Standard Operating Procedure (SOP)

Continuous Internal Evaluation (CIE)

Introduction

The evaluation of the students is an integral part of the teaching-learning process. Which Allow teachers to evaluate the performance of their students in accordance with the learning objectives and outcomes they have set &having focus on 'assessment for learning. The Continuous Internal evaluation (CIE):

1. **Continuous Progress**: Continuous assessment encourages students to make consistent progress throughout the semester rather than relying solely on a single, high-stakes examination. This approach supports a deeper and more thorough understanding of the course material as students engage with it incrementally.

2. **Alignment with Course Outcomes**: It allows teachers to regularly assess and evaluate their students' performance in alignment with the specific objectives of the course. This ensures that the assessment methods and content are directly relevant to what students are expected to learn.

3. **Development of Skills**: Continuous assessment promotes the development of a range of skills beyond rote memorization. These skills can include creative and critical thinking, teamwork, effective communication, and leadership abilities. Students have the opportunity to apply and refine these skills throughout the course.

4. **Reduced Stress**: By distributing the course work and assessment tasks throughout the semester, the approach helps reduce stress on students. It lessens the pressure assoCIEted with high-stakes, end-of-term exams and encourages a more balanced workload.

Incorporating continuous assessment into the educational process has the potential to improve learning outcomes, provide a more comprehensive evaluation of student performance, and contribute to the development of critical skills. It also supports a more balanced and less stressful approach to education, benefiting both students and teachers.

1. About Examination at college:

Ashoka Center for Business & Computer Studies(ACBCS), Nashik is an affiliated Savitribai Phule Pune University(SPPU), and is governed in principle by the acts and ordinances of the affiliating University for conduct of its examinations. The College offers different Under Graduate and one Post Graduate Courses as per the curriculum approved by SPPU. The College also follows a semester system of examination as prescribed by SPPU. These examinations are conducted and managed by the College through a well-defined and robust mechanism.

The College is committed to ensuring that the process of management and administration of the examination is effective and efficient. This examination SOP is an important document for the Teaching Learning and Evaluation process adhered to by the institution. All the stakeholders are expected to read and understand the SOP and takeproactive steps for its effective implementation. The examination SOP will be reviewed every year by a committee formed by the Principal for the purpose and any changes as and when felt necessary will be incorporated after due consultation with all the stakeholders. The purpose of this examination policy is:

1. To ensure smooth planning, management and efficient conduct of the Internaland External examination processes in the best interests of the students.
2. To have a robust and streamlined mechanism of Continuous Internal Evaluation.
3. To ensure the operation of an efficient examination system with clearly definedroles for both staff and students.
4. To have a transparent and effective mechanism to address any examination related grievances of the students.

"The College has Internal Assessment Examination Committee which ensures smooth and transparent conduct of Internal Evaluation Examinations. The internal concurrent examinations are planned and conducted as per the University guidelines mentioned in syllabus by mentioning it's schedule for 1st two concurrent by Subject Teacher in their subject Course File and 3rd concurrent Mid Term & 4th concurrent End Term exams in semester wise Academic Calendar of Colleg. The students are free to raise grievances regarding evaluation process if they are not satisfied. The college has constituted Internal Assessment Examination Committee to look into the grievance related to internal examination. There are 5 members in the committee which monitors smooth conduct of the examination. Grievance related to internal examination is immediately informed to the concerned departments and get them resolved. The parent university has introduced CBCS pattern in the academic year 2019-20. In this pattern evaluation is done at

college as well as university levels. The final evaluation and grading of the students in everysemester is done based on 30% weightage to Continuous Internal Evaluation and 70% weightage to External Evaluation based on End Semester examinations conducted by theSPPU as shown below.

Course Credit	Continuous Internal Evaluation (CIE)	Tutorial/Practical	End Semester Examination (ESE)	Total Marks
BBA & B.Com				
2	30	20	-	Grade
3	30	-	70	100
4	30	20	50	100
4	-	50	50	100
BBA(CA)				
2	30	20	-	Grade
3	30	-	70	100
4	-	-	100	100
6	-	-	100	100
B.Sc(CS)				
3	15		35	50
1.5		15	35	50
M.Sc(CA)				
2	15		35	50
2		15	35	50
4	30		70	100
4		30	70	100

2. Examination Committee

"The College has Continuous Internal Assessment Examination Committee which ensures smooth and transparent conduct of Internal Evaluation Examinations. The committee is constituted by the Principal of the College from among the fulltime teaching faculty of the College. The composition and tenure of the committee is decided by the Principal. The Committee is headed by the Examination Incharge College Examination Officer appointed by SPPU under CEO there are five members constitute the committee. Structure of committee as follows

- Examination Head: College Examination Officer
- CIE Head
    - 4 members as 1 from BBA,1 from B.com,1 from BBA(CA),1 from B.Sc(CS) & M.Sc(CA)

A. prepares guidelines and time-lines for effective and uniform conduct of the Continuous Internal Evaluation process.

B. Communicates regularly with staff and students concerning imminent deadlines and events.

C. Communicates through the Principal with the affiliating University in all matter relating to examinations.

D. Receives, checks and stores and securely transports all examination related material as per guidelines.

E. Advises and settles any grievance related to evaluations both internal and external after due consultation with the Principal.

F. CIE committee make sure that all teachers complete CO-PO mapping & attainment as per Annexure A

3. Components of Continuous Internal Evaluation

For Internal Evaluation, the College follows a uniform and robust mechanism. The continuous internal Evaluation is based on the following components:

Four concurrent evaluation are taken in one semester as follows

1. 1st two concurrent are taken by respective subject teacher from wide range of assessment types decided by the concerned (department and are aimed at both summative and formative Evaluation of the students as follows…….
    a. Class Test
    b. Case Study analysis
    c. Group discussion/Debate
    d. Role Play
    e. Presentations
    f. Field visits
    g. Google Quiz
    h. Subject Demand assessment. Needs to be approved by HOD along with rubrics of it's evaluation
2. 3rd Concurrent evaluation i.e Mid Term Exam is carries out at the mid of semester which is based on approx. 50% syllabus.
3. 4th Concurrent evaluation i.e End Term Exam is carries out at the End of semester which is based on approx. 100% syllabus and one month prior to university exam

In annexure A with Detail Process of CO-PO Mapping, attainment & CIE sheet shown with all components & Marks allocated to it

In Annexure B: Concurrent 1 & 2 evaluation types with Rubrics

Model of Assessment:

Sr. No	Internal Assessment Modes	Marks	Converted to	Final Internal marks
1	Concurrent Evaluation 1-Class Test (Best one out of 2)	20 Marks	Out of 5 (a)	Addition of a+b+c+d B.Sc(CS)-It converted into 15 marks For Other Dept. Converted into 30 marks
2	Concurrent Evaluation 2-Any 2 from Sub point 4-from b to h (Best one out of 2)	20 Marks	Out of 5 (b)	
3	Concurrent Evaluation 3-Mid Term	30 Marks	Out of 10 (c)	
4	Concurrent Evaluation 4-End Term	1*70 or 1*35	Out of 10 (d)	
5	External End Semester	70 or 35 Marks	NIL	NIL

4. Mechanism of Evaluation

Every departmental level member of CIE is responsible for smooth and fair implementation of the Evaluation process as per the examination SOP of the College at their department. Question papers for Mid Term , End Term Exam & class tests are set by subject teacher and moderated by departments CIE members except class test. Evaluation and scrutiny of the answer scripts is done by the faculty of the concerned Department. The Head of the CIE is responsible for allotment of evaluation duties amongst the departmental faculty as well as ensuring that the process of evaluation is fair and efficient. All issues arising out of and during the process of will be taken up by CIE in coordination with Principal. The committee is also responsible for proper tabulation and moderation of the marks and maintenance of other records. The process of conducting and monitoring the Continuous Internal Evaluation of the students is the sole responsibility CIE for Midterm & End term Exam & 1st two concurrent by the department. The Head of Department has to be suggest the faculty name for CIE member to represent department. Each Department has the flexibility to choose type of 1st two concurrent evaluation of the Continuous Internal Evaluation process as per the subject specific requirements whilst strictly adhering to the broad guidelines of the examination SOP of the College. At the end of each semester, an overall performance of the students is made based on the different components. The Departmental CIE member is responsible for finalising the grades / marks in coordination with subject teacher and maintaining necessary records.

Mechanism for exam schedule, result declaration, remedial, finalization, display & uploading of internal marks

Subject teacher will have to informed their student well in advanced (minimum 7 days) about dates of Concurrent evaluation 1 & 2 and also share with students about which CO is mapped with these concurrent so that students will get time for preparation. Result of these two concurrent evaluation should be declared within 10 days.

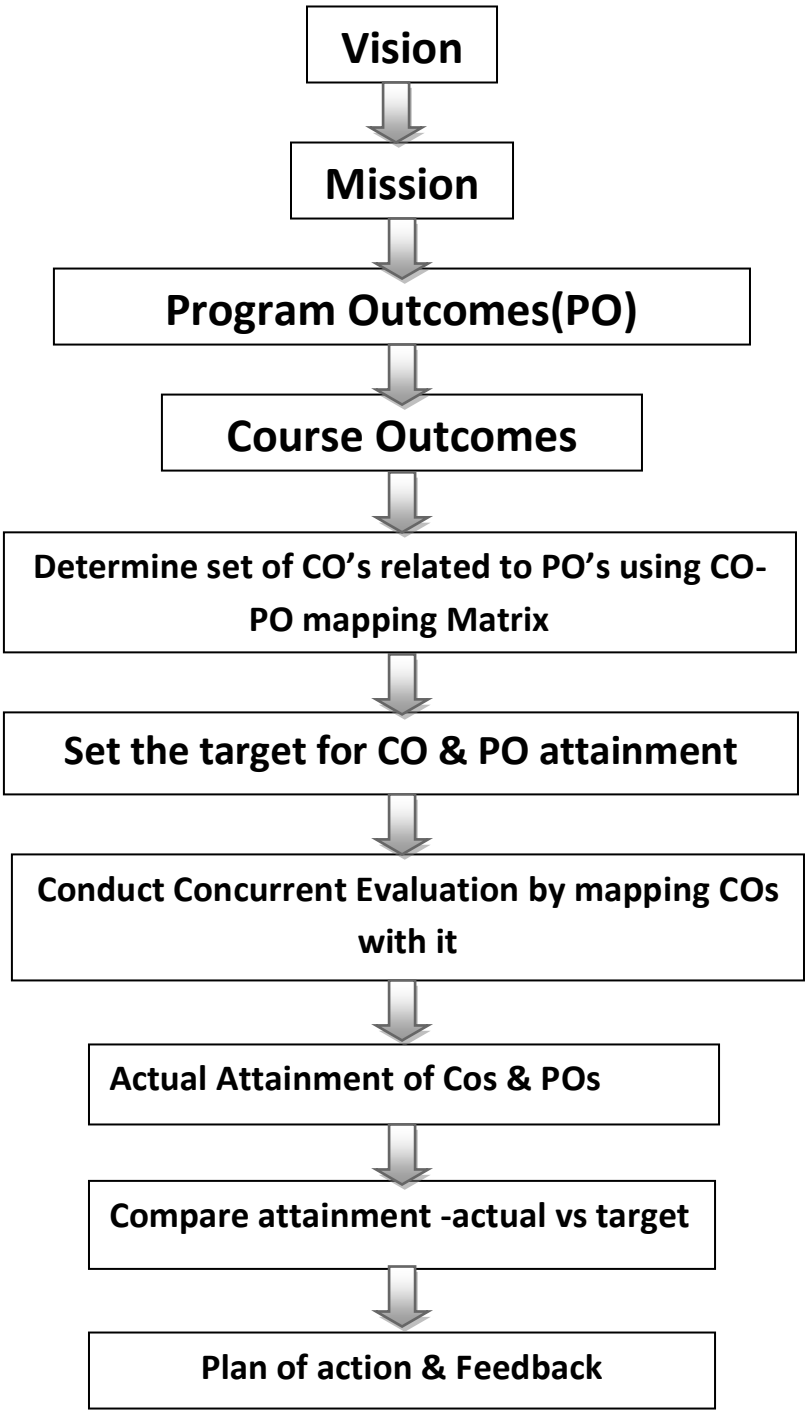
Concurrent 3 i.e. mid-term & Concurrent 4 i.e. end–term dates are already shared with students through academic calendar and in case there is any change in dates then that needs to be informed by CIE to students through notice.

Midterm question paper needs to be set as per instruction given by CIE committee & respective subject requirement by subject teacher. Result of Mid exam have to be declare within 10 days. Those students who fail or scoreless marks needs to call for remedial as per departmental remedial timetable to let them understand basic concepts of subject.

End term question paper needs to be follow pattern of SPPU question paper for their respective subjects along with CO mapping. Result of End term exam have to be declare within 10 days. Those students who fail or scoreless marks needs to call for remedial as per departmental remedial timetable to let them understand basics of subject.

Respective Department CIE members has to be make sure that final internal marks should get ready within 15 days of end term result with duly signature of subject teacher, HOD & principal. CIE members will make sure that all internal marks should get display on departmental notice board and ask students to submit grievance within 3 days of display of marks and if any grievance submitted then CIE committee will resolve it as per Exam Grievance Redressal Mechanism. These marks are get uploaded as per SPPU timeline.

Outcome Base Continuous Internal Evaluation (CIE)

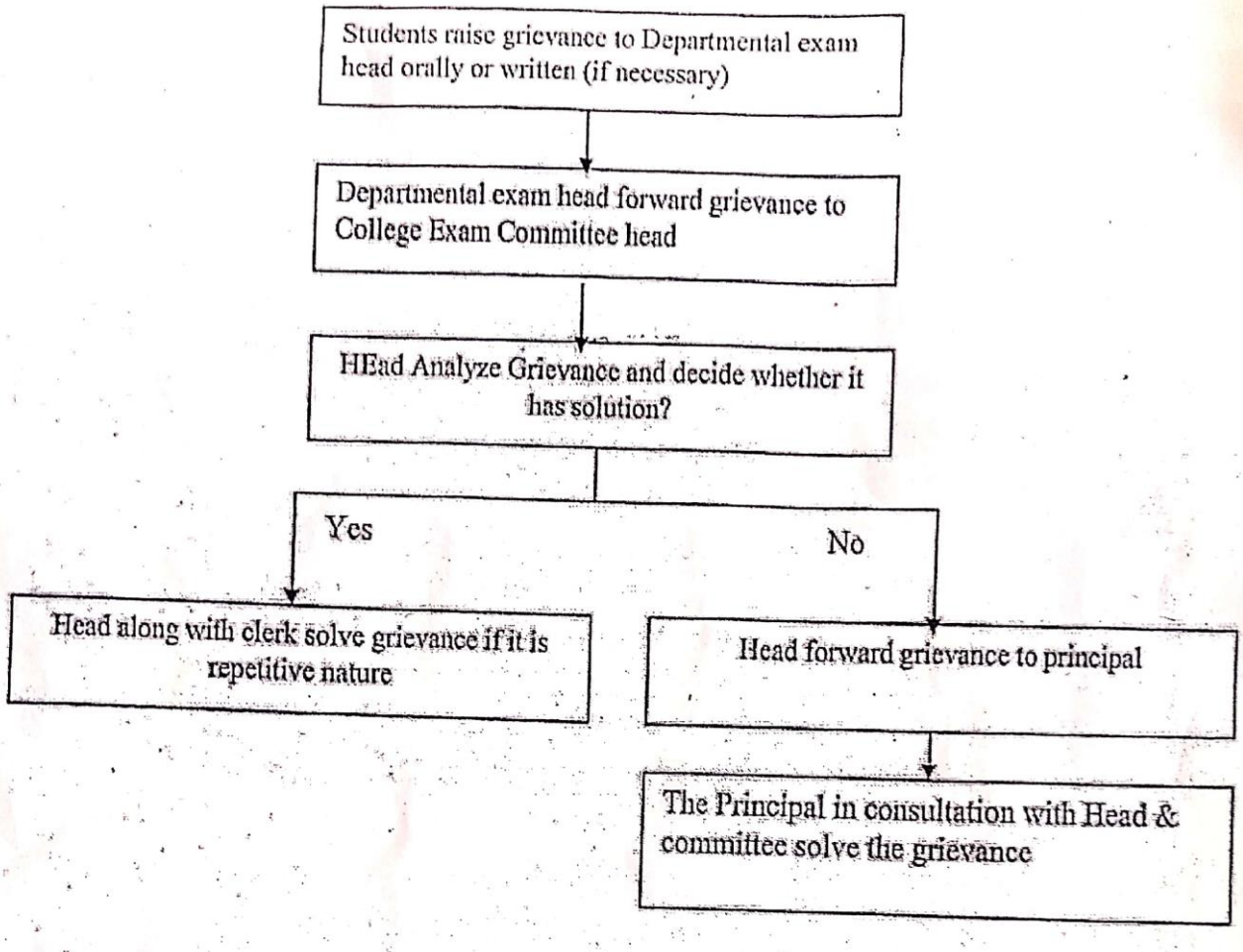


Principal
PRINCIPAL
Ashoka Center for Business and Computer Studies, Nashik

Ashoka Education Foundation's Ashoka Center for Business and Computer Studies PU/NS/CS/143/2009 Nashik

6.Exam Grievance The college has a well-structured and dynamic Internal Examination Grievance redressal mechanism. Internal Evaluation marks are displayed on college notice board. Students can raise their grievance related to internal evaluation through google form QR code or Annexure C form. Exam grievance committee resolves grievance as mentioned in following flow chart.

Flow chart for College exam related Grievance resolves process



Exam-Grievance committee consists of Principal, CIE members, College Exam Officer and all HODs' Exam grievance committee resolves grievance in prescribed time limit i.e. within 15 days from the date of application by students in the format which is in Annexure B in transparent and fair manner.

CIE Head
Mrs. Shubhangi Phade

CEO
Dr. P.Biradar

COLLEGE EXAM OFFICER
Ashoka Center For Business & Comp. Studies Nashik

Ashoka Center for Business and Computer Studies ★ Nashik ★ PU/NS/CS/ 143/2009

IQAC Head
Mrs. Pratima Bhalekar
Co-Ordinator
Internal Quality Assurance Cell (IQAC)
Ashoka Center for Business & Computer Studies, Nashik-422 003.

AEF-QAG Head
Dr. P.Biradar

Vice Principal
Dr. Harsha Patil

Principal
Dr. P.A. Ghosh
PRINCIPAL
Ashoka Education Foundation's
Ashoka Center for Business and Computer Studies, Nashik

Annexure A

Contionuous 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

   CO(1,2..) attainment by student in % = Sum of all marks achieved for CO(1,2,..n) / Sum of marks allocated to CO(1,2,..n_ * 100

6 Calculate studentwise CO(1,2,…n) attainement levels as 1, 2, 3 as mentioned in point 1.

7 Calculate overall students attainment level by taking average of all Studentswise CO(1,2,…n) attainement levels.

8. Teacher compare actual versus target CO attainment level. If actual attainment level is below target level then teahcer has to give plan of action for same.

9. Teacher calculate PO(1,2..n) attainment with help of CO attainment (1,2…n)

PO attainment = ∑CO(1…n) attainement*CO(1…n)-PO(1..n)mapping level / ∑ CO(1,2,...n)-PO(1,2,..n) Mapping level(1,2,..n)

CO-PO Mapping Matrix

	Program Outcome(PO)				
		PO1	**PO2**	**PO3**	**PO4**
Course Outcome (CO)	**Particulars**	**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.**
CO1	**To introduce the basic concepts of Human Resource Management.**	**3**	**2**	**1**	**1**
CO2	**To cultivate right approach towards Human Resource and their role in business.**	**2**	**1**	**3**	**1**
CO3	**To create awareness about the various trends in HRM among the students.**	**2**	**3**	**3**	**1**

Continuous Internal Evaluation Sheet

Ashoka Education Foundation's
ACBCS/PR/08A Rev:00 Date:15.01.2022
Ashoka Center for Business & Computer Studies

Class:SYBBA Subject:301 Principles of HRM Faculty:Dr. Manisha Shirsath

		Concurrent 1 Presentation	Concurrent 2 Poster Makiin	concurrent Evaluation 3 Mid term				Concurrent Evaluation 4 End Term				Converted Marks				Final Marks	CO Attainment in %			Attainment Leveles (<40=F, 40<59=1, 60<74=2,75<=3)		
		CO1	CO2	CO1	CO2	CO3	Total	CO1	CO2	CO3	Total	C1	C2	MT1	ET	out of	CO1	CO2	CO3			
Sr.No	Name of the studer	20	20	10	10	10	30	20 Q.1	30 Q.2	20 Q.3	70	5	5	10	10	30	50 %	60 %	30 %	CO1	CO2	CO3
1	Aishwarya Sahebrao K	17	20	7	9	1	17	10	10	8	28	4.3	5	5.7	4.0	17	68.00	65	30	2	2	F
2	Akula vilas bhamare	19	20	8	9	10	27	10	20	10	40	4.8	5	9.0	5.7	24	74.00	82	67	2	3	2
3	Ankit Kalaskar	18	20	8	8	1	17	9	13	9	30	4.5	5	5.7	4.3	19	69.14	68	32	2	2	F
4	Arya K Ayyappan	19	20	8	9	9	26	18	27	18	62	4.8	5	8.7	8.9	27	89.43	93	89	3	3	3
5	Farhan Javed Sayyed	18	20	8	7	7	22	10	15	10	34	4.5	5	7.3	4.9	22	71.43	69	56	2	2	1
6	Harsh Shashank Thole	18	20	10	9	7	26	17	26	17	60	4.5	5	8.7	8.6	27	90.28	91	80	3	3	3
7	Hussnain Avesh Shaikl	19	20	9	7	2	18	12	18	12	43	4.8	5	6.0	6.1	22	80.57	76	48	3	3	1
8	Jeeya Pritam Kshatriya	17	20	10	10	10	30	0	0	0	0	4.3	5	10.0	0.0	19	54.00	50	33	1	1	F
9	Kashish Dipak Raheja	19	20	7	4	8	19	11	16	11	37	4.8	5	6.3	5.3	21	73.14	66	62	2	2	2
10	Madhura rahul Jaju	19	20	9	9	9	27	18	27	18	64	4.8	5	9.0	9.1	28	92.57	94	91	3	3	3
11	Mohammad	19	20	9	10	10	29	11	17	11	40	4.8	5	9.7	5.7	25	78.86	79	71	3	3	2
12	Mansi Samadhan Patil	17	20	9	6	7	22	13	19	13	44	4.3	5	7.3	6.3	23	77.14	75	65	3	3	2
13	Mayur Vinayak More	19	20	8	8	6	22	15	23	15	54	4.8	5	7.3	7.7	25	84.86	85	71	3	3	2
14	Navya Ravindra Shetty	19	20	10	8	9	27	12	18	12	43	4.8	5	9.0	6.1	25	82.57	77	71	3	3	2
15	Nishant Singh Thakkau	17	20	10	9	7	26	15	23	15	54	4.3	5	8.7	7.7	26	84.86	87	75	3	3	3
16	Nupur Uplekar	19	20	9	7	8	24	19	28	19	66	4.8	5	8.0	9.4	27	93.71	92	90	3	3	3
17	Omkar Dilip Parkhi	18	20				0	4	6	4	15	4.5	5	0.0	2.1	12	44.57	44	14	1	1	F
18	Poonam Nathuram Ver	18	20	6	3	7	16	13	19	13	44	4.5	5	5.3	6.3	21	73.14	70	65	2	2	2
19	Pragati Varpe	19	20	8	10	8	26	14	21	14	50	4.8	5	8.7	7.1	26	82.57	86	74	3	3	3
20	Pranjali Akhilesh Pand	18	20	7	8	7	22	18	27	18	62	4.5	5	7.3	8.9	26	85.43	91	82	3	3	3
																				CO1	CO2	CO3
																				2.52	2.5	2.09

PO Attainment

PO Attainment Matrix

CO-Attainment			CO	Particulars	PO1 To develop precise understanding about business environment and organizations.	PO2 To develop leadership aptitude among the students in order to work independently and in organized groups.	PO3 To inculcate among the students the qualities of a dynamic manager, capable of taking various decisions and communicating effectively to different groups of people.	PO4 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
PO Attainment					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.

CLASS TEST (Written)- EVALUATION SHEET Total marks 10 marks		
Sr. No	**Evaluation Criteria**	**Marks**
1	**Content**	**3**
	Understanding of questions	1
	Relevance of answer with question	1
	Clarity & understanding of content	1
2	**Mechanics** (Correctness of grammar and spelling)	**2**
	Good in grammar	1
	Good in spelling, punctulization & capitalization	1
3	**Presentation of answer**	**5**
	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
4	**Completeness**	1
	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.

1. CASE STUDY ANALYSIS - EVALUATION SHEET		
Total Marks-18 Marks		
Sr. No	**Evaluation Criteria**	**Marks**
1	**Identification of main problem and issue**	**3**
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
2	**Analysis of Issue**	**5**
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	
3	**Comment on effective solutions and /strategies**	**5**
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
4	**Delivery & enthusiasm**	**5**
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

GROUP DISCUSSION/ DEBATE		
Total Marks-20 Marks		
SR. NO.	**EVALUATING CRITERIA**	**MARKS**
1	**Body language and positive attitude**	**4**
a	Maintain a relaxed, upright posture. (**Confidence)**	1
b	radiates confidence and attentiveness(**Openness)**	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
2	**Knowledge about a given topic**	**5**
a	Content	1
b	Clarity	1
c	No Deviation from Topic	1
d	Support with an Example	1
e	Choose Relevant Points	1
3	**Listening Skills**	**2**
a	Alert & Aware	1
b	connected logical points	1
4	**Communication Skills**	**5**
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
5	**Leadership and Collaboration**	**4**
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.

ROLE PLAY		
Total Marks-15 Marks		
SR. NO.	**EVALUATING CRITERIA**	**MARKS**
1	**Preparedness**	**2**
a	Familiar with their role/character	1
b	Uses evidence to support their arguments	1
2	**Participation & Communication skills**	**5**
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
3	**Active Listening/Response**	**2**
a	Thoughtful responses addressing specific aspects of other character's statements	1
b	Alert & Aware	1
4	**Cooperation**	**3**
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
5	**Engagement:**	**1**
a	Successfully engage the performers, audiences and teacher to concentrate carefully on the performance	1
6	**Relatedness:**	**1**
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

Presentation-Evaluation sheet		
	Total Marks-15 marks	
Sr. No	**Judging Criteria**	**Marks**
1	**Content**	**4**
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
2	**Organization**	**3**
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
3	**Presentation**	**7**
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.

Field Visit Rubrics		
Total Marks-20 marks		
Sr. No	**Judging Criteria**	**Marks**
1	**Objective**	**2**
a	Determine the focus of study and provide the relevant information	1
b	State the purpose of field study report clearly.	1
2	**Organization content**	**2**
a	Followed the format given for report	1
b	**proper font size, font theme ,line spacing followed**	1
3	**Content**	**12**
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
4	**Mechanics** (Correctness of grammar and spelling)	**2**
a	Good in grammar	1
b	Good in spelling, punctulization & capitalization	1
5	**Annexure**	**2**
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.

Practical Evaluation		
	Total marks-20 Marks	
Sr. No	**Judging Criteria**	Marks
1	**Knowledge and Skills**	**4**
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
2	**Problem-Solving**	4
a	**Identifies the Problem**	1
b	Systematic approach to problem-solving	1
c	Relevant data	1
d	Collaborate effectively with others to solve problems, when necessary.	1
3	**Technical Implementation**	**4**
a	Use of technical skill	1
b	Efficiency	1
c	Achieving optimal results	1
d	Successful execution	1
4	**Creativity & Originality**	**4**
a	Creative thinking	1
b	Solution approach	1
c	Creative elements	1
d	Creativity out of the box	1
5	**Communication and Presentation**	**4**
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.

Mini Project		
	20 Marks	
Sr. No	**Judging Criteria**	**Marks**
1	**Problem Statement**	**4**
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
2	**Research & Analysis**	4
a	Thorough research	1
b	Comprehensive analysis	1
c	Relevant data	1
d	Application of Relevant Theories and Concepts	1
3	**Technical Implementation**	**4**
a	Use of Advanced techniques	1
b	Efficiency	1
c	Performance concerns	1
d	Successful execution	1
4	**Creativity & Originality**	**4**
a	Creative thinking	1
b	Solution approach	1
c	Creative elements	1
d	Creativity out of the box	1
5	**Documentation**	**4**
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

Annexure C

Ashoka Center for Business & Computer Studies

Grievance Redressal form for CIE

Name of the Student:	
Class	
Subject code & Name	
Subject Teacher	
Contact No.	
Email ID	

Grievance: _____

_____

_____

_____

DATE: **(Signature of the student)**

FOR OFFICE USE ONLY

Action taken by the CIE member department:

_____

_____

Date: **(Signature)**

CIE Head Remarks:

_____

_____

Date: **(Signature of CIE Head)**

Principal's remarks: _____

_____

Date: **(Signature of the Principal)**

Annexure D

Glossary of Terms

Assessment: is the process of collecting, recording, scoring, describing and interpreting information about learning.

Course Outcomes (COs): These are the outcomes/knowledge whichever student is expected to gain at the end of completion of each course (subject)

Credit: Unit of measure of course work. Each course may be allotted credits in proportion to the time expected to be devoted by the student for that course.

Course: A basic unit of education and/or training. A course or collection of courses forms a program of study.

Evaluation is the process of making judgments based on evidences and interpretations gathered through examination and assessment and on the basis of agreed upon criteria.

Examination is a quantitative measure of learners "performance and is usually held at the end of the academic session or semester

Mission: To make our students thinker for self-exploration with technical and skill specific knowledge to create young professionals

Outcomes: Intended results of education in higher educational institution: What students are supposed to know and be able to do.

Programme: A collection of courses in which a student enrolls and which contributes to meeting the requirements for the awarding of one or more Certificates/ Diplomas/ Degrees.

Programme outcomes are statements conveying the intent of a program of study.

Evaluation is the process of making judgments based on evidences and interpretations gathered through examination and assessment and on the basis of agreed upon criteria.

Rubric (Assessment Rubric): A rubric for assessment, also called a scoring guide, is a tool used to interpret and grade students on any kind of work against criteria and standards.

Student: A person admitted and registered under University regulations.

Syllabus: An outline of topics covered in an academic course.

Vision: To embed need based knowledge through holistic approach to create responsible future generation with deep rooted ethos.