

Babu Banarasi Das Institute of Technology & Management

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POLICY FOR EVALUATION & ASSESSMENT

Policy for Evaluation & Assessment

This policy on evaluation and assessment for class tests, sessional exams, and pre-university exams establishes a structured and fair framework to ensure transparency, consistency, and objectivity in marking. It emphasizes assessing students primarily on their conceptual understanding and clarity of presentation, while also encouraging step-wise evaluation, especially in numerical problems, to recognize partial knowledge and logical approach. The guidelines provide clear mark distributions for both theory and numerical questions, ensuring balanced weightage to understanding, methodology, and final answers. Additional norms highlight the importance of proper units, relevant diagrams, and neat, well-organized responses, while also instructing evaluators to maintain uniformity and fairness in grading. Furthermore, the policy strictly addresses issues of unfair means, reinforcing academic integrity by outlining scrutiny measures and disciplinary actions for copying or misconduct.

General Guidelines

- Evaluation should be **transparent, consistent, and based on defined parameters**.
- Marks should be awarded primarily on:
  - **Understanding of concept**
  - **Presentation / Illustration**
- For numerical questions, **step-wise marking** must be followed.
- Partial marks should be awarded wherever applicable.

A. THEORY QUESTIONS (Descriptive Answers)

Marks	Understanding (40–50%)	Presentation / Illustration (40–50%)	Distribution Guidelines
1 Mark	Correct concept/keyword identified	Neat and relevant answer	No step marking; full or zero (partial at examiner discretion)
2 Marks	Basic understanding of concept	Proper structure (definition, short explanation)	1 mark for concept, 1 mark for clarity/presentation

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Marks	Understanding (40–50%)	Presentation / Illustration (40–50%)	Distribution Guidelines
4 Marks	Clear conceptual explanation/ Diagrams (1–2 points)	Examples /structured answer/ clarity and Depth of knowledge	1–2 marks understanding, 3–4 marks presentation
7 Marks	In-depth explanation with multiple points/ use of relevant examples	Well-structured answer, diagrams/ Technical accuracy	3–4 marks understanding, 3–4 marks presentation

B. NUMERICAL PROBLEMS

Marks	Understanding / Formula (40–50%)	Procedure / Steps (30–40%)	Answer (20–30%)	Distribution Guidelines
1 Mark	Correct formula/approach	—	Correct answer	Full marks only if correct answer
2 Marks	Correct formula	Proper substitution	Correct answer	1 mark formula + 1 mark answer
4 Marks	Correct concept & formula	Step-wise calculation	Correct final answer with unit	1 marks concept, 2 marks steps, 1 mark answer
7 Marks	Correct approach & formula	Logical step-wise solution	Accurate final answer with units	3 marks concept, 2–3 marks steps, 1–2 marks answer

C. ADDITIONAL EVALUATION NORMS

- **Step Marking:**
  Even if the final answer is incorrect, marks should be awarded for correct methodology.
- **Units & Accuracy:**
  - Missing units may result in deduction (0.5–1 mark depending on weightage).
- **Diagrams / Graphs:**
  - Should be awarded marks only if **relevant and properly labelled**.
- **Presentation Quality Includes:**
  - Logical flow
  - Neatness
  - Proper headings/points

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General Instructions for Evaluators

- Give partial credit for correct approach even if the final answer is incorrect.
- Deduct marks for irrelevant content or poor presentation.
- Ensure uniformity across all evaluators by following this scheme strictly.
- Maintain transparency and fairness in marking.
- Faculty can also adjust the weight distribution for different sections based on emphasis of the subject in accordance with the subject coordinator.

D. UNFAIR MEANS / COPYING

- Identical answers with identical mistakes may be scrutinized.
- Strict action may be taken as per institutional norms.

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