

CROSSWORD AS A CONTINUOUS EVALUATION TEST

1. **Course Name and Code: OPERATIONS MANAGEMENT (DS 103)**
2. **Program and Semester: PGDM Semester - I**
3. **Title / Name of the Innovative CE Activity: CROSSWORD QUIZ**
4. **Brief Description of the Innovative CE**

For the first Continuous evaluation (CE-I) test for the subject of Operations Management, instead of a mundane MCQ / Fill in the Blanks Question pattern, the test was conducted in the CROSSWORD Format. The essence was same as the Fill in the blanks; the only difference was that students required to fill the blanks according to the clues given. The 10-word CROSSWORD puzzle was devised with 5 ACROSS clues and 5 DOWN clues. The terms were related to Operations Management and certain letters were made available to the comfort of students.

The puzzle was designed in 4 sets so that no adjacent student gets the same CROSSWORD, reducing the chances of any copying cases. The students guessed the answers through the number of letters available in the grid as well as by the letters found in the intersection of two words. The response to the test was very positive as students learnt some new technique to solve answers. It was learning through fun and a test looked more like puzzle, making students more satisfied as they believed they “earned” every mark they scored.

5. Assessment Methodology

There was One mark per right answer and no negative marking for wrong answers. The total marks scored out of 10 were their final score for the first CE.

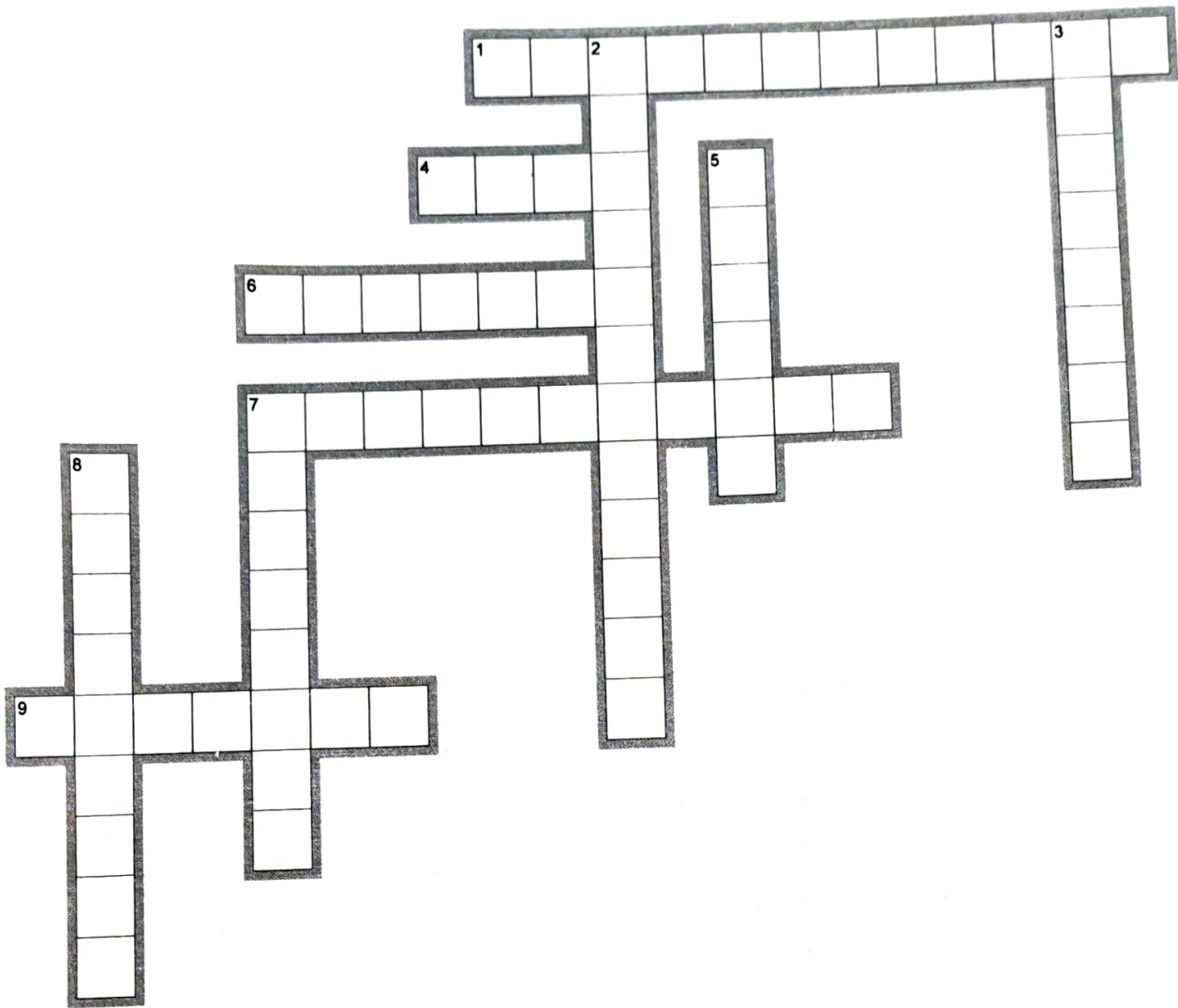
6. **Mapping with Program Outcomes (POs):** This innovative CE mapped two of the Program Outcomes: PO1 and PO2

PO1: Apply knowledge of management theories and practices to solve business problems.

The Crossword ensured the students applied the operations management concepts learnt in class to solve the clues given and answer the questions correctly, mostly in application-based questions.

PO2: Foster Analytical and critical thinking abilities for data-based decision making.

The Crossword brought the analytical and critical thinking abilities of the students into action, in answering the questions rightly. The Crossword ensured two things – the students have to think and come up with the right answer without any options, unlike MCQs. Secondly, the students have to critically think about the correct word by counting the spaces available for the answer in the Crossword grid.



EclipseCrossword.com

Across

1. Outputs/Inputs is _____
4. _____ time is the time between Order and Delivery.
6. In _____ design, different combinations gives different products.
7. Once an idea is generated, next step is to check its _____.
9. One of the Competitive Priorities

Down

2. Differentiating features which is incorporated in a product to win orders
3. Letting go of something in lieu of another
5. PAGER case is a classical example of Business _____.
7. F in QFD is _____.
8. Inputs in Operations are known as _____