



Class Assessment tools

1.Flipping Classrooms

2.Mind Mapping Technique

3.Embodied Learning through Group Discussion

4.Story Board Learning

5.Learning through the Fault-Finding Technique



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01. Flipping Classrooms

Aim:

Increase student engagement and learning by selecting topics taught in class and presenting them concept-wise with industrial or real-life applications.

Objective:

- To brainstorm and explore ideas about concepts and problems.
- To provide a better understanding of connections between ideas and concepts.

Methodology:

- Select topics with industrial or real-life applications based on class teaching.
- Gather information from internet sources, reference books, and classroom teaching.
- Students will present topics using PPT or on-board techniques.
- After the presentation, a Q&A session will be conducted by other students.



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Parameter Table

SR. NO	Criteria	Excellent (4 points)	Very Good (3 points)	Satisfactory (2 points)	Poor (1 point)
1	Selection of topic	Topic with complexity and research content	Topic with information, diagrams, mathematical expressions	Small topic with diagrams or formula	Small topic without diagrams or expressions
2	Gathering Information	Extensive information from internet, class teaching, industrial applications	Some information from internet and class teaching	Points covered from classroom explanation	Only important points, incomplete
3	Usage of Board/Presentation /Confidence	Excellent presentation, confidence, strong knowledge	Good presentation, average confidence	Proper presentation, limited topic knowledge	Prepared but not presented properly
4	Q&A Session	Accurate answers for every question	Answers all but not accurately	Answers more than one but not exact	Answers only one

Effectiveness (BT Level)

- Students gather information through class teaching and reading.
- Students present the topic to the coordinator and classmates.
- Students structure content in an organized manner.
- Students debate during Q&A.

Conclusion:

- Easier communication of thought processes.
- Better organization of ideas and concepts.
- Improved confidence and learning interest.

02. Mind Mapping Technique



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Aim:

A visual representation tool helping students with multiple aspects of learning.

Objective:

- To brainstorm and explore new ideas or problems.
- To understand connections between ideas and concepts.

Methodology:

- Provide a topic taught in class.
- Students determine the central topic for the mind map.
- Branches are added creatively.
- Keywords and color codes added as per understanding.
- Students explain the topic using the mind map, evaluated by faculty.

Parameter Table

S R	Criteria	Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Poor (1)
1	Presentati on & Illustratio n	Deep knowledge, excellent communicati on	Good coverage, good communicati on	Basic idea coverage	Few ideas, poor communicati on	No linkage, very poor communicati on
2	Central Idea	Theory + industrial applications perfectly connected	Satisfactory correlation	Adequate informatio n	Very little information	Inappropriat e information
3	Connectin g Branches	Effective links, meaningful clarity	Clear linkage	Some enhanceme nt attempts	Few links	No branches/lin ks
4	Applicatio n	Properly mapped	Few mapped	Less mapped	Not mapped	Not mapped

Effectiveness (BT Level)



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- Students create mind maps and explain topics.
- Content is structured effectively.
- Students defend their ideas during Q&A.

Conclusion:

- Helps communicate thought processes.
- Helps organize ideas and concepts.
- Gives clarity on how issues interrelate.

03. Embodied Learning Through Group Discussion

Aim:

Strengthen the link between body and mind through syllabus-based group discussions.

Objective:

- Highlight non-mental factors in learning.
- Understand body-based signals and feelings.
- Improve interview skills.

Methodology:

- Allot topics for group discussion.
- Arrange field trips where necessary.
- Conduct group discussions.
- Evaluate using rubric criteria.



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Parameter Table

SR. NO.	Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Poor (2)
1	Information	Advanced-level information	Proper and complete information	Very common information	Poor information
2	Eye Contact	Fully conveyed by eye contact	Partial involvement	Small involvement	No eye contact
3	Gestures	Clearly conveyed	Partially used	Small use	No gestures
4	Postures	Clearly conveyed	Partial involvement	Small involvement	No postures
5	Personal Appearance	Clearly conveys professionalism	Partial involvement	Small involvement	Not maintained

Effectiveness (BT Level)

- Students present embodied skills.
- Organize ideas and concepts in discussion.
- Debate properly.
- Evaluate others’ viewpoints.

Conclusion:

- Improves communication about others' viewpoints.
- Helps structure ideas and concepts.



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04. Learning Through Story Board Teaching

Aim:

Support planning or designing processes using storyboard teaching methods.

Objective:

- Sequence drawings explaining goals and scenes.
- Include images with descriptive paragraphs.

Methodology:

- Storyboard lists important events.
- Captions aligned with storyline.
- Characters clearly identified.
- Storyboard must be easy to read.
- Should include creative details.

SR. NO.	Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Poor (2)
1	Picture/Graphics	Clear and relevant	Mostly clear	Few clear	Not clear or relevant
2	Required Elements	All elements well visible and organized	Most elements good	Few elements visible; missing items	Most elements missing
3	Visual Clarity	Excellent design, neat, easy	Good design and neat	Needs improvement	Poor design
4	Content/Grammar	Excellent grammar, spelling, original	1-2 errors	3-5 errors	6-7 errors
5	Use of Time	Time used productively	Mostly productive	Somewhat productive	Not productive



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Effectiveness (BT Level)

- Students present concepts structurally.
- Present to coordinator and classmates.
- Evaluate their own ideas.

Conclusion:

- Helps communicate through visual storytelling.
- Enhances content organization.

5. Case Study.

Aim:

Analyze real-world scenarios to develop problem-solving and decision-making skills.

Objective:

Apply theoretical knowledge to practical situations and evaluate possible solutions.

Methodology:

Students review the case, identify issues, analyze data, and propose justified solutions.

SR. NO.	Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Poor (1)
1	Problem Identification	Clearly identifies all key issues with strong understanding of the case.	Identifies most issues with minor gaps.	Identifies some issues but lacks clarity.	Fails to identify core problems.

Effectiveness (BT Level)

Enhances critical thinking, analytical ability, and real-life application of concepts.

Conclusion:

Case study assessment bridges theory and practice, improving professional competence.