

# PRESS RELEASE

## The ICFAI University Raipur Organizes Faculty Development Programme on Examinations, Evaluation and Outcome-Based Assessment

Raipur, Chhattisgarh | 13 October 2026

The ICFAI University Raipur organized a Faculty Development Programme (FDP) on “**Examinations, Evaluation, Assessment Methodologies and Outcome-Based Assessment**” on 13 October 2026 at the Auditorium, Academic Block B. The programme was organized by the Central Examination Cell, ICFAI University Raipur, in association with the Internal Quality Assurance Cell (IQAC) and the National Assessment and Accreditation Council (NAAC).

The programme commenced with the welcome of the resource person, followed by the lighting of the lamp and Saraswati Vandana. The ceremonial proceedings included Vande Mataram and a rendition of “Rajya Geet,” followed by the floral welcome of the Hon’ble Vice-Chancellor and the resource person. The Hon’ble Vice-Chancellor, **Prof. (Dr.) Shiv Dayal Pandey**, addressed the gathering, emphasizing the importance of quality teaching, effective assessment practices, Those Who Learn, Win and continuous improvement in higher education.

The programme featured Dr. Jagjeet Kaur Saluja, Professor and Controller of Examination, Department of Physics, Government V.Y.T. PG Autonomous College, Durg, Chhattisgarh, as the resource person. The FDP was aimed at strengthening faculty members’ understanding of effective examination practices, transparent evaluation systems, modern assessment methodologies and Outcome-Based Education (OBE).

During the technical session, Dr. Jagjeet Kaur Saluja shared insights into examination systems, evaluation procedures, assessment methodologies and Outcome-Based Assessment. The session provided a platform for faculty members and representatives from the Examination Cell, Placement Cell and Student Support Services (SSD) to engage in academic discussion and seek clarification on relevant assessment practices. A question-and-answer session facilitated further interaction with the resource person.

The programme concluded with the distribution of mementos, a vote of thanks and the National Anthem.

## **IPOI Model: Input, Process, Outcome and Impact**

### **1. Input**

The programme brought together academic expertise, institutional quality assurance mechanisms and examination administration. Key inputs included:

- Expert guidance from Dr. Jagjeet Kaur Saluja.
- Participation of faculty members, Examination Cell members, Placement Cell representatives and Student Support Services.
- Institutional support from the Central Examination Cell, IQAC and NAAC.
- Academic focus on examination systems, evaluation, assessment methodologies and Outcome-Based Assessment.

### **2. Process**

The FDP followed a structured academic programme comprising an inaugural ceremony, welcome address, remarks by the Hon'ble Vice-Chancellor, an expert session, interactive question-and-answer discussion and concluding activities. This process was designed to facilitate knowledge sharing, clarify assessment-related concepts and encourage the adoption of effective academic evaluation practices.

### **3. Outcome**

The programme aimed to enhance participants' understanding of:

- Examination planning and effective evaluation procedures.
- Assessment methodologies aligned with learning objectives.
- Outcome-Based Assessment and the measurement of student learning.
- Transparency, consistency and fairness in the assessment process.
- Continuous improvement in teaching, learning and examination practices.

### **4. Impact**

The expected institutional impact includes improved assessment practices, stronger alignment between learning outcomes and evaluation methods, enhanced academic quality assurance, and greater consistency in examination-related processes. The programme also supports the university's continuing efforts to promote quality enhancement, accountability and student-centred learning in higher education.

Through this initiative, ICFAI University Raipur reaffirmed its commitment to faculty development, academic excellence and the continuous improvement of teaching, learning and assessment systems.

### **Integration of Bloom's Taxonomy in Assessment Methodologies**

The Faculty Development Programme also aligns with the principles of **Bloom's Taxonomy**, which provides a structured framework for designing learning outcomes, teaching strategies and assessment methods. Its integration with Outcome-Based Education helps faculty members develop assessments that evaluate students' knowledge, comprehension, application, analytical abilities, critical thinking and higher-order learning skills.

The six cognitive levels of Bloom's Taxonomy are:

1. **Remember:** Recall facts, concepts, definitions and fundamental principles.
2. **Understand:** Explain concepts, interpret information and demonstrate comprehension.
3. **Apply:** Use acquired knowledge to solve problems and address practical situations.
4. **Analyze:** Examine information, identify relationships and distinguish between concepts.
5. **Evaluate:** Critically assess information, justify decisions and formulate evidence-based judgments.
6. **Create:** Develop new ideas, design solutions and produce original work.

The integration of Bloom's Taxonomy into examination and assessment practices encourages faculty members to prepare balanced question papers that assess different levels of cognitive learning rather than focusing exclusively on memorization. It also supports the alignment of Course Outcomes (COs), teaching-learning activities, assessment tools and Programme Outcomes (POs).

By combining Bloom's Taxonomy with Outcome-Based Assessment, the programme aims to promote competency-based learning, higher-order thinking skills, continuous assessment and the development of students' analytical, problem-solving and decision-making abilities.

This approach reinforces ICFAI University Raipur's commitment to outcome-oriented education, continuous quality improvement and the enhancement of academic standards in line with contemporary higher education practices.

# PHOTOGRAPHIC DOCUMENTATION

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Resource person addressing participants



Group photograph of participants



Dignitaries during the programme



