



GREATER NOIDA INSTITUTE OF TECHNOLOGY

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EXAMINATION REFORM POLICY

1. Mapping Program Outcomes to Assessment (Examinations)

In outcome-based education, a “design down” process is employed which moves from POs to Course Outcomes (COs) and outcomes for individual learning experiences. Outcomes at each successive level need to be aligned with, and contribute to, the program outcomes.

Courses are the building blocks of a program. Teaching strategies, learning activities, assessments and resources should all be designed and organized to help students achieve the learning outcomes at the course level. In the assessment activities, students demonstrate their level of achievement of the course learning outcomes. In a constructively aligned program, the courses are carefully coordinated to ensure steady development or scaffolding from the introduction to mastery of the learning outcomes, leading to achievement of the intended POs. For the effectiveness of the program, the achievement of POs is crucial which needs to be proven through accurate and reliable assessments.

2. Program Outcomes (PO)

- PO 1** - Apply knowledge of management theories and practices to solve business problems.
- PO 2** – Fostering analytical and critical thinking abilities for data-based decision making.
- PO 3**- *Ability to develop Value based Leadership ability.*
- PO 4** - Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.

PO 5 - Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

METHODS OF MEASURING LEARNING OUTCOMES AND VALUE ADDITION

There are many different ways to assess student learning. In this section, we present the different types of assessment approaches available and the different frameworks to interpret the results.

i. Mid Semester Course Evaluation

Mid semester course reviews are conducted for all courses by the department. All students are encouraged to actively participate in this evaluation process. These evaluations are critically reviewed by HOD and senior faculty and the essence is communicated to the faculty concerned to analyze, improve and practice so as to improve the performance of the student.

ii. End-of Semester Course Evaluation

The end-of semester course reviews are conducted, feedback taken from students and remedial measures will be taken up such that the student gets benefited before going for the university end exams. The positive and negative comments made by the students about the course are recorded and submitted to the departmental academic council (DAC) and to the Principal for taking necessary actions to better the course for subsequent semesters

iii. Continuous Evaluation of Classroom Performance

Students are encouraged and motivated to participate actively in the classroom proceedings by way of interactive teaching by the instructor. Surprise class tests comprising of short answer questions, quiz based discussions, and management activities are conducted to strengthen the management-learning process. Apart from teacher control and covering content, the teacher also acts as a felicitor and students discover things for themselves, enabling them to be more independent and becoming life-long learners exploring student-centric educational philosophy

iv. Department Academic Committee and Faculty Meetings

The DAC meets bi-annually for every academic year to review the strategic planning and modification of PEOs. Faculty meetings are conducted at least once in fort night for ensuring the implementation of DAC's suggestions and guidelines. All these proceeding are recorded and kept for the availability of all faculties