

1.1.1

The Institution ensures effective curriculum delivery through a well-planned and documented process.

THE ACADEMIC PROCESS AT GIET

CONTENTS

Summary

The Academic Process flowchart

1. Curricular Planning

- 1.1 Academic Scheduling
- 1.2 Subject Allocation
- 1.3 Timetable Preparation
- 1.4 CO, PO, PSO, PEO
- 1.5 Lesson Plans
- 1.6 Gap Analysis

2. Subject (curriculum) Delivery

- 2.1 Conventional and Blended Methods
- 2.2 Seminar Presentations
- 2.3 Projects
 - 2.3.1 Departmental Project Evaluation
 - 2.3.2 Project Evaluation Committee
 - 2.3.3 Identification of Projects and Allocation Methodology (Project registration)
 - 2.3.4 Process for Monitoring and Evaluation
 - 2.3.5 Role of the Supervisor / Guide
 - 2.3.6 Process to Assess Individual and Team Performance
- 2.4 Industrial Trainings
 - 2.4.1 Assessment Procedures
 - 2.4.2 Impact Analysis of Internship/Industrial Training
 - 2.4.3 Student Feedback on Internships

3. Learning Evaluation

3.1 Evaluation Process: BBA / BCA

- 3.1.1 Theory End Semester (TES) Examination
- 3.1.2 Practical End-Semester (PES) Examination
- 3.1.3 Continuous Assessment - Theory & Practical Courses
- 3.1.4 Project/Internship/Seminar
- 3.1.5 Value Added and Skill Enhancement Courses

3.2 Evaluation Process: B.Tech

- 3.2.1 Theory End Semester (TES) Examination
- 3.2.2 Practical End-Semester (PES) Examination
- 3.2.3 Continuous Assessment - Theory & Practical Courses
- 3.2.4 Project/Internship/Seminar
- 3.2.5 Value Added Courses

3.3 Evaluation Process: MBA / MCA

- 3.3.1 Major Test (Theory Examination)
- 3.3.2 Practical Examination
- 3.3.3 Sessional (Internal Assessment)
- 3.3.4 Summer Internship Report Evaluation
- 3.3.5 Project Report and Evaluation

3.4 Display and Record of Marks/Grades

3.5 Examination Grievance Mechanism

4. Monitoring and Remedial Measures

4.1 Attendance and Detention

4.2 CO-PO Attainments

4.3 Student Categorisation

4.4 Remedial Classes

5. Feedback and Audits

5.1 Student Feedback

5.2 Exit Survey and Alumni Feedback

5.3 Teacher Feedback

5.4 Parent Feedback

5.5 Academic and Administrative Audits

Brief Summary

The academic calendar is prepared at the institute level through consultation among the Director, Deans and Heads of the departments according to the academic schedule published by DCRUST, Murthal. The institute academic calendar is then circulated to the departments and the Heads of the department prepare the departmental academic plans with their faculty members. Further the Heads allocate the courses to the faculty members and arrange to prepare the timetables. The faculty members then prepare a detailed course file and gather all the relevant course material.

The curriculum delivery process involves its planning and content delivery through appropriate teaching methodologies. The institute ensures that the curriculum delivery is made effective through various planned processes, which are:

- (1) **Curricular Planning:** This process involves review of COs, POs, PSOs, PEOs, lesson plans, gap analysis, subject allocation, timetable preparation. Course planning process is standard in all the programs and course files are prepared by respective teachers. The institute assures timely start and completion of the academic activities in line with the university's academic calendar. The course allocation before every semester is based on the institutional policy which accounts for readiness of every faculty member as regard to the courses of the forthcoming semester. As a common practice in all departments, courses are allocated as per the faculty member's specialization and choice.
- (2) **Curriculum Delivery:** It consists of the teaching through conventional and blended methods, labs, projects, industrial trainings, and seminar presentations. Due importance in treatment is given to all the university curriculum components e.g. lectures, laboratory classes, tutorials, field visits, industrial trainings, seminars and projects. Appropriate teaching methodology is adopted as per the requirements of contents as the multimedia facilities are available in the lecture halls in every department. Teachers also encourage the students' learning through group presentations, case studies, brain-storming etc. Uses of the open source digital contents, such as NPTEL, are in general encouraged. Industry visits, seminars, workshops are also planned time to time in all departments to provide sufficient experiential learning.
- (3) **Learning Evaluation:** Learning evaluation is carried out as per the applicable BBA, BCA, B.Tech MBA & MCA ordinances of DCRUST, Murthal. The process includes theory end semester examination, practical/viva-voce examination, continuous internal assessment, project/internship/seminar assessment, display and uploading of marks/grades, and the examination grievance mechanism.
- (4) **Monitoring and Remedial Measures:** Monitoring involves the attendance and performance of the students through continuous internal assessments and CO attainments. The outcome of monitoring is to decide for remedial classes.
- (5) **Feedback and Audits:** To ensure improvements in effectiveness of the curriculum delivery, feedback is utilised. It identifies the shortcomings and incorporate changes related to the curriculum delivery.

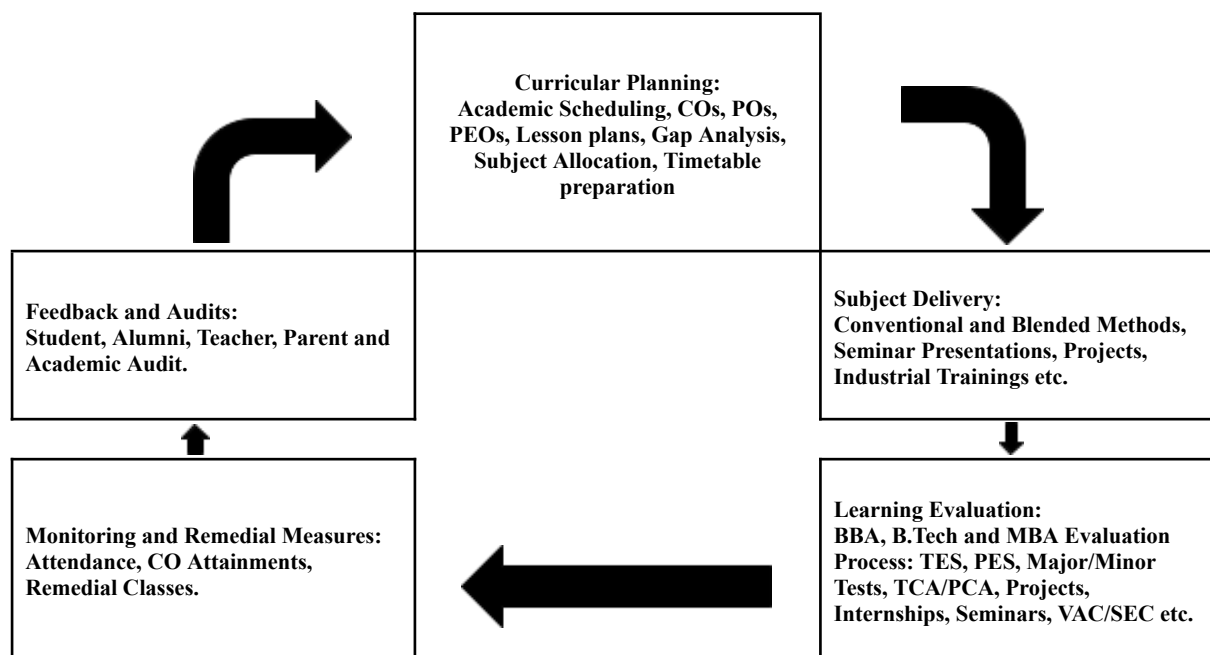


Fig.1. The Academic Process at GIET

1. Curricular Planning

1.1 Academic Scheduling

Academic scheduling is done as per the academic calendar provided by DCRUST, Murthal. Institute prepares its academic calendar that strictly adheres to the academic calendar of the university. Program curriculum followed by the institute is also provided by the university. Lectures, Tutorials and Labs are distributed properly among the faculty as per the norms of the university.

1.2 Subject Allocation

Subject allocation before every semester is based on a skill matrix filled by the departmental faculty members which accounts for preparedness of every faculty member as regard to the forthcoming semester subjects. As a common practice in all departments, subjects are always allocated as per the faculty member's specialization.

1.3 Timetable Preparation

The timetables are prepared separately in each department before the start of semester classes. Timetable includes lectures, tutorial and laboratory sessions as per the norms of the university. A faculty coordinator is appointed to take care of replacement classes for faculty on emergency/casual leaves.

1.4 CO, PO, PSO, PEO

- The Course Outcomes (COs) are the resultant knowledge skills the student acquires at the end of a course. It defines the cognitive processes a course provides. Course Outcomes are designed using Bloom's Taxonomy.
- Program Outcomes (POs) represent the knowledge, skills and attitudes the students should have at the end of a program. Program Outcomes are provided by the Accreditation agencies.
- Program Specific Outcomes (PSOs) are more specific to the program. PSOs are written by the department offering the program. There can be 2-4 Program Specific Outcomes.
- Program Educational Objectives (PEOs) are broad statements that describe the career and professional accomplishments in first few years after graduation that the program is preparing graduates to achieve. PEOs are prepared by each department of the institute offering the program.

1.5 Lesson Plans

A lesson plan is a teacher's plan and guide for what students need to learn, how it will be taught, and how learning will be measured. All the faculty member prepares a lesson plan of their subject which adheres to academic calendar of institute so that the course is completed well on time.

1.6 Gap Analysis

The shortcomings in the curriculum to attain the programme outcomes shall be identified as curricular gaps. As an affiliated institution the programmes are bound to follow the curriculum set by the university. It is necessary to identify the curricular gaps and take measures to bridge it by supplementing the curriculum with contents beyond syllabus and by conducting student seminars, and workshops etc. The process to identify the curricular gaps shall be carried out in the following ways.

- Feedback from the course co-ordinator and student exit surveys shall be consolidated and submitted to HoD.
- Employer feedback surveys shall be organised by the HoD and the suggestions are considered and conveyed to the appropriate boards responsible for framing the syllabus.
- Feedback from Alumni Survey shall be taken by the HoD to get their requirements in industries.
- Feedback from the industry experts who conduct placements through placement unit shall be consolidated by the HoD and their suggestions shall be incorporated for identifying curriculum gaps.

The senior faculty members in the department shall discuss about the advantages and disadvantages of the current scheme with the help of course feedback surveys, passing out graduate surveys, alumni surveys, employer surveys etc., and shall formulate recommendations for the next scheme. These recommendations shall be submitted to the syllabus revision committee constituted by the university.

2. Subject (Curriculum) Delivery

2.1 Conventional and blended methods

Following are the various instructional tools faculty is advised to use in addition to lectures and tutorial for teaching and learning:

- Assignments: Assignments are given to the students to make students self-reliant in solving problems through an understanding of concepts.
- Power Point presentations: The teachers use slideshows as teaching aids to employ visual mode for flowcharts, diagrams, animations etc. for the better comprehension and retention.
- White Board Teaching: Chalkboard is replaced by a white board called as marker board.
- E-Books: E-Books are used as pedagogical strategy of web resources for educational use and implemented in the classroom.
- E-Learning through Information and Communication Technology (ICT): In order to provide the conceptual knowledge, video lectures on various topics are arranged through NPTEL/MOOC/Swayam. Departments use it to provide an organized interface for e-learning, or learning over the Internet to the student.

2.2 Seminar presentations

Seminar presentation is the part of course curriculum provided by DCRUST, Murthal. Faculty members are assigned with a group of students. Then these faculty members take care of the seminar topic selection and presentation of seminar for each student of that particular group. Students submit the seminar report to their respective faculty member taking the seminar. Marks are given on the basis of different criteria

like literature review, relevance of content organisation with the topic, authenticity and originality of contents, presentation skill etc.

2.3 Projects

Process of project identification, allotment, monitoring and evaluation is schematically shown below.

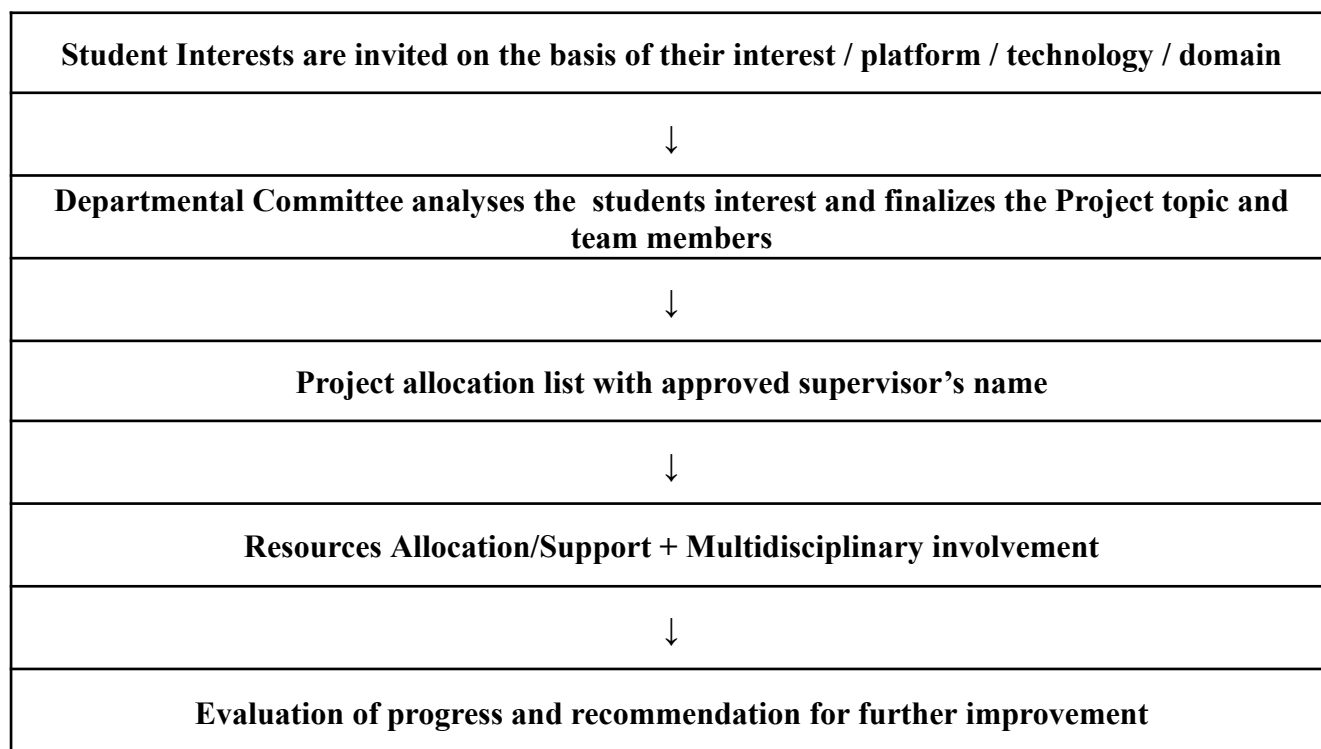


Figure 2. Process of project identification, allotment, monitoring and evaluation

2.3.1 Departmental Project Evaluation

A project evaluation committee is responsible to monitor the overall functioning of the activities related to the projects and to have academic bridge among the various groups. This committee comprises of the head of the department or his nominee as the convener along with other senior faculty members of the department including the project guide / Supervisors.

2.3.2 Project evaluation committee

- This committee conducts the evaluation and also monitors the timely progress of the project work based on predefined criteria.
- In case it is observed that any project group is not performing well, this committee suggests remedial measures with the help of project guide.

2.3.3 Identification of projects and allocation methodology

In order to improve the project work quality its continuous evaluation is the institute policy followed by all the departments.

Project registration

- A group can have 2 to 4 students duly formed by the students themselves through mutual understanding. After formation of the group, students inform the project title of their interest to the department. In case few students are unable to form their group by a particular date, department completes the group formation and issues a notice of that effect. Formation of project groups should be done such that each group has representation of students with varying academic backgrounds from the best to the average.

- Usually the student groups choose different topics. However more than one group are allowed to work on a single topic if their approach are different or a bigger topic is converted to small modules to be worked separately by different groups.
- After project allocation the project group must submit a synopsis to the project coordinator.

2.3.4 Process for monitoring and evaluation

- Timeline is specified by the department to monitor the status of student project and evaluation of the individual work of each group member. Students shall report regularly to their allocated guide to discuss project progress and to get guidance on important aspects of the project.
- Project reports are submitted by student in a standard format. Students are required to submit two extra copies to the department (one for departmental library, other to the project guide). Students also prepare individual copy of project reports to be retained by them.

2.3.5 Role of the supervisors / Guides

- The supervisor provides necessary guidance and monitors the progress being carried out by the project groups on regular basis. In case it is found that progress is unsatisfactory it is shared with the project evaluation committee for remedial action.
- It is expected that the supervisor should verify the report for desired format before the final submission.

2.3.6 Process to assess individual and team performance

The student performance in project is evaluated individually and as a team. The assessment is done on the basis of modules designed and developed, technical skills involved and presentation. Steps for assessing individual as well as group performance:

- Group shall submit and present a synopsis in the very beginning. First presentation is only synopsis presentation, which is taken by the project evaluation committee as per the departmental schedule. The purpose of the presentation is to make an assessment of individual understanding of the project problem.
- Progress presentations are scheduled in a span of nearly four - five weeks each. The project evaluation committee reviews the progress of project work and contributions of individual members. Each group first briefs its progress to their respective supervisors before presenting to the project evaluation committee.
- Final internal review is conducted nearly one week prior to the date of final external presentation. The final internal presentation is also made before the project evaluation committee where guide's presence is essential. Individual contributions to the project work along with the overall quality of the work are accessed in this review.
- At the end of the semester, end report is submitted in the department.

2.4 Industrial trainings

The industrial trainings and summer internships are undertaken by all the students as per provisions in their university curriculum. As per new scheme, students undertake nearly four - eight weeks training after completion of first, second and third year as per the respective programme. Students are required to submit the training completion report in the respective departments after successful completion.

2.4.1 Assessment Procedures

- Mid-training progress: In mid-training progress, the mentors keep in touch with their mentee students.
- Final presentation/Viva-Voce: After the completion of the training, report is prepared and submitted by students in respective departments. The students are evaluated on the basis of the presentation given by individuals or a group of students in the presence of a panel of faculty members from the department.

2.4.2 Impact Analysis of Internship/Industrial Training

An industrial training is relevant to the student's career interests and serves as a bridge between college and the corporate world. Industrial trainings help students to understand and improve their skills as a professional, make them aware about the working environment of industry and to work on a project. As a result of sincere training process, behavioural changes are observed in the students as regard to their career plans. Effective trainings also bring awareness about necessary professional skills. The rubrics used in the training evaluation process include such observations related to the positive behavioural change and skill requirement awareness.

2.4.3 Student feedback on internships

In training, students work on application-based projects. They learn different technologies and hence improve their professional abilities. Students work in a team in the industry and thus get the experience of working in a group which increases their confidence level. After completion of the training, departments collect students' feedback response to further improve the process.

3. Learning Evaluation

One of the major components of the education system is evaluation. The education process in any discipline of learning concludes with examinations and continuous assessment. The entire effort put in by the teachers on teaching and by the students on learning is centred on desired outcomes, including satisfactory performance in examinations and attainment of course outcomes.

For BBA, BCA, B.Tech, MCA and MBA programmes, the learning evaluation process is based on the applicable University ordinances. It comprises end semester examinations, continuous assessment, minor tests, practical/viva-voce assessment, project/internship/seminar assessment, summer internship report evaluation, project report evaluation and assessment of value-added/skill-enhancement courses as per the approved Scheme of Studies and Examination.

3.1 Evaluation Process BBA / BCA

3.1.1 Theory End Semester (TES) Examination

Question papers for the end semester examination shall be set by paper setters appointed by the Controller of Examinations from a panel of examiners submitted by the HoD of the BoUGS and duly approved by the respective BoUGS. If a question paper is not received in time from a paper setter, the Controller of Examinations shall get the paper set from an alternate examiner from the approved panel. The answer script evaluation shall be conducted in accordance with the procedure established by the University.

3.1.2 Practical End-Semester (PES) Examination

External and internal examiners shall conduct practical and viva voce examinations jointly. The Controller of Examinations shall appoint an external examiner from the approved panel of examiners and an internal examiner shall be appointed by the HoD of the University department or Director/Principal of the affiliated institute, as applicable. If the external examiner appointed by the CoE is unavailable, an alternate examiner from the approved panel shall be appointed as per the ordinance.

3.1.3 Continuous Assessment - Theory & Practical Courses

The continuous assessment shall be evaluated by the teachers of various subjects on the basis of work done during the semester. The BBA Ordinance prescribes the following evaluation weightage for theory and practical courses:

AICTE Course Type	Course Code	Course	L	T	P	Credits	Minors	TCA	TES	PCA	PES	Total Marks
--	--	DSC/PCC/DSE/GE/MDC	3	1	0	4	15	25	60	-	-	100
--	--	--	3	0	2	4	15	10	50	15	10	100
--	--	Workshop/Skill/Hands-on course	2	0	4	4	15	05	30	30	20	100

L-T-P - 3-1-0 or 4-0-0

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	Minors (15 Marks)	Minor-I	50%	7.5
		Minor-II	50%	7.5
2	TCA (Theory Continuous Assessment) 25 Marks	Assignment(s)/Quiz/Class Test/Mini project/Presentations	40%	10
		One Mandatory Class Test	20%	05
		Teacher's Assessment based on performance in class and attendance	40%	10

L-T-P - 3-0-2

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	Minors (15 Marks)	Minor-I	50%	7.5
		Minor-II	50%	7.5
2	TCA (Theory Continuous Assessment) 10 Marks	Assignment(s)/Quiz/Class Test/Mini project/Presentations	40%	4
		One Mandatory Class Test	20%	2
		Teacher's Assessment based on performance in class and attendance	40%	4
3	PCA (Practical Continuous Assessment) 15 Marks	Presentation/Report/Drawing Sheet/Lab Test/Lab Record	60%	9
		Performance in class and attendance	40%	6

L-T-P - 2-0-4

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	Minors (15 Marks)	Minor-I	50%	7.5
		Minor-II	50%	7.5
2	TCA (Theory Continuous Assessment) 05 Marks	Assignment(s)/Quiz/Class Test/Mini project/Presentations	60%	3
		Teacher's Assessment based on performance in class and attendance	40%	2
3	PCA (Practical Continuous Assessment) 30 Marks	Presentation/Report/Drawing Sheet/Lab Test/Lab Record	60%	18
		Performance in class and attendance	40%	12

3.1.4 Project/Internship/Seminar

AICTE Course Type	Course Code	Course	L	T	P	Credits	Minors	TCA	TES	PCA	PES	Total Marks
Project	--	Project-I	0	0	8	4	-	-	-	40	60	100
Project	--	Project-II	0	0	16	8	-	-	-	40	60	100
Seminar	--	Seminar	-	2	-	0	-	100	-	-	-	100
Community/ Summer Internship	--	As per Scheme										

Project/Seminar/Community/Summer Internship - Assessment Break-up

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	PCA (Practical Continuous Assessment) 40 Marks	Project Report and Mid-semester Presentation by the panel of internal examiners	60%	24
		Performance and Attendance by internal/external supervisor	40%	16

3.1.5 Value Added and Skill Enhancement Courses

Course Type	Course	L	T	P	Credits	Minor Tests	TCA	TES	PCA	PES	Total Marks
SEC	Skill Enhancement Course	2	0	0	2	-	100	-	-	-	100
SEC	Skill Enhancement Course	1	0	2	2	-	50	-	50	-	100
SEC	Skill Enhancement Course	0	0	4	2	-	-	-	100	-	100
VAC	Value Added Course	2	0	0	2	-	100	-	-	-	100
VAC	Value Added Course	1	0	2	2	-	50	-	50	-	100
VAC	Value Added Course	0	0	4	2	-	-	-	100	-	100

L-T-P - 2-0-0

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	TCA (Theory Continuous Assessment) 100 Marks	Two Mandatory Class Tests	40%	40
		Assignment(s)/Quiz/Additional Class Tests/Mini project/Presentations	30%	30
		Teacher's Assessment based on performance in class and attendance	30%	30

L-T-P - 1-0-2

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	TCA (Theory Continuous Assessment) 50 Marks	One Mandatory Class Test	40%	20
		Assignment(s)/Quiz/Class Test/Mini project/Presentations	30%	15
		Performance in class and attendance	30%	15
2	PCA (Practical Continuous Assessment) 50 Marks	One Mandatory Lab Test	40%	20
		Project Report/Seminar Presentation/Drawing Sheet/Lab Test	30%	15

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
		Teacher's Assessment based on performance in class and attendance	30%	15

L-T-P - 0-0-4

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	PCA (Practical Continuous Assessment) 100 Marks	Two Mandatory Practical Class Tests	40%	40
		Project Report and Mid-Semester Presentation	30%	30
		Teacher's Assessment based on performance in the semester and attendance	30%	30

3.2 Evaluation Process : B.Tech

3.2.1 Theory End Semester (TES) Examination

Question papers for the end semester examination shall be set by paper setters appointed by the Controller of Examinations from a panel of examiners submitted by the HoD of the BoUGS and duly approved by the respective BoUGS. If a question paper is not received in time from a paper setter, the Controller of Examinations shall get the paper set from an alternate examiner from the approved panel. The answer script evaluation shall be conducted in accordance with the procedure established by the University.

3.2.2 Practical End-Semester (PES) Examination

External and internal examiners shall conduct practical and viva voce examinations jointly. The Controller of Examinations shall appoint an external examiner from the approved panel of examiners and an internal examiner shall be appointed by the HoD of the University department or Director/Principal of the affiliated institute, as applicable. If the external examiner appointed by the CoE is unavailable, an alternate examiner from the approved panel shall be appointed as per the ordinance.

3.2.3 Continuous Assessment - Theory & Practical Courses

The continuous assessment shall be evaluated by the teachers of various subjects on the basis of work done during the semester. The B.Tech Ordinance prescribes the following evaluation weightage for theory and practical courses:

AICTE Course Type	Course Code	Course	L	T	P	Credits	Minors	TCA	TES	PCA	PES	Total Marks
BSC/ESC/PCC	--	--	3	1	0	4	15	25	60	-	-	100
--	--	--	3	0	2	4	15	10	50	15	10	100
--	--	Workshop/Skill/Hands-on course	2	0	4	4	15	05	30	30	20	100

L-T-P - 3-1-0 or 4-0-0

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	Minors (15 Marks)	Minor-I	50%	7.5
		Minor-II	50%	7.5
2	TCA (Theory Continuous Assessment) 25 Marks	Assignment(s)/Quiz/Class Test/Mini project/Presentations	40%	10
		One Mandatory Class Test	20%	05
		Teacher's Assessment based on performance in class and attendance	40%	10

L-T-P - 3-0-2

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	Minors (15 Marks)	Minor-I	50%	7.5
		Minor-II	50%	7.5
2	TCA (Theory Continuous Assessment) 10 Marks	Assignment(s)/Quiz/Class Test/Mini project/Presentations	40%	4
		One Mandatory Class Test	20%	2
		Teacher's Assessment based on performance in class and attendance	40%	4
3	PCA (Practical Continuous Assessment) 15 Marks	Presentation/Report/Drawing Sheet/Lab Test/Lab Record	60%	9
		Performance in class and attendance	40%	6

L-T-P - 2-0-4

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	Minors (15 Marks)	Minor-I	50%	7.5
		Minor-II	50%	7.5
2	TCA (Theory Continuous Assessment) 05 Marks	Assignment(s)/Quiz/Class Test/Mini project/Presentations	60%	3
		Teacher's Assessment based on performance in class and attendance	40%	2
3	PCA (Practical Continuous Assessment) 30 Marks	Presentation/Report/Drawing Sheet/Lab Test/Lab Record	60%	18
		Performance in class and attendance	40%	12

3.2.4 Project/Internship/Seminar

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Project/Seminar/Community/Summer Internship - Assessment Break-up

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	PCA (Practical Continuous Assessment) 40 Marks	Project Report and Mid-semester Presentation by the panel of internal examiners	60%	24
		Performance and Attendance by internal/external supervisor	40%	16

3.2.5 Value Added Courses

Course Type	Course	L	T	P	Credits	Minor Tests	TCA	TES	PCA	PES	Total Marks
VAC	Value Added Course	2	0	0	2	-	100	-	-	-	100
VAC	Value Added Course	1	0	2	2	-	50	-	50	-	100
VAC	Value Added Course	0	0	4	2	-	-	-	100	-	100

L-T-P - 2-0-0

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	TCA (Theory Continuous Assessment) 100 Marks	Two Mandatory Class Tests	40%	40
		Assignment(s)/Quiz/Additional Class Tests/Mini project/Presentations	30%	30
		Teacher's Assessment based on performance in class and attendance	30%	30

L-T-P - 1-0-2

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	TCA (Theory Continuous Assessment) 50 Marks	One Mandatory Class Test	40%	20
		Assignment(s)/Quiz/Class Test/Mini project/Presentations	30%	15
		Performance in class and attendance	30%	15
2	PCA (Practical Continuous Assessment) 50 Marks	One Mandatory Lab Test	40%	20
		Project Report/Seminar Presentation/Drawing Sheet/Lab Test	30%	15
		Teacher's Assessment based on performance in class and attendance	30%	15

L-T-P - 0-0-4

Sr. No.	Component	Types of Assessment	% Weightage of Marks	Marks
1	PCA (Practical Continuous Assessment) 100 Marks	Two Mandatory Practical Class Tests	40%	40
		Project Report and Mid-Semester Presentation	30%	30
		Teacher's Assessment based on performance in the semester and attendance	30%	30

3.3 Evaluation Process: MBA / MCA

The MBA/MCA Ordinance follows a Choice Based Credit System and evaluates students through major tests, practical/viva-voce examinations, sessional/internal assessment, summer internship report, project report and semester-end examinations. The performance of students is assessed throughout the semester and converted into equivalent grades as per the University grading procedure.

3.3.1 Major Test (Theory Examination)

Question papers for the end semester theory examination are set by paper setters appointed by the Controller of Examinations from the panel of examiners submitted by the HoD of the Board of Studies and duly approved by the respective BPGS&R. If a question paper is not received in time, the Controller of Examinations may get the paper set from an alternate competent examiner from the approved panel. Evaluation of answer scripts is carried out as per the procedure laid down by the University.

3.3.2 Practical Examination

Practical and viva-voce examinations are conducted jointly by the external and internal examiners. The external examiner is appointed by the Controller of Examinations from the approved panel, and the internal examiner is appointed by the HoD of the Department or Director/Principal of the affiliated institute, as applicable. In case of non-availability of the external examiner, an alternate examiner is appointed by the Controller of Examinations.

3.3.3 Sessional (Internal Assessment)

The internal assessment of students is carried out for 25 marks as per the following criteria:

S. No.	Course Type	Component	Weightage
1	Theory Courses	Minor Test - I	40%
2	Theory Courses	Minor Test - II	40%
3	Theory Courses	Individual Presentation / Viva-Voce / Group Discussion / Quiz / Case Study Discussion / Class Participation	20%
4	Lab Courses	Objective Test / MCQ	20%
5	Lab Courses	Lab Work / Project	60%
6	Lab Courses	Viva Voce / Test	20%

- Wherever the evaluation is through presentation, it shall be carried out by a Committee constituted by the HoD of the concerned Department or Director/Principal of the institute under his/her supervision.
- Every student has to appear in both minor tests. If a student does not take a minor test, he/she shall be awarded zero marks in that test.
- The marks obtained in sessional/practical/theory/seminar/research project are submitted to the Examination Wing, duly signed by the HoD of the Department or Director/Principal of the institute, before the close of the semester examination or by the date fixed by the Controller of Examinations.
- The Examination Wing converts the marks into equivalent grades as per the prescribed grading procedure.

3.3.4 Summer Internship Report Evaluation

Students submit the Summer Internship Report in the prescribed format within one month from the last date of completion of the internship. Students give a presentation on the work done during the internship. Performance out of 25 marks is evaluated on the basis of this presentation by a committee constituted by the HoD of the Department. The remaining 75 marks are evaluated by the external examiner appointed by the Controller of Examinations on the recommendation of the HoD, Board of Postgraduate Studies and Research.

3.3.5 Project Report and Evaluation

Every student is required to submit a research proposal by the end of the Third Semester and pursue it under the supervision of an internal supervisor. The completed Project Report, in the prescribed format, is submitted before the commencement of the Fourth Semester final examinations, as notified by the Controller of Examinations, DCRUST, Murthal.

The Project Report is evaluated by external and internal examiners. The internal assessment is of 25 marks and is done by the concerned supervisor. The external assessment is of 75 marks and is done by an external expert appointed by the University on the recommendations of the HoD, PGBOS.

3.3.6 Display and Record of Marks/Grades

- A class coordinator (faculty) is appointed by the HoD of the Department or Director/Principal of the institute for conducting minor tests, coordinating evaluation work with other faculty members and awarding grades.
- The marks/grade awarded to a student in any particular subject are based on the performance of the student evaluated throughout the semester. The syllabus of minor tests is based on the portion covered in that particular term and the semester examination is based on the entire syllabus.
- The HoD of the Department or Director/Principal of the institute forwards the awards/grades to the Examination Wing within a week after the semester ends and the examination process starts.
- Evaluated answer sheets of minor tests are kept by the department for at least one year. The Examination Wing keeps the evaluated answer sheets of the semester examination for at least nine months.

3.4 Examination Grievance Mechanism

Any complaint regarding the question paper of the end-semester theory examination shall be submitted by the student(s)/teacher through the HoD of the Department/Director/Principal of the Institution within seven days of the examination to the office of the Controller of Examinations. The Examination Grievances Committee comprises the Dean of Faculty as Chairperson, HoD of the Department offering the course as Member, Convener CCC as Member, and Controller of Examinations/his nominee as Member-Secretary. The Committee examines the complaint and submits a report with specific recommendations regarding re-examination or award of grace marks, along with justification, to the Controller of Examinations within seven days. The Vice-Chancellor is the final authority for decision based on the recommendation of the Committee.

4. Monitoring and Remedial Measures

4.1 Attendance Clause

The following provisions shall be followed as per University Norms.

- 4.1.1** Students of the programme are expected to attend every lecture, tutorial and practical class scheduled for them.
- 4.1.2** Students must have a minimum attendance of 75% of the total number of classes, including lectures, tutorials and practical classes, held in each subject up to the last day of teaching of the semester.
- 4.1.3** The attendance percentage of a candidate shall be calculated from the date of admission or from the first day of the semester, whichever is later.
- 4.1.4** The HoD of the department may condone an attendance deficiency up to 10% for reasons to be recorded. Such relaxation may be granted on production of valid documents for authorised sports, cultural or

technical activities, medical reasons or other genuine reasons. The documents must be submitted to the HoD within seven days of resuming studies and, in all cases, before the last day of teaching of the semester. Documents submitted after the prescribed deadline shall not be considered.

4.1.5 The Dean Academic Affairs/Director-Principal may allow a further condonation of 5% in severe or compassionate circumstances on the recommendation of the HoD.

4.1.6 While recommending attendance condonation, the HoD shall discourage repeated requests for condonation by the same student.

4.1.7 An additional 10% attendance relaxation may be allowed by the Vice-Chancellor through the Dean Academic Affairs on the recommendation of the concerned HoD only for participation in state, national or international sports events, youth festivals, or State/National level NCC and NSS events, including journey days, subject to the student having attended at least 50% of the classes. Such relaxation shall not be treated as a matter of right.

4.1.8 Maternity leave shall be allowed as per approved University norms.

4.1.9 A student failing to fulfil the required attendance in any subject(s) in a semester shall be detained only in those subject(s) in which the attendance is below the stipulated norms and shall be considered failed due to detention.

4.1.10 The concerned HoD shall issue detention or admission cancellation orders after obtaining approval from the Dean Academic Affairs/Director or Principal, as applicable.

4.2 CO-PO Attainments

These attainments by program students are basic to the monitoring process as satisfactory attainments assure the threshold achievements and poor attainments lead to the design of remedial measures. The evaluation of Course Outcomes is observed through the assessment and evaluation process. The evaluation process includes:

- Internal Evaluation
- University Evaluation

The COs are mapped with POs and PSOs with correlation level of 1 (Low), 2 (Medium), 3 (High) and for no correlation "-" is used. A target level is set for COs attainment for which a sample is as follows.

Setting Course Outcome attainment Targets through Internal Evaluation and University Evaluation

- Attainment Level 1: 50% students scoring 50% marks or more, out of the maximum marks.
- Attainment Level 2: 60% students scoring 50% marks or more, out of the maximum marks.
- Attainment Level 3: 70% students scoring 50% marks or more, out of the maximum marks.

The COs are calculated for theory, practical, projects, industrial training, seminars. The institute follows the evaluation process prescribed by the university for internal evaluation and university examinations.

The delivery of course outcomes in internal evaluation is placed with the help of lectures, quizzes, tutorials, and assignments etc. The measurements of the outcomes are based on the overall performance of the students in the University Exam that are conducted semester wise (twice a year).

4.3 Student Categorisation

The students are categorised in all the programs as slow and advanced learners and specific efforts are put into effect in dealing with requirements of all the students.

4.4 Remedial Classes

Students with learning difficulties like less able to comprehend abstract ideas and concepts, poor memory, poor level of motivation, short span of attention in work situations may encounter failure. Then they tend to have low expectations of themselves and have low aspirations. The objective of remedial classes is to give additional help to pupils who, for one reason or another, have fallen behind the rest of the class. Remedial classes of different subjects are arranged as per the requirement of students. Remedial classes of different subjects are also arranged if the CO/PO attainments are lower than expected.

5. Feedback and Audits

5.1 Student Feedback

Student feedback is collected at end of each semester. The feedbacks are collected online or by HoD. The HoDs discuss the feedback reports with each faculty member and appropriate action/counselling is done to improve on teaching. The feedback analysis is also shared with the Director / Principal. The feedback report is also one of the factors for revising the departmental approach on pedagogy.

5.2 Exit Survey and Alumni Feedback

The student exit surveys are conducted at the end of final year and it focuses on student self appraisal on outcome attainments. An alumni survey is conducted after one year of graduation on the pass out students and proper statistics is gathered which helps the institute to overcome any short comings and enhance the skills that are required the most by the industries. Suggestions are taken from alumni for the betterment of present and future students.

5.3 Teacher Feedback

Feedback from teacher is also important for quality improvement of the programme and the institution. The curriculum, objective of the curriculum, books etc. are analysed on the basis of feedback received from the teachers.

5.4 Parent Feedback

Parent's feedback is also taken about the infrastructure, facilities, academics, program curriculum etc. Parent's feedback has three main objectives:

- Quality improvement of their ward's learning experience.
- To assess the success of academic provision in relation to the expectations of both the parents and the students.
- To provide feedback to the faculties in order to improve delivery and/or content of the curriculum.

5.5 Academic and Administrative Audits

Internal Quality Assurance Cell functions as a body comprising of senior members from various department. A panel of senior faculty members conducts academic audit once in an academic session to verify and provide a feedback on overall program effectiveness. Objectives of academic auditing are:

- To ensure the effectiveness of process in the department.
- To ensure academic accountability.
- To confirm performance in the focal area.

The Head of the Department ensures that the records/documents listed are maintained and accessible for both internal auditors and faculties. The administrative audits are carried out before commencement of each semester to ensure proper availability of semester resources.