

## 1. **Academic Monitoring System and continuous internal evaluation**

The academic monitoring system is a monitoring mechanism, designed and deployed by the Institute to identify, track, and drive improvements in the quality of education. Academic Monitoring System provides a simple interface for maintenance of student information. It can be used by educational institutes to maintain the records of students easily. It tracks all the details of a student from the day one to the end of the course which can be used for all reporting purpose, tracking of attendance, progress in the course. At the heart of the monitoring system, is an automated issue reporting and tracking mechanism that ensures complete ownership and accountability among all stakeholders towards measurable improvements in quality of their learning and infrastructure. Several quality parameters are continually measured and tracked.

### **Continuous internal evaluation process**

The continuous internal evaluation (CIE) regulations are governed by the principles of the **KLESACC Assessment and Learning Policy**. It recognizes that assessment is an integral part of the learning process and not simply a measurement of it, i.e. assessment of, for and as learning.

The policy encompasses the following five principles:

1. Assessment will promote learning
2. Feedback is a core component of assessment
3. Assessment will be considered at the programme level
4. Assessment will be fair, ethical and learner-centred
5. Good practice will be supported

The Continuous Assessment procedures apply to all elements of student assessment except final examinations. Continuous assessment may include practical exercises and examinations, written assignments, projects, oral presentations, performances, reflective papers and tests, depending on the programme of study and on individual courses making up a programme. The function of continuous assessment is to facilitate student learning by:

- Reinforcing and expanding students' learning
- Measuring and certifying students' learning.
- Assessing the students' practical application of course material as well as their theoretical knowledge in each course.
- Providing feedback to students .
- Providing information on student progress to lecturers .
- Motivating students to work throughout the programme.
- Supporting diversity in learning styles among students.

Some of the roles outlined above may be more relevant to particular courses and programmes than others. Outcome-based education committee will develop general strategy on the types of assessment and the proportion of marks to be devoted to each piece of continuous

assessment work across the whole programme, in order to achieve a level of consistency across courses and stages within the programme and to ensure that all of the learning outcomes for the programme can be achieved and measured. Any special assessment requirements (content beyond syllabus) and assessment instruments will also be identified and specified. The reasons for implementing any such special arrangements will be specified also.

## **Communication OF Continuous Assessment Information AND Results to Students**

At the commencement of the semester/year each student will be given:

- i. A continuous assessment schedule which contains an overview of the compilation of marks for each course as set out in the approved programme schedule and course structure.
- ii. Deadlines for the submission of continuous assessment elements and/or dates of assessment events (e.g. class tests).

The results of continuous assessment will be communicated to students within a reasonable period and normally prior to the submission of the next continuous assessment. This will be done in a manner that will ensure the confidentiality of the marks for each student, or in case of group work, confidentiality of the group mark. Maintenance of Continuous Assessment Records Responsibility for managing the receipt of assessment rests with the lecturer. Lecturers must maintain accurate and verifiable records of assessment submissions and of continuous assessment marks, in each component for each student in their courses. Such records should be made available to HOD on request. Students will have the opportunity to discuss their cumulative continuous assessment marks for a course on an ongoing basis with their lecturers and are entitled to an explanation of how their overall continuous assessment mark is calculated. Each lecturer will provide an opportunity for his or her students to view the record of their cumulative continuous assessment marks during the semester. Every reasonable effort will be made to ensure that all continuous assessment work is completed, submitted and marked prior to the end of the course, so that the mark recorded at this time is the final overall continuous assessment mark in the course. A student who is absent from a continuous assessment exercise, or misses an assessment deadline for what he/she considers to be legitimate verifiable reasons and should inform the lecturer prior to the assessment completion date or as soon as possible thereafter. Student should provide documentation to support that which he/she considers to be valid reasons for the absence. This should be retained by the concerned teacher. The course lecturer will review the application, decide on the matter and inform the student of the outcome of their application. Where it is accepted that an absence or non-submission of an assessment is valid, and depending on the circumstances, the nature of the course and of the assessment in question, the lecturer will have discretion to decide which of the following actions will be taken in the case of recoverable assessments

- a. If the assessment is not submitted or submitted late: The deadline for submission of the assessment will be extended, without penalty.
- b. If the student is absent from an assessment event: The student will be required to repeat the assessment that was missed. The student will be given an alternative assessment opportunity

in lieu of the missed assessment. In some cases it may not be feasible or practical to repeat the assessment or submit it late, in which case the other continuous assessment elements may be re-weighted for that student to take account of the missing assessment mark. The detrimental effect of any such absences or non-submissions on the student's overall final assessment mark in a course will be a matter for the appropriate.

**Continuous Evaluation Process:** There are many parameters by which the performance of a student can be evaluated regularly.

1. Assignments
2. Unit tests
3. Surprise tests
4. Mock Practical exams/Practical oral in every session
5. Seminars/Group Discussion on a specific topic.

Extra lectures for weak students and remedial coaching for failed students are conducted.

**Feedback System:** Feedback points out the shortcomings in the existing system. Every stakeholder plays important role by giving correct feedback. Table below focus more. Stakeholder Feedback about

- 1 Students- Teaching and Non teaching staff and facilities.
- 2 Parents- About the overall facilities of department/Institute.
- 3 Alumni- The curriculum and requirement in the Industry.

**Attendance Monitoring Process:** Institute follows strict norms to regulate student attendance. Student attendance is beneficial for knowledge acquisition and in-depth understanding of subject. Attendance is rigorously monitored to ensure minimum defaulter students. Parents are informed about ward attendance by regular telephonic calls/SMS.

**Mentor Scheme:** The Mentor scheme is developed to ensure that the performance of students will improve and their parents should receive complete details of their ward. Some of the functions of Mentor System are as follows:-

1. A mentor is assigned to a group of students of a class. The same mentor is associated with that group of students till they graduate. The mentor will maintain individual personal information, awards, achievements etc.
2. The students update their mentor if they are facing any issue. Necessary solution can be found out after discussion,
3. Mentor takes a monthly bimeeting with the students and discuss with them about various topics.
4. The mentor maintains complete record of the students and updates their parents about the developments by regular telephonic call/SMS.
5. Parent meeting is arranged every semester to communicate with them progress of their ward.

**Subject Distribution:** teaching work distribution is an important phase in Teaching Learning Process. Appropriate allocation of subjects and practical to teachers improves imparting of knowledge to students and also helps to improve the results.

1. Teaching work distribution involves distributing subjects, practical, seminar, projects etc. It is done at the end of each term. This ensures that, faculty gets sufficient time to thoroughly

prepare the assigned subjects and practical and completes the course file before commencement of the next semester.

2. Teaching work distribution should be done as per the norms of UGC. The entire workload of the department for the semester is as prescribed by the University.

3. Senior staff of the department must be encouraged to teach difficult subjects and junior classes as well.

4. Extra lecture/tutorial should be assigned for difficult subjects The Head of the Department ensures that subject distribution among the departmental staff is fair and according to expertise or trust area of the staff.

### **Lecture Preparation**

1. Keep lesson plan, session plan & lecture notes and ICT material ready before start of term.

2. Lectures Notes should be prepared. It should be reviewed by peer or HOD.

3. While preparing lecture notes- make use of ONLY Standard text books and reference books. Students should be encouraged to refer good reference books.

4. Prepare subject wise list of standard books, circulate to all colleagues & students. It should be verified by HOD/Academic Committee

5. While preparing session plan, highlight chapters from standard books, so that students will be forced to refer to these books.

6. Prepare and follow Session Plan for every Lecture.

7. Supplement your Lectures/Practical with brain teasers, quizzes so that student's interest will be maintained in the classroom especially late afternoon sessions.

8. Form a resource pool from or across department. Share lecture notes, assignments, practical etc. across departments.

9. Arrange expert lectures by Industry persons on upcoming technology or career opportunities in the respective subject.

### **Conduction of Lectures**

1. Engage class for entire duration of one hour.

2. Reach the classroom 2 min before the schedule. This sends a strong message to students regarding your commitment & makes them to come on time.

3. Allow latecomers to enter class.

4. Keep the door closed while conducting Lecture/Tutorial so that you can conduct class without interruptions.

5. Ensure readable, large & neat writing on blackboard

6. Make restricted use of the PPTs (no more than 15 min in one Hour) this ensures student participation.

7. Make session interactive by discussing case studies and problem solving.

## **Student Performance Improvement**

### **1.Extra Class**

1. Identify weak students and arrange extra lectures after college hours.

2. Arrange extra lectures for difficult subjects.

### **2. Remedial Coaching**

1. Decision of conducting remedial classes for subjects should be taken at departmental level in consultation with HOD based on,
  - a. Difficulty of subject
  - b. Subject result is decreased compared to previous year result analysis and university
  - c. For slow learners identified at the beginning of the academic year
2. For every unit prepare question bank using University question papers with model answers and marking scheme.
3. Discuss questions and answers with students in one lecture.

**Expert Lecture** Academics, Industrial visits, co-curricular activities are important aspect in knowledge building of the students. Along with this, KLES has recognized that there is one more realm where students can learn a lot from expert lectures delivered by experts in their area. Hence, expert lectures plays very important role to understand opportunities, industry perspective of the subject. Hence, Head of the Department should encourage faculty members of the department to conduct excellent quality expert lecture.

### **Conduct of Internal Exam**

1. Conduct two unit tests in a term.
2. Prepare a comprehensive question bank for each unit and/or experiment and make available to students.
3. Refer previous years University question papers for making question bank.
4. Solve two university question papers and submit it to the concerned teacher.
5. The questions for the Unit Test should be from the question bank itself.
6. Keep records of performance of the students in class Test.
7. Maintain a record of action taken on the results of the class Test for improvement (reappear/assignments).

### **Practical Assessment**

1. Conduct mock Practical/Oral exam as per the academic calendar
2. Detailed time table should be displayed on the departmental notice board
3. There should be a panel of 2-examiners from the same department to evaluate students in mock Practical/Oral exam.
4. Evaluation sheet for mock Practical/Oral exam should contain parameters as suggested by the University.
5. Conduct oral in every lab session to ensure proper understanding by students.

Seminar Presentation 1. Arrange Quizzes, Group Discussions, and Questionnaire Sessions etc for individual student. 2. Schedule student presentations on and beyond syllabus topics.

## **Policy for Monitoring Academics**

### **Responsibilities of Principal/HOD**

- a. Principal/HOD should daily take round to monitor the lecture.
- b. They are encouraged to randomly observe the ongoing classes and monitor quality of the lecture and suggest for improvements

### **Responsibilities of Departmental Head:**

- Maintain departmental Academic file
- Prepare Departmental Academic Calendar
- Report 5 minutes before commencement of classes and wait in corridor to maintain discipline along with class teacher.
- Monitor work of teacher guardian (Mentor) for smooth conduction of academics.
- Observe lecture conduction of faculty member along with senior faculties.
- Maintain discipline among staff & students.

### **Responsibilities of Institution Examination Coordinator:**

1. Prepare time table of Internal Test
2. Provide attendance sheets & answer sheets
3. Circulate format of Question Paper
4. Prepare format for report of action, in case of absentee or failure
5. Maintain record of unit Test.

### **Maintain discipline in the Institution premises.**

1. Wearing Uniform and I-card is mandatory.
2. No use of mobiles in Corridors/College.

**Policy for Time table preparation** After subject distribution to departmental staff, departmental time table coordinator should prepare following time tables.

- ♣ Class time table
- ♣ Lab time table
- ♣ Individual time table
- ♣ Master time table

**Time table monitoring committee** should ensure that

- ♣ All the time table must be prepared and class time tables must be displayed on the college notice board and institution website before commencement of the semester .
- ♣ Classrooms and labs must be fully utilized for teaching learning and imparting knowledge to the students.