

FYP Rubrics

Level	Barely acceptable	Basic	Good	Very good
Points	0-2 point	3-5 points	6-8 points	9-10 points
Ingenuity of Idea/ Use of technology	<ul style="list-style-type: none"> · Basic concepts used correctly · Lack in use of Technology 	<ul style="list-style-type: none"> · Superficial usage of new concepts · Understanding of technology, with basic understanding 	<ul style="list-style-type: none"> · Minor innovative work · Technology concepts / technique, with good understanding 	<ul style="list-style-type: none"> · Innovative work with research value · New concepts and Technology used frequently and solve technical difficulties;
Design Process	<ul style="list-style-type: none"> · Obvious solution, sketchy functionalities · Less design involved 	<ul style="list-style-type: none"> · Simple, yet mostly complete design and solution · solves the stated problem with usable interface 	<ul style="list-style-type: none"> · Complete solution with significant functionalities · Solve the problem with User-friendly interface 	<ul style="list-style-type: none"> · Provide a design solution to complex problems; · Demonstrated through a working model or experiment
Functionality/Features/Testing	<ul style="list-style-type: none"> · Bare formulation · Bare understanding of the problem, with scarce knowledge of relevant material 	<ul style="list-style-type: none"> · Basic formulation · Basic understanding of the problem, but lack appropriate study of relevant material 	<ul style="list-style-type: none"> · Clear formulation · Good understanding of the problem, with study of relevant material · Good system analysis 	<ul style="list-style-type: none"> · Clear formulation with well-defined scope · Very good understanding of the problem and relevant material
Comprehension of the larger context of the problem and appreciation of the impact of the proposed solutions to the society at large	<ul style="list-style-type: none"> · Complete disregard for such issues 	<ul style="list-style-type: none"> · Minor interest in the relationship between society, and their engineering problem. · No effect on proposed solutions 	<ul style="list-style-type: none"> · Significant interest and appreciation of the impact of their solutions to the society at large. · Design impacted to some degree by such considerations 	<ul style="list-style-type: none"> · Deep appreciation of the relationship between society and the engineer · Engineering design fundamentally determined by the impact on society..

<p>Realization of the importance of environment and sustainability</p>	<ul style="list-style-type: none"> · Complete ignorance about environmentally responsible, sustainable engineering solutions 	<ul style="list-style-type: none"> · Minor interest in environment and sustainable engineering · No effect on engineering design 	<ul style="list-style-type: none"> · Significant interest in environment and sustainable development · Minor impact on engineering design 	<ul style="list-style-type: none"> · Deep appreciation of the importance of environmentally friendly and sustainable engineering solutions · Design fundamentally impacted by these considerations
<p>Commitment to behaving professionally and ethically</p>	<ul style="list-style-type: none"> · Demonstrated no real commitment to professional and ethical behaviour · Tried once to pass off copied work as his/her own. 	<ul style="list-style-type: none"> · Sometimes late for meetings. · Sometimes missed deadlines · Worked hard at times, but not consistently · Never took credit for somebody else's work. 	<ul style="list-style-type: none"> · Rarely late for meetings · Mostly met all deadlines (occasionally would not inform about missing a deadline) · Mostly worked hard and professionally · Never took credit for somebody else's work 	<ul style="list-style-type: none"> · Punctual and regular in meetings · Met all deadlines (in rare and genuine cases, informed as early as possible of a delay) · Always worked hard and gave 100% · Never took credit for somebody else work
<p>Ability to work effectively at an individual level and as a team member in multidisciplinary environments</p>	<ul style="list-style-type: none"> · Barely completes his tasks · Passive member of team · Avoids multifaceted problems and thinks linearly · Causes team disputes 	<ul style="list-style-type: none"> · Completes his own tasks · Occasionally shares simple alternatives to existing solutions · Uncomfortable with multidisciplinary problems · Personally avoids conflict 	<ul style="list-style-type: none"> · Completes his own tasks and occasionally volunteers to help others · Successfully and coherently builds on proposed solutions by the group · Shows some degree of comfort in diverse environments · Does not contribute to team conflicts and 	<ul style="list-style-type: none"> · Completes his own tasks and helps other members achieve their goals · Helps the team move forward by proposing innovative, constructive options to multidisciplinary problems · Resolves conflicts in ways that strengthen the team ·

			occasionally helps resolve team conflicts	
Oral communication	<ul style="list-style-type: none"> · Presentation does not have a clear organization · Points are vague · Multimedia makes the presentation worse 	<ul style="list-style-type: none"> · Presentation has clear organizational structure · Some points are vague · Reads off the slides 	<ul style="list-style-type: none"> · Presentation has clear organizational structure · Point are mostly clear and logical · Does not read from the slides 	<ul style="list-style-type: none"> · Presentation has a clear organizational structure · Points are logical and lucid. · Engages the audience with his presentation style and effective use of multimedia
Documentation	<ul style="list-style-type: none"> · No Format and No report structure is followed · Frequent errors in spelling and grammar · Barely readable 	<ul style="list-style-type: none"> · Format and report structure is mostly followed · Some errors in spelling and grammar · Readable · 	<ul style="list-style-type: none"> · Format and report structure is adequate · A few errors in spelling and grammar · Readable and easy to understand · A few inaccurate or irrelevant points 	<ul style="list-style-type: none"> · Well proofread for format and report structure · Clear, Readable and easy to understand · Graphs and diagrams used appropriately
Project management	<ul style="list-style-type: none"> · Clueless about achievable goals · Hardly reviews personal progress · Little ability to manage a team · Does not learn from his mistakes 	<ul style="list-style-type: none"> · Sets achievable personal goals · Tries to monitor personal progress · Struggles to decide on the suitability of assigned tasks. · Tries to learn from his mistakes but lacks the motivation or clarity to do so. 	<ul style="list-style-type: none"> · Sets achievable goals · Monitors personal progress · Accepts appropriate tasks from group leaders · Occasionally self reflects and learns from the past · 	<ul style="list-style-type: none"> · Sets achievable and challenging goals · Monitors progress and helps the team follow a clearly defined timeline · Assigns appropriate tasks and relinquishes ownership · Learns quickly from mistakes and effectively incorporates lessons leant in future strategies · Efficiently and effectively

				manages all resources at his disposal
Lifelong learning	<ul style="list-style-type: none"> · Does not explore a topic · Mostly completes the assigned work · Makes vague references to previously learnt knowledge · Has no deeper interest in self-reflection and personal growth 	<ul style="list-style-type: none"> · Explores a topic at surface level · Completes the assigned work · Tries to use previously learnt engineering principles in new situations · Occasionally reflects on academic and non-academic. 	<ul style="list-style-type: none"> · Explores a topic in depth showing a significant interest in the subject · After completing the assigned work, initiates unassigned independent inquiry · Uses previously learnt engineering principles to interesting problems · Reflects on academic and non-academic experiences for personal growth 	<ul style="list-style-type: none"> · Explores a topic in depth yielding new insights and showing an intense interest in the subject · After completing the assigned work, initiates unassigned independent inquiry · Effectively uses previously learnt engineering principles in new and innovative ways to challenging problems · Reflects on academic and non-academic experiences for meaningful self-growth and development