

### CDAP Assessment Instruments (Viva) - 2016

	Excellent (15-12)	Good (11-9)	Average (8-6)	Below Average (5-0)
LO1 15%	<ul style="list-style-type: none"> <li>• <b>e1.</b> A clear gap has been identified by doing a thorough literature survey</li> <li>• <b>e2.</b> Literature survey comprised with literature from various sources such as books, journal papers, conference proceedings, magazines, and websites</li> <li>• <b>e3.</b> Student has a very clear idea about the problem, methodology and the solution</li> </ul>	<ul style="list-style-type: none"> <li>• <b>g1.</b> A gap has been identified by a literature survey</li> <li>• <b>g2.</b> Literature survey comprised with limited resources such as conference papers, magazines, and websites</li> <li>• <b>g3.</b> Student has a clear idea about the problem, methodology and the solution</li> </ul>	<ul style="list-style-type: none"> <li>• <b>a1.</b> Well aware of the features of current systems</li> <li>• <b>a2.</b> Literature survey is based on few conference papers and websites</li> </ul>	<ul style="list-style-type: none"> <li>• <b>b1.</b> Awareness of the features of current systems are poor.</li> </ul>
	Excellent (25-20)	Good (19-15)	Average (14-10)	Below Average (9-0)
LO2 25%	<ul style="list-style-type: none"> <li>• <b>e1.</b> Student has a very good idea about the domain of the problem that they have tried to find out the solution. (Ex: NLP, Mobile, Knowledge representation, augmented reality etc.)</li> <li>• <b>e2.</b> Students already have the background knowledge and familiarity about specified area.</li> <li>• <b>e3.</b> Student has evaluated different tools and techniques that can be used in the solution</li> <li>• <b>e4.</b> There is a clear system overview with justified tools and techniques that are used.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>g1.</b> Students have a good idea about the area they have used. (Ex: NLP, Mobile, Knowledge representation, augmented reality etc.)</li> <li>• <b>g2.</b> Students have the knowledge and familiarity about the area.</li> <li>• <b>g3.</b> Student knows few different tools and techniques that can be used in the solution</li> <li>• <b>g4.</b> There is a system overview with tools and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>a1.</b> Student has good knowledge about the area.</li> <li>• <b>a2.</b> Student has knowledge about the tools and techniques that are going to use in the solution.</li> <li>• <b>a3.</b> There is a system overview.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>b1.</b> Student just know the area, but unable to comprehend how it was used</li> <li>• <b>b2.</b> Student was unable to comprehend the tools and techniques used in the system</li> <li>• <b>b3.</b> System overview has gaps that student was unable to described</li> </ul>
	Excellent (25-20)	Good (19-15)	Average (14-10)	Below Average (9-0)
LO3	<ul style="list-style-type: none"> <li>• <b>e1.</b> Justifiable framework with proper understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>g1.</b> Framework with good understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>a1.</b> Acceptable framework with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>b1.</b> No framework</li> <li>• <b>b2.</b> Can't satisfy with the</li> </ul>

25%	<ul style="list-style-type: none"> <li>• <b>e2.</b> Excellent understanding about individual functionality and clear work breakdown structure.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>g2.</b> Good understanding about individual functionality.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>a2.</b> Some idea about the individual functions but need to revise.</li> </ul>	individual functionality.
	<b>Excellent (25-20)</b>	<b>Good (19-15)</b>	<b>Average (14-10)</b>	<b>Below Average (9-0)</b>
LO4 25%	<ul style="list-style-type: none"> <li>• <b>e1.</b> Proposed system was explained in the context, with logical discussion of the topic and connection between individual presentations were clearly shown.</li> <li>• <b>e2.</b> The student did not speak too long, managed his time effectively.</li> <li>• <b>e3.</b> The student used expressive, appropriate body language and maintained eye contact with the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>g1.</b> Clear well-structured and accurate explanation of system.</li> <li>• <b>g2.</b> Students managed time effectively, however audience engagement was minimal.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>a1.</b> System was explained in brief.</li> <li>• <b>a2.</b> Lack of confidence or read from script.</li> <li>• <b>a3.</b> Some professional practice shown, sources are cited and referenced.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>b1.</b> Explanation of the system was unclear, audience confused.</li> <li>• <b>b2.</b> Explanation unorganized and not relevant to project.</li> <li>• <b>b3.</b> Difficult to understand the main features of the system.</li> </ul>
	<b>Excellent (10-8)</b>	<b>Good (7-6)</b>	<b>Average (5-4)</b>	<b>Below Average (3-0)</b>
LO5 10%	<ul style="list-style-type: none"> <li>• <b>e1.</b> Has sound evidence to prove business proposition of the system with the appropriate areas.</li> <li>• <b>e2.</b> Clearly shown the achievable user benefits of the systems.</li> <li>• <b>e3.</b> Could evaluate the system against alternative /similar systems.</li> <li>• <b>e4.</b> Has proper marketing plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>g1.</b> Good evidence to prove business proposition of the system with the appropriate areas.</li> <li>• <b>g2.</b> Some evidence to evaluate the system against alternative systems.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>a1.</b> Acceptable evidence to prove business proposition of the system with the appropriate areas.</li> <li>• <b>a2.</b> Little awareness of alternatives leads to poor evaluation against those.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>b1.</b> No understanding of business proposition.</li> </ul>