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Concept for Inclusive classroom in SEN for students, teachers and parents by combination of Qualitative and Quantitative Analysis

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Abstract: **Inclusive education is a concept that is gaining attention all over the world. Inclusion is a term which expresses commitment to educate each child to the maximum extent possible. No student is excluded from or discriminated within education on the ground of race, color, sex, language and disability. The right to a good life is natural for all and cannot be barred due to some deformity or suffering. The concept of inclusive education and the principles of Special Education Needs, Intellectual Disability have been reviewed and the findings are present in the relevant chapters. Main objective of the research was to study the concept of inclusive classroom with reference to evaluation methods for the SEN students. Despite the use of a reasonable number of quantitative measures it may be noted that the quantitative results are more directional in nature. The analysis has been planned in terms of descriptive analysis, inferential analysis and finer data analysis. Profile information is the input for descriptive analysis, whereas rest of the information is an input for inferential and finer data analysis.**

Keywords: **Inclusion, Inclusive education, Special Education Needs (SEN), descriptive analysis, inferential analysis and finer data analysis.**

1. INTRODUCTION

Inclusive education is a concept that is gaining attention all over the world. Inclusion is a term which expresses commitment to educate each child to the maximum extent possible. No student is excluded from or discriminated within education on the ground of race, color, sex, language and disability. It is assumed that individual differences between students are a source of richness and diversity and not a problem. Education empowers and strengthens all people in the community. It equips people with knowledge and skills that are crucial to the development and their capacity to access their rights. After the World Conference on Special Needs Education in Salamanca in 1990s, inclusion became the magic word in the educational field. The Salamanca Statement adopted by representatives of 92 Governments and 25 International Organisations has set the policy agenda for inclusive education on a global level (Ref – Position paper-Education of children with special needs –NCERT)

It has been over the last few years that **Special Education Needs (SEN)** has been gaining momentum in India. But there is a lot that India needs to do to take necessary steps to ensure that children with special needs are given the best education and taught how to venture forth into the real world (Katherine Gifford-Lindsey.) All individuals should be treated equally and be given an equal opportunity. Our government has implemented the RTE (Right to Education Act) and the Sarva Shiksha Abhiyan which states that no school can deny the right to education to any child regardless of disability (Position paper - Education of children with special needs – NCERT.) Many schools especially the private ones have adapted inclusion in spirit and are admitting children with Special Education Needs in regular schools. Though we are far behind most developed countries in our way of thinking and living we are taking small steps towards inclusion. There are three basic types of special education, although many different models of classroom organization and teaching are available within each type **(**Angela Kohama, 2012.) Segregated education occurs when students with disabilities learn completely separate from their peers. Integrated education is similar to inclusive education, but without any ideological commitment to equity. Inclusive education "is a process of strengthening the capacity of the education system to reach out to all learners. It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of

students in their locality. For a school to be inclusive, the attitudes of everyone in the school, including administrators, teachers, and other students, are positive towards students with disabilities. The social model encourages the removal of these barriers within society, or the reduction of their effects, rather than trying to fix an individual's impairment or health condition. Inclusive education is built around the goals and ideologies of the social model.

Inclusive Education in India

The extreme levels of poverty that many people in India live in put India in the category of a "developing country." Developed countries tend to have an ideological commitment to equal opportunity, with the money to back their commitment. However, the complicated structure of Indian society seeped in years of religion and history is not as conducive to social change. However, decades of inclusive policy are not aligning with the realities on the ground. India is experiencing policy implementation problems, and as a result, policies which should produce an inclusive system of education for people of all ability levels are only resulting in fragments of inclusion scattered across the country.

The main aim of the research is to study the concept of inclusive education and its application to CBSE schools in Pune for classes VIth, VIIth and VIIIth.It will focus on the following issues -

- Assessment of current methods of evaluation and problems by SEN students,
- Evaluation of adherence to standards like Blooms Taxonomy by the current evaluation methods and
- Devising alternative methods of evaluation for facilitating inclusive education.

2. LITERATURE REVIEW

a) To review literature on inclusive education with special reference to Special Education Needs (SEN) students

b) 'Learning Disability' (L/D) is also refers to as a 'learning disorder' or a 'learning difficulty', and can refer to several disorders. The common feature of these disorders is that the person experiences difficulties in learning through conventional methods of education. The UK uses the term, 'learning disability' to describe student with an intellectual disability, which denotes a series of developmental disabilities or conditions accompanied by a more or less severe cognitive impairment, such as dyslexia (Emerson and Heslop, 2010).

c) Kamps, D.M., Barbetta, P.M., Leonard, B.R. and Delquadri, J. (1994) in their experimental study entitled, trained all the students on Classroom wide peer tutoring (CWPT) procedures as a supplement to baseline reading instruction. Each week students were assigned a tutoring partner and were then assigned either to the red or the blue tutoring team. Participants consisted of 3 autistic male students and their peers who were admitted full-time in general education classrooms in 3 suburban elementary schools. The findings indicated that CWPT was an efficient and effective strategy for increasing the academic achievement and social behaviour of the autistic students and their nondisabled peers. Specifically, CWPT positively affected academic achievement for the majority of the students by increasing reading fluency, and correct responses to reading comprehension questions. Mixed results, however, were noted for error rates across conditions. An additional positive finding was that the occurrence of CWPT appeared to influence students socially by increasing the duration of social interaction time during free time activities and then followed by academic sessions. Teachers strongly agreed that CWTP was easily implemented.

d) Corcoran, B. (1995) in his experimental study examined, 'The integration of children with disabilities: A study of integration policies and practices' in a sample of students from Dublin primary schools. The major findings of the study were: Very few parents were involved at classroom level; 68% of schools did not have a statement of policy on integration in their school plan; 53% of teachers had devised IEPs in respect of the students with SEN in their classes; Nearly 97% of teachers lacked professional training in teaching students with SEN; 16% of schools had been provided with specialized equipment/resources/materials. 47% of the SEN students did not have access to the services of professionals such as psychologists, physiotherapists, occupational therapists, speech and language therapists.

To review literature on evaluation systems in educational institution and problems faced by Special Education Needs (SEN) students

a) Dharap, N.Y (1986), A study on "An Investigation into the Problems of the Education of the Mentally Retarded Children". The study included all special schools in Maharashtra and some of the special schools in neighbouring states. The tools used were visits, interview schedules, questionnaires and observation. Some case studies of mentally retarded children were done. The mentally retarded were not recognized as handicapped children by the government. They were,

therefore, deprived of certain facilities that were given by government to the other approved categories of handicapped children. Besides this, they did not get employment opportunities because of their subnormal intelligence and behavioural problems. Parents wanted to ensure the social security of their mentally retarded child, without burdening their other children or relatives' child and they did not have precise and proper knowledge about the physical and mental development of such children. They did not know to teach their mentally retarded child at home and bring him up to the best of his ability. Parents had unrealistic expectations and high hopes about their mentally retarded child, out of sheer ignorance of the mental capacity of such children. If their expectations did not get fulfilled, they started hating the child. In such an atmosphere of absence of love and care, there was every change of, antisocial elements weaning such children away from their Parents and, eventually, of such children becoming juvenile delinquents. There appeared to be some misunderstanding between the parents and teachers. They complained during holidays, by way about mentally retarded children and made fun of them.

b) Early identification is only useful if it leads to intervention or support. There is increasing evidence that targeted early interventions can make a difference in terms of the child's primary problems and, also, other associated needs. Appropriate support for parents (especially at pre-school - see DfES, early intervention report) can enhance the effect of the interventions. However, there is little evidence in terms of how identification leads to appropriate planning of provision maintenance of support. Our current understanding of the longer term effects of early identification and intervention are limited because: 1) There are individual variations in relation to treatment responsivity e.g. (Howlin, 1998; Lamb, et al., 1997; Smith 1999); 2) There is a lack of large samples in intervention studies to allow analysis of effect size (Law, 1997; Smith 1997); 3) There are few randomised trials, especially at school age (Smith, 1997; conclusion from review on ASD children); 4) Many studies fail to include blind examiners (Lamb et al, 1997; Smith, 1997); 5) There is extrapolation of findings from small scale studies and subsequent general use of these in treatment programmes (Howlin, 1987; Law et al, 1997).

c) European Agency for Development in Special Needs Education (2001) in their report entitled 'Inclusive education and effective classroom practices' conducted an overview of the existing literature within the context of inclusive education in 15 countries including American studies. The project was undertaken with the following research questions: Which groups of students with SEN cause the most problems within conventional settings? What are the major (educational) problems in countries regarding the problem of classroom practice within conventional classrooms that include students with SEN? What are the educational factors and practices that were found to be effective for inclusive education? It was found that behaviour, emotional and/or social problems are mentioned by almost all countries as being the biggest challenge within the area of inclusion of students with SEN. This included problems relating to disaffection and problems related to unmotivated students. Within European mainstream classrooms managing differences or diversity in the classroom forms one of the biggest challenges and consternations when dealing with pupils with SEN. The report underlines the finding that, in general, the development of students with SEN is at least equal and sometimes better in mainstream settings compared to placement in separate special provision. The findings of the international literature review, point to at least five groups of variables that appear to be effective for inclusive education. These are co-operative teaching/ team teaching/co-teaching, co-operative learning/peer tutoring, collaborative problem solving, individual planning and heterogeneous grouping/flexible instruction/differentiation.

Need and Significance of study

Inclusive education refers to all learners, young people – with or without disabilities being able to learn together in government aided as well as private schools with appropriate network or support services. The researcher is a teacher educator who has observed the need for developing an evaluation scheme that would help to analyze the inclusive classroom.

The researcher proposes to develop an evaluation scheme for inclusive classrooms in CBSE affiliated schools for upper primary classes in core subjects. An inclusive education recognizes that need of schools to be organized with the individual differences of students in mind and is flexible enough to enable all students to achieve their goals.Implementation of an inclusive education would require a number of changes in present day teaching practices, curriculum content, evaluation procedures and available resources at the school level.

The goal of providing quality education would remain elusive so long as the concept of inclusion is not limited to broader aspects of pedagogy and effective participation of all children in the learning experiences provided in the classrooms. The Researcher would also like to emphasize that the concept of children with Special Education Needs (SEN) extends

beyond those who are physically challenged to include those who are failing in school for a wide variety of reasons that are known to be likely impediments to a child's optimal progress. The justification for mainstreaming children with mild disabilities viz., learning disabilities (LD), ADHD etc. into regular classrooms has always been based less on academic gains for these children but more on the potential social benefits that would accrue to them as a result of such integration.

Whether or not the schools succeed in such inclusive integration would entirely depend on the way in which they adapt the curriculum and guide their teachers by providing them additional human or material resources so as to stimulate efficient and effective learning for these pupils.The present study would help the student teacher to identify existing evaluation scheme for CBSE affiliated schools in upper primary classes of VI, VII and VIII. It would help to develop an evaluation scheme for inclusive classrooms in upper Primary CBSE schools for core subjects i.e. English, Math, Science, Social Science and Hindi.

3. RESEARCH METHODOLOGY AND DESIGN

The study is a combination of qualitative and quantitative research. Main objective of the research was to study the concept of inclusive classroom with reference to evaluation methods for the SEN students. Despite the use of a reasonable number of quantitative measures it may be noted that the quantitative results are more directional in nature is given in Fig-1.

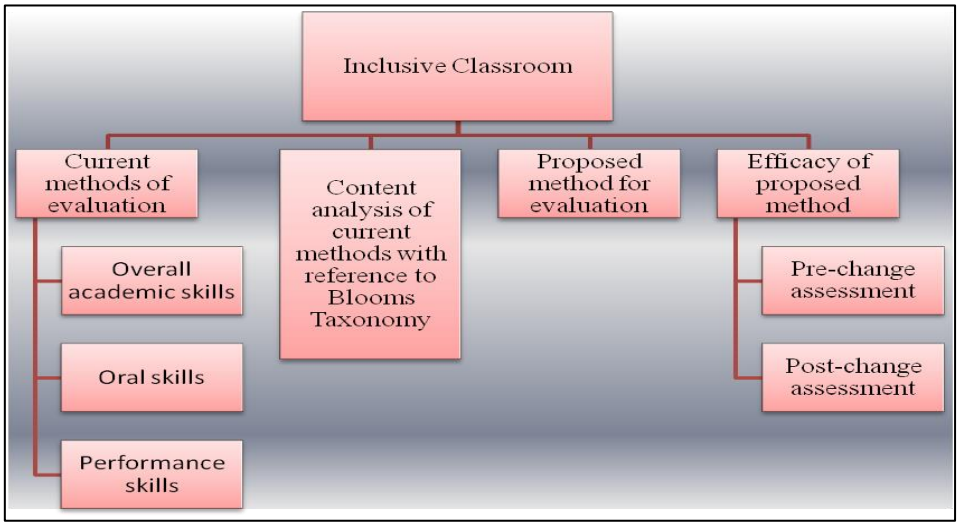

Figure 1: Deconstruction of research topic

Research Questions

Outline of Scheme for Testing of Hypotheses –

- A questionnaire was designed to collect primary data in order to test the hypothesis as stated earlier.
- In line with the hypothesis the questionnaire was divided into twoparts –
- Profile and basic information
- Questions pertaining to assessment of key variables
- The structure of the questionnaire was kept simple by framing statements/ factors as questions and responses were sought by way of agreement or disagreement responses.
- The mean of the responses for parts was planned for statistical testing against the benchmark score (hypothesized mean of population) of 0.50 (50%) using T-test at 95% confidence level. If p-value of the t-test statistic was less than 0.05, the null hypothesis would get rejected.
- In case of the 2nd hypothesis based on content analysis the sample mean of adherence to Blooms Taxonomy was planned for statistical testing against the benchmark score (hypothesized mean of population) of 0.75 (75%) using T-test at 95% confidence level. If p-value of the t-test statistic was less than 0.05, the null hypothesis would get rejected.
- The procedure for content analysis was designed as under –

A list of Blooms Taxonomy words(Anderson, L. W., &Krathwohl, D. R. (2001)) was prepared as under Table 1 –

Table 1: Key words as per Blooms Taxonomy

Number	Level	Key words
I	Knowledge	who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select
II	Comprehension	compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify
III	Application	apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify
IV	Analysis	analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in
V	Synthesis	build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, test, happen, delete
VI	Evaluation	award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct

a. A master table of the above words was created in MS Excel. The total words from the above table were 143 and they were serially numbered from 1 to 143.

b. The soft copies of the CBSE question papers were evaluated for the questions starting with the above 143 words in MS excel as under in fig -2 –

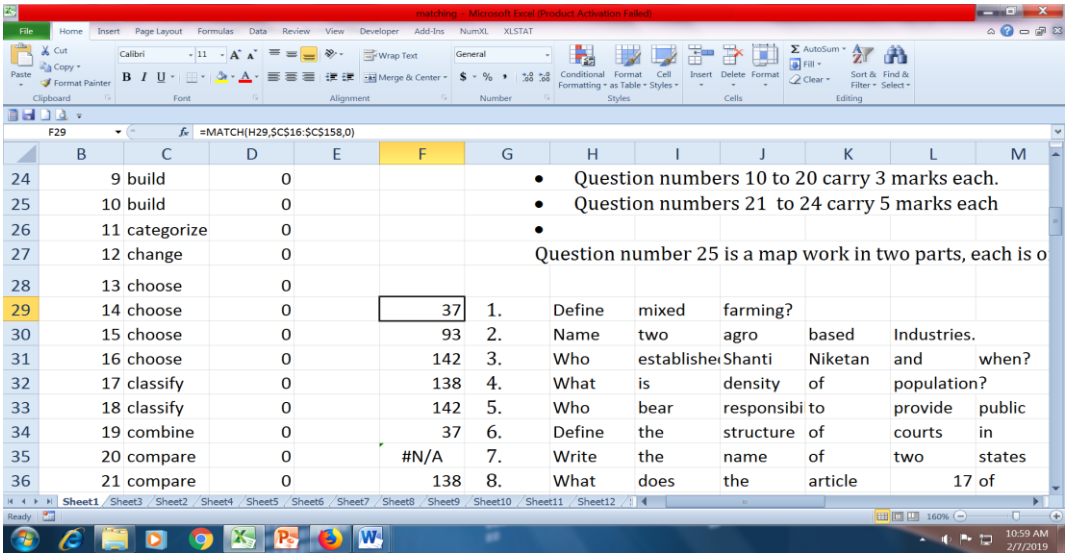

Figure 2: Content Analysis of the CBSE papers using = MATCH function in Excel

The formula that was used was =MATCH.

If the first word of the question was found in the Blooms Taxonomy master table its serial number would be fetched from the table. For example in the above screen shot, the word Define is at serial number 37 in the master table and hence that number was displayed. In case the word was not found in the master table the result displayed was #N/A. For each of the 25 question papers a summation was done of the #N/As as against the total questions and their percentage was calculated under fig 3 –

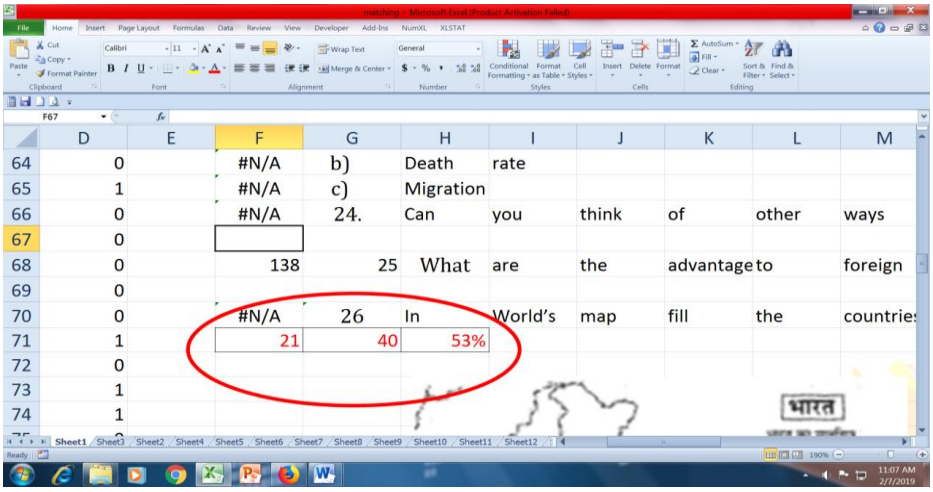

Figure 3: Summary of Content Analysis of the CBSE papers

Thus for this particular paper out of the 40 questions (including the sub-questions), 21 #N/A results were obtained which in terms were 53%.

- If the Ho wasto get rejected, it would indicate that the sample has characteristics that are statistically significant and are not by chance.
- T-test was to be employed given the fact that the SD of the population was unknown.
- Other statistical functions like standard deviation were also planned for use. MS Excel formulae like t-dist as explained in a subsequent paragraph were also deployed.

Population and sample selection–

Population -

Population of SEN students, teachers (of the VIth, VIIth and VIIIth class) and parents (with wards in the VIth, VIIth and VIIIth class) were first estimated as under -

Justdial.com has more than 386+ listings of CBSE schools in Pune

Sample Size – For the respective sizes of the population the sample sizes were derived from the sample size calculator as under – (@ 95% CL and at 5% CI) in Fig 4, 5,6

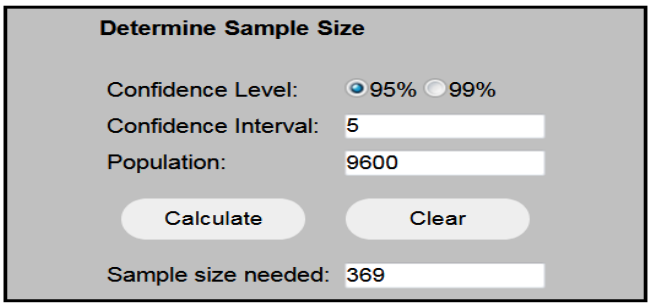

Figure 4: Sample size calculators students

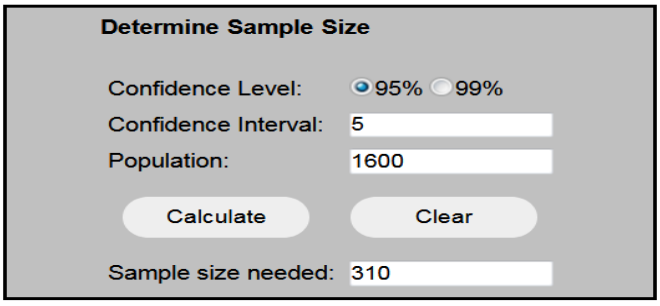

Figure 5: Sample size calculator's teacher

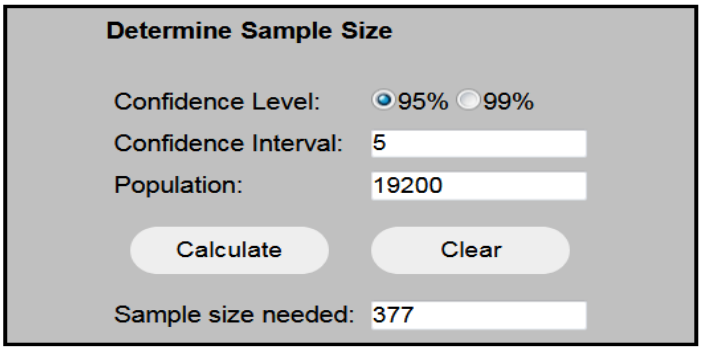

Figure 6: Sample size calculators parent

The sample sizes as per the calculators were 369, 310 & 377 respectively for SEN Students, teachers and parents. *To avoid errors of estimation, all the three were rounded off to 400 each.*

Selection of sample and data collection -

The nature of research being qualitative the demand for accurate quantitative analysis was not there. The selection of the respondents was done on the basis of judgment where the possibility of getting the responses was relatively higher. Neither the name of the respondent nor that of the school was recorded for ensuring confidentiality. In fact, it was only when the banks and respondents were assured of their confidentiality, they agreed to cooperate. Confidentiality of names was also considered desirable from the point of view getting genuine responses. Convenience method of sampling was used.

Data collection method -

Overall data collection scheme –

The data collection method envisaged collection of both primary and secondary data. The primary data was to be collected from 400respondents each from the three categories. Secondary data was to be collected through journals, articles, internet and other sources.

Primary data collection scheme– Primary data was collected from respondents through questionnaires as given below in Fig 7-

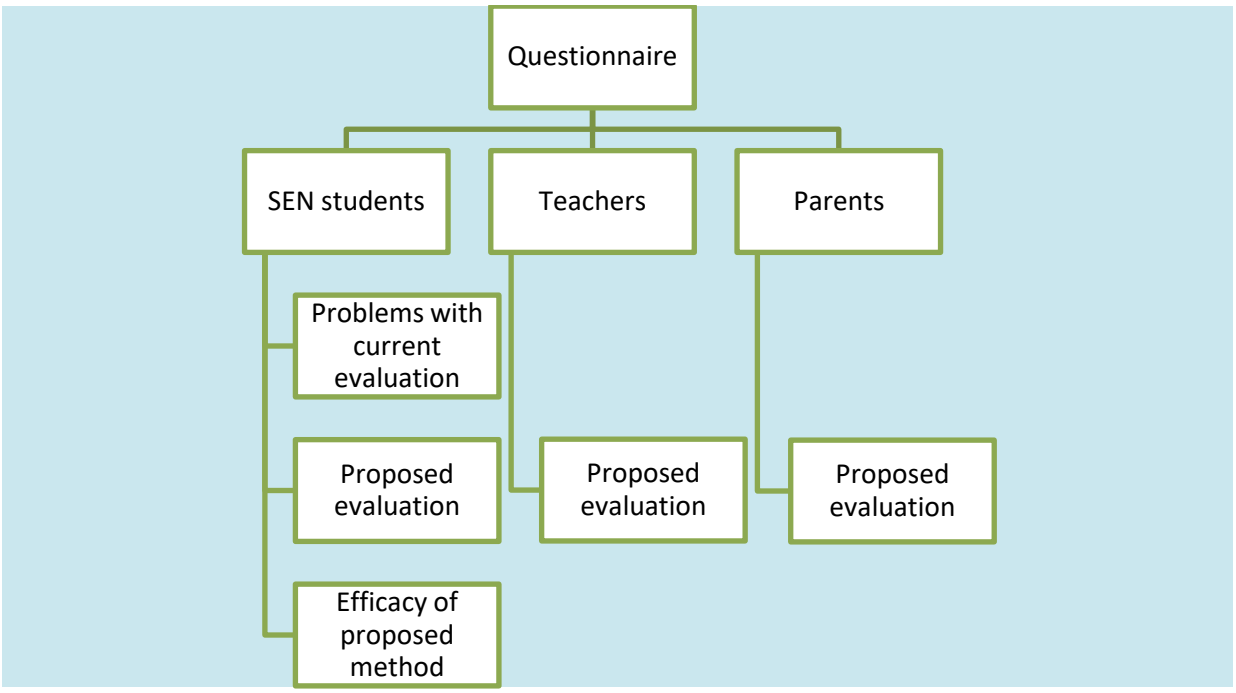

Figure 7: Questionnaire scheme

Design of questionnaire

The response to the key variable questions were taken on a Likert scale of agree/disagree. The responses were sequenced as under –

- No Response
- Somewhat agree
- Completely agree
- Somewhat disagree
- Completely disagree

The option of No Response was kept as the 1st choice going by the suggestion of a DK (Don't Know) filter wherein the respondent can opt for an early exit from the question if he or she is not confident of the answer (Menold and Bogner, 2016).

Names were not taken for the sake of confidentiality. The construction of questionnaire was divided into two basic segments – the Profile information that had 2 questions about class and gender and the analytical information that contained 10 sub-questions.

Sample questionnaire

The sample questionnaire is given at the end of the thesis by way of annexure.

Data analysis Methodology –

Scheme –

Following broad schemewas set for data analysis in fig 8 –

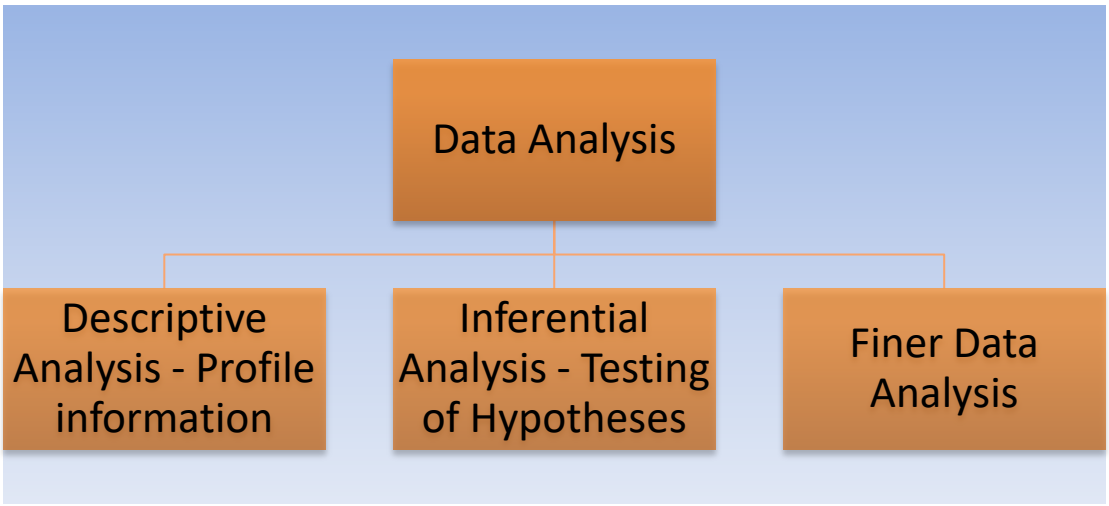

Figure 8: Scheme of data analysis

Descriptive analysis was done to provide information about the profile characteristics of the sample like class-wise and gender-wise. distribution. Inferential analysis was done to test the hypotheses. Finer data analysis was done to find out special relationships, if any between the variables.

Statistical testing for the null hypotheses (use of t-test)

Model adopted for statistical testing –

There are different types of statistical tests for hypotheses testing under different scenarios. In the current situation, the researcher had to evaluate the mean of the sample where standard deviation of the population is not known but standard deviation of the sample can be calculated.

4. FINDING AND DISCUSSION

Profile characteristics of samples –

a. Class VIth and class VIIIth had a 36% representation each in the sample of the students, while class VIIth has a 28% representation in the sample of 400 SEN students.

b. 54% of the 400 SEN students were female whereas 46% of the SEN students were male.

c. 39% of the teachers sampled were teaching a mix of VIth, VIIth and VIIIth classes, whereas 18% of the teachers were teaching only the VIth class, 23% were teaching the VIIth class and 20% were teaching only the VIIIth class.

d. 71% of the teachers were female whereas 29% were male.

e. Parents had a fairly equal distribution with reference to the classes of their wards with 34% each belonging to the VIth and VIIth class, whereas 32% belonging to the VIIIth class.

f. 54% of the parents were female whereas 46% were male.

Inferential findings –

a. As many as 71% of the SEN students disagreed that they were not facing any problems with the current method of evaluation. In other words, they suggested that they were facing problems with the current method of evaluation.

b. Content analysis of 25 CBSE questions papers of classes VIth, VIIth and VIIIth of the subjects English, Hindi, Math, Science and Social Sciences showed that adherence level to Blooms Taxonomy was as low as 34% only.

c. 72% of the SEN students, 82% of the teachers and 88% of the parents agreed with the proposed method of evaluation in the direction of an inclusive classroom concept.

d. While the pre-change method of evaluation was rated at 36%, the post-change method of evaluation was rated at 64% by the SEN students.

e. 73% of the SEN students, 83% of the parents and 89% of the teachers agreed that there is a need for improvement in assessment of oral skills.

f. 70% of the SEN students, 82% of the parents and 87% of the teachers agreed that there is a need for improvement in assessment of performance skills.

Findings from finer data analysis –

a. The Spearman's correlation matrix on responses to the proposed method of evaluation between SEN students, teachers and parents was as under table 2 –

Table 2: Annexure

Correlation matrix (Spearman):			
Variables	Stu-Avg.	Tea-Avg.	Par-Avg.
Stu-Avg.	**1**	-0.018	-0.022
Tea-Avg.	-0.018	**1**	0.539
Par-Avg.	-0.022	0.539	**1**

While the correlation between the students and teachers (-0.018) & parents (-0.022) was found to be negligible, that between the teachers and parents (0.539) was found to be quite significant.

b. Neither the class (-0.050) nor the gender (0.028) showed any significant relationship with the responses by the SEN students to the proposed method of evaluation.

c. A significant sizable correlation between the pre-change and post-change ratings of the method of evaluation was found as evidenced by the Spearman's correlation coefficient of 0.67.

d. There was no significant relationship between assessment of present evaluation methods and proposed method of evaluation responses by students. (0.049).

e. Neither the class (-0.008) nor the gender (0.044) showed any significant relationship with the responses by the parents to the proposed method of evaluation.

f. Neither the class (0.036) nor the gender (0.094) showed any significant relationship with the responses by the teachers to the proposed method of evaluation.

5. CONCLUSION

a. A high percentage of students disagreeing to the fact that they are not facing problems with the current system of evaluation leads us to conclude that there are problems faced by the SEN students with the current method of evaluation. These are in the form of not easily understanding the questions set in the evaluation methods, not very clearly understanding the questions set in the evaluation methods, wordings of the questions not guiding to the expected form of response, not understanding the expected length of the answers based on the questions and marks allotted, instructions given at the top of the paper not good enough to clarify overall expectations, time allowed not commensurate with the answers expected, degree of difficulty of questions not consistently observed for all the subjects, questions by and large not covering all aspects of the syllabus, ease in guessing the question papers on the basis of previous question papers and the question papers not being free of any typographical errors and confusing by using abbreviations etc.

b. There was a high percentage of agreement on the part of the students, teachers and parents that both oral and performance skills are not assessed well. There was an overwhelming agreement that due attention should be paid to these two skills along with regular academics.

c. On the basis of content analysis of 25 CBSE papers it can be concluded that the adherence level to Blooms Taxonomy is at a dismal level making it difficult for the SEN students to clearly understand the questions and their requirements. In other words, it can be concluded that the present method of evaluation is largely based on ad-hoc methods instead of standard systems like the Blooms Taxonomy.

d. All the three respondents, SEN students, teachers and parents overwhelmingly agreed with the proposed methodology of evaluation in the direction of inclusive education. The guidelines agreed to in this regard were as under – Table 3:

Table 3: QUESTIONNAIRE

QUESTIONNAIRE		
DEVELOPMENT OF AN EVALUATION SCHEME FOR INCLUSIVE CLASSROOM		
(Responses are to be recorded in column C only by way of selection from the pop-up menu)		
1	Name of the student (not to be entered for confidentiality)	
2	Class of the respondent (VI, VII, VIII)	
3	Gender (Female, Male)	
I. Assessment of present evaluation methods		
Response Codes - 0 - No response, 1 - Somewhat agree, 2 - Completely agree, 3 - Somewhat Disagree, 4 - Completely Disagree		
For the following statements please record your response on the scale given above -		
1	We can easily understand the questions set in the evaluation methods	
2	We can very clearly understand the questions set in the evaluation methods	
3	The wordings of the questions guide us to the expected form of response	
4	We can understand the expected length of the answers based on the questions and marks allotted	
5	The instructions given at the top of the paper are good enough to clarify overall expectations	
6	Time allowed is commensurate with the answers expected	
7	Degree of difficulty of questions is consistently observed for all the subjects	
8	Questions by and large cover all aspects of the syllabus	
9	It is not difficult to easily guess the question papers on the basis of previous question papers	
10	The question papers are free of any typographical errors and doesn't confuse us by using abbreviations etc.	

1) Questions as far as possible should be of MCQ types

2) Questions should be a mix of easy, little difficult and difficult questions

3) Evaluation should cover the entire syllabus

4) Question papers should not follow a repetitive pattern to prevent any kind of guessing based on previous papers

5) Evaluation methods should follow standards like the Blooms Taxonomy

6) As far as possible evaluation should be online in a computerized set-up

7) In MCQ questions options like "All of the above" or "None of the above" etc. should be avoided

8) Evaluation should have a clear connect with the Learning Outcomes

9) Descriptive questions should clearly specify the length of expected response

10) A reasonable mix of oral evaluation with written evaluation should be done

e. A sizable difference was noted between the pre-change and post-change effectiveness of method of evaluation. The changed methodology was based on standard methods like Blooms Taxonomy and hence was found to be more acceptable to the students.

On an overall basis it can be concluded that if methods like Blooms Taxonomy are adopted and other measures suggested are followed it is possible to move a step further in the direction of an inclusive classroom.

ACKNOWLEDGEMENTS

The suggested methodology along with its rationale is described below -

1) Questions as far as possible should be of MCQ types – Such questions are more analytical in nature and makes the student think instead of recalling the answers based on pure memory.

2) Questions should be a mix of easy, little difficult and difficult questions – This is a more rational approach considering the needs of all types of students including the SEN students.

3) Evaluation should cover the entire syllabus – This helps the students to approach the subject in a more holistic manner instead of a pure exam-oriented approach.

4) Question papers should not follow a repetitive pattern to prevent any kind of guessing based on previous papers – Genuine knowledge evaluation would be facilitated when the guessing element is removed.

5) Evaluation methods should follow standards like the Blooms Taxonomy – Blooms Taxonomy has been accepted worldwide for its comprehensive and systematic approach for evaluation and hence it should be adopted.

6) As far as possible evaluation should be online in a computerized set-up – This era is a digital era. Gone are the days of paper, pen and pencil. Hence to be in tune with times, the evaluation should be in a computerized set-up.

7) In MCQ questions options like "All of the above" or "None of the above" etc. should be avoided – Such options are easy temptations for guess work and hence should be avoided.

8) Evaluation should have a clear connect with the Learning Outcomes – Often the learning outcomes are completely forgotten while designing the evaluation methods. This defeats the very purpose of learning the subject.

9) Descriptive questions should clearly specify the length of expected response – Otherwise student waste time on thinking about the expected length. There is no logic in being “secretive” about the expected length of the answer.

10) A reasonable mix of oral evaluation with written evaluation should be done – It will help develop both the methods of communication.

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