

ORIENTAL COLLEGE (AUTONOMOUS)

TAKYEL, IMPHAL

Best Practices of 2016-17

1. Title of the Practice I

Internal Evaluation

2. Goal

The sole aim and objectives of internal evaluation process and activities followed in the College, in agreement with the spirit of the curriculum, are-

- i) To promote students' effective learning in order to achieve learning outcomes.
- ii) To create a suitable learning situation wherein the learning process can be more active.
- iii) To ensure full participation of students in the learning process itself, thereby improving percentage of attendance.

3. The Context

As a part of teaching-learning and examination reformation initiated in the College with the implementation Autonomous status under the UGC guidelines, workshops and interaction programmes organised on the theme of student-centric education with the external resource persons, and also active deliberations held among the faculty members on the local issues of lack of students' involvement in teaching-learning process and low percentage of student attendance. It gave way to the reformation of examination in the College wherein continuous and comprehensive internal evaluation system was the main thrust area which has still been neglected in the affiliating curriculum. The whole system of evaluation is, thus, divided into two different parts- continuous and comprehensive internal assessment (CIA) and Semester End Examination (SEE) in the ratio of 40:60. The components of the CIA are periodical/unit tests (10 marks), home assignment (5 marks), project (5 marks), quiz (5 marks), seminar (5 marks), group discussion (5 marks) and attendance (5 marks). Thus CIA carries 40 marks and the remaining 60 marks of a Paper / course of 100 marks will be for the SEE. A student must score minimum 40 p.c. of every component of CIA in order to qualify for appearing in the SEE.

4. The Practice

CIA is conducted by the Departments themselves following their own programme. With the commencement of session, tentative programmes are kept displayed in the Departmental notice boards. The CIA begins about one month after the beginning of Semester class.

(i) Unit Test (Periodical Test):

A unit test is an objective based approach. After finishing teaching, the teacher applies certain evaluation techniques- written using OMR sheet/oral- ascertaining the changes in the learners. Evaluating one unit after unit covers the course paper. The objective is ascertaining the learning situation and desired behaviour outcomes.

At least four unit tests for a course paper carry out for 10 marks and a maximum duration of 20 minutes each. The answer keys is displayed in the Notice Board after the test examination is over. The result of each unit test indicating date, time, unit test number and name of the course is submitted by the Head of Department concerned to the Controller of

Examinations through the Dean of the Faculty on the test day or at the early hour of the next working day. All the unit tests are conducted under the strict supervision of the HOD concerned. The average of the best two of the unit tests, all securing qualifying 40%, gives is the score of a student in unit test. Recognition of high speed in the performance of student is added wherein a student who can submit answer script 5 minutes before allotted time in two unit tests is awarded 1(one) mark which will be added to his/her average score of the tests provided that the score does not exceed 10 (ten) marks.

(ii). Home Assignment:

Home Assignment is handled differently, as decided by the concerned teacher, from what has been completed and to be completed within the course contents. Similar or different assignments are given to groups of students, but each and every student is required to perform at least one assignment.

The students of a course are divided into study groups (SG), each group consisting of at most 7 students. Each SG has a teacher consultant (TC) who provides a discussion hour to his/her SG(s). A group leader (GL) is also there selected by the students of each group who acts as a coordinator for discussion matters.

The last date of submission of assignment is fixed unanimously between students and teachers and it should be three weeks before the Semester End Examination form submission.

The topic/problem of assignment of each department is submitted to the concerned Dean by the concerned HOD for record. Such a record may be called for by the Principal if required.

Assignments received by the teacher are evaluated, marks are recorded and again returned back to the students. If the teacher thinks an assignment unsatisfactory, the student is asked to rewrite stating the area(s) needing improvement and also allowed interaction / discussion time if required.

(iii) Seminar:

For each course, a departmental seminar is organised by the concerned department in the same class period of the course. For a large class, the seminar is arranged in a convenient time. Each study group (SG) participates the departmental seminar where a representative or the group leader (GL) will be the paper reader. Topics (like / unlike) on a common theme based on the course contents may be given to each SG for presenting paper on the seminar. Or a SG may select the best assignment of its group members and present as their paper in the seminar. At least three teachers of the department will be the examiners of the seminar. The average of the marks given by the teachers will be the score of the individual group. The time of paper-reading, interaction and distribution of weightage are

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| i. Paper reading (per reader) | – 3 marks | : 3 minutes |
| ii. Interaction (total time) | – 2 marks | : 17 minutes |

Each SG may generate only one question and each answering SG will try to answer only four questions correct as far as possible. When there is no question from SGs, the examiners shall generate at least four questions to the answering SG.

(iv) Group Discussion:

A group-discussion is organised by the concerned department for each course for fifteen minutes. The topic to be thrown in the group discussion is largely within the course contents or related area in the world of knowledge around. At the most, number of SGs allowed to participate in a group discussion is three. Three teachers of the Department observe the event as examiners. The performance of each SG rendered during the discussion is submitted in written (only points) called Performance Indicator duly signed by only those students participated of the group to the teacher concerned at the end of the discussion.

The weightage of the group discussion is-

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|--------------------------|-----------|
| i. Performance Indicator | : 3marks. |
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ii. Mannerism, right approach, skill in articulation, leadership quality, informative, communication skill, quick resolution, persuasiveness : 2 marks.

(v) Quiz:

Study groups are participating teams of a quiz organised departmentally. A uniform difficulty level is invariably maintained. Question sets are so designed as to cover the whole range of course contents. One-fourth of the questions may be of general knowledge type. Questioning shall be by lottery system.

(vi) Project work:

Projects are assigned to students based on course contents taught in the department. The topic of the project may be given for SG-wise or individual-wise under the supervision of a teacher, but the project must be carried out individually and the report must be submitted in the form of dissertation. Each student has to submit the project report to the department concerned within the date fixed for the programme. The project reports of the students are kept in the department until the result-out of semester-end examination. The distribution of marks are-

i. Project report : 3 marks

ii. Viva-voce : 2 marks

(vii) Class attendance:

Class attendance of students is counted and submitted month-wise to the Controller of Examinations through the concerned Dean. A student's attendance p.c. is calculated based on number of actual working days of the Department. Final Semester attendance is counted upto a date fixed by the examination office circulated well in advance as per its schedule of examination events. The distribution of attendance p.c. range and marks of this component is given below:

i. Range (%): 75 – 79.9 80 – 84.9 85 - 89.9 90 and above

ii. Marks: 2 3 4 5

Utility:

Such a practice tend to increase the students' attendance and active learning hour. It arouses learning potentials of students and enhances behavior change. Learning being more active, it enhances achieving the learning outcomes effectively. Weak students can also improve their performance in the process of continuous internal evaluation and this facilitates for a better final score. It encourages students to work in competitive as well as cooperative mood. It also greatly reduced the number of class lecture hours that teachers would normally take to complete the part of the syllabus.

Limitations:

CIA of 40 marks assessed using seven tools and techniques in a Department where the faculty is understaffed and similarly where the number of student is large, the process of internal assessment faces problem in terms of teacher-contribution mainly towards improvement of students' performance. For example, lack of proper checking the assignment / project report and neglecting some points requiring further improvement action, lack of sincerity and assessment of learning, lack of cooperation among teachers at the time of tests, group discussion or seminar etc. are reported. By and large, many teachers need to be sincerely oriented and professional ethics need to be promoted to achieve goal.

The practical aspect of CIA needs to be regularly monitored whether the Departments are strictly following the procedure, whether any situation of incompatibility or inconsistency arises while in action or students are in full confidence of the system.

5. Evidence of Success:

Students' attachment to college and the good teacher-student relationship have significantly increased. Average percentage of student attendance has improved. Results of Semester End Examinations have shown improvement. Greater number of passed students began to flock in First Division and above. The College witnessed a general higher trend of success in getting seats of Master Degree course after the reformation.

Efficiency in teaching-learning has been increased in the face of traditional rote learning among teachers as well as students by discussion and interaction inherent in the new system; the use of internet browse updating knowledge and gathering information increased; and mobile application in communication and skill updating between students and teachers realised. The collaborative approach in projects and assignments increased efficiency in the process of 'continuous & comprehensive internal assessment' of students in the College.

By and large, considerable changes ushered in the direction of teaching-learning and examination improvement.

6. Problems Encountered and Resources Required:

The main problems encountered while implementing continuous & comprehensive internal assessment system in the college as a way of student-centric device are

i) culture lag situation occurred mainly on the part of the educators who are long accustomed to only lecture cum class note delivery system,

ii) need for proper orientation and refreshing programmes like workshop on the system for changing mind-set,

iii) lack of seminar / conference hall in the Departments: Seminars, group discussions and quizzes are somehow arranged in the classroom. This has made the pedagogical tools mockery to students who would otherwise have achieved the proper skills targeted as learning outcomes.

7. Notes (optional)

Internal assessment is useful method of teaching learning and evaluation for students. Teachers will also gain valuable experience for effective delivery of curriculum to the students. They may resort to assessment of learning for ascertaining what and how to teach and evaluate the students.

Internal assessment must be given enough weightage in the whole examination, otherwise it cannot give helpful result. The Manipur University, the affiliating university, do not have internal assessment in its UG curriculum. More than two decades back, however, it had the system for up to 15 marks meant only for unit tests, but later on abolished due to lack of effectiveness.

1. Title of the Practice II

Initiatives to prevent unfair means in examination

2. Goal

The sole aim and objectives of preventive initiatives taken up during examination against the use of unfair means in the College, are-

- i) To ensure an unfair means free examination.
- ii) To enhance achievement of learning outcomes as well as graduate attributes visualised in the mission statement.

3. The Context

For effective implementation of curriculum, there develops institutional mechanism, regulations and ordinances. Examination system and the various activities involved are also followed a statute. The most important stage of examination, for which all other activities carefully carried out in the institution, is organising and conducting students' semester end examination in halls for a major portion of the total course marks. The performance of students achieved here will determine their own final CGPA earned during the semester / year. So it is expected that some students may resort to any form of unfair means to attempt questions difficult to them with a view to earn higher grade. This is a case of breach of rule and punishable. Necessary preventive deployment such as observer, flying squad and invigilators as well as warning- written instruction or dos and don'ts are usual features. Reported cases of committed to malpractices in examination halls are placed before the Examination Committee and dealt with depending upon the magnitude as per the norms in force. However, such malpractices in examination halls have been an unnoticed regular feature or are reported in spite of stringent rules and regulations for curbing it. So there is a need to develop and enforce a more effective measure in addition to the existing practice to make unfair means free examination. The new preventive initiative was developed by IQAC of the college and adopted from the even semester end examination of 2017.

4. The Practice

While following the normal procedure for preventing disorderly conduct and use of unfair means in examinations, the new practice is designed to deal with reported cases of using unfair means in place of the existing norms. It embraces teachers, students and parents in our attempt to get rid of malpractices in examinations.

The practice involves the use of two formats-

- i. Format for Recording Unfair Means in Examination Hall and
- ii. Format for Self-Declaration for Unfair Means Committed during Examination as given below.

i. FORMAT FOR RECORDING UNFAIR MEANS IN EXAMINATION HALL

Sl. No.	Name of the student	Class & Roll No.	Kind of unfair means apprehended	Record of evidence/proof	Date & time committed	Signature of the student

Note: Entering the fills the Invigilator should inform the student that after the whole examination is over, he / she must be present before the Unfair Means Standing Committee on a date fixed by it along with a parent / guardian. If failed to so, his/her result of the examination will be kept Withheld.

Signature of the S.I.

Signature of the Invigilator

ii. FORMAT FOR SELF-DECLARATION FOR UNFAIR MEANS COMMITTED IN EXAMINATION
pledged before the Standing Unfair Means Committee, Oriental College

I,B.A./B.Sc. Semester Roll No....., agree that I had committed a breach of norms by using unfair means or malpractice in the last Semester End Examination, and that it is an unforgivable and punishable offence.

I, on this day of the(date).....(month), 201...., do hereby declare before the members of the Committee that I will never repeat such kind of examination malpractice in future, and that I myself will accept any permissible punishment imposed upon me in case I am found indulging the same in future.

Witness: parents /Member(s):

Signature of the student

.....
.....

In the examination hall, the Invigilator in duty will announce in the beginning making the students aware of the procedure with the formats above against whoever is found indulging in unfair means of any kind such as copying from book or notes, copying from or helping to another, using mobile or electronic gadgets, possession of non-permitted material etc. In case a student is caught red handed, the invigilator will seize the forbidden document, if any, that the student is using, record the required details in the format, ask to put his/her signature and allow him/her to continue the examination as usual. While doing all these, the invigilator reminds that he/she must be present along with a parent or guardian before the Unfair Means Standing Committee of the college on a date fixed by it after the examination programme is over failing which his/her results of the examination will not be declared or be kept as Withheld. In the meeting of the committee, the records of malpractice entered in the format will be placed before the parents or guardians, and it will decide the befitting penalty as per norms of the college. If requested to condone only for this time, the student will be asked to sign in the declaration format witnessed by the parents present as well as the committee member(s).

In the course of implementation for the first time, there was an intervention by some Secretaries of the Students' Union. While preparing letters to be sent to the parents of the eleven students who are in the record format for using unfair means, they came and requested the authority not to send letter to parents for this time only as the system was newly introduced and to call the students only to present before the committee sitting. The committee considered it as a positive reaction and allowed the students to put signature in the declaration format.

Utility:

The new regulation for preventing use of unfair means involving a mechanism to record identity, proof of committing the malpractice, signature of conscience and settle penalty witnessed by parents distracted students from conducting dishonest and prohibited behavior and activities in examination hall. In the subsequent days of the examination programme, reports of indulging in unfair means became rare.

Limitations:

The initiatives taken up for curbing the use of unfair means can best be relevant to such activities as copying from a book or detached page, pieces of notes, writings on the back side of Hall Ticket etc. which can be easily documented as evidence. These kinds of unfair means are the most common practices of students in examination hall. Other kinds like

copying from answer page of a class mate and video watch are rare but cannot be easily documented in the record format. Again dishonest conducts like going out of the hall with a copy of parts of question paper and consulting books inside toilet cannot be controlled.

5. Evidence of Success:

Immediate evidence of success was seen in the next day of examination when all the students carried on examination attentively. After about half of the duration of the shift, a few students were seen sitting instead of attempting the questions. Later on they left the examination hall one by one after handing over their answer scripts.

So it is clearly noticed that those students who are always looking for unfair means are less attentive, dishonest learners, and therefore weak students. The practice taken up to dispel such bad habits of students during examination is expected to bring change in the behaviour of such students and excite them towards successful learners.

6. Problems Encountered and Resources Required:

The main problem would be the sitting of Unfair Means Standing Committee within a limited number of days- between the end of examination and well before the declaration of results. Sending letters bearing a date of the committee sitting to parents or guardians who are of different places, some might be in a far off. Contact through mobile is easy and speedy, but it is not wholly dependable due invalid or wrong user, switch off etc.

Another hurdle came across at the time of settlement of penalty for different wrongs committed. There is no specific provision in the ordinances categorising different forms of punishment or penalty for different kinds and magnitude of wrongs done by students in the examination hall. The usual practice is to expel a student from the particular examination shift if found using unfair means, or to give, based on the quantum, a first warning that he/she will be expelled if found using unfair means again. So there is a need to have specific regulations regarding breach of different kinds of norms by students in examination. It will help the Unfair Means Standing Committee to decide penalty without prejudice.

7. Notes (optional)

8. Contact Details:

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