

	DILEMMA	AMBIGUITY	CHALLENGES	CONSTRAINTS
Transparency Issues				
1.No individual feedback			<ul style="list-style-type: none"><li>Lack of commitment of faculty</li></ul>	<ul style="list-style-type: none"><li>Time constraint</li><li>Lack of compulsion</li></ul>
2. Agreeability with System (due to Lack of inclusivity in decision-making process)	<ul style="list-style-type: none"><li>Insecurity of position / value (Perceived)</li><li>Lack of confidence in own method/opinion</li></ul>		<ul style="list-style-type: none"><li>Weak Relationships(Perceived)</li><li>Power Dynamic</li></ul>	<ul style="list-style-type: none"><li>Minority of faculty wanting variable method of evaluation</li><li>System constraint to sustain core values</li></ul>
3. No Justification of Given Marks			<ul style="list-style-type: none"><li>Evaluating group members</li></ul>	<ul style="list-style-type: none"><li>Lack of compulsion</li></ul>
4. No authority to students to question evaluation		<ul style="list-style-type: none"><li>Presumption that evaluation cannot be questioned</li></ul>		
	DILEMMA	AMBIGUITY	CHALLENGES	CONSTRAINTS
Lack of Constructive Direction		<ul style="list-style-type: none"><li>No coherence between verbal feedback and final credit</li></ul>	<ul style="list-style-type: none"><li>Progress Mapping of old and acquired skills over the module/semester.</li><li>Lack of alignment of admission criteria &amp; evaluation during the course</li><li>Fails to act as a motivator for students</li></ul>	
Biases			<ul style="list-style-type: none"><li>Previous performance bias</li><li>Expertise biases</li></ul>	
Equal Participation				
1.Faculty	<ul style="list-style-type: none"><li>Sense of compromise (Visiting Faculty)</li></ul>		<ul style="list-style-type: none"><li>Lack of inclusivity in decision-making process</li></ul>	
2.Peer Review (never Implemented)	<ul style="list-style-type: none"><li>Lack of trust on the idea</li></ul>		<ul style="list-style-type: none"><li>Lack of inclusivity in decision-making process</li><li>Lack of initiative</li><li>Lack of systematic structure</li></ul>	

3.Self Evaluation	<ul style="list-style-type: none"> <li>Increased conflict between student vs. faculty</li> </ul>		<ul style="list-style-type: none"> <li>Lack of inclusivity in decision-making process</li> <li>Students inability to interpret evaluation criteria</li> </ul>	<ul style="list-style-type: none"> <li>Lack of compulsion</li> </ul>
	<b>DILEMMA</b>	<b>AMBIGUITY</b>	<b>CHALLENGES</b>	<b>CONSTRAINTS</b>
<b>Criteria / Parameters</b>				
Not well-defined		<ul style="list-style-type: none"> <li>Ambiguity in interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Progress mapping of old and acquired skills</li> </ul>	
<b>Agility and adaptability</b>				<ul style="list-style-type: none"> <li>Course or discipline does not have the flexibility of setting criteria</li> </ul>
<b>Ease of Understanding</b>				<ul style="list-style-type: none"> <li>Different interpretation</li> </ul>
<b>Credibility</b>	<ul style="list-style-type: none"> <li>Perceived performance and system evaluated performance</li> <li>Previous experience of subjective marking is not pleasant (for students)</li> </ul>			
<b>Communicable</b>				<ul style="list-style-type: none"> <li>Transfer of performance related information between faculties</li> </ul>