

ROHINI COLLEGE OF ENGINEERING AND TECHNOLOGY

PROCESS TO BE FOLLOWED IN INTERNAL ASSESSMENT TEST (IAT) & CONTINUOUS ASSESSMENT TEST (CAT)

The process is classified as (i) Test Evaluation (ii) Assignment Evaluation

Test Evaluation and Dissemination of Test Performance

1	The subject teacher prepares the question bank by taking questions from the text book, previous year university question papers and real time problems.
2	The questions are prepared with different cognitive level (viz., analyzing the problems, implementation of modern tools, formulating the problems etc), by appropriate Bloom's Taxonomy to test the student's broader understanding of a subject.
3	Question bank of each and every unit comprises three portions: <ul style="list-style-type: none">✓ One third of the questions is direct and can be answered by all students.✓ One third of the questions need application knowledge to answer.✓ Remaining one third of the questions need critical thinking to answer.
4	CO is marked with Bloom's Level for all the questions.
5	Question bank is submitted to HoD for approval after course coordinator scrutiny.
6	The HoD instructs the coordinator to reconstruct the Question bank if the question bank doesn't offer the right level of challenge.
7	The question for IAT & CAT are extracted from the Question bank By the examination cell members

8	Continuous Assessment Test & Internal assessments are conducted as per the academic calendar.
9	The internal examination system has continuous Assessment Test and Internal Assessment Tests with 0.75 and two units of the course as respective test portion to evaluate the students' performance.
10	Except model exam, internal assessment tests are conducted in small quantum of portion rather than entire syllabus which predominantly supports the end semester success of our students.
11	The test sequence during every academic semester is given in the Table 1
12	All assessment tests are evaluated with answer key scheme by subject teachers.
13	After the evaluation process, papers are distributed to the students.
14	The faculties discuss the answer key in the class after every internal test to clarify their doubt and enable them perform well in the forthcoming examination
15	Marks are entered in the Faculty Log book, LINWAYS and CO attainment sheet
16	The marks obtained by the students are disseminated to their parents by letter from the Class Advisor
17	Students are given permission to take up re-test only on genuine grounds.

Academic Week	Test Type	Portion	Duration	Marks	Question Pattern
Second	CAT – I	0.75 Unit	45 Min	25	$(3 \times 2) + (2 \times 6) + (1 \times 7) = 25$
Fourth	CAT – I	0.5 Unit	45 Min	25	$(3 \times 2) + (2 \times 6) + (1 \times 7) = 25$
Sixth	IAT – I	I and II Unit	2 Hrs	50	$(5 \times 2) + 9 \times 3 + (1 \times 13) = 50$
Eighth	CAT – III	0.75 Unit	45 Min	25	$(3 \times 2) + (2 \times 6) + (1 \times 7) = 25$
Ninth	CAT – IV	0.75 Unit	45 Min	25	$(3 \times 2) + (2 \times 6) + (1 \times 7) = 25$
Tenth	IAT – II	III and IV Unit	2 Hrs	50	$(5 \times 2) + 9 \times 3 + (1 \times 13) = 50$
Eleventh	CAT –V	0.5 Unit	45 Min	25	$(3 \times 2) + (2 \times 6) + (1 \times 7) = 25$
Twelfth	IAT – III	V th Unit	2 Hrs	50	$(5 \times 2) + 9 \times 3 + (1 \times 13) = 50$
Thirteenth	Revision Test (or) CAT –VI	Any one unit which student felt difficult	45 Min	25	$(3 \times 2) + (2 \times 6) + (1 \times 7) = 25$
Fourteenth	Model Exam	All five	3 Hrs	100	$(10 \times 2) + (5 \times 13) + (1 \times 15) = 100$

Table 1 CAT & IAT SEQUENCE

Assignment Evaluation

1	Referring previous year university question papers, real time application and questions are given as assignments even in the form of small projects
2	Minimum three assignments are given per semester
3	Assignment issue and submission dates are announced by the respective faculty members.
4	Bright students are given some experiment-oriented assignments beyond the syllabus.
5	All submitted assignments are scrutinized by the faculty in charge and marks awarded appropriately.
6	Assignment marks are entered in the CO attainment sheet for attainment calculation.

Analysis of Students Performance

1	As soon as the evaluation of tests and assignments are completed, result analysis is conducted to gauge the students' performance on each and every subject.
2	Based on the analysis, allocation of additional contact/ doubt clarifying classes, tutorial classes, slow learners' classes are decided to improve the students' performance
3	Students are categorized as Weak, Mediocre and Fast learners based on their test performance and necessary support has been provided for their prospects.

Outcome of Continuous Assessment Process

1	Consistently attaining high semester result by concentrating on individual subject performance during internal assessments.
2	The analysis of data obtained through continuous assessment helps the weak students to be counseled and supported by the counselors and year coordinators.
3	The analysis of data obtained through continuous assessment helps the weak students to be counseled and supported by the mentors and Class Advisors.
4	The assessment process triggers the students to plan their course of action for the semester examination