

SETH GYANIRAM BANSIDHAR PODAR COLLEGE

— ◆ NAWALGARH ◆ —



INTERNAL ASSESSMENT HANDBOOK

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Section A: Assessment Handbook

1. Introduction

- This handbook outlines the assessment policies and procedures at Seth Gyaniram Bansidhar Podar College. The college adopts a blended approach to assessment, incorporating both formative and summative assessment methods.
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2. Assessment Philosophy

- **Holistic Development:** The college emphasizes a holistic approach to student learning, focusing on not only the acquisition of knowledge but also the development of critical thinking, problem-solving, communication, and research skills.
 - **Continuous Improvement:** Assessment is viewed as an ongoing process that provides valuable feedback to both students and faculty for continuous improvement.
 - **Fairness and Transparency:** All assessment methods are designed to be fair, equitable, and transparent to all students.
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3. Assessment Methods

(i) Formative Assessment:

- **Classroom Seminars:** Regular participation, quality of contributions, and critical thinking skills will be assessed through rubrics designed by the course instructor.
- **Assignments:** Assignments will be evaluated based on clarity of thought, depth of analysis, research skills, and adherence to instructions. Rubrics will be provided to students in advance.
- **Quizzes:** Short quizzes will assess students' understanding of key concepts and their ability to apply knowledge.
- **Group Discussions:** Group discussions will assess students' communication, teamwork, and critical thinking skills. Rubrics will be used to evaluate individual contributions and group dynamics.

(ii) Summative Assessment:

- **Unit-Tests (2):**
Each term test will consist of three questions covering various course outcomes. The specific questions and their weight age may vary across terms.

- **Mid-Term Exam:**
This comprehensive exam will assess students' understanding of the entire course. It will consist of five questions covering all course outcomes.
 - **Final University Exams:** These exams, conducted by the university, will assess students' overall understanding of the course content and their ability to apply knowledge.
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4. Assessment Rubrics

- Rubrics will be designed by course instructors for all formative assessment methods (classroom seminars, assignments, quizzes, group discussions).
 - Rubrics will be shared with students in advance to ensure transparency and clarity of expectations.
 - Rubrics will typically assess the following dimensions:
 - Knowledge and Understanding
 - Application and Analysis
 - Communication and Presentation
 - Critical Thinking and Problem-Solving
 - Teamwork and Collaboration
 - Rubrics will be used consistently and fairly across all students.
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5. Attainment Levels and Remedial Measures

- After each assessment, student performance will be analyzed to determine the attainment level for each course outcome.
- Attainment levels may be categorized as:
 - **Achieved:** Students have demonstrated a strong understanding of the learning outcomes.
 - **Partially Achieved:** Students have demonstrated some understanding of the learning outcomes but require further support.
 - **Not Achieved:** Students were not demonstrated sufficient understanding of the learning outcomes.
- For students who have not achieved or partially achieved specific learning outcomes, the following remedial measures may be implemented:
 - Personalized Learning Plans

- Additional Support through tutorials, mentoring, or peer learning
 - Re-assessment Opportunities
 - Counseling and Guidance
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6. Assessment Records

- All assessment records, including grades, feedback, attainment levels, and remedial measures, will be maintained electronically.
 - Students will have access to their own assessment records through the college's online portal.
 - Faculty will provide regular feedback to students on their academic progress.
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7. Academic Support

- The college provides academic support services such as tutoring, counseling, and study skills workshops to assist students in their academic endeavors.
 - Students are encouraged to utilize these resources to enhance their learning and academic performance.
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8. Grievance Redressal

- Students have the right to appeal any assessment decision they believe to be unfair.
 - A clear grievance redressal mechanism will be in place to address student concerns regarding assessment.
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9. Review and Revision

- This assessment handbook will be reviewed and revised periodically to ensure its effectiveness and alignment with evolving educational needs and best practices.
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Section B: Internal Examination Manual – Rules and Regulations (COE)

Internal Examination Manual: Rules and Regulations

Office of the Controller of Examinations (COE)

10. Formative Assessment & Continuous Evaluation

- **Policy Adherence:** Faculty members shall conduct formative assessments—such as quizzes, presentations, open-book tests, assignments, and/or group discussions—strictly in accordance with the departmental assessment policy communicated at the beginning of the semester.
 - **Diversity of Assessment:** While the choice of assessment method rests with the course instructor, each assessment must be appropriately mapped to the approved Course Outcomes (COs).
 - **Record Keeping:** Faculty members are required to maintain a digital and/or physical *Continuous Evaluation Record* for every student. These records must be readily available for verification or audit by the COE at any time.
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11. Question Paper Submission

To ensure quality assurance, confidentiality, and timely printing, the following guidelines are mandatory:

- **The 7-Day Rule:** All sets of question papers for Unit Tests and Mid-Term Examinations must be submitted to the COE office **exactly seven (7) days prior** to the commencement of the examination.
 - **Format & Quality:** Question papers must strictly adhere to the approved institutional template, including prescribed marks distribution and alignment with Bloom’s Taxonomy levels.
 - **Confidentiality:** Question papers must be submitted only through the secure faculty portal or in a sealed envelope to the COE office. Submission via unencrypted email, personal messaging applications, or informal channels is **strictly prohibited**.
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12. Evaluation and Grading

Timely and transparent evaluation is essential for effective student feedback and academic improvement.

- **Submission Deadline:** Evaluated answer scripts along with the duly signed marks award list must be submitted to the COE office **within seven (7) days** of the completion of the respective subject examination.
- **Transparency:** Prior to final submission to the COE, faculty members shall show the evaluated answer scripts to students to resolve any grievances related to valuation, totaling, or omissions.
- **Late Penalties:** Delays in submission of evaluated answer scripts or marks lists may hinder the timely generation of progress reports. Recurrent delays will be formally recorded and considered in the Faculty Performance Appraisal process.

13. Summary of Key Deadlines

Action Item	Deadline	Responsibility
Question Paper Submission	7 days before examination	Subject Faculty
Formative Assessment	Ongoing (as per syllabus)	Subject Faculty
Answer Sheet Evaluation & Marks Submission	7 days after examination	Subject Faculty
Result Compilation	20 days after the last examination	COE Office

14. Attainment Levels

To ensure compliance with Outcome-Based Education (OBE) framework and quality assurance requirements, the following rules shall apply:

- **Mandatory Compliance:** Calculation and reporting of Course Outcome (CO), Program Outcome (PO), and Program Specific Outcome (PSO) attainment levels are mandatory for all courses offered by the institution.
- **Institutional Norms:** Attainment levels shall be calculated strictly as per the norms, guidelines, and weightages approved by the Academic Council / University from time to time.
- **Outcome Mapping:** All internal and external assessment components must be properly mapped to approve Course Outcomes (COs). CO–PO and CO–PSO mapping matrices must be finalized and approved at the departmental level.
- **Responsibility:** Subject faculty members are responsible for computing and submitting CO attainment. Departments shall consolidate and report PO and PSO attainment.

- **Documentation:** Proper records of attainment data, outcome mapping, and analysis shall be maintained by the department and must be produced during audits, inspections, or accreditation processes (NAAC/NBA/IQAC).
 - **Review and Improvement:** Outcomes not meeting the prescribed attainment targets shall be reviewed at the departmental level, and appropriate academic improvement measures shall be initiated and documented.
 - **Reporting:** Attainment reports must be submitted within the timelines prescribed by the COE / IQAC. Delays or non-submission will be treated as non-compliance.
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15. Conduct and Integrity

- **Invigilation:** Faculty members assigned invigilation duties must report to the examination hall **at least 15 minutes** prior to the scheduled start time of the examination.
 - **Zero Tolerance Policy:** Any instance of examination malpractice by students, or negligence, misconduct, or non-compliance by faculty members in evaluation or invigilation duties, shall be referred to the Examination Discipline Committee for appropriate action.
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Note: These rules and regulations are instituted to uphold the integrity, transparency, and academic standards of the institution. Consistent adherence ensures that all students receive fair, accurate, and timely assessment of their academic performance.

Section C: Internal Examination Grievance Redressal Policy

16. Internal Examination Grievance Redressal Policy

Introduction

Seth Gyaniram Bansidhar Podar College is committed to upholding the integrity and fairness of the internal examination process. This policy outlines the mechanism for students to address any grievances they may have concerning internal examinations. We strive to provide a transparent, time-bound, and efficient process for resolving such concerns.

17. Who can file a grievance?

Any student enrolled at SGB Podar College who has a concern related to an internal examination can file a grievance under this policy. This may include issues such as:

- Errors in question papers or marking schemes
- Discrepancies in awarded marks
- Procedural irregularities during the examination
- Unfair treatment by examination personnel

18. How to file a grievance:

Students must submit their grievances in writing within a specified timeframe (i.e. 5 working days) after the receipt of their internal exam results. Grievances can be submitted through the following channels:

- **Course Instructor** : Students can initially discuss their concerns with the instructor of the course involved in the examination.
- **Student Grievance Redressal Committee (SGRC)**: Students can submit a formal grievance form to the Student Grievance Redressal Committee, outlining the nature of the issue and any supporting evidence.

19. Grievance Review Process:

- Upon receiving a grievance, the designated faculty member (course instructor) will conduct a preliminary review to ensure the complaint falls within the scope of this policy.
- If the grievance is valid, a committee will be formed to investigate the matter further. This committee, referred to as the Student Internal Examination Grievance Redressal Committee (SIEGRC), will consist of:
 - o A senior faculty member (Chairperson)
 - o A faculty member from a different department
 - o A representative from the teaching faculty (not involved in the disputed examination)

- The SIEGRC will review all relevant documents and evidence, including the student's complaint, the examination papers, and any statements from involved parties.
- The SIEGRC will strive to reach a fair and just resolution within a designated time frame (i.e. 10 working days).

20. Possible Outcomes:

- **Dismissal of the Grievance:** If the SIEGRC finds the grievance unsubstantiated, it will be dismissed with a clear explanation communicated to the student.
- **Re-evaluation:** The SIEGRC may recommend a re-evaluation of the examination paper(s) by a different examiner.
- **Awarding of Additional Marks:** In cases of proven errors in marking, the SIEGRC may award additional marks to the student.
- **Re-examination:** In exceptional circumstances, the SIEGRC may recommend a re-examination for the affected student.

21. Communication of Decision:

The student will be informed of the SIEGRC's decision in writing. The Communication will outline the rationale behind the decision and any resulting action.

22. Confidentiality:

Seth Gyaniram Bansidhar Podar College will maintain the confidentiality of all information related to grievances throughout the process.

23. Revision of the Policy:

This policy will be reviewed periodically to ensure its effectiveness and may be revised as deemed necessary.

24. Contact Information:

For any inquiries related to this policy or the grievance redressal process, students can contact:
Student's Grievance Redressal Committee.

25. Conclusion (Grievance Redressal Policy)

Seth Gyaniram Bansidhar Podar College is committed to providing a fair and transparent examination process for all students. This policy ensures that students have a clear and accessible mechanism to address any concerns they may have regarding internal examinations.

Section D: Outcome Based Education (OBE) Manual

OUTCOME BASED EDUCATION (OBE) MANUAL

26. Introduction to Outcome Based Education:

Seth Gyaniram Bansidhar Podar College (Seth G.B. Podar College) is dedicated to providing its students with a superior education that prepares them to thrive in their chosen fields. Outcome-Based Education (OBE) serves as the bedrock of our educational philosophy. This manual outlines the comprehensive OBE framework implemented at Seth G.B. Podar College, ensuring a well-defined and measurable learning experience for our students.

OBE emphasizes student learning outcomes, placing significance on the knowledge, skills, and attitudes students acquire throughout their academic journey. It underscores aligning these outcomes with the broader objectives of the program and the long-term aspirations for graduates. This manual delves into the core components of OBE at Seth G.B. Podar College, including Course Outcomes (COs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Program Educational Objectives (PEOs).

27. Course Outcomes (COs):

Course Outcomes (COs) represent the specific knowledge, skills, and abilities students are expected to gain upon completing a particular course. They are measurable statements that clearly articulate the desired learning outcomes.

Key Aspects of COs:

- Alignment
- Measurability
- Specificity

Steps for Developing COs:

1. Review POs, PSOs, and PEOs
2. Identify Key Course Concepts
3. Define Learning Objectives
4. Formulate COs

Examples of COs:

BSC I C2 Chemistry – II (Organic)

CO1. Explain mechanisms of organic reactions (bond cleavage, reagents, intermediates).

CO2. Identify and differentiate various types of isomerism.

CO3. Apply stereochemistry principles to chiral molecules (optical activity, diastereoisomerism & resolution).

CO4. Analyze and interpret organic reaction mechanisms using various methods.
CO5. Understand fundamental concepts, preparation and reactions of cycloalkanes, dienes, and alkynes.

28. Program Outcomes (POs)

Program Outcomes (POs) represent the broad knowledge, skills, and abilities expected of graduates upon completing their program.

Examples of POs:

PO1: Fundamental chemical knowledge
PO2: Organic chemistry skills
PO3: Physical chemistry understanding

29. Program Specific Outcomes (PSOs)

Examples of PSOs:

PSO1: Leverage chemical knowledge for innovation
PSO2: Translate science into practice
PSO3: Ethical and sustainable impact

30. Program Educational Objectives (PEOs)

Examples of PEOs:

PEO1: Professional success and ethical problem-solving
PEO2: Effective communication and lifelong learning
PEO3: Social responsibility and leadership

31. Assessment Methods (Direct and Indirect)

- Direct Assessment (80%)
 - Indirect Assessment (20%)
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32. Attainment Levels

To evaluate student performance and program effectiveness, Seth G.B. Podar College employs a three-tiered attainment level system:

- **Level 1 (50% - 60%): Meets Minimum Requirements**
- Students in this level demonstrate a basic understanding of the course content and achieve the minimum passing grade.
- **Level 2 (61% - 74%): Exceeds Minimum Requirements**
- Students in this level exhibit a good grasp of the course content, demonstrating critical thinking and problem-solving skills beyond the minimum requirements.
- **Level 3 (75% and Above): Achieves Distinction**
- Students in this level display a thorough understanding of the course material and the ability to apply knowledge creatively and independently. They are considered high achievers.

33. Calculation of PO and PSO Attainment

Direct Assessment:

The attainment of each PO and PSO is calculated based on the weighted average of the Attainment of the COs that contribute to it. The specific COs mapped to each PO and PSO are

Documented in a Course Outcome Mapping Table (refer to Appendix A).

The formula for calculating PO and PSO attainment through direct assessment:

PO/PSO Attainment (%) = $(\Sigma (\text{CO Attainment} \times \text{CO Weightage})) / \text{Total Weightage}$

34. Data Analysis and Improvement

Seth G.B. Podar College faculty actively engages in data analysis and continuous improvement processes based on the assessment results.

- **Assessment Data Analysis:**
 - Faculty analyzes the assessment data (direct and indirect) for each course to identify areas where students are excelling and areas requiring improvement.
 - This analysis helps gauge the effectiveness of COs and teaching methods.
 - **Curriculum Revision:**
 - Based on the analysis, faculty may recommend revisions to the course curriculum, COs, or teaching methods to enhance student learning outcomes.

- Program-level committees review these recommendations and propose changes to the program structure or learning objectives if necessary.
- **Program Improvement Plan:**
 - The insights gleaned from assessment data are used to formulate a program improvement plan (PIP).
 - The PIP outlines specific actions and strategies for continuous improvement in the program's curriculum, delivery methods, and assessment practices.

35. Conclusion

Seth G.B. Podar College's Outcome-Based Education framework ensures a quality learning experience for students. By aligning COs, POs, PSOs, and PEOs, the college fosters the development of well-rounded graduates who are prepared to excel in their chosen fields. The emphasis on continuous assessment and data-driven improvement further strengthens the program's effectiveness in achieving its educational goals. This manual serves as a comprehensive guide for faculty members in implementing OBE principles and ensuring a transformative learning experience for Seth G.B. Podar College students.
