2.5.1: Reforms in Continuous Internal Evaluation (CIE) System at the Institutional level

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Response:

The reforms in the CIE system as implemented by the institution are discussed below under the heads of Theory Courses, Laboratory Courses, Seminars, and Projects.

Theory Courses:

Affiliating university guidelines are strictly followed with respect to Continuous Internal Evaluation (CIE) system at institution level. Two internal tests are conducted per semester as per university almanac. The schedules of internal assessments are communicated to students and faculty in the beginning of the semester through institute academic calendar which is prepared based on the university academic calendar.

One week before commencement of internal examinations, time table is displayed keeping in view the common subjects across all departments, so that a common question paper is set for mandatory and audit courses. Question paper is set according to Bloom's Taxonomy norms with question CO mapping in accordance to OBC norms.

There are 4 to 6 Course Outcomes (COs) for each subject. The first CIE question paper is prepared in such a way that 2 to 3 COs are attained, Second CIE another 2 to 3 COs are attained. The COs are not only attained by CIE but also by assignments and tutorials. We have introduced a concept of bench mark test for First year students to familiarize them with CIE and identify the strengths and weakness of students. Two long answer questions and two short answer questions are tested in Bench Mark Test.

University follows Choice based credit system (CBCS) and AICTE Model Curriculum. The marks allotted for CIE are 30 and for University semester end examination are 70. Out of 30 marks allotted for CIE 20 are for test and 10 marks are allotted for assignments/tutorials/quizzes. Average marks of two CIE examinations are considered for final submission to university.

The valuation process has to be completed as per the dates mentioned in the academic calendar. The marks are awarded based on the key prepared and scheme of evaluation. Finally the marks awarded are entered in assessment matrix and submitted to HOD and displayed on the respective departmental notice boards.

Students are allowed to go through the valued answer scripts of internal assessment tests and doubts regarding evaluation are cleared. Internal Test performance is intimated to the parents and slow performers are identified and counseled accordingly.

Laboratory courses:

Internal assessment for laboratory courses is done under two different rubrics: Programming laboratory and Non-Programming Laboratory.

In the programming laboratory the experiments conducted by the students are evaluated according to write-up, process development, and coding, compiling, debugging and process validation.

In the Non-Programming the experiments conducted by the students are evaluated according to observations, calculations, results, graphs and discussion of results.

Seminars:

The seminars are conducted for final year students and evaluated according to the seminar assessment rubric which consists of written report, presentation slides and communication skills.

Projects:

The projects of final year students are assessed based upon the project assessment rubric which consists of following parameters: two scheduled reviews, methodology, analysis, design, planning, results, observations and project write-up.