



હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી

NAAC A (3.02) State University

પો.બો.નં.-૨૧, યુનિવર્સિટી રોડ, પાટણ (ઉ.ગુ.) ૩૮૪૨૬૫

ફોન:(૦૨૭૬૬) ૨૩૭૦૦૦

ફેક્સ : (૦૨૭૬૬) ૨૩૧૯૧૭

Email : regi@ngu.ac.in

Website : www.ngu.ac.in

રાષ્ટ્રીય શિક્ષણ નીતિ-૨૦૨૦

પરિપત્ર નં.-૨૪૬/૨૦૨૩

વિષય: વિદ્યાશાખા હેઠળના સ્નાતક કક્ષાના સેમેસ્ટર-૩ અને ૪ ના અભ્યાસક્રમોને જૂન ૨૦૨૪થી ક્રમશઃ

અમલમાં મૂકવા SOPનું પ્રકરણ-૦૭ મૂજબ તૈયાર કરવા બાબત...

સંદર્ભ: પત્રાંક.નં.-એકે/અસ/૫૪૯૬/૨૦૨૩ ,તારીખ: ૦૪/૧૧/૨૦૨૩

આ યુનિવર્સિટીના વિનયન, વાણિજ્ય, વિજ્ઞાન, મેનેજમેન્ટ, રૂરલ સ્ટડીઝ તથા હોમ સાયન્સ વિદ્યાશાખા હેઠળના ડીનશ્રીઓને જણાવવાનું કે, રાષ્ટ્રીય શિક્ષણ નીતિ-૨૦૨૦ અંતર્ગત એડવાઇઝરશ્રી, કે.સી.જી., અમદાવાદના તા.૨૯/૦૯/૨૦૨૩ના પત્ર અન્વયે રાજ્ય સરકારશ્રી દ્વારા પ્રકાશિત કરેલ SOPનું પ્રકરણ-૦૭ (મૂલ્યાંકન માળખું) સુધારા વધારા સાથે પ્રસિધ્ધ કરેલ છે. તે મુજબ સેમેસ્ટર - ૦૩ અને સેમેસ્ટર -૦૪ નો અભ્યાસક્રમ તૈયાર કરી મુસદ્દા સાથે ડીનશ્રીઓદ્વારા પ્રમાણિતકરી સત્વરે મોકલી આપવા વિનંતી છે. જે સંબંધિતોને આ સાથે મોકલવામાં આવે છે.

નોંધ: (૧) વિદ્યાર્થીઓની જરૂરીયાત માટે પરીપત્રની એક નકલ કોલેજના / ડિપાર્ટમેન્ટના ગ્રંથાલયમાં મૂકવાની રહેશે.

(૨) આ પરીપત્ર યુનિવર્સિટીની વેબસાઇટ www.ngu.ac.in પર પણ ઉપલબ્ધ કરવામાં આવેલ છે. આથી સંબંધિત કોલેજોને ડાઉનલોડ કરી ઉપયોગ કરવા સારું જણાવવામાં આવે છે.

બિડાણ: ઉપરમુજબ

[Signature]
કા.કુલસચિવ

નં-એકે/અસ/૫૫૫૬/૨૦૨૩

તારીખ: ૦૭ / ૧૧/૨૦૨૩

પ્રતિ,

- (૧) ડૉ.એ.એલ.સુતરિયા, ડીનશ્રી-વિનયન વિદ્યાશાખા, હેમ.ઉ.ગુ.યુનિ., પાટણ
- (૨) પ્રિ.ડૉ.આર.એન.દેસાઈ, ડીનશ્રી-વાણિજ્ય વિદ્યાશાખા, હેમ.ઉ.ગુ.યુનિ., પાટણ
- (૩) પ્રિ.ડૉ.જગદીશકુમાર એચ. પ્રજાપતિ, ડીનશ્રી-વિજ્ઞાન વિદ્યાશાખા, હેમ.ઉ.ગુ.યુનિ., પાટણ
- (૪) ડૉ.વી.સી.પટેલ, ડીનશ્રી-હોમસાયન્સ વિદ્યાશાખા, હેમ.ઉ.ગુ.યુનિ., પાટણ
- (૫) પ્રિ.ડૉ.નમ્રતાબેન એસ.ગુપ્તા, ડીનશ્રી-મેને.સ્ટડીઝ વિદ્યાશાખા, હેમ.ઉ.ગુ.યુનિ., પાટણ
- (૬) પ્રિ.ડૉ.મુકેશભાઈ પ્રજાપતિ, ડીનશ્રી-રૂરલ સ્ટડીઝ વિદ્યાશાખા, હેમ.ઉ.ગુ.યુનિ., પાટણ
- (૭) ડૉ.સંગીતા શર્મા, કો-ઓર્ડિનેટરશ્રી-રાષ્ટ્રીય શિક્ષણ નીતિ-૨૦૨૦, હેમ.ઉ.ગુ.યુનિ., પાટણ
- (૮) માન.કુલપતિશ્રી/કુલસચિવશ્રીનું કાર્યાલય હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી પાટણ.
- (૯) સિસ્ટમ એનાલીસ્ટશ્રી, કોમ્પ્યુટર (રીઝલ્ટ સેન્ટર) હેમ.ઉ.ગુ.યુનિવર્સિટી, પાટણ.(વેબસાઇટ પર મુકવા સારું)
- (૧૦) મહેકમ શાખા, હેમ.ઉ.ગુ.યુનિવર્સિટી, પાટણ.(૨ નકલ)

Chapter 7

Evaluation Reforms

7 Evaluation Reforms

7.1 Current Examination System

The current examination system is usually based on the question paper which tests only memory recall as a skill. This pattern has many drawbacks resulting in stress and anxiety for students, increase in manual workload, single nature of assessment, compromise in quality of question paper, inaccuracy in marking questions and so on.

7.2 New Evaluation System

To overcome the limitations of an old evaluation system, there is a need for reforms that ensure credibility and the outcome of the assessment system. There is a need to have more horizontal assessment modes in all forms of education (Regular, Online and ODL) rather than one single vertical mode that decides the fate of students. It leads to the overall development of students in terms of critical thinking, problem-solving ability, right application of knowledge, and maintaining ethics.

The evaluation process should be formulated to make a systematic evaluation of students' progress based on UGC guidelines. The evaluation must be designed with learner attributes in mind. These attributes have clear linkages to Programme Education Objectives and Outcomes. The evaluation consists of the following two components:

1. Continuous and Comprehensive Evaluation (CCE)- Formative
2. Semester End Evaluation (SEE)- Summative

CCE carries 50% of the total marks allotted to a subject and the other 50% being assigned to the SEE.

In each course, every credit carries 25 marks, of which 50% marks is assigned for CCE and rest 50% marks for SEE. The 50% marks assigned to the CCE is distributed between the continuous classroom evaluation and mid-term evaluation. The pattern may be as follow:

Sr. No.	Evaluation	4 credit subjects (Marks)	2 credit subjects (Marks)
1	CCE (50%)		
	Classroom & Mid-Term Evaluation	50	25
2	SEE (50%)	50	25
	Total	100	50

7.2.1 Continuous and Comprehensive Evaluation (CCE)

Subject-wise CCE will be undertaken by the concerned faculty member. The mode of evaluation will be decided by the faculty member concerned with the subject. Normally CCE consists of class participation, case analysis and presentation, assignment, tutorials, slip tests (announced/ surprised), quizzes, attendance etc. or any combination of these. The students are expected to submit their answer scripts/ reports of internal evaluation within the stipulated time. Failure to do so may result in the script not being valued. Another part of CCE consists of mid-term written evaluation, which is compulsory for all students. It can be done in a scheduled manner. The duration of the mid-term evaluation shall be one hour.

7.2.2 Semester End Evaluation (SEE)

The SEE carries 50% of the marks (50 Marks) assigned to a course. SEE shall be of 2 hours for 4 credit course and 1 hour in case of 2 credit courses. If required, HEIs may take exams of 100 marks for 4 credits and 50 marks for 2 credits subject each in CCE and SEE and assign pro-rata basis marks in the final marks sheet for calculation of grade sheet. In this case evaluation would be for 2^{1/2} hrs. and 2 hrs. respectively. The controller of the examination will conduct these examinations. Paper setting and evaluation will be done by the external examiners to an extent of 50% of the evaluation process. This examination shall be conducted as per a schedule which shall be notified in advance.

The backlog exam will be conducted twice a year just after the result declared of the semester evaluation. Students shall have a second chance to clear their backlog and avoid the burden to carry forward the backlog with the next semester exam.

Appearance in all the evaluations is mandatory and no exemption can be granted except in the following case:

1. In case of inability to attend the exam due to reasons considered genuine by the controller of examination in consultation with the Director/Board.
2. In case of medical emergency, a certificate from the registered medical practitioner must be produced before the commencement of exams. The evaluation board will then take final decision on the recommendation for exemption.

7.3 Eligibility Criteria to appear in SEE

To be able to appear for the SEE, a student must comply with the following conditions:

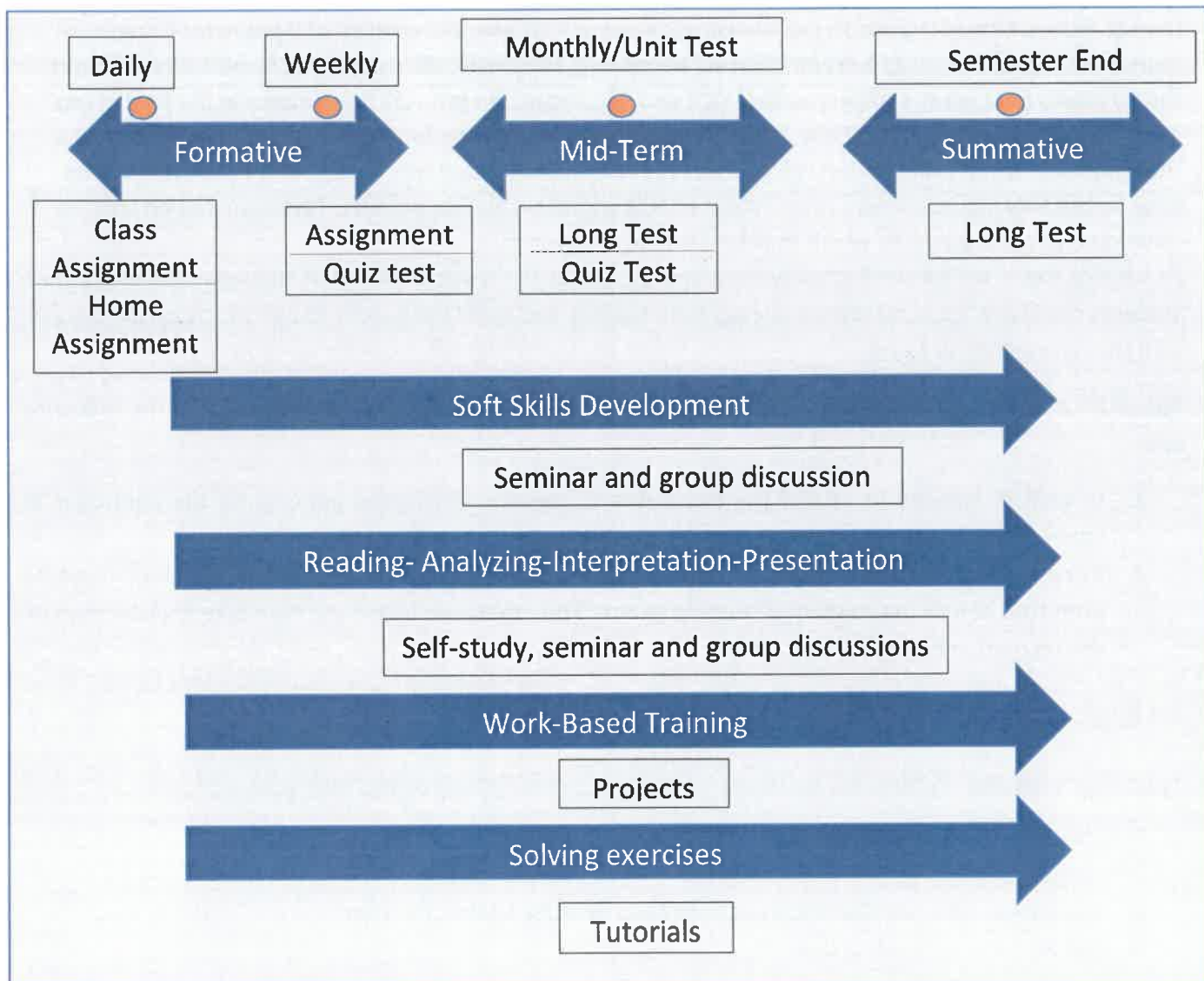
1. Should have at least 75% of attendance in all the courses put together
2. Should have at least 70% of attendance in each course/subject
3. Should not have any disciplinary proceedings pending against him/her
4. Should have no pending due

7.4 Continuum of Evaluation

Evaluation must be continuous which may include both formative and summative components in a timely manner for continuous feedback as follow:



29/12/23



7.5 Assessment Band

NCrF proposes that the NCrF levels be equated with the assessment/ major assessment stage which will be a mandatory stage for a student/learner to clear. Between two mandatory stages, there may be 2-4 levels depending on whether it falls in the purview of school or higher education. The clubbing of these levels has been referred to as Assessment bands. The Credits earned for the two courses/ qualifications/ programmes or through experiential learning (either Regular/ Online/ ODL mode of education) may be accumulated and added if earned in the same assessment band, subject to the guidelines of respective regulators. The regulator may also consider setting up broad learning outcomes for each level and band so defined.

[Handwritten signature]
29/9/23

Accordingly, the assessment bands so formulated are indicated below:

Academic Band	Academic Grade/Level	NCrF Credit Level	Min. Credit earned/Year	Assessment Band
2 Years-Secondary	Class-IX	2.5	40	Assessment Band- III
	Class-X	3.0	40	
2 years-Senior secondary	Class-XI	3.5	40	Assessment Band- IV
	Class-XII	4.0	40	
4 Year UG Degree with Honours/ Honours with Research	UG-1 st Year	4.5	40	Assessment Band- V & VI
	UG- 2 nd Year	5.0	40	
	UG- 3 rd Year	5.5	40	
	4 th Year UG with Honours/ Honours with Research PG- 1 st Year	6.0	40	
PG Degree (1/2 Years)	PG 2 nd Year /1- year PG/1 st Year (Engg.)	6.5	40	Assessment Band-VII
	PG 2 nd Year (Engg.)	7.0	40	
Doctoral Degree	Ph.D.	8.0	40	Assessment Band-VIII

7.6 Mode of Evaluation


A wide range of modes of evaluation for evaluating students is available for the teachers/ institutions to use. A suitable compendium of such a mode needs to be carefully chosen for a particular program depending on its nature, objectives, and available resources. The mode of evaluation can be as below:

Written Mode	Oral Mode	Practical Mode	Integrated Mode
1. Semester Exam	1. Viva/Oral exam	1. Lab work	1. Paper
2. Class Test	2. Group Discussion	2. Computer simulation/virtual labs	presentation/Seminar
3. Open book exam/test	3. Role Play	3. Craft work	2. Field Assignment
4. Open note exam/test	4. Authentic Problem Solving	4. Co-curricular work	3. Poster presentation
5. Self-test/ Online test	5. Quiz		
6. Essay/Article writing	6. Open Book Reading		
7. Quizzes/Objective test	7. Interview		
8. Class assignment			
9. Home assignment			
10. Reports Writing			
11. Research/Dissertation			
12. Case Studies			

Nature and Objectives of various types of evaluation:

Written Mode		
Evaluation Type	Nature	Objectives
Semester Exam	Traditionally essay type	For depth and planned preparation
Class test	Traditionally essay type	Fixed date forces students to learn
Open book test	Allowed choice of reference book	Measures what students can do with resources, less stress on memory
Open note test	To get used to the system	Encourage good note taking
Self-test	For subjective and objective items	Mastery learning occurs with proper feedback
Article/essay writing	Individual long written assignment	Individual expression and creativity
Quizzes/Objective test	Short duration structured test	Excellent validity as greater syllabus coverage
Class assignment	With defined time	Student's performance to make decision
Home assignment	With undefined time	Reinforce learning and facilitate mastery of specific skills
Reports Writing	On activities performed or event observed	Develop a key transferable skill
Research/Dissertation	Detailed research-based report	To judge creativity and research skills
Case Studies	Analyse a given case (real or fictional)	To assess thinking, value, and attitude

Oral Mode		
Evaluation Type	Nature	Objectives
Viva/Oral exam	Individually or in small group	Practical experience towards job interview situation
Group discussion	Small group of 2-5 members work on a joint task	Encourage teamwork
Role Play	Small group of 2-5 members work on a joint task	Develop personality
Authenticate problem solving	Small group of 2-5 members work on a joint task	Communication of ideas
Quiz	Small group of 2-5 members work on a joint task	Assess memory power
Interview	Individually	Judge the personal confidence level


29/1/23


Practical Mode		
Evaluation Type	Nature	Objectives
Lab work	Component of working with one's hand	Keep the students on the task
Computer simulation/virtual labs	Component of working with one's hand	To understand the practical exposure
Craft work	Component of working with one's hand	Encourage application of concepts learnt
Co-curricular work	Component of working with one's hand	For immediate feedback

Integrated Mode		
Evaluation Type	Nature	Objectives
Paper presentation/Seminar	Group or individual work	Learn from others presentation
Field Assignment	Field visit with report	Develop observation and recording skills
Poster presentation	Group or individual work	Develop research, creativity, and discussion skills

7.7 Models of evaluation

Based on the types of evaluation, various models of evaluation implementation are suggested for theory, practical, self-study and work-based learning. The focus of these models is to encourage the students to improve on skills and performance.

Model for Theory Courses	
CEE- 50% (50)	SEE- 50% (50)
Exam Pattern	Marks
Class Test (best 2 out of 3)	15
Quiz (Best 3 out of 4)	15
Active Learning	05
Home Assignment	05
Class Assignment	05
Attendance	05
Continuous and Comprehensive Evaluation	50
Semester-End Evaluation	50


29/9/23

Model for Practical Courses	
CEE- 50% (50)	SEE- 50% (50)
Exam Pattern	Marks
Lab work assessment (best 4 out of 5)	20
Viva voce/Lab quiz (best 4 out of 5)	20
Attendance	10
Continuous and Comprehensive Evaluation	50
Semester-End Evaluation	50

Model for Project/Self-study course	
CEE- 50% (50)	SEE- 50% (50)
Exam Pattern	Marks
Project Evaluation (Best 3 out of 5)	30
Participation in discussion	10
Attendance	10
Continuous and Comprehensive Evaluation	50
Semester-End Evaluation	50

Model for work experience course	
CEE- 50% (50)	SEE- 50% (50)
Exam Pattern	Marks
Project Evaluation (Best 3 out of 5)	30
Participation in discussion	10
Attendance	10
Continuous and Comprehensive Evaluation	50
Semester-End Evaluation	50

Evaluation Pattern for Four Years Course: (Total Semesters: 08 ; Total Credits: 176)

Semester: I

Course Code	Title of the Paper	Duration in Hrs.		Credit	Max. Marks		Total
		Theory	Practical		CCE (Formative) (Weekly Test/ Assignment/Attendance/ Practical/Viva/Group Discussion/Quiz)	SEE (Summative)	
PHM200-1C	Major Course- I	45	30	4	50	50	100
PHM201-1C	Major-Course- II	45	30	4	50	50	100
PHE300-1C	Minor Course- I	45	30	4	50	50	100
MDC201-1C	Multidisciplinary Course- I	45	30	4	50	50	100
AEC201-1C	Ability Enhancement Course- I	30	00	2	25	25	50


29/9/23

SEC201-1C	Skill Enhancement Course- I	15	30	2	25	25	50
IKS201-1C	Indian Knowledge System- I	15	30	2	25	25	50
Total		240	180	22	275	275	550

Semester- II

Course Code	Title of the Paper	Duration in Hrs.		Credit	Max. Marks		Total
		Theory	Practical		CCE (Formative) (Weekly Test/ Assignment/Attendance/ Practical/Viva/Group Discussion/Quiz)	SEE (Summative)	
PHM203-1C	Major Course- III	45	30	4	50	50	100
PHM204-1C	Major-Course- IV	45	30	4	50	50	100
PHE301-1C	Minor Course- II	45	30	4	50	50	100
MDC202-1C	Multidisciplinary Course- II	45	30	4	50	50	100
AEC202-1C	Ability Enhancement Course- II	30	00	2	25	25	50
SEC202-1C	Skill Enhancement Course- II	15	30	2	25	25	50
VAC201-1C	Value Added Course- I (NSS)	15	30	2	25	25	50
Total		240	180	22	275	275	550

Semester III


Course Code	Title of the Paper	Duration in Hrs.		Credit	Max. Marks		Total
		Theory	Practical		CCE (Formative) (Weekly Test/ Assignment/Attendance/ Practical/Viva/Group Discussion/Quiz)	SEE (Summative)	
PHM205-2C	Major Course- V	45	30	4	50	50	100
PHM206-2C	Major-Course- VI	45	30	4	50	50	100
PHM207-2C	Major Course- VII	45	30	4	50	50	100


29/1/23

MDC203-2C	Multidisciplinary Course- III	45	30	4	50	50	100
AEC203-2C	Ability Enhancement Course- III	30	00	2	25	25	50
SEC203-2C	Skill Enhancement Course- III	15	30	2	25	25	50
IKS202-2C	Indian Knowledge System- II	30	00	2	25	25	50
Total		255	150	22	275	275	550

Semester IV

Course Code	Title of the Paper	Duration in Hrs.		Credit	Max. Marks		Total
		Theory	Practical		CCE (Formative) (Weekly Test/ Assignment/Attendance/ Practical/Viva/Group Discussion/Quiz)	SEE (Summative)	
PHM208-2C	Major Course- VIII	45	30	4	50	50	100
PHM209-2C	Major-Course- IX	45	30	4	50	50	100
PHM210-2C	Major Course- X	45	30	4	50	50	100
PHE303-2C	Minor Course- III	45	30	4	50	50	100
AEC204-2C	Ability Enhancement Course- IV	15	30	2	25	25	50
SEC204-2C	Skill Enhancement Course- IV	15	30	2	25	25	50
VAC202-2C	Value Added Course- II (NCC)	15	30	2	25	25	50
Total		225	210	22	275	275	550


20/4/23

Semester V

Course Code	Title of the Paper	Duration in Hrs.		Credit	Max. Marks		Total
		Theory	Practical		CCE (Formative) (Weekly Test/ Assignment/Attendance/ Practical/Viva/Group Discussion/Quiz)	SEE (Summative)	
PHM301-3C	Major Course- XI	45	30	4	50	50	100
PHM302-3C	Major-Course- XII	45	30	4	50	50	100
PHM303-3C	Major Course- XIII	45	30	4	50	50	100
PHE304-3C	Minor Course- IV	45	30	4	50	50	100
PHE305-3C	Minor Course- V	45	30	4	50	50	100
SEC301-3C	Skill Enhancement Course- V	15	30	2	25	25	50
Total		240	180	22	275	275	550

Semester VI

Course Code	Title of the Paper	Duration in Hrs.		Credit	Max. Marks		Total
		Theory	Practical		CCE (Formative) (Weekly Test/Assignment/Attendance/ Practical/Viva/Group Discussion/Quiz)	SEE (Summative)	
PHM304-3C	Major Course- XIV	45	30	4	50	50	100
PHM305-3C	Major-Course- XV	45	30	4	50	50	100
PHM306-3C	Major Course- XVI	45	30	4	50	50	100
PHE306-3C	Minor Course- VI	45	30	4	50	50	100
AEC205-3C	Ability Enhancement Course- V	15	30	2	25	25	50
	Internship	00	120	4	50	50	100
Total		195	270	22	275	275	550



29/9/23

Semester VII: Honours Degree

Course Code	Title of the Paper	Duration in Hrs.		Credit	Max. Marks		Total
		Theory	Practical		CCE (Formative) (Weekly Test/ Assignment/Attendance/ Practical/Viva/Group Discussion/Quiz)	SEE (Summa tive)	
PHM401-4C	Major Course- XVII	45	30	4	50	50	100
PHM402-4C	Major-Course- XVIII	45	30	4	50	50	100
PHM403-4C	Major Course- XIX	45	30	4	50	50	100
CHE401-4C	Minor Course- VII	45	30	4	50	50	100
	On-the-Job Training	00	180	6	75	75	150
Total		180	300	22	275	275	550

Semester VIII: Honours Degree

Course Code	Title of the Paper	Duration in Hrs.		Credit	Max. Marks		Total
		Theory	Practical		CCE (Formative) (Weekly Test/Assignment/Attendance/ Practical/Viva/Group Discussion/Quiz)	SEE (Summa tive)	
PHM404-4C	Major Course- XX	45	30	4	50	50	100
PHM405-4C	Major-Course- XXI	45	30	4	50	50	100
PHM406-4C	Major Course- XXII	45	30	4	50	50	100
CHE402-4C	Minor Course- VIII	45	30	4	50	50	100
	On-the-Job Training	00	180	6	75	75	150
Total		180	300	22	275	275	550


29/9/23

Semester VII: Honours with Research Degree

Course Code	Title of the Paper	Duration in Hrs.		Credit	Max. Marks		Total
		Theory/ Report writing	Practical/ Presentation		CCE (Formative) (Weekly Test/ Assignment/Attendance/ Practical/Viva/Group Discussion/Quiz)	SEE (Summative)	
PHM401-4C	Major Course- XX	45	30	4	50	50	100
PHM402-4C	Major-Course- XXI	45	30	4	50	50	100
PHM403-4C	Major Course- XXII	45	30	4	50	50	100
CHE401-4C	Minor Course- VIII	45	30	4	50	50	100
	Research Project	150	30	6	75	75	150
Total		330	150	22	275	275	550

Semester VIII: Honours with Research Degree

Course Code	Title of the Paper	Duration in Hrs.		Credit	Max. Marks		Total
		Theory/ Report writing	Practical/ Presentation		CCE (Formative) (Weekly Test/ Assignment/Attendance/ Practical/Viva/Group Discussion/Quiz)	SEE (Summative)	
PHM404-4C	Major Course- XX	45	30	4	50	50	100
PHM405-4C	Major-Course- XXI	45	30	4	50	50	100
PHM406-4C	Major Course- XXII	45	30	4	50	50	100
CHE402-4C	Minor Course- VIII	45	30	4	50	50	100
	Research Project	150	30	6	75	75	150
Total		330	150	22	275	275	550



 21/9/23

Model of evaluation for 100 marks (4 Credits paper)

Continuous and Comprehensive Evaluation (CCE)- Formative- 50 Marks				Semester End Evaluation (SEE)- Summative- 50 Marks
Written	Oral	Practical	Integrated	Final Test
1. Weekly/Unit Test 2. Open book/note test 3. Online test 4. Essay/Article writing 5. Objective test 6. Class/Home assignment 7. Reports Writing 8. Research/Dissertation 9. Case Studies 10. Project Writing 11. Journal Writing 12. Multiple Choice Questions 13. Seen/Open Question 14. Take Home 15. Assignment Writing	1. Viva/Oral exam 2. Group Discussion 3. Role Play 4. Authentic Problem Solving 5. Quiz 6. Interview 7. Open book reading 8. Inter Forum Debate 9. Speech 10. Reading Test	1. Lab work 2. Computer simulation/virtual labs 3. Craft work 4. Co-curricular work 5. Activities and brainstorming games	1. Paper presentation/Seminar 2. Field Assignment 3. Poster presentation 4. Self and Peer Evaluation	1. Writing and Memory skill test
15	10	15	10	50

Model of evaluation for 50 marks (2 Credits paper)

Continuous and Comprehensive Evaluation (CCE)- Formative- 25 Marks				Semester End Evaluation (SEE)- Summative- 25 Marks
Written	Oral	Practical	Integrated	Final Test
1. Weekly/Unit Test 2. Open book/note test 3. Online test 4. Essay/Article writing 5. Objective test 6. Class/Home assignment 7. Reports Writing	1. Viva/Oral exam 2. Group Discussion 3. Role Play 4. Authentic Problem Solving 5. Quiz 6. Interview	1. Lab work 2. Computer simulation/virtual labs 3. Craft work 4. Co-curricular work	1. Paper presentation/Seminar 2. Field Assignment 3. Poster presentation	1. Writing and Memory skill test


29/9/23

8. Research/Dissertation 9. Case Studies 10. Project Writing 11. Journal Writing 12. Multiple Choice Questions 13. Seen/Open Question 14. Take Home 15. Assignment Writing	7. Open book reading 8. Inter Forum Debate 9. Speech 10. Reading Test	5. Activities and brainstorming games	4. Self and Peer Evaluation	
10	5	5	5	25

Note:

1. HEIs may change the marks weightage in continuous and comprehensive evaluation (CCE) as per course requirements.
2. If required, HEIs may take exams of 100 marks for 4 credits and 50 marks for 2 credits subject each in CCE and SEE and assign pro-rata basis marks in the final marks sheet for calculation of grade sheet.
3. HEIs may arrange practical and viva evaluation either by internal faculty or along with external evaluator. Marks of practical and viva will be considered under CCE.
4. SEE written evaluation will be done mandatory in presence of external evaluator.
5. HEIs should choose different types of modes of evaluation in each category of CCE in multiplication of 5 marks. i.e., 1 type in 5 marks, 2 types in 10 marks and 3 types of modes of evaluation in 15 marks of evaluation. For example, Institution may adopt assignment test and weekly test in written mode of CCE evaluation for 10 marks.

7.8 Question Paper Setting

Following procedure may be adopted to develop a question paper (Regular/ODL mode) of a particular course:

- Specifying objective/learning outcome to be tested
- Decide the question format
- Pool of question from the expert
- Review of questions
- Pilot testing
- Assessment of difficulty of the questions
- Final selection of question from the pool of questions



7.9 Malpractices and Punishment

All students are warned not to resort to any kind of malpractice during the evaluation. The examination department/board may take appropriate actions against the concerned student(s) who is/are found to indulge in any kind of malpractices activities during the evaluation process.

7.10 On-Demand Evaluation

On-Demand Examination may provide flexibility to students, especially those enrolled under open and distance education modes. This system works on the principle of flexibility where assessment can take place when the learner considers themselves ready to appear. Thus, readiness depends on the learner and not on the institutions. An advantage of this system may result in a reduced number of failures in the examination.

7.11 Letter Grades and Grade Points

The relative grading system provides the relative performance of a student to a group/class wherein the student is ranked in a group/class on the basis of relative level of achievements.

HEIs may also mention the marks obtained by the students in each course and a weightage average of marks on the Grade sheet for the benefits of the students.

Letter Grade	Grade Point	Marks (In %)
O (Outstanding)	10	96.0-100
A+ (Excellent)	9	86.0-95.9
A (Very Good)	8	76.0-85.9
B+ (Good)	7	66.0-75.9
B (Above Average)	6	56.0-65.9
C (Average)	5	46.0-55.9
P (Pass)	4	36.0-45.9
F (Fail)	0	Below 36.0
Ab (Absent)	0	Absent

Minimum passing marks for each pattern of evaluation (formative and summative):

Maximum Marks	Minimum Passing Marks
25	9
50	18
100	36

7.11.1 Semester Grade Point Average (SGPA)

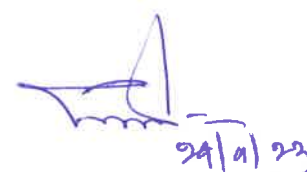
The SGPA is based on the grade of the current term of the programme of study.

Computation of SGPA

SGPA is computed from the grades as a measure of the student's performance in each semester. It is the ratio of the sum of the product of the number of credits with the grade points and the sum of the number of credits. i.e.

$$SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where S_i is the SGPA for i^{th} course, C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.



24/11/23

Example for computation of SGPA:

Semester	Course	Credit	Letter Grade	Grade Point	Credit Point
1	Course 1	3	O	10	3X10=30
1	Course 2	4	A	8	4X8=32
1	Course 3	3	A+	9	3X9=27
1	Course 4	4	B	6	4X6=24
1	Course 5	3	B+	7	3X7=21
		17			134
SGPA					134/17=7.88

7.11.2 Cumulative Grade Point Average (CGPA)

The CGPA is based on the grades in all the courses taken after joining the programme of study.

Computation of CGPA

The CGPA is the ratio of the sum of the products of total credits scored in a particular semester with the SGPA scored by the student in that semester and the sum of the total number of credits of each semester. i.e.

$$CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

Where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.

Example for computation of CGPA:

Semester	Credits	SGPA	Sum of Credits and SGPA
1	18	8.2	18X8.2= 147.6
2	18	7.9	18X7.9= 142.2
3	20	8.3	20X8.3= 166.0
4	22	8.6	22X8.6= 189.2
5	18	8.1	18X8.1= 145.8
6	22	8.5	22X8.5= 187.0
	118		977.8
CGPA			977.8/118= 8.29

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts (Grade Sheet). The transcript may issue for each semester based on SGPA and CGPA and consolidated transcript indicating the performance in each semester.




29/1/23

7.12 Result Declaration

Declaration of results is a crucial element of the educational system of a higher educational institution on which rests its credibility and reputation. Timeliness is essential in case of both internal and external components of the evaluation. The following table shows a suggested timeline for CCE and SEE:

Continuous and Comprehensive Evaluation	
Daily Task	Before the next week
Weekly Task	Before the next task
Unit Test	Within one week
Semester End Evaluation	
Internal Components	7-10 working days
External Components	20-30 working days



29/9/23

Prof. A. U. Patel
Advisor, KCG
Former Vice Chancellor of Gujarat University