

Internal Examiner's Feedback Form – Project – II for BE 8th Sem

(Submit Duly Filled & Signed form in sealed cover along with the external examiner's feedback)

1. Name of Internal examiner :
2. No. of students in a Project Team :
3. Project Title :
4. Project ID : Project Type: IDP/ UDP (Tick suitable type)
5. Group No. (if any) :
6. Status of Current Project : Fully Completed / Partially Completed

Table – I (Tick the suitable option)

		Poor	Average	Good	V. Good	Excellent
1.	Basic Analysis of the project					
2.	Level of Literature survey					
3.	Understanding of Actual Implementation					
4.	Indignity of the Project & its application					
5.	Understanding of the Future Modifications, if any by the students.					
6.	Skill level of the students for actual implementation					

Internal Examiners' comment/suggestion regarding the project:

Tick mark the below option/options:

- 1) How did you select your students for the final year project?
 - a. Students formed their own group and chose their guides
 - b. Students formed their own group and guides were assigned by institution/deptt.
 - c. Institution facilitated process where students were grouped based on their interest/talent and your expertise and guides were assigned
 - d. Institution facilitated process where students were grouped based on their interest/talent and your expertise and guides were chosen by students

- 2) How often the students consulted you while defining the IDP/UDP and while solving it?
 - a. Every week
 - b. Monthly
 - c. Very Rarely
 - d. You kept tracking their work of your own

- 3) How engaged were the industrial participants (if any) in helping your student while defining and developing the IDP?
 - a. Very Engaged: Got help & mentoring involuntarily as well as when ever asked
 - b. Good : Got help only when students approached
 - c. Low level cooperation: Got help/mentoring after repetitive requests
 - d. Low to No Cooperation: No cooperation post IDP definition
 - e. No Cooperation: No cooperation pre or post IDP definition

- 4) Assess the quality of team work on the project?
 - a. High quality and exceptional team work, everyone learnt something new, output was excellent
 - b. Very good team work and output was very good
 - c. Only a few team members worked but the output was acceptable
 - d. Only a few team members worked and the output was unacceptable
 - e. The team work was missing and the team failed to deliver

- 5) Did they utilize the framework given by GTU Innovation Council and made efforts thoroughly?
 - a. Students worked only towards the end of the project submission
 - b. Team was serious on defining the IDP, making prototype and finally solving it.
 - c. Students did it as ordinary project as used to be done since years
 - d. Team even put together their own financial /other resources to solve the IDP/Project

- 6) Tick all applicable:
 - a. Students worked seriously on their projects during IDP definition phase
 - b. Students worked seriously during the solution design phase
 - c. Students worked seriously during their submission stage
 - d. Not during any of the stage
 - e. Team only copied/picked up the project from past years

- 7) Was the time allocated for students for their innovation/project work sufficient?
 - a. Time allocated per week is less than required
 - b. Time allocated per week is more than required
 - c. Time allocated is perfect but better coordination is required in 7th and 8th sem such as through a uniform academic credit/hours scheme for all branches

- 8) Which parameter/s you noticed while the students were doing their projects in the final year.
 - a. IDPs were challenging and current academic system does not train the students in cutting edge skills and needs.
 - b. Students are well capable of solving challenges but handholding throughout the process and monitoring can ensure better efficiency.
 - c. Students are not having idea on IPR/Design/Startups etc so they end up with projects just to satisfy academic requirement.

- 9) Tick if the following apply about IDP/UDP Teams:
 - a. Mix Skills/Departmental teams of students produce better IDP/UDP results
 - b. Those teams did better work who were having continuous mentoring from industry persons
 - c. In terms of innovation potential, UDPs and IDPs can be equally attractive

- 10) To improve UDP/IDP outcomes:
 - a. Faculty guides need to be incentivized through non-monetary measures (awards/appreciations/acknowledgement/as CV point for promotion etc) .
 - b. College lab infra and quality of faculty guide is critical to the novelty of the IDP/UDP.
 - c. Pre final year students should be given minor projects like regular assignments so that they can start working and also in some cases even they can be allowed to work with final year students voluntarily. to prepare them for IDPs/UDPs
 - d. Project Examination process must be improved
 - e. Kho-Kho (relay) model can be adopted. Unfinished projects of 1 batch need to be allowed and reassigned to next batch students as final year project to take it from the point where it is left by earlier batch to complete it in few cycles.
 - f. University should support good projects/innovations for IPR/Patenting, designing prototypes, commercialization

Signature of Internal Examiner

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