



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

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EN 6311 / CEGP-013100



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### 7.3 Institutional Distinctiveness

Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust

Provide the weblink of the institution in not more than 500 words

#### Student Centric Learning Environment for Outcome Based Education

Vision, priority and thrust of the institute is to impart Outcome based education which has gained a vital importance due to globalization in every sector. Globalization has created highly competitive environment in every field which has now emphasized the importance of multi-skilled human resources to cope up with the competitions. Therefore the graduating engineers from the institute must have technical skills/knowledge but most important ones are the cognitive skills like team building, capacity to work in ever changing work environment, to cope with changes in speed of innovation, creation etc. Therefore the institute adopts the student centric learning environment through effective implementation of curriculum by aligning the assessment tools in line with the competencies and the performance indices so that the program outcomes are achieved.

Student Centric Learning Environment through effective CIE is one of the distinctiveness of the institute. Continuous Internal Evaluation Reforms are made from time to time using different assessment tools aligned to POs. The mapping of COs with POs of all courses from first year to final year shows that the attainment of POs ranges from PO1-PO5, partially in some cases. Since the course work in our programs are oriented towards teaching technical knowledge and skills, professional outcomes may not result only from participation of students in a particular class or set of classes. In order to help the students to achieve the higher order abilities and professional skills comprehensive reforms are made in CIE at institute level. The CIE is adopted taking into consideration the Blooms Taxonomy learning/level of attainment as shown in table below.

Level	Descriptor	Level of attainment	Assessed Through	
1	Remember	Recalling from the memory of the previously learned material	<b>Fixed Hour Examination(CIE&amp;SEE)</b>	
2	Understanding	Explaining ideas or concepts		
3	Applying	Using the information in another familiar situation		
4	Analyzing	Breaking information into the part to explore understandings and relationships		
5	Evaluating	Justifying a decision or course of action		<b>Course Projects Mini Projects Minor Projects Capstone Project</b>
6	Creating	Generating new ideas, products or new ways of viewing things		

#### CIE reforms for technical Level attainments(Level 1-4 as per Blooms Taxonomy):

For attainment levels from 1-4 fixed hour internal examination which includes CIE and Semester End Examination (SEE) are adopted. The assessment tools used in the institute include the following.

- Unit wise course test
- Unit wise assignments
- Problems solving sessions
- Presentations
- Competitions
- Role plays
- Quiz competitions

- Open book examination

It is ensured to set examination papers/activities in the above mentioned assessment tools aligned with attainment levels from 1-4 by the course teachers.

**CIE reforms for professional outcomes and higher-order cognitive attainment(Level 4-6 as per Blooms Taxonomy):**

For attainment levels from 4-6 as per Blooms Taxonomy the following tools are used to teach and assess professional outcomes and higher-order cognitive abilities/attainments.

- Course Projects
- Project – based learning
- MOOCs
- Mini/Minor Projects
- Final year projects
- Internships
- Hands on Training
- Industrial visits

The three components of Rubrics as listed below are used as assessment tools.

- Criteria/performance indicator
  - Descriptors
  - Scale/level of performance
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