

### **2.2.1 The institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners**

All students have to attend a compulsory Orientation Programme on admission.

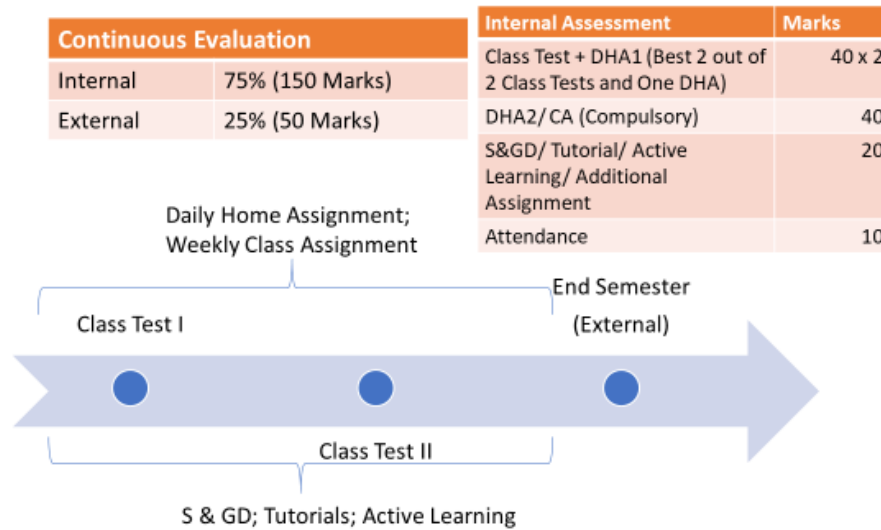
The wide range of continuous assessment components that include, Daily Home Assignments, Class Assignments, Seminars and Group Discussions, Additional Assignments, Quizzes, Class Tests, Projects, Internships, Viva-voce examinations and attendance, enable effective assessment of learning levels of students.

In addition, teacher-student interactions, reports of Class Committees and Proctorial meetings help in identification of different levels of learners. Faculty members and various Committees regularly review the academic progress and counsel students to improve their performance to ensure their academic growth.

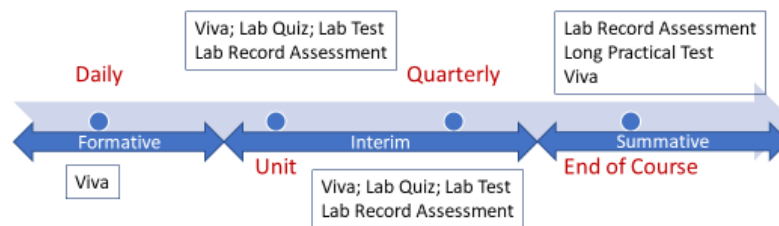
Special measures taken to support relatively slow learners are as follows.

- *Organizing Extra Classes*
  - *Remedial and Tutorial Classes are held to prepare them for remedial exams*
  - *Assistance from classmates and senior students is arranged*
  - *Providing tutorial assignments*
  - *Providing lectures uploaded on web and extra reading material to improve basic understanding of subject*
  - *Encouraging them to study courses on developing soft skills to master understanding of language*
  - *Encouraging them to participate in various activities to develop social skills*
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- The Institute employs varied evaluations to test both Quality and Values.
  - It has a continuous evaluation system with different types of assessments spread throughout the semester. Assessment of values is also a continuous process with focus on discipline, conscience, dignity of labour, respect for religion and culture and community participation.
  - It implements well-defined models of evaluation with varied types of assessment to effectively evaluate outcomes, both at the course and the program level. Figures below show the models for theory and practical courses.

## Continuum of Assessments for Theory Courses



## Continuum of Assessments: Practical Courses



Continuous Evaluation		Internal Assessment	Marks
Internal	75%	Lab Record Assessment (Best 2 out of 3)	2*25
External	25%	Viva Voce/ Lab Quiz/ Test (Best 2 out of 3)	40 x 2
		Attendance	20

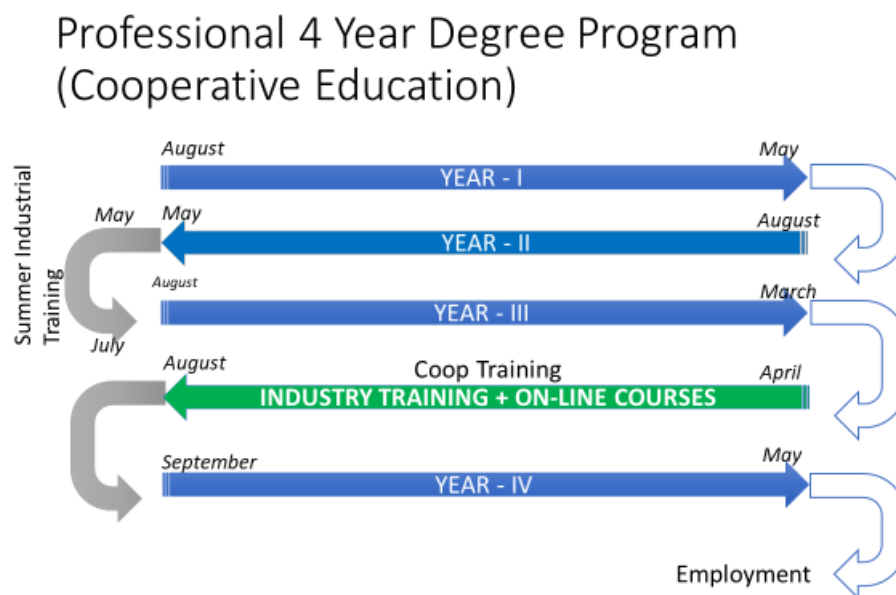
## Project/ Self-Study Assessment

Continuous Evaluation		Internal Assessment	Marks
Internal	75%	Project Assessment (Best 3 out of 4) – Presentation and QA session	3*40
External	25%	Participation in discussion	10
		Attendance	20

## Work Experience Course Assessment

Continuous Evaluation		Internal Assessment	Marks
Internal	100% (200 Marks)	Objective Test (best 2 out of 3)	2*25
		Practical cum Viva-Voce (best 2 out of 3)	2*40
		Comprehensive (Open multiple assessment types)	50
		Attendance	20

- Daily Home Assignments and Weekly Class Assignments permit a real-time assessment of levels of understanding.
- Seminars and Group Discussions, Embedded Projects and Active Learning focus on the characteristic attributes of Analysis, Critical thinking and Creativity. This also focuses on developing social skills in the form of participatory learning and on developing public speaking skills.
- The Institute has introduced a unique cooperative programme in engineering, management and Skilling Courses to provide and evaluate experiential and participative learning. This requires students to undertake a 3-6-month on-the-job training in the industry before completing the final year. Figure below shows the Cooperative Model for the four-year engineering degree program.



- Major Projects, Group Projects, Research Colloquia, Research Group Meetings and Hackathons are important methods employed in programs for student evaluation.

### ***Programs for Slow and Advanced Learners***

- DEI prescribes minimum and maximum credits that a student can take each semester. With minimum credits (catering to slow learners) a student can extend the course duration to double the prescribed duration.

### ***Schemes for advanced learners***

The Institute offers several opportunities for advanced learners to augment their talent and meet their learning needs:

- *Under-Graduate Research Awards (UGRA): to encourage select bright UG students to undertake research projects.*
- *Students are encouraged to make research contributions in their major project at the PG level and publish their results in journals and also present it at National and International Conferences.*

- *Students are encouraged to participate in summer research fellowship programmes at prestigious research institutes and laboratories.*
- *The Institute, in collaboration with the Systems Society of India, organizes various competitions and an Annual Students' Systems Conference (Paritantra) and Technical Colloquia regularly and gives prizes and awards.*
- *Vertical and Horizontal Progression: Provision has been made for bright students to undertake advance credit courses and lateral entry to higher degree programs.*
- *MoUs and Collaboration: Students are encouraged to work in laboratories of National and International Institutes and Universities with MoU.*
- *Financial support is provided to students for participation in National and International Conferences.*
- *The Institute, in association with Association of Alumni and Friends of DEI (AAFDEI) registered in USA, provides financial support for boarding and lodging and travel assistance to students on their visit abroad for higher studies or for conferences.*
- *Earn while you learn provision has been made for UG, PG and research students for part time jobs in the large number of projects running in the Institute. This helps them learn state of the art techniques and also get remuneration.*
- *Students are encouraged to help slow learners in their class and in junior classes.*

Thus, significant opportunities exist for advanced learners in the form of undergraduate research awards, summer research fellowship programs and participation in collaborative courses and research projects through MoUs and exchange programs. The Institute has a unique system of providing pathways for vertical and horizontal progression by clearing requisite tests and meeting eligibility criteria. Assistance is provided to students for research visits abroad and to attend conferences. Alumni support is also available to students. Further, the Institute aims at Fostering global competencies among students having diverse needs and abilities by Encouraging them to participate in seminars, group discussions and active learning to develop public participation and social skills. The Institute encourages innovation to solve local problems and entrepreneurship by with the opportunities to earn while they learn.

### ***Schemes for slow learners***

- A unique value system of peer group teaching, learning and assistance from classmates and senior students is arranged as one of the special measures to support relatively slow learners.
- Other significant measures include organizing extra classes, special tutorial sessions and remedial teaching.
- Extra reading material is provided to improve basic understanding of the subject and efforts are also being made to upload video lectures on the Web for students to review to understand difficult concepts.
- Courses in soft skills are offered to improve reading and writing skills in English.

### **Links**

#### **Lateral Entry Notice:**

- [https://www.dei.ac.in/dei/files/notices/2018/LE\\_Notice\\_2018.pdf](https://www.dei.ac.in/dei/files/notices/2018/LE_Notice_2018.pdf)
- <http://www.dei.ac.in/dei/files/notices/2018/Lateralentryscheme2018DipB.VocBTech.pdf>
- <http://www.dei.ac.in/dei/files/notices/2018/LEScheduleAnnx1.pdf>

#### **UGRA:**

<https://www.dei.ac.in/dei/files/notices/2018/UndergraduateResearchAward2018-Call.pdf>

#### **UGRA List of Students (2018 – Sample List)**

- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/UGRA%202018%20-%20List%20of%20Students%202.2.1.PDF>

#### **Dean of Student Affairs**

- [https://www.dei.ac.in/dei/index.php?option=com\\_content&view=article&id=868&Itemid=410](https://www.dei.ac.in/dei/index.php?option=com_content&view=article&id=868&Itemid=410)

#### **List of Proctors (Sample – Science)**

- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/List%20of%20Proctors%20Science%202019-20%202.2.1%205.3.2.pdf>

#### **Proctorial System (Prospectus, page 104):**

- [https://www.dei.ac.in/dei/admission/files/admission2019/Prospectus%20-2019-20%20\(FINAL\).pdf](https://www.dei.ac.in/dei/admission/files/admission2019/Prospectus%20-2019-20%20(FINAL).pdf)

#### **Paritanrika:**

- <http://www.sysi.org/downloads/Paritanrika%20Newsletter%20January%202019.pdf>

#### **Student Awards:**

- <https://www.dei.ac.in/dei/files/NAAC/DVV/5.3.1%20Cultural%20Awards.pdf>
- <https://www.dei.ac.in/dei/files/NAAC/DVV/3.3.3%20awards%20for%20all%20Consolidates%20award%20proofs.pdf>

#### **Vertical and Horizontal Progression**

##### **Prospectus:**

- [https://www.dei.ac.in/dei/admission/files/admission2019/Prospectus%20-2019-20%20\(FINAL\).pdf](https://www.dei.ac.in/dei/admission/files/admission2019/Prospectus%20-2019-20%20(FINAL).pdf)

##### **IOE Book (page 44) :** <https://www.dei.ac.in/dei/files/notices/2019/IOE.pdf>

- **Migration Certificates:**  
<https://www.dei.ac.in/dei/files/NAAC/DVV/5.2.2%20Migration%20Certificates-2017-18.pdf>

##### **Student Progression to Higher Education**

- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Progression%202017-2018%202.2.1/HIGHER EDUCATION IN 2017.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Progression%202017-2018%202.2.1/HIGHER EDUCATION IN 2018.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Progression%20to%20Higher%20Education%20with%20Mails2.2.1.pdf>

##### **Student Exchange Programme:**

- <https://www.dei.ac.in/dei/Hong%20Kong%20Tour/index.html>
- <https://www.dei.ac.in/dei/International%20Relations/>

##### **Student Diaries (2014-2018):**

- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Diary/STUDENT%20DIARY%202014-15.pdf>
- [https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Diary/STUDENT%20DIARY%202015-16%20\(final\).pdf](https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Diary/STUDENT%20DIARY%202015-16%20(final).pdf)
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Diary/STUDENT%20DIARY%202016-17.pdf>

- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Diary/STUDENT%20DIARY%202017-18.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Diary/STUDENT DIARY 2018-19 Final.pdf>

#### **Financial Support:**

- <https://www.dei.ac.in/dei/files/NAAC/DVV/5.1.2%20AADEIs%20Balance%20Sheet%202013-18%20-UGRA%20and%20TSC.pdf>
- <https://www.dei.ac.in/dei/files/NAAC/DVV/3.1.4%20and%205.1.1%20Fellowship%20Awards%20-Sanction%20-Account%20statement.pdf>

#### **TSC funding to Students**

- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/TSC%20Funding%20to%20Staff%20and%20Students%202.2.1/tsc%202015.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/TSC%20Funding%20to%20Staff%20and%20Students%202.2.1/tsc%202016.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/TSC%20Funding%20to%20Staff%20and%20Students%202.2.1/tsc%202017.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/TSC%20Funding%20to%20Staff%20and%20Students%202.2.1/tsc%202018.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/TSC%20Funding%20to%20Staff%20and%20Students%202.2.1/tsc%202019.pdf>

#### **Student Support Activities**

- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/GATE%20Registration.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/BoG%20meeting%20minutes%208%20January%202019%20.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Internship%20stipend.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Payment%20Advice%20of%20Employability%20skill%20test.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Payment%20Advice%20of%20Gate%20Coaching.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Payment%20Advice%20of%20Gate%20Registration.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Payment%20Advice%20of%20Internship%20stipend.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Payment%20Advice%20of%20Mitacs%20Student%201.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Payment%20Advice%20of%20Mitacs%20Student%202.pdf>

- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Payment%20Advice%20of%20Mitacs%20Student%203.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Payment%20Advice%20of%20Mitacs%20Student%204.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Payment%20Advice%20of%20Research%20Scholar.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Student%20Support%20Activities%20-%20Evidence%202.2.1%202.3.1/Payment%20Advice%20of%20Solar%20Vehicle.pdf>

**Sample Department of Mathematics Workshops on Vedic Mathematics (Mathematics Profile)**

<https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/VED.%20MATHS.pdf>

**Annual Reports**

- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Annual%20Reports/Annual%20Report%202012-2013.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Annual%20Reports/Annual%20Report%202013-2014.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Annual%20Reports/Annual%20Report%202014%20-2015.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Annual%20Reports/Annual%20Report%202016-2017.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Annual%20Reports/Final%20Annual%20report%202017-2018.pdf>