

Guidelines for Evaluating the Integrated Personality Development Course (IPDC)_BE01R00161

Suggestive Guideline for Internal Evaluation (M Component)

The evaluation of the **Progressive Assessment (Mid-Semester) [Progressive Assessment (M)]** component, carrying a weightage of **30 marks**, can be done as per following criteria:

Criteria 1: Theory-Based Assessment (15 Marks)

This assessment focuses on gauging students' **conceptual clarity** of topics covered during lecture hours, based on video lectures and workbook content. A clear understanding of concepts enables students to implement their learning in life.

Guidelines for Theory-Based Assessment:

Question Paper Design: Ensure a balanced mix of **short** and **descriptive** questions.

1. Short Questions

- Include a variety of **factual**, or situation-based **questions**.

2. Descriptive Questions:

- Frame questions around core concepts or key points to ensure consistent evaluation.
- The questions should be designed to assess the depth of the student's understanding and their ability to apply the concepts and values in real-life.
- Example: For a question like "*Explain the process of habit formation*," students should address concepts like **Cue, Routine, and Reward**. Evaluation should be based on the inclusion and understanding of these terms.

Criteria 2: Workbook Activity and Class Participation-Based Assessment (15 Marks)

The IPDC course is an experiential, activity-based program aimed at instilling values like teamwork, harmony, family bonding, nation-building, and Seva (service). IPDC Workbook activities play a critical role in fostering personal and societal growth. The workbook helps students engage with the material, reflect on their learning, and apply it to real-life situations. By giving proper weightage to workbook activities in the evaluation process students will fully experience the immersive and transformative potential of the course.

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Guidelines for Workbook and Participation Assessment:

1. Classroom Participation:

- Assess students' involvement in:
 - **Brainstorming sessions**
 - Relating workbook activities to **real-life experiences**
 - Actively responding to **instructor questions**

2. Periodic Evaluation and Workbook Completion:

- Students must complete **all IPDC-Workbook activities** and write detailed **reflections in the provided space**.
- Instructors should periodically **review workbook submissions** and evaluate students through discussions on the completed activities.

These guidelines ensure that the evaluation process emphasizes both **conceptual understanding** and **practical application**. By adhering to these standards, instructors can help students internalize and implement the values promoted through the IPDC course.

External Evaluation:

The ESE paper pattern, **worth 70 marks, will feature descriptive questions** (of different weightage) designed to encourage independent thinking and self-expression.

This format allows students to articulate their unique perspectives and insights on various value-based scenarios, fostering critical thinking and effective communication. Moreover, this assessment model will motivate students to internalize and embody essential values, including:

- Family values: promoting harmony, respect, and responsibility within the family unit
- Societal values: encouraging empathy, tolerance, and civic awareness
- National values: instilling patriotism, unity, and a sense of national pride

By reflecting on these values, students will become more introspective, developing a stronger sense of self and social responsibility.
