**Assessment Form**

**Name of the Student:SHERRY SHARMA**

**Enrollment No: U101116FCS287**

**Team Leader: SIMRAN SINGH**

**Enrollment No: U101116FCS131**

**Buddy Mentor:** RAJAT SINHA & ISHANT MANN

**Enrollment No: U101114FCS114**

**NanoEl Project Title: CAN NANO LEDS BE USED AS SELF LAMINATING WALL PAINTS FOR SAVING ENERGY**

**Pedagogic Role(s) of Student in Project: S9**

**Learning Mentor: MEERA MA’AM**

**Project Manager:** *Jharana Shrivastava*

**STUDENT ASSESSMENT DOMAIN KNOWLEDGE FUTURES’ (i.e., PROSPECTVE) PROFESSIONALITY EMPLOYABILITY & ENTREPRENEURIAL SKILLS’ FUTURES’ PROFESSIONALITY PROFILES**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Futures’ Professionalism Assessment Form I:  Assessment of Student Domain Knowledge Futures’ (i.e., Prospective) Professionalism Profile | | | | | | | | | | |
| **Domain Futures’ (i.e., Prospective) Professional Traits**: | | | Excellent | | Good | | Average | | Poor | Very Poor |
| 1 | Explanation: An ability to explain domain ideas and concepts using knowledgeable accounts of events and ideas | |  | | X | |  | |  |  |
| 2 | Interpretation: An ability to make an interpretation of domain events/ideas and describe their significance and importance | |  | | X | |  | |  |  |
| 3 | Performing for Desired Learning/Work Outcome: An ability to originate new information, process it in new way, and *use* it in hitherto not known way for effective outcome | |  | | X | |  | |  |  |
| 4 | Perspective: An ability to form critical and insightful points of view, perceive things from an objective point of view, and recognize that multiple perspectives exist for any complex issue | |  | | X | |  | |  |  |
| 5 | Empathy: An ability to understand another person’s feelings and perceptions, to walk in another’s shoes, and to grasp another’s emotional reactions and reality | |  | |  | | X | |  |  |
| 6 | Self-Knowledge: An ability to recognize what one knows and does not know and how one’s patterns of thought and actions inform as well as hinder understanding | |  | | X | |  | |  |  |
| Student Assessment Form II:  Assessment of Student Employability & Entrepreneurship Skills’ Futures’ (i.e., Prospective) Professionalism Profile | | | | | | | | | | |
| **Employability &Entrepreneurship Skills Futures’ (i.e., Prospective) Professionalism Traits** | | Excellent | | Good | | Average | | Poor | | Very Poor |
| 7 | **Managing Real World Informational Resources:**  Leadership |  | | X | |  | |  | |  |
| 8 | Delegation of Tasks and Responsibilities, |  | | X | |  | |  | |  |
| 9 | Use of informational resources, |  | | X | |  | |  | |  |
| 10 | Communication for change management, |  | | X | |  | |  | |  |
| 11 | Monitoring and Cross-checking |  | | X | |  | |  | |  |
| 12 | **Meta-cognition:** An ability to frequently reflect and to continuously:  (a) Structure/ restructure an experience/ problem/ existing knowledge/ insight, and, as a result, to continuously, |  | | X | |  | |  | |  |
| 13 | (b) Recognize futures’ (i.e., desired) performance – unexpected environmental anomaly that it indicates - and to continuously |  | | X | |  | |  | |  |
| 14 | (c) Originate (construct) information pertaining to gap between of desired (futures’, i.e.) and of actual (i.e., of the moment) performance. |  | | X | |  | |  | |  |
| 15 | **Flexibility**: An ability to adapt, improvise, shift approaches on demand. |  | | X | |  | |  | |  |
| 16 | **Organization**: An ability to plan by selecting appropriate strategies and allocating resources, setting goals, activating relevant background knowledge, budgeting time. |  | | X | |  | |  | |  |
| 17 | **Regulation**: An ability to monitor and self-assess skills necessary to control learning, emotions, develop emotional maturity. |  | | X | |  | |  | |  |
| 18 | **Workload Management Strategies:**  Distributing workload over time |  | | X | |  | |  | |  |
| 19 | Distributing workload over resources |  | | X | |  | |  | |  |
| 20 | Changing nature of work |  | | X | |  | |  | |  |
| 21 | **Task progress**: Sets short term goals; blogs or keeps journals about daily goals and completions |  | | X | |  | |  | |  |

Please check the team role(s), which best suit the student

(Check only one or indicate order of preference)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Organizer | Value Creator | Information gatherer or resource investigator | Leader or Motivator or Shaper | Evaluator | Team Worker | Solver | Completer-finisher or pusher |
|  |  |  |  |  |  | X |  |

Indicate the work for which the student is best suited

(Check only one or indicate order of preference)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Researcher LEARNER | Technology User  and Expert LEARNER | Thinker and Sense  Maker | Change  Implementer | Self-Directed Professional | Engineer LEARNER | Scientist LEARNER | Publisher LEARNER | Project Manager LEARNER | Monitor of Performance Enhancement | Informational Relations Knitter | Pedagogically Strategic Leader |
| 1 | 2 | 3 |  | 4 | 5 |  |  |  |  | 6 |  |

REMARK: DID GOOD RESEARCH.

Project Manager: **Jharana Shrivastava**