Koneru Lakshmaiah Education Foundation
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Campus: Green Fields, Vaddeswaram - 522 302, Guntur District, Andhra Pradesh, INDIA.
Phone No. 08645 - 350200; www.klef.ac.in; www.klef.edu.in; www.kluniversity.in
Admin Off: 29-36-38, Museum Road, Governorpet, Vijayawada - 520 002. Ph: +91 - 866 - 3500122, 2577715, 2576129.

OFFICE OF DEAN ACADEMICS

Policy Document

KLEF/ODA/2.6/P26001/2022/V1.0 **DATE: 28/04/2022**

Title: Formative and Summative Assessment

Policy:

The goal of formative assessment is to understand/realize the critical information about student comprehension throughout the learning process and provides an opportunity for the facilitator to improve their pedagogical approach and students to improve learning outcomes. The goal of summative assessment is to evaluate student learning outcomes at the end of the course instruction. According to the university policy, 60% weightage is for the formative assessment and 40% weightage for the summative assessment (however it varies for some programs as per the recommendations of the respective council).

Outcomes:

- Promotes monitoring progress toward achieving learning objectives
- Evaluate student learning, knowledge, proficiency, or success
- Enhance teaching and learning
- Improve the program and its standing in the discipline
- Provide evidence of need when requesting additional resources

Assessment Methods:

The following activities are coming under the formative assessment and summative approaches.

Formative assessment:

1. Active learning methods (ALM)
2. Home Assignment
3. Tutorial sessions

4. In-sem Exams (Open/Closed)
5. Lab (Internal / External)
6. Project Review
7. Skill

Summative assessment:

1. End-semester examination
2. Supplementary examination

Formative Assessment Methods:

Active learning methods (ALM)

The ALMs should ensure a better learning experience for the students and engage them actively in the process of learning. The ALMs are categorized into three major categories viz. Participatory, Problem-Solving, and experiential learning. Each ALM has a procedure and appropriate rubric for the measure of the learning outcome attainment as given in Annexure T-VI-B. The guideline for conducting ALMs can be referred to as policy number KLEF/ODA/2.5/P25001/2022/V1.0. the list of ALMs with an appropriate justification of the effectiveness of the same in the proposed format as mentioned in Annexure T-VI-A.

Home Assignment

An assignment is a task/work assigned to a student in the due course of studies. Further, it provides an opportunity for students to learn, practice, and demonstrate they have achieved their learning goals. The assignment can focus on a product as output (e.g., research report, design, prototype, etc.) and/or a process (e.g., research process, group process) and/or the performance of individual skills or competencies (e.g., professional skills, communications skills). Based on how the facilitator distributes the assignments to students, it can be classified into three categories as follows:

1. Group Assignment: The total class can be split into multiple groups and according to total class strength, each group can hold 6 to 10 students as a team. The group can form by the way of mixing the peers based on their knowledge levels. A perfect group may consist of a mixture of higher, medium, and low knowledge level students. The assignment topics/work can be unique for every individual group in a class. This will improve the peer discussion among the students within the group and the group will come out with a focused solution for the given assignment.

This approach helps to avoid plagiarism among the assignment submissions and improves the quality, professional skills, and communication skills.

2. Individual Assignment: Every individual student in the classroom will be assigned a unique/relational assignment topic with another peer. In this approach, every student can perform individual and/or peer discussions to come up with an effective solution.
3. Class Assignment: It is a conventional approach to assignment distribution among the students in the class. All the students will have the same assignment topic.

Evaluation Plan of Home Assignment:

The evaluation plan for the home assignment can be decided by the respective course coordinator, however, the following aspects should be considered for evaluating the involvement of the student in the Active learning method,

1. Understanding of assignment topic
2. Commitment toward the identification of potential solutions
3. Contribution made to the team/individual in solving the problem
4. Expression of understanding of the activity through analysis or application of knowledge
5. Commitment towards completing the solution and the implications of the learning.

In-Sem Exam (Open/Closed)

The University has adopted a method of assessing the academic performance of the students continuously. In this view, two In-sem exams can be planned per semester. The in-sem exam can be an open book approach or a closed book approach. In case, the in-sem exams are conducted through the open book, then the conduction of the end semester exam must be in the open book approach only. The description and guidelines for the open book test are indicated in the policy number: KLEF/ODA/2.3/P23001/2022/V1.0 and Annexure T-VII respectively.

To make the in-semester assessment more transparent and robust in terms of the frequency the following guidelines have been followed:

1. At the beginning of the semester, faculty members inform the students about the various components of the assessment process during the semester.

2. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.
3. To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within three days from the date of examination.
4. The corrected answer scripts at random are verified by HOD to ensure the standard evaluation process.
5. The corrected answer papers of the students are distributed to them for verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board.
6. The marks obtained by the students in internal assessment tests are uploaded periodically on the university ERP web portal along with their attendance.

Lab (Internal / External)

1. Noting the values in observation and validating the theoretical aspects, students must submit lab records regularly.
2. The faculty will do a keen evaluation of the day-to-day performance of the student for every experiment which includes regularity, procedure, results, viva, and promptness in the submission of records, and the marks obtained are recorded against each experiment in the student record.
3. Day-to-day performance of the students is assessed for every experiment which includes regularity, performance, viva, and promptness in submitting the record.
4. For lab courses, the marks/grade scored by the student for each experiment is indicated in the observation/record. The independent learning and practical approach to real-time applications are tested by viva voce for laboratory courses.
5. The final examination for the laboratory and projects shall be conducted with internal and external examiners appointed within the program as decided by the University
6. Internal & External lab exams are conducted as per the academic calendar and scheduled by CoE

Project / Fieldwork

The project gives the overall culminating experience in the application of knowledge towards solving the problems concerning the domain of study or in an interdisciplinary way.

Continuous assessment of projects: As part of the internal assessment of projects which are done in III & IV years, the university follows the following framework.

1. Project Review Committee (PRC) is formed for every department consisting of the Head of the Department, the Project In-charge, and two senior faculty members to ensure the outcome and quality of projects. identify the projects.
2. Student groups are formed with a size of 3-5 members each in case of a group project. The groups collect the literature on a topic and review the literature and submit the title with an objective, plan of action for title approval to the PRC.
3. The Project Review Committee assesses and approves projects for each group. After obtaining the approval of the PRC the groups are allotted a faculty member as their guide for the project and can start up the Project work.
4. Review meetings are conducted for the continuous assessment of projects. Each assessment evaluates the learners on the various stages of the progress within the project and the milestones achieved. A detailed rubric of the same will be prepared by the respective department and informed to the students in advance.
5. Grades will be given for all the reviews. The average of all is taken and internal marks for projects will be awarded.
6. Project is the application of the cumulative knowledge gained over some time towards solving a problem.
7. Based on the level of problem-solving, the project is categorized into Project-Based Learning (PBL) projects, Mid-grade Capstone Projects, Capstone projects, etc.
8. Mandatory publication requirement is applicable in some PG Programs. (Refer Project Guidelines appropriate to the program of Study

Internships

Internships enable educational and career development opportunities for the students by providing practical experience in a field or discipline of study. They are structured, short-term, supervised placements often focused on tasks or projects with defined timescales. An internship may be compensated, non-compensated, or sometimes may be paid. The internship must be meaningful and mutually beneficial to the intern and the organization.

The outcome concerning industry

- Availability of ready-to-contributing candidates for employment.
- Students bring new perspectives to problem-solving.
- Visibility of the organization is increased on campus.

- Quality candidate's availability for temporary or seasonal positions and projects.
- Proven, cost-effective way to recruit and evaluate potential employees.
- Availability of flexible, cost-effective workforce not requiring a long-term employer commitment

The outcome concerning student

- An opportunity to get hired by the industry/ organization
- Practical experience in an organizational setting.
- Opportunity to learn new skills and supplement knowledge.
- Opportunity to practice communication and teamwork skills
- Opportunity to learn strategies like time management, multi-tasking, etc. in an industrial setup.
- Opportunity to meet new people and learn networking skills
- Enhances their candidacy for higher education.
- Creating networks and social circles and developing relationships with industry people
- Provides an opportunity to evaluate the organization before committing to a full-time position.

The outcome concerning the institute

- Improvement in the teaching-learning process
- Build industrial relations.
- Improve institutional credibility & branding
- Makes the placement process easier
- Curriculum revision can be made based on feedback from Industry/students

Guidelines for internship

1. Internships may be full-time or part-time; they are full-time in the summer/winter vacation and part-time during the academic session.
2. The University has the flexibility to schedule internships, Project work, Seminars, etc. according to the availability of the opportunities.
3. Students can browse and apply for internships/placement division in the department can browse through available internship opportunities and nominate their students for various opportunities accordingly

4. Industry/Organization will either approve or reject the nominations put by TPO. All Students whose nomination is accepted by Industry/Organization will be eligible for an internship. The industry will send the final offer letter/email confirmation
5. Student(s) will join the concerned Industry/Organization for Internship on the date as communicated in the final offer letter/Email Confirmation
6. Student(s) will undergo industrial training at the concerned Industry / Organization. During the internship, Faculty Mentor will evaluate(s) the performance of student(s) once/twice either by visiting the Industry/Organization or by obtaining periodic reports from the student(s)
7. Student(s) will submit a training report to the industry/organization at the end of the internship
8. Industry/Organization will issue an Internship Certificate to the student(s)
9. Student(s) will be evaluated as per evaluation criteria decided by the course coordinator/department

Skilling

Since there is a need for the students to be industry-ready, the concept of the skilling component was introduced at the institute level. Skilling gives learners an option to progress through education and training and gain hands-on experience for their prior learning through modern tools. The learning outcomes of skilling can be described in the following three domains:

1. Professional Knowledge: Professional knowledge is what a learner should know and understand concerning the subject. It can be described in terms of depth, breadth, kinds of knowledge, and complexity. - Not required
2. Professional skill: Professional skills are what a learner should be able to do. It can be described in terms of cognitive and creative skills, interpersonal skills, communication skills, etc.
3. Core skill: Core skill refers to basic skills involving ability and the use of methods, materials, tools, and instruments used for performing industry-oriented jobs.

Guidelines for skilling

1. The university/program shall offer courses in domain areas that have significant demand in the job market.
2. The courses with skill components to be embedded in the curriculum during the PDD (Program Development Document) with the due inputs taken from various sources like industry partner(s), global needs, national needs, regional needs, etc.

3. The Course Coordinators are required to identify the contribution of skill components concerning a specific course.
4. The overall design of the skill development component along with the job roles selected should be such that it leads to a comprehensive specialization in one or more domains
5. The curriculum should also focus on work-readiness in terms of skills
6. The university/program shall prepare a draft curriculum as per the UGC guidelines for the credit system
7. Adequate attention needs to be given to curriculum design to practical work, on-the-job training, development of student portfolios, and project work
8. The curriculum shall be finally approved by the Board of Studies (BoS) and Academic Council of the university
9. The practical/hands-on portion of the skills component of the curriculum shall be transacted in face-to-face or virtual mode.

Summative Assessment Approaches:

End-semester exams

1. The pattern and duration of such examination are decided and notified by the Course Coordinator through the Course handout, after approval from the Dean Academic.
2. As per the academic calendar and controller of examinations (CoE) will schedule the end-semester exam
3. To maintain transparency in evaluation, answer scripts are shown to the students for verification. If there is any discrepancy in evaluation, the student can request the CoE to re-evaluate.
4. If a student earns an F grade in any of the courses of a semester, an instant supplementary exam (for only the Semester End Exam component) will be provided within a fortnight of the declaration of the results.

The overall process of end semester / supplementary examination is represented in Annexure -T-VIII

Dr. N. Ventkatram
Pro VC
Prof.N. VENKATRAM

REGISTRAR
Koneru Lakshmaiah Education Foundation
(Deemed to be University)
Green Fields, VADDESWARAM-522 302.
Guntur District, Andhra Pradesh.

Dr Raghuveer VR
Dean Academics
Dr. Raghuveer VR
Dean Academics