



Process for internal semester question paper setting and evaluation and effective process implementation

1. The computer department conducts two internal assessment tests IA-1 and IA-2 as per the guidelines by university of Mumbai.
2. The IA-1 test covers 40% of the whole syllabus and IA-2 test covers remaining syllabus
3. The questions are mapped with the course outcome of the respective course and Blooms Taxonomy Levels are also considered.
4. The tests are conducted for a maximum of 20 marks.
5. Questions are set to ensure desired standards from outcome perspective as well as learning level perspective.
6. Average marks of both the internal tests are considered for final evaluation therefore both the tests are mandatory and important for students.
7. The duration of the test is one hour.

Process to ensure questions from outcomes / learning levels perspective

Evidence of COs coverage in class test / mid-term tests

1. Internal assessment question paper template is shared by the exam section to all faculty members.
2. Faculty sets the question paper and maps CO's and blooms levels.
3. The question papers were handed over to the exam coordinator in a sealed envelope by the respective subject expert.
4. Each subject in charge makes sure that the desired number of CO's are mapped in the question paper.
5. During the question paper analysis following points are verified
 - COs are correctly mapped as per questions.
 - Bloom's Taxonomy levels are correctly mapped as per questions.
 - Compulsory questions can be mapped to the same or different COs.
 - Questions with options are mapped to the same CO and BT level.
 - Questions are unambiguous and correctly worded as per bloom's taxonomy.
 - Maximum COs and BT levels are covered in the paper.
 - 40% syllabus and remaining syllabus is covered for Internal term test I and II respectively
 - Subject expert prepares a solution for their question paper.

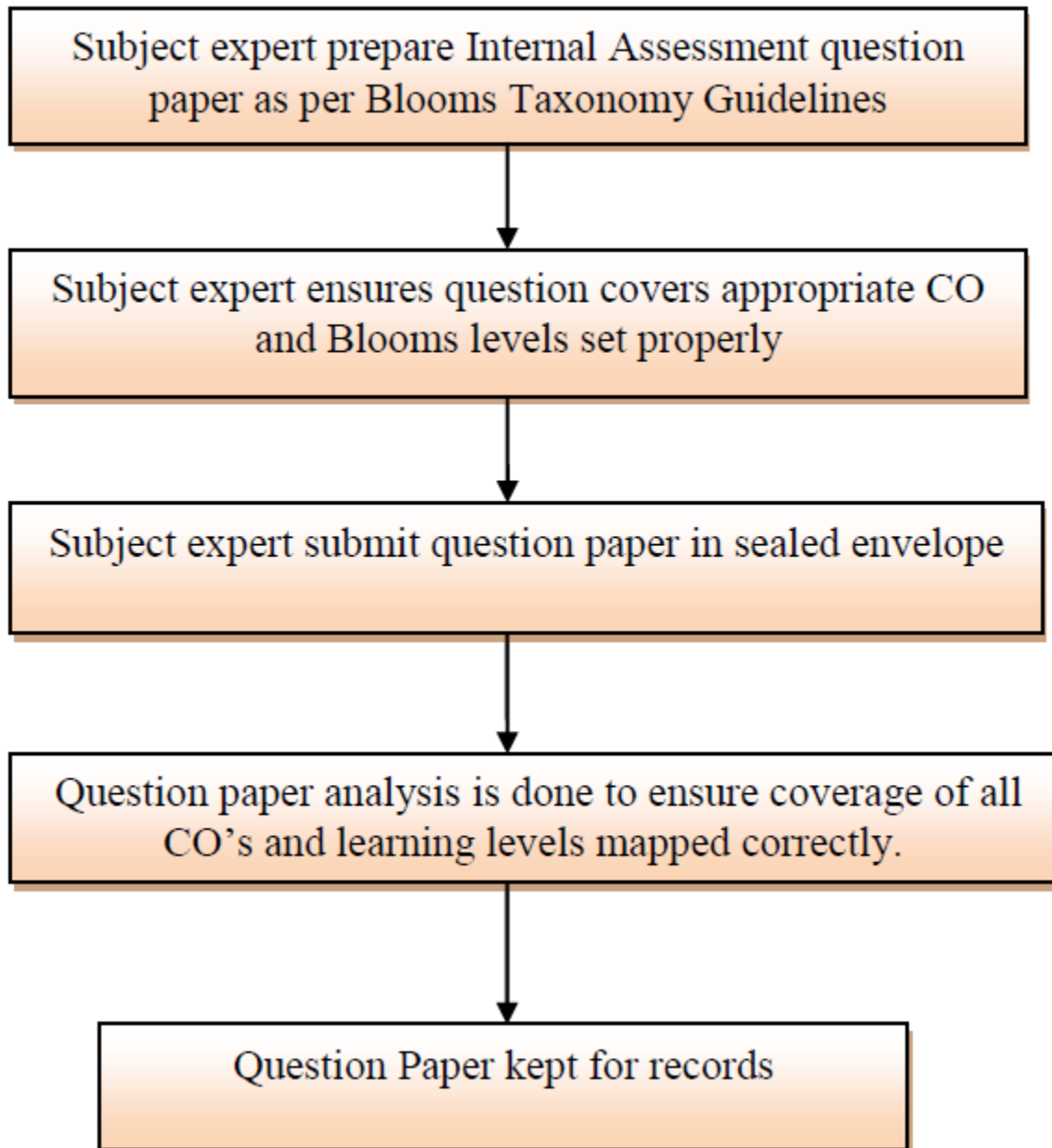


Figure 1: Internal Assessment question paper setting and verification process



Quality of Assignment and its relevance to COs

1. Though the assignments are not mentioned in the curriculum for every course minimum 2 assignments are assigned as a value addition in the Teaching Learning Process.
2. Each faculty sets assignment questions for his / her respective subject.
3. Assignment questions are prepared using Bloom's Taxonomy and mapped to respective CO's.
4. Rubrics are used by individual faculty while checking the assignments.
5. Assignment submission dates announced by the respective faculty members on Google classrooms.

Evaluation

1. The faculty member gives assignments based on the covered syllabus which will help them to solve the questions and enable them to perform well in the final examination.
2. The average of the marks obtained from two assignments is chosen for the internal assessment.
3. Assignments are used as a tool for practice and evaluation & are based purely for the Term work evaluation process.

Impact analysis

- ★ Very good results observed in semester and End Semester examination.
- ★ Improvement in critical thinking and brainstorming skills.
- ★ Contextualization of knowledge.

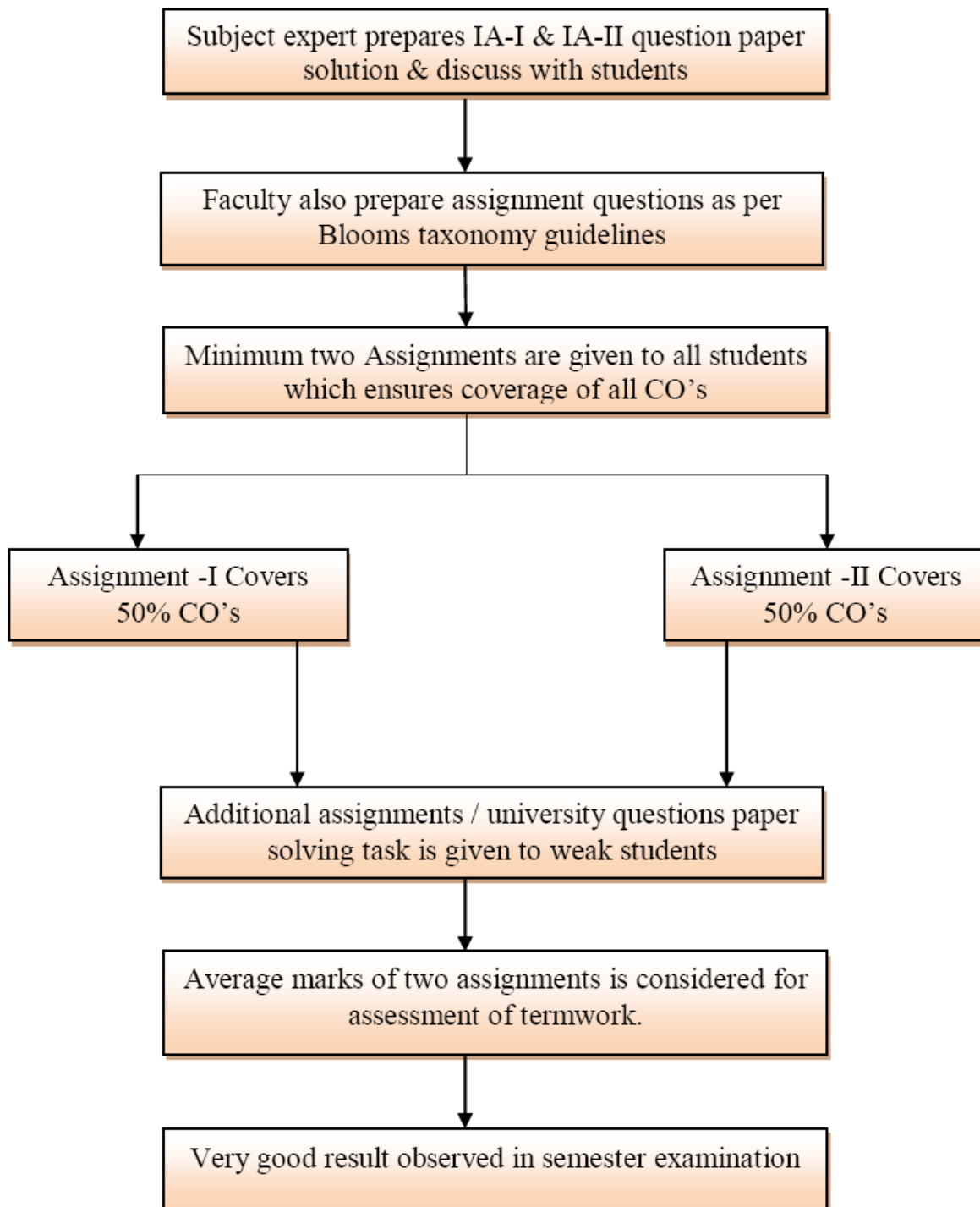


Figure 2.: Process for assignment setting and CO mapping