to learn the given skills. Teaching, learning and examination are the three dimensions of the education. Strong and perfect education system depends on the excellence of three dimensions.

Innovations for excellence in Evaluation system

Education and evaluation are not two separate concepts. Imparting skills or giving knowledge in the class room should have an in built evaluation technique which gives opportunity for continuous evaluation. Such system promises quality education. Flexibility and quality in evaluation are two essential elements of good education system.

Reader in Commerce and Management Studies, St Theresa College for women, Eluru.

Recommendations for innovations in Evaluation system

- Quality consciousness among academicians, policy makers, students and professors.
- Flexibility in the system which can be modified according to the needs of the nation or the market.
- Applicability of the knowledge to the practical needs of the markets
- Discrimination in evaluation according to the state and capacity of the student
- Evaluation should improve the standards and healthy practices
- Evaluation and Examination methods should not cause fear. With fear nothing can be achieved.
- It should be able to identify the potential skills of every student. Every person is gifted with some skills therefore there will not be any failures. Failure is due to wrong system of examination system
- It should improve the creative skills of students.
- It should be more a problem solving and crisis management
- It should follow global trends. As the students are getting global opportunities the exam system should follow the principles of international standards and methods
- Examination and evaluation system should be constantly modified, for which research should be a continuous activity
- Examination system and evaluation should improve self confidence and self esteem of the students

Education the most essential element for an individual or the nation depends on evaluation system for its quality and progress. A continuous research in this area is the best method to open doors of creative skills and innovations, the need of hour in the global markets.

QUALİTY MANAGEMENT İN HİGHER EDUCATİON-WİTH PARTİCULAR REFERENCE TO AN EVALUATİON SYSTEM

Dr.Mrs.A. Uttama Durga Devi,

Key words: constraints, curriculum, infrastructure, subjective.

Definition of Quality:

- Quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy given needs. (American society for Quality)
- Quality an inherent or distinguishing characteristic a degree or grade of Excellence (American Heritage Dictionary 1996)
- Quality is the extent to which products, services, processes or relationships are free from defects, constraints and items which do not add value for customers.

Challenges for Quality in Higher Education:

After Independence, lots of Progress and development has been done in higher Education in India. In spite of this, there are still some main problems in higher education due to poor educational planning and administration, improper educational management and poor control and supervision and lack of total quality management etc., These are the main obstacles which create problems in maintaining total quality management in higher education.

The main problems and challenges of higher education at present in India are as follows:

- Defective and unsuitable curriculum
- Lack of qualified teachers/Professionals
- Lack of proper infrastructure
- Lack of Job oriented courses-technical and Professional
- Defective System of Examination
- Defective Evaluation Procedure
- Lack of guidance and community

Due to these existing main challenges in higher education, it is very difficult to maintain total quality management in higher education at present India. First we have to solve the main problem of defective system of Examination and defective Evaluation procedure.

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In present education system explanation of the above problems of all the students in general and with reference to commerce students in particular is essential. If the wide choice is given to the students say answer five out of Ten, the students who know the five questions answer may get cent percent marks. The students who may leave the fifty percent syllabus may also get cent percent, if they get the questions in fifty percent in what they studied.

Subjective question paper is not sufficient to evaluate the student's knowledge with regard to the subject with particular reference to concepts. For the commerce students the total question paper must be divided into four parts.

1. Theory
2. Record (work note book)
3. Practical
4. Viva voce

For Example in the case of Income Tax, Subjective Exam will be in teaching, i.e. what is taught in class, Every week they should have practical. Practical aspect of Income Tax should be taught like filling up Form No.16, Income Tax Assessment form for individual, for HUF and Firm etc. This all should be practically done in commerce hub, so that they know practical aspects and technological aspects like online assessment etc. Terminology should be thoroughly revised.

So, every week the lecturer, should sign the record after asking viva there itself, so that the student will be thoroughly evaluated. In the final exam, the student will have fifty percent marks for subjective papers. For the remaining fifty percent the student must be evaluated by external experts. The Second part of fifty percent must be divided into Record or work book, Practical and viva voce. With this type of evaluation student will be thorough with, subjective, objective and practical skills of Commerce.

This method of Evaluation process can be applied in all subjects in Commerce, like Banking, Accounting, BOM etc.,

Conclusion:

This type of evaluation system will help in the development of knowledge society. It also helps to impart quality to the teaching learning process and develops purposeful education in the field of Commerce.

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Dr.R.Madhavi

Key words: Bloom's taxonomy, synthesis, comprehension, compositions, innovative, acquisition, gauged, assessment, pedagogy, principled, eclecticism, syntax,lexical, genres, pragmatic, vocabulary, pronunciation, narratives.

Introduction

A few decades ago, most people were expected to possess the basic skills of communication – the three R's (Reading, writing and arithmetic). Today information and knowledge means power and educated people are expected to possess skills of accessing information, interpreting and possessing the same. The learner is expected to be a problem solver and decision maker. He or she should be able to work cooperatively as well as creatively. The successful worker is one who possesses thinking skills of a high order – problem solving, creativity and critical thinking. According to Bloom's taxonomy of thinking skills – evaluation, synthesis and analysis demand complex and higher levels of thinking whereas comprehension, application and knowledge demand lower levels of thinking.

Creative thinking, critical thinking and problem solving are essential skills for life-long learning. Young learners should be able to acquire skills which enable them to apply knowledge learnt to new situations. They should also know skills of co-operating with others and participating in local and world communities to promote personal and public good. However institutions of H.E. in our country have failed to teach students proper skills of analysis or synthesis. In general college students have found to be poor in writing compositions. This accounts to a kind of functional illiteracy. Most students fail to be innovative or creative. This is because they have not been allowed to be creative in the educational system.

In a general survey conducted in acquisition of English language skills in institutions of higher education it has been found that students fared well in multiple choice questions. They, however, were poor in open ended questions (MES Report 2000:21). This implies that students are taught to give one correct answer but fail to think divergently. In tests that gauged English Language acquisition it has been found that even students of professional streams failed to write simple sentences without making major errors. This throws light on the fact that students are poor in language skills. Students also fail to apply knowledge learnt from text books to real life situations. They are only competent in memorizing skills where large chunks of information are learnt and reproduced in examinations. Higher order skills such as explanation, synthesis, and evaluation are completely beyond their grasp.

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In the given context even the evaluator process fails to train the students in the proper direction. Assessment seems to merely mean reproducing information learnt by heart. 70% of questions in the question paper merely encourage the students to transmit knowledge by "telling and explaining". Emphasis in exams is not an information learnt but on performance. This results in teachers teaching as far as possible the precise content for the tests and exams. If this aspect in our educational system should change, a new pedagogy should be adopted and a new assessment system that affects this pedagogy should be formed. The future development of our country in a knowledge based economy depends largely upon the intellectual capital of its labour force. Emphasis on lower order skills should be changed and new strategies to adopt higher order skills should be generated.

Current perspectives:

In the current ever evolving perspectives of teaching the foundational skills of L.S.R.W. different methods or trends have been identified by TESOL in acquisition of second language skills.

1. **Decline of Methods**

It has been recognized that there is a decline in the use of prescribed set of classrooms procedures in learning English. The past two decades have seen a shift from laying undue emphasis on curricular and instructional aspects from the prevailing teaching methods to classroom teachers and learners who are best suited to adapt relevant and effective instruction according to the need. Larsen-Freeman (2000) recommends that teachers can practice "**principled eclecticism**" and create their own teaching and evaluator methods to suit different levels of learning. Some learners may need English for Academic purposes, while others, conversational English. Yet others may need reading skills. The teacher needs to understand this fundamental factor as to what learners require and how they can be assisted.

2. **New Knowledge about English**

It has been found that there is a variation of language skills to be acquired if different features of English should be learnt or taught. Hence, there are variations of language features in spoken or written registers or genres. These differences must be examined and understood. For e.g., the syntax, lexical items, features of discourse etc. need to be considered while English is taught to make learning more effective. Thus the teacher must understand that the register and ranges, for example of vocabulary would differ to students of the math stream and biological-sciences stream. Such knowledge could help in framing of more effective need-based course content and more viable testing formats.

3. Skills to be taught in Context

Pragmatic learning of the language is possible only through integrated and dynamic multi-skill teaching performed in context. So, teaching reading skills must be integrated with writing and vocabulary learning. Oral skills can be tied to pronunciation and listening. Language learning can be made task based, project based, problem based, community based and competency based.

Speaking skills require learners to take note of content, grammar, information and register. Hence they are a complex set of skills which can be acquired effectively in context. Communicative and task based approaches encourage development of speaking skills more effectively. Narratives and descriptions can be used to teach fluency. Debates and problem-solving tasks can promote increased grammatical and lexical complexity in the learner. Oral repetitions also help in strengthening accuracy in lexical and grammatical usage. Teaching and evaluating pronunciation skills should focus on shifting native-like accents to intelligibility. Drastic accent modification should not be expected but a general need for overall intelligibility is the target to be achieved by evaluators of E.L.T. Pronunciation and intonation can gain more significance when taught in context and instruction in pronunciation should serve community purposes. Teaching and evaluation of intonation and pronunciation should be based on real life situations than on mere bookish knowledge.

Listening Skills play an important role in language learning and are possibly the most essential language skills (Oxford, 1993). They are the least explicit as they are the most difficult to observe. The basic level of listening tests expects students to recognize key words and phrases. Interpreting texts should the next level the student is taking to. Reflective exercises where-in students are asked to predict and evaluate information also should form part of listening exercises. Learners can be asked to practice note taking, oral repetitions, noting down signaling devices and given pre and post listening exercises which can be taught through the use of oral conversations.

These provide fruitful exercises for learners to understand and learn the nuances of the language in context, the pronunciation, lexical variations and organization of discourse.

Writing skills can be effectively taught through the Product approach and the Process approach. In the former emphasis is laid on writing as a Product as priority is given to what the finished product should look like. Students' write-ups are expected to meet certain standards of rhetorical style, grammar and organization. Writing

performance is evaluated in terms of content, organization, vocabulary, punctuation and spellings. The Process method on the other hand is another development in the writing process. Here students pay attention to how they write. This process is categorized into three phases- prewriting, drafting and re-drafting and editing. Evaluation of writing skills can be done through reviews of texts, research article presentations, reading responses and data analysis

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Dr.C.A. Jyothirmayee,
Key words: micro policy, equity, redress, tabula, passive, modularized,

lntroduction: THE NEED FOR CHANGE

A dramatic paradigm shift is needed in assessment practice in education, as a logical and essential part of the transformation envisaged in new policies. The critical characteristic of the required shift is the move from the judgmental to the developmental role of assessment. This reflects a changing perception world-wide of the nature of assessment and its main purpose. The old assessment paradigm still operating, particularly at micro policy level, is grossly inadequate to deal with the challenges presented by new policies aimed at transformation.

In the introduction of a new policy on assessment, it is imperative that alternative strategies of assessing learner achievement are implemented. These alternative strategies must take into consideration the continuous/formative assessment in the summative assessment. In this way the principles of access, equity and redress and positive returns in the form of financial investments into education could be realized.

A NEW APPROACH TO LEARNING & TEACHING - OUTCOMES-BASED EDUCATION

Outcomes-based education is a learner-centered, results-orientated design, based on the belief that all individuals can learn. The strategy for outcomes-based education implies the following:

- What learners are to learn is clearly identified
- Each learner's progress is based on demonstrated achievement
- Each learner's needs are accommodated through multiple teaching and learning strategies and assessment tools
- Each learner is provided the time assistance to realize his/her potential.

Characteristics of outcomes-based education

What a learner is to learn is clearly identified. There is a clear focus on culminating outcomes of significance.

Outcomes are:

- future oriented
- publicly defined
- learner centered
- focused on life skills and context
- characterized by high expectations of and for all learners
- sources from which all other educational decisions flow

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An outcomes-based system of education builds on the notion that all learners can achieve their full potential. In terms of assessment suited to new theories of learning, an outcomes-based system is helpful. These theories suggest that the tabula rasa image of filling empty vessels with knowledge, or other approaches where the learner is a passive recipient or rote learner, although effective in some cases, deprive large numbers of learners of adequate opportunities to realize their full potential. Outcomes-based assessment can assure access to such opportunities.

Outcomes-based learning focuses on the achievement of clearly defined outcomes, rather than teacher input in terms of the syllabus content. Thus it supports the learner-centered models of assessment. Outcomes-based assessment makes it possible to credit learners' achievements at every level, whatever pathway they may have followed, and at whatever rate they may have acquired the necessary competence. Assessment thus moves us away from the traditional concept which involved spending a specified period of time to achieve particular learning outcomes, irrespective of whether a reamer was able to achieve them in a much shorter time.

In addition, agreed common learning outcomes, can be met at different rates by learners with specialized educational needs [LSEN], adults and children, both in and outside mainstream schooling. Assessment can be learner-paced. This should be of great importance to LSEN and their teachers, as both curriculum and assessment have presented great problems in the past.

Assessment in an outcomes-based system facilitates transparency of process and the support of learning through agreed assessment criteria. All who meet the agreed criteria for specified learning outcomes receive acknowledgement or credit. Those who do not meet the criteria can receive clear explanations, indicating areas which need further work in order to reach the required standard. Thus they are given support to try again. The transparency of the goals, making explicit much that was formerly only implied or assumed, makes assessment easier to understand and more equitable.

Acknowledgement of competence at every level is also made easier in an outcomes-based system. In certain fields, outcomes-based assessment has always been used, for example, driving tests, music certificates, a pilot's license; the candidate receives the credit on demonstrating competence or mastery at a certain level. In any particular batch of candidates, if no-one is competent, no-one passes. If all are competent, all pass. Outcomes-based assessment seeks to acknowledge competence wherever it is demonstrated in all fields, whilst recognizing that competence may be harder to judge in some fields than others.

This approach contrasts with systems which rely overwhelmingly on norm referencing, where the primary purpose is selection. Assessment in an outcomes-based system also facilitates flexible credit accumulation allowing portability and progression. in documentation about the NQF, it is envisaged that adult basic education and training and all education and training above level 1, will be modularized, with credits awarded to

candidates who meet the assessment criteria stated on the unit standards registered on the NQF. Learners, whose studies are interrupted by family circumstances, changing jobs or housing, and those with specialized educational needs, will be able to retain their credits and build on them to achieve a qualification whenever and wherever the opportunity arises. Because the credits will be based on nationally recognized standards, they will be accepted. Qualifications awarded should also receive international recognition once the system is established.

In conclusion, the introduction of an outcomes-based system of education and training and outcomes-based assessment are mutually reliant and have a symbiotic relationship. All of the benefits of changing the system in terms of realizing the vision and the principles are dependent on educators understanding that a simultaneous change in assessment paradigm is essential. Flexibility, quality assurance, portability, credit accumulation, transparency, relevance, access, equity, integration, and RPL are all facilitated by the new approach, only if assessment practices also make the necessary shift.

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RESTRUCTURİNG OF EVALUATİON SYSTEM – A PARADİGM SHİFT QUALİTY ASSURANCE İN EXAMİNATİON SYSTEM

Dr. K. Manjula Rani

Key words: inhabitants, potential, transparency,

ABSTRACT

India is one of the world's oldest civilizations, dating back to 2,500 B.C Aryans tribe's invaded the country in about 1,500 B.C their earlier Dravidian inhabitants created the classical Indian culture. India has the world's twelfth largest economy and is the third largest in Asia. The central and the state government have joint responsibility for education. Educational policy planning is under the overall charge of the Central Ministry of Human Resource Development. This includes the department of Higher education. The Ministry is guided by the Central Advisory Board of Education. Higher Education is on the concurrent list in Indian Constitution. Higher education institutions are funded by the central Government through the University Grants Commission (UGC). The UGC allocates and disburses maintenance and development grants to all affiliated colleges of nominated university. National accreditation and Assessment council was established in 1994 under 12cc of UGC Act 1956.Quality assurance in examination system is given high priority. Organization of examination system involves different types of data processed and managed by different branches within the examination wing of the college. In pre conduct phase the application forms of the students are processed. In post conduct phrase of the examination involves from sending answer sheets for evaluation, collecting evaluated answer books etc.

Automated integrated examination system connecting various units of examination process with centralized data base has immense potential as a tool for transparency and effective management. Integrated ITC in education has huge potential to make examination branch as fully automated. Some of the key challenges are Non availability of ICT infrastructure. Reluctance of adoption of new-technology and convenience of examination system it renders online queries by cutting down time & cost. It breaks down geographical barriers and brings a sea change in the existing manual examination system.

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PROFESSIONAL ETHICS IN EVALUATION

Dr.Mrs.I.Annapurna,

Key words: aptitude, professionalism, psychology, multi-facet, ambitious, aptitude, care, respect, trust, Integrity. rationality, reliability.

Introduction

In India professions become livelihood based but not aptitude based. Professionalism means an aspirant and any profession must be a master in his/her subject. This is enough for all professionals but except teachers. In addition to this quality the teacher must develop himself/herself to an extent of a researcher and an innovator standard in his/her specific subject plus psychological and affection towards their student estimation should be an additional pre-requisite qualification. So that he/she can analyze the student's basic qualities, standard psychology, degree of capabilities in learning, pursuing and presenting.

The word evaluation is a multi-facet technical term. The responsibility of evaluation starts at the time of assessing student first, then to evaluate a method on standard to reach the brain of the student, to pick up his knowledge and to make it up to the mark a teacher has to device different method for different students to reach to the same goal by all the students. If the teacher wants to make this task a success story he/she must have complete knowledge, command, planning and technique. The teacher should accomplish in student psychology methods of expression of different students with different back grounds I,e., the first generation education learners, the second generation educated learners, elite & illiterate parents of students with family problems, environmental differences, nutritional problems, socio-economic problems etc., these effects on the student learning capacity.

Today the social status, technological gadgets especially cell-phones, broadband, imported culture, drug rackets, modern fancies,& passions, media & films are influencing the psychologies of the students both in progressive thinking as well as regressive too, the teacher has got the responsibility of observing these anomalies in the development of psychologies of the students and to introduce appropriate methods to bring the students to a minimum common standards and to maximize the ambitious section of the students.

If the teaching community involves to his/her degree and level of professionalism she/he will be in a position to pursue the pulse of the student & her/his expression so that she/he can make best evaluation of an unknown pupil known only by her/his answer sheet, then only the evaluator can do justice to the student community. Teachers must realize that their ethics are up to the mark and its adequacy to measure and evaluate a student performance must be assessed by themselves then only he/she must dare to assess &

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evaluate capabilities, learning, involvement, professionalism, character, presence of brain and evaluators need to have a perfect mindset & able to draw or analyze on different skills & techniques as they think appropriate to any specific assignment or test or examination. Evaluation involves an integration & amalgamation of research, interpretation, comment & critical thinking. This profession of evaluation is not mainly a profession but it includes something beyond professional skills & ethical standards.

Evaluation in educational system is primarily related with the evidence of student's mental growth that will make possible to evaluate the outcome of instructions of subjects given by teaching community & their learning process. Thus the measurement of pupil growth based on following criteria's i.e., **Skills, Attitudes, Academic aptitude, Scientific temperament, Effective knowledge gained by listening experience of the student community in the class room.**

The expertise in the field of educational professionalism responsibility requires maintaining their standards of exemplary professional conduct while recognizing that his or her ethical actions will be observed and appraised by the fellow beings, student community & across the community. The main professional ethics of the teaching community while accepting the duty & responsibility of evaluating the examination papers of the student community at all levels as examiners also expected to respect the students & to believe in their dignity, because in a democratic country like India the education system has to ensure the freedom to learn & the equal access to education & justice in evaluation.

In present scenario the teaching community while accepting this ideal profession should imbibe the following four ethical standards in education. They are – Care, Respect, and Trust & Integrity.

a) **Care** stands for compassion, acceptance, responsibility & efforts to develop student's potential.
b) **Respect** is based on the honour of reasoning, emotional wellness, moral support, protection, cultural values & freedom tolerance.
c) **Trust** embodies truthfulness, rationality, understanding, fairness in accepting social responsibility & honesty.
d) **Integrity** consists of honesty, reliability, moral & ethical action based value system at the hour of evaluating the performance of students in their examinations.

When conducting a research program or examination evaluation we must always remember the words of wisdom coined by a famous scientific researcher & evaluator-

"Not everything that can be counted counts..

And not everything that counts can be counted."- Sir. Einstein

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INNOVATIONS IN EVALUATION TECHNIQUES -THINK DIFFERENTLY

Dr. P. Jyothi Kumari
Key words: proctor, criteria, assessment, summative, accountability.

Introduction

Educational assessment is the process of documenting usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment can focus on the individual learner. The term assessment is generally used to refer to all the activities. Teachers used to help students learn and to gauge student progress. All major evaluations approaches to be based on a common ideology entitled liberal democracy, freedom of choice and uniqueness of the individuals.

Traditional exam script marking began in Cambridge 1792 where with undergraduate numbers rising, the importance of proper ranking of students was growing. So, in 1792 William Farish introduced a new proctor of examinations, marking a process in which every examiner gives a numerical score to each response by which every student and overall total mark put the student in the final rank order.

In general a test may be administered orally or on paper on a computer, or in a confined area that requires a student to physically perform a set of skills.

METHODOLOGY

Evaluation is systematic determination of a subject's merit, worth and significance using criteria governed by a set of standards. Evaluation is often used to characterize and apprise subjects of interest in a wide range of human enterprises. Evaluation is a structural interpretation and giving meaning to results. Evaluation can be formative which is educative assessment; it's only the feed back of a teacher. But not used for grading purpose. It is used to aid learning. While summative assessment used to assign grade to students

Robert Stake rightly explained this evaluation as 'when a cook taste the soup is formative while the guest taste the soup' is summative.

Tests may vary in style, rigor and requirements. For example in a closed book test a student is often required to rely upon memory to respond to specific items where as in one open book test, a student may use one or more supplementary tools such as reference book or calculator etc.

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James A Banks and his colleagues' have developed theory of education for freedom that means multicultural education should help student to develop the knowledge, attitudes and skills to participate in a democratic and free society.

Based on the existing evaluation system it is necessary to review the quality and rigor of evaluation process. Implementation of the evaluation programmes can be ethically challenging. It can be usually informal that may include performance, participation, peer and self evaluation and discussion. More emphasis must be given to **no child left behind** and these tests should link teacher and student accountability to the results.

Conclusion

The final purpose and assessment practices in education should depend on beliefs about the nature of human mind, the origin of knowledge and the process of learning, in the identification of future change.

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INNOVATIONS IN EVALUATION TECHNIQUES - THINK DIFFERENTLY

Dr. Mrs. M.Padmaja

Key words: entrepreneurial, powerhouse, mandarin, masquerades, regurgitating, kindling, Plethora, decentralization, daunting, comprehensive, continual, periodicity, co-scholastic, Commendation, anxiety, stress, elimination,

Introduction

Education remains the primary engine of upward economic mobility. Due to the pioneering entrepreneurial efforts of a few, India is today uniquely poised to become an intellectual powerhouse in the new 'knowledge' era. Pharmaceutical and biotech research, consulting, and of course software development, all promise hundreds of thousands of high-paying and fulfilling jobs-if, however, the Indian education system can produce students with the required skill-sets and attitudes. This is an immense challenge that the Indian education system faces, and we must tackle it with fresh thinking. We must discard the mandarin mentality-one that masquerades as progressive but is actually colonial in its quest. It assumes that excellence and equity are at odds; that the former must occur at the expense of the other.

A system of education and examination that teaches members of disadvantaged groups the requisite problem-solving and analytical skills needed by the job market are vital. Memorizing and regurgitating textbooks is not a skill needed by the job market. An exam system that encourages this type of 'learning' snuffs out creativity. Exams and learning systems that require rote are unlikely to stimulate students, create interest in them to attend, or make them feel that they are learning skills useful to their later life. True learning takes place only in an environment where people feel challenged. As Socrates noted, **"Education is not the filling of a vessel but the kindling of a flame."** The trick is to kindle the flame, and the student will remain motivated. On the other hand, an exam system forcing students to memorize a plethora of facts, from an unattractive, dry-as-dust textbook- facts usually divorced from any conceptual framework and certainly from their frame of reference and experience- is unlikely to keep them attending.

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Of course the teaching of skills and teaching the teachers who will teach these skills will not be easy. It will require resources, careful planning, a careful roadmap, and hard work. It will also mean trying to truly connect with students whose lived experience is diverse and different. Hence, it will require decentralization-of curricula, textbooks, and exams. The task is daunting but there is no other path.

Continuous and Comprehensive Evaluation (CCE)

Continuous and comprehensive evaluation (CCE) refers to a system evaluation of students that covers all aspects of student's development. The 'continuous' aspect of CCE takes care for 'continual' and 'periodicity' of evaluation. Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) had done informally using multiple techniques of evaluation. Periodicity means assessment of performance done frequently at the end of unit/term (summative) using criterion-referenced tests and employing multiple techniques of evaluation. The 'comprehensive' component of CCE takes care of assessment of all round development of the student' s personality. It includes assessment in scholastic as well as co- scholastic aspects of the pupils' growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include co-curricular and personal social qualities, interests, attitudes, and values.

One Size Does Not Fit All: The Need for Flexibility

Exam systems need to be more flexible. Just as we must ensure that education and assessment systems are fair to all social groups, we should ensure that they do not discriminate against particular kinds of learners. Different learners learn differently, and, hence, to test all learners through a written test of the same type in subject after subject is unfair to those whose verbal proficiency is superior to their writing skills, those who work more slowly but with deeper insight, or those who work better in groups than individually

- There should be more varied modes of assessment, including oral testing and group- work evaluation.
- Do not expect everything of everybody in every subject. Create a hierarchy within the same exam board and create two classes of learners. But, just as we allow students some element of choice in the choosing of their subjects, they should have the choice of picking one of two levels within that subject. Of, say, six subjects, every student would choose to do 3 (or 4) exams at the higher level and 3 (or 2) exams at the standard level. Though set on the same curriculum, higher-level exams would have a larger component of high-order-skill testingand demand greater speed, conceptual understanding, and depth

of insight than the standard-level exams.

- Not only would the above reform cater for different kinds of learners and allow different levels of testing, it would also reduce overall student stress levels. It is well known that students experience greatest stress before and during their most 'difficult' subject exam.
- Flexibility in when exams are taken: If it is accepted that learners learn at different paces, there is no reason, other than administrative convenience, to test them after three years course in all selected subjects simultaneously. Students must be allowed to clear some (up to two, perhaps) subjects at the end of the first year.
- In general, every student should be given a three-year window within which all the subjects must be passed (or scores improved). In any one exam session students should have a choice of taking no exam, all exams, or a few exams. This reform besides allowing for learning and testing to take place when a student is ready for it (rather than when the board decrees it on a one- size-fits-all principle), also works towards social justice.
- In the long run, the system must gradually move toward on-demand exams (they are usually done online, internationally) taken when the candidate is ready, rather than at the convenience of the system.
- Enhanced reporting of performance: Along with the absolute mark (or grade) in each subject, it is now very easy, given computer-based registration, to provide information of relative performance on the mark sheet.

  Percentile rank can be given with respect to-

  (a) the entire universe of candidates in that subject,

  (b) all candidates in that college, and

  (c) all candidates in that block.

A student from a disadvantaged area with low-quality educational infrastructure who scores, say, 70% (absolute marks) would attain a percentile rank on 95% within her block-a commendation that deserves mention. Adoption of more comprehensive and credible system of internal assessment would reduce some of the stress felt during external exams. The choice the student would have of taking two or three of his more anxiety-inducing subjects at the easier standard level, and at a time of his convenience, would also help. In addition, the following measures can reduce exam anxiety and its Often-morbid consequences:

1) A lot of stress is related to the excessive length of the question papers. Shorter exams that leave time for deliberation and periodic rest would help. The exam length (usually3 hours per subject) should be reduced (to 2.5 hrs for higher level exams and 2 hours for standard level exams), remembering that the paper setter's quest to cover all sections of the syllabus is an illusory one in any case. As importantly, the numbers of answers expected and the quantity of response in the given time should be reduced. Exams should be set so that 95% of all students should be able to complete it and have time left for a quick review.

2) A shift in emphasis from 'short answers' MCQs designed to test real understanding of core concepts would help reduce student anxiety, in addition to allowing greater differentiation at the top end.

3) A shift in emphasis to testing competencies and away from memory would certainly reduce stress, in addition to aiding the validity of exams. A long-term move toward open-book exams can be envisaged , candidates doing Chemistry paper should be given the periodic table and bond angle values; examinees in Maths and Physics should be given some trigonometric identities and other formulae which otherwise have to be learnt by rote. The focus of questions should, likewise, move to genuine applications from mere 'plug-in'-type problems.

4) Elimination of'theterm fail': The word 'fail' not appear on mark sheets, and be replaced by phrases such as 'unsatisfactory', or, better, 'needs more work to attain desired standards'. The word 'fail' carries a social stigma and often victimizes a student for systemic deficiencies in teaching, textbook availability, etc.

CONCLUSION

Reforming exams alone will attain very little unless it is accompanied by other basic reforms: improvement of teacher training, teacher quality and teacher-student ratio. In addition, making textbooks and the curriculum more relevant and interesting and challenging; and spending more on education will be vital. At the same time, it should be recognized that exam reform has the potential to lead educational reform. It has often been lamented that in Indian education the tail (assessment) has usually wagged the dog (of learning and teaching). The charge is a fair one and de-emphasizing exams will certainly liberate the learning and teaching process from its straitjacket. But this pivotal position of exams in the educational system can be used to leverage advantage-to hasten reform within Indian education as a whole.

As we have seen in many other areas in the last decade, once the winds of change begin to blow they sweep most cobwebs away. The tough job is to get them blowing. The academicians often talk about university and the industry collaborations. Why not a few credits earned in a related industry is considered within the curriculum? As creative and performing arts are becoming popular in campuses, credits can be thought of for such activities too. Though the students will choose courses of inter-disciplinary nature, the required courses for majoring in a subject will ensure depth. Professionalism and quality consciousness are the basis for every change. With faculty advising, CBCS can offer a very flexible and open system for a quality up gradation of higher education.

Choice based credit system is the need of the hour which needs to be understood and implemented. The universities should honour the courses and credits given by any university so any student will be able to join this programme and will be able to migrate with entire credits to other university and this will help them complete the programmes.

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QUALITY ASSURANCE IN EXAMINATION SYSTEM

Mrs. Santosh Jhawar

Key words: auditing, integrity, accuracy, diagnosing, omissions, supervision,

INTRODUCTION:

Quality controls over examination represent a fundamental element of generally accepted auditing standards and are crucial to the integrity of the examination process. The accuracy of any process involving evaluation of conditions and operations to conclude on risk in an institution is itself vulnerable to risk. This risk, referred to as examination risk, is the risk of not identifying or incorrectly diagnosing conditions that threaten the safety and soundness of the institution, which lead to errors or omissions in Reports of Examination. Examination risk can be reduced by having an effective quality assurance program.

There are numerous levels and types of quality assurance which can be utilized to control examination risk. There are three basic activities, however, which must be performed:

- Supervision of the examination process;
- Cross-referencing of examination products; and
- Review of examination products.

Supervision

Supervision should occur early on and continue throughout the examination process. Various methods of supervision, such as planning conferences, work paper review, on-site visits by the supervisor, and report drafting conferences, can be used to ensure that appropriate communication .

Cross-Referencing

The primary objective of cross-referencing is to ensure the Report of Examination is substantiated by adequate, accurate, and relevant documented evidence.

Review

Reviews should provide for an objective assessment of examination products to ensure examination risk is minimized and desired quality is achieved.

Conclusion:

An essential precursor to effective quality assurance is clear and appropriate delegation of examination authorities. The Office of Examination's (OE) objective is to delegate authority to the lowest practical level based on institutional risk and examiner expertise.

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Professional Ethics In Evaluation -What you expect from evaluators

Dukkipati.Renuka Devi
Key words: obligations, competency, confidentiality, candor, diligence.

Introduction

"Evaluators must have personal and professional integrity. Evaluators must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its sources. Evaluators must take care that those involved in evaluations have a chance to examine statements attributed to them."

Every profession has distinct ethical obligations to the public. These obligations include professional competency, integrity, honesty, confidentiality, objectivity, public safety, and fairness. Evaluators must have personal and professional integrity. They must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Evaluators must take care that those involved in evaluations have a chance to examine the statements attributed to them. Evaluators must be sensitive to beliefs, manners and customs of the social and cultural environments in which they work. Evaluators must be sensitive to and address issues of discrimination and gender inequality. Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Also, the evaluators are not expected to evaluate the personal performance of individuals and must balance an evaluation of management functions with due consideration for this principle.

Evaluation ethics:

- High competence of evaluators
- Honesty and fairness
- Data protection
- Confidentiality and Anonymity

Ethical conduct:

Competence
Integrity
Accountability

Evaluator's virtues:

- Honesty
- Candor
- Competence
- Diligence
- Loyalty
- Discretion

Conclusion:

People should have some principle by which they make their decisions as to what is the morally correct thing to do.

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QUALITY ASSURANCE IN EXAMINATION SYSTEM

K. Hymavathi.

Key words: stakeholders, accreditation, collegial, governance, charter,

INTRODUCTION:

Over the past few years, there has been significant growth of quality assurance (QA) activities aimed towards improving higher education on institutional, national, regional, and global levels. Public and institutional stakeholders seeking accountability in higher education have encouraged governments to establish national quality assurance and accreditation agencies. A number of terminologies have been developed and used to refer to similar ideas of improving the quality of higher education, such as quality assurance, quality assessment, quality improvement, and quality development. However, while the definition of quality assurance may differ, all quality assurance terminology shares a common purpose in ensuring that students receive a high quality and relevant education and awarded credentials that are widely recognized by governments and employers.

Quality assurance has been defined as "systematic management and assessment procedures adopted by higher education institutions and systems in order to monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements"

Why quality assurance in Examination system?

- Quality assurance, while unevenly developed, ranges from "traditional, collegial and unsystematic procedures" to "strategically managed, policy-driven, centrally co-ordinate systems".
- Institutions have established a variety of structures to carry out quality assurance. These include dedicated Quality Assurance Units, and the integration of quality assurance functions into the responsibilities of larger units.
- For some universities, quality assurance is seen as part of new approach to strategic management, is supported by senior management, and is closely linked with strategic planning. Other universities are planning to take a strategic management approach, but currently rely on traditional approaches such as external examination and departmental reviews.
- It is widely accepted that self-evaluation should form the basis of institutional and national approaches to quality assurance, and that self-evaluation should be complemented by external validation.
- The primary focus of quality assurance is on teaching and learning, and is aimed at promoting the enhancement of student learning. In this approach, the main emphasis is on improvement and development, rather than on compliance.

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Undergraduate teaching 46

Undergraduate teaching is required to be professionally qualified (and in some cases registered) academic staff in universities does not have to have teaching qualifications (and few do). Education system that focuses on the small sub-set of students who will pursue careers in academic research

Dimensions of quality assurance in undergraduate education:

Quality assurance in this area can usefully be considered as four dimensions:

- the "enabling environment" in which undergraduate education is situated
- the evaluation of academic programmes
- the review of students' academic performance
- the evaluation of undergraduate teaching

It is important that such basic acceptable practices are acknowledged and codified as part of our quality assurance system. They would include the following:

- The provision of clearly written course guides, setting out what is expected of students for the complete course, and available well in advance of the beginning of the course, to allow students adequate time to prepare.
- Lists of required and recommended reading for courses, in advance of the beginning of the course, and the provision of this material either in the University Library (in adequate numbers of copies) or in local bookshops (by timeous submission of reading lists).
- A clear and well designed system of assessment for the course, which sets out what is expected of a student, and the relative value of different coursework, test and examination components.
- A fair and consist approach to hearing requests for concessions and re-marking of assignments, and for leave of absence from lectures, tutorials and other class sessions.
- Adherence to an agreed and published timetable for lectures, tutorials and other teaching sessions that respects the need of students to plan their class attendance and study time.
- Adherence to the scheduled times of classes, including prompt arrival, finishing on time, and cancelling a scheduled class only as a last resort
- The availability of lecturers and other teaching staff to meet with students, with advertised office hours.
- Return of work submitted for assessment within a reasonable period of time, and with adequate and appropriate comments and other forms of evaluation.
- Consistent marking of examination papers and, for large classes, effective moderation of examination marking by the lecturer concerned.

Reviewing postgraduate studies:

Several sub-groups to address each of the following areas:

- Planning and delivery of postgraduate programmes;
- Marketing and recruitment;
- Governance and Organization;

- Quality of life;
- Performance measure and evaluation.

Recommendations:

As set out at the beginning of this report, my intention in designing an effective Quality Assurance System is to meet the requirements that we anticipate from the Higher Education Quality Committee through strengthening and streamlining our existing practices. The following recommendations set out those actions that we believe will be necessary in achieving these goals.

- Every Institution should adopt a defined Quality Assurance System and take responsibility for the effective operation of the Quality Assurance System should rest with the Executive Committee, supported by the Quality Assurance Working Group. Responsibility for complying with the reporting requirements of the Higher Education Quality Committee should rest with the Director of Institutional Planning. The Centre for Higher Education Development, though the Quality Assurance Co-ordinator, should be responsible for producing, and periodically updating, a Quality Assurance System.
- Student government, in consultation with (and with the support of) the Dean of Students, should draw up a Student Charter for consideration by the Institutional Forum and recommendation to Council.
- A Project Group comprising representatives of the Faculties and the Academics Association should draw up a Teaching Charter which sets out basic acceptable standards as a benchmark for teaching practices, and which replaces the existing "standard minimum expectations" in the Generic Job Description for academic staff.
- Academic Programmes and academic departments should be reviewed every five years.
- The University Board of Graduate Studies – should be established, with responsibility for university-wide policies and practices in postgraduate education. The present Doctoral Degrees Board should continue, and should be accountable to the University Board of Graduate Studies.
- The Distinguished Teacher Award Committee should be asked to develop a two-tier system of recognising merit in teaching – retaining and strengthening the present system of Distinguished Teacher Awards.
- There should be a statement of the respective rights of graduate students and their supervisors, and the relationship between them.. The form of such a statement should be flexible to accommodate the varying needs of disciplines, and should be approved by the University Board of Graduate Studies.

Conclusion: I have suggested in this report that quality assurance in higher education should be the measure of what we do, and the extent to which our practices in teaching and learning, research, and community service meet the expectations that we set for ourselves.

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For Office use only

Cheque/DD No. _____ Date:_____

Bank:_____Amount:_____

Receipt No. and Date: _____

Subscription starts from _____expires on _____

Renewal reminder sent: _____

Date: _____ Co-ordinator

ADMINISTRATIVE BLOCK