



Institute of Language Teaching

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Internal Assessment Process at Institute of Language Teaching (ILT)

Introduction:

The Institute of Language Teaching (ILT) places significant importance on the internal assessment process as a crucial element in evaluating the academic performance of both faculty and students. This report provides an in-depth analysis of ILT's internal assessment process, highlighting key components such as assignment evaluation, attendance tracking, continuous and comprehensive assessment, and the integration of preliminary exam results.

Internal Assessment Components:

In a 100 marks paper, ILT allocates 30 marks for internal assessment, ensuring a holistic evaluation approach. The breakdown of these 30 marks includes 5 marks for assignments/seminars/projects, 5 marks for attendance, 5 marks for continuous and comprehensive evaluation, and a substantial 15 marks derived from the results of Preliminary Examinations.

Assignments/Seminars/Projects (5 Marks):

ILT emphasizes the importance of practical application of knowledge through assignments, seminars, and projects. Faculty members are tasked with designing meaningful tasks that align with the curriculum, fostering critical thinking and creativity. Rigorous assessment criteria and transparent grading mechanisms are in place to ensure fairness.

Attendance (5 Marks):

Regular attendance is considered an integral part of the learning process at ILT. A meticulous tracking system is employed to record student attendance for each class. The attendance policy is communicated clearly to students,



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allowing for makeup classes and addressing valid excuses. This component serves as a measure of students' commitment to their studies.

Continuous and Comprehensive Evaluation (5 Marks):

ILT promotes continuous assessment throughout the academic year. Faculty members conduct regular formative assessments, quizzes, and class participation activities. This dynamic approach provides a comprehensive view of students' progress and ensures that evaluations are not solely dependent on a single examination.

Preliminary Examinations Results (15 Marks):

Preliminary Examinations cover the entire syllabus and contribute significantly to the internal assessment. These exams are designed to be challenging, assessing the depth of understanding and application of knowledge. The results are carefully evaluated through a robust process, including double-blind grading and moderation.

Process of Internal Marks Upload:

After the internal evaluation is completed, faculty members upload the marks into the Institute of Information Technology and Education (IITE) examination portal. This digital platform streamlines the administrative process, ensuring accuracy and efficiency in recording internal assessment results.

Student Access and Grievance Mechanism:

As the uploading, internal marks are made visible to students through the examination portal. This transparency enables students to review and raise grievances for any discrepancies they may identify. The grievance redressal mechanism is overseen by the Principal, who ensures timely and fair resolutions.



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Provision for Improvement:

The Internal Quality Assurance Cell (IQAC) of ILT has instituted a progressive provision for students seeking to improve their internal marks based on preliminary exam results. Students have the opportunity to reappear for the preliminary exam, and the marks obtained in the second attempt are considered for internal assessment. This provision aligns with ILT's commitment to providing avenues for continuous improvement and academic growth.

Conclusion:

ILT's internal assessment process stands as a model of objectivity, transparency, and fairness. The allocation of marks across various components, the digitalization of the process through the IITE examination portal, and the provision for grievance redressal and improvement demonstrate ILT's dedication to fostering a supportive and conducive learning environment. Through continuous refinement and adherence to best practices, ILT ensures that the internal assessment process remains a valuable tool for evaluating and enhancing the academic journey of both faculty and students.

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