

	<b>DILEMMA</b>	<b>AMBIGUITY</b>	<b>CHALLENGES</b>	<b>CONSTRAINTS</b>
<b>Transparency Issues</b>				
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>		
	<b>DILEMMA</b>	<b>AMBIGUITY</b>	<b>CHALLENGES</b>	<b>CONSTRAINTS</b>
<b>Lack of Constructive Direction</b>		<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>	
<b>Biases</b>			<ul style="list-style-type: none"> <li>• Previous performance bias</li> <li>• Expertise biases</li> </ul>	
<b>Equal Participation</b>				
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>