Criterion- 2: Teaching and Learning Evaluation

2.5 Evaluation Process and Reforms

In line with AICTE examinations reforms policy and the directions of the Affiliating University JNTUK Kakinada. The Institute DIET-Dadi Institute of Engineering and Technology (U4) will follow the Internal Assessment Planning, Conduction and Assessment.

➢ The Mid Examination Question Paper will be prepared as per Bloom's taxonomy.

- For Under Graduate (UG)-up to Level-3
- For Post Graduate (PG)-up to-Level-5

As per AICTE Assessment Planning is as follows:

While using Bloom's taxonomy framework in planning and designing of assessment of student learning, following points need to be considered:

1.Normally the first three learning levels; remembering, understanding and applying and to some extent fourth level analysing are assessed in the Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE), where students are given a limited amount of time. And abilities; analysis, evaluation and creation can be assessed in extended course works or in a variety of student works like course projects, mini/ minor projects, internship experience and final year projects.
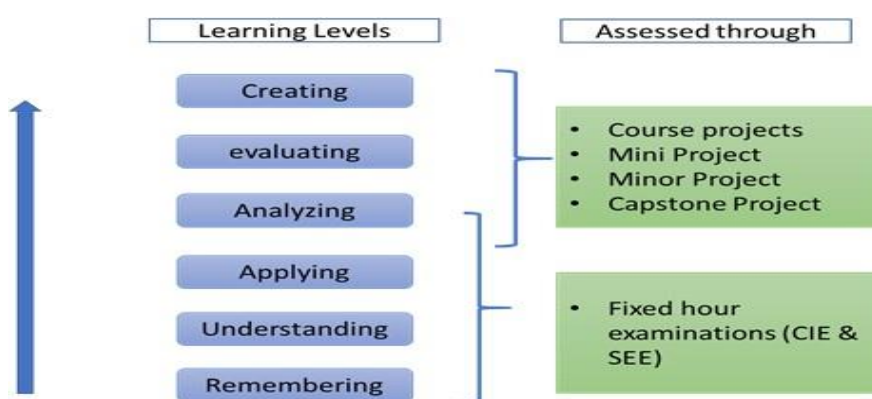

Figure: Assessment methods for different Bloom's cognitive levels

2.Before adopting this framework for reforms in examination system of a University/Institution, it is worthwhile to study the present pattern of assessment in each of the course in the program to gain insight about:

a) Alignment of assessment questions with course learning outcomes

b) Whether all the learning outcomes are tested; sometimes some learning outcomes are over tested at the expense of others which may be not tested at all.

c) Overall weightage in the assessment, to each of Bloom's learning levels

d) Assessment methods used to adequately assess the content and desired learning outcomes

Based on the study, improvement priorities for each of the above factors need to be arrived at. The reform process needs to be well planned and implemented through institutional strategy and communicated to all stakeholders particularly to the students.

3.A good and reasonable examination paper must consist of various difficulty levels to accommodate the different capabilities of students. Bloom's taxonomy framework helps the faculty to set examination papers that are well balanced, testing the different cognitive skills without a tilt towards a tough or easy paper perception. If the present examination questions are more focused towards lower cognitive skills, conscious efforts need to be made to bring in application skills or higher cognitive skills in the assessment. It is recommended that at institution/ University level, upper limit need to be arrived for lower order skills (for example, no more than 40% weightage for knowledge-oriented questions). It is important to note that, as nature of every course is different, the weightage for different cognitive levels in the question papers can also vary from course to course.