PROJECT SEMESTER HANDBOOK

EVALUATION PROCEDURE

June 5, 2021

Jaypee University of
Information Technology,
Waknaghat Solan
Dean Office

PROJECT SEMESTER EVALUATION

1.0 Introduction

The project semester is aimed at developing the undergraduate education programme in engineering to include a practical training in a professional engineering setting (a company, top educational institution, research institute etc.) hereafter referred to as host "organization" as deemed appropriate. The participating organizations are selected that are either already visiting JUIT for placement or are forming new relationships of mutual benefit. The project semester gives the student the opportunity to translate engineering theory into practice in a professional engineering environment. A central requirement of the project semester is that it must be based around significant engineering work and is principally assessed on that basis. The technical activity should be related to both the student's engineering studies and to the host organization's activities, and it should constitute a significant body of engineering work at the appropriate level. It should involve tasks and methods that are more appropriately completed in a professional engineering environment and should, where possible, make use of human and technology resources provided by the organization. It consolidates the student's prior learning and provides a context for later research studies. The student remains a full time registered student at JUIT during the project semester and this activity is therefore wholly distinct from any industrial interactions which may occur over vacation periods.

2.0 Host Organization Information

The placement cell and the faculty and staff of JUIT usually propose host organizations suitable for project semester and provide the department's representative with the relevant contact details. The project semester may serve as a vehicle to generate a relationship between the University academic staff and the host organization. Students also can propose the host organization(s) which will be evaluated by the departments on a case to case basis. Students can also travel abroad for the project semester and should contact the project semester coordinator for details.

In case of multiple expressions of interest by student for a particular slot, the project semester coordinator should arrange a meeting with the students to provide advice before applying. The main criterion for suitability of an organization as a host is that there is should be a qualified engineer who can act as a host mentor and assist in the student assessment and there must be suitable technical projects for the students to work on. In some circumstances, students may identify an appropriate host, and they should then liaise with the project semester coordinator to formalize the process.

3.0 Assessment Details

Each student is assigned a faculty supervisor who is responsible for managing and assessment of the project semester. This includes a Reflective Diary which is updated throughout the project semester, an Interim Project Report, a Final Report with Learning Agreement/Outcomes and a Final Presentation & Viva which involves the faculty Supervisor and some other members from the department. A hard copy and electronic copy of all reports are required. The mentor from the host organization will be asked to provide his assessment on the designated form. The faculty supervisor is responsible for managing and performing the assessment of the project semester experience. This should include a reflective dairy which is updated throughout the semester, two interim project reports.

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A final report with Learning Outcomes and a Final Presentation & Viva will be conducted at the end of the project semester assessed by a formal committee constituted for the purpose.

A suggested weighting for the assessments is as follows:

Activity	Submission time line	Marks awarded by	Weighting
Reflective Diary	End of Project Semester	Faculty Supervisor	10%
Goals Report	End of week 4 of project semester	Faculty Supervisor	5%
Midway report	End of week 10 of project semester	Faculty Supervisor	10%
Final Assessment	End of project semester	Host Mentor	30%
Final Report	End of project semester	Committee assessment	20%
Oral and poster presentation and viva	End of project semester		25%

4.0 Learning Outcomes

The learning outcomes for the project semester are focussed on the implementation of technical knowledge to address engineering problems, communications, group work, professional and social ethics, sustainability, risk assessment and engineering design practice. The semester long training provides the student with an opportunity to put into practice the skills they have learned in classes. In addition, they will learn to enhance those skills, obtain the perspective of a work environment and benefit from the industry mentor or faculty supervisor's experience and advice. The workplace creates learning opportunities and it will be central to the student to interact with these possibilities. Therefore, to gain the maximum from the project semester internship it is important to identify learning possibilities. A key way to do this is by writing the goals of the program as the first report at the end of 4 weeks. The goals must be specific to your training and should be agreed with both your industry mentor and faculty supervisor. Each goal must have specific and clear targets which depict the specific actions and accomplishments that must be completed to reach the goals.

The project work undertaken as part of the project semester is diverse. As a result, the Learning Outcomes will vary, but on completion of the module, students will have achieved several learning outcomes from the following list:

- Able to identify and use appropriate mathematical methods, numerical techniques and software tools for application to new and ill-defined engineering problems;
- Be able to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information;
- Have the ability to redesign products, processes or systems in order to improve productivity, quality, safety and other desired needs;

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- Have the ability to apply design methods, processes and techniques to unfamiliar, ill- defined problems, involving other disciplines;
- Be able to design according to codes of practice and industry standards; to identify limitations of codes of practice and the need for their application;
- Have the ability to investigate and define a need and identify constraints including health, safety and legal issues and the impact of engineering solutions in a societal and environmental context;
- Be able to make engineering judgements that take cognisance of the social, environmental, ethical, economic, financial, institutional and commercial considerations affecting the exercise of their engineering discipline;
- Have the ability to consult and work with experts in various fields in the realisation of a product or system;
- Have knowledge and understanding of concepts from a range of areas outside engineering;
- Be able, via knowledge and understanding of group dynamics, to exercise leadership;
- Be able to select and apply appropriate communication tools and write technical papers and reports;
- Be able to describe the relevant advantages and disadvantages of various technologies to a audience, and to communicate effectively in public.

5.0 The Reflective Diary

The Reflective Diary should be maintained by the student and included as an appendix in the final report. The Learning outcomes provide a context for the reflective entries, which should focus on the learning achieved during the training program. Reflection is a structured thought process that helps to learn from the experiences, a student has during the project semester. The aim of the diary is to bridge the gap between engineering education and the authentic workplace practice one experiences during the project semester.

What do you reflect on?

Reflection is most effective when it is applied to areas of your experience that are memorable or significant in some way. For example, an incident, event or activity that

- Went better or worse than you expected or was unexpected
- Caused you to stop and think or challenged your assumptions about what you thought would occur

In short, the best reflections tend to be about those events or incidents that challenged what you thought before, presented a dilemma or left you with a sense of unease.

How do you reflect?

i. *Descriptive Process*: Write a paragraph that is straightforward account of the incident or event or activity, including any context you deem relevant. This helps to take you back to the event and start the reflective process.

ii. *The Reflection*: During this stage, you start reflecting on the event by questioning yourself, for example

- What made it memorable or what made me uneasy?
- What has surprised me about this?
- What has challenged the way I think or the way in thoughts things would be?

- What were my assumptions about how things would be compared to how they are?
- What have I learnt about myself as a result of this event?
- What have I learnt about the practice of the environment I am in?

The Outcome

All the reflections must have an outcome and these needs to be clearly articulated and presented at the end of the reflection. Outcomes should include a new understanding, a plan to research something or a commitment to you or others.

6.0 The Interim & Final Reports

The ***first interim report*** (approx 10 pages, *SRS*) should describe the engineering problem/ opportunity being addressed, defines the project objectives, set out the methodology, identify tasks to be completed and present a plan for the completion of the project semester.

The ***midway report*** (approx 30 pages) should describe the work done, and the results (or other outcomes) achieved to date. Major challenges and innovations should be identified along with the remaining tasks to be completed by the end of the project.

The ***FINAL report*** will outline achievements while on project semester and incorporate the description of all the work conducted and how this work meets the learning objectives of the project semester. The final report (approx 60 pages) should:

- Introduce the project setting and identify objectives
- Describe the background to the project (ex. Prior work)
- Describe the methodology and work done on the project, highlighting the areas of greatest challenge and innovation; this description should demonstrate how the learning outcomes are achieved
- Present conclusions, findings and recommendations for further work
- Include the Reflective diary as an appendix
- The Final Presentation and Viva should a .ppt presentation (or equivalent) followed by a period of questions and answers.

The suggested structure for the final report is as under:

- *Abstract, Acknowledgement and Table of Contents*
- *Chap 1: Introduction: Describe the industry setting, explain why the project is important, define project objectives*
- *Chap 2: Background: Give context of the project, describe prior work done, summarise state of knowledge of the topic – background research*
- *Chap 3 to N-1: Describe the work done, divide into chapter by topic or project, and describe the methodology employed and the results obtained with as much detail as possible, use graphical material. Use the learning outcomes when deciding what to include or exclude.*
- *Chap N: Conclusions: Summary of project(s) in 1 to 2 pages, Main Findings (typically 5 – 6 bullet points), Recommendation for further work, what would be done if there was more time?*

The final report is evaluated under the following headings:

- Quality of the report (layout, structure, written and graphical material, referencing): 15%
- Quantity of work completed, student effort required: 25%

- Level of difficulty, innovation and understanding of work completed: 35%
- Results, conclusions and learning outcomes achieved: 25%

A set of Marks Distribution has been developed by Department of Computer Science Engineering and Information Technology which can be used to aid assessment of various aspects of project semester internship and reports submitted by the students. These Marks are samples and each department may amend them to suit their assessment process.

Similarly a sample Faculty Supervisor Evaluation Form for Project Semester assessment by Faculty mentor filled for a CSE/IT student is also provided at the end of this document.

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PROJECT SEMESTER DETAIL FORM

Session 2021- 2022

PROJECT APPROVAL FORM

Project Title:

Group:

Roll No.	Name	Signature
1.		
2.		
3.		

Abstract :

Tools & Technologies to be Used:

Any Specific S/W or H/W requirement:

Supervisor

Dated:_____

HOD

Dated:_____

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This form must be approved by the Supervisor and HOD before being submitted to the Project Coordinator before the specified deadline.

By submitting this form the student admits that he will abide by the rules and regulations of the Project Committee.

Any change in project objective, group members etc must be brought to the notice of the Project Coordinator asap.

Faculty Supervisor Evaluation Form for Project Semester

(to be submitted to Project Semester Coordinator at the end of the semester along with award of marks out of 30)

Proforma no. BTP-1(a)

Confidential (to be used by Supervisors & not to be shared with others)

BTech CS/IT Project Evaluation Sheet to be filled in by all Supervisors and communicated to Project Coordinator *before End-semester evaluation*:

Name of the Student:_____ Roll Number:

Title of the project:

Research Area & subarea (as on dept. webpage) to which the topic belongs:

Name of the Supervisor:

It is certified that I have gone through the End-semester project report and I have ensured that

- there is 20% plagiarism,
- report is as per the standard format including references/citations in IEEE format and text in desired font sizes etc. (guidelines available on dot 6),
- spelling mistakes & grammar have been checked,
- block schematic/pseudo-code part has been checked,
- experimental results as reported are verified, and
- future plan of work for rest of the semester has been examined.

Supervisor's evaluation:

Day-to-Day work assessment after End-semester evaluation: (marks to be awarded out of 30)

Participation in the lab (out of 20)	Extent Schedule of work followed as suggested (out of 20)	Meetings with the supervisor & continuous reporting on progress (out of 20)	Final marks on day-to-day work evaluation out of 30 (sum of marks awarded col:1-3)/2)

Signature of the supervisor with date:

Notes:

i. All students are required to maintain a project diary where meeting dates (at least twice a week) with the supervisor and weekly progress work done are to be recorded in brief and endorsed by the supervisor's signature. This diary is required to be submitted at the time of evaluation.

ii. The supervisor will communicate to the student any suggestions made by the evaluation committee and get them implemented

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SAMPLE MARKS DISTRIBUTION FOR ASSESSMENT OF STUDENTS

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Assessment of Goals Report (5 marks) – *to be filled by faculty mentor*

	Excellent	**Good**	**Average**	**Poor**	**Marks achieved**
	5	**3-4**	**2**	**1**	**X**
Project Formulation	Student has been able to define his/her Project(s) and its deliverables and objectives (with delivery schedule) and these are acceptable to the faculty coordinator ***without any need of amendments.***	Student has been able to define his/her Project(s) and its deliverables and objectives (with delivery schedule) but these are partially acceptable to the faculty coordinator ***(minor amendments are required).***	Title of his Project(s) and deliverables/objectives (with delivery schedule) are majorly unacceptable to the faculty coordinator ***(need major amendments or significant rework)***	Title(s) of project(s) and deliverables/objectives ***have not been formulated***	
	Clear and complete understanding of design goal and constraints.	Overall sound understanding of the problem and constraints. Does not significantly impair solution.	Some understanding of problem. Major deficiencies that will impact the quality of solution.	Little or no grasp of problem. Incapable of producing a successful solution.	
Total marks achieved					**X**

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Midway Report (10 marks) – *to be filled by faculty mentor (Any Three Criterion to befulfilled)*

Criterion	**Excellent**	**Good**	**Average**	**Poor**	**Marks Achieved**
	5	**3-4**	**2**	**1**	**X**
Designing process/product/systems: using engineering knowledge and concepts/codes/standards/design manuals/literature etc.	Critical selection and application of engineering principles ensuring reasonable results.	Effective application of engineering principles resulting in reasonable solution.	Serious deficiencies in proper selection and use of engineering principles.	No or erroneous application of engineering principles yielding unreasonable solution.	
Have the ability to redesign products, processes or systems in order to improve productivity, quality, safety and other desired needs	Design is achieved/being achieved after review of reasonable alternatives.	Alternative approaches identified to some degree.	Serious deficiencies in exploring and identifying alternative designs.	Only one design presented or clearly infeasible alternative given.	
Mathematical methods, numerical techniques and software tools: for application to the identified engineering project.	Computer–aided tools/mathematical models are used effectively to develop and analyze designs.	Computer–aided tools/mathematical models used with moderate effectiveness to develop designs.	Minimal application and use of appropriate tools.	Serious deficiencies in understanding the correct selection and/or use of tools.	
Be able to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information	New idea was developed	Old idea was modified in a new form	Understood the problem but no idea was developed	Could not understand the problem	
Total marks achieved					$\sum X$

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Final Assessment (30 marks) – *to be filled by industry mentor*

	Excellent	Good	Average	Poor	Marks achieved
	5	3-4	2	1	X
Final design of process/equipment/ system: arrived and optimized through engineering, social, environmental, ethical, economic, financial, institutional and commercial considerations	Design meets or exceeds desired objectives with specific timeframe. Effective implementation of resource.	Design meets desired objectives. Moderately effective utilization of resource.	Barely capable of achieving desired objectives. Minimal utilization of resource.	Not capable of achieving desired objectives. No or trivial utilization of resource.	
Application of Engineering Principles and software/mathematical tools: using engineering knowledge and concepts/codes/standards/ design manuals/literature and software/mathematical tools.	Critical selection and application of engineering principles ensuring reasonable results and adequate application of design tools.	Effective application of engineering principles resulting in reasonable solution with moderate application of software/mathematical tools.	Serious deficiencies in proper selection and use of engineering principles with low level of application of software/mathematical tools.	No or erroneous application of engineering principles yielding unreasonable solution and trivial or no application of software/mathematical tools.	
Leadership: able to work in group(s) and to take initiative	Taken initiative to meet project requirements and/or able to consult and work with peers in various fields in the realisation of project.	Taken moderate initiative to meet project requirements and/or moderate ability to consult and work with peers in various fields in the realisation of project.	Occasionally taken initiative to meet project requirements and/or non-adequate ability to consult and work with peers in various fields in the realisation of project.	Never or rarely took initiative to meet project requirements and/or limited ability to consult and work with peers in various fields in the realisation of project.	

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	Excellent	Good	Average	Poor	Marks achieved
	5	3-4	2	1	X
Professional discipline: maintained overall discipline of the organization (attendance/regularity, meetings with the industry mentors, attentive to the professional/environmental / health and safety protocols of organisation)	Maintained high degree of professional discipline in all categories.	Maintained moderate to high degree of professional disciplines in all or most categories.	Moderate to low degree of professional disciplines in all or most categories.	Poor overall professional discipline.	
Total marks achieved					∑X

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Final Report (20 marks) – *to be filled by committee*

	Excellent	Good	Average	Poor	Marks achieved
	5	3-4	2	1	X
Quality of the report writing: layout, structure, written and graphical material, referencing	Ideas have been logically expressed; sequencing of ideas within paragraphs and transitions between paragraphs make the report easy to follow.	Sequencing of ideas within paragraphs and transitions between paragraphs generally make the report easy to follow, except non-clarity in few places.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to considerably improve sequencing of ideas within paragraphs and transitions between paragraphs.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	
	Report format is consistent throughout including heading styles, fonts, margins, white space, equations, captioning for Figures and Tables, referencing etc.	Report format is generally consistent.	Many departures from the desired report format.	Work fails to follow desired report format.	
Work content: quality work, student effort	Reported critical selection and application of engineering principles ensuring reasonable results – significant use engineering knowledge and concepts/codes/ standards/design manuals/literature etc.	Reported effective application of engineering principles resulting in reasonable solution – decent to moderate use of engineering knowledge and concepts/codes/ standards/design manuals/literature etc.	Report shows serious deficiencies in proper selection and use of engineering principles.	Report shows no or erroneous application of engineering principles yielding unreasonable solution.	

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	Excellent	Good	Average	Poor	Marks achieved
	5	3-4	2	1	X
	Reported extensive computer–aided tools/mathematical models to effectively to develop and analyze designs.	Reported computer–aided tools/ mathematical models used with moderate effectiveness to develop designs.	Reported minimal application and use of appropriate tools.	Report shows serious deficiencies in understanding the correct selection and/or use of tools.	
Innovation and understanding: level of difficulty, innovation and understanding of work completed	Exceptionally well-presented and argued; Innovative ideas/solutions are detailed, well-developed, supported with specific evidence and facts, as well as examples and specific details.	Well-presented and argued; Innovative ideas/solutions are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; innovative ideas/solutions are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound.	
	Significant capacity to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information.	Generally acceptable capacity to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information.	Limited capacity to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information.	No or trivial capacity to handle innovation requirements.	
Outcomes: results, conclusions and learning outcomes achieved	All figures/results are effectively interpreted and discussed in the report. Conclusions are relevant and true.	Most figures/results are properly interpreted and important features noted. Conclusions are generally valid.	Many figures/results are not interpreted. Important features are not communicated or understood. Conclusions require	Figures/results are not used effectively. Little understanding of important features or issues. Conclusions are	

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	Excellent	Good	Average	Poor	Marks achieved
	5	3-4	2	1	X
			significantly more clarity.	vague and unacceptable.	
	All the project objectives and learning outcomes have been achieved.	Project objectives and learning outcomes have been generally met with occasional deviations.	Considerable deviations from project objectives and learning outcomes.	Gross deviations or failure to meet project objectives and learning outcomes.	
Total marks achieved					∑X/2

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Oral (Power Point) Presentation and Viva (25 marks) – *to be filled by committee*

	Excellent	Good	Average	Poor	Marks achieved
	5	3-4	2	1	X
Organization	Presentation is clear and logical. Listener can easily follow line of reasoning. Visual aids prepared in professional manner. Font is large enough to be seen by all.	Presentation is generally clear. A few minor points may be confusing.	Listener can follow presentation with effort. Organization not well thought out.	Presentation is very confused and unclear. Listeners cannot follow it.	
Time Management	Presented all the relevant details in specified time (not less than 10 minutes).	Exceeds the time limit (upto 2 minutes)	Exceeds the time limit (upto 4 minutes)	Exceeds the time limit (upto 5 minutes)	
Communication Skills	Level is appropriate for presentation of engineering results. Not too casual. Speakers are easy to hear and understand.	Level is generally appropriate. May have some trouble in hearing or understanding a speaker.	Presentation is too informal or unprepared. Difficult to hear or understand speakers. Much of information is read.	Presentation is consistently at an inappropriate level. Information is read. Speakers can't be heard or understood.	
Depth of content	Design, methods, results, conclusions are clearly stated. Implications of results are well discussed.	Description of project and results is generally clear. Some discussion of what results mean.	Some components of project description are minimal or missing. Little discussion of what results mean.	Description of project and results is very difficult to follow. No discussion of meaning of results.	
Accuracy of content	Information given is consistently accurate. Facts and calculations are correct.	No significant errors are made. Few typing or nervousness errors are found.	Enough errors made to be distracting, but some information is accurate.	Information is grossly inaccurate – trivial or no credibility of the presented content.	

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	Excellent	Good	Average	Poor	Marks achieved
	5	3-4	2	1	X
		Aids contribute, but not all material supported by aids. Font size is appropriate for reading.	Aids are poorly prepared or used inappropriately. Font is too small. Too much information is included.	No aids are used, or they are so poorly prepared that they detract from the presentation.	
Responsiveness to committee/audience	Responds well to questions. Restates and summarizes when needed.	Generally responsive to questions.	Reluctantly interacts with audience. Responds poorly to questions.	Avoids audience interaction.	
Total marks achieved					∑X

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Reflective Diary (10 marks) – *to be filled by faculty mentor*

	Excellent	**Good**	**Average**	**Poor**	**Marks achieved**
	5	**3-4**	**2**	**1**	**X**
Content	Contains weekly reflections	Contains nearly every daily assignment.	May be missing many daily assignments.	Is missing many daily assignments.	
Gaps between Industry & Engineering education	Gaps described with relevant justification	Gaps described with fair justification	Gaps described without justification	No gaps	
Writing clarity	Entries are neatly written and easy to read.	Entries are easy to read.	Entries may be difficult to read.	Entries may be illegible at times.	
Outcomes	Includes new understanding, a plan to research something or a commitment to you or others.	Often includes new understanding, a plan to research something or a commitment to you or others.	Rarely includes new understanding, a plan to research something or a commitment to you or others.	Includes no new understanding, a plan to research something or a commitment to you or others.	
Total marks achieved					**∑X/2**

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SAMPLE

Faculty Supervisor Evaluation Form

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Faculty Supervisor Evaluation Form for Project Semester

(to be submitted to Project Semester Coordinator at the end of the semester along with award of marks out of 30)

Proforma no. BTP-1(a)

Confidential (to be used by Supervisors & not to be shared with others)

BTech CS/IT Project Evaluation Sheet to be filled in by all Supervisors and communicated to Project Coordinator *before End-semester evaluation*:

Name of the Student: **Bhargavi Dogra** Roll Number:**171401**

Title of the project: **Leave Management System for Faculty**

Research Area & subarea (as on dept. webpage) to which the topic belongs: **Cloud Computing, Security and Machine Learning**

Name of the Supervisor: **Prof. (Dr) Vivek Kumar Sehgal**

It is certified that I have gone through the End-semester project report and I have ensured that

- there is 20% plagiarism, : **Report has 18% plagiarism**
- report is as per the standard format including references/citations in IEEE format and text in desired font sizes etc. (guidelines available on dot 6), **Yes**
- spelling mistakes & grammar have been checked, **Yes**
- block schematic/pseudo-code part has been checked, **Yes**
- experimental results as reported are verified, **Yes**
- future plan of work for rest of the semester has been examined. **Yes**

Supervisor's evaluation:

Day-to-Day work assessment after End-semester evaluation: (marks to be awarded out of 30)

Participation in the lab (out of 20)	Extent Schedule of work followed as suggested (out of 20)	Meetings with the supervisor & continuous reporting on progress (out of 20)	Final marks on day-to-day work evaluation out of 30 (sum of marks awarded col:1-3)/2)
16	**14**	**16**	**23**

(Prof. (Dr) Vivek Kumar Sehgal)

Signature of the supervisor with date:

Notes:

i. All students are required to maintain a project diary where meeting dates (at least twice a week) with the supervisor and weekly progress work done are to be recorded in brief and endorsed by the supervisor's signature. This diary is required to be submitted at the time of evaluation.

ii. The supervisor will communicate to the student any suggestions made by the evaluation committee and get them implemented

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