



Shri Gajanan Shikshan Sanstha's
**SHRI SANT GAJANAN MAHARAJ COLLEGE OF ENGINEERING
SHEGAON – 444203, DIST. BULDANA (MAHARASHTRA STATE), INDIA**

"Recognized by A.I.C.T.E., New Delhi" Affiliated to Sant Gadge Baba Amravati University, Amravati
"Approved by the D.T.E., M.S. Mumbai"

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Examination Policy

The efficient grievance redressal systems and transparent assessment mechanisms are the foundational pillars of an accountable and effective educational institution. They ensure fairness, uphold academic integrity, and significantly contribute to fostering a positive and satisfying learning experience for students. At SSGMCE, our unwavering commitment lies in continually striving to cultivate high-quality scientific and technical manpower while providing solutions to a diverse range of challenging technological problems that may emerge across various fields. This commitment is realized through our dedicated and well-qualified faculty and highly skilled supporting staff. Our goal is to emerge as one of the foremost centres for teaching, research, and extension in Engineering and Management. The institute is resolutely dedicated to excelling in every facet of our endeavours through an impartial and transparent system.

Assessment Components

Student performance in each course is evaluated through a two-fold approach:

Continuous Internal Assessment: Throughout the semester, students undergo continuous internal assessment. The assessment criteria may vary depending on the type of course.

University Examination: The university examination is a significant component of the evaluation process. It contributes to the overall assessment of student performance.

Specifically:

Theory Courses (100 Marks): In theory courses, the evaluation is out of 100 marks. Of these, 80 marks are allotted for the university examination and 20 marks are allotted for internal assessment.

Practical Courses (50 Marks): Practical courses have a total of 50 marks. This includes 25 marks for continuous internal assessment and 25 marks for an external practical exam conducted by the university. In certain courses, the entire 50 marks are designated for continuous internal assessment.

Project Courses (UG): Project evaluation is out of 150/200 marks. Of these, 75/100 marks are attributed to internal assessment, and the remaining 75/100 marks are allocated for



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external evaluation. The external evaluation includes a project viva conducted by an external examiner appointed by the university.

Project Work (PG): PG students are allocated 200 marks for their project work. In this case, individual students are responsible for completing their dissertation work. However, in the case of Undergraduate (UG) courses, a group of 4-6 students collaborates on a single project.

Seminar Courses (50 /100 Marks): Seminars are evaluated for a total of 50/100 marks.

Evaluation of Theory Courses

In theory courses, the evaluation of learners' performance encompasses two primary components: University examination and Internal Assessment. The allocated relative weightage for these components is 80% for university examinations and 20% for Internal Assessment.

Internal Assessment involves three mandatory components: two class tests, the second is an assignment or Teacher's evaluation component (TEC) and the third component is attendance, accounting for 5 marks as per university guidelines.

The University examination is conducted for 80 marks in accordance with the university's schedule and typically spans duration of 3 hours, covering the entire syllabus of the respective course.

The university-appointed faculty members evaluate Theory Examination papers at the central assessment centre located at the university campus.

Successful completion of both the university examination and Internal Assessment is a prerequisite for awarding grades in theory courses, as outlined in the curriculum manual of the respective program.

Internal evaluation of Theory Course:

Conduction of Class Tests:

The internal evaluation process for theory courses involves the following steps:

At the beginning of each semester, the Dean Exams releases the class test schedule in alignment with the academic calendar. Subsequently, this information is conveyed to the



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Head of the Department (HOD) and the departmental Class Test Coordinator, who holds the responsibility for overseeing the conduction of class tests on the designated dates.

The Departmental Class Test Coordinator, in turn, communicates with the respective course teachers, providing them with instructions to compose question papers in strict adherence to the established guidelines and the prescribed format.

The responsibility for crafting the class test question paper rests with the course teacher. Upon completion, the question paper undergoes a rigorous audit conducted by the Academic Monitoring Committee (AMC). The AMC conducts a thorough review of the paper and offers feedback if deemed necessary.

Subsequent to receiving feedback from the AMC, the course teacher undertakes the required revisions to address any identified issues within the question paper. The revised paper is then resubmitted for final approval.

The specific guidelines adhered to when creating class test question papers are as follows:

The question paper encompasses content from two units as outlined in the university syllabus.

For each unit, one primary question is formulated, accompanied by an alternative choice question from the same unit. No internal choices are incorporated within a single question.

Questions may be presented in either long-answer or short-answer formats, with two or three sub-questions featured within short-answer questions. Each question, inclusive of its sub-questions, carries a total of 15 marks.

The class test is administered within a 1-hour timeframe, with a maximum attainable score of 30 marks.

The course coordinator assumes responsibility for maintaining the scheme and solutions for the question paper.

When devising the question paper, the Course Coordinator takes into account the cognitive levels, in accordance with the Revised Bloom's Taxonomy, and aligns the questions with the prescribed Course Outcomes (COs).

Class tests are conducted as per the established schedule.



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Class test mark-sheets are accessible to all students through the SIS Portal. If any corrections are needed, students can reach out to the respective faculty members. These corrections are then forwarded to the Dean (Exams) by the respective faculty members through the Head of the Department (HOD). Subsequently, the necessary corrections are made to the class test marks data.

Conduction of Assignments (TEC: Teacher Evaluation Component):

Assignments serve the purpose of evaluating students' comprehension and enhancing their subject knowledge. Throughout the semester, students engage with these components, which helps them maintain focus, stay connected with the subject matter, and ultimately, enhance their learning capabilities. These diverse assignment components prove to be invaluable tools for student development

At the start of the semester, the Dean Exams publishes the list of assignment components (TEC).

Assignments are assigned for each course with the intention of fostering self-learning.

In adherence to the standard list of assignments (TECs), each course entails a minimum of two and a maximum of four components.

The subject teacher for each course determines, announces, and submits the assignment action plan within one week of the commencement of classes.

Documentation and evidence of the assignments undertaken are diligently maintained by every course teacher.

Each student is assessed for one assignment per course in the semester.

Standard List of Teacher Evaluation Components (TECs includes:

- Tutorials on Syllabus Points
- Presentation/Seminar on Course Extension
- Mini-Projects(Design/Fabrication/Simulation/Software/Hardware Development/Survey/Case Studies, etc.)
- New Experiment Development and Testing
- Open-Book Test
- Surprise Test
- Quiz/Group Discussion
- Field/Industrial Work
- Industrial Visit and Report Writing



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The details of all the assignment components, including their conduction and evaluation, are outlined below.

Component	Assessment Process
Mini/Term/Short Projects (Design/Fabrication/Simulation/ Software/ Hardware Development)	<p>This component helps students to gain expertise in their subject; students collect and extract the information related with the topic from different online and offline sources.</p> <p>Students demonstrate their presentations skills by presenting the information.</p> <p>They learn to communicate effectively and express their ideas and opinion about the project work.</p> <p>Students form a group of 2 or 3 and based on their interest select a mini project either hardware or software based.</p> <p>They access information through various resources and summarize the main idea.</p> <p>Evaluation is done by the course teacher after completion of the work based on the rubrics,</p>
Survey/Case studies	<p>Case studies help to increase students' critical thinking and problem-solving skills and motivate them towards learning attitude. Case study is found to be beneficial for students in terms of actively engaging them and allowing them to learn the applications of engineering techniques to solve real world problems. Thus, use of case studies is a pedagogical technique that allows students to apply their theoretical knowledge to practical situations. Students are asked to work upon a case study and evaluation is done by the faculty using rubrics.</p>
Industrial visit/field work and report writing	<p>Industry visit/ field work means sending the students to certain workplaces sites, garages, Industries for doing some practical work.</p> <p>Main objectives of field work are:</p> <ul style="list-style-type: none">To give the students opportunities for practical experience in the organization.To make them aware about the recent technologies used by industriesTo remove the fear of project work which they generally do first time in final year.To enable students to understand professional duties and responsibilities of the personnel in the field. <p>To get maximum practical knowledge, Students are supposed to work for two days, preferably on Saturdays and Sundays.</p> <p>Assessment is done on the basis of viva and reports using the rubrics designed for the same.</p>



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New Experiment development and testing	<p>Main objective of introducing this component as assignment is that it helps the students to acquire practical knowledge and increases the utilization of departmental facilities (Software, Interfacing /Computing /Laboratory Equipment's). It helps to develop logical skills and technical manuscript writing skills in students. Students design new experiment which is not included in their experimental list. They identify the experiment, develop outline of experiment (Circuit Diagram, flowchart, algorithm, etc), perform the experiment and then analyze the results. Evaluation is done on the basis of rubrics.</p>
Tutorial	<p>Tutorial is an important teaching-learning tool. It helps learners enhance their intellectual, communication and social skills.</p> <p>Tutorials provide an interactive learning environment where students can clarify and extend, through readings, discussions and other activities, what they learn from the lectures.</p> <p>Tutorial is given to the students based on the topics covered in theory lecture and evaluation is done by the faculty based on the solution of the problem.</p>
Quiz	<p>Quizzes helps to expand students' knowledge and helps to explore new skills.</p> <p>Quizzes are designed in such a manner that to solve that, it requires critical thinking and extensive research.</p> <p>Quiz is based on complete course and quiz scores are calculated based on the number of points assigned to each quiz question.</p> <p>Quiz in the form of MCQ are also assigned to students.</p> <p>MCQs are found to be flexible to various levels of learning outcomes from simple recall of content to more complex level such as students' ability to examine facts, understanding concepts and principles. MCQs are designed to test quickly and effectively students' knowledge about a particular idea or concept.</p> <p>Assessment tool used here is direct and marks are awarded to students on the basis of correct answers.</p>
Group Discussion	<p>Group discussion on study topics plays a vital role in understanding the topic. Discussing the topic among classmates helps in learning a topic with perfection.</p> <p>Various benefits of GD for students are:</p> <p>It enhances the subject knowledge.</p> <p>It helps in exploring more ideas about the topic.</p> <p>It helps students to realize their mistakes and weakness</p> <p>It builds self-confidence and improves communication skills.</p>



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	Evaluation of students is done by the faculty on the basis of Rubrics
Open Book Test	Open book test is an assessment method that allows students to refer their notes, text books or other approved material while answering the questions. Questions devised in open book test are such that helps to assess the interpretation of knowledge, comprehension skills and critical thinking skills. Assessment of open book test is done on the basis of Rubrics.
Presentation /Seminar	Presentation of topics in classroom are most valuable to students to share their knowledge, improve their communication skills and to boost their self-confidence, These skills play an important role in their engineering course and also help them in their career advancement. Students give presentation on technical topic of their interest which is relevant to their course. Faculty evaluates students on various aspects and marks are awarded based on rubrics.

Attendance Guidelines

Attendance is mandatory for all theory, tutorial, practical, seminar, and project/dissertation sessions. According to the University Ordinance, a minimum of 75% attendance is required to maintain eligibility for the current term. Students receive attendance marks based on their class attendance.

Conduction of External Examination

The University examination, encompassing both theory and practical assessments, occurs at the Institute's examination centre according to the prescribed examination schedule. The officer in-charge and the Co-officer, appointed by the university, oversee the overall examination process. The committee, established by the Principal and the Dean (Exams), includes two faculty members as chief invigilators along with supporting staff.

Regarding the University Practical Examinations, the examination timetable is coordinated in collaboration with university authorities. The Principal and Dean (Exams) select committee members, including a Chief Coordinator and one faculty member from each department, to ensure the seamless conduction of these examinations. The Internal and External examiners, along with subject experts, oversee and assess the students' practical performances, and subsequently input the marks into the university's online mark entry portal.



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Internal Marks Evaluations Policy

Internal marks compilation for theory courses involves the consolidation of CT marks, TEC/Assignment marks, and attendance marks according to the specified scheme. These internal marks are then processed and submitted to the University's Exam Cell, either through online means.

Internal Marks evaluation scheme for Theory courses defined by institute is given below-

Evaluation scheme (UG)

SN	Item(s)	Duration for Conduction	Evaluation Scale: Marks and Syllabus	Weightage (Outof20 Marks)
01	ClassTest I andClassTestII	One hour for each Class Test	30 02UnitsforeachC lassTest	60/6 = 10
02	Teacher Evaluation Component(TEC)	Throughout the semester	30	30/6 = 05
03	Attendance	Throughout the semester	95 – 100% 05 90 – 94.99 % 04 85– 89-99 % 03 80 – 84.99 % 02 75 – 79.99 % 01 Below75% 00	05

PG: M. E. (EPS/ Digital Electronics /Computer Engineering /AM&MSD)

S.N.	Items/Syllabus:	Duration for Conduction	Evaluation Scale(Marks)	Weightage (Outof20Marks)
01	ClassTestI (50 %of syllabus)	One &half hour for Each ClassTest	40	80/8 = 10
02	Class Test-II / (Remaining 50 % of syllabus)		40	
03	Teacher Evaluation Component (TEC) Anyone TEC to eachstudent/subject	Throughout the semester	40	40/4 = 10

MBA

S.N.	Items/Syllabus:	Duration for Conduction	Evaluation Scale(Marks)	Weightage (Outof30Marks)
01	ClassTestI(50 %of syllabus)	One& half hour for Each Class Test	40	80/4 = 20
02	Class Test-II / (Remaining 50 % of syllabus)		40	



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03	Teacher Evaluation Component (TEC) Anyone TEC to each student/subject	Throughout the semester	40	40/4 = 10
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Internal Evaluation for laboratory Courses:

Continuous evaluation of students is conducted during each lab session by the faculty, with a total of 10 marks allocated for this purpose. These marks are awarded based on rubrics, and the average marks obtained across all sessions are taken into account when determining the final internal marks. For practical courses, the total internal marks amount to 25. Out of these, 20 marks are attributed to continuous evaluation, while the remaining 05 marks are designated for a lab test administered at the end of the semester.

Rubrics for Laboratory work

Parameter	Marks	High	Medium	Low
Conduction of Experiment	4	Experiment conducted along with necessary calculations & obtained the result	Experiment conducted but not done necessary calculation	Experiment not conducted
Record Writing	3	Neat and clean along with complete practical details submitted	Record submitted but incomplete	Record not submitted
Post experimental Viva	3	Students answered most of the questions	Students answered few questions	Students did not answer any viva questions
		3 or 4	1-2	0

Seminar Evaluation:

In their final year, students are required to deliver seminars as an essential component of their curriculum, focusing on the latest engineering technologies. Seminar is assessed and graded with a maximum score of 50 marks. The department provides a structured framework for preparing these seminars, guiding students through the process effectively:

Students are encouraged to select seminar topics that align with their personal interests and reflect recent technological advancements. They draw from reputable sources such as UGC-approved journals, including IEEE and Science Direct. After consulting with their supervisors, they make their final topic selections.

Once topics are chosen, students embark on comprehensive literature surveys to gather in-depth insights and information. This research forms the foundation for their seminar reports.



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The department provides a well-defined rubric for seminar evaluation. This rubric covers essential criteria, including the demonstration of knowledge, communication skills, report quality, and the organization of content. It serves as a guiding framework, aiding students throughout the preparation process.

Both the department and supervisors offer valuable support through guidelines and mentorship sessions. These resources help students structure their presentations effectively and enhance their delivery.

During the seminar evaluation, a panel of experts is convened. This panel comprises experienced faculty members and Heads of Departments, ensuring a comprehensive and fair assessment.

Following students' presentations, the panel provides comprehensive feedback that encompasses content, delivery, and report quality. This feedback includes constructive criticism and suggestions for improvement, which students value for their personal and academic development.

The seminars are intentionally designed to spotlight cutting-edge technology integration. This ensures that students remain well-informed about the ever-evolving field of engineering, preparing them to navigate and contribute effectively to this dynamic landscape.



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Rubrics#Seminar

Max Marks(50)

Performance Criteria	Marks Allocated	High	Medium	Low
		7-10Marks	4-6Marks	0-3Marks
Organization	10	Objective is clearly stated and information is provided in a logical and easy to follow	Objective is clearly stated but information is not relevant	Objective is not clearly stated and information is not relevant
Demonstration and Knowledge	10	Shows complete understanding of the problem Demonstrates full knowledge of the subject with explanations and elaboration	Response shows some understanding of the problem Few points are explained clearly	Response shows poor understanding of the problem And no clear explanation
Presentation and communication skills	10	Presentation with good technical details and good communication skills, refers the slides to explain the points and completely engaged with audience	Presentation with good technical details and average communication skills, but eye contact not proper	Presentation with poor technical details reads the slides and no eye contact
Impact of Visual aids	10	Visual /PPTs are clear and readable and free of errors/typos	Visual/PPTs are clear and readable but includes few errors	Visual /PPTs are not clear and contain errors
Question/Answer	10	Defends all questions by providing clear and insightful answers to the questions	Answers few questions	Does not provide any answers to the questions

Project Evaluation:

Project Allotment Process

Projects are an integral component of engineering studies, and the final year project at SSGMCE offers students a unique opportunity to immerse themselves in professional engineering practice, addressing intricate and open-ended engineering challenges.

The procedure for project allocation and assessment at SSGMCE is outlined as follows:



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Information Sharing: The project coordinator plays a pivotal role by sharing vital information on the notice board. This information encompasses project guidelines, titles of previous year projects and seminars, regulations for industry-sponsored projects, faculty expertise domains, and more. It serves as a valuable resource for students.

Group Formation: Students are instructed to create project groups, with each group comprising no more than six students. They are required to submit their preferences for project areas and titles to the coordinator.

Guide Allocation: Guides are assigned to project groups based on students' interests and faculty availability. This allocation takes place during departmental meetings and is transparently displayed on the notice board. Student groups meet with their assigned guides to finalize their project titles and commence their work.

Evaluation Guidelines: Clear guidelines for project evaluations, including the evaluation schedule, are prominently posted for the benefit of both faculty and students.

Resource Support: To support their project work, students are provided with ample hardware and software resources.

Promoting Innovation: Faculty members actively encourage students to participate in project exhibitions, offering them a platform to showcase their innovative ideas. Students are also motivated to publish their work in reputable journals and conferences.

Project Evaluations: Projects undergo four evaluations at specific intervals within the department. A project evaluation committee, as designated by the Head of the Department (HOD) and the coordinator, assesses the progress of all project groups. Constructive suggestions or corrective actions are provided as necessary. Evaluation data sheets are completed and submitted to the coordinator.

Rubric-Based Evaluation: Student projects are evaluated based on rubrics, which are distributed to students before the project monitoring rounds. This proactive approach allows students to prepare effectively.

Recognition: Based on the evaluation reports, the best projects are identified, and the names of the project groups are forwarded to the Dean (Academic) for recognition.

Project Report: The project coordinator shares the format and guidelines for drafting the final project report. Upon project completion, students follow their respective guide's instructions to



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create the project report. The report is reviewed by the guide, and the required number of hardbound copies (one for the departmental library, one for the guide, and one for individual submission) is submitted with the guide's signature.

Final Approval: These project reports are subsequently submitted to the Head of the Department (HOD) and the principal for their final approval.

Project Progress Monitoring

At the beginning of each semester, an academic planner and calendar are meticulously prepared. This calendar includes detailed planning related to project monitoring, ensuring that the process is well-organized and structured. It outlines the various phases of project monitoring, known as PPM1 (Project Progress Monitoring Round 1), PPM2, PPM3, and the final PPM. These phases facilitate continuous project monitoring throughout the semester, allowing for comprehensive assessment and guidance at various stages of the project.

Project Monitoring Schedule

S.N.	Phase	Performance Indicator	Date
1	Phase I –PPM1	Literature survey, Topic selection, objectives of proposed work	Month of August
2	Phase II –PPM2	Planning of project work, problem statement, Methodology, Presentation	Month of September
3	Phase III-PPM 3	Percentage of work completion, Demonstration and presentation	Month of January
4	Phase IV -PPM 4	Incorporation of suggestions, Presentation and demonstration, Results & Conclusion	Month of March

The total weightage of the project work amounts to 150 marks, with 75 marks allocated for internal assessment and 75 marks for external assessment. The project work evaluation process involves both the internal project committee within the department and an external examiner appointed by the university. The external examiner conducts a viva voce examination and assigns marks based on the viva and the presentation of the project work. This comprehensive evaluation approach ensures a fair and thorough assessment of the students' project work.



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Rubrics for Project Internal Evaluation (Max marks 75)

Rubrics	Phase / Monitoring Round	Marks
R1	PPM1	50
R2	PPM2	50
R3	PPM3	50
R4	PPM4	75
R5	Evaluation by Guide	75
Total Weightage		Marks obtained in R1, R2,R3, R4 and R5

Rubrics# R1 Phase I (PPM1) Max Marks (50)

Parameters	Marks Allocated	High	Medium	Low
		10-15 marks	5-9 Marks	0-4 Marks
Literature Survey	15	Reviewed wider range of relevant literature from multiple sources Literature survey is relevantly summarized to formulate the problem	Reviewed limited literature Summarized Literature survey to formulate the problem	Reviewed literature is brief and insufficient Literature survey is not relevant to the formulated problem
Topic selection	15	Innovative and useful to society, Industry based problem solving	Less innovative and useful to society	Useful to limited group and not innovative
Objectives of Proposed work	20	14-20	7-13	0-6
		All objectives of the proposed work well explained	Average explanation of the objectives	Objectives of the proposed not well defined



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 "Approved by the D.T.E., M.S. Mumbai"

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Rubrics# R2 Phase II (PPM2) Max Marks (50)

Parameters	Marks Allocated	High	Medium	Low
		10-15 marks	5-9 Marks	0-4 Marks
Planning of work	15	50 % or more work completed	30 % work completed	10 % work completed
Problem Statement & Methodology	15	Problem statement is clearly specified Relevant and clearly defined methodology	Problem statement is clearly specified. Average explanation of methodology	Problem statement is vague. Methodology not defined
Presentation	20	Presentation with good technical details and good communication skills	Presentation with average technical details	Presentation with poor technical details and poor communication skills
		14-20	7-13	0-6

Rubrics# R3 Phase III (PPM3) Max Marks (50)

Parameters	Marks Allocated	High	Medium	Low
		10-15 marks	5-9 Marks	0-4 Marks
Percentage of work completed	15	75 % or more than 75 % work completed	50 % work completed	30 % work completed
Demonstration and Presentation	35	Objectives of the proposed work well defined and steps to solve the problem clearly specified	Objectives of the proposed work well defined and steps to solve the problem are not clearly specified	Steps to be followed to solve the problem not defined
		25-35	10-24	0-9



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Rubrics# R4 Phase IV (PPM Final) Max Marks (75)

Parameters	Marks Allocated	High	Medium	Low
		10-15 marks	5-9 Marks	0-4 Marks
Incorporated suggestions	15	All suggestion given by Project evaluation committee during PPM1 to PPM3 are incorporated	Moderate suggestions are incorporated	Suggestions not implemented
		20-30	9-19	0-8
Demonstration and Presentation	30	Able to justify and articulate all the above parameters	All the criteria are justified but still scope for improvement	Not able to justify most of the parameters
Results and Conclusions	30	Presented the results and discussion properly Provides clear interpretations that emerge from analysis	Presented the results and discussion Provides interpretations that emerge from	Presented results and conclusions not adequate

Rubrics# R5 (Project Guide) Max Marks (75/100)

Parameters	Marks Allocated	High	Medium	Low
		15-20/30	07 - 14	0-06
Publication on project work/ Participation in project Expo	20/30	Publication in highly reputed Journal/IEEE International Conference / Participation at national level	Publication in reputed Journal /International Conference / Participation at state level	Publication in Journal/ National Conference / Participation at institute level
		10-20	6-9	0-5
Attendance and consistency of work	15/20	Regularly reports to guide and consistency in work	Reports to Guide but lacks in consistency	Irregular in attendance and does not show consistency
Team work and Group Dynamics	15/20	Good coordination among the members Synergy	Fair team work and majority of the members functions adequately	Lack of coordination



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		15-25/30 marks	08-14 Marks	0-07 Marks
Project Report	25/30	Format for text, tables, figures, charts, etc. is strictly followed; Organization of the content is in logical order with all sections mentioned in the Guidelines; Explanations are clear with properly placed figures and tables; Contents are properly cited.	Format is as per the set standards; Organization of the content is somewhat in logical order with all sections mentioned; Explanations are adequate with most of the figures and tables properly placed; Most of the contents are cited.	Format is not as per standards; • Organization not in logical order; • Explanations in the report are not clear; • Citations are improper

Efficient Grievance Redressal Systems

Effective and transparent assessment mechanisms, along with efficient grievance redressal systems, are the bedrock of a responsible and proficient educational institution. They ensure fairness, maintain academic integrity, and significantly contribute to providing students with a positive and satisfactory learning experience.

Handling Exam-Related Grievances: Institute and University Levels

Institute Level

In cases where a student is unable to appear for an internal assessment or examination due to medical or genuine reasons, an application with proper documentation allows for the conduction of a retest as per established norms. Upon scrutiny by the class counsellor, approval by the Head of Department permits the student to take the retest, which is then conducted by the respective course teacher. The retest marks are submitted to the Dean Exams for further processing.

Students' grievances regarding their assessments are addressed by showcasing their performance in the answer sheet. Answer sheets of concerned students are reassessed in the presence of the student by the faculty. Any identified corrections in the total marks or assessment of answer books are promptly rectified by the faculty members using a marks correction sheet. This sheet is then submitted to the Dean Exams, who updates the student's



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marks in the Student Information System (SIS) portal. The institute follows an open evaluation system where student performance is openly displayed on the SIS portal.

University Level

At the university level, students can request a revaluation of their answer scripts if they receive marks lower than expected, following the payment of a prescribed fee.

The university provides students with photocopies of their answer sheets for evaluation-related concerns, allowing them to request a revaluation if necessary.

In instances during university exams when issues or irregularities arise, like when the exam questions fall outside the syllabus, contain printing errors, or are improperly formulated students submit an application through the officer-in charge and the principal. This application is addressed to the University Examination Controller, requesting necessary resolutions to rectify the grievance. The primary aim is to ensure that students do not encounter any loss in terms of marks.




PRINCIPAL
Shri Sant Gajanan Maharaj
College of Engineering, Shegaon.



Prof. V. M. Umale
Dean (Exams)

Dr. S. B. Somani
Principal