

F-13
F-18

List of Assessment Tools

S. No.	Assessment Type	Methodology	Objectives
1	Mid-Semester test	It is fixed in the academic calendar. Written test of 60 minutes duration. Predetermined format of the question paper.	Test knowledge at different levels. Questions mapped to course outcomes.
2	Class tests	A written test of a duration of 30 minutes is decided by the faculty during any of the regular class time.	Track the understanding of students.
3	Group Presentations	Presentations on selected topics or field work assigned by the faculty.	Team working skills and opportunity to lead
4	Case discussions (In Group)	A case is selected, and students are given time for presentation	Team working, Critical and analytical thinking, problem-solving
5	Interview company personnel	Students plan and meet a manager in a company and conduct an interview on the company's policies and practices	Relating concepts to actual practice and vice-versa
5	Written case analysis (individual)	A case is selected, and students are given time for presentation	Critical and analytical thinking, problem-solving
6	Viva 6-A-SIP 6-B-Dissertation	For projects and internships after the report is made or in some instances on an assignment	Ability to connect concepts, Articulation skills
7	Assignments-I	Faculty assigned the assignment problem. To gain knowledge from multiple resources	To test higher levels of learning beyond what is possible in a written test
8	Class participation	A small weightage in some courses. Faculty decides to include this participation is recorded by the faculty	To keep the class active, check comprehension and improve articulation skills.
9	Assignments-II	Faculty assigned the assignment problem. To develop knowledge from multiple resources	To test higher levels of learning beyond what is possible in a written test
10	End Term Examination	It is fixed in the academic calendar. Written test of 180 minutes duration. Pre-determined format of the question paper.	Test knowledge at different levels. Questions mapped to course outcomes.
11	Roll Play	A situation is selected, and students are given time for presentation of their assigned role	Critical and analytical thinking, presentation of verbal articulation, logical analysis, reasoning for problem-solving
12	Quiz	10/15 questions are given to assess concept understanding	Relating concepts to actual practice and vice-versa
13	Leadership Lab	Leadership Level measurement	Critical and analytical thinking, problem-solving



1-Rubric for Mid Term Test

Assessment Components	Components Of Evaluation	Marks	Nature Of Examination	BL, CO
Mid-Term Examination	Section – A	10	Short Answer Questions (10 Marks)	1/1
		10	Short Answer Questions (10 Marks)	2/2
	Section – B	10	Short Answer Questions (10 Marks)	1/1
		10	Short Answer Questions (10 Marks)	2/2
Total End-term examinations 20 Marks				



2-Rubrics for- Class Test

Criteria/ Recommended Scores	Excellent 5	Very good 4	Good 3	Satisfactory 2
Content of Topic 1. Write-up 2. Sequence 3. Supportive Literature 4. Journal Reference	Relevant content with excellent logical sequence example with evidence with figures and diagrams	Relevant content with Very good sequence reference example with evidence	Relevant content adequate sequence reference example	Satisfactory content and flow of sequence and no reference



3-Rubric for Group Presentation

Marks	Description
5/5	The presentation demonstrates a depth of understanding by using relevant and accurate detail on the topic. The presentation is thorough and goes beyond what was presented in the group or in the assigned tasks.
4/5	The presentation is centered on the topic , which shows a highly developed awareness of the novel and competent ideas and a high level of conceptual ability .
3/5	The delivery is creative and effective in conveying ideas to the audience. The presenter responds effectively to audience reactions and questions .
2/5	The presentation includes appropriate and easily understood visuals , which the presenter refers to and explains at appropriate moments in the presentation.
1/5	The presentation includes appropriate and somewhat easy to understand visuals , which the presenter refers to and explains .



4-Rubric for Written Case Discussion

Marker for effective writing	Levels of Achievement			
	Opening (1)	Development (2)	Competent (3)	Proficient (4)
I. Meaning and development: ideas, examples, reasons and evidence, point of view	Inappropriate No feasible point of view; little or no evidence; weak critical thinking, providing inappropriate or insufficient examples, reasons, or other Evidence of support	Appropriate develops a point of view, demonstrating some critical thinking; may have inconsistent or inadequate examples, reasons, and other evidence of support; support tends towards general statements or lists	Effective Develop a point of view and demonstrate competent critical thinking; enough Supporting detail to accomplish the purpose of the paper	Insightful The ideas are fresh, mature and extensively developed; insightfully develops a point of view and demonstrates outstanding critical thinking
II. Organization: focus, coherence, progression of ideas, article developed	Disorganized structure Disorganized and unfocused; serious problems with coherence and progression of ideas; weak or non-existent article	Mostly structured Limited organization and focus; may demonstrate some lapses in coherence or progression of Ideas; generally, neither sufficient nor clear enough to be convincing	Structured Generally organized and focused, demonstrating coherence and progression of ideas; presents an article and suggests a plan of development which is mostly carried out	Perceptively Structured. The article presented or implied with noticeable coherence; provides specific and accurate support
III. Language: word choice and sentence variety	Inadequate Displays frequent and fundamental errors in vocabulary; sentences may be simplistic and disjointed	Adequate Developing facility in language use, sometimes uses weak vocabulary or inappropriate usage or word choice; sentence structure tends to be pedestrian and often repetitious	Proficient Competent use of language and sometimes varied sentence structure; generally focused	Refined Choice of language and sentence structure; precise and Purposeful, demonstrating a command of the language and a variety of sentence structures
IV. Conventions: grammar, punctuation, spelling, paragraphing, format	Distracting Errors interfere with the writer's ability to consistently communicate purpose; pervasive mechanical errors obscure meaning; inappropriate format	Fundamental errors interfere with the writer's ability to communicate purpose; contains an Accumulation of errors; some weakness in format	Controlled Occasional errors do not interfere with the writer's ability to communicate purpose, generally appropriate format	Polished Control of conventions contributes to the writer's ability to communicate purpose; free of most mechanical errors; appropriate format



5-Rubrics for- Interview Company Personnel

(Rate the answer to each question using the following rubric)

Unsatisfactory (1)	Developing (2)	Strong (3)	Exceptional (4)
Unable to come up with an example Unaware of what they don't know. Lacks the desire to continue learning.	Shows some related experience or preparation, but no clear example and outcome Can identify areas of development but sees those areas as fixed. Does not embrace new challenges. Shows some evidence of engaging in ongoing learning opportunities, but not consistent.	Specific example to the question or shows related experience or preparation Acknowledges role in past failures/mistakes. Embraces new challenges when needed. Understands what they don't know. Expresses a desire to learn and grow in certain situations. Seek help.	Specific and detailed example to the question Actively listens to others/seek out different points of view. Articulates what they've learned from past failures/ mistakes. Demonstrates how they've changed their behavior. Seeking out new challenges and learning opportunities. Acknowledges their own limitations.



6-Rubric For Summer Internship

Sl. No	Evaluation Parameters	Marks
1	Weekly Reports and Interaction	20
2	Time Utilization	10
3	Report Evaluation	30
4	Viva Voce	30
5	Company Feedback	10
TOTAL		100



6B-Rubric for Dissertation

Criteria	Weightage	Excellent (9-10)	Good (7-8)	Satisfactory (5-6)	Needs Improvement (0-4)
1. Weekly Reports and Interaction	20%	Submits detailed, insightful reports on time; actively engages in discussions and feedback.	Reports are mostly complete and timely; engages in discussions with minor gaps.	Reports are somewhat inconsistent; minimal participation in discussions.	Reports are incomplete or missing; little to no interaction.
2. Time Utilization	10%	Manages time effectively; consistently meets deadlines and objectives.	Generally effective with time; meets most deadlines.	Occasionally struggles with deadlines; needs improvement in time management.	Poor time management; frequently misses deadlines.
3. Report Evaluation	30%	Reports are comprehensive, well-structured, and insightful; free from major errors.	Reports are well-prepared but may lack depth or contain minor errors.	Reports are basic with some structure issues; requires improvement in clarity and depth.	Reports are poorly structured, lack clarity, and contain significant errors.
4. Viva Voce	30%	Demonstrates in-depth understanding; communicates clearly and confidently.	Good understanding with minor gaps; communicates well.	Basic understanding; some difficulty in articulation.	Limited understanding; struggles with communication.
5. Internal Guide Feedback	10%	Receives highly positive feedback; exceeds expectations.	Positive feedback with minor improvement areas.	Satisfactory feedback with noted improvement areas.	Negative feedback; needs significant improvement.

Assessment	Assessment Tools	CO Mapping	PO Mapping	Marks (100)
Internal (30%)	Review 1	CO1, CO2	PO1 to PO5	10
	Review 2	CO3, CO4		15
	Review 3	CO5		15
External (70%)	Project Report	CO1, CO2, CO3, CO4, CO5	PO1 to PO5	20
	Oral Presentation & Viva Voce			40
Total Marks		100		



6A-Rubric for SIP

Criteria	Weightage	Excellent (9-10)	Good (7-8)	Satisfactory (5-6)	Needs Improvement (0-4)
1. Weekly Reports and Interaction	20%	Submits detailed, insightful reports on time; actively engages in discussions and feedback.	Reports are mostly complete and timely; engages in discussions with minor gaps.	Reports are somewhat inconsistent; minimal participation in discussions.	Reports are incomplete or missing; little to no interaction.
2. Time Utilization	10%	Manages time effectively; consistently meets deadlines and objectives.	Generally effective with time; meets most deadlines.	Occasionally struggles with deadlines; needs improvement in time management.	Poor time management; frequently misses deadlines.
3. Report Evaluation	30%	Reports are comprehensive, well-structured, and insightful; free from major errors.	Reports are well-prepared but may lack depth or contain minor errors.	Reports are basic with some structure issues; requires improvement in clarity and depth.	Reports are poorly structured, lack clarity, and contain significant errors.
4. Viva Voce	30%	Demonstrates in-depth understanding; communicates clearly and confidently.	Good understanding with minor gaps; communicates well.	Basic understanding; some difficulty in articulation.	Limited understanding; struggles with communication.
5. Company Feedback	10%	Receives highly positive feedback; exceeds expectations.	Positive feedback with minor improvement areas.	Satisfactory feedback with noted improvement areas.	Negative feedback; needs significant improvement.

Assessment	Assessment Tools	CO Mapping	PO Mapping	Marks (100)
Internal (30%)	Review 1	CO1, CO2	PO1 to PO5	10
	Review 2	CO3, CO4		15
	Review 3	CO5		15
External (70%)	Project Report	CO1, CO2, CO3, CO4, CO5	PO1 to PO5	20
	Oral Presentation & Viva Voce			40
Total Marks				100



7-Rubrics for- Assignment

Criteria/ Recommended Scores	Excellent 5	Very good 4	Good 3	Satisfactory 2
Content of Topic 1. Write-up 2. Sequence 3. Supportive Literature 4. Journal Reference	Relevant content with excellent sequence with more than 15 references (Journal and Book) Schematic diagram	Relevant content with Very good sequence 5 to 10 Journal & Book references	Relevant content adequate sequence less than 5 references	Satisfactory content and flow of sequence and no reference



8-Rubrics for Class Participation

Criteria	Levels of achievements
1. Knowledge/ Ideas/	1. <i>Exemplary</i> (5): Explored current knowledge; presented innovative ideas; relevant content; constructive thoughts; informative and impressive. 2. <i>Proficient</i> (4): Explored current knowledge; presented innovative ideas; constructive thoughts; informative and impressive. 3. <i>Competent</i> (3): Explored current knowledge; presented innovative ideas; informative and impressive. 4. <i>Moderate</i> (2): Simple ideas; just prepared and presented 5. <i>Improve</i> (1): Simple ideas; Incompetent.
2. Applications	1. <i>Exemplary</i> (5): Application of technical knowledge- highly professional; outcome based; applied according to the environment efficiently; responded to the questions; economical and time saving. 2. <i>Proficient</i> (4): Application of technical knowledge- professional; outcome based; applied according to the environment; responded the questions. 3. <i>Competencies</i> (3): Application of technical knowledge- just professional; somewhat outcome based; responded a few the questions. 4. <i>Moderate</i> (2): Just attempted; inadequate applications. 5. <i>Improve</i> (1): Simple applications; inappropriate.
3. Style	<i>Exemplary</i> (5): Handled the words brilliantly; impressive voice; effective facial expressions; unique style; focused thoughts. <i>Proficient</i> (4): Handled the words brilliantly; impressive voice; unique style. <i>Competent</i> (3): Handled the words properly; impressive voice; effective facial expressions; unique style. <i>Moderate</i> (2): Mechanical; ineffective. <i>Improve</i> (1): Just presented.
4. Voice/ accent/volume	<i>Exemplary</i> (5): Audible; pleasant; modulation; lovely tone; clarity. <i>Proficient</i> (4): Audible; pleasant; modulation; clarity. <i>Competent</i> (3): Audible; pleasant; modulation. <i>Moderate</i> (2): Audible; simple. <i>Improve</i> (1): Simple.
5. Attributes	<i>Exemplary</i> (5): Positive body language; natural state; firm; flexible; consistent and casual eye contact. <i>Proficient</i> (4): Positive body language; natural state; firm; eye contact. <i>Competent</i> (3): Positive body language; natural stature; firm. <i>Moderate</i> (2): Natural stature; firm inadequate body language. <i>Improve</i> (1): Just presented; improper body language.



9-B-Rubrics for- Assignment-2

Criteria/ Recommended Scores	Excellent 5	Very good 4	Good 3	Satisfactory 2
Content of Topic 1. Write-up 2. Sequence 3. Supportive Literature 4. Journal Reference	Relevant content with excellent sequence with more than 15 references (Journal and Book) Schematic diagram	Relevant content with Very good sequence 5 to 10 Journal & Book references	Relevant content adequate sequence less than 5 references	Satisfactory content and flow of sequence and no reference



10-Rubric For End-Term Examination

Assessment Components	Components Of Evaluation	Marks	Nature Of Examination	BL/CO
End-Term Examination	Section – A	20	Short Answer Questions Needed to be attempted: (4Q x 5 Marks) Given: (5Q x 5 Marks)	1/1-1/2
	Section – B	20	Long Answer Question Needed to be attempted: (2Q x 10 Marks) Given: (3Q x 5 Marks)	2/3-2/3
	Section – C	30	Case Study/Logical / Numerical Analysis Needed to be attempted: (2Q x 15 Marks) Given: (3Q x 15 Marks)	4/5/6-4/5
Total End-term examinations 70 Marks				



11-Rubrics for Roll Play -Communication Skills Rubric

	Proficient	More Proficient	Most Proficient
Eye contact	Speakers display minimal eye contact with audience. Students sometimes read notes.	Speakers hold the attention of the entire audience with the use of direct eye contact most of the time. Students rely on notes for prompting only.	Speakers hold the attention of the entire audience with the use of direct eye contact. Students rely on notes for prompting only.
Poise	Speaker sometimes stands up straight. Displays mild tension; have trouble recovering from mistakes. Very little movement or descriptive gestures.	Speaker stands up straight. Makes minor mistakes but quickly recovers from them; displays little or no tension. The movements seem fluid and help the audience visualize.	Speaker stands up straight and displays a relaxed, self-confident nature with no mistakes. The movements seem fluid, enhance the audience's understanding, and help the audience visualize.
Volume	Speaker's voice is low. Audience members have some difficulty hearing presentation.	Speaker's voice is loud enough to be heard by most audience members throughout the whole presentation.	Speaker's voice is loud enough to be heard by all audience members throughout the whole presentation.
Clarity	Speaker mumbles at times and/or incorrectly pronounces some words.	Speaker uses a clear voice and pronounces most words correctly.	Speaker uses a clear voice and practice pronunciation of words.
Rate	Speakers speak at an inconsistent rate throughout most of the presentation.	Speaker speaks at a steady pace for most of the presentation but at times it is too fast or too slow.	Speakers speak at a steady pace; changes in rates are purposeful.
Tone	Speaker's delivery rarely matches the emotion of the topic and /or rarely establishes the appropriate atmosphere for the audience toward the topic.	Speaker's delivery matches the emotion of the topic most of the time. The presenter establishes the appropriate atmosphere for the audience toward the topic most of the time.	Speaker's delivery matches the emotion of the topic. The presenter establishes the appropriate atmosphere for the audience toward the topic.



12-Rubrics for - Quiz

Criterion	Unacceptable (0 pts)	Developing (1-3 pts)	Exceptional (4 pts)
Content Accuracy	Answer is incorrect or irrelevant.	Answer is partially correct or lacks detail/support.	Answers are comprehensive, accurate, and complete.
Organization & Clarity	Incomprehensible or lacks structure.	Ideas are fragmented or difficult to follow.	Well organized, coherent, and easy to follow.
Conventions (Grammar)	Errors impede readability.	Errors distract from the content.	Displays no errors in grammar or punctuation.



13-Rubrics for- Leadership Lab

Levels of Leadership
“Leading” involves guiding a group to achieve its goal. It does not require formal authority or power, but is more a matter of influence, integrity, spirit, and respect. Leadership quality in this course will be evaluated using the features defining the four levels shown below.
Level 1 Leadership (Beginner) • Gives an impression of reluctance or uncertainty about exercising leadership • Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task • Asks for ideas or suggestions without intending to consider them • May show favoritism to one or more group members • Takes the group off track
Level 2 Leadership (Novice) • Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills • Gives too much attention to the task or to interpersonal relations in the group • Asks for ideas and suggestions but neglects to consider them • Let's the group ramble or stray off track too much, or keep the group so rigidly on track that relevant issues or concerns are ignored • Has an agenda and goals for the group
Level 3 Leadership (Proficient) • Looks comfortable and confident in exercising leadership duties • Circulating a prepared agenda in advance • Balances the need for task accomplishment with the needs of individuals in the group • Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas • Shows respect to all group members • Shares information openly • Assigns tasks by seeking volunteers, delegating as needed • Checks for agreement, acceptance, buy-in • Gives recognition and encouragement
Level 4 Leadership (Advanced) All the positive features of proficient leadership, plus: • Engages all group members • Keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed • Intervenes when tasks are not moving toward goals • Involves the group in setting challenging goals and planning for their accomplishment • Helps others to provide leadership

