VPKBIET Baramati

The Teaching and Learning Process of the Institute

We adopted an effective academic system that involves well-planned activities and their systematic execution. We take a large number of efforts in all possible ways for nurturing students and achieving excellence. We provide an opportunity for students to acquire the best possible knowledge, skills, and attitude for their overall development. Foremost importance is given to the Teaching and learning process which includes the following important activities

- Academic Planning: Academic calendar
- Instructional methods and pedagogical initiatives
- Methodologies to support weak students and encourage bright students
- Quality of classroom teaching (Observation in a Class)
- Conduct experiments (Observation in the Lab)
- Continuous Assessment in the laboratory
- Student feedback on the teaching-learning process

Academic Planning Academic Calendar

The academic calendar is prepared well in advance before the commencement of each semester. It consists of the activities planned for the semester, which include dates of Commencement and conclusion of the semester, In-Sem and End-Sem Internal Tests, Internal Assessment, and the conduction of events, Schedule of the student's feedback, Internal Audits, project, seminars, University Examinations, etc.

Based on the academic calendar, all the faculty members prepare lesson plans, and topics to be handled, and ensure unit-wise completion as per internal exam dates. The Institution sticks to the commencement dates, end of semester dates, and university examination dates which are published by the University for respective Courses which allows the teachers and the students to space out their teaching and learning assessments. The academics are monitored by taking reviews from time to time during the semester.

Instructional methods and pedagogical initiatives

In addition to chalk and board, we use various ways for a better teaching-learning process which include classroom teaching, internal examinations, use of ICT, etc. We also use

platforms like MOOCs, Coursera, edX, NPTEL, Udemy, NASSCOM, IBM Edu net, Virtual Labs, Google classroom, etc. The practical/lab sessions are conducted as per the teaching plan. The laboratory manual is prepared by the concerned faculty and is provided in advance for the effective content delivery of practical subjects. Continuous assessment is done as per the academic policy, throughout the semester. Students are motivated to register for the MOOCs courses including NPTEL, and SWAYAM. Also, students are encouraged to complete these courses and certifications

Evaluation methodologies (Internal and University Examinations)

We have adopted an outcome-based education system, also continuous assessment in various ways. We have inculcated Bloom's taxonomy for teaching-learning and evaluation processes to achieve predefined and higher-level outcomes for the program. To ensure this, a well-defined policy for assessment is followed. Two internal examinations Mid-Sem Test and End-Sem Test are conducted twice a semester. Question papers for internal examinations are prepared by considering Course outcomes and Bloom's taxonomy. Each course faculty prepares two sets of question papers. Question papers are evaluated by peer reviewers of the specialization group or program assessment committee (PAC). The scheme of evaluation for the question paper is prepared by the course faculty ensuring appropriate distribution of marks for a fair evaluation. After the assessment of answer sheets, the course faculty shows answer books to respective students and finally gives oral feedback to the students. Immediately after the declaration of the results of these tests, corrective actions are taken for further improvements. In addition, the concept, tests, practice tests, and mock- quizzes are conducted by respective teachers as per the requirements to provide a platform for interaction among students. Weak and bright students are identified based on the previous year's performance, the performance of the internal examinations, and teachers' observations. Bright students are appreciated and encouraged for achieving higher goals. The weak students are monitored and provided special guidance for better performances. University examinations are as per the guidelines and timetable by Savitaribai Phule Pune University. There are Mid Sem., End Sem. examinations for all students.

Video Lectures

Subject faculty members prepared their own video lectures, and uploaded them on YouTube Channels. Moreover, respective teachers have a collection of useful Video lectures by faculties of reputed institutes and domain experts. The respective faculty use various platforms and

update their collection from time to time as per the requirements. These video lectures are shared with students for their use.

Google Classroom

The Google Classroom is a learning management system that is very effectively used for every course for enhancing learning in our institute. Course-wise Google classrooms are formed by faculties that are used for managing our system in online mode. Faculty uses it effectively to provide course material like eBooks, PPTs, video lectures, a question bank, quizzes, tests, etc. The tools in the Google classroom facilitate the online assessment of students.

Self-Learning Courses

Massive Open Online Courses (MOOCs) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale. These courses enable them to enrich their subject knowledge, give exposure to recent technological advancements, and also serve as a platform to strengthen their interdisciplinary skills. It is also considered a key to lifelong learning. At our institute following MOOC Courses were conducted: NPTEL, Spoken Tutorial (IIT Bombay) Coursera, EdX, NASSCOM, and Udemy. These courses enable them to enrich their subject knowledge, give them exposure to recent technological advancements and serve as a platform to strengthen their interdisciplinary skills. It is also considered a key to lifelong learning.

Interactive classrooms

Our teachers are motivated to make the classroom interactive for improving students' involvement in the learning activities. Our teachers use PowerPoint presentations as per the requirements to improve the learning styles, increase visual impact, improve audience focus, and provide annotations and highlights whenever required. Some efforts are made in the classroom, for improving basic knowledge and communication skills by encouraging students for giving presentations on a specific topic of the respective subject, and whenever possible.

Industrial Visits and Industrial Training

Industrial Training and Industrial Visits are arranged for our students during the semester. These activities are alien to academic activities for a better understanding of the work

culture of the industry, and their problems, actual application of subject knowledge, Challenges in industry, etc. Through such visits/training, students get great exposure and complete insight into the environment of the company, working structure, practical visualization, and a better understanding of the combination of theory and its practical applications. Our students learn through these training, visits, observation, doing activities in the industry, and interaction with the experts in the industry. They may get exposure for the understanding of probable problems and challenges of the industry. These interactions definitely help to bridge the gap between industry and institute.

Methodologies to support weak students and encourage bright students

In every subject, teachers identify weak and bright students using some of the following components which include previous academic performances, performance in the University examinations of previous years, results in basic tests, internal examinations, and teachers' observations.

Bright students are supported and encouraged by faculty members to perform better in all aspects including improving knowledge and skills. We encourage them to perform better in the university examinations, and competitive examinations like GATE, GRE, etc. They are motivated to enroll in self-learning MOOC courses like NPTEL, Edx, Coursera etc. Based on their liking, our faculty members encourage the students, those who are having orientation towards research, to do research work and participate in conferences and various competitions. Bright students are encouraged to lead the students' association team which organizes various activities viz. paper presentation, poster presentation etc. We used to appreciate those who perform better in various activities.

Identified slow learners/weak students are supported by taking extra efforts in academic activities by giving special time for solving their problems. Required support is provided to them through additional input by conducting extra classes. During informal discussions, faculty members discuss the issues related to their academic performance with weak students. In addition to the regular schedule, remedial classes and laboratory sessions are conducted for weak students. Additional support is provided through encouragement to involve them more in the learning process. We have an effective Mentor system, and mentors and class teachers help students with their moral building through counselling. We have a special counsellor for solving the psychological problems of the students.

Quality of Classroom Teaching

We have ICT-based classrooms equipped with LCD projectors, Digital writing boards etc required for teaching-learning. Models, charts, Real components, and videos are used by the faculty to demonstrate the concepts for better understanding. Real-time examples are cited in the form of video wherever applicable. Quizzes are conducted to break the monotony of the students during class hours. The critical thinking of the students is improved by demonstrating application-oriented problems. The Head of the department regularly monitors the teaching-learning process. Faculties use to take feedback from students about his/her content delivery during regular schedules.

Conduction of experiments

At the beginning of the semester, the laboratory timetable is prepared by the departmental timetable in charge and circulated for implementation to all concerned faculty and staff including the laboratory In-charge. The list of practicals is prepared as per the guidelines by SPPU, and by considering the syllabus. Concerned subject faculty use to prepare practical conduction plans according to the practical list and feasibility. The theory part required for performing the practical is explained by concerned faculty in the lab to each batch, and guidelines for performing the practical are given to students. Faculty In-charge prepares the lab manual for respective practicals, and its copy is made available to the students for reference. On the day of the practical, the Practical in charge/ Lab assistant ensures equipment and accessories are kept ready to perform the experiments. After performing experiments in-charge faculty ensures the necessary readings are taken by the students, and attendance is recorded. Entry of The logbook for the utilization of lab resources separately within and beyond working hours. However, for the relevant courses, provision is made to conduct experiments beyond the specified list, but within the scope of the course.

Continuous assessment in the laboratory

A continuous assessment record is maintained and is used to allot the term work marks based on fundamentals, the readings, calculating the results, and conducting a viva upon the experiment. The Laboratory assessment is carried out based on rubrics such as submission of laboratory records (laboratory manual/assignments/tutorials), participation in performing the experiment, analysis, and interpretation of experiments. Practical Journals are checked by assessing each experiment as and when they are due, and a continuous assessment sheet is maintained.

Support for competitive Examinations

VPKBIET has established the GATE exam center to promote and motivate the students for higher studies and to facilitate the students for the entrance exam preparation. This center ensures a maximum number of students appear for the GATE examination and which is needed for admissions to PG in IITs, NITs, and other reputed institutes in India and also abroad. Awareness about the GATE, GRE, and other competitive examinations is created among the students by arranging special sessions through External agencies, GATE qualified students, and Alumni. In-house GATE classes are conducted for the students on a regular basis. Tests / Quizzes are arranged for performance assessment of the students regularly. GATE coaching is arranged through COEP faculties to give more insight into some important subjects. We have AICTE-sponsored Prerna Centre that provides financial support to SC/ST students

Student feedback on the teaching-learning process

Feedback for every course is taken twice a semester by the Internal Quality Assurance Cell in a confidential manner from students. Feedback is then analyzed to understand the overall student's opinion and suggestions regarding all activities during the semester including delivery of the course and facilities at the institute. Feedback is then given to individual faculties by HOD. Faculties are appreciated for their better performance based on students' feedback. Constructive feedback is given to faculties by HOD for improvements (if required). In addition, to institute level feedback, individual faculty, HoD subject teachers use to take feedback during the semester in a formal and informal manner in order to improve the overall process, and necessary corrective actions are taken.

Content beyond Syllabus

We are an affiliated institution, and the programs are bound to follow the curriculum set by the university. It is necessary to identify the curricular gaps between academics and industrial requirements. In this regard, we take certain efforts to bridge the gap by supplementing the curriculum with content beyond the syllabus. The process is initiated by the Program Assessment Committee to identify the curriculum gaps by using the attainments of POs & PSOs of the previous sessions. The inputs are taken by Program Assessment Committee from the subject's experts and industry persons also. Identified curriculum gaps are presented in the various curriculum development workshops organized by the various Engineering Colleges in association with S.P. Pune University, Pune. To bridge the curricular gaps, various corrective

measures like conduction of workshops, guest lectures, advanced experiments, visits, etc. are taken. In addition, the following activities are encouraged: NPTEL Courses, Skill Development Activity (Python, Solid works & Model Making), Paper presentation/participation in conferences, Technical Event, Entrepreneurship Awareness Camp, Social activities, etc.

Freshers' Induction Program

When new students enter an institution, they come with diverse thoughts, backgrounds, and preparations. It is essential to help them adjust to the new environment and teach the institution's ethos with a larger purpose.

AICTE has proposed an induction program for the UG students entering the institution, right at the beginning of the semester. The purpose is to make students feel comfortable with their new environment, open them up, set a healthy daily routine, create bonding with batchmates as well as between faculty and students, and develop awareness, sensitivity, and understanding of the self, people around them, society at large, and nature. In our institute as per guidelines by AICTE and SPPU Pune, we conduct a two-week induction program for FE students. The activities include many modules including Physical Activity, Meditation Technique, Yoga, Creative Arts, Universal Human Values, Literary, Proficiency Modules, Lectures by Eminent People, Visits to Local Area, Familiarization to Dept./Branch, HoD presentations, Awareness sessions about online platforms and Road Safety, sports sessions wherein all the newly admitted students were accompanied by the staff and the senior students.

In this program, we use to provide the following information: engineering course structure, regular academic activities, information and importance of induction program, an overview of subjects, syllabus, the importance of attendance, unit tests, Google classroom, internal examinations, the pattern of university examinations, effective use of technology, and mentor system. We used to conduct various training programs, including (i) Soft Skills and (ii) Aptitude Training, etc. During the entire activity teachers, mentors, and students came very close, and newly entered students felt comfortable, which is very important for them to adjust to the new environment.

Best Class Award for FE

The objective of this activity is to give a chance to each individual for improving academic performance. Opportunity for exploring the talent of each student. Contribute individually to

the entire class and become the best learner. To build a team culture to make them confident, and competent for handling new challenges through group culture. To make parents, teachers, and society happy with their performance. The award was based on the overall performance of the whole class, which includes: Attendance: (average attendance of class at different stages), Examinations performance, Internal tests, Sem.-I results, NPTEL Examination registrations, Discipline (Uniform, Reporting to college, behaviour and other), Prize won (National, State level, University level or college level), Participation in sports. We use it to display scores of each class at regular intervals, to know their status, and to encourage them for further improvements.

Dean Academics

VPKBIET, Baramati

VPKBIET BARAMATI PUNE (M.S.)

Principal

Principal

Vidya Pratishthan's

Kamalnayan Bajaj Institute of Engineering & Technology, Baramati

Vidyanagari, Baramati-413133

VPKBIET

Vidya Pratishthan's Kamalnayan Bajaj Institute of Engineering & Technology

Baramati, Dist. Pune-413133

Institute Policy for the Internal Examination

➢ Vision:

To ensure and maintain quality of teaching, learning process through continuous assessment by implementing Bloom's taxonomy and thereby achieving CO and PO attainment at maximum target levels.

➢ Mission:

1. To establish a quality system for the internal examinations
2. To identify fast and slow learners based on their performance in internal examinations.
3. To ensure the quality of knowledge gained by students by the continuous evaluation.
4. To inculcate competitive culture by continuous improvement in performance in the internal examinations.

➢ Objectives:

1. To set the well defined and quality based examination system
2. Performing proper result analysis to take appropriate remedial action for slow learners and motivating fast learners for further improvements.
3. To assess the subject-wise performance & need for additional inputs.

➢ Expected outcomes:

1. Organization and execution of internal exams as per the schedule.
2. Facilitating direct internal attainment through continuous assessment.
3. Identification of fast and slow learners with appropriate remedial action.

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4. Improvement in the teaching-learning process.

➢ Preamble:

Internal examinations are conducted as per the guidelines and requirements of IQAC Cell/NBA/NAAC and other authorities for continuous evaluation and further developments. The schedule of examination is to be followed centrally by all departments to maintain standards and uniformity. The internal examination includes the Mid Sem Test, End Sem Test, and MCQ-based concept tests after completion of every unit. It also includes surprise tests and concepts tests which are conducted randomly during the regular lecture. The appropriate weightage is given to this internal evaluation is considered for the term work evaluation by considering this as work done by the student during the term. Internal exam evaluation is also an important factor for CO PO attainment as per NBA norms.

➢ Roles and Responsibilities of Principal:

1. To take an overall review of all associated activities including the planning, execution, and analysis.
2. Giving guidelines for finalization of test patterns and schedule.
3. To approve the schedule of internal exams prepared by the institute coordinator in consultation with dean academics.
4. Discuss the analysis and outcomes of the internal assessment and take suitable corrective measures for further improvements.

➢ Roles and Responsibilities of Dean academics:

1. Approval and finalization of test schedule and pattern taking concern from HODs and with approval from Principal.
2. Incorporation of test schedule in Institute academic calendar.
3. Discuss the analysis and outcomes of the internal assessment and take suitable corrective measures for further improvements.

➢ Roles and Responsibilities of HOD:

1. Finalization of test schedule and pattern in concern with dean academics.
2. Incorporation of test schedule in department academic calendar.
3. Ensuring quality and discipline of the exams at the department level.
4. Ensure that exams are conducted as per the schedule.
5. Discuss the analysis and outcomes of the internal assessment and take suitable corrective measures for further improvements.

➢ Roles and Responsibilities of Institute coordinator:

1. Finalization of test schedule and pattern by taking consent of Dean Academic and HOD/conducting a meeting with Dean Academics and HOD and taking its approval from Principal.
2. Incorporation of test schedule in Institute and department academic calendar.

3. Execution of internal exams as per schedule and norms decided by the Institute.
4. Ensuring the question paper formats to be as given by IQAC cell/ NBA/ NAAC and incorporation of Bloom's taxonomy.
5. Preparing result analysis as per the format given by IQAC cell/ NBA/ NAAC.
6. Finalization of remedial action for failed and absent students.
7. Incorporation of Internal marks in term work.

➢ **Roles and Responsibilities of department internal exam coordinator:**

1. Incorporation of test schedule in department academic calendar.
2. Execution of internal exam as per schedule and norms decided by the Institute.
3. Preparing test timetable, collection of question bank and question papers (be as per given by IQAC Cell/ NBA/ NAAC and incorporation of blooms taxonomy) 5 days before the examination.
4. Conduction of tests with discipline and norms of examination.
5. Result analysis and remedial action as per the format given by IQAC Cell/ NBA/ NAAC
6. Ensuring quality of the exams at the department level.

➢ **Roles and Responsibilities of faculty:**

1. Conduct various tests planned for each theory and practical subject including mid and end sem tests and concept tests.
2. Preparation of the question bank and question paper as per the pattern and format decided.
3. Ensure quality of question papers in line with SPPU as well as GATE examinations.
4. Ensuring CO and PO attainment as per the requirement of NBA through question papers
5. Performing invigilation duties by following codes of conduct of exam.
6. Assessment of answer sheets (within 4 days of the date of examination) and updating result analysis sheet.
7. Submission of marks immediately after the assessment within the stipulated time.
8. Conducting remedial tests for absent and failed students.

➢ **Roles and Responsibilities of Class teacher / Batch teacher:**

1. Ensuring attendance and performance of the students for every examination.
2. Mentoring and discussion regarding tests results and their improvements.

Action plan :

Sr. No.	Activity	Tentative schedule
1	Mid Sem Test (descriptive/MCQ and of 30 marks, 1 Hr duration) Syllabus : SE = Unit I,II TE and BE= Unit I,II,III	After 6 weeks from the commencement of the term.
2	End Sem Test (descriptive/MCQ as per SPPU guidelines and of 40 marks, 1.5 Hr duration) Syllabus: SE = Unit III to VI TE and BE= Unit IV, V, VI	After 12 weeks from the commencement of the term.
3	Surprise test (MCQ type based on GATE question paper pattern of 10 marks, half Hrs duration)	To be conducted at the faculty level after the end of every unit and its record needs to be maintained.
4	Concept test (MCQ type of 3 to 5 marks), duration 10 to 15 mins	To be conducted at the faculty level randomly in between regular lectures its record needs to be maintained.
5	Question paper submission (as per the format given by IQAC cell/ NBA/ NAAC)	Two sets of question papers (format attached herewith) need to be submitted to the department test coordinator, 3 days before the start of the examination.
6	Assessment	Papers to be assessed within 4 working days from the exam date and remedial action (Seminar/Powerpoint presentation/ Mini project /Quiz/any other co-curricular activity) to be taken within 5 days of result declaration and its record to be maintained.
7	Evaluation	Proportionate marks of every subject need to be considered in term work marks of that respective subject/other subjects (if no TW as per SPPU syllabus). The internal assessment and the marking scheme should be displayed on the notice board at the beginning of the semester. This is to be considered as work done by the student during the entire term so it is to be counted as a part of term work.
8	Mock oral based on practicals	Minimum 2 mock orals during the semester. (In the view of preparation for external OR/ PR examination). Maintain the record of orals taken during the semester.
9	Seminar/mini project presentation	1. Display of last three years seminar / Mini project topics: will be displayed at the commencement of the term. Teachers will provide suitable topics with a focus on innovation & research orientation, preferably in emerging areas/technologies considering the current

		industry trends. 2. Guide allotment: In the first week of the term. 3. Topic approval / Synopsis presentation: Within the third week from the commencement of the term. 4. The progress I presentation: After 4 weeks of commencement of the term. 5. Progress II presentation: After 7 weeks of commencement of the term. 6. The final presentation along with the report: After 10 weeks of commencement of the term. Seminar term work marks are to be evaluated based on the above presentations, actual work done by the students, and the quality of the report. Mark distribution needs to be displayed on the notice board at the beginning of the term. Evaluation is to be done as per the format given by IQAC.
10	Project presentation	1. Display of last three years project topics: will be displayed at the commencement of the term. Teachers will provide suitable topics with a focus on innovation & research orientation, preferably in emerging areas/technologies considering the current industry trends. 2. Guide allotment: In the first week of the term. 3. Topic approval / Synopsis presentation: Within the third week from the commencement of the first term. 4. The progress I presentation: After 4 weeks of commencement of the term. 5. Progress II presentation: After 7 weeks of commencement of the first term. 6. Final project stage I presentation along with report: After 10 weeks of commencement of the first term. 7. Progress III presentation: After 2 weeks of commencement of the second term. 8. Progress IV presentation: After 6 weeks of commencement of the second term. 9. Final project stage II presentation along with report: After 10 weeks of commencement of the second term.

		Project term work marks are to be evaluated based on the above presentations and the quality of the report. Mark distribution needs to be displayed on the notice board at the beginning of the term. Evaluation is to be done as per the format given by IQAC.

➢ Codes of conduct for the internal examination:

1. Discipline must be maintained during the entire examination
2. Ensuring 100 % attendance of students for all the examinations and absenteeism should be dealt with strictly. Remedial actions on failed and absent students must be taken.
3. Use of stamped answer sheets duly signed by invigilator and student must be ensured.

Coordinator

Dean Acad.

Principal

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Institute Academic Policy for Subject Assignments

Following guidelines should be followed by every subject teacher while giving the curriculum assignments to the undergraduate students in order to incorporate the outcome based education in the curriculum.

1. Focus of these assignments should be overall development of students through knowledge, skills and improvement in attainment of program outcomes (POs).
2. Assignments should be based on practical / industrial applications and skills. It should achieve learning outcomes.
3. For generating assignments teachers must use Bloom's taxonomy and should achieve the learning objectives at least higher level than second level, in particular, for SE, TE, BE (i.e. apply, analyze, evaluate or create).
4. For the selection of questions, the subject teacher should use innovative ideas, reference books, GATE and other competitive examination question papers, industrial magazines, etc.
5. In addition, following points / ideas can be included while giving assignments (where ever possible):

Virtual lab experiments, applications of emerging technologies, industrial visits, study of industrial processes, reading / writing of research papers, innovative product development, funding proposals, patents, social and environment issues.

6. All assignments must be reviewed by BOS / PAC or subject experts of the department before giving to the students.
7. At least one assignment should be given on each course outcome mentioned in the syllabus or defined by the course teacher for every subject.

Dean Academics

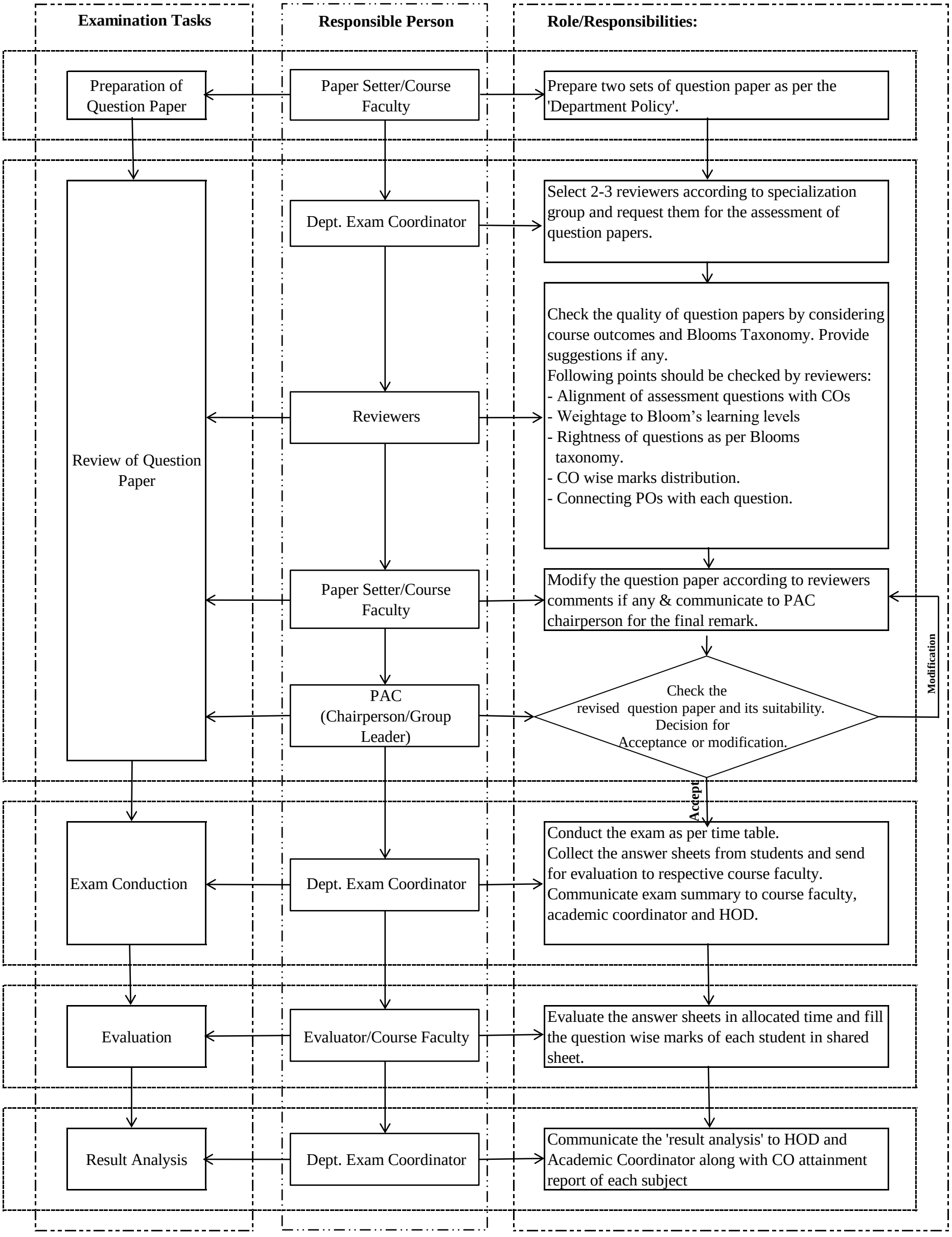
Principal

Department of Mechanical Engineering

Vidya Pratishthan's Kamalnayan Bajaj Institute of Engineering and Technology Baramati, Dist. Pune-413133

Conduction Process of Internal Exams

Prepared by M. S. Gaikwad



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Course file contents (A.Y. 2022-23) for Internal Audits

Theory / Practical

Sr. No	Particular
1	a. Vision and Mission of the Institute and Department
	b. Institute and Department Academic Calendar
	c. Program outcomes (POs), Program Specific outcomes (PSOs) and Program specific objectives (PEOs)
	Subject Details
2	a. Title, Teaching scheme, Examination Scheme, University code, Course code assigned by the Department
	b. Syllabus copy, Practical list
	c. List of University recommended text books and reference books. List of books available in library
3	a. Course outcomes and their mapping with PO's and PSO's
4	a. Last Three years University results for a subject
	b. Last three years CO, PO/PSO attainment for the subject
	c. Course Plan, plan to achieve 100% result and qualitative improvements.
	d. List of students (Theory/Practical/Project/Seminar). List of week and bright students identified for the course
	Study Material
5	a. Subject Notes, Pointwise hand written contents, contents from text books / reference books / websites which wil help students to learn more effectively.
	b. Power point presentation and own video lectures
	c. Question bank (University exam pattern / GATE / Objective), University question paper analysis
6	Lab Manuals for practicals
7	Study material should be uploaded on Google Classroom
	Innovative Practices
8	List of gap in University syllabus for attaining POs and PSOs (if any) and Content beyond the syllabus, recent developments related to the subject.
9	Skill based activities (Mini projects, work at learning centers, ICT academy Courses), Research papers, Relevant articals from journals, Product developments, Patents, etc.
10	Pedagogies / innovative teaching methodologies adopted (Quizzes, Group discussions, Seminars, Flipped class rooms etc.)
11	Activities carried out for self-learning for this course (V. Lab, NPTEL, Udemy, Coursera, MOOCs, case study etc.)
12	Any additional efforts to improve the attainment of CO, PO and PSO's (Expert Lecture, Industrial visit, competitions and any other activitiew arranged.)
13	Additional efforts taken for weak and bright students
	Evaluation Processes
14	a. Internal Mid Sem and End sem examination question papers, its mapping with CO/PO/PSO audited by PAC
	b. Internal Mid Sem and end sem examinations result analysis and CO attainment
	c. Record of Minimum 5 sample copies of Mid Sem & End Semr Internal Examination (including Best & Poor students) answer sheets.
	d. Remedial actions for failure students
15	Assignments (as per institute policy) on each unit / Corse Outcomes
16	Continues assessment sheet for each experiment/ practical
17	Rubrics for internal evaluation of the students for the course
18	Report of IQAC and PAC audit shold be included in the coursefie

Dean Academics

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SHK

Vidya Pratishthan's Kamalanayan Bajaj Institute of Engineering & Technology Baramati

Mid Sem Academic Audit (Sem-I, A.Y. 2022-23)

Theory / Practical

Name of Faculty	S. H. Kumbhar				
Institute Vision	Available	**Institue Mission**	**Department**	Mech	
Dept Mission	Available	**P.O.**	Available	**Dept Vision**	Available
PSO	Available		Available	**PEO**	Available
Subject Details					
Subject Name	PDD	**University Code**	402045A	**Course Code**	C405
Theory/Practical	Th	**Syllabus Copy**	Available	**List of Practical**	Not Applicable
List of books	Available	**Course Outcomes**	Available	**CO-PO & PSO mapping**	Available
Last 3 years University Result (%)					
2021-22	100	**2020-21**	100	**2019-20**	100
Last 3 years Average CO attainment for the subject					
2021-22	3	**2020-21**	3	**2020-19**	
Last 3 years Average PO/PSO attainment for the subject					
2021-22		**2020-21**		**2020-19**	
Course Plan	Available	**Plan for qualitative improvement**	Available	**Attendance record**	Available
List of students	Available	**List of Weak and Bright students**		Available	
Study Material					
Point wise Subject Notes	Printed	Links of online resources	Other		
Power point presentation	Available	**Teacher's video lectures**	Not Available	**Duration of teachers video lectures**	
Question bank	University exam				
Lab Manuals	Not Applicable	**Number of Practicals available in Lab Manual**	**NA**	**Google Classroom**	Available
Innovative Practices					
List of gap in University syllabus	Not Applicable	**Content beyond the syllabus identified**	Not Applicable		
Pedagogies/ innovative teaching method					
other method (if any)	1	2	3	4	5
Activities carried out for studnets self-learning for this course	NPTEL			**Description of other activity (if any)**	
Any additional efforts to improve the attainment of CO, PO and PSO's	Other	Assignments based on each unit		**Description of other activity (if any)**	
Additional efforts taken for weak and bright students	1	Mid-Sem paper need to solve with option for failed and weak students	3	4	5
Evaluation Processes					
Internal- Mid Sem Test (MST) question papers Mapped with Bloom Taxonomy & CO-PO/PSOs	Available	**MST question papers reviewed by PAC**	No	**Sample copies of answer sheet for MST**	Available

MST Result with question/CO wise marks	Not Available	CO attainment for MST	Available	Remedial actions for failure students	Available
Number of Assignments given	6	Assignment reviewed by PAC	No	Number of assignments (CO wise mark entry completed)	0
Continues assessment sheet	Not Applicable	Number of experiments checked	NA	Rubrics for Internal evaluation	Not Applicable

Student Project

Number of Project Batches Assigned		Project Dairy (Including Individual contribution)		Type of Project Identified (Batch-1)	
Type of Project Identified (Batch-2)		Outcome planed for Project (Batch-1)		Outcome planed for Project (Batch-2)	

Observations of PAC/ Auditor

Any other activity undertaken by the course teacher (excluding above)

→ All students registered for PDD NPTEL course & few students appeared for certification exam.

Review of teaching learnig methods /pedagogy initiatives

course CO-wise mark entry need to be added.

Suggestion for improvements to the course teacher

Date:- 06/10/22				
Name and Sign of course Teacher S.R. Kumbhar		Name and Sign of PAC member-1 P.V. Dhandore		Name and Sign of PAC member-2 S.V. Shelge
Name and Sign of External Auditor		Department Academic Coordinator		Head of Department 13/10/2022

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DEPARTMENT OF ARTIFICIAL INTELLIGENCE & DATA SCIENCE ENGINEERING

(A.Y. 2021-22 Sem-II)

Date-15/06/2022

Feedback-Action taken Report

1. Mid-Sem feedback was conducted before University In-Sem examination and End Sem feedback was conducted before University End Sem examination.
2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
4. As per the methodology set by department, appreciation letters are given to faculties who are having average of both mid-sem and end-sem feedback more than 3.75 (on 0-5 scale), whereas letter of concern/suggestion is given to faculties who are having average of both mid-sem and end-sem feedback less than 2.5 (on 0-5 scale).
5. As per the methodology of department, **letter of appreciation were given to 6 faculties for Sem-II of A. Y. 2021-22.**

Sr.no	Name of Faculty	Subject	Feedback
1	Mr Sonawane Deepak Sitaram	Statistics	2.921
2	Mr Shah Sahil Kailas	IoT	4.198
3	Mr Padulkar Digambar Machhindra	DSA	3.824
4	Mr Panchal Rajkumar Vamanrao	SE	3.90
5	Mr Padulkar Digambar Machhindra	MIS	3.527
6	Mr Shah Sahil Kailas	MIS	4.454

6. General Instructions based on the suggestions given by students such as Adding animations to power-point presentations, making a creative use of black-board for teaching and learning process, taking more sessions for numerical/problems/difficult topics, etc. were given to all the faculties of the department.

Head of Department

Head
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Principal

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DEPARTMENT OF ARTIFICIAL INTELLIGENCE & DATA SCIENCE ENGINEERING

(A.Y. 2021-22 Sem-I)

Date-15/06/2022

Feedback-Action taken Report

1. Mid-Sem feedback was conducted before University In-Sem examination and End Sem feedback was conducted before University End Sem examination.
2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
4. As per the methodology set by department, appreciation letters are given to faculties who are having average of both mid-sem and end-sem feedback more than 3.75 (on 0-5 scale), whereas letter of concern/suggestion is given to faculties who are having average of both mid-sem and end-sem feedback less than 2.5 (on 0-5 scale).
5. As per the methodology of department, **letter of appreciation were given to 5 faculties for Sem-I of A. Y. 2021-22.**

Sr.no	Name of Faculty	Subject	Feedback
1	Mr Panchal Rajkumar Vamanrao	DM	3.862
2	Mr Padulkar Digambar Machhindra	FDS	4.04
3	Mr Shah Sahil Kailas	OOP	4.228
4	Mr Panchal Rajkumar Vamanrao	CG	4.096
5	Mr Zende Dinesh Achyut	OS	4.025

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DEPARTMENT OF MECHANICAL ENGINEERING

(A.Y. 2017-18 Sem-I)

Date-16/12/2017

Feedback-Action taken Report

1. Mid-Sem feedback was conducted before University In-Sem examination and End Sem feedback was conducted before University End Sem examination.
2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
4. As per the methodology set by department, appreciation letters are given to faculties who are having average of both mid-sem and end-sem feedback more than 3.75 (on 0-5 scale), whereas letter of concern/suggestion is given to faculties who are having average of both mid-sem and end-sem feedback less than 2 (on 0-5 scale).
5. As per the methodology of department, **letter of appreciation were given to 6 faculties (refer below table) for Sem-I of A. Y. 2017-18.**

Sr.no	Name of Faculty	Subject	Feedback
1	Dr. S. M. Bhosle	MP-I	4.3
2	Mr. A. H. Kolekar	TD	4.1
3	Mr. K. M. Jadhav	HT	3.9
4	Mr. H. P. Borate	SOM	3.85
5	Dr. P. R. Chitragar	RAC	4.15
6	Mr. S. V. Shelge	CCA	3.75

6. General Instructions based on the suggestions given by students such as Adding animations to power-point presentations, making a creative use of black-board for teaching and learning process, taking more sessions for numerical/problems/difficult topics, etc. were given to all the faculties of the department.

Head of Department

Principal

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DEPARTMENT OF MECHANICAL ENGINEERING

(A.Y. 2017-18 Sem-II)

Date-15/06/2018

Feedback-Action taken Report

1. Mid-Sem feedback was conducted before University In-Sem examination and End Sem feedback was conducted before University End Sem examination.
2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
4. As per the methodology set by department, appreciation letters are given to faculties who are having average of both mid-sem and end-sem feedback more than 3.75 (on 0-5 scale), whereas letter of concern/suggestion is given to faculties who are having average of both mid-sem and end-sem feedback less than 2 (on 0-5 scale).
5. As per the methodology of department, **letter of appreciation were given to 6 faculties (refer below table) for Sem-II of A. Y. 2017-18.**

Sr.no	Name of Faculty	Subject	Feedback
1	Mr. S. V. Shelge	FM	4.38
2	Mr. R. S. Tarade	EEE	3.80
3	Mr. H. P. Borate	DME-II	3.86
4	Ms. M. S. Yadav	RAC	3.76
5	Dr. P. R. Chitragar	PPE	4.19
6	Mr. P. V. Dhandore	DOM	4.14

6. General Instructions based on the suggestions given by students such as Adding animations to power-point presentations, making a creative use of black-board for teaching and learning process, taking more sessions for numerical/problems/difficult topics, etc. were given to all the faculties of the department.

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DEPARTMENT OF MECHANICAL ENGINEERING

(A.Y. 2018-19 Sem-I)

Date-16/12/2018

Feedback-Action taken Report

1. Mid-Sem feedback was conducted before University In-Sem examination and End Sem feedback was conducted before University End Sem examination.
2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
4. As per the methodology set by department, appreciation letters are given to faculties who are having average of both mid-sem and end-sem feedback more than 3.75 (on 0-5 scale), whereas letter of concern/suggestion is given to faculties who are having average of both mid-sem and end-sem feedback less than 2 (on 0-5 scale).
5. As per the methodology of department, **letter of appreciation were given to 8 faculties (refer below table) for Sem-I of A. Y. 2018-19.**

Sr.no	Name of Faculty	Subject	Feedback
1	Dr. S. M. Bhosle	MP-II	4.44
2	Mr. A. H. Kolekar	TD	4.32
3	Mr. V. B. Bhagwat	MS	4.01
4	Mr. H. P. Borate	SOM	3.93
5	Dr. P. R. Chitragar	EE	4.21
6	Mr. D. D. Rupanwar	HP	3.75
7	Mr. S. V. Shelge	CAD-CAM	3.79
8	Mr. S. H. Kumbhar	EAM	4.17

6. General Instructions based on the suggestions given by students such as Adding animations to power-point presentations, making a creative use of black-board for teaching and learning process, taking more sessions for numerical/problems/difficult topics, etc. were given to all the faculties of the department.

Head of Department

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DEPARTMENT OF MECHANICAL ENGINEERING

(A.Y. 2018-19 Sem-II)

Date-15/06/2019

Feedback-Action taken Report

1. Mid-Sem feedback was conducted before University In-Sem examination and End Sem feedback was conducted before University End Sem examination.
2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
4. As per the methodology set by department, appreciation letters are given to faculties who are having average of both mid-sem and end-sem feedback more than 3.75 (on 0-5 scale), whereas letter of concern/suggestion is given to faculties who are having average of both mid-sem and end-sem feedback less than 2 (on 0-5 scale).
5. As per the methodology of department, **letter of appreciation were given to 5 faculties (refer below table) for Sem-II of A. Y. 2018-19.**

Sr.no	Name of Faculty	Subject	Feedback
1	Mr. A. H. Kolekar	ATD	4.26
2	Mr. S. V. Shelge	FM	4.15
3	Mr. D. S. Yeole	EEE	4.14
4	Dr. S. M. Bhosle	MP-II	3.78
5	Dr. P. R. Chitragar	EE	3.81

6. General Instructions based on the suggestions given by students such as Adding animations to power-point presentations, making a creative use of black-board for teaching and learning process, taking more sessions for numerical/problems/difficult topics, etc. were given to all the faculties of the department.

Head of Department

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DEPARTMENT OF MECHANICAL ENGINEERING

(A.Y. 2019-20 Sem-I)

Date-16/12/2019

Feedback-Action taken Report

1. Mid-Sem feedback was conducted before University In-Sem examination and End Sem feedback was conducted before University End Sem examination.
2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
4. As per the methodology set by department, appreciation letters are given to faculties who are having average of both mid-sem and end-sem feedback more than 3.75 (on 0-5 scale), whereas letter of concern/suggestion is given to faculties who are having average of both mid-sem and end-sem feedback less than 2 (on 0-5 scale).
5. As per the methodology of department, **letter of appreciation were given to 8 faculties (refer below table) for Sem-I of A. Y. 2019-20.**

Sr.no	Name of Faculty	Subject	Feedback
1	Mr. G. A. Dhanorkar	M-III	4.31
2	Dr. S. M. Bhosle	MP-I	4.15
3	Mr. A. H. Kolekar	ATD	3.86
4	Mr. H. P. Borate	SOM	4.24
5	Dr. P. R. Chitragar	HT	4.00
6	Mr. S. V. Shelge	CCA	3.94
7	Mr. S. H. Kumbhar	EAM	4.30
8	Mr. K. M. Jadhav	OR	4.07

6. General Instructions based on the suggestions given by students such as Adding animations to power-point presentations, making a creative use of black-board for teaching and learning process, taking more sessions for numerical/problems/difficult topics, etc. were given to all the faculties of the department.

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Principal

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DEPARTMENT OF MECHANICAL ENGINEERING

(A.Y. 2020-21 Sem-I)

Date-05/01/2021

Feedback-Action taken Report

1. Mid-Sem feedback was conducted before University In-Sem examination and End Sem feedback was conducted before University End Sem examination.
2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
4. As per the methodology set by department, appreciation letters are given to faculties who are having average of both mid-sem and end-sem feedback more than 3.75 (on 0-5 scale), whereas letter of concern/suggestion is given to faculties who are having average of both mid-sem and end-sem feedback less than 2.5 (on 0-5 scale).
5. As per the methodology of department, **letter of appreciation were given to 7 faculties (refer below table) for Sem-I of A. Y. 2020-21.**

Sr.no	Name of Faculty	Subject	Feedback
1	Mr. S. V. Shelge	CAD-CAM	4.2
2	Mr. S. H. Kumbhar	DME-I	3.85
3	Dr. V. B. Gawande	CFD	4.25
4	Mr. A. H. Kolekar	ET	3.804
5	Dr. P. R. Chitragar	HT	3.92
6	Mrs. P. D. Kale	TOM-II	3.75
7	Ms. M. S. Yadav	TM	4.05

6. General Instructions based on the suggestions given by students such as Adding animations to power-point presentations, making a creative use of black-board for teaching and learning process, taking more sessions for numerical/problems/difficult topics, etc. were given to all the faculties of the department.

Head of Department

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DEPARTMENT OF MECHANICAL ENGINEERING

(A.Y. 2020-21 Sem-II)

Date-27/07/2021

Feedback-Action taken Report

1. Mid-Sem feedback was conducted before University In-Sem examination and End Sem feedback was conducted before University End Sem examination.
2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
4. As per the methodology set by department, appreciation letters are given to faculties who are having average of both mid-sem and end-sem feedback more than 3.75 (on 0-5 scale), whereas letter of concern/suggestion is given to faculties who are having average of both mid-sem and end-sem feedback less than 2.5 (on 0-5 scale).
5. As per the methodology of department, **letter of appreciation were given to 11 faculties (refer below table) for Sem-II of A. Y. 2020-21.**

Sr.no	Name of Faculty	Subject	Feedback
1	Prof. A. S. Jadhav	EM-III	4.30
2	Prof. P. D. Kale	KOM	3.77
3	Prof.A.H.Kolekar	AT	4.37
4	Prof.S.V.Shelge	FM	4.20
5	Prof. S. M. Bhosle	MP	3.89
6	Prof.M.S.Yadav	RAC	4.20
7	Prof.S.C.Bali	MP	3.91
8	Prof.P.R.Chitragar	EE	4.30
9	Prof.S.H.Kumbhar	MSD	4.47
10	Prof.S.C. Mahadik	Robo	4.33
11	Dr. V. B. Gawande	SWE	5.00

6. General Instructions based on the suggestions given by students such as Adding animations to power-point presentations, making a creative use of black-board for teaching and learning process, taking more sessions for numerical/problems/difficult topics, etc. were given to all the faculties of the department.

Head of Department

VPKBIET BARAMATI

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DEPARTMENT OF MECHANICAL ENGINEERING

(A.Y. 2021-22 Sem-I)

Date-15/06/2022

Feedback-Action taken Report

1. Mid-Sem feedback was conducted before University In-Sem examination and End Sem feedback was conducted before University End Sem examination.
2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
4. As per the methodology set by department, appreciation letters are given to faculties who are having average of both mid-sem and end-sem feedback more than 3.75 (on 0-5 scale), whereas letter of concern/suggestion is given to faculties who are having average of both mid-sem and end-sem feedback less than 2.5 (on 0-5 scale).
5. As per the methodology of department, **letter of appreciation were given to 5 faculties (refer below table) for Sem-I of A. Y. 2021-22.**

Sr.no	Name of Faculty	Subject	Feedback
1	Dr Bhosle Sachin Madhavrao	EMM	3.776
2	Ms Yadav Mona Sitaram	EEE	4.017
3	Mr Kumbhar Suraj Haribhau	DME	3.760
4	Dr Gawande Vipin Bhaskarrao	SD	3.864
5	Mr Shelge Shrinivas Vishwambharrao	CAD CAM	3.832

6. General Instructions based on the suggestions given by students such as Adding animations to power-point presentations, making a creative use of black-board for teaching and learning process, taking more sessions for numerical/problems/difficult topics, etc. were given to all the faculties of the department.

15/06/2022
Head of Department

VPKBIET BARAMATI Affiliated to S.P.P.U. Pune Id.No./PU/PN/Engg./152/2000 PUNE (MS.)

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(A.Y. 2021-22 Sem-II)

Date-15/06/2022

Feedback-Action taken Report

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2. The feedback from students was taken on a range of 0-5 scale.
3. Feedback analysis was communicated to all the faculties by conducting departmental meeting.
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5. As per the methodology of department, **letter of appreciation were given to 6 faculties (refer below table) for Sem-II of A. Y. 2021-22.**

Sr.no	Name of Faculty	Subject	Feedback
1	Dr Bhosle Sachin Madhavrao	MP	3.79
2	Ms Yadav Mona Sitaram	ML	4.05
3	Mr Kumbhar Suraj Haribhau	MSD	3.79
4	Dr Gawande Vipin Bhaskarrao	SWE	5
5	Mr Shelge Shrinivas Vishwambharrao	CAE	3.75
6	Dr. Chitragar Parashuram	EE	3.81

6. General Instructions based on the suggestions given by students such as Adding animations to power-point presentations, making a creative use of black-board for teaching and learning process, taking more sessions for numerical/problems/difficult topics, etc. were given to all the faculties of the department.

15/06/2022
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