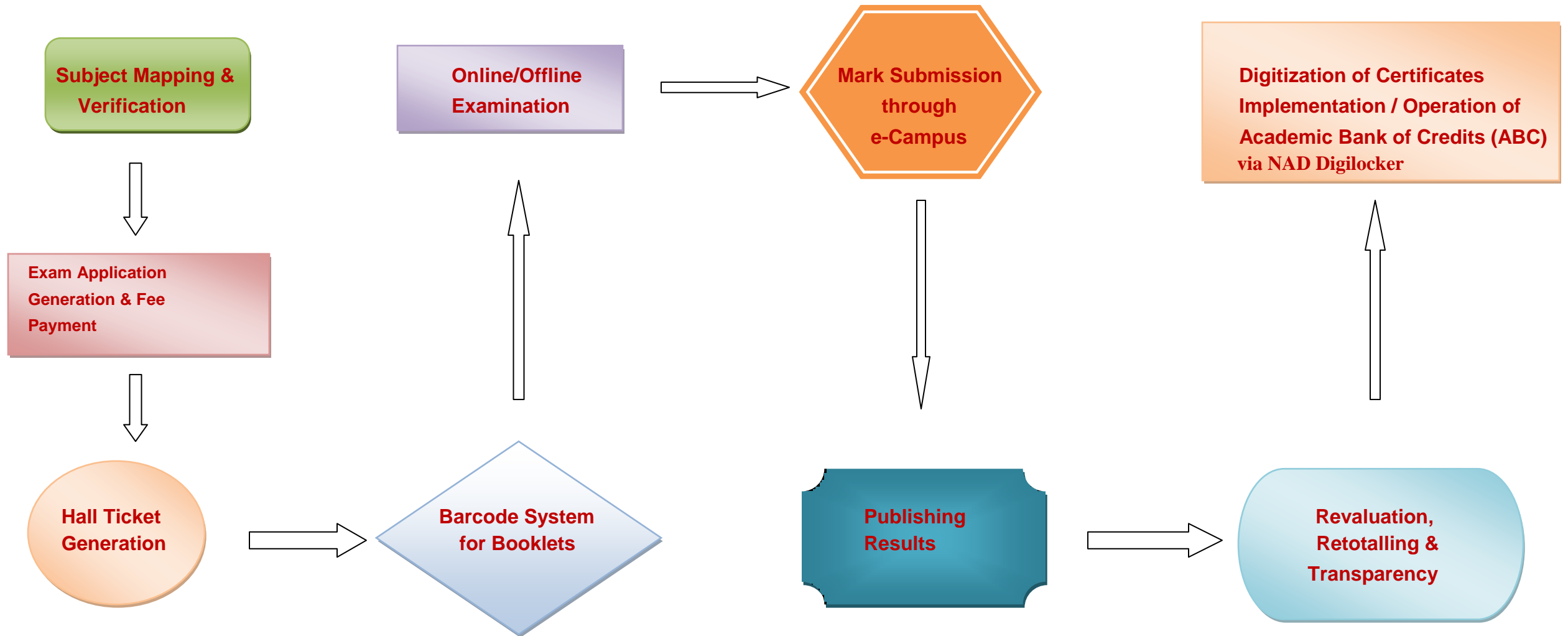**Avinashilingam Institute for Home Science and Higher Education for Women**
(Deemed to be University, Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India.

Examination and Evaluation Manual

Revised in November 2023

Technological Intervention for Examination Related Activities

- Subject Mapping & Verification
- Exam Application Generation & Fee Payment
- Hall Ticket Generation
- Barcode System for Booklets
- Online/Offline Examination
- Mark Submission through e-Campus
- Publishing Results
- Revaluation, Retotalling & Transparency
- Digitization of Certificates Implementation / Operation of Academic Bank of Credits (ABC) via NAD Digilocker

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Examination and Evaluation Manual

1. Glossary of Terms

The Terms referred mean the following , unless the context otherwise requires :

o **Academic Year -** Academic year comprises two semesters, with each semester having 18 weeks of academic work with a minimum of 90 days of teaching. The Odd semester is scheduled from June to November and the Even semester from December to May.

o **Answer Booklet -** Document containing answer or answers given by a candidate during the examination to the question or questions in the question paper meant for the said examination.

o **Assessment** – Process of collecting, recording, scoring, describing and interpreting information about learning.

o **Board of Examiners -** Board constituted with the approval of the Vice-Chancellor and Academic Council for the setting and scrutiny of question papers, conducting practical examinations, viva-voce examinations, valuation of answer scripts and evaluation of student performance in the departments and the Institute.

o **Certificate/ Diploma / Degree** – A title/qualification awarded after satisfactory completion of achievement in a programme.

o **Course –** A course or collection of courses forms a program of study. It is the primary component of a curriculum with well-defined educational goals/objectives and specific learning outcomes.

o **Course Credits** – Unit of measure of course work. An integer number indicating the weightage assigned to a course unit, project, research work or any other academic component, based on instructional hours assigned to it per week on all learning activities.

o **Course Code -** A curricular component identified by a designated code number typically consisting of a string of alphanumeric characters.

o **Course Learning Outcomes (CLOs)** – These are the outcomes/ knowledge that every student is expected to gain at the end of the completion of each course (subject).

o **Course Unit -** A component of an academic programme for which a syllabus and required number of instructional hours per week are specified.

o **Continuous Internal Assessment (CIA)** – Refers to the continuous internal assessmentof a course during the semester.

o **Comprehensive Examination (CE) –** Refers to the Examination conducted by the Avinashilingam Institute for Home Science and Higher Education for Women at the end of each semester as prescribed in the Scheme of Instruction and Examination of a programme.

o **Chief Superintendent of an Examination Conducting Committee** - A person appointed by the Vice-Chancellor to conduct and supervise the examinations held at the Institute.

o **Cumulative Grade Point Average (CGPA)** - Measurement of average grade points obtained by a student in all the semesters excluding additional courses as per the scheme. It shall be expressed upto two decimal points.

o **Evaluation –** Evaluation is the process of making judgements based on evidence and interpretations gathered through examination and assessment and based on agreed-upon criteria.

o **Examination –** Examination is a quantitative measure of a learner's performance and is usually held at the end of the academic session or semester.

o **Examination Reforms Committee -** The committee constituted by the Vice-Chancellor to devise a detailed procedure for an efficient, transparent and fair evaluation of students, including coordination of activities relating to the conduct of examination, and also to decide on the cases relating to the acts of misconduct, misbehaviour, malpractice and for the use of unfair means by the students in the examinations.

o **External Examiner** - A person who is not employed in the Avinashilingam Institute for Home Science and Higher Education for Women and is appointed as an examiner for practical sessions, viva voce examinations, paper valuation and as a paper setter .

o **Fair Assessment** – An unbiased assessment that does not give an advantage or disadvantage to any student.

o **Grade Point -** Numeric weightage allotted to each letter grade on a 10 point scale upto one decimal point.

o **Grade Point Average (GPA)** – A system of calculating academic achievement based on an average, calculated by multiplying the numerical grade point received in each course by the number of credits.

o **Internal Examiner -** An examiner for practical sessions, viva voce examinations, seminars, workshop practice, paper valuation etc., including paper setter who is a teacher of the Institute.

o **Invigilator -** A person who assists the Chief Superintendent of the Examination Conducting Committee in conducting and supervising an examination of the Institute.

o **Learning Outcome Based Education (LOBE)** – Adherence to a student-centric learning approach to measure students' performance based on the pre-determined set of outcomes.

o **Letter Grade -** An index of students' performance resulting from the transformation of actual marks obtained by a student in a course. Grades are denoted by letters O, D+, D, A+, A, B, U and AAA.

o **Maximum Registration Period** - The maximum period specified in the Teaching and Evaluation scheme of a degree, diploma or certificate programme for which a candidate may be registered.

o **Moderation** – Moderation at various stages like – Assessment of overall procedure adopted, quality and standard of the paper setting, assessment and evaluation system.

o **Non- Credit Mandatory Courses (NCMC)** - These are the mandatory courses to be taken by the student, but they will not be included for the award of class and calculation of CGPA.

o **Outcomes** – Intended results of education in a higher educational institution: What students are supposed to know and be able to do?

o **Programme** – A collection of courses in which a student enrolls and contributes to meeting the requirements for awarding one or more Certificates/ Diplomas / Degrees.

o **Programme Education Objectives (PEOs)** – Refer to broad statements that describe what graduates are expected to attend within a few years of graduation.

o **Programme Learning Outcomes (PLOs)** – They represent the knowledge, skills and attitudes a student should have imbibed at the end of the programme.

o **Question Bank** – A repository of quality questions on a subject.

o **Question Paper -** A document containing the questions to be administered at an examination to be answered by a candidate.

o **Result Passing Board –** Refers to a Committee appointed by the Vice Chancellor to pass the results.

o **Result Declaration** – Timeliness of declaration of result, clarity of interpretation of the result, comprehensive format, accessibility and verifiability.

o **Repeat the Year** – A student shall repeat the complete academic year due to insufficient attendance in the previous academic year or any other reason thereof.

o **Repeat the Semester -** A student is required to repeat the semester due to insufficient attendance in that semester or any other reason thereof.

o **Revaluation** – A recheck of an already corrected answer script.

o **Registration** – Process through which students select a course to be taken during a semester or module.

o **Result** – Outcome of an assessment/ evaluation, which may be expressed in different forms such as marks, letter grades, GPA, etc.

o **Statement of Marks and Grades -** Statement of marks based on the marks and grades earned, shall be issued to all the registered students after every semester.

o **Scheme of Instruction and Examination** - The scheme of Instruction and Examination for a programme in an academic year as approved by the Academic Council that is earlier passed in Board of studies.

o **Semester Grade Point Average (SGPA) -** The calculation of the performance of a student in a particular semester.

o **Student** – A candidate admitted and registered under Institute regulations.

o **Syllabus** – An outline of topics covered in an academic course.

o **Teaching Experience –** refers to the number of years of teaching experience in the subject in an institution recognized by the Institute.

o **Transcript** – A certified copy of a student's educational record.

Examination and Evaluation Manual

The success of any Education system depends on its Evaluation procedures.

Examination is a subsystem in a wider system of evaluation, which measures both qualitative and quantitative aspects of a young human mind. It reflects the changes taking place in different domains (cognitive, affective and psychomotor) of one's personality due to structured instruction.

Evaluation in Education occurs in two ways means Teaching and Curriculum.

Teaching: Assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teachers about their teaching and the learners about their learning.

Curriculum: The improvement in courses or curricula, texts and teaching materials is brought about with evaluation.

This Manual is an effort to define the roles, responsibilities of the people involved, protocols, procedures to be followed, and various steps taken at all the levels associated with the examinations' conduct.

<p align="center">**"Education builds a man; in turn man builds a Nation."**</p>

2. **Role and Responsibilities**

- Prepare calendar of events for semester activities

- Frame detailed guidelines and procedures for an efficient, transparent and fair evaluation of student's performance, conduct examinations and post the results

- Conduct UG, PG and Ph.D Viva Voce examination

- Review from time to time the results of the Institute examinations and submit the reports thereon to the Academic Council

- Update and implement the reforms related to examination

- Make recommendations to the Academic Council for the betterment of the examination system

- Convene various Committees/Board Meetings related to Examinations whenever necessary

- Prepare budget required for the examination section and purchases thereafter

- Recommend the rates of remuneration for the External examiners engaged in examination duty

- Prepare tentative Examination schedule and submit the same to the Vice Chancellor for approval and notification

- Prepare the list of question paper setters, examiners and evaluators for each course for each semester

- Print question papers for CIA and CE and other components of assessment

- Maintain confidentiality of the question papers received from the paper setters

- Arrange for the printing of Answer Booklets in standard format provided by the Institution and maintain record of used and unused answer booklets

- Scrutinize the examination forms of the students and determine the eligibility of students for taking up the examination

- Make all necessary arrangements for the smooth conduct of Examinations

- Appoint scribes for physically challenged students who are unable to write on their own

- Upload examination results in the Institute website within the stipulated time

- Taking care of the attainment of COs and POs and Learning Outcome Based Education

- Update the procedures as per the guidelines of UGC, NCTE, AICTE and RCI related to Examination and Evaluation

- Submit written report/representation/complaints received after completion of the examination to the Examination Reforms Committee headed by the Vice Chancellor for action

- Issue Duplicate Mark Sheets and Transcripts to the required students

- Issue Genuineness certificate to the required Institutions / Organisations / Agencies

- Initiate the Academic Bank of Credits (ABC) through National Academic Depository (NAD) - Digilocker

3. **Various Committees / Boards**

   a) **Committees**

   - Examination Reforms Committee
   - Examination Conducting Committee
   - Examination Fact-Finding Committee
   - Transparency Committee

   b) **Boards**

   - Question Paper Scrutiny Board
   - Valuation Board
   - Result Passing Board

3.1. **Examination Reforms Committee**

The Examination Reforms Committee consists of the following members:

   o Vice-Chancellor – Chairperson
   o Registrar
   o Controller of Examinations
   o Director, Research and Development Cell
   o Director, Internal Quality Assurance Cell
   o Deans of various Schools
   o Dean, Student Affairs
   o Two Senior Professors on rotation for three years
   o Two Senior Associate Professors on rotation for three years

Functions and Responsibilities

- Frame norms for attendance percentage of students, repeaters, components of Continuous Internal Assessment and break up of marks

- Formulate the question paper pattern for all programmes, revise the rules for malpractice and the penalty to be paid and format of Mark Sheet, Consolidated Statement of Marks, Provisional Certificate and other certificates

- Frame evaluation pattern for Ph.D. programme, norms for lateral entry and transfer of candidates, modalities for arrear and supplementary examinations, norms for the award of Proficiency Prize and Gold medal and norms for calculation of SGPA and CGPA

- Revise examination fees and remunerations for External examiners for various courses

- Monitor e-governance for examination related works

- Implement statutory norms related to examinations and evaluation as and when concerned statutory bodies release circulars and notices

3.2. Examination Conducting Committee

The Vice-Chancellor shall appoint the members of the Examination Conducting Committee consisting of the following members:

- Two Chief Superintendents of Examinations from the list of teaching faculty in the cadre of Professor one for campus I and one for campus II

- Three to four members from each school to assist the Chief Superintendent of Examinations

Role of Chief Superintendent of Examinations

- Shall be responsible for the conduct of Comprehensive Examinations

- Shall arrange for all facilities necessary for the proper conduct of the Comprehensive Examinations

- Shall allot invigilation duties to the teaching faculty of the Institute and communicate the same to them well in advance

- Shall be responsible for ensuring that the examinations are conducted with utmost seriousness without giving any room for fraudulent means

- Shall keep the question papers received from the Controller of Examinations in safe custody

- Shall be responsible for handing over all the sealed answer booklet covers to the examination section after completing the examination of each session

- Shall not permit any candidate who has not been issued Hall Ticket by the Controller of Examinations to appear for the examination

Role of Invigilators

- Shall report in person to the Chief Superintendent of Examinations at least half an hour before the commencement of the examination

- Shall remain in the examination hall during the entire duration of the examination

- Shall verify the identity of the candidates and also prepare the attendance and absentees list

- Shall see to the distribution of question papers, answer booklets to the candidates and collection of answer booklets from the candidates at the close of the examination

- Shall submit the collected answer booklets to the Chief Superintendent of Examinations

- Shall be responsible for the maintenance of general discipline in the examination hall and inform the Chief Superintendent of Examinations of any inconvenience/ incidents/ difficulties encountered during the conduct of examination

- Shall remain vigilant during the time of conduct of examination and report all cases of malpractice in writing to the Controller of Examinations through the Chief Superintendent of Examinations, with supporting documents

- No teacher of the Institute shall absent or abstain from invigilation duties of examination without prior permission from the Vice-Chancellor

- In case of an emergency, an alternative arrangement is to be made by the individual concerned for invigilation and the same be informed in writing to the Controller of Examinations through the Chief Superintendent of Examinations

- Invigilators are not permitted to use cell phone during invigilation.

Role of Non-Teaching Staff

- The members involved in examination work shall report to the Chief Superintendent of Examinations at least one hour before the commencement of the examination

- The staff of the Institute shall not absent or abstain from examination duties without prior permission from the Vice-Chancellor

- Shall ensure that on the previous day of the examination, all the rooms are cleaned, locked up and opened on the day of examination in the presence of the invigilator

- Collect and submit the attendance and absentees slips to the Chief Superintendent after half an hour but before one hour from the start of the examination

- Assist in collecting the stationery requirements from CoE office and return the balance material from Committee Hall to CoE office

- Keep ready the answer booklets according to the hall requirement before the examination

3.3. Examinations Fact-Finding Committee

The Vice-Chancellor is the Chairperson of the Committee, and the Registrar is the Member Secretary.

- The other members in the Committee vary in number from 3 to 5 depending on the issue to be handled, and the Committee is constituted by the Chairperson involving the Controller of Examinations, Dean, Head of the Department and a Senior Professor of the school to which the member (staff or student involved) belongs

- Examination Fact-Finding Committee shall be convened when a necessity arises to find a fact or resolve a problem. Examples:

  - Acts of plagiarism
  - Complaints about misbehaviour during the examination period
  - Complaints from Ph.D scholars regarding examination, submission of report and valuation
  - Complaints related to examinations by students and the staff received in Grievance Cell
  - Misconduct of teacher or student leading to severe consequences during the examination

- Individual call letters will be sent to the members to meet and analyze the case and to conduct an enquiry

- The enquiry report to be submitted to the Chairperson

- The Chairperson makes the final decision and penalty if any

- The final decisions and penalty will be ratified in the next Academic Council Meeting

3.4. Transparency Committee

There shall be a Transparency Committee constituted by the Vice-Chancellor, as mentioned below:

Members of the Transparency Committee

- Among the subject experts, the senior-most faculty shall be the Chairperson of the Committee

- Members of the Transparency Committee meeting are according to the course of the appealing candidate.

- Controller of Examinations

Role of the Transparency Committee

- Provide xerox copy of the answer script and question paper to the student

- Members shall scrutinize the answer script

- Interact with the student who had applied for Transparency and counsel the student

- Get the remarks from the student

- Record the minutes of the meeting and submit the same to the CoE

- Minutes to be submitted to the Vice-Chancellor for further action

3.5. Question Paper Scrutiny Board

There shall be a Question Paper Scrutiny Board for all Majors/Branches constituted by the Vice-Chancellor as under:

- Head of the Department - Chairperson

- One expert in the discipline/ specialization shall be an external member

- Controller of Examinations-Member Secretary

The tenure of the members of the Question Paper Scrutiny Board shall be three years.

Functions of the Question Paper Scrutiny Board

- To ensure that question papers are strictly in accordance with the course contents and the instructions

- To remove ambiguity in questions

- To moderate/ reframe the questions to give opportunities to students of varying abilities

- To ensure proper coverage of course contents

- To check the weightage/ marks for each question or part/ parts thereof, the time prescribed, maximum marks, course outcome and knowledge level based on Bloom's Taxonomy and to correct errors, if any
- To check the COs and POs to attain PEOs.

3.6. Valuation Board

There shall be a Valuation Board for each programme /course constituted by the Vice-Chancellor as under:

Head of the Department   -   Chairperson

Senior most faculty next to HoD   -   Chief Examiner
(Appointed if the total number of answer scripts exceed 1000)

Procedure for Valuation Board

- Evaluation of answer scripts will commence at 9.45 am and end at 4.30 pm. The hall will be kept locked during lunch time

- The feedback form of each question paper should be referred at the time of opening of answer script pack and out of portion questions or any other matter in the feedback form should be verified with the Controller of Examinations for any decision regarding these complaints

- Each examiner should be provided with only 20 answer scripts in the forenoon and 20 answer scripts in the afternoon

- The examiners should give the details of their name, designation and address with contact phone number and also they have to write the details of the answer scripts – Roll number of the candidates, Paper Title and Code and the number of papers received in each session and sign in the form that is circulated. The Chairperson / Chief Examiner should check the details and countersign in the form and hand over not later than 30 minutes from the commencement of valuation in both the sessions to the staff- in charge from the Controller's section present in the hall

- The examiners are instructed to enter the marks only on the front page in red pen and sign against 'Signature of the Examiner'

- The Chairperson / Chief Examiner should sign in each answer script after evaluation and checking is over

- The Chairperson / Chief Examiner will value 5% of the already valued answer scripts at random to check and monitor the valuation of the examiners and enter the marks in blue pen in the same boxes allotted for marks

- After the valuation of the papers, the examiners should enter the marks of the candidates against their Roll Number in the mark entry sheet and e-campus. This has to be verified by the Chair person.

- The Chairperson / Chief Examiner has to check the remuneration forms and TA / DA Bills of the external examiners, sign on the last day of their duty and send them to Controller's section. External Examiners should attach a photocopy of PAN Card and the first page of their Bank Pass Book

3.7. Result Passing Board

The Vice-Chancellor shall constitute a Result Passing Board for all Programmes. The Chairperson of the Result Passing Board is the Vice-Chancellor, and the members include Chairpersons of all the Boards of Studies, Controller of Examinations and Deans of various schools. The Result Passing Board meeting shall be convened fifteen working days after the last day of the End Semester Examination to analyze and pass the results of the students of all programmes except Ph.D Part II. The Board will incorporate the modifications (if any), and the result of each student shall be uploaded in the Institute Website within three days after the Result Passing Board Meeting.

4. Attendance Norms

Attendance norms required to appear for the examination in a semester is prescribed by the Examination Reforms Committee and approved by the Academic Council. Revised attendance norms for UG & PG students with effect from the Academic Year 2022-2023 even semester and onwards is as follows:

- Students are expected to have 75% attendance

- Attendance will be continuously monitored. Students falling short of 75% attendance will be counseled / warned with intimation to parents

- Relaxation upto 65% may be allowed to cater for sickness or other valid reasons beyond the control of the students for which payment of condonation fee as prescribed by the Institute is compulsory

- A student, whose attendance is between 60% - 64% will not be permitted for the current examination and can appear for the Comprehensive Examination (CE) in the subsequent semesters, treating the course as supplementary

- A student, whose attendance is less than 60% will not be permitted to appear in the Comprehensive Examination (CE). She has to "Redo" the course by attending the class after completing the minimum duration prescribed for the programme concerned.

  Redoing of the course :

  A Student who has not been permitted for the End Semester Examination (ESE) for lack of attendance (< 60%) must repeat the course in a later semester, paying the prescribed additional fee for the same.

  No student will be permitted to repeat a course or reappear for CIA test or an ESE for improvement of grade points.

  Students can "redo" the course(s) after getting prior official permission for the same by applying to the Registrar through the HoD and Dean on or before the last date notified by the COE, in the calendar.

- Every teaching faculty handling a class will take attendance till the last teaching day. The percentage of attendance upto this day will be calculated and entered in the e-campus for the issue of hall ticket

- If a student is continuously absent for one week without permission, a notice will be sent to the student and her parents/guardian by the class tutor with intimation to the Registrar and Controller of Examinations

4.1 Computation of Attendance

- Attendance at lectures, tutorials, practicals, seminars, clinical sessions, if any, held during the academic session as approved by the Institute shall be counted

- Students representing Sports/ NCC/ NSS camp/ Seminars/ Workshops organized by other Institutions/ Universities as approved by the Institute or any other training organized by the Institute during the session as approved by the Institution shall be given full attendance at lectures/ tutorials/ practicals/ seminars/ on each such day of camp/ training including the days of journey to such camp/ training (excluding the period of holidays/ vacations)

- Students attending events like Sports/NCC/NSS and representing our Institute as approved by the Institution shall be given full attendance on the days of such competition, including the days of the journey for participating therein

- Participation as a member of a recognized/ approved team in any competition as approved by the Institution shall be taken as full attendance. The period will also include the days of actual coaching, competition and the days of the journey for participating therein

- In determining the exact number of required minimum attendance in lectures, tutorials, seminars, practical, clinical session etc. the fractions computed shall be ignored

- Attendance for the regular admission cases will be counted from the date of commencement of the programme of that semester. However, for late admission/ lateral admission/ transfer case, the attendance shall be taken into account only from the next working day after the payment of tuition fees.

5. **Examination Fees and Fees for Statement of Marks and Grades/Consolidated Statement of Marks and Grades/ Provisional Certificate**

- The examination fees, as approved by the Finance Committee and Executive Council, shall be payable online by the students for various examinations

- A student who is unable to attend an examination shall not be entitled to receive a refund of the fees paid

- The entire fees paid by a candidate whose application for appearing at an examination is cancelled, on account of producing fraudulent documents or giving false particulars, or is debarred/ detained from taking up the examination due to shortage of attendance or otherwise shall stand forfeited

- Students who are unable to pay the examination fee within the schedule given by CoE may be allowed to pay the fee along with the late fee as prescribed by the competent authority

- Students who do not have the required percentage of attendance shall not be permitted to take up the end semester examination, even if they have paid the examination fee and submitted the application forms in time

- In addition to the examination fee, a fee towards the cost of the application form and Statement of Marks and Grades need to be remitted as prescribed by the Institute

- For students of the final semester of all programmes, an additional fee has to be remitted towards the cost of the Consolidated Statement of Marks and Grades and Provisional Certificate as prescribed by the Institute

- For Ph.D. programme, the fee towards the cost of Provisional Certificate has to be remitted as prescribed by the Institute

- Examination fee for supplementary /arrear courses can be remitted separately or along with the regular examination fee. The supplementary /arrear fee will be double the amount of the regular examination fee

6. Medium of Instruction

The medium of instruction, examination and project-reporting will be in English, except in the case of language courses and special cases like Music that demands report writing in Tamil.

7. Question Paper Setting

- Correctly and adequately worded, balanced, well-set question papers with unambiguous questions are the key to quality and are the most important part of the examination system. Necessary guidelines for the paper setters should be provided. Workshops to sensitize the teachers and create awareness may be arranged.

- The syllabus in each paper shall be demarcated into well-defined units/areas of content along with a topic-wise breakdown. The units shall be numbered

- The question papers for the CE examinations shall be set in such a manner as to ensure that the entire syllabus of the concerned course is covered and to meet the Programme Objectives and Outcomes of the course

- The assessment tools (internal and external) for each course must be mapped to the revised Bloom's taxonomy action verbs to measure student performance.

- Questions for CE of all courses (except Computer Based Test(CBT) of UG, PG, and PG Diploma programmes shall be set by external examiners and scrutinized by a Question Paper Scrutiny Board consisting of external subject expert and HoD of the respective department. The HoD of the respective courses shall chair the committee

- Questions for CIA Tests for all courses of UG, PG, PG Diploma and Ph.D programmes shall be set by the respective teacher handling the course and scrutinized by the HoD of the respective departments

- Question papers for 100% CIA courses and Computer Based Test shall be set by the respective department teacher and scrutinized by the HoD of the respective departments

- CoE will invite external examiners from the approved panel for UG, PG and PG Diploma semester practical examinations. Setting the question paper and evaluation shall be done concurrently by the course teacher and external examiner concerned

- The Question paper pattern shall be modified according to the mode of conduct (online/offline) of examination.

Attainment of CO, PO, PSO and PEO

- The assessment system needs to be inherently linked to programme/curriculum goals as one can objectively assess student performance by relating assessment type to Program Learning Outcomes and Program Education Objectives. Course Learning Outcomes (CLOs) should also be set for every course of the program and a process may be prepared to measure the attainment of Program Learning Outcomes (PLOs) and Program Educational Objectives (PEOs). Assessment methods and their questions must be mapped to each CLO and every CLO must be mapped to a PLO. Each question of the internal assessment modes and the external examination should be linked to the CLO; hence the student performance for each question must be monitored to measure the attainment of CLO.

- Course Learning Outcomes should reflect what level of knowledge students gained, skills acquired and attributes developed upon successful completion of the course; CLOs must be measurable, attainable and manageable in number.

8. **Appointment of Paper Setters, Examiners and Evaluators**

- The Heads of Department shall forward the panel of internal and external examiners recommended by Experts of Boards of Studies and approved by Academic Council, for question paper setting, practical examinations, viva-voce examinations, workshops and paper evaluation to the Controller of Examinations

- The Vice Chancellor on the recommendations of the Controller of Examinations, shall approve the panel of paper setters, examiners, evaluators and moderators from amongst persons recommended by the Controller of Examinations. She may, however, appoint a person whose name is not included in the panel recommended by the Controller of Examinations, if she is satisfied that the

person in question possesses the minimum qualifications and experience as prescribed in the regulations

- The qualifications of the paper-setter/examiners/evaluators shall be as follows:

S.No.	Examination	Qualifications
1.	Post Graduate Examinations &Ph.D Course work in all Schools	Three years of teaching experience in the subject at the postgraduate level. **Or** Five years of teaching/research experience in the subject at the undergraduate level.
2.	Undergraduate Degree examinations in all Schools except Engineering	Five years of teaching experience in the subject at the undergraduate level. **Or** Five years of professional experience in the relevant field.
3.	Undergraduate Degree examination in a School of Engineering	Five years of teaching/ professional experience or seven years of industry experience in the relevant area.
4.	Diploma examinations	Three years of teaching/ professional experience/ industry experience in the relevant area.
5.	Post Graduate Diploma Examinations	Five years of teaching/ professional experience/ industry experience in the relevant area.

- The appointment of paper setters/ examiners for practicals /Viva Voce and evaluators of the answer booklet shall be made as per the above guidelines

- A viva voce examination prescribed in a programme shall be conducted by a Board of two examiners, of whom one shall be an external examiner and the other an internal examiner

- Undergraduate/ Postgraduate practical examinations shall be conducted together by one internal examiner (from amongst the faculty of the Institute), one external examiner and one skilled assistant from amongst the faculty of the Institute.

- No external examiner shall be given an examinership for more than two practicals. However, the Controller of Examinations may relax the condition

- In the case of undergraduate practical examinations, one external examiner shall not evaluate more than 100 students

- In the case of written examinations, an examiner shall not evaluate/value more than 200 scripts in total and 40 scripts per day

- An external examiner / paper setter for three consecutive years shall not be eligible for re-appointment until a period of one year has elapsed between the year in which he/she last acted as an examiner and the year in which he/she is re-appointed

- On the recommendations of the Examination Reforms Committee, a specialist or expert may continue for two more years after the expiry of the three years without a gap

- An examinership may be cancelled at any time even before the expiry of three years if in the opinion of the Controller of Examinations, her/his work is found to be unsatisfactory

- An examiner's work shall be deemed to be unsatisfactory if :

  o Mistakes of such a nature are found in her/his work in the course of checking and scrutiny that affect the result or
  o He/she is found to have delayed the work without good cause or

     ▪ In the opinion of the Examination Reforms Committee and / or the Controller of Examinations or any Authority of the Institute, there are reasonable doubts about her/his integrity or suspicion that he/she is accessible to examinees or their relations and

     ▪ If there are serious complaints against his/her paper e.g. that the paper was much above or below the standard or contained questions outside the prescribed syllabus / course or the breach of any such condition

- In the case of programmes where a thesis is permissible in lieu of a paper or a project, there shall be a Board of two examiners for evaluation of the thesis/ project

- No person shall act as a paper-setter or examiner or moderator either in theory, viva voce or practical examination, if any of her/his relations is taking up the examination

9. Course Evaluation

The Institute has implemented the Choice Based Credit System (CBCS) of the curriculum for undergraduate and postgraduate programmes from 2011 and 2012 respectively and has modified the pattern subsequently in line with the guidelines of concerned statutory bodies (UGC, NCTE, AICTE and RCI).

The Examinations of both undergraduate and postgraduate programmes of study shall have two major components – Continuous Internal Assessment (CIA) and Comprehensive Examination (CE).

Comprehensive Examination

A comprehensive exam is an evaluation that measures a student's competency and mastery of concepts in the field of an academic discipline. Passing a comprehensive exam, which may be in written, verbal, or some other format indicates that a student is prepared to move into the dissertation phase of the degree.

Continuous Internal Assessment

Inorder to assess the skills, values and knowledge gained by the students, the concerned faculty members have to conduct an internal assessment,

The Institute shall hold examinations and assess the merit of the students using the following tools available for the CIA:

- Quiz
- Written and oral tests
- Seminars, Presentations
- Assignment in the Class, Library or Home
- Practical work in the Laboratory or Field
- Project work / Dissertation / Thesis / Term paper
- Internship / Training / Skill Training
- Tutorial group discussion / Seminar
- Unit test, workshop, project-based learning

Almost any type of tests (tool) could be used, provided it is designed to test one or more of the stated learning outcomes.

Utilizing the relevant tools, the programmes of CIA are designed by all the teachers together. They decide in advance the weightage to be given for the different tools of evaluation and inform the students' forehand.

The CIA was first introduced in our Institute in 1976 and continued in the autonomous set-up for over 10 years. The CIA component, originally 25%, was raised to 40% and then to 50%.

Teacher Student Co-operation in CIA

This concept of CIA must find full acceptance with both the teacher and the taught on the one hand with the parents and the community to ensure a favourable teaching-learning situation.

To the student, the CIA should mean

- Faith and confidence in the teacher
- Full understanding of (a) How she is to be assessed and the components of the Internal Assessment, even before she starts the First Semester, (b) The safeguards provided to protect her interests and the organization and procedures she has to adapt to have her grievances, if any, concerning evaluation, redressed.
- Regularity in attending classes and completing the work allotted within the stipulated time frame.
- Alertness in checking the materials corrected by the teacher and bringing any discrepancy to the notice of the teacher at the appointed time.
- Access to the records maintained by the teacher who teaches and evaluates her performance
- An opportunity to obtain a high percentage of marks and
- Resolving never to miss a test

To the teacher, CIA should mean

- Greater responsibility in conducting the tests at the scheduled time, evaluating objectively and fairly, recording correctly and making available to the student the corrected material at the appointed time
- Preparing question banks
- Checking the performance of the student and correcting errors through remedial teaching and other ways and
- Taking proper steps to warn both the student and the parent through the HoD and the Dean when the student's performance is unsatisfactory (deteriorates) or if the student is irregular in attendance.

The weightage of Continuous Internal Assessment (CIA) ; Comprehensive Examination (CE) is as follows:

Programme – wise Breakup of Marks for CIA and CE

Programme	CIA	CE	Total
U.G	50	50	100
B.Ed./B.P.Ed./ M.Ed.	30	70	100
P.G./ P.G. Diploma	40	60	100
Ph.D (Part – I)	60	40	100

Passing Minimum in CE and Aggregate (CIA+CE)

Programme	Passing Minimum (Percentage)		
	CIA	CE	Aggregate (CIA+CE)
UG/BE/Diploma	-	40	50
PG/M.E./M.Ed./B.Ed./B.P.Ed./ PG Diploma	-	45	50
PG-IFM, Tanzania	-	40	50
Ph.D (Part- I)	-	50	50
100% CIA papers	50	-	-
100% CE papers	-	50	-

Question Paper Pattern

a) **Question Paper Pattern for CIA Tests – All Programmes**

Programme	Part-A	Part-B	Part-C	Total
U.G / B.E / B.Ed. / B.P.Ed. / P.G / M.E / M.Ed. / PG Diploma	6 x 1 = 6 (Multiple Choice)	3 x 6 = 18 (Internal Choice)	3 x 12 = 36 (Internal Choice)	**60**
Ph.D (Part I)	5 x 20 = 100 (Five out of Eight)			**100**

b) Question Paper Pattern for Comprehensive Examination –All Programmes

Programme	Part-A	Part-B	Part-C	Total
U.G / B.E / B.Ed / B.P.Ed / P.G / M.E / M.Ed / PG Diploma	10 x 1 = 10 (Multiple Choice)	5 x 6 = 30 (Internal Choice)	5 x 12 = 60 (Internal Choice)	**100**
Ph.D (Part I)	5 x 20 = 100 (Five out of Eight)			**100**

c) Evaluation Pattern for NSS/ NCC/ Sports / Medical Camp

Total Credits	6 / 24 / 6 / 6
Minimum Attendance	75%
No of teaching hours	35 hours
Conduct of Exam	100% CIA Exam will be conducted along with end semester exam

Weightage Setting:

Theory 60 marks – minimum passing 24 marks
Practicals 40 marks – minimum passing 16 marks

Total marks: 100

Theory	**Minimum pass**	Practical (40 marks)		**Minimum pass**	Total Theory + Practical	**Minimum pass**
		Special activity/ Special camp	Other Activities			
60 marks	**24 marks**	25 marks	15 marks	**16 marks**	100 marks	**40 marks**

Question Paper Pattern
Theory – 60 marks

Category	No. of Questions	Marks	Total
Part A (MCQ)	20	1	20
Part B (Short Answer)	5	2	10
Part C (Essay Question)	2/3	15	30
Total - 60 marks			

Practicals – 40 marks

I, II,V & VI Semesters	III / IV Semester
2 Regular visits - 5+5 marks 2 Special Activities - 5+5 marks 2 Seminars - 5+5 marks Report - 10 marks	Special camp (**Mandatory**) – 25 marks Other Activities – 15 marks
Total - 40 marks	**Total - 40 marks**

10. **Conduct of Examination and Publication of Results**

- The Institute shall follow all the guidelines laid down by the Academic Council from time to time about the Conduct of Examinations

- CE shall be conducted by the Controller of Examinations for the students studying in various programmes

- The Controller of Examinations shall conduct the examination only according to the calendar of events prepared

- The arrear/ supplementary examination shall also be conducted for such students who have failed in CE (or) unable to appear for the examination due to ill-health or any other valid reason

- Students shall fill up the application form and pay the fees prescribed for the End Semester Examination through online payment on or before the stipulated date

- All the fees shall be paid within the stipulated time, failing which the the student will not be permitted to write the examination

- Request for the postponement or cancellation of examinations shall not be entertained

- The question paper for the examinations shall be based on the pattern approved by the Academic Council. The Controller of Examinations shall arrange for scribe in the case of such requests of the candidate depending upon the merit of the case and shall issue orders to the concerned centre Chief Superintendent of the Examinations (Campus – I and Campus – II)

- In the case of visually challenged and other candidates who are unable to write on their own they may request for scribes. An additional hour shall be permitted for this category of students to complete the examination

Hall Ticket

- The students with required percentage of attendance shall only be eligible to receive the hall tickets for the Comprehensive Examination

- Final year students shall mandatorily produce 'No Dues' Certificate from their concerned Departments during their final semester of study

- Every day of the examination, the candidate shall produce her hall ticket and

identification card, and the Invigilator has to ensure that it is her own

- In the case of loss of hall ticket (or) Identification card, she shall get written permission from the Chief Superintendent of examinations for verification by the Invigilator

Result Declaration

Declaration of results is a crucial element of the educational system of a HEI on which results its credibility and reputation. In order to strengthen the process of result declaration it is important to incorporate the features like timeliness of declaration of result, clarity of interpretation of the Result Card, its comprehensive format, accessibility and verifiability etc.

11. Time Span to Clear the Backlog (Grace Period to Appear for Arrear Examinations)

The Institute shall follow the UGC guidelines and conduct the Arrear/Supplementary examinations for the passed out students within the time span.

Time Span = N + 2 years + 1 year (for exceptional circumstances and be approved by the relevant statutory body of the Institute)

Where N = Course duration in years

12. Malpractice

- To ensure credibility of the examination system, it is essential to check the malpractices
- No candidate shall resort to any malpractice like copying in the examination hall
- Punishment for malpractice shall vary from cancelling the examination taken to debarring a candidate from appearing for examinations. The punishment shall be based on the decision of the Examination Reforms Committee

The Examination Reforms Committee may recommend penalties as under:

S. No.	Nature of Cases (Not limited to the below)	Penalty
1.	Appeal for favourable consideration or mercy	Warning
2.	Writing candidate's name in any part of the answer booklet	Warning
3.	Letter or appeal, coupled with a promise of any form of consideration	Cancel the examination of that particular paper(course).
4.	Possessing on the person any written or printed material bearing on the subject of the examination	Cancel the examination taken on that day and debar from appearing for all subsequent papers in that semester.

5.	Copying the answer from another candidate Allowing another candidate to copy from her	Cancel the examination taken on that day and debar from appearing for all subsequent papers in that semester.
6.	For willfully changing or interchanging roll numbers	Cancel the examination taken and debar the subsequent two examinations, subsequent regular and supplementary examinations held by the Institute for all papers.
7.	For inserting previously written answer sheets brought from outside	Cancel the examination taken and debar the subsequent two-semester examinations held by the Institute for all papers.
8.	For threatening / assaulting the invigilator or inordinate behaviour	Debar for two-semester examinations, including the one taken by the candidate for all papers.
9.	For manhandling / injuring the Chief Superintendent, Hall Superintendent and other examination official/ personnel of the Institute	Cancel the examination taken and debar for the next three years for all papers.
10.	Cases of impersonation	Hand over the impersonator to the police. Cancel the examination for the bonafide student for whom impersonation was done and debar for three years.
11.	Tampering Grade certificates or any other certificates issued by this Institute	A complaint will be lodged with the police. The tampered Grade Certificate or certificates will be retained in the Institute, and the duplicate will not be issued till the case is cleared by the police.
12.	Malpractice by the student in the Continuous Internal Assessment	Cancel the CIA test taken on that day..

S. No.	Nature of Cases (Not limited to the below)	Penalty
13.	Causing damage to properties in examination centre/hall, Instigating others to leave the examination room, Any act not specified above as determined by the Academic Council	The Controller of Examinations or any person authorized by her in this regard shall communicate to the candidate, in respect of whom a report has been received with the precise nature of allegations against her and shall require her to furnish her written explanation to the Head of the Department the same day of intimation. All decisions of the Examination Reforms Committee as approved by the Vice Chancellor shall be communicated to the student by the Controller of Examinations.

13. Re-totalling, Revaluation and Transparency

- **Retotalling**

    A candidate, who is not satisfied with the marks obtained, may apply for retotalling of the marks obtained by her for that specific paper. The request has to be made within 10 days of publication of results to the Controller of Examinations on payment of the requisite fees. The marks obtained on retotalling will be the marks obtained by the candidate for the specific paper.

- **Revaluation**

    A candidate, who is not satisfied with the marks obtained, may apply for revaluation of the specific paper. The request has to be made within 10 days of publication of results to the Controller of Examinations on payment of the requisite fees. If the difference between first and second valuation marks is higher by +3, revaluation marks shall be considered. Otherwise the original marks secured in first valuation shall be awarded. If the difference is more than 15 the answer script may be sent for third evaluation.

- **Transparency**

    A candidate, who is not satisfied with the marks obtained, may apply for transparency by seeking a photocopy of the answer-script of the specific paper. The request has to be made within 10 days of publication of results to the Controller of Examinations on payment of the requisite fees.

    A photocopy of the answer script of the specific paper will be given to the candidate in a transparency committee meeting. The candidate may or may not apply for revaluation after the process of transparency. The candidate has to apply for revaluation within three working days on completion of transparency process.

14. Conversion of Marks to Grades

    All Part I, II and III courses of undergraduate programmes, Part I course of postgraduate programmes and Part I and II courses of B.Ed. / B.P.Ed. programmes are evaluated by both Continuous Internal Assessment and Comprehensive Examinations and the performance of the students shall be expressed in terms of marks and grades.

    For the students admitted from the Academic Year 2016-2017 and onwards, the following pattern is followed for converting marks into grade points and letter grade.

Conversion of Marks to Grade Points and Letter Grade (2016-2017 and onwards)

Range of Marks	Grade Points	Letter Grade	Description
90 - 100	9.0 -10.0	O	Outstanding
80 - 89	8.0 - 8.9	D+	Excellent
75 - 79	7.5 - 7.9	D	Distinction
70 - 74	7.0 - 7.4	A+	Very good
60 - 69	6.0 - 6.9	A	Good
50 - 59	5.0 - 5.9	B	Average
00 - 49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

For Ability Enhancement, Co-Curricular, Value Added, Extra-Curricular , Professional Certification (Except School of Engineering), Audit and MOOC courses, the marks are expressed in terms of remarks, as given in Tables below:

Criteria for Remarks for Ability Enhancement, Co-Curricular, Extra-Curricular, Professional Certification, Audit and MOOC Courses

Range of Marks	Remarks
85 - 100	Excellent
70 - 84	Very Good
55 - 69	Good
40 - 54	Fair
Less than 40	Not Completed

Criteria for Remarks for Value Added Courses

Range of Marks	Remarks
90 - 100	Excellent
75 - 89	Very Good
60 - 74	Good
40 - 59	Fair
Less than 40	Not Completed

14.1   Grade – Credit System

The Institute has implemented credit based curriculum and grade system from 1995-96, for all courses. In the credit system, each paper offered in the Degree Programme is assigned a relative weight (credit). The Institute follows **Absolute grading system** for undergraduate programmes from 2011-2012 and onwards and for postgraduate programmes from 2012-2013 and onwards.

A student is deemed to have completed a paper successfully and earned the credit if she secures a letter grade other than U and AAA. A letter grade U implies Re-appear in that paper and AAA implies absent in that paper. For each semester, the grade sheet issued to the student will have the following information:

- Name of the programme
- Major/ Branch of study
- Name of the candidate
- Father's Name
- Mother's Name
- Month and year of Examination
- Roll No.
- Date of Birth
- Medium of Instruction
- Date of publication of results
- Photograph of the student
- Semester Number
- Subject – Part
- Paper code and Title of the paper
- Credit for each paper
- The performance in each paper in terms of CIA and CE marks
- Grade Point
- Letter Grade
- Result
- SGPA
- CGPA
- Conversion of Marks of Grade Points and Letter Grade
- Formulae to calculate SGPA and CGPA
- Mode of Delivery
- Passing Minimum

14.2 Calculation of Semester Grade Point Average (SGPA)

The Institute shall follow the Absolute grading system. Individual semester performance of the student will be expressed by the calculation of SGPA using the formula:

For a Semester:

Semester Grade Point Average [SGPA] = $\sum C_i G_i / \sum C_i$

$$SGPA = \frac{\text{Sum of the multiplication of Grade Points by the Credits of the courses in a semester}}{\text{Sum of the Credits of the courses in a semester}}$$

C_i = Credits earned for course 'i' in any semester.
G_i = Grade point obtained for course 'i' in any semester.
n = refers to the semester in which such courses were credited.

14.3 Calculation of Cumulative Grade Point Average (CGPA)

The overall performance of the students in all semesters will be expressed by the calculation of CGPA.

For the entire programme:

Cumulative Grade Point Average [CGPA] = $\sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$

$$CGPA = \frac{\text{Sum of the multiplication of Grade Points by the Credits of the entire programme}}{\text{Sum of the Credits of the courses of the entire programme}}$$

CGPA is calculated part wise for all programmes, except for School of Engineering. For all engineering programmes CGPA is calculated by adding all parts together. For all programmes the final result for awarding the degree shall be based on the CGPA obtained.

In the Consolidated Statement of Marks and Grades, total credits earned, additional credits earned, grade, class, CGPA and percentage of marks up to two decimal places shall be given.

The following classification is adopted for students admitted from the academic year 2016-2017 and onwards as per UGC norms.

Classification of Final Result from 2016-2017 and onwards

CGPA	Letter Grade	Classification of Final Result
9.5 - 10	O+	First Class with Excellence*
9.0 - 9.4	O	
8.5 - 8.9	D++	First Class with Distinction*
8.0 - 8.4	D+	
7.5 - 7.9	D	
7.0 - 7.4	A++	First Class
6.5 - 6.9	A+	
6.0 - 6.4	A	
5.5 - 5.9	B+	Second Class
5.0 - 5.4	B	

* The candidates who have passed in the first appearance and within the prescribed semesters are eligible.

14.4. a. Medals, Awards and Rank Certificates to Meritorious Students

Gold medals will be given to the First rank holders of each major/branches of study based on the following criteria:

- Students who secured highest mark in the aggregate

- Students who have passed all the courses in first appearance within the prescribed semester of the programme

- Students who have not committed any malpractice

- Students' strength greater than five in each specialization of the programme

- Open to the students of the Institute irrespective of their caste, creed and religion, sex, language or State.

- If meritorious candidates are not available in any major/branch, the award shall not be given in that particular year.

- Students attending any events and representing our Institute and unable to take up regular examination on scheduled date and take up special comprehensive examination may be considered for award of Distinction/Proficiency/ Gold Medal if eligible.

- Rank Certificate will be issued by Controller of Examinations.

14.4 b Gold Medal to the Topper in Bachelor of Engineering Course in School of Engineering

To encourage the women technocrats, gold medal will be given to the Topper in Bachelor of Engineering Course in School of Engineering based on the following criteria:

- Students who secured highest CGPA in the aggregate among all the branches of study.

- Should not have arrears throughout her study in CGPA courses.

- All CGPA courses should be completed in the first attempt and within the prescribed semester are eligible.

- Lateral Entry students are eligible to receive the gold medal.

- Transfer candidates / Repeaters are not eligible.

- Students who have not committed any malpractice.

- Open to the students of the Institute irrespective of their caste, creed and religion, sex, language or State.

- If meritorious candidates are not available, the award shall not be given in that particular year.

- Students attending any events, representing our Institute and unable to take up regular examination on scheduled date and take up special comprehensive examination may be considered for award of Gold medal, if eligible.

15. Conferment of Degrees, Diplomas and Distinctions

- The Institute shall award Degrees/Diplomas/Certificates to students of Avinashilingam Institute for Home Science and Higher Education for Women who have undergone the programme of study and completed the course successfully and earned the minimum credits required for the programme by following all the bye-laws and regulations stipulated by the authorities of the Institute from time to time.

- The Executive Council of the Institute shall approve the results of the examinations conducted and approve the award of Degrees/Diplomas in a special meeting for which no quorum shall be insisted upon.

16. Appeals and Review

A student on whom any punishment has been imposed may, within 30 days from the date of the receipt of the communication in that behalf, make a representation to the Vice Chancellor for review of her case. The Vice Chancellor, if she deems it necessary, may refer it back to Examination Reforms Committee for review. The recommendations of the Examination Reforms Committee on the appeal, shall be placed before the Vice Chancellor who will there upon review the case and pass such orders as she may consider fit or refer itto the Academic Council for advice.

17. Remuneration to the External Examiners Engaged in Examination Related Works/Activities.

The examiners, evaluators, moderators, subject experts invited for examination work from outside of the Institute shall be paid remuneration as recommended by the Finance Committee and approved by the Academic Council and Executive Council from time to time.

18. Academic Transcripts to Students

The Institute will issue Academic Transcript to a student for seeking admission to pursue higher studies in foreign universities/institutions and for the purpose of Immigration as per the guidelines of the Institute.

19. Genuineness of Certificate Verification

The Institute shall issue Genuineness Certificate for Statement of Marks and Grades, Consolidated Statement of Marks and Grades, Provisional Certificate and Degree Certificate after verification, to the required academic institutions/organizations/agencies for the purpose of higher studies or employment on payment of prescribed fees.

20. Issuing of a Duplicate Certificate

The Institute shall issue Duplicate Certificate for Mark sheet, Consolidated Statement of Marks and Provisional Certificate to a student when it is lost/ destroyed on payment of prescribed fee.

21. Retention Period of the Answer Scripts

The minimum retention period of the semester examination answer scripts shall be two years, after which the answer scripts shall be disposed to TNPL approved pulping industry that will issue a certificate of the recycling of these papers. Alternatively quotation shall be called for through e-tender for the disposal of the answer scripts. This shall be performed by a committee constituted for this specific purpose with Vice Chancellor as the Chairperson and Registrar, Controller of Examinations and Finance Officer as members.

22. Implementation of e-Governance in the Examination Section

e-Governance of examination module facilitates in improving transparency, providing speedy information, dissemination, improving administrative efficiency and public services related to examination. Implementation of e-Governance helps to monitor academic standards related to the conduct of examination and evaluation. It helps in the continuous monitoring, assessment and meaningful evaluation of the teacher and the student. E-campus examination module includes entry of CIA marks, CE marks, retest marks, attendance, lesson plan of the course teacher, online hall ticket generation and Student ID verification.

As per UGC's communication, students academic awards (degrees, diplomas, certificates, Statement of Marks) shall be stored in National Academic Depository (NAD) through Digilocker, an online storehouse of academic awards. Our Institute registered under NAD Digilocker on **12.10.2020**. The hyperlink of NAD has been created in the Institute website. Students can update their Aadhar Number in their profile in the e-campus.

As per UGC's notification F.No.14-31/2018 (CPP-II) dtd.28.07.2021, the Institute had commenced the operation of Academic Bank of Credits (ABC) from April-2023.

"Academic Bank of Credit" means an academic service mechanism as a digital or virtual or online entity established by the University Grands Commission with the approval of the Central Government, to facilitate students to become its academic account holders, thereby paying the way for seamless student mobility between or

within degree-granting Higher Educational Institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning.

Learning Management System (LMS)

Learning Outcome Based Education approach helps to focus on utilization of appropriate instruction and pedagogy, helps to organize teaching and learning processes around career advancement and placement of students, helps in selection and design of appropriate assessment modes and that programmes are awarded based on demonstrated achievement of outcomes. The core philosophy of Learning Outcome Based Education rests in adhering to student-centric learning approach used to measure student's performance based on pre-determined set of outcomes. Among others, of significant advantage of Learning Outcome Based Education is in bringing

out reforms in curriculum framework that has to be outcome based; constant upgradation of academic resources; raising quality of research and teaching; technology integration in the teaching-learning processes; bringing out clarity among students as to what is expected from them after completion of the programme and for teachers in bringing focus on what to teach, how to teach and evaluate. Learning and Evaluation carried out through Online and Offline modes.

Subjects are taught online through Google classroom. A separate google classroom has been created for all theory, practical, NSS, Sports and 100% CIA papers. The students are invited to the Google classroom through google class code for the concerned subject. The students can join their respective classes through Google meet link. Classes will commence five minutes before the session. The students will login through their official email account. Once students join the google meet, faculty will take the attendance by looking at the student's video. The faculty will explain the subject concepts through power point presentation / YouTube Videos prepared for their respective subjects. Last five to ten minutes are left for discussion. Students can clarify their doubts in the topic handled if any. Assignments are given through google classwork before commencement of CIA 1 and CIA 2. CIA tests are conducted through google classwork. The students are given instructions to submit their answer scripts as pdf file in google classwork. The answer scripts were evaluated and the marks were

entered in the e-campus. The practical semester examinations were conducted through online mode. Individual questions were given to the students and their results were assessed in google class room. For theory papers of the semester examinations, question papers were posted in google class room and the answer scripts were evaluated in the evaluation form provided by the Controller of Examination.

23. **Examination Details in the Institute Website: www.avinuty.ac.in**

The Institute website has 'Examination' menu in the home page with the following sub menus:

- Examination and Evaluation Manual
- Calendar of Events
- Time Table
- Results
- Procedure for Applying Re-valuation, Retotalling and Transparency
- Procedure for obtaining Duplicate Certificate
- Procedure for Applying Genuineness Certificate
- Procedure for obtaining Transcripts.

The Continuous Internal Assessment Test Time Table for all programmes shall be uploaded 15 days prior to the commencement of the tests. The End Semester Examination Time Table for all programmes shall be uploaded 30 days prior to the commencement of the examination.

24.Ph.D. Tracking System

. Ph D. tracking system in e-campus is developed to help the research scholars in tracking the current status of their thesis after submission. This system allows the Examination Section, the Supervisor and the Research scholars to view student records and other related information's directly. Students can access by entering their Roll number, Password and Date of Birth in the e-campus portal. The Supervisor can view the information of all the scholars under her guidance in their e-campus portal by entering the students roll number.

25. MANUAL FOR PROCESSING CO, PO, PSO AND PEO -ASSESSMENT AND ATTAINMENT AS PER UGC GUIDELINES AND MODEL

Course Outcomes → **Programme Outcomes and Programme Specific Outcomes** → **Programme Educational Objectives**

INSTITUTE VISION AND MISSION

VISION

Self development and empowerment of women through modern, scientific and value based education to enable them to lead a purposeful life filled with moral and spiritual values.

MISSION

The mission of the university is to provide education of global standards on a strong foundation of Indian values and traditions to women students based on current advances in science, technology and societal demands with emphasis on commitment to social progress, peace, harmony and national integration.

1. LEARNING OUTCOME BASED EDUCATION AND ASSESSMENT.

➢ Learning Outcome Based Education approach, helps to focus on utilization of appropriate instruction and pedagogy, helps organize teaching and learning processes Learning Outcome Based Education (LOBE) advocates the importance of establishing a "clear picture of what is important for students to be able to do, organizing the curriculum, instruction, and assessment to make sure that learning ultimately happens" Important action points under the LOBE approach include:

➢ Define exit outcomes through active participation of all stakeholder groups

➢ Redefine performance and standards to provide regular reports on actual student learning levels in all key outcomes areas

➢ Redesign of future –focused curriculum , with a problem and issue-based content focus and continuous development of student abilities along with all major competence dimensions

➢ Develop "high engagement /high activity" classrooms staffed by a variety of internal and external experts with continuous emphasis on multimodality active learning by individuals and learning teams.

➢ Encouraging learning by performing in authentic and real –world settings and promote extensive use of high technology tools and applications

➢ Promote use of focused learning and resource centres with expanded access to facilities, materials, and learning resources.

Learning Outcome Based Education approach, helps to focus on utilization of appropriate instruction and pedagogy, helps organize teaching and learning processes around career advancement and placement of students, helps in selection and design of appropriate assessment modes and that programmes are awarded based on demonstrated achievement of outcomes. The core philosophy of Learning Outcome Based Education rests in adhering to student-centric learning approach used to measure student's performance based on pre-determined set of outcomes. Among others, of significant advantage of Learning Outcome Based Education is in bringing out reforms in curriculum framework that has to be outcome based; constant up gradation of academic resources; raising quality of research and teaching; technology integration in the teaching-learning processes; bringing out clarity among students as to what is expected

from them after completion of the programme and for teachers in bringing focus on what to teach, how to teach and evaluate.

Since, Program Learning Outcomes provide direction in curriculum design, instruction/delivery and conduct of assessment, its measurement can be done through identification of related Competencies and Performance Indicators (PI). Identification of Competencies for each Program Learning Outcome is essential as it helps to understand what students should achieve. For each Competency, Performance Indicators (PI) have to be defined which are statement of expectations of students learning. It acts as tools of assessment and provides clarity of the extent of attainment of outcomes. The strategy and plan of assessment thus, need to be mapped to the Performance Indicators which are an attempt to achieve both Course Learning Outcomes and Program Learning Outcomes. However, it is imperative for institutions to set the Program Education Objectives, Program Learning Outcomes, Course Learning Outcomes, Competencies and Indicators consistent with its Vision and Mission statements. The Program Education Objectives and the Program Learning Outcomes should be driven by the mission of the institution and should provide distinctive paths to achieve the stated goals. For instance, each discipline /domain along with core and elective courses should work towards solving problems and challenges faced by society at global or local levels. A review of the goals and outcomes on a regular basis forms an essential step.

The Learning Performance Pyramid describes an iterative model where the organizational characteristics (goals) drive the organizational objectives and objectives further lead to organizational outcomes as illustrated in figure 1.
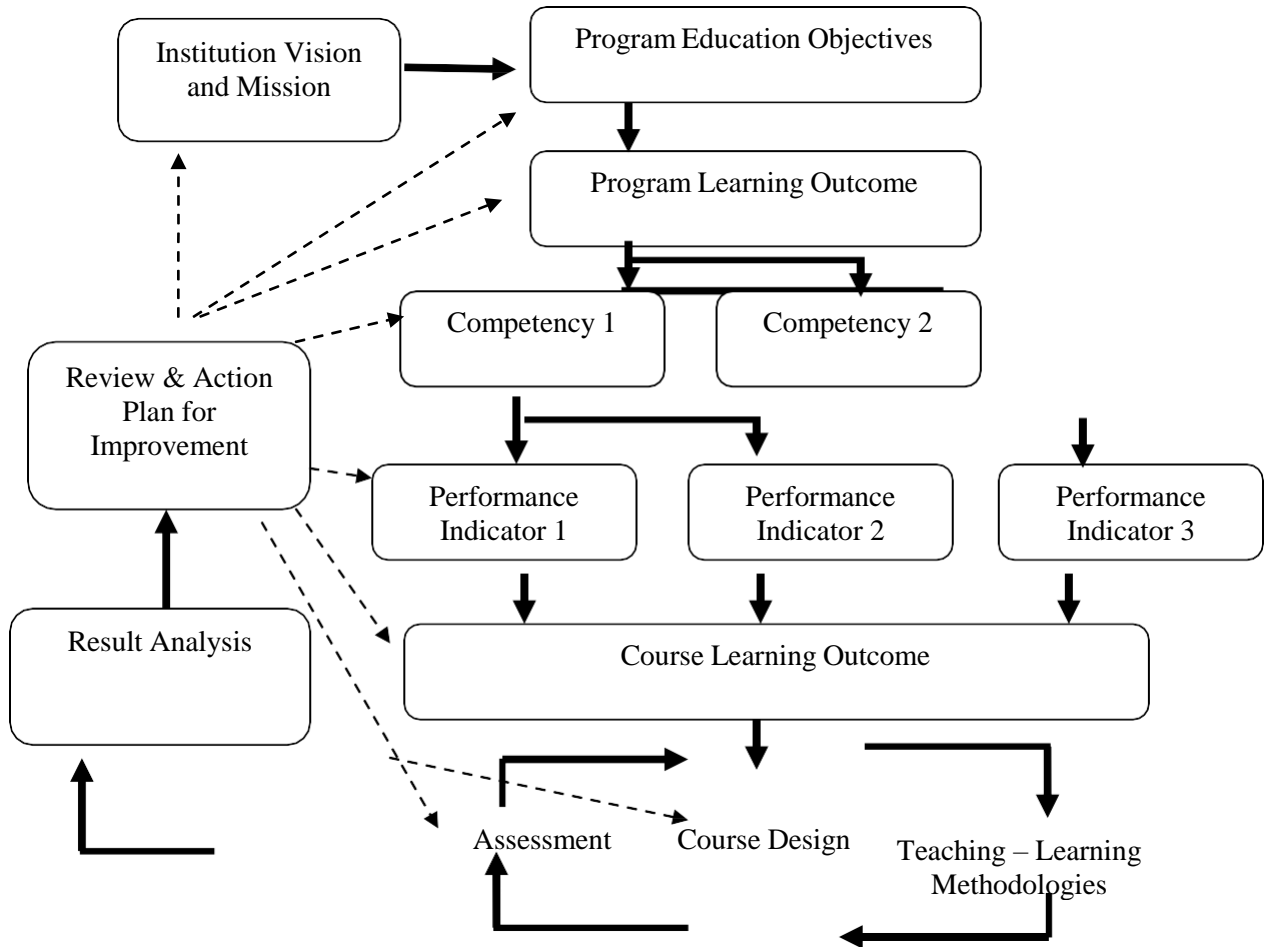
Figure 1 : Vision, Mission and Outcomes

The first step in developing the Program Education Outcomes is to develop clear Program Education Objectives (PEOs). Program Education Objectives depend upon the goals, mission and vision statements of the Institution/organization along with the inputs from all its stakeholders like parents, students, society, environment, regional and national interests as illustrated in Figure 2
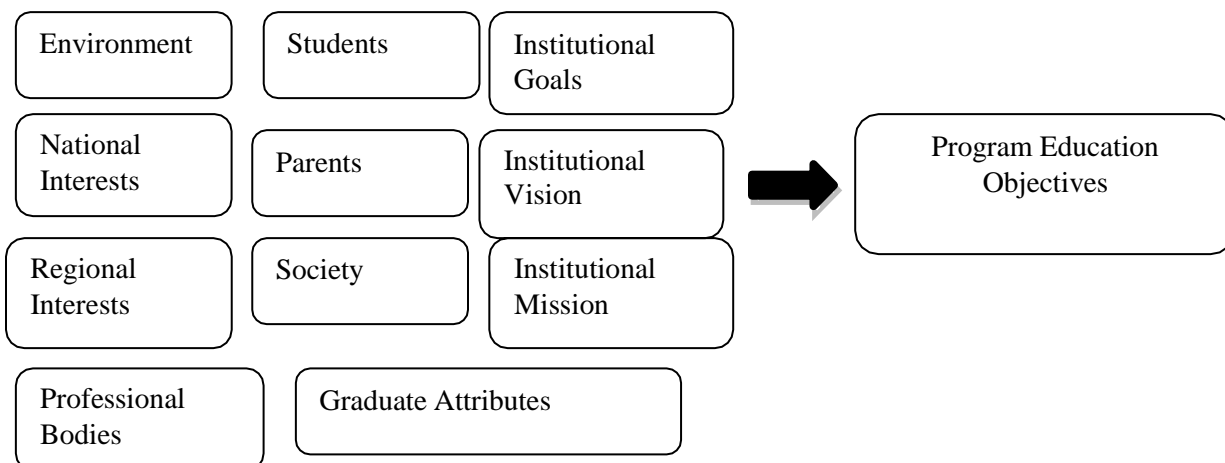
Figure 2 : Organizational Inputs to Program Education Objectives

LOBE is a dynamic and flexible framework, which allows organizations/institutions to design their institutional specific program education objectives to evolve continuously along with the evolution of social systems, ever changing national and regional interests.

Once an Institution define program education objectives, these objectives will led to the development of Program Learning Outcomes. Program Learning Outcomes lead to the identification of competencies and from competencies one may drive multiple indicators or measurable component to assess competencies objectively.

Program Learning Outcomes also lead to design and development of a curriculum containing multiple courses with specific objectives. Course Learning Outcomes and respective course competencies and its indicators are further derived from course objectives.

A Program Learning Outcome may lead to one or many different competencies and each competency may have one or more measurable components called Indicators/ Performance Indicators. The figure below describes the linkages between Program Learning Outcomes and Competencies and its Indicators.
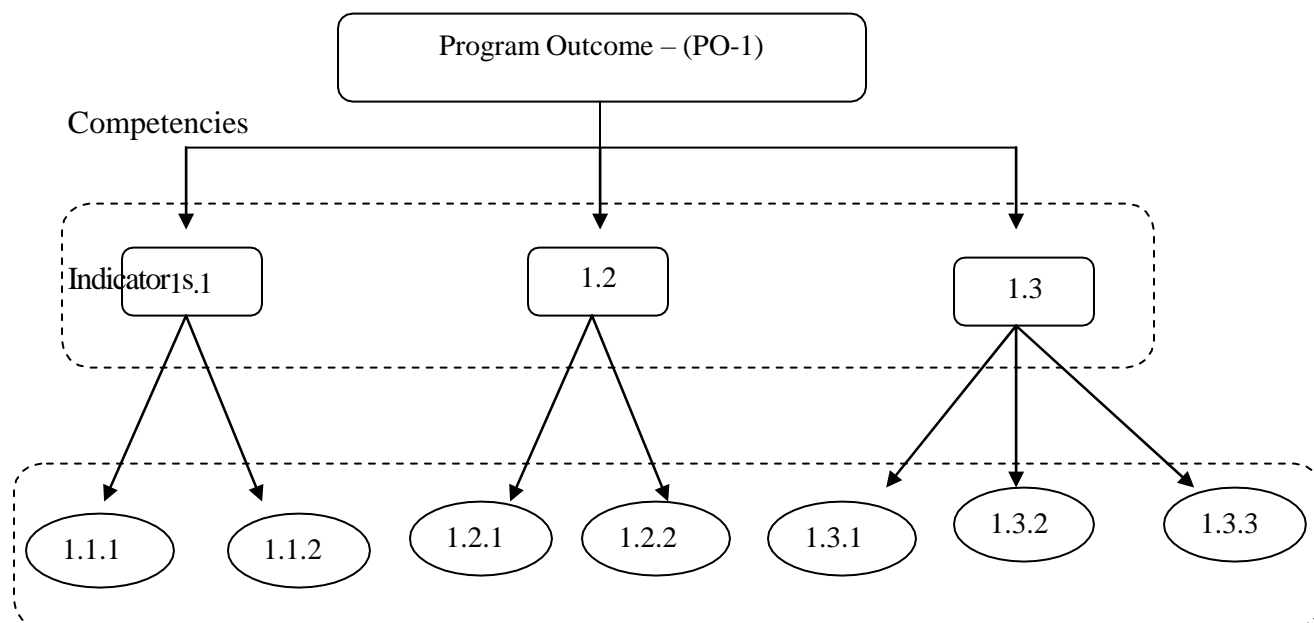
Figure 3 : Traceability of Program Learning Outcomes to Competencies & its Indicators

Competencies describe how to demonstrate the ability to perform a specific activity such as Designing, Synthesizing, Evaluating etc. However it is important to note that not all the competencies identified may be measurable. Hence, it is necessary to define the Competency, Performance Indicators that may represent a specific and measurable characteristic of a competence. An indicative illustration is provided under appendix 1. A sample illustration is provided in figure 3 which mentions Program Learning Outcome, Competencies and associated Performance Indicators for B.Com.

Applying the systems approach, a Systems Engineering Process Model for LOBE may be designed which not only describes the phases and traceability elements, but also describes the importance of assessments after the course curriculum has been implemented. The process model outlined below is a V-shaped model in which the work flow is from the left, top to bottom, to the right, bottom to top.

Program Education Objectives		Assessment After couple of years of Program completion		Assessment of Educational Objectives

Mapping of Course to Program Outcomes

Course Level Assessments

Not mapped Assessed

Flow of Assessment strategy

Course Implementation
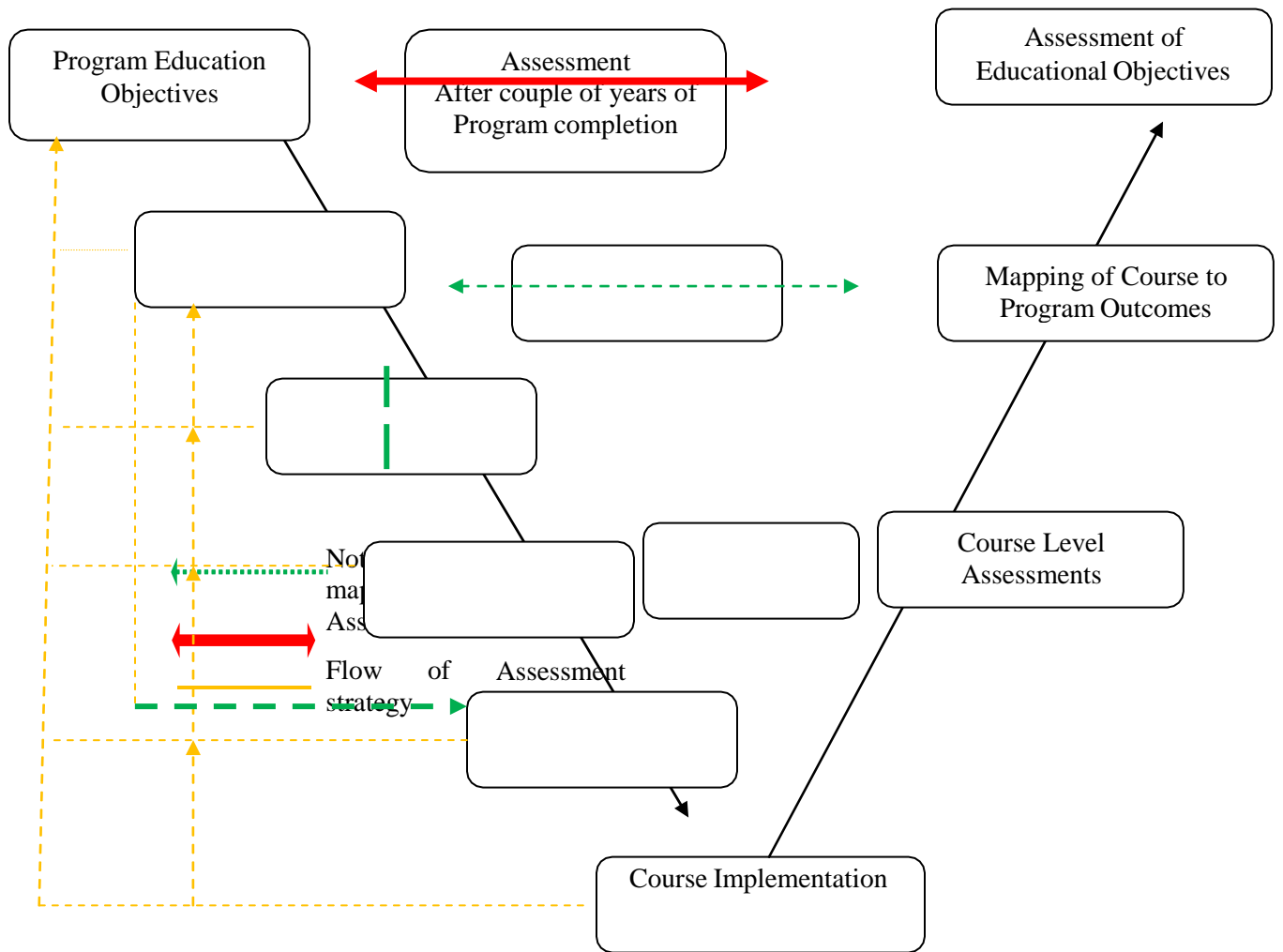
Figure 4 : Systems Engineering Process Model for LOBE

In figure 4 above, the left half illustrates different phases as well as set of deliverable work products each of which is traceable to the work product generated from the previous phase; for instance, the traceability of Course Learning Outcomes to Program Learning Outcomes and Program Learning Outcomes to Program Education Objectives. Iteration between phases is necessary for refinement. All deliverables may be verified by an internal program administration committee. The right half of the Process Model details the assessment activities as per the assessment management plan. In the initial phase, assessments are performed at the course level. The assessment results are mapped to the program level and the performance is reported in an appropriate format. In the last phase, assessment is performed over few years after graduation.

This assessment is performed based on feedback from students who have graduated from the university, from employers and from stakeholders dependent on the Program Learning Outcomes. The phases in the V-model are described in the following sections.

Program Education Objectives (PEOs)

To encourage and facilitate the adoption of the LOBE model across all disciplines, a list of Generic Program Education objectives has been identified from the higher education policy and mentioned at Appendix-2.

Following factors are to be considered while framing the PEOs.

• The PEOs should be consistent with the mission of the institution.

• All the stakeholders should participate in the process of framing PEOs.

• The number of PEOs should be manageable.

• It should be based on the needs of the stakeholders.

• It should be achievable by the programme.

• It should be specific to the programme and not too broad.

• It should not be too narrow and similar to the PLOs.

Program Learning Outcomes (PLOs)

PLOs shall be based on Graduates Attributes (GAs) of the programme. GA is a set of individually assessable outcomes that are indicative of the graduate's potential to acquire competencies in that programme. The GAs are the attributes expected of a graduate from a programme in terms of knowledge, skills, attitude and values. The graduate attributes include capabilities that help to strengthen one's abilities in terms of widening and gaining knowledge and skills, undertaking higher studies, enhancing performance in chosen field and being socially responsive.

Prepared on the basis of the Washington Accord's Program Learning Outcomes, the list mentioned in Appendix-2 is drawn from the program education objectives. A matrix has been outlined under appendix-2 linking Program Learning Outcomes to Program Education Objectives. The Competencies and their Performance Indicators of the Program Learning Outcome need to be developed after which it is important to determine assessment types. A comprehensive assessment strategy may be outlined using the revised Bloom's taxonomy levels (refer illustration at Appendix-3).

Curriculum Design and Course Development

Keeping in view the Program Learning Outcomes, a curriculum must be designed and courses developed. The curriculum must be linked to the program objectives and outcomes and further the course level assessment strategies must be linked to identified program level assessment strategies. A model framework for mapping program Learning Outcomes to Course Learning Outcomes and the Course Assessment Strategy is given in Appendix 4

Course Learning Outcomes (CLOs):

These are the outcomes/knowledge which every student is expected to gain at the end of completion of each course (subject). These are listed and based on them the course curriculum is finalized. Course Learning Outcomes are narrower statements that describe what students are expected to know, and be able to do at the end of each course. Course Learning Outcomes should reflect what level of knowledge students gained, skills acquired and attributes developed upon successful completion of the course; CLOs must be measurable, attainable and manageable in number. CLOs should contribute to attain PLOs in such a way that each CLO should address at least one of the PLOs and also each PLO must be reasonably addressed by adequate number of CLOs.

Assessment Management Plan

An assessment management plan should be prepared that details the assessment strategy both for the program and the course levels. In the assessment plan, it is important to identify type of assessment for each course and the timelines. Choosing type of assessment, needs consideration of characteristics learning attributes, its mapping to revised Bloom's taxonomy and assessment rubrics (Appendix 5), which gives a clear picture of the right assessment mix for a particular course. Any assessment should be finally implemented using an assessment rubric. The assessment rubric relates to the actual evaluation used for every course and is a tool to interpret and grade students.

Timelining Assessments

Assessments must be continuous to include both formative and summative components in a timely fashion for continuous feedback. An illustration is provided in the figure 5.

Daily	Unit Assessment	End of Course

Formative ← → Interim ← → Summative

Class Assignment Home Assignment Case Studies	Assignment Quiz Tests	Long Test Quiz Tests	Long Test Quiz Tests	Long Test

Soft Skill Development

Seminar & Group Discussions

Reading – Analyzing – Interpretation - Presentation

Self study, seminars & Groups Discussions

Work-Based Training

Projects

Solving Exercises

Tutorials
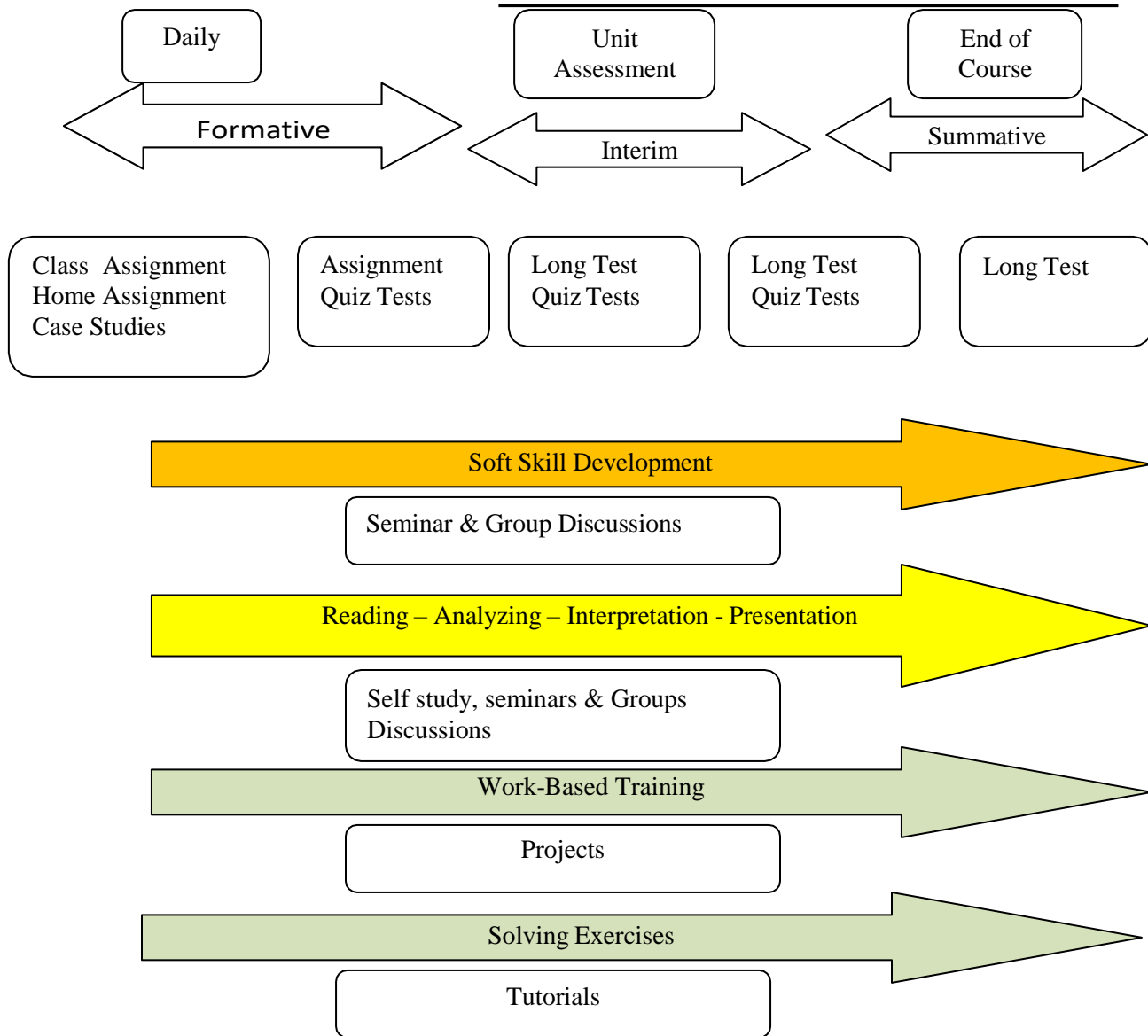
Figure 5 : Continuum of Assessments

In essence, Programme Learning Outcomes need to be developed with a broad perspective. Achievement of learning outcomes does not solely depend upon one single type of assessment at the end of the term. It is an integration of strong learning culture, identification of competencies, appropriate teaching pedagogy, design of holistic learning experiences and choice of assessment in the form of continuous internal evaluation that is formative in nature. The system of assessment to be adopted needs to be inherently linked to programme/curriculum goals as one can objectively assess student performance by relating assessment type to Program Learning

Outcomes and Program Education Objectives. Course Learning Outcomes (CLOs) should also be set for every course of the program and a process may be prepared to measure the attainment of Program Learning Outcomes (PLOs) and Program Educational Objectives (PEOs). Assessment methods and its questions must be mapped to each CLO and every CLO must be mapped to a PLO. Each question of the internal assessment modes as well as the external examination should be linked to the CLO, hence the student performance for each question must be monitored to measure the attainment of CLO.

The assessment tools (internal and external) for each course must be mapped to the revised Bloom's taxonomy action verbs to help measure student performance. A detailed process of attainment of Program Education Objectives is mentioned at Appendix 6.

1. Assessment Types

Student understanding must be built on and assessed for a wide range of learning activities, which would include different approaches and are classified along several bases such as :

Based on Purpose: Assessment types include i) Summative (evaluation of students learning at end of instructional unit) and ii) Formative (informal and formal tests administered during the learning process).

Based on Nature of Data : i) Quantitative evaluation is mainly concerned with scholastic achievement in subject-based performance whereas ii) Qualitative is chiefly about evaluating the non-scholastic and probably more important, aspects of the student's personality involving social, emotional, attitudinal and moral/ethical assessment.

Based on Domain: Assessment types include i) Scholastic achievement (assessment of curriculum related classroom teaching and learning) and ii) non-scholastic achievement (assessment of students behavior, values attitude, emotional stability during co-curricular activities and other structured or unstructured situations inside or outside the classroom).

Based on Measuring Standard: i) Criterion-referenced (uses test score to generate a statement about the behaviour that can be expected of a person with that score), ii) Norm-referenced (Standardized) (whether test takers performed better or not than a hypothetical average student) and iii) Self-referenced (Ipsative) Evaluation (assessment of a person's performance is compared with their own earlier performance to identify improvements, if any).

A further classification is based on *direct* and *indirect* measurement of learning. A direct method which is based on a sample of actual student work, including reports, exams, demonstrations, performances, and completed works, requires students to produce work so that teacher can assess how well students meet expectations. An indirect method is based upon a report of perceived student learning. These include surveys, exit interviews, and focus groups.

The assessment must be designed with learner attributes in mind. These attributes, which have clear linkages to Program Education Objectives and Outcomes, stem from the taxonomy. A critical overview of Assessment Types along with learner attributes is given in Appendix-7.

A wide range of assessment types for evaluating students is available for the teachers/ institutions to use. Each assessment type has its distinct utility, advantages and limitations. A suitable compendium of such types needs to be carefully chosen for a particular program depending on its nature, objectives and available resources. An overview of some of the significant tools along with their advantages and limitations is presented below:

Written Mode	Oral Mode	Practical Mode	Integrated Mode
Exams	Viva/ Oral exam	Lab work	Paper
Class Tests	Group discussion /	Computer	Presentations / Seminars
Open Book Exams / Tests	Fishbowl technique	simulations /	SWOC Analysis
Open Notes Exams / Tests / CA	Role play	Virtual Labs	Authentic
Self-Test/Online Test	Authentic Problem Solving	Craft work	Problem
Essay/Article Writing		Co-Curriculars	solving
Quizzes/ Objective Tests	WSQ (Watch	Work Experience	Field
Class Assignment	Summarise question)		Assignments
Home Assignment	One Question Quiz		Poster
Annotated Bibliographies	End of the class quiz		Presentations
Reports	Think-Pair-Share		Portfolios
Portfolios	Socratic Seminar		

Dissertations	Rapid Fire Questions		
Book Review	KWL (Know – Want To Know – Learned)		
Article Review			
Journal Writing			
Case Studies			

Written Mode

Assessment Type	Examinations
Nature	Traditionally essay type, time- constrained, external exams
Advantage	Relatively economical; No chance of plagiarism; Familiarity to students and staff; Fixed date forces students to learn; Chance for in depth & planned preparation; Provides overview of attainment in the entire course.
Limitations	Tests memory most of the times more than higher level thinking; No feedback to students as the course is over by exam time; Can encourage surface learning; Sampling of content not comprehensive; Element of chance; 'Halo effect': the level of the long answer just marked can change expectations of the next answer; External examiners may not do their job sincerely as there is no accountability to students.
Suggested Frequency	Term-end, (preferably semester- end not annual)
Suggested Usage	Include all types of questions-essay, short answer, objective; Design to test all levels of cognitive domain; Exam Blue Print be prepared to ensure inclusion of all types & levels of questions and proper sampling of content; Rubrics (with detailed indicators of level-wise performance) & Model Answers for marking essay type ques. for minimizing subjectivity; Marking Criteria made known to students; Answer copies should be code numbered; Examiners with good track record from well-rated universities be selected; Provision for improvement of scores & make up in cases of established emergency.

Assessment Type	Class Tests
Nature	Traditionally essay type, time- constrained, internal exams
Advantage	Relatively economical; Less chance of plagiarism; Familiarity to students and staff; Fixed date forces students to learn; Chance for in depth & planned preparation
Limitations	Tests memory more than higher level thinking; Delayed feedback to students as correction needs time; Can encourage surface learning; Sampling of content not comprehensive; Element of chance; 'Halo effect'
Suggested Frequency	2-3 times in a semester including make-up test
Suggested Usage	Include all types of questions-essay, short answer, objective; Design to test all levels of cognitive domain; Exam Blue Print be prepared to ensure inclusion of all types & levels of questions and proper sampling of content; Rubrics (with detailed indicators of level-wise performance) & Model Answers for marking essay type ques. for minimizing subjectivity; Marking Criteria made known to students; Teacher should provide written feedback selectively and discuss answers in the class; Only Role/Code numbers , not names be written to avoid bias in marking; Display of model answer copies.

Assessment Type	Open Book Exams / Tests
Nature	Students allowed to get books of their choice for reference
Advantage	Less stress on memory; Slower writers not penalized; Measures what students can do with resources not just what they can remember
Limitations	Not everyone might have access to same quality book(s); Difficult to run in teaching rooms as more desk space is required
Suggested Frequency	One of the class tests or some class assignments (say 30%) could be of this type
Suggested Usage	Questions be based not simply on retrieval of information but creative synthesizing, critically assessing and organizing it too; Students be trained in reference reading; Consultation of several text books be encouraged during teaching; Library should have good stock of books; Book Banks can be maintained.

Assessment Type	Open Notes Exams /Tests /CA
Advantage	Helps encourage good note taking;
Limitations	Students need to get used to the system; Bad note taking penalized; Can discourage use of memory; Needs larger desk space
Suggested Frequency	One of the class tests or some class assignments could be of this type & even combined with Open Book Test
Suggested Usage	Note making techniques be taught to students; Not just direct questions from notes, but application analysis and synthesis of that knowledge.

Assessment Type	Self-Test (Online or Conventional)
Nature	For all types of subjective & objective items
Advantage	Flexible timing (according to need & readiness of learner); Self/Automated checking; No bias or subjectivity; No fear of ridicule; Mastery learning occurs if proper feedback and follow up is embedded
Limitations	Less motivated students may not opt for it unless mandatory
Suggested Frequency	Available at all times for self- improvement
Suggested Usage	Available for a specified duration (if course requirement) or at all times (if for self- improvement); Topic-wise questions could be uploaded on MOOCs/LMS. Test could be auto generated according to need; Could be compulsory or optional.

Assessment Type	Article/ Essay Writing
Nature	Individual long, written assignment
Advantage	Scope for individual expression & creativity; Can show depth of learning; comprehensive test of written communication; Examine students' ability to form coherent arguments; Can show breadth of student knowledge and understanding; Plagiarism can be difficult to detect; Useful later for students' research activities and develop critical skills for students to a wide range of material.

Limitations	Some students may not be able to show their abilities in the essay format due to not having been well trained in essay writing; Very time consuming to mark objectively; 'Halo effect': the level of the essay just marked can change expectations of the essay about to be marked; Essays are time consuming to write and so cannot test all of the syllabus; Students can be rewarded for simply regurgitating 'all they know' on a topic; grading can vary from marker to marker so grades can be subjective
Suggested Frequency	One per course per semester
Suggested Usage	Topics be well selected to test critical, reflective thinking, and extended reading; Rubrics for marking be developed & shared with students; Variety of topics for same and different learner levels be prepared; Students must be first oriented to essay writing skills according to UG/PG level.

Assessment Type	Quizzes/ Objective Tests / Recognition Type (such as MCQs; True or False; Matching; Classifying) /Recall Type -Filling Blanks; One word / Phrase Answers
Nature	Structured Tests; short duration
Advantage	Can be very reliable; Excellent validity as greater syllabus coverage; Can show how fast students think; Can be carried out quickly; Requires less effort in correction; Can be used to test interpretation and decision skills
Limitations	Students may be guessing; Takes skill to design good questions - especially questions to test high level learning outcomes; Needs careful planning to ensure the answer choices are clear; Risk of hacking; Risk of impersonators; Not always available to students with certain disabilities
Suggested Frequency	4 per semester including 1 Makeup & 1 Surprise Quiz; Also valuable as "End of the class quiz"
Suggested Usage	Teachers be trained in construction, advantages, disadvantages and precautions while preparing different types of objective items; Balance between recognition and recall types; Go beyond factual information to HOT Skills.

Assessment Type	Annotated Bibliographies
Nature	Individual or group assignment
Advantage	Good test of students' abilities to scan and evaluate literature; Can stimulate higher order thinking skills as students review; stimulates group work and discussion; Good preparatory skill for research
Limitations	The material for review may not be available to the student; The range of material may vary in relevance and degree of difficulty
Suggested Frequency	Once in a semester in 1- 2 courses
Suggested Usage	Topics should be based on students' interests and course requirements; Referencing skills be first taught to students.

Assessment Type	Reports
Nature	Of activity performed or event observed
Advantage	Develop a key transferable skill; Reports can involve a wide range of skills that are otherwise hard to directly assess
Limitations	Can be very time consuming for students; Using the same format and structure for a range of reports may decrease their effectiveness
Suggested Frequency	1 per Semester (mostly in practical courses)
Suggested Usage	Important to first teach report writing requirements and process.

Assessment Type	Portfolios
Nature	Usually in practical courses to display an overview of the sessional work or some creative endeavour
Advantage	Can contain evidence of a wide range of skills and attributes; Can be very effective in combination with a quick viva exam; portfolios can demonstrate progress in learning; Portfolios can reflect students' attitudes and individual strengths

Limitations	Looking through portfolios can be time consuming; Hard to mark objectively; Authenticity of evidence can sometimes be questioned
Suggested Frequency	1 per Semester
Suggested Usage	Can be of various formats; Course instructor should specify some basic requirements for objectivity in assessment.

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Limitations	Looking through portfolios can be time consuming; Hard to mark objectively; Authenticity of evidence can sometimes be questioned
Suggested Frequency	1 per Semester
Suggested Usage	Can be of various formats; Course instructor should specify some basic requirements for objectivity in assessment.

Assessment Type	Dissertations
Nature	Detailed research based report
Advantage	Individual work, allowing a student to demonstrate their understanding, creativity and research skills
Limitations	Assessment takes a long time; Subjectivity may creep in; Issues of structure and style may overshadow assessment of the work
Suggested Frequency	1 per semester or year depending on the program level & credits (UG/PG)
Suggested Usage	Should be assessed periodically as the work progresses; Assessment should include presentation followed by discussion & constructive suggestions before a panel and others interested; External exam may be in the form of a viva or presentation.

Assessment Type	a) Book Review b)Article Review, portal reviews etc
Nature	a) PG level b) UG / PG levels
Advantage	Requires interpretation and evaluation; Opportunity to understand how experts proceed; individual work allowing a student to demonstrate their understanding
Limitations	Students need to be taught how to review; Difficult to find appropriate articles
Suggested Frequency	Once in a semester in 1-2 courses
Suggested Usage	Topics should be based on students' interests and usefulness; Students should be first exposed to good reviews and the basic requirements.

Assessment Type	Self –Status Assessment Tools KWL (Know – Want to Know – Learned); Reflective Journals
Nature	KWL are simple formats to be filled up by students before the lesson (KW) and after it (L); Reflective journals are maintained as dairies to fill up Ones experience after each class or lesson
Advantage	Help the learner and teacher assess the learning resulting from every lesson; Help develop Meta- cognitive and HOT skills among students; Help the teacher to discover the hidden and individualized aspects of the lessons
Limitations	Time consuming and difficult to collect and collate the students writings in every class
Suggested Frequency	Every Day/ Every lesson/ every week
Suggested Usage	KWL could be carried out as team work to reduce compilation; Journal writings could be utilized for keeping cumulative records of students and "ipsative" assessment.

Assessment Type	Case Studies
Nature	Students analyse a given case (real or fictional) and come to solutions regarding some given issues or questions
Advantage	Valuable technique for assessing Higher order thinking , Values & Attitudes; Promoting creative and innovative solutions; Can develop team values if attempted in a group
Limitations	Difficult to frame or find case studies for assessing the whole range of cognitive, affective and social skills
Suggested Frequency	As part of Regular tests/exams or Assignments
Suggested Usage	Sometimes Students may be asked to get cases for relevant skills on which they may be assessed as well.

Oral mode

Assessment Type	Viva/ Oral exam
Nature	Conducted individually or in small group; usually accompanying practical test
Advantage	High degree of authenticity; Good for isolating areas or skills; Good practical experience towards later interview situations
Limitations	Not all candidates perform well in viva; The use of the same questions may lead to later candidates being prepared for the questions; Questions can get tougher as the day goes; Can only deal with a narrow range of skills; Exams are not anonymous
Suggested Frequency	2-3 times / semester with 1 make-up & 1 term end in certain Courses
Suggested Usage	For PG level can be conducted by a panel of experts; Marking criteria should be known to evaluators and students.

Assessment Type	Group Tasks **Group Discussion/ Fishbowl Technique / Role Play / Authentic Problem Solving**
Nature	Small groups of 2-5; Members work on a joint task
Advantage	Communication of ideas; Encourages team work (collaboration and co-operation); Opportunity for authentic skill development; Opportunity to develop & assess multiple personality domains- cognitive, affective (values, attitudes, etc.) Social, psychomotor ; Assess higher order thinking skill
Limitations	Difficult to assess individual input; Time consuming for students to organize; Some students might overshadow others; others might be a pull- back
Suggested Frequency	Once every semester with one make up and one term-end in certain courses
Suggested Usage	Groups formed must be roughly equivalent; Problems assigned should be equivalent; Each team member must have a specific role; Rubrics for marking must be mutually decided including all domains of education

Assessment Type	Rapid Fire Questions
Nature	Questions on a topic asked very quickly and also answered very fast
Advantage	Good practice and evaluation of students' level of understanding; Raises the level of cognitive challenge
Limitations	Shy students may not freely participate; May be difficult to assess on the spot
Suggested Frequency	May be embedded in classroom teaching as required
Suggested Usage	Students should be told the criteria of a good question; May be assessed by two evaluators for greater objectivity; May be recorded for closer assessment.

Assessment Type	Other Lesson- embedded Techniques **WSQ (Watch- Summarise- question)/ One Question Quiz / Think-Pair-Share/ Socratic**
Nature	These are interspersed within a regular lesson to provide formative feedback
Advantage	Excellent for formative assessment; Cumulative output can be used for grading purposes as well; Make students alert and active in the class
Limitations	Require additional class time
Suggested Frequency	Every lesson as per need

Integrated Mode

Assessment Type	Field Assignments
Nature	Field visit with report
Advantage	Authentic form of assessment; Develops observation and recording skills; Requires organisation skill
Limitations	Costly to supervise; Difficult to timetable; Need to consider ethical and safety issues
Suggested Frequency	Once in a Semester
Suggested Usage	Students must be exposed to note taking and report writing skills; If visiting different sites reports may be presented in class for sharing of experiences & learning

Assessment Type	Seminar/Paper Presentations
Nature	Group or individual work depending on class strength
Advantage	No doubt regarding authenticity of presenter; Students take presentations seriously; Can be used for individual or group work; Questions and answer sessions as follow ups can help develop important skills; Students learn from their own and everyone else's presentations; Opportunities of peer feedback
Limitations	Can be time consuming (especially in a large group); Unfamiliarity of our students with giving presentations; Appeals regarding grading of presentations can be hard to deal with; Presentations cannot be anonymous; Students with some disabilities may find presentations difficult
Suggested Frequency	1 per semester in all major courses
Suggested Usage	Students must be oriented in seminar writing, presentation & questioning skills; It must be mandatory for all students to participate in questioning and discussion; Marking criteria should be specified for all components, e.g. presentation, discussion, questioning, written paper, etc.

Assessment Type	Poster Presentations
Advantage	Add visual dimension to assessment tools; Peer to peer/teacher interaction; Students can learn from each other's posters; Develop research, creativity and discussion skills
Limitations	There could be possibility of subjectivity in grading
Suggested Frequency	Once in a Semester
Suggested Usage	Students should be exposed to various formats of posters; Display should be accompanied by discussion; Grading criteria must be known to students and teachers

Practical Mode

Assessment Type	Lab work, Computer simulations/Virtual Labs, Craft work, Work Experience
Nature	All the tasks involve a major component of working with one's hands. Used as a complement to theory
Advantage	Keeps students 'on the task'; Formative in nature as there are opportunities for students and teachers for on the spot feedback; Provide opportunities for "Process Assessment"; Encourage application, translation and interpretation of concepts learnt
Limitations	Require careful planning and supervision
Suggested Frequency	Formatively in the class itself; Along with regular tests and exams (monthly, end- semester)
Suggested Usage	Must be preceded by adequate demos and practice; Grading criteria must be known to students and teachers.

Appendix I

Suggested Program Learning Outcomes, Competencies and associated Performance Indicators for either B.Com (table below is indicative)

Program **Learning Outcomes (PLOs) 1: Knowledge of Commerce: Possess and apply knowledge of Accounting, Finance, Taxation and Business principles and concepts to complex business situation and problems**

	Competency		Indicators
1.1	B.Com - Demonstrate competence in Accounting system	1.1.1	Understand and apply accounting concepts in preparation of journal, ledger, balance sheet, cash book etc
		1.1.2	Apply knowledge to prepare final accounts of firms Apply various methods of depreciation for accounting purpose
		1.1.3	Apply computational techniques to solve quantitative financial accounting problems
1.2	B.Com - Demonstrate competence in Financial Management concepts	1.2.1	Apply knowledge of financial accounting standards in business
		1.2.2	Apply knowledge of capital budgeting, cost of capital, cash flow etc in business firms
1.3	B.Com – Demonstrate competence in policies and system	1.3.1	Apply knowledge of taxation system for purpose of corporate taxation and individual tax
1.4	B.Com - Demonstrate competence in business management concepts	1.4.1	Apply concepts of planning, organizing and coordinating and decision making to solve business problems
		1.4.2	Apply principles of scientific management to conduct of business operations in firms

Program Learning Outcomes (PLOs) 2: Analytical Skills: Recognize, analyze and reach to conclusions of problems using the principles of accounting and finance

	Competency		Indicators
2.1	Demonstrate an ability to identify problems in Accounting and finance for firms	2.1.1	Articulate problem statements and identify objectives
		2.1.2	Identify appropriate concepts and systems in an attempt to solve problems.
2.2	Demonstrate an ability to formulate, analyse and interpret systems and concepts	2.2.1	Combine principles and applicable concepts to formulate a process suitable to existing requirement / problem

		2.2.2	Identify changes in practice/system and processes in an attempt to provide alternatives to existing processes and systems
2.3	Demonstrate an ability to analyse results, defend position and arrive at conclusions.	**2.3.1**	Produce and validate results by applying existing suitable principles
		2.3.2	Identify sources of error in the process
		2.3.3	Prepare conclusions that are consistent to analysis conducted with deep understanding so as to defend the conclusions arrived at.

Program Learning Outcomes (PLOs) 3: Critical Thinking Skills: Critically assess; generate creativity and apply knowledge gained to solve complex problems

	Competency		Indicators
3.1	Demonstrate an ability to discover and process information in the field.	**3.1.1**	Construct concepts as an ordered system of relationships
		3.1.2	Seek clear understanding of concepts and ideas that shape reasoning.
3.2	Demonstrate an ability to consider a wide variety of viewpoints, clarify and solve problems	**3.2.1**	Has developed a multi-dimensional thought process to consider multiple relevant viewpoints.
		3.2.2	Formulate purpose and goals that are clear, realistic and reasonable
		3.2.3	Seek clear understanding of the question/situation under consideration to be solved.
		3.2.4	Has built a broad perspective in understanding issues and facts.
3.3	Demonstrate an ability to transfer ideas to new context, examine assumptions, assess facts, and explore implications and consequences.	**3.3.**1	Make inferences, discern, evaluate situations within context
		3.3.2	Question facts with clear understanding through exploration and consideration of its complexities
		3.3.3	Distinguish between assumptions that are justifiable with those that are not.
		3.3.4	Arrive at results logically, with sound assessment and within constraints.

		3.3.5	Seek clear understanding of implications of their thoughts or ideas and the consequences thereof

Program Learning Outcomes (PLOs) 4: Employability Skills: possess knowledge, skill and abilities so as to realize potential for employment or meet requirements of industry.

	Competency		Indicators
4.1	Have good communication and demonstrates team working skills	4.1.1	Demonstrates effective communication skills.
		4.1.2	Has interpersonal skills and works effectively in teams/groups.
		4.1.3	Appreciates the value of diversity in teams
		4.1.4	Demonstrates ability towards conflict resolution
4.2	Demonstrate and ability to be adaptable and have a positive attitude	4.2.1	Application of positive attitude to situations and complexities
		4.2.2	Understands and takes directions and maintains composure in difficulties
		4.2.3	Accepts responsibility for consequence of actions
4.3	Demonstrate an ability to execute solutions to industry requirements	4.3.1	Presents information and concepts with deep understanding and insights.
		4.3.2	Possesses knowledge in the field of study
		4.3.3	Has updated knowledge of job related requirements
		4.3.4	Has understanding of business environment and systems
		4.3.5	Synthesizes industry requirements and provides solutions by identifying suitable criteria of evaluation
		4.3.6	Equips with entrepreneurial and consultancy skills

Program Learning Outcomes (PLOs) 5: Ethics: apply ethical principles and commits to professional ethics and norms of the practice.

	Competency		Indicators
5.1	Demonstrate an ability to understand ethical codes and practices	**5.1.1**	Identify ethical code of conduct of the practice and requirements.
5.2	Demonstrate and ability to apply ethical principles	**5.2.1**	Examines ethical principles and applies in conduct of tasks
		5.2.2	Identifies unethical professional conduct and suggests alternatives

Program Learning Outcomes (PLOs) 6: Lifelong Learning: recognizes the need for and shall engage in lifelong learning in a changing environment.

	Competency		Indicators
6.1	Demonstrate an ability to find out sources of new information and its access	**6.1.1**	Source new information on a regular basis.
		6.1.2	Analyses sourced information from a feasibility approach.
6.2	Demonstrate and ability to keep abreast of latest developments in the field	**6.2.1**	Recognizes the need and importance of impact of new developments on current practices
		6.2.2	Use of latest developments in project work and assignments
6.3	Demonstrate and ability to find gaps in knowledge and seek to address the gaps	**6.3.1**	Identify gaps and finds relevant information to address the gaps
		6.3.2	Analyses and synthesizes the information that may likely address gaps

Appendix 2

Generic Higher Education Program Education Objectives (some examples):

1) Academic Objectives	Intellectual Strength
	General Knowledge
	Scientific Temper
	Self Reliance
	Inter-disciplinary Exposure
	Aptitude
	Independent Thinking
	Reasoning Ability
	Habit of Learning
2) Moral and Spiritual Values	Emotional Maturity
	Ethical Values
	Simple Living
	Selfless Service
	Humility
	Truthfulness Dignity of Labour
	High Moral Character
	Physical and Mental Wellness
3) Social Sensibilities	Awareness about National Culture and Heritage
	Tolerance for Diversity National Integration
	Understanding Rural Life Civic Sense
	Respect for Rights
	Awareness about Duties

Generic Graduate Program Learning Outcomes (some examples):

1) Academic	**Professional Knowledge**
	Problem Analysis
	Design and Development of Solutions
	Conduct Investigation of Complex Problems
	Innovation and Entrepreneurship
	Individual and Team Work Communication
	Vocational and Industry Exposure Life-long Learning
2) Moral and Spiritual Values	Professional Ethics
	Integrated Value System
	Physical and Mental Wellness
3) Social Sensibilities	Education and Society Environment and Sustainability
	National Constitution, Culture and Heritage
	Social Sensibilities and Rural Development

Traceability Matrix of Generic Program Learning Outcomes with Generic Program Education Objectives

Generic Program Learning Outcomes	Generic Program Education Objectives				
PLO-1: Disciplinary/ Professional Knowledge	Intellectual Strength	Inter Disciplinary exposure			
PLO-2: Problem Analysis	Intellectual Strength	Reasoning Ability	Aptitude		
PLO-3: Design and Development of Solutions/ Policies	Intellectual Strength	Scientific Temper	Self Reliance		
PLO-4: Conduct Investigations of Complex problems	Scientific Temper	Independent thinking	Self Reliance		
PLO-5: Modern Usage tools	Intellectual Strength	Aptitude			
PLO-6: Inter and Trans disciplinary Development	Independent thinking	Inter Disciplinary exposure	Self Reliance		

PLO-7: Jugaad Innovation and Entrepreneurship	Intellectual Strength	Independent thinking	Inter-Disciplinary exposure		
PLO-8: Ethics	Tolerance for Diversity	Ethical Values	Truthfulness		
PLO-9: Individual and Team Work	Tolerance for Diversity	Ethical Values	Truthfulness		
PLO-10: Communication	Intellectual Strength	Reasoning Ability	Self Reliance		
PLO-11: Project Management and Finance	Intellectual Strength	Reasoning Ability			
PLO 12: Vocational and Industry Exposure	Intellectual Strength	Independent thinking	Scientific Temper		
PLO-13: Life-long learning	Habit of learning				
PLO-14: The Education and Society	Selfless Service National	Independent thinking	Inter Disciplinary exposure	General knowledge	
PLO-15: Environment and sustainability	Culture and Heritage	Independent thinking	Inter Disciplinary exposure	General knowledge	
PLO-16: Social Sensitivities and Rural Development	Dignity of Labor	Understanding Rural Life	Selfless Service	High Moral Character	Inter Disciplinary exposure
PLO-17: National Constitution, Culture and Heritage	National Heritage	National Integration	Selfless Service	A respect for rights	General knowledge
PLO-18: Physical and Psychological Fitness	Physical and Mental Wellness				
PLO-19: Integrated Value System	Tolerance for Diversity	Emotional Maturity	Truthfulness	High Moral Character	

Appendix-3

Assessment strategy of each Program Indicator based on Revised Bloom's taxonomy

PLO-1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization for the solution of complex engineering problems.				Assessment Based on revised Blooms Taxonomy					
C.S. No	Competency	I.S. No	Indicators	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.1	Demonstrate Competence in mathematical modeling	1.1.1	Apply mathematical techniques such as calculus, linear algebra, and statistics to solve problems	▓	▓	▓	▓		
		1.1.2	Apply advanced mathematical techniques to model and solve mechanical engineering problems	▓	▓	▓			▓

Appendix

A Framework for linking Program Learning Outcomes and Course Learning Outcomes using Bloom's taxonomy

Program Learning Outcomes	Program Competency	Program Indicator	Assessment based on revised Blooms Taxonomy	Course -1		
				Course Competency		
				1.1		1.2
				Indicator		
PO 1	1.1	1.1.1	Remembering		X	
			Understanding	X	X	X
			Applying	X	X	X
			Analysis		X	
			Evaluation			
			Create			

Appendix

Mapping Assessment Types to Revised Bloom's Taxonomy Levels for Courses related to the Academic Discipline

Assessment Type for Academic Activities	Remembering	Understand	Applying	Analyzing	Evaluating	Creating
Daily Home Assignment - Objective	▨					
Daily Home Assignment - Subjective		▨				
Class Assignment	▨	▨				
Seminar and GD				▨	▨	
LAB Quiz			▨	▨	▨	▨
Project		▨	▨	▨	▨	▨
Term Exam	▨	▨	▨	▨	▨	

Appendix 6

Attainment of Program Education Objectives (PEOs)

Since these are the accomplishments of a graduant, they are assessed after 3-4 years of graduation. The attainment is decided based on the feedback from stakeholders.

Stakeholders are

1. Alumni
2. Parent
3. Employer
4. Industries
5. Peers

A questionnaire is prepared based on the PEOs and percentage of satisfactory feedback is decided. If the defined expected level is achieved, PEO is said to be attained.

Following procedure is adopted for attainment of PLOs.

- List the courses contributing to each PLO.

- Map the CLOs of each course with PLOs.

- Find the weightage of each course in attainment of PLO.

- Using Direct and Indirect methods of assessment, compute attainment of CLOs. Direct Method of Assessment is based on performance of student in University examination, internal assessment, assignments, term work and oral/practical examinations.

- Indirect Method of Assessment is based on periodical feedback from stake holders at the end of each course.

- Weightage of direct and indirect assessment in computation of attainment of each course outcome may vary from programme to programme. Generally, it is recommended as 70% for direct assessment and 30% for indirect assessment. (Attainment= 0.7 D+ 0.3 I).

- Find attainment of all courses contributing to the respective PLOs.

- Based on weightage of each course, attainment using direct assessment of that PLO is computed.

Attainment of PLO using indirect assessment is computed based on Exit feedback.

Apportioning appropriate weightage (0.7 D+ 0.3 I) final attainment of PLO is computed.

Suggested PEOs, Graduate Attributes, PLOs for Under Graduate Programme - Bachelor of Science (B.Sc.)

A. PEOs

- **PEO1:** To prepare students for career in basic science and its applications in professional career**.**

- **PEO 2:** To develop the student to cope up with the advancements in respective science field.

B. The Graduate Attributes

a. **Knowledge of science:** Apply the knowledge of mathematics, science and fundamentals to the solution of problems with different applications.

b. **Problem analysis**: Identify, formulate, research literature, and analyse various research and application problems reaching substantiated conclusions using first principles of mathematics, natural sciences.

c. **Design and development of solutions for complex problems**: Design system reactions or processes that meet the specified needs with appropriate consideration for the public health and safety, and the societal, and environmental considerations.

d. **Conduct investigations of complex problems**: The problems that cannot be solved by straightforward application of knowledge, theories and techniques; that may not have a unique solution, which need to be defined (modeled) within appropriate mathematical framework or scientific derivation.

e. **Modern tool usage**: Create, select, and apply appropriate techniques, resources, and modern tools including prediction and formulation of various reactions with an understanding of the limitations.

f. **Environment and sustainability**: Understand the impact of the scientific applications and solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

g. **Ethics**: Apply ethical principles and commit to professional ethics, responsibilities and norms of the scientific and sustainable development.

h. **Individual and team work**: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

i. **Communication**: Communicate effectively on complex activities with the community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

j. **Project management and finance**: Demonstrate knowledge and understanding of the management principles and apply these to one's own work, as a member and leader in a team, to manage research and application projects and in multidisciplinary environments.

k. **Life-long learning**: Recognise the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of scientific change.

Programme Learning Outcomes (PLOs)

The Graduates will be able to

1. Apply possessed knowledge of fundamental subjects to solve different problems.
2. Analyse various research and scientific problems.
3. Design system reactions with appropriate consideration to safety, economy, health and environmental considerations.
4. Solve complex scientific problems by conducting scientific derivations or mathematical simulations.
5. Use modern tools, resources and software.
6. Apply their responsibilities in societal and environmental contexts.
7. Exhibit professional ethics and norms of scientific development
8. Function individually and in teamwork.

9. Communicate effectively in both verbal and written forms.

10. Manage the work and finance of a research, application projects.

11. Practice the use of lifelong learning.

Following Table shows how the PLOs are aligned with the Graduate Attributes (GAs)

Os	Graduate Attributes										
	a	b	c	d	e	f	g	h	i	j	k
1	X										
2		X									
3			X								
4				X							
5					X						
6						X					
7							X				
8								X			
9									X		
10										X	
11											X

Mapping of PLOs with Gas

Note: The PEOs, PLOs and Graduate Attributes defined above are examples/samples for an under graduate programme in Science education. On the basis of experience, study, requirements and feedback from various stake holders, Institutions/ departments can define /rewrite PEOs/PLO/CLOs/GAs. Further, on similar grounds institutions/departments can write PEOs/PLO/CLOs/GAs for other programmes, such as Arts/Commerce etc.

Sample computation of Attainment of PLOs for Under Graduate Programme-Bachelor of Science. (B.Sc.)

Name of the Programme: **B.Sc. (Chemistry)**

1. List the courses of the programme (Sem I to VI) contributing to each PLO
2. Write CLOs of each course and map with PLOs.

Here the example of course Physical Chemistry is taken

CLOs of the said course are mapped with PLO1 of the programme. Following is the Sample Mapping of Course outcomes of the said course with PLO1 of the programme.

Course Code -

Course Title: **Physical Chemistry (Sem III)**

CLOs	PLOs											
	1	2	3	4	5	6	7	8	9	10	11	12
1	H	-	-	-	H	-	-	-	H	-	-	M
2	H	-	-	-	H	-	-	-	-	-	-	M
3	H	-	-	-	H	-	-	-	-	-	-	H
4	H	H	-	-	H	-	-	-	-	-	-	H
5	H	H	-	-	H	-	-	-	-	-	-	H
6	H	-	-	-	H	-	-	-	M	-	-	H

The co-relation between Course Learning Outcomes with the Program Learning Outcomes can be defined by three levels using letter grade such as H, M, L. Meaning of it is as

L (Low)	:	indicates range of contribution of CLO with respective PLO is between 1 to 30%.
M (Medium)	:	indicates range of contribution of CLO with respective PLO is between 31-70%
H (High)	:	indicates range of contribution of CLO with respective PLO is between 71-100%.

On the similar basis, mapping of courses of all years/semesters is done with PLOs and correlation is defined in terms of letter grades.

3. Computation of relative weightage and percentage of contribution of each course in attainment of respective PLOs.

The concept of Six –Sigma is used for calculating weighted percentage of contribution of each course in attainment of respective PLOs. The tool used for the same is called as Six Sigma Tool – Cause and Effect Matrix. As per Six- Sigma Concept, the weightage of H, M and L is 9, 3 and 1 respectively. Sample Calculations shown below:

Weightage of course Physical Chemistry in attainment of PLO1with reference to correlation between course outcomes of the course "physical Chemistry" (number of H, M and L and its weightages as per six sigma tool) = 6H= 6x9=54 Weighted Percentage of the course "Physical Chemistry" in attainment of PLO1

Weightage of the course/ total weightage of all courses =54/1548 = 3.48%. Here 1548 is total of weightage of all courses contributing PLO1 computed based on correlation between Course Learning Outcomes with the Program Learning Outcomes and Six Sigma tool.

Title of the Course	L	M	H	Weightage	Weighted percentage of contribution of the course in attainment of PLO1
Physical Chemistry	0	0	6	54	3.48

Similarly compute weighted percentage of contribution of each course in attainment of PLO1.

Attainment of CLOs

Attainment of CLOs is computed using Direct and Indirect Assessment methods. Direct Method of assessment is based on performance of student in university examination, internal assessment, assignments, term work and oral/practical examinations and Indirect Method of assessment is based on periodical feedback from stake holders at the end of each course.

A) CLO attainment by Direct Assessment tools:

1) **Assessment of CLOs from End Semester Exam:** Based on the result of End Semester Exam, the number of students scoring more than 60% in every subject are found out. (Percentage of marks can be changed).

2) **Assessment of CLOs from Term-work & Oral / Practical Exam:** Based on the result of Term-work & Oral /Practical Exam, the number of students scoring more than 60% in every subject is found out. This also includes the marks of the Term-work **which are based on Continuous assessment of the student for the entire semester. This covers his performance in punctuality (timely submission), presentation and understanding in every lab work /assignments/drawing sheets.**

3) **Assessment of CLOs from Unit Test Exam:** While framing the syllabus, care is taken to frame the unit in such a manner that **each** CLO is covered in teaching when a

particular unit is covered in the teaching process. Three Unit Tests are conducted; the syllabus of each unit test is well defined stating the Unit numbers that will be assessed in that unit test. Care is taken to set the questions on specific units while setting the paper of each unit test. By knowing the results of three-unit tests, marks obtained by the student in each unit of the syllabus is known.

If a student scores 60% marks in a question, it is considered that he has understood that unit to the required extent and corresponding CLO is attained. Average of all CLO attainments of a student considering all the three unit tests, represents the performance of the student in Unit Tests.

Following table shows the sample attainment of calculation of attainment of CLO s based on the performance in Unit Tests.

Attainment of CLOs based on performance in Unit Tests

Sr.No.	Course	Percentage Attainment in Unit Test						
		CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	Avg.
1	Physical Chemistry	88.88	94.11	88.57	46.66	19.60	74.28	68.68

Combining the assessment by all performance indicators:

The assessment by combining all the performance indicators is done by giving due weightage to the scheme of assessment.

To find out this combining assessment following equations is used

1) For first year courses (having only Term work), direct assessment is calculated as below

$$80/125 \; x + 20/125 \; y + 25/125 \; z$$

Where,

x = percentage assessment of theory end semester examination

where x is calculated as the percentage of students who scored more than 60% in the end semester examination

y = percentage assessment of Unit Test Examination

where y is calculated based on the performance of students in each Unit test, percentage of students scored more than 60% in the Unit Test z = percentage assessment of Term work

where z is calculated based on the performance of students in Term work, it is the percentage of students scored more than 60% in Term work + oral or Term work + practical examination.

2) For course having only Theory Examination, Direct assessment is calculated as below

$$80/100 \ x + 20/100 \ y$$

Where,

x = percentage assessment of theory end semester examination

where x is calculated as the percentage of students who scored more than 60% in the end semester examination

y = percentage assessment of Unit Test Examination

where y is calculated based on the performance of students in each Unit test, percentage of students scored more than 60% in the Unit Test.

3) For course having Theory and Term work + oral or Term work + Practical Examination, Direct assessment is calculated as below

$$80/150 \ x + 20/150 \ y + 50/150 \ z$$

Where,

x = percentage assessment of theory end semester examination

where x is calculated as the percentage of students who scored more than 60% in the end semester examination

y = percentage assessment of Unit Test Examination

where y is calculated based on the performance of students in each Unit test, percentage of students scored more than 60% in the Unit Test

z = percentage assessment of Term work + oral or Term work + practical examination

where z is calculated based on the performance of students in Term work + oral or Term work + practical examination, it is the percentage of students scored more than 60% in Term work + oral or Term work + practical examination

Based on the above formulas, total direct attainment is calculated for CLO. The following table shows the sample calculations for the same

CLO Attainment Academic Year 2014-15

Sr. No.	Course	Heads of Passing (Percentage Attainment)						Unit Test	Average % Attainment
		Theory			TW + Oral Or TW+ Practical				
		1	**2**	**3**	**4**	**5**	**6**		
1	Physical Chemistry	55	36	65.45	55	45	81.82	68.68	71.34

Column no (1), (4)------ No. of Students Appeared

Column no (2), (5)------No. of students scored more than 60%

Column no (3), (6)------ Percentage attainment

Sample Calculations:

Course Name: Physical Chemistry

Following formula is used to compute attainment of CLO

$$80/150 \ x + 20/150 \ y + 50/150 \ z$$

According to above table, $x = 65.45$, $y = 68.68$, $z = 81.82$

Using the formula

$$80/150 \ x \ 65.45 + 20/150 \ x \ 68.68 + 50/150 \ x \ 81.82 = 71.34$$

The CLO attainment of Course Physical Chemistry is 71.34

CLO Attainment by Indirect Assessment tools:

The course outcome feedback is conducted at the end of every term of Academic Year by distributing structured feedback questionnaire to the students. The analysis of this feedback questionnaire is done on the following scale. The feedback forms were sorted with various scales and feedbacks having scale more than 5.5 are considered as satisfactory level for calculations for indirect attainment. Following table shows the sample indirect assessment showing average assessment of every course.

A- 10-8.5   B- 8.4-7.0   C- 6.9-5.5   D- 5.4- 4.0   E- 3.9-0

Indirect Attainment of CLOs

Academic Year 2014-15

No. of Students given feedback 50

Name of course: - Advanced surveying

Sr. No	Course Learning Outcome	A	B	C	D	E	Avg(A+B+C)	Percentage	Average
1	CLO1	28	20	2	0	0	50	100.00	
2	CLO2	16	28	6	0	0	50	100.00	
3	CLO3	22	16	12	0	0	25	100.00	98.66
4	CLO4	24	18	6	2	0	50	96.00	
5	CLO5	20	22	8	0	0	50	100.00	
6	CLO6	30	12	6	0	2	48	96.00	

Attainment of each course = 0.7 D+ 0.3 I

Final Assessment of CLO Attainment Academic Year 2014-15

Sr. No.	Course	% Attainment		Average Course Attainment 0.7D+0.3 I
		Direct (D)	Indirect (I)	
1.	Physical Chemistry	71.34	98.66	79.54

Assessment of PLO attainment by Direct Assessment tools:

The percentage shown in front of each subject represents the percentage contribution of that subject in attainment of PLO1.

Sample Calculations shown below

Weighted Contribution of the course in attainment of PLO1

	L	M	H	Weightage	Weighted percentage of contribution of the course in attainment of PLO1 (a)	Average Course Attainment (b)	Weighted Contribution of the course in attainment of PLO1 (axb)/100
AS	0	0	6	54	3.48	79.54	2.77*

* 2.77 is Weighted Contribution of the course Physical Chemistry in attainment PLO1 Assessment of PLO

attainment by Indirect assessment tools:

Indirect Attainment of PLO1: Graduate Exit Survey was carried out.

Indirect Attainment of PLO1

PLO 1:

Question asked	*Response Received	Satisfaction Number	% attainment
How well can you apply the knowledge of Physical Chemistry for professional carrier development?*	52	50	96.15

Question can be modified. *Number of Students giving feedback

Satisfaction Number: Number of students given feedback which is more than 5.5 on a scale of 10

A- 10-8.5 B- 8.4-7.0 C- 6.9-5.5 D- 5.4- 4.0 E- 3.9-0

Based on the direct and indirect method of assessment of PLO 1, final attainment of each PLO 1 is decided.

Following table shows the final attainment of PLO1.

Final Attainment (%) = 70 % Direct attainment + 30% indirect attainment

Final PLO1 attainment

PLO	Direct Attainment (D)	Indirect Attainment (I)	Final Attainment (0.7D+0.3I)
1	70.81	96.15	78.41

On the similar basis, the assessment of all PLOs attainment is carried out.

Notes:

1. All PEOs/PLO/CLO/GA mentioned here are for Under graduate programme in Science faculty. Similarly, one can write PEOs/PLO/CLO/GA for other programmes such as Arts, Commerce and PG Programmes.

2. Direct assessment shown in sample calculations is based on total marks obtained in the said course in university examinations and internal assessment. Further refinement is possible in direct assessment by using question wise marks in university marks and mapping of questions with CLOs.

The goal of learning is in achievement of the programme/curriculum goals and not just focusing on syllabus completion. The programme/curriculum goals, its expectations and achievement of competencies must be clearly understood and explained by teachers to the learners. Based on programme/curriculum/course goals, teachers should:

a) Design appropriate teaching pedagogy,

b) Provide learning material and resources or links to such resources, and

c) Choose right assessment type/s appropriate to each course.

If an HEI can perform a qualitative assessment using the well-defined LOBE framework discussed above, then the HEI will be able to provide a holistic assessment and healthy performance report to the students.

Appendix 7

Direct Assessment Types and their Mapping to Characteristic Attributes

Type of Assessment	Category	Nature of Questions	Evaluated Attributes															
			Disciplinary	Critical Thinking	Problem Solving	Analytical Reasoning	Scientific Reasoning	Reflective Thinking	Research Related Skills	Self-Directed Learning	Digital Literacy	Communication Skills	Cooperative/ Team Work	Leadership Qualities	Moral and Ethical Values	Lifelong Learning	Multicultural Competence	Fostering Innovation
Daily Home Assignment	Formative	MCQ/Fill in the Blanks/ Short Answer	✓		✓			✓		✓								
Weekly Home Assignment	Formative	Project Based	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓
End of Lecture Class Assignment	Summative	MCQ, short answer	✓		✓	✓	✓											
Spontaneous Challenge Inquiry	Formative	Fill in the blanks, True-False, MCQ, matching		✓	✓	✓						✓						
Surprise Quiz	Formative	Fill in the blanks, True-False, MCQ, matching	✓															

Rapid Fire Quiz	Formative	Oral questions in quick succession	✓	✓											
Quarter Term Quiz	Formative	Fill in the blanks, True-False, MCQ, matching	✓		✓										
Problem/Case based Scenarios	Formative/ Summative	Application of concept(s)	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓
One Minute Paper (class summary)	Formative	On short paragraph on concepts learned during the class	✓	✓		✓		✓	✓			✓		✓	
Application Article	Formative	A note on the application of concept learnt to a real-world problem	✓	✓		✓		✓	✓		✓	✓		✓	
Mid Term Written Test	Formative	Mixed Short and Long Answers	✓	✓	✓	✓	✓	✓				✓			

Assessment	Type	Method	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
End of Term Written Test	Summative	Mixed Short and Long Answers	✓	✓	✓							✓						
Full Term Project	Summative	Real World, Local Problem	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
Seminar & Group Discussion	Summative	Research oriented Study					✓	✓	✓	✓	✓	✓						
Self-Study	Summative	Research-oriented																
Viva Voce/Oral Examination	Formative/ Summative	Oral Quiz	✓			✓												
Essays	Summative	Descriptive	✓	✓				✓	✓	✓	✓	✓						
Poster	Summative	Research presentation	✓	✓		✓	✓		✓	✓		✓						✓
Pro/Con Grid	Formative	Pros and Cons development	✓	✓		✓		✓				✓						
Concept Maps	Formative	Concept identification	✓	✓		✓	✓	✓	✓	✓		✓						
Reviews and Annotated	Summative	Research oriented presentation	✓	✓					✓	✓	✓	✓						

Assessment	Type	Focus																
Peer Assessment	Formative/ Summative		✓	✓							✓			✓		✓		
Short Term Industry	Summative	Industry Related Problem			✓				✓			✓	✓	✓		✓	✓	✓
Full-Term Industry	Summative	Industry Related Problem			✓				✓			✓	✓	✓		✓	✓	✓
Laboratory Assignment	Formative	Subject matter related	✓		✓		✓		✓		✓		✓		✓			
Undergraduate research	Formative	Yearlong research	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓

Department of Resource Management

Indirect Assessment Tools and Processes:

Dear Respondent

The Department of Resource Management requires feedback from our stakeholders i.e. Alumni Members, Employers, parents , students and staff, to gauge whether UG and PG programme offered by our department is sufficient in preparing the students to be a competent undergraduate/post graduate interior designer for professional life after their graduation.

The objectives of the survey are:

(i) To assemble the suggestions for reviewing the vision and mission of the department

(ii) To collect information on the importance of the Programme Educational Outcomes (PEO) and Programme Outcomes (PO) statements

(iii) To gauge our graduates' accomplishments after graduation (PEO) and also to measure their attributesafter completing the programme (PO)

Indirect assessment is done through

i) Programme exit survey (25%weightage)

ii) Alumni survey (50%weightage)

iii) Employer survey (25%weightage)

1. **Graduate Exit Survey:**

    An exit survey is conducted for students who have graduated out of the department in that year.

    The relevant questionnaire in exit survey form to evaluate attainment of POs and PSOs is given below:

i) **Questionnaire Format**

Kindly rate the following criteria on a scale of 1-5. Your genuine response will be helpful for the continuous quality improvement of our UG programme in IDRM

5. Excellent   **4. Very Good**   **3. Good**   **2.Average**   **1.Poor**

S.No	Criteria	Rating
1	Opinion about UG and PG programme in IDRM at AIHS&HE.	
2	Ability acquired to apply knowledge in real life situation	
3	Competence developed to analyse and interpret the specific needs.	
4	Skill gained to apply the knowledge and techniques for regular practice.	
5	Responsibility level acquired for sustainable development on ethical basis	
6	Leadership qualities and team spirit inculcated through various student development programmes.	
7	Zeal to engage in, resolve contemporary issues and acquire lifelong learning.	
8	Extent of your subjects fulfilled your expectation	
9	The overall rating for AIHS&HE / Education / Scheme / Curriculum	

2. **Alumni Survey:**

Feedback is taken from alumni. Relevant questionnaire in alumni survey form to evaluate attainment of POs and PSOs is given below

i) **Questionnaire format**

Kindly rate the following criteria on a scale of 1-5. Your genuine response will be helpful for the continuous quality improvement of our UG programme in IDRM.

5. Excellent   **4. Very Good**   **3. Good**   **2.Average**   **1.Poor**

S.No	Criteria	Rating
1	Extent of curriculum meeting the industrial needs.	
2	Ability to apply knowledge to meet the employer expectations.	
3	Benefits gained from value-added certifications, workshops and training programmes conducted during your course.	

4	Ability to use techniques, skills and modern designing tools necessary for regular practice.	
5	Benefit from communication skills, presentation skills and leadership qualities gained from the co-curricular and extracurricular activities.	
6	Capacity to engage in, to resolve contemporary issues and acquire lifelong learning.	
7	Competence to work with multidisciplinary teams	
8	Skills attained to apply appropriate techniques, resources and modern designing tools.	
9	Extent of ethical, social and environmental values inculcated, to help to meet the societal needs.	

3. Employer Survey:

We are grateful if you could spare some time to complete this survey.

COMPANY PROFILE

Type of Company Sector	☐ Government	☐ Private	☐ Others
Type of Industry	☐ Education	☐ Research	☐ Software Industry
	☐ Service Industry	☐ Management	☐ Others

Name of the Company: _____

1. How many graduates have you hired from this department in the past five years(approx.)?

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┌─────────────────────────────────┐
│                                 │
│                                 │
│                                 │
└─────────────────────────────────┘
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2. Are there any other skills which will be in demand in the future that should be included in theeducational preparation of fresh graduates? If yes, please specify

3. Specify the details of additional skills a graduate should acquire before joining your organization?

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│                                                    │
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4. Specify the contribution of graduates from this department in achieving your organizational objectives?

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│                                                    │
│                                                    │
└────────────────────────────────────────────────────┘
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i) **Questionnaire format**

Kindly rate the following criteria on a scale of 1-5. Your genuine response will be helpfulfor the continuous quality improvement of our UG programme in IDRM.

5. Excellent   4. Very Good   3. Good   2.Average   1.Poor

S.No	Criteria	Rating
1	Work Performance	
2	Co-ordination and Co-operation	
3	Understanding and Application	
4	Sincerity and truthfulness	
5	Personal qualities (drive, motivation, leadership, etc)	
6	Applied skills (working in a team, problem solving)	
7	Communication skills (oral and written)	
8	Ability to reflect and continue to learn	
9	Mental and conceptual skills (numeracy, analysis, assimilation of information)	

26. Other Matters

26.1 Inspection of Examination Centre

Every examination centre shall be open to inspection by the, Vice Chancellor, Controller of Examinations and such other officers so authorized by the Vice Chancellor or Controller of Examinations on her behalf.

26.2 Re-Examination / Quashing / Revision of Results

- If the Vice Chancellor is satisfied that a situation did arise or has arisen which calls for re-examination in particular course units, she may issue necessary directions to that effect

- Notwithstanding anything contrary to these Regulations, the Vice Chancellor shall have the powers to order for holding a special examination for any reason cancel the paper/entire examination(s) held at a particular examination, if she is satisfied that the examination has not been held under proper conditions and make necessary arrangements for affected candidates in the same year or when it is deemed fit

- The Vice Chancellor shall have the powers to quash the result of a candidate wholly or partially after it has been declared, if
  - any error (such as error in recording of score in result, ineligibility of student for admission due to falsification of documents etc.) or mistake is found in her result
  - it is found that she was not eligible to appear in the examination
  - there is any other reason which may be determined by the Vice Chancellor

- If in quashing the result, a candidate is declared as failed who was previously declared to have passed in an examination, the Institute may, after considering the circumstances of the case give to the candidate the benefit of any privilege which she may have acquired by studying in the next higher class in a Department or taking an examination conducted by the Institute

- The Institute shall have the powers to revise the result of the candidate(s) in a particular subject(s), if it is satisfied that the reasons have been shown by the examiner or any other concerned person. In such a case the revision will be made

on the recommendations of the examiner/examiners appointed by the Vice Chancellor for this purpose

26.3 Award of Degrees, Diplomas, Certificates and other Academic Distinctions

- The text and the format of the degrees and diploma documents, certificates, citations and other documents of academic distinctions shall be as approved by the Academic Council. The nomenclature of degree, diploma, and certificate etc. shall be the same as specified by the UGC, AICTE, NCTE, RCI and other such Statutory Bodies

- The Degrees, Diplomas, Certificates, Citations and other documents relating to academic distinctions shall be signed by the Registrar and countersigned by the Vice Chancellor. Provisional Certificates shall be signed by the Controller of Examinations

- A student shall be awarded a degree/diploma, if:
    - she has registered herself, undergone the course of studies, completed the project report/dissertation / training report as specified in the curriculum of her programme within the stipulated time, and secured the minimum grades prescribed for award of the concerned Degree/Diploma/Certificate;
    - there are no dues outstanding in her name to the Institute/Department/ and
    - no disciplinary action is pending against her

- The Registrar shall place the particulars of all the successful and eligible students for the award of Certificate, Degree, Diploma before the Academic Council after declaration of results

- Approval accorded by the Academic Council for award of the respective degrees, diplomas, certificates etc. shall be placed before the Executive Council for its concurrence. On being concurred by the Executive Council, the degrees shall be awarded to the successful candidates during the convocation

26.4 Withholding of Conferment of any Degree/Diploma or Award of any Certificate

Notwithstanding anything contained in these regulations or in any other Statute, Ordinance or Regulations, the Academic Council may, on the recommendations of the Vice Chancellor, withhold for such period as they may deem fit, conferment of any Degree/Diploma or Award of any certificate to any successful candidate at an examination of the Institute, for reasons, which, in their opinion, justify such withholding e.g. unruly or disorderly conduct, or violence in the campus or conviction for an offence involving violence or moral behaviour.

26.5 Withdrawal of Degrees/Diplomas and Other Academic Distinctions

If any student has secured admission by falsification of documents or concealment of material facts or conviction for an offence involving violence and moral behaviour, or for such other serious offence, the Degree/Diploma/Certificate/other academic distinction awarded to her shall be withdrawn by the Institute with the approval of the Executive Council

In order to take action, the Registrar shall frame charges against the person concerned which shall be approved by the Vice Chancellor. The charge sheet along with the list of witnesses and documents on the basis of which the charges are relied upon shall be communicated by her by registered post or by hand delivery. The person concerned shall be required to submit her explanation of the charges within a period of fifteen days or such time as may be granted in the notice on the receipt of charges

If the concerned person fails to submit her reply within the stipulated time, the matter Shall be placed before the Vice Chancellor for a decision on the basis of facts and documents on record. If the concerned person submits her reply to the charges, the same shall be considered by the Executive Council

Any proposal for the withdrawal of an honorary degree shall require prior approval of the Chancellor.

26.6 Residual Provisions

The Academic Council may, in exceptional cases, grant exemption from the operation of any of the Regulations governing migration, the courses to be pursued by the students, attendance at lectures or sessional or other work or the examination of candidates and authorize what is proper to be done instead in such cases, provided that no such exemption and authority shall be deemed to have been granted unless not less than two-thirds of the members of the Academic Council present voted in favour of the motion for such exemption and authority made by, or with the written authority of the Vice Chancellor

Notwithstanding anything stated in this manual, for any unforeseen issues arising, or not covered by these Regulations or in the event of differences of interpretation, the Vice Chancellor may take a decision, with the approval ofthe Chancellor.

Annexure - I

Details of Examination Fee and Remuneration Rates

The examination fee and remuneration rates are given below in Table - 1 and Table - 2 respectively.

Table - 1 Examination and other fee

S.No.	Purpose	Fee in Rs.
1	Cost of Application (common for all)	50
2	Cost of Statement of Mark Sheet (MS)	100
3	Provisional Certificate (PC) except M.Phil & Ph.D	150
4	Provisional Certificate (PC) M.Phil	200
5	Provisional Certificate (PC) Ph.D	1000
6	Consolidated Mark Statement (CSM)	300
7	Request for correction in MS / CSM / PC (per sheet)	150
8	Rank Certificate	150
9	Pass Certificate to those who have successfully completed and pass the course	300
10	***Duplicate Certificate (per sheet)*** For Mark Sheet For PC/Rank /CSM - 1st Time For PC/Rank /CSM - 2nd Time	 1500 750 1500
11	***Search Fee*** i) within 1 year ii) after 1 Years but before 5 years iii) after 5 Years but before 10 years iv) after 10 Years but before 15 years v) after 15 Years	 150 500 750 1000 2000
12	Transcripts (per set)	1000
13	***Fees for Genuine Certification*** Request through Private concern Request through any Govt. body/Govt. aided Foreign	 1000 500 1000

S.No.	Purpose	Fee in Rs.
14	***Fees per Theory Paper:*** ***(Including Inbuilt and Computer based test)*** UG/B.Voc /UG Diploma/Certificate Course	150
	B.Ed.	200
	B.P.Ed.	200
	B.E	250
	PG	250
	M.Com	300
	MBA	400
	MCA	300
	PG Diploma	200
	M.Ed.	300
	M.E	400
	M.Phil	400
	Ph.D (Part-I)	400
	Professional Certification Course PG ME M.Ed.	300 300 300
	Fees For NSS / NCC / Sports & Games (per paper) All Courses	150
	Fees For CSS (per paper) All Courses	200
	Fees for Adult Education M.Ed.	300
15	***Internship / Training/Skill Training*** UG/ UG Diploma/Certificate Course	150
	B.Voc	200
	PG	250
	M.E	400
	B.Ed.	200
	B.P.Ed.	200
	M.Ed.	300

S.No.	Purpose	Fee in Rs.
16	Fees for Inplant Training B.E.	300
17	Fees for Practicals (3 hrs)	
	UG/ UG Diploma/Certificate Course/ B.Voc.	200
	B.Ed.	250
	B.P.Ed.	250
	B.E.	300
	PG	300
	M.Com.	400
	M.B.A	400
	M.C.A	400
	PG Diploma	200
	M.Ed.	350
	M.E.	400
18	***Fees per Practicals (6 hrs)*** UG/ UG Diploma/Certificate Course/ B.Voc.	400
	B.Ed / PG	500
19	***Mini Project***	
	PG/B.Voc	250
	B.E/MCA/MBA/M.Ed.	300
	M.E	400
20	***Thesis/Project/Project and Viva Voce/Dissertation :***	
	UG//B.Voc/ UG Diploma/Certificate Course	300
	B.Ed / B.P.Ed.	500
	B.E (Project Phase I /Project Phase II)	400
	PG/PG Diploma	500
	M.Com.	600
	MBA	800
	MCA	600
	M.Ed	600
	M.E. (Dissertation - I)	400
	M.E. (Dissertation - I)	1300
	M.Phil	1500

S.No.	Purpose	Fee in Rs.
21	***Extension for Thesis submission***	
	M.Phil (up to 2 times)	
	First Extension	1000/per 6 months
	Second Extension	1000/per 6 months
	Ph.D (up to 4 extensions)	1st - 1000 2nd - 1500 3rd - 2000 4th – 2500
	M.Phil/Ph.D. - penalty for payment of extension fee	200 per month
22	***Ph.D.***	
	i) Synopsis Submission	15000
	ii) Thesis Submission	-
	iii) Revision and Re-Submission of Ph.D. Thesis	1500 (Indian) 3500 (Foreign)
	iv) Postal Expenses	-
	v) Re-registration Fee (upto 2 times)	10000/ per year
23	Arrear/Supplementary Exam Fee	Double the amount of Regular Fee
24	Condonation Fee (Attendance between 65-74%)	1000
25	Exam Fee Penalty (for 5 Working days) /per day	30
26	Transparency (UG & PG Theory papers only)/per paper	2.00 per written pages
27	Retotaling (UG & PG Theory papers only)/per paper	200
28	***Revaluation Fee per paper***	
	UG/B.E.	450
	PG/ M.E/ PG Diploma	550
	M.B.A/M.C.A	600
	B.Ed./B.P.Ed/ M.Ed.	500

Postal Charges

S.No.	Purpose	Rate in Rs.
1	To send the final Semester Mark sheets by Registered post (MS/CSM/PC)	100

Table - 2 Remuneration Rates and Penalty

Conduct of Theory Examinations

S.No.	Purpose	Rate (Rs.)
1	Chief Superintendent (per Session)	500
2	Additional Chief Superintendent (per Session) (appointed if candidates exceeds 1000)	400
3	Exam Conducting Committee Members (per Session)	300
4	i) Invigilator (per Session) (one for every 25 candidates or part thereof)	150
	ii) Teachers Supervising Differently abled	200
5	Scribe (per Session)	75
6	Watermaid for every 300 candidates or Part there of per day	50
7	Attenders for every 50 candidates or Part there of per session	50

Conduct of Practical Examinations

S.No.	Purpose	Rate (Rs.)

1	*Question paper setting for UG/PG/B.Ed./M.Ed. courses per set eually divided by Internal and External Examiners*
	
	   i) For Single Batch
	
	   ii) For More than Single batch
		200
		
		150

2	*Examiners Remuneration* (Including Preparation, Evaluation and Record) per examiner per candidate.
	
	   Certificate Course/Diploma
	   UG/B.E. (3hrs)
	   UG (more than 3hrs)
	   B.Ed.
	   M.Ed.
	   PG/PG Diploma/M.E. (3hrs)
	   PG/PG Diploma (more than 3hrs)
		Minimum Payable Rs. 350 (External only - All Courses)
		
		15
		30
		40
		40
		50
		40
		80

3	*Skilled Assistant Remuneration per candidate* UG/Diploma/Certificate Course/B.E. (3hrs)	 15
	UG/Diploma/Certificate Course (more than 3hrs)	20
	PG/PG Diploma/M.E. (3hrs)	20
	PG/PG Diploma/M.E. (more than 3hrs)	25
4	*Lab Assistant (per Session)*	50
5	*Store Keeper/Museum Keeper, Herbarium Keeper/Technician per session*	50

6	**Project/Dissertation/Thesis valuation (per candidate)**	
	UG (External only)	100
	B.E.	100 (per project/examiner)
	PG (External only)	150
	M.E.	200
	M.Ed.	175
	M.Phil (External only)	200
	Ph.D. (Indian Examiner)	2000
	Ph.D. (Foreign Examiner)	$150
	Ph.D. Thesis Valuation after incorporating correction (Indian Examiner)	1,000
	Mini Project (Internal only) *UG*	15
	PG / M.E.	20
7	**VivaVoce per Candidate/per examiner**	
	UG	10
	B.E.	10
	PG	25
	M.E.	25
	M.Phil.	100
	Ph.D	1500

Conduct of Central Valuation

S.No.	Purpose	Rate (Rs.)
1	a. Chairperson fee (per day) * If the total number of answer scripts in the board is less than 1000	500 + *
	b. Chairperson fee (per day) ** If the total number of answer scripts in the board is more than 1000	500 + **
2	Chief Examiner fee(per day) (Appointed if the number of Answer Scripts in the board exceeds more than 1000)	300 + **

3	*Valuation per session/per paper*
	
	      Certificate Course
	      Diploma
	      UG / NSS/NCC/Sports for all Courses
	      B.Ed./B.P.Ed.
	      B.E.
	      PG Diploma
	      PG
	      M.Ed.
	      M.E.
	      M.Phil. / Ph.D. - Part I
		
		10
		10
		15
		20
		20
		15
		20
		25
		25
		25

4	*Revaluation (Minimum Payable)*
	
	    Certificate Course /Diploma/ UG
	
	    B.Ed./B.P.Ed.
	
	    B.E.
	
	    PG Diploma/PG
	
	    M.Ed.
	
	    M.E.
		
		100 (upto 6 papers)
		
		100 (upto 5 papers)
		
		100 (upto 5 papers)
		
		100 (upto 4 papers)
		
		100 (upto 4 papers)
		
		100 (upto 4 papers)

5	Watermaid, Scavenger, Sweeper (per day)	75
6	Refreshment charges per Examiner/Staff -per day	40
7	Working Lunch for theory valuation only	Nil

* 5% of the remuneration paid for the examiners under her chairmanship if the total number of answer scripts is less than 1000.

** 5% of the remuneration paid for the examiners equally divided between the Chairperson and the Chief examiner if the total number of answer scripts is more than 1000.

Question Paper Setting (Per Question Paper)

S.No.	Purpose	Rate (Rs.)
1	Certificate Course	125
2	Diploma	350
3	UG	600
4	B.Ed./B.P.Ed.	600
5	B.E.	900
6	PG Diploma	500
7	PG	700
8	M.Ed.	700
9	M.E.	900
10	M.Phil / Ph.D. - Part I	800
11	*Postal Charges*	Actual Rate (Original Receipt to be enclosed)

Scheme of Valuation (Per Scheme)

S.No.	Purpose	Rate (Rs.)
1	Certificate Course	125
2	Diploma	125
3	UG	200
4	B.Ed./B.P.Ed.	200
5	B.E.	600
6	PG Diploma	200
7	PG	300
8	M.Ed.	300
9	M.E.	600
10	M.Phil./ Ph.D. - Part 1	300

Postal Charges

S.No.	Purpose	Rate (Rs.)
1	*Postal Charges*	Actual Rate (Original Receipt to be enclosed)

Scrutiny Board

S.No.	Purpose	Rate (Rs.)
1	Sitting Fee per Member (per day/per visit) (2 Externals)	300
2	Per Question Paper (All Courses-External only)	25

Other Items – General

S.No.	Purpose	Rate (Rs.)
1	Travelling Allowance for all Exam related works (for external only)	
	By Bus (per km)	5.00 (Maximum 250 km one way)
	By Own Car/Taxi	12.00 (Maximum 250 km one way) (Based on the declaration given by the Examiner)
	By Train	A/C II Class (Submit the Ticket fair downloaded from Google) If not A/C III Class
	By Flight(Only for Ph.D Viva Voce)	Economy Airfare(If Original boarding pass produced) If not A/C II Class
2	Travelling Allowance for Supplementary Exams, Practical Exams, Central Valuation and Result Passing Board (for internal Examiner/Chair person if held on a holiday)/ per km	5.00

S.No.	Purpose	Revised Rate (Rs.)
3	Dearness Allowance for all Exam related works(External) Local	150
	Outstation	200
4	Dearness Allowance for Supplementary Exams, Practical Exams, Central Valuation and Result Passing Board (for internal Examiner/Chair person if held on a holiday) Local	150
	Outstation	200
5	Sitting Fee for various Committees/ Boards(per day/per visit) Doctoral Committee (External)	1000
	Transparency Meeting (Subject Expert)	150
	Results Passing Board (Chair Person)	150

Penalty

S.No.	Purpose	Rate in Rs.
1	Mistakes made in CIA & CE OMR/Marks Submission List (per sheet)	200
2	Mistakes made in Certificates of various courses (per certificate)	20

Annexure - II

Procedure and Application Form for Retotalling, Revaluation and Transparency

The procedure and prescribed format of application for applying retotalling, revaluation and transparency are given below.

Procedure for Appeal for Retotalling, Revaluation and Transparency

A candidate, who is not satisfied with the marks obtained, can apply for Retotalling, Revaluation and Transparency for Theory papers only (Except 100% CIA papers & paper on Computer Based Test). There is no provision for applying revaluation for Ph.D (Part-I) Examination papers. The request has to be made within 10 days after the publication of results to **The Controller of Examinations** on payment of the requisite fees.

Fees Details:

Item	Amount in Rs.
a. Retotalling (All courses)	200/- per paper
b. Revaluation	
i. UG / B.E	450/- per paper
ii. PG/ M.E/ PG Diploma	550/- per paper
iii. MBA / MCA	600/- per paper
iv. B.Ed / B.P.Ed / M.Ed	500/- per paper
c. Transparency (All courses)	2.00 per written pages

Mode of Payment:

Payment be made by Online in the following Account Numbers:

i. Account Number:

    a) AC No. 474664473 - for Aided Courses

    b) AC No. 896772512 - for Self Finance Courses

ii. Name of the bank : Indian bank

iii. Name of the branch : ADUC Branch

iv. IFSC Code : IDIB000A005

General Instructions:

1. The candidate should fill in the prescribed application form available in Institute Website **www.avinuty.ac.in** under the menu Examination.

2. A separate application and a separate payment are required for each category (Retotalling, Revaluation and Transparency)

3. A copy of the mark sheet should be enclosed which can be downloaded from the Institute website.

4. Incomplete / defective application will be rejected and the fees paid will not be refunded.

5. There is no provision for revaluation of Practical papers, 100% CIA Theory and Computer Based Test (CBT) papers.

6. Candidates can also apply for revaluation of Supplementary and Arrear papers.

7. The filled in application forms along with screenshot of fee payment receipt with reference number and a copy of the downloaded mark sheet should be submitted to **The Controller of Examinations** within Ten days after the publication of result.

Application Form for Retotalling

Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University, Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India.

OFFICE OF THE CONTROLLER OF EXAMINATIONS

Application Form for Retotalling

1. Name of the Candidate :

2. Roll. No. :

3. Degree & Major / Branch of Study :

4. Paper Code and Title :

5. Month and Year of Examination :

6. Fee Payment Details :
   a. Account Number for which payment made:

   b. Transaction Reference Number and Date :
   (Enclose the Screenshot of fee payment Receipt)

   c. Name of the Bank : Indian Bank, ADUC Branch, Coimbatore.

   d. Amount Paid (Rs.) :

7. Permanent Residential Address :

8. Mobile No. & e-mail id :

Place :

Date :

Signature of the Candidate   Signature of the HOD   Signature of the Dean

Application Form for Revaluation

Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University, Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India.

OFFICE OF THE CONTROLLER OF EXAMINATIONS

Application Form for Revaluation

1. Name of the Candidate :

2. Roll. No. :

3. Degree & Major / Branch of Study :

4. Paper Code and Title :

5. Month and Year of Examination :

6. Fee Payment Details :
   a. Account Number for which payment made:

   b. Transaction Reference Number and Date :
      (Enclose the Screenshot of fee payment Receipt)

   c. Name of the Bank : Indian Bank, ADUC Branch, Coimbatore.

   d. Amount Paid (Rs.) :

7. Permanent Residential Address :

8. Mobile No. & e-mail id :

Place :

Date :

Signature of the Candidate   Signature of the HOD   Signature of the Dean

Application Form for Transparency

Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University, Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India.

OFFICE OF THE CONTROLLER OF EXAMINATIONS

Application Form for Transparency

1. Name of the Candidate   :

2. Roll. No.   :

3. Degree and Major/Branch of Study   :

4. Paper Code and Title   :

5. Month and Year of Examination   :

6. Total number of pages written   :
   (Contact Examination Section in person
   for page details)

7. Fee Payment Details :
   a. Account Number for which payment made:

   b. Transaction Reference Number and Date :
   (Enclose the Screenshot of fee payment Receipt)

   c. Name of the Bank   : Indian Bank, ADUC Branch, Coimbatore.

   d. Amount Paid (Rs.)   :

8. Permanent Residential Address   :

9. Mobile No. & e-mail id   :

Place :

Date :

Signature of the Candidate   Signature of the HOD   Signature of the Dean

Annexure - III

Procedure and Application Form for Obtaining Transcripts , Transcript Certificate Format

The procedure for obtaining transcript copies and the format of application for the issue of transcripts are given below :

Procedure for Obtaining Transcripts

1. Candidates shall apply for the issue of Transcripts in the prescribed application form only. It can be downloaded from Institute Website: *www.avinuty.ac.in.* under the menu examination.

2. The application for transcripts can be filed only for self and not for and on behalf of others including the off springs.

3. The Candidate should submit the duly filled in application form in Person/Person authorized by the Candidate (along with authorization letter and Photocopy of the Government authorized proof of Identity of person authorized) at the Office of the Controller of Examinations.

4. Only the photocopy of the Marks/Grade Sheets, Consolidated Statement of Marks / Provisional Certificate (in case of student not awarded the degree) / Degree Certificate issued by the Institute will be attested by the Controller of Examinations.

5. The candidates who require WES authentication has to download WES form from WES website after filling Part - A Section of WES form, the candidate has to submit the form along with Transcript Application. The Registrar will sign in the WES form.

6. The applicant should produce required number plus one set of complete good quality photo copies of (Back to Back as it is in the original Certificate) Consolidated Statement of Marks / Provisional Certificate / Degree Certificate for which transcripts are required.

   One set of photocopies of all the certificates will be retained by the Controller of Examinations.

7. The Candidate should have identified the Universities/Institutions for which the Transcripts are required. The names and addresses of the Universities / Institutions should be written on the official envelope for transcripts which will be supplied at the time of submitting the Application form.

8. The fee for issue of transcripts is **Rs. 1000/- (Rupees One Thousand only)** per set **plus shipment charges** (Applicable shipment charges quoted by the Courier Agency for different destinations) has to be paid for delivering the Transcript to the candidate's communication address / personal address. Payment be made by online in the following account numbers :

   i. Account Number:

      a) AC No. 474664473 - for Aided Courses

      b) AC No. 896772512 - for Self Finance Courses

   ii. Name of the bank   : Indian bank

   iii. Name of the branch   : ADUC Branch

   iv. IFSC Code   : IDIB000A005

   The shipment charges has to be paid separately at the time of collection of transcript.

9. The applicant should submit the filled-in application along with
   i. Screenshot of fee payment receipt with reference number
   ii. Original certificates
   iii. Photo copies of certificates
   iv. WES form
   v. One Recent color passport size photo
   vi. Proof for Date of Birth, Father's Name and Mother's Name to the Office of the Controller of Examinations. The Controller of Examinations will sign the Transcript & envelopes (in which the Transcripts are put and sealed) .

10. The Person who is submitting the Application form for Transcripts should come and collect the Transcripts in person, if not able to come and collect the Transcripts, an Authorized Person (Along with the Authorization Letter to collect the Transcript along with a photocopy of the Government authorized Proof of Identity of Person collecting Transcripts) can collect the Transcript after acknowledging the receipt of the Transcript covers at the Office of The Controller of Examinations.

Application form for the Issue of Transcripts

Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University, Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India.

OFFICE OF THE CONTROLLER OF EXAMINATIONS

APPLICATION FOR THE ISSUE OF TRANSCRIPTS

1. Name of the Candidate   :
2. Register No./ Roll No.   :
3. Programme & Major/Branch of Study   :
4. Year of Study   :
5. Postal Address with Pincode   :
6. Contact Mobile No./Phone No. with STD code   :
7. Purpose for which Transcripts are required   :
8. No. of sets of Transcripts required   :
9. Certificates for which Transcripts are required   :
   (Please tick whichever is required)

   Marks/Grade Sheets   : ☐

   Consolidated Statement of Marks   : ☐

   Provisional Certificate   : ☐
   (in case of student not awarded the degree)

   Degree Certificate   : ☐

10. Whether Originals of the above Certificates   : Yes / No
    have been attached.

11. Whether sufficient Photocopies are attached
    (Neat and legible copies both front and
    backside with sufficient space at the bottom of
    the certificates for attestation to be provided).   : Yes / No

12. Whether proof for Date of Birth(SSLC/HSC),
    Father's Name and Mother's Name are attached.   : Yes / No

13. Whether proof of Identity & Passport size photo
    are attached.   :   Yes / No

14. Whether WES form attached   :   Yes / No

    If Yes, WES Reference Number   :

15. Address to which Transcripts to be dispatched   :

16. Fee Payment Details :
    a. Account Number for which payment made:

    b. Transaction Reference Number and Date   :
      (Enclose the Screenshot of fee payment Receipt)

    c.Name of the Bank   : Indian Bank

                                         ADUC Branch

                                         Coimbatore.

    d.Amount Paid (Rs.)   :

Signature of the candidate with date

(For Office use only)

Received the Transcripts in sealed cover   **Received all original certificates**

Signature: **Signature:**

Date :   **Date :**

Serial No. of Transcript certificate Issued:

Transcript No:

Date of issue:

Transcript Certificate Format

Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University, Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India.

OFFICE OF THE CONTROLLER OF EXAMINATIONS

TRANSCRIPT CERTIFICATE

Name of the Candidate	:	
Register Number/Roll No.	:	
Father's Name	:	
Mother's Name	:	
Sex	:	
Nationality	:	
Date of Birth	:	
Programme Studied	:	
Period of Study	:	
Month and year of Completion	:	
Medium of Instruction	:	

Affix your Passport size Photograph

This is to certify that the above mentioned student has completed the programme of study in Avinashilingam Institute for Home Science and Higher Education for Women. The attested copies of Marks /Grade Sheets, Consolidated Statement of Marks, Provisional Certificate (in case of student not awarded the degree) and Degree Certificate are enclosed.

Date: **Controller of Examinations**

Annexure - IV

Procedure for Applying Genuineness Certificate

1. Genuineness Certificate shall be issued to an employer of State or Central Government Services / Public Enterprises / Private Sector / Foreign or Indian Embassy.

2. The Genuineness certificate will not be issued to the individual. It will be sent only to Institutions / Organizations / Agencies, etc.,

3. Request letter should be submitted by the Head of the Academic Institutions / Organizations / Agencies, etc., where the candidate is studying / working at present to **The Controller of Examinations**.

4. The contact Phone No. with STD Code / Mobile No. and e-mail id. should be given in the requisition letter.

5. Enclose the Legible and Clear photocopies of the certificates (Mark sheet / Consolidated Satement of Marks / Provisional Certificate / Degree Certificate) duly attested by the authorities seeking Genuineness certificate.

6. The fee for issue of Genuineness certificate is as follows:

    a. Request through Private concern   : Rs. 1000

    b. Request through any Govt. body / Govt. aided   : Rs. 500

    c. Foreign   : Rs. 1000

Mode of Payment:

Payment be made by Online in the following Account Numbers:

    i. Account Number:

        a. AC No. 474664473 - for Aided Courses

        b. AC No. 896772512 - for Self Finance Courses

    ii. Name of the bank   : Indian bank

    iii. Name of the branch   : ADUC Branch

    iv. IFSC Code   : IDIB000A005

7. Send the requisition letter along with screenshot of fee payment receipt with reference number addressed to **The Controller of Examinations**.

Annexure - V

Procedure, Application Form for Obtaining Duplicate Certificate and Format of Sworn-In-Affidavit

The procedure, application form for obtaining Duplicate certificate and format of Sworn-In-Affidavit are given below :

Procedure for Obtaining Duplicate Certificate

1. Duplicate certificate will be issued only when it is lost or destroyed irrevocably.

2. Candidates shall apply for the issue of Duplicate Mark Sheet, Consolidated Statementof Marks and Provisional Certificate in the prescribed format only. It can be downloaded from Institute Website : www.avinuty.ac.in. under the menu Examination.

3. Application should be submitted in person or through an authorized person (along with a letter authorizing him/her to receive the Certificates on her behalf) to the Controller of Examinations**.**

4. The following documents should be enclosed along with the application:
   a. Photocopy of the certificate(s) for which duplicate is required.
   b. Fee payment receipt issued by Finance office after the fee paid in the Bank.
   c. Damaged / Mutilated original certificate, if original is damaged.
   d. The following should be enclosed in original, if duplicate is required for the missing ones:
      i.   Non-traceable certificate issued by the Competent Police Officer.
      ii. Original Sworn –in-Affidavit of the candidate countersigned by the Notary Public in Rs.20/- Stamp paper.(Format Enclosed)
   e. Self-addressed stamped envelope (for Registered Post).
   f. Photocopy of Aadhaar Card/ Driving License/ Voter ID Card.

5. Application should be completed in every respect. Failure to furnish correct details may cause delay in the issue of the certificate.

   After submission, it would take a minimum of 15 working days to process the duplicate certificate.

6. Details of fee to be paid:

   i. Fee for Mark / Grade Sheet , Consolidated Statements of Marks and Provisional Certificate (per certificate) :

Type of Certificate	1st Time (in Rs.)	2nd Time(in Rs.)
Mark/Gradesheets	1500	1500
Provisional Certificate	750	1500
Consolidated Statement of Marks	750	1500

ii.Search Fee:

    a.Within one year Rs.150/-

    b.After one year but before five years Rs.500/-

    c.After five years but before 10 years Rs. 750/-

    d.After 10 years but before 15 years Rs. 1000/-

    e.After 15 years Rs. 2000/-

iii) Mode of Payment:

    Payment be made by Online in the following Account Numbers:

  i.   Account Number:

      a.AC No. 474664473 - for Aided Courses

      b.AC No. 896772512 - for Self Finance Courses

  ii.   Name of the bank: Indian bank

  iii.   Name of the branch : ADUC

  iv.   IFSC Code : IDIB000A005

Application Form for Issuing of a Duplicate Certificate

Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University, Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India.

OFFICE OF THE CONTROLLER OF EXAMINATIONS

**APPLICATION FOR ISSUE OF DUPLICATE MARK SHEET, CONSOLIDATED
STATEMENT OF MARKS AND PROVISIONAL CERTIFICATE**

1. Name of the Candidate :

2. Degree & Major / Branch of study :

3. Reg. No. / Roll No. :

4. Year of study :

5. Complete Postal Address with Pincode :

6. Contact Phone No. with STD code , :
   Mobile No. & e-mail id.

7. Circumstances under which certificate was lost :

8. Certificates for which Duplicates are required :
   (If applying for arrear exam duplicate mark sheet,
   fill in the Month and Year of exam for which
   mark sheet is required)

S.No.	Details of Certificates for which duplicate is required	Semester Number	Folio No. / Sl.No. of Certificate	Month and Year of exam

9. Lost Document Report (LDR) No.   :
   (Issued by Police Officer after
   lodging complaint through online)

10. Fee Payment Details:

    a. Account Number for which payment made:

    b. Transaction Reference Number and Date   :
   (Enclose the Screenshot of fee payment Receipt)

    c. Name of the Bank   : Indian Bank, ADUC
   Branch, Coimbatore.

    d. Amount Paid (Rs.)   :

11. Enclosed the Affidavit from Notary Public   : Yes / No

Signature of the Candidate with date

For Office use only

Received Duplicate Certificate

Signature:

Date:

Folio No./Serial No. of Duplicate Certificate Issued:

Date of Issue:

Assistant Controller of Examinations   **Controller of Examinations**

Format of Sworn-In-Affidavit

<u>SWORN – IN – AFFIDAVIT</u>

I Name of the Candidate, D/o. (Name of the father) aged about_____years, residing at _____

_____do hereby solemnly affirm and sincerely state as follows:

I declare and state that I have lost my (Title of the certificate(s) with Folio No. / Sl.No.) issued by the **Avinashilingam Institute for Home Science and Higher Education for Women – Deemed to be University,** bearing Reg. No. /Roll No._____passed in_____(month & year). I submit that I have tried my best to trace out them, but could not trace the same and immediately I have lodged a complaint at the Police Station (Name and area of the Police Station) on_____.

I submit that my complaint was also published in the Crime and Occurrence Sheet vide No._____and Date_____issued by the Police Station.

I submit that I am in need of a Duplicate for the (Title of the certificate(s) with Folio No. / Sl.No.) and hence I swear this affidavit.

I submit and request the Institute to issue the Duplicate certificate(s) for my (Title of the certificate(s) with Folio No. / Sl.No.) I submit and assure that I will return the Duplicate Certificate(s) of the above to the Institute, if my original Certificate(s) are recovered at a later date.
I submit that the above statement is true to the best of my knowledge.

Place: Signature of the Candidate
Date: (Name:)

The above deponent swore the above and signed herein before me on this day _____.

Signature and Seal of the Notary Public