



JAYAWANT SHIKSHAN PRASARAK MANDAL'S  
**Bhivarabai Sawant Institute of Technology & Research**

(Approved by AICTE New Delhi, DTE Mumbai & Affiliated to Savitribai Phule Pune University)

Accredited with B++ Grade by NAAC

Gat No. 719/1 & 2, Wagholi, Pune-Nagar Road, Pune-412207

Ph : 020-067335108, 65217050, 67335100

Telefax : 020-67335100

Website : [www.jspm.edu.in](http://www.jspm.edu.in) / [www.bsioir.org](http://www.bsioir.org)

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**Prof. Dr. T. J. Sawant**  
B.E. (Elec.) PGDM, Ph.D  
Founder Secretary

**Dr. T.K. Nagaraj**  
ME. (Civil Engg), Ph.D (Civil Engg)  
LMISTE, LMIGS, LMIRC  
LMISRMTT, LMIE  
Principal

# Internal Quality Assurance Cell



## PROCESS MANUAL FOR CURRICULAR PLANNING AND IMPLEMENTATION

**Mr. P V Jatti**  
IQAC Coordinator

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## **1. Preamble**

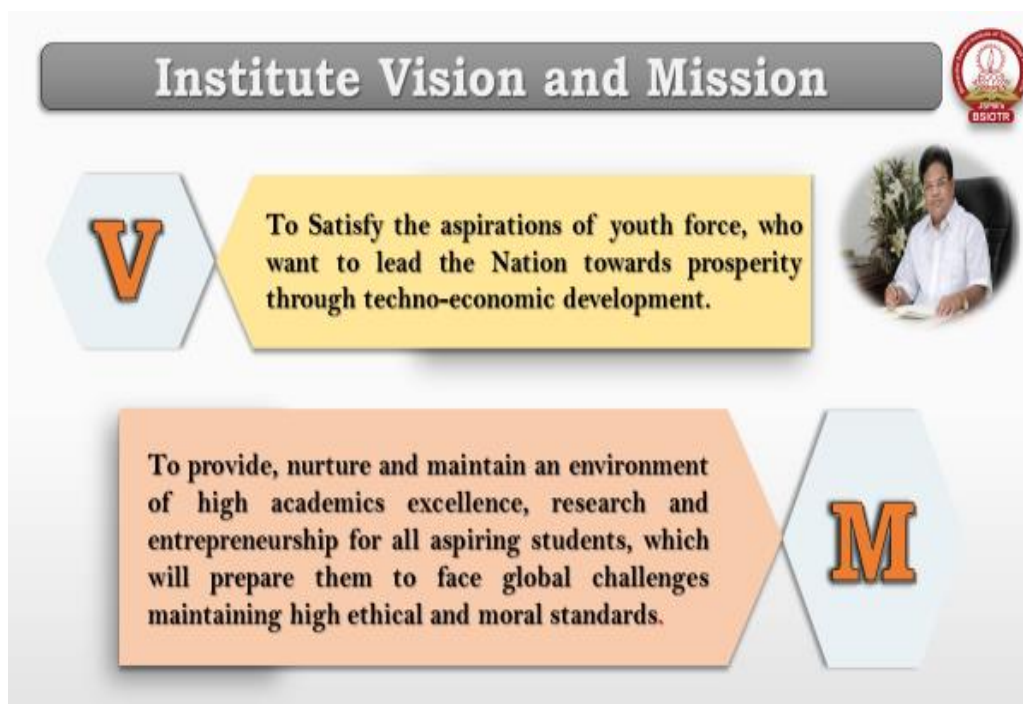
The Jayawant Shikshan Prasarak Mandal is a charitable educational trust, a pioneer in imparting quality technical education in the field of Engineering, Pharmacy, Management, Computer Applications etc. It has established five campuses in Pune at Tathawade, Hadapsar, Wagholi & Bavadhan & Narhe. Each campus consists institutes of global competitiveness.

Bhivarabai Sawant Institute of Technology & Research (BSIOTR) is one among the competent engineering colleges, established in 2009-10 and is situated on a picturesque heart throbbing landscape at Wagholi on Nagar –Pune Road. The institute offers Under Graduate courses in Electrical Engineering, Computer Engineering, Information Technology, Electronics & Telecommunication, Mechanical Engineering. The core strength of this institute is highly qualified, dedicated & experienced faculty, well equipped laboratories and state of art infrastructure.

Faculty members in this institute strive hard to impart quality technical knowledge so as to produce the technocrats of futuristic vision. The Institute promotes Research activities which provide a platform to enhance the research attitude. The students who aspire to become engineers are groomed with appropriate technology expected in the industries. Technical forums, student associations and study groups are the avenues in the institute to enhance the technical & soft-skills. The students are oriented and counselled through a unique concept of Guardian Faculty Member. A teacher is GFM for a group of students (not more than 20) who is responsible to guide the students through counselling to achieve academic excellence.

BSIOTR is a temple of knowledge where technocrats who are responsible for the techno-economic growth of the nation are produced.

## **2. Institute Vision and Mission**



The vision and mission statements of the institute are communicated through parents' meet, student meetings, orientation of faculty and staff, department meetings with faculty and staff, GFM meetings etc. The vision and mission statements of the institute are displayed at prominent places. The planning and implementation of curriculum is carried out in most effective manner through a well-planned and documented process.

### **3. Internal Quality Assurance Cell (IQAC)**

IQAC is effective under Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished academicians and representatives of local management and stakeholders.

It helps the institutes in planning and monitoring. IQAC also gives opportunity to stakeholders or beneficiaries of participation in the institution's quality improvement process. The composition of the IQAC is as follows:

#### **3.1. Composition of IQAC Cell of BSIOTR, Wagholi, Pune**

Sr. No.	Name	Occupation	Designation in Cell
1.	Dr.Nagaraj K.Timalapur	Principal	Chairperson
2.	Dr. Ravi Joshi	Director, Planning andDevelopment, JSPM	Member (Management Representative)
3.	Er.Rajendra Nimbargi	Sr. Manager Quality & M.R.Helvoet Rubber & Plastics technologies (I) Pvt. Ltd.Pune	Member (Industrialist)
4.	Mr.Prashant Mane	Director, Phoenixgen Pvt. Ltd., Pune	Member (Employer)
5.	Mr.Vijay Gadad,	Manager, Honeywell International India Pvt. Ltd.,Pune	Member LocalSociety
6.	Mr. Santosh Jathar	Parent	Member (Stakeholder)
7.	Dr. Arun Patil	Dean academic	Member (Teaching)
8.	Dr. Neelam Ghuge,	HOD, Electrical Engineering	Member (Teaching)
9.	Dr. Pravin Kachare,	HOD, Mechanical Engineering	Member (Teaching)
10.	Dr.Yogesh Angal	HOD, Electronics and Telecommunication Engg	Member (Teaching)
11.	Ms. Rekha Kotwal	HOD, Information Technology	Member (Teaching)
12.	Dr. Gayatri Bhandari	HOD, Computer Engineering	Member (Teaching)
13.	Dr. Swati Godase	HOD, Engineering Science	Member (Teaching)
14.	Dr. Anil Wanare	Professor	Member (Teaching)
15.	Mr.Ganesh Lahote	Training and Placement Officer	Member (Teaching)
16.	Mr. Pritam Anuse	Office Superintendent	Member Admin.
17.	Mr. Sachin Kawathe	Senior Clerk	Member Admin.
18.	Mr. Darshan Patil	Engineer, Enzigma Pvt. Ltd., Pune	Member (Alumni)
19.	Ms.Nikita Mane,	Student, E&TC	Member Student
20.	Mr. Gaurav Thakur	Student, E&TC	Member Student
21.	Mr.Prabhuling Jatti	Asst. Professor	Coordinator/Director

### 3.2. IQAC Cell Vision

**Internal Quality Assurance Cell**


**Vision**



To make quality the defining element of higher education in Bhivarabai Sawant Institute of Technology through a combination of self and external quality evaluation, promotion and sustenance initiatives.

### 3.3. IQAC Cell – Mission


**IQAC Cell - Mission**



- > To arrange for periodic assessment and accreditation of Bhivarabai Sawant Institute of Technology thereof, or specific academic programmes.
- > To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- > To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- > To undertake quality-related research studies, consultancy and training programmes,
- > To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

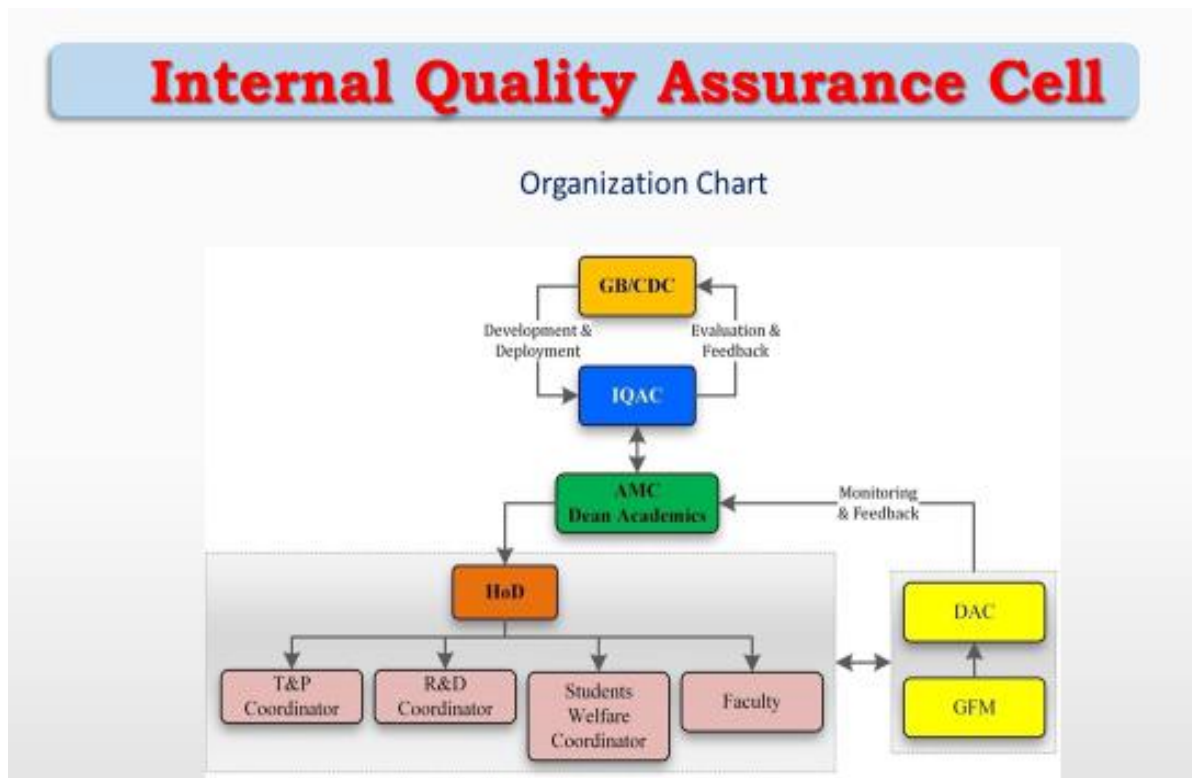
### 3.4. IQAC Strategies

## IQAC Cell - Strategies

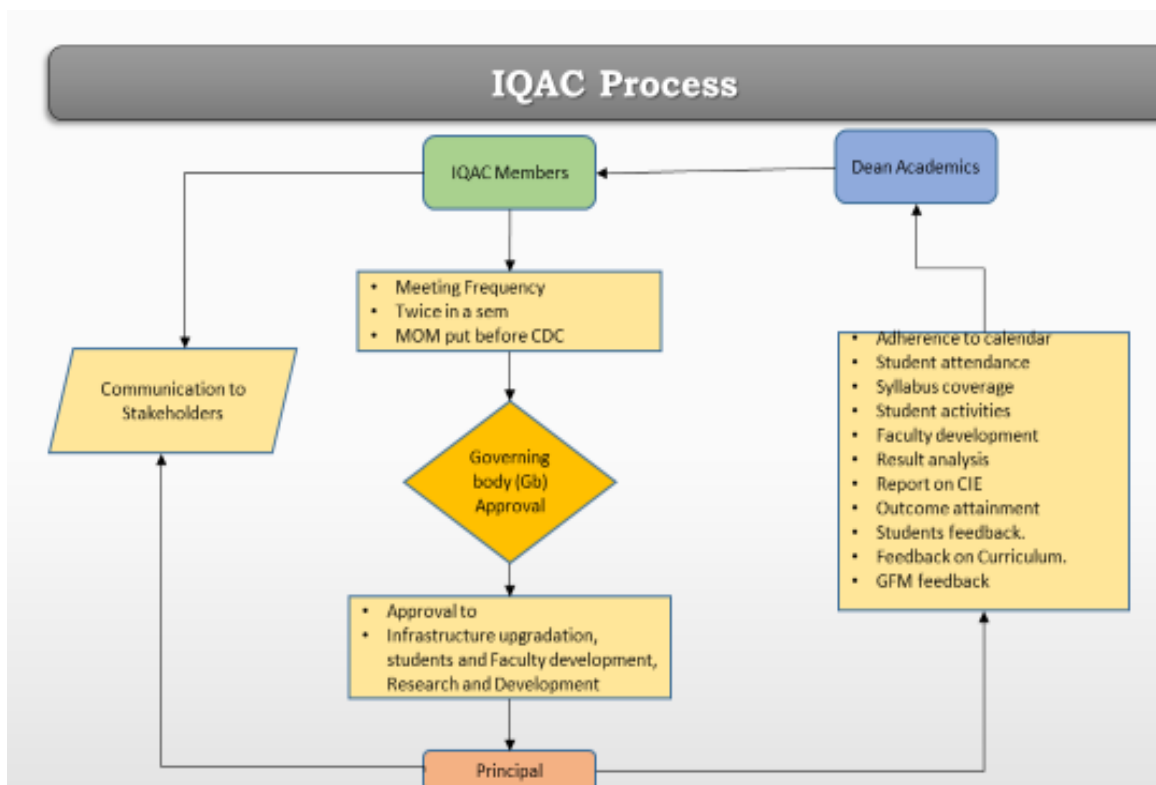


- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
- The relevance and quality of academic and research programmes
- Equitable access to and affordability of academic programmes for various sections of society.
- Optimization and integration of modern methods of teaching and learning.
- The credibility of evaluation procedures.
- Ensuring the adequacy, maintenance and functioning of the support structure and services.
- Research sharing and networking with other institutions in India and abroad

### 3.5. IQAC Organization



### 3.6. IQAC Process



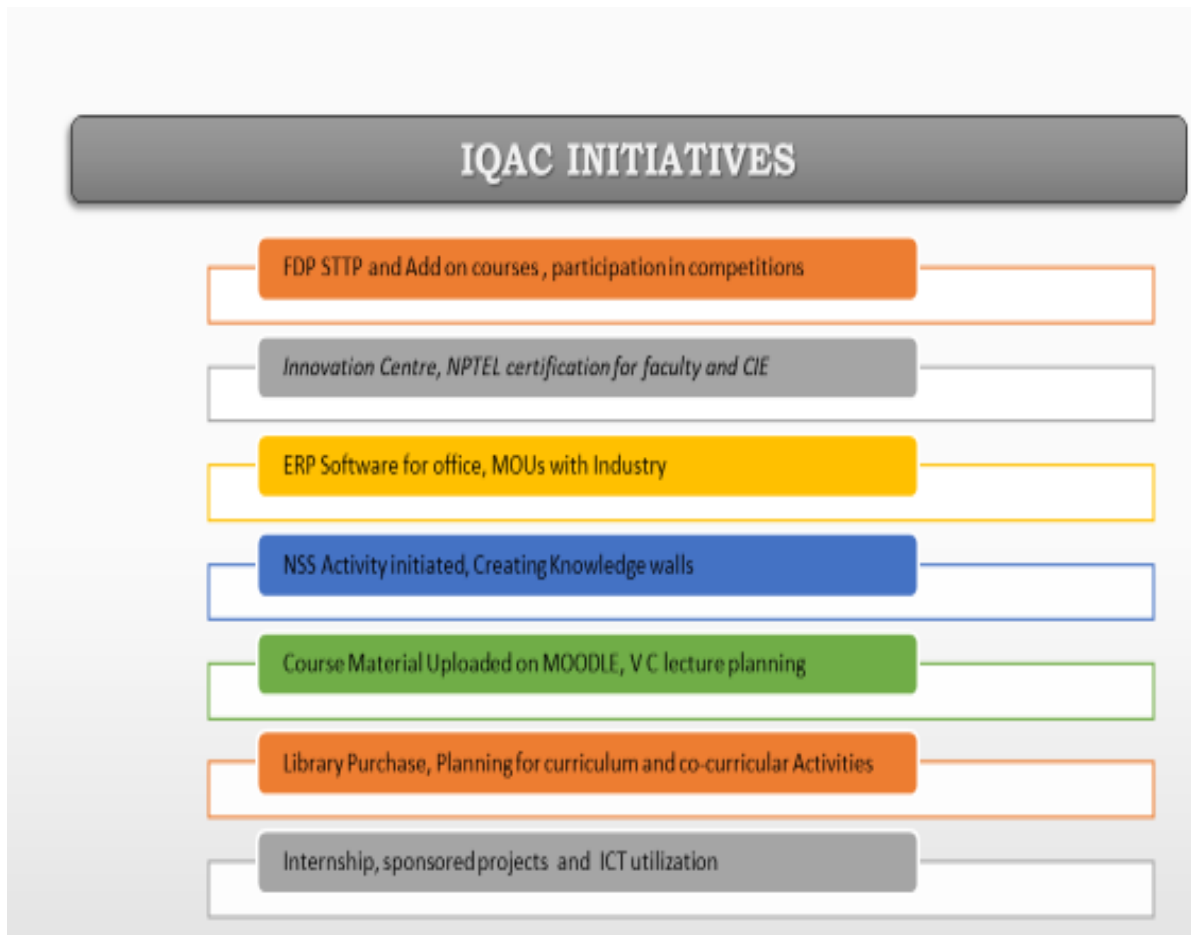
### 3.7. Functions: of IQAC

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of higher education. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes /activities leading to quality improvement. Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Development and maintenance of institutional database through MIS for the purpose



- of maintaining/enhancing the institutional quality.
- g. Development of Quality Culture in the institution.
  - h. Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

### 3.8. IQAC Initiatives:



### 3.9. IQAC Initiated Best Practices:

## IQAC INITIATED BEST PRACTICES





Parent-Teacher Meet at Electrical Dept



HOD of ETC Interacting With Parent and Student



HOD of Electrical Engineering Interacting With Parent and Student



Parent's Opinion



Parent-Teacher Meet at Electrical Dept

## IQAC INITIATED BEST PRACTICES

- ICT Enabled Teaching



ICT Enabled Teaching - Classroom



ICT Enabled Teaching - Presentation

## **4. Role and Responsibilities of Academic Monitoring Committee (AMC)**

The Academic Monitoring Committee (AMC) is responsible for all academic aspects to ensure the effective planning and implementation of curriculum. The AMC is headed by Dean Academics and comprises of Principal along with all Heads of all departments (HOD), Department Academic Coordinators (DAC). It is supported by Guardian Faculty Member (GFM), Subject Teacher and Mentor. Academic Monitoring Committee (AMC) is responsible for planning and monitoring of overall academic operations, activities, procedures, functioning and maintaining all relevant documents and files in association with various committee/coordinators of the department.

## **5. Role of Dean Academics:**

The Dean Academics should responsible for following activities:

- a. The Dean Academics in consultation with Principal and Heads of Department will form an Academic Monitoring Committee comprising of Heads of all departments (HOD) and Department Academic Coordinators (DAC).
- b. The Dean Academic will provide guidelines to department coordinators and collect information from departmental coordinators and convey it to the Principal for corrective measures,if required.
- c. AMC will prepare Academic Calendar and submit the same to Principal for approval and same is to be forwarded to all the departments at least 15 days before commencement of semester.
- d. In consultation with Principal and the Heads of Departments, DAC should collect the following information for smooth conduction of academics.:
  - i. Term start and end dates.
  - ii. Public Holidays.
  - iii. Dates for Mid Term Tests, End Term Test.
  - iv. Schedule of faculty feedback.
  - v. Schedule of Industrial Visits, Guest Lectures.
  - vi. Dates for annual events (e.g. Teachers day , Engineers day, ASG etc.)

- vii. QIPs (short term courses, guest lectures, FDP, STTP, conferences, seminars) if any
- viii. Term work submission dates
- ix. Guidelines for make-up-classes and remedial classes.

## **6. Program Assessment Committee (PAC):**

This is an internal committee constituted for checking the happening of academics in the department. It accesses the methods, tools used for attaining COs, POs and PSOs.

### **6.1. Functions of PAC:**

- a. Evaluates and monitors the attainment of COs, POs, PSOs.
- b. Proposes necessary changes for continuous improvements.
- c. Preparation of periodic reports on program related activities, status reports for management and key stakeholders.
- d. Faculty motivation: To attend/organize workshop/seminar/FDP, paper publication, development of models/laboratory.
- e. Student motivation: Attend/participate tech competitions, paper presentation, mini projects/models, social/cultural events, skill development programs.
- f. Conduct surveys, interaction with faculty, coordinators and other stakeholders
- g. Planning of co-curricular activities for attainment of POs/PSOs

## **7. Department Advisory Board (DAB):**

This committee consists of external members who guide the department in respect of OBE and Industry – Institute interaction, Research etc.

### **7.1. Functions of DAB:**

- a. Drafting of Vision, Mission of department
- b. Drafting of PEOs, Formulation of PSOs
- c. Defines current and future issues related to program.
- d. Develop/recommends new or revised PEOs/PSOs
- e. Recommends the proposals/requirements for effective implementation of OBE
- f. Define various assessment tools for measuring outcomes
- g. Evaluates the attainment of PEOs, POs, PSOs and proposes necessary improvements

## **8. Role of Guardian Faculty Member: GFM**

- a. Ensuring the Roll call list, batches, students' and their parents/ local guardians' data with address, mobile number, email ids etc. is in place.
- b. Collection and maintenance of Theory and Practical Attendance Record (through ERP) from subject Teachers and to prepare defaulter students' list fortnightly.
- c. Monitoring conduction of lectures and Practical regularly and making alternative arrangements in case of faculty is on leave and see that same must be recovered by subject teacher taking extra lectures if required. He will also inform the Head of Department about making substitute arrangement for lectures and practical when a faculty is on leave.
- d. Displaying defaulters' list and prepare schedule for make-up classes.
- e. Communicating internal examination time table and other academic activities to the students well in advance.
- f. Preparing provisional and final detention list and displaying on notice board in consultation with DAC and HOD.
- g. Monitoring the syllabus completion (Theory and Practical) fortnightly and submitting the report to Department Academic coordinator.
- h. Collection of records of make-up classes.
- i. Maintaining informal feedback from students (if any).
- j. Conduction of subject teachers meeting on every Friday and keep record of it.
- h. Monitoring late reporting student.

## **9. Role of Subject Teacher:**

- a. Subject Teachers will be responsible for all the academic aspects for
- b. Preparing and maintaining course file, taking attendance for each lecture/practical.
- c. Maintaining the daily attendance report and send SMS to the parents of absent students.
- d. Providing subject notes, unit-wise question bank, assignments to students.
- e. Periodic conduction of internal examinations, make-up classes, lectures for slow learners etc.
- f. Updating of personal file.
- g. Preparation of knowledge wall.
- h. Contribution towards holistic development of the student.

- i. Industrial Liaison, training and visits.
- j. Development of teaching material, planning of lessons, setting up laboratories and experiment, unscheduled teaching activities such student counselling, setting and evaluating test papers, arranging and conducting tests, conduct of Local/University examinations, implementation of project for students, setting and evaluation.
- k. Curriculum Development due to the ever expanding demand of knowledge and changing needs of the industry.
- l. Student's activities as an adviser to student associations, co-curricular and extra-curricular activities.
- m. Administration which may be departmental and or institutional as member/convener of some committee.
- n. Professional activities i.e. involvement in professional and technical societies.
- o. Continuing education activities (FDP/STTP/Seminars/Workshops/Expert Lectures etc.) both as an organizer and (or) as a participant.

## **10. Role and Responsibilities of Mentor**

- a. To collect the list of allotted students and formats for updating the students' records from HOD.
- b. To collect the "student's Information" from the respective GFM.
- c. To establish the contact with the parents through telephonic discussion, appraise them about the development of their ward.
- d. Conduct meeting with students once in two week.
- e. To act as a Counsellor, Guide and Philosopher of the student.
- f. To encourage the student to have open dialogue.
- g. To record the observations about the student viz. achievements, doubts, fears, grievances.
- h. To evaluate the student's ability, strengths and weaknesses.
- i. To help the students to over-come their weaknesses and strengthen the abilities to excel in his/her defined objectives.
- j. To submit the files complete on all respect to Head of Department (HoD) at the end of term. Mentors can collect those files from HoD before the start of next academic Session.
- k. Update students' information on ERP.

- l. To report the weak cases to the Students' Counselling Cell, as well as those cases Wherever special assistance is required, through HoD.
- m. HOD/Department coordinator of First year engineering shall handover the Mentor Record to respective department HOD at the end of every academic Year.
- n. To maintain utmost secrecy about the matters disclosed by the student during counseling.
- o. To maintain the following records  
Student Information
- p. Mentoring Record of students according to academic, Psychological, financial. Q. Attendance of student about mentor meeting.

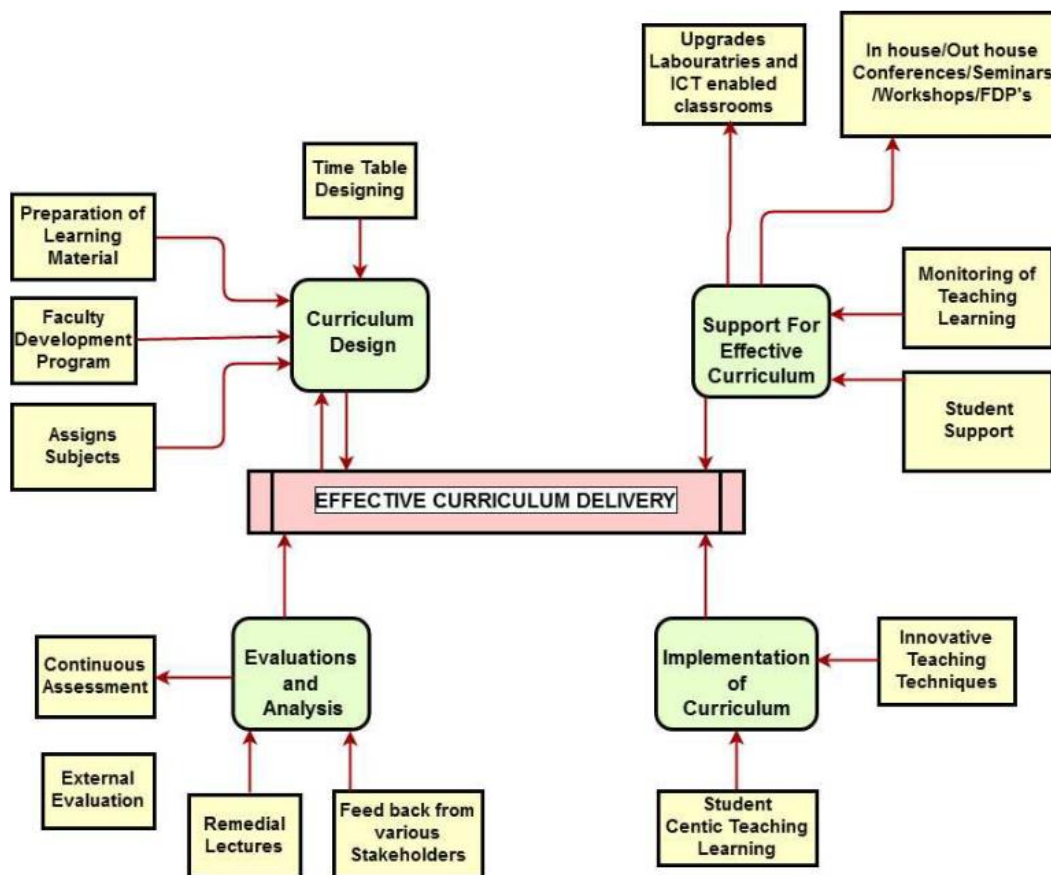
### **11. Role of a Laboratory In-charge:**

- a. Dissemination of Vision, Mission statements into laboratory.
- b. Maintain dead-stock register.
- c. Preparation of laboratory manual.
- d. Display of information related to Lab time-table, Total laboratory cost, List of major equipment, Lab area, Standard operating procedures (SOPs).
- e. Display of Models, Charts, Slides etc.
- f. To monitor condition of an equipment, to conduct preventive and predictive maintenance, calibration, annual maintenance contract of laboratory equipment's.
- g. Suggest new equipment's to meet the need of teaching, erection/installation and commissioning of new equipment, Procurement of consumables etc. before the implementation of revised syllabus (if any).
- h. Determine size of the batch, Number of sets, Demonstration kits etc. to be arranged.
- i. Preparation of Continuous assessment sheet for batch allotted to you.
- j. Preservation of sample Journal copy.
- k. Conduct mock practical/ or oral examination for batch allotted to you.
- l. Maintain laboratory utilization register, equipment utilization for specific work.
- m. Maintain testing and consultancy (if any) records conducted in laboratory.
- n. Periodic feedback from students about working of instruments and special need.
- o. Make a laboratory budget.
- p. Monitor laboratory safety and cleanliness.



## 12. Process of Effective Curricular Implementation:

The implementation of curricular is carried through a systematic procedure as shown in the flow chart and explains in detail as:



Flow Chart of Effective Implementation of Curriculum

### 12.1. Curricular Planning

The Curriculum is prepared by the concern Board of Studies (BOS) consisting of experts from the Industry, academia, members of BOS etc. The curriculum is finally approved by the academic council of University and displayed on University website. At the beginning of each academic year the affiliating University gives academic calendar and guidelines about the dates of commencement of the semester, end of the semester, In-semester and End-semester examinations, Online examinations, Oral, Practical examinations, holidays etc.

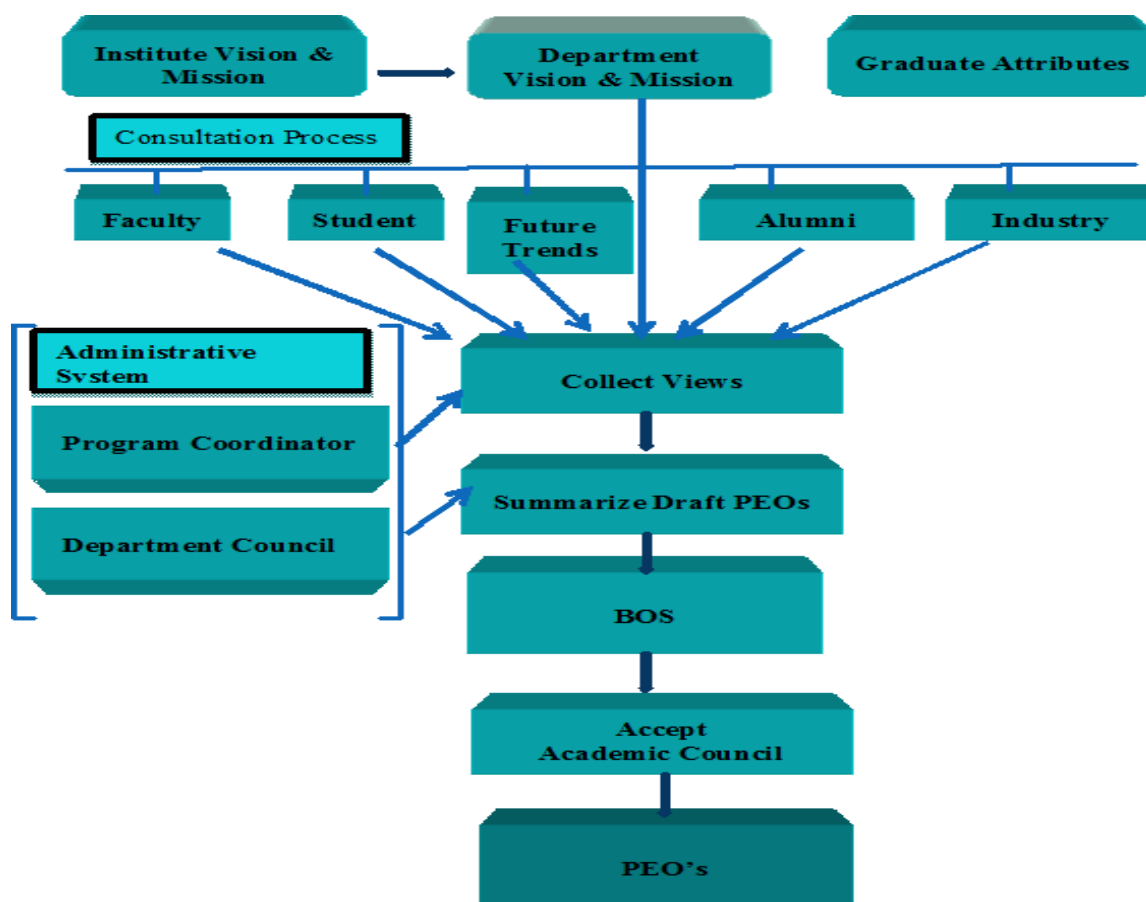


Before the commencement of each semester the Head of the respective departments assigns subjects to the faculty members taking into consideration the expertise of the faculty members. Curriculum for different subjects is planned taking into consideration the inputs given by Internal Quality Assurance Cell (IQAC), Academic Monitoring Committee (AMC) and other stakeholders like alumni, students, employers, industrialists. Faculty development program (FDP) is conducted before commencement of the semester in which subject experts, industry experts and faculty members participate to design the teaching and learning material which includes lecture notes, PPTs, video lectures etc..

Based on the curriculum designed with identified gaps, if any, guest lectures, workshops, industrial visits, add-on-courses, etc. are planned. The learning material designed through FDP and individual faculty member is uploaded on Modular Object-Oriented Dynamic Learning Environment (MOODLE), wherein any student/faculty can access the study material for reference.

## 12.2 In-put for curriculum development

Each course has defined COs that are mapped to the PO's. The POs are achieved through a curriculum that offers a number of core courses as well as elective courses. A set of performance criteria is used to provide quantitative measure of how well the COs are achieved. The mapping of Cos with POs and PSOs of the program are considered by the individual staff and feedbacks from stake holders such as, students, alumni, parents, employers, teachers to give input in framing the syllabus which will be communicated to Board of Studies (BOS) members to modify in the syllabus through faculty participating in various syllabus design and implementation work-shops and separately through E-mail. The suggestions given by individual staff are incorporated by BOS for curriculum enrichment.



### 12.3. Effective Course Delivery:



**Effective Course Delivery:**

### **12.3.1. Preparation of Teaching Plan**

University prescribes the syllabus which specifies the number of lectures, list of recommended books and assessment scheme of internal and external marks. HOD distributes the teaching load by considering the subject choice form filled by the faculty members. In order to have smooth conduct of curriculum, HOD allocates the load according to faculty competency. The activity is carried out immediately after the end of the previous semester so that faculty members get sufficient time for the preparation of the subject assigned to them for the next semester.

#### Academic Monitoring Process

Academic coordinator, HOD and GFM monitors the progress of syllabus coverage every fortnight through ERP. The number of lectures planned and the number of lectures actually conducted facilitates identification of gaps, if any, and necessary corrective actions are taken for filling the gap.

Following activities related to academic monitoring are carried out through ERP:

Preparation of Timetable: Class wise, Laboratory-wise, Classroom-wise, Individual,

Preparation of Teaching Plan

Attendance Monitoring: (Subject-wise, Class-wise, Percentage-wise)

Syllabus coverage Monitoring

Continuous Assessment

Internal Examination schedule, result analysis

Upload of assignments, video lectures, class notes

Students feedback

Communication to parents through SMS.

### **12.3.2. Process to identify slow learners**

The students are tracked during their academic journey in the college and special efforts are made to bring slow learners (students with certain limitations) to come at par with the average/above average group. Students with good background and skills are guided to higher levels of achievements and encouraged towards challenging goals.

The FE learning level data is shared with the team of first year Guardian Faculty Members (GFM) and Mentors, to evaluate the student learning level as advanced learner or slow learner. The GFM/Mentors, in weekly meetings with all faculties of respective classes, carry out discussion based on analysis records available about students' levels, abilities, characteristics,

skills, attitudes, examination results (internal and external) and their current day to day interactions/experiences. Based on this evaluation, feedback is given to students and special programs/activities are undertaken.

This data analysis done at entry stage is referred by GFM's/Mentors of FE classes and also passed subsequently to GFM's/Mentors of next classes. The GFM's and Mentors of second year onwards carry forward the FE activities at individual departments. Students attendance is also being monitored through ERP software on every week and list of defaulter students are displayed on department notice board. Attendance of students is regularly being informed to the parents through SMS facility. College had made special provision of exhaustive soft skill training and exclusive counselling, to mould the slow and advanced learners to plan their careers and placements. Through this process slow learner are identified and following activities are carried out for them.

#### **12.3.3. Activities for Slow learners:**

- a. Tutorial
- b. Special Notes
- c. Question bank
- d. Extra lectures
- e. Extra Practical sessions
- f. Re- test for improvement
- g. Personal Attention in teaching
- h. Remedial and Make-up classes
- i. Mock oral/practical examination
- j. Counselling – special hints and techniques
- k. Guidance for Seminar/Project presentation
- l. Assignments and Solving university question papers

#### **12.3.4. Encouragement to Active Learners**

In order to promote advanced teaching and learning methodologies to give motivation to learn, higher retention of knowledge through better understanding, increasing depth of knowledge and developing positive attitude to the subject taught following activities to be planned.

### 12.3.5. Active learning:

We adopt active learning by involving students in the learning process more directly through following activities;

Activities on technical content of syllabus like brain storming, quiz, debate, group discussions, role play, games, model making, mini project, presentations, essay, elocutions, case studies

Use of animation software, V-LAB

➤ **Active learning experiences through hands on training.**

Challenging students to take up open ended problems requiring critical/creative thinking through active participation in state and national and international level competitions such as BAHA, SUPRA, EPICYCLE, GO-CART, AVISHKAR, HACKTHON, etc.

Use of team based learning and participative learning to do some short term projects.

Brief demonstration, case studies etc.

- **Collaborative Learning:** We implement collaborative learning by forming student teams working together to solve a problem, complete a task, or design a product. Team works are done in activities like group projects, joint problem solving, debates etc.
- **Inquiry-based Learning:** We make our classrooms as open systems where students are encouraged to search and make use of resources beyond the classroom for investigation of open questions/problems, developing their critical thinking and increasing understanding levels by performing review of research papers, Surveys etc.
- **Cooperative Learning:** Focusing on cooperative learning methodologies by distributing the tasks to small group. Students work together to maximize their own and each other's learning in IE student chapter study circle and while performing various activities using think-pair-share, round table and one minute paper technique.
- **Problem based Learning:** We assign students different tasks, assignments, portfolios, activities in which students engage in complex, challenging problems and collaboratively work toward their resolution by using inter-disciplinary knowledge to solve problems. Example BAHA, Garudashwa projects.
- **Peer Led Team Learning:** We provide an environment for students to engage in intellectual discussions and work in problem-solving teams under the guidance of a peer leader to perform activities like designing and developing software for different competitions in our technical fest.
- **Just-in Time learning:** For some subjects, we are making our students to do a pre-class activity, submit responses to this activity and then we use these responses to tailor class to the specific needs of the students.

- **Experiential learning:** We are adding field based experiences, Internship, practicum, cooperative education, service learning and class based experiential learning by conducting activities like role plays, games, case studies, simulation, virtual lab, presentations and various types of group work.
  
- **Project based learning:** The mandatory BE project is converted to a learning platform by using various tools of project management, solving real time challenges and giving the satisfaction of achieving the goal at the end of completing the project.
  
- **Activities to be carried out for Advanced learners:**
  - a. Encouragement to complete NPTEL certification courses
  - b. Participation in incubation centre as Organic BOT
  - c. Induction in Clubs like Robotics, Drone etc.
  - d. Implementation of research papers
  - e. Participation in Seminars and Conferences
  - f. Motivational guest talks
  - g. Paper publication and presentation
  - h. Workshop and seminar on current trends
  - i. Model making/building
  - j. Motivation and Guidance for higher studies (GRE, GATE, competitive exams)
  - k. Industry visits and Industry sponsored/research project
  - l. Patent filing process
  - m. In house Mini-projects ( over and above the syllabus)
  - n. Project competition like NDRF, AVISHKAR, BAHA, SUPRA, GO-CART, ET

Encourage students to participate in professional body activities and memberships such as, Institution of Engineers, SAE, , ISTE, CSI, TRIZ association of Asia activities etc.

### 13. Feedback Process

Students' feedback about teaching a course is taken twice in semester through ERP system. Turn-I feedback is to take after first 30 to 40 days of teaching. Corrective action is to take after this feedback. Turn 2 feedback is to take at the end of the semester. Following questionnaire is set for feedback.

SN	Performance Parameter
1	<b>Planning &amp; Organisation</b> Subject Organisation in Logical Sequence; Syllabus Coverage; Subject is Clearly Prepared
2	<b>Presentation/Communication</b> Use of Simple Language Interest generated Solved conceptual problems to illustrate theory Questions to test knowledge, Clarity of Speech
3	<b>Students Involvement</b> Questions to promote interaction Encouragement to ask questions Discuss practical applications
4	<b>Use of Media/Methods</b> Use of variety of teaching techniques (e.g., ICT, quiz, MCQ, etc.) Use of Text books/ reference books Clarity of writing on Black Board
5	<b>Class Management</b> Punctuality , Class Control
6	<b>Assignment</b> Provide assignments Timely return of assignment Availability to resolve problems of students after class
7	<b>Learning Resources</b> NPTEL, MOOC, Models, Videos

### 14. Evaluation Process

Internal assessment is carried out through mid-term and end-term examinations, assignments, remedial tests etc. University examination is conducted as per schedule prescribed by the university and termed as external assessment. External Assessment (University examination) and internal assessment tools are used for mapping of CO-PO- PSO.



## 15. Assessment Tools

**Direct Assessment Tools:** Continuous Assessment, Midterm test, End Term Test, retest, In- sem Examination and End Sem- examination (University).

**Rubrics:** A Rubric explains to students the criteria against which their work will be judged with "scoring rules". This criterion helps the students in developing, revising, and judging their own work.

Indirect Assessment Tools

**Programme level statistics:** At the end of semester the statistics of students who have participated in professional bodies/student- chapters/workshops/seminars/conferences/paper presentations/internships/industry visit etc. are prepared. This is considered to indirectly assess the PO's.

**Survey reports:** Indirect assessment strategies may be easily implemented by conducting the Course End Survey, Graduate Exit Survey, Alumni Survey and Employer

## 16. Co-curricular Activities

For holistic development of student, institute conduct service activities and following administrative setup is put in place to ensure the achievement of POs and PSOs

- a. Sports Committee
- b. Alumni Association
- c. National Social Service (NSS)
- d. MANTHAN Club- Cultural club
- e. Student Council
- f. Entrepreneurship Development Cell
- g. Institution Magazine, Bulletins, Newsletters etc
- h. Annual Day Celebrations and cultural activities
- i. Training and Placement Cell (TPC)
- j. Student Development Cell (SDC)
- k. Innovation, Incubation and Entrepreneurship Development Cell (IIEDC)
- l. Department Student Associations:

## 17. Training & Placement Cell (T&P):

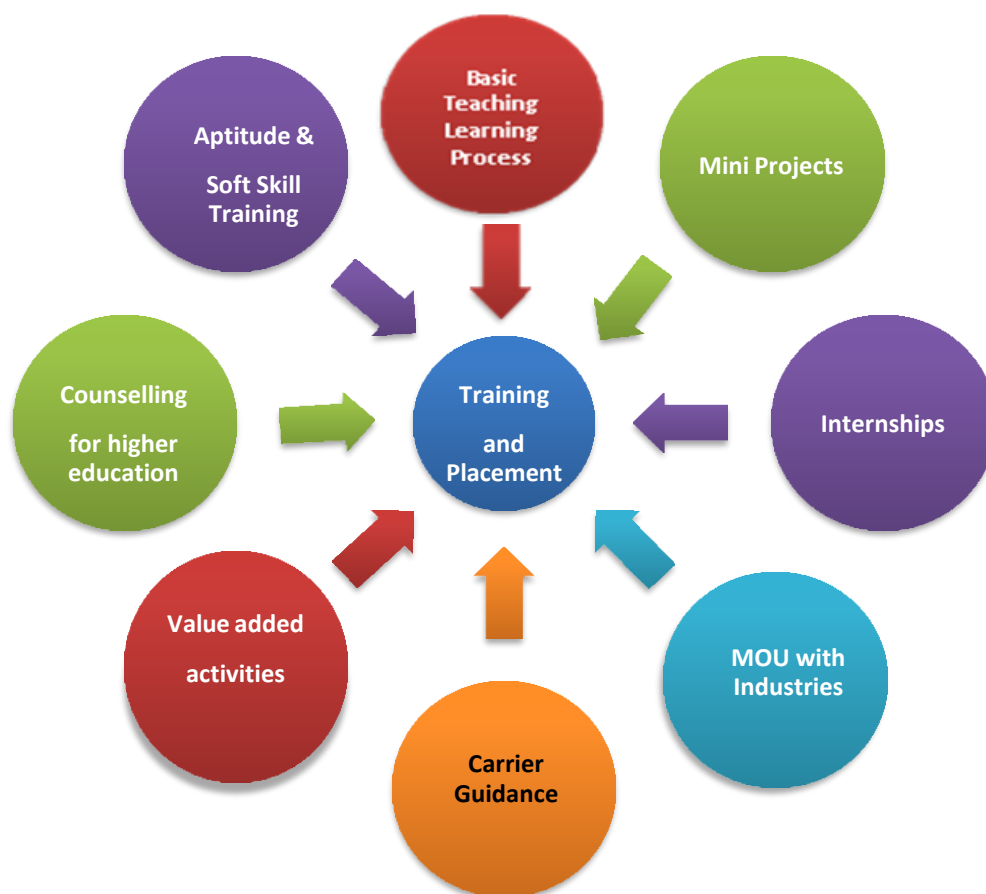
Our Institute has a separate Training and Placement Cell which is providing successful engineers to industries / society after completion of their degree. We organize number of training programs for all the students with the help of in-house experts and resource personnel

invited from professional agencies. These activities have proved exceptionally useful in shaping the careers of students.

Campus placement drives are conducted to connect organizations with our eligible students for the purpose of employment. At BSIOTR, Wagholi, we have a dedicated team of Training & Placement Officer (TPO) and working closely with MNC's to arrange campus drives that create value for both students and companies. We work to optimize job opportunities for our students across our partner companies and at the same time, we work to minimize the efforts made by the partner companies in looking for the right candidate.

To have advanced technical knowledge and knowhow of industry environment many guest lectures by industry experts are arranged. To make our students competent enough to crack the campus interviews institute arranges soft skill training and reasoning & aptitude training. The Training and Placement Cell consists of following members:

### Training and Placement Cell



➤ **Counselling for Higher Education**

The various programs were organized for providing information to students about opportunities for higher education such as Expert Lecture on “Education & Career Opportunity in foreign Universities”.

➤ **Industry Institute Interaction**

Training and Placement helps department to organize Internship to students. It provides an opportunity for the students to take up Internships at reputed industries and academic institutions in India. Institute has been interacting closely with industry through the TPC. Also, Institute started one faculty-one industry drive under which various activities are being performed.

➤ **Co-curricular and Extra-Curricular Activities Institute**

Every Year, the institute under the banner of “Cynosure”, a National level event, organizes technical competitions and symposia. These events provide students opportunity to prepare technical papers, Quiz, Model Making, Robo-race, Science exhibition. Students also involve as volunteers in the organization of such events.

➤ **Cultural Activities**

BSIOTR Conducts, annual social gathering NAKSHATRA every year. The Students participate in different events like Rangoli Competitions, Nails art, signature competition, Singing, Dance and Drama competitions, etc. Students actively participate and are winning prizes continuously

Institute celebrates Teacher day, Engineering day, Gandhi Jayanti, Women’s Day, Independence and Republic Day, Mahatma Phule Jayanti, Shiv-jayanti etc every year. in cultural and literary events organized by other colleges of the state. These events are held to promote overall personality development of the students.

Under MANTHAN cultural club – SPICES AICTE sponsored scheme all regional and cultural activities are organized.

## 18. IQAC Achievements:



**Thank you**

