



Key Indicator - 7.2 Best Practices (30)

7.2.1 QIM

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Title of the Best Practice(I)

Comprehensive Evaluation System

The Context

Dr. Bhimrao Ambedkar College Baloda keeping in line with its progressive higher education standards has been practicing a unique Comprehensive Evaluation System for students. This system focuses on the both formative as well as summative assessment of the students. Our students are assessed by Class Tests, Homework, Quizzes, Projects, and Assignments directed throughout the year which is very much in line with Formative assessment; at the same time, at the end of a term the students are assessed to determine the extent of learning that they have imbibed throughout the academic year. Summative assessment thus becomes the usual norm for all students in the college. However, due to the diversified background of our students, Our College focus on Formative assessment to encourage and promote learning for nurturing talents. Therefore, Comprehensive Evaluation System carves a pavement for such practices in the college.

Objectives of the Practice

- To develop a system of continuous and comprehensive evaluation system that is spread across the session.
- To emphasize on various application-based and analytical activities to develop critical thinking among students.
- To focus on the holistic development of the students throughout the academic year.
- To give equal importance to Academic, Cultural & Creative Talent, Sporting ability and Social Work practices during the session.
- To ensure that students are empowered by a creative and innovative approach in learning.

The Practice

The scoring of marks is taken into consideration for both the approaches of continuous and comprehensive system of evaluation design. The students get ample opportunities to improve their core academic skills as well as life-skills. In core skill areas, subjects which are more technical in nature has been given summative importance for end term assessments while projects, the involvement of the students in outreach programmes, presentations through charts a, seminar, questionnaire etc are considered as formative assessment areas. Observation criteria's and feedbacks mechanisms-formal and informal are devised during the learning phase in the formative sessions to hand-hold and direct the students constructively into the desired right directions. Some of the formative sessions are not graded but used many a times as feedback for the students to improve before the summative assessment. Such differentiations in assessment



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help students to plan & groom themselves in the subjective knowledge and life skills. This system also makes the faculty members/teachers recognize students' participation in co-curricular and extra-curriculum activities like outreach programs, field visits, sports events, debates, discussions, NSS etc. are vital for the students life skills and personality development. It also noted that subjects like languages incorporate diverse kind of tasks such as creative thinking and writing in terms of writing essays, oral presentations to build the student's confidence level off stage as well as on-stage in order to nurture the critical thinking among students. Life-skills and cannot be compensated with anything else.

Challenging issues

To bring a contributing teaching-learning environment for both students and faculty members of the Institutions, at times faces some challenges which are inevitable. Some of them are as follows:

- The short-term evaluation increases the work load workload of teachers.
- It demands training, efficiency and resourcefulness on the part of teachers.
- Continuous Comprehensive Evaluation is time-consuming.
- Few teachers might think to shirk the work and due responsibilities in disguise of over-worked with formative assessment processes.

Evidence of Success

Almost all students have shown their interest in co-curricular activities which pertain to comprehensive assessment processes. Students have developed a fine positive attitude towards themselves as well as others which is an essential life-skill. Along with it, students have excelled in activities like sports and co-curricular activities such as debates, group discussions, community representation which has overall groomed their personality. The success of these students can be witnessed with their final score card as it contains all evaluation grading.

Resources Required

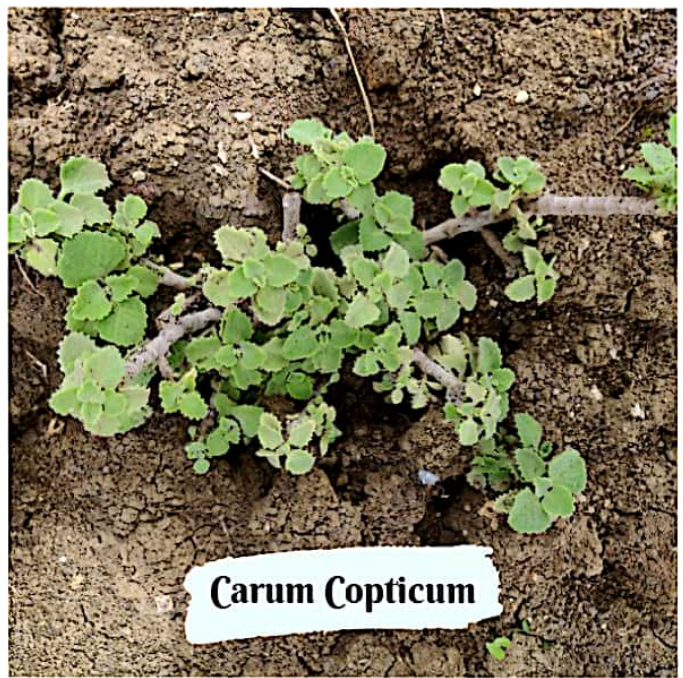
- Rigorous investment in intellectual and knowledge propagators.
- Department with professionals to keep a keen eye on students' involvement as well as performance.
- Qualified teachers to work along with the pace of students not ignoring the slow learners.
- Qualified teachers to train students in their problem zone and overcome it.

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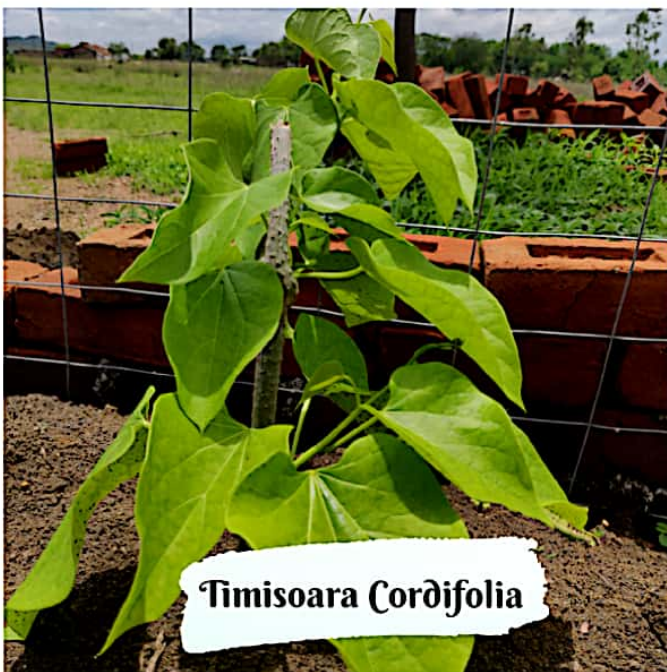
Carum Copticum



Sansevieria Desertii



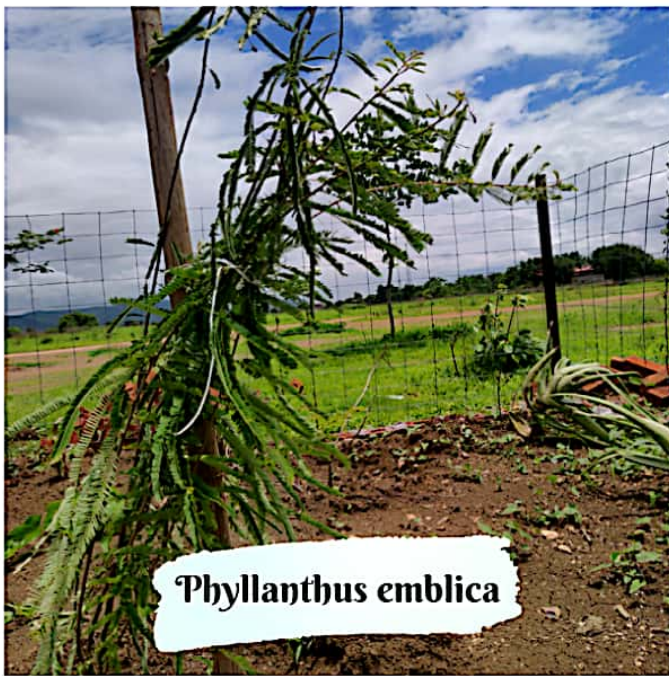
Chrysanthemum



Timisoara Cordifolia



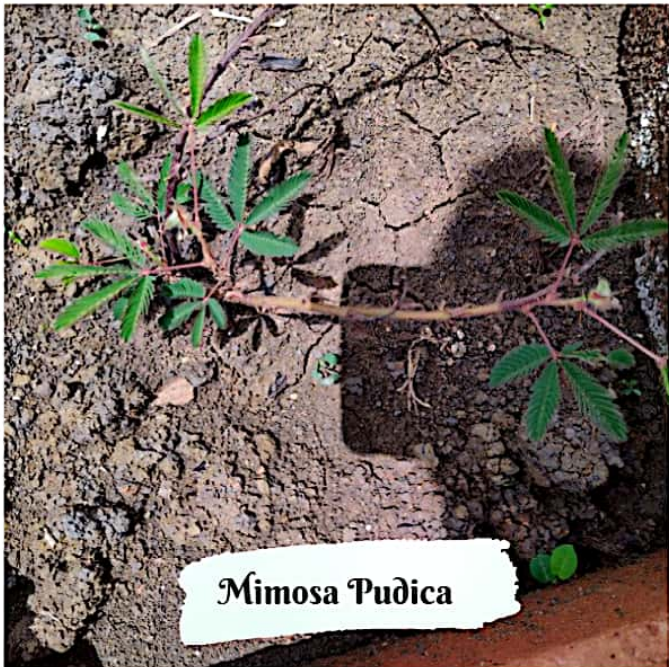
Lillium



Phyllanthus emblica



Aloe barbadensis miller



Mimosa Pudica



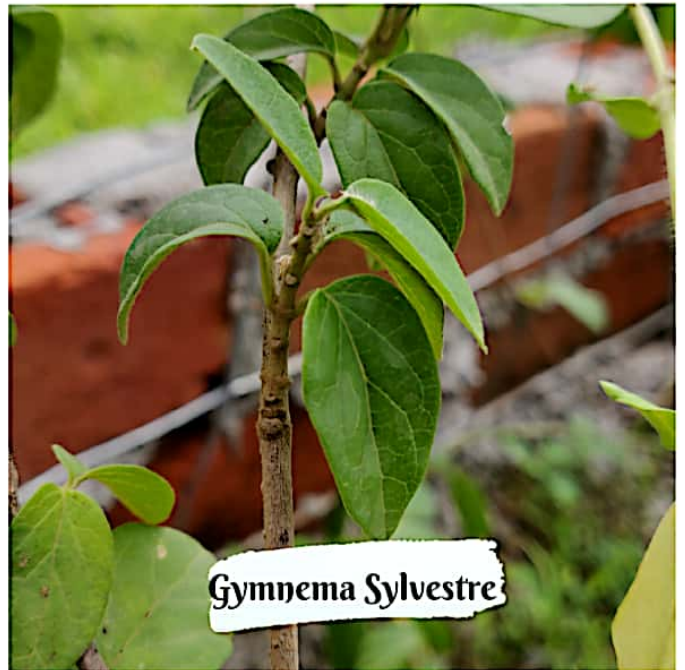
Lillium

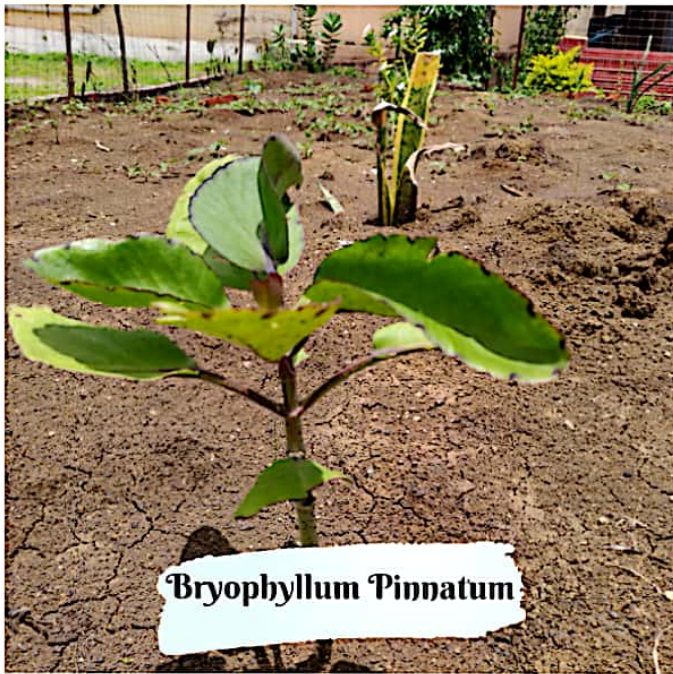


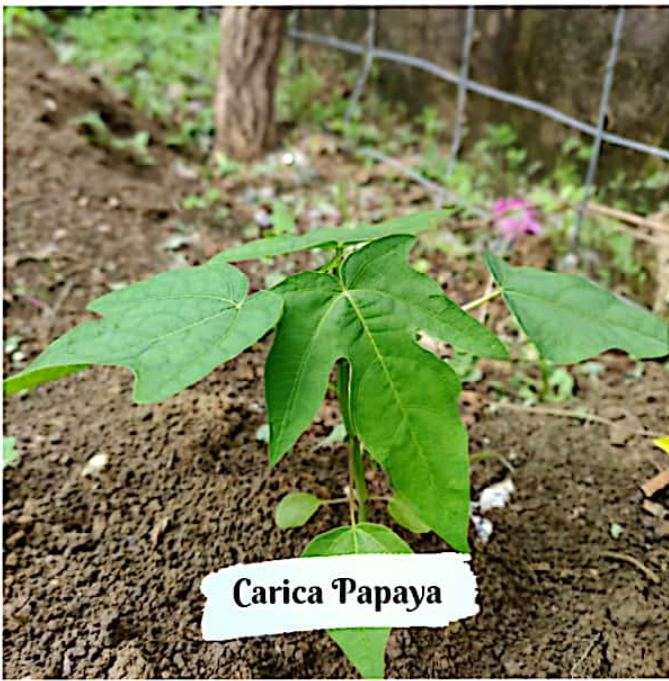
Ocimum Garatissimum



Cymbopogon Citratus







Carica Papaya



Citrus limon



Elettaria Cardamomum



Lawson's Inermis



Mitrata Koenigie



Zingiber Officinale





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धन्वंतरि औषधि उद्यान



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