SIT/Committee/2024/39-(M)

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Implementation of Examination Reforms

The College also brought in several examination reforms keeping in view guidelines laid by AICTE. The college was conferred autonomous status by the University Grants Commission in 2014. Since then, there has been a persistent attempt to reform the overall system of engineering education, including curriculum, pedagogy and assessment.

Examination Center and its background

A fully fledged examination center was established based on the UGC and JNTUH guidelines in the academic year 2024-25. It started functioning with a full time Controller of Examinations and adequate number of staff to carry out the confidential work. While adhering to the JNTUH guidelines, the College has made several changes in the curriculum, assessments and evaluation patterns. All the changes were brought in after a careful study and analysis of several factors and stakeholder meetings/inputs and passed through various committees such as Departmental Academic Committees, Board of Studies, Academic Council and Governing Body.

The first examination reform was moving away from single evaluation to double evaluation. Then, the best of two evaluations was taken as final marks, if the difference in marks would be less than or equal to 14; otherwise the scripts were evaluated by the third evaluator and the marks given by the third evaluator were taken as the final marks. The number of credits for UG programs during this time was 220.

Outcome Based Education

The college has adapted Outcome Based Education in 2024 which shifted the approach from Teacher Centric to Student Centric one, for which several changes in the Curriculum, Pedagogy and Assessment patterns were introduced. Adhering to the AICTE guidelines, the College has implemented Choice Based Credit System (CBCS) and has been following the same since the academic year 24-25. Further, the number of credits for the UG programs was reduced

to 192 from 220 during this period. It is following a system of 160 credits for the UG programs since the academic year 2024-25.

Detailed System of Evaluation

Under the OBE system, all the assessment tests/ examinations are mapped to the program outcomes and specific course outcomes to achieve the desired level of learner outcomes. The question papers are set in such way through which the learner outcomes can be accurately measured.

Mapping of Examinations to Program Outcomes

Program Outcomes (PO) give the layout of an entire program, its curriculum, pedagogy and evaluation patterns. Since the achievement of the goals based on POs are quite generic and at a high level, it is necessary to identify specific competencies and performance indicators (PI). The PIs define the achievable and measurable learner outcomes of a particular program.

Mapping of Examinations to Course Outcomes

Each course under a program has its own Course Outcomes (CO), that define the skills and competencies a learner would acquire after undergoing that course. The COs are framed in line with the PIs. The question papers of all the internal examinations (CAT I and CAT II, both theory and practice) are framed in such a way that they indicate their mapping to course outcomes. This process ensures understanding of learner outcomes in a measurable way in line with POs and COs.

Bloom's Taxonomy

The college follows the Bloom's Taxonomy to examine various cognitive skills of learners such as remembering, understanding, applying, analyzing, evaluating and creating. It is also important to use appropriate action verbs in framing the questions in each assessment test. The action verbs clearly indicate the level of assessment a particular question is aimed at. The first four levels of the Bloom's taxonomy are usually mapped to the questions framed in the direct assessment such as CIE (CAT I and CAT II) and Semester End Examinations (SEE). The two higher levels of the taxonomy, i.e. evaluating and creating, are assessed through course

projects and internships, etc. Each question paper is consists of parameters of assessment of learner abilities at various levels of difficulty.

Broad range of assessment methods

A variety of alternative assessment tools are used to bring innovation in TLP and assessment. Students in the college are encouraged to take up MOOCs which are given significant weightage in the system of evaluation. Other AATs include, quizzes, assignments, class tests and others, the questions in which are also mapped appropriately to the Course Outcomes and Bloom's levels. In courses where direct written examination may not be sufficient, the courses are evaluated through various other modes such as open-ended problem-solving assignments, term papers, project work and others. Moreover, for the courses which require the learner to comprehend and evaluate reallife situations, open book examinations are adapted, (e.g. Gender Sensitisation). The student's knowledge is assessed on a higher level of the Bloom's taxonomy.

Reforms

In view of bettering the system of evaluation to strengthen it further, it is thoroughly checked whether each course outcome is mapped in all the question papers. Focus is given on equal weightage to all the COs, so as to avoid overmapping or undermapping to any particular CO. Workshops and training programmes are conducted regularly for faculty in this regard. Thus the Examination process at VCE is standardized based on the OBE-Curriculum, OBE TLP and OBE-Assessments. All the regulations are approved by the academic council and board of studies and published for the benefit of the stakeholders both in soft and hard copy formats. As one of management guru Peter Drucker said "If you can't measure it you can't improve it", we strive hard to measure all the learner outcomes following the methodology discussed hitherto. Based on the results of the assessment, the learning outcomes from the courses are measured and mapped to the programme outcomes with a desired mapping strength at the end of each academic year. The attainment of POs of the outgoing batch are carefully studied year after year and compared and analyzed for the improvement in the Learning Outcomes. Based on the mapping strength and PO attainments, suitable modifications were made to improve the Learning Outcomes. The examination reforms focus on meeting the targets, setting new-targets and this

Implementation of Examination Reforms Committe

As per the AICTE guideline the Implemetation of Examination Reform Cell Following members are constituted for the academic year 2024-25. All committee members ar5e here by requested to adhere to norms of State or Central Government.

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