



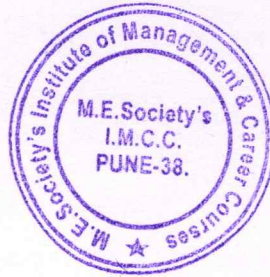
Maharashtra Education Society's
INSTITUTE OF MANAGEMENT AND CAREER COURSES (IMCC)

DEPARTMENT OF MCA

CONTINUOUS INTERNAL EVALUATION (CIE) POLICY

FOR

ACADEMIC YEAR 2023-2024



CONTINUOUS INTERNAL EVALUATION (CIE) PROCESS

CIE is done as per the norms and the guidelines given by Savitribai Phule Pune University (SPPU).

MCA has a Choice Based Credit System (CBCS). CBCS enables a student to obtain a degree by accumulating the required number of credits prescribed for that degree. Each course is assigned a fixed number of credits based on the contents to be learned & the expected effort of the student. Continuous Learning & Student Centric Concurrent Evaluation is the main key feature of Choice Based Credit System.

The MCA programme is a combination of:

- a. Three-Credit Courses (75 Marks each): 3 Credits each
- b. Two-Credit Courses (50 Marks each): 2 Credits each
- c. One-Credit Courses (25 Marks each): 1 Credits each

Institute carries out CIE in three forms:

- a. Mid Term Assessment
- b. Term End Assessment
- c. Continuous Assessment

The Internal Examination coordinator prepares the schedule of Mid Term Assessment and Term End Assessment. Continuous Assessment schedule is communicated to students by individual course faculty members. Assessment Schedules are communicated to students via channels like notice board and website.

EVALUATION PATTERN: -

- **Three-Credit Courses (75 Marks each): -**

For each Three Credit course, 25 internal marks are based on CIE and 50 marks for semester end examination conducted by SPPU. The internal evaluation of 25 marks is calculated as following:

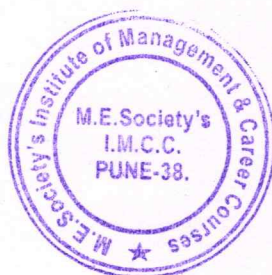


Sr. No	Evaluation Type	Total Marks	Marks out of 25
A	Mid Term Assessment	20	10
B	Term End Assessment	50	
C	Continuous Assessment	50	15
Total Marks		120	25

- A. Mid Term Assessment (20 Marks)** - Midterm assessment of semester I and III is conducted in the month of September and for the semester II and IV it is conducted in the month of February. Mid Term Assessment is based on Objective and subjective type questions. Mode of assessment can be offline/online. The result is displayed on the notice board.
- B. Term End Assessment (50 Marks)** - Term end assessment of semester I and III is conducted in the month of October and for the semester II and IV it is conducted in the month of March. Term End Assessment is based on SPPU paper pattern. The result is displayed on the notice board.
- C. Continuous Assessment (50 Marks)** - Course faculty members have the flexibility to design the Continuous assessment methods, marks and its execution. The aim of these assessments is to assess capabilities of students across Knowledge, Skills & Attitude (KSA) dimensions based on a variety of assessment tools throughout the semester.

Continuous Assessment Methodologies:

1. Written Assignment
2. Practical Assignment
3. Tutorial
4. Hands On Assignment
5. Problem Solving
6. Case Study Solving
7. MCQ
8. Open Book Assessment
9. Peer learning Assessment
10. Flip Classroom



11. Individual/Group Presentations
12. Survey Based Evaluation
13. Role Play
14. Book Review

Thus, three credit course internal evaluations of 120 marks are converted to 25 Marks.

● **Practical/Project- Five-Credit Course (75 Marks): -**

A. Practical-Course faculty prepares the schedule for practical assignments submission, and shares it with students. Practical evaluation consists of:

- a. Journal
- b. Practical Assignments
- c. Internal Examination

Practical 75 marks evaluation is as follows:

Practical (75 Marks) = Journal (15 Marks) + Practical assignments (30 Marks) + Internal Practical Examination (30 Marks).

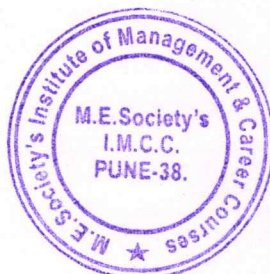
B. Mini Project- Project Coordinator prepares the schedule for submission of project milestones, and shares it with students. Students adhere to the milestones rigorously. Internal guides monitor and evaluate the progress of the project on an individual basis. At the end of the semester students demonstrate their project and viva is conducted. Students submit the soft copy of the mini project report as a part of final submission.

Project 75 marks evaluation is as follows:

Project (75 Marks) = Project Documentation (15 Marks) + Project Milestones/Submissions (30 Marks) + Project Final Demonstration and viva (30 Marks).

C. Major Project- Twenty-Two-Credit Course (550 Marks) This is the final semester project. Project Coordinator prepares the schedule for submission of project milestones, and shares it with students. Students are guided by industry experts to strengthen their project skills as per industry standards. Students adhere to the milestones rigorously. Internal guides monitor and evaluate the progress of the project on an individual basis. Students prepare project reports as per the University prescribed format. At the end of the semester students demonstrate their project and viva is conducted.

Project 75 marks evaluation is as follows:




Project Marks (75 Marks) = Project Documentation (15 Marks) + Project Milestones/Submissions (30 Marks) + Project Final Demonstration and viva (30 Marks).


- **Open Courses (25 Marks): -**

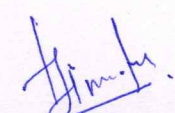
Institute has an autonomy to plan and execute the open courses. To bridge the gap between academics and industry, the institute initiates guidance from industry experts to make students aware of current/upcoming trends in Information Technology and other domains. Additionally, the Institute recommends students various certifications from MOOC platforms. The execution and evaluation pattern is communicated to students before the commencement of the respective course. Evaluation pattern for this course is MCQ, written assignments, practical assignments etc

- **Soft Skills (25 Marks): -**

Institute has an autonomy to plan and execute the soft skills course. The motive behind this course is to unleash the best individual from students and develop their personality, communication skills, and organizational behaviour. Evaluation pattern for this course is MCQ, Presentations, Group Discussion, Team Building Activities, Mock Interviews, Email etiquettes, Resume Writing etc


Kalpana Dhende
Exam Coordinator


Mrs. Manasi Shirurkar
Program Coordinator


Dr. Ravikant Zirmite
HOD, Dept of MCA





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Concurrent Internal Evaluation Policy

AY 2023-24

Master of Business Administration (MBA)

(2019 Revised Pattern)

Preamble:

The revised MBA Curriculum 2019 builds on the implementation of the Choice Based Credit System (CBCS) and Grading System initiated in the AY 2013. The curriculum takes the MBA programme to the next level in terms of implementing Outcome Based Education along with the Choice Based Credit System (CBCS) and Grading System.

MBA Program Structure:

Course Type	Credits	Nature	Total Credit during MBA	Comprehensive concurrent evaluation	End Semester Evaluation	Total Marks
Generic Core (GC)	3	Compulsory	42	50	50	100
Subject Core (SC)	3	Compulsory	18	50	50	100
Generic Elective (GE-UL)	2	Elective	22	0	50	50
Generic Elective (GE-IL)	2	Elective	8	50	0	50
Subject Elective (SE-IL)	2	Elective	14	50	0	50
SIP	6	Compulsory	6	50	50	100





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On an average every student has to undergo 12 courses per semester as shown in the following Matrix

Nature of Course	Semester 1	Semester 2	Semester 3	Semester 4
Generic Core (GC)	6	4	3	2
Subject Core (SC)	0	2	2	2
Generic Elective (GE-UL)	3	3	3	2
Generic Elective (GE-IL)	3	1	0	0
Subject Elective (SE-IL)	0	2	2	2
SIP (Summer Internship Project)	0	0	1	0
Total Subjects	12	12	11	8

Generic Core Courses (GC):

These are the courses which should compulsorily be studied by a candidate as a core requirement to complete the requirement of a degree in a said discipline of study. Therefore, Generic Core courses are mandatory and fundamental in nature. These courses cannot be substituted by any other courses. Such courses are also known as Hard Core Courses.

The GC courses are for 100 marks each. 50 Marks for University Evaluation & 50 Marks for Institutional Evaluation.

Subject Core (SC) Courses:

Core course may be a Subject Core if there is a choice or an option for the candidate to choose from a broad category (grouping) of subjects (specializations / electives). These are also known as Soft Core Courses.

The SC courses are for 100 marks each. 50 Marks for University Evaluation & 50 Marks for Institutional Evaluation.

Generic Elective – University Level (GE-UL):

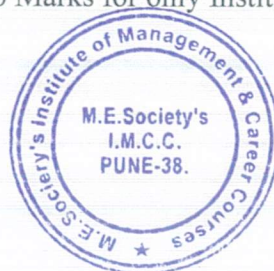
These elective courses are supportive to the discipline of study and focus on the knowledge aspect of competence building. The course outcomes for such courses can be better assessed through traditional End Semester Evaluation.

The GE-UL courses are for 50 marks each. 50 Marks for only University Evaluation.

Generic Elective – Institute Level (GE-IL):

These elective courses are aimed to develop inter-personal, technical and other skills aspect of competence building. The course outcomes for such courses can be better assessed through Comprehensive Concurrent Evaluation.

The GE-IL courses are for 50 marks each. 50 Marks for only Institutional Evaluation.





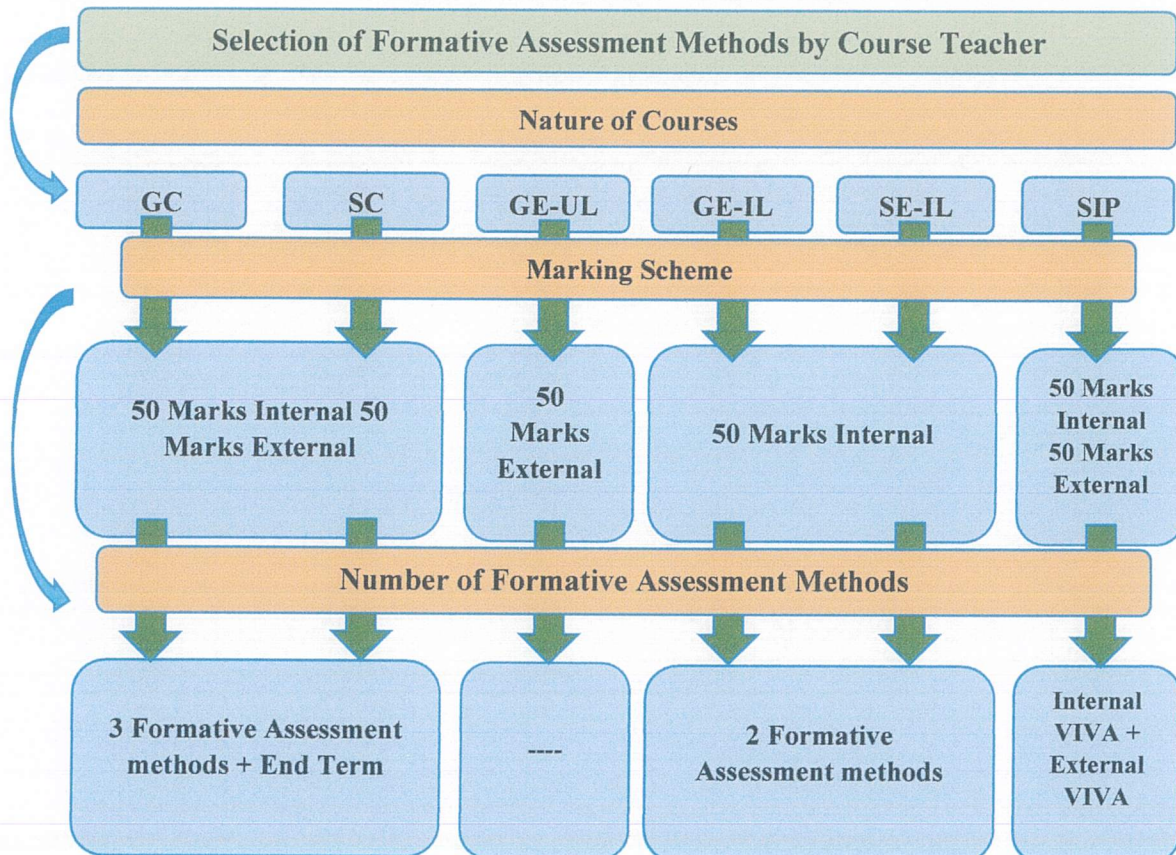
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Institute of Management and Career Courses (IMCC), Pune Subject Elective – Institute Level (SE-IL):

A 'Discipline (specialization) centric' elective is called 'Subject Elective.' Subject Elective courses, in the Semester II, III and IV are focused on a specialization.

The SE-IL courses are for 50 marks each. 50 Marks for only Institutional Evaluation.

Concurrent Evaluation Mechanism



The Course Teacher prepares the scheme of Formative Assessment before commencement of the term. As per the credits of the course and nature of the course, the number of formative assessment methods are selected by the Course Teacher; Assessment of minimum of 25 marks under each of the methods is planned. Some of the Certificate courses (MOOC or other professional certification programs) are mapped with the courses and the assessment of the students thereof is considered for the concurrent assessment of the course as per guidelines of University given in MBA Syllabus. In case of project based courses or courses involving projects, the formative assessment criteria involve report and presentation/viva voce on the same.





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The concurrent evaluation / assessment scheme explicitly states the linkages of each formative assessment method with the Course Outcomes and define the targeted attainment levels for each CO. The Director / Head of the Department / designated academic authority approves the scheme of Formative Assessment with or without modifications and the scheme thus approved is displayed on the Notice Board by the first week of the term.

Total marks scored by the student as per the scheme gets scale down to the marks out of 50 marks, out of the total evaluation conducted by the faculty.

❖ **List of Formative Assessment Methods:**

1. Class Test
2. Open Book Test
3. Written Home Assignment
4. In-depth Viva-Voce
5. Case Study
6. Case let
7. Situation Analysis
8. Presentations
9. Field Visit / Study tour and report of the same
10. Small Group / Individual Projects & Viva-Voce
11. Online Exam
12. Simulation Exercises
13. Scrap Book / Story of the week / Story of the month
14. Quiz
15. Creating and Presenting Posters
16. Literature Review
17. Vlog Making
18. Simulation Exercise

Dr. Hemant Patil
College Exam Officer

Dr. Girish Bodhankar
Program Coordinator

Dr. Manasi Bhate
Dy. Director





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Department of MCA
Outcome Based Education (OBE) Policy

Academic Year 2023-24

Objectives

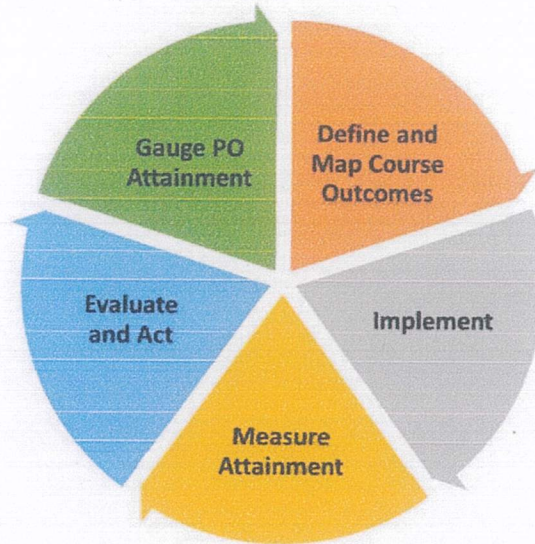
1. Enhancement in the standard of education delivered by the Institute.
2. Continuous Improvement in teaching learning process followed by the faculty members of the Institute.
3. Focus on clear dissemination to the learners what they are expected to learn and provide avenues to achieve those academic milestones.
4. Strengthen students' involvement in teaching learning process.

Outcome Based Education is a flexible, empowerment-oriented approach to learning. It aims at equipping learners with knowledge, competence and orientations needed for academic success. The implementation of OBE at institute recognizes the fact that all students learn at their own pace and thus uses continuous evaluation to make sure that every student achieves the desired outcome at the end of the programme. It enables the faculty members to use different pedagogical approaches in content delivery ensuring the interest and involvement of learners in the teaching learning process.





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Process of OBE implementation

The institute ensures proper implementation of OBE process using following procedure:

1. Defining and Mapping the Course Outcomes

- Every course faculty follows the course outcomes given in the curriculum of the affiliated university.
- The course outcomes are mapped with program outcomes.
- The course faculty then outlines the milestones in course delivery and prepares teaching plan, assessments plan, mapping of Bloom's Taxonomy Level for each course outcome and CO-PO mapping.
- In addition to the above, course faculty also defines pedagogical tools for effective course delivery.
- The above milestones and approaches are finalized during subsequent academic meetings.

2. Implementation

- Final course delivery plan is promptly disseminated to the students in the first session of the semester.
- Course outcomes are mapped to every evaluation via internal examinations, external examination and concurrent assessments.





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- Each student is given maximum opportunity through various evaluation methods to do his/her best in order to achieve outlined outcomes.
- Successful achievement of outcomes is an important part of measuring success of OBE implementation.

3. Measuring Attainment

3.1. Attainment of Course Outcome (CO):

- The Course Outcome (CO) is measured through the performance of students in the various assessment tools for the particular course.
- Each evaluation tool is mapped to a particular Course outcome (CO) or an action verb in bloom's taxonomy and further each action verb is mapped to a particular CO.
- Every CO attainment is measured through direct and indirect assessments.

◆ **Direct Assessment:**

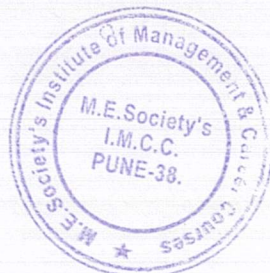
Direct assessment includes mid term examination, term end examination, various continuous assessments like problem based assignments, practical based assignments, theory based assignments, tutorials, case study presentations, open book tests, flip classroom, etc and university examination conducted at the end of each semester. The results of the direct assessment and indirect assessment are combined and the final level of attainment of course outcome is obtained for each course.

◆ **Indirect Assessment:**

At the end of course delivery, the course end survey is conducted to assess the satisfaction level of the students towards the attainment of course outcomes, which is referred to as indirect assessment.

3.2 Attainment of Program Outcome (PO)

- It includes two components
 - i) Attainment of COs as direct assessments
 - ii) Surveys namely Students' survey, Alumni survey and Employer's survey as indirect assessment
- The PO attainment level is evaluated by using the CO-PO mapping correlations. This helps the Institute to measure the Program Outcome through the performance of students in each course.





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4. Evaluate and Act

- After every evaluation the CO attainment is measured.
- To improve the attainment proper remedial measures like giving assignments, conducting remedial classes, tutorials, sharing more learning material etc are taken by the faculty members.
- Inputs for CO redefining are shared with the affiliated university syllabus designing panel in corresponding meetings.

5. Gauge PO attainment

- Based on the assessment to enhance the attainment of POs, the Course Outcomes are revisited, brainstormed and rephrased focusing on the improvement for the subsequent batches.

Successful implementation of OBE is evident from following results

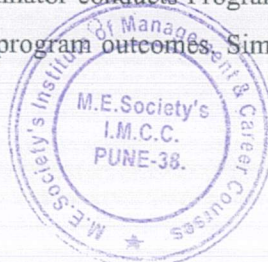
- Improved performance of students in each internal assessment resulting in success in external assessment.
- Better placement of students - With each batch more and more students are placed in different organizations as they are well prepared for facing the industry and taking on challenges in the professional world.
- Students are able to perform well in different inter-collegiate events such as Paper presentation competitions, etc owing to the boost given by the Institute.
- Previously placed students perform well professionally as a result of the academic culture of the Institute inculcated within them during the tenure of their programme at the Institute.

CO-PO Attainment Process

The institute practices student-centric Outcome-Based Education (OBE) for effective implementation of Teaching-Learning Process to provide quality education to the students of diverse backgrounds. Programme Outcomes(PO) and Course Outcomes(CO) are defined by affiliating university Savitribai Phule Pune University (SPPU).

1. COs and POs dissemination

The institute believes in disseminating the COs and POs to raise awareness among learners, faculty members and other stakeholders. This helps to set expectations, to make connections across different elements within the course, and to give insight into what is the takeaway for each stakeholder at the end of the course and programme. Institute conducts an Induction program at the commencement of every Academic Year during which Program Coordinator conducts Program orientation sessions to explain the overall structure of the program along with program outcomes. Similarly, Course faculties explain COs





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related to their courses in the Course overview sessions. During the execution of each semester, the Course Outcomes are discussed periodically in the classroom to create awareness among students.

In addition to these, the COs and POs are disseminated to the stakeholders by displaying them at/in:

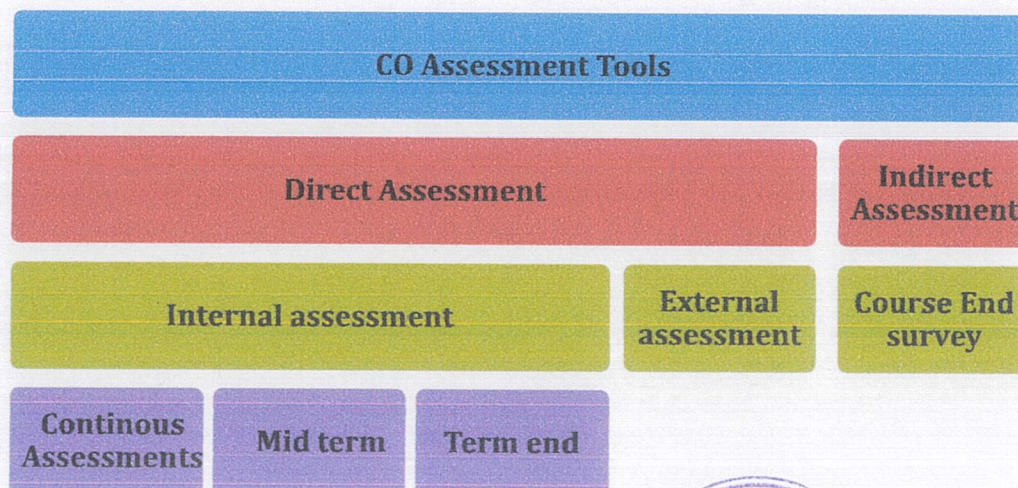
- The college website <https://imcc.mespune.in>
- LMS (Learning Management System).
- Course Files
- Prominent places on the college campus.

2. CO attainment Process:

For each course, following activities are executed :

1. Define CO along with Bloom's taxonomy level
2. Define target level of attainment of CO by analyzing previous data.
3. Assign assessment tools/methods for each CO.
4. Calculate CO attainment for Direct and Indirect assessments.
5. Calculate final CO attainment value using formula: Final CO attainment = $0.8 * \text{Direct Assessment} + 0.2 * \text{Indirect Assessment}$

CO Assessment Tools:





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3. PO Attainment Process -

It includes two components

i) Direct Assessment:

Attainment of POs through Course Outcomes(COs): PO attainment value is calculated by considering 80:20 ratio of average of the PO attainment of all courses and placement percentage respectively.

ii) Indirect Assessment:

Surveys namely Students' survey, Alumni survey and Employer's survey as indirect assessment

- Students Survey- Program Exit Survey filled by the students at the end of the programme
- Employer's Survey- Filled by the employer to gauge industry preparedness of the student(s)
- Alumni Survey- Filled by the alumni to share their feedback about the programme

To calculate the level of individual PO attainment, 70% weightage is given to the direct assessment component and 30% weightage is given to indirect assessment component as follows:

$$\text{Final PO attainment} = 0.7 * \text{Direct Assessment} + 0.3 * \text{Indirect Assessment}$$

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