

Proceedings of the Commissioner, Collegiate Education
Mangalagiri :: Andhra Pradesh
(Present: Dr. Pola Bhaskar, IAS.,)

RC.No. APCCE - OSD- QI / 02/ SOP-2.0/ A&E/ 2024

Date 05/08/2024

Sub: APCCE -Release of Standard Operational Procedure 2.0 for Strengthening Quality in Government Degree Colleges through Standardisation of Assessment and Evaluation Practices - Reg

Ref: Proceedings of the Commissioner, Collegiate Education, RC No. 003/Academic Cell/AC-10/2022
Dated.06.04.2022

The Commissionerate of Collegiate Education has been initiating quality measures keeping the futuristic changes that are happening in the field of education in view. As the international parameters including NEP 2021 document insist on Outcome Based Education as the watchword of the day, the Commissionerate of Collegiate Education is taking enough care to implement all aspects that contribute for the development of outcome-oriented teaching-learning process. Unlike traditional education methods, Outcome Based Education doesn't prescribe a single style of teaching or assessment. Instead, it emphasises that classes, opportunities, and assessments should all contribute to helping students reach the specified outcomes.

Many Standard Operational Procedures (SOPs) have been issued to the colleges to handhold and guide to strengthen the quality aspects related to academics, research development, evaluation and important administrative procedures from time to time. As many innovative teaching methodologies and student-centred practices have evolved, the Commissionerate of Collegiate Education feels that the Assessment and Evaluation practices also need to be revised. Hence the need for SOP 2.0.

Life skills, Professional and vocational skills, Intellectual skills and Interpersonal and Personal skills are essential in the 21st century. Outcome Based Education promotes student-centred teaching, clear standards and skills and competencies. To improve efficacy in the teaching and learning process, proper assessment and evaluation methods are to be implemented in academic institutions - especially in autonomous institutions. Just like several teaching learning methods like *Task-Based Learning, Project-Based Learning, Collaborative Learning and Peer- Group Learning etc*, there are many types of assessments like *Diagnostic assessment, Formative assessment, Summative assessment, Criterion-Referenced Assessment, Ipsative Assessment, and Normative Assessments*. Here is a brief description of these popular assessments:

As you all know, the SOP 1.0 which was issued in 2022 has streamlined the Continuous Internal Assessment (CIA) procedure in the colleges across the state of Andhra Pradesh. The Present SOP underlines the need for including Problem Based Learning and Peer Group Learning, the two important aspects of Outcome Based Instruction for developing the Communication skills, Critical Thinking Skills, Negotiation Skills and the Leadership Qualities of our students in the context of the 21st century behaviour.

This SOP also explains each mode of learning with suitable and subject-wise examples for implementation of these methods in the classrooms. Different roles and responsibilities are also fixed and hence the principals are strictly instructed to implement these methods of Assessment and Evaluation for the benefit of the students in the classrooms without fail. They are advised to convene a meeting and communicate the information through Academic Councils (in the case of Autonomous Colleges) and IQAC (in the case of Affiliated Colleges) without fail. Any deviation in this regard will be viewed seriously. All the RJDCEs are specially instructed to monitor the implementation of this SOP designed for the benefit of students.

Sd/-

Dr Pola Bhaskar I.A.S
Commissioner of Collegiate Education

(Approval of the CCE obtained in the E-Office File: EHE03-36/2/2024-ACADEMIC CELL SEC-CCE)

// Attested//

OSD – Quality Initiatives

Copy to

1. The Principals of All GDCs
2. RJDCEs- Zones 1,2,3,4a,4b
3. Copy to Joint Director and AGO for Information

**Commissionerate of Collegiate Education
Andhra Pradesh
(Present: Dr.Pola Bhaskar, IAS.,)
Standard Operational Procedure 2.0 for
Strengthening Quality in Government Degree Colleges through
Standardisation of Assessment and Evaluation Practices**

The Commissionerate of Collegiate Education has been initiating quality measures keeping the futuristic changes that are happening in the field of education in view. As the international parameters including NEP 2021 document insist on Outcome Based Education as the watchword of the day, the Commissionerate of Collegiate Education is taking enough care to implement all aspects that contribute for the development of outcome oriented teaching-learning process. Unlike traditional education methods, Outcome Based Education doesn't prescribe a single style of teaching or assessment. Instead, it emphasises that classes, opportunities, and assessments should all contribute to helping students reach the specified outcomes. Many Standard Operational Procedures (SOPs) have been issued to the colleges to handhold and guide to strengthen the quality aspects related to academics, research development, evaluation and important administrative procedures from time to time. As many innovative teaching methodologies and student centred practices have evolved, the Commissionerate of Collegiate Education feels that the Assessment and Evaluation practices also need to be revised. **Hence the need for SOP 2.0.**

Life skills, Professional and vocational skills, Intellectual skills and Interpersonal and Personal skills are essential in the 21st century. Outcome Based Education promotes student-centred teaching, clear standards and skills and competencies. To improve efficacy in the teaching and learning process, proper assessment and evaluation methods are to be implemented in academic institutions - especially in autonomous institutions. Just like several teaching learning methods like *Task-Based Learning, Project-Based Learning, Collaborative Learning and Peer-Group Learning etc*, there are many types of assessments like *Diagnostic assessment, Formative assessment, Summative assessment, Criterion-Referenced Assessment, Ipsative Assessment, and Normative Assessments.*

As we assess the performance of the learners through various Assignments, Mid Examinations etc., we need to focus on quality in assessment and testing patterns. **As it is observed that the Mid examinations and other CIA activities need uniformity across all the GDCs, this revised SOP is being released to give certain guidelines for proper conduct of the intended assessments and tests.**

Here is the revised format for CIA for Core Courses:(Major, Minor and Languages (I&II Sems)

Sl.No	Test	Weightage
a	2 Mid Examinations	20 + 20
b	Seminar / GD (to improve communication skills and organisational skills)	05 + 05
c	Project Based Learning (Course Wise)	10
d	Peer Group Learning(Course Wise)	10
e	Attendance and Participation in Clean and Green Activities	05
	Total Marks	75

This has to be scaled down to match the internal requirement. The autonomous colleges can fix the Internal-external ratio as per their AC Resolutions and the Affiliated Colleges as per the norms of the Affiliated University.

1. **Mid Examinations:** The First Mid examination has to be completed after 50% of syllabus.

Suggested to conduct Mid I examination using the following types of questions:

- ★ One out of three Essay type questions carrying 5 marks
- ★ Five out of seven Short answer questions carrying 2 marks each(5x2=10)
- ★ Ten objective questions carrying 0.5 mark each with multiple choice, filling blanks, true/false statements etc.,
- ★ The duration of the paper should be for 1 hour for a total of 20 marks.

The Second Mid examination has to be conducted after the completion of the syllabus in the same way as explained above for 20 marks.

2. a. Certain Instructions regarding the Conduct of Seminars:

It is observed that in most of the colleges, student seminars are conducted as in lower grades of schools without any format that should be followed at the Higher levels of Learning. There appears to be no difference between a 'seen assignment' and a 'seminar' paper. The seminar paper/publication at higher levels are intended to develop research temper, critical thinking and organisational skills among students.

The Objectives of writing a seminar paper are:

- a. Developing Brainstorming and Mind Mapping Skills
- b. Developing Organisational Skills
- c. Developing Communication Skills and Behavioural Skills

Hence the following template is prescribed and all the Lecturers working in GDCs/PACs

must follow this pattern from now on.

- a. The title of the paper must reflect the scope for research and the student should be offered a variety of topics from each course to present a seminar.
- b. The different topics of the seminar in a particular course must be offered through a notice by the teacher well in advance. The pattern that is accepted for publication must be followed by all the Lecturers without fail.
- c. The paper should have all the requisites of a research article like - **Title, Abstract of the paper, Key Words, proper introduction, analysis of the topic/data, and proper conclusion followed by references.**
- d. Some of the students at UG level may not be very effective in presentation, but they should be trained at this juncture as to how they should publish a research paper in the prescribed format.
- e. The title sheet also should be properly formatted with all the details related to the students, their class, roll numbers, and their teacher-mentor that offered guidance. The students have to submit only the typewritten /printed papers. They should be encouraged to use the Computers and the internet in college.
- f. The teachers have to collect the papers on or before the submission date as announced and should evaluate them with proper suggestions and feedback. The same should be entered in the CIA SHEET WITHOUT FAIL. The valued scripts of the assignments and seminar papers must be preserved carefully till the completion of NAAC of the cycle concerned.

As per the rubric attached the students should be graded and awarded marks. The Seminar has to be valued for 05 marks.

Rubric for evaluation of Seminar

<https://drive.google.com/file/d/1jMBmrzRJKYHVMa1CYP5CvL7ztj7iRz7h/view?usp=sharing>

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Seminar demonstrated limited knowledge of facts, terms and concepts	Seminar demonstrated some knowledge of facts, terms and concepts	Seminar demonstrated considerable knowledge of facts, terms and concepts	Seminar demonstrated thorough knowledge of facts, terms and concepts
Thinking and Inquiry	Seminar exhibited impartiality with limited success	Seminar exhibited impartiality with some success	Seminar exhibited impartiality with considerable success	Seminar exhibited impartiality with a high degree of success
Communication (Oral)	Language and/or delivery resulted information being communicated orally with limited effectiveness	Language and/or delivery resulted information being communicated orally with some effectiveness	Language and/or delivery resulted information being communicated orally with considerable effectiveness	Language and/or delivery resulted information being communicated orally with high degree of effectiveness
Application	Seminar was not organized in an effective manner Ineffective facilitation of class discussion	Seminar was organized in a somewhat effective manner Moderately effective facilitation of class discussion	Seminar was organized in an effective manner Effective facilitation of class discussion	Seminar was organized in a highly effective manner Very effective facilitation of class discussion
Application/ KU	- often strays away from readings, presentation has limited organization - there is little effort to include the class in the discussion of the readings	- is mostly linked to readings, presentation is somewhat organized - some effort is made to draw the class into the discussion of the readings	- is linked to readings, presentation is organized and prepared - efforts are made to draw the class into the discussions of the readings	- is clearly linked to readings, presentation is well organized and prepared - the students in the class are involved in the discussion of the readings

Did the student demonstrate:	Yes	No
Eye contact with audience		
Suitable /volume and tone		
Organization and planning		
Demeanor: showed interest		
Ability to respond to questions		

2. b. Instructions for Conducting Group Discussions:

Every organisation before hiring employees is organising 'Group Discussion' as a kind of screening test to identify the best potential among the job aspiring students. For admission to some of the universities, B- Schools, campus placements after graduation also Group Discussion is a must to participate test. Successful participation in a group discussion needs many abilities and skills like

- a. Intellectual capabilities,
- b. Social skills
- c. Leadership qualities ,
- d. Communication skills and
- e. Negotiation Skills
- f. Open mindedness
- g. Flexibility and adaptability
- g. Analytical abilities
- h. Problem solving & critical thinking skills
- i. Time management skills
- j. Confidence

These skills are also essential for successful growth in life and for entrepreneurship too. Implementing *Group Discussion* as an essential 'assessment tool' is observed by many upcoming educational institutions for the academic growth and development of students. Hence it is decided to implement *Group Discussion* as an assessment tool for the UG students of the GDCs / PACs.

- a. Prepare Relevant Subject Wise topics or Subject related topics for Group Discussion(GD)
- b. Make students into equal groups with fixed roles - Discussion Leader, Record Keeper, Reporter, Fact finder or Accuracy Coach, Time Keeper, Reflector/Summariser etc.,

- c. Explain the roles, topics etc.,.
- d. Facilitate for Open Ended Questions and encourage for follow-up questions
- e. Encourage everyone to participate
- f. Move the discussion forward
- g. Handle problems like arguments, hyperactive behaviour, shy behaviour etc.,

The teachers are suggested to assign subject related tasks or real world tasks with a focus on application. As per the rubric attached the students should be graded and awarded marks. The Group Discussion has to be valued for 05 marks.

Rubric for Group Discussion

<https://drive.google.com/file/d/175WBKU-AEam6G9fRELLySN2P51BKnf86/view?usp=sharing>

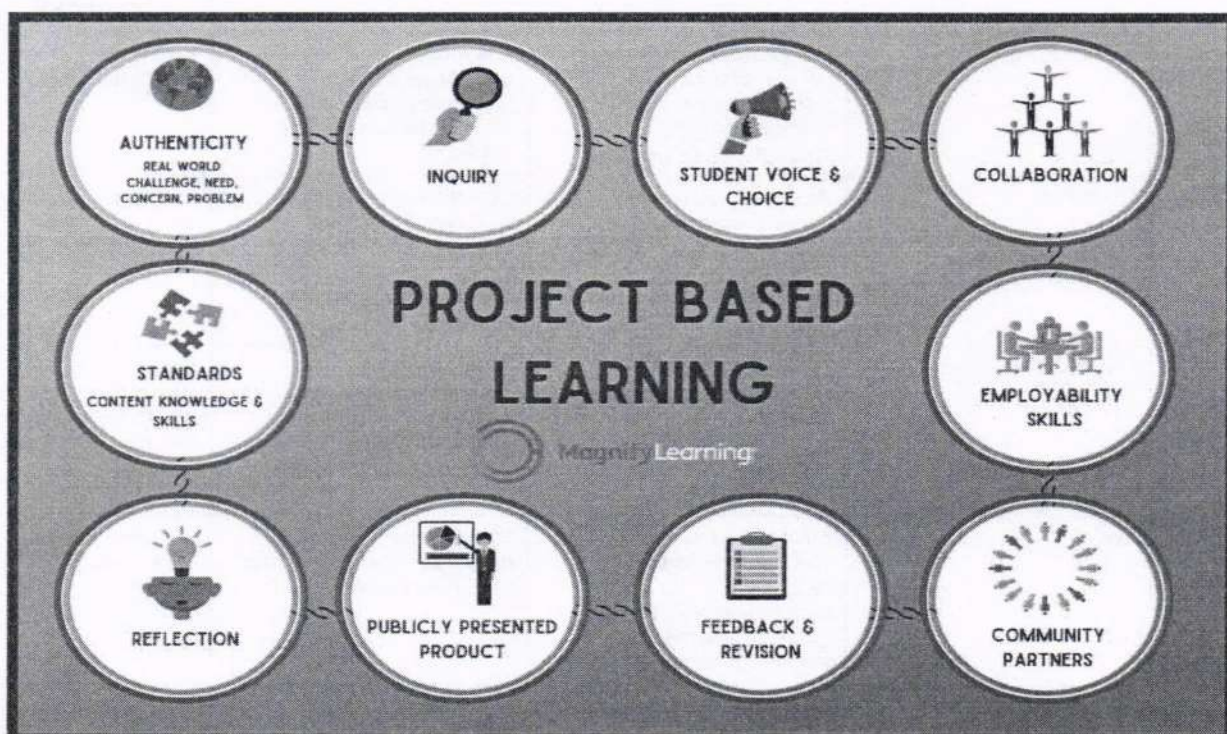
	Good	Adequate	Needs Improvement
Preparation	Provides evidence of extensive preparation and background research on topic	Provides evidence of adequate preparation and comprehends the topic	Little or no evidence of topic preparation
Facilitation	Able to absorb ideas from group members, guides the group without dominating	Guides the group but sometimes dominates and/or does not absorb ideas from group members	Fails to guide the group and/or dominates group
Exhibit Support	Effectively demonstrates active listening skills and provides visible support for group members	Sometimes demonstrates active listening skills and shows some support for group members	Little or no evidence of active listening skills and/or support for group members
Time	Provides a comprehensive answer acknowledging group members within time period	Provides a partially complete answer in the time period	Cannot answer the question in the time period
Creativity	Demonstrates use of effective questioning techniques, able to synthesize information from group members	Synthesizes information from some group members and uses some questioning techniques	Does not use effective questioning techniques and/or unable to synthesize information from group members

3. Guidelines for Subject Related Project Based Learning (PBL) :

The very objective of introducing Project-Based Learning (PBL) is to expose students to the real-world challenges and experiences, and to prepare them for the complexities of the modern world. By engaging them in subject related authentic tasks and projects, students develop skills and competencies that are highly valued in college, career, and beyond. PBL offers several important benefits for students, educators, and the learning process as

a whole promotes deeper understanding of concepts and principles by connecting abstract ideas to practical applications.

It engages students in active, hands-on learning experiences that require them to apply their knowledge and skills to real-world problems or tasks. By engaging in inquiry-based learning and project-based tasks, students learn how to ask questions, conduct research, evaluate evidence, and make informed decisions. It emphasises collaboration and teamwork and allows students to work together in groups to achieve common goals. This fosters communication skills, creativity, innovation, interpersonal relationships, and the ability to collaborate effectively with others—a crucial skill required in the modern workplace. PBL thus helps students to take ownership of their learning process, by setting goals, monitoring their progress, and through reflection on their achievements. Overall, Project-Based Learning is an effective instructional approach that fosters deep learning, critical thinking, collaboration, equity and lifelong skills essential for success in the 21st century.



Some examples for Subject Related PBL:

- a. Some Project-Based Learning (PBL) activities for the **English subject**:
 - a. Creating a Podcast Series:
 - b. Writing and Publishing a Literary Magazine
 - c. Adapting a Novel into a Play or Film
 - d. Literary Analysis Website or Blog
 - e. Book Club Discussions and Presentations
- b. Some Project-Based Learning (PBL) activities for the **Physics subject**:

- a. Solar Energy Project
- b. Electric Vehicle Design
- c. Circuit Planning
- d. Space Exploration Project

a. How to Implement Subject related Project Based Learning?

1. Focus on Learning Objectives: Clearly identify and define the learning objectives of the subject / course that you want students to achieve through the project. These objectives should align with the curriculum standards and desired learning outcomes.
2. Choose a Real-World Problem or Task: Select a meaningful and authentic problem or task that will engage students and allow them to apply their knowledge and skills in a real-world context. This could be a problem relevant to their community, industry, or field of study.
3. Prepare Essential Questions: Develop essential questions that will guide students' inquiry and exploration throughout the project they take up. These questions should be open-ended and thought-provoking, encouraging critical thinking and problem-solving.
4. Organise Students into Teams or Groups: Divide students into teams or groups, taking into account the factors - like their interests, strengths, and diversity of perspectives. Monitor closely and encourage collaboration and teamwork among group members.
5. Provide Support and Access to Resources: Try to ensure that students have access to the necessary resources, materials, and support they need to complete the project successfully. This may include access to technology, research materials, expert mentors, and guidance from the instructor etc.
6. Manage Time: Establish a timeline with clear milestones and deadlines to help students stay on track and manage their time effectively. Break the project down into manageable chunks or tasks and provide regular checkpoints for progress monitoring.
7. Encourage and Facilitate Inquiry and Exploration: Encourage students to engage in inquiry-based learning by exploring the problem or task from multiple perspectives, conducting research, and seeking out relevant information and resources.
8. Promote Self - Reflection and Revision: Plan and develop opportunities for students to reflect on their own learning process and project outcomes. Encourage them to evaluate their progress, identify areas for improvement, and revise their work based on feedback.
9. Celebrate and Showcase the achievements for Motivation: Celebrate the completion of the project by showcasing students' work and accomplishments. This could involve presentations, exhibitions, demonstrations, or publications to share their findings and insights with others.

10. Assess Learning Outcomes: Assess students' learning outcomes based on the project objectives and criteria established at the beginning of the project. Use a variety of assessment methods, such as rubrics, self-assessments, peer evaluations, and presentations, to evaluate students' understanding, skills, and contributions.

Rubric for PBL:

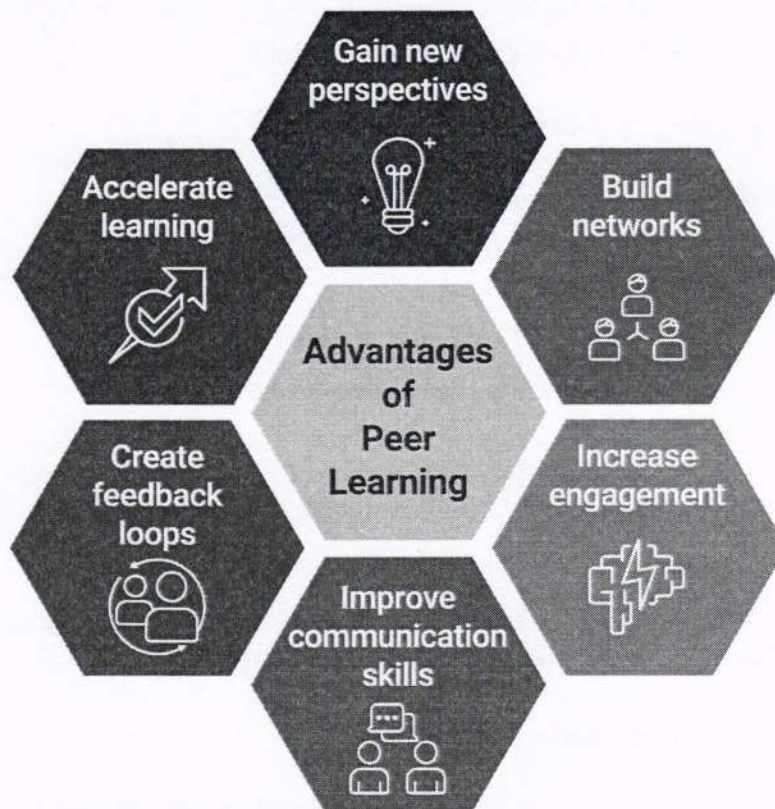
Trait	4(Excellent)	3(Good)	2(Fair)	1(Poor)
Persuasiveness	Presenter displays extraordinary quality	Presenter connects well	Presentability is ok	Ineffective
Main Point	Clear and powerful	Main point is clear	Has a point for presentation	Lacks the focus
Supportive points	Strong details are given as support	Good supporting points	Some support points	Details needed
Documentation	Well documented and Free of copyright infringement	Documented and took care of copyright issues	Some part of the document is free of copyright infringement	Copied information and not documented
Production Values	Best and effective Narration, Best Visual appeal and best body language	Narration , Visual appeal and body language are good	Narration , Visual appeal and body language are okay and to be improved	Narration , Visual appeal and body language are very bad

Five Marks are to be presented according to the rubric.

4. Guidelines for Peer Group Learning (PGL) :

In Peer group learning, or peer learning or peer teaching, students learn from and with each other in a collaborative environment. Students take on the roles of both learners and teachers, actively engaging with course material and sharing their knowledge and perspectives with their peers. It promotes collaborative learning, and reciprocal teaching through active participation of students. It enhances communication skills, social skills,

negotiation skills, critical thinking skills and fosters a supportive learning environment. It helps students to construct and co-construct meaning and create a sense of application for the knowledge they have. The methodology of peer group learning involves several key steps and strategies to facilitate effective collaboration and learning among students.



Here are some activity examples tailored for peer group learning that can be adapted to various subjects and grade levels:

1. Jigsaw Activity :Subject: History ; Activity: "The Causes of World War II"

- Divide the class into small groups and assign each group a different cause of World War II (e.g., Treaty of Versailles, rise of totalitarian regimes, economic instability, failure of appeasement, etc.).
- Each group researches their assigned cause and creates a presentation.
- Groups then reassemble into new groups where each member represents a different cause. They teach each other about their specific topic.
- Conclude with a class discussion to connect the causes and understand their interplay.

Jigsaw Reading / Writing also can be conducted in all subjects.

2. Peer Review and Editing : Subject: English Language Arts; Activity: "Essay Writing Workshop"

- Students write the first draft of an essay.
- In groups, students exchange essays and provide constructive feedback on each other's work using a rubric provided by the teacher.
- Each student revises their essay based on peer feedback.
- Final drafts are submitted for assessment.

3. Problem-Solving Circles : Subject: Mathematics; Activity: "Solving Algebraic Equations"

- Divide students into groups and give each group a set of algebraic equations of varying difficulty.
- Each group collaborates to solve the equations, discussing different methods and strategies.
- Groups then explain their solutions and reasoning to the class, highlighting any challenges they faced and how they overcame them.

4. Role-Playing Scenarios (All Subjects)

- Assign roles for various characters/concepts/ writers/ scientists in class and group students topic wise with related topics
- Give them time to prepare their notes for presentation in groups
- Let them present in an order and see by the time the last role player completes, the holistic sense of the topic is completed.
- Show them how different concepts get related to form the complete meaning

5. Concept Mapping: Subject: Science - Ecology ; Activity: "Ecosystem Interactions"

- In groups, students create a concept map showing the interactions within an ecosystem (producers, consumers, decomposers, etc.).
- Each group focuses on a specific part of the ecosystem and then combines their maps to form a comprehensive class-wide map.
- Groups present their section and explain how it connects to the other parts of the ecosystem.

6. Think-Pair-Share : Subject: Any Subject ; Activity: "Daily Reflection"

- Pose a question related to the day's lesson.

- Students first think about the question individually.
- They then pair up with a partner to discuss their thoughts.
- Pairs share their ideas with the larger group or the entire class, fostering a wider discussion.

7. Simulation Games : Subject: Economics; Activity: "Market Simulation"

- Create a simulated marketplace where students take on roles as buyers, sellers, and market regulators.
- Groups plan their strategies for buying and selling goods or services, aiming to maximize profits or achieve specific economic goals.
- Conduct the simulation over several rounds, with groups analyzing and adjusting their strategies based on outcomes and market changes.

8. Peer Teaching Stations: Subject: Any Subject ; Activity: "Skill Stations"

- Set up different stations, each focusing on a specific skill or activity
- Assign a group of students to each station to act as peer instructors, teaching their classmates the skill or activity.
- Rotate groups so each student has the opportunity to teach and learn from peers.

These activities encourage collaboration, communication, and critical thinking, providing students with a dynamic and engaging learning experience through peer interaction. Ensure that all the students in the class participate in Project Based and Peer Group Learning activities.

Rubric for Peer Group Learning:

Trait	4(Excellent)	3(Good)	2(Fair)	1(Poor)
Team Work Skills	Collaborates with teams, Offers Constructive feedback and builds teams, Completes his/her work and helps others Completes	Collaborates with teams, Completes work and helps others Completes tasks with highest quality	Shows willingness to work in teams, contributes for team work	Cannot mingle in the team

	tasks with highest quality			
Communication Skills	Listens and Understands before responding Good language command for expressions	Listens, Understands Communicates in the possible way	Tries to understand and communicate	Cannot listen with focus to respond
Activity Readiness	Willing to take up any task and attends all works Coordinates and completes tasks	Takes up tasks and completes most of them	Shows willingness to take up tasks	Hesitates to accept
Emotional Intelligence	Understands before responding Never reacts Displays patience	Understands and responds	Understands and reacts	Fails to show patience, unwilling to respond
Production Values	Best and effective Narration, Best Visual appeal and best body language	Narration , Visual appeal and body language are good	Narration , Visual appeal and body language are okay and to be improved	Narration , Visual appeal and body language are very bad

Five Marks are to be presented according to the rubric.

5. Attendance and Participation in Clean and Green Activities:

As given in SOP 1.0

Some General Instructions for CIA:

- Follow blended mode of assessment
- At least one-mid should be conducted through on-line and records of students should be documented properly for reference.

- All the staff members should maintain records/registers properly in the prescribed format.
- The details of marks secured by the students - subject wise and component wise should be uploaded by each faculty member in the SEMS APP (Students Evaluation Management System) on a real time basis without fail.
- The Principal is instructed to monitor the following 04 types of records without fail:
 - Student wise and Semester wise CIA record to be maintained by the faculty member concerned as per Student Evaluation Report (Format given in the link)
 - Consolidated Student wise and Semester wise CIA record to be maintained by the the Incharge of the Department f as per Student Evaluation Report
 - Programme wise and Semester wise consolidated CIA records of all the students of the college are to be maintained by the Principal / Examination Incharge of the College.
 - Semester wise Progress Report of the students generated through SEMS should be communicated to the students.

II. Responsibilities at Various Levels

The following are the responsibilities of the incharges at various levels:

At College level	At RJDCE	AT CCE Office
1. Principal 2. Academic Coordinator 3. COE / Exam Cell Incharge 4. IQAC Coordinator 5. Department Incharge 6. Lecturer concerned with the subject	RJDCE	Concerned District Academic Officer

Principal: has to monitor the Exam Schedules, Departmental Minutes, CIA Procedures, COE Diary after every examination

Academic Coordinator: should issue an Academic plan with Exam schedules before the commencement of the semester. Also should monitor the reflection of Learning outcomes in the setting of papers for Assignments, mid and Sem end examinations (Auto.colleges)

CoE / Exam Cell Incharge:

- should discuss the exam schedules and monitor the conduct of internal and external examinations - right from setting of the QPs, evaluation and publication of results.

- Should record the reforms introduced every year
- Should prepare the manual with guidelines before the semester and publish the record after the semester

IQAC Coordinator: should monitor CIA related tests and assessments in association with Principal, Academic Coordinator and CoE/Exam cell incharge.

Department Incharge: should maintain minutes and records related to Assessments and Tests, CIA, result analysis etc., in the department.

Lecturer concerned with the Subject: The lecturer should follow all the guidelines mentioned in the SOP related to learning and evaluation procedures and should maintain the departmental minutes, records, registers, proofs and reports related to Evaluation and Assessment and should present the same during inspections by the Departmental Incharge, Principal, RJDCE or any other Academic Audit Officers.

RJDCE: should visit colleges periodically and check the records related to minutes of the departments related to Assessment and Evaluation, Marks register, Exam Cell Minutes, CO- Question paper mapping, valued answer scripts etc.,

Concerned Academic Officer in the O/o CCE: should monitor and obtain reports from the Principal and RJDCE related to Assessment and Evaluation of the GDCs of the NRC.

As these guidelines contribute to strengthening the academic quality by strengthening the Assessment and Evaluation procedures, necessary care should be taken by the Principals to implement these at every stage. The principal has to discuss these aspects with the Academic Coordinator, CoE and IQAC Coordinators and should convene a meeting with the staff to disseminate the information for accurate understanding and proper implementation.

Sd/-

Dr.Pola Bhaskar, IAS

Commissioner of Collegiate Education

(Approval of the CCE is obtained in the e-office file bearing number
EHE03-36/2/2024-ACADEMIC CELL SEC-CCE)

//Attested//

Balraj 5.8.24

OSD-Quality Initiatives

Copy to

1. Copy to All the RJDCEs
2. Principals of all Government Degree Colleges
3. Copy to the Joint Director and AGO for information

Attachments:

Formats:

a. Student Progress Report:

https://docs.google.com/document/d/1bqztMhZEZiQy5xT6_oNj1NxlyacSnHzi/edit?usp=sharing&oid=102319538619745879970&rtpof=true&sd=true

b. Student Academic Register Proforma:

https://docs.google.com/document/d/1q-XG8XKNU3h_Em-SaxKr3yRIFjxTOfeD/edit?usp=sharing&oid=102319538619745879970&rtpof=true&sd=true



GOVERNMENT DEGREE COLLEGE, -----

College Address

Website :College Web ID, Email Id: College Email id

Student Progress Report 2021-2022



Student Profile

Name :
 Gender :
 Student ID :
 University Regd ID :
 Year of Study :
 Programme :
 Specialization :
 Semester :
 Mother's Name :
 Father's Name :
 Contact details :
 Blood Group :

**STUDENT
 PHOTO**

Examination Marks

Course	Mid Exams	Seminar /GD	Project Based Learning (Course wise)	Peer Group Learning (Course wise)	Attendance and Participation in Clean & Green Activities (5 M)	Total Internal Marks	Internal Scale down	External Marks	Total Marks	P/F
	(20+20 M)	(5+5 M)	(10 M)	(10 M)	(5 M)	(75 M)	(25 M)	(75 M)	(100 M)	
Course -1										
Course -2										
Course -3										
Course -4										
Course -5										
Course -6										

Mentor's Report

S No	Description	Grade
1.	Communication Skills and Soft skills of Student	
2.	SWOC analysis of the student	
3.	Behavioral aspects	
a.	With Teachers (A grade: 8-10 marks) (B grade: 5-7 marks)(C grade: 1-5 marks)on a scale of 1-10	
b.	With Peers (A grade: 8-10 marks) (B grade: 5-7 marks)(C grade: 1-5 marks)on a scale of 1-10	
c.	With Non-Teaching Staff(A grade: 8-10 marks) (B grade: 5-7 marks)(C grade: 1-5 marks)on a scale of 1-10	
4.	Problem solving abilities(A grade: 8-10 marks) (B grade: 5-7 marks)(C grade: 1-5 marks)on a scale of 1-10	
5.	Social and Scientific skills(A grade: 8-10 marks) (B grade: 5-7 marks)(C grade: 1-5 marks)on a scale of 1-10	
6.	Attitudes and values(A grade: 8-10 marks) (B grade: 5-7 marks)(C grade: 1-5 marks)on a scale of 1-10	
7.	Personal Hygiene(A grade: 8-10 marks) (B grade: 5-7 marks)(C grade: 1-5 marks)on a scale of 1-10	

Signature of the Parent

Signature of the Class Teacher/Mentor

Signature of the Principal

