

Guidelines for conduction of Continuous Internal Evaluation (CIE) under CBCS Pattern

Student evaluation is an important process for monitoring the students' academic progress and to ensure attainment of desired learning outcomes of various levels. If planned thoughtfully and executed carefully, evaluation outcomes can be effectively used to improve the learning experiences of the students. Under CBCS pattern, students' evaluations are expected to be conducted as frequently as possible.

Internal evaluation can be graded or non-graded in nature. The purpose of non-graded internal evaluation is to monitor students learning, give timely feedback & corrective feedback, help students to prepare for graded internal evaluations & semester end examinations, ensure the attainment of learning outcomes (both the LOs as stated in prescribe syllabi and POs) and also create an opportunities for overall development. Whereas graded internal evaluations are conducted as per the guidelines given by the Board of Studies of respective subjects. The outcomes of these evaluations are final and the results of these evaluations are used to allot credits and grades and to make a decision to award the degree/s or not.

Thus, the college examination committee had prepared the following guidelines for the conduction of the CIE and share with the faculties for implementation.

1. Discuss the university examination pattern with the students including credits requirement to pass the year/programme, and additional credits.
2. Share the COs, PSOs, and POs with the students before the beginning of each programme/semester to ensure that what the students is expected to gain from a specific course/subject/program.
3. Evaluation can be of different types – diagnostic (pre-assessment), formative (conducted during the course of learning sequence), summative (at the end of learning experience)
4. Plan the CIE to ensure the attainment of COs, PSOs, and POs.
5. Different evaluation techniques can be used to measure the attainment of each CO/PSO/PO. Although, the list of techniques mentioned below is comprehensive but not limited. Teacher can choose the techniques from the given list or apply their creativity to develop new technique.

✓ Maintaining Learning Dairy	✓ Participation in
✓ Unit Test: Descriptive/Objective	seminar/conferences/workshops
✓ Home Assignment	✓ Writing an article, poem, short stories
✓ Tutorials	✓ Preparation of models
✓ Open Book Test	✓ Group discussions
✓ Surprise Test	✓ Study/Industrial visits
✓ Preparing question bank	✓ Participation in departmental
✓ Preparing documentary	

Rayat Shikshan Sanstha's
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<ul style="list-style-type: none"> ✓ Research projects: Individual/Group ✓ Social Surveys ✓ Poster presentation: manually prepared or digital ✓ Presentations: Individual (face-to-face/video), group presentation ✓ Review of research papers/poems/advertisements/drama/short stories/software/equipment 	<ul style="list-style-type: none"> extension activities ✓ Participation in observership/internship programme ✓ Completion of MOOCs ✓ Participation in students extension programme ✓ Attendance ✓ Active classroom participation
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6. CIE can be conducted using different modes, i.e., offline/face-to-face or online/virtual mode.
7. For Non-graded assessment, evaluation can be done by teacher, peer, or by the students themselves
8. As per the NAAC guidelines for E-governance in internal examination, it is important to promote the use of technology in internal evaluations.
9. To promote transparency in internal evaluation prepare grids and rubrics for each course and keep a record with the department, to share with stakeholders if required.
10. Discuss the grids and rubrics with every student to inform them about how their learning will be evaluated at each stage of learning.
11. Prepare the time table of CIE (graded and non-graded) before each semester and share it with the students.
12. Non-graded assessments and graded assessment of 10% marks (5/10/20) out of total marks has to be conducted at the departmental level under the guidance of head of respective department as per the guideline of BoS. For example, for course with 100 marks weightage graded evaluation for 10 marks and for course with 50 marks weightage graded evaluation for 05 marks will be conducted by the department.
13. Only **ONE** graded assessment of 20% marks out of total marks will be conducted at the institutional level under the guidance of principal. For example, for course with 100 marks weightage graded evaluation for 20 marks and for course with 50 marks weightage graded evaluation for 10 marks will be conducted by the college examination committee. The separate time table will be prepared by the college examination committee and shared with students and teachers at least 10 days before the commencement of these exams.
14. Subject teachers should do every evaluation with at most care and un-biased manner.

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15. The results of CIE have to be declared by the department within 10 days from the last day of internal exam.
16. Each department has to organize OPEN DAY share students' performance with them and their parents and to respond to their grievances regarding CIE, if any.
17. The record of CIE and OPEN DAY has to be maintained at the departmental level and can be shared with the college examination committee when required.
18. Supplementary CIE will be conducted under special conditions with the permission of principal for those students who remain absent for the CIE due to medical reasons or they were representing college in sports/cultural/NSS/NCC activities during the days of CIE. But they have to inform the concern head of department with an application prior to conduction of CIE. This supplementary exam will be conducted at the departmental level and the report of same will be communicated to college examination committee with seven days from the last day of exam.
19. Subject teacher has to ensure that all students enroll for this subject has participated in CIE and make sure no student is left behind.
20. Subject teacher has to submit the mark of CIE to SPPU, Pune through online portal when notified by the university.

Dr. Ezaz Shaikh
College Examination Officer

Dr. K.G. Kanade

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Tentative Schedule of the Continuous Internal Evaluation 2022-23

Month & Year	Class/Stream	Type of Evaluation
July 2022	FYBA/FYBBA/FYBCOM/FYBSC/FYBVOC	Diagnostic Evaluation
August 2022	FYBA/FYBBA/FYBCOM/FYBSC/FYBVOC/ SYBBA/SYBCOM/SYBSC/SYBVOC TYBBA/TYBCOM/TYBVOC	Non-graded Formative Evaluation
September 2022	FYBA/FYBBA/FYBCOM/FYBSC/FYBVOC/ SYBBA/SYBCOM/SYBSC/SYBVOC TYBBA/TYBCOM/TYBVOC/MA-II/MCOM-II/MS-C-II	Non-graded Formative Evaluation
October 2022	FYBA/FYBBA/FYBCOM/FYBSC/FYBVOC/ SYBBA/SYBCOM/SYBSC/SYBVOC TYBBA/TYBCOM/TYBVOC/MA-II/MCOM-II/MS-C-II	Graded Formative Evaluation for 10% of total marks by the subject teacher at the department level
	MA-I/MCOM-I/MS-C-I	Diagnostic Evaluation
	SY & TY BA/TYBSC	Non-graded Formative Evaluation
December 2022	FYBA/FYBBA/FYBCOM/FYBSC/FYBVOC/ SYBBA/SYBCOM/SYBSC/SYBVOC TYBBA/TYBCOM/TYBVOC/MA-II/MCOM-II/MS-C-II	Graded Formative Evaluation for 20% of total marks at the institutional level
	SY & TY BA/TYBSC/MA-I/MCOM-I/MS-C-I	Non-graded Formative Evaluation
January 2023	SY & TY BA/TYBSC/MA-I/MCOM-I/MS-C-I	Graded Formative Evaluation for 10% of total marks by the subject teacher at the department level
	SY & TY BA/TYBSC/MA-I/MCOM-I/MS-C-I	Graded Formative Evaluation for 20% of total marks at the institutional level
	FYBA/FYBBA/FYBCOM/FYBSC/FYBVOC/ SYBBA/SYBCOM/SYBSC/SYBVOC TYBBA/TYBCOM/TYBVOC/MA-II/MCOM-II/MS-C-II	Non-graded Formative Evaluation
February 2023	FYBA/FYBBA/FYBCOM/FYBSC/FYBVOC/ SYBBA/SYBCOM/SYBSC/SYBVOC TYBBA/TYBCOM/TYBVOC/MA-II/MCOM-II/MS-C-II	Non-graded Formative Evaluation
March 2023	FYBA/FYBBA/FYBCOM/FYBSC/FYBVOC/ SYBBA/SYBCOM/SYBSC/SYBVOC TYBBA/TYBCOM/TYBVOC/MA-II/MCOM-II/MS-C-II	Graded Formative Evaluation for 10% of total marks by the subject teacher at the department level
		Graded Formative Evaluation for 20% of total marks at the institutional level
	SY & TY BA/TYBSC/MA-I/MCOM-I/MS-C-I	Non-graded Formative Evaluation
April 2023	SY & TY BA/TYBSC/MA-I/MCOM-I/MS-C-I	Graded Formative Evaluation for 10% of total marks by the subject teacher at the department level
		Graded Formative Evaluation for 20% of total marks at the institutional level

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Information Regarding the Evaluation Methods to be used as Continuous Internal Evaluation 2022-23

Class	Methods of Graded Assessment	Methods of Non-graded Assessment
FYBA/BBA/BCOM /BSC/BVOC	<ul style="list-style-type: none"> Home Assignment Tutorials Class Tests 	<ul style="list-style-type: none"> Maintaining Learning Dairy Unit Test: Descriptive/Objective Classroom Attendance Active classroom participation
SYBA/BBA/BCOM /BSC/BVOC	<ul style="list-style-type: none"> Social Surveys Preparing question bank Group discussions Participation as an observer/internship programme 	<ul style="list-style-type: none"> Unit Test: Descriptive/Objective Participation in departmental extension activities Participation in seminar/conferences/workshops
TYBA/BBA/BCOM /BSC/BVOC	<ul style="list-style-type: none"> Group discussions Poster presentation (manual or digital) Participation as an observer/internship programme Review of research papers/poems/advertisements/drama/short stories/software/equipment Development of Webpage/WebApp Model Making Preparation of case studies Interview of the Entrepreneur/Author/scientist/professionals Role Plays 	<ul style="list-style-type: none"> Unit Test: Descriptive/Objective Home Assignment/Tutorials Maintaining Learning Dairy Study/Industrial visits Participation in seminar/conferences/workshops
MA/MCOM/MSC	<ul style="list-style-type: none"> Open Book Test Review of research papers/poems/advertisements/drama/short stories/software/equipment Translation of the work sample of renown authors/poets Participation in proof reading & editorial tasks Review of research Participation as an observer/internship programme Preparation of Research Proposal Preparation of case studies Model Making Presentation of research papers in conferences Publication of research articles in peer reviewed/UGC care listed journals 	<ul style="list-style-type: none"> Surprise Test Maintaining Learning Dairy Completion of MOOCs Preparing documentary Participation in departmental extension activities Presentations: Individual (face-to-face/video), group presentation Preparing the mind maps/tree-diagram Mentoring UG students

NOTE: Teacher can add new/other methods to the above list with the permission of the head of department.

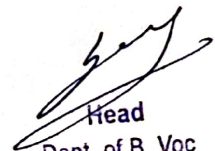
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Rayat Shikshan Santha's
Annasaheb Awate College, Manchar, Tal- Ambegaon, Dist. Pune
B.Voc [Food Processing and Quality Management]
Academic Year 2022- 23

Semester	Class	Subject	Name of the Teacher to Whom Workload assigned	Graded			Non- Graded
				Home Assignment	Written Test	Presentation	Online Test Via ERP Rayat/Google Module
				10 Marks	20 Marks	75 Marks	20/10 Marks
I	FY B.Voc	Basic Communication Skills (FG- 11)	Prof. Walunj S. S.	√	√		√
I	FY B.Voc	Fundamentals of Food Science (FG- 12)	Prof. Patil K. W.	√	√		√
I	FY B.Voc	Human Nutrition (FG- 13)	Prof. Suse S. N.	√	√		√
I	FY B.Voc	Food Chemistry (FSC- 11)	Prof. Wayal S. V.	√	√		√
I	FY B.Voc	Food Microbiology (FSC- 12)	Prof. Ingole D. D.	√	√		√
I	FY B.Voc	Cereal, Legumes and oilseed processing (FSC- 13)	Prof. Wayal S. V.	√	√		√
II	FY B.Voc	Business Communication Skill (FG- 21)	Prof. Walunj S. S.	√	√		√
II	FY B.Voc	Fundamentals of Food Process Engineering (FG- 22)	Prof. Patil K. W.	√	√		√
II	FY B.Voc	Food Additives & Preservatives (FG- 23)	Prof. Suse S. N.	√	√		√
II	FY B.Voc	Fruit and Veg. Processing (FSC- 21)	Prof. Suse S. N.	√	√		√
II	FY B.Voc	Food Packaging (FSC- 22)	Prof. Wayal S. V.	√	√		√
II	FY B.Voc	Industrial Training (FSC- 23)	Prof. Suse S. N.		√	√	√

Graded	Home Assignments on First second unit for each course, each semester
	Written Test on 50% Syllabus for each course, Each semester
Non-Graded	ERP Rayat Exam based on CEC Rules & Regulations





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				Home Assignment	Written Test	Presentation	Online Test Via ERP Rayat/Google Module
				10 Marks	20 Marks	75 Marks	20/10 Marks
III	SY B. Voc	Fundamentals of Financial accounting I (FG-31)	Prof. Bhalekar M. T.	√	√		√
III	SY B. Voc	Food Biochemistry (FG-32)	Prof. Ingole D. D.	√	√		√
III	SY B. Voc	Snack Food Technology (FG-33)	Prof. Wayal S. V.	√	√		√
III	SY B. Voc	Environmental Science	Prof. Suse S. N.	√	√		√
III	SY B. Voc	Spices and Plantation Crops(FSC-31)	Prof. Suse S. N.	√	√		√
III	SY B. Voc	Bakery and Confectionary (FSC-32)	Prof. Patil K. W.	√	√		√
III	SY B. Voc	Industrial Training	Prof. Suse S. N.		√	√	√
IV	SY B.Voc	Fundamentals of Financial accounting II (FG-41)	Prof. Walunj S. S.	√	√		√
IV	SY B.Voc	Plant Hygiene and Sanitation (FG- 42)	Prof. Wayal S. V.	√	√		√
IV	SY B.Voc	Food Laws and Regulations (FG- 43)	Prof. Suse S. N.	√	√		√
IV	SY B.Voc	Meat, Fish and Poultry Processing (FSC- 41)	Prof. Wayal S. V.	√	√		√
IV	SY B.Voc	Dairy Technology (FSC- 42)	Prof. Ingole D. D.	√	√		√
IV	SY B.Voc	Industrial Training (FSC- 43)	Prof. Suse S. N.	√	√		√




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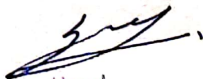


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Semester	Class	Subject	Name of the Teacher to Whom Workload assigned	Graded			Non- Graded
				Home Assignment	Written Test	Presentation	Online Test Via ERP Rayat/Google Module
				10 Marks	20 Marks	75 Marks	20/10 Marks
V	TY B. Voc	Entrepreneurship Development (FG-51)	Prof. Dhone T. E.	√	√		√
V	TY B. Voc	Food Plant Design and Layout (FG-52)	Prof. Suse S. N.	√	√		√
V	TY B. Voc	Snack Food Technology (FG- 53)	Prof. Wayal S. V.	√	√		√
V	TY B. Voc	Industrial Microbiology (FSC-51)	Prof. Ingole D. D.	√	√		√
V	TY B. Voc	Beverage Technology (FSC-52)	Prof. Patil K. W.	√	√		√
V	TY B. Voc	Industrial Training (FSC- 53)	Prof. Suse S. N.		√	√	√
VI	TY B.Voc	Business Management (FG- 61)	Prof. Walunj S. S.	√	√		√
VI	TY B.Voc	Waste management and Utilization (FG- 62)	Prof. Ingole D. D.	√	√		√
VI	TY B.Voc	Design and Development of New Product (FG- 63)	Prof. Suse S. N.	√	√		√
VI	TY B.Voc	Food Quality control and Assurance (FSC- 61)	Prof. Wayal S. V.	√	√		√
VI	TY B.Voc	Mini Project and Marketing (FSC- 62)	Prof. Suse S. N. Prof. Wayal S. V.	√	√		√

Graded	Home Assignments on First second unit for each course, each semester
	Written Test on 50% Syllabus for each course, Each semester
Non-Graded	ERP Rayat Exam based on CEC Rules & Regulations

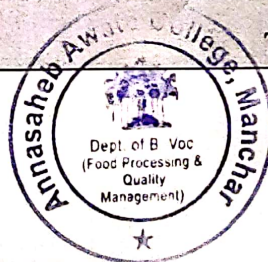


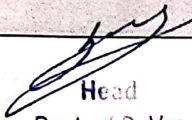

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Presentation Skills (10M)	Regular/constant eye contact, The audience was engaged, and presenters held the audience's attention. Appropriate speaking volume & body language.	Most members spoke to majority of audience; steady eye contact. The audience was engaged by the presentation. Majority of presenters spoke at a suitable volume. Some fidgeting by member(s).	Members focused on only part of audience. Sporadic eye contact by more than one presenter. The audience was distracted. Speakers could be heard by only half of the audience. Body language was distracting.	Minimal eye contact by more than one member focusing on small part of audience. Majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate body language.	No reply to the questions asked by examiner(s).
Content (10M)	The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.	The presentation was a good summary of the topic. Most important information covered; little irrelevant info.	The presentation was informative but several elements went unanswered. Much of the information irrelevant; coverage of some of major points.	The presentation was a brief look at the topic but many questions were left unanswered. Majority of information irrelevant and significant points left out.	Content not related to topic as well as incomplete
Preparedness/ Participation/ Group Dynamics (10M)	All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.	Slight domination of one presenter. Members helped each other. Very well prepared.	Significant controlling by some members with one minimally contributing. Primarily prepared but with some dependence on just reading off slides.	Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating.	It includes none of the following : Detailed idea of project(s) . Outcome/ result of project(s) Team leader/ team member
Report Writing (10M)	Very few spelling errors, correct punctuation, grammatically correct, complete sentences.	Occasional lapses in spelling , punctuation, grammar, but not enough to seriously distract the reader.	Numerous spelling errors, non-existent or incorrect punctuation, and/or severe errors in grammar that interfere with understanding.	Spelling mistakes in report writing, Poor grammar etc.	Missing of the content, Grammatical Mistakes
Presentation / Personalism (5M)	Speaker is appropriately dressed, avoids distracting body language during presentation, comports him/her self professionally throughout the presentation	Speaker is appropriately dressed, generally acts professionally, but exhibits some minor lapses in decorum	Speaker is reasonably dressed, but some lapses in decorum detract from the presentation's impact	Speaker is not dressed appropriately for the audience, does not present him/her self in a serious and professional manner	Given no reply to the questions asked by examiner(s).

Total = 75 M




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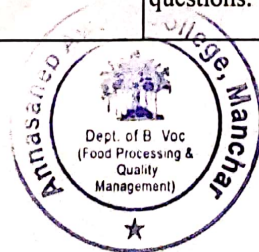
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Department of B.Voc. Food Processing and Quality Management
Academic Year 2022-2023

Industrial Training Presentation Rubrics

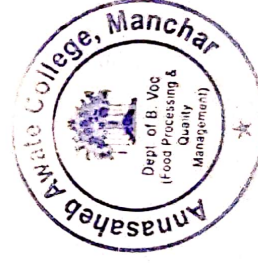
Parameter	Presentation Marking Rubric (Group)				
	10M (Outstanding)	8M (Excellent)	6M (Good)	4M (Fair)	2 M (Poor)
Safety & Techniques (10M)	Has the safety rules and procedures included in his/her routine. Can make a case for the choice of research Techniques if needed	Works in accordance with the safety rules and procedures. Uses the common used research techniques correct.	Must be reminded several times to the safety rules and procedures. Has less knowledge about common used research techniques	Not Following no safety rules and procedures included in his/her routine Can't make a case for the choice of research techniques if needed	No safety rules followed Doesn't determine on his/her own which research technique is most appropriate
Visual Appeal (10M)	There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide. Visually appealing/engaging.	There are some errors in spelling, grammar and punctuation. Too much information on two or more slides. Significant visual appeal.	There are many errors in spelling, grammar and punctuation. Too much information was contained on many slide	There are many errors in spelling, grammar and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal.	No demonstration of work done in the industry and no understanding of project objectives.
Comprehension (10M)	Extensive knowledge of topic. Members showed complete understanding of assignment. Accurately answered all questions posed.	Most showed a good understanding of topic. All members able to answer most of audience questions.	Few members showed good understanding of some parts of topic. Only some members answered questions.	Presenters didn't understand topic. Majority of questions answered by only one member or majority of information incorrect.	Errors in topic related issues



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Department of B. Voc. Food Processing and Quality Management
Academic Year 2022-2023
Grading Rubric for Oral Exams (Midterm and Final)

Parameter	1	0.75	0.50	0.25	Marks
Overall Understanding	Shows a deep/robust understanding of the topic with a fully developed argument per the categories below	Shows a limited understanding of the topic, not quite a fully developed argument per the categories below	Shows a superficial understanding of the topic, argument not developed enough per the categories below	Shows no understanding of the topic and no argument per the categories below	1
Argument	Clearly articulates a position or argument	Articulates a position or argument that is incomplete or limited in scope	Articulates a position or argument that is unfocused or ambiguous	Does not articulate a position or argument	1
Evidence	Presents evidence that is <i>relevant and accurate</i>	Presents evidence that is <i>mostly relevant and/or mostly accurate</i>	Presents evidence that is <i>somewhat inaccurate and/or irrelevant</i> ,	Presents <i>a lot of inaccurate and/or irrelevant</i> evidence	1
Implications	Fully discusses the major implications of the argument or position	Adequately discusses some of the major implications of the position	Discusses minor implications (missing the major ones)	Doesn't discuss the implications of the argument or position	1
Structure	There is logic in the progression of ideas	There are a few areas of disjointedness or intermittent lack of logical progression of ideas	Ideas are somewhat disjointed and/or do not always flow logically, difficult to follow	Ideas are disjointed and/or do not flow logically, hence argument is very difficult to follow	1
Total = 5					

Note: The allocation of marks will be changed as per in that specific criteria.



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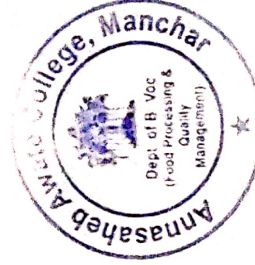
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Department of B.Voc. Food Processing and Quality Management
Academic Year 2022-2023

Grading Rubric for Oral Exams (Midterm and Final)

Dimensions	A 1.00	B 0.75	C 0.50	D 0.25	Marks
Overall Understanding	Shows a deep/robust understanding of the topic with a fully developed argument per the categories below	Shows a limited understanding of the topic, not quite a fully developed argument per the categories below	Shows superficial understanding of the topic, not argument developed enough per the categories below	Shows no understanding of the topic and no argument per the categories below	1
Argument	Clearly articulates a position or argument	Articulates a position or argument that is incomplete or limited in scope	Articulates a position or argument that is unfocused or ambiguous	Does not articulate a position or argument	1
Evidence	Presents evidence that is <i>relevant and accurate</i> Presents <i>sufficient</i> amount of evidence to support argument	Presents evidence that is <i>mostly relevant and/or mostly accurate</i> Presents <i>limited</i> evidence to support argument	Presents evidence that is <i>somewhat inaccurate and/or irrelevant</i> , Does <i>not</i> present enough evidence to support argument, but arguments when prompted	Presents <i>a lot of inaccurate and/or irrelevant</i> evidence Doesn't present enough evidence to support argument, even when prompted repeatedly	1
Implications	Fully discusses the major implications of the argument or position	Adequately discusses some of the major implications of the position	Discusses minor implications (missing the major ones)	Doesn't discuss the implications of the argument or position	1
Structure	There is logic in the progression of ideas	There are a few areas of disjointedness or intermittent lack of logical progression of ideas	Ideas are somewhat disjointed and/or do not always flow logically, making it a bit difficult to follow	Ideas are disjointed and/or do not flow logically, hence argument is very difficult to follow	1
Total = 5					

- Note: The allocation of marks will be changed as per in that specific criteria.




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Annasaheb Awate Arts Commerce And HutatmaBabu Genu Science College, Manchar

Department of BBA-CA

Continuous Internal Evaluation

Class	Se m	Course Name & Code	Graded					Non-Graded					
			Class Test (20)	Home Assignment (10)	Mini project (5)	Case Study (5)	Total Graded (30)	Classroom Interaction (10)	Participation in Field Visit (10)	Open Book Test (10)	Practical Interaction (10)	Online Test (10)	Total Grade (40)
FY BBA- CA	I	CA-101 Business Communicatio n	✓	✓			30	✓		✓		✓	30
	I	CA-102 Principle of Management	✓	✓			30	✓		✓			20
	I	CA-103 C Language	✓	✓			30	✓	✓		✓	✓	40
	I	CA-104 Database Manag. System	✓	✓			30	✓	✓	✓	✓	✓	50
	I	CA-105 Statistics	✓	✓			30	✓		✓		✓	30
	II	CA-201 OB & HRM	✓	✓	✓	✓	30	✓	✓	✓			30
	II	CA-102 Financial Accounting	✓	✓			30	✓		✓			20
	II	CA-203 Business Mathematics	✓	✓			30	✓		✓			20
	II	Ca-204 Relational database	✓	✓			30	✓	✓	✓	✓	✓	50
	II	Ca205 Web Tech. HTML-JS-CSS	✓	✓			30	✓	✓		✓	✓	40

Rayat Shikshan Sanstha's

Annasaheb Awate Arts Commerce And Hutatma Babu Genu Science College, Manchar

Department of BBA-CA

Continuous Internal Evaluation

Class	Sem	Course Name & Code	Graded			Non- Graded					
			Class Test (20)	Home Assignment (10)	Total Graded (30)	Classroom Interaction (10)	Participation in Field Visit (10)	Open Book Test (10)	Practical Interaction (10)	Online Test (10)	Total Grade (40)
SY BBA- CA	III	Digital Marketing	✓	✓	30	✓		✓		✓	30
	III	Data Structure	✓	✓	30	✓	✓	✓	✓		40
	III	Software Engineering	✓	✓	30	✓				✓	20
	III	Angular JS	✓	✓	30	✓	✓	✓	✓	✓	50
	III	Big data	✓	✓	30	✓		✓		✓	30
	IV	Networking	✓	✓	30	✓	✓	✓			30
	IV	Object Oriented Concepts Through CPP	✓	✓	30	✓		✓	✓		30
	IV	Operating System	✓	✓	30	✓		✓			20
	IV	NODE JS	✓	✓	30	✓	✓	✓	✓	✓	50

Department of BBA-CA

Continuous Internal Evaluation

Class	Sem	Course Name & Code	Graded			Non- Graded					
			Class Test (20)	Home Assignment (10)	Total Graded (30)	Classroom Interaction (10)	Participatio n in Field Visit (10)	Open Book Test (10)	Practical Interaction (10)	Online Test (10)	Total Grade (40)
TY BBA CA	I	CA-501 Cyber Security	✓	✓	30	✓		✓		✓	30
	I	CA-502 Object Oriented Software Engineering	✓	✓	30	✓		✓			20
	I	CA-503 Core Java	✓	✓	30	✓	✓		✓	✓	40
	I	CA-504 Python	✓	✓	30	✓	✓	✓	✓	✓	50
	II	CA-601 Recent Trends in IT	✓	✓	30	✓	✓	✓			30
	II	CA-602 Software Testing	✓	✓	30	✓		✓			20
	II	CA-603 Advanced Java	✓	✓	30	✓		✓			20
	II	CA-604 Dot Net Framework	✓	✓	30	✓	✓	✓	✓	✓	50



Rayat Shikshan Sanstha's

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Manchar, Tal. Ambegaon, Dist Pune- 410-503

Accreditation: NAAC-'A' Grade

Founder: Padmabhushan Dr. Karmaveer Bhaurao Patil

Assessment Rubrics

Department of BBA(CA)

Rubrics for Home Assignment (10 Marks)

Criteria	Excellent 2.5	Very Good 2	Good 1.5	Satisfactory 1
Introduction of the given topic and significance	In-depth knowledge about the topic	Comprehension of the topic	Adequate knowledge of the topic	Inadequate Knowledge of the topic
Body of the content and flow of content	Main idea is focused and supported with detailed information	Main idea is clear and supported with general information	Main idea is fairly clear and supported with limited information	Main idea is not clear and random collection of information
Relevance to the content	Relevant and comprehensive information to substantiate the topic given with current updates	Relevant information supported with strong references	Relevant information with sufficient supporting Information	Relevant information with insufficient supporting References
Grammar/ Spelling	Use of precise and descriptive language with no grammar or spelling errors	Use of descriptive language with 3 or 4 grammar or spelling errors	Use of some descriptive language with 5 or 7 grammar or spelling errors	sentences with grammar or spelling errors



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Assessment Rubrics

Department of BBA(CA)

Rubrics for Class test (20 Marks)

Criteria	Excellent 20-18	Very Good 17-15	Good 14-12	Satisfactory 11-8
Explanation	A complete response with detailed explanation	Good solid response with clear explanation	Good response but Exaplanation is unclear	Misses key points
Demonstared knowledge	Shows complete understanding of the questions , ideas and processes	Show substantial understanding of the questions , ideas and process	Response shows some understanding of the questions	Response shows lack of understanding of the questions
Requirements	Goes beyond the requirements of the questions .	Meet the requirements of the questions	Hardly meets the requiremetns of the questions	Does not accurety meets The requirements of Questions



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Assessment Rubrics

Department of BBA(CA)

Rubrics for Mini Project (5 Marks)

Criteria	Excellent 5	Very Good 4	Good 3	Satisfactory 2
Introduction: Approach towards chosen topic	Excellent	Very Good	Good	Not inclined
Objectives	Excellent	Very Good	Good	No idea about the Concept
Conclusion and discussion: attainment of objectives	Excellent	Very Good	Good	Not upto the level
Relevant references	Excellent	Very good	Good	Not included the proper references
Note:	Total Marks will be converted into out of 5			



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Assessment Rubrics

Department of BBA(CA)

Rubrics for case study (5 Marks)

Criteria	Excellent 5	Very Good 4	Good 3	Satisfactory 2
Case Presentation	<ul style="list-style-type: none"> discusses all important aspects of the background of the case identifies all problems in the case 	<ul style="list-style-type: none"> discusses most important aspects of the background of the case identifies most problems in the case 	<ul style="list-style-type: none"> discusses few of the important aspects of the background of the case identifies a few problems in the case 	The presenter(s) does not discuss the aspects, problems of the case and do not demonstrate unique feature of the case.
Solution Options	discusses an in-depth and critical assessment of the facts of the case in relation to available research	discusses a mostly thorough assessment of the facts of the case in relation to available research	discusses a sparse assessment of the facts of the case, and some are not based on available research	The presenter(s) do not discuss a critical assessment of the case and do not present viable options.
Presentation Skills	The presentation is extremely well organized and easy to understand	The presentation is well organized and easy to understand	The presentation is not very well organized. is not always easy to understand	The presentation is confusing and message is not clear



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Assessment Rubrics

Department of BBA(CA)

Rubrics for Classroom Interaction (10 Marks)

Criteria	Excellent 2.5	Very Good 2	Good 1.5	Satisfactory 1
Level of Engagement	Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis	Contributes to class activities by offering ideas and asking questions on a regular basis	Occasionally contributes to class activities by offering ideas and asking questions	Fails to contribute to class activities
Preparedness	Always prepared for class with assignments and required materials	Usually prepared with assignments and required materials	Seldom prepared with assignments and required materials	Consistently unprepared for class
Attitude	Consistently positive, cooperative attitude during class	Usually positive and cooperative with classroom projects and discussions	Seldom actively participates in classroom projects and discussions	Rarely if ever participates in classroom projects and discussions



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Assessment Rubrics

Department of BBA(CA)

Rubrics for Participation in Field Visit (10 Marks)

Criteria	Excellent 2.5	Very Good 2	Good 1.5	Satisfactory 1
Understanding of the Objective	Excellent understanding of the aim of the field visit	Good understanding of the aim of the field visit	Average understanding of the aim of the field visit	Less understanding of the aim of the field visit
Level of participation	Excellent participation with initiative and creativity	Very good participation and with initiative and creativity	Active participation with initiative and creativity	Less participation and initiative
Level of engagement in Field	Excellent level of engagement in terms of field work and collected more supporting data for the analysis	Good level of engagement in field work and collected good amount of supporting data for the analysis	Average level of engagement in field work and collected adequate amount of supporting data for the analysis	Lack of engagement in field work and collected very less amount of data to support the objective of analysis
Documentation and Reporting	Excellent documentation of evidences and on time submission of report with high quality	Very good documentation of evidences and on time submission of report with good quality	Good documentation of evidences and on time reporting	Improper documentation of evidences and late reporting



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Assessment Rubrics

Department of BBA(CA)

Rubrics for Participation in Open Book Test (10 Marks)

Criteria	Excellent 2.5	Very Good 2	Good 1.5	Satisfactory 1
All key elements of the question are covered	Excellent	Good	Poor	Needs major improvement
The content is comprehensive & accurate	Excellent	Good	Poor	Needs major improvement
Sentences are complete, clear and concise.	Excellent	Good	Poor	Needs major improvement
Spelling is correct	Excellent	Good	Poor	Needs major improvement



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Assessment Rubrics

Department of BBA(CA)

Rubrics for Participation in Practical Interaction (10 Marks)

Criteria	Excellent 2.5	Very Good 2	Good 1.5	Satisfactory 1
Instructions followed	Strictly follows the routine procedures	Follows procedures included in the routine procedures	Adopts the routine procedures abruptly	Erratically adopts the routine procedures
Code Efficiency	Run all practical slips successfully	Run average practical slips successfully	Run only 15 marks slips successfully	Run slips but some slips does not work
Data Generation	Generates detailed useable data	Generates sufficient useable data	Generates little useable data	Does not generate useable data

Rayat Shikshan Sanstha's
Annasaheb Awate & Arts, Commerce Hutatma Babu Genu Science College, Manchar
Department of Zoology

GRIDS
2021-22

Class	Semester	Name of the Course	Total Marks	Credits	Methods of Non-graded Assessment with Weightage			Methods of Graded Assessment with Weightage					
					Method 1	Method 2	Method 3	Method 4	Method 1	Method 2	Method 3	Method 4	
	ODD SEMESTER												
FYBSc	I	Animal Diversity I	50	2	Online Unit Tests	Field Visit	Attendance		Class Test	Home Assignment			
FYBSc	I	Animal Ecology	50	2	Online Unit Tests	Field Work	Attendance		Class Test	Home Assignment			
SYBSc	III	Animal Diversity III	50	2	Online Unit Tests	Field Visit	Attendance	Socrative Quiz	Class Test	Home Assignment			
SYBSc	III	Applied Zoology I	50	2	Online Unit Tests	Attendance	Insect Report	Socrative Quiz	Class Test	Home Assignment			
TYBSc	V	Pest Management	50	2	Online Unit Tests	Online Test	Group Discussion	Seminar	Class Test	Home Assignment			
TYBSc	V	Histology	50	2	Online Unit Tests	Online Test	Group Discussion	Seminar	Class Test	Home Assignment			
TYBSc	V	Biological Chemistry	50	2	Online Unit Tests	Online Test	Structure Representation	Peer Teaching	Class Test	Home Assignment			
TYBSc	V	Genetics	50	2	Online Unit Tests	Online Test	Seminar	Peer Teaching	Class Test	Home Assignment			



TYBSc	V	Developmental Biology	50	2	Online Unit Tests	Online Test	Seminar	GD	Class Test	Home Assignment	
TYBSc	V	Parasitology	50	2	Online Unit Tests	Online Test	Participation in Conferences	GD	Class Test	Home Assignment	
TYBSc	V	Aquarium Management	50	2	Online Unit Tests	Online Test	GD	Seminar	Class Test	Home Assignment	
TYBSc	V	Poultry Management	50	2	Online Unit Tests	Online Test	GD	Seminar	Class Test	Home Assignment	



Dr. S. S.

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DEPARTMENT OF ZOOLOGY
CONTINUOUS INTERNAL EXAMINATION 2021-22
RUBRICS/ MODEL ANSWER

Assessment Type : Graded/ Non-graded
Name of the Assessment/ Activity: Home Assignment

Criteria/ Score	Excellent (5)	Very good (4)
Introduction, Body and flow of the content	Relevant content, material sufficient for clear understanding with easy-to-follow sequence with more than 4 references	Relevant content, information presented in logical sequence, easy to follow, sufficient material, 3 references
Organization and Writing skills	Use of precise and descriptive language with no grammar or spelling errors	Use of descriptive language with 2 or 3 grammar or spelling errors
Conclusion	Strong conclusion exhibiting in-depth knowledge on the subject	Recognizable conclusion with supportive suggestions
Timely submission	Punctual in submission	Submission after deadline
Cleanliness	Neat and Clean with diagram	Fairly neat and clean with diagram




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DEPARTMENT OF ZOOLOGY
CONTINUOUS INTERNAL EXAMINATION 2021-22
RUBRICS/ MODEL ANSWER

Assessment Type : Graded / Non-Graded
Name of the Assessment/ Activity: Problem Solving

Criteria/ Score	Excellent (5)	Very good (4)
Understanding of the problem	Complete understanding of the problem	Misinterprets minor part of the problem
Planning a solution	A plan that could lead to a correct solution with no errors	Substantially correct procedure with minor omission
Interpretation	Precise interpretation with excellent explanation and recorded in reference with the problem	Interpretation with good explanation and recorded in reference with the problem
Timely submission	Punctual in submission	Submission after deadline
Cleanliness	Neat and Clean with diagram	Fairly neat and clean with diagram



For. Sr. r
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Department Of Zoology
A.A. College, Manchar

DEPARTMENT OF ZOOLOGY
CONTINUOUS INTERNAL EXAMINATION 2021-22
RUBRICS/ MODEL ANSWER

: Graded/ Non-Graded
Group Discussion

Assessment Type
Name of the Assessment/ Activity

Criteria/ Score	Excellent (5)	Very good (4)	Good (3)	Satisfactory (2)
Level of engagement	8-10 points well distributed throughout the discussion	5-7 points well distributed throughout the discussion	2-4 points somewhat distributed throughout the discussion	1 point
Preparedness and knowledge	Excellent preparation with required materials. Accurate expression of the foundational knowledge.	Good preparation. Express basic foundational knowledge	Good preparation but limited expression of foundational knowledge	Seldom preparation
Attitude and Etiquette in Dialogue with Peers	Consistently positive, cooperative attitude. Always supportive of other students' ideas	Usually positive and Cooperative during Discussions. Often supportive of other students' ideas	Cooperative during discussion. Sometimes supportive of other students' ideas	Seldom actively participates in discussion
Understanding	Outstanding ability to grasp concepts and Relate theory to practice	High level of ability to conceptualize essential ideas and relate theory to practice	Some ability to conceptualize essential ideas and relate theory to practice	Limited ability to draw out concepts and relate theory to practice



for Sr

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A.A.College, Manchar



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DEPARTMENT OF PHYSICS

Continuous Internal Evaluation

Class	Sem	Course Name & Code	Graded					Non-Graded						
			Internal Test (10 Marks)	Home Assignment (5 Marks)	Presentation (20 Marks)	Seminar (5 Marks)	Total Graded	Classroom interactions (10 Marks)	Problem Solving (20 Marks)	Experimental Demonstration (10 Marks)	Participation in DSR (10 Marks)	Participation in Study/Field Visit (10 Marks)	Open Book Test (20 Marks)	Total Non-Graded
FYBSc	I	Mechanics and Properties of Matter(111)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				40
	I	Physics Principles and Applications(112)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				40
FYBSc	II	Heat and Thermodynamics (121)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				40
	II	Electricity and Magnetism (122)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				40
SYBSc	III	Mathematical Methods in Physics -I (231)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				40
	III	Instrumentation (232)	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				40
SYBSc	IV	Oscillations , Waves and Sound (241)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				40
	IV	Optics (242)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				40


P. Gulia
Head

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DEPARTMENT OF PHYSICS

Class	Sem	Course Name & Code	Graded					Non-Graded						
			Internal Test (10 Marks)	Home Assignment (5 Marks)	Seminar (5 Marks)	Poster Making (20 Marks)	Total Graded	Classroom interactions (10 Marks)	Experimental Demonstration (10)	Seminar (10 Marks)	Participation in DSR (10 Marks)	Participation in Study/Field Visit (10 Marks)	Open Book Test (20 Marks)	Total Non- Graded
TYBSc	V	Mathematical Methods in Physics – II(351)	✓	✓			15	✓	✓			✓		30
	V	Electrodynamics (352)	✓	✓			15	✓	✓			✓		30
	V	Classical Mechanics (353)	✓	✓			15	✓	✓			✓		30
	V	Atomics and Molecular Physics (354)	✓	✓			15	✓	✓			✓		30
	V	Computational Physics (355)	✓	✓			15	✓	✓			✓		30
	V	Elements of Materials Science (356-B)	✓	✓			15	✓	✓			✓		30
TYBSc	VI	Solid State Physics (361)	✓		✓		15	✓	✓			✓		30
	VI	Quantum Mechanics (362)	✓	✓			15	✓	✓			✓		30
	VI	Thermodynamics and Statistical Physics (363)	✓	✓			15	✓	✓			✓		30
	VI	Nuclear Physics (364)	✓	✓			15	✓	✓			✓		30
	VI	Advanced Electronics (365-B)	✓	✓			15	✓	✓			✓		30
	VI	Lasers (366-S)	✓	✓			15	✓	✓			✓		30


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DEPARTMENT OF PHYSICS

Rubrics for Experimental Demonstration (10 Marks)

	Excellent 2.5	Good 2	Fair 1.5	Need Improvement 1
Experimental design	Design shows student has analyzed the problem and has independently designed and conducted a thoughtful experiment.	Design shows student grasps the basic idea of the scientific process by conducting experiment that controlled obvious variables.	Design shows student grasps basic idea of scientific process but needs some help in controlling obvious variables.	Design shows student can conduct an experiment when given considerable help by the teacher.
Data Collection	Data was collected and recorded in an orderly manner that accurately reflects the results of the experiment.	Data was recorded in a manner that probably represents the results of the experiment.	Data was recorded in a disorganized manner or only with teacher assistance.	Data was recorded in an incomplete, haphazard manner or only after considerable teacher assistance.
Scientific Results	Explained with convincing clarity the solution to the problem. Information from other sources or other experiments was used	Showed that student understands the results and knows how to explain them.	Showed results of experiment. Conclusions reached were incomplete or were explained only after questioning.	Showed results of the experiment. Conclusions drawn were lacking, incomplete, or confused.
Verbal expression	Speech presented a clearly defined point of view that can be supported by research. Audience interest was considered as were gestures, voice and eye contact.	Speech was prepared with some instructor help but uses experiment's result. Speech was logical and used gestures, voice and eye contact to clarify meaning.	Speech was given after active instruction. Some consideration was given to gestures, voice and eye contact.	Speech was given only after active instruction.
Total out of 10	= (Comment/Observations)			

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DEPARTMENT OF PHYSICS

Rubrics for Study/Field Visit (10 Marks)

	Excellent 2	Good 1.5	Fair 1	Need Improvement 0.5
Preparedness	Well prepared for the visit – visited centre/institutional website, studied the subject matter	Good preparation for the visit – visited centre/institutional website, studied the subject matter	Fairly prepared for the visit – visited centre/institutional website, fairly studied the subject matter	Poorly prepared for the visit – visited centre/institutional website, studied the subject matter
Information of place of visit	Provided detailed information of place of visit – year of establishment, vision & mission, activities & achievements with photographs	Provided partial / incomplete information of place of visit – year of establishment, vision & mission, activities & achievements with photographs	Important information of place of visit – year of establishment, vision & mission, activities & achievements with photographs is missing	Most of important information of place of visit – year of establishment, vision & mission, activities & achievements with photographs is missing
Behavioural Appropriateness	Act & dressed appropriately Paid attention to presenter / guide, Keenly observed the subject matter & surrounding	Act & dressed appropriately, Paid attention on prompt to presenter / guide, observed the subject matter & surrounding	Act & dressed appropriately, Talking during presentations	Act & dressed appropriately, Ignore presenter, Refuses to answer questions
Asking Questions	Asked three Questions	Asked two Questions	Asked One Question	Asked No Questions
Overview of study/field visit	Provided detailed & complete summary of study/field visit experience	Provided partial / incomplete summary of study/field visit experience	Summary of study/field visit experience is vague and worthless to the external readers	Summary of study/field visit experience is missing
Total out of 10	= (Comment/Observations)			

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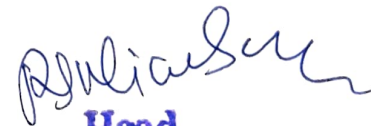
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DEPARTMENT OF PHYSICS

Rubrics for Seminar (5 Marks)

	Inadequate 0.25	Average 0.5	Admirable 0.75	Outstanding 1
Organization of presentation	Hard to follow; sequence of information jumpy	Most of information presented in sequence	Information presented in logical sequence; easy to follow	Information presented as interesting story in logical, easy to follow sequence
Background content	Material not clearly related to topic OR background dominated seminar	Material sufficient for clear understanding but not clearly presented	Material sufficient for clear understanding AND effectively presented	Material sufficient for clear understanding AND exceptionally presented
Methods	Methods too brief or insufficient for adequate understanding OR too detailed	Sufficient for understanding but not clearly presented	Sufficient for understanding AND effectively presented	Sufficient for understanding AND exceptionally presented
Results (figures, graphs, tables, etc.)	Some figures hard to read Some in inappropriate format Some explanations lacking	Majority of figures clear Majority appropriately formatted Reasonably explained	Most figures clear Most appropriately formatted Well explained	All figures clear All appropriately formatted Exceptionally explained
Knowledge of subject	Does not have grasp of information; answered only rudimentary questions	At ease with information; answered most questions	At ease; answered all questions but failed to elaborate	Demonstrated full knowledge; answered all questions with elaboration
Total out of 10	= (Comment/Observations)			


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DEPARTMENT OF PSYCHOLOGY

Continuous Internal Evaluation

Class	Sem	Course Name & Code	Graded					Non-Graded						
			Class Test (20 Marks)	Home Assignment (10 Marks)	Presentation (20 Marks)	Poster Making (20 Marks)	Total Graded	Classroom interactions (10 Marks)	Online Test (20 Marks)	Social Survey (10 Marks)	Participation in DSR (10 Marks)	Participation in Study/Field Visit (10 Marks)	Open Book Test (20 Marks)	Total Non-Graded
FYBA	I	Foundation of Psychology (11221)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			30	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		40
	II	Introduction to Social Psychology (11222)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			30	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		40
SYBA	III	Health Psychology (23223)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			30	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		50
	IV	Positive Psychology (24223)	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	30	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	50
TYBA	V	Industrial & Organizational Psychology (35223)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			30	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		40
	VI	Applied Psychology (36223)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		30	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		50

Dr. Ezaz Shaikh



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DEPARTMENT OF PSYCHOLOGY

Rubrics for Presentation (10 Marks)

	Excellent 2	Good 1.5	Fair 1	Need Improvement 0.5
Planning	Complete outline is presented	Most of outline of presentation is presented	Presentation was outlined somewhat	Board was created but not useful or complete
Content & Organization	Logical sequence of information All essential information is included – example, facts, statistics	Logical sequence of information Most of essential information is included	Some logical sequence of information Some essential information is included, some information is confusing / inaccurate	No logical sequence of information Information is confusing / inaccurate
Multi-media Use & Appearance	Appropriate use of text, graphics, sound, videos, animations Presentation is attractive & appealing to others	Too much of text Most of multimedia elements contribute the presentation Good attempt to make presentation appealing to others	Too much of text Few multimedia elements contribute the presentation Little attempt to make presentation appealing to others	No use of multi-media, distraction from the presentation No attempt to make presentation appealing to others
Delivery	Direct eye contact with audience Holds their attention Appropriate changes in tone of voice	Maintained eye contact with audience for most of time but still return to the notes/slides Holds their attention Satisfactory changes in tone of voice	Poor eye contact with audience Couldn't holds their attention for long Speak in uneven volume	No eye contact with audience Reading from notes/slides Monotones speech
Response to audience	Answers all questions raised by the audience	Answers most of the questions raised by the audience	Answers few questions raised by the audience	Not answering the questions raised by the audience
Total out of 10	= (Comment/Observations)			



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Rubrics for Home Assignment (10 Marks)

	Excellent 2	Good 1.5	Fair 1	Need Improvement 0.5
Organization	High degree of attention to logic and reasoning of points Lead readers to conclusion & stirs thought regarding the topic	Coherent organization of information Logical transition between ideas & paragraphs Overall unity of ideas is present	Coherent organization of information Some points are misplaced & stray away from the topic	Coherent organization of information Most points are misplaced & stray away from the topic
Content Level	Original thinking Ideas are developed with sufficient & firm evidences	Thinking & reasoning applied with original thoughts on most of ideas	Thinking & reasoning applied with original thoughts on few of ideas	Ideas are underdeveloped & unoriginal
Development	All main ideas are well developed Critical thinking is weaved into points	Main ideas are presented in minimal details & development Some critical thinking is present	Few main ideas are presented in minimal details & development Some evidence of use of critical thinking	Ideas lack details Ideas are vague Little evidence critical thinking
Presentation of Information	Appropriate use of diagrams, figures, pictures, tables, maps, etc.	Fair use of diagrams, figures, pictures, tables, maps, etc.	Minimal use of diagrams, figures, pictures, tables, maps, etc.	No use of diagrams, figures, pictures, tables, maps, etc.
Format	Meet all formal & assignment requirements Attention to details Neatly and cleanly assembled with professional look	Meet all formal & assignment requirements Neatly and but have some assemble errors	Meet all formal & assignment requirements Neatly and but have more assemble errors	Meet all formal & assignment requirements Clumsy and have many assemble errors
Total out of 10	= (Comment/Observations)			



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Rubrics for Poster Making (10 Marks)

	Excellent 2	Good 1.5	Fair 1	Need Improvement 0.5
Originality	Several of the graphics used on the poster reflect an exceptional degree of contestant creativity in their creation and/or display Poster depicts an important and original message in a novel, creative manner.	Some of the graphics used on the poster reflect contestant creativity in their creation and/or display Message is not original, but is displayed in a novel and creative manner.	Use of graphics lacks originality and creativity. Message is not original. Method of display is creative, but not novel.	No graphics are used in the submission. Message is not original. Method of display is not creative or original.
Relevance	All graphics are related to the topic and make it easier to understand	All graphics are related to the topic and most make it easier to understand	Most graphics relate to the topic	Most graphics do not relate to the topic
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness	The poster is attractive in terms of design, layout and neatness	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Persuasiveness of the message	Poster conveys a clear and important message in a powerful and persuasive manner	Poster clearly conveys a message	Poster hints at a message	No message is conveyed
Overall Impression	Excellent	Above Average	Average	Below Average
Total out of 10	= (Comment/Observations)			



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DEPARTMENT OF PSYCHOLOGY

Rubrics for Study/Field Visit (10 Marks)

	Excellent 2	Good 1.5	Fair 1	Need Improvement 0.5
Preparedness	Well prepared for the visit – visited centre/institutional website, studied the subject matter	Good preparation for the visit – visited centre/institutional website, studied the subject matter	Fairly prepared for the visit – visited centre/institutional website, fairly studied the subject matter	Poorly prepared for the visit – visited centre/institutional website, studied the subject matter
Information of place of visit	Provided detailed information of place of visit – year of establishment, vision & mission, activities & achievements with photographs	Provided partial / incomplete information of place of visit – year of establishment, vision & mission, activities & achievements with photographs	Important information of place of visit – year of establishment, vision & mission, activities & achievements with photographs is missing	Most of important information of place of visit – year of establishment, vision & mission, activities & achievements with photographs is missing
Behavioural Appropriateness	Act & dressed appropriately Paid attention to presenter / guide, Keenly observed the subject matter & surrounding	Act & dressed appropriately, Paid attention on prompt to presenter / guide, observed the subject matter & surrounding	Act & dressed appropriately, Talking during presentations	Act & dressed appropriately, Ignore presenter, Refuses to answer questions
Asking Questions	Asked three Questions	Asked two Questions	Asked One Question	Asked No Questions
Overview of study/field visit	Provided detailed & complete summary of study/field visit experience	Provided partial / incomplete summary of study/field visit experience	Summary of study/field visit experience is vague and worthless to the external readers	Summary of study/field visit experience is missing
Total out of 10	= (Comment/Observations)			



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Rubrics for Departmental Social Responsibilities (10 Marks)

	Excellent 2	Good 1.5	Fair 1	Need Improvement 0.5
Identification and evaluation of issues	Identifies and evaluates social responsibility/ sustainability issues with exemplary clarity and ethical insight.	Adequately identifies and evaluates social responsibility/ sustainability issues	Limited identification and evaluation of social responsibility/ sustainability issues is evident	No identification and evaluation of social responsibility/ sustainability issues is evident
Identification of a range of stakeholders and their interests	Identifies in detail and insightfully evaluates differing interests and viewpoints of various stakeholders (individual or organisation).	Generally identifies and evaluates differing interests and viewpoints of various stakeholders (individual or organisation)	Limited ability to identify and/or evaluate differing interests and viewpoints of various stakeholders (individual or organisation) is evident.	NO ability to identify and/or evaluate differing interests and viewpoints of various stakeholders (individual or organisation) is evident.
Knowledge of theory/concepts/ frameworks related to Social responsibility	Recognises and demonstrates sophisticated knowledge of theory/concepts/ frameworks	Recognises and demonstrates a reasonable knowledge of theory/concepts/frameworks.	Limited ability to recognise or demonstrate knowledge of theory/ concepts frameworks is evident	No ability to recognise or demonstrate knowledge of theory/ concepts frameworks is evident
Explanation of position/decision/ action	Clearly articulates an explicit, convincing, and reasoned position/ decision/action related to corporate responsibility/ sustainability issues	Adequately articulates a reasoned position/ decision/action related to corporate responsibility/ sustainability issues	Limited ability to articulate a reasoned position/decision/ action related to corporate responsibility/sustainability issues is evident.	No ability to articulate a reasoned position/decision/ action related to corporate responsibility/sustainability issues is evident.
Conclusions, recommendations and/or implications	Appropriate and highly insightful conclusions, recommendations and/or implications which are clearly related to the position/decision/action	Adequate conclusions, recommendations and/or implications which are related to the position/ decision/action.	Very limited ability to identify and present conclusions, recommendations and/or implications.	No ability to identify and present conclusions, recommendations and/or implications.
Total out of 10	= (Comment/Observations)			



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Rubrics for Social Survey (10 Marks)

	Excellent 2	Good 1.5	Fair 1	Need Improvement 0.5
Identification of social issue	Selected significant social issue based on scientific rational and facts	Selected social issue of average significance based on scientific rational and facts	Selected social issue of fair significance based on scientific rational and facts	Insignificant social issue
Survey methodology	Excellent use of survey methodology – sampling, questionnaire design, ICT tools	Good use of survey methodology – sampling, questionnaire design, ICT tools	Fair use of survey methodology – sampling, questionnaire design, ICT tools	Poor use of survey methodology – sampling, questionnaire design, ICT tools
Results	Use of table and graphs to present the results effectively	Use of table to present the results effectively	Results are presented in sentence format	Poorly presented the results
Report	Detailed presentation of report and discussion of findings	Included all important points in report and adequately discussed findings	Included few important points in report and fairly discussed findings	Important points are missing in report Findings are not discussed
Viva	Answer Three out of four questions	Answer Two out of four questions	Answer One out of four questions	Answer No Questions
Total out of 10	= (Comment/Observations)			



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COLLEGE EXAMINATION COMMITTEE

SoP for Submission of Continuous Internal Evaluation (CIE) Marks on SPPU Portal

