Guidelines for Evaluating the Contributor Personality Development Program (CPDP)_BE01R00151

Suggestive Guideline for Internal Evaluation (M Component)

'Building Future-Ready Contributors'

Contributor Personality Development Program for Bachelor of Engineering (BE01000151)

This document gives a guideline to conduct internal assessments as per the new teaching scheme [M component/Progressive Assessment: 30 marks]

A. Goal of the internal assessment:

It is recommended that the internal assessment for the 'M component' of this course tests practical application. The goal is to ensure that we test students' ability to apply and connect the new ways of thinking (learnt in this course) into future career challenges and real-world work context.

B. Methods for internal assessment:

Assessment can be based on –

a. Submission of outputs/worksheets created in the In-class Lab Exercises (done during class).

b. Project work and Presentations (requires after-class research/ field work).

Here is the list of Projects and In-class Lab Exercises (module-wise) available for progressive assessment
('M' component):

Modules	What is expected	How it works
Module 1: Who is a Contributor (The Contributor Work Ideal)	Students identify and interview a real-life Contributor, build a profile on them and present it to the class.	**Project work:** Research/ field interview-based project where students work in small groups of 3-4. This is to be conducted outside class. Project guides are available in the Digital Textbook*. They can submit their project and/ or present their profile after 2-3 weeks in a presentation session.
Module 2: Identity and Self-Esteem	Students apply the four I-CAN strategies learnt, to systematically build themselves. (Overcoming fears, self-doubts etc.).	**In-class Lab Exercise:** Individual exercise using the Worksheets provided in the Digital Textbook*. Students can help/ mentor each other in pairs or small groups of 2-3 to help each other think.

		Requires 1-2 hours of class time.
Module 3: Become a Creator of one's Destiny	Students apply Creator of Destiny thinking to design solutions to typical career challenges they may potentially face.	**In-class Lab Exercise:** Students work in small teams of 2-3 on any one career challenge they may face and design ways to overcome or solve them. Teams can present their solutions in the class. Career Challenge Cards are available in the Digital Textbook*. May require 1-2 hours of in-class time.
Module 4: Achieving Sustainable Success	Students build their own vision of Sustainable Success (using the tool from the course) and how they will develop themselves towards it.	**In-class Lab Exercise:** Individual exercise using the Worksheets provided in the Digital Textbook*. Students can help/ mentor each other in pairs or small groups of 2-3. Requires 1-2 hours of class time.
Module 5: Career Development Models	Students build a concrete career development plan/ approach for growing in any one career pathway that is of interest to them.	**In-class Lab Exercise:** Students work in teams of 2-3, choosing different pathways to work on. They could build their output in charts. May require 1-2 hours of in-class time. Career Pathway Cards available in the Digital Textbook*.
Module 6: Expanding contribution in every role	Students identify contribution possibilities for a role or profession (using the tool learnt in the course). This can be done via an interview with a working professional in that role and/ or through online research.	**Project work:** Research/ field interview-based project where students work in small groups of 3-4. This is to be conducted outside class. Project guides are available in the Digital Textbook*. All student groups can submit their project and/ or present in the subsequent class.

C. Guidelines/ Criteria for grading students' output

We recommend that the internal assessment be based on students' output associated with each of the 6 modules (as given above) and their collaborative efforts as a team/ pair.

Each project/ exercise output by the students can be given Grade A, B or C based on the following criteria.

1. Clarity of the project goal and how effectively the project/ exercise output meets it

2. Quality of the research and the approach/ methods used to build the output
3. Demonstration of the relevance or value of the ideas in own life/ real-world context
4. Demonstration of creativity and originality (in the thinking as well as presentation approach)

The final assessment can be based on their Grade Point Average across the 6 assignments or marking scheme of 6 assignments x 5 marks (total 30 marks).

Note: You can give some weightage for working together as a team.

You could use the following rubrics for the same:

Criteria	Grade A (5 marks)	Grade B (3 marks)	Grade C (1 mark)
Alignment with Project Goals	The students' output completely aligns with the goals of the project/exercise and meets it effectively.	The students' output matches what is expected. But it does not fully meet the project goal.	The student has produced an output for the sake of it. It does not meet expectations.
Use of Research and Evidence	The students' output is well researched, using accurate data/ evidence/ examples.	The students' output has data or few examples but are not accurate.	The students' output is not research-based and thought-through. It may be copy-pasted from AI, etc.
Relevance to Real World	The students' output is directly connected to real- world challenges that students may face and/or their own life.	The students' output is connected to real-world challenges and practical.	The students' output is theoretical and idealistic, with no connection to how things work in the real world.
Presentation and Creativity	The students' output is communicated and presented in a creative and engaging manner.	The students' output is well organized and presented clearly.	The student has used readily available templates to present the output.

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