



## **(A) Title of the Practice: CONTINUOUS EVALUATION OF STUDENTS**

### **1. Goal:**

In professional programmes, with the progression of course; as knowledge base of the students widens, it becomes necessary to nurture their critical thinking and develop their problem solving, analytical reasoning & research-related skills. For this, students should be exposed to different types of assignments which inculcate such skills in them.

### **2. The Context:**

In this fast changing competitive environment, the traditional teaching learning process limits the students to the theoretical knowledge rather than developing the ability to transform this knowledge to skills. Moreover, immediate feedback is not possible in Summative Evaluation. So, it does not give immediate scope for remedial measures. Therefore, students should be given the continuous opportunity to develop their cognitive and research related skills.

With this premise in view, Institute has worked out a detailed and structured system of continuous evaluation where weightage is assigned to different type of assignments. The very purpose of such assignments is to promote collaborative and constructive teaching learning process on continuous basis and inculcate the technical skills in students.

### **3. The Practice:**

- a. Since Academic session 2018-19, Continuous Evaluation System has been enriched, which motivates the students to engage in creative thinking. Linking this system, with internal assessment marks, pushes them towards competitive behaviour amongst their peers.
- b. The Evaluation system has been divided into following four segments.
  - i. (a) Case Study based Power Point presentations-This is based on experiential learning where students are exposed to real life issues and they are required to analyse and evaluate the actions taken, indicating the appropriate actions and suggesting the solutions.  
Further, all other groups of class are also benefitted when one group gives presentation on case study thus synergizing the efforts.

OR

- (b) Review on contemporary trends/issues/events- Students are required to go through any contemporary issues or events in their chosen subject field; analyse them and provide suggestions/ solutions.
  - ii. Class Test (Mandatory stipulation, as per University norms)



- iii. Question Answer based written assignment followed by Viva-voce- This assignment is based on previous years' question papers which exposes them to variety of questions thus helping them to build their concepts further.
- iv. Journal based review of literature on the topics in their area of specialization- This assignment develops the research acumen as they are exposed to various journals on the subject under concern.

Following is the scheme of continuous evaluation:

**For MBA & MCA:**

<b>I. Theory Course</b>	
<b>(i) Continuous evaluation by teacher(s)- 25%</b>	
<b>Particulars</b>	<b>Weightage (Marks)</b>
(a) Case Study Based • Power point presentation	20
(b) Class Test	30
(c) Written Assignment Based-Viva-voce	20
(d) Journal Based-Review of Literature on the topic given from the Journals by the Faculty –Viva- voce	20
<b>(ii) Semester term end examination- 75%</b>	
<b>II. Practical / Laboratory Course</b>	
<b>(i) Continuous evaluation by teacher(s)- 40%</b>	
(1) Class Test	15
(2) Continuous Evaluation (Assignments & Exercises)	15
(3) Internal Assessment (Lab Performance)	10
<b>(ii) Semester term end examination</b>	<b>60%</b>
<b>III. Dissertation / Thesis / Projects</b>	
(i) Assessment by Internal Examiner	40
(ii) Assessment by External Examiner	60

**For BBA:**

<b>I. Theory Course</b>	
<b>(i) Continuous evaluation by teacher(s)- 25%</b>	
<b>Particulars</b>	<b>Weightage (Marks)</b>
(a) Case Study Based • Power point presentation	20
(b) Class Test	30
(c) Written Assignment Based -Viva-voce	20
(d) Journal Based-Review of Literature on the topic given from the Journals by the Faculty –Viva- voce	20
<b>(ii) Semester term end examination- 75%</b>	



<b>II. Practical / Laboratory Course</b>	
<b>(i) Continuous evaluation by teacher(s)- 40%</b>	
(1) Class Test	15
(2) Continuous Evaluation (Assignments & Exercises)	15
(3) Internal Assessment (Lab Performance)	10
<b>(ii) Semester term end examination- 60%</b>	
<b>III. Dissertation / Thesis / Projects</b>	
(i) Assessment by Internal Examiner	50
(ii) Assessment by External Examiner	50

For BA(J&MC):

<b>I. Theory Course</b>	
<b>(i) Internal Evaluation by teacher(s)- 25%</b>	
<b>Particulars</b>	<b>Weightage (Marks)</b>
(a) Review on contemporary trends/issues/events–Viva-voce • Individual Hard copy	20
(b) Class Test	20
(c) Written Assignment Based-Viva-voce • Individual Hard copy	20
(d) Internal Assessment- Journal Based-Review of Literature on the topic given from the Journals by the Faculty - Seminars/Presentations & Class Performance • Individual Hard copy	10
<b>(ii) Semester term end examination- 75%</b>	
<b>II. Practical / Laboratory Course</b>	
<b>(i) Continuous evaluation by teacher(s)- 40%</b>	
(1) Class Test	15
(2) Continuous Evaluation (Assignments & Exercises)	15
(3) Internal Assessment (Lab Performance)	10
<b>(ii) Semester term end examination- 60%</b>	
<b>III. Dissertation / Thesis / Projects</b>	
(i) Assessment by Internal Examiner	50
(ii) Assessment by External Examiner	50

- c. This process is applied for each subject, managed and guided by respective faculty members conducting particular subjects.



#### 4. Evidence of Success:

The above system has resulted in increased confidence, motivation, presentation skills, cognitive skills and research acumen which is evident from the given below comparative study:

Academic Session	No. of students presented the paper in Conference (Pre & Final Round)	No. of papers of students published in Conference Proceedings
2017-18	33	21
2018-19	92	54

#### 5. Problems Encountered and Resources Required:

- a. It is a tedious process as every Faculty has to assess and appraise the performance of every student four times in a semester. Similarly every student has to strictly comply with the schedule so as to be assessed four times in a semester. So it requires high level of punctuality, sincerity, commitment and discipline for both the faculty and student.



## **(B) Title of the Practice: CONFERENCES**

### **Goal:**

Present working professionals are faced with multiple environment dependent problems, for which most optimal solutions have to be found out by them. This calls for problem defining, research on various aspects, identification of alternative options, analysis and zeroing on to best solution. Very frequently, they have to share their findings to get the approvals from their superiors and team mate; before successful implementation. Considering this professional requirement, Institute endeavours to train the managers of tomorrow by exposing them to 04 Conferences every year.

### **The Context:**

Academic gatherings are critical to the creation of knowledge. Research, teaching and service do not take place in isolation; rather every field of knowledge is enhanced by the interactions of academics studying similar, related or even different things in different places. When the students and investigators from various field come together and talk about what they have learned there is tremendous potential for leaps in knowledge and understanding. Academic conferences range in size from small with a very specific focus, to very large with a broader range of fields of study and issues. Preparing for such gatherings is extremely time intensive and requires some experience and a collaborative effort among many individuals. Involvement of the students in such activities helps them to expand their thinking and get involved in participating in the behind the scenes work from the outset of their careers. Starting small and taking on gradually more responsibility is expected of students or managers of tomorrow. The knowledge acquisition and connections made with specialists from various fields, more than compensates for the time it takes to get involved. With this premise in view, Institute endeavours to promote this initiative amongst students as part of their career development.

### **The Practice:**

Institute organizes four conferences (one each in the field of management, IT and Mass Communication) every year. Students are encouraged to participate actively and present their research work. They get an opportunity to benchmark their work against the professionals from academics and corporate. This initiative from the Institute motivates large number of the students to participate. An expert panel is organized, who review the work of the students during the preliminaries and selected research papers are selected for presentations by the students during technical sessions. Panel of judges, evaluates these selected presentations and best three presenters are awarded cash prizes.



**Evidence of Success:**

- a. Institute has conducted so far 12 nos. of International Conferences and 35 nos. of National Conferences on varied subjects related to wide range of social and professional issues of national and global importance.
- b. Live experience offered to the students and their active participation prepares them to successfully face the real life situations in their career. Of late, we are finding that the students are actively registering themselves, as paper presenters. In 2017-18, 33 students presented their paper. However, in 2018-19, it has increased to 92 papers.

**Problems Encountered and Resources Required:**

- a. Quality of the Research papers presented by the students' needs improvement. This is understandable due to the fact that students are still being trained in research methodologies and solution finding techniques.
- b. Conduct of conferences are integral part of co-curricular activities and also are very important part of Research and Development function, additional focus for extending this activity does not involve any special resource investment.