

Evaluation and Instrumentation Guidelines

1. Measurement of OBE achievements

At SKASC, the measurement of OBE can be achieved through different aspects. Following are the regulations of Evaluation and Instrumentation.

- Constructive Alignment has to be framed in the curriculum design.
- Appropriate Instrumentation should be used for the evaluation strategies
- Collective attainment of the PLO-CLO achievement
- Individual attainment of the PLO-CLO achievement
- Spider diagram representing the performance of an Individual student

2. Constructive Alignment

The teaching and learning strategies and Assessment strategies should be constructively aligned in the achievement of the learning outcomes. The constructive alignment should be in line with the teaching methodologies and the assessment/ evaluation strategies. The same should be in line with the Programme Learning Outcomes. Appropriate assessment methodologies need to be followed in both formative and summative assessments.

Table 1 Constructive Alignment

Learning Outcomes	Teaching and Learning Strategies	Assessment strategies
PLO 1 Knowledge	Lecture/ Tutorial	Class Tests/MCQ/Rapid Fire/Exams/Open Book Exams/ Open Notes Exams/ Self -Test/ Online Test
PLO 2 Critical Thinking skills	Lecture/ Tutorial/ Case studies	Essay /Article writing/Class Assignments/Home Assignments/ Annotated Bibliographies/Reports/Portfolios/Dissertation/Book Review/Article Review/Case studies

PLO 3 Practical Skills	Practical Demonstration	Practical Tests/ Computer Simulations/Virtual labs/Craft work/Sketching/
PLO 4 Team Work skills	Tutorial/Group Discussion/	Fishbowl techniques/Group Assignment/Role Play/
PLO 5 Communication skills	Tutorial/ Case studies/Group Discussion	Presentation/ Poster Presentation/ Technical Presentation/ Viva voce/Defense/Role Play
PLO 6 Digital Skills	Tutorial/ Case studies/Group Discussion	Digital Reports/ Data validation/Data Analytics
PLO 7 Numeracy skills	Tutorial/ Case studies/Group Discussion/PBL	Authentic Problem solving/ Problem based learning/ Critical Analysis
PLO 8 Leadership skills	Tutorial/ Case studies/Group Discussion/ PBL	Project/Industrial Attachment/SWOC analysis/Strategic plans
PLO 9 Lifelong learning skills	Tutorial/ Case studies/Group Discussion/ PBL	Project/Portfolio/Project/Portfolio/Paper Presentations/Seminars/ Socratic Seminars
PLO 10 Entrepreneurial skills	Tutorial/ Case studies/Group Discussion/ PBL	Project/Industrial attachment/Field Assignment/ Business Plan/ Strategic plans
PLO 11 Ethics and Professionalism	Tutorial/ Case studies/Group Discussion/ PBL	WSQ/ Think Pair Share/ KWL/ Field Assignment/ Industrial Attachment/Portfolios/ Socratic Seminars

Once the constructive alignment has been reflected in the curriculum design, appropriate mapping needs to be ensured. The next stage is the delivery of the methodologies and the assessment strategies evaluation. Following are the

instruments introduced in the system of the evaluation of the teaching- learning process.

3. Rubrics

A rubric for assessments, also called as scoring guide is a tool for interpreting and grading students on any kind of work against criteria and standards. An assessment rubric provides the means to increase objectivity in assessment and reduce subjectivity. It presents a clear expectation on the assessments and relates it to the learning outcomes, ensures consistency, transparency and fairness in the marking process across course instructors for the same assessment type, effectively grades or marks many assessments for a large group of students; defines clear guidance for moderation and provides more objective data for analytics.

4. Test Blue Print

A construction plan for a test containing the details about the content should be included in the test. This blue print act as content validity and ensures the achievement of the learning outcomes. This test blue print acts as consistent and equivalent across different semesters and years before the end of the cycle. A two-way table is designed to include all the learning topics and levels of Blooms taxonomy should be reflected in the test blueprint. A Test Blue print is developed after the completion of the Curriculum design and before a draft question paper is constructed.

Table 2 Test Blue Print

Topic	Hrs spent on Topic	% of Hrs spent	Marks Allocated	CLO	C1	C2	C3	C4		C5	C6	Total Marks Developed
Topic 1												
Topic 2												
Topic 3												
Total												

5. Evaluation

An Evaluation of the assessment plays a major role in the achievement of the curriculum design and delivery process. The current scenario of the overall CGPA will be transformed to individual performance of the PLO attainment and the CGPA score as depicted in Fig 1.4.1. This depicts a precise skill card for the employer in identifying the right person for the right job.

A Spider diagram for individual attainment of the PLO-CLO attainment will be recorded and demonstrated as stated in fig 1.4.2. SKASC will prepare the Collective attainment for the PLO – CLO attainment as well as individual attainment of PLO-CLO attainment. This attainment will help to address the gap in the curriculum design. This will also enhance the curriculum design and delivery process as a CQI process.

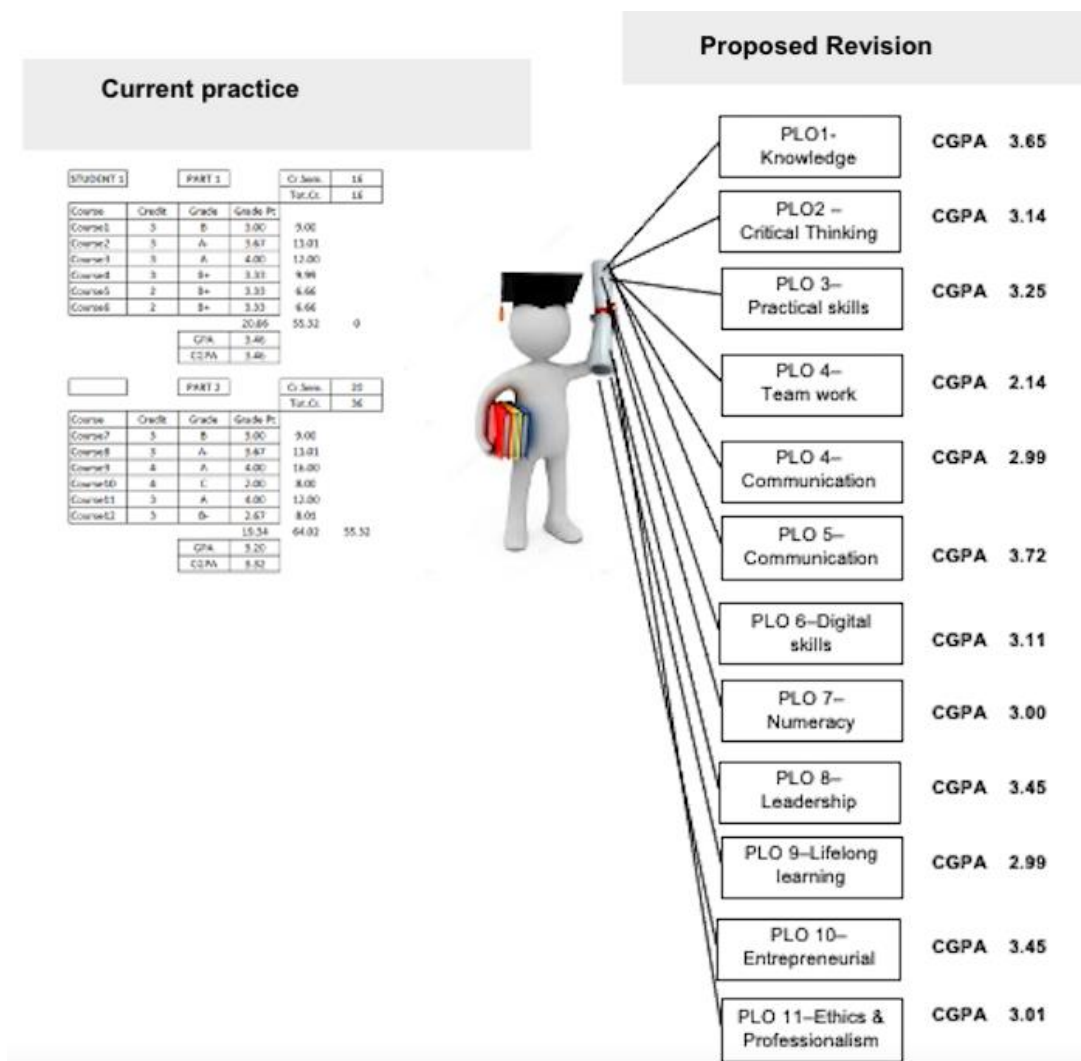


Fig 1 CGPA transformation and skill attainment pertaining to individual PLO's

Course	Credit	Part	PLD	Assmt	%	Marks	PLD	Assmt	%	Marks	PLD	Assmt	%	Marks	PLD	Assmt	%	Marks	PLD	Assmt	%	Marks	MQF1	MQF2	MQF3	MQF4	MQF5	MQF6	MQF7	MQF8	Marks	Grade
Course1	2	1	1		60	70	3		20	80	4		20	65									3.33			3	4			71	3.33	
Course2	3	1	3		40	76	2		40	80	6		20	67									4		3		3.67			75.8	3.67	
Course3	4	1	1		50	75	2		50	75												3.67	3.67						75	3.67		
Course4	4	1	1		50	54	2		50	75												2	3.67						64.5	2.67		
Course5	3	1	1		40	57	3		40	65	4		20	70								2.33			3.33	3			62.8	2.67		
Course6	2	1	1		40	75	4		40	80	5		20	53								3.67		2		3			72.6	3.33		
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