

Institutional own Internal Policy of Assessment and evaluation

Preface

Every student seeks admission in our college to gain such knowledge, skill and experience which may be useful for his personality development and also for leading his life successfully. Every student is unique and he must get equal opportunity to enjoy his life as per his ability, choice and aim of his life. Every curriculum is prepared keeping in view above facts. Students and their parents are very much concerned about assessment and evaluation system in the college. Our college has introduced the diagnostic and formative system for assessment and evaluation whereas summative system is decided by our university. Our college informs to students and to other stakeholders these systems even at the time of admission through a booklet.

Assessment and Evaluation system has been planned keeping in view the curriculum expectation in general and care has been taken for students with special needs also. But success depends upon our teachers who are expected to invest their real time with real affection for our students who have great confidence in our college. Providing descriptive feedback clearly and regularly would support our students for their success. College is interested to develop the ability for "SWOT" analysis in every student which would also be a skill development measures to enable him to assess his own learning, set specific goals and plan next steps for his learning.

1. Assessment of Knowledge, Skill and Needs:-

At the time of admission but before classes start, a student should be required to give certain details in a prescribed proforma and also in admission forms. This student should present himself before admission committee where casually, English communication skill may be assessed. On the basis of details given by student in above both forms, details should be compiled, analyzed and conclusion is to be derived about student's knowledge and support services required by him. This exercise would also enable the teachers to prepare their teaching plan and strategy. Teachers would plan about remedial teaching strategy so that every deficiency in a student is removed and no obstacle may come in the successful achievement of Vision and Mission of the institution. In fact, it is a diagnostic assessment tool and that is why, it is to be used only at the start of session. Now, we mention here under formative measures for assessment and evaluation.

1. Period-end Assessment:-

Now, lecture method has been replaced by inter-active method of teaching where a student is not a silent listener but is an active participator. Every teacher before start of teaching as per his pre-decided plan, everyday, should invest first 5 to 7 minutes making students free to ask any question to seek clarification on any point relating to the subject contents communicated by teacher yesterday or even prior to that. Similarly last-10-minutes should be allocated to the students to seek clarification



about any point relating to that day's teaching .In case, students do not feel comfortable for asking questions at their own ,then teacher should go amongst students encouraging them to feel free for seeking clarification otherwise teacher himself should ask question to test the grasping status of as many students as possible .This system would help the teacher also to assess his own teaching strategy and to decide to change it if so required. This system also enables a teacher to identify slow learner and to prepare remedial plan for implementation.

2. Unit-End Assessment:-

At the end of every first unit or at the most second unit, verbal test based on objective questions should be held to assess real achievement level and also the ability for application in practical way where ever so is required .Teacher should be frank in assessing the effectivity of his teaching methods including the impact of teaching aids like internet and use of laboratory etc..Though this system of assessment is only oral to keep students free from mental pressure but sometimes may be two times in a session, written assessment based on objective questions, may be used. In that case, answer sheets should also be shown to students so that they may know about their performance level. Through this system also, teacher should find out the area for remedial teaching ,mentoring and to re-plan his teaching method .To compare the achievement during a given period ,written sheet of marks/grade of every student would be very useful, fair and transparent. Even if any guardian wants to know about the performance of his ward, it may be done very convincingly through these answer /evaluation sheets.

3. Mid-term Assessment Evaluation:-

Earlier half-yearly examinations were being organized in the institution but university made it voluntary two years back with the result, students are reluctant to participate in this process .It is felt that we should continue the process with the only change to substitute subjective examination by objective. With the introduction of above first and second assessments measures, holding or not holding mid-term examination may be reviewed subject to students' inclination .However, in case mid-term examination on objective pattern is held, answer sheets must be shown to students to enable them to know their performance.

4. Development of Scientific temper and creative thinking:-

This is not only covered under "Research" as a second dimension of higher education as per UGC but is also a constitutional requirement. Students are to be made aware about process of collection of data, compilation, analysis, interpretation, conclusion and its use. For this, basic knowledge of survey and action research must be given.



Teachers are suggested to spare their real time and to make assessment .Value- added education is the need of nation and time .Our teachers must contribute so that they may earn credit for creating and developing scientific temper and creative thinking amongst students. Students may be encouraged by special incentive if assessment of marks of any students so deserves.

5. Extension Activities:-

Every student is required to undertake at least two community related activities in every session. These activities provide an opportunity to the student to strengthen his organizing and leading capacity and creates good citizenship and brings the feelings of nationalism and socialism, love brotherhood, selflessness etc..To encourage students to participate in NCC & NSS, provision to give incentive by way of cash or kind may be introduced but fair assessment and evaluation is required for the selection of students for such incentives.

6. Evaluation of Teachers:-

The quality of teachers is the base to decide the quality of education in any institution. A proforma has been introduced for the evaluation of teachers by students. This evaluation is to be done by the students of final year only and that too after practical examination.

For the evaluation of teachers by alumni and community also, a separate format is to be used. Overall analysis about any teacher's performance will be based on views collected from all these stakeholders. Management and Principal both will have proper supervision about contribution of teachers for remedial teaching, mentoring, publication of book and article in journal, extension activities and other support for student's progression. This evaluation is to be done on-4- point scale.



Evaluation of Vision and Mission:-

This annual process is the most important as the future plan and policy depend upon the outcome of evaluation of vision and mission only. A proforma with -4- point scale has been designed to collect the views of students, alumni, academicians and community on various parameters related to Vision and Mission. Compilation of data, analysis and conclusion should be obtained through computer in fair and transparent manner. Suggestions and grievances should be mentioned in feedback report. Report should also contain Action Taken Report (ATR) against last feedback report. This feedback back report is to be presented before IQAC and Managing Committee for information and necessary action wherever so requires.

While evaluating Vision and Mission, proceedings of Students Quality Management Council (SQMC), grievance register, staff meeting, discussion by community members with any representative of Management /Principal etc. even orally are to be given full weightage.

7. Assessment of Value-Added Education:-

Institution should ensure that students are well aware about our important constitutional provisions and human rights including environment. Students' participation in activities relating to value-added education should not be taken lightly. Participating students should be assessed properly and by way of evaluation based on four point scale, appreciation certificate in addition to other incentives should be given in a well arranged function. This system would encourage for the development of good citizenship.

8. Self-Evaluation by Students:-

Through this, half-yearly system to encourage inherent ability for applying "SWOT" analysis is developed in every student for his personality development. This format duly filled by student is to be used by teachers to examine the feedback on every parameter and to provide remedial measures, mentoring, guidance and counseling. This format may also be used to think by teachers about effectivity in teaching method.

9. Self-Evaluation by Staff:-

Teaching and non-teaching staff is required to evaluate his own performance through prescribed format annually. These completed forms are to be submitted in IQAC meeting after the assessment by the principal. Such forms along with IQAC report is to be submitted in Managing Committee for information and necessary action. The outcome of every staff may be used for reformation and incentive also.

10. Other Matters:-

Institution should apply four point scale to assess attendance, uniform and discipline. However, as already stated students with special need are required to be assessed leniently and with human approach but with same four point scale.



11. Grievance Redressal:-

Any grievance due to assessment and evaluation may be referred to concerned teacher and thereafter, to the senior teacher of the department. Grievance may also be referred to the Principal of the institution in case still any student remains unsatisfied.

12. Summative Evaluation:-

While during the session to assess the achievement level of any student and to compare the speed of such achievement between two different period interval, above measures for formative assessment are determined, at the same time, for the assessment and evaluation of students achievement at the end of session and also to compare with assessment of diagnostic measure summative assessment is to be conducted as per guidelines and methodology decided by university only. For assessment of theory and practical knowledge, institution is to ensure to follow procedure stipulated by university for conducting fair and transparent assessment and evaluation of students.

13. Use of Technology:-

As far as possible, any system of assessment and evaluation should be operated through technology.

14. Reporting to Parents:-

Institution is of considered view that the students coming for admission here are grown up and should not be put up at par with the children of nursery and primary schools. It will not be essential to send anything like report card to the parents. But it must be ensured that if any parent so desires, that must be honoured and here should have a procedure in place to ensure that parents are aware of the progress and activities of their wards.

