

Proceedings of the Commissioner, Collegiate Education
Mangalagiri :: Andhra Pradesh
(Present: Dr. Pola Bhaskar, IAS.,)

RC.No. APCCE - OSD- QI / 02/ SOP-2.0/ A&E/ 2024

Date 05/08/2024

Sub: APCCE -Release of Standard Operational Procedure 2.0 for Strengthening Quality in Government Degree Colleges through Standardisation of Assessment and Evaluation Practices - Reg

Ref: Proceedings of the Commissioner, Collegiate Education, RC No. 003/Academic Cell/AC-10/2022
Dated.06.04.2022

The Commissionerate of Collegiate Education has been initiating quality measures keeping the futuristic changes that are happening in the field of education in view. As the international parameters including NEP 2021 document insist on Outcome Based Education as the watchword of the day, the Commissionerate of Collegiate Education is taking enough care to implement all aspects that contribute for the development of outcome-oriented teaching-learning process. Unlike traditional education methods, Outcome Based Education doesn't prescribe a single style of teaching or assessment. Instead, it emphasises that classes, opportunities, and assessments should all contribute to helping students reach the specified outcomes.

Many Standard Operational Procedures (SOPs) have been issued to the colleges to handhold and guide to strengthen the quality aspects related to academics, research development, evaluation and important administrative procedures from time to time. As many innovative teaching methodologies and student-centred practices have evolved, the Commissionerate of Collegiate Education feels that the Assessment and Evaluation practices also need to be revised. Hence the need for SOP 2.0.

Life skills, Professional and vocational skills, Intellectual skills and Interpersonal and Personal skills are essential in the 21st century. Outcome Based Education promotes student-centred teaching, clear standards and skills and competencies. To improve efficacy in the teaching and learning process, proper assessment and evaluation methods are to be implemented in academic institutions - especially in autonomous institutions. Just like several teaching learning methods like *Task-Based Learning, Project-Based Learning, Collaborative Learning and Peer- Group Learning etc*, there are many types of assessments like *Diagnostic assessment, Formative assessment, Summative assessment, Criterion-Referenced Assessment, Ipsative Assessment, and Normative Assessments*. Here is a brief description of these popular assessments:

As you all know, the SOP 1.0 which was issued in 2022 has streamlined the Continuous Internal Assessment (CIA) procedure in the colleges across the state of Andhra Pradesh. The Present SOP underlines the need for including Problem Based Learning and Peer Group Learning, the two important aspects of Outcome Based Instruction for developing the Communication skills, Critical Thinking Skills, Negotiation Skills and the Leadership Qualities of our students in the context of the 21st century behaviour.

This SOP also explains each mode of learning with suitable and subject-wise examples for implementation of these methods in the classrooms. Different roles and responsibilities are also fixed and hence the principals are strictly instructed to implement these methods of Assessment and Evaluation for the benefit of the students in the classrooms without fail. They are advised to convene a meeting and communicate the information through Academic Councils (in the case of Autonomous Colleges) and IQAC (in the case of Affiliated Colleges) without fail. Any deviation in this regard will be viewed seriously. All the RJDCEs are specially instructed to monitor the implementation of this SOP designed for the benefit of students.

Sd/-
Dr Pola Bhaskar I.A.S
Commissioner of Collegiate Education

(Approval of the CCE obtained in the E-Office File: EHE03-36/2024-ACADEMIC CELL SEC-CCE)

// Attested//

Bhaskar 6-8-24
OSD – Quality Initiatives

Copy to

1. The Principals of All GDCs
2. RJDCEs- Zones 1,2,3,4a,4b
3. Copy to Joint Director and AGO for Information

**Commissionerate of Collegiate Education
Andhra Pradesh
(Present: Dr.Pola Bhaskar, IAS.,)
Standard Operational Procedure 2.0 for
Strengthening Quality in Government Degree Colleges through
Standardisation of Assessment and Evaluation Practices**

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As we assess the performance of the learners through various Assignments, Mid Examinations etc., we need to focus on quality in assessment and testing patterns. **As it is observed that the Mid examinations and other CIA activities need uniformity across all the GDCs, this revised SOP is being released to give certain guidelines for proper conduct of the intended assessments and tests.**

Here is the revised format for CIA for Core Courses:(Major, Minor and Languages (I&II Sems)

| Sl.No | Test | Weightage |
|-------|---|-----------|
| a | 2 Mid Examinations | 20 + 20 |
| b | Seminar / GD (to improve communication skills and organisational skills) | 05 + 05 |
| c | Project Based Learning (Course Wise) | 10 |
| d | Peer Group Learning(Course Wise) | 10 |
| e | Attendance and Participation in Clean and Green Activities | 05 |
| | Total Marks | 75 |

This has to be scaled down to match the internal requirement. The autonomous colleges can fix the Internal-external ratio as per their AC Resolutions and the Affiliated Colleges as per the norms of the Affiliated University.

1. Mid Examinations: The First Mid examination has to be completed after 50% of syllabus.

Suggested to conduct Mid I examination using the following types of questions:

- ★ One out of three Essay type questions carrying 5 marks
- ★ Five out of seven Short answer questions carrying 2 marks each(5x2=10)
- ★ Ten objective questions carrying 0.5 mark each with multiple choice, filling blanks, true/false statements etc.,
- ★ The duration of the paper should be for 1 hour for a total of 20 marks.

The Second Mid examination has to be conducted after the completion of the syllabus in the same way as explained above for 20 marks.

2. a.Certain Instructions regarding the Conduct of Seminars:

It is observed that in most of the colleges, student seminars are conducted as in lower grades of schools without any format that should be followed at the Higher levels of Learning. There appears to be no difference between a 'seen assignment' and a 'seminar' paper. The seminar paper/publication at higher levels are intended to develop research temper, critical thinking and organisational skills among students.

The Objectives of writing a seminar paper are:

- a. Developing Brainstorming and Mind Mapping Skills
- b. Developing Organisational Skills
- c. Developing Communication Skills and Behavioural Skills

Hence the following template is prescribed and all the Lecturers working in GDCs/PACs

must follow this pattern from now on.

- a. The title of the paper must reflect the scope for research and the student should be offered a variety of topics from each course to present a seminar.
- b. The different topics of the seminar in a particular course must be offered through a notice by the teacher well in advance. The pattern that is accepted for publication must be followed by all the Lecturers without fail.
- c. The paper should have all the requisites of a research article like - **Title, Abstract of the paper, Key Words, proper introduction, analysis of the topic/data, and proper conclusion followed by references.**
- d. Some of the students at UG level may not be very effective in presentation, but they should be trained at this juncture as to how they should publish a research paper in the prescribed format.
- e. The title sheet also should be properly formatted with all the details related to the students, their class, roll numbers, and their teacher-mentor that offered guidance. The students have to submit only the typewritten /printed papers. They should be encouraged to use the Computers and the internet in college.
- f. The teachers have to collect the papers on or before the submission date as announced and should evaluate them with proper suggestions and feedback. The same should be entered in the CIA SHEET WITHOUT FAIL. The valued scripts of the assignments and seminar papers must be preserved carefully till the completion of NAAC of the cycle concerned.

As per the rubric attached the students should be graded and awarded marks. The Seminar has to be valued for 05 marks.

Rubric for evaluation of Seminar

<https://drive.google.com/file/d/1jMBmrzRJKYHVMaICYP5CvL7ztj7iRz7h/view?usp=sharing>

| Categories | Level 1 | Level 2 | Level 3 | Level 4 |
|------------------------------------|---|---|--|--|
| Knowledge and Understanding | Seminar demonstrated limited knowledge of facts, terms and concepts | Seminar demonstrated some knowledge of facts, terms and concepts | Seminar demonstrated considerable knowledge of facts, terms and concepts | Seminar demonstrated thorough knowledge of facts, terms and concepts |
| Thinking and Inquiry | Seminar exhibited impartiality with limited success | Seminar exhibited impartiality with some success | Seminar exhibited impartiality with considerable success | Seminar exhibited impartiality with a high degree of success |
| Communication (Oral) | Language and/or delivery resulted information being communicated orally with limited effectiveness | Language and/or delivery resulted information being communicated orally with some effectiveness | Language and/or delivery resulted information being communicated orally with considerable effectiveness | Language and/or delivery resulted information being communicated orally with high degree of effectiveness |
| Application | Seminar was not organized in an effective manner Ineffective facilitation of class discussion | Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion | Seminar was organized in an effective manner Effective facilitation of class discussion | Seminar was organized in a highly effective manner Very effective facilitation of class discussion |
| Application/ KU | - often strays away from readings, presentation has limited organization - there is little effort to include the class in the discussion of the readings | - is mostly linked to readings, presentation is somewhat organized - some effort is made to draw the class into the discussion of the readings | - is linked to readings, presentation is organized and prepared - efforts are made to draw the class into the discussions of the readings | - is clearly linked to readings, presentation is well organized and prepared - the students in the class are involved in the discussion of the readings |

| Did the student demonstrate: | Yes | No |
|---------------------------------|-----|----|
| Eye contact with audience | | |
| Suitable /volume and tone | | |
| Organization and planning | | |
| Demeanor: showed interest | | |
| Ability to respond to questions | | |

2. b. Instructions for Conducting Group Discussions:

Every organisation before hiring employees is organising 'Group Discussion' as a kind of screening test to identify the best potential among the job aspiring students. For admission to some of the universities, B- Schools, campus placements after graduation also Group Discussion is a must to participate test. Successful participation in a group discussion needs many abilities and skills like

- a. Intellectual capabilities,
- b. Social skills
- c. Leadership qualities ,
- d. Communication skills and
- e. Negotiation Skills
- f. Open mindedness
- g. Flexibility and adaptability
- g. Analytical abilities
- h. Problem solving & critical thinking skills
- i. Time management skills
- j. Confidence

These skills are also essential for successful growth in life and for entrepreneurship too. Implementing *Group Discussion* as an essential 'assessment tool' is observed by many upcoming educational institutions for the academic growth and development of students. Hence it is decided to implement *Group Discussion* as an assessment tool for the UG students of the GDCs / PACs.

- a. Prepare Relevant Subject Wise topics or Subject related topics for Group Discussion(GD)
- b. Make students into equal groups with fixed roles - Discussion Leader, Record Keeper, Reporter, Fact finder or Accuracy Coach, Time Keeper, Reflector/Summariser etc.,

- c. Explain the roles, topics etc.,.
- d. Facilitate for Open Ended Questions and encourage for follow-up questions
- e. Encourage everyone to participate
- f. Move the discussion forward
- g. Handle problems like arguments, hyperactive behaviour, shy behaviour etc.,

The teachers are suggested to assign subject related tasks or real world tasks with a focus on application. As per the rubric attached the students should be graded and awarded marks. The Group Discussion has to be valued for 05 marks.

Rubric for Group Discussion

<https://drive.google.com/file/d/175WBKU-AEam6G9fRELIySN2P51BKnF86/view?usp=sharing>

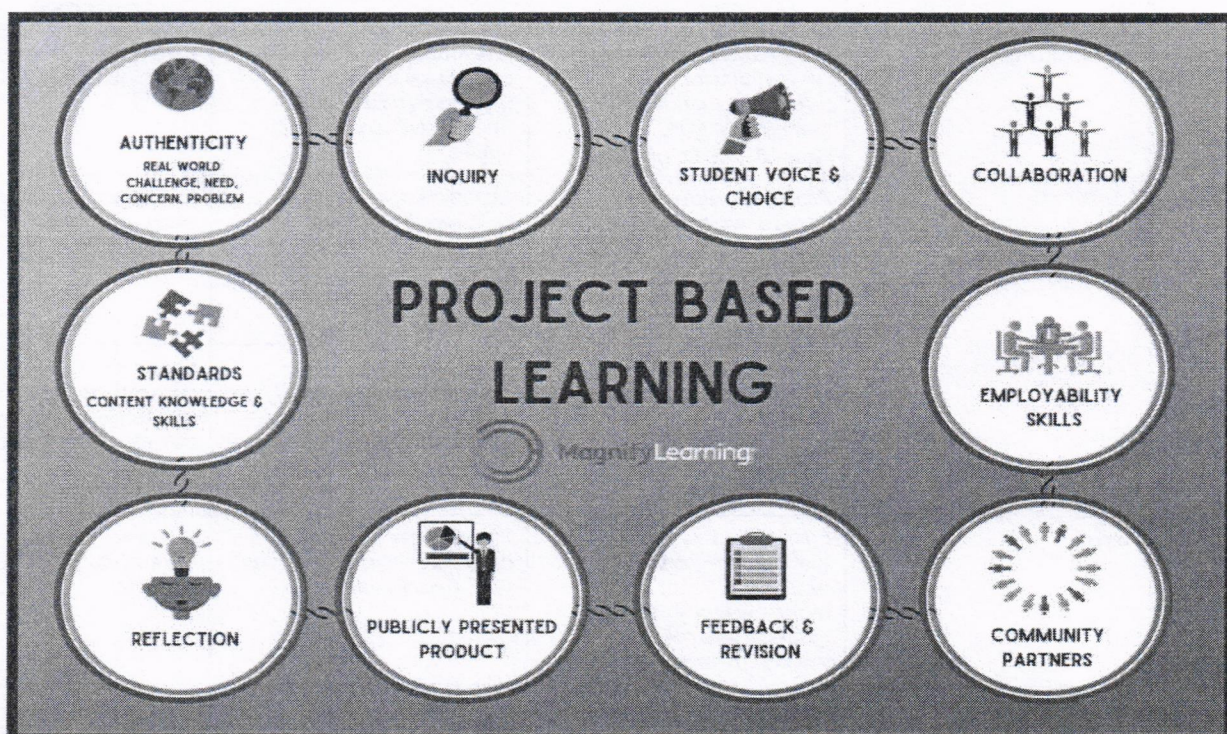
| | Good | Adequate | Needs Improvement |
|-----------------|---|--|--|
| Preparation | Provides evidence of extensive preparation and background research on topic | Provides evidence of adequate preparation and comprehends the topic | Little or no evidence of topic preparation |
| Facilitation | Able to absorb ideas from group members, guides the group without dominating | Guides the group but sometimes dominates and/or does not absorb ideas from group members | Fails to guide the group and/or dominates group |
| Exhibit Support | Effectively demonstrates active listening skills and provides visible support for group members | Sometimes demonstrates active listening skills and shows some support for group members | Little or no evidence of active listening skills and/or support for group members |
| Time | Provides a comprehensive answer acknowledging group members within time period | Provides a partially complete answer in the time period | Cannot answer the question in the time period |
| Creativity | Demonstrates use of effective questioning techniques, able to synthesize information from group members | Synthesizes information from some group members and uses some questioning techniques | Does not use effective questioning techniques and/or unable to synthesize information from group members |

3. Guidelines for Subject Related Project Based Learning (PBL) :

The very objective of introducing Project-Based Learning (PBL) is to expose students to the real-world challenges and experiences, and to prepare them for the complexities of the modern world. By engaging them in subject related authentic tasks and projects, students develop skills and competencies that are highly valued in college, career, and beyond. PBL offers several important benefits for students, educators, and the learning process as

a whole promotes deeper understanding of concepts and principles by connecting abstract ideas to practical applications.

It engages students in active, hands-on learning experiences that require them to apply their knowledge and skills to real-world problems or tasks. By engaging in inquiry-based learning and project-based tasks, students learn how to ask questions, conduct research, evaluate evidence, and make informed decisions. It emphasises collaboration and teamwork and allows students to work together in groups to achieve common goals. This fosters communication skills, creativity, innovation, interpersonal relationships, and the ability to collaborate effectively with others—a crucial skill required in the modern workplace. PBL thus helps students to take ownership of their learning process, by setting goals, monitoring their progress, and through reflection on their achievements. Overall, Project-Based Learning is an effective instructional approach that fosters deep learning, critical thinking, collaboration, equity and lifelong skills essential for success in the 21st century.



Some examples for Subject Related PBL:

a. Some Project-Based Learning (PBL) activities for the **English subject**:

- a. Creating a Podcast Series:
- b. Writing and Publishing a Literary Magazine
- c. Adapting a Novel into a Play or Film
- d. Literary Analysis Website or Blog
- e. Book Club Discussions and Presentations

b. Some Project-Based Learning (PBL) activities for the **Physics subject**:

- a. Solar Energy Project
- b. Electric Vehicle Design
- c. Circuit Planning
- d. Space Exploration Project

a. How to Implement Subject related Project Based Learning?

1. Focus on Learning Objectives: Clearly identify and define the learning objectives of the subject / course that you want students to achieve through the project. These objectives should align with the curriculum standards and desired learning outcomes.
2. Choose a Real-World Problem or Task: Select a meaningful and authentic problem or task that will engage students and allow them to apply their knowledge and skills in a real-world context. This could be a problem relevant to their community, industry, or field of study.
3. Prepare Essential Questions: Develop essential questions that will guide students' inquiry and exploration throughout the project they take up. These questions should be open-ended and thought-provoking, encouraging critical thinking and problem-solving.
4. Organise Students into Teams or Groups: Divide students into teams or groups, taking into account the factors - like their interests, strengths, and diversity of perspectives. Monitor closely and encourage collaboration and teamwork among group members.
5. Provide Support and Access to Resources: Try to ensure that students have access to the necessary resources, materials, and support they need to complete the project successfully. This may include access to technology, research materials, expert mentors, and guidance from the instructor etc.
6. Manage Time: Establish a timeline with clear milestones and deadlines to help students stay on track and manage their time effectively. Break the project down into manageable chunks or tasks and provide regular checkpoints for progress monitoring.
7. Encourage and Facilitate Inquiry and Exploration: Encourage students to engage in inquiry-based learning by exploring the problem or task from multiple perspectives, conducting research, and seeking out relevant information and resources.
8. Promote Self - Reflection and Revision: Plan and develop opportunities for students to reflect on their own learning process and project outcomes. Encourage them to evaluate their progress, identify areas for improvement, and revise their work based on feedback.
9. Celebrate and Showcase the achievements for Motivation: Celebrate the completion of the project by showcasing students' work and accomplishments. This could involve presentations, exhibitions, demonstrations, or publications to share their findings and insights with others.