

Program Name : All Branches of Diploma in Engineering and Technology / Diploma in Artificial Intelligence and Machine Learning / Diploma in Computer Hardware & Maintenance / Diploma in Electronics and Computer Engineering / Diploma in Cloud Computing & Big Data

Program Code : CE/CR/CS/CH/CM/CO/IF/CW/DE/EJ/EN/EQ/ET/EX/IE/MU/EE EP/EU/IS/IC/AE/FG/ME/PG/PT/DC/TX/TC/AN/HA/TE/BD

Semester : Fifth

Course Title : Capstone Project – Planning

Course Code : 22058

1. RATIONALE

According to the requirement of National Board of Accreditation (NBA), 'learning to learn' is an important Graduate Attribute (GA No.11). It is required to develop this skill in the students so that they continue to acquire on their own new knowledge and skills from different 'on the job experiences' during their career in industry. An educational 'project' just does that and may be defined as *'a purposeful student activity, planned, designed and performed by a student or group of students to solve/ complete the identified problem/task, which require students to integrate the various skills acquired over a period to accomplish higher level cognitive and affective domain outcomes and sometimes the psychomotor domain outcomes as well'*. Projects mainly serve this purpose of developing learning-to-learn skills with an aim to develop the following attributes in the students:

- Initiative, confidence and ability to tackle new problems
- Spirit of enquiry
- Creativity and innovativeness
- Planning and decision making skills
- Ability to work in a team and to lead a team
- Ability of self directed learning which is required for lifelong learning
- Persistence (habit of not giving up quickly and trying different solutions in case of momentary failures, till success is achieved)
- Resourcefulness
- Habit of keeping proper records of events and to present a formal comprehensive report of their work.

2. COMPETENCY

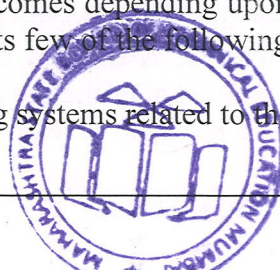
The course should be taught and implemented with the aim to develop the required course outcomes (COs) so that students will acquire following competency needed by the industry:

- Plan innovative/creative solutions independently and/or collaboratively to integrate various competencies acquired during the semesters to solve/complete the identified problems/task/shortcomings faced by industry/user related to the concerned occupation.**

3. COURSE OUTCOMES (COs)

The following could be some of the major course outcomes depending upon the nature of the projects undertaken. However, in case of some projects few of the following course outcomes may not be applicable.

- Write the problem/task specification in existing systems related to the occupation.



- b) Select, collect and use required information/knowledge to solve the problem/complete the task.
- c) Logically choose relevant possible solution(s).
- d) Consider the ethical issues related to the project (if there are any).
- e) Assess the impact of the project on society (if there is any).
- f) Prepare 'project proposals' with action plan and time duration scientifically before beginning of project.
- g) Communicate effectively and confidently as a member and leader of team.

4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme			Credit (L+T+P)	Examination Scheme												
L	T	P		Theory						Practical						
				Paper Hrs.	ESE		PA		Total		ESE		PA		Total	
					Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
-	-	2	2	--	--	--	--	--	--	25@	10	25	10	50	20	

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment

5. Capstones Project

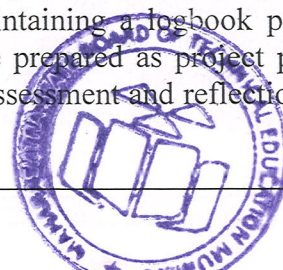
One of the dictionary meaning is the 'crown' or the stone placed on top of the building structure like 'kalash on top of Temples and Mosques' or 'Cross on top of churches'. Capstone projects are culminating experiences in which students synthesize the competencies acquired over whole programme. In some cases they also integrate cross-disciplinary knowledge. Thus Capstone projects prepare students for entry into a career and can be described as a 'rite of passage' or 'minimal threshold' through which participants change their status from student to graduate. A capstone project therefore should serve as a synthesis — reflection and integration— to bridge the real-world preparatory experience to real life. Thus capstone project should have emphasis on integration, experiential learning, and real-world problem solving and hence these projects are very important for students. To develop the highly essential industry oriented skills and competencies in the students, the capstone projects are offered in the last two semesters to serve for following purposes:

- a) Integrate the competencies acquired by the students in the previous and current semesters.
- b) Provide opportunities for interdisciplinary work in tackling problems likely to be faced by them in industry which are exciting and challenging.

6. Capstone Project Planning

Students are supposed to find out a suitable project and prepare a detailed plan in fifth semester so that it can be executed smoothly in sixth semester. The main characteristic of any project whether small or big is that it requires simultaneous application of various types of skills in the different domains of learning. Moreover, project normally do not have a predefined single solution, in other words for the same problem different students may come up with different but acceptable solutions. Further, in the process of arriving at a particular solution, the student must be required to make a number of decisions after scrutiny of the information s/he has accumulated from experiments, analysis, survey and other sources.

The projects will have a detailed project proposal, which must be executed or implemented within the time allocated, simultaneously maintaining a logbook periodically monitored by the teacher. A detailed project report is to be prepared as project progresses, which has to be submitted after the project is over. For self assessment and reflection students have to also prepare a portfolio of learning.



During the guidance and supervision of the project work, teachers' should ensure that students acquire following *learning outcomes* (depending upon the nature of the project work some of these learning outcomes may not be applicable):

- a) Show the attitude of enquiry.
- b) Identify the problems in the area related to their programme.
- c) Identify the information suggesting the cause of the problem and possible solutions.
- d) Assess the feasibility of different solutions and the financial implications.
- e) Collect relevant data from different sources (books/internet/market/suppliers/experts etc. through surveys/interviews).
- f) Prepare required drawings and detailed plan for execution of the work.
- g) Work persistently and participate effectively in group work to achieve the targets.
- h) Work independently for the individual responsibility undertaken.
- i) Ask for help from others including guide, when required.
- j) Prepare portfolio to reflect (*chintan-manan*) on experiences during project work.
- k) Prepare seminar presentations to present findings/features of the project.
- l) Confidently answer the questions asked about the project.
- m) Acknowledge the help rendered by others in success of the project.

If students are able to acquire these *learning outcomes*, then they would be able to acquire the COs as discussed in section 3.

7. Scopes of Projects

Scope of the project work should be decided based on following criteria:

- a) **Relation to diploma programme curriculum:** When students intend to select topics for the project work they need to choose a project which relates well to their curriculum (It may be beyond curriculum, but it should relate to it) and requires implementation of theories already learnt and skills already possessed by them from the previous semesters.
- b) **Abilities possessed by the group of students:** Projects should be chosen so that it can be completed mainly using students' problem solving capabilities and depth of learning. It is natural that highly motivated students or high achievers may come out with projects which are more complex and challenging. Teachers should guide students to choose challenging projects according to the students' ability.
- c) **Resources Available:** Students and Guides should keep in mind the availability of resources while deciding the topic and the scope of the project. Some of the important resources which need consideration are:
 - i. Time available
 - ii. Raw Material/Components required
 - iii. Manufacturing/Fabrication equipment and tools required
 - iv. Testing/Measuring equipment and instruments required
 - v. Access to Journals (Library/Digital)
 - vi. Expertise for theoretical guidance (available in polytechnic, nearby institutes or nearby industries)
 - vii. Expertise and technology required for fabrication (if required)
 - viii. Software required.

An important aspect to be considered is to decide who will choose a project. The best practice is that teacher should guide students about the above factors to be considered for choosing the project and based on these factors students should do the ground work and identify the possible projects and teachers should work as only facilitator and Guide in final selection of the project title and its scope.

d) Suggested Type of Capstone Projects

In general, the projects that the students can take up could be of the following types;

- i. Feasibility studies.



- ii. Design projects
- iii. Market surveys about raw material, components or finished products.
- iv. Prototype (design, make, test and evaluate).
- v. Advanced experimental work requiring the development of existing equipment to be used and developed.
- vi. Field works: This could include surveys, using equipment, charting data and information from visual observation.
- vii. Comparative Studies: Theoretical study of two systems/mechanisms/ processes in detail and comparing them on the basis of cost/energy conservation/impact on environment/technology used etc.
- viii. Application of Emerging technology: Theoretical study of some emerging technology and feasibility of its application in some real life situation in detail.
- ix. Fabrication of some equipment/machine etc.
- x. Construction of some structure.
- xi. Development of software or use of software for solving some broad-based problem.

8. GUIDELINES FOR UNDERTAKING A PROJECT

The selection of the *Capstone Project title* must have emphasis to the Elective courses/ Elective Group taken for the study and exam for 5th and 6th semester. The students will then work on the identified problem/task through a rigorous process of understanding and analyzing the problem, conducting a literature search, deriving, discussing (monitored by the guide every fortnight) and designing the *Semester V 'Project Proposal'* with the following *sub-titles*:

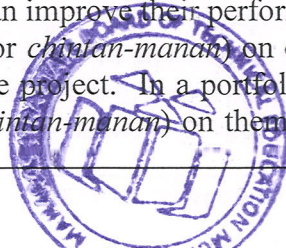
- a) Rationale (one page)
- b) Introduction
- c) Literature Survey
- d) Problem Definition
- e) Proposed Methodology of solving Identified problem
- f) In-case some prototype has to be fabricated then its tentative design and procedure for making it should be part of the proposal.
- g) Resources and consumables required.
- h) Action Plan (sequential list of activities with probable dates of completion)

As soon as the 'Project Proposal' is approved by the teacher, the student will begin to maintain a dated '*Project Logbook*' for the whole semester. This is a sort of a 'weekly diary' indicating all the activities conducted by the student every week in the semester to complete the project. This '*project logbook*' should be got signed by the teacher at regular intervals for progressive assessment to match the project proposal. If this is maintained sincerely and truthfully by the student, it will be very helpful in compiling the 'Project Report' at the end of the semester by him/her.

9. PORTFOLIO FOR SELF-DIRECTED LEARNING

To ensure that students acquire these outcomes, students should also be guided to prepare a '*Portfolio*', so that they may reflect on their weaknesses/mistakes and learn from them. *Students should also be encouraged to discuss with their guide and record not only technical problems but also problems related to group work, planning, execution, leadership in the team etc., so that students can also identify their weaknesses in affective domain and take remedial actions to overcome the same.* If they wish, the students can also show their portfolio to their teachers (whom they trust) for obtaining teachers' comments on their reflection for pointing out their mistakes so that they can improve their performance.

'*Portfolio*' is the record of the reflection (thinking or *chintan-manan*) on experiences to which students undergo during the different stages of the project. In a portfolio, students record their critical experiences and reflect (think or do *chintan-manan*) on them in writing.



This process of reflecting on the experiences make them learn from their mistakes and build on their strengths. To help students in reflection, a Portfolio format with reflective prompts (simple thought provoking questions) for different stages of the project is given as annexure B.

12.1 Purposes of Portfolio Preparation

Reflection by self is important since group work is so complex that it is difficult for teachers to appreciate the real problems amongst the students. In a portfolio, prompts (simple thought provoking questions) are given to trigger reflection on different aspects of project work. Prompts help the students to ask questions from themselves regarding different aspects of the project work and interpersonal relationships. Process of answering these questions forces students to think about behavioral problems and possible remedies/solution to deal with those problems. Portfolio preparation therefore helps in reflection on building the strengths and elimination of the weaknesses of the students pertaining to following qualities which the industry also need.

- a) Plan properly for execution of given work.
- b) Take appropriate decisions.
- c) Arrange resources.
- d) Work as member and leader of team.
- e) Communicate properly.
- f) Resolve the conflicts.
- g) Manage the time well.
- h) Have concern for ethical, societal and environmental issues.
- i) Learn-to-learn from experiences.

It may be seen that these qualities are not directly related with the theoretical subject knowledge and can be developed only through real life experiences. Project work is one such type of experience where opportunity is available to develop all these qualities.

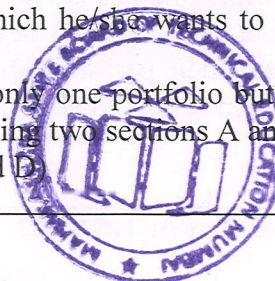
However, even during project work, emphasis of most of the students and teachers remains on development of the technical knowledge and skills while development of above qualities is neglected. Students can develop these qualities if they reflect (do thinking or *Chintan-Manan*) on their experiences from the point of view of these qualities and find out their own weaknesses and strengths. Because if somebody wants to improve his/her abilities then first step for that person is to have self awareness about his/her weaknesses and strengths.

Though portfolio preparation requires considerable time, it is essential, if we want to learn from the experiences and develop these qualities. Writing down reflections helps in better reflection as it is well known that when a person starts writing something he/she becomes more cautious about his/her view and evaluate those views before writing. Thus process of writing improves the quality of reflection or thinking. Moreover, if reflections on different stages of work are written down, over a period of time a large amount of reflection can be generated, and if this reflection is looked back, it may help in identifying some pattern of behaviour in individual which may be improved or rectified latter on as per requirement.

12.2 Guidelines for Portfolio Preparation and assessment

The main purpose of portfolio preparation is learning based on self-assessment and ***portfolio is not to be used for assessment in traditional sense.***

- a) Each student has to prepare his/her portfolio separately. However, he/she can discuss with the group members about certain issues on which he/she wants to write in the portfolio.
- b) For fifth semester and sixth semester, there will be only one portfolio but it will have two separate parts, first part for project planning (having two sections A and B) second part for project execution. (having two sections C and D)



- c) Whatever is written inside the *portfolio is never to be used for assessment*, because if teachers start giving marks based on whatever is written in the portfolio, then students would hesitate in true self-assessment and would not openly describe their own mistakes or shortcomings.
- d) Some marks are allocated for portfolio, these marks are to be given based on how sincerely portfolio has been prepared and not based on what strengths and weaknesses of the students are mentioned in the portfolio.
- e) Portfolio has to be returned back to the students after assessing it (assessment is only to see that whether portfolio is completed properly or not) by teachers. Because student is the real owner of the portfolio.
- f) Students mainly learn during portfolio preparation, but they can further learn if they read it after a gap. And hence they are supposed to keep the portfolios with them even after completion of the diploma because it is record of their own experiences (it is like diary some people write about their personal experiences), because they can read it again after some time and can revise their learning (about their own qualities)

Even after completion of Diploma programme, students can continue to prepare portfolio related to different experiences in their professional and personal life and by refereeing back to old portfolios after a gap of some years, they can learn that how their personality has evolved over the years. They can also see a pattern of behaviour in their own personality which may be source of their weaknesses or strengths and they can take remedial measures based on this study of their portfolios.

Note

Since some sections of the portfolio are related with interpersonal relationships and student may find it difficult to write these experiences in English. Language should not be the barrier in reflection and hence students should be allowed to prepare the portfolio in their preferred language such as *Marathi* or *Hindi* if they find it difficult to write in English.

The amount and type of mistakes identified by students would not affect the marks received by the students. The total 7 Marks allocated for portfolio (4 marks for PA and 3 for ESE) are only for proper completion of the portfolio.

10. PROJECT REPORT

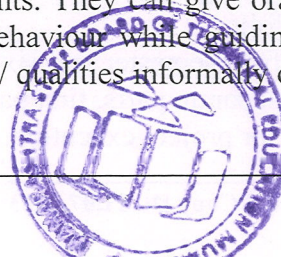
At the end of fifth Semester, the student will prepare a Semester V 'Project Report' with the following sub-titles:

- Certificate (in the Format given in this document as annexure A)
- Acknowledgements
- Abstract (in one paragraph not more than 150 words)
- Content Page
- Chapter-1 Introduction and background of the Industry or User based Problem
- Chapter-2 Literature Survey for Problem Identification and Specification,
- Chapter-3 Proposed Detailed Methodology of solving the identified problem with action plan
- References and Bibliography

Note: The report should contain relevant diagrams and figures, charts.

11. ASSESSMENT OF CAPSTONE PROJECT – PLANNING

Like other courses, assessment of Project work also has two components, first is progressive assessment, while another is end of the term assessment. The mentor faculty will undertake the progressive assessment to develop the COs in the students. They can give oral informal feedback about their performance and their interpersonal behaviour while guiding them on their project work every week. The following characteristics/ qualities informally or formally



should be considered during different phases of the project work which will be discussed thrice as discussed in sub-section.

(A) Initial Phase

i. Definition of the Problem

- a) Accuracy or specificity
- b) Appropriateness with reference to desired course outcomes.

ii. Methodology of Conduction the Project

- a) Appropriateness
- b) Flexibility
- c) Clarity

iii. General Behaviour

- a) Initiative
- b) Resourcefulness
- c) Reasoning ability
- d) Imagination/creativity
- e) Self-reliance

(B) Intermediate Phase

i. Performance of Student

- a) Ability to follow correct procedure
- b) Manipulative skills
- c) Ability to collect relevant information
- d) Ability to observe, record & interpret
- e) Ingenuity in the use of material and equipment
- f) Target achievement

ii. General Behaviour

- a) Persistence
- b) Interest
- c) Commitment
- d) Confidence
- e) Problem solving ability
- f) Decision making ability
- g) Initiative to act
- h) Team spirit.
- i) Sharing of material etc.
- j) Participation in discussion
- k) Completion of individual responsibilities

(C) Final Phase

i. Quality of Product

- a) Dimensions
- b) Shape
- c) Tolerance limits
- d) Cost effectiveness
- e) Marketability
- f) Modernity

ii. Quality of Report

- a) Clarity in presentation and organization
- b) Styles and language
- c) Quality of diagrams, drawings and graphs
- d) Accuracy of conclusion drawn
- e) Citing of cross references



- f) Suggestion for further research/project work
- iii. **Quality of presentation**
 - a) Understanding of concepts, design, methodology, results, implications etc
 - b) Communication skills
 - c) Ability to draw conclusions and generalization

12. PROGRESSIVE ASSESSMENT (PA) GUIDELINES

15 Marks are allocated for the formal progressive assessment. However, following points need consideration during the three times of formal progressive assessment of the students at the end of 4th, 12th and 14th week.

- a) **Fortnightly monitoring** by the mentoring teachers is necessary and marks given progressively (even the gradual chapter preparation) so that that students will not copy earlier reports or get things done or reports from the market. The **students should not be awarded marks** if they have not done on their own.
- b) For progressive assessment at the end of 14th week, students should be asked to give the power point presentation before group of teachers and junior students (so that junior students may also get awareness about the capstone project work they have to carry out in future).
- c) Although marks for *portfolio preparation* is to be given at the end of 14th week, students should be asked to bring their partly prepared portfolio (relevant sections prepared) also during their assessment at the end of 4th week and 12th week.
- d) Marks for portfolio preparation should be based only on proper preparation of portfolio by writing answers to most of the prompts (self-questions to students) in the portfolio. These marks should not be based on the mistakes indicated by students in their working (while answering the prompts) and corrective actions taken by them.
- e) The students would be awarded marks for their efforts (In some cases it may happen that due to some reasons such as unavailability of some material or component or some other resources, students may not be able to complete the project, but they have tried their best, in such cases students would be given appropriate marks if they have done enough efforts.)
- f) **Originality of the report** (written in own words) would be given more importance rather than use of glossy paper or multi-colour printing.

12.1 Progressive Assessment (PA) Criteria

Allocation Criteria of the **25 marks** are for the Progressive Assessment (PA).

S. No.	Criteria	Marks
First Progressive Assessment at the end of 4th week		
1	Problem Identification/Project Title (Innovation /Utility of the Project for industry/ User/Academia) marks to be also given based on (i) Accuracy or specificity of the scope and (ii) Appropriateness of the work with reference to desired course outcomes.	02
2	Industrial Survey and Literature Review: marks to be given based on extent/volume and quality of the survey of Industry / Society / Institutes/Literature/Internet for Problem Identification and possible solutions	02
3	General Behaviour: initiative, resourcefulness, reasoning ability, imagination/creativity, self-reliance to be assessed Note: Oral feedback on general behaviour may also be given whenever relevant/ required during day to day guidance and supervision. Only written feed-back/suggestions	00
Second Progressive Assessment at the end of 12th week		

S. No.	Criteria	Marks
4	Project Proposal: Marks to be given also based on appropriateness, flexibility, detail and clarity in methods/planning. (In case of working models, detailed design and planning of fabrication/assembly of the prototype has to be also assessed). This proposal should include whole project including work to be done in sixth semester	03
5	Execution of Plan in fifth semester (Since project is to be fully completed in sixth semester, the part of the project which is planned to be completed in fifth semester is only to be evaluated: marks to be also given based on ability to collect relevant information, ability to follow correct procedure, manipulative skills, ability to observe, record & interpret, ingenuity in the use of material and equipment, target achievement) In case of working models, quality of workman ship (including accuracy in dimensions, shape, tolerance limits), appropriateness of raw materials/components/ technology being used, functioning of the prototype, cost effectiveness, marketability, modernity etc. has to be also assessed.	02
6	Log book (for work done in fifth semester, detailed and regular entry would be basis of marks)	02
7	General Behaviour (persistence, interest, confidence, problem solving ability, decision making ability, initiative to act, team spirit, sharing of material etc., participation in discussions, completion of individual responsibilities, leadership) Note: Oral feedback on general behaviour should also be given whenever relevant/ required during day to day guidance and supervision. Only written feed-back./suggestions	00
Third Progressive Assessment at the end of 14th week		
8	Portfolio for Self learning and reflection (marks based on amount of reflection and completion of the portfolio for work done in fifth semester)	04
9	Final Report writing including documentation. (marks based on: clarity in presentation and organization; styles and language; quality of diagrams, drawings and graphs; accuracy of conclusion drawn; citing of cross references; suggestion for further research/project work) Report has to be prepared for work done in fifth semester and planning for sixth semester work.	06
10	Presentation (presentation skills including communication skills to be assessed by observing quality of presentations and asking questions during presentation and viva/voce) Report has to be prepared for work done in fifth semester and plan for sixth semester.	02
11	Defence (ability to defend the methods/materials used and technical knowledge, and involvement of individual to be assessed by asking questions during presentation and viva/voce)	02
Total		25

13. END-SEMESTER-EXAMINATION (ESE) ASSESMENT GUIDELINES

The **remaining 25 marks** are for the end-semester-examination (ESE). And marks would be given according to following criteria. Moreover, the suggested evaluation scheme can be changed slightly by the external faculty according to nature of problem / project following University guidelines..

- For each project, the one or two students from the concerned group of students should be asked to present the power point presentation before the external and internal (for about 10 minutes) and then external should ask the questions from each member of the group separately to ascertain the contribution made by each student.

- b) The students would be awarded marks for their efforts (In some cases it may happen that due to some reasons such as unavailability of some material or component or some other resources, students may not be able to complete the project, but they have tried their best, in such cases students would be given appropriate marks commensurate with their efforts.)
- c) The students would not be awarded marks if they have completed the project by getting done the work from market or some professionals (taking help and guidance is different as compared to getting the work or maximum part of the work completed from others on payment basis).
- d) Originality of the report (written in own words, even if there are grammatical and spelling mistakes) would be given more importance rather than quality of printing and use of glossy paper (and preparing report by copy pasting from other reports).

Note: It is very common that people are not able to complete the project in time despite best of their efforts. (Please recall that how many times people are able to complete in time, personal projects such as building own house or professional projects such as developing the lab in the institute). So if students have put in enough genuine efforts but could not complete the project in time then we should consider it sympathetically and they should be given marks based on their efforts and they should get more marks as compared to students who have got their projects completed by taking major help from others/market.

13.1 End-Semester-Examination (ESE) Assessment Criteria.

Allocation Criteria of the **25 marks** are for the end-semester-examination (ESE)

S. No.	Description	Marks
1	Problem Identification/Project Title (innovation /utility of the project for industry/ user/academia) marks to be also given based on (i) accuracy or specificity of the scope and (ii) appropriateness of the work with reference to desired course outcomes.	02
2	Industrial Survey and Literature Review (marks to be given based on extent/volume and quality of the survey of industry / society / institutes/literature/internet for problem identification and possible solutions)	02
3	Project Proposal: Marks to be given also based on appropriateness, flexibility, detail and clarity in methods/planning. (In case of working models, detailed design and planning of fabrication/assembly of the prototype has to be also assessed). This proposal should include whole project including work to be done in sixth semester.	02
4	Execution of Plan in fifth semester (Since project is to be fully completed in sixth semester, the part of the project which is planned to be completed in fifth semester is only to be evaluated: marks to be also given based on ability to collect relevant information, ability to follow correct procedure, manipulative skills, ability to observe, record & interpret, ingenuity in the use of material and equipment, target achievement) In case of working models, quality of workman ship (including accuracy in dimensions, shape, tolerance limits), appropriateness of raw materials/components/ technology being used, functioning of the prototype, cost effectiveness, marketability, modernity etc. has to be also assessed.	02
5	Log book (for work during fifth semester, marks to be given based on detailed and regular entry	03

S. No.	Description	Marks
6	Portfolio for Self learning and reflection (for work during fifth semester) Marks based on amount of reflection and completion of portfolio.	03
7	Project Report including Documentation (for work during fifth semester and planning for sixth semester) (marks based on: clarity in presentation and organization; styles and language; quality of diagrams, drawings and graphs; accuracy of conclusion drawn; citing of cross references; suggestion for further research/project work)	04
8	Presentation (presentation skills including communication skills to be assessed by observing the quality of presentations and asking questions during presentation and viva/voce) Presentation should be based on work done in fifth semester and planning for sixth semester.	03
9	Defence (ability to defend the methods/materials used and technical knowledge, and involvement of individual to be assessed by asking questions during presentation and viva/voce)	04
Total		25

14. SPECIAL TEACHING STRATEGIES (If any)

- Teacher's should not spoon feed the students and let them try on their own at different stages of the project work and even first let them strive hard and only when efforts of students have failed, then teacher should guide them. Guidance should be in initially in the form of clues or hints rather than complete explanation, detailed explanation should be given only when students are not able to work based on clues/hints. The role of teacher should be limited to guide and facilitator
- Teachers should guide students in selecting a topic which is relevant and challenging (but within capacity) for students according to their abilities.
- Teachers should ensure that students prepare the project plan in as much detail as possible, since this way only they would learn the importance of planning and how to do the detail planning. Teachers should allow students to proceed ahead only when they have detailed plan with them.
- Teachers should motivate students to maintain log book and prepare portfolio. They should explain benefits of these activities to students and also train them in these activities, because most of them may be doing this first time.
- Teachers should also encourage students to openly discuss their weaknesses and shortcomings in portfolio and teachers should develop confidence in students that admitting mistakes and weaknesses helps in improving them and their marks would not be affected by revealing their mistakes. Marks related to portfolio are awarded based only on the sincerity with which it is prepared and not based on strengths and weaknesses of students.
- Teachers should continuously discuss with students about working of group and progress in the project and from this discussion should identify their personal qualities (both strengths and weaknesses) and suggest to them ways for improving those qualities.
- Internal as well as external examiners should reward students for original work and efforts of students even if they are not fully successful or not able to complete the project in comparison to those students who have taken paid help from others to complete their project.



Annexure A

CERTIFICATE

This is to certify that Mr./Ms.....

FromCollege having Enrolment No:

has completed *Report on the Problem Definition/ Semester V Project Report/ Final Project*

Report having title

individually/ in a group consisting of..... persons under the guidance of the Faculty Guide.

.....
The mentor from the industry for the project

Name:

Telephone:.....

Annexure B

Portfolio for Self Directed Learning for Major Project Work

Name of Student:.....

Semester:.....Programme/Branch:.....

Roll Number:.....

Title of the Project:.....

Name and Designation of Project Guide:.....

Name of Polytechnic:.....

Part A: Selecting the Project and Team (Answers to the following questions to be included in 'Portfolio' as Reflection related to formation of group and finalization of project topic).

Note: This section has to be prepared just after the finalization of the Project topic and formation of the Project Team .

1. How many alternatives we thought before finalizing the project topic?
2. Did we consider all the technical fields related to branch of our diploma programme?
3. Why we found present project topic as most appropriate?
4. Whether all the group members agreed on the present project topic? If not? What were the reasons of their disagreements?
5. Whether the procedure followed in assessing alternatives and finalizing the project topic was correct? If not, discuss the reasons.
6. What were the limitations in other alternatives of project topic?
7. How we formed our team?
8. Whether we faced any problem in forming the team? If yes, then what was the problem and how was it resolved?

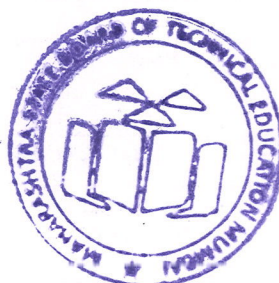


9. Am I the leader of our project team? If yes, then why was I chosen? If not, why I could not become the project team leader?
10. Do I feel that present team leader is the best choice available in the group? If yes, then why? If not, then why?
11. According to me who should be the leader of the team and why?
12. Can we achieve the targets set in the project work within the time and cost limits?
13. What are my significant good/ bad sharable experiences while working with my team which provoked me to think? What I learned from these experiences?
14. Any other reflection which I would like to write about formation of team and finalization of project title, if any?

Part B: Reflection related to project planning (Answers to the following questions to be included in 'Portfolio' as reflection on planning)

Note: This section has to be prepared just after the finalization of the 'Project Proposal'.

1. Which activities are having maximum risk and uncertainty in our project plan?
2. What are most important activities in our project plan?
3. Is work distribution is equal for all project group members? If not? What are the reasons? How we can improve work distribution?
4. Is it possible to complete the project in given time? If not what are the reasons for it? How can we ensure that project is completed within time.
5. What extra precaution and care should be taken in executing the activities of high risk and uncertainty? If possible, how such risks and uncertainties can be reduced?
6. Can we reduce the total cost associated with the project? If yes, then describe the ways?
7. For which activities of our project plan, arrangement of resources is not easy and convenient?
8. Did we make enough provisions of extra time/expenditure etc. to carry out such activities?
9. Did we make enough provisions for time delays in our project activity? In which activities there are more chances of delay?
10. In our project schedule, which are the days of more expenditure? What provisions we have made for availability and management of cash?
11. Any other reflection which I would like to write about project planning?



Teacher Evaluation Sheet (ESE) for Capstone Project Planning

Name of Student:

Name of Programme..... Semester:

Course Title and Code:.....

Title of the Capstone Project:

A. POs addressed by the Capstone Project (Mention only those predominant POs)

- a)
- b)
- c)
- d)

B. COs addressed by the Capstone Project (Mention only those predominant POs)

- a)
- b)
- c)
- d)

C. OTHER LEARNING OUTCOMES ACHIEVED THROUGH THIS PROJECT**a) Unit Outcomes (Cognitive Domain)**

- i.
- ii.
- iii.
- iv.

b) Practical Outcomes (in Psychomotor Domain)

- i.
- ii.
- iii.
- iv.

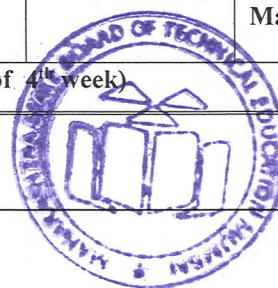
c) Affective Domain Outcomes

- i.
- ii.
- iii.
- iv.

D. SUGGESTED RUBRIC FOR ASSESSMENT OF CAPSTONE PROJECT

(please tick below the appropriate rating i.e. poor, average etc., for each characteristic to be assessed and give marks in the respective cell according to performance of student)

S. No.	Characteristic to be assessed	Poor	Average	Good	Excellent	Max. Marks	marks obtained
First Progressive Assessment (at the end of 4 th week)							



S. No.	Characteristic to be assessed	Poor	Average	Good	Excellent	Max. Marks	marks obtained
1	Problem/Task Identification (Project Title)	Relate to very few POs Scope of Problem not clear at all	i. Related to some POs ii. Scope of Problem/Task vague	i. Take care of at-least Three POs ii. Scope of Problem/task not very specific	i. Take care of more than three POs ii. Scope of problem/task very clear	02	
2	Literature Survey /Industrial Survey	Not more than ten sources (primary and secondary), very old reference	At-least 10 relevant sources, at least 5 latest	At –least 15 relevant sources, most latest	About 20 relevant sources, most latest	02	
Second Progressive Assessment (at the end of 12th week)							
3	Project proposal	Methods are not appropriate, All steps not mentioned, Design of prototype not started (if applicable).	Appropriate plan but not in much detail. Plan B for critical activities not mentioned. Time line is not developed. Design of Prototype is not complete. (if applicable)	Appropriate and detailed plan with Plan B for critical activities mentioned, but clarity is not there in methods, time line is given but not appropriate. Design of prototype is not detailed (if applicable)	Appropriate and detailed plan with Plan B for critical activities mentioned, clarity in methods with time line, Detailed design of prototype (if applicable)	02	
4	Execution of Plan in fifth semester (please write by hand about students performance in appropriate column)					02	
5	Log Book	Entries for most weeks are missing. There is no proper sequence and details are not correct.	Entries for some weeks are missing, details are not appropriate, not signed regularly by the guide.	Entries were made every week but are not in detail. Signed and approved by guide every week	Entries were made every week in detail, signed and approved by guide every week	03	
Third progressive Assessment at the end of 14th week							
6	Portfolio Preparation	Answer to only few of the 'questions from self' (prompts)	Answer to only about 50% of the 'questions from self'	Answer to most of the 'questions from self' (prompts) written. Some	Answer to nearly all the 'questions from self' (prompts) written in detail.	03	

S. No.	Characteristic to be assessed	Poor	Average	Good	Excellent	Max. Marks	marks obtained
		written. Answers are not in much detail	(prompts) written. Answers are not in much detail	answers are not in much detail			
7	Final Report Preparation	Very short, poor quality sketches, Details about methods, material, precaution and conclusions omitted, some details are wrong Nearly sufficient and correct details about methods, material, precautions and conclusion. but clarity is not there in presentation, not enough graphic description.	Detailed, correct and clear description of methods, materials, precautions and	Conclusions. Sufficient Graphic Description.	Very detailed, correct, clear description of methods, materials, precautions and conclusions. Enough tables, charts and sketches	04	
8	Presentation	Major information is not included, information is not well organized .	Includes major information but not well organized and not presented well	Includes major information and well organized but not presented well	Well organized, includes major information ,well presented	03	
9	Defense	Could not reply to considerable number of question.	Replied to considerable number of questions but not very properly	Replied properly to considerable number of question.	Replied to most of the questions properly	04	
Total marks						25	

Any Other Comment:

.....

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Name and designation of the Faculty Member.....

Signature.....

