

2.5.2 Mechanism of internal assessment

Academic policy

on

Monitoring and Evaluation

Contents

- 1 Academic Monitoring System(AMS)
 - 2 Policy for Theory Subjects
 - 3 Policy for conduction of Lab Practical
 - 4 Policy for Continuous Evaluation
 - 5 Policy for Monitoring of Academics
 - 6 Policy for Students
 - 7 Policy for Time table Preparation
- Annexure A Index list 18

1. Academic Monitoring System and continuous internal evaluation

The academic monitoring system is a monitoring mechanism, designed and deployed by the Institute to identify, track, and drive improvements in the quality of education. Academic Monitoring System provides a simple interface for maintenance of student information. It can be used by educational institutes to maintain the records of students easily. It tracks all the details of a student from the day one to the end of the course which can be used for all reporting purpose, tracking of attendance, progress in the course. At the heart of the monitoring system, is an automated issue reporting and tracking mechanism that ensures complete ownership and accountability among all stakeholders towards measurable improvements in quality of school learning and infrastructure. Several quality parameters are continually measured and tracked.

Continuous internal evaluation process

The continuous internal evaluation (CIE) regulations are governed by the principles of the SCMIRT Assessment and Learning Policy. It recognizes that assessment is an integral part of the learning process and not simply a measurement of it, i.e. assessment of, for and as learning.

The policy encompasses the following five principles:

1. Assessment will promote learning
2. Feedback is a core component of assessment
3. Assessment will be considered at the programme level
4. Assessment will be fair, ethical and learner-centred
5. Good practice will be supported

The Continuous Assessment procedures apply to all elements of student assessment except final examinations. Continuous assessment may include practical exercises and examinations, written assignments, projects, oral presentations, performances, reflective papers, portfolios, work placement assessments and tests, depending on the programme of study and on individual

courses making up a programme.

The function of continuous assessment is to facilitate student learning by:

- Reinforcing and expanding students' learning
- Measuring and certifying students' learning.
- Assessing the students' practical application of course material as well as their theoretical knowledge in each course
- Providing feedback to students
- Providing information on student progress to lecturers
- Motivating students to work throughout the programme.
- Supporting diversity in learning styles among students.

Some of the roles outlined above may be more relevant to particular courses and programmes than others. Outcome-based education committee will develop general strategy on the types of assessment and the proportion of marks to be devoted to each piece of continuous assessment work across the whole programme, in order to achieve a level of consistency across courses and stages within the programme and to ensure that all of the learning outcomes for the programme can be achieved and measured. Any special assessment requirements (content beyond syllabus) and assessment instruments will also be identified and specified. The reasons for implementing any such special arrangements will be specified also

Definition Of Terms

Assessment: Learner assessment (specifically assessment of learning) means inference (e.g. judgement, or estimation or evaluation) of a learner's knowledge, skill or competence by comparison with a standard based on appropriate evidence.

Assessment tool: An assessment task and criteria, along with procedures for its conduct and grading scheme. Each assessment tool is explicitly listed in the relevant course instructor.

Failed Element: A Failed Element is an assessment element which has a specific pass requirement, in addition to that for the course as a whole. Where a course has a Failed Element, this should be indicated on the Approved Programme Schedule (as a Special.

Recoverable continuous assessment element: All assessment is assumed to be recoverable unless indicated in the course descriptor or agreed by the programme board to be non-recoverable.

Non-recoverable continuous assessment element: This is an assessment element which is described as non-recoverable in the course descriptor or by the OBEC. Non-recoverable assessments may occur, where in the opinion of IQAC that:

- i) Participation and attendance in class/group are essential requirements of the assessment or
- ii) The assessment required the setting up of specialist equipment and the assistance of technical support staff which would normally only be afforded to group exercises or
- iii) The assessment is a written examination in which the class group participated as a unit
- iv) It is not feasible or practical to repeat the assessment.

Communication OF Continuous Assessment Information AND Results To

Students At the commencement of the semester/year each student will be given:

- i) A continuous assessment schedule which contains an overview of the compilation of marks for each course as set out in the approved programme schedule and course structure.
- ii) An outline of those elements of the continuous assessment which are nonrecoverable.
- iii) Deadlines for the submission of continuous assessment elements and/or dates of assessment events (e.g. class tests).
- iv) Special regulations that relate to assessment, e.g. elements which have specific pass requirements.

Students will also be given an assessment brief for each individual assessment element, containing the following information (where relevant)

- i) The title of each continuous assessment element to be
- ii) The date on which the work is to be submitted and the procedure for submission of this work

- iii) Any guidelines that the lecturer feels are necessary for the completion of the work
- iv) The criteria to be used for marking the assessment element
- v) The method of feedback to be provided by the lecturer
- vi) Model answers should be provided to the students after the test immediately
- vii) Evaluated answer sheets with feedback should be provided to the students

The results of continuous assessment will be communicated to students within a reasonable period and normally prior to the submission of the next continuous assessment. This will be done in a manner that will ensure the confidentiality of the marks for each student, or in case of group work, confidentiality of the group mark.

Maintenance of Continuous Assessment Records

Responsibility for managing the receipt of assessment rests with the lecturer. Lecturers must maintain accurate and verifiable records of assessment submissions and of continuous assessment marks, in each component for each student in their courses. Such records should be made available to HOD/University on request.

Students will have the opportunity to discuss their cumulative continuous assessment marks for a course on an ongoing basis with their lecturers and are entitled to an explanation of how their overall continuous assessment mark is calculated.

Each lecturer will provide an opportunity for his or her students to view the record of their cumulative continuous assessment marks during the semester.

Every reasonable effort will be made to ensure that all continuous assessment work is completed, submitted and marked prior to the end of the course, so that the mark recorded at this time is the final overall continuous assessment mark in the course.

Notification of legitimate verifiable absence from assessment or late submission of assessment.

A student who is absent from a continuous assessment exercise, or misses an assessment deadline for what he/she considers to be legitimate verifiable reasons and

should inform the lecturer prior to the assessment completion date or as soon as possible thereafter. They must apply in writing to the College Office with supporting /substantiating documentation, where possible, within 10 working days following the date of the assessment or deadline.

Student should provide documentation to support that which he/she considers to be valid reasons for the absence. This should be retained by the College Office.

Late applications will only be considered in the event of an absence from a continuous assessment element where valid reasons for this absence exist and where this absence continues for more than 10 working days after the date of the assessment/deadline. The course lecturer will review the application, decide on the matter and inform the student of the outcome of their application.

Dealing WITH Legitimate Verifiable Absence from Assessment or Late Submission of Assessment

Each application will be considered on an individual basis. Where it is accepted that an absence or non-submission of an assessment is valid, and depending on the circumstances, the nature of the course and of the assessment in question, the lecturer will have discretion to decide which of the following actions will be taken in the case of recoverable assessments

a. If the assessment is not submitted or submitted late:

i. The deadline for submission of the assessment will be extended, without penalty.

b. If the student is absent from an assessment event:

i. The student will be required to repeat the assessment that was missed;

ii. The student will be given an alternative assessment opportunity in lieu of the missed assessment.

In some cases it may not be feasible or practical to repeat the assessment of submit it late, in which case the other continuous assessment elements may be re-weighted for that student to take account of the missing assessment mark.

Dealing with Absences from Continuous Assessments or Non-submission of Continuous Assessments Which Are Not Considered Valid

In this case, a result of zero will be recorded against the student for that element. The detrimental effect of any such absences or non-submissions on the student's overall final assessment mark in a course will be a matter for the appropriate

1. Dealing with the late submission of continuous assessment.

Where a student submits work after the submission deadline without agreement from the lecturer the following provisions will normally apply:

- a. Material submitted four weeks after the due submission date or after the start of the examination period at the end of the relevant semester will not be marked.
- b. The marks awarded to the assessment element will be reduced by 20% for material submitted up to one week following the submission date.

If an assignment is overdue by more than one week but is submitted within four weeks of the due date it should be marked as b above but the maximum mark attainable is 40%.

2. Repeating Continuous Assessment

Students who repeat-attend a course will forfeit their original continuous assessment marks and must take the assessments offered during the repeat attendance. Only the marks awarded, as a result of the repeat assessment and examination will be considered.

Students who are repeating assessment elements without re-enrolling for classes carry forward their marks from the most recent previous considerations of assessment elements that are not being repeated as per the rules of the University.

Reviewing Continuous Assessment Marks

Where a student does not agree with the continuous assessment mark awarded, they may request a review of the mark. Prior to submitting a request for a review, the student should have obtained feedback on the assignment from their lecturer(s) in accordance with the Principle 2 of the Assessment and Learning Policy.

If the student remains unsatisfied with the mark awarded they can appeal the Examination Committee decision in writing using Institute Academic Appeals Process (see Appendix 4 of Marks and Standards), citing the grounds for the appeal. All review requests are followed by an administrative recheck of the recording and calculation of the marks awarded. Following the recheck, the Registrar determines whether an appeal of the academic

decision is warranted. If the Registrar is satisfied that grounds for an appeal are not established, the original mark or grade will stand. If the Registrar determines that an appeal of the academic decision is warranted, they will authorize that the continuous assessment material on which the mark is based is forwarded to the external examiner for review. The decision of the external examiner stands and no further review is permitted.

Appendix I: CA Coversheet

| | |
|--|---|
| Suryadatta College of Management Information Research & Technology, Bavdhan, Pune | Continuous Assessment Coversheet |
| Student Name: | Student Number: |
| Programme: Stage: | Complete Student Checklist: |
| Course: | Re-read brief References and Bibliography Proofread |
| Due Date: No. Pages: | |
| Lecturer's Name: | |
| Assignment No. and/or Description/Topic: | Mode of Submission Softcopy Hardcopy |
| <p>DECLARATION: I declare that: This work is entirely my own, and no part of it has been copied from any other person's words or ideas, except as specifically acknowledged through the use of inverted commas and in-text references; No part of this assignment has been written for me by any other person except where such collaboration has been authorised by the lecturer concerned; I understand that I am bound by SCMIRT Academic Integrity Policy. I understand that I may be penalised if I have violated the policy in any way; This assignment has not been submitted for any other course at SCMIRT or any other institution, unless authorised by the relevant Lecturer(s); I have read and abided by all of the requirements set down for this assignment.</p> <p>Signature..... Date.....</p> | |

1. Continuous Evaluation Process:

There are many parameters by which the performance of a student can be evaluated regularly.

1. Assignments
2. Unit tests
3. Surprise tests
4. Mock Practical exams/Practical oral in every session
5. Seminars/Group Discussion on a specific topic

Extra lectures for weak students and remedial coaching for failed students are conducted.

2. Add-on facilities:

Add-on courses are designed or arranged to bridge the gap between the Industry and existing curriculum which will help the students to become Industry compatible. It is accomplished by arranging,

1. Guest lectures
2. Expert lectures
3. NPTEL lectures
4. Add-on courses
5. Flipped classroom
6. Virtual lab sessions

Staff Audit:

Interdepartmental Staff audit is conducted per semester by IQAC for quality assurance.

Academic summary report which shows status of completion of course conduction is prepared at the end of semester by respective Departmental Academic Coordinator.

Feedback System:

Feedback points out the shortcomings in the existing system. Every stakeholder plays important role by giving correct feedback. Table below focus more

| Sr. No. | Stakeholder | Feedback about |
|----------------|--------------------|---|
| 1 | Students | Teaching and Non teaching staff |
| 2 | Parents | About the overall facilities of department/Institute |
| 3 | Alumni | The curriculum and requirement in the Industry |
| 4 | Industry | How students can be industry compatible? |
| 5 | Advisory Board | About the overall functioning of department/Institute |

3. Attendance Monitoring Process:

Institute follows strict norms to regulate student attendance. Student attendance is beneficial for knowledge acquisition and in-depth understanding of subject. Attendance is rigorously monitored to ensure minimum defaulter students. Daily attendance report, monthly defaulter list, provisional defaulter list and final defaulter list are part of attendance monitoring process.

Parents are informed about ward attendance by regular telephonic calls/SMS.

4. Mentor Scheme:

The Mentor scheme is developed to ensure that the performance of students will improve and their parents should receive complete details of their ward. Some of the functions of Mentor

System are as follows:-

1. A mentor is assigned to a group of students of a class. The same mentor is associated with that group of students till they graduate. The mentor will maintain individual personal information, awards, achievements etc.
2. The students update their mentor if they are facing any issue. Necessary solution can be found out after discussion,
3. Mentor takes a monthly meeting with the students and discuss with them about various topics.
4. The mentor maintains complete record of the students and updates their parents about the developments by regular telephonic call/SMS.
5. Parent meeting is arranged every semester to communicate with them progress of their ward.

2. Policy for Theory Subjects

2.1 Subject Distribution

Teaching work distribution is an important phase in Teaching Learning Process. Appropriate allocation of subjects and practical to teachers improves imparting of knowledge to students and also helps to improve the results.

1. Teaching work distribution involves distributing subjects, practical, seminar, projects etc. It is done at the end of each term. This ensures that, faculty gets sufficient time to thoroughly prepare the assigned subjects and practical and completes the course file before commencement of the next semester.

2. Teaching work distribution should be done as per the norms of UGC. The entire workload of the department for the semester is as prescribed by the University.

3. Senior staff of the department must be encouraged to teach difficult subjects and junior classes as well.

4. Extra lecture/tutorial should be assigned for difficult subjects

The Head of the Department ensures that subject distribution among the departmental staff is fair and according to expertise or trust area of the staff.

□ Extra Tutorial / Lecture / Practical

It is well known that, Teaching Learning through Tutorial is more interactive and involve students participation. This gives freedom to the tutor to create interest and impart essential knowledge and insights about the particular topic of the subject.

Tutorial of 1 hour per subject per batch is to be included for most of the subjects in the teaching load distribution and should reflect in the classroom and lab time table. In case, tutorial is not introduced for a subject, then extra lecture hour or practical hour need to be introduced.

Following methodologies can be used for conducting tutorials:

1. Solving numerical examples
2. Case study based learning
3. Activity based learning (Role play etc.)

2.2 Lecture Preparation

1. Keep lesson plan, session plan & lecture notes and ICT material ready before start of term. Post the study material on Google Classroom or Moodle learning management system.
2. Handwritten Lectures Notes should be prepared. It should be reviewed by peer or HOD.
3. While preparing lecture notes- make use of ONLY Standard text books and reference books. Students should be encouraged to refer good reference books.
4. Prepare subject wise list of standard books, circulate to all colleagues & students. It should be verified by HOD/Academic Committee every semester.
5. While preparing session plan, highlight chapters from standard books, so that students will be forced to refer to these books.
6. Prepare and follow Session Plan for every Lecture.
7. Supplement your Lectures/Practical/Tutorials with brain teasers, quizzes so that student's interest will be maintained in the classroom especially late afternoon sessions.
8. Form a resource pool from or across department. Share lecture notes, assignments, practical etc. across departments.
9. View/Listen/Use MIT Open Course Ware, NPTEL, Khan Academy, Recent research papers, White papers from Industry website for providing Extra Material/Notes to students.
10. Arrange expert lectures by Industry persons on upcoming technology or career opportunities in the respective subject.

2.3 Conduction of Lectures

1. Carry Session Plan and handwritten notes in the classroom
2. Engage class for entire duration of 48 min
3. Reach the classroom 2 min before the schedule. This sends a strong message to students regarding your commitment & makes them to come on time.
4. Allow latecomers to enter class but make them stand in the class
5. Keep the door closed while conducting Lecture/Tutorial so that you can conduct class without interruptions.
6. Ensure readable, large & neat writing on blackboard

7. Make restricted use of the PPTs (no more than 15 min in one Hour) this ensures student participation.

8. Make session interactive by discussing case studies and problem solving.

2.4 Conduction of Tutorials, Homework, Assignments

1. All the Assignments/Tutorials (i.e. numeric problems, software programs) to be solved by respective subject teachers in advance.

2. Make exhaustive list of problems for every assignment.

3. Minimize/Avoid - Describe, Compare and Explain type of questions.

4. Tutorial/Assignments are to be designed such that there is no repetition of questions.

5. Each Tutorial/Assignment must have at least 5 questions.

6. If possible, give batch wise assignments per unit.

7. Make extensive use of standard books for this activity.

2.5 Student Performance Improvement

1. Extra Lectures

1. Identify weak students and arrange extra lectures after college hours.

2. Arrange extra lectures for difficult subjects.

2. Remedial Coaching

1. Decision of conducting remedial classes for subjects should be taken at departmental level in consultation with HOD based on,

a. Difficulty of subject

b. Subject result is decreased compared to previous year result analysis and university result

c. Subject result is below specified threshold (Ex. Result is below 60% etc)

d. For slow learners identified at the beginning of the academic year

2. For every unit prepare question bank using University question papers with model answers and marking scheme.

3. Discuss questions and answers with students in one lecture

4. Conduct one unit test per unit from the question bank. Let's assume, if you have a question bank of 20 questions per unit then prepare a test paper with 8 questions and allow students to solve any five.

5. Conduct 2 remedial lectures per unit.

2.6 Expert Lecture

Academics, Industrial visits, co-curricular activities are important aspect in knowledge building of the students. Along with this, SCMIRT has recognized that there is one more realm where students can learn a lot from expert lectures delivered by experts in their area. Hence, expert lectures plays very important role to understand opportunities, industry perspective of the subject

Following guidelines should be used to arrange the expert lecture in the department

1) At least one 2-hour expert lecture should be organized for every subject delivered by the Industry experts

2) Expert lecture should be conducted by scientist, university professors and Industry experts who have worked on that area. Preferably our experienced alumni should be called as expert.

3) Expert lecture should be conducted on the following topics:

- Content beyond syllabus of the subject
- State of the art and Research opportunities in the subject
- Career opportunities in the subject
- Any other topic based on case study or real life experiences of the experts on the subject

4) HOD of the department should prepare semester wise plan of the expert lecture and should make budgetary provisions before commencement of the semester.

It is the strength of the department to conduct excellent quality expert lectures to improve alumni connection and Industry-Institute Interaction. Hence, Head of the Department should encourage faculty members of the department to conduct excellent quality expert lecture. They can help and guide the staff to identify experienced and renowned experts in the subject.

2.7 Resource pooling

Resource pool is a team of interdepartmental staff members working in same area or subject.

- 1) Resource pool of interdepartmental subject experts should be formed for uniform conduction of courses which are common amongst the departments.
- 2) These subject experts should conduct meeting of respective staff, discuss syllabus and common topics and decide the strategy for conduction of lectures. It is expected to share notes and arrange interdepartmental lecture on topics based on area of expertise by the identified faculty member.
- 3) At least 3 such lectures per department should be conducted within a semester.

2.8 Flipped Classroom

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures/ lecture notes are studied by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.

In short, faculty member will share all the teaching material with the students. Students will use these shared contents and learn the theory at home by themselves. Now after learning the shared contents, students will have some doubts, these doubts and related problems will be solved in the classroom.

It is decided that at least one such flipped classroom lecture to be conducted per subject by every faculty member in their classroom.

Following will be the strategy for the implementation:

1. Identify topic (Lecture) for conduction of flipped class and mention it in Session /Lesson plan
2. Share lecture notes and/or online video lectures with the students and announce, when the shared topic will be discussed in the classroom
3. Students will download the shared contents and will use it to gain the knowledge of the topic and note down the doubts, if any
4. In the classroom, the students will ask doubts on the given topic and faculty member will solve the doubts during the course of discussion

5. Faculty member will give some assignments based on the topic and student will solve it

Outcomes:

1. It increases self-learning ability of students
2. It Improves student involvement in learning and understanding of the subject
3. Grades of students may increase
4. Teacher can judge intellectual level of students based on their understanding

3. Policy for Conduction of Lab Practical

3.1 Experimental Preparation/Setup

1. Assign a Laboratory in-charge for each Lab Course
2. Laboratory in-charge should perform the experiment/ Program on his/her own to ensure setup is ready & functioning well.
3. All equipment should be tested, calibrated and functioning as per the standard and prepare standard operating procedure of each equipment (SOP).
4. Lab assignment list should contain some innovative assignments
5. Ensure lab manuals are updated before the start of every term.
6. The experimental manuals should be neatly typed. It should be error free and reviewed by HOD/Academic Committee.
7. Enrich your practical journals with FAQs on each experiment so that students become ready to face orals exams. Make students write the answers of these FAQs.
8. Add new experimental setup / innovation in practical assignments with the consultation of senior faculty members.
9. Follow the standard procedure for writing Lab Manual Preparation. Keep the uniformity across the department.

3.2 Lab Conduction

1. Staff member should be present in the lab for entire session.

2. Complete practical assignment and its write-up in the stipulated time, so that students (and teacher as well) need not carry the burden till the end of term.
3. Oral should be conducted in a group of 3 students while checking write-up of assignment
4. Avoid poor quality of submission by strict on time assessment.
5. Keep Journals in the custody of lab assistants and ask the students to sit in the Labs for completing the journal, if not completed.

4. Policy for Continuous Evaluation

1. Unit Test

1. Conduct two unit tests in a term.
2. Prepare a comprehensive question bank for each unit and/or experiment and make available to students.
3. Refer previous years University question papers for making question bank.
4. Solve two university question papers and upload it on google classroom/Moodle apps.
5. The questions for the Unit Test should be from the question bank itself.
6. Keep records of performance of the students in class and in Unit Test.
7. Maintain a record of action taken on the results of the Unit Test for improvement (reappear/assignments).

2. Assignments

1. Upload unit wise assignments on Google classroom/ Moodle apps.
2. Timely check the assignments & keep record for evaluation.

3. Practical Assessment

1. Conduct mock Practical/Oral exam as per the academic calendar
2. Detailed time table should be displayed on the departmental notice board
3. There should be a panel of 2-examiners from the same department to evaluate students in mock Practical/Oral exam.

4. Evaluation sheet for mock Practical/Oral exam should contain parameters as suggested by the BOS of their respective department.

5. Conduct oral in every lab session to ensure proper understanding by students.

6. Upload updated practical oral questions with answers on Google Apps

7. Group Discussion/Seminar Presentation

1. Arrange Quizzes, Group Discussions, and Questionnaire Sessions etc for individual student.

2. Schedule student presentations on and beyond syllabus topics.

4. Final Year Project Assessment

1. Final year BBA, BBA(CA), BBA(IB), BSc/MSc, M.Com project should be selected as per the guidelines given in the course curriculum

2. Final year project assessment should be based on the continuous project evaluation sheet and guidelines given by the University

3. Faculty guide of the sponsored project must visit to the place of work once in month to monitor progress of the project

4. Final year project repository can be created in the department which will be useful for next batches. Repository can include,

a. 5-minute video presentation of the project features

b. Identify and encourage students to donate these projects which could be used in labs as demo experiments.

5. Policy for Monitoring Academics

5.1 Responsibilities of Principal/HOD

1. Principal/HOD should daily take round to monitor the lecture.

2. They are encouraged to randomly observe the ongoing classes and monitor quality of the lecture and suggest for improvements

5.2 Responsibilities of Departmental Academic Coordinator:

Maintain departmental Academic file as per given format (Refer Annexure A).

Prepare Departmental Academic Calendar

- Report 5 minutes before commencement of classes and wait in corridor to maintain discipline along with class teacher.
- Make sure that daily attendance report of each class is filled properly before submitting.
- Monitor work of teacher guardian (Mentor) for smooth conduction of academics.
- Conduct audit of course file, Mentor file & G-apps records twice in a semester (at the beginning & at the end) and submit the report.
- Conduct interdepartmental audit per semester.
- Observe lecture conduction of faculty member along with senior faculties.
- Maintain discipline among staff & students.

5.4 Responsibilities of Mentor:

1. Maintain Teacher Guardian Booklet.
2. Maintain batch wise student roll call list
3. Keep contact details of students & parents
4. Record of previous semester result
5. Record of Mentor-Student meeting (Once in a month).
6. Provide information about students to the each teacher whenever required.
7. Student counseling should be done whenever required.
8. Maintain record of monthly defaulter list
9. Send letters to parent for parents meet.
10. Telephonic call record of defaulter students should be maintained.
11. Leave application form of students along with necessary documents should be kept
12. Maintain record of monthly undertakings of defaulter students
13. Maintain data of students achievements
14. Maintain discipline among students.

5.5 Guidelines for Audit conduction:

Staff audit is conducted two times per semester.

1. Pre Semester Audit

It is conducted at the department level by respective academic coordinator along with HODs before the commencement of new semester. Course files including session plan, notes, assignments, lab manual etc. are checked and academic monitoring checklist is prepared.

2. In Semester Audit

Departmental audit should be conducted in the presence of HOD, departmental academic coordinator and IQAC coordinator. It is conducted in the mid of semester for verification of academic activities.

Following files/data should be kept ready at department level:

1. Course files of all staff
2. Hard copy of Lab Manuals
3. Mentor-mentee files
4. Monthly monitoring report file
5. Daily attendance monitoring file
6. Google-Apps verification report
7. Academic Monitoring checklist

Audit report should be submitted to Academic Coordinator with following enclosures:

1. Staff Audit Report
2. Google-apps verification report
3. Academic Monitoring checklist report
4. Monthly monitoring report.

3. End Semester Audit

It is conducted at the end of semester which will ensure conduction of academics as per plan. Academic summary report is prepared by Departmental Academic Coordinator.

Audit Outcomes

1. Quality assurance in Academic Monitoring System.

2. Uniformity in policy implementation throughout the Institute.
3. Area for improvements may be identified.

Corrective Action

The staff is given stipulated time for overcoming the deficiency if any, reflected in their work.

5.6 Responsibilities of Institution Examination Coordinator:

1. Prepare time table of unit Test
2. Provide attendance sheets & answer sheets
3. Circulate format of Question Paper
4. Prepare format for report of action, in case of absentee or failure
5. Maintain record of unit Test.

6. Policy for Students

1. Make use of ONLY Standard text books (called as Bibles of the respective subject). Make use of the standard books on SET,NET, GATE, GRE etc. which do have such high quality questions & most of these are valid for all 4 years.
2. View/Listen/Use NPTEL; MIT OCW (MIT Open Course Ware); Khan Academy; Recent papers published, white papers from industries website for extra material/notes.
3. Always be present on time for every lecture and practical.
4. Always come prepared for every lecture and practical using study material uploaded on google classroom/ Moodle app.
5. Students should perform experiments & complete the write ups in practical session.
6. Regular checking of Files/Journals within the time slots of practical is required.
7. Journals will be kept in the custody of lab assistants and students should sit in the Labs for completing the journal, if not completed.

8. Students should not sit in the corridors and/or on stair case for File/ Journal completion.
9. Submit the Class assignments given by the respective subject teachers within prescribed time.
10. 75% Attendance is compulsory.
11. Reduce the rate of Absenteeism. Take prior permission from Teacher Guardian before leave.
12. Do not spend spare time in - reading newspapers, chatting, talking/texting on mobile or netsurfing. Use this spare time for anything which adds value to your candidature like- reading research journals, reading technical articles from magazines kept in library etc.
13. Maintain discipline in the Institution premises.
14. Wearing Uniform and I-card is mandatory.
15. No use of mobiles in Corridors/College.

7. Policy for Time table preparation

After subject distribution to departmental staff, departmental time table coordinator should prepare following time tables,

- Class time table
- Lab time table
- Individual time table
- Master time table

Following guidelines should be used to prepare all the above time tables,

- 1) Class time table should include Subject, Practical, Seminar, Project, TG slot, TPO lecture and Guest lecture whichever is relevant
- 2) Individual time table must include Subject, Practical, Seminar, Project work load along with slots for TG, Departmental meeting, Library and Research, whichever is relevant

3) There should not be any teaching load during Departmental meeting time slot. Hence, every staff of the department will be free during the departmental meeting.

4) Class and Lab time table should reflect its utilization. Utilization can be calculated as the ratio of total weekly teaching time slot in the class to the weekly academic time

Utilization = Classroom or Lab total hours engaged / Weekly academic time

5) Time table monitoring committee should ensure that,

All the time table must be prepared and class time tables must be displayed on the departmental notice board and institution website before commencement of the semester

Classrooms and labs must be fully utilized for teaching learning and imparting knowledge to the students.

Annexure A: Index list

SURYADATTA COLLEGE OF MANAGEMENT INFORMATION RESEARCH &
TECHNOLOGY,

BAVDHAN, PUNE 411021

Academic Coordinator File Index

INDEX

1. Academic coordination committee.
2. Academic Planner
3. Academic Calendar (Copy enclosed)
4. Class wise time tables & teaching load distribution
5. Class wise Roll call list (Copy enclosed)
6. Mentor-Mentee scheme(Copy enclosed)
7. Departmental Portfolio
8. Display of Monthly Defaulter List
9. Display of unit test marks of all subjects (Copy enclosed)
10. Display of provisional detention list (before term end) calling parents of these students & taking final undertaking of student & parent.
11. Final detention notice on the last day of term end.
12. Staff Audit Report (Pre Sem Audit, End Sem Audit)
13. Record of Guest/Expert lectures/Resource Pooling
14. Record of Visiting lectures
15. Industrial visits
16. Result of University Exam (Summary)
17. Remedial Coaching Time Table
18. Notices

Course File Index

| Sr No | Title | Evidence |
|-------|---|---|
| 1 | Academic Planner | |
| 2 | Department Academic Calendar | |
| 3 | Time Table | Individual & Class Time Table |
| 4 | Institute and Department Vision, Mission, PEOs, POs & PSOs | |
| 5 | Teaching Structure & Syllabus | |
| 6 | CO, PO & PSO | |
| | A. Course Outcomes | |
| | B. CO-PO/PSO mapping | |
| | C. CO-PO/PSO mapping Justification | |
| | D. CO Assessment Tools-Targets Levels | |
| 7 | Course Plan | Hand Written Notes |
| 8 | Theory Attendance Sheet | One sheet per week |
| 9 | List of Practical | |
| 10 | Practical / Tutorial Plan | |
| 11 | Practical Continuous Assessment | One sheet per batch per week |
| 12 | CO assessment data sheet | Question Papers, Assignments, etc. & Three Samples of Answer Sheets & Assignment Sheets |
| 13 | CO attainment | |
| 14 | Content beyond the syllabus for the Contents/Notes with mapping of PO and PSO | |
| 15 | Course End Survey | Analysis Sheet |
| 16 | Activities and Responsibility | |
| 17 | University question papers | |
| 18 | Academic Audit – Theory & Practical | |

Google apps Uploading Format

Create Five Folders per subject on G_apps with following names

1. Subject Material

Content: University syllabus, lesson plan, list of books, question bank with model answers, university question papers.

2. Teaching Material

Content: Create six subfolders. Per unit notes/ppts per folder.

3. Assignments

Content: Separate folder for each assignment

4. Laboratory

Content: Lab manual, Lab List, University Lab list, Oral Question

5. Additional

Content: Content beyond syllabus, white papers, journal papers, NPTL lecture links etc.

Unit Test Index

1. Unit test time table

2. Seating arrangement record

3. Supervision duty chart

4. Summary of Unit test

5. Class wise Unit test Mark sheet

6. Corrective action with proof (sample) attainment of POs and PSOs

