BASIC COMPUTATION & PRINCIPLES OF COMPUTER PROGRAMMING LAB. (CS - 291)RUBRIC FOR STUDENTS

Experiment Name

| Criteria & Point Assigned | Acceptable | Conside | erable | Below Expectations | Unacceptable | |
|--|--|--|----------------------|--|---|-------|
| Content | 4 | 3 | | 1 | 0 | Marks |
| Capability of writing Algorithm/Drawing Flow Chart | Most of algorithms or procedures are written clearly. | Some of al or proced written undoubted | ures are | Few of algorithms or procedures are written clearly. | No algorithms or procedures are written. | |
| Capability of writing Program | All programs are written precisely based on the question. | Some prog written acc | | Major errors in program writing. | Programs are not written/wrong program written. | |
| Result or Output | Represent all data appropriately. Finding of results are clear. | Partly out found. | puts are | Major part of output not found. | Wrong output/no output found. | |
| Completion of target in Lab | 100% target has been completed. | 75% tar; been comp | 0 | 50% target has been completed. | 25% target has been completed. | |
| Attention to Lab Fair Copy | Proper Time i.e. in next day of lab., with proper documentation. | Submission Fair Copy i time but proper documenta | n proper not with | Very poor presentation. | Late Submission. | |
| | | Тс | otal Mark | s with Grade | | |
| Marks Evaluatio | Evaluation Between 20 – 16> 0 Between 15 – 11> E Between 10 – 06> A Between 05 – 00> B | | | | | |
| Signature with Date | | | | | | |
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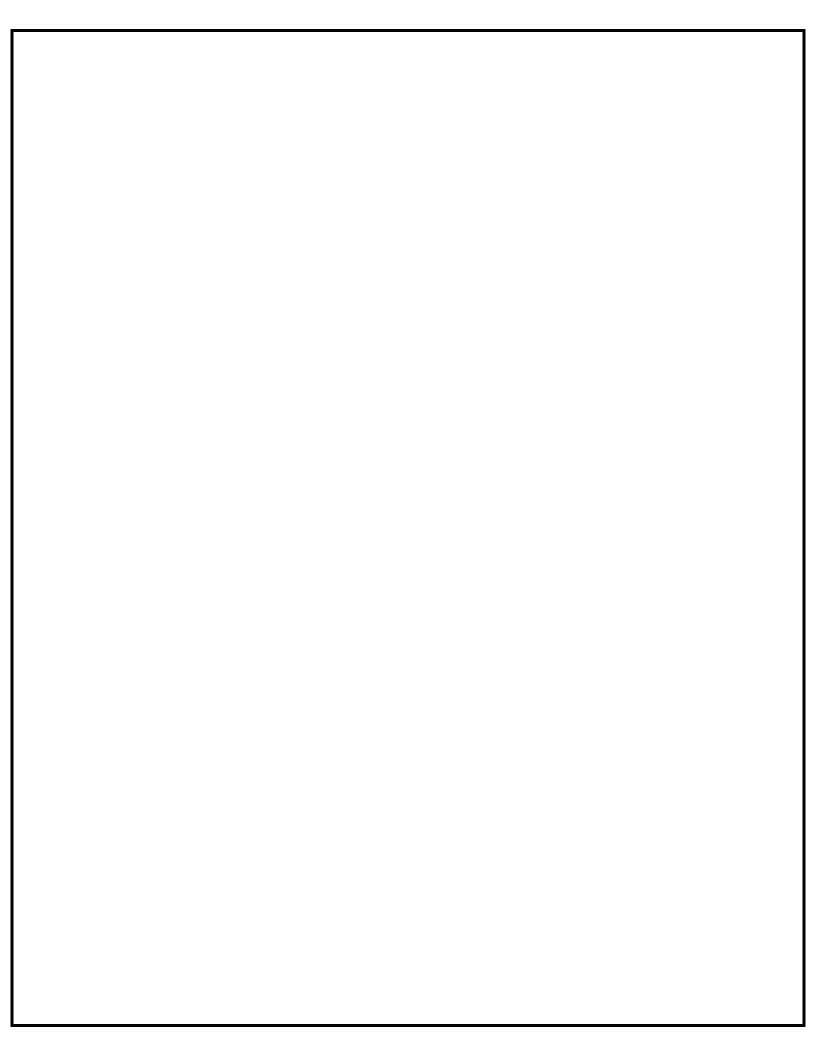
Experiment No.

Experiment Date

Experiment Name

NETWORK LAB ASSIGNMENT RUBRIC FOR STUDENT

| Criteria & Point Assigned | Acceptable | Considerable | Below Expectations | Unacceptable | | | |
|---|--|---|---|--|-------|--|--|
| Content | 4 | 3 | 1 | 0 | Marks | | |
| Attendance in Lab on the Day of Experiment with Rough Copy | Attended in proper time & day with Rough Copy. | Attended in proper time & day without Rough Copy. | Attended but came very late and with / without Rough Copy. | Absent. | | | |
| Experimental procedure | All steps/programs are completely correct and accurate. | Major steps/programs are completely correct and minor mistake. | Some major errors. | Wrong attempt. | | | |
| Result Analysis | Represent all data appropriately. Finding of results are clear. | Represent some data appropriately. Finding of results are clear. | Represent some data appropriately. Finding of results are unclear. | No result analysis. | | | |
| Submission of Lab Fair Copy | Proper Time i.e. in next day Lab. | Proper Time i.e. in next day Lab but without Index or Chanel File. | Submission of Lab Fair Copy in proper time for missed Lab Experiment. | Late Submission. | | | |
| Attention to Lab Copy | Marking Page No., Exp. Date, Exp. No. properly in every page. | Only Page No(s). is / are missing. | Page No(s). and Exp. Date(s) are missing in other pages after first Page of Lab Report. | Page No., Exp. Date, Exp. No. are not available on first Page of Lab Report and other pages also. | | | |
| | | Total Marks | s with Grade | | | | |
| Marks Evaluation Between 20 - 16> Z (5) Between 15 - 11> Y (4) Between 10 - 06> X (2) Between 05 - 00> W(0) | | | | | | | |
| Signature of the H | Signature of the Examiner with Date | | | | | | |
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SILIGURI INSTITUTE OF TECHNOLOGY DATA STRUCTURE & ALGORITHM LAB (ES-CS - 391)

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| NAME | |
|----------------------------|----------|
| DEPARTMENT | SECTION |
| YEAR | SEMESTER |
| UNIVERSITY ROLL NO | |
| UNIVERSITY REGISTRATION NO | |

INDEX

| EXP. NO. | NAME OF THE EXPERIMENT | DATE OF EXP. | DATE OF REPORT SUBMISSION | GRADE /Marks | TEACHER'S SIGNATURE |
|-------------|------------------------|-----------------|---------------------------------|-----------------|------------------------|
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RUBRIC FOR DATA STRUCTURE & ALGORITHM LAB.

| Experiment Name |
|-----------------|
|-----------------|

| Criteria & Point Assigned | Outstanding | Excellent | Average | Below Average | |
|--|---|--|---|--|-------|
| Parameters | 4 | 3 | 2 | 1 | Marks |
| Capability of writing Algorithm/Procedure | All the steps are implemented correctly of an algorithm | Most of the steps are implemented correctly of an algorithm | Few steps are implemented correctly of an algorithm | None of the steps are implemented of an algorithm | |
| Capability of writing Program | Completeness of code, consistent variable naming and well formatted | Completeness of code, Inconsistent variable naming and well formatted | Completeness of code, consistent variable naming and unformatted | Program not completed | |
| Completion in target in Lab | 100% target has been completed | 75% target has been completed | 50% target has been completed | 25% target has been completed | |
| Output | Most of the outputs are correct and well formatted. | Some of the outputs are correct and well formatted. | Few outputs have been found correctly | None of the outputs are correct | |
| Submission of Lab Fair Copy | Proper Time i.e. in next day Lab., with proper documentation | Late Submission by one day | Late Submission by two days | Late Submission (after two days) | |
| | | Total Mark | s with Grade | | |
| Between 20 - 16> 0 Marks Evaluation Between 15 - 11> E Between 10 - 06> A Between 05 - 00> B | | | | | |
| Signatu | ire with Date | | | | |

PROJECT GROUP NUMBER: IT_PROJ_2020_

Project Title:

Name of the Supervisor:

| Project II (CS 892) Assesment Rubric | | | | | | | |
|---|--|--|--|---|--|--|--|
| Performance | Excellent | Good | Fair | Poor | | | |
| Indicator (PI) | 4 pts | 3 pts | 2 pts | 1 pt | | | |
| | Excellent | Good | Fair | Poor | | | |
| Job Completion | The project is completed as per tasks described in synopsis. | The project is completed but required minor modifications. | The project is completed but requered several modifications. | The project is not completed as per tasks described in synopsis. | | | |
| Requirement | Excellent | Good | Fair | Poor | | | |
| Analysis & Designing | Effectively contributed in requirement analysis and designing. | Partially Contributed in requirement analysis and designing. | 1 | No contribution in requirement analysis and designing. | | | |
| | Excellent | Good | Fair | Poor | | | |
| Developing a Solution with proper test cases | Developed the critical modules with optimized coding and designed most test cases. | Developed some modules with higher complexity in coding and designed few test cases. | Attempted to develope few modules (case specific) and test cases. | No contribution in developing a solution as well as testing. | | | |
| | Excellent | Good | Fair | Poor | | | |
| Teamwork | Worked very well with the team. | Worked well with the team. | Worked with the team. | No contribution as a member in the team. | | | |
| | Excellent | Good | Fair | Poor | | | |
| Project Report Writing | Worked very well to submit an excellent project report. | Worked well to submit the project report with covering all the aspects of a standard report. | | No contribution in project report writing. | | | |
| Project | Excellent | Good | Fair | Poor | | | |
| Presentation | Presented the project work flawlessly. | Presented the project work very nice. | Presented the project work not so good. | Presentation skill is not up to the mark. | | | |
| Project Group | o Members | | | | | | |

| ROLL NUMBER | | |
|-------------|--|--|
| NAME | | |
| PI1 | | |
| PI2 | | |
| PI3 | | |
| PI4 | | |
| PI5 | | |
| PI6 | | |

Comments (if any)

OBJECT ORIENTED PROGRAMMING LAB. (CS-594D)RUBRIC FOR STUDENTS

| Assignment No. | |
|--------------------|--|
| Assignment Details | |

| Criteria & Point Assigned | Acceptable | Considerable | Below Expectations | Unacceptable | Manka | |
|--|---|---|---|-------------------------------------|-------|--|
| Content | 5 | 3 | 1 | 0 | Marks | |
| Attendance in Lab | Attended in proper time. | Attended the Lab but half an hour late. | Attended the lab., but extreme late. | Absent. | | |
| Capability of writing Programs with proper explanations | All programs are written precisely based on the algorithm/proced ure, which have been written. | Some programs are written accurately. | Major errors in program writing. | Programs are not written. | | |
| Result | Represent all data appropriately. Finding of results are clear. | Partly outputs are found. | Major part of output not found. | Wrong output/no output found. | | |
| Submission of Lab Fair Copy | Proper Time i.e. in next day Lab., with properly written Exp. Date, Exp. No. and Exp. Name. | Submission of Lab Fair Copy in proper time but not found Exp. Date, Exp. No. and Exp. Name. | All experiments that have been completed last day lab., not found. | Late Submission. | | |
| | Total Marks with Grade | | | | | |
| Between 20 - 16> 0 (5) Between 15 - 11> E (4) Between 10 - 06> A (2) Between 05 - 00> B(0) | | | | | | |
| Signat | cure with Date | | | | | |

Numerical Methods LAB. (MCS 491) RUBRIC FOR STUDENTS

Experiment Name

| Criteria & Point Assigned | Acceptable | Considerable | Below Expectations | Unacceptable | Marks |
|------------------------------------|--|--|---|---|-------|
| Content | 4* | 3* | 2* | 1* | Marks |
| Discussion of the problem | Proper discussion with example. | Improper discussion with example. | Proper discussion without example. | Improper discussion without example. | |
| Capability of writing Algorithm | Proper algorithms without any mistake. | Algorithm with minor mistakes. | Algorithms with major mistakes. | Improper / no algorithms | |
| Capability of writing Program | All programs are written precisely based on the proper algorithm. | Programs with minor mistakes (syntax error). | Programs with major mistakes (logical error). | Improper programs (no match with algo.) | |
| Result or Output | Represent all data appropriately and finding the results clearly. | Partly outputs are found. | Major part of output not found. | Wrong output/no output found. | |
| Total Marks | | | | | |
| Signatu | re with Date | | | | |

*NB: Submission of lab copy on proper date will carry additional one (1) mark in each field.

Assessment Rubrics for Seminar

| Perform | nance Indicators (PI) | Inadequate 1 | Average 2 | Admirable 3 | Outstanding 4 | Score |
|---------|---|---|--|--|---|-------|
| PI 1 | Background Knowledge and 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 | |
| PI 2 | Documentation and Report | There was no structure of report and the formatting | The report was poorly structured, and the formatting (e.g: font, labelling of figures and tables, equations numbered etc) include very substantial and | The report was structured and formatted (e.g. font, spacing, labelling of figures and tables, equations numbered and etc) in a satisfactory manner | The report was structured in an orderly manner, and the formatting (e.g. font, spacing, labelling of figures and tables, equations numbered and etc) was done properly. | |
| PI 3 | Organization of presentation | Hard to follow; sequence of information jumpy, Very Poor delivery of presentation | Contents of presentations are not appropriate and not well delivered, Poor delivery of presentation | Contents of presentations are not appropriate, Eye contact with few people and clear voice with good spoken language | Contents of presentations are appropriate and well delivered, Proper eye contact with audience and clear voice with good spoken language | |
| PI 4 | Body language, Confidence & Communicatio n Skill | Unimpressive reflecting lack of confidence, low voice, poor linguistic skills. | Starting well but frequently faltering and losing confidence, medium voice, and limited linguistic skill. | Acceptable but does not make impact on the audience, good linguistic skill but often fails to communicate effectively and the voice is acceptable. | Attracts attention and makes the presentation lively, applies the art of effective communication, strong voice and linguistic skill. | |
| PI 5 | Q&A and interaction, Manners | Wrong response or explanation, ill-mannered | Sketchy explanation, skips complicated parts, needs support, lacking manners. | Good explanation at some Questions, good manners. | Clear explanation with examples, volunteers answering hard/critical Qs, Well mannered. | |

SILIGURI INSTITUTE OF TECHNOLOGY SOFTWARE ENGINEERING LAB. (EE-691)

| NAME | |
|----------------------------|------------|
| DEPARTMENT | SECTION |
| YEAR | . SEMESTER |
| UNIVERSITY ROLL NO | |
| UNIVERSITY REGISTRATION NO | |

| SL. NO. | EXP. NO. | NAME OF THE EXPERIMENT | DATE OF EXP. | DATE OF REPORT SUBMISSION | GRADE / REMARKS | TEACHER'S SIGNATURE |
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INDEX

INDEX (Continue...)

| SL. NO. | EXP. NO. | NAME OF THE EXPERIMENT | DATE OF EXP. | DATE OF REPORT SUBMISSION | GRADE / REMARKS | TEACHER'S SIGNATURE |
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INDEX (Continue...)

| SL. NO. | EXP. NO. | NAME OF THE EXPERI | IMENT | DATE OF EXP. | DATE OF REPORT SUBMISSION | GRADE / REMARKS | TEACHER'S SIGNATURE | |
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| DATE OF FINAL LAB EXAM. | | | OVERALL GRADE IN LAB COPY | | - | AB ATTENDE AB CLASSES- | | |

| NAME OF THE EXPERIMENT IN FINAL LAB EXAMINATION | | |
|--|-----|--|
| WHETHER THE STUDENT COULD | | |
| COMPLETE THE LAB EXPERIMENT | YES | |

| DURING LAB EXAM – (PUT TICK) | |
|--|----|
| SIGNATURE OF THE EXAMINER IN FINAL LA EXAM. WITH DATE | ۱B |

| Experiment No. | | Experiment Date | |
|--------------------|--|-----------------|--|
| Experiment Name | | | |

NO

SOFTWARE ENGINEERING LAB. RUBRIC FOR STUDENTS

| <u>Experiment No.</u> | Experiment Date | |
|-----------------------|-----------------|--|
| Experiment Name | | |

| Criteria & Point Assigned | Acceptable | Considerable | Below Expectations | Unacceptable | Marila | | | | |
|---|---|---|---|---|--------|--|--|--|--|
| Content | 4 | 3 | 1 | 0 | Marks | | | | |
| Attendance in Lab | Attended in proper time. | Attended the Lab but half an hour late. | Attended the lab., but extreme late. | Absent. | | | | | |
| Capability of writing Observation table/program | Accurate & perfect | Almost Accurate | Partially Accurate | Inaccurate | | | | | |
| DRAWING(UML Diagram/Gantt chart/PERT chart/CFG) | iagram/Gantt hart/PERT correct drawing using pencil with proper potation(s) correct average drawing using pencil with proper | | Correct poor drawing using pencil and without proper notation(s) | Drawing using Pen/Incorrect Drawing | | | | | |
| Result or Output | Represent all data appropriately. Finding of results are clear. | Partly outputs are found. | Major part of output not found. | Wrong output/no output found. | | | | | |
| Submission of Lab Fair Copy | Proper Time i.e. in next day Lab., with properly written Exp. Date, Exp. No. and Exp. Name. | Submission of Lab Fair Copy in proper time but not found Exp. Date, Exp. No. and Exp. Name. | All experiments that have been completed last day lab., not found. | Late Submission. | | | | | |
| | Total Marks with Grade | | | | | | | | |
| Marks Evaluation Between 20 - 16> 0 (5) Between 15 - 11> E (4) Between 10 - 06> A (2) Between 05 - 00> B(0) Between 05 - 00> B(0) | | | | | | | | | |
| Signatı | Signature with Date | | | | | | | | |
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SILIGURI INSTITUTE OF TECHNOLOGY SOFTWARE TOOLS LAB (CS - 492)

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| NAME | |
|----------------------------|----------|
| DEPARTMENT | SECTION |
| YEAR | SEMESTER |
| UNIVERSITY ROLL NO | |
| UNIVERSITY REGISTRATION NO | |
| INDEX | , |

..... FOR FINAL LAB EXAMINER USE ONLY

| DATE OF FINAL LAB EXAM. | | OVERALI GRADE IN LAB COPY | | | _ | CAL LAB A OF LAB C | TTENDED LASSES-) | |
|--|--|---------------------------------|---|-------------|------|-----------------------|----------------------|--|
| NAME OF THE EXPERIMENT IN FINAL LAB EXAMINATION | | | | | | | | |
| WHETHER THE STUDENT COULD COMPLETE THE LAB EXPERIMENT DURING LAB EXAM – (PUT TICK) | | YES | | | | NO | | |
| SIGNATURE OF THE EXAMINER IN FIN EXAM. WITH DATE | | NAL LAB | | | | | | |
| Experiment No. | | | E | xperiment I | Date | | | |
| Experiment Name | | | | | | | | |

SOFTWARE TOOLS RUBRIC FOR STUDENTS

| Criteria & Point | Acceptable | Considerable | Below Expectations | Unacceptabl e | | | | |
|---|---|---|---|--|-------|--|--|--|
| Assigned Content | 5 | 3 | 1 | 0 | Marks | | | |
| Attendance in Lab | Attended in proper time. | Attended the Lab but half an hour late. | Attended the lab., but extreme late. | Absent. | | | | |
| Capability of writing Programs with proper explanations | ns with written precisely based on the Some programs algorithm/proced are written ure, which have accurately. | | Major errors in program writing. | Programs are not written. | | | | |
| Result | | | output not | Wrong output/no output found. | | | | |
| Submission of Lab Fair Copy | Submission of Lab Fair Copy with properly proper time but written Exp. Date, not found Exp. not found Exp. | | All experiments that have been completed last day lab. , not found. | Late Submission. | | | | |
| | Total Marks with Grade | | | | | | | |
| Marks Between 20 - 16>0 (5) Marks Between 15 - 11>E (4) Evaluation Between 10 - 06>A (2) Between 05 - 00>B(0) | | | | | | | | |
| Signat | ure with Date | | | | | | | |

PROJECT GROUP NUMBER: CSE_PROJ_2020_

Project Title:

Name of the Supervisor:

| Project II (CS | Project II (CS 892) Assesment Rubric | | | | | | |
|---|--|--|--|---|--|--|--|
| Performance | Excellent | Good | Fair | Poor | | | |
| Indicator (PI) | 4 pts | 3 pts | 2 pts | 1 pt | | | |
| | Excellent | Good | Fair | Poor | | | |
| Job Completion | The project is completed as per tasks described in synopsis. | The project is completed but required minor modifications. | The project is completed but requered several modifications. | The project is not completed as per tasks described in synopsis. | | | |
| Requirement | Excellent | Good | Fair | Poor | | | |
| Analysis & Designing | Effectively contributed in requirement analysis and designing. | Partially Contributed in requirement analysis and designing. | Attempted to contribute in requirement analysis and designing | No contribution in requirement analysis and designing. | | | |
| | Excellent | Good | Fair | Poor | | | |
| Developing a Solution with proper test cases | Developed the critical modules with optimized coding and designed most test cases. | Developed some modules with higher complexity in coding and designed few test cases. | Attempted to develope few modules (case specific) and test cases. | No contribution in developing a solution as well as testing. | | | |
| | Excellent | Good | Fair | Poor | | | |
| Teamwork | Worked very well with the team. | Worked well with the team. | Worked with the team. | No contribution as a member in the team. | | | |
| | Excellent | Good | Fair | Poor | | | |
| Project Report Writing | Worked very well to submit an excellent project report. | Worked well to submit the project report with covering all the aspects of a standard report. | | No contribution in project report writing. | | | |
| Project | Excellent | Good | Fair | Poor | | | |
| Presentation | Presented the project work flawlessly. | Presented the project work very nice. | Presented the project work not so good. | Presentation skill is not up to the mark. | | | |
| Project Group | o Members | | | | | | |
| - | | | | | | | |

| ROLL NUMBER | | |
|-------------|--|--|
| NAME | | |
| PI1 | | |
| PI2 | | |
| PI3 | | |
| PI4 | | |
| PI5 | | |
| PI6 | | |

Comments (if any)

SILIGURI INSTITUTE OF TECHNOLOGY DATA STRUCTURE & ALGORITHM LAB (ES-CS - 391)

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| NAME | |
|----------------------------|----------|
| DEPARTMENT | SECTION |
| YEAR | SEMESTER |
| UNIVERSITY ROLL NO | |
| UNIVERSITY REGISTRATION NO | |

INDEX

| EXP. NO. | NAME OF THE EXPERIMENT | DATE OF EXP. | DATE OF REPORT SUBMISSION | GRADE /Marks | TEACHER'S SIGNATURE |
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RUBRIC FOR DATA STRUCTURE & ALGORITHM LAB.

| Experiment Name |
|-----------------|
|-----------------|

| Criteria & Point Assigned | Outstanding | Excellent | Average | Below Average | | |
|--|--|---|--|--|-------|--|
| Parameters | 4 | 3 | 2 | 1 | Marks | |
| Capability of writing Algorithm/Procedure | All the steps are implemented correctly of an algorithm | Most of the steps are implemented correctly of an algorithm | Few steps are implemented correctly of an algorithm | None of the steps are implemented of an algorithm | | |
| Capability of writing Program | Completeness of code, consistent variable naming and well formatted | Completeness of code, InconsistentCompleteness of code, consistentvariable naming and well formattedvariable naming and unformatted | | Program not completed | | |
| Completion in target in Lab | 100% target has been completed | 75% target has been completed | 50% target has been completed | 25% target has been completed | | |
| Output | Most of the outputs are correct and well formatted. | Some of the outputs are correct and well formatted. | Few outputs have been found correctly | None of the outputs are correct | | |
| Submission of Lab Fair Copy | Proper Time i.e. in next day Lab., with proper documentation | Late Submission by one day | Late Submission by two days | Late Submission (after two days) | | |
| | Total Marks with Grade | | | | | |
| Marks Evaluatio | Between 20 - 16> 0 Marks Evaluation Between 15 - 11> E Between 10 - 06> A Between 05 - 00> B | | | | | |
| Signatu | Signature with Date | | | | | |

OBJECT ORIENTED PROGRAMMING LAB. (CS-594D)RUBRIC FOR STUDENTS

| Assignment No. | |
|--------------------|--|
| Assignment Details | |

| Criteria & Point Assigned | Acceptable | Considerable | Below Expectations | Unacceptable | Manka | |
|--|---|---|---|-------------------------------------|-------|--|
| Content | 5 | 3 | 1 | 0 | Marks | |
| Attendance in Lab | Attended in proper time. | Attended the Lab but half an hour late. | Attended the lab., but extreme late. | Absent. | | |
| Capability of writing Programs with proper explanations | All programs are written precisely based on the algorithm/proced ure, which have been written. | Some programs are written accurately. | Major errors in program writing. | Programs are not written. | | |
| Result | Represent all data appropriately. Finding of results are clear. | Partly outputs are found. | Major part of output not found. | Wrong output/no output found. | | |
| Submission of Lab Fair Copy | Proper Time i.e. in next day Lab., with properly written Exp. Date, Exp. No. and Exp. Name. | Submission of Lab Fair Copy in proper time but not found Exp. Date, Exp. No. and Exp. Name. | All experiments that have been completed last day lab., not found. | Late Submission. | | |
| | Total Marks with Grade | | | | | |
| Marks EvaluationBetween 20 - 16 Between 15 - 11 Between 10 - 06 Between 05 - 00 | | | | | | |
| Signat | cure with Date | | | | | |

Numerical Methods LAB. (MCS 491) RUBRIC FOR STUDENTS

Experiment Name

| Criteria & Point Assigned | Acceptable | Considerable | Below Expectations | Unacceptable | Marks | | |
|------------------------------------|--|--|---|---|-------|--|--|
| Content | 4* | 3* | 2* | 1* | Marks | | |
| Discussion of the problem | Proper discussion with example. | Improper discussion with example. | Proper discussion without example. | Improper discussion without example. | | | |
| Capability of writing Algorithm | Proper algorithms without any mistake. | Algorithm with minor mistakes. | Algorithms with major mistakes. | Improper / no algorithms | | | |
| Capability of writing Program | All programs are written precisely based on the proper algorithm. | Programs with minor mistakes (syntax error). | Programs with major mistakes (logical error). | Improper programs (no match with algo.) | | | |
| Result or Output | Represent all data appropriately and finding the results clearly. | Partly outputs are found. | Major part of output not found. | Wrong output/no output found. | | | |
| Total Marks | | | | | | | |
| Signatu | Signature with Date | | | | | | |

*NB: Submission of lab copy on proper date will carry additional one (1) mark in each field.

Assessment Rubrics for Seminar

| Perform | nance Indicators (PI) | Inadequate 1 | Average 2 | Admirable 3 | Outstanding 4 | Score |
|---------|---|---|--|--|---|-------|
| PI 1 | Background Knowledge and 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 | |
| PI 2 | Documentation and Report | There was no structure of report and the formatting | The report was poorly structured, and the formatting (e.g: font, labelling of figures and tables, equations numbered etc) include very substantial and | The report was structured and formatted (e.g. font, spacing, labelling of figures and tables, equations numbered and etc) in a satisfactory manner | The report was structured in an orderly manner, and the formatting (e.g. font, spacing, labelling of figures and tables, equations numbered and etc) was done properly. | |
| PI 3 | Organization of presentation | Hard to follow; sequence of information jumpy, Very Poor delivery of presentation | Contents of presentations are not appropriate and not well delivered, Poor delivery of presentation | Contents of presentations are not appropriate, Eye contact with few people and clear voice with good spoken language | Contents of presentations are appropriate and well delivered, Proper eye contact with audience and clear voice with good spoken language | |
| PI 4 | Body language, Confidence & Communicatio n Skill | Unimpressive reflecting lack of confidence, low voice, poor linguistic skills. | Starting well but frequently faltering and losing confidence, medium voice, and limited linguistic skill. | Acceptable but does not make impact on the audience, good linguistic skill but often fails to communicate effectively and the voice is acceptable. | Attracts attention and makes the presentation lively, applies the art of effective communication, strong voice and linguistic skill. | |
| PI 5 | Q&A and interaction, Manners | Wrong response or explanation, ill-mannered | Sketchy explanation, skips complicated parts, needs support, lacking manners. | Good explanation at some Questions, good manners. | Clear explanation with examples, volunteers answering hard/critical Qs, Well mannered. | |

SILIGURI INSTITUTE OF TECHNOLOGY SOFTWARE ENGINEERING LAB. (EE-691)

| NAME | |
|----------------------------|------------|
| DEPARTMENT | SECTION |
| YEAR | . SEMESTER |
| UNIVERSITY ROLL NO | |
| UNIVERSITY REGISTRATION NO | |

| SL. NO. | EXP. NO. | NAME OF THE EXPERIMENT | DATE OF EXP. | DATE OF REPORT SUBMISSION | GRADE / REMARKS | TEACHER'S SIGNATURE |
|------------|-------------|------------------------|-----------------|---------------------------------|--------------------|------------------------|
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INDEX

INDEX (Continue...)

| SL. NO. | EXP. NO. | NAME OF THE EXPERIMENT | DATE OF EXP. | DATE OF REPORT SUBMISSION | GRADE / REMARKS | TEACHER'S SIGNATURE |
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INDEX (Continue...)

| SL. NO. | EXP. NO. | NAME OF THE EXPERI | IMENT | DATE OF EXP. | DATE OF REPORT SUBMISSION | GRADE / REMARKS | TEACHER'S SIGNATURE |
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| DATE OF FINAL LAB EXAM. | | OVERALL GRADE IN LAB COPY | | - | AB ATTENDE AB CLASSES- | | |

| NAME OF THE EXPERIMENT IN FINAL LAB EXAMINATION | | |
|--|-----|--|
| WHETHER THE STUDENT COULD | | |
| COMPLETE THE LAB EXPERIMENT | YES | |

| DURING LAB EXAM – (PUT TICK) | |
|--|----|
| SIGNATURE OF THE EXAMINER IN FINAL LA EXAM. WITH DATE | ۱B |

| Experiment No. | | Experiment Date | |
|--------------------|--|-----------------|--|
| Experiment Name | | | |

NO

SOFTWARE ENGINEERING LAB. RUBRIC FOR STUDENTS

| <u>Experiment No.</u> | Experiment Date | |
|-----------------------|-----------------|--|
| Experiment Name | | |

| Criteria & Point Assigned | Acceptable | Considerable | Below Expectations | Unacceptable | Marila |
|--|---|---|---|---|--------|
| Content | 4 | 3 | 1 | 0 | Marks |
| Attendance in Lab | Attended in proper time. | Attended the Lab but half an hour late. | Attended the lab., but extreme late. | Absent. | |
| Capability of writing Observation table/program | Accurate & perfect | Almost Accurate | Partially Accurate | Inaccurate | |
| DRAWING(UML Diagram/Gantt chart/PERT chart/CFG) | Very good & correct drawing using pencil with proper notation(s) | Correct average drawing using pencil with proper notation(s) | Correct poor drawing using pencil and without proper notation(s) | Drawing using Pen/Incorrect Drawing | |
| Result or Output | Represent all data appropriately. Finding of results are clear. | Partly outputs are found. | Major part of output not found. | Wrong output/no output found. | |
| Submission of Lab Fair Copy | Proper Time i.e. in next day Lab., with properly written Exp. Date, Exp. No. and Exp. Name. | Submission of Lab Fair Copy in proper time but not found Exp. Date, Exp. No. and Exp. Name. | All experiments that have been completed last day lab., not found. | Late Submission. | |
| | | Total Mark | s with Grade | | |
| Marks Evaluatio | n | Betwee Betwee | n 20 - 16> 0 (5) n 15 - 11> E (4) n 10 - 06> A (2) n 05 - 00> B(0) | | |
| Signatı | ire with Date | | | | |
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SILIGURI INSTITUTE OF TECHNOLOGY SOFTWARE TOOLS LAB (CS - 492)

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| NAME | |
|----------------------------|----------|
| DEPARTMENT | SECTION |
| YEAR | SEMESTER |
| UNIVERSITY ROLL NO | |
| UNIVERSITY REGISTRATION NO | |
| INDEX | , |

..... FOR FINAL LAB EXAMINER USE ONLY

| DATE OF FINAL LAB EXAM. | | | LL IN PY | | TOTAL LAB ATTENDED (OUT OF LAB CLASSES- | | |
|--|---------|--|----------------|-------------|--|--|--|
| NAME OF THE FINAL LAB E | | | | | | | |
| WHETHER THE COMPLETE THE DURING LAB EX | YES | | | | NO | | |
| SIGNATURE OF TI EXA | NAL LAB | | | | | | |
| Experiment No. | | | E | xperiment I | Date | | |
| Experiment Name | | | | | | | |

SOFTWARE TOOLS RUBRIC FOR STUDENTS

| Criteria & Point | Acceptable | Considerable | Below Expectations | Unacceptabl e | |
|---|---|--|---|--|-------|
| Assigned Content | 5 | 3 | 1 | 0 | Marks |
| Attendance in Lab | Attended in proper time. | Attended the Lab but half an hour late. | Attended the lab., but extreme late. | Absent. | |
| Capability of writing Programs with proper explanations | All programs are written precisely based on the algorithm/proced ure, which have been written. | Some programs are written accurately. | Major errors in program writing. | Programs are not written. | |
| Result | Represent all data appropriately. Finding of results are clear. | Partly outputs are found. | Major part of output not found. | Wrong output/no output found. | |
| Submission of Lab Fair Copy | Proper Time i.e. in next day Lab., with properly written Exp. Date, Exp. No. and Exp. Name. | Submission of Lab Fair Copy in proper time but not found Exp. Date, Exp. No. and Exp. Name. | All experiments that have been completed last day lab. , not found. | Late Submission. | |
| Total Marks with Grade | | | | | |
| Marks Evaluation | | Between Between | 20 - 16>0 (5) 15 - 11>E (4) 10 - 06>A (2) 05 - 00>B(0) | | |
| Signat | ure with Date | | | | |

BASIC COMPUTATION & PRINCIPLES OF COMPUTER PROGRAMMING LAB. (CS - 291)RUBRIC FOR STUDENTS

Experiment Name

| Criteria & Point Assigned | Acceptable | Conside | erable | Below Expectations | Unacceptable | |
|--|---|---|----------------|--|---|-------|
| Content | 4 | 3 | | 1 | 0 | Marks |
| Capability of writing Algorithm/Drawing Flow Chart | Most of algorithms or procedures are written clearly. | Some of algorithms or procedures are written undoubtedly. | | Few of algorithms or procedures are written clearly. | No algorithms or procedures are written. | |
| Capability of writing Program | All programs are written precisely based on the question. | ly Some programs are | | Major errors in program writing. | Programs are not written/wrong program written. | |
| Result or Output | Represent all data appropriately. Finding of results are clear. | Partly outputs are found. | | Major part of output not found. | Wrong output/no output found. | |
| Completion of target in Lab | 100% target has been completed. | 75% target has been completed. | | 50% target has been completed. | 25% target has been completed. | |
| Attention to Lab Fair Copy | Proper Time i.e. in next day of lab., with proper documentation. | Submission of Lab Fair Copy in proper time but not with proper documentation. | | Very poor presentation. | Late Submission. | |
| | | Тс | otal Mark | s with Grade | | |
| Marks Evaluatio | n | | Betwe Betwe | een 20 – 16> 0 een 15 – 11> E een 10 – 06> A een 05 – 00> B | | |
| Signatu | re with Date | | | | | |
| | | | | | | |
| | | | | | | |

Experiment No.

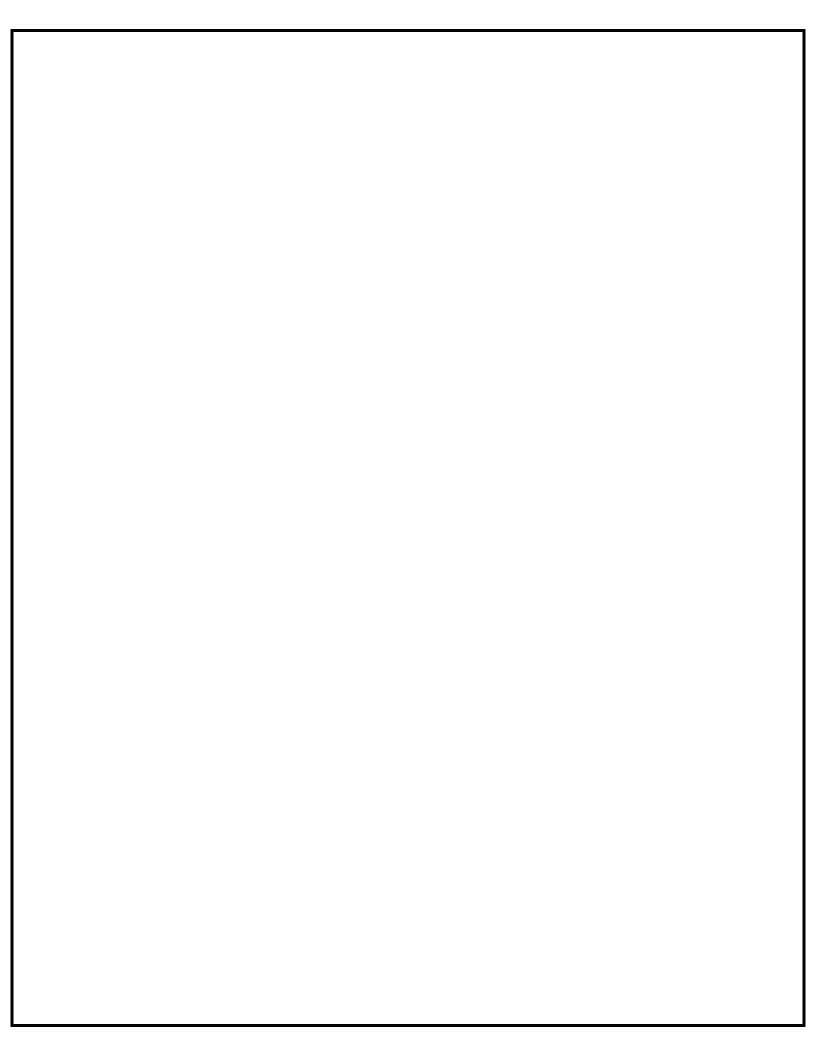
Experiment Date

NETWORK LAB (PCC CS 692) ASSIGNMENT RUBRIC FOR STUDENT Criteria & Point Acceptable Considerable **Below Expectations** Unacceptable Assigned Marks 4 3 1 0 Content Attended but came Attendance in Lab on Attended in proper Attended in proper very late and with / time & day with the Day of Experiment time & day without Absent. without Rough with Rough Copy Rough Copy. Rough Copy. Copy. Major All steps/programs steps/programs Experimental are completely are completely Wrong attempt. Some major errors. procedure correct and correct and minor accurate. mistake. Represent all data Represent Represent some some appropriately. data appropriately. data appropriately. No result **Result Analysis** Finding of results Finding of results Finding of results analysis. are unclear. are clear. are clear. Proper Time i.e. in Submission of Lab Submission of Lab Fair next day Lab but Proper Time i.e. in Fair Copy in proper Late Submission. next day Lab. without Index or time for missed Copy Chanel File. Lab Experiment. Page No., Exp. Page No(s). and Date, Exp. No. are Marking Page No., Exp. Date(s) are Exp. Date, Exp. No. Only Page No(s). is not available on missing in other **Attention to Lab Copy** properly in every first Page of Lab / are missing. pages after first page. Report and other Page of Lab Report. pages also. **Total Marks with Grade** Between 20 - 16 ----> Z (5) Between 15 – 11 ----> Y (4) **Marks Evaluation** Between 10 - 06 - X(2)

Between 05 - 00 ----> W(0)

Signature of the Examiner with Date

Experiment Name



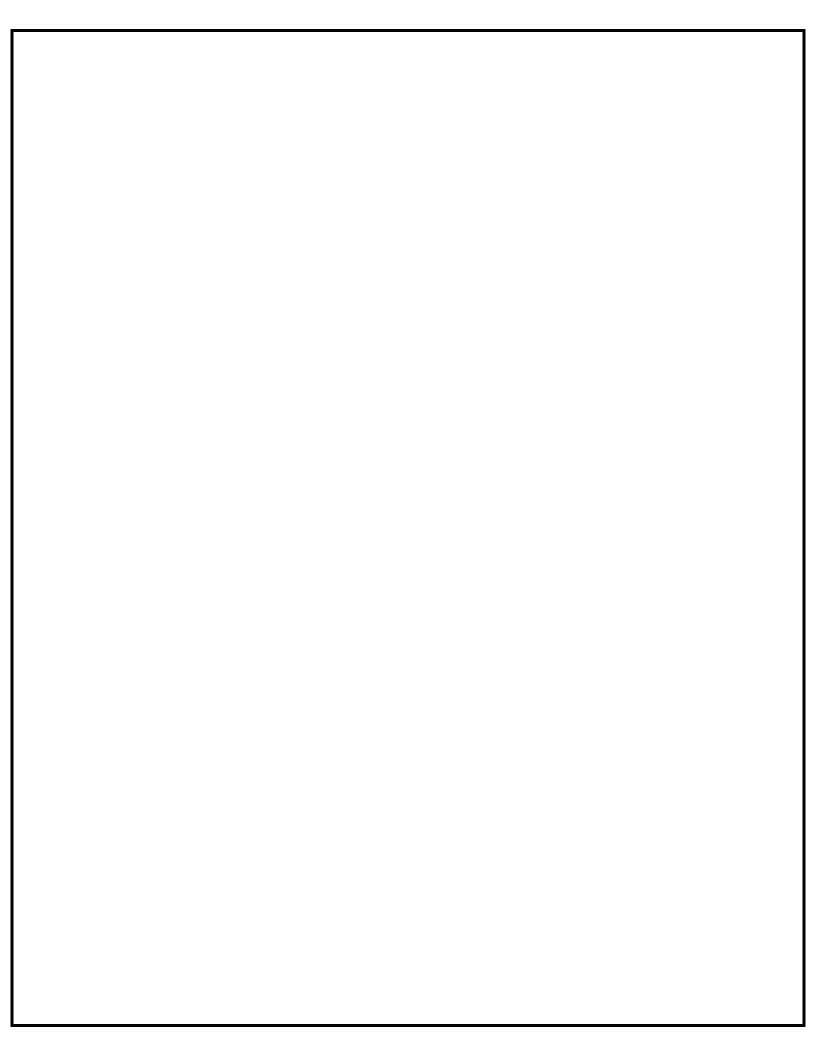
Experiment No.

Experiment Date

Experiment Name

NETWORK LAB ASSIGNMENT RUBRIC FOR STUDENT

| Criteria & Point Assigned | Acceptable | Considerable | Below Expectations | Unacceptable | | | | | |
|--|--|---|---|--|-------|--|--|--|--|
| Content | 4 | 3 | 1 | 0 | Marks | | | | |
| Attendance in Lab on the Day of Experiment with Rough Copy | Attended in proper time & day with Rough Copy. | Attended in proper time & day without Rough Copy. | Attended but came very late and with / without Rough Copy. | Absent. | | | | | |
| Experimental procedure | All steps/programs are completely correct and accurate. | Major steps/programs are completely correct and minor mistake. | Some major errors. | Wrong attempt. | | | | | |
| Result Analysis | Represent all data appropriately. Finding of results are clear. | Represent some data appropriately. Finding of results are clear. | Represent some data appropriately. Finding of results are unclear. | No result analysis. | | | | | |
| Submission of Lab Fair Copy | Proper Time i.e. in next day Lab. | Proper Time i.e. in next day Lab but without Index or Chanel File. | Submission of Lab Fair Copy in proper time for missed Lab Experiment. | Late Submission. | | | | | |
| Attention to Lab Copy | Marking Page No., Exp. Date, Exp. No. properly in every page. | Only Page No(s). is / are missing. | Page No(s). and Exp. Date(s) are missing in other pages after first Page of Lab Report. | Page No., Exp. Date, Exp. No. are not available on first Page of Lab Report and other pages also. | | | | | |
| Total Marks with Grade | | | | | | | | | |
| Marks Evaluation | | Between 20 – 16> Z (5) Between 15 – 11> Y (4) Between 10 – 06> X (2) Between 05 – 00> W(0) | | | | | | | |
| Signature of the H | Examiner with Date | | | | | | | | |
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SILIGURI INSTITUTE OF TECHNOLOGY

EVALUATION PROCEDURE FOR <u>CHEMISTRY LAB (BS-CH191/CH291)</u>

| C | ATEGORIES | Excellent: 5 | Very Good: 4 | Good: 3 | Fair: 2 | Unsatisfactory: 1 | | | | |
|--|---|--|---|---|---|--|--|--|--|--|
| ŀ | Attendance | Punctual in the lab and experiment is completed within the specific time. | Late in the lab but experiment is completed within the specific time. | Late in the lab but experiment is not completed within the specific time. | Experiment is done in extra class due to absence on assigned days. | Experiment is not done in the extra class also. | | | | |
| | Lab performances | Demonstrates very good knowledge of both theory and experimental procedure. | Demonstrates good knowledge of both theory and experimental procedure. | Demonstrates average knowledge of both theory and experimental procedure. | Demonstrates poor idea of theory and experimental procedure. | Demonstrates reluctanance of either theory or experimental procedure. | | | | |
| nique | Data accumulation | Measurements, skills or techniques are very good and accurate. | Measurements, skills or techniques are good and fairly accurate. | Measurements, skills or techniques are average and fairly accurate. | Measurements, skills or techniques are poor and inaccurate. | Measurements, skills or techniques are inadequate and inaccurate. | | | | |
| Lab Technique | Data analysis & Calculation Data is clearly represented and step wise calculations are presented. If necessary, graph is plotted with proper labelling along with units. | | Data is clearly represented but step wise necessary calculations are missing. If necessary, graph is plotted with proper labelling. | Data is clearly represented and step wise necessary calculations are missing. If necessary, graph is plotted without proper labelling. Either data are incomplete or step wise calculations are missing or necessary graph is not correctly scaled and labeled. | | Data, calculations and graph are incomplete. | | | | |
| | Interaction with Group | Excellent team work with proper attitude | Very good team work with proper attitude | Good team work with proper attitude | Minimum team work with lack of proper attitude | No team work and lack of proper attitude | | | | |
| Timely Bubmission | | Writing Fair Lab copy properly and submit before performing the next practical. | Writing fair Lab copy properly and late submission. | Writing fair Lab copy partially and submit before performing the next practical. | Writing fair Lab copy partially and late submission. | Incomplete Lab copy and irregular submission. | | | | |
| | | STUDENT HAVE TO COMPLE | | | | | | | | |
| EVALUATION PROCEDURE OF A STUDENT FOR CHEMISTRY LAB [BS CH-191/291] ON THE SCALE OF 40 [i.e (GRAND TOTAL / 240) *40] | | | | | | | | | | |

| SILIGURI INSTITUTE OF TECHNOLOGY | | | | | | | | | | | | |
|--|---|---------|----------|---------|---------|----------|---------|---------|---------|---------|----------|-------|
| | EVALUATION SHEET FOR CHEMISTRY LAB (BS-CH191/CH291) | | | | | | | | | | | |
| Student Name: | | | Roll No: | | | Section: | | | Sem: | | Year: | |
| CATEGORIES Expt: | | Expt: 1 | Expt: 2 | Expt: 3 | Expt: 4 | Expt: 5 | Expt: 6 | Expt: 7 | Expt: 8 | Expt: 9 | Expt: 10 | TOTAL |
| Attendance | | | | | | | | | | | | |
| a | Lab performances | | | | | | | | | | | |
| njqu | Data accumulation | | | | | | | | | | | |
| Lab Technique | Data analysis & Calculation | | | | | | | | | | | |
| | Interaction with Group | | | | | | | | | | | |
| Lab Report | Timely submission | | | | | | | | | | | |
| | TOTAL | | | | | | | | | | | |
| REMARKS | | | | | | | | | | | | |
| SIGNATURE OF TECHNICAL ASSISTANTS / LAB INSTRUCTOR WITH DATE | | | | | | | | | | | | |
| SIGNATURE OF FACULTY WITH DATE | | | | | | | | | | | | |

<u>B.Tech. 1st Year, 2nd Sem, 2020</u> Basic Physics Laboratory (BS-PH-291) Evaluation Rubrics

A student has to complete ten experiments within the semester. In each week, student will be allowed to do only one experiment as per his/ her allotment. This internal evaluation of Physics laboratory will be done in a total of 100 marks. The distribution and explanation of the marks are as follow:

Attendance: 5 Marks

The evaluation of attendance will be done at the end of the semester based on regularity and punctuality of the student.

Lab Technique:

The lab technique for each experiment in each week will be evaluated as per given rubrics.

| Categories | Excellent =5 | Good=4 | Fair=3 | Marginal =2 | Unsatisfactory =1 | |
|---------------------------|--|--|---|---|---|--|
| Interaction with Group | Very good participation through shared participation and respect for others. | Good participation through shared participation and respect for others. | Somewhat participation appears interested but talks over team mates. | Minimal participation; Shows little interest. | No participation; sits on the sidelines with no interaction. | |
| Laboratory Viva | Demonstrates good knowledge of both theory and experimental procedure. | good knowledgegood knowledgebof both theoryof either theoryand experimentalor experimental | | Has some idea of experimental procedure. | Has no idea of the experiment at all. | |
| Data Accumulation | Measurements, skills or techniques are good and accurate. | Measurements, skills or techniques are good. | Measurements, skills or techniques are somewhat inaccurate. | Demonstrate incompetence in measurements, skills or techniques. | Measurements, skills or techniques are incomplete and inaccurate. | |

Laboratory Report:

The lab report for each experiment in a week will be evaluated as per given rubrics.

| Categories | Excellent =5 | Good=4 | Fair=3 | Marginal =2 | Unsatisfactory =1 |
|----------------------------------|--|--|--|--|---|
| Representation | The theory, apparatus, procedure is clearly stated along with proper sketch of the experimental setup. | Any three within theory, apparatus, procedure and proper sketch of the experimental setup is present. | Any two within theory, apparatus, procedure and proper sketch of the experimental setup is present. | Any three within theory, apparatus, procedure and proper sketch of the experimental setup is present and incomplete. | Any two within theory, apparatus, procedure and proper sketch of the experimental setup is present and incomplete. |
| Data Analysis and Calculation | Data is clearly represented and step wise necessary calculations are presented. If necessary, graph is plotted with proper labeling along with units. | Data is clearly represented but step wise necessary calculations are missing. If necessary, graph is plotted with proper labeling along with units. | Data is clearly represented and step wise necessary calculations are presented. If necessary, graph is plotted with proper labeling but units are missing. | Either data are incomplete or step wise calculations are missing or necessary graph is not correctly scaled and labeled. | Data, calculation and graph are incomplete. |
| Results and discussion | Include error calculation (accuracy of results) and a clear discussion of the results. | Error calculation is grossly inaccurate but a clear discussion of the results is present. | Either error calculation or discussion of the results is missing. | Error calculation is grossly inaccurate or discussion of the results is missing. | Neither error calculation nor discussion of the results is included. |
| Timely Submission | Gets the completed note book with proper index corrected before performing the next practical | Gets the completed note book without proper index corrected before performing the next practical. | Gets the completed note book with proper index corrected within two weeks from the performance of the experiment. | More or less meets the deadline. | Irregular |

• Thus total evaluating marks is 350 for ten experiments.

• The final evaluation of lab technique will be done in 95 marks.

<u>B.Tech. 1st Year, 2nd Sem, 2020</u> Basic Physics Laboratory (BS-PH-291) Evaluation Record Sheet

Name of the Student :

Stream:

Roll No. :

Sub-Group:

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|-------------------|------------------|---------|--------|---------|--------|--------|--------|--------|--------|--------|---------|
| | | Exp. | Exp. | Exp. | Exp. | Exp. | Exp. | Exp. | Exp. | Exp. | Exp. |
| | | Name | Name | Name | Name | Name | Name | Name | Name | Name | Name |
| | | 1 (unit | | 1 (unic | | | | | | | 1 (unit |
| | | | | | | | | | | | |
| | Categories | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: |
| | | | | | | | | | | | |
| | | Total | Total | Total | Total | Total | Total | Total | Total | Total | Total |
| | | Marks: | Marks: | Marks: | Marks: | Marks: | Marks: | Marks: | Marks: | Marks: | Marks: |
| | | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 | 35 |
| L | | | | | | | | | | | |
| a | Interaction with | | | | | | | | | | |
| b | Group | | | | | | | | | | |
| T | - | | | | | | | | | | |
| e | | | | | | | | | | | |
| c | Laboratory Viva | | | | | | | | | | |
| h | | | | | | | | | | | |
| n | | | | | | | | | | | |
| i | Data | | | | | | | | | | |
| q | Accumulation | | | | | | | | | | |
| u | | | | | | | | | | | |
| e T | | | | | | | | | | | |
| | Donvocantation | | | | | | | | | | |
| a b | Representation | | | | | | | | | | |
| R | Data Analysis | | | | | | | | | | |
| e | and Calculation | | | | | | | | | | |
| p | | | | | | | | | | | |
| р 0 | Results and | | | | | | | | | | |
| r | discussion | | | | | | | | | | |
| t | | | | | | | | | | | |
| | Timely | | | | | | | | | | |
| | Submission | | | | | | | | | | |
| | | | | | | | | | | | |
| Marks obtained in | | = | = | = | = | = | = | = | = | = | = |
| each week | | | | | | | | | | | |
| | | | | | | | | | | | |
| Total Marks (m) | | = | | | | | | | | | |
| Out | of 350 | | | | | | | | | | |

• 350 X 95 =

100

• Marks obtained in attendance (out of 5), B =

• Total Internal marks obtained including attendance (out of 100), (A+B) =

Signature of Faculty

Language Laboratory (HM-HU291) Assessment Sheet (CSE A- 2nd semester 2019) Assessment I: Business Card Presentation

Course objective: The students will be able to communicate confidently and competently in English Language in all sph

| | VUICER |
|--------|----------|
| Course | outcome: |

| Cou | rse 0 | Internet and spheres. |
|------|-------|--|
| HU2 | 291.1 | nevelop listening, reading and writing al-tu- |
| HU2 | 91.2 | PS5) PS5 |
| HU2 | 1. 21 | S and Writing Skills (RT PCG) |
| HU2 | 91.4 | Demonstrate proper body language while expressing one's ideas or opinions (BT PS5) |
| HU29 | 91.5 | Interpret their views in English so as to overcome stage fear and build acts |

Rationale: Since the course objective and course outcome emphasis on what students can do rubrics is used as a tool of formative **Rationale**: Since the course objective and course outcome emphasis on what students can do rubrics is used as a tool of formative **Rationale**. While generally speaking multiple choice of the course objective and course outcome emphasis on what students can do rubrics is used as a tool of formative **Rationale**. While generally speaking multiple choice of the course objective and course outcome emphasis on what students can do rubrics is used as a tool of formative **Rationale**. While generally speaking multiple choice of the course objective and course outcome emphasis on the course of the course objective and course outcome emphasis on what students can do rubrics is used as a tool of formative **Rationale**. While generally speaking multiple choice of the course objective and course objective and course on the course objective and course objective and course of the course objective and course obje **Rationale**: Since the course objective and course objective and course of what students can do rubrics is used as a tool of formative assessment. Formative Assessment is a tool used to gauge student performance. While generally speaking multiple-choice tests and assessments generally indicate what students can do assessment. Formative Assessment is a tool about to gauge structure performance, while generally speaking multiple-choice tests and other objective measures indicate what students know, formative assessments generally indicate what students can do and are assessment and tool for the teacher to measure to help FORM instruction. A rubric is a handy tool for the teacher to measure other objective measures indicate what students the properties generally indicate what students can do and are generally administered during the semester to help **FORM** instruction. A rubric is a handy tool for the teacher to measure student generally administered their progress. There are different level appropriate rubrics used to measure student performance such as generally administered during the semester to help rough instruction. A fublic is a handy tool for the teacher to measure student performance and their progress. There are different level appropriate rubrics used to measure student performance such as speaking performance mesentation rubric, informal observation rubrics etc. but for Assessment I (Self Introduction) of this course are belowed by the second performance and their progress. There are unterent level appropriate rubites used to measure student performance such as speaking rubric, team presentation rubric, informal observation rubrics etc. but for Assessment I (Self Introduction) of this course speaking

Same ng Rubric: Pl indicates Performance indicator and the performance is scaled in an ascending order and

| Cat | egory (PI) | Scale (From high | to low) | es Sometimes and 1 | denotes Rarely) |
|------|-------------------------------|---|--|---|---|
| Cat | | 4 | 3 | 2 | |
| PI 1 | Quality of the card (CO1) | Always interprets clearly about him/her | Often interprets clearly about him/her | Sometimes | 1 Most of the time clarity is missing in interpreting about him/her |
| PI 2 | Articulation (CO3,CO4,CO5) | Always Expresses clearly about him/her | Often expresses clearly about him/her | Sometimes clarity missing in expressing about him/her | Most of the time clarity is missing in expressing about him/her |
| PI 3 | Confidence (CO4,CO5) | Always confident while communicating | Often confident while communicating | Sometimes confident while communicating | Nervous while communicating |
| PI 3 | Body language (CO4) | Always Reflects proper gesture, posture and eye contact while addressing the group | Often Reflects proper gesture, posture and eye contact while addressing the group | Sometimes Reflects proper gesture, posture and eye contact while addressing the group | Nervous and shivers while addressing the group |

their

<u>nstructi</u>

ents are asked to make a **business card** of theirs and present and express themselves in 90 to 120 seconds. They have to follow a specific questions sequence given to them. he question sequences are as follows:

1. Name, Company and Designation

 Give a brief introduction on the company they wish to make their dream career.
 Describe the Describe the entry level profile of their dream company.
 Montion 4. Mention a few exciting things about the job profile.

Language Laboratory (HM-HU291) Assessment Sheet (CSE A- 2nd semester 2019) Assessment II: Public speaking (How to introduce an eminent person)

Date:

Date: <u>Course objective</u>: The students will be able to communicate confidently and competently in English Language in all spheres. **Course outcome:**

| | Course Ou | | | | | |
|--|--|--|--|--|--|--|
| | HU291.1 Develop listening, reading and writing skills for better comprehension ability. (BT PS6) | | | | | |
| HU291.2 Coordinate in a group on contemporary topics to enhance speaking ability and presentation s | | | | | | |
| HU291.3 Build vocabulary to enhance speaking and writing skills (BT PS6) | | Build vocabulary to enhance speaking and writing skills (BT PS6) | | | | |
| HU291.4 Demonstrate proper body language while expressing one's ideas or opinions (BT PS5) | | Demonstrate proper body language while expressing one's ideas or opinions (BT PS5) | | | | |
| HU291.5 Interpret their views in English so as to overcome stage fear and build self confidence (BT PS4 | | | | | | |

Rationale: Since the course objective and course outcome emphasis on what students can do rubrics is used as a tool of formative

Rationale: Since the course objective and a tool used to gauge student performance. While generally speaking multiple-choice tests and assessment. Formative Assessment is a tool used to gauge student performance. While generally indicate what students know, formative assessments generally indicate what students and other objective measures indicate what students know, formative assessments generally indicate what students can do and are generally administered during the semester to help FORM instruction. A rubric is a handy tool for the teacher to measure student student bereformers and are student bereformers and and and are student bereformers and are student bereforme generally administered using the contract of measure student performance and their progress. There are different level appropriate rubrics used to measure student performance such as speaking rubric, team presentation rubric, informal observation rubrics etc. but for Assessment II (Company profile presentation) of this course

presentation Rubric

dicates Performance indicator and the performance is scaled in an ascending order according to their performances (from high to low where 4 denotes Always, 3 denotes Often, 2 denotes Sometimes and 1 denotes Rarely) Category (PI) Scale (From high to low)

| La | tegory (PI) | Scale (From high to I | ow) | | |
|--------------------|---------------------------------------|--|--|--|--|
| | · · · · · · · · · · · · · · · · · · · | 4 | 3 | 2 | 1 |
| PI | 1 Subject matter (CO1,CO4, CO5) | Always uses correct grammar and pronunciation is adequate for understanding. | correct grammar and pronunciation is | correct grammar and pronunciation | Rarely uses correct grammar and |
| PI 2 | (CO2,CO4, CO5) | whole doesn't read presentation at all and makes eye contact. | much and makes adequate eye contact. | The team as a whole mostly read presentation and makes little eye contact. | |
| PI 4 | (CO2,CO4,CO5) | All members of the team say something meaningful and on topic. | Most members of the team say something meaningful and on topic. | Some members of the team say something meaningful and on topic. | Only one member of the team speaks |
| PI 5 | Time management | All students (the audience) can hear all the time | All students (the audience) can hear 75% of the time or more | All students (the audience) can hear 50% of the time or more | All students (the audience) can't often hear the speakers |
| tructio reprene | (02) | | Presentation as a whole is a bit long or short in length as indicated by the teacher. | Presentation as a whole is considerably too long in length as indicated by the teacher. | Presentation as a whole is considerably too short in length as indicated by the teacher. |

eur and they have to prepare a brief profile of him (profile includes his childhood, family background, school life, higher groups of 6-8 and each group is assigned a script of Mr. Karshan Bhai Patel an eminent ducation, struggles, achievements, hobbies, advise to the engineers who want to be entrepreneurs etc.) and introduce him as the chief uest of their college function. Each member will distribute the profile and present. Time limit for each group is 20 minutes.

Language Laboratory (HM-HU291) Assessment Sheet (CSE A- 2nd semester 2019) Assessment III: Preparing and presenting a resume of an eminent and successful person

Date:

Course objective: The students will be able to communicate confidently and competently in English Language in all spheres. Course outcome:

| Course Ou | Course Outcome | | | | | | |
|--|---|--|--|--|--|--|--|
| HU291.1 | | | | | | | |
| HU291.2 | Coordinate in a group on contemporary topics to enhance speaking ability and presentation skills (BT PS5) | | | | | | |
| HU291.3 | Build vocabulary to enhance speaking and writing skills (BT PS6) | | | | | | |
| HU291.4 | Demonstrate proper body language while expressing one's ideas or opinions (BT PS5) | | | | | | |
| HU291.5 Interpret their views in English so as to overcome stage fear and build self confidence (BT PS4) | | | | | | | |

Rationale: Since the course objective and course outcome emphasis on what students can do rubrics is used as a tool of formative assessment. Formative Assessment is a tool used to gauge student performance. While generally speaking multiple-choice tests and other objective measures indicate what students know, formative assessments generally indicate what students can do and are generally administered during the semester to help FORM instruction. A rubric is a handy tool for the teacher to measure student performance and their progress. There are different level appropriate rubrics used to measure student performance such as speaking rub team presentation rubric, informal observation rubrics etc. but for Assessment II (Company profile presentation) of this course

Group presentation Rubric

PI indicates Performance indicator and the performance is scaled in an ascending order according to their performances (from high to low where 4 denotes Always, 3 denotes Often, 2 denotes Sometimes and 1 denotes Rarely)

| Category (PI) | | Scale (From high to lo | w) | | | |
|---------------|---------------------------------------|--|---|--|--|--|
| | | 4 | 3 | 2 | 1 | |
| PI 1 | Subject matter (CO1,CO3,CO4, CO5) | Always uses correct grammar and pronunciation is adequate for understanding. | correct grammar and correct grammar gra pronunciation is and pronunciation pro adequate for is adequate for ade | | Rarely uses correct grammar and pronunciation is adequate for understanding. | |
| PI 2 | Presentation skills (CO2,CO4, CO5) | The team as a whole doesn't read presentation at all and makes eye contact. | The team as a whole doesn't read presentation too much and makes adequate eye contact. | The team as a whole mostly read presentation and makes little eye contact. | The team as a whole reads presentation the entire time and makes no eye contact. | |
| PI 3 | Team Participation (CO2,CO4,CO5) | All members of the team say something meaningful and on topic. | Most members of the team say something meaningful and on topic. | Some members of the team say something meaningful and on topic. | Only one member of the team speaks | |

Instruction: Students are formed in groups of 6-8 and each group is assigned to prepare and present a resume of an eminent and successful person in their respective fields like Steve Jobs, Karshan Bhai Patel, Sundar Pichai etc. and they have to present it in a group. Each member will distribute the different contents/ subjects of the resume and present. Time limit for each group is 20 minutes.

Language Laboratory (HM-HU291) Assessment Sheet (CSE A- 2nd semester 2019) Assessment IV: Company Profile presentation

Date:

Course objective: The students will be able to communicate confidently and competently in English Language in all sphere.

| Course Ou | |
|-----------|---|
| HU291.1 | |
| HU291.2 | Coordinate in a group on contemporary topics to enhance speaking ability and presentation skills (BT PS5) |
| HU291.3 | Build vocabulary to enhance speaking and writing skills (BT PS6) |
| HU291.4 | Demonstrate proper body language while expressing one's ideas or opinions (BT PS5) |
| HU291.5 | Interpret their views in English so as to overcome stage fear and build self confidence (BT PS4) |

Rationale: Since the course objective and course outcome emphasis on what students can do rubrics is used as a tool of formative **Rationale**: Since the course objective and course of a gauge student performance. While generally speaking multiple-choice tests and assessment. Formative Assessment students know formative assessments generally indicate what students and other objective measures indicate what students know, formative assessments generally indicate what students can do and are generally administered during the semester to help **FORM** instruction. A rubric is a handy tool for the teacher to measure student and are student are different level appropriate rubrics used to measure student parformers to measure student generally administered during the sentester to help a sentester to help appropriate rubrics used to measure student performance such as speaking been and their progress. There are different level appropriate rubrics etc. but for Assessment II (Company profile reservation such as speaking rubric, team presentation rubric, informal observation rubrics etc. but for Assessment II (Company profile presentation) of this course

presentation Rubric

Pfindicates Performance indicator and the performance is scaled in an ascending order according to their performances (from high to low where 4 denotes Always, 3 denotes Often, 2 denotes Sometimes and 1 denotes Rarely) Category (PI) Scale (From high to low)

| | Categ | gory (PI) | Scale (From high to low) | | | | |
|-----|---------------------------------------|---------------------------------------|--|--|--|--|--|
| | | | 4 | 3 | 2 | 1 | |
| | PI 1 Subject matter (C01,C04, C05) | | Always uses correct grammar and pronunciation is adequate for understanding. | Often uses correct grammar and pronunciation is adequate for understanding. | Sometimes uses correct grammar and pronunciation is adequate for understanding. | Rarely uses correct grammar and pronunciation is adequate for understanding. | |
| | PI 2 | Presentation skills (CO2,CO4, CO5) | whole doesn't read presentation at all and makes eye contact. | The team as a whole doesn't read presentation too much and makes adequate eye contact. | The team as a whole mostly read presentation and makes little eye contact. | The team as a whole reads presentation the entire time and makes no eye contact. | |
| | PL2 | Team Participation (CO2,CO4,CO5) | All members of the team say something meaningful and on topic. | Most members of the team say something meaningful and on topic. | Some members of the team say something meaningful and on topic. | Only one member of the team speaks | |
| | PI 4 PI 5 | Volume (CO5) | All students (the audience) can hear all the time | All students (the audience) can hear 75% of the time or more | All students (the audience) can hear 50% of the time or more | All students (the audience) can't often hear the speakers | |
| | | (CO2) | Presentation as a whole is of appropriate length as indicated by the teacher. | Presentation as a whole is a bit long or short in length as indicated by the teacher. | Presentation as a whole is considerably too long in length as indicated by the teacher. | Presentation as a whole is considerably too short in length as indicated by the teacher. | |
| 120 | uction | : Students are formed | | | coucher. | | |

nstruction: Students are formed in groups of 10-12 and each group is assigned a specific company like Ericsson, IBM, Intel, Inatech, Itimetrik and ThoughtWorks. Each group has to prepare 6-8 ppt. slides on assigned company's history, achievements or milestones, ierarchy, products and services, recruitment process and conclusion. Each member will present at least 1 slide. Time limit for each roup is 20 minutes.

Language Laboratory (HM-HU291) Assessment Sheet (CSE A- 2nd semester 2019) Assessment V: Mock Group Discussion

Date:

Date: <u>Course objective</u>: The students will be able to communicate confidently and competently in English Language in all spheres Cour

| irs | <u>e outcome</u> : | o en un spieres. |
|-----|--------------------|---|
| | Course Ou | Itcome |
| | HU291.1 | Develop listening, reading and writing skills for better comprehension ability. (BT PS6) |
| | HU291.2 | Coordinate in a group on contemporary topics to enhance speaking ability and presentation skills (BT PS5) |
| | HU291.3 | Build vocabulary to enhance speaking and writing skills (BT PS6) |
| | HU291.4 | Demonstrate proper body language while expressing one's ideas or opinions (BT PS5) |
| | HU291.5 | Interpret their views in English so as to overcome stage fear and build self confidence (BT PS4) |
| | | |

Rationale: Since the course objective and course outcome emphasis on what students can do rubrics is used as a tool of formative **<u>Rationale</u>**: Since the course objective and cours assessment. Formative Assessment is a tool actor to be and a session of the sessi other objective measures indicate what stational means and are generally administered during the semester to help **FORM** instruction. A rubric is a handy tool for the teacher to measure student and are generally administered during the semester to help **FORM** instruction. A rubric is a handy tool for the teacher to measure student are different level appropriate rubrics used to measure student performance. generally administered during the semicistic to measure student performance and their progress. There are different level appropriate rubrics used to measure student performance such as speaking performance and their progress. There are different level appropriate rubrics used to measure student performance such as speaking rubric, team presentation rubric, informal observation rubrics etc. but for Assessment II (Company profile presentation) of this course

K Group Discussion Rubric

Pl indicates Performance indicator and the performance is scaled in an ascending order according to their performances (from high to low where <u>4</u> denotes Always, 3 denotes Often, 2 denotes Sometimes and 1 denotes Rarely)

| Ca | ategory (PI) | Scale (From high to low) | | | | |
|---|--|--|--|--|---|--|
| | 4 | | 3 | 2 | 1 | |
| PI 1 Initiation (CO2, CO3,CO4) | | Always initiates and takes lead in a meaningful way | Often initiates and takes lead in a meaningful way | Sometimes initiates and takes lead in a meaningful way | Rarely initiates and takes lead | |
| (CO4) enthusiastic | | Always participates enthusiastically in a group | Often participates enthusiastically in a group | Sometimes participates enthusiastically in a group | Rarely participates enthusiastically in | |
| PI 3 | PI 3 Relevance of responses (C01, C02, response) C03,C04, C05) response | | Often gives an appropriate response | Sometimes gives an appropriate response | a group Rarely gives an appropriate response | |
| PI 4 | Team spirit (CO2) | Always coordinates and listens to others viewpoint | Often coordinates and listens to others viewpoint | Sometimes coordinates and listens to others viewpoint | Doesn't coordinate and listens to others | |
| PI 5 Body language (CO4) Always reflects proper gesture, posture and eye contact while addressing the group | | Often Reflects proper gesture, posture and eye contact while addressing the group | Sometimes Reflects proper gesture, posture and eye contact while addressing the group | viewpoint Rarely Reflects proper gesture, posture and eye contact while addressing the group | | |

Instruction: Students are instructed to come prepare on the following topics for discussion –

- Cell phones: a nuisance or a convenience? 1.
- 2. Arranged marriage or love marriage?
- 3. India cannot afford an extravaganza like Olympics
- 4. Multinational companies: Are they devils in disguise?
- Internet: a bane or a boon? 6.
- Digital India: Is it an answer to good governance?

SILIGURI INSTITUTE OF TECHNOLOGY

EVALUATION PROCEDURE FOR WORKSHOP PRACTICE(ES-ME192/292)

| CATEGORIES | SUB-CATEGORIES | Excellent: 5 | Very Good: 4 | Good: 3 | Satisfactory: 2 | Not Satisfactory: 1 |
|------------------------|---|--|---|---|---|--|
| tDS | ATTENDANCE | Punctual and lab experiment is completed within the specific days. | Late or partial completion of the lab experiment within the specific days. | Late or partial completion of the lab experiment but not within the specific days. | Experiment is done in extra class due to absence on assigned days but completed within the specific days | Experiment is done in extra class due to absence on assigned days but not completed in specific days. |
| LAB RECORDS | LAB COPY | The Lab copy contains proper objective , proper sketch of the experimental setup, procedure clearly described with clear experimental results if required | The Lab copy contains proper objective , proper sketch of the experimental setup, procedure clearly described but without clear experimental results if required | The Lab copy contains proper objective , proper sketch of the experimental setup, but without procedure described & without clear experimental results if required | The Lab copy contains proper objective , improper sketch of the experimental setup, without procedure described & without clear experimental results if required | Poor Lab Copy containing improper details about topics & Irrelevent contents. |
| NMENTS | PROCEDURE KNOWLEDGE | Demonstrates excellent knowledge of lab procedures. | Demonstrates very good knowledge of lab procedures. | Demonstrates good knowledge of lab procedures. | Has partial idea about the procedure to be followed. | Has no idea about the procedure to be followed |
| LAB ASSIGNMENTS | INTERACTION WITH GROUP MEMBERS | Very good participation through shared participation and respect for others. | Very good participation through shared participation and respect for others | Good participation through shared participation and respect for others | Minimal participation; Shows little interest. | No participation; sits on the sidelines with no interaction. |
| EXPERIMENTAL RESULT | ACCURACY | Exceptionally good with accurate completion of given assignments | Assignments completed with very good accuracy | Assignments completed with fairly good accuracy | Assignments completed with accuracy which meets satisfaction. | Assignments completed with Poor accuracy . |
| INTERNAL VIVA | OVERALL KNOWLEDGE GATHERED ABOUT THE TOPIC | Exceptional performance with more than 70% of the questions answered correctly | Very good performance with less than 70% but more than 60% of the questions answered correctly | Good performance with less than 60% but more than 50% of the questions answered correctly | Satisfactory performance with less than 50% but more than 40% of the questions answered correctly | Poor Performance with less than 40% of questions answered correctly |
| | | | 'E TO COMPLETE FIVE EXPERIMENTS, E IDENT FOR WORKSHOP PRACTICE [ME | | • | |

| Student Name: | | Student Roll No: | | Sem | : | Year: | |
|-------------------------|--|------------------|--------------|-------|-------|-------|--|
| CATEGORIES | SUB-CATEGORIES | | | | | | |
| | | CO: 1 | CO: 2 | CO: 3 | CO: 4 | CO: 5 | |
| LAB RECORDS | LAB COPY ATTENDANCE (5) (5) | | | | | | |
| | | | | | | | |
| ME | PROCEDURE (S) | | | | | | |
| LAB ASSIGNME NTS | INTERACTION WITH GROUP | | | | | | |
| EXPERIMENT AL RESULT | ACCURACY () | | | | | | |
| INTERNAL VIVA | OVERALL KNOWLEDGE GATHERED ABOUT THE TOPIC (5) | | | | | | |
| REMARKS: | | | | | | | |
| SIGNATURE OF FA | CULTY WITH DATE: | | | | | | |
| SIGNATURE OF TE | CHNICAL ASSISTANTS | / LAB INSTRUCTOR | R WITH DATE: | | | | |

SILIGURI INSTITUTE OF TECHNOLOGY EVALUATION PROCEDURE FOR WORKSHOP PRACTICE(ES-ME192/292)

SILIGURI INSTITUTE OF TECHNOLOGY

EVALUATION PROCEDURE FOR ENGINEERING DRAWING & COMPUTER GRAPHICS(ME-191/ME-291)

| CATEGORIES | SUB-CATEGORIES | Excellent: 5 | Very Good: 4 | Good: 3 | Satisfactory: 2 | Not Satisfactory: 1 |
|------------------------------|---|--|--|---|---|--|
| RDS | ATTENDANCE | | Late or partial completion of the lab experiment within the specific days. | Late or partial completion of the lab experiment but not within the specific days. | Experiment is done in extra class due to absence on assigned days but completed within the specific days | Experiment is done in extra class due to absence on assigned days but not completed in specific days. |
| LAB SHEET specific days with | | Lab sheet is submitted within specific days with excellent presentation. | Lab sheet is submitted within specific days with very good presentation. | Lab sheet is submitted within specific days with fairly good presentation. | Lab sheet is not submitted within specific days but when submitted later it was found with very good presentation. | Lab sheet is not submitted within specific days and when submitted later it was found not satisfactory. |
| LAB ASSIGNMENTS | PROCEDURE KNOWLEDGE | knowledge of lab knowledge of lab | | Demonstrates good knowledge of lab procedures. | knowledge of lab | |
| LAB ASSI | TECHNIQUE | The technique followed by the student is Excellent | The technique followed by the student is very good | The technique followed by the student is good Student is Satisfactory | | The technique followed by the student is not satisfactory |
| EXPERIMENTAL RESULT | ACCURACY | Exceptionally good with accurate completion of given assignments | Assignments completed with very good accuracy | Assignments completed with fairly good accuracy | Assignments completed with accuracy which meets satisfaction. | Assignments completed with Poor accuracy . |
| INTERNAL VIVA | Image: Note of the system I | | Very good performance with less than 70% but more than 60% of the questions answered correctly | Good performance with less than 60% but more than 50% of the questions answered correctly | Satisfactory performance with less than 50% but more than 40% of the questions answered correctly | Poor Performance with less than 40% of questions answered correctly |
| | | A STUDENT HAV | /E TO COMPLETE FIVE EXPERIMENTS, E | ACH PRACTICAL WILL BE OUT OF 30 | MARKS, | |
| | EVALUATION | PROCEDURE OF A STUDENT FOR EN | NGINEERING DRAWING & COMPUTER (| GRAPHICS[ME-191/291] ON THE SCA | LE OF 40 [i.e (GRAND TOTAL / 150) *4 | uo] |

SILIGURI INSTITUTE OF TECHNOLOGY EVALUATION PROCEDURE FOR ENGINEERING DRAWING & COMPUTER GRAPHICS(ME-191/ME-291)

| Student Name: | | Stude | Student Roll No: | | Sem: | | | |
|-------------------------|---|-------|------------------|-------|-------|-------|--|--|
| CATEGORIES | SUB-CATEGORIES | | | | | | | |
| | | CO: 1 | CO: 2 | CO: 3 | CO: 4 | CO: 5 | | |
| LAB RECORDS | ATTENDANCE | | | | | | | |
| | LAB SHEET | | | | | | | |
| LAB ASSIGN MENTS | PROCEDURE KNOWLEDGE | | | | | | | |
| | TECHNIQUE | | | | | | | |
| EXPERIMENTA L RESULT | ACCURACY | | | | | | | |
| INTERNAL VIVA | OVERALL KNOWLEDGE GATHERED ABOUT THE TOPIC | | | | | | | |
| REMARKS: | | | | | | | | |
| SIGNATURE OF FA | SIGNATURE OF FACULTY WITH DATE: | | | | | | | |
| SIGNATURE OF TE | SIGNATURE OF TECHNICAL ASSISTANTS / LAB INSTRUCTOR WITH DATE: | | | | | | | |

| EVALUA | | ATTENDANCE | LAB SHEET | PROCEDURE KNOWLEDGE | TECHNIQUE | OVERALL KNOWLEDGE GATHERED ABOUT THE TOPIC (VIVA) | DETAILS OF ASSIGNMENT | SIGNATURE & DATE (Teacher in charge) |
|--------|--|------------|-----------|------------------------|-----------|--|--------------------------|--|
| CO1 | Assignment:1 (Date:) Assignment:2 (Date:) Assignment:3 (Date:) Assignment:4 (Date:) Assignment:5 (Date:) TOTAL TOTAL (SCALE OF 5) | | | | | | | |
| CO2 | Assignment:1 (Date:) Assignment:2 (Date:) Assignment:3 (Date:) Assignment:4 (Date:) Assignment:6 (Date:) Assignment:7 (Date:) Assignment:8 (Date:) Assignment:9 (Date:) Assignment:10 (Date:) TOTAL TOTAL (SCALE OF 5) | | | | | | | |

| | Assignment:1 (Date:) | | | | |
|-----|--------------------------|--|--|--|--|
| | Assignment:2 (Date:) | | | | |
| | Assignment:3 (Date:) | | | | |
| CO3 | Assignment:4 (Date:) | | | | |
| | Assignment:5 (Date:) | | | | |
| | TOTAL | | | | |
| | TOTAL (SCALE OF 5) | | | | |
| | Assignment:1 (Date:) | | | | |
| | Assignment:2 (Date:) | | | | |
| | Assignment:3 (Date:) | | | | |
| CO4 | Assignment:4 (Date:) | | | | |
| | Assignment:5 (Date:) | | | | |
| | TOTAL | | | | |
| | TOTAL (SCALE OF 5) | | | | |

*FOR ASSIGNMENTS EACH FIELD WILL CARRY TOTAL MARKS OF 5

*AT THE END OF SEMESTER THE TOTAL OF EACH INDIVIDUAL EVALUATION CRITERION HAS TO BE MADE FOR INDIVIDUAL CO AND SCALE IT ON 5

*AFTER SCALING IT ON 5 THE RESPECTIVE MARKS HAS TO BE PUT ON SHEET2 OF THE RUBRICS FOR Cos

SILIGURI INSTITUTE OF TECHNOLOGY EVALUATION PROCEDURE FOR ENGINEERING GRAPHICS & DESIGN(ES-ME191/ES-ME291)

| Student Name: | | Stud | ent Roll No: | Sem: | Year | | | | |
|---------------------------------|---|-------|--------------|-------|-------|--|--|--|--|
| CATEGORIES | SUB-CATEGORIES | | Γ | Γ | | | | | |
| | | CO: 1 | CO: 2 | CO: 3 | CO: 4 | | | | |
| LAB RECORDS | ATTENDANCE | | | | | | | | |
| | LAB SHEET | | | | | | | | |
| LAB ASSIGNMENTS | PROCEDURE KNOWLEDGE | | | | | | | | |
| L ASSIGN | TECHNIQUE | | | | | | | | |
| INTERNAL VIVA | OVERALL KNOWLEDGE GATHERED ABOUT THE TOPIC | | | | | | | | |
| REMARKS: | | | | | | | | | |
| SIGNATURE OF FACULTY WITH DATE: | | | | | | | | | |
| SIGNATURE OF TE | SIGNATURE OF TECHNICAL ASSISTANTS / LAB INSTRUCTOR WITH DATE: | | | | | | | | |

SILIGURI INSTITUTE OF TECHNOLOGY

EVALUATION PROCEDURE FOR ENGINEERING GRAPHICS & DESIGN(ES-ME191/ES-ME291)

| CATEGORIES | SUB-CATEGORIES | Excellent: 5 | Very Good: 4 | Good: 3 | Satisfactory: 2 | Not Satisfactory: 1 | |
|-----------------|---|--|--|---|---|--|--|
| JRDS | ATTENDANCE | Punctual and lab experiment is completed within the specific days. | | Late or partial completion of the lab experiment but not within the specific days. | Experiment is done in extra class due to absence on assigned days but completed within the specific days | Experiment is done in extra class due to absence on assigned days but not completed in specific days. | |
| LAB RECC | LAB SHEFT specific days with excellent | | Lab sheet is submitted within specific days with very good presentation. | Lab sheet is submitted within specific days with fairly good presentation. | Lab sheet is not submitted within specific days but when submitted later it was found with very good presentation. | Lab sheet is not submitted within specific days and when submitted later it was found not satisfactory. | |
| WMENTS | PROCEDURE KNOWLEDGE | Demonstrates excellent knowledge of lab procedures. | knowledge of lab knowledge of lab | | Has partial idea about the procedure to be followed. | Has no idea about the procedure to be followed | |
| LAB ASSIGNMENTS | TECHNIQUE The technique followed by the student is Excellent The technique followed by the student is very good | | The technique followed by the student is good | The technique followed by the student is Satisfactory | The technique followed by the student is not satisfactory | | |
| INTERNAL VIVA | OVERALL KNOWLEDGE GATHERED ABOUT THE TOPIC | Exceptional performance with more than 70% of the questions answered correctly | Very good performance with less than 70% but more than 60% of the questions answered correctly | Good performance with less than 60% but more than 50% of the questions answered correctly | Satisfactory performance with less than 50% but more than 40% of the questions answered correctly | Poor Performance with less than 40% of questions answered correctly | |

Department of Electronics & Communication Engineering

| | | | Sacommunic | | | | | |
|--|----------------------------------|------------------|--------------------------|--------------------------|------------------------|-------|-----------------------|--------------------------------------|
| Name of the Paper | | | | Paper | code: EC | | | |
| Name of the stude | ent: UTSA GHOS | H. Branc | h: | Roll no |): | 10 | | |
| | | | | | | | | |
| Experiment Name/No. | Objective/Criteria | Quality/Sco | re (total evalua | tion marks = | 100) | Marks | Total - marks | Signature of teacher with date |
| Experiment no: | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(13-7) | Poor(6-0) | 22 | | |
| | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(13-6) | Poor(5-0) | 20 | | D |
| 1 | Team work(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 10 | | W. |
| | Lab report(20) | Excellent(20-15) | Good(14-10) | Fair(9-6) | Poor(5-0) | 16 | 88 | A you |
| | Experimental setup & safety (10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | D | 80 | 251 |
| Date: 31/1/19 | Discipline(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | D | | |
| ~ | | | | | | | | |
| Experiment no: | Theoretical concept (25) | Excellent(25-20) | . Good(19-14) | Fair(13-7) | Poor(6-0) | 20 | i ing | |
| | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(13-6) | Poor(5-0) | 20 | 1-27 | 5 |
| 9 | Team work(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 10 | | N. |
| X/ | Lab report(20) | Excellent(20-15) | Good(14-10) | Fair(9-6) | Poor(5-0) | 17 | T | y,ou |
| | Experimental setup & safety (10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 10 | 87 | 'or 1 |
| Date: 28/2/19 | Discipline(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 10 | | |
| 1970 | | 1 · · · | | | 1 | | in indiate | |
| Experiment no: | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(13-7) | Poor(6-0) | 20 | | 5 |
| | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(13-6) | Poor(5-0) | .20 | | CV |
| - | Team work(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 10. | | 14.1 |
| 7 | Lab report(20) | Excellent(20-15) | Good(14-10) | Fair(9-6) | Poor(5-0) | IT | 87 | , de |
| | Experimental setup & safety (10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 10 | | 100/ |
| Date: 2/4/19 | Discipline(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 10 | | A |
| | | * | | 11. | 2 | 1 | 1 | 1 |
| Experiment no: | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(18-7) | Poor(6-0) | 20 | | N/A |
| Lyperment no. | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(13-6) | Poor(5-0) | N | | A |
| | Team work(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 10 | 87 | 121 |
| · 4 | Lab report(20) | Excellent(20-15) | Good(14-10) | Fair(9-6) | Poor(5-0) | | | |
| | Experimental setup & | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 10 | 1 | |
| Date: 11////19 | safety (10) Discipline(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 10 | 4 | |
| Date: 1/4/19_ | Discipline(10) | | | | | | 3 | 10 |
| Eunoriment not | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(13-7) | Poor(6-0) | 21 | | |
| Experiment no: | Experiment conduct(25) | Excellent(25-20) | Good (19-14) | Fair(13-6) | Poor(5-0) | 4 | - | a |
| | Team work(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) Poor(5-0) | 18 | - | ALT |
| 5 | Lab report(20) | Excellent(20-15) | Good(14-10) | Fair(9-6)(| | | GA | 141 |
| J | Experimental setup & | Excellent(10-8) | Good(7-6) | Grair(5+4) | Poor(3-0) | 6 | 90 | |
| the second | safety (10) | Excellent(10-8) | Bood(7-6) | Fair(5-4) | Poor(3-0) | 10 | | S. Caller |
| Date: 25/4/19 | Discipline(10) | Excellent pag-of | 1 | | | | | |
| | | × / | | Enir(12.7) | Poor(6-0) | 21 | e ^l e F | |
| Experiment no: | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(13-7) Fair(13-6) | Poor(5-0) | | - | |
| | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(15-6) | Poor(3-0) | | | (|
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SILIGURI INSTITUTE OF TECHNOLOGY

| ame of Department: | ECE | Name of Subject with code: |
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| ame of Student: | Ricika He | Roll No 11900313040 |
| ame of Experiment: | To pesign | 15 Bit PN Sequence using shift register |
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bjective:

| bjective/Criteria | Quality/Score(Total Evaluation Marks =40) | | | | | | | |
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| nderstanding of heoretical Concept of xperiment (10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 9 | | | |
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| eam Work(4) | Excellent(4) | Good(3) | Fair(2) | Poor(1-0) | 4 | | | |
| ab report (8) | Excellent(8-7) | Good(6-5) | Fair(4-3) | Poor(2-0) | 6 | | | |
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gnature of Teacher with Date

| Name of the Paper: 4 | ANALOG COMMUNICATION | Paper code: |
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| Name of the student: | | Roll no: 1)900 3150 55 |
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| Experiment no. | Objective/Criteria Quality/Score (total evalu | luation marks = 40) Marks Total of teacher. marks with remarks |
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| Name of the Paper: | Electroni | c De | vices | Lab. | Paper code: EC391 |
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| Experiment Name/No. | Objective/Criteria | Quality/Sco | ore (total evalu | ation marks | = 100) | Marks | Total marks | Signature of teacher with date |
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| Experiment no: 1 | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(13-7) | Poor(6-0) | | | |
| Familiarizatio | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(13-6) | Poor(5-0) | | | |
| with | Team work(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | | | |
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| Date: 23 07 19 | Discipline(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | | | |

| Experiment no: | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(13-7) | Poor(6-0) | |
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| study of 2 | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(13-6) | Poor(5-0) | |
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| in laboratory | Experimental setup & safety (10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | |
| Date: 30 07 19 | Discipline(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | |

| Experiment no: 7 | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(13-7) | Poor(6-0) | | |
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| Study of VI | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(13-6) | Poor(5-0) | | ~ |
| characteristics | Team work(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | LPN | M |
| of pn junction | Lab report(20) | Excellent(20-15) | Good(14-10) | Fair(9-6) | Poor(5-0) | | |
| diode | Experimental setup & safety (10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | | |
| Date: 6 8 19 | Discipline(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | | |

| Experiment no: 4 | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(13-7) | Poor(6-0) | | |
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| study of VI | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(13-6) | Poor(5-0) | 1 | |
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| of zener, | Lab report(20) | Excellent(20-15) | Good(14-10) | Fair(9-6) | Poor(5-0) | -(66) | |
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| Experiment no: 5 | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(13-7) | Poor(6-0) | |
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| Line & Load | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(13-6) | Poor(5-0) | - is x |
| regulation | Team work(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | 6 |
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| Experiment no: 6 | Theoretical concept (25) | Excellent(25-20) | Good(19-14) | Fair(13-7) | Poor(6-0) | | |
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| To study | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | Fair(13-6) | Poor(5-0) | | CA |
| charalteristics | Team work(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | | A |
| daBJTin | Lab report(20) | Excellent(20-15) | Good(14-10) | Fair(9-6) | Poor(5-0) | 1191 | V |
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| Name of the Paper | Electronic | Devices | lab. | | code: | EC34 | <u>11</u> 0031. | 8054 |
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| Experiment no: 03 | Experiment conduct(25) | Excellent(25-20) | Good(19-14) | | Poor(3-0) | | 16 | IV |
| charactoristices | Team work(10) | Excellent(10-8) | Good(7-6) | Fair(5-4) | | | TF | 11/ |
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| Experiment no:04 | Theoretical concept (25) | | Good(19-14) | Fair(13-6) | Poor(5-0) | | - (ia | 1 TH |
| characteristic | Experiment conduct(25) | Excellent(25-20) Excellent(10-8) | Good(7-6) | Fair(5-4) | Poor(3-0) | | -(62 | |
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| Endorm load | Experiment conduct(25) | | Good(7-6) | Fair(5-4) | Poor(3-0) | | B | |
| 1 A Read Trentil | Team work(10) | Excellent(10-8) | Good(14-10) | Fair(9-6) | Poor(5-0) | | | |
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SILIGURI INSTITUTE OF TECHNOLOGY

Department of Electronics & Communication Engineering

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Good(7-6)

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Excellent(10-8)

Excellent(10-8)

safety (10)

Discipline(10)

Experimental setup &

9

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Poor(3-0)

Poor(3-0)

Fair(5-4)

Fair(5-4)

LAB PERFORMANCE EVALUATION RUBRIC (FOR SYSTEM DESIGN LAB)

| performance | Inadequate Needs improvement | Developing | Good | Excellent | Score |
|---|---|--|--|--|-------|
| indicators | 0-4 | 5-6 | 7-8 | 9-10 | |
| PI 1 Participation & Regularity | Irregular | More or less Punctual & regular | Most of the time punctual & Regular. | Punctual & Regular | |
| PI 2 Background preparation - lists ideas found in the textbook | No background preparation | Refers the textbooks occasionally. | Good background preparation before the design work. | Well prepared with sufficient knowledge on the design aspect | |
| PI 3 Design meets the requirements | Design is incomplete, inaccurate and/or imprecise | Design is somewhat inaccurate and very imprecise. | Design is mostly accurate | Design is both accurate and precise and may show innovation | |
| PI 3 Use of modern tools | No use of tools | some amount of usage of softwares | Design is mostly carried out using modern tools | Extensive use of modern tools for the design & validation. | |
| PI 4 Design Log Book | No participation; sits on the sidelines with no log book; | Minimal participation; Shows little interest; doesn't pay attention irregular maintenance of log book; | Good participation; appears interested; enthusiastic maintains a design log book; | Shows outstanding Participation, does the assigned task, managing time properly; maintains a proper log book | |
| TOTAL SCORE | | | | | |

LAB REPORT EVALUATION RUBRIC

| performance | Inadequate Needs improvement | Developing | Good | Excellent | Score |
|--|---|---|--|--|-------|
| indicators | 0-4 | 5-6 | 7-8 | 9-10 | |
| PI 1 Timely Submission | Irregular | More or less meeting deadlines | Most of the time Meeting deadlines | Meeting Deadlines regularly | |
| PI 2 Organization & Preparation of report | Lack of organization, incoherent development and/or unreadable | Inconsistent clarity, gaps in logical development, overall hard to follow | Mostly clear, logical progression, a few parts hard to follow | Overall organization clear & develops very logically; easy to read and understand | |
| PI 3 Results & Conclusions | Methods and/or calculations missing or faulty Results unclear, erroneous or partially missing; objectives not met. Some parts impossible to read or understand. Conclusions not fully explained and/or lack sufficient rationale or support. | Methods, techniques, measurements and calculations identified but incomplete Some results presented; objectives partially met. Some parts hard to read or understand. Explains some conclusions and/or some rationale | Mostly explains methods, techniques, measurements and calculations made Results presented; objectives mostly complete Explains conclusions with mostly clear rationale | Presented clearly and concisely; completes all | |

LAB VIVA EVALUATION RUBRIC

| | | Inadequate Needs improvement | Developing | Good | Excellent | Score |
|--------|---------------------------------------|--|--|---|--|-------|
| pertor | mance indicators | 0-4 | 5-6 | 7-8 | 9-10 | |
| PI 1 | Knowledge of subject | information; answered only At ease with information; questions but failed to | At ease; answered all questions but failed to elaborate | Demonstrated full knowledge; answered all questions with elaboration | | |
| PI 2 | Conceptual Understanding | Unable to explain the Mathematical/technical concept(s) involved. | Partially explains the Mathematical/technical concept(s) involved. | Adequately explains the Mathematical /technical concepts(s) involved. | Explains fully the mathematical/technical concepts involved. | |
| PI 3 | Communication and body language | Unable to communicate ideas and unprofessional attitude | Communicates few ideas clearly and needs improvement in professional attitude | Communicates some ideas clearly and good professional attitude. | Communicates all ideas clearly and fluently and excellent professional attitude. | |
| PI 4 | Confidence level | Appears uneasy and somewhat insecure. Rarely faces the audience or makes eye contact. | Appears generally at ease and confident. Sometimes faces the audience and maintains eye contact. | Appears fairly comfortable and confident. Generally faces the audience and maintains good eye contact. | Appears very comfortable and confident. Consistently faces the audience and maintains good eye contact. | |

Evaluate the student's Grand viva employing the following range-scored criteria (best is on right)

| | | Inadequate | Average | Admirable | Outstanding | Score |
|------------------------|---|---|---|--|---|-------|
| performance indicators | | 1 | 2 | 3 | 4 | 4 |
| PI 1 | 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 | |
| PI 2 | Conceptual Understanding | Unable to explain the Mathematical/technical concept(s) involved. | Partially explains the Mathematical/technical concept(s) involved. | Adequately explains the Mathematical /technical concepts(s) involved. | Explains fully the mathematical/technical concepts involved. | |
| PI 3 | Use of technical Language & real world examples | Incorrect use of technical terms and does not have knowledge about real world applications & issues . | Little use of accurate technical terms and have partial knowledge about real world applications & issues | Uses most technical terms accurately and have adequate knowledge about real world applications & issues | Uses technical terms accurately and appropriately and have adequate knowledge about real world applications & issues | |
| PI 4 | Communication and body language | Unable to communicate ideas and unprofessional attitude | Communicates few ideas clearly and needs improvement in professional attitude | Communicates some ideas clearly and good professional attitude. | Communicates all ideas clearly and fluently and excellent professional attitude. | |
| PI 5 | Confidence level | Appears very comfortable and confident. Consistently faces the audience and maintains good eye contact. | Appears fairly comfortable and confident. Generally faces the audience and maintains good eye contact. | Appears generally at ease and confident. Sometimes faces the audience and maintains eye contact. | Appears uneasy and somewhat insecure. Rarely faces the audience or makes eye contact. | |

TOTAL SCORE

| CO1 | PI 1, PI 2, PI 3 | Demonstrate systematic understanding of knowledge related to 4 years study of B. Tech. in EE |
|------------|------------------|--|
| CO2 | PI 1, PI 2 | Utilise the knowledge and ideas to deal with real world problems and issues clearly. |
| CO3 | PI 3, PI 4 | Show verbal communication and presentation skills. |
| CO4 | PI 5 | Demonstrate confidence and versatility in answering the varieties of questions posed by a group of interviewer in a moderately short duration. |

LAB PERFORMANCE EVALUATION RUBRIC

| performance | Inadequate Needs improvement | Developing | Good | Excellent | Score |
|---|--|--|---|---|-------|
| indicators | 0-4 | 5-6 | 7-8 | 9-10 | |
| PI 1 Participation & Regularity | Irregular | More or less Punctual & regular | Most of the time punctual & Regular. | Punctual & Regular | |
| PI 2 Lab Techniques | Measurements, skills or Techniques in lab are incomplete, inaccurate and/or imprecise | Measurements, skills or techniques in lab are somewhat inaccurate and very imprecise. | Measurements, skills or techniques in lab are mostly accurate | Measurements, skills or techniques in lab are both accurate and precise and may show innovation | |
| PI 3 Safety Procedures & Directions | Safety procedures were ignored. Did Not follow directions. | Lab is carried out with some attention to relevant safety procedures & directions. | Lab is generally carried out with attention to relevant safety procedures & directions. | Lab is carried out with full attention to relevant safety procedures & directions. | |
| PI 4 Ability to work in a group | No participation; sits on the sidelines with no interaction; disinterested; | Minimal participation; Shows little interest; doesn't pay attention to other group members; may argue to get point across;helps group only when asked; | Good participation; appears interested; enthusiastic but talks over teammates or may "hog" tasks; trys to help group complete tasks; | Shows outstanding leadership qualities through shared participation and respect for others; keeps others on task, managing time; Assumes responsibility for effective functioning of the group. | |
| TOTAL SCORE | E | · | | | |

LAB REPORT EVALUATION RUBRIC

| performance | Inadequate Needs improvement | Developing | Good | Excellent | Score |
|--|---|---|--|--|-------|
| indicators | 0-4 | 5-6 | 7-8 | 9-10 | |
| PI 1 Timely Submission | Irregular | More or less meeting deadlines | Most of the time Meeting deadlines | Meeting Deadlines regularly | |
| PI 2 Organization & Preparation of report | Lack of organization, incoherent development and/or unreadable | Inconsistent clarity, gaps in logical development, overall hard to follow | Mostly clear, logical progression, a few parts hard to follow | Overall organization clear & develops very logically; easy to read and understand | |
| PI 3 Results & Conclusions | Methods and/or calculations missing or faulty Results unclear, erroneous or partially missing; objectives not met. Some parts impossible to read or understand. Conclusions not fully explained and/or lack sufficient rationale or support. | Methods, techniques, measurements and calculations identified but incomplete Some results presented; objectives partially met. Some parts hard to read or understand. Explains some conclusions and/or some rationale | Mostly explains methods, techniques, measurements and calculations made Results presented; objectives mostly complete Explains conclusions with mostly clear rationale | Presented clearly and concisely; completes all | |

STUDENT PROJECT EVALUATION RUBRIC

Evaluate the student's Project employing the following range-scored criteria (best is on right)

| | | Inadequate | Average | Admirable | Outstanding | Score |
|--------|---|---|---|---|--|-------|
| Perfor | mance indicators | 1 | 2 | 3 | 4 | |
| PI 1 | Understanding of Project Objectives | Unable to understand the Project objectives and did not apply engineering elements such as design, synthesis, mathematical modelling, or simulation as applicable in the project. | Unable to understand the Project objectives and applied engineering elements such as design, synthesis, mathematical modelling, or simulation as applicable in the project is limited. | Project objectives are well understood and applied suitable engineering elements in the project. | Project objectives are clearly understood and Applied appropriate engineering elements in the project. | |
| PI 2 | Content & methodology | The information presented is isolated and the methods are not described. | The information presented is relevant and the methods are partly described. | The information presented is relevant coverage with accurate support. Methods are described & explained | The information presented is relevant with higher degree of originality and methods are clearly described. | |
| PI 3 | Results & explanations Analysis | Results & explanations are not appropriate | Results are well explained | Results are well explained | Results are appropriately explained | |
| PI 4 | Planning <mark>and</mark> <mark>scheduling</mark> of Project Activities | No project schedule provided | Project activities were poorly identified and not arranged practically in a project schedule with timeline | Project activities were identified but some were not arranged practically in a project schedule with timeline | Project activities were clearly identified and arranged practically in a project schedule with timeline | |
| PI 5 | Use of modern tools/devices | Does not make use of analytical tools and/or devices relevant to the project | Employ some analytical tools and/or devices acquired. | Employ appropriate analytical tools and/or devices acquired in his course of study to the project at hand | Employ appropriate analytical tools and/or devices. Clearly demonstrates mastery of several areas of the curriculum | |

| | Inadequate | Average | Admirable | Outstanding | Score |
|--|--|--|--|--|--|
| nance indicators | 1 | 2 | 3 | 4 | |
| Originality | The work was entirely adapted for previous works | Most work was adapted from previous works, did not demonstrate creativity | Some work was adapted from previous work and/or demonstrated creativity and critical thinking in a satisfactory manner | The concept of the work is original/ novel and/or demonstrated creativity and critical thinking. | |
| Formatting and organisation of report | There was no structure of report and the formatting was beyond the guidelines. No references provided | The report was poorly structured, and the formatting include very substantial and consistent error. References provided were not reliable (e.g internet content) and relevant | The report was structured and formatted in a satisfactory manner. Some references were not reliable (e.g internet content) and relevant | The report was structured in an orderly manner, and the formatting was done properly in accordance to the guidelines. All references were apparently reliable (e.g journals) and relevant | |
| Delivery – Presentation skills & Communication (Q/A) | Bare organization and preparation. Lack of confidence and familiarity in some parts of the presentation. Answer at least one question correctly. Need clarification. | Basic organization and preparation. Confident in only some parts of the presentation. Answer most questions correctly. Need clarification sometimes. | Good organization and preparation. Confident in most parts of the presentation. Answer most questions correctly and concisely. | Excellent organization and preparation. Confident and relaxed in the whole presentation. Handle difficult questions with ease and confidence. Illustrative explanation | |
| Self-Initiatives & commitment | The student did not understand the project and did not show any self- initiative at al | The student did not understand some parts of the project and did not show self-initiative in handling and planning of the tasks for the project | The student understood most parts of the project and showed some self- initiative in handling and planning of the tasks for the project | The student understood the project well and showed self-initiative in handling and planning of the tasks for the project | |
| | Formatting and organisation of report Delivery – Presentation skills & Communication (Q/A) Self-Initiatives & | nance indicators1OriginalityThe work was entirely adapted for previous worksFormatting and organisation of reportThere was no structure of report and the formatting was beyond the guidelines. No references providedDelivery - Presentation skills & Communication (Q/A)Bare organization and preparation. Lack of confidence and familiarity in some parts of the presentation. Answer at least one question correctly. Need clarification.Self-Initiatives & commitmentThe student did not understand the project and did not show any self- | nance indicators12OriginalityThe work was entirely adapted for previous worksMost work was adapted from previous works, did not demonstrate creativity and critical thinkingFormatting and organisation of reportThere was no structure of report and the formatting was beyond the guidelines. No references providedThe report was poorly structured, and the formatting include very substantial and consistent error. References providedDelivery - Presentation skills & Communication (Q/A)Bare organization and preparation. Lack of confidence and familiarity in some parts of the presentation. Answer at least one question correctly. Need clarification.Basic organization and preparation. Confident in only some parts of the presentation sometimes.Self-Initiatives & commitmentThe student did not understand the project and did not show any self- initiative at alThe student did not show self-initiative in handing and planning of | nance indicators123OriginalityThe work was entirely adapted for previous worksMost work was adapted from previous works, did not demonstrate creativity and critical thinkingSome work was adapted from previous works, did not demonstrate creativity and critical thinkingFormatting and organisation of reportThere was no structure of report and the formatting was beyond the guidelines. No references providedThe report was poorly structured, and the formatting include very substantial and consistent error. References providedThe report was structured and formatted in a satisfactory mannerDelivery - Presentation skills & Communication (Q/A)Bare organization and preparation. Lack of confidence and familiarity in some parts of the presentation. Answer at least one question correctly. Need clarification.Basic organization and preparation. Confident in only some parts of the presentation. Answer most questions correctly. Need clarification.Good organization and preparation. Confident in most parts of the presentation. Answer at least one question correctly. Need clarification.Good organization and correctly. Need clarification sometimes.Self-Initiatives & commitmentThe student did not initiative at alThe student did not initiative at alThe student did not initiative at al | nance indicators1234OriginalityThe work was entirely adapted for previous worksMost work was adapted from previous works, did nd demonstrate creativity and critical thinkingSome work was adapted from previous works, did original/ novel and/or critical thinking in a satisfactory mannerThe concept of the work is original/ novel and/or demonstrated creativity and critical thinkingFormatting and organisation of reportThere was no structure of report and the formatting was beyond the guidelines. No references providedThe report was poorly structured, and the formatting include very substantial and consistent error. References providedThe report was structured in and consistent error. References were not reliable (e.g internet content) and relevantThe report was structured in and organization and proparation. Confident in only some parts of the presentation. Answer most questions correctly. Need clarification.Good organization and preparation. Confident in only some parts of the presentation. Answer most questions correctly. Need clarification.Good organization and preparation. Confident in sont parts of the whole presentation. Handle difficult questions correctly. Need clarification.Excellent organization and preparation. Confident in only some parts of the presentation. Answer most questions correctly. Need clarification.The student did not the whole presentation. Handle difficult questions correctly. Need clarification.The student did not the whole presentation. Confident and showed some self- initiative at alThe student did not the student did not the student did not the stud |

| CO1 | | Recognise the relevancy and necessity / usefulness of the project in current scenario a technical problem of current relevance to Electrical Engineering and allied field. |
|------------|------|---|
| CO2 | PI 2 | Research the problem and identify the solution methodology |

| CO3 | PI 3, PI 5 | Validate and analyze the results by Simulation/Experimentation and construction of systems using modern tools/devices |
|------------|------------|---|
| CO4 | PI 4, PI 6 | Demonstrate time management and commitment towards professional ethics. |
| CO5 | PI 7, PI 8 | Develop interpersonal skills, communication skills and technical report writing skills. |
| CO6 | PI 9 | Able to evolve as a committed self-learner. |

STUDENT SEMINAR ON INDUSTRIAL TRAINING EVALUATION RUBRIC

Evaluate the student's performance employing the following range-scored criteria (best is on right)

| | | Inadequate | Average | Admirable | Outstanding | Score |
|------------------------|---|--|---|--|---|-------|
| performance indicators | | 1 | 2 | 3 | 4 | |
| PI 1 | Industrial training experience & orientation | Shows absolutely no interest in industrial training. Have no knowledge about the company. Training completion certificate received with remarks. | Shows lack of interest in industrial training. Minimal knowledge about the company. Training completion certificate received | Show positive feelings about industrial training experience Moderate knowledge about the company. Training completion certificate received | Shows a very strong positive feeling about industrial training experience. Extensive knowledge about the company. Training completion certificate received with appreciation. | |
| PI 2 | Formatting and organisation of Training report | Report submitted was not structured. | The report was poorly structured, and the formatting include very substantial and consistent error | and formatted in a | The report was structured in an orderly manner, and the formatting was done properly. | |
| PI 3 | Presentation skill | Very Poor delivery of presentation. Mumbles and/or Incorrectly pronounces some terms . | Contents of presentations are not appropriate and not well delivered Presentation Short OR dragging in parts | are appropriate | Contents of presentations are appropriate and well delivered Well-paced throughout. | |
| PI 4 | Overall learning experience | The trainee's learning experience is unclear or very poor. | The trainee's learning experience is poor or insufficient. | The trainee's learning experience is good and exibits self learning capability. | The trainee's learning experience is rich and exibits self learning capability. | |

| CO1 | PI 1 | Gain knowledge about recent trends, issues and developments in industry. |
|------------|------------|--|
| CO2 | PI 1, PI 2 | Apply the engineering knowledge to real industrial situations. |
| CO3 | PI 2, PI 3 | Develop technical reports and presentation with the help of ICT. |
| CO4 | PI 3 | Demonstrate communication skills and time management. |
| CO5 | PI 4 | Able to evolve as a self learner. |

Evaluate the student's seminar presentation employing the following range-scored criteria (best is on right)

| | | Inadequate | Average | Admirable | Outstanding | Score |
|------------------------|-------------------------------------|--|---|---|---|-------|
| performance indicators | | 1 | 2 | 3 | 4 | |
| PI 1 | Content & Knowledge relevancy | Content not clearly related to topic. Does not have grasp of information. | Content sufficient for clear understanding At ease with information. | Content is sufficient for clear understanding. At ease with information. | Content sufficient for clear understanding Demonstrated full knowledge. | |
| PI 2 | Presentation Skill | Mumbles and/or Incorrectly pronounces some terms . | Contents of presentations are not appropriate and not well delivered Presentation Short OR dragging in parts | | Contents of presentations are appropriate and well delivered Well-paced throughout. | |
| PI 3 | Contribution of work | Bibliography includes some web links. Significance not mentioned or just hinted | Bibliography is not organised. Significance mentioned. | Bibliography is more or less organised Significance explained | Well organised bibliography Significance exceptionally well explained | |
| PI 4 | Preparation of Report | Report submitted was not structured. | The report was poorly structured, and the formatting (e.g: font, spacing, labelling of figures and tables, equations numbered and etc) include very substantial and consistent error | The report was structured and formatted (e.g: font, spacing, labelling of figures and tables, equations numbered and etc) in a satisfactory manner | The report was structured in an orderly manner, and the formatting (e.g: font, spacing, labelling of figures and tables, equations numbered and etc) was done properly. | |

| CO1 PI | | Gain knowledge about recent trends, issues and developments in technology. |
|--------|---------|--|
| CO2 PI | 4 | Develop technical reports. |
| CO3 PI | 2, PI 4 | Develop interpersonal skills, software skills as well as communication skills. |
| CO4 PI | 2 | Deliver presentation with the help of ICT |
| CO5 PI | 1, PI 3 | Evolve as a self-learner. |