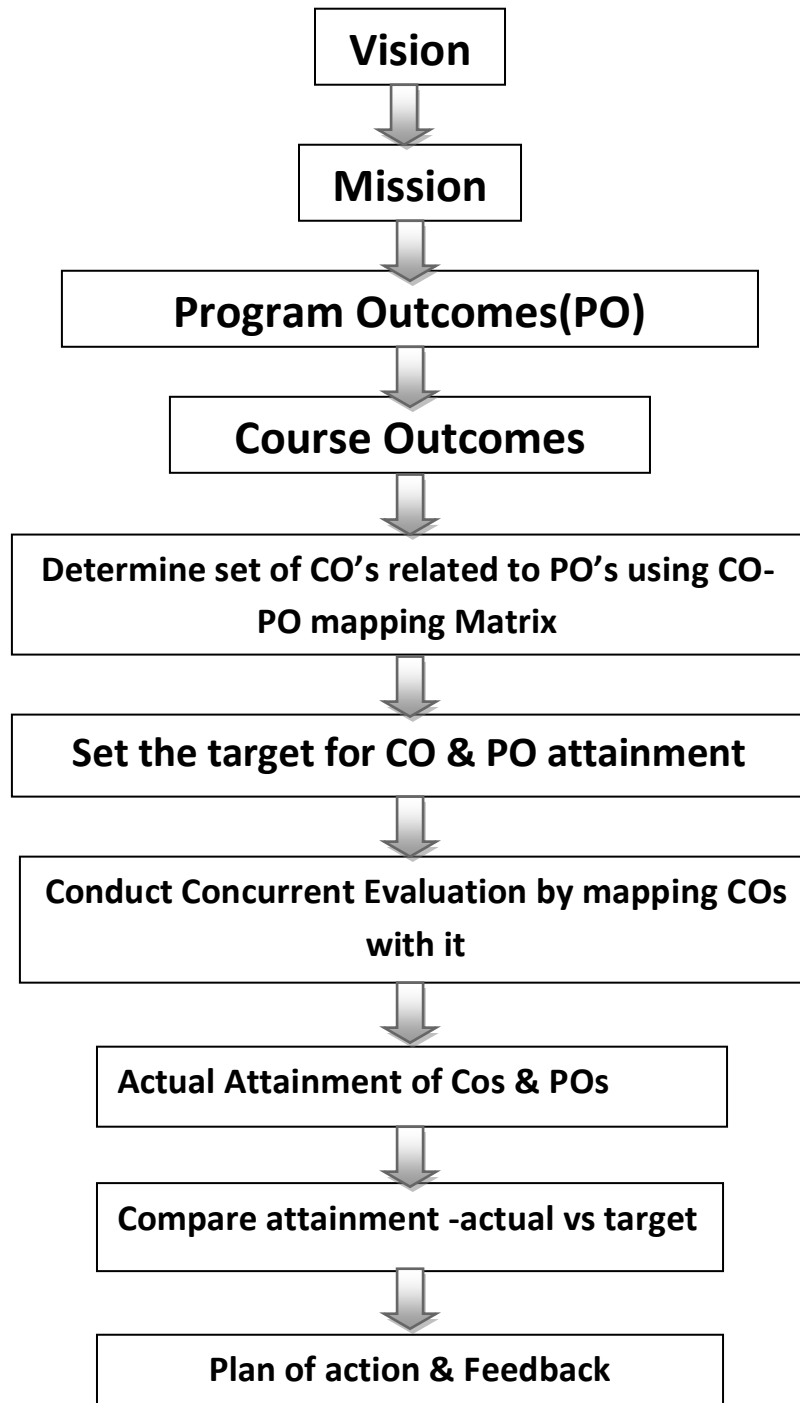


## Outcome Base Continuous Internal Evaluation (CIE)



  
**Principal**  
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## Annexure A

Continuous Internal Evaluation Sheet – total four concurrent evaluation conducted as...

1. Concurrent 1
2. Concurrent 2
3. Mid Term
4. End Term

### Steps for CO-PO mapping & Attainment

1. Teacher has to prepare CO-PO mapping Matrix by considering three levels as follows.
  - 1-Low 2-moderate 3-Strongly Related
2. Teacher orient about CIE pattern Course Outcomes(CO) along with CO-PO mapping of their course to students in the first lecture.
3. Teacher has to set concurrent 1 , concurrent 2 , Mid term & End term Exam questions/Question papers by mentioning which COs achieved by students by attempting questions.
4. Teacher has to insert marks achieved by students in the concurrent sheet in the form of COs which are mapped with questions for all concurrent exams.
5. Teacher has to do CO Attainment for all Cos

$$\text{CO(1,2,..) attainment by student in \%} = \frac{\text{Sum of all marks achieved for CO(1,2,..n)}}{\text{Sum of marks allocated to CO(1,2,..n)}} * 100$$

- 6 Calculate studentwise CO(1,2,...n) attainment levels as 1, 2, 3 as mentioned in point 1.
- 7 Calculate overall students attainment level by taking average of all Studentwise CO(1,2,...n) attainment levels.
8. Teacher compare actual versus target CO attainment level. If actual attainment level is below target level then teacher has to give plan of action for same.
9. Teacher calculate PO(1,2..n) attainment with help of CO attainment (1,2...n)

$$\text{PO attainment} = \frac{\sum \text{CO(1...n) attainment} * \text{CO(1...n)} - \text{PO(1..n) mapping level}}{\sum \text{CO(1,2,...n)-PO(1,2,..n) Mapping level(1,2,..n)}}$$



**PO Attainment**

**PO Attainment Matrix**

CO-Attainment			CO	Particulars	PO1	PO2	PO3	PO4
					To develop precise understanding about business environment and organizations.	To develop leadership aptitude among the students in order to work independently and in organized groups.	To inculcate among the students the qualities of a dynamic manager, capable of taking various decisions and communicating effectively to different groups of people.	To understand and gain knowledge of various financial institutions and agencies.
	Target	Actual						
CO1	2.5	2.52	CO1	To introduce the basic concepts of Human Resource Management.	3	2	1	1
CO2	2.5	2.5	CO2	To cultivate right approach towards Human Resource and their role in business.	2	1	3	1
CO3	2	2	CO3	To create awareness about the various trends in HRM among the students.	2	3	3	1
<b>PO Attainment</b>					2.36	2.25	2.28	2.34

## Annexure B

**Class Test (Written)**-A written test or piece of work is one which involves writing rather than doing something practical or giving spoken answers. Class test means any supervised written examination of not less than one hour but not exceeding two hours in duration in a particular module that forms part of continuous assessment.

<b>CLASS TEST (Written)- EVALUATION SHEET</b>		
Total marks 10 marks		
<b>Sr. No</b>	<b>Evaluation Criteria</b>	<b>Marks</b>
<b>1</b>	<b>Content</b>	<b>3</b>
	Understanding of questions	1
	Relevance of answer with question	1
	Clarity & understanding of content	1
<b>2</b>	<b>Mechanics</b> (Correctness of grammar and spelling)	<b>2</b>
	Good in grammar	1
	Good in spelling, punctulization & capitalization	1
<b>3</b>	<b>Presentation of answer</b>	<b>5</b>
	Readable hand writing	1
	Neatness & cleanliness	1
	No paragraph writing & highlights point	1
	Chart ,tree diagrams used	1
	Logical flow of answer as per question	1
<b>4</b>	<b>Completeness</b>	<b>1</b>
	Complete the answer in required time	1

**Case Study analysis-** A case study analysis requires you to investigate a business problem, examine the alternative solutions, and propose the most effective solution using supporting evidence.

<b>1. CASE STUDY ANALYSIS - EVALUATION SHEET</b>		
<b>Total Marks-18 Marks</b>		
<b>Sr. No</b>	<b>Evaluation Criteria</b>	<b>Marks</b>
<b>1</b>	<b>Identification of main problem and issue</b>	<b>3</b>
a	Understand the case	1
b	Clearly and concisely identifies the central Problem or issue in the case	1
c	Provides a good description of the problem	1
<b>2</b>	<b>Analysis of Issue</b>	<b>5</b>
a	Analysis of Key Factors and Causes	1
b	List down possible solutions to problem	1
c	Application of Relevant Theories and Concepts	1
d	Evaluate Solutions to choose best	1
e	Clarity and Organization	
<b>3</b>	<b>Comment on effective solutions and /strategies</b>	<b>5</b>
a	Identification of Solutions/Strategies	1
b	Justification and Evidence	1
c	Feasibility and Practicality	1
d	Implementation Plan	1
e	Evaluation of Potential Outcomes	1
<b>4</b>	<b>Delivery &amp; enthusiasm</b>	<b>5</b>
a	Clarity of communication	1
b	Enthusiasm and Engagement	1
c	Organization and Structure	1
d	Visual Aids and Engagement Tools	1
e	Audience Interaction	1

**Group Discussion:** A group discussion tests the teamwork and communication skills of candidates. A group discussion involves a discussion on a given topic with other candidates, usually with similar experience and educational qualifications.

**Debate:** a discussion between people in which they express different opinions about something

<b>GROUP DISCUSSION/ DEBATE</b>		
<b>Total Marks-20 Marks</b>		
<b>SR. NO.</b>	<b>EVALUATING CRITERIA</b>	<b>MARKS</b>
<b>1</b>	<b>Body language and positive attitude</b>	<b>4</b>
a	Maintain a relaxed, upright posture. ( <b>Confidence</b> )	1
b	radiates confidence and attentiveness( <b>Openness</b> )	1
c	Keep your arms open and relaxed to show that you are open to others' ideas and feedback.	1
	Make eye contacts with all the other participants while speaking	1
<b>2</b>	<b>Knowledge about a given topic</b>	<b>5</b>
a	Content	1
b	Clarity	1
c	No Deviation from Topic	1
d	Support with an Example	1
e	Choose Relevant Points	1
<b>3</b>	<b>Listening Skills</b>	<b>2</b>
a	Alert & Aware	1
b	connected logical points	1
<b>4</b>	<b>Communication Skills</b>	<b>5</b>
a	Pronounce each word clearly and speak fluently	1
b	Put their point loud and clear in a polite manner	1
c	A proper flow while presenting each point in front of the group	1
d	Directing a conversation-how you take someone else's argument and turn it into yours	1
	Convincing Power	1
<b>5</b>	<b>Leadership and Collaboration</b>	<b>4</b>
a	Takes the initiative in advancing the discussion and uses compelling comments and probes	1
b	Present a viewpoint that is challenging the status quo, tactfully without hurting	1
c	Able to blend multiple ideas and viewpoints in the room to bring about the most agreeable situation	1
d	Respond to feedback from others in a positive manner and address others skilfully	1

**Role Play**-It is the act of imitating the character and behavior of someone who is different from yourself, for example as a training exercise.

<b>ROLE PLAY</b>		
Total Marks-15 Marks		
<b>SR. NO.</b>	<b>EVALUATING CRITERIA</b>	<b>MARKS</b>
<b>1</b>	<b>Preparedness</b>	<b>2</b>
a	Familiar with their role/character	1
b	Uses evidence to support their arguments	1
<b>2</b>	<b>Participation &amp; Communication skills</b>	<b>5</b>
a	Actively participates by adding new information/evidence each time	1
b	Portray the role/character in justified way	1
a	Use a loud, clear speaking voice that can easily be heard by audience members	1
b	Use of Non-Verbal Cues(voice, gestures, eye contact, props, costumes)	1
a	Perfect fluency of the acting performance(including the pace, speech and behaviours)	1
<b>3</b>	<b>Active Listening/Response</b>	<b>2</b>
a	Thoughtful responses addressing specific aspects of other character's statements	1
b	Alert & Aware	1
<b>4</b>	<b>Cooperation</b>	<b>3</b>
a	Involve all members of the group in the role-play	1
b	Respond to feedback from others in a positive manner and address others skilfully	1
c	Demonstrate cooperation among group members	1
<b>5</b>	<b>Engagement:</b>	<b>1</b>
a	Successfully engage the performers, audiences and teacher to concentrate carefully on the performance	1
<b>6</b>	<b>Relatedness:</b>	<b>1</b>
a	Most of the performance is well-organized, related to the theme of the topic, and also to the learning objectives of the activity	1



**Presentations** –They are judged for originality and creativity, organization of content, oral presentation, knowledge of. material, clarity of artwork (charts, graphs, slides), and overall presentation

<b>Presentation-Evaluation sheet</b>		
	<b>Total Marks-15 marks</b>	
<b>Sr. No</b>	<b>Judging Criteria</b>	<b>Marks</b>
<b>1</b>	<b>Content</b>	<b>4</b>
a	Introduction is attention-getting, and establishes a framework for the rest of the presentation	1
b	Appropriate amount of material is prepared, and points made reflect well their relative importance	1
c	Material is included is relevant & accurate to the overall message/purpose	1
d	There is an obvious conclusion summarizing the presentation.	1
e	Well researched content	1
<b>2</b>	<b>Organization</b>	<b>3</b>
a	The type of presentation is appropriate for the topic and audience.	1
b	Information is presented in a logical sequence.	1
c	Presentation appropriately cites requisite number of references	1
<b>3</b>	<b>Presentation</b>	<b>7</b>
a	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, movement, etc.).	1
b	Speaker uses a clear, audible voice.	1
c	Delivery is poised, controlled, and smooth.	1
d	Good language skills and pronunCIETion are used.	1
e	Visual aids are well prepared, informative, effective, and not distracting	1
f	Length of presentation is within the assigned time limits.	1
g	Information was well communicated.	1

**Field visit:** is an educational procedure by which each student gains or learn information by observing the objects, places, natural events and other real-life information. The main objective of the field visit is to reinforce experiential and contextual learning.

<b>Field Visit Rubrics</b>		
Total Marks-20 marks		
Sr. No	Judging Criteria	Marks
<b>1</b>	<b>Objective</b>	<b>2</b>
a	Determine the focus of study and provide the relevant information	1
b	State the purpose of field study report clearly.	1
<b>2</b>	<b>Organization content</b>	<b>2</b>
a	Followed the format given for report	1
b	<b>proper font size, font theme ,line spacing followed</b>	1
<b>3</b>	<b>Content</b>	<b>12</b>
a	Followed the format given for report	1
b	Title is clearly mentioned	1
c	Index prepared	1
d	Basic information about field visit place is mentioned(owner, location etc)	1
e	Organization chart in mentioned	1
f	Product/service details present	1
g	Details about manufacturing process/service flow mentioned	1
h	Photo evidence of visit report	1
i	Clearly explain all the observed aspects of your study based on gathered analysis and observations.	1
j	Challenges and limitations	1
k	Recommendation & conclusion mentioned	1
l	References are mentioned	1
<b>4</b>	<b>Mechanics (Correctness of grammar and spelling)</b>	<b>2</b>
a	Good in grammar	1
b	Good in spelling, punctulization & capitalization	1
<b>5</b>	<b>Annexure</b>	<b>2</b>
a	Questionnaire attached	1
b	Certificate of visit	1

**Practical Evaluation:** The problem solving skills and the competency in using various software packages are to be assessed through Practical Evaluation.

<b>Practical Evaluation</b>		
<b>Total marks-20 Marks</b>		
Sr. No	Judging Criteria	Marks
<b>1</b>	<b>Knowledge and Skills</b>	<b>4</b>
a	Deep Understanding of program	1
b	Apply their knowledge or skills effectively and consistently	1
c	Bringing new perspectives or creative solutions	1
d	Ability to adapt and apply their knowledge in various contexts.	1
<b>2</b>	<b>Problem-Solving</b>	<b>4</b>
a	<b>Identifies the Problem</b>	1
b	Systematic approach to problem-solving	1
c	Relevant data	1
d	Collaborate effectively with others to solve problems, when necessary.	1
<b>3</b>	<b>Technical Implementation</b>	<b>4</b>
a	Use of technical skill	1
b	Efficiency	1
c	Achieving optimal results	1
d	Successful execution	1
<b>4</b>	<b>Creativity &amp; Originality</b>	<b>4</b>
a	Creative thinking	1
b	Solution approach	1
c	Creative elements	1
d	Creativity out of the box	1
<b>5</b>	<b>Communication and Presentation</b>	<b>4</b>
a	Convey ideas and information clearly and effectively	1
b	Presenting information in a logical and structured manner	1
c	Presenting with self-assuredness and conviction.	1
d	Staying within time limits for presentations	1

**Mini Project:** A mini project in BBA(CA), B.Sc.(CS) & M.Sc.(CA) is a small-scale project that is usually completed within a short period of time, typically a few weeks or months. It is designed to give students practical experience in software development and a deeper understanding of a particular technology or concept in the field.

<b>Mini Project</b>		
<b>20 Marks</b>		
<b>Sr. No</b>	<b>Judging Criteria</b>	<b>Marks</b>
<b>1</b>	<b>Problem Statement</b>	<b>4</b>
a	Clearly defines the problem.	1
b	Demonstrating why the problem is important and why it matters.	1
c	Convey the implications and consequences of the problem	1
d	Problem Understanding	1

<b>2</b>	<b>Research &amp; Analysis</b>	<b>4</b>
a	Thorough research	1
b	Comprehensive analysis	1
c	Relevant data	1
d	Application of Relevant Theories and Concepts	1

<b>3</b>	<b>Technical Implementation</b>	<b>4</b>
a	Use of Advanced techniques	1
b	Efficiency	1
c	Performance concerns	1
d	Successful execution	1

<b>4</b>	<b>Creativity &amp; Originality</b>	<b>4</b>
a	Creative thinking	1
b	Solution approach	1
c	Creative elements	1
d	Creativity out of the box	1

<b>5</b>	<b>Documentation</b>	<b>4</b>
a	Submitted before deadline	1
b	Project details	1
c	Offers clear documentation covering most aspects of the project.	1
d	Provides thorough and organized documentation	1

  
**Co-Ordinator**

