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- Sawan Wani (Host, me)
- Prof P J Kulkarni
- Nagendra Venkatakrishnaiah
- Abhijeet Patil
- Unmesh Patil
- vivek kore
- Sanjay Bhagat

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Improving OBE Practices at PVPIT: ETC, Chemical on 9th July 2021

Prof P J Kulkarni
(AICTE nominated Margdarshak)
Retd Deputy Director and Former Professor CSE
Walchand College of Engg Sangli
pjk_walchand@rediffmail.com

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- Dr. Madhukar Chavan
- Dr. Deepak Kadam
- Pallavi Kale
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1 Curriculum

- 2 University Academic Council: Tier II structure
- 3 University BoS: Course structure
- 4 Syllabus: Course content with Course Objectives / Outcomes
- 5 College's view in delivering the course content by adhering guidelines
- 6 College to also focus in attaining its quality parameters
- 7 Dean Academics at College level: V/M/O Frame work
- 8 HoD / Programme Coordinator: PO, PSO, Activities
- 9 Course Coordinator: CO/TLO/ Target/Delivery/ Attainment

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1 Course pre requisites

- 2 Academic progression flow
- 3 Gaps to identify in curriculum delivery (Horizontal Gaps)
- 4 Actions to make-up at college level (Additional Efforts)

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Objectives, Outcomes

- Objectives: Statements of general broad focus for expectations graduates are expected to perform and achieve during the first few years after graduation
- Outcomes: Statements of specific narrow focus for deliverables
- Programme, Course, Topic
- University specified syllabus may have different PO,CO at colleges
- Target / Attainment evaluation at college level

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Accreditation issues: Educating the concerned

- Institute Managerial / Administrative level
- Department level
- Programme level
- Faculty level
- Student level
- Association level

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Department / Programme Level Focus

- Educating stake holders on OBE
- Rethinking on PEO / PO / PSO: PO1 to PO12 NBA directed
- PEO focusing on graduated students
- PO / PSO / CO focusing on graduating students
- PO1-PO5 domain specific, PO6-PO12 non domain specific, PSO (niche)
- Horizontal / vertical gaps
- Strategic planning: T/L/P/ Associated activities
- Monitoring: Internal / External Audit

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PEO: PVPIT (ETC)

- Inculcate the habit of lifelong learning for successful career in Industry & Higher Education.
- Prepare Graduates to analyze and solve Electronics and Telecommunication Engineering problems by applying basic principles of mathematics, science, and modern engineering tools.
- Apply skills for research and innovation using state-of-the-art technologies for continuous improvement.
- Prepare graduates to be sensitive to ethical, societal and environmental issues while engaging in their professional duties, and develop leadership qualities in multidisciplinary environments

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PEO: PVPT (Chemical)

1. Chemical Engineering graduates will be able to practice as a chemical engineer in chemical and allied industry, public Sector or as an entrepreneur for Successful Professional Career
2. Chemical Engineering graduates will acquire latest knowledge while pursuing higher education for the professional development
3. Chemical Engineering graduates will have successful career in diversified areas of engineering and technical profession which exhibit leadership qualities with demonstrable attributes in lifelong learning to contribute society

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Outcomes: SMART

Specific: must provide description of precise behaviour and situation, must be concrete, focused and detailed

Measurable: performance must be observed and measured

Achievable: must be achieved by using reasonable effort

Realistic: must be appropriate for student and situation

Time-bound: must be clearly stated with a time limit

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Faculty Level Focus

- Rethinking on Course Objectives / Outcomes
- Topic / Module / Unit level outcomes
- Setting targets
- Planning of activities
- Student Monitoring
- Assessment
- Course book maintenance
- Department development contributions
- Self development

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PSO: Sample Example of other college

- **PSO1.** Should be able to clearly understand the concepts and applications in the field of Communication/networking, signal processing, embedded systems and semiconductor technology.
- **PSO2.** Should be able to associate the learning from the courses related to Microelectronics, Signal processing, Microcomputers, Embedded and Communication Systems to arrive at solutions to real world problems.
- **PSO3.** Should have the capability to comprehend the technological advancements in the usage of modern design tools to analyze and design subsystems/processes for a variety of applications.
- **PSO4.** Should possess the skills to communicate in both oral and written forms, the work already done and the future plans with necessary road maps, demonstrating the practice of professional ethics and the concerns for societal and environmental wellbeing.

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PSO: PVPIT (ETC)

- Ability to develop ideas & projects which will cater the professional and competitive needs in Electronics & Telecommunication Engineering.
- Graduates will be able to use **techniques and skills** to design, analyse, and simulate Electronics and Telecommunication Engineering components and systems for societal needs

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PSO: PVPIT (Chemical)

- Exhibit the knowledge of chemical engineering, environmental management, sustainability and feasibility studies for the desired requisites as an individual, a team member or a leader.
- Serve in diversified and multidisciplinary fields such as pharmaceutical, petrochemical, environmental, process design and simulation

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Example:

- Program Outcome (Attribute 3)

Design:

PO3: Design/Development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety, and cultural, societal, and environmental considerations.

Competencies

1. Demonstrate an ability to define a complex, open-ended problem in engineering terms.
2. Demonstrate an ability to generate a diverse set of alternative design solutions.
3. Demonstrate an ability to select the optimal design scheme for further development.
4. Demonstrate an ability to advance an engineering design to the defined end state.

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Example:

- Program Outcome (Attribute 3)

Design:

PO3: Design/Development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety, and cultural, societal, and environmental considerations.

Competencies

1. Demonstrate an ability to define a complex, open-ended problem in engineering terms.
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(2) Define Performance Indicators: For each of the competencies identified, define performance Indicators (PIs) that are explicit statements of expectations of the student learning. They can act as measuring tools in assessment to understand the extent of attainment of outcomes. They can also be designed to determine the appropriate achievement level or competency of each indicator so that instructors can target and students can achieve the acceptable level of proficiency.

Example:
For the Competency -2
Demonstrate an ability to generate a diverse set of alternative design solutions

Performance Indicators:

1. Apply formal idea generation tools to develop multiple engineering design solutions
2. Build models, prototypes, algorithms to develop a diverse set of design solutions
3. Identify the functional and non-functional criteria for evaluation of alternate design solutions.

It should be noted that, when we consider the program outcome, it looks like, it can be achieved only in the Capstone project. But if we consider the competencies and performance indicators, we start seeing the opportunities of addressing them (and hence PO) in various courses of the program.

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2. Action Verbs for Assessment

Choice of action verbs in constructing assessment questions is important to consider. Quite often, the action verbs are indicators of the complexity (level) of the question. Over time, educators have come up with a taxonomy of measurable verbs corresponding to each of the Bloom's cognitive levels [8].

These verbs help us not only to describe and classify observable knowledge, skills and abilities but also to frame the examination or assignment questions that are appropriate to the level we are trying to assess.

Suggestive list of skills/ competencies to be demonstrated at each of the Bloom's level and corresponding cues/ verbs for the examination/ test questions is given below:

Level	Skill Demonstrated	Question cues / Verbs for tests
1. Remember	<ul style="list-style-type: none"> Ability to recall of information like facts, conventions, definitions, jargon, technical terms, classifications, categories, and criteria ability to recall methodology and procedures, abstractions, principles, and theories in the field knowledge of dates, events, places mastery of subject matter 	list, define, tell, describe, recite, recall, identify, show, label, tabulate, quote, name, who, when, where

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3. Assessment Planning

While using Bloom's taxonomy framework in planning and designing of assessment of student learning, following points need to be considered:

1. Normally the first three learning levels; remembering, understanding and applying and to some extent fourth level analysing are assessed in the Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE), where students are given a limited amount of time. And abilities; analysis, evaluation and creation can be assessed in extended course works or in a variety of student works like course projects, mini/ minor projects, internship experience and final year projects.

Learning Levels	Assessed through
Creating	<ul style="list-style-type: none"> Course projects Mini Project Minor Project Capstone Project
evaluating	
Analyzing	<ul style="list-style-type: none"> Fixed hour examinations (CIE & SEE)
Applying	
Understanding	
Remembering	

Fig. 3: Assessment methods for different Bloom's cognitive levels

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Course Outcomes

- More from content delivery and assessment
- PBL
- MOOCs
- Internships
- Associations

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CO: ETC (Analog Circuits)

1. Define all electrical parameters of op-amp
2. Calculate outputs for different circuits using op-amp
3. Discuss various converters using op-amp
4. Design oscillators using op-amp for given frequencies
5. Design filters using op-amp for given application
6. Explain blocks and working of PLL

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CO: Electronics Devices and Circuits Lab

1. To evaluate JFET, MOSFET characteristics and calculate amplifier gain and 3 db frequency
2. To calculate bandwidth of single stage RC coupled amplifier
3. To design and study UJT relaxation oscillator characteristics
4. To design and study astable, monostable / bistable multivibrator using IC555
5. To design an adjustable voltage regulated power supply, using LM 317 and LM-337

Tap to add notes

SLIDE 28 OF 42 | NOTES | COMMENTS | 73%

4:42 PM 7/9/2021

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Participants (16)

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asmita patil [Mute] [Video Off]

Bharat Kulkarni [Mute] [Video Off]

Chanchal Patil [Mute] [Video Off]

Dinesh Shirasath [Mute] [Video Off]

Dr. Madhukar Chavan [Mute] [Video Off]

Dr.Deepak Kadam [Mute] [Video Off]

Nagendra Venkatakrishnaiah [Mute] [Video Off]

pallavi kale [Mute] [Video Off]

Rohini Onkare [Mute] [Video Off]

Sanjay Bhagat [Mute] [Video Off]

Sonali Sankpal [Mute] [Video Off]

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CO: Chem (Mass Transfer Operations)

- Understand Fick's law of diffusion
- Determine diffusivity coefficient in gases and liquids
- Determine mass transfer coefficients
- Calculate rate of mass transfer in humidification
- Select equipment for gas-liquid operations

SLIDE 29 OF 42

NOTES COMMENTS

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Sonali Sankpal [Mute] [Video Off]

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Syllabus: Chem (Mass Transfer Operations)

- Unit I: Diffusion in fluids - Fick's Law of diffusion equimolecular counter diffusion, diffusion in stationary gas. Maxwell's law of diffusion. Inter phase mass transfer - Mass transfer equilibrium, diffusion between two phases. Local mass transfer coefficient, Local and average overall mass transfer coefficients. Simultaneous heat and mass transfer.
- Unit II: Material balance - steady state co current and counter current processes stage wise and differential contacts. Number of theoretical stages. Stage efficiency Height of mass transfer units.
- Unit III: Gas Absorption - Equilibrium solubilities of gases. Material balance for transfer of one component. Counter current multistage operations for binary and multi component systems. Continuous contactors, absorption with chemical reaction.
- Unit IV: Liquid-liquid extraction - Calculations with and without reflux for immiscible and partially miscible system. Leaching - Leaching single and multistage operations based on solvent free coordinates.
- Unit V: Adsorption and ion-exchange- Types of adsorption; Nature of adsorption; Freundlich equation; Types of adsorption; Nature of adsorption; Freundlich equation; Stage wise and continuous adsorption. Stage wise and continuous adsorption. Theory of ion - exchange and its application to removal of ionic impurity.
- Unit VI: Gas-Liquid operations - Sparged vessels (bubble columns), mechanically agitated vessels for a single phase and gas liquid contact, liquid dispersed scrubbers, venturi scrubbers, wetted towers packed towers. Mass transfer coefficients for packed towers co-current flow of gas and liquid end effect and axial mixing

SLIDE 30 OF 42

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CO: Chem (Chem Technology)

- Understand Chloro-Alkali Industries & Phosphorus Industries
- Understand and analyse different industries like Phosphorus & Sulfuric Acid Industries
- Understand and analyse different industries like Sugar & Paper Industries
- Understand and analyse different industries like Petroleum processing Industries

Tap to add notes

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Participants (17)

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- Unmesh Patil
- A.G. Patil
- Abhijeet Patil
- asmita patil
- Bharat Kulkarni
- Chanchal Patil
- Dinesh Shirsath
- Dr. Madhukar Chavan
- Dr. Deepak Kadam
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- pallavi kale
- Rohini Onkare

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Participants (17)

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CO-PO Mapping Justification

- Preliminary:
- Matching of action verbs: 3,2,1,-
- Secondary: Comprehension

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CO-PO mapping

- CO – PO Mapping with justification
- Attainment of targets
- At least one course sample per term for illustration / presentation
- Actions to make-up in attainment of targets

SLIDE 33 OF 42

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CO-PO Mapping: Analog Circuits

CO	Programme Outcome (PO)													
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2
302. 1	1												1	
302. 2	2	2		1										
302. 3	2	1	1	1								1		
302. 4	2	2	2	1		1							2	
302. 5	2	2	2	1									2	
302. 6	1			1										

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CO PO Mapping Emphasis (Electronic Devices & Circuits Lab)

CO	Programme Outcome (PO)													
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2
308. 1	1	2	3	2					2	2				
308. 2	1	2	1	2					2	2			1	1
308. 3	1	2	2	2					2	2				
308. 4	1	2	2	2	1				2	1			1	2
308. 5	1	2	3	2					2	1			3	2

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CO-PO: Chem (Mass Transfer Operations)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	-	✓	✓	-	-	-	-	-	-	-	-
CO2	✓	-	✓	✓	-	-	-	-	-	-	-	-
CO3	✓	✓	✓	✓	-	-	-	-	-	-	-	-
CO4	✓	✓	✓	✓	-	-	-	-	-	-	-	-
CO5	✓	✓	✓	✓	-	-	-	-	-	-	-	-

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PO-CO Target

- Previous three years data
- Justification from the programme Co ordinator/ Course Teacher

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SLIDE 38 OF 42 | NOTES | COMMENTS | 73%

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The screenshot shows a Zoom meeting interface. At the top, there are four participant thumbnails: Sawan Wani (Host), Prof P J Kulkarni, Unmesh Patil, and A.G. Patil. The main content is a Microsoft PowerPoint slide titled "Specific questions / suggestions" with the following bullet points:

- Programme specific
- Course specific
- Faculty specific
- Student Specific
- Assessment
- Presentation

On the right side, a "Participants (17)" list is visible, showing 17 names with their respective icons and status indicators (muted, video off). The names listed are: Sawan Wani (Host, me), Prof P J Kulkarni, A.G. Patil, Abhijeet Patil, asmita patil, Bharat Kulkarni, Chanchal Patil, Dinesh Shirsath, Dr. Madhukar Chavan, Dr. Deepak Kadam, Nagendra Venkatakrishnaiah, pallavi kale, Rohini Onkare, and Sanjay Bhagat.

At the bottom of the screen, the Windows taskbar is visible, showing the time as 5:00 PM on 7/9/2021.

ATTENDANCE

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Accreditation issues: Educating the concerned

- Institute Managerial / Administrative level
- Department level
- Programme level
- Faculty level
- Student level
- Association level

Tap to add notes

SLIDE 5 OF 42

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Participants (18)

Find a participant

- Sawan Wani (Host, me)
- Prof P J Kulkarni
- Nagendra Venkatakrishnaiah
- A.G. Patil
- Abhijeet Patil
- asmita patil
- Bharat Kulkarni
- Chanchal Patil
- Dinesh Shirsath
- Dr. Madhukar Chavan
- Dr.Deepak Kadam
- pallavi kale
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- Sangram Patil

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Accreditation issues: Educating the concerned

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- Student level
- Association level

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Participants (18)

Find a participant

- asmita patil
- Bharat Kulkarni
- Chanchal Patil
- Dinesh Shirsath
- Dr. Madhukar Chavan
- Dr.Deepak Kadam
- Nagendra Venkatakrishnaiah
- pallavi kale
- Rohini Onkare
- Sangram Patil
- Sanjay Bhagat
- Sonali Sankpal
- Unmesh Patil
- vivek kore

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Sawan Wani A B Shinde Prof P J Kulkarni Sangram Patil Prasad Phalle

Participants (15)

Find a participant

- Sawan Wani (Host, me)
- Nagendra Venkatakrishnaiah
- Prof P J Kulkarni
- A B Shinde
- archana bhandare
- Juberahmad Shaikh
- Kiransing Paradeshi
- Kishor Pandeyaji
- Leena Patil
- M.B. Wagh
- Nilofar chaus
- Prasad Phalle
- R D Patil
- Sangram Patil

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Improving OBE Practices at
PVPIT: Electronics, CSE
on 2nd July 2021

Prof P J Kulkarni
(AICTE nominated Margdarshak)
Retd Deputy Director and Former Professor CSE
Walchand College of Engg Sangli
pjk_walchand@rediffmail.com

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SLIDE 1 OF 39

NOTES COMMENTS

Participants (15)

Find a participant

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- Nagendra Venkatakrishnaiah
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- Dr D.V.Ghewade
- Juberahmad Shaikh
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Nagendra Venkatakrishnaiah

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archana bhandare

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Juberahmad Shaikh

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Curriculum

- University Academic Council: Tier II structure
- University BoS: Course structure
- Syllabus: Course content with Course Objectives / Outcomes
- College's view in delivering the course content by adhering guidelines
- College to also focus in attaining its quality parameters
- Dean Academics at College level: V/M/O Frame work
- HoD / Programme Coordinator: PO, PSO, Activities
- Course Coordinator: CO/TLO/ Target/Delivery/ Attainment

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Participants (17)

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Amolkumar Jadhav

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Dr D.V.Ghewade

Juberahmad Shaikh

Kiransing Paradeshi

Kishor Pandyajji

Leena Patil

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Nilofar chaus

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Course pre requisites

- Academic progression flow
- Gaps to identify in curriculum delivery (Horizontal Gaps)
- Actions to make-up at college level (Additional Efforts)

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Participants: Sawan Wani, Nagendra Venkatakrisnaiah, Prasad Phalle, R.D. Patil, M.B. Wagh

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Department / Programme Level Focus

- Educating stake holders on OBE
- Rethinking on PEO / PO / PSO: PO1 to PO12 NBA directed
- PEO focusing on graduated students
- PO / PSO / CO focusing on graduating students
- PO1-PO5 domain specific, PO6-PO12 non domain specific, PSO (niche)
- Horizontal / vertical gaps
- Strategic planning: T/L/P/ Associated activities
- Monitoring: Internal / External Audit

SLIDE 6 OF 39

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Participants: Sawan Wani, Nagendra Venkatakrisnaiah, Prasad Phalle, R.D. Patil, M.B. Wagh

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PEO: Sample of other College

- After successful completion of the program, the graduates will be
- **PEO 1:** Able to apply concepts of mathematics, science and computing to Electronics and Communication Engineering
- **PEO 2:** Able to design and develop interdisciplinary and innovative systems.
- **PEO 3:** Able to inculcate effective communication skills, team work, ethics, leadership in preparation for a successful career in industry and R&D organizations.

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PEO: PVPIT (Electronics)

- **PEO1:** Possess a lead role in electronics, communication and allied fields to provide socially responsible and economically feasible solutions to meet the industry and societal needs.
- **PEO2:** Utilize knowledge, skills and resources to design and develop novel and innovative solutions to real life problems in multidisciplinary environment.
- **PEO3:** Exhibit Professionalism with moral values by adapting cutting edge technologies and continual research attitude in lifelong learning.

Participants (16)

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PEO: PVPIT (CSE)

- Graduates of the programme will be employed in computing professional and will be engaged in learning, understanding and Applying new ideas and technologies as the field evolves
- Graduates with an interest in, and aptitude for, advanced studies in computing will have completed, or be actively pursuing, graduate studies in computing.
- Graduates will be informed and involved members of their communities and responsible engineering and computing professionals.
- Graduates of the program will be able to use technical, behavioral, communicational and managerial skills for solving real world computing problems.

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Outcomes: SMART

Specific: must provide description of precise behaviour and situation, must be concrete, focused and detailed

Measurable: performance must be observed and measured

Achievable: must be achieved by using reasonable effort

Realistic: must be appropriate for student and situation

Time-bound: must be clearly stated with a time limit

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Faculty Level Focus

- Rethinking on Course Objectives / Outcomes
- Topic / Module / Unit level outcomes
- Setting targets
- Planning of activities
- Student Monitoring
- Assessment
- Course book maintenance
- Department development contributions
- Self development

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PSO: Sample Example of other college

- **PSO1.** Should be able to clearly understand the concepts and applications in the field of Communication/networking, signal processing, embedded systems and semiconductor technology.
- **PSO2.** Should be able to associate the learning from the courses related to Microelectronics, Signal processing, Microcomputers, Embedded and Communication Systems to arrive at solutions to real world problems.
- **PSO3.** Should have the capability to comprehend the technological advancements in the usage of modern design tools to analyze and design subsystems/processes for a variety of applications.
- **PSO4.** Should possess the skills to communicate in both oral and written forms, the work already done and the future plans with necessary road maps, demonstrating the practice of professional ethics and the concerns for societal and environmental wellbeing.

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PSO: PVPIT (Electronics)

- Analyze, design and develop electronics systems for communication, signal processing, Embedded and power electronics applications
- Simulate, interpret and automate electronics systems by using domain specific tools

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Prasad Phalle [Mute] [Video Off]

R D Patil [Mute] [Video Off]

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PSO: PVPIT (CSE)

• Tap to add text

Tap to add notes

SLIDE 14 OF 39

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Example:

- Program Outcome (Attribute 3)

Design:

PO3: Design/Development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety, and cultural, societal, and environmental considerations.

Competencies

- Demonstrate an ability to define a complex, open-ended problem in engineering terms.
- Demonstrate an ability to generate a diverse set of alternative design solutions.
- Demonstrate an ability to select the optimal design scheme for further development.
- Demonstrate an ability to advance an engineering design to the defined end state.

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2) Define Performance Indicators: For each of the competencies identified, define performance Indicators (PIs) that are explicit statements of expectations of the student learning. They can act as measuring tools in assessment to understand the extent of attainment of outcomes. They can also be designed to determine the appropriate achievement level or competency of each indicator so that instructors can target and students can achieve the acceptable level of proficiency.

Example:
For the Competency -2
Demonstrate an ability to generate a diverse set of alternative design solutions

Performance Indicators:

1. Apply formal idea generation tools to develop multiple engineering design solutions
2. Build models, prototypes, algorithms to develop a diverse set of design solutions
3. Identify the functional and non-functional criteria for evaluation of alternate design solutions.

It should be noted that, when we consider the program outcome, it looks like, it can be achieved only in the Capstone project. But if we consider the competencies and performance indicators, we start seeing the opportunities of addressing them (and hence PO) in various courses of the program.

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Once the above process is completed for the program, the assessment of COs for all the courses is designed by connecting assessment questions (used in various assessment tools) to the PIs. By following this process, where examination questions map with PIs, we get clarity and better resolution for the assessment of COs and POs. The pictorial representation of the process is given in Figure below:

Connecting POs to Assessment

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3. Program Outcomes – Competencies – Performance Indicators

Following table gives the suggestive list of competencies and associated performance indicators for each of the PO in Mechanical Engineering Program.

Competency	Indicators
1.1 Demonstrate competence in mathematical modeling	1.1.1 Apply mathematical techniques such as calculus, linear algebra, and statistics to solve problems 1.1.2 Apply advanced mathematical techniques to model and solve mechanical engineering problems
1.2 Demonstrate competence in basic sciences	1.2.1 Apply laws of natural science to an engineering problem
1.3 Demonstrate competence in engineering fundamentals	1.3.1 Apply fundamental engineering concepts to solve engineering problems
1.4 Demonstrate competence in specialized engineering knowledge to the program	1.4.1 Apply Mechanical engineering concepts to solve engineering problems.

PO 1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialisation for the solution of complex engineering problems.

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PO 2: Problem analysis: Identify, formulate, research literature, and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

Competency	Indicators
2.1 Demonstrate an ability to identify and formulate complex engineering problem	2.1.1 Articulate problem statements and identify objectives 2.1.2 Identify engineering systems, variables, and parameters to solve the problems 2.1.3 Identify the mathematical, engineering and other relevant knowledge that applies to a given problem
2.2 Demonstrate an ability to formulate a solution plan and methodology for an engineering problem	2.2.1 Reframe complex problems into interconnected sub-problems 2.2.2 Identify, assemble and evaluate information and resources. 2.2.3 Identify existing processes/solution methods for solving the problem, including forming justified approximations and assumptions 2.2.4 Compare and contrast alternative solution processes to select the best process.

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BLOOM'S TAXONOMY (REVISED)

Revised Bloom's Taxonomy

Bloom's taxonomy is hierarchical, meaning that learning at the higher level requires that skills at a lower level are attained.

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2. Action Verbs for Assessment

Choice of action verbs in constructing assessment questions is important to consider. Quite often, the action verbs are indicators of the complexity (level) of the question. Over time, educators have come up with a taxonomy of measurable verbs corresponding to each of the Bloom's cognitive levels [8].

These verbs help us not only to describe and classify observable knowledge, skills and abilities but also to frame the examination or assignment questions that are appropriate to the level we are trying to assess.

Suggestive list of skills/ competencies to be demonstrated at each of the Bloom's level and corresponding cues/ verbs for the examination/ test questions is given below:

Level	Skill Demonstrated	Question cues / Verbs for tests
1. Remember	<ul style="list-style-type: none"> Ability to recall of information like facts, conventions, definitions, jargon, technical terms, classifications, categories, and criteria ability to recall methodology and procedures, abstractions, principles, and theories in the field knowledge of dates, events, places mastery of subject matter 	list, define, tell, describe, recite, recall, identify, show, label, tabulate, quote, name, who, when, where

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3. Assessment Planning

While using Bloom's taxonomy framework in planning and designing of assessment of student learning, following points need to be considered:

- Normally the first three learning levels; remembering, understanding and applying and to some extent fourth level analysing are assessed in the Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE), where students are given a limited amount of time. And abilities; analysis, evaluation and creation can be assessed in extended course works or in a variety of student works like course projects, mini/ minor projects, internship experience and final year projects.

Fig. 3: Assessment methods for different Bloom's cognitive levels

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CO: Electronics (Digital Logic Design)

Use Boolean algebra and K-map (up to 4 variables) to reduce given digital logic circuit

Design combinational and sequential circuits using K-map (up to 4 variables) for a given logic expression

Analyze given finite state machines; **Write** state tables and **Implement** state diagram for given sequential circuit

Illustrate performance parameters of logic families (TTL and CMOS) and **Interface** TTL to CMOS ICS and vice versa for a given application. Discuss memory types

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CO: CSE (Internet of Things)

Explain basics concepts of Internet of things

- **Differentiate** properties of smart objects and sensor network
- **List** out the use of IP layer protocols for IOT communications
- **Implement** IOT applications using physical devices like **Arduino** and **Raspberry Pi**

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CO: CSE (Machine Learning)

Understand different machine learning algorithms to know fundamental issues and challenges of machine learning

Select machine learning techniques that are suitable to **Solve** the applications under consideration

Use appropriate algorithm to train machine learning model

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CO-PO Mapping: Electronics (Digital Logic Design)

I

Course Outcomes	CO/PO	Programme Outcomes														
		1	2	3	4	5	6	7	8	9	10	11	12	PSO1	PSO2	
	BTEXC305.1	3														
	BTEXC305.2		1	2	3									1	3	
	BTEXC305.3	2	3													
	BTEXC305.4	3											1			
	BTEXC305.5				3											2

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- Sangram Patil
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CO-PO Mapping: CSE (Internet of Things)

Course Outcome	Programme Outcome (PO) & PSO													
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3									3				
CO2		3		3						3				
CO3					3					2	3			
CO4		3	3									2	3	

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PO-CO Target

- Previous three years data
- Justification from the programme Co ordinator/ Course Teacher

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- Thank you

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Course pre requisites

- Academic progression flow
- Gaps to identify in curriculum delivery (Horizontal Gaps)
- Actions to make-up at college level (Additional Efforts)

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Course pre requisites

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KP	Kishor Pandyaaji		
LP	Leena Patil		
MW	M.B. Wagh		
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Improving OBE Practices at PVPIT: Mechanical, Civil

Prof P J Kulkarni
(AICTE nominated Margdarshak)
Retd Deputy Director and Former Professor CSE
Walchand College of Engg Sangli
pjk_walchand@rediffmail.com

Participants (26)

Mr. Anup Pawar
Nitin Patil
P.T. Patil
Prof. R.D. Patil
Prof. S.R. Patil
S.M.Patil, i
Sanjay Gheji
Sathish Kulkarni
savita majage
Seema Mane - Vanamane
Swapnil Patil
Vijay G Sawant
Vitthal Gaikwad
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Curriculum

- University Academic Council: Tier II structure
- University BoS: Course structure
- Syllabus: Course content with Course Objectives / Outcomes
- College's view in delivering the course content by adhering guidelines
- College to also focus in attaining its quality parameters
- Dean Academics at College level: V/M/O Frame work
- HoD / Programme Coordinator: PO, PSO, Activities
- Course Coordinator: CO/TLO/ Target/Delivery/ Attainment

Participants (27)

Sawan Wani (Host, me)
Prof P J Kulkarni (Co-host)
Nagendra Venkatakr... (Co-host)
Hrishikesh Ghewade
A.S. Ingale
Abhijit Salunke
Amod Shrotri
ARDANDEKAR 1
Bhushan Birnale
c.g. harge
Dr. Arjun R Vasatkar
M S Kakamare
Mr. Anup Pawar
Nitin Patil



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A Abhijit Salunkhe  



AS Amod Shrotri  



AK ANANT KUMBHOJKAR  



A ARDANDEKAR 1  



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SP sadhana patil  



SG Sanjay Gheji  



SK Satish Kulkarni  



S savita majage  



S Seema Mane - Vanamane  



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Tejaswini Shinde  

V Vijay G Sawant  

VP Vishal Patil  

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Objectives, Outcomes

- Objectives: Statements of general broad focus for expectations graduates are expected to perform and achieve during the first few years after graduation
- Outcomes: Statements of specific narrow focus for deliverables
- Programme, Course, Topic
- University specified syllabus may have different PO,CO at colleges
- Target / Attainment evaluation at college level

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Accreditation issues: Educating the concerned

- Institute Managerial / Administrative level
- Department level
- Programme level
- Faculty level
- Student level
- Association level

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Department / Programme Level Focus

- Educating stake holders on OBE
- Rethinking on PEO / PO / PSO: PO1 to PO12 NBA directed
- PEO focusing on graduated students
- PO / PSO / CO focusing on graduating students
- PO1-PO5 domain specific, PO6-PO12 non domain specific, PSO (niche)
- Horizontal / vertical gaps
- Strategic planning: T/L/P/ Associated activities
- Monitoring: Internal / External Audit

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

PEO: Sample of other College

- After successful completion of the program, the graduates will be
- **PEO 1:** Able to apply concepts of mathematics, science and computing to Electronics and Communication Engineering
- **PEO 2:** Able to design and develop interdisciplinary and innovative systems.
- **PEO 3:** Able to inculcate effective communication skills, team work, ethics, leadership in preparation for a successful career in industry and R&D organizations.

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SLIDE 7 OF 39

NOTES COMMENTS

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- Amod Shrotri
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PEO: Mechanical (PVPIT)

- To enable students to analyze and solve mechanical engineering and allied problems applying basic principle of sciences and engineering for achieving immediate career opportunities
- To nurture the students with innovative and research practices augmented by professional and soft skills
- To inculcate sense of ethical, social and environmental responsibilities for conducting their professional activities
- To enable students to recognize the importance of and engage in lifelong learning process

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Outcomes: SMART

1 Specific: must provide description of precise behaviour and situation, must be concrete, focused and detailed

2

3

4

5 Measurable: performance must be observed and measured

6

7

8 Achievable: must be achieved by using reasonable effort

9

10 Realistic: must be appropriate for student and situation

11

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16

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Abhijit Salunkhe

Amod Shrotri

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ARDANDEKAR 1

Ashish Patil

Bhushan Birnale

c.g. harge

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PSO: Sample Example of other college

- **PSO1.** Should be able to clearly understand the concepts and applications in the field of Communication/networking, signal processing, embedded systems and semiconductor technology.
- **PSO2.** Should be able to associate the learning from the courses related to Microelectronics, Signal processing, Microcomputers, Embedded and Communication Systems to arrive at solutions to real world problems.
- **PSO3.** Should have the capability to comprehend the technological advancements in the usage of modern design tools to analyze and design subsystems/processes for a variety of applications.
- **PSO4.** Should possess the skills to communicate in both oral and written forms, the work already done and the future plans with necessary road maps, demonstrating the practice of professional ethics and the concerns for societal and environmental wellbeing.

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ARDANDEKAR 1

Ashish Patil

Bhushan Birnale

c.g. harge

Dr. Arjun R Vasatkar

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PSO: Mechanical (PVPIT)

- Design a mechanical system, component or process to meet the desired needs within the realistic constraints by optimum resource utilizations in economic, environmental, social, health & safety and manufacturability
- Design and conduct experiment to analyze and interpret data in different areas of mechanical engineering and interdisciplinary problems with existing professional practices
- Use of state of the art technique, skills, various standards for mechanical profession

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Example:

- Program Outcome (Attribute 3)

Design:

PO3: Design/Development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety, and cultural, societal, and environmental considerations.

Competencies

1. Demonstrate an ability to define a complex, open-ended problem in engineering terms.
2. Demonstrate an ability to generate a diverse set of alternative design solutions.
3. Demonstrate an ability to select the optimal design scheme for further development.
4. Demonstrate an ability to advance an engineering design to the defined end state.

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Once the above process is completed for the program, the assessment of COs for all the courses is designed by connecting assessment questions (used in various assessment tools) to the PIs. By following this process, where examination questions map with PIs, we get clarity and better resolution for the assessment of COs and POs. The pictorial representation of the process is given in Figure below:

```

    graph LR
      PO[Program Outcomes PO] --> CA[Competencies to be Attained CA]
      CA --> PI[Performance Indicators PI]
      PI --> AS[CIE and SEE questions, project/lab, assignment/matrix]
      PO --> C1[Competency 1.1]
      PO --> C2[Competency 1.2]
      PO --> C3[Competency 1.3]
      C1 --> PI1.1.1[PI 1.1.1]
      C1 --> PI1.1.2[PI 1.1.2]
      C1 --> PI1.1.3[PI 1.1.3]
      C2 --> PI1.2.1[PI 1.2.1]
      C2 --> PI1.2.2[PI 1.2.2]
      C3 --> PI1.3.1[PI 1.3.1]
      C3 --> PI1.3.2[PI 1.3.2]
      C3 --> PI1.3.3[PI 1.3.3]
  
```

Connecting POs to Assessment

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Following table gives the suggestive list of competencies and associated performance indicators for each of the PO in **Mechanical Engineering Program**.

Competency		Indicators	
PO 1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialisation for the solution of complex engineering problems.			
1.1	Demonstrate competence in mathematical modelling	1.1.1	Apply mathematical techniques such as calculus, linear algebra, and statistics to solve problems
		1.1.2	Apply advanced mathematical techniques to model and solve mechanical engineering problems
1.2	Demonstrate competence in basic sciences	1.2.1	Apply laws of natural science to an engineering problem
1.3	Demonstrate competence in engineering fundamentals	1.3.1	Apply fundamental engineering concepts to solve engineering problems
1.4	Demonstrate competence in specialized engineering knowledge to the program	1.4.1	Apply Mechanical engineering concepts to solve engineering problems.

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CO: CAD/ CAM

1. To develop algorithms/programs for various CAD functions and CAM activities.
2. To analyze mechanical systems using finite element analysis methods from mathematical models developed for the simple and complex systems for stress strain and dynamic behavior of the same.
3. To understand working of various advanced manufacturing techniques like FMS, group technology, CIM etc.

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Choice of action verbs in constructing assessment questions is important to consider. Quite often, the action verbs are indicators of the complexity (level) of the question. Over time, educators have come up with a taxonomy of measurable verbs corresponding to each of the Bloom's cognitive levels [8].

These verbs help us not only to describe and classify observable knowledge, skills and abilities but also to frame the examination or assignment questions that are appropriate to the level we are trying to assess.

Suggestive list of skills/ competencies to be demonstrated at each of the Bloom's level and corresponding cues/ verbs for the examination/ test questions is given below:

Level	Skill Demonstrated	Question cues / Verbs for tests
1. Remember	<ul style="list-style-type: none"> Ability to recall of information like facts, conventions, definitions, jargon, technical terms, classifications, categories, and criteria ability to recall methodology and procedures, abstractions, principles, and theories in the field knowledge of dates, events, places mastery of subject matter 	list, define, tell, describe, recite, recall, identify, show, label, tabulate, quote, name, who, when, where

Participants (39)

sadhana patil | Sanjay Gheji | Satish Kulkarni | savita majage | Seema Mane - Vanamane | SHITAL GUNJATE | Subhash Kore | Swapnil Patil | Tejaswini Shinde | V. V. Nair | Vijay G Sawant | Vishal Patil | Vitthal Gaikwad | Yojana Pudale

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Level	Skill Demonstrated	Question cues / Verbs for tests
2. Understand	<ul style="list-style-type: none"> understanding information grasp meaning translate knowledge into new context interpret facts, compare, contrast order, group, infer causes predict consequences 	describe, explain, paraphrase, restate, associate, contrast, summarize, differentiate, interpret, discuss
3. Apply	<ul style="list-style-type: none"> use information use methods, concepts, laws, theories in new situations solve problems using required skills or knowledge Demonstrating correct usage of a method or procedure 	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, experiment, show, examine, modify
4. Analyse	<ul style="list-style-type: none"> break down a complex problem into parts Identify the relationships and interaction between the different parts of a complex problem Identify the missing information, sometimes the redundant information and the contradictory information, if any 	classify, outline, break down, categorize, analyze, diagram, illustrate, infer, select

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Course Outcomes

- More from content delivery and assessment
- PBL
- MOOCs
- Internships
- Associations

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Abhijit Salunkhe

Amod Shrotri

ANANT KUMBHOJKAR

ARDANDEKAR 1

Ashish Patil

Ashvini Lad

Bhushan Birnale

c.g. harge

Chetan

Hrishikesh Ghewade

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CO: Mechanical (Applied Thermodynamics)

1. Define the terms like calorific value of fuel, stoichiometric air-fuel ratio, excess air, equivalent evaporation, boiler efficiency, etc. Calculate minimum air required for combustion of fuel.
2. To study and analyze the gas, vapor power cycles, nozzle, steam turbines, steam condenser used in steam power plants. Derive expression for performance parameter.
3. Draw P-v diagram for single-stage reciprocating air compressor, with and without clearance volume, and evaluate its performance. Evaluate the performance of rotary compressor

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Hrishikesh Ghewade

Prof. R.D. Patil

A.S. Ingale

Abhijit Salunkhe

Amod Shrotri

ANANT KUMBHOJKAR

ARDANDEKAR 1

Ashish Patil

Ashvini Lad

Bhushan Birnale

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CO: Mechatronics

- To understand the importance of integration of Mechanical, Electronics and Control in the design of Mechatronics system
- To understand proper selection of sensor, transducer and signal conditioning elements for a Mechatronics system
- To understand and design PLC programming techniques and industrial applications of PLC

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CO: Geology (Civil)

CO1: Recognize the different land forms which are formed by various geological agents.

CO2: Identify the origin, texture and structure of various rocks and physical properties of mineral.

CO3: Emphasize distinct geological structures which have influence on the civil engineering structure.

CO4: Understand how the various geological conditions affect the design parameters of structures.

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CO: Hydraulics - II (Civil)

CO1 :Design open channel sections in a most economical way.

CO2: Know about the non-uniform flows in open channel and the characteristics of hydraulic jump.

CO3: Understand application of momentum principle of impact of jets on plane

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CO-PO Mapping Justification

- Preliminary:
- Matching of action verbs: 3,2,1,-
- Secondary: Comprehension

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CO-PO mapping

- CO – PO Mapping with justification
- Attainment of targets
- At least one course sample per term for illustration / presentation
- Actions to make-up in attainment of targets

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CO-PO Mapping: Thermodynamics

	PO1	PO2	PO3	P4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1						1							
CO2	1	2				2				1					
CO3	1	2								2					

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CO-PO Mapping: CAD/CAM

Program Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS 01	PS 02	PS 03
Course outcomes															
CO1			3		2										2
CO2		3	3	3	3								3		2
CO3	3														

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CO-PO Mapping: Mechatronics

1: weak, 2: medium, 3: strongly

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1				1							
CO2	1		2		2							
CO3	3	1		1	2		1		1	1		

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PO-CO Target

- Previous three years data
- Justification from the programme Co ordinator/ Course Teacher

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PO-CO attainment

- 60% of class students above 60% marks = 3
- 60% of class students above 50% and below 60% marks = 2
- 60% of class students above 40% and below 50% marks = 1
- Direct
- Indirect
- Weighted average

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NOTES COMMENTS

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Appeal

- Bloom's Taxonomy to refer (Action verbs to focus at each levels)
- Refer to SAR document of another NBA accredited programme
- Refer to NBA evaluators' guidelines
- Arrange brain storming sessions on practicing OBE
- Update the website periodically preferably once in a term
- Insist use of IT tools to carry out data storage and evaluation

Tap to add notes

SLIDE 37 OF 39

NOTES COMMENTS

Participants (39)

Find a participant

- Sawan Wani (Host, me)
- Prof P J Kulkarni (Co-host)
- Nagendra Venkatakr... (Co-host)
- c.g. harge
- Hrishikesh Ghewade
- A.S. Ingale
- Abhijit Salunkhe
- Amod Shrotri
- ANANT KUMBHOJKAR
- ARDANDEKAR 1
- Ashish Patil
- Ashvini Lad
- Bhushan Birnale
- Chetan

Invite Mute All

12:55 PM 6/26/2021

The screenshot shows a Zoom meeting interface. At the top, there are three video thumbnails for participants: Sawan Wani, Nagendra Venk..., and Prof. R.D. Patil. The main window displays a Microsoft PowerPoint slide titled "Specific questions / suggestions" with the following bullet points:

- Programme specific
- Course specific
- Faculty specific
- Student Specific
- Assessment
- Presentation

On the right side, a "Participants (39)" list is visible, showing the following names and initials:

- Sawan Wani (Host, me)
- Prof P J Kulkarni (Co-host)
- Nagendra Venkatakri... (Co-host)
- Prof. S.R. Patil
- Hrishikesh Ghewade
- A.S. Ingale
- Abhijit Salunkhe
- Amod Shrotri
- ANANT KUMBHOJKAR
- ARDANDEKAR 1
- Ashish Patil
- Ashvini Lad
- Bhushan Birnale
- c.g. harge

The bottom of the screen shows the Windows taskbar with icons for Chrome, Zoom, and PowerPoint, along with the system tray displaying the time as 12:59 PM on 6/26/2021.

Attendance

Zoom Meeting

Recording

CO-PO Mech, Civil PVPIT - Microsoft PowerPoint

FILE HOME INSERT DESIGN TRANSITIONS ANIMATIONS SLIDE SHOW REVIEW VIEW

1 Following table gives the suggestive list of competencies and associated performance indicators for each of the PO in Mechanical Engineering Program.

2

3 **PO 1: Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialisation for the solution of complex engineering problems.

4

Competency	Indicators
1.1 Demonstrate competence in mathematical modelling	1.1.1 Apply mathematical techniques such as calculus, linear algebra, and statistics to solve problems 1.1.2 Apply advanced mathematical techniques to model and solve mechanical engineering problems
1.2 Demonstrate competence in basic sciences	1.2.1 Apply laws of natural science to an engineering problem
1.3 Demonstrate competence in engineering fundamentals	1.3.1 Apply fundamental engineering concepts to solve engineering problems
1.4 Demonstrate competence in specialized engineering knowledge to the program	1.4.1 Apply Mechanical engineering concepts to solve engineering problems.

5

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16 Tap to add notes

17

SLIDE 16 OF 39

NOTES COMMENTS

78%

Participants (39)

Find a participant

Sawan Wani (Host, me)

Prof P J Kulkarni (Co-host)

Nagendra Venkatakr...

A.S. Ingale

Abhijit Salunkhe

Amod Shrotri

ANANT KUMBHOJKAR

ARDANDEKAR 1

Ashish Patil

Ashvini Lad

Bhushan Birnale

c.g. harge

Dr. Arjun R Vasatkar

Hrishikesh Ghewade

Invite Mute All

11:55 AM 6/26/2021

Zoom Meeting

Recording

CO-PO Mech, Civil PVPIT - Microsoft PowerPoint

FILE HOME INSERT DESIGN TRANSITIONS ANIMATIONS SLIDE SHOW REVIEW VIEW

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16 Tap to add notes

17

SLIDE 16 OF 39

NOTES COMMENTS

78%

Participants (39)

Find a participant

Hrishikesh Ghewade

M S Kakamare

Mr. Amarsingh S. Patil

Mr. Anup Pawar

Mr. Sandesh S. Awati

Ms. Swati P. Shinde

Nitin Patil

P.T. Patil

Prof. Pankaj Awate Sangli

Prof. R.D. Patil

Prof. S.R. Patil

S.M.Patil, i

sadhana patil

Sanjay Gheji

Invite Mute All

11:55 AM 6/26/2021

Zoom Meeting

Recording

CO-PO Mech, Civil PVPIT - Microsoft PowerPoint

FILE HOME INSERT DESIGN TRANSITIONS ANIMATIONS SLIDE SHOW REVIEW VIEW Sign in

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Following table gives the suggestive list of competencies and associated performance indicators for each of the PO in **Mechanical Engineering Program**.

PO 1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialisation for the solution of complex engineering problems.	
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Tap to add notes

SLIDE 16 OF 39 NOTES COMMENTS 78%

Participants (39)

Find a participant

- SP sadhana patil
- SG Sanjay Gheji
- SK Satish Kulkarni
- S savita majage
- S Seema Mane - Vanamane
- S SHITAL GUNJATE
- Subhash Kore
- Swapnil Patil
- Tejaswini Shinde
- VV V. V. Nair
- V Vijay G Sawant
- VP Vishal Patil
- VG Vitthal Gaikwad
- Yojana Pudale

Invite Mute All

11:55 AM 6/26/2021

Zoom Meeting

Recording...

Participants (106)

Find a participant

Sawan Wani (Host, me)

VENKATESH RAIKAR (Co-host)

Amit Kusanale (Co-host)

Dr Dinkar Ghewade P... (Co-host)

P.T. Patil (Co-host)

Prasad Phalle (Co-host)

12345

4e2048e4

A. P. Patil

A.S. Ingale

Abhijit Salunkhe

AK

ANANT KUMBHOJKAR

archana bhandare

Invite Mute All

NEP FINAL - Microsoft PowerPoint

Home Insert Design Animations Slide Show Review View

Layout Paste Copy Paste New Slide Delete Font Paragraph Drawing

Slides Outline

Fundamental Principles of NEP 2020

- Recognizing, identifying, and fostering the unique capabilities of each student
- Flexibility.
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc.
- Multidisciplinarity and a holistic education
- Emphasis on conceptual understanding, creativity and critical thinking
- Promoting multilingualism and the power of language in teaching and learning
- Life skills such as communication, cooperation, teamwork, and resilience.

Prof Ananta Prasad
29-10-2020
Brounaw, S: 804521 JLDW@18

Click to add notes

Slide 4 of 42 "Office Theme" English (United States) 4:24 PM 6/19/2021

Zoom Meeting

You are viewing VENKATESH RAIKAR's screen

View Options

Participants (117)

Find a participant

Sawan Wani (Host, me)

VENKATESH RAIKAR (Co-host)

Amit Kusanale (Co-host)

Dr Dinkar Ghewade P... (Co-host)

P.T. Patil (Co-host)

12345

4e2048e4

A.S. Ingale

Abhijit Salunkhe

AK

Amolkumar Jadhav

ANANT KUMBHOJKAR

archana bhandare

ARDANDEKAR 1

Invite Mute All

Previous academic structure

New Pedagogical & Curricular Structure

2 (Ages 16-18)

10 (Ages 6-16)

4 (Class 9 to 12) (Ages 14-18)

3 (Class 6 to 8) (Ages 11-14)

3 (Class 3 to 5) (Ages 8-11)

2 years (Class 1 & 2) (Ages 4-8)

3 years (Anganwadi pre-school/Balvatika) (Ages 3-6)

Secondary

Middle

Preparatory

Foundational

Unmute Start Video Security Participants Chat Share Screen Pause/Stop Recording Reactions More End

4:36 PM 6/19/2021

Zoom Meeting | You are viewing VENKATESH RAIKAR's screen | View Options

Sawan Wani | VENKATESH RAIKAR | archana bha... | Solanki Amitk... | iPhone

Recording

Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning

- The highest priority of the education system will be to achieve **universal foundational literacy and numeracy in primary school by 2025**.
- National Mission on Foundational Literacy and Numeracy** will be set up by the Ministry of Human Resource Development (MHRD) on priority.

Participants (124)

Q Find a participant

- Sawan Wani (Host, me)
- VR VENKATESH RAIKAR... (Co-host)
- Amit Kusanale (Co-host)
- DD Dr Dinkar Ghewade P... (Co-host)
- PP P.T. Patil (Co-host)
- 1 12345
- 4 4e2048e4
- A A.S. Ingale
- A Abhijit Salunkhe
- AK
- AJ Amolkumar Jadhav
- AV Anagha Venkatesh Raikar
- AK ANANT KUMBHOJKAR
- M archana bhandare

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4:38 PM 6/19/2021

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Sawan Wani | VENKATESH RAIKAR | archana bha... | Satsichandr... | iPhone

Recording

Higher Education

- Quality HE aims to develop good, thought ful, well-rounded & creative individuals.
- Must form a basis for Knowledge Creation & Innovation.
- Purpose of QHE –creation of greater opportunities for individual employment.
- Re-energising of HE through- Multidisciplinary Universities & Colleges, undergraduate education, faculty & institutional autonomy etc.

Participants (122)

Q Find a participant

- Sawan Wani (Host, me)
- VR VENKATESH RAIKAR... (Co-host)
- Amit Kusanale (Co-host)
- DD Dr Dinkar Ghewade P... (Co-host)
- PP P.T. Patil (Co-host)
- .K .Dr.Vilasrao Kalantre
- 1 12345
- 4 4e2048e4
- A A.S. Ingale
- A Abhijit Salunkhe
- AK
- AJ Amolkumar Jadhav
- AK ANANT KUMBHOJKAR
- M archana bhandare

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4:42 PM 6/19/2021

Zoom Meeting

Recording...

Sawan Wani Dr Dinkar Gh... VENKATESH RAI... archana bha... Satisichandr...

Participants (122)

Q Find a participant

Sawan Wani (Host, me) VENKATESH RAIK... (Co-host) Amit Kusanale (Co-host) Dr Dinkar Ghewade P... (Co-host) P.T. Patil (Co-host) Dr.Vilasrao Kalantre 4e2048e4 A.S. Ingale AK ANANT KUMBHOJKAR archana bhandare ARDANDEKAR 1 ARVIND PANDE Asmita P. Patil

NEP 2020: NTA to offer common entrance exam
The National Testing Agency (NTA) will offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year for university entrance exams.

NEP 2020: National Committee for integration of vocation Education -Lok Vidya
Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students. The education ministry, would constitute a National Committee for the Integration of Vocational Education (NCIVE).

Prof Anuja Pandey
Bharwadaj,SLBSNSU,N.Delhi-16 27

29-10-2020

5:00 PM 6/19/2021

Zoom Meeting

You are viewing VENKATESH RAIKAR's screen

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Sawan Wani VENKATESH RAI... Rishikesh Sutar shankar K NSRI... Swapnil Patil

Participants (128)

Q Find a participant

Sawan Wani (Host, me) VENKATESH RAIK... (Co-host) Amit Kusanale (Co-host) P.T. Patil (Co-host) Dr Dinkar Ghewade Principal ... (Co-host) Dr.Vilasrao Kalantre 4201_prasad Mendhe 4e2048e4 A.G. Patil A.S. Ingale Abhijit Salunkhe AK ANANT KUMBHOJKAR archana bhandare

Teacher Training Programs

- Formal Mechanism: Refresher Courses, Orientation course, FDPs
- Most of the programs focus on the subject knowledge
- Models of education, ICT enabled teaching-learning weren't addressed to sufficient depth
- Few institutions/faculty members from tire-1/tire-2 were knowing these things

So, when the pandemic occurred, we were

UNPREPARED

- Online Learning, MooC, LMS, e-Content, e-Learning became buzzwords overnight
- Isolated Efforts were initiated by many institutions to train their faculty members for online teaching but they lack Standardization n were not monolithic, mostly covered delivery platforms

Unmute Start Video Security Participants 128 Chat Share Screen Pause/Stop Recording Reactions More End

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Sawan Wani Rishikesh Sutar shankar K NSRI... Swapnil Patil

Four Tasks of Mentors

- 1 Creating Learning Resources & Tools
- 2 Delivering Learning Resources
- 3 Engaging the Learners Creatively
- 4 Evaluating the Learners Continuously

ADAMAS UNIVERSITY

Participants (128)

Find a participant

- Sawan Wani (Host, me)
- VR VENKATESH RAIKAR... (Co-host)
- Amit Kusanale (Co-host)
- DD Dr Dinkar Ghewade P... (Co-host)
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- .K .Dr.Vilasrao Kalantre
- 4 4e2048e4
- AP A.G. Patil
- A A.S. Ingale
- S Aadil shaikh
- A Abhijit Salunkhe
- AK AK
- AK ANANT KUMBHOJKAR
- M archana bhandare

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