



(../Institute/Welcome.aspx)

## SAMARTH POLYTECHNIC

0992principal@msbte.com (../Institute/Welcome.aspx)

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## Part B

### 1 VISION, MISSION AND PROGRAM EDUCATIONAL OBJECTIVES (50)

#### **1.1 State the Vision and Mission of the Department and Institution (5)**

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=114\)](#)

(Vision statement typically indicates aspirations and Mission statement states the broad approach to achieve aspirations)

(Here Institute Vision and Mission statements have been asked to ensure consistency with the department Vision and Mission statements; the assessment of the Institute Vision and Mission w

[Edit](#)

Vision of the institute	To Create Professionally Competent Engineers for Development of Society.																	
Mission of the institute	M1-To Impart Quality Education System in the Technical Field to Solve Engineering Problems. M2- To Create Skilled Technician to Meet the Requirements of Industry and Society. M3-To Enhance Educational Capabilities for Latest Technology, Ethical Practices and Sustainability.																	
Vision of the Department	To Enhance Quality Based Technical Education For Fulfilling Global Needs in the Field of Computer Engineering.																	
Mission of the Department	<table border="1"><thead><tr><th>Mission No.</th><th>Mission Statements</th><th>Action</th></tr></thead><tbody><tr><td>M1</td><td>M1: To Provide Quality Education in the Field of Computer Engineering For Easy Adaption to Industry and Higher Learning.</td><td>Delete</td></tr><tr><td>M2</td><td>M2: To Enhance Technical Skills and Innovative Ideas Through Multidisciplinary Activities.</td><td>Delete</td></tr><tr><td>M3</td><td>M3: To Encourage and Mentor Students Social and Entrepreneurship Skills.</td><td>Delete</td></tr><tr><td>M4</td><td>M4: To Inculcate Technical Education For Serving Information Technology.</td><td>Delete</td></tr></tbody></table>			Mission No.	Mission Statements	Action	M1	M1: To Provide Quality Education in the Field of Computer Engineering For Easy Adaption to Industry and Higher Learning.	Delete	M2	M2: To Enhance Technical Skills and Innovative Ideas Through Multidisciplinary Activities.	Delete	M3	M3: To Encourage and Mentor Students Social and Entrepreneurship Skills.	Delete	M4	M4: To Inculcate Technical Education For Serving Information Technology.	Delete
Mission No.	Mission Statements	Action																
M1	M1: To Provide Quality Education in the Field of Computer Engineering For Easy Adaption to Industry and Higher Learning.	Delete																
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M3	M3: To Encourage and Mentor Students Social and Entrepreneurship Skills.	Delete																
M4	M4: To Inculcate Technical Education For Serving Information Technology.	Delete																

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**1.2 State the Program Educational Objectives (PEOs) (5)**

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=115\)](#)

(State the Program Educational Objectives (3 to 5 statements/objectives) of the program seeking accreditation)

[Edit](#)

PEO No.	Program Educational Objectives Statements	Action
PEO1	Provide socially responsible, environment friendly broad -based solutions to Computer Engineering related broad-based problems adapting professional ethics.	<a href="#">Delete</a>
PEO2	Adapt state-of-the-art Computer Engineering broad-based technologies to work in multi-disciplinary work environment.	<a href="#">Delete</a>
PEO3	Solve broad-based problems individually and as a team member communicating effectively in the world of work.	<a href="#">Delete</a>

### 1.3 Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders (10)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=116\)](#)

(Describe where(websites, curriculam, posters etc.) the Vision, Mission and PEOs are published and detail the process which ensures awareness among internal and externals take holders with

(Internal stakeholders may include Management, Governing Board Members, faculty, support staff, students etc. and external stakeholders may include employers, industry, alumni, funding a

[Edit Answer](#)

- Institute website: poly.sreir.org
- Displayed on the Departmental HOD Office, faculty room
- Departmental files.
- Displayed on the Departmental notice boards,
- Laboratories, Class room and Seminar room.
- Disseminated during student orientation programme.
- Department magazine
- Course Files.
- Computer desktops.
- Departmental library.
- Students Notebooks.

#### PROCESS

The dissemination of the Mission-Vision-PEO has been done in the strategic ways in stages.

- The Mission, Vision and PEO are developed in a participative mode with the stakeholders. The internal stakeholders were involved in the development of the Mission and Vision and the external Stake holders were
- The Mission-Vision-PEOs were shared in the committees of the institute level committee, ICIU. The mission and vision was developed and presented before the committees for appraisal and approval.
- It is the practice of the institute to disseminate the mission-vision-PEOs of the institute and department in all co-curricular and extra-curricular activities.
- The statements are published/ displayed during the activities at the institute level.
- These statements are discussed and presented at length during the orientation and induction programme organized for the new entrants/ during the start of the every academic year.
- The same is being done at parent and industry meets.
- This strategy has helped in providing the proper orientation as well as to align the institutional activities for the development of students.
- The Mission-Vision-PEOs are published and printed on the official and academic documents of the institute and department.

### 1.4 State the process for defining the Vission and Mission of the Department, and PEOs of the program (15)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=117\)](#)

(Articulate the process involved in defining the Vision and Mission of the department and PEOs of the program)

[Edit Answer](#)

The department established the vision and mission through a consultative and collaborative process involving all stakeholders of the department. The mission and vision of the institute was thoroughly understood by the participants of the programme.

- Vision and Mission of the institute are considered as a base.
- The Computer Engineering HOD with the active participation of faculty members and based on the continuous feedback from internal and external stakeholders developed the vision and mission statement of the department.
- Vision and Mission statements are discussed further among all Computer Engineering faculty members before finalization.
- The vision and mission statements are sent to the three member's committee for approval.
- Finally the Vision and Mission are approved by the ICIU and, Institute level NBA committee.

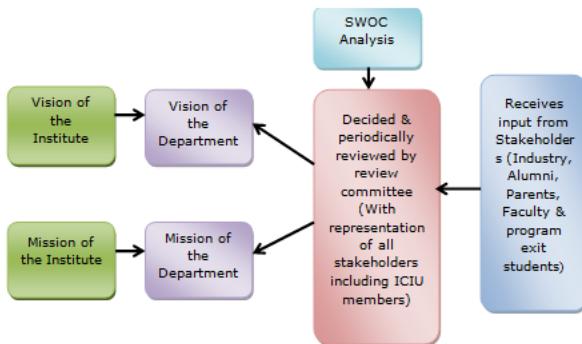


Fig.1.1 Process for defining the Vision and Mission of the Department

#### PROCESS INVOLVED IN DEFINING THE PEOs :

- The PEOs are developed in a participative mode with the alumni, industry, parents and faculty members by interaction.
- Taking the above into consideration, the PEOs are established by the Core Committee of the department.
- The PEOs are presented and discussed in the alumni and industry academic meet and their suggestions are obtained.
- The PEOs are communicated to all the faculty members of the department and their feedback is obtained.
- The PEOs are then put to the review and assessment committee of the department for final approval.

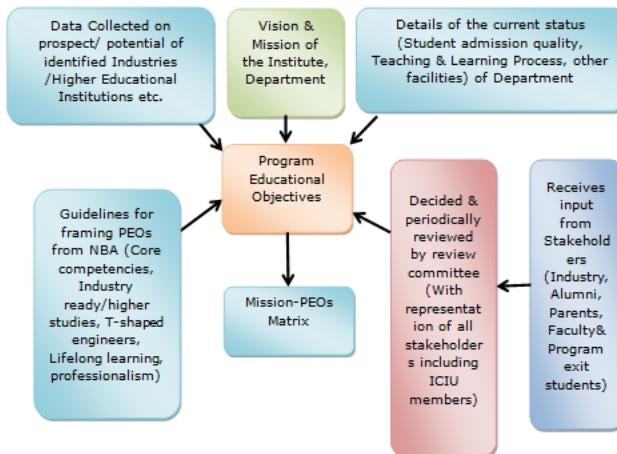


Fig.1.2 Process for defining the PEOs of the Department

#### 1.5 Establish Consistency of PEOs with Mission of the Department (15)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=118\)](#)

(Generate a "Mission of the Department – PEOs matrix" with justification and rationale of the mapping)

**Note : M1, M2, . . Mn are distinct elements of Mission statement.**

Enter correlation levels 1, 2 or 3 as defined below:

1: Slight (Low)      2: Moderate (Medium)      3: Substantial (High)      If there is no correlation, put “-”

**Note: In this document wherever the term 'Process' has been used its meaning is process formulation, notification and implementation.**

[Edit Answer](#)

	M1:	M2:	M3:	M4:	Justification/Rationale
PEO Statements	(Offering Excellent Education System to acquire professional Competencies and to solve the Electronics and Telecommunication Engineering Problem.)	(To impart industry institute interaction through various industrial Visits, Expert Lecture, Workshop & Training.)	(To enrich career opportunities for student through higher education, industry & Entrepreneurship.)	(To inculcate ethical values and Leadership Qualities in the minds of students for the growth of the society.)	
PEO1 (PROVIDE SOCIALLY RESPONSIBLE, ENVIRONMENT FRIENDLY SOLUTIONS TO ELECTRONICS AND TELECOMMUNICATION ENGINEERING RELATED BROAD-BASED PROBLEMS ADAPTING PROFESSIONAL ETHICS.)	3	2	2	2	<ul style="list-style-type: none"> <li>• Mission 1 Strongly support PEO1-E methods through ICT tools.</li> <li>• Mission 2 moderately support PEO Skill</li> <li>• Mission 3 moderately support PEO</li> <li>• Mission 4 moderately support PE competitions.</li> </ul>
PEO2 (ADAPT STATE-OF-THE-ART ELECTRONICS AND TELECOMMUNICATION ENGINEERING BROAD-BASED TECHNOLOGIES TO WORK IN MULTI-DISCIPLINARY WORK ENVIRONMENTS.)	2	3	2	2	<ul style="list-style-type: none"> <li>• Mission 1 moderately support PEO activities helps the students to work</li> <li>• Mission 2 Strongly support PEO2-T multidisciplinary environment.</li> <li>• Mission 3 moderately support PEO quizzes, project competitions and t</li> <li>• Mission 4 moderately support PE</li> </ul>
PEO3 (SOLVE BROAD-BASED PROBLEMS INDIVIDUALLY AND AS A TEAM MEMBER COMMUNICATING EFFECTIVELY IN THE WORLD OF WORK.)	2	3	2	3	<ul style="list-style-type: none"> <li>• Mission 1 moderately support PEO telecommunication engineering, whi</li> <li>• Mission 2 Strongly support PEO3-E effective adaption of technologies i</li> <li>• Mission 3 moderately and Mission Plantation, and Blood Donation, mor</li> </ul>

### Instructions -

Data of above tables are used in following tables. Click the button to load the data in following grid. [Load Grid](#)

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PEO Statements	M1	M2	M3	M4
Provide socially responsible, environment friendly broad -based solutions to Computer Engineering related broad-based problems adapting professional ethics.	3	2	2	2
Adapt state-of-the-art Computer Engineering broad-based technologies to work in multi-disciplinary work environment.	2	3	2	2
Solve broad-based problems individually and as a team member communicating effectively in the world of work.	2	3	2	3

[Previous](#)

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## Part B

### 2 PROGRAM CURRICULUM AND TEACHING - LEARNING PROCESSES (200)

#### 2.1 Program Curriculum (40)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=487\)](#)

In case all POs and PSOs are being demonstrably met through Board Curriculum then 2.1.2 will not be applicable and the weightage of 2.1.1 will be 40.

All POs and PSOs are being demonstrably met through Curriculum ? :

#### 2.1.1 State the process used to identify extent of compliance of the Board curriculum for attaining the Program Outcomes (POs) and Program Specific Outcomes (PSOs) as required by AICTE

A. Process used to identify extent of compliance of curriculum for attaining POs & PSOs (15) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=437\)](#)

[Edit Answer](#)

#### The process used to identify extent of compliance of Board curriculum for attaining the POs and PSOs is as follows :

1. Identify Course Outcomes for each course.
2. Map each Course Outcome with POs and PSOs.
3. Categorize entire Curriculum into Mathematics, Basic science, Humanities and social science, Professional core, Electives, Employability Enhancement Courses and calculate credit for each course, compare curricu

#### Identified Curriculum Gaps :

Curriculum grouping with number of courses and POs, PSOs mapping as per AICTE

Program Curriculum Grouping based on Course Component	Number of subjects	POs and PSOs
Basic Science	08	PO1, PO2, PO3, PO4, PO7
Humanities and Social Science Courses	04	PO1, PO5, PO7

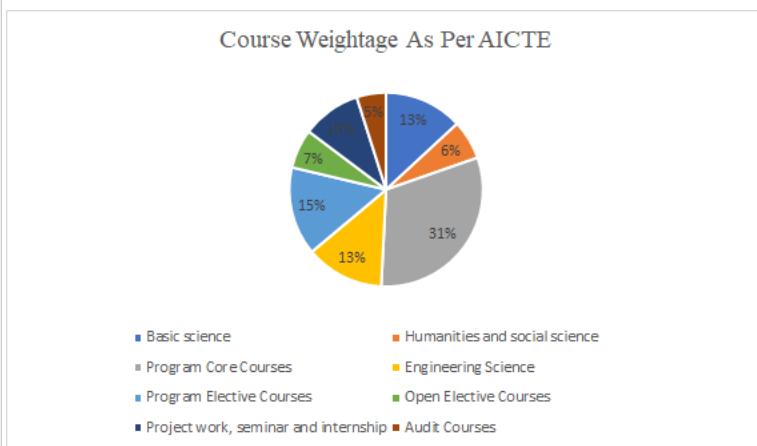
Program Core Courses	19	PO1,PO2,PO3, PO4,PO5, PO6,PO7,PSO1,PSO2,
Engineering Science	08	PO1,PO2,PO3, PO4, PO7,PSO1
Program Elective Courses	09	PO1,PO2,PO3, PO4, PO7,PSO1,PSO2
Open Elective Courses	04	PO1,PO2,PO3, PO4, PO7,PSO1,PSO2
Project Work, Seminar & Internship	06	PO1,PO2,PO3, PO4,PO5, PO6 ,PO7, ,PSO1,PSO2
Audit Courses	03	PSO1, PSO2,PSO5,PSO1

Table : AICTE Credit Table

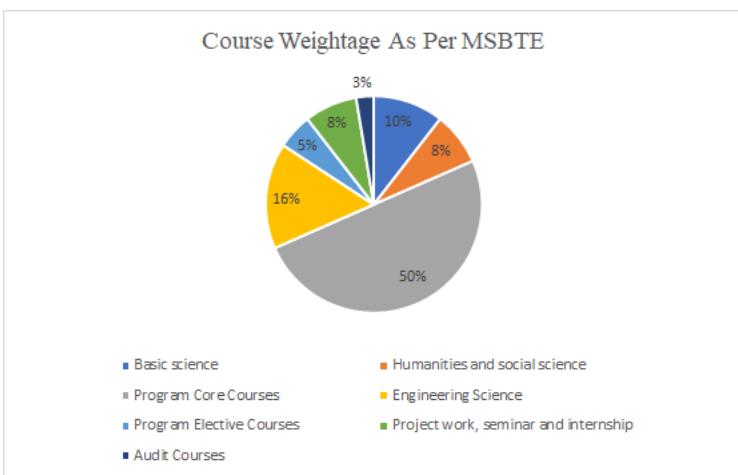
Curriculum grouping with number of courses and POs, PSOs mapping as per MSBTE

<b>Program Curriculum Grouping based on Course Component</b>	<b>Number of subjects</b>	<b>POs and PSOs</b>
Basic Science	04	PO1, PO2,PO3,PO4, PO7
Humanities and Social Science Courses	03	PO1, PO5,PO7
Program Core Courses	19	PO1,PO2,PO3, PO4,PO5, PO6,PO7,PSO1,PSO2,
Engineering Science	06	PO1,PO2,PO3, PO4, PO7,PSO1
Program Elective Courses	02	PO1,PO2,PO3, PO4, PO7,PSO1,PSO2
Project Work, Seminar & Internship	03	PO1,PO2,PO3, PO4,PO5, PO6 ,PO7, ,PSO1,PSO2
Audit Courses	01	PSO1, PSO2,PSO5,PSO1

Table : MSBTE Credit Table



Pie chart of course weightage as per AICTE



Pie chart of course weightage as per MSBTE

POs/ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
Correlation	2.44	2.35	2.27	2.18	2.06	2.14	2.12	2.26	2.02
% of Correlation	81.33	78.33	75.66	72.66	68.66	71.33	70.66	75.33	67.33

Table: Mapping all courses with POs and PSOs.

B. List the curricular gaps for the attainment of POs & PSOs (10) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=435\)](#)

[Edit Answer](#)

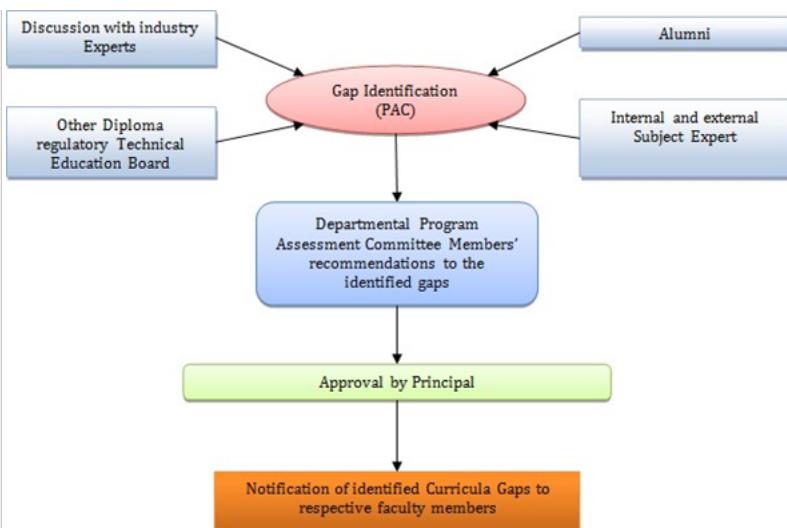
The College is affiliated to Maharashtra State Board of Technical Education, Mumbai (MSBTE). As per the regulations of MSBTE, it follows the semester pattern of teaching- learning process. MS experts, students etc. The inputs taken from all these stakeholders help to minimize the gaps in the curriculum of earlier scheme.

In spite of all the above measures taken by MSBTE, Department of Computer Engineering, Samarth Polytechnic, Belhe has found that due to the advancements of technologies and growing demand attempted to fill with relevant teaching-learning methods, so as to further strengthen the program specific outcomes (PSOs) and program outcomes (POs).

As per our consideration few courses are not addressing all POs and PSOs hence, faculty and PAC has thoroughly understood present curriculum needs and identified a few gaps to attain POs and PSOs.

#### **Process used for identifying curriculum gaps :**

Following systematic mechanism has been designed to identify the gaps in curriculum and optimize it to the highest level of usefulness in Department of Computer Engineering.

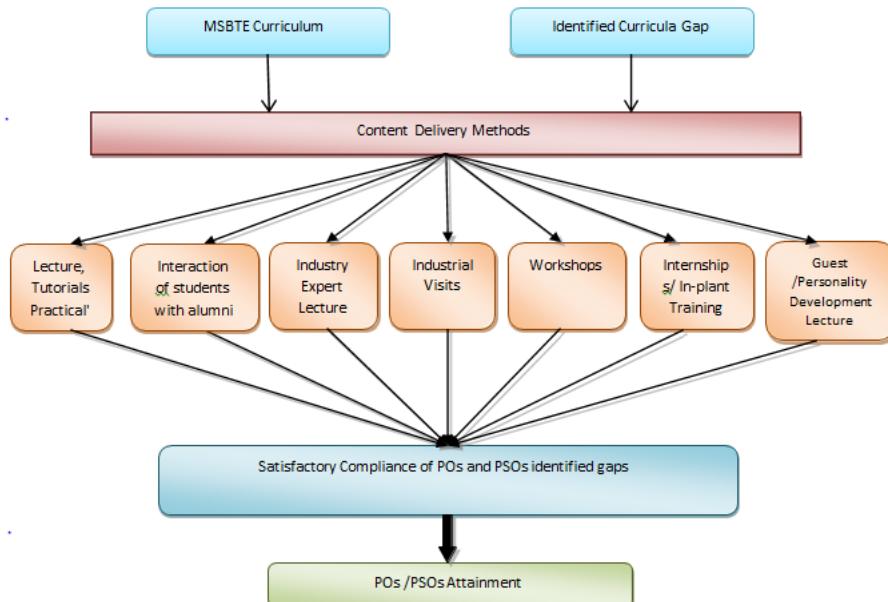


**Figure 2.1: Process used for identifying gaps in curriculum**

An exhaustive study of the curriculum is carried out by subject experts including subject teachers and all the concerned stakeholders. They are brought to a single platform to find the gaps in curriculum. In the gap finding process, the meeting of PAC members is conducted at the start of every semester. The industry expert is one of the members of this committee to suggest additions of contents.

#### Gap Identification :

- A. Recent technologies in Computer Engineering field which are not included in syllabus have been considered as gaps.
- B. Recent software used in Computer Engineering field has been considered as gaps.
- C. Personality is a set of traits that makes a person unique. Students need proper training about Personality Development.
- D. Students are usually unaware about different schemes of government for entrepreneurship. It is considered as a gap.



**Fig. :The Process for meeting out the identified gap**

After the successful execution of all the above activities, the gaps in curriculum are filled to the level of satisfaction and that way the attainment of POs and PSOs is achieved.

#### 2.1.2 Contents beyond the Syllabus (15)

(Provide details of the additional course/learning material/content/laboratory experiments/projects etc., arising from the gaps identified in 2.1.1. the delivery details and relevance to POs and PSOs)

[Edit Answer](#)

**MAHARASHTRA STATE BOARD OF TECHNICAL EDUCATION**  
 (Autonomous) (ISO 9001:2008) (ISO/IEC 27001:2005)  
 4<sup>th</sup> Floor, Government Polytechnic Building, 49, Kherwadi, Bandra (East) Mumbai - 400 051.  
 Tel: (022) 26475077 (O) / 26477209 (P) Fax: (022) 26473980  
 email: secretary@msbte.com web: www.msbte.com  
 No./MSBTE/ Desk50/ "I" Scheme/ Pro-struct-sugg/2016/ 3082 Date: 16/05/2016

**IMPORTANT WEB CIRCULAR**

To  
**The Principal of**  
**All affiliated institutions (AICTE Programmes only)**

Sir,

You are aware that MSBTE is in the process of revision of curriculum of engineering diploma programmes. The work of revision of curriculum is being done under the expert guidance of the National Institute of Technical Teacher's Training & Research (NITTTR) Bhopal. The competency questionnaires were prepared for seeking feedback from industry and alumni. Based on their feedback, competencies are rated, analyzed and programme-wise structures are prepared. These proposed structures of various diploma programmes of 'I' Scheme are now available on web site of MSBTE.

The Principals of all affiliated institutions are informed to instruct their faculties and also industry experts in association with your college, to go through the structures and give suggestions, comments, if any, for making changes in these structures. However faculties may be informed that such suggestions, comments shall be in line with the industry requirements and employability aspects of the students.

The faculties shall send their relevant suggestions, comments in brief, directly to the resource persons of NITTTR Bhopal and resource persons of MSBTE, of respective programmes **through email only**. (*Comments through letter will not be accepted*). The email addresses are available on the bottom page of each programme structure. While giving comments, the **name of institute, name of faculty, designation, branch and mobile no. are mandatory**. The suggestions, comments received before **29<sup>th</sup> May, 2016** shall only be considered, if found suitable in line with the requirements of curriculum.

Suggestions, comments from faculties of your institute & industry experts are valuable and helpful in finalizing the programme structures of 'I' Scheme. Treat this as important and time bound activity.

  
 (Dr. Vinod M. Mohikar)  
 Secretary  
 M. S. Board of Technical Education  
 Mumbai - 400 051.

**Copy to:**

- 1) Chief Programme Coordinator, NITTTR Bhopal for information
- 2) By Secretary, Mumbai, Pune, Aurangabad and Nagpur region, they are directed to inform to all institutions in their region for giving comments and suggestions form faculty.

C:/Users/agileshpande/Desktop/Letter to Principal and Dy Secretary.docx

**Maharashtra State Board Of technical education, Mumbai**

**Online Portal for I Scheme Implementation**

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MAIN MENU

I Scheme Program Structure Comment Submission  
 Collaboration with Industry and National Institute of Technical Teacher's Training and Research (NITTTR) Bhopal

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\* The fields marked with (\*) are mandatory.

Your Comments Form Submitted successfully .Thanks for Your Co-operation.

Selected Course	Select Course
Name of Person	<input type="text"/>
Designation	<input type="text"/>
Name of Institute/Industry*	<input type="text"/>
Mobile Number*	<input type="text"/>
Email ID*	<input type="text"/>
Enter Comments Below	
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>

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#### **Delivery details of content beyond syllabus :**

- Lectures, Tutorials and Practical's.
- Training on Soft skills and value addition programs
- Guest lectures
- Workshops/Value addition Courses
- Industrial Visits
- Industry expert lectures
- Internships/In-plant Training

<b>Course Delivery</b>	<b>Attainment of PO's</b>	<b>Justification</b>
Lectures, Tutorials and Practical's.	PO1, PO2, PO3, PO4 ,PO7	<ul style="list-style-type: none"> <li>• Faculty of the Computer Engineering Department Effectively teaches students about a concerned subject.</li> <li>• Faculty conveys significant information, history, background, theories, analogies and equations to make the concepts clear.</li> <li>• Faculty relate engineering practice to the real world</li> <li>• Faculty helps the slow learners by solving more number of similar problems.</li> <li>• Model Answer Paper of Board question paper is discussed with students.</li> <li>• Regular assignments are given.</li> <li>• Solutions to the assignment are provided to the students.</li> </ul>
Training on Soft skills and value addition programs	PO5,PO6,PO7	<ul style="list-style-type: none"> <li>• Through Training-related changes should result in improved job performance and other positive changes.</li> <li>• On job training led to greater innovation and tacit skills. Tacit skills are behaviours acquired through informal learning that are useful for effective performance.</li> </ul>
Guest lectures	PO1, PO2, PO3, PO4 ,PO5 PO6, PO7,PSO1,PSO2	<ul style="list-style-type: none"> <li>• It is important to give practical exposure and interaction to its growing technology and engineers.</li> <li>• For this, expert from the technical institutes are Invited to impart best educational knowledge and enlighten our students with their ideas.</li> </ul>
Workshops/Value addition Courses	PO1, PO2, PO3, PO4,PO6, PO7,PSO1,PSO2	<ul style="list-style-type: none"> <li>• The Workshop Practice course makes students competent in handling practical work in engineering environment.</li> <li>• Computer Engineering Workshop is also involved in different Technologies, Programming Languages and databases for completion of project work.</li> </ul>
Industrial Visits	All POs,PSO1,PSO2	<ul style="list-style-type: none"> <li>• In industrial visit students will understand working culture of industry along with new Trends technologies and practices in industry.</li> </ul>
Industry expert lectures	PO1, PO2, PO4, PO6, PO7,PSO1,PSO2	<ul style="list-style-type: none"> <li>• It is important to have practical exposure and interaction to its growing technology in industry.</li> <li>• For this, the technical experts from industry are invited to impart recent trends and technologies used in industry to aware our students with their Experience and practices.</li> </ul>
Internships/In-plant Training	All POs,PSO1,PSO2	<ul style="list-style-type: none"> <li>• In in-plant training student work on technologies used in industry, students will get hands on experience from experts of industry.</li> <li>• Students will get idea regarding projects for last semester.</li> </ul>

**2020-21**[Edit](#)

S.No	Gap	Action Taken	Date-Month-Year	Resource Person with Designation	Mode
1	B	Conducted Webi	20/02/2021	Mrs. Rupali Sheth(Lecturer)	Online
2	A	Conducted Webi	07/11/2020	Mr. Suman Awate	Online
3	B	Conducted 5 day	25/12/2020	Mr. Shyam Pandav	Online
4	C	Conducted 1 day	20/08/2020	Ms. Linta Awari	Online
5	C	Conducted 1 day	07/05/2021	Ms. Sonali Waikule	Online
6	D	Conducted 1 day	05/12/2020	Mr.Diniar Patel	Online
7	B	Conducted 1 day	20/09/2020	Mr. Pushkraj Jori	Online
8	B	Conducted 1 day	02/06/2021	Mrs. Swati Sant	Online
9	A	Conducted 1 We	23/09/2020	Mr. Tushar Kute	Online
10	B	Conducted 15 da	05/06/2021	Mr. Rushikesh Sonawane	Online

**2019-20**[Edit](#)

S.No	Gap	Action Taken	Date-Month-Year	Resource Person with Designation	Mode
1	A	Conducted 2 day	03/02/2020	Mr. Tejas M. Kasare	Offline
2	B	Conducted 1 day	24/01/2020	Mrs. Rohini Rote	Offline
3	A	Conducted 1 day	22/02/2020	Mr. Rahul M. Dhokane	Offline
4	C	Conducted 1 day	11/09/2019	Dr. Nikhil Kanase	Offline
5	D	Conducted semir	17/09/2019	Mr. Tejas Shinde	Offline
6	B	Conducted Semi	30/11/2019	Mr. Sandip Tawhare	Offline
7	C	Conducted 1 day	28/12/2019	Rtn Prashant Deshmukh	Offline
8	B	Conducted 2 day	02/02/2020	Mr. Rahul Dhokane	Offline

**2018-19**[Edit](#)

S.No	Gap	Action Taken	Date-Month-Year	Resource Person with Designation	Mode
1	B	Conducted 1 day	09/02/2019	Mr. Ganesh Waje	Offline
2	C	Conducted semir	05/01/2019	Mr. Rustum Darade	Offline
3	A	Conducted 1 day	09/02/2019	Mr. Akash Shingote	Offline
4	A	Conducted 1 day	11/12/2018	Mr. Miungase R R	Offline
5	B	Conducted 2 day	09/01/2019	Mr. Sameer Auti	Offline
6	D	Conducted 1 day	25/08/2018	Dr.D.S DESHMUKH	Offline
7	A	Conducted 1 day	05/01/2019	Mrs. Shradha Wable	Offline

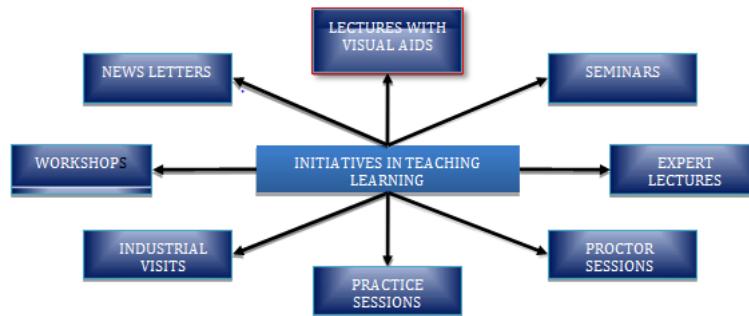
**2.2 Teaching - Learning Process (160)**

## 2.2.1 Describe Processes followed to ensure/improve quality of Teaching & Learning based on following points (25)

A. Adherence to Academic Calendar (3) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=441\)](#)

[Edit Answer](#)

Our teaching learning process is student centric and based on indigenously developed pattern called "Samarth in Professional Education (SPE)". It is supported by the relevant circulars and System Manual provided by orga copy of the circular, copy of time table, roll list of students, copy of teaching plan, practical plan, copy of SPE, copy of System Manual, six recent question papers, notes, roll call books, Course Outcomes, Title, Central idea implementation of teaching learning process. Keeping the pedagogical initiatives in mind, teaching learning process is effectively implemented. The syllabus is covered as per the norms of MSBTE by preparing a time table



Department of Computer Engineering has taken initiative to improve teaching learning process as considering Lectures with Visual Aids, Seminars, Expert Lectures by industry expert and academician, Practice session for c newsletter. Department also organized technical Quiz for student in state level to motivate and promote students in the field of engineering and technology. Department is also trying to build self-learning mechanism in stu

In accordance with the MSBTE calendar and the college calendar, departmental academic activities are prepared well in advance before the commencement of semester. It includes time table, teaching plan, practical plan, u

The flow diagram shows the adherence of academic calendar with execution:

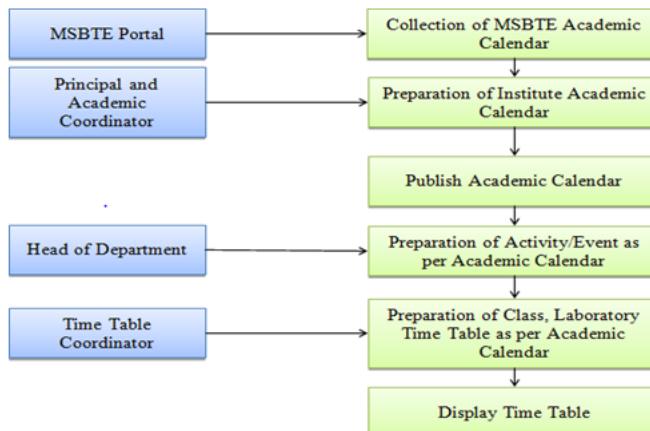


Figure : Adherence of academic calendar

B. Use of various instructional planning and delivery methods (3) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=442\)](#)

[Edit Answer](#)

Course Attainment is done well in advance and Teaching plan and Practical plan with course objectives and course outcomes are prepared by the faculty which is duly approved by the Head of the department. The Course fi

**Maintaining Course file :**

Faculty member prepare course file as per the following contents:

**A. Contents of the file:**

01	Cover page supplied by ICIU(Academic Details)
02	Academic Calendar of Institute (For any one subject per teacher)
03	Syllabus copy
04	Teaching plan
05	Study Material(Notes)- CH- wise
A	List of Important Question (Knowledge oriented)
B	List of Numerical(If applicable) Exam Oriented
C	List of Assignment CH- wise Exam Oriented
06	Class Test Question paper copy – I & II
07	Solution of Class Test Question Paper- I & II
08	Marksheet of class test I & II
09	Previous Question Papers of MSBTE Exam (Last Three Years)
10	Answers of MSBTE Question paper (Only Hints)
11	Attendance record with personnel time table duly signed by HOD
12	Teaching Medias Transparencies/cutout/model/Cds. etc.

**A.Point to be observed by the teachers while preparing general and subject related notes and delivering initial lectures of the semester/year(in case of annual pattern) :**

1. Introduction of teacher
2. Vision, Mission, POs, PSOs and PEOs.
3. syllabus of subject including teaching scheme and list of recommended book.
4. About title of subject.
5. About central idea of subject.
6. Importance of course in the programme /engineering
7. Subject objectives/outcomes. (Course Outcomes)

**B.Point to be observed by the teacher while preparing the chapter wise notes and delivering lectures during semester:**

1. syllabus of the chapter along with recommended books.
2. Assignment questions/MCQ
3. About title of chapter
4. About central idea of chapter
5. Importance of chapter in the subject /engineering
6. Chapter objectives/outcomes (Topic Outcomes)
7. Bit by bit notes of the syllabus without skipping any bit.
8. Content beyond the syllabus.
9. Explanation on solution to MCQ
10. Model Solution to assignment questions
11. After completing the chapter, review be taken whether chapter objectives/ outcomes are achieved.
12. 1Hrs. test to be conducted on the content of the chapter after its completion, after teaching schedule of the day.
13. The above point numbers from 1 to 12 is implemented for all chapters.

Continuous evaluation of the students is done through assignments, lab manuals, unit tests and board examinations. For better understanding of concepts, faculty members prepare different flash presentation and power point

The lab manuals provided by MSBTE for various subjects, cover practical concepts. It also includes the Multiple Choice Questions based on each of the experiments which help students to build right concepts and proper understanding.

**Additional efforts taken for improve teaching learning process as follows:**

- Some classrooms have projector and smart board for students to understand the technical concept easily which improves the attentiveness, thinking skill, communication and confidence level.
- In laboratories there are different types of models and chart which develops interest in the subjects and understanding of theoretical concepts.
- For better understanding of concept faculty members use NPTEL video, power point presentation, flash presentation and animated videos.

## Improving Instruction Methods using Pedagogical Initiatives

Process for adherence to the academic calendar and improving instruction methods using pedagogical initiatives include:

- Classroom sessions as per time table.
- Practical Sessions as per time table.
- Use of ICT in the Teaching learning process (Information Collection Tools).
- Collaborative learning.

Sr. No.	Process Followed	Implementation Details	Effects Observed
1	Class room Sessions	<ul style="list-style-type: none"> <li>• Real life examples</li> <li>• Collaborative learning</li> <li>• Interactive classrooms</li> <li>• Effective use of smart boards and projectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of technical concepts becomes easier.</li> <li>• Learning becomes enjoyment</li> <li>• Problem solving improves</li> <li>• Paying thoughtful attention improves</li> <li>• Improves communication</li> <li>• Increases confidence level</li> </ul>
2	Practical sessions	<ul style="list-style-type: none"> <li>• Quality of laboratory experience with regard to conducting experiments</li> <li>• Recording observations</li> <li>• Helps in Analysis and individual implementation of data, programs, queries etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interest in the subjects</li> <li>• Develop intellectual and motor skills</li> <li>• Develops confidence</li> <li>• Acquire thorough concept</li> <li>• Works effectively as an individual as well as in team</li> </ul>
3	Use of ICT (Information Collection Tools)	<ul style="list-style-type: none"> <li>• NPTEL Videos</li> <li>• YouTube Videos</li> <li>• Power Point Presentations</li> <li>• Models</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Help to visualize the concept</li> <li>• Models help students to realize the construction</li> <li>• Help students to understand the question patterns and ways to write answers</li> <li>• Develop desire among students for collection of ICTs</li> </ul>
4	Collaborative learning	<ul style="list-style-type: none"> <li>• Guest Lectures</li> <li>• Industrial Visits</li> <li>• Industry experts lectures</li> <li>• Practicals in lab for various courses.</li> <li>• Workshops</li> <li>• Entrepreneurship Development Program</li> </ul>	<ul style="list-style-type: none"> <li>• Enable students to interact with subject and industry experts.</li> <li>• Increase professional and practical knowledge.</li> <li>• Give guidelines to become Entrepreneurs and interact with the society</li> </ul>

C. Methodologies to support weak students and encourage bright students (4) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=443\)](#)

[Edit Answer](#)

**a. Guidelines to identify weak students.**

The class coordinator, subject teacher and proctor teacher function as the counselors. They conduct regular meetings regarding progress of the students and they are responsible to identify students with poor performance in intimated to their parents. Remedial classes are conducted for direct second year students who are admitted with less basic knowledge of Mathematics ,drawing and mechanics.

**Assisting Methods for Weak Students:**

- 1.Extra lectures are arranged for solving difficulties.
- 2.Counseling is done through Class coordinator, Subject Teacher and ProctorTeacher.
- 3.Parents are informed about the performance of their wards during parents meet.
- 4.Encouragement for asking difficulties during lectures
- 5.Giving Assignments

**b.Guidelines to Identify Bright Students:**

The students who obtain First Class with Distinction in their End Semester examinations and the top ten students of each class, the students having good grasping level, sharp in basic skills and having full concentration in c

**Assisting Methods for Bright Students:**

1. Boosting the confidence level of bright students.
2. Motivating to participate in the various technical events.
3. Asking questions at the end of each lecture.
4. Asking to solve problems on board.
5. Motivating to attend workshops and technical talks.
6. Promoting to deliver seminars.
7. Providing photocopies of answer books of toppers.
8. Providing extra questionnaires other than assignments during practice sessions after college hours

D. Quality of classroom teaching (3) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=444\)](#)

[Edit Answer](#)

**Quality of Class room Teaching :**

At the start of every lecture, after taking attendance, brief review of content taught in the earlier lecture is taken by writing the point on left side of the board and points to be covered during current lecture are also written.

The lecture is ended by summarizing what was taught during the lecture and point to be covered in next lecture by writing the points, in this respect on right side of the board.

Smart class room has been developed for better understanding of the technical concepts which improves effectiveness, attentiveness and active involvement of the students. Different types of models and charts made availat the students.

**Providing contents beyond syllabus and promoting additional knowledge:**

- Many e-learning materials, journals and magazines are subscribed and made available to the students through a computer room at the Central Library to help the students for inculcating the habit of self-learning.
- Internet facility is provided to the students for learning beyond classroom.

E. Conduct of experiments (3) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=445\)](#)

[Edit Answer](#)

#### **General instructions for effective conduction of practicals:**

- The list of experiments to be performed is displayed in the respective laboratories.
- At the beginning of each semester, teachers and/or lab assistants check and ensure if the equipments used for the experiments are in working condition.
- Before start of any practical, faculty members explain the objectives and importance of that particular experiment.
- Faculty members explain construction and operation of particular machine/equipment.
- Faculty members divide all students into groups as suggested in practical manual.
- Different activities are assigned to each group by faculty members.
- Faculty members refer the guidelines given in the lab manual.
- The students are made aware of the instructions given in the lab manual.
- Faculty members motivate the students by conducting activities on related contents of theory and practical.
- Faculty Members ensure that at least one activity given in the lab manual is performed by the students and observations are tabulated properly.

F. Continuous Assessment in the laboratory (3) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=446\)](#)

[Edit Answer](#)

- Faculty members check the experiments written by students in manuals/files as per norms of MSBTE.
- Students are assessed continuously for their sincerity, punctuality, and discipline along with the understanding of facts, principles, theories and applications.
- The process and product related skills associated with each PrO is to be assessed according to suggested sample given below :

The ADOs are not specific to any one PrO but are embedded in many PrOs. Hence, The acquisition of ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over period of time. Major affective Domain outcomes (ADOS) that are best developed through the laboratory / field based experiences-

Sr.No	Performance Indicators	Weightage in %
1	Correctness of Algorithm	40
2	Debugging Ability	20
3	Quality of Input and Output Displayed	10
4	Answer to Sample Questions	20
5	Submit Report in Time	10
Total		100

1. Follow safety practices
2. Practice good house keeping
3. Practice energy conservation
4. Demonstrate working as leader /a team member.
5. Follow ethical practices
  - Valuing Level In First Year
  - Organizing Level in second Year
  - Characterising level in Third year

During submission of practical records, the faculty members ask questions to the students.

- During practical's, there is focus on students' practical skills rather than theoretical knowledge.
- There is timely assessment of the conducted experiments.
- The record of continuous assessment of candidates is maintained by respective faculty members and kept in the custody of Head of the Department at the end of each semester.

G. Student feedback of teaching learning process and action taken (6) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=447\)](#)

[Edit Answer](#)

#### **Students' feedback about teaching learning process and action taken :**

Samarth Polytechnic Belhe, has its own well defined feedback system, through which feedback is taken from the students and corrective actions are taken accordingly.

The system of feedback analysis is as follows:

- Each department has constituted committees for each semester which includes Class coordinator as faculty representative and Class Representative as well as Batch Representative as student representatives. Class c
- HOD takes oral feedback of class once in semester and submits its report to the Principal with necessary suggestions if required.
- To solve academic and other issues students meet Class coordinator, Head of Department and Principal as per requirement.
- Student members are invited to express their views on learning environment of the department and the feedback about the same is collected by the Chairman of the Committee and its report is submitted to the HOD
- Suggestion boxes have been placed near Principal's cabin, HOD's cabin, Girls common room, Hostels, Library etc. through which feedback is collected.
- The External Academic Monitoring Committee (EAMC) collects feedback as per the formats provided by MSBTE.

#### **2.2.2 Initiatives to improve the quality of semester tests and assignments (15)**

Initiatives to improve the quality of semester tests and assignments in terms of the following:

A. Process for Internal semester question paper setting and evaluation and effective process implementation (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=449\)](#)

[Edit Answer](#)

Sr. No.	Parameter	Form of Evaluation	Implementation
1.	Unit Tests	<ul style="list-style-type: none"> <li>• Long Answer Questions</li> <li>• Short Answer Questions</li> <li>• Multiple Choice Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Two tests of 20 marks each are conducted as per the schedule given by MSBTE.</li> <li>• Under theory PA, out of 30 marks, 10 marks for micro project and 20 marks of average of two unit test.</li> </ul>
2.	Practical Sessions	<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Orals after each experiment</li> <li>• Micro Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on Skills</li> <li>• Knowledge about application of each experiment</li> <li>• Explanation about Relationship between Theory and Practical</li> <li>• Knowledge about operation of machine/ equipment ,troubleshooting of the problems</li> <li>• Promoting effective communication skills and motor skills</li> <li>• Application oriented thinking</li> </ul>
3.	Assignments	<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Additional problems , examples and queries</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments are given at the start of each chapter.</li> <li>• Assignments are checked as per given timeslots and corrective steps are suggested.</li> <li>• The students who show assignments promptly are appreciated.</li> </ul>

B. Question paper setting taking into account outcomes/learning levels (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=449\)](#)

[Edit Answer](#)**Unit Test:**

- The test is conducted as per the MSBTE schedule which is displayed minimum 5 days before the test.
- Each test is of 20 marks.
- The questions of Unit Test are designed by considering Bloom's levels.
- While setting the question paper, the following sample format provided by MSBTE is taken into consideration:
  1. Question No.1: Attempt any four out of six (2X4=8 Marks)
  2. Question No.2: Attempt any three out of four (3X4=12 Marks)
- Faculty members prepare model answer keys of unit test question papers.
- Faculty members show the answer papers of unit test to the students for discussing the performance and guide them for improvement.
- Faculty members maintain the record of unit test marks as per MSBTE format Curriculum Implementation and Assessment Norms (CIAAN).

**Assignments:**

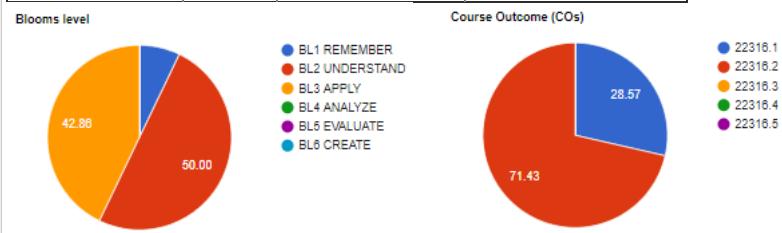
- Each student is asked to maintain one separate notebook for the assignments of each subject.
- The assignment questions are designed by considering Bloom's levels.
- The assignment questions are given at the start of each chapter. Preferably, the assignment questions cover all the bits of the related chapter.
- Given assignments are checked regularly and corrective remarks are given accordingly.
- Students completing the given assignments promptly and timely are appreciated.

C. COs coverage in class test / mid-term tests and assignments (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=450\)](#)

[Edit Answer](#)

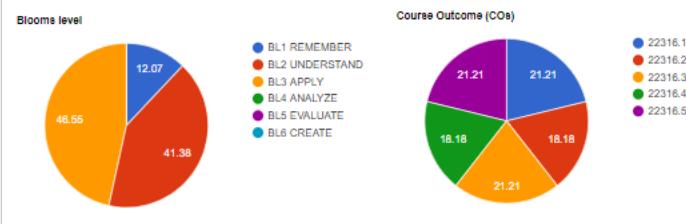
Class: Second Year		Semester: SEMESTER I	
Division: A		Course: OBJECT ORIENTED PROGRAMMING USING CPP (22316)	
Tool: UT 1		Target Level: 50	
Date of Exam: 22-08-2019			
Question No.	Marks	Blooms Level	Course Outcome (COs)
Q1.1	2	BL1 REMEMBER	22316.1
Q1.2	2	BL2 UNDERSTAND	22316.2
Q1.3	2	BL3 APPLY	22316.1
Q1.4	2	BL2 UNDERSTAND	22316.2
Q1.5	2	BL3 APPLY	22316.2
Q1.6	2	BL2 UNDERSTAND	22316.2
Q2.1	4	BL2 UNDERSTAND	22316.1
Q2.2	4	BL2 UNDERSTAND	22316.2
Q2.3	4	BL3 APPLY	22316.2

Q2.4	4	BL3 APPLY	22316.2
------	---	-----------	---------



Class: Second Year	Semester: SEMESTER I		
Division: A	Course: OBJECT ORIENTED PROGRAMMING USING CPP (22316)		
Tool: ASSIGNMENT	Target Level: 50		
Date of Exam: 18-07-2019			
Question No.	Marks	Blooms Level	Course Outcome (COs)
A1.1	2	BL2 UNDERSTAND	22316.1
A1.2	2	BL1 REMEMBER	22316.1
A1.3	1	BL1 REMEMBER	22316.1
A1.4	1	BL3 APPLY	22316.1
A1.5	2	BL2 UNDERSTAND	22316.1
A1.6	1	BL3 APPLY	22316.1
A1.7	1	BL2 UNDERSTAND	22316.1
A2.1	2	BL2 UNDERSTAND	22316.2
A2.2	2	BL2 UNDERSTAND	22316.2
A2.3	2	BL3 APPLY	22316.2
A2.4	2	BL3 APPLY	22316.2
A2.5	1	BL3 APPLY	22316.2
A2.6	1	BL3 APPLY	22316.2
A3.1	2	BL1 REMEMBER, BL2 UNDERSTAND	22316.3
A3.2	1	BL2 UNDERSTAND	22316.3
A3.3	1	BL2 UNDERSTAND	22316.3
A3.4	1	BL3 APPLY	22316.3
A3.5	2	BL3 APPLY	22316.3

A3.6	2	BL3 APPLY	22316.3
A3.7	1	BL2 UNDERSTAND, BL3 APPLY	22316.3
A4.1	1	BL1 REMEMBER	22316.4
A4.2	2	BL2 UNDERSTAND, BL3 APPLY	22316.4
A4.3	1	BL2 UNDERSTAND	22316.4
A4.4	2	BL2 UNDERSTAND, BL3 APPLY	22316.4
A4.5	2	BL3 APPLY	22316.4
A4.6	2	BL3 APPLY	22316.4
A5.1	1	BL1 REMEMBER	22316.5
A5.2	1	BL2 UNDERSTAND	22316.5
A5.3	2	BL2 UNDERSTAND	22316.5
A5.4	1	BL2 UNDERSTAND, BL3 APPLY	22316.5
A5.5	1	BL2 UNDERSTAND	22316.5
A5.6	2	BL3 APPLY	22316.5
A5.7	2	BL3 APPLY	22316.5



#### 2.2.3 Quality of Experiments (15)

A. Experimental methodologies (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=451\)](eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=451)

[Edit Answer](#)

**General instructions for effective conduction of practical :**

The faculty along with the lab assistant check experimental set-up and perform the demo of experiment well in advance to decide whether the experiment can be performed without any error. The students' experimental per-

**The process and product related skills associated with each PrO is to be assessed according to suggested sample given below :**

The ADOs are not specific to any one PrO but are embedded in many PrOs. Hence, The acquisition of ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over period of time. Major affective Domain outcomes (ADOS) that are best developed through the laboratory / field based experiences-

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2	Debugging Ability	20
3	Quality of Input and Output Displayed	10
4	Answer to Sample Questions	20
5	Submit Report in Time	10
	Total	100

1. Follow safety practices
2. Practice good house keeping
3. Practice energy conservation
4. Demonstrate working as leader /a team member.
5. Follow ethical practices
  - Valuing Level In First Year
  - Organizing Level in second Year
  - Characterising level in Third year

The list of experiments to be performed is displayed in the respective laboratories.

At the beginning of each semester, teachers and/or lab assistants check and ensure if the equipment used for the experiments are in working condition.

Before start of any practical, faculty members explain the objectives and importance of that particular experiment.

Faculty members explain construction and operation of particular machine/equipment.

Faculty members divide all students into groups as suggested in practical manual.

Different activities are assigned to each group by faculty members.

Faculty members refer the guidelines given in the lab manual.

The students are made aware of the instructions given in the lab manual.

Faculty members motivate the students by conducting activities on related contents of theory and practical.

Faculty Members ensure that at least one activity given in the lab manual is performed by the students and observations are tabulated properly.

Faculty members check the experiments written by students in manuals/files as per norms of MSBTE.

Students are assessed continuously for their sincerity, punctuality, and discipline along with the understanding of facts, principles, theories and applications

B. Innovative experiments including industry attached practices, virtual labs (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=452\)](#)

[Edit Answer](#)

Samarth Polytechnic, Belhe regular took active participation in Virtual Lab. This Lab is used to bridging syllabus gap as well as helps teacher and Student's effectively. This learning explores concepts and theories without s

Sr.No	Training Institute	Platform Mode	Course	Year	Beneficiary

1	Spoken Tutorial	Virtual Lab/Training Institute	CO	2019-20	89
2	Spoken Tutorial	Virtual Lab/Training Institute	CO	2018-19	23

Workshop / Training Participants

Institution Name: Samarth Polytechnic (Pune Region), Maharashtra  
 Foss: Python 3.4.3  
 Date: Jan 1, 2020  
 Participants Count: 30  
 Organizer: MAHESH POKHARKAR

#	First Name	Last Name
1	OMKAR	CHAVHAN
2	MAYUR	BADHE
3	PRATHAMESH	DUMBARE
4	AISHWARYA	DESHMUKH
5	PRIYA	SHARMA
6	USHA	DONGARE
7	VARSHA	POKHARKAR
8	GAYATRI	WAGHAL
9	KSHITIJ	CHEMATE
10	SAGR	GHULE
11	SHUBHANGI	KHOSE
12	SAKSHI	JADHAV
13	ANJUM	TAMBOU
14	PRIYANKA	SARODE
15	DIVYA	KANDHARE
16	PALLAV	GAGE
17	SAKSHI	SHINDE
18	AKANKSHA	GAGARE
19	TEJAL	KALE
20	MANSI	DOKE
21	ARTI	GAVANDE
22	SHITAL	PATAO
23	VAUSHNAMI	GADAGE
24	RUTUJA	NIGHTOT
25	RUTUJA	NIMSE
26	TUSHAR	SHINDE
27	VINYA	WAHOLE
28	ATISH	KASAR
29	SHILPA	BHALERAO
30	TEJAS	NALAWADE

#	First Name	Last Name
1	OMKAR	CHAVHAN
2	MAYUR	BADHE
3	PRATHAMESH	DUMBARE
4	AISHWARYA	DESHMUKH
5	PRIYA	SHARMA
6	USHA	DONGARE
7	VARSHA	POKHARKAR
8	GAYATRI	WAGHAL
9	KSHITIJ	CHEMATE
10	SAGR	GHULE
11	SHUBHANGI	KHOSE
12	SAKSHI	JADHAV
13	AKANKSHA	GAGARE
14	TEJAL	KALE
15	MANSI	DOKE
20	ARTI	GAVANDE
21	SHITAL	PATAO
22	VAUSHNAMI	GADAGE
23	RUTUJA	NIGHTOT
24	RUTUJA	NIMSE
25	TUSHAR	SHINDE
26	VINYA	WAHOLE
27	ATISH	KASAR
28	SHILPA	BHALERAO
29	TEJAS	NALAWADE

Institution Name	Samarth Polytechnic (Pune Region), Maharashtra	
Date	Jan. 1, 2020	
Participants Count	30	
Organiser	MAHESH POKHARKAR	
#	First Name	Last Name
1	OMKAR	CHAVHAN
2	MAYUR	BADHE
3	PRATHAMESH	DUMBARE
4	AISHWARYA	DESHMUKH
5	PRIYA	SHARMA
6	USHA	DONGARE
7	VARSHA	POKHARKAR
8	GAVIYANI	WIVHAL
9	KSHITIJA	CHEMATE
10	SAGAR	GHULE
11	SHUBHANGI	KHOSI
12	SAKSHI	JADHAV
13	ANJUM	TAMBOLI
14	PRIYANKA	SARODE
15	DIVYA	KANDHARE
16	PALLAV	GAGE
17	SAKSHI	SHinde
18	AKANKSHA	GADARE
19	TEJAL	KALE
20	MANSI	DOKE
21	ARTI	GAVANDE
22	SHITAL	PARHAD
23	VISHNUVIA	GADAGE
24	RUTWA	NIGHT
25	RUTWA	NIMSE
26	TUSHAR	SHinde
27	VINYA	WAGHOLE
28	ATISH	KASAR
29	SHILPA	BHALERAO
30	TEJAS	NALAWADE



C. Relevance to outcomes (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=453\)](#)

[Edit Answer](#)

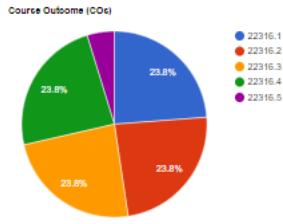
**Sample List of Experiments with relevance to Course Outcomes**

**Course: OBJECT ORIENTED PROGRAMMING USING CPP (22316)**

Experiments - Relevance to Course Outcomes

Second Year Academic Year : 2019-20

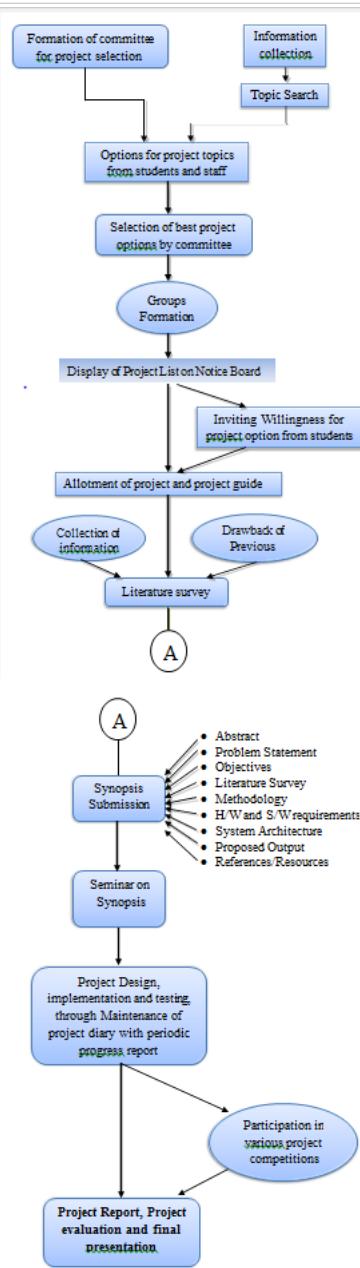
Experiment No.	Title of Experiment	22316.1	22316.2	22316.3	22316.4	22316.5
1	DEVELOP MINIMUM 2 PROGRAMS USING CONSTANTS, VARIABLES, ARITHMETIC EXPRESSION, OPERATORS, EXHIBITING DATA TYPE CONVERSION	✓				
2	DEVELOP A PROGRAM TO IMPLEMENT DECISION MAKING STATEMENTS(IF-ELSE, SWITCH)	✓				
3	DEVELOP A PROGRAM TO DEMONSTRATE CONTROL STRUCTURE ( FOR , WHILE, DO-WHILE)	✓				
4	DEVELOP A PROGRAM TO IMPLEMENT 1-DIAMENTIONAL ARRAY.	✓				
5	DEVELOP A PROGRAM TO PERFORM MATRIX OPERATION USING MULTI-DIMENSIONAL ARRAY	✓				
6	DEVELOP A PROGRAM THAT IMPLEMENTS A CLASS AND USE IT WITH OBJECTS.		✓			
7	DEVELOP A PROGRAM THAT IMPLEMENT A CLASS AND CREATE ARRAY.		✓			
8	WRITE A PROGRAM TO IMPLEMENT FRIEND FUNCTION		✓			
9	WRITE A PROGRAM TO IMPLEMENT INLINE FUNCTION		✓			
10	WRITE A PROGRAM TO IMPLEMENT ALL TYPES OF CONSTRUCTORS(CONSTRUCTOR OVERLOADING)WITH DESTRUCTOR.		✓			
11	WRITE A PROGRAM TO IMPLEMENTING SINGLE INHERITANCE			✓		
12	WRITE A PROGRAM TO IMPLEMENTING MULTI LEVEL INHERITANCE			✓		
13	WRITE A PROGRAM TO IMPLEMENTING MULTIPLE INHERITANCE			✓		
14	DEVELOP MINIMUM 1 PROGRAM TO DEMONSTRATE POINTER TO OBJECT.			✓	✓	
15	DEVELOP MINIMUM 1 PROGRAM TO DEMONSTRATE POINTER TO DERIVED CLASS.			✓	✓	
16	WRITE A PROGRAM TO DEMONSTRATE OPERATOR OVERLOADING FOR UNARY OPERATOR.				✓	
17	WRITE A PROGRAM TO DEMONSTRATE OPERATOR OVERLOADING FOR BINARY OPERATOR.				✓	
18	WRITE A PROGRAM TO DEMONSTRATE FUNCTION OVERLOADING.				✓	
19	WRITE A PROGRAM TO READ AND WRITE DATA TO AND FROM A FILE.					✓



#### 2.2.4 Quality of Students Projects and Report Writing (35)

A. Identification of projects and allocation methodology (3) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=454\)](#)

[Edit Answer](#)



**Figure: Process related to quality of students' projects and report**

In the final year, students must go for project. This process continues for two semesters.

- At the start of the fifth semester, a committee is formed of faculty members for the selection of final year projects.
  - By collecting information and current trends, they invite project topics from students as well as faculty members. Here, care is taken that no any project of previous years is repeated.
  - Students are provided with brief idea of various fields for selecting the project ideas.
  - Committee confirms selection of best project options for final year. The students' projects are selected in line with departmental Program Outcomes and Program Specific Outcomes.
  - The list of best options for projects is displayed on the departmental notice board.
  - Groups of 4-5 students are formed and project topics and project guides are allotted to respective groups.
  - Students go for literature survey.
  - Project Synopsis is prepared by students including Abstract, Problem Statement, Objectives, Literature Survey, Methodology, Hardware and software requirements, Proposed Output and References/Resources.
  - Students go for seminar on their project topic by the end of fifth semester.
  - The project design, implementation and testing are done by students under the guidance of respective guide. Project diary is maintained weekly by the students to put progress of their work.
  - The project's periodic progress report is prepared and presented by the students.
  - The students are encouraged by faculties to participate in various project competitions. Here they get a good platform to display their innovations and work to the outside world and to experts in latest technology.
  - All the work carried out by students is documented in a final project report under the guidance of project guide.

Final project presentation and evaluation is done by external faculty member

B. Types and relevance of the projects and their contribution towards attainment of POs and PSOs (5) Open Separately ([eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=](#)

[Edit Answer](#)

7	RAMANGAL CONSTRUCTION WEB APPLICATION	Web App	Prof Wavhal R G	3	2	1	2	1	2	2	2	1
8	CHARANG CONSTRUCTION WEB APPLICATION	Web App	Prof Pokharkar M	3	2	2	2	2	2	2	2	1
9	VEDANTI INFOTECH WEB APPLICATION	Web App	Prof Kurhade N P	3	2	2	2	2	2	2	2	1
10	LAKSHMINARAYAN SPICES WEB APPLICATION	Web App	Prof Wavhal R G	3	2	2	2	2	2	2	2	1
11	A WEB APPLICATION FOR DENTAL CLINIC	Web App	Prof Kurhade N P	3	2	2	2	2	2	2	2	1
12	TEST YOUR SKILL ONLINE	Website	Prof Wavhal R G	3	2	2	2	2	1	2	2	1
13	COLLEGE MANAGEMENT SYSTEM	Desktop App	Prof Kurhade N P	3	2	1	2	2	2	2	2	2
14	WEB APPLICATION ON ONLINE DOOR AND FURNITURE SHOP	Web App	Prof Dalvi S B	3	2	2	2	2	2	2	2	1
15	DAIRY MANAGEMENT SYSTEM	Desktop App	Prof Wavhal R G	3	2	2	2	2	1	2	2	1
16	WEB APPLICATION FOR RESORT	Web App	Prof Kurhade N P	3	2	2	1	2	2	2	2	2
17	WEB CRAWLING SYSTEM	Web App	Prof Dalvi S B	3	2	2	2	2	2	1	2	2
18	DHANRAJ BAJAJ AUTO WEB APPLICATION	Web App	Prof Kurhade N P	3	2	1	2	2	1	2	2	2

**Types and relevance of the projects and their contribution towards attainment of POs and PSOs**

**Academic Year: 2019-20**

Sr. No.	Project Name	Type of Project	Guide Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
1	Indian Tourism Development Android App	ANDROID APP	Prof Gunjal T S	2	2	2	2	3	3	2	2	2
2	Online Exam System	Web APP	Prof Pokharkar M	2	2	2	3	2	2	3	2	3
3	Student Management System	DESKTOP APP	Prof Tannu R R	2	2	2	3	2	3	2	3	2
4	FIR Registration System	DESKTOP APP	Prof Tannu R R	2	2	2	2	3	2	2	3	2
5	Web Application On Matrimonial Management System	Web Site	Prof Kurhade N P	2	2	3	2	2	3	2	2	3

6	Computer Security Locker Based on WiFi	ANDROID APP	Prof Pokharkar M	2	2	3	2	2	3	2	2	2
7	Grievances Redressal Management System	ANDROID APP	Prof Gunjal T S	2	2	2	3	2	2	3	2	3
8	Green Farm Santuary	Web APP	Prof Kurhade N P	2	2	2	3	2	2	3	2	2
9	Diseases Remedies	Web APP	Prof Gunjal T S	2	2	2	3	2	2	3	2	2
10	Comparative Based Online Shopping	Web App	Prof Sable S	2	2	2	3	2	2	3	2	2
11	Advanced Notepad	DESKTOP APP	Prof Tannu R R	2	2	2	2	3	2	2	3	2
12	Attendance Management System	DESKTOP APP	Prof Sable S	2	2	2	2	3	2	2	3	2
13	Accident Defence in Android App	DESKTOP APP	Prof Karad V A	2	2	2	2	3	2	2	3	2
14	Crime Reporting & Finding missing Person	ANDROID APP	Prof Karad V A	2	2	2	3	2	2	3	2	3
15	Car Rental System	DESKTOP APP	Prof Karad V A	2	2	2	2	3	2	2	3	2

Academic Year 2020-21

Sr. No.	Project Name	Type of Project	Guide Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
1	Nursary Management System	WEB APP	Prof Tannu R R	2	2	2	2	3	3	2	2	2
2	Barcode Generation System	ANDROID APP	Prof Pokharkar M	2	2	2	3	2	2	3	2	3
3	Medical Store Management System	DESKTOP APP	Prof Karad V A	2	2	2	3	2	3	2	3	2
4	Online Shopping System	WEB APP	Prof Pokharkar M	2	2	2	2	3	2	2	3	2
5	Payroll Management System	Android APP	Prof Karad V A	2	2	3	2	2	3	2	2	3
6	Student Management System	WEB APP	Prof Karad V A	2	2	3	2	2	3	2	2	2
7	Vegetable Merchant Record Application	ANDROID APP	Prof Gunjal T S	2	2	2	3	2	2	3	2	3

8	Website for Photography Management System	Web APP	Prof Mande P J	2	2	2	3	2	2	3	2	2
9	Offline Exam System	Web APP	Prof Mande P J	2	2	2	3	2	2	3	2	2
10	Courier Management System	Web App	Prof Pokharkar M	2	2	2	3	2	2	3	2	2
11	Kids Learning Application	ANDROID APP	Prof Gunjal T S	2	2	2	2	3	2	2	3	2
12	Bug Tracking System	WEB APP	Prof Gunjal T S	2	2	2	2	3	2	2	3	2
13	Online Trading System	WEB APP	Prof Mande P J	2	2	2	2	3	2	2	3	2
14	Clinic Management System	WEB APP	Prof Pokharkar M	2	2	2	3	2	2	3	2	3
15	Virtual Assistant "Ally"	WEB APP	Prof Tannu R R	2	2	2	2	3	2	2	3	2
16	Cinema Ticket Booking System	WEB APP	Prof Tannu R R	2	2	2	2	3	2	2	2	3
17	Payment Billing System	WEB APP	Prof Gunjal T S	2	2	2	2	2	3	2	2	2
18	Course Registration System	WEB APP	Prof Mande P J	2	2	2	2	2	2	2	2	2
19	Online Food Ordering System	WEB APP	Prof Tannu R R	2	2	2	2	2	2	2	2	2

C. Process for monitoring and evaluation (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=456\)](eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=456)

[Edit Answer](#)**Assessment Of Project Work :**

Project work has two components; first is Progressive Assessment (PA), while another is End Semester Examination (ESE).

**Progressive Assessment (PA) Guidelines and Criteria :**

Project guide is supposed to carry out this assessment. It is a continuous process, during which for developing desired qualities in the students, faculty should orally give informal feedback to students about formally during different stages of the project work.

The following factors need consideration for both Capstone Project-Planning and Capstone :

**Project-Execution and Report Writing :**

- a) Students should be assessed during the project work so that students can also get feedback for further improvement.
- b) It should be kept in mind that project work is mainly experiential learning and it is not the research work, so emphasis should be on work based learning or learning from experience and development innovation in the project work.
- c) For progressive assessment at the end, students should be asked to give the power point presentation before group of teachers and junior students (so that junior students may also get awareness about).
- d) The students would be awarded marks for their efforts (In some cases it may happen that due to some reasons such as unavailability of some material or component or some other resources, students may not be able to complete the project).
- e) The students would not be awarded marks if they have completed the project by getting done the work from market or some professionals (taking some help and guidance is different as compared to getting the work or maximum part of the work completed from others on payment basis).
- f) Originality of the report (written in own words) would be given more importance.
- g) The Project Guide will assure the quality of project done by his group.

- Criteria of Marks for PA for Capstone Project -Execution and Report Writing :

S. No.	Criteria	Marks
1	Project Proposal	
2	Punctuality and overall contribution	05
3	Project diary	
4	Execution of Plan during sixth semester	10
5	Project Report including documentation	10
6	Presentation	10
7	Question and Answer	15
Total		50

**End Semester Examination (ESE) :**

Evaluation shall be carried out according to following criteria. For each project, students from the concerned group should be asked to make presentation of their project, in front of the panel.

- Criteria of Marks for ESE for Capstone Project -Execution and Report Writing :

S. No.	Criteria	Marks
1	Project Proposal	
2	Punctuality and overall contribution	05
3	Project diary	
4	Execution of Plan during sixth semester	10
5	Project Report including documentation	10
6	Presentation	10
7	Question and Answer	15
Total		50

D. Process to assess individual and team performance (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&Progid=25&QuestID=457\)](eSARDiplomaQuestion.aspx?Appid=5354&Progid=25&QuestID=457)

[Edit Answer](#)**The following factors need consideration for both Capstone Project Planning and Capstone Project Execution and Report Writing.**

- a. Students should be assessed during the project work so that students can also get feedback for further improvement.
- b. For progressive assessment at the end students should be asked to give the power point presentation before group of teachers and junior students.
- c. The students would be awarded marks for their efforts.
- d. Originality of the report would be given more importance.
- e. The project guide will assure the quality of project done by this group.

**Criteria of marks for PA for Capstone Project – Execution and Report Writing :**

Sr. No.	Criteria	Marks
1	Project Proposal/Identification	10
2	Punctuality and overall contribution	
3	Project Diary	
4	Execution of plan during sixth semester	20
5	Project Report including documentation	15
6	Presentation	05
	<b>Total</b>	<b>50</b>

**Criteria of marks for ESE for Capstone Project – Execution and Report Writing**

Sr. No.	Criteria	Marks
1	Project Proposal/Identification	05
2	Punctuality and overall contribution	
3	Project Diary	
4	Execution of plan during sixth semester	10
5	Project Report including documentation	10
6	Presentation	10
7	Question and Answer	15
	<b>Total</b>	<b>50</b>

[Edit Answer](#)

<b>Criteria</b>	<b>4(Excellent)</b>	<b>3(Very Good)</b>	<b>2(Satisfactory)</b>	<b>1(Developing)</b>
<b>Topic Selection(20)</b>	Student generate the Topic supported with the Proper Rationale and Hypothesis	Student generate the Topic supported with the Inadequate Rationale	Student generate the Topic supported with the Teacher assistant	Teacher generates the Topic
<b>Literature Survey(25)</b>	Information is collected from multiple electronic and non electronic sources	Information is collected from multiple electronic and non electronic sources but not cited properly	Information is collected from limited electronic and non electronic sources and not cited properly	Information is collected from limited electronic and non electronic sources only and not cited
<b>Content Writing(30)</b>	Content is well organized,demonstrate Logical sequencing and sentence structure with excellent concluding remark	Content is well organized,but demonstrate illogical sequencing and sentence structure with good concluding remark	Content is well organized,but demonstrate illogical sequencing and sentence structure with poor concluding remark	very weakly organized content with poor or no concluding Remark
<b>Oral Presentation(25)</b>	Excellent use of Font ,colours,graphics ,effects etc with smooth delivery	Excellent use of Font ,colours,graphics ,effects etc with fairly smooth delivery	Good use of Font ,colours,graphics ,effects etc but without smooth delivery	Use of Font ,colours,graphics ,effects etc often distract from presentation content

Sr.No.	Type of event	Academic Year	Participation/Winner	Level
1	Project Competition	2020-21	Winner	National Level
2	Project Competition	2019-20	Runner	National Level
3	Project Competition	2018-19	Winner	National Level

F. Papers published /Awards/ Recognition received by projects at State/ National level (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=459\)](#)

[Edit Answer](#)

Sr. No.	Type of Competition	Venue	Level	Names Of Participants	Award	Topic Details	Relevance PO & PSO
1	National Conference	SGOI, Pune	National	1.Nalawade Tejas 2.Shirke Sachin 3.Wagh Tejas 4.Shinde Tushar	Published Paper	"INDIAN TOURISM DEVELOPMENT ANDROID APPLICATION"	PO3, PO4,PSO1
2	National Conference	SGOI, Pune	National	1.Lokita Gotral 2.Rutuja Bugade 3.Kshitija Chemate	Published Paper	"THE FOURTH INDUSTRY REVOLUTION IN ENGINEERING AND COMPUTER SCIENCE TEACHING AND LEARNING EDUCATION"	PO3, PO4,PSO1
3	Project Competition	Junnar	State	1.Yendhe Akshit 2.Bhawari Omkar 3.Shelke Pradip	3 <sup>rd</sup>	"INDIAN TOURISM DEVELOPMENT ANDROID APPLICATION"	PO3, PO4,PSO1
4	Project Competition	Government Polytechnic, Awasari	State	1.Nalawade Tejas 2.Shirke Sachin 3.Wagh Tejas 4.Shinde Tushar	2nd	"INDIAN TOURISM DEVELOPMENT ANDROID APPLICATION"	PO3, PO4,PSO1
5	Project Competition	GMRT, Khodad	National	1.Jori Sushma 2.Kahane Pooja 3.Bhor Suvarna	2nd	"LANGUAGE LAB SOFTWARE"	PO3, PO4,PSO1
6	Paper Presentation	TECHNOPHILIA-2018	National	1.Thorat Kajal 2.THorat Monika	Published Paper	"CENTRALIZED DATABASE FOR DESKTOP AND WEB APPLICATION"	PO3, PO4,PSO1
7	Paper Presentation	TECHNOPHILIA-2018	National	1.Jori Sushma 2.Kahane Pooja 3.Bhor Suvarna	Published Paper	"ONE-TO-MANY PC COMMUNICATION USING TCP/IP PROTOCOL IN TEXT AND VOICE FORMAT"	PO3, PO4,PSO1
8	Project Competition	GMRT Khodad	National	1. Yendhe Akshit 2. Shelke Pradip 3. Bhawari Omkar	5th	"KIDS LEARNING APPLICATION"	PO3, PO4,PSO1

**2.2.5 Industry Interaction and Industry Internship/Training (30)**

A. Industry supported Labs (2) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=460\)](#)

[Edit Answer](#)

Sr. No.	Name of No. the Laboratory	No. of students per setup (Batch Size)	Name of the Important equipment	
05	Linux Lab	25	25 Desktop PC (Each Desktop PC having 2 GB RAM, 250 GB HDD, Dual Core Processor, Keyboard , Mouse)	Software: Ubuntu, Oracle 10g, XA Turbo C/C++ JDK 1.8

B. Delivery of appropriate Course work by Industry experts (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=461\)](#)

[Edit Answer](#)

#### 1. Workshop:

The industry involvement in the program is stressing on latest technical knowledge of software, operating systems, commercial applications, web based applications, live industry problems and hardware/

#### 2. Expert Lectures by Industry Professionals:

To provide additional field related knowledge, applications, new technologies are covered in core courses of Computer Engineering which help to develop learning skills to update the knowledge level.

#### Details Of Expert Lecture :

#### Academic Year 2020-21 :

Sr. No.	Name of Expert	Topic	Date of conduction of Activity	No. of Beneficiaries	Relevance to POs & PSOs & CO with Course Code (only nos.)
1	Mrs. Rupali Sheth	Advanced DBMS	20-02-21	68	PO1, PO4, PO5,PSO1
2	Mr. Suman Auti	Cloud Computing	02-11-20	130	PO1, PO4, PO5,PSO1
3	Mr. Tushar Kute	Machine Learning	23-09-20	125	PO1, PO4, PO5,PSO1
4	Mr. Shyam Pandav	Javascript	25-12-2020	100	PO1, PO4, PO5,PSO1
5	Ms. Linta Awari	Personality Development	20-08-2020	100	PO1, PO4, PO5,PSO1
6	Ms. Sonali Waikule	Carrier Growth	07-05-2021	70	PO1, PO4, PO5,PSO1
7	Mr. Diniar Patel	Entrepreneurship & Leadership	05-12-2020	74	PO1, PO4, PO5,PSO1
8	Mr. Pushkraj Jori	Website Development using CMS	20-09-2020	74	PO1, PO4, PO5,PSO1

9	Mrs. Swati Sant	Digital Forensic	02-06-2021	74	PO1, PO4, PO5,PSO1
10	Mr. Rushikesh Sonawane	Android Application Development	05-06-2021	300	PO1, PO4, PO5,PSO1

Academic Year: 2019-20

Sr. No.	Name of Expert & Contact Details	Topic	*Course Code & COs Nos.	Semester	Name of Coordinator	Date of conduction of Activity
1	MR TEJAS M.KASARE	ANDROID	22617	SEMESTER II	TEJASHREE GUNJAL	2/4/2020
2	MR. SANDIP Taware	WEB APPLICATION DEVELOPMENT USING PHP	22619	SEMESTER II	RAMESHWAR GANPAT WAVHAL	30/11/2019
3	MRS ROHINI ROTE	INTERNET OF THINGS	22617	SEMESTER II	TEJASHREE GUNJAL	1/24/2020
4	MR RAHUL M DHOKANE	MICROPROCESSOR	22415	SEMESTER II	VANDANA KARAD	2/22/2020
5	DR NIKHIL KANASE	STUDENTS PSYCHOOGY ,DRUGS ADDICTION & ITS PREVENTIONS	22318	SEMESTER I	SANDIP BHAUSAHEB DALAVI	9/11/2019
6	MR TEJAS SHINDE	HIGH QUALITY DESIGN TRAINING AND PRODUCT DEVELOPMENT SERVICES FOR ENGINEERING INDUSTRY	22517	SEMESTER I	MAHESH SHRIPAT POKHARKAR	9/17/2019

Academic Year: 2018-19 :

Sr. No.	Name of Expert & Contact Details	Topic	*Course Code	Semester	Name of Coordinator	Date of conductio n of Activity
			& COs Nos.			
1	WABLE SHRADDHA	DATABASE	22414	SEMESTER II	KIRAN ABASAHEB KANADE	1/5/2019
2	WAJE GANESH	WORDPRESS	17627	SEMESTER II	SANDIP BHAUSAHEB DALAVI	2/9/2019
3	SHINGOTE AKASH	WORDPRESS & NETWORKING	22413	SEMESTER II	TEJASHREE GUNJAL	2/9/2019
4	RUSTUM DARADE	SOFT-SKILL	17625	SEMESTER II	MAHESH SHRIPAT POKHARKAR	1/5/2019
5	MIUNGASE R R	PHP	17816	SEMESTER II	SHRADDHA DEOKAR	12/11/2018

C. Industrial visits/tours for students (3) Open Separately (<eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=462>)

[Edit Answer](#)**Industrial tours for students for A.Y.- 2019-20**

Sr. No.	Class	Orgnization/Industry Details	Date of Visit	Location	Total No. of Students Visited	Under consideration of Course/s	
1	SY-A-II	PRADHAN MANTRI KAUSHALYA KENDRA	7/1/2020	PMKK BELHE	66	DATA COMMUNICATION AND COMPUTER NETWORK, GUI APPLICATION DEVELOPMENT USING VBNET, JAVA PROGRAMMING, MICROPROCESSOR, SOFTWARE ENGINEERING	PO5, PC
2	SY-A-II	BSNL CENTER AT RAJANI	7/1/2020	RAJANI	66	DATA COMMUNICATION AND COMPUTER NETWORK	PO5, PC
3	SY-A-II	ATHARV COMPUTERS	7/1/2020	MANCHAR	66	DATA COMMUNICATION AND COMPUTER NETWORK	PO5, PC
4	SY-A-II	REVA TECH-LETS,SOFTWARE SOLUTION	1/7/2020	MANCHAR	66	SOFTWARE ENGINEERING	PO5, PC
5	TY-A-II	NASHIK CLUSTER ENGINEERING	2/10/2020	NASHIK	43	EMERGING TRENDS IN COMPUTER AND INFORMATION TECHNOLOGY	PO5, PC
6	TY-A-I	FUNFIRST PVT LTD	10/4/2019	VIKHROLI MUMBAI	66	DIGITAL TECHNIQUES	PO5, PC

**Industrial Visits for students for A.Y.- 2018-19**

Sr. No.	Class	Orgnization/Industry Details	Date of Visit	Location	Total No. of Students Visited	Under consideration of Course/s	
1	TY-A	FUNFIRST PVT LTD	10/4/2019	VIKHROLI MUMBAI	66	DIGITAL TECHNIQUES	PO1, PO2,
2	SY-A-II	FUNFIRST PVT LTD	23-02-2019	SHIRUR	52	SOFTWARE ENGINEERING	PO1, PO2,
3	SY-A-II	SCON INFOTECH	23-02-2019	AHMEDNAGAR	52	DATA COMMUNICATION AND COMPUTER NETWORK	PO1, PO2,
4	TY-A-I	EXPERT ENTERPRISES	8/7/2018	SANGAMNER	61	COMPUTER SECURITY	PO1, PO2, PO
5	TY-A-I	APOSTAL PVT LTD	8/7/2018	PUNE	61	COMPUTER SECURITY	PO1, PO2, PO
6	SY-A-II	BRAND TECHNOLOGY	2/23/2019	AHMEDNAGAR	52	DATA COMMUNICATION AND COMPUTER NETWORK	PO1, PO2,

(Marks to be given proportionately i.e. 100% student attended = 05 Marks; 90% students attended = 04, Marks and so on....)

[Edit Answer](#)

<b>Year</b>	<b>Total No.of Students</b>	<b>In Plant Training Completed</b>
2018-19	50	50
2019-20	43	43

E. Post training/ internship Assessment (10) Open Separately ([eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=464](#))

Edit Answer

**The following format are used for Post Training/ Internship Assessment:**

Format 4						
Evaluation Sheet for PA of Industrial Training						
Academic year: - 201 - 20						
Name of the industry:						
Sr. No.	Enrollment Number	Name of student	Marks (5 - marks for each week by Mentor & Industry Supervisor jointly)	PA Marks by Supervisor	PA Marks by mentor faculty	Total Marks
			Out of 30 (A)	Out of 25 (B)	Out of 20 (C)	Out of 75 (A)+(B)+(C)
A) Marks for PA are to be awarded out of 5 for each week considering the level of completeness of activity observed, from the daily diary maintained.						
B) Marks are to be awarded by Industry Supervisor on the basis of General Observation and behavioral aspects of student.						
C) Marks are to be awarded by Mentor faculty on the basis of report, understanding level and work performance of the student.						

**Signature-** \_\_\_\_\_ **Signature-** \_\_\_\_\_

**Name and designation of the Mentor/Faculty** \_\_\_\_\_ **Name and designation of the Industry Supervisor** \_\_\_\_\_

F. Contribution to Community related projects/activities (5) Open Separately (<esARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=465>)

[Edit Answer](#)

#### Social Awareness about Digital literacy Program :

Social Awareness about Digital literacy is critical in the 21st century. Digital literacy is very important for rural India as the program provides adolescents in rural villages with basic computer skills, information about some



Social Awareness about digital literacy Program

#### COVID Special Activity :

Our Students have developed android application named as "KIDS Learning Application" which is very useful for kids to learn education from this app. They also have presented this application in pr



#### 2.2.6 Information Access Facilities and Student Centric Learning Initiatives (15)

[Edit Answer](#)

- ICT Facilities:**

Self-learning is promoted in the institute by generating various self-learning facilities and providing material for learning beyond syllabus. The details are as given below:

- Departmental Library:**

The departmental library has reference books, board examination question papers and model answers, photocopies of the answer books of toppers in MSBTE examination, project black book copies, CDs and DVDs of syllabus.

- Spoken tutorials (MOOCs):**

It is IIT-B generated project which helps the students to get certified in various programming subjects through tutorials and videos.

- Internet Browsing Session:**

Institute has a 1Gbps internet line through NKN. The campus is well connected by Wi-Fi and LAN facilities. Facility required for downloading books, technical papers, important information helpful for self-learning is made available.

- Digital Library:**

Digital Library facility is provided through DELNET. It provides services Round-the clock and there is open access facility.

Availability of digital library content	Yes. E-Journals, Downloaded, Back volume of e-journals, Downloaded E-Books and other Study materials in e-forms.
Number of courses, number of e-books	No. of Courses: 05 E-Books: 10839
Availability of exclusive server	Yes
Availability over Intranet/Internet	Yes
Availability of exclusive space/room	Yes
Number of users per day	70
Availability of NPTEL Facility	Yes

- Newspapers:

National and Local Newspapers are provided in the library as well in the hostel rooms of the students.

- Industrial Visits:**

In each semester the Institute organizes Industrial Visits. Institute extends financial support facility to all the students for the same.

- Technical Events:**

Technical events are organized at department and institute level where students play important role in the organization. Students have to prepare for participation and presentation in such events.

- ICT Facilities :**

Sr. No.	ICT	Facilities	Utilization
1	Library	<ul style="list-style-type: none"> <li>Reference books</li> <li>Personality development books</li> <li>Course notes</li> <li>Technical magazines</li> <li>News paper</li> </ul>	<ul style="list-style-type: none"> <li>Specifically for teachers and students</li> </ul>
2	e- Library (e-resources)	<ul style="list-style-type: none"> <li>Curriculum</li> <li>Question Papers set</li> <li>Course wise Question bank</li> <li>Model Answers</li> <li>e-Books</li> <li>MCQ banks</li> <li>PPTs,</li> </ul>	<ul style="list-style-type: none"> <li>Available in departmental library</li> <li>Specifically for teachers and students</li> </ul>

3	Departmental Library	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Course notes,</li> <li>• Sample Question Papers,</li> <li>• Previous years board examination papers</li> <li>• Model Answer Books</li> <li>• Toppers Answer Book photocopies</li> <li>• Black Book of final year project</li> </ul>	<ul style="list-style-type: none"> <li>• Specifically for teachers and students</li> </ul>
4	Internet Browsing Session	<ul style="list-style-type: none"> <li>• Information search</li> <li>• Self-Learning</li> <li>• Books</li> <li>• Technical papers</li> <li>• Digital library</li> <li>• e-journals</li> </ul>	<ul style="list-style-type: none"> <li>• Specifically for teachers and students</li> </ul>
5	Digital Library	<ul style="list-style-type: none"> <li>• DELNET facility</li> </ul>	<ul style="list-style-type: none"> <li>• Specifically for teachers and students</li> </ul>
6	Reprographics facility	<ul style="list-style-type: none"> <li>• Availability of printing facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Specifically for teachers and students</li> </ul>
7	Newspapers	<ul style="list-style-type: none"> <li>• National newspapers</li> <li>• Local Newspapers</li> </ul>	<ul style="list-style-type: none"> <li>• Specifically for teachers and students</li> </ul>
8	Industrial Visits	<ul style="list-style-type: none"> <li>• Twice a semester</li> <li>• Financial support facility to students</li> </ul>	<ul style="list-style-type: none"> <li>• Specifically for students</li> </ul>
9	Technical Events	<ul style="list-style-type: none"> <li>• Organized departmental and institute level events by students</li> </ul>	<ul style="list-style-type: none"> <li>• Specifically for students</li> <li>• Organized by students under the guidance of teachers</li> <li>• Versatile responsibilities handled by students</li> </ul>

Sr. No.	Types of Learning Resources /Facilities	Year	Subjects	Students Beneficiaries
1	Book Bank	First, Second and Third year	All Subjects	First, Second and Third year
2	Digital library	Second and Third year	All Subjects	Second and Third year
3	PPTs	First, Second and Third year	All Subjects	First, Second and Third year
4	CDs/DVDs	First, Second and Third year	All Subjects	First, Second and Third year
5	Flash Presentations/ Videos	First, Second and Third year	All Subjects	First, Second and Third year
6	Technical Events	First, Second and Third year	Technical Quiz	National Level
7	Poster Presentation	First, Second and Third Year	Technical	State Level

B. Student Centric Learning Initiatives & Effective Implementation (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=467\)](Open Separately (eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=467))

[Edit Answer](#)

Sr. No.	ICT	Facilities/Materials	Outcomes
1	Class room	<ul style="list-style-type: none"><li>• Smart board</li><li>• Projector</li></ul>	<ul style="list-style-type: none"><li>• Enhances learning and teaching process</li><li>• students understand the technical concept easily</li><li>• Enjoy the benefits of Knowledge sharing</li><li>• Improves the analytical skill</li><li>• Improves the attentiveness, thinking skill, communication, confidence level</li></ul>
2	Laboratories	<ul style="list-style-type: none"><li>• Posters</li><li>• Pictures</li><li>• Brief bio- data of renowned personalities</li><li>• Models</li><li>• Charts</li><li>• Drawings</li><li>• Maps</li><li>• Sketches</li></ul>	<ul style="list-style-type: none"><li>• Improves measuring skill</li><li>• Develops intellectual and motor skill</li><li>• Develops confidence</li><li>• Develops interest in the subjects</li></ul>
3	e-learning	<ul style="list-style-type: none"><li>• Spoken tutorial</li><li>• NPTEL</li><li>• Faculty members syllabus presentations</li><li>• Flash presentations</li></ul>	<ul style="list-style-type: none"><li>• Awareness of e-learning software tools</li><li>• Use of latest technologies</li></ul>
4	Notice boards	<ul style="list-style-type: none"><li>• Notices</li><li>• Curricular and co-curricular activities achievements</li><li>• Newsletter</li><li>• MSBTE academic calendar</li><li>• Time tables of examinations</li><li>• Posters of intercollegiate competitions</li></ul>	<ul style="list-style-type: none"><li>• Awareness of various activities</li><li>• Appreciation of succeeded</li><li>• Awareness of latest technologies</li></ul>

#### 2.2.7 New Initiatives for embedding Professional Skills (15)

A. Employability skill enhancement Initiatives and effective implementation (8) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=468\)](#)

[Edit Answer](#)

Initiatives for developing specialized skill development programs include communication, professional and core employability skills to enhance employability. These includes following activities:

#### **1. Communication Improvement Program (CIP) :**

This program is conducted for third year students. It improves student's communication abilities in educational field and society. This includes improvement in clarity of speech or language, expressing thoughts clearly, imp

#### **2. Personality Development Programme :**

This program is conducted for student's long-term guide for improving thoughts, feelings, and behaviors that distinguish individuals from one another. With the help of this programs students can do SWOC analysis (study

#### **3. Celebration of Jayanti's of eminent personalities and special days :**

In College the celebration of Jayanti's of eminent personalities like S. Radhakrishnan (Teacher's Day), M. Vishweshwaraiyya (Engineer's Day), Gandhi Jayanti, Savitribai Phule Jayanti, Shiv Jayanti and Dr. Babasaheb Ambedkar. It helps to improve moral ethics and values also develop management skills within the students.

#### **4. Career guidance, Industrial Visit, Industry Expert Lectures :**

These activities conducted for the students to get them aware of opportunities available in market and acquired skill to fulfill the needs of industry and society. Industrial visits are arranged for practical exposure, technology

#### **5. Entrepreneurship development programme :**

This programme is conducted for third year students which helps to gain knowledge about forming firms and companies also it improve entrepreneur skills.

B. Personality development related Initiatives & effective implementation (7) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=469\)](#)

[Edit Answer](#)

Personality development helps a person to get positive thought, gain confidence, improve behavior, and learns better communication. Personality development is the development of the organized pattern of behaviors and attitudes, learning manners. It is achieved in several ways-

Conducting guest lectures on Personality Development.

Organizing Seminars.

Guest lectures on Stress Management.

Conducting guest lectures on Motivational speech

Programs(For Skill Development )	Skills Development	Activity Under
Entrepreneurship Development Program	Build Quality in Student Through Entrepreneur skills	Seminar
Development Program	Interview Skills(Resume Writing/Interview question Answer Mock Session)	Seminar
Based on Communication	Body Language/Stage Dearing/Verbal Communication	Seminar
Physical Fitness Session(Open Gym)	Body Fitness	Art of Living Sessions/Yoga
Development Skill Program	Manner and Etiquettes/Confidence Building/Presentation Skill /Dress Code	Personality
Extra-Curricular Programs	Contribution In Society	Organize Social Activity
On Management Skills	Team Management/Task/Time Management/Leadership etc.	(Micro- Project /Projects / Compitations)
Technical Quiz/General Quiz	Information Search/Writing Skill/Verbal Communication/Technical based Knowledge	Quiz
Program Conduct on Trends on Various Electronic Gazettes	Design/Practical Approach/Basic Motor Skills (Psychomotor Skill etc.)	Workshop

#### **Professional Practice is enhanced in several fields-**

- Student council formed to increased Professional skills, team work.
- Vocational training Centre under MSSDS for drop outs students.
- PLC training.
- Expert lectures on Personality development.

- Club cultured campus.
- Organizing Technical Quiz.
- Organizing Mock interview competition.
- Industry visits.

<b>Year</b>	<b>Activity</b>	<b>Topic</b>	<b>Date- Month-Year</b>	<b>Name of Resource / Industry Person with Designation</b>	<b>Beneficiaries</b>
2020-21	Personality Development Program	Soft Skill	10/05/2021	Mr.Anand Kulkarni Softskill trainer unacademy	110
2019-20	Personality Development Program	Mobile and Social Media Addiction	11/09/2019	Dr. Kanase Nikhil (MBBS,MD & Psychologist) Shivneri Foundation Junnar, Pune	133
	Personality Development Program	Zero to Hero	28/12/2019	Mr. Deshmukh Pramod Past District Governor	35
2018-19	Personality Development Program	Students Development Program	25/01/2019	Prof. Raut A.A. Lecturer in PCP Polytechnic Pune	68
	Personality Development Program	Students Development Program	16/08/2018	Prof. Jadhav S.J Samarth College of Management	104

#### 2.2.8 Co-curricular & Extra Curricular Activities (10) Open Separately (eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=128)

(The institution may specify the co-curricular and extra-curricular activities) (Quantify activities such as NCC, NSS etc.)

[Edit Answer](#)

Along with curricular activities, students are engaged in co-curricular activities like Workshops, Guest Lectures, participation in intercollegiate events and Industry Expert Lectures etc. Extra Curricular activities

##### Co-Curricular Activities:

- As a part of co-curricular activities, paper presentation contests, quiz contests, project exhibitions and robotic competitions are organized in the institution and students are encouraged to participate in such events.
- Every year institute arranges state level paper presentation contest and project competitions etc. The details are given in the table below.
- Industrial visits are arranged in each semester for the students to make them aware about the industrial environment.
- Guest lecturers of entrepreneurs are arranged for motivating the students.
- Training programs by various professional trainers are arranged.

##### Academic Year 2019-20

<b>Program Details</b>	<b>No. of Participations</b>
	Academic Year 2019-20

Technical Event	43
Cultural	5
Sports	58
<b>NSS/Social Activity</b>	
Tree Plantation	92
Food Serving At Ane	100
Anaemia Thalassaemia Detection Camp	107
Gram Swachhata Abhiyaan	91

#### **Academic Year 2018-19**

Program Details	No. of Participations
	Academic Year 2018-19
Technical Event	42
Cultural	5
Sports	11
<b>NSS/Social Activity</b>	
Tree Plantation	90
Aamti Bhakar Vatap	89

#### **Technical Event Participation for Academic Year 2020-21**

Sr. No.	Student Name	Class	Organization	Event	Sub Event/ Details of Activity	Event Level
1	DOLAS PRATIKSHA	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
2	BHOR AJAY	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
3	VARE RACHANA	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
4	BADHEKAR NIKITA	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
5	PRATIKSHA KUTAL	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL

6	SHAIKH ARZOO	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
7	YENDHE AKSHIT	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
8	AUTI VAISHNAVI	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
9	KADAM PRATIKSHA	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
10	GHADGE MONIKA	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
11	SHELKE PRADIP	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
12	MULE SONAL	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
13	PRASAD BHUMKAR	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
14	MHASKE PRIYANKA	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
15	KAMBALE SAKSHI	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
16	NARSALE SHITAL	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
17	SHRIKANT SHINDE	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
18	NITIN JORI	SECND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
19	KALYANI KHARAT	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
20	NIJAM SHAIKH	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
21	KADAM RUTUJA	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
22	SHINDE VAIBHAV	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
23	DAMINI GAIKWAD	THIRD YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
24	PATHAN ALISHA	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL

25	KANCHAN VAIRAL	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
26	SAMARTH KARALE	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
27	MANGESH AAMBEKAR	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
28	DATE TEJASWI	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
29	KOMAL AUTI	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
30	MANASI GADHAVE	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
31	MANASI BHOR	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
32	SHINDE PRIYANKA	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
33	SHARMA BHAVANA	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
34	HITESH ATKAR	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
35	GOPALE PRATIK	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
36	ITHAPE ROHIT	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
37	VEDANT GADEKAR	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
38	HADAWALE VAISHNAVI	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
39	TEMGIRE DNYANESHWARI	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL
40	VEDNT TAMBE	SECOND YEAR	Bhujbal Knowledge City, Nashik	E-QUIZ	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL

**Technical Event Participation for Academic Year 2019-20**

Sr. No.	Student Name	Class	Organization	Event	Sub Event/ Details of Activity
1	CHAVHAN OMKAR GORAKH	THIRD YEAR	SAMARTH POLYTECHNIC	QUIZ COMPETITION	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ

2	WAGH ABHISHEK EKNATH	SECOND YEAR	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	QUIZ COMPETITION
3	WAGH ABHISHEK EKNATH	SECOND YEAR	JAIHIND POLYTECHNIC	BLIND CODING	BLIND CODING
4	SHINDE VAIBHAV PRAKASH	SECOND YEAR	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	QUIZ COMPETITION
5	SHINDE VAIBHAV PRAKASH	SECOND YEAR	JAIHIND POLYTECHNIC KURAN	BLIND CODING	BLIND CODING
6	SHINDE SAKSHI BHAUSAHEB	THIRD YEAR	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	PROJECT PRESENTATION
7	SHINDE SAKSHI BHAUSAHEB	THIRD YEAR	GOVT POLYTECHNIC AWSARI	QUIZ COMPETITION	QUIZ COMPETITION
8	SHINDE SAKSHI BHAUSAHEB	THIRD YEAR	JAIHIND POLYTECHNIC KURAN	BLIND CODING	BLIND CODING
9	JADHAV SAKSHI SANJAY	FIRST YEAR	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	PROJECT PRESENTATION
10	JADHAV SAKSHI SANJAY	FIRST YEAR	JAIHIND POLYTECHNIC KURAN	BLIND CODING	BLIND CODING
11	NIGHOT RUTUJA VITTHAL	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
12	GAWANDE ARTI BALSHIRAM	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
13	JADHAV SAKSHI SANJAY	FIRST YEAR	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	PROJECT PRESENTATION
14	JADHAV SAKSHI SANJAY	FIRST YEAR	JAIHIND POLYTECHNIC KURAN	BLIND CODING	BLIND CODING
15	SHIRKE SACHIN MININATH	THIRD YEAR	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	PROJECT PRESENTATION
16	SHIRKE SACHIN MININATH	THIRD YEAR	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	QUIZ COMPETITION
17	THORAT SHABDALI ANIL	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
18	VARHADI VAISHNAVI SHARAD	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
19	BORHADE RANI BALASAHEB	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
20	KADAM PRATIKSHA SANTOSH	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
21	LANGHE PRIYA SANTOSH	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
22	PATEL ALISHA NASIR	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
23	BADHEKAR NIKITA RAJARAM	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
24	WAGH RAHUL BALSHIRAM	SECOND YEAR	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	QUIZ COMPETITION
25	GADAGE VAISHNAVI GANESH	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
26	NALAWADE TEJAS SAMBHAI	THIRD YEAR	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	PROJECT PRESENTATION
27	SHINDE TUSHAR SURESH	THIRD YEAR	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	PROJECT PRESENTATION
28	KHOSE SHUBHANGI ANIL	THIRD YEAR	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	PROJECT PRESENTATION
29	PARHAD SHITAL ANNASAHEB	THIRD YEAR	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	PROJECT PRESENTATION

30	BADHE MAYUR SURESH	THIRD YEAR	JAIHIND POLYTECHNIC KURAN	QUIZ CPMPETITION	QUIZ CPMPETITION
31	GADAGE VAISHNAVI GANESH	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
32	KASAR ATISH VIJAY	THIRD YEAR	JAIHIND POLYTECHNIC KURAN	BLIND CODING	BLIND CODING
33	SARODE PRIYANKA SUBHASH	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
34	GHULE SAGAR BALASAHEB	THIRD YEAR	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	QUIZ COMPETITION
35	SARODE PRIYANKA SUBHASH	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
36	GAIKWAD DAMINI ARVIND	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
37	NARSALE SHITAL SUBHASH	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
38	JADHAV AKSHAY ANKUSH	THIRD YEAR	GOVERNMENT POLYTECHNIC AWASARI	TECHNOVIA	QUIZ COMPETITION
39	NALAWADE TEJAS SAMBAJI	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
40	CHAUDHARI SNEHAL SANTOSH	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
41	BORHADE ANUJA SUBHASH	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
42	DONGARE USHA RAVSAHEB	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION
43	JADHAV AKSHAY ANKUSH	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-19	QUIZ COMPETITION

**Participation in Extra-Curricular Activities for A.Y. - 2019-20 :**

Sr. No.	Student Name	Class	Sport Level	Participation Type	Sport	C
1	BHALERO SHILPA GORAKSHANATH	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
2	BHALERO SHILPA GORAKSHANATH	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
3	CHAVHAN OMKAR GORAKH	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT SA
4	CHAVHAN OMKAR GORAKH	THIRD YEAR	UNIVERSITY LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
5	CHAVHAN OMKAR GORAKH	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
6	CHAVHAN OMKAR GORAKH	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
7	JADHAV AKSHAY ANKUSH	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
8	KANDHARE MADHURI SUNIL	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
9	KHOSE SHUBHANGI ANIL	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I

10	PHALKE SHRIKANT SANJAY	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
11	TAMBOLI ANJUM JAMAL	THIRD YEAR	STATE LEVEL	WITHIN STATE	ZONE D1 2019	MSBTE AT R POLYTE
12	DONGARE USHA RAVSAHEB	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
13	DONGARE USHA RAVSAHEB	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
14	GAGARE AKANKSHA BALASAHEB	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
15	GAGARE AKANKSHA BALASAHEB	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
16	GAGARE AKANKSHA BALASAHEB	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
17	GAGARE AKANKSHA BALASAHEB	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
18	GAGARE AKANKSHA BALASAHEB	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
19	GAWANDE ARTI BALSHIRAM	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
20	JADHAV SAKSHI SANJAY	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
21	JADHAV SAKSHI SANJAY	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
22	KALE TEJAL RAMDAS	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
23	KALE TEJAL RAMDAS	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
24	KALE TEJAL RAMDAS	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
25	SHINDE SAKSHI BHAUSAHEB	THIRD YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
26	AUTI KOMAL AMOL	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
27	AUTI KOMAL AMOL	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
28	BARKADE VARSHA ANANDA	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
29	GOPALE VAISHNAVI SANTOSH	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
30	GOPALE VAISHNAVI SANTOSH	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
31	GOPALE VAISHNAVI SANTOSH	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
32	KARALE SAMARTH DATTRAY	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I

33	LENDE SALONI AJIT	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
34	LENDE SALONI AJIT	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
35	PATHAN ALISHA ASLAM	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
36	PAWAR VAIBHAV GANGADHAR	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
37	SALI NIKHIL BALU	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
38	TAMBE VEDANT DATTATRAY	FIRST YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
39	AHER KAMLESH BALSHIRAM	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
40	CHAUDHARI SNEHAL SANTOSH	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
41	GAVHANE UDDHAV MAHENDRA	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
42	JAGTAP ADITI BHUSAHEB	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
43	AUTI AARTI JALINDAR	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
44	AUTI AARTI JALINDAR	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	IEDSSA SAMAR
45	BHOSALE SUVARNA BANSI	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
46	BHOSALE SUVARNA BANSI	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
47	BHOSALE SUVARNA BANSI	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
48	KADAM RUTUJA DEVIDAS	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
49	KADAM RUTUJA DEVIDAS	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT R POLYTE
50	KADAM RUTUJA DEVIDAS	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
51	SHINDE VAIBHAV PRAKASH	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	MSBTE AT F INSTITUT C
52	SHINDE VAIBHAV PRAKASH	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
53	SHITOLE MAYURI GANESH	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
54	SHITOLE MAYURI GANESH	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
55	TAMBE PRIYANKA DILIP	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH PC
56	TAMBE PRIYANKA DILIP	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
57	THITE PURVA GANESH	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I

58	AHER SNEHAL DAGADU	SECOND YEAR	STATE LEVEL	WITHIN STATE	IEDSSA	SAMARTH I
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**Technical Event Participation for Academic Year 2018-19**

Sr. No.	Student Name	Class	Organization	Event	Sub Event/ Details
1	SHEWALE PRANITA BALU	THIRD YEAR	IIT SPOKEN TUTORIAL	JAVA TRAINING	IIT SPOKEN TU
2	SHEWALE PRANITA BALU	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	SREIR
3	SHEWALE PRANITA BALU	THIRD YEAR	SREIR	EXAM	EXAM
4	PADALKAR AKSHADA BABAN	THIRD YEAR	SREIR	SCIENCE EXHIBITION	SCIENCE EXHI
5	PADALKAR AKSHADA BABAN	THIRD YEAR	SREIR	QUIZ COMPETITION	QUIZ COMPEI
6	MORE POOJA SURESH	THIRD YEAR	SREIR	COMPUTER PRESENTATION	SMART CI
7	PADALKAR AKSHADA BABAN	THIRD YEAR	LPF	AWARD OF SCHLORSHIP	AWARD OF SCH
8	MORE POOJA SURESH	THIRD YEAR	SREIR	POSTER PRESENTATION	POSTER PRESE
9	DUKARE KAMAL SURESH	THIRD YEAR	SREIR	PAPER PRESENTATION	PAPER PRESEN
10	MORE POOJA SURESH	THIRD YEAR	SGOI	PAPER PRESENTATION	PAPER PRESEN
11	ARAJ RUTUJA ARUN	THIRD YEAR	LILA POONAWALA FOUNDATION	LILA POONAWALA FOUNDATION	LILA POONAWALA F
12	JADHAV NIKITA BALU	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	IN PLANT TRAINING	IN PLANT TRA
13	BODAKE SAPANA NATHU	THIRD YEAR	SGOI	RECENT TRENDS IN SCIENCE & TECHNOLOGY	VENDANTI INFOTE
14	JADHAV NIKITA BALU	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	CORPORATE EMPLOYABILITY PROGRAMME	CORPORATE EMPL PROGRAM
15	JADHAV NIKITA BALU	THIRD YEAR	LPF	WINING THE BODY LANGUAGE	WINING THE BODY
16	SHETE KAJAL SURESH	THIRD YEAR	SGOI	RECENT TRENDS IN SCIENCE & TECHNOLOGY	PROJECT EXHI
17	JADHAV NIKITA BALU	THIRD YEAR	LPF	PERSONALITY DEVELOPEMENT	PERSONALITY DEV
18	JADHAV NIKITA BALU	THIRD YEAR	LPF	LETS CONNECT	LETS CONN
19	SHETE KAJAL SURESH	THIRD YEAR	JAUNNAR TALUKA VINAN MELAVA	JUNNAR TALUKA VINAN MELAVA	WALL POS'
20	ARAJ RUTUJA ARUN	THIRD YEAR	LPF	PERSONALITY DEVELOPEMENT	PERSONALITY DEV
21	ARAJ RUTUJA ARUN	THIRD YEAR	MSBTE PUNE	ULTIMATE SUCCESS MANTRA	ULTIMATE SUCCES
22	ARAJ RUTUJA ARUN	THIRD YEAR	MSBTE MUMBAI	IN PLANT TRAINING	IN PLANT TRA

23	SHELAR AARTI BARKU	THIRD YEAR	SGOI	RECENT TRENDS IN SCIENCE & TECHNOLOGY	VENDANTI INFOTECH
24	ARAJ RUTUJA ARUN	THIRD YEAR	LPF	LETS CONNECT	LETS CONNECT
25	THORAT PRAJAKTA TANAJI	THIRD YEAR	SRIER	POSTER PRESENTATION	POSTER PRESENTATION
26	THORAT PRAJAKTA TANAJI	THIRD YEAR	SRIER	COMPUTER PRESENTATION	COMPUTER PRESENTATION
27	THORAT PRAJAKTA TANAJI	THIRD YEAR	SPPU PUNE	PROJECT EXHIBITION	PROJECT EXHIBITION
28	THORAT PRAJAKTA TANAJI	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	POSTER PRESENTATION	POSTER PRESENTATION
29	SHEWALE PRANITA BALU	THIRD YEAR	SGOI	RECENT TRENDS IN SCIENCE & TECHNOLOGY	PAPER PRESENTATION
30	DOKE SANKET VITTHAL	THIRD YEAR	GPP AWASARI	TECHNOVIA	QUIZ
31	KAKADE POOJA SURESH	THIRD YEAR	GPP AWASARI	TECHNOVIA	QUIZ
32	MHASKE MANGESH SAVKAR	THIRD YEAR	GPP AWASARI	TECHNOVIA	QUIZ
33	DUMBRE APEKSHA CHANDRAKANT	THIRD YEAR	SREIR	PAPER PRESENTATION	PAPER PRESENTATION
34	MULE ASMITA ASHOK	THIRD YEAR	SAMARTH BCS	C BATTLE 2018	C BATTLE 2018
35	AHER RUTUJA KISAN	THIRD YEAR	SREIR	COMPUTER PRESENTATION	COMPUTER PRESENTATION
36	AHER RUTUJA KISAN	THIRD YEAR	SREIR	C BATTLE	C BATTLE
37	BANGAR RUTUJA CHANDRAKANT	THIRD YEAR	SREIR	C BATTLE	C BATTLE
38	SHINDE MANGAL KAILAS	THIRD YEAR	SGOI COLLEGE OF ENGG	PAPER PRESENTATION	PAPER PRESENTATION
39	JADHAV TEJAL SHARAD	THIRD YEAR	SAMARTH POLY BELHE	PAPER PRESENTATION	PAPER PRESENTATION
40	JADHAV TEJAL SHARAD	THIRD YEAR	SAMARTH POLY BELHE	QUIZ COMPETITION	QUIZ COMPETITION
41	HANDE SNEHA SURESH	THIRD YEAR	SREIR	QUIZ COMPETITION	QUIZ COMPETITION
42	HANDE SNEHA SURESH	THIRD YEAR	SAMARTH POLY BELHE	POSTER PRESENTATION	POSTER PRESENTATION

**Participation in Extra-Curricular Activities for A.Y. - 2018-19 :**

Sr. No.	Student Name	Class	Sport Level	Participation Type	Sport	Organisation
1	DONGARE USHA RAVSAHEB	SECOND YEAR	STATE LEVEL	WITHIN STATE	ATHLETICS LONG JUMP	SAMARTH POLY
2	JADHAV SAKSHI SANJAY	SECOND YEAR	STATE LEVEL	WITHIN STATE	ATHLETICS LONG JUMP	SAMARTH POLY
3	KALE TEJAL RAMDAS	SECOND YEAR	STATE LEVEL	WITHIN STATE	ATHLETICS LONG JUMP	SAMARTH POLY
4	CHAVHAN OMKAR GORAKH	SECOND YEAR	UNIVERSITY LEVEL	WITHIN STATE	CRICKET	BHIVARABAI SAV. PU
5	DUMBRE AKSHAY ARUN	SECOND YEAR	UNIVERSITY LEVEL	WITHIN STATE	CRICKET	BHIVARABAI SAV. PU
6	KUNJIR VAIBHAV BHAGWAN	SECOND YEAR	STATE LEVEL	WITHIN STATE	FOOT BALL	SAMARTH POLY
7	KUNJIR VAIBHAV BHAGWAN	SECOND YEAR	STATE LEVEL	WITHIN STATE	KHO-KHO	SAMARTH POLY
8	PHALKE SHRIKANT SANJAY	SECOND YEAR	UNIVERSITY LEVEL	WITHIN STATE	CRICKET	BHIVARABAI SAV. PU
9	PHALKE SHRIKANT SANJAY	SECOND YEAR	STATE LEVEL	WITHIN STATE	FOOT BALL	SAMARTH POLY
10	DOKE SANKET VITTHAL	THIRD YEAR	UNIVERSITY LEVEL	WITHIN STATE	CRICKET	BHIVARABAI SAV. PU
11	NALAWADE SANCHIT SATISH	THIRD YEAR	STATE LEVEL	WITHIN STATE	KHO-KHO	SAMARTH POLY



Tree Plantation

Previous



(../Institute/Welcome.aspx)

## SAMARTH POLYTECHNIC

0992principal@msbte.com (../Institute/Welcome.aspx)

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### Part B

[Back To Content Page](#)

#### 3 COURSE OUTCOMES AND PROGRAM OUTCOMES (100)

Total Marks 100.00

##### Define the Program specific outcomes

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=147\)](#)
[Edit](#)

<b>PSO1</b>	COMPUTER SOFTWARE AND HARDWARE USAGE: US	<a href="#">Delete</a>
<b>PSO2</b>	COMPUTER ENGINEERING MAINTENANCE: MAINTAIN	<a href="#">Delete</a>

#### 3.1 Establish the correlation between the courses and the POs and PSOs (20)

Total Marks 20.00

3.1.1 Course Outcomes (SAR should include course outcomes of one course from each semester of study, however, should be prepared for all courses) (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=129\)](#)

Institute Marks

*(POs as mentioned in Annexure I and PSOs as defined by the Program)*

5.00

**Note:** Number of Outcomes for a Course is expected to be 3 to 5

**Note : Number of Outcomes for a Course is expected to be 3 to 6.**

Course Name :

C102

Course Year :

2019-20

[Edit](#)

Course Name

Statements

Action

C102.1	Estimate error in measurements of physical quantities	Delete
C102.2	Apply the principles of electricity and magnetism to solve engineering problems.	Delete
C102.3	Use the basic principles of heat and optics in related engineering applications.	Delete
C102.4	Apply the catalysis process in industries.	Delete
C102.5	Use corrosion preventive measures in industry	Delete
C102.6	Use relevant engineering materials in industry	Delete

Course Name : **C126**

Course Year : **2019-20**

[Edit](#)

Course Name	Statements	Action
C126.1	Develop program and flowchart to solve problem logically	Delete
C126.2	Write simple C program using arithmetic expression.	Delete
C126.3	Develop C program using control structure	Delete
C126.4	Develop C program using array and structures	Delete
C126.5	Use functions in C program modular programming approach	Delete
C126.6	Develop C program using pointers	Delete

Course Name : **C216**

Course Year : **2019-20**

[Edit](#)

Course Name	Statements	Action
C216.1	Develop a C++ program to solve problem using Procedure Oriented Approach	Delete
C216.2	Develop C++ Program using classes and Objects.	Delete
C216.3	Implement Inheritance in C++ Program.	Delete
C216.4	Use Polymorphism in C++ program.	Delete
C216.5	Develop C++ Program to perform File Operations.	Delete

Course Name : **C214**

Course Year : **2019-20**

[Edit](#)

Course Name	Statements	Action
C214.1	Analyze the functioning of Data Communication and Computer Networks	Delete
C214.2	Select relevant transmission media and Switching techniques as needed	Delete
C214.3	Analyze the transmission errors with respect to IEEE standards	Delete
C214.4	Configure various Networking Devices	Delete
C214.5	Configure different TCP/IP services	Delete

Course Name : **C318**

Course Year : **2019-20**

[Edit](#)

Course Name	Statements	Action

C318.1	Apply various software testing methods	Delete
C318.2	Prepare test cases for different types and level of testing	Delete
C318.3	Prepare test plan for an application	Delete
C318.4	Identify bugs to create defect report of given application	Delete
C318.5	Test software for performance measures using automated testing tools	Delete

Course Name :	C316	Course Year :	2019-20
---------------	------	---------------	---------

Edit

Course Name	Statements	Action
C316.1	Display message on screen Using Python script on IDE.	Delete
C316.2	Develop Python program to demonstrate use of operators.	Delete
C316.3	Perform operations on data structure in python.	Delete
C316.4	Develop functions for given Problem.	Delete
C316.5	Design classes for given Problem.	Delete
C316.6	Handle Exceptions.	Delete

3.1.2 CO-PO matrices of courses selected in 3.1.1(Six matrices to be mentioned; one per semester from 1st to 6th semester) (5)

Open Separately ([eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=130](#))

Institute Marks

5.00

Note: Enter correlation levels 1, 2 or 3 as defined below:

1: Slight (Low)

2: Moderate (Medium)

3: Substantial (High). *If there is no correlation, put "-"*

### Instructions -

Data of above tables are used in following tables. Alter the above table data will cause the loss of records in following tables. Click the button to load the data in following grids. Please avoid the manipulation of data after filling the following grids. Click the button to load the data in following Grids. [Load Grid](#)

1 . course name : C102

Edit

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C102.1	3 ▾	3 ▾	3 ▾	2 ▾	2 ▾	2 ▾	3 ▾
C102.2	3 ▾	2 ▾	3 ▾	2 ▾	2 ▾	2 ▾	2 ▾
C102.3	3 ▾	3 ▾	2 ▾	2 ▾	2 ▾	2 ▾	2 ▾
C102.4	3 ▾	3 ▾	3 ▾	2 ▾	2 ▾	2 ▾	3 ▾
C102.5	3 ▾	3 ▾	2 ▾	2 ▾	2 ▾	2 ▾	2 ▾
C102.6	3 ▾	3 ▾	3 ▾	3 ▾	3 ▾	2 ▾	2 ▾
<b>Average</b>	<b>3.00</b>	<b>2.83</b>	<b>2.67</b>	<b>2.17</b>	<b>2.17</b>	<b>2.00</b>	<b>2.33</b>

2 . course name : C126

[Edit](#)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C126.1	3 ▾	3 ▾	2 ▾	2 ▾	1 ▾	2 ▾	3 ▾
C126.2	3 ▾	2 ▾	2 ▾	2 ▾	2 ▾	2 ▾	3 ▾
C126.3	3 ▾	2 ▾	2 ▾	2 ▾	2 ▾	1 ▾	2 ▾
C126.4	3 ▾	3 ▾	2 ▾	2 ▾	2 ▾	2 ▾	2 ▾
C126.5	3 ▾	2 ▾	3 ▾	2 ▾	2 ▾	1 ▾	1 ▾
C126.6	3 ▾	2 ▾	2 ▾	2 ▾	2 ▾	3 ▾	1 ▾
<b>Average</b>	<b>3.00</b>	<b>2.33</b>	<b>2.17</b>	<b>2.00</b>	<b>1.83</b>	<b>1.83</b>	<b>2.00</b>

## 3 . course name : C216

[Edit](#)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C216.1	3 ▾	3 ▾	2 ▾	3 ▾	1 ▾	1 ▾	2 ▾
C216.2	3 ▾	2 ▾	2 ▾	2 ▾	1 ▾	1 ▾	1 ▾
C216.3	2 ▾	3 ▾	2 ▾	3 ▾	1 ▾	1 ▾	1 ▾
C216.4	3 ▾	2 ▾	2 ▾	2 ▾	1 ▾	2 ▾	1 ▾
C216.5	3 ▾	3 ▾	3 ▾	3 ▾	1 ▾	1 ▾	2 ▾
<b>Average</b>	<b>2.80</b>	<b>2.60</b>	<b>2.20</b>	<b>2.60</b>	<b>1.00</b>	<b>1.20</b>	<b>1.40</b>

## 4 . course name : C214

[Edit](#)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C214.1	3 ▾	3 ▾	2 ▾	2 ▾	2 ▾	2 ▾	2 ▾
C214.2	2 ▾	3 ▾	3 ▾	1 ▾	2 ▾	2 ▾	2 ▾
C214.3	3 ▾	2 ▾	2 ▾	2 ▾	2 ▾	3 ▾	2 ▾
C214.4	3 ▾	3 ▾	3 ▾	2 ▾	2 ▾	3 ▾	2 ▾
C214.5	3 ▾	2 ▾	3 ▾	3 ▾	2 ▾	3 ▾	2 ▾
<b>Average</b>	<b>2.80</b>	<b>2.60</b>	<b>2.60</b>	<b>2.00</b>	<b>2.00</b>	<b>2.60</b>	<b>2.00</b>

## 5 . course name : C318

[Edit](#)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C318.1	3 ▾	2 ▾	3 ▾	3 ▾	2 ▾	3 ▾	2 ▾
C318.2	3 ▾	3 ▾	3 ▾	2 ▾	1 ▾	2 ▾	2 ▾
C318.3	3 ▾	2 ▾	3 ▾	2 ▾	2 ▾	3 ▾	2 ▾
C318.4	3 ▾	3 ▾	2 ▾	2 ▾	2 ▾	3 ▾	2 ▾
C318.5	3 ▾	3 ▾	3 ▾	3 ▾	3 ▾	3 ▾	3 ▾
<b>Average</b>	<b>3.00</b>	<b>2.60</b>	<b>2.80</b>	<b>2.40</b>	<b>2.00</b>	<b>2.80</b>	<b>2.20</b>

**6 . course name : C316**[Edit](#)

<b>Course</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
C316.1	3 ▾	3 ▾	3 ▾	2 ▾	2 ▾	2 ▾	3 ▾
C316.2	3 ▾	2 ▾	3 ▾	3 ▾	3 ▾	3 ▾	3 ▾
C316.3	2 ▾	3 ▾	2 ▾	2 ▾	3 ▾	3 ▾	3 ▾
C316.4	3 ▾	3 ▾	3 ▾	3 ▾	2 ▾	2 ▾	3 ▾
C316.5	3 ▾	2 ▾	2 ▾	3 ▾	2 ▾	3 ▾	3 ▾
C316.6	2 ▾	2 ▾	2 ▾	2 ▾	2 ▾	2 ▾	3 ▾
<b>Average</b>	<b>2.67</b>	<b>2.50</b>	<b>2.50</b>	<b>2.50</b>	<b>2.33</b>	<b>2.50</b>	<b>3.00</b>

---

**1 . Course Name : C102**[Edit](#)

<b>Course</b>	<b>PSO1</b>	<b>PSO2</b>
C102.1	- ▾	- ▾
C102.2	- ▾	- ▾
C102.3	- ▾	- ▾
C102.4	- ▾	- ▾
C102.5	- ▾	- ▾
C102.6	- ▾	- ▾
<b>Average</b>	<b>0.00</b>	<b>0.00</b>

---

**2 . Course Name : C126**[Edit](#)

<b>Course</b>	<b>PSO1</b>	<b>PSO2</b>
C126.1	3 ▾	3 ▾
C126.2	3 ▾	2 ▾
C126.3	3 ▾	3 ▾
C126.4	3 ▾	2 ▾
C126.5	3 ▾	2 ▾
C126.6	3 ▾	3 ▾
<b>Average</b>	<b>3.00</b>	<b>2.50</b>

---

**3 . Course Name : C216**[Edit](#)

<b>Course</b>	<b>PSO1</b>	<b>PSO2</b>
C216.1	2 ▾	1 ▾
C216.2	2 ▾	1 ▾
C216.3	2 ▾	1 ▾

---

C216.4	2	1
C216.5	2	1
<b>Average</b>	<b>2.00</b>	<b>1.00</b>

#### 4 . Course Name : C214

[Edit](#)

Course	PSO1	PSO2
C214.1	3	3
C214.2	3	3
C214.3	3	3
C214.4	3	3
C214.5	3	3
<b>Average</b>	<b>3.00</b>	<b>3.00</b>

#### 5 . Course Name : C318

[Edit](#)

Course	PSO1	PSO2
C318.1	3	3
C318.2	2	3
C318.3	2	3
C318.4	2	3
C318.5	3	3
<b>Average</b>	<b>2.40</b>	<b>3.00</b>

#### 6 . Course Name : C316

[Edit](#)

Course	PSO1	PSO2
C316.1	2	2
C316.2	3	2
C316.3	2	2
C316.4	2	2
C316.5	3	2
C316.6	2	3
<b>Average</b>	<b>2.33</b>	<b>2.17</b>

3.1.3 - A Program level Course-PO matrix of all courses INCLUDING first year courses (10)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&Progid=25&QuestID=132\)](#)

Institute Marks

**Before proceeding please click on Edit to fetch the data. Note :** Enter correlation levels 1, 2 or 3 as defined below :

1 : Slight(Low) 2 : Moderate(Medium) 3 : Substantial(High)

10.00

[Edit](#)

<b>Course</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>Action</b>
22001	3.00	3.00	2.60	2.60	2.60	2.60	2.60	Delete
22003	3.00	2.33	2.17	2.17	1.00	1.33	1.33	Delete
22005	3.00	3.00	2.20	2.00	2.00	2.00	2.40	Delete
22101	2.60	2.60	2.80	2.20	2.00	2.00	2.00	Delete
22102	3.00	2.83	2.67	2.17	2.17	2.00	2.33	Delete
22103	3.00	3.00	0.00	2.60	0.00	1.60	1.00	Delete
22009	2.80	2.80	2.80	2.20	2.00	2.00	2.00	Delete
22014	2.00	2.50	2.50	1.50	1.67	1.83	1.83	Delete
22215	2.00	2.33	2.50	2.67	2.67	2.50	2.33	Delete
22224	3.00	2.60	0.00	2.40	0.00	2.20	2.00	Delete
22225	2.40	2.20	2.20	1.80	1.80	2.00	1.60	Delete
22226	3.00	2.33	2.17	2.00	1.83	1.83	2.00	Delete
22316	2.80	2.60	2.20	2.60	1.00	1.20	1.40	Delete
22317	2.60	2.40	2.60	1.80	2.00	2.20	2.20	Delete
22318	2.67	2.67	2.50	2.17	2.33	2.33	2.17	Delete
22319	2.80	2.40	2.60	2.80	2.00	2.00	2.00	Delete
22320	3.00	2.80	2.60	2.60	2.40	2.60	2.40	Delete
22034	2.80	2.60	2.00	2.20	2.40	2.00	2.20	Delete
22412	2.50	2.50	2.00	1.83	1.67	1.67	1.50	Delete
22413	2.40	2.40	2.40	2.40	2.60	2.60	2.40	Delete
22414	2.80	2.60	2.60	2.00	2.00	2.60	2.00	Delete
22415	2.40	2.80	2.60	3.00	2.40	2.40	3.00	Delete
22057	2.40	2.80	2.20	2.00	2.60	2.60	2.60	Delete
22058	2.43	2.14	2.43	2.29	2.57	3.00	2.57	Delete
22447	2.60	2.40	2.60	2.20	2.80	2.60	2.60	Delete
22516	2.50	2.50	2.67	2.50	2.33	2.50	2.17	Delete
22517	2.83	2.67	2.50	2.50	2.33	2.83	2.50	Delete
22518	3.00	2.60	2.80	2.40	2.00	2.80	2.20	Delete
22519	2.83	2.50	2.50	2.50	1.83	2.33	2.50	Delete
22520	2.80	3.00	2.80	2.40	2.00	2.20	2.80	Delete
22032	2.60	2.40	2.80	2.60	2.60	2.40	2.60	Delete
22060	2.56	2.56	2.56	2.78	2.89	2.78	2.56	Delete
22509	2.60	2.40	2.40	2.00	2.80	3.00	2.80	Delete
22616	2.67	2.50	2.50	2.50	2.33	2.50	3.00	Delete
22617	2.83	2.50	2.50	2.50	2.33	2.50	2.33	Delete
22618	2.67	2.50	2.50	2.50	2.67	2.50	2.83	Delete
22620	2.60	2.60	2.60	2.40	2.20	2.60	2.20	Delete
22013	3.00	2.50	2.33	2.17	1.83	2.17	2.33	Delete

3.1.3 - B Program level Course-PSO matrix of all courses INCLUDING first year courses

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=134\)](#)

[Edit](#)

Course	PSO1	PSO2	Action
22001	3.00	1.60	Delete
22003	1.00	PSO2	Delete
22005	3.00	3.00	Delete
22101	3.00	2.00	Delete
22102	PSO1	PSO2	Delete
22103	PSO1	1.00	Delete
22009	2.60	1.40	Delete
22014	3.00	1.00	Delete
22215	PSO1	PSO2	Delete
22224	1.00	1.00	Delete
22225	2.00	1.00	Delete
22226	3.00	2.50	Delete
22316	2.00	1.00	Delete
22317	2.00	1.00	Delete
22318	2.00	1.00	Delete
22319	2.40	1.00	Delete
22320	2.50	2.00	Delete
22034	3.00	3.00	Delete
22412	2.33	2.00	Delete
22413	3.00	2.80	Delete
22414	3.00	3.00	Delete
22415	2.60	2.00	Delete
22057	2.40	3.00	Delete
22058	2.43	2.29	Delete
22447	2.00	2.00	Delete
22516	2.50	1.67	Delete
22517	2.50	3.00	Delete
22518	2.40	3.00	Delete
22519	2.50	2.00	Delete
22520	2.00	3.00	Delete
22032	2.20	1.60	Delete
22060	3.00	3.00	Delete
22509	2.00	2.00	Delete
22616	2.33	2.17	Delete
22617	2.83	3.00	Delete
22618	3.00	2.50	Delete
22620	2.80	3.00	Delete
22013	3.00	3.00	Delete

**3.2 Attainment of Course Outcomes (40)**

Total Marks 40.00

3.2.1 Describe the assessment processes used to gather the data upon which the evaluation of Course Outcome is based (10)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=135\)](#)

Institute Marks

10.00

(Examples of data collection processes may include, but are not limited to, specific exam/tutorial questions, assignments, laboratory tests, project evaluation, internally developed assessment exams, project presentations, oral exams etc.)

[Edit Answer](#)

In the Outcome Based Education (OBE), assessment is done through one or more than one processes, carried out by the institution, that identify, collect, and prepare data to evaluate the achievement of course outcomes (CO's).

#### CO Assessment Processes :

Assessment tools are categorized into two methods to assess the course outcomes as:

##### 1. Direct methods

Direct method shows the student's knowledge and skills from their performance in the continuous internal assessment tests, semester examinations, seminars, class room and laboratory assignments etc. These methods provide a sampling of what students know and/or can do and provide strong evidence of student learning.

##### 2. Indirect methods

Indirect method such as survey and interview ask to stockholders to reflect on student learning. They assess opinions or thoughts about the graduate's knowledge or skills and their valued by different stakeholders.

Sr. No	Direct Assessment Tools	Description of the Assessment Process	Assessment Frequency	AssessedBy
1	Board Theory Examination	The MSBTE theory examination is more focused on attainment of course outcome and program outcome using descriptive exam. The COs are measured by setting standards and calculating the numbers of students scoring above the set standards with the help of MSBTE theory exam. After declaration of MSBTE result, class, division, subject wise result analysis is carried out at department level. Accordingly the goal is set on the basis of pass students in subjects.	Once in semester	MSBTE board/ External Assessor
2	Board Practical/ Oral Examinations	As per teaching scheme of MSBTE, there are external oral examinations for certain subjects. On the basis of performance of the students in the respective oral tests, and the marks given by the examiner, their level of attainment in concerned subject is assessed.	Once in Semester	MSBTE board/ External Assessor
3	Unit Tests	As per the teaching scheme of MSBTE, two unit tests of each theory subject are conducted. It is a metric to continuously assess the attainment of course outcomes. This marks is counted in theory Progressive assessment, to be communicated to MSBTE shall be as per teaching Examination scheme.	Twice in a Semester	Subject Teacher

4	<b>Chapter wise Assignments</b>	At the start of every chapter, concerned subject teacher provides assignment on that chapter, to the extent possible, based on previous Board Exam questions. Students are required to complete and submit the assignments immediately after completion of chapter syllabus and get them checked.	After each chapter	Subject Teacher
5	<b>Lab Manuals</b>	Lab Manuals can be one of the measuring criteria to mainly assess student's practical knowledge with their designing capabilities. After completion of each experiment, student is required to write the detailed procedure for conducting experiment along with result and conclusions in the manuals provided by MSBTE and get them checked. Evaluation of marks is based on The 'Process and 'Product related skills associated with each PrO is to be assessed Lab Manual marks to be filled in D3 Format given by MSBTE.	After every experiment	Practical Teacher
6	<b>Project</b>	Student is required to enter progress of project work in project diary on weekly basis and get it endorsed from project guide. After completion of project, students are required to submit project reports which are evaluated internally by the project guide and external examiner appointed by the MSBTE.	Once in a Diploma Program me/semester	Guide & External examiner
7	<b>Seminars</b>	The seminars create interest among groups of students about new trends in their respective fields. They help the students to gain more advanced knowledge about the research in their fields. They also make the students to learn the ways in which they are expected to represent their ideas. The seminars are linked with the particular COs and accordingly attainment of CO is calculated.	Once in semester	Guide
8	<b>Lab Test/ ESE- PR</b>	Lab Test can be one of the measuring criteria to mainly assess student's practical knowledge with their designing capabilities. After completion of semester student has to perform experiment for internal performance. Lab test marks to be filled in D5 Format given by MSBTE.  In I scheme End Semester Examination –	Once in semester	Internal evaluator
9	<b>Skill Test</b>	Skill Test can be one of the measuring criteria to mainly assess student's practical knowledge with their designing Capabilities of course. After completion of semester student has to give skill test for internal performance. Skill test marks to be filled in D5 Format given by MSBTE.	Once in semester	Internal evaluator

10	<b>Micro project</b>	<i>Only one micro-project</i> is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably be group/individual undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry.	Once in semester	Internal evaluator
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Table : Direct Assessment Tools

Sr. No	Indirect Assessment Tool	Description of the Assessment Process	Assessment Frequency	Assessed By
1	<b>Alumni Survey</b>	Collect variety of information about Program Satisfaction and college from the Alumni students.	Once in Year	T&P Officer
2	<b>Exit Survey</b>	Collect variety of information about program Satisfaction and college from the final year students.	Once in Year	T&P Officer
3	<b>Parent Survey</b>	Collect variety of information about program satisfaction and college from parents.	Once in Year	T&P Officer
4	<b>Employer's Feedback Form</b>	Collect variety of information about the graduates' skills, capabilities and opportunities.	Once in Year	T&P Officer
5	<b>Student Feedback (About OBE)</b>	Collect variety of information about outcome based education in teaching and learning process.	Once in Year	T&P Officer

Table : Indirect Assessment Tools

3.2.2 Record the attainment of Course Outcome of all courses with respect to set attainment levels (30)

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Institute Marks

Program shall have set Course Outcome attainment levels for all courses.

30.00

(The attainment levels shall be set considering average performance levels in the board examination for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect the COs of a course plus the performance in the Board examination)

[Edit Answer](#)

The results of internal and MSBTE Board Examination is linked with CO attainment process as given below:

**Measuring Course Outcomes attained through Board Examination:**

Target may be stated that in terms of percentage of students getting more than the average marks of last three years marks in the final examination.

**Attainment Level 1:** 60% students scoring more than average marks in the final examination is considered to be attainment of "1".

**Attainment Level 2:** 70% students scoring more than average marks in the final examination is considered to be attainment of "2".

**Attainment Level 3:** 80% students scoring more than average marks in the final examination is considered to be attainment of "3".

- Attainment is measured in terms of actual percentage of students getting set percentage of marks.
- If targets are achieved then all the course outcomes are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement.
- If targets are not achieved the program should put in place an action plan to attain the target in subsequent years.

#### **Measuring Course Outcomes attainment through Internal Assessments:**

Targets are stated in terms of percentage of students getting more than class average marks. This level is used for internal assessment instruments such as assignments, unit tests, manuals, class tests, micro-project and seminar are calculated.

**Attainment Level 1:** 60% students scoring more than 60% marks out of the relevant maximum marks is considered to be attainment of “1”.

**Attainment Level 2:** 70% students scoring more than 70% marks out of the relevant maximum marks is considered to be attainment of “2”.

**Attainment Level 3:** 80% students scoring more than 80% marks out of the relevant maximum marks is considered to be attainment of “3”.

- Attainment is measured in terms of actual percentage of students getting set percentage of marks.
- If targets are not achieved the program should put in place an action plan to attain the target in subsequent years.

Similar targets and achievement are to be stated for the other mid-term tests/internal assessment instruments.

#### **Record the attainment of Course Outcomes of all courses with respect to set attainment levels:**

Academic Year 2018-2019

Course Name	Course Code	Attainment through Internal Assessment	Attainment through Board Examination	Overall CO Attainment
FUNDAMENTAL OF ICT	22001	3.00	-	3.00
ENGINEERING GRAPHICS	22003	3.00	-	3.00
WORKSHOP PRACTICE	22005	3.00	-	3.00
ENGLISH	22101	3.00	3.00	3.00
BASIC SCIENCE	22102	3.00	3.00	3.00
BASIC MATHEMATICS	22103	3.00	3.00	3.00
BUSINESS COMMUNICATION USING COMPUTERS	22009	3.00	-	3.00
COMPUTER PERIPHERAL AND HARDWARE MAINTENANCE	22013	3.00	2.00	2.20
WEB PAGE DESIGNING WITH HTML	22014	3.00	-	3.00
ELEMENTS OF ELECTRICAL ENGINEERING	22215	3.00	3.00	3.00
APPLIED MATHEMATICS	22224	3.00	3.00	3.00
BASIC ELECTRONICS	22225	2.05	0	0.41
PROGRAMMING IN C	22226	2.67	2.00	2.13
OBJECT ORIENTED PROGRAMMING USING CPP	22316	3.00	3.00	3.00

DATA STRUCTURE USING C	22317	3.00	3.00	3.00
COMPUTER GRAPHICS	22318	3.00	3.00	3.00
DATABASE MANAGEMENT SYSTEM	22319	3.00	3.00	3.00
DIGITAL TECHNIQUES	22320	3.00	2.50	2.60
GUI APPLICATION DEVELOPMENT USING VBNET	22034	3.00	3.00	3.00
JAVA PROGRAMMING	22412	3.00	3.00	3.00
SOFTWARE ENGINEERING	22413	3.00	3.00	3.00
DATA COMMUNICATION AND COMPUTER NETWORK	22414	3.00	3.00	3.00
MICROPROCESSOR	22415	3.00	3.00	3.00
NETWORK MANAGEMENT AND ADMINISTRATION	17061	3.00	3.00	3.00
PROFESSIONAL PRACTICES III	17062	3.00	-	3.00
BEHAVIOURAL SCIENCE	17075	3.00	3.00	3.00
WINDOWS PROGRAMMING USING VC PLUS PLUS	17076	3.00	3.00	3.00
SESSIONAL WORK	17500	-	-	-
OPERATING SYSTEM	17512	3.00	3.00	3.00
SOFTWARE ENGINEERING	17513	3.00	3.00	3.00
COMPUTER SECURITY	17514	3.00	3.00	3.00
JAVA PROGRAMMING	17515	3.00	3.00	3.00
MANAGEMENT	17601	3.00	3.00	3.00
SOFTWARE TESTING	17624	3.00	3.00	3.00
ADVANCE JAVA PROGRAMMING	17625	3.00	3.00	3.00
ADVANCE MICROPROCESSOR	17627	3.00	3.00	3.00
LINUX PROGRAMMING	17816	3.00	3.00	3.00
INDUSTRIAL PROJECT	17817	3.00	3.00	3.00

**Academic Year 2019-2020**

Course Name	Course Code	Attainment through Internal Assessment	Attainment through Board Examination	Overall CO Attainment
FUNDAMENTAL OF ICT	22001	3.00	-	3.00
ENGINEERING GRAPHICS	22003	3.00	-	3.00
WORKSHOP PRACTICE	22005	3.00	-	3.00
ENGLISH	22101	2.60	3.00	2.92
BASIC SCIENCE	22102	3.00	1.50	1.80
BASIC MATHEMATICS	22103	2.53	0	0.51
BUSINESS COMMUNICATION USING COMPUTERS	22009	3.00	-	3.00
COMPUTER PERIPHERAL AND HARDWARE MAINTENANCE	22013	3.00	3.00	3.00
WEB PAGE DESIGNING WITH HTML	22014	3.00	-	3.00
ELEMENTS OF ELECTRICAL ENGINEERING	22215	3.00	3.00	3.00
APPLIED MATHEMATICS	22224	3.00	3.00	3.00
BASIC ELECTRONICS	22225	3.00	3.00	3.00
PROGRAMMING IN C	22226	3.00	3.00	3.00
OBJECT ORIENTED PROGRAMMING USING CPP	22316	3.00	3.00	3.00
DATA STRUCTURE USING C	22317	3.00	3.00	3.00
COMPUTER GRAPHICS	22318	3.00	0	0.60
DATABASE MANAGEMENT SYSTEM	22319	2.90	3.00	2.95
DIGITAL TECHNIQUES	22320	2.80	3.00	2.96
GUI APPLICATION DEVELOPMENT USING VBNET	22034	3.00	3.00	3.00
JAVA PROGRAMMING	22412	3.00	3.00	3.00

SOFTWARE ENGINEERING	22413	3.00	3.00	3.00
DATA COMMUNICATION AND COMPUTER NETWORK	22414	3.00	3.00	3.00
MICROPROCESSOR	22415	3.00	3.00	3.00
INDUSTRIAL TRAINING	22057	3.00	3.00	3.00
CAPSTONE PROJECT PLANNING	22058	2.57	-	2.57
ENVIRONMENTAL STUDIES	22447	3.00	3.00	3.00
OPERATING SYSTEMS	22516	3.00	3.00	3.00
ADVANCED JAVA PROGRAMMING	22517	3.00	3.00	3.00
SOFTWARE TESTING	22518	3.00	3.00	3.00
CLIENT SIDE SCRIPTING	22519	3.00	3.00	3.00
ADVANCED COMPUTER NETWORK	22520	2.80	3.00	2.88
ENTREPRENEURSHIP DEVELOPMENT	22032	3.00	-	3.00
CAPSTONE PROJECT EXECUTION AND REPORT WRITING	22060	3.00	3.00	3.00
MANAGEMENT	22509	3.00	3.00	3.00
PROGRAMMING WITH PYTHON	22616	3.00	3.00	3.00
MOBILE APPLICATION DEVELOPMENT	22617	3.00	3.00	3.00
EMERGING TRENDS IN COMPUTER AND INFORMATION TECHNOLOGY	22618	3.00	3.00	3.00
NETWORK AND INFORMATION SECURITY	22620	3.00	3.00	3.00

**Academic Year 2020-2021**

Course Name	Course Code	Attainment through Internal Assessment	Attainment through Board Examination	Overall CO Attainment
FUNDAMENTAL OF ICT	22001	3.00	-	3.00
ENGINEERING GRAPHICS	22003	3.00	-	3.00

WORKSHOP PRACTICE	22005	3.00	-	3.00
ENGLISH	22101	2.90	3.00	-
BASIC SCIENCE	22102	3.00	3.00	3.00
BASIC MATHEMATICS	22103	3.00	2.00	2.20
BUSINESS COMMUNICATION USING COMPUTERS	22009	3.00	-	3.00
COMPUTER PERIPHERAL AND HARDWARE MAINTENANCE	22013	3.00	3.00	3.00
WEB PAGE DESIGNING WITH HTML	22014	3.00	-	3.00
ELEMENTS OF ELECTRICAL ENGINEERING	22215	3.00	3.00	3.00
APPLIED MATHEMATICS	22224	-	-	-
BASIC ELECTRONICS	22225	3.00	3.00	3.00
PROGRAMMING IN C	22226	3.00	3.00	3.00
OBJECT ORIENTED PROGRAMMING USING CPP	22316	2.97	3.00	2.99
DATA STRUCTURE USING C	22317	2.62	3.00	2.92
COMPUTER GRAPHICS	22318	3.00	3.00	3.00
DATABASE MANAGEMENT SYSTEM	22319	3.00	3.00	3.00
DIGITAL TECHNIQUES	22320	3.00	3.00	3.00
GUI APPLICATION DEVELOPMENT USING VBNET	22034	3.00	3.00	3.00
JAVA PROGRAMMING	22412	3.00	3.00	3.00
SOFTWARE ENGINEERING	22413	3.00	3.00	3.00
DATA COMMUNICATION AND COMPUTER NETWORK	22414	3.00	3.00	3.00
MICROPROCESSOR	22415	3.00	3.00	3.00
INDUSTRIAL TRAINING	22057	3.00	1.80	3.00
CAPSTONE PROJECT PLANNING	22058	2.79	-	2.79

ENVIRONMENTAL STUDIES	22447	2.80	3.00	2.96
OPERATING SYSTEMS	22516	3.00	3.00	3.00
ADVANCED JAVA PROGRAMMING	22517	3.00	3.00	3.00
SOFTWARE TESTING	22518	2.92	3.00	2.98
CLIENT SIDE SCRIPTING	22519	3.00	3.00	3.00
ENTREPRENEURSHIP DEVELOPMENT	22032	3.00	-	3.00
CAPSTONE PROJECT EXECUTION AND REPORT WRITING	22060	3.00	3.00	3.00
MANAGEMENT	22509	3.00	3.00	3.00
PROGRAMMING WITH PYTHON	22616	3.00	3.00	3.00
MOBILE APPLICATION DEVELOPMENT	22617	3.00	3.00	3.00
EMERGING TRENDS IN COMPUTER AND INFORMATION TECHNOLOGY	22618	3.00	3.00	3.00
WEB BASED APPLICATION DEVELOPMENT WITH PHP	22619	3.00	3.00	3.00

### 3.3 Attainment of Program Outcomes and Program Specific Outcomes (40)

Total Marks 40.00

3.3.1 Describe assessment tools and processes used for assessing the attainment of each POs and PSOs as mentioned in Annexure 1 (10)

Institute Marks

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10.00

(Describe the assessment tools and processes used to gather the data upon which the evaluation of each of the Program Outcome and Program Specific Outcome is based, indicating the frequency with which these processes are carried out. Describe the assessment processes that demonstrate the degree to which the Program Outcomes and Program Specific Outcomes are attained and document the attainment levels)

[Edit Answer](#)

## PO Assessment Tools

Assessment tools are categorized into direct and indirect methods to assess the program specific outcomes, program outcomes and course outcomes.

- Direct method display the student's knowledge and skill for their performance in the process of continuous assessment tools like unit tests, end-semester theory, practical and oral examinations, projects, seminars, lab test and Assignments etc. these methods provide a sample of what students know and/or can do and provide strong evidence of student learning.
- Indirect methods such as surveys and interviews ask the stakeholders to reflect on students learning. They assess opinions or thoughts about the graduates knowledge or skills and their values by different stakeholders.
- Use of Rubrics for Evaluation and Assessment of POs-The Course/Program outcomes are difficult to measure such as assessing critical thinking, creativity, analytical skills, and problem solving etc. Hence the department has adopted Criterion Referenced Rubrics to assess the POs and COs wherever appropriate. The Rubric criteria are either developed by department faculty for Direct and Indirect tools.

### The expected level of attainment for each of the Program Outcomes:

The program outcomes are assessed with the help of course outcomes of the relevant Courses through direct and indirect methods.

This direct assessment is given 80% weightage whereas indirect assessment is given 20% weightage. Weighted average is calculated for all POs and PSOs.

#### 3.3.2 Provide results of evaluation of each PO & PSO (30)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&Progid=25&QuestID=145\)](#)

Institute Marks

*Program shall set Program Outcome attainment levels for all POs & PSOs.*

30.00

(The attainment levels by direct (student performance) and indirect (surveys) are to be presented through Program level Course-PO matrix and course- PSO Matrix as indicated)

## PO Attainment

[Edit](#)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Action
22001	3.00	3.00	2.60	2.60	2.60	2.60	2.60	Delete
22003	3.00	2.33	2.17	2.17	1.00	1.33	1.33	Delete
22005	3.00	3.00	2.20	2.00	2.00	2.00	2.40	Delete
22101	2.53	2.53	2.72	2.14	1.95	1.95	1.95	Delete
22102	1.80	1.70	1.60	1.30	1.30	1.20	1.40	Delete
22103	0.51	0.51	0	0.44	0	0.27	0.17	Delete
22009	2.80	2.80	2.80	2.20	2.00	2.00	2.00	Delete
22013	3.00	2.50	2.33	2.17	1.83	2.17	2.33	Delete
22014	2.00	2.50	2.50	1.50	1.67	1.83	1.83	Delete
22215	2.00	2.33	2.50	2.67	2.67	2.50	2.33	Delete
22224	3.00	2.60	0	2.40	0	2.20	2.00	Delete
22225	2.40	2.20	2.20	1.80	1.80	2.00	1.60	Delete
22226	3.00	2.33	2.17	2.00	1.83	1.83	2.00	Delete
22316	2.80	2.60	2.20	2.60	1.00	1.20	1.40	Delete
22317	2.60	2.40	2.60	1.80	2.00	2.20	2.20	Delete
22318	0.53	0.53	0.50	0.43	0.47	0.47	0.43	Delete
22319	2.75	2.36	2.56	2.75	1.97	1.97	1.97	Delete

22320	2.96	2.76	2.57	2.57	2.37	2.57	2.37	Delete
22034	2.80	2.60	2.00	2.20	2.40	2.00	2.20	Delete
22412	2.50	2.50	2.00	1.83	1.67	1.67	1.50	Delete
22413	2.40	2.40	2.40	2.40	2.60	2.60	2.40	Delete
22414	2.80	2.60	2.60	2.00	2.00	2.60	2.00	Delete
22415	2.40	2.80	2.60	3.00	2.40	2.40	3.00	Delete
22057	2.40	2.80	2.20	2.00	2.60	2.60	2.60	Delete
22058	2.08	1.83	2.08	1.96	2.20	2.57	2.20	Delete
22447	2.60	2.40	2.60	2.20	2.80	2.60	2.60	Delete
22516	2.50	2.50	2.67	2.50	2.33	2.50	2.17	Delete
22517	2.83	2.67	2.50	2.50	2.33	2.83	2.50	Delete
22518	3.00	2.60	2.80	2.40	2.00	2.80	2.20	Delete
22519	2.83	2.50	2.50	2.50	1.83	2.33	2.50	Delete
22520	2.69	2.88	2.69	2.30	1.92	2.11	2.69	Delete
22032	2.60	2.40	2.80	2.60	2.60	2.40	2.60	Delete
22060	2.56	2.56	2.56	2.78	2.89	2.78	2.56	Delete
22509	2.60	2.40	2.40	2.00	2.80	3.00	2.80	Delete
22616	2.67	2.50	2.50	2.50	2.33	2.50	3.00	Delete
22617	2.83	2.50	2.50	2.50	2.33	2.50	2.33	Delete
22618	2.67	2.50	2.50	2.50	2.67	2.50	2.83	Delete
22620	2.60	2.60	2.60	2.40	2.20	2.60	2.20	Delete

#### PO Attainment Level

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Direct Attainment	2.53	2.41	2.38	2.17	2.09	2.16	2.14
InDirect Attainment	3.00	3.00	3.00	3.00	3.00	3.00	3.00
PO Attainment	2.62	2.53	2.50	2.34	2.27	2.33	2.31

#### PSO Attainment

Edit

Course	PSO1	PSO2	Action
22001	3.00	1.60	Delete
22003	1.00	0	Delete
22005	3.00	3.00	Delete
22101	2.92	1.95	Delete
22102	0	0	Delete
22103	0	0.17	Delete
22009	2.60	1.40	Delete

22013	3.00	3.00	Delete
22014	3.00	1.00	Delete
22215	0	0	Delete
22224	1.00	1.00	Delete
22225	2.00	1.00	Delete
22226	3.00	2.50	Delete
22316	2.00	1.00	Delete
22317	2.00	1.00	Delete
22318	0.40	0.20	Delete
22319	2.36	0.98	Delete
22320	2.47	1.97	Delete
22034	3.00	3.00	Delete
22412	2.33	2.00	Delete
22413	3.00	2.80	Delete
22414	3.00	3.00	Delete
22415	2.60	2.20	Delete
22057	2.40	3.00	Delete
22058	2.08	1.96	Delete
22447	2.00	2.00	Delete
22516	2.50	1.67	Delete
22517	2.50	3.00	Delete
22518	2.40	3.00	Delete
22519	2.50	2.00	Delete
22520	1.92	2.88	Delete
22032	2.20	1.60	Delete
22060	3.00	3.00	Delete
22509	2.00	2.00	Delete
22616	2.33	2.17	Delete
22617	2.83	3.00	Delete
22618	3.00	2.50	Delete
22620	2.80	3.00	Delete

#### PSO Attainment Level

Course	PSO1	PSO2
Direct Attainment	2.40	2.04
InDirect Attainment	3.00	3.00
PSO Attainment	2.52	2.23

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## Part B

### 4 STUDENTS' PERFORMANCE (200)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=151\)](#)
**Intake Information:**
**Table 4.1**
[Edit](#)

Item	2020-21 (CAY)	2019-20 (CAYm1)	2018-19 (CAYm2)	2017-18 (CAYm3)	2016-17 (C)
Sanctioned intake strength of the program((N)	60	60	60	60	60
Total number of students, admitted through state level counseling (N1)	56	46	31	33	34
Number of students, admitted through Institute level quota (N2)	2	2	1	4	2
Number of students, admitted through Lateral Entry (N3)	0	21	38	33	30
Total number of students admitted in the programme(N1 + N2 + N3)	58	69	70	70	66

**Table 4.2**
[Edit](#)

Year of entry	Total No of students admitted in the program (N1 + N2 + N3)	Number of students who have successfully passed without backlog	
		I year	II year
2020-21	58		
2019-20	69	18	
2018-19	70	17	33
2017-18 (LYG)	70	8	28
2016-17 (LYGm1)	66	19	30
2015-16 (LYGm2)	58	15	18

LYG : Last Year Graduate

LYGm1 : Last Year Graduate minus 1

LYGm2 : Last Year Graduate minus 2

**Table 4.3**

[Edit](#)

Year of entry	Total No of students admitted in the program (N1 + N2 + N3)	Number of students who have successfully graduated in stipulated time [Total of with Backlog + without Backlog]	
		I year	II year
2020-21	58		
2019-20	69	48	
2018-19	70	27	63
2017-18 (LYG)	70	20	43
2016-17 (LYGm1)	66	31	50
2015-16 (LYGm2)	58	21	30

#### 4.1 Enrolment Ratio (20)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=197\)](#)

[Edit](#)

	N (From Table 4.1)	N1 + N2 (From Table 4.1)	Enrollment Ratio [(N1 + N2 / N)*100]
2020-21	60	58	96.67
2019-20	60	48	80.00
2018-19	60	32	53.33

Average [ (ER1 + ER2 + ER3) / 3 ] : 76.67

Assessment : 16.00

#### 4.2 Success Rate in the stipulated period of the program (60)

4.2.1 Success rate without backlogs in any year of study (40) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=152\)](#)

*SI = (Number of students who have passed from the program without backlog)/(Number of students admitted in the first year of that batch and admitted in 2nd year via lateral entry)*

*Average SI = Mean of success index (SI) for past three batches*

*Success rate without backlogs in any year of study = 40 × Average SI*

Edit

Item	Last Year Graduate (2017-18)	Last Year Graduate Minus 1 Batch (2016-17)	Last Year Graduate Minus 2 Batch (2015-16)
Total Number of students (X) (admitted through state level counseling + admitted through Institute on Level quota + admitted through Lateral entry) (N1 + N2 + N3)	70.00	66.00	58.00
Number of students who have graduated without backlogs in the stipulated period (Y)	21.00	29.00	18.00
Success Index [ SI = Y / X ]	0.30	0.44	0.31

Average SI [ (SI1 + SI2 + SI3) / 3 ] : 0.35

Assessment [40 \* Average SI] : 14.00

4.2.2 Success rate in stipulated period (20) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=162\)](#)

*SI = (Number of students who have passed from the program in the stipulated period of course duration)/ (Number of students admitted in the first year of that batch and admitted in 2nd year via lateral entry)*

*Average SI = mean of success index (SI) for past three batches*

*Success rate = 20 × Average SI*

**Note:** If 100% students clear without any backlog then also total marks scored will be 60 as both 4.2.1 & 4.2.2 will be applicable simultaneously.

[Edit](#)

Item	Latest Year of Graduation, LYG (2017-18)	Latest Year of Graduation minus 1, LYGm1 (2016-17)	Latest Year of G (2015-16)
Total Number of students (X) (admitted through state level counseling + admitted through Institute on Level quota + admitted through Lateral entry) (N1 + N2 + N3)	70.00	66.00	58.00
Number of students who have passed in the stipulated period (Y)	42.00	45.00	27.00
Success Index [ SI = Y / X ]	0.60	0.68	0.47

Average SI[ ( SI1 + SI2 + SI3 ) / 3 ]: 0.58

Assessment [20 \* Average SI] : 11.67

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#### 4.3 Academic Performance in Final Year (15)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=170\)](#)

Academic Performance Level =1.5 \* Average API (Academic Performance Index)

API = (Mean of Final Year Grade Point Average of all successful Students on a 10 point scale) or (Mean of the percentage of marks of all successful students in Final Year/10) x (successful students/number of students appeared in the examination)

Successful students are those who passed in all the final year courses

[Edit](#)

Academic Performance	2017-18 (LYG)	2016-17 (LYGm1)	2015-
Mean of CGPA or mean percentage of all successful students(X)	8.34	7.64	7.50
Total number of successful students(Y)	42.00	45.00	27.00
Total number of students appeared in the examination(Z)	43.00	50.00	30.00
API [ X*(Y/Z) ]:	8.15	6.88	6.75

Average API [ (AP1 + AP2 + AP3)/3 ] : 7.26

Assessment [1.5 \* Average API] : 10.89

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#### 4.4 Academic Performance in Second Year (20)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=180\)](#)

Academic Performance Level = 2.0 \* Average API

API = ((Mean of 2<sup>nd</sup> Year Grade Point Average of all successful Students on a 10 point scale) or (Mean of the percentage of marks of all successful students in Second Year/ 10)) x (successful students/number of students appeared in the examination)

Successful students are those who are permitted to proceed to the final year

[Edit](#)

Academic Performance	2018-19(CAYm2)	2017-18(LYG)	2016-
Mean of CGPA or mean percentage of all successful students(X)	7.34	7.31	6.65
Total number of successful students (Y)	63.00	43.00	50.00
Total number of students appeared in the examination (Z)	65.00	53.00	61.00
API [ X * (Y/Z) ]	7.11	5.93	5.45

Average API [ (AP1 + AP2 + AP3)/3 ] : 6.16

Assessment [ 2.0 \* AverageAPI ] : 12.33

#### 4.5 Academic Performance in First Year (25)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=190\)](#)

Academic Performance Level = 2.5 \* Average API

API = ((Mean of 1<sup>st</sup> Year Grade Point Average of all successful Students on a 10 point scale) or (Mean of the percentage of marks of all successful students in First Year/ 10)) x (successful students/number of students appeared in the examination)

Successful students are those who are permitted to proceed to the second year

[Edit](#)

Academic Performance	2019-20 (CAYm1)	2018-19 (CAYm2)	2017-
Mean of CGPA or mean percentage of all successful students(X)	7.31	7.54	7.31
Total number of successful students(Y)	48.00	27.00	20.00
Total number of students appeared in the examination(Z)	48.00	32.00	37.00
API [ X*(Y/Z) ]:	7.31	6.36	3.95

Average API [ (AP1 + AP2 + AP3)/3 ] : 5.87

Assessment [2.5 \* AverageAPI] : 14.68

#### 4.6 Placement and Higher Studies (40)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=195\)](#)

Assessment Points =  $40 \times (1.25X + Y)/N$  where,

X = Number of students placed in companies or Government sector through on/off campus recruitment

Y = Number of students admitted to higher studies

N = Total number of final year students

[Edit](#)

Item	2017-18 (Last Year Graduate,LYG)	2016-17 (Last Year Graduate Minus 1 Batch,LYGm1)	2015-16 (Last Batch,LYGm2)
Total No of Final Year Students(N)	43.00	50.00	30.00
No of students placed in the companies or goverment sector(X)	8.00	14.00	9.00
No of students admitted to higher studies (Y)	30.00	30.00	21.00
No. of students turned entrepreneur in the respective field of engineering/technology (Z)	1.00	1.00	0.00
Placement Index $[(1.25 * X) + Y + Z] / N$ :	0.95	0.97	1.08

Average Placement [  $(P1 + P2 + P3)/3$  ] : 1.00

Assessment [  $40 * \text{Average Placement}$  ] : 40.00

**Provide the placement data in the below mentioned format with the name of the program and the assessment year (separately for CAYm1, CAYm2 and CAYm3):**

**Program Name : Computer Engg.**

**Assessment Year : 2019-20 (CAYm1)**

[Edit](#)

S.No	Student Name	Enrolment No	Employee Name	Appointment No	Action
1	PAWAR PANKAJ KUNDALIK	1809920045	" BSA Corporation Limited a"	BSA/MH/FISPL/NT/148/155	Delete
2	DOKE MANSI DILIP	1809920029	"Dreamswarg Pvt Ltd"	DS/2020/15	Delete
3	KALE TEJAL RAMDAS	1709920081	"Dreamswarg Pvt Ltd"	DS/2020/16	Delete
4	KANDHARE DIVYA SANTOSH	1809920037	"Dreamswarg Pvt Ltd"	DS/2020/17	Delete
5	WAVHAL GAYTRI SHARAD	1809920054	"Dreamswarg Pvt Ltd"	DS/2020/18	Delete
6	GHULE SAGAR BALASAHEB	1809920033	"MS Computers"	MS/RA/2020/02	Delete
7	BUGADE RUTUJA VIKAS	1809920024	"MS Computers"	MS/RA/2020/03	Delete
8	CHEMATE KSHITIJA RAMESH	1709920094	"DIKRA INDUSTRIES Pvt Ltd"	DI/NA/2020/03	Delete

**Assessment Year : 2018-19 (CAYm2)**

[Edit](#)

S.No	Student Name	Enrolment No	Employee Name	Appointment No	Action
1	ANANT PRATIKSHA M.	1509920017	"Conneqt Soltion at Airol"	226744	Delete
2	KAKADE GITANJALI L.	1609920019	"VARROC Engineering Ltd i	14525	Delete
3	ARAJ RUTUJA ARUN	1609920021	"MIS Executive-Indian Talen	IND038	Delete
4	MHASKE MANGESH S.	1609920130	"Serenity Traders Pvt Ltd as	838	Delete
5	AWARI SONAL VILAS	1609920206	"Kohinoor at Swargate as a	2001179958	Delete
6	GAWANDE SIDDHI DILIP	1709920162	"Suma Soft Pvt Ltd at Akole	E24544	Delete
7	NALAWADE SANCHIT S.	1709920169	"Progressive Infovision at Mi	11089	Delete
8	SHINDE MANGAL KAILASH	1709920176	"Conneqt Business Solution	226740	Delete
9	SHINDE YOGITA ASHOK	1709920177	"CMS IT Services(Trainee En	721810973	Delete
10	TAWHARE SANDIP B.	1709920179	"Fyn Tune Solutions Pvt Ltd	E0153	Delete
11	SAWANT RUSHIKESH L.	1609920010	"Textronics Design System	TXT051	Delete
12	HADAWALE SANJANA B	1709920165	"Textronics Design System	TXT058	Delete
13	KHARMALE NISHANT S.	1609920003	"BSA Corporation Limited at	BSA/MH/FISPL/NT/148/161	Delete
14	HANDE VIKRAM ASHOK	1409920036	"Dusters Total Solutions Ser	ID245	Delete

**Assessment Year : 2017-18 (CAYm3)**

[Edit](#)

S.No	Student Name	Enrolment No	Employee Name	Appointment No	Action
1	MEHTA AISHWARYA	1312180022	"Wipro at Mumbai as a Appli	IMPOS/001314/2019	Delete
2	SIDDHIKA POKHARKAR	1509920217	"MS Computers"	MS/RA/2018/04	Delete
3	PRAJAKTA PAWAR	1609920179	"MS Computers"	MS/RA/2018/05	Delete
4	RUSHI BABAR	1609920184	"Venus Computers"	VC/NG/2018/02	Delete
5	NIKHIL NAYKODI	1609920177	"Atharv Computers"	AC/MN/2018/03	Delete
6	KALE SHIVANJALI	1609920176	"Atharv Computers"	AC/MN/2018/04	Delete
7	PRATIK BHALERAO	1509920209	"CODESTURD"	CS/IS/2018/02	Delete
8	PRATIKSHA GORDE	1609920178	"CODESTURD"	CS/IS/2018/03	Delete
9	SUMAN PAL	1510520017	"TCL Pvt Ltd"	EP/P/85280	Delete

#### 4.7 Professional Activities (20)

##### 4.7.1 Professional societies/ student chapters and organizing technical events (10)

(The Department shall provide relevant details)

A. Availability of Professional Societies/Chapters & Relevant activities (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=482\)](#)

[Edit Answer](#)

### **Computer Engineering Student Association**

Team CESA organized State Level Quiz Competitions for all students to help them build coding skills. Conducting such competitions for the students help to build coding culture in college.

Team CESA organized Social Activity like Blood Donation, Tree Plantation, Digital Awareness

<b>Academic Year</b>	<b>Event Name</b>	<b>Details</b>	<b>Professional Society</b>
<b>2020-21</b>	Posture Presentation	Technical Event Organized By Computer Dept.	Samarth Polytechnic Belhe

<b>Academic Year</b>	<b>Event Name</b>	<b>Details</b>	<b>Professional Society</b>
<b>2019-20</b>	Quiz Competition	Technical Quiz Organized By CESA	Samarth Polytechnic Belhe
	English Quiz	Technical Quiz Organized By Science Dept.	Samarth Polytechnic Belhe
	Science Quiz	Technical Quiz Organized By Science Dept.	Samarth Polytechnic Belhe
	Math Quiz	Technical Quiz Organized By Science Dept.	Samarth Polytechnic Belhe
	Expert Lecture	Opportunities in Government Sector	Samarth Polytechnic Belhe

<b>Academic Year</b>	<b>Event Name</b>	<b>Details</b>	<b>Professional Society</b>
<b>2018-19</b>	Quiz Competition	Technical Quiz Organized By CESA	Samarth Polytechnic Belhe
	Workshop	National Level Workshop on Rapid Prototyping	Samarth Polytechnic Belhe
	Expert Lecture	Carrier Option in NDE & Inspection Field	Samarth Polytechnic Belhe
	Expert Lecture	Recent Trends in Computer Science Engineering	Samarth Polytechnic Belhe

[Edit Answer](#)

Sr.No.	Name of Event	Activity	Level of Competition	Number of Participants	Date	Year
1	TECHNO-SAPIEN-19	QUIZ COMPETITION	STATE LEVEL	80	28/09/2019	2019-20
2	ENGLISH QUIZ	QUIZ COMPETITION	STATE LEVEL	80		
3	SCIENCE QUIZ	QUIZ COMPETITION	STATE LEVEL	60		
4	MATH QUIZ	QUIZ COMPETITION	STATE LEVEL	65		
5	TECHNO -SAPIEN -18	QUIZ COMPETITION	STATE LEVEL	71	27/09/2018	2018-19
6	POSTER PRESENTATION	TECHNICAL EVENT	STATE LEVEL	63	17/06/2021	2020-21

#### 4.7.2 Publication of technical magazines, newsletters, etc. (5)

(The Department shall list the publications mentioned earlier along with the names of the editors, publishers, etc.)

A. Quality & Relevance of the contents and Print Material (3) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=484\)](#)

[Edit Answer](#)

#### List of publications:

- College magazine – Yearly publication
- Department Newsletter- COMPUTO TECH TALK– Semester publication
- College Newsletter- Samarth Insider News- Semester publication

Publication	Year of Publication	Theme/ Content	Editorial Team
College Magazine	2020-21	Report of all activity, Articles by student	Principal & Magazine coordinator
	2019-20		
	2018-19		

Publication	Year of Publication	Issue	Theme/ Content	Editorial Team
College News Letter	2020-21	Volume 5, Issue 1	Report of all activity, Articles by student	Principal & Magazine Coordinator
		Volume 5, Issue 2		

2019-20	Volume 4, Issue 1	
	Volume 4, Issue 2	
2018-19	Volume 3, Issue 1	
	Volume 3, Issue 2	

Publication	Year of Publication	Issue No.	Theme/Content	Editorial Team
Departmental News Letter	2020-21	Volume 5, Issue 2	Departmental achievements and activity	Student Coordinator, Staff
		Volume 5, Issue 1		Coordinator
	2019-20	Volume 4, Issue 2	Departmental achievements and activity	Student Coordinator, Staff
		Volume 4, Issue 1		Coordinator
	2018-19	Volume 3, Issue 2	Departmental achievements and activity	Student Coordinator, Staff
		Volume 3, Issue 1		Coordinator

B. Participation of Students from the program (2) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=485\)](#)

[Edit Answer](#)

	No. of Technical Article		
	Year(2018-19)	Year(2019-20)	Y
First year	1	1	
Second Year	1	1	
Third Year	2	2	

(The Department shall provide a table indicating participation, award, and recognition.)

[Edit Answer](#)**4.7.3 Participation in Inter-Institute/State/National Events by Students of the Program of Study for AY - 2019-20 & AY - 2020-21**

Sr. No.	Student Name	Organization	Sub Event	Event Level	Date of Event
1	OMKAR GORAKH CHAVHAN	SAMARTH POLYTECHNIC	STATE LEVEL TECHNICAL QUIZ COMPETITION COMPUTER QUIZ	DEPARTMENT LEVEL	28-09-19
2	ABHISHEK EKNATH WAGH	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	STATE LEVEL	25-02-20
3	ABHISHEK EKNATH WAGH	JAIHIND POLYTECHNIC	BLIND CODING	STATE LEVEL	25-02-20
4	VAIBHAV PRAKASH SHINDE	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	STATE LEVEL	25-02-20
5	VAIBHAV PRAKASH SHINDE	JAIHIND POLYTECHNIC KURAN	BLIND CODING	STATE LEVEL	25-02-20
6	SAKSHI BHAUSAHEB SHINDE	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	STATE LEVEL	29-02-20
7	SAKSHI BHAUSAHEB SHINDE	GOVT POLYTECHNIC AWSARI	QUIZ COMPETITION	STATE LEVEL	20-01-20
8	SAKSHI BHAUSAHEB SHINDE	JAIHIND POLYTECHNIC KURAN	BLIND CODING	STATE LEVEL	25-02-20
9	SAKSHI SANJAY JADHAV	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	STATE LEVEL	29-02-20
10	SAKSHI SANJAY JADHAV	JAIHIND POLYTECHNIC KURAN	BLIND CODING	STATE LEVEL	20-01-21
11	RUTUJA VITTHAL NIGHOT	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
12	ARTI BALSHIRAM GAWANDE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
13	SAKSHI SANJAY JADHAV	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	NATIONAL LEVEL	29-02-20
14	SAKSHI SANJAY JADHAV	JAIHIND POLYTECHNIC KURAN	BLIND CODING	STATE LEVEL	25-02-20
15	SACHIN MININATH SHIRKE	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	NATIONAL LEVEL	29-02-20
16	SACHIN MININATH SHIRKE	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	STATE LEVEL	25-02-20
17	SHABDALI ANIL THORAT	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
18	VAISHNAVI SHARAD VARHADI	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
19	RANI BALASAHEB BORHADE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
20	PRATIKSHA SANTOSH KADAM	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
21	PRIYA SANTOSH LANGHE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
22	ALISHA NASIR PATEL	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
23	NIKITA RAJARAM BADHEKAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
24	RAHUL BALSHIRAM WAGH	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	STATE LEVEL	25-02-20
25	VAISHNAVI GANESH GADAGE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
26	TEJAS SAMBHAIJ NALAWADE	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	NATIONAL LEVEL	29-02-20
27	TUSHAR SURESH SHINDE	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	NATIONAL LEVEL	29-02-20
28	SHUBHANGI ANIL KHOSE	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	NATIONAL LEVEL	29-02-20
29	SHITAL ANNASAHEB PARHAD	GMRT OBSERVATORY KHODAD	PROJECT PRESENTATION	NATIONAL LEVEL	29-02-20
30	MAYUR SURESH BADHE	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	STATE LEVEL	25-02-20
31	VAISHNAVI GANESH GADAGE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
32	ATISH VIJAY KASAR	JAIHIND POLYTECHNIC KURAN	BLIND CODING	STATE LEVEL	25-02-20
33	PRIYANKA SUBHASH SARODE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19

34	SAGAR BALASAHEB GHULE	JAIHIND POLYTECHNIC KURAN	QUIZ COMPETITION	STATE LEVEL	25-02-20
35	PRIYANKA SUBHASH SARODE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
36	DAMINI ARVIND GAIKWAD	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
37	SHITAL SUBHASH NARSALE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	DEPARTMENT LEVEL	28-09-19
38	AKSHAY ANKUSH JADHAV	GOVERNMENT POLYTECHNIC AWASARI	QUIZ COMPETITION	STATE LEVEL	20-01-19
39	TEJAS SAMBHAIJI NALAWADE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
40	SNEHAL SANTOSH CHAUDHARI	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
41	ANUJA SUBHASH BORHADE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
42	USHA RAVSAHEB DONGARE	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19
43	AKSHAY ANKUSH JADHAV	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	28-09-19

#### 4.7.3. Participation in Inter-Institute/State/National Events by Students of the Program of Study for AY - 2018-19

Sr. No.	Student Name	Class	Organization	Sub Event	Event Level
1	PRANITA BALU SHEWALE	THIRD YEAR	IIT SPOKEN TUTORIAL	IIT SPOKEN TUTORIAL	NATIONAL LEVEL
2	PRANITA BALU SHEWALE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	SREIR	INSTITUTE LEVEL
3	PRANITA BALU SHEWALE	THIRD YEAR	SREIR	EXAM	INSTITUTE LEVEL
4	AKSHADA BABAN PADALKAR	THIRD YEAR	SREIR	SCIENCE EXHIBITION	INSTITUTE LEVEL
5	AKSHADA BABAN PADALKAR	THIRD YEAR	SREIR	QUIZ COMPETITION	INSTITUTE LEVEL
6	POOJA SURESH MORE	THIRD YEAR	SREIR	SMART CITY	STATE LEVEL
7	AKSHADA BABAN PADALKAR	THIRD YEAR	LPF	AWARD OF SCHLORSHIP	INSTITUTE LEVEL
8	POOJA SURESH MORE	THIRD YEAR	SREIR	POSTER PRESENTATION	STATE LEVEL
9	KAMAL SURESH DUKARE	THIRD YEAR	SREIR	PAPER PRESENTATION	INSTITUTE LEVEL
10	POOJA SURESH MORE	THIRD YEAR	SGOI	PAPER PRESENTATION	STATE LEVEL
11	RUTUJA ARUN ARAJ	THIRD YEAR	LILA POONAWALA FOUNDATION	LILA POONAWALA FOUNDATION	INSTITUTE LEVEL
12	NIKITA BALU JADHAV	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	IN PLANT TRAINING	INSTITUTE LEVEL
13	SAPANA NATHU BODAKE	THIRD YEAR	SGOI	VENDANTI INFOTECH WEBSITE	STATE LEVEL
14	NIKITA BALU JADHAV	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	CORPORATE EMPLOYABILITY PROGRAMME	INSTITUTE LEVEL
15	NIKITA BALU JADHAV	THIRD YEAR	LPF	WINING THE BODY LANGUAGE	INSTITUTE LEVEL
16	KAJAL SURESH SHETE	THIRD YEAR	SGOI	PROJECT EXHIBITION	STATE LEVEL
17	NIKITA BALU JADHAV	THIRD YEAR	LPF	PERSONALITY DEVELOPEMENT	INSTITUTE LEVEL
18	NIKITA BALU JADHAV	THIRD YEAR	LPF	LETS CONNECT	INSTITUTE LEVEL
19	KAJAL SURESH SHETE	THIRD YEAR	JAUNNAR TALUKA VINAN MELAVA	WALL POSTER	STATE LEVEL
20	RUTUJA ARUN ARAJ	THIRD YEAR	LPF	PERSONALITY DEVELOPEMENT	INSTITUTE LEVEL
21	RUTUJA ARUN ARAJ	THIRD YEAR	MSBTE PUNE	ULTIMATE SUCCESS MANTRA	INSTITUTE LEVEL
22	RUTUJA ARUN ARAJ	THIRD YEAR	MSBTE MUMBAI	IN PLANT TRAINING	INSTITUTE LEVEL
23	AARTI BARKU SHELAR	THIRD YEAR	SGOI	VENDANTI INFOTECH WEBSITE	STATE LEVEL
24	RUTUJA ARUN ARAJ	THIRD YEAR	LPF	LETS CONNECT	INSTITUTE LEVEL
25	PRAJAKTA TANAJI THORAT	THIRD YEAR	SRIER	POSTER PRESENTATION	INSTITUTE LEVEL
26	PRAJAKTA TANAJI THORAT	THIRD YEAR	SRIER	COMPUTER PRESENTATION	INSTITUTE LEVEL
27	PRAJAKTA TANAJI THORAT	THIRD YEAR	SPPU PUNE	PROJECT EXHIBITION	STATE LEVEL

28	PRAJAKTA TANAJI THORAT	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	POSTER PRESENTATION	STATE LEVEL
29	PRANITA BALU SHEWALE	THIRD YEAR	SGOI	PAPER PRESENTATION	STATE LEVEL
30	SANKET VITTHAL DOKE	THIRD YEAR	GPP AWASARI	QUIZ	STATE LEVEL
31	POOJA SURESH KAKADE	THIRD YEAR	GPP AWASARI	QUIZ	STATE LEVEL
32	MANGESH SAVKAR MHASKE	THIRD YEAR	GPP AWASARI	QUIZ	STATE LEVEL
33	APEKSHA CHANDRAKANT DUMBRE	THIRD YEAR	SREIR	PAPER PRESENTATION	STATE LEVEL
34	ASMITA ASHOK MULE	THIRD YEAR	SAMARTH BCS	C BATTLE 2018	STATE LEVEL
35	RUTUJA KISAN AHER	THIRD YEAR	SREIR	COMPUTER PRESENTATION	STATE LEVEL
36	RUTUJA KISAN AHER	THIRD YEAR	SREIR	C BATTLE	STATE LEVEL
37	RUTUJA CHANDRAKANT BANGAR	THIRD YEAR	SREIR	C BATTLE	STATE LEVEL
38	MANGAL KAILAS SHINDE	THIRD YEAR	SGOI COLLEGE OF ENGG	PAPER PRESENTATION	STATE LEVEL
39	TEJAL SHARAD JADHAV	THIRD YEAR	SAMARTH POLY BELHE	PAPER PRESENTATION	STATE LEVEL
40	TEJAL SHARAD JADHAV	THIRD YEAR	SAMARTH POLY BELHE	QUIZ COMPETITION	STATE LEVEL
41	SNEHA SURESH HANDE	THIRD YEAR	SREIR	QUIZE COMPETITION	STATE LEVEL
42	SNEHA SURESH HANDE	THIRD YEAR	SAMARTH POLY BELHE	POSTER PRESENTATION	STATE LEVEL

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### Part B

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#### 5 FACULTY INFORMATION AND CONTRIBUTIONS (150)

Total Marks 135.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=198\)](#)

Faculty Information:

Name	University Degree	Area of Specialization	Contribution to the program(% load)			Research Paper Publications	Faculty receiving Ph.D/M.Tech during the Assessment year	Current Designation	Initial Date of Joining	Associative Type
			CAY (2020-21)	CAYm1 (2019-20)	CAYm2 (2018-19)					
POKHARKAR MAHESH SHRIPAT	M.E/M.Tech	Computer Engineering	100	100	100	6		HOD	05/07/2010	Regular
KADU SACHIN SHIVAJI	M.Sc (Maths)	Mathematics	33	33	0	0		Lecturer	27/06/2019	Regular
KURHADE NUTAN PRAVIN	B.E/B.Tech	Computer Engineering	100	100	85	3		Lecturer	28/08/2017	Regular
GUNJAL TEJASHREE SAMEER	M.E/M.Tech	Computer Engineering	100	100	0	6		Lecturer	06/06/2019	Regular
KARAD VANDANA AMBADAS	M.E/M.Tech	Computer Engineering	100	100	0	5		Lecturer	06/08/2019	Regular
DALAVI SANDIP BHUSAHEB	B.E/B.Tech	Computer Engineering	0	100	100	1		Lecturer	01/08/2016	Regular
WAHAL RAMESHWAR GANPAT	M.E/M.Tech	Computer Engineering	44	83	68	3		Lecturer	05/11/2015	Regular

TANNU RAKESH RAMESH	M.E/M.Tech	Computer Engineering	100 100 100	5 	Lecturer	28/06/2010	Regular
KANDHARE SANJAY BABAN	M.Sc. (Chemistry)	Chemistry	44 27 33	0 	Lecturer	14/12/2009	Regular
GHIGE SUJATA KAILAS	B.E/B.Tech	Electronics and Telecommunication	0 24 0	1 	Lecturer	26/12/2016	Regular
KANADE KIRAN ABASAHEB	M.E/M.Tech	VLSI and EMBEDDED SYSTEM	57 54 52	3 	Lecturer	16/09/2016	Regular
MORE SWAPNALI SAHEBRAO	B.E/B.Tech	Mechanical Engineering	0 15 0	0 	Lecturer	19/07/2016	Regular
TRIBHUWAN SANDIP BHAGWAT	B.E/B.Tech	Instrumentation Engineering	0 11 18	0 	Lecturer	06/01/2014	Regular
KAKADE SUNIL RAMDAS	MA (English)	English	43 31 0	0 	Lecturer	09/07/2019	Regular
BHAGWAT SHILPADEVI VASANT	B.E/B.Tech	Computer Engineering	0 0 100	1 	Lecturer	14/06/2017	Regular
MOMIN HUSEN SHAMSHUDDIN	B.E/B.Tech	Mechanical Engineering	44 0 0	1 	Lecturer	01/06/2019	Regular
BHOR POOJA AMIT	M.E/M.Tech	Computer Engineering	100 0 0	5 	Lecturer	01/08/2020	Regular
DIGHE ONKAresh BABAN	B.E/B.Tech	Production Engineering	0 26 0	1 	Lecturer	02/08/2013	Regular
DUMBRE VRUSHALI KIRAN	M.Sc	Mathematics	0 0 33	1 	Lecturer	04/07/2014	Regular
GAGARE PRIYANKA BABASAHEB	B.E/B.Tech	Computer Engineering	0 0 100	1 	Lecturer	11/07/2017	Regular
KAPILE ANIL SAHEBRAO	M.E/M.Tech	INSTRUMENTATION AND CONTROL ENGINEERING	20 0 0	6 	Principal	01/06/2018	Regular
DEOKAR SHRADDA BABURAO	B.E/B.Tech	Computer Engineering	0 0 100	1 	Lecturer	08/12/2017	Regular
DUKARE SUNITA RAMDAS	MA (English)	English	0 0 38	1 	Lecturer	18/08/2008	Regular
PANSARE NIRMALA NANASAHEB	M.E/M.Tech	Computer Engineering	100 0 0	1 	Lecturer	21/12/2019	Regular
KAKADE ASMITA SITARAM	M.E/M.Tech	VLSI and EMBEDDED SYSTEM	0 12 0	1 	Lecturer	13/12/2018	Regular
MUNDHE YOGESH SHANKAR	M. Sc (Physics)	Physics	44 27 33	1 	Lecturer	01/08/2016	Regular
FULPAGARE SHYAMKUMAR VISHNURAO	M.E/M.Tech	Mechanical Engineering	0 0 26	1 	Lecturer	02/09/2013	Regular

## 5.1 Student-Faculty Ratio (SFR) (25)

Total Marks 25.00

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Institute Marks

25

S:F ratio = N/F; F = No. of faculty = (a + b) for every assessment year

a: Faculty of the specific program/ department considering fractional load

b: Faculty serving this program from other Program / department considering fractional load

c: Faculty of this program serving other program/ department considering fractional load

**Note: Fractional load calculation**

**1. Faculty taking physics course is having 50% of allocated load of first year civil engineering students, 25% load of first year mechanical engineering and 25% load of electrical engineering then the fractional load contribution will be 0.50 for civil engineering, 0.25 each for mechanical and electrical engineering.**

**2. Similarly fractional load to be calculated for inter department/program work load distribution.**

**Regular Faculty means:**

- Minimum 75% should be Regular/ full time faculty and the remaining shall be Contractual Faculty as per AICTE norms and standards.
- The contractual faculty (doing away with the terminology of visiting/adjunct faculty, whatsoever) who have taught for 2 consecutive semesters in the corresponding academic year on full time basis shall be considered for the purpose of calculation in the Student Faculty Ratio.

N=No. of students = Sanctioned Intake + Actually admitted lateral entry students

**Marks to be given proportionally from a maximum of 25 to a minimum of 10 for average SFR between 25:1 to 30:1, and zero for average SFR higher than 30:1. Marks distribution is given as below:**

**< = 25 - 25 Marks**

**< = 26 - 22 Marks**

**< = 27 - 20 Marks**

**< = 28 - 15 Marks**

**< = 29 - 12 Marks**

**< = 30 - 10 Marks**

**> 30 - 0 Marks**

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<b>Year</b>	<b>N</b>	<b>F</b>	<b>SFR=N/F</b>
2020-21(CAY)	251	10.29	24.39
2019-20(CAYm1)	243	9.43	25.77
2018-19(CAYm2)	236	9.86	23.94

Average SFR : 24.70

Assesement SFR : 25

**5.1.1. Provide the information about the regular and contractual faculty as per the format mentioned below:**

	<b>Total number of regular faculty in the department</b>	<b>Total number of contractual faculty in the department</b>
CAY(2020-21)	19	0
CAYm1(2019-20)	20	0
CAYm2(2018-19)	18	0

**5.2 Faculty Qualification (25)**

Total Marks 20.00

5.2.1 Faculty Qualification Index (20) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=200\)](#)

Institute Marks

$FQ = 2.0 * (10x + 7y)/F$  where x is no. of faculty with M.Tech. (in case of humanities and science M.Phil./Ph.D.) and y is no. of faculty with B.Tech. (In case of humanities and science MA/M.sc), F is no. of faculty required to comply 1:25 Faculty Student Ratio.

20.00

[Edit](#)

	<b>X</b>	<b>Y</b>	<b>F</b>	<b><math>FQ = 2 \times [(10X + 7Y) / F]</math></b>
2020-21	10	9	10.00	32.60
2019-20	9	11	9.00	37.11
2018-19	6	12	9.00	32.00

Average Assessment : 33.90

5.2.2 Availability of Faculty/principal of that discipline with PhD. Qualification (5)

Institute Marks

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=470\)](#)[Write Answer](#)**5.3 Faculty Retention (20)**

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=201\)](#)

Institute Marks

10.00

[Edit](#)

Description	2019-20 (CAYm1)	2020-21 (CAY)
No of Faculty Retained	14	12
Total No of Faculty	18	18
% of Faculty Retained	78	67

Average : 72.22

Assessment Marks : 10.00

**5.4 Faculty as participants in Faculty development/training activities conducted by other organizations (30)**

Total Marks 30.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=202\)](#)

Institute Marks

30.00

- A Faculty scores maximum five points for participation
- Participant in 1 to 2 days Faculty/faculty development program: 1 Points
- Participant in 3 to 5 days Faculty/faculty development program: 2 Points
- Participant >5 days Faculty/faculty development program: 5 points

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Name of the faculty	Max 5 Per Faculty			Action
	2018-19 (CAYm2)	2019-20 (CAYm1)	2020-21 (CAY)	
MORE SWAPNALI SAHEBRAO	0.00	0.00	0.00	Delete
BHAGWAT SHILPADEVI VASANT	2.00	0.00	0.00	Delete
BHOR POOJA AMIT	0.00	0.00	5.00	Delete
DALAVI SANDIP BHUSAHEB	2.00	2.00	0.00	Delete
DEOKAR SHRADDHA BABURAO	2.00	0.00	0.00	Delete

DIGHE ONKARESH BABAN	2.00	0.00	0.00	Delete
DUKARE SUNITA RAMDAS	0.00	0.00	0.00	Delete
DUMBRE VRUSHALI KIRAN	0.00	0.00	0.00	Delete
FULPAGARE SHYAMKUMAR VISHNURAO	0.00	0.00	0.00	Delete
GAGARE PRIYANKA BABASAHEB	0.00	0.00	0.00	Delete
GHIGE SUJATA KAILAS	2.00	5.00	2.00	Delete
GUNJAL TEJASHREE SAMEER	0.00	5.00	2.00	Delete
KADU SACHIN SHIVAJI	0.00	0.00	2.00	Delete
KAKADE ASMITA SITARAM	0.00	2.00	0.00	Delete
KAKADE SUNIL RAMDAS	0.00	0.00	0.00	Delete
KANADE KIRAN ABASAHEB	2.00	2.00	5.00	Delete
KANDHARE SANJAY BABAN	0.00	0.00	0.00	Delete
KAPILE ANIL SAHEBRAO	2.00	2.00	2.00	Delete
KARAD VANDANA AMBADAS	0.00	0.00	2.00	Delete
KURHADE NUTAN PRAVIN	2.00	5.00	2.00	Delete
MOMIN HUSEN SHAMSHUDDIN	0.00	0.00	5.00	Delete
MUNDHE YOGESH SHANKAR	2.00	2.00	2.00	Delete
PANSARE NIRMALA NANASAHEB	0.00	0.00	0.00	Delete
POKHARKAR MAHESH SHRIPAT	5.00	5.00	5.00	Delete
TANNU RAKESH RAMESH	2.00	2.00	2.00	Delete
TRIBHUWAN SANDIP BHAGWAT	0.00	5.00	0.00	Delete
WAHAL RAMESHWAR GANPAT	0.00	5.00	2.00	Delete
<b>Sum</b>	<b>25.00</b>	<b>42.00</b>	<b>38.00</b>	
<b>RF = Number of Faculty required to comply with 25:1 SFR as I</b>	<b>9.44</b>	<b>9.72</b>	<b>10.04</b>	
<b>Assessment [6*(Sum / 0.5RF)](Marks limited to 30)</b>	<b>30.00</b>	<b>30.00</b>	<b>30.00</b>	

Average assessment over 3 years (Marks limited to 30): 30.00

**5.4. a. Organized/ Conducted FDPs and STTP by this department at State / National Level (12)**

Total Marks 12.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=471\)](#)

Institute Marks

- Minimum 2 days program
- 2 points per program (max. upto 12 marks)

12.00

[Edit Answer](#)

Sr No	Name of Training	Date	Duration	Level
1	Data Communication Networking	7 April 2021 to 9 April 2021	3	State Level
2	Digital Marketing	5 April 2021 to 6 April 2021	2	State Level
3	State Level Youth Camp	11 January 2021 to 13 January 2021	3	State Level
4	JavaScript	25 Dec,2020 to 29 Dec.2020	5	State Level
5	Career Progression With SAP	18 July 2020 to 19 July 2020	2	State Level
6	Latex	1 January 2020 to 6 January 2020	7	State Level
7	Web Application Using PHP	16 Dec 2019, 18 Dec 2019	3	State Level
8	IBM Skill Build Program	24 May 2021 to 26 May 2021	3	State Level
9	Mobile Application Development in Android	5 June 2021 to 19 June 2021	15	State Level

**5.5 Product development, Consultancy, Manufacturing contracts, testing contracts (8)**

Total Marks 8.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=203\)](#)

Institute Marks

[Edit Answer](#)

<b>Year of Development</b>	<b>Name</b>	<b>Details</b>	<b>Beneficiaries</b>
<b>2020-21</b>	<b>Kids Learning Application Using Android</b>	Developed an android application system which enables kids to study online in simple way.	<b>04</b>
	<b>Food Order System using Android App</b>	Developed an android application system which enables user to place the order of food .	<b>05</b>
	<b>Medicine App using Android</b>	Developed an android application system which enables users to get the information of medicines	<b>04</b>
<b>Year of Development</b>	<b>Name</b>	<b>Details</b>	<b>Beneficiaries</b>
<b>2019-20</b>	<b>Samarth Institute of Pharmacy Website</b>	Developed a website of Samarth Institute of Pharmacy (iop.sreir.org)	<b>02</b>
	<b>Samarth College of Pharmacy Website</b>	Developed a website of Samarth Institute of Pharmacy (cop.sreir.org)	<b>02</b>
	<b>Indian Tourism App using Android</b>	Developed an android application system which enables users to get the information of <b>Indian Tourism</b>	<b>04</b>

	<b>Matrimony web Application</b>	Developed a web application system which Helpful to users to find his/her life partner	02
<b>Year of Development</b>	<b>Name</b>	<b>Details</b>	<b>Beneficiaries</b>
<b>2018-19</b>	<b>Library Management System</b>	Developed a desktop application which enable to user for issue books and keep the track of book using Java, Oracle	04
	<b>LC generation System</b>	Developed a desktop application which enable to user for generate and leaving certificate of LC.	04

#### **5.6 Faculty Performance Appraisal and Development System (FPADS) (30)**

Total Marks 30.00

A. A well-defined FPADS instituted for all the assessment years (5)

Open Separately (<eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=204>)

Institute Marks

5.00

[Edit Answer](#)

Faculty Performance Appraisal form is collected from each faculty in which they need to show their academic performance, contribution towards teaching learning process, innovations and research for their self-renewal to cope up with changes in technology and develop expertise for effective implementation of curricula. The main objectives of this appraisal and evaluation system are:

- Effective Academic performance of the individual faculty in theory as well as laboratory related works
- Assessment of the effective teaching-learning process
- Consider the contribution of individual faculty member in the design and development of learning material
- Evaluating the performance of the faculty as guidance and counseling of students.
- Promote and allow faculties to take interest in the research publications in nationally and internationally journal of well repute.
- Evaluating the performance of the faculty as Co-curricular activities and administrative functions

B. Its implementation and effectiveness (15) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=472\)](#)

Institute Marks

15.00

[Edit Answer](#)

- Faculty shall submit self-evaluation report to head of department at the end of academic year.
- Head of department shall collect and submit self-evaluation report of all faculties along with student feedback report and confidential report to Principal
- Principal shall form a committee at institute level to evaluate the self-evaluation report.
- Overall appraisal of the faculty shall be done on the following Basis
  - 30% for Assessment of Self-Appraisal
  - 20% for the students feedback
  - 50% for Assessment by HOD
- Recommendation, of committee shall be submitted to management and or Governing council for final approval.
- Following Incentives shall be offered for the Faculties after the appraisal report.
  - Salary increments
  - Flexible norms for attending national and international seminars/conferences, Training, workshops
  - Promotions in academic Administrative positions (Co-ordinator, HOD, In-Charge Committee, Committee memberships, etc.)

C. Details of qualification up-gradation of faculty (10)

Institute Marks

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=473\)](#)

10.00

[Edit Answer](#)**Samarth Polytechnic encourages all the staff members to take part in Career Advancement to upgrade qualifications and as per AICTE Norms.**

This will enable them to improve the Classroom / Laboratory performance as well as competency levels. The staff members approach the HOD/Principal at the start of academic year with their interest for enrolment to the PG/PHD programs. The Academic load of such staff is adjusted to suit to their commitments. The list of faculty members who are upgrading their qualification in the last three years is included in the table.

Name of the Faculty	Qualification up-gradation	Year Of Passing
Mr..Tannu R.R.	ME	2016
Mrs.Gunjal T.S.	ME	2016
Mr.Wavhal R.G.	ME	2017
Mr.Pokharkar M.S.	ME	2019
Miss.Karad V.A.	ME	2020
Mrs.Kurhade N.P.	ME(Perusing)	.....
Mr.Kanade K.A.	ME	2018

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Institute Marks

10.00

[Edit Answer](#)

Sr. No.	Room Description	Numbers	Shared or Exclusive	Usage	Capacity	Area m <sup>2</sup>	Available Facilities
01	Smart Class Room	01	Exclusive	For conducting theory lectures	60 Per Classroom	66 m <sup>2</sup>	Desks, platform, fans, tube lights, green board, Benches, class room and LCD Projector, Wi-Fi Connectivity, Smart board
02	Faculty Room	07	Exclusive	For notes preparation, interaction with students, etc.	5 m <sup>2</sup>	35 m <sup>2</sup>	Staff Tables and chairs, fans, tubes, cupboards, computer with LAN connection etc., Wi-Fi Connectivity
03	Department Office	01	Exclusive	For departmental meetings	-	10 m <sup>2</sup>	Chair, conference table, LCD projector and computers, cupboard, Wi-Fi Connectivity.
04	H.O.D Cabin	01	Exclusive	For Administrative work	01	10 m <sup>2</sup>	Table and Chairs, fans, tubes, Computer LAN connection, cupboards, Wi-Fi Connectivity, Printer.
05	Tutorial Room	01	Shared	For Conducting Tutorials	25	33 m <sup>2</sup>	Desks, fans, tube lights, green board, Benches, Wi-Fi connectivity
06	Seminar hall	01	Shared	For Conducting various Functions and Activities	400	132 m <sup>2</sup>	Desks, platform, fans, tube lights, chairs ,Central P.A. System with storage box, LCD Projector, Podium, C.C.TV. Wi-Fi Connectivity.
07	Drawing Hall	01	Shared	For Conducting Drawing related Practicals	60	66 m <sup>2</sup>	Drawing Table, Fans, tube lights, chairs.
08	Training and Placement Office	01	Shared	For Placement Activities	-	30 m <sup>2</sup>	Fans, tube lights, chairs , LCD Projector, PC, LAN Connectivity, Wi-Fi Connectivity, Green Board, White Board

**6.2 Availability of adequate and well-equipped workshops, Laboratories and Technical manpower to meet the curriculum requirements (40)**

Total Marks 40.00

A. Adequacy (10) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=474\)](#)

Institute Marks

10.00

[Edit Answer](#)

**Workshop details:**

- The Workshop is spacious and useful surroundings are maintained by all of curtains.
- Workshop is equipped by all of required equipment which is required for performing various experiments.

Sr. No.	Name of the Laboratory	No. of students per setup (Batch Size)	Name of the Important equipment	Weekly Utilization status(all the courses for which the lab is utilized)
01	CENTRAL WORKSHOP	20	Universal Milling M/C	Odd semester-32 Hrs
			Lathe Machine	
			Surface Grinding M/C	
			Radial Drilling M/C	
			Shaping M/C	
			Depth Gauge	Even semester-24 Hrs.
			Bench Grinder	
			CNC Milling M/C	
			CNC Lathe M/C	Odd semester- 04 Hrs
			POWER HACKSAW Machine	
02	Workshop -II		Spot Welding M/C	
			Manufacturing Process Models	
			Electric Welding M/C	Even semester-04 Hrs.
			TIG Welding Setup	
			MIG Welding Setup	

B. Quality of Labs/workshop (20) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=475\)](#)

Institute Marks

20.00

[Edit Answer](#)

Sr. No.	Name of No. the Laboratory	No. of students per setup (Batch Size)	Name of the Important equipment	Weekly utilization status (all the courses for which the lab is utilized)	Technical Manpower support		
					Name of the technical staff	Designation	Qualification
01	Computer Network & Hardware Lab	25	<p><b>25 Desktop PC</b></p> <p>(Each Desktop PC having 2 GB RAM, 250 GB HDD, Dual Core Processor, Keyword , Mouse)</p> <p>Scanner, Printer, Motherboard, Expansion cards, Projector, Peripheral devices, Cables. Co-axial, Twisted pair, Speaker, Pc hardware trainer kit.</p>	Lab Load Odd Semester 12 Hrs Lab Load Even Semester 12 Hrs.	Mr Landage M.S	Lab Assistant	BSc Computer Science
02	Database Lab	25	<p><b>Hardware :</b></p> <p><b>25 Desktop PC</b></p> <p>(Each Desktop PC having 4 GB RAM, 500 GB HDD, Core I5 Processor, Keyword , Mouse)</p>	<p><b>Software:</b> Ubantu, Oracle 10g, XAMPP, JDK 1.8, Office 10</p>	Lab Load Odd Semester 24 Hrs Lab Load Even Semester 24 Hrs.	MrJadhav D.S.	BSc Computer Science
03	Programming Lab	25	<p><b>Hardware :</b></p> <p><b>25 Desktop PC</b></p> <p>(Each Desktop PC having 4 GB RAM, 500 GB HDD, Core I5 Processor, Keyword , Mouse)</p>	<p><b>Software:</b> Ubantu, Oracle 10g, XAMPP, Turbo C/C++</p> <p>JDK 1.8, Office 10</p>	Lab Load Odd Semester 24 Hrs Lab Load Even Semester 24 Hrs.	Mr. Wagh M.S.	B.A., Diploma in Hardware and Networking
04	Software Lab	25	<p><b>Hardware :</b></p> <p><b>25 Desktop PC</b></p> <p>(Each Desktop PC having 4 GB RAM, 500 GB HDD, Core I5 Processor, Keyword , Mouse)</p>	<p><b>Software:</b> Ubantu, Oracle 10g, XAMPP, Turbo C/C++</p> <p>JDK 1.8, Android SDK, Visual Studio</p>	Lab Load Odd Semester 24 Hrs Lab Load Even Semester 30 Hrs.	Mr Landage M.S	Lab Assistant BSc in Computer Science
05	Linux Lab	25	<p><b>25 Desktop PC</b></p> <p>(Each Desktop PC having 2 GB RAM, 250 GB HDD, Dual Core Processor, Keyword , Mouse)</p>	<p><b>Software:</b> Ubantu, Oracle 10g, XAMPP, Turbo C/C++</p> <p>JDK 1.8</p>	Lab Load Odd Semester 12 Hrs Lab Load Even Semester 12 Hrs.	MrJadhav D.S.	Lab Assistant BSc in Computer Science

[Edit Answer](#)

Sr. No.	Name of No. the Laboratory	Technical Manpower support		
		Name of the technical staff	Designation	Qualification
01	Computer Network & Hardware Lab	Mr.Landage M.S	Lab Assistant	BSc Computer Science
02	Database Lab	Mr.Jadhav D.S.	Lab Assistant	BSc Computer Science
03	Programming Lab	Mr.Wagh M.S.	Lab Assistant	B.A., Diploma in Hardware and Networking
04	Software Lab	Mr.Landage M.S	Lab Assistant	BSc in Computer Science
05	Linux Lab	Mr Jadhav D.S.	Lab Assistant	BSc in Computer Science

- All the laboratories used for teaching and well maintained with adequate number of instruments and equipment's for the students.
- The entire lab has sufficient space for conducting experiments and properly ventilated.
- Poster presentation activity is conducted frequently to enhance the self-learning process among student.

[Edit](#)

Sr. No	Name of the Laboratory	Number of students per set up(Batch Size)	Name of the Important Equipment(Costing more than Rs.30,000)	Weekly utilization status(all the courses for which the lab is utilized)	Technical Manpower Support			Action
					Name of the Technical staff	Designation	Qualification	
					Mr. Landage M.S.	Lab Assistant	B.Sc. , Compute	Delete
1	Computer Netw	25	25 Desktop PC	Lab Load Odd Se	Mr. Jadhav D.S.	Lab Assistant	B.Sc. , Compute	Delete
2	Database Lab	25	25 Desktop PC	Lab Load Odd Se	Mr. Wagh M.S.	Lab Assistant	B.A., Diploma in	Delete
3	Programming La	25	25 Desktop PC	Lab Load Odd Se	Mr. Landage M.S.	Lab Assistant	B.Sc. , Compute	Delete
4	Software Lab	25	25 Desktop PC	Lab Load Odd Se	Mr. Jadhav D.S.	Lab Assistant	B.Sc. , Compute	Delete
5	Linux Lab	25	25 Desktop PC	Lab Load Odd Se	Mr. Landage M.S.	Lab Assistant	B.Sc. , Compute	Delete

**6.3 Additional facilities created for improving the quality of learning experience in laboratories (20)      Total Marks 20.00**A. Facilities (10) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&Progid=25&QuestID=477\)](#)

Institute Marks

10.00

[Edit Answer](#)

Facility Name
Technical Workshop / Training
Edu.net portal for learning various online courses
IIT Spoken Tutorial
IIT virtual laboratory for simulation of computer science subjects practicals
Pictorial/Graphics/Charts
Internet facility
Departmental Library
Smart Class Room
Digital Library
NPTEL Lectures
Projector session
SAMARTH_CAMPUS youtube channel for demonstration of various practicals
Digital Vernier
Project Mentor
Toner Refilling, Printer repairing additional practicals
C.C. T. V.

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B. Effective Utilization (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=478\)](#)

Institute Marks

[Edit Answer](#)

Sr. No.	Facility Name	Utilization
1	Technical Workshop / Training	For Third Year students projects and Placements
2	IIT Spoken Tutorial	At the time of practical
3	IIT virtual laboratory	At the time of online practical session
4	Pictorial/Graphics/Charts	As per requirement of practical
5	Internet facility	Conduct online exam and searching of information
6	Departmental Library	Issuing books to students
7	Smart Class Room	All students
8	Digital Library	For all Subject
9	NPTEL Lectures	For Students, Faculty members
10	Projector session	Placement, Developing personality of Students.
11	Models	At the time of practical
12	SAMARTH_CAMPUS youtube channel for demonstration of various practicals	At the time of practical
13	Project Mentor	At the time of Project Practical
14	Toner Refiling and Computer Repairing	At the time of Hardware practical
15	C.C. T. V.	Security and safety of students

C. Relevance to POs/PSOs (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=479\)](#)

Institute Marks

5.00

[Edit Answer](#)

Sr. No.	Facility Name	Details	Reason(s) for creating facilities	Utilization	Areas in which expected to have enhanced learning	Relevance to POs/PSOs

1	Technical Workshop / Training	For bridging the gap of industrial skill requirements which are not fulfilled by curriculum	Project Requirement	Third Year students get help to do their projects by using knowledge gained through this facility	Third Year Projects	PO3
2	Edu.net portal for learning various online courses	For soft skill, course certification and aptitude test	For getting placement opportunity	At the time of practical and out of college hours	Interviews, placement, Personality Development	PO4,PO7,PSO2
3	IIT Spoken Tutorial	Digital learning and courses certification	Adapting communication and industrial skill	At the time of practical and out of college hours	Interviews, placement, Personality Development	PO4, PO7,PSO2
4	IIT virtual laboratory	simulation of Electronics and computer science subjects practical's	Students are able to Perform practical's at home	At the time of practical and out of college hours	All subjects	PO4,PO7,PSO1
5	Pictorial/Graphics/Charts	Subjective Charts available for learning	To convey message efficiently by visual display	As per requirement of practical	All subjects	PO1
6	Internet facility	Leased lines of Internet with a speed of 100 mbps to connect all devices to internet in the campus	Keep in touch with latest technology, surfing on internet for a specific problem	Conduct online exam and searching of information	All Subjects	PO4,PO7,PSO2
7	Departmental Library	Subject Books	Making availability books.	Issuing books to students	All Subjects	PO1,PO2
8	Smart Class Room	Smart Board, Projector, Wi-Fi	To Conduct interactive sessions with students	All students	All Subjects	PO4,PO5
9	Digital Library	E-Journals, E-Books	For Students, Faculty members	For all Subject	For all Subject	PO1,PO7
10	NPTEL Lectures	PDF Files Video Lectures	To Better understanding of Students	For Students, Faculty members	For all Subject	PO1,PO7

11	Projector session	Group Discussion, Seminar, debate, Extempore, Vocabulary.	Improving communication skills	Placement, Developing personality of Students.	Motivation, Leadership, Communication skill, Personality development	PO6
12	Models	Wooden models are available	To convey message efficiently by visual display	At the time of practical	All subjects	PO3
13	Digital Vernier	Not necessary to calculate value	To get direct value	At the time of practical	BPH	PO4,PSO1
14	Toner Refilling, Printer repairing	additional practical's	To help the students to set up their own business	At the time of practical	CPHM	PO4,PO6,PO7
15	Project Mentor	Guide the students, assessing the project activities	For complete implementation of project	At the time of practical	CPE,CPP	PO6,PSO2
16	C.C. T. V.	Installed in the building campus in and out	Security and safety	Security and safety of students and for avoiding miscellaneous activity	-	PO3,PO5,PO7

Open Separately ([eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=209](http://eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=209))

[Edit](#)

Sr. No	Facility Name	Details	Reason(s) for creating facility	Utilization	Areas in which students are expected to have enhanced learning	Relevance to POs/PSOs	Action
1	Technical Works!	For bridging the gap between theory and practice.	Project Requirements	Third Year students	Third Year Projects	PO3	Delete
2	Edu.net portal for soft skill, communication	For soft skill, communication, and placement preparation.	For getting placed	At the time of practicals	Interviews, placement, Persuasion	PO4, PO7 ,PSO2	Delete
3	IIT Spoken Tutorial	Digital learning resources for communication skills.	Adapting communication	At the time of practicals	Interviews, placement, Persuasion	PO4,PO7 ,PSO2	Delete
4	IIT virtual laboratory	Simulation of Electrical Engineering experiments.	Students are able to perform experiments online.	At the time of practicals	All subjects	PO4 ,PO7,PSO1	Delete
5	Pictorial/Graphic	Subjective Chart	To convey messages effectively.	As per requirements	All subjects	PO1	Delete
6	Internet facility	Leased lines of Internet connection.	Keep in touch with the world.	Conduct online experiments	All Subjects	PO4, PO7 ,PSO2	Delete
7	Departmental Library	Subject Books	Making availability of books.	Issuing books to students	All Subjects	PO1,PO2	Delete
8	Smart Class Room	Smart Board, Projector	To Conduct interactive sessions.	All students	All Subjects	PO4 ,PO5	Delete
9	NPTEL Lectures	PDF Files Video links	To Better understand the concepts.	For Students, Faculty	For all Subject	PO1,PO7	Delete
10	Projector session	Group Discussion	Improving communication skills.	Placement, Development	Motivation, Leadership, Communication	PO6	Delete
11	Models	Wooden models	To convey messages effectively.	At the time of practicals	All subjects	PO3	Delete
12	Digital Vernier	Not necessary to buy physical Vernier calipers.	To get direct values.	At the time of practicals	BPH	PO4 ,PSO1	Delete
13	Toner Refilling, F	additional practice	To help the students.	At the time of practicals	CPHM	PO4, PO6, PO7	Delete
14	Project Mentor	Guide the student	For complete implementation.	At the time of practicals	CPE,CPP	PO6, PSO2	Delete
15	Project Mentor	Guide the student	For complete implementation.	At the time of practicals	CPE,CPP	PO6, PSO2	Delete
16	C.C. T. V.	Installed in the room	Security and safety	Security and safety	-	PO3, PO5, PO7	Delete

**6.4 Laboratories: Maintenance and overall ambiance (10)**

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=210\)](#)

Institute Marks

(Self-Explanatory)

10.00

[Edit Answer](#)**Laboratories: Maintenance and Overall Ambiance**

- One Teaching faculty and a Lab Assistant are in-charge of the overall functioning/ maintenance of each lab.
- A dead stock register is maintained with all equipment details recorded timely.
- Student register is maintained to record student entry and usage in the Laboratory.
- Issue register is maintained to record the issue details of equipment's/ facilities in and out of the Laboratories.
- Regular maintenance of computers/equipment is carried out as and when required and also at the end of every semester.
- As per requirement minor repairs are carried out by the Lab assistant & Faculty Members.
- Maintenance register is maintained in the laboratories.
- Major repairs are done by the Campus Server Room technicians by following the procedure of the institute.
- Installation of the licensed software, Open source and proper Antivirus software are updated regularly overall ambiance.
- All laboratories are well equipped to meet the requirements of curriculum.
- Laboratory manuals provided by MSBTE is followed strictly for achieving Course Outcomes, POs, & PSOs.
- All laboratories are well furnished and have sufficient light, good ventilation and fan arrangement.

**6.5 Availability of computing facility in the department (10)**

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=211\)](#)

Institute Marks

10.00

[Edit](#)

Sr. No	No Of Computer terminals	Students Computer Ratio	Details of Legal Software	Details of Networking	Details of Printers, Scanners etc.	Action
1	125	1:5	Ubantu, JDK,Wi	LAN with 100 Mt	5	Delete

**6.6 Language lab (10)**

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=212\)](#)

Institute Marks

(Availability and Utilization)

10.00

[Edit Answer](#)

The various language teaching activities conducted in the Language laboratory, the most important is the Communication Skills course taught at the 1st year Diploma level. All the tutorial activities associated with these courses are held in the language laboratory.

It provides an advanced language laboratory teaching/learning experience. The teachers Control Unit enables the teacher to direct interaction with student. The Students Terminals allow the students to interact with the teacher.

## **Facilities**

- The laboratories are spacious and good ambience is maintained with curtains.
- An exclusive language laboratory with advanced software is available.
- The language lab has an excellent education teaching material production facilities in the form of audio – studio with audio and video software.
- The entire equipment has been housed in an acoustically treated and centrally ventilated.
- Comfortable chairs are accommodated in the Language lab.
- The language lab room would be used for about 16 hours per week.
- The Language Lab is having Wi-Fi as well as LAN connectivity.
- Regular and timely maintenance of Language Laboratory is taken up.

## **Details of Learning Resources**

Sr. No	Skill	Resources Available	Software/ No. of CD
1	Vocabulary Building	codsturd Software	codsturd Software
2	Expressions/ and understanding non-verbal communication	Codsturd Software  (Effective use of nonverbal communication tool)	codsturd Software
3	Presentation Skills	Videos on Presentations	codsturd Software
4	Body Language	Through Software of Personality Development and Soft Skills	codsturd Software
5	Presentation Skills	codsturd Software	codsturd Software
6	Listening Skills	codsturd Software	codsturd Software

## **Purposes of language Laboratory.**

- The language lab helps students develop good listening skills and aids the process of communication.
- To emphasize the importance of English as a medium of learning academic subjects.
- To facilitate the students to shed fear and anxiety while using English and to overcome their mother tongue influence
- The teacher can monitor individual students (and talk to them) much more efficiently than in a regular classroom.
- No use of recordings for pronunciation. Students are interested in words, phrases and their meanings.
- The headset/microphone provides students with a psychological privacy that promotes their speaking ability.
- Teacher listens randomly to students around the room. Individual student correction is haphazard.
- To enhance the proficiency of the students in all four primary skills (LSRW) of English through computer aided teaching.

## **Activities Conducted:**

- Role play or Skit presentation with the help of software ( 4to 5students)
- Diagrammatical representation of communication cycle using 8 to 10 different communication situations and stating the different elements involved init.
- Graphical communication using pie chart and bargraph.
- Describing 2 technical objects.
- Group Discussion, Job Interviews, Body Language &Presentations.
- Describing different personalities.
- Make poster depicting different aspects of body language & write an assignment on the same.

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### Part B

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#### 7 CONTINOUS IMPROVEMENT (75)

Total Marks 75.00

##### 7.1 Actions taken based on the resultsof evaluation of each of the POs and PSOs (25)

Total Marks 25.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=213\)](#)

Institute Marks

25.00

Identify the areas of weaknesses in the program based on the analysis of evaluation of POs & PSOs attainment levels. Measures identified and implemented to improve POs & PSOs attainment levels for the assessment years.

Actions to be written as per table in 3.3.2.

- A. Documentary evidence of POs and PSOs attainment levels (10)
- B. Gaps identified /shortfalls/improvement from continuous improvement perspective (5)
- C. Plan of action to bridge the gap and its Implementation (10)

#### POs Attainment Levels and Actions for Improvement- (2019-20)

[Edit](#)

POs	Target Level	Attainment Level	Observations
-----	--------------	------------------	--------------

**PO 1 : Basic and Discipline specific knowledge**

PO 1	2.53	2.62	High
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Action 1: Extra classes as well as practice sessions are conducted for better understanding the methods to solve Numerical in Mathematics.

Action 2: Students are asked to write formulae repeatedly in the classroom so that they could easily solve the problems of Mathematics.

Action 3: Mentoring: Personal attention is given and counseling is done for weak students to uplift their confidence through mentoring systems.

**PO 2 : Problem analysis**

PO 2	2.41	2.53	High
------	------	------	------

Action 1: Students apply the knowledge of technical subject for completion of micro-project and final year project.  
 Action 2: Students are asked to write assignments based on question bank prepared by respective subject teacher with reference to model answer paper  
 Action 3: Industrial visits are arranged to make the students aware about advance technologies and processes in industries.

#### **PO 3 : Design/ development of solutions**

PO 3	2.38	2.50	High
------	------	------	------

Action 1: Training programs are organized on advance technologies.  
 Action 2: Students are placed for 3-4 weeks in plant training program during summer vacation

#### **PO 4 : Engineering Tools, Experimentation and Testing**

PO 4	2.17	2.34	High
------	------	------	------

Action 1: The students are asked to perform experiments once again in the laboratory so they get more accurate results.  
 Action 2: Workshop related to experiment in Automobile Engineering is conducted for better experience.  
 Action 3: Industrial visits are arranged to make the students aware of advanced technologies in industries.

#### **PO 5 : Engineering practices for society, sustainability and environment**

PO 5	2.09	2.27	High
------	------	------	------

Action 1: Project Guides are asked to assign projects to the students on actual problems of society which will fulfill desired needs of society.  
 Action 2: Expert lectures are conducted for awareness about applications in society and industries.  
 Action 3: Social activities are arranged to create social awareness in students.

#### **PO 6 : Project Management**

PO 6	2.16	2.33	High
------	------	------	------

Action 1: Expert lectures are conducted on project management

#### **PO 7 : Life-long learning**

PO 7	2.14	2.31	High
------	------	------	------

Action 1: Students are provided the facilities of digital library for self learning.  
 Action 2: Second and third year students are asked to write technical papers by using different resources of information.

### **PSOs Attainment Levels and Actions for Improvement- (2019-20)**

[Edit](#)

PSOs	Target Level	Attainment Level	Observations
<b>PSO 1 : COMPUTER SOFTWARE AND HARDWARE USAGE: USE STATE-OF-THE-ART TECHNOLOGIES OF COMPUTER SOFTWARE AND HARDWARE.</b>			
PSO 1	2.40	2.52	High

Action 1: PPT, videos, animation and diagrams are made available to student for subject which requires so they get idea

PSOs	Target Level	Attainment Level	Observations
PSO 2	2.04	2.23	High

Action 1: Industrial visits are arranged to make the students aware of advanced technologies in industries.

Action 2: Workshops related to new software like PRO-E and solid modeling etc. are conducted.

Action 3: Four weeks' In-plant training in industries is arranged for the second year students.

## 7.2 Improvement in Success Index of Students without the backlog (10)

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=214\)](#)

Institute Marks

10.00

*SI = (Number of students who have passed from the program in the stipulated period of course duration)/(Number of students admitted in the first year of that batch and admitted in 2nd year via lateral entry)*

Assessment shall be based on improvement trends in success indices. Marks are awarded accordingly.

[Edit](#)

Items	Latest Passed out Batch (2017-18)	Latest Passed out Batch minus 1 (2016-17)	Latest Passed out Batch minus 2 (2015-16)
Success Index (from 4.2.1)	0.30	0.44	0.31

## 7.3 Improvement in Placement and Higher Studies (10)

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=215\)](#)

Institute Marks

Assessment is based on improvement in:

10.00

- Placement: number, quality placement, core industry, pay packages etc.
- Higher studies: admissions in premier institutions.

[Edit](#)

Items	Latest Passed out Batch (2017-18)	Latest Passed out Batch minus 1 (2016-17)	Latest Passed out Batch minus 2 (2015-16)
Placement Index (from 4.6)	0.95	0.97	1.08

**7.4 Improvement in Academic Performance in Final year (10)**

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=216\)](#)

Institute Marks

Assessment is based on improvement in:

10.00

[Edit](#)

Items	Latest Passed out Batch (2017-18)	Latest Passed out Batch minus 1 (2016-17)	Latest Passed out Batch minus 2 (2015-16)
Academic Performance Index (from 4.3)	8.15	6.88	6.75

**7.5 Internal Academic Audits to Review Complete Academics & to Implement Corrective Actions on Continous Basis (10)**

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=217\)](#)

Institute Marks

10.00

[Edit](#)

Items	2019-20 (CAYm1)	2018-19 (CAYm2)	2017-18 (CAYm3)
Internal Academic Audits	Very Good	Very Good	Very Good

**7.6 New Facility created in the Program (10)**

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=25&QuestID=218\)](#)

Institute Marks

Assessment is based on improvement in:

10.00

[Edit](#)

Items	2019-20 (CAYm1)	2018-19 (CAYm2)	2017-18 (CAYm3)
New Facility Created	Educational Chai	WI-FI Facility,IIT	Server Space pi

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