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## SAMARTH POLYTECHNIC

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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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=114\)](#)

(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 Achieve Professional Competence in the Field Of Electronics and Telecommunication So To Meet the Challenges and Needs of Industry and Society																	
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>Offering Excellent Education System to Acquire Professional Competencies and to Solve the Electronics and Telecommunication Engineering Problem.</td><td>Delete</td></tr><tr><td>M2</td><td>To Impart Industry Institute Interaction Through Various Industrial Visits, Expert Lecture, Workshop &amp; Training.</td><td>Delete</td></tr><tr><td>M3</td><td>To Enrich Career Opportunities For Student Through Higher Education, Industry &amp; Entrepreneurship.</td><td>Delete</td></tr><tr><td>M4</td><td>To Inculcate Ethical Values And Leadership Qualities In The Minds Of Students For The Growth Of The Society.</td><td>Delete</td></tr></tbody></table>			Mission No.	Mission Statements	Action	M1	Offering Excellent Education System to Acquire Professional Competencies and to Solve the Electronics and Telecommunication Engineering Problem.	Delete	M2	To Impart Industry Institute Interaction Through Various Industrial Visits, Expert Lecture, Workshop & Training.	Delete	M3	To Enrich Career Opportunities For Student Through Higher Education, Industry & Entrepreneurship.	Delete	M4	To Inculcate Ethical Values And Leadership Qualities In The Minds Of Students For The Growth Of The Society.	Delete
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M4	To Inculcate Ethical Values And Leadership Qualities In The Minds Of Students For The Growth Of The Society.	Delete																

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

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&Progid=36&QuestID=115\)](#)

(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 Solutions To Electronics And Telecommunication Engineering Related Broad-Based Problems Adapting Professional Ethics.	<a href="#">Delete</a>
PEO2	Adapt State-Of-The-Art Electronics And Telecommunication Engineering Broad-Based Technologies To Work In Multi-Disciplinary Work Environments	<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 \(eSARDiplomaQuestion.aspx?Appid=5354&Progid=36&QuestID=116\)](#)

(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 Liabrary

#### PROCESS

The dissemination of the Mission-Vision-PEO has been done is 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 Stake holders.
- 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 committee.
- 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 ac
- 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)

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

[Edit Answer](#)

**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 Stake holders.
- 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 committee.
- 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.

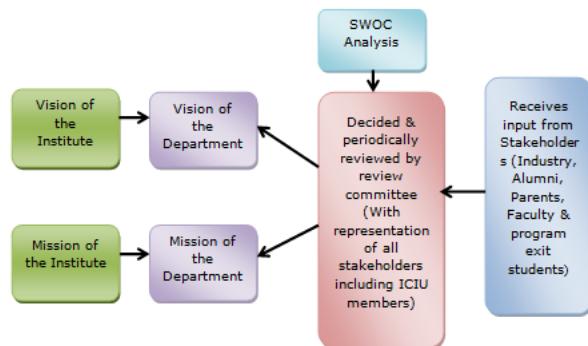


Fig.1.1.Process for defining the Vision and Mission of the Department

**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.

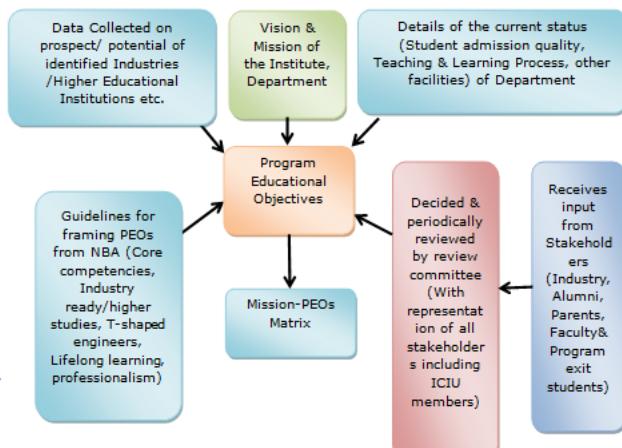


Fig.1.2 Process for defining the PEOs of the Department

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

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=118\)](#)

(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](#)

#### Mission PEO Mapping for Department of Electronics And Telecommunication

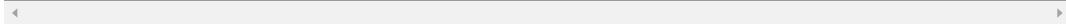
	M1	M2	M3	M4	Justification/Rationale
PEO Statements	(Offering Excellent Education System to acquire professional Competencies and to solve the Electronics and Telecommunication Engineering Problem.)	(To impart industry institute interaction through various industrial Visits, Expert Lecture, Workshop & 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	It mainly focuses on quality technical learning
PEO2 (ADAPT STATE-OF-THE-ART ELECTRONICS AND TELECOMMUNICATION ENGINEERING BROAD-BASED TECHNOLOGIES TO WORK IN MULTI-DISCIPLINARY WORK ENVIRONMENTS.)	2	3	2	2	Incorporation of subjects from other basic/applied science Professional pr
PEO3 (SOLVE BROAD-BASED PROBLEMS INDIVIDUALLY AND AS A TEAM MEMBER COMMUNICATING EFFECTIVELY IN THE WORLD OF WORK.)	2	3	2	3	Development of life skills, behavior plays vital role in developing lifelong

### 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 Solutions To Electronics And Telecommunication Engineering Related Broad-Based Problems Adapting Professional Ethics.	3 ▾	2 ▾	2 ▾	2 ▾
Adapt State-Of-The-Art Electronics And Telecommunication Engineering Broad-Based Technologies To Work In Multi-Disciplinary Work Environments	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 ▾



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## Part B

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

Total Marks 200.00

**2.1 Program Curriculum (40)**

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=487\)](#)

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 ? :

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**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 mentioned in AnnexureI. Also mention the identified curricular gaps, if any (25)**

Institute Marks

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A. Process used to identify extent of compliance of curriculum for attaining POs & PSOs (15)  
[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=437\)](#)

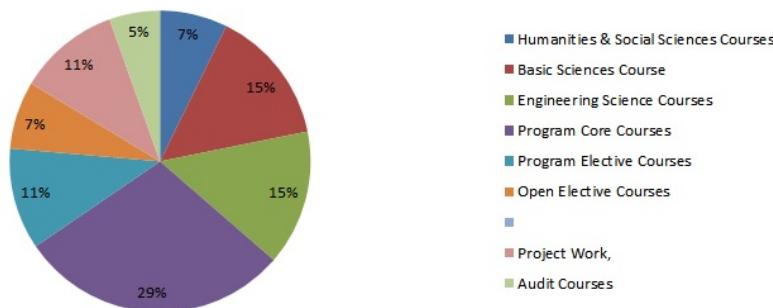
Institute Marks

[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 sciences, Professional core, Electives, Employability Enhancement Courses and calculate credit for each course, compare curriculum with standard curriculum of AICTE and map each category with POs and PSOs

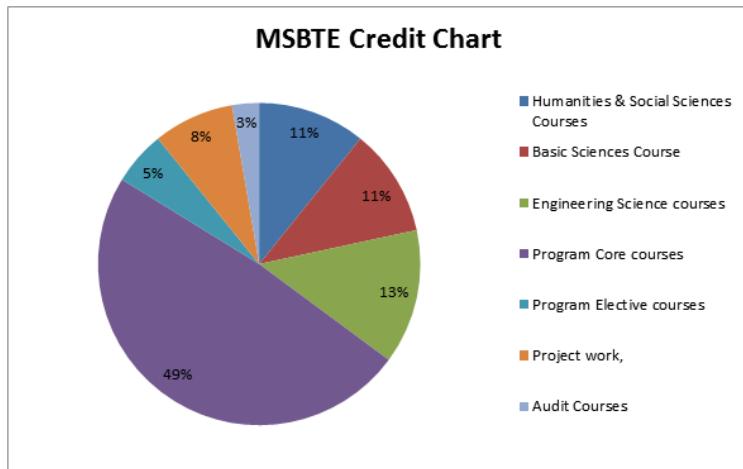
**Curriculum grouping with number of courses and POs, PSOs mapping as per MSBTE****Table 2.1 AICTE Credit Table**

<b>Program Curriculum Grouping Based On Course Component</b>	<b>Number Of Subjects</b>	<b>POs And PSOs</b>
Humanities & Social Sciences Courses	04	PO1, PO5, PO6, PO7.
Basic Sciences Course	08	PO1,PO2,PO3, PO4,PO5, PO6, PO7, PSO1,PSO2
Engineering Science Courses	08	PO1,PO2,PO3, PO4,PO5, PO6, PO7, PSO1,PSO2
Program Core Courses	16	PO1,PO2,PO3, PO4, PO6, PO7, PSO1,PSO2
Program Elective Courses	06	PO1,PO2,PO3, PO4,PO5, PO6, PO7, PSO1,PSO2
Open Elective Courses	04	PO1,PO2,PO3, PO4,PO5, PO6, PO7, PSO1,PSO2
Project Work,	06	PO1,PO2,PO3, PO4,PO5, PO6, PO7, PSO1,PSO2
Audit Courses	03	PO1, PO5, PO6, PO7

**AICTE Credit Table****Table 2.2 MSBTE Credit Table**

<b>Program Curriculum Grouping based on Course Component</b>	<b>Number of subjects</b>	<b>POs and PSOs</b>

Humanities & Social Sciences Courses	04	PO1, PO5, PO6, PO7.
Basic Sciences Course	04	PO1,PO2,PO3, PO4,PO5, PO6, PO7, PSO1,PSO2
Engineering Science courses	05	PO1,PO2,PO3, PO4,PO5, PO6, PO7, PSO1,PSO2
Program Core courses	18	PO1,PO2,PO3, PO4,PO5, PO6, PO7, PSO1,PSO2
Program Elective courses	02	PO1,PO2,PO3, PO4,PO5, PO6, PO7, PSO1,PSO2
Project work,	03	PO1,PO2,PO3, PO4,PO5, PO6, PO7, PSO1,PSO2
Audit Courses	01	PO1, PO5, PO6, PO7



**Mapping all courses with POs and PSOs.**

Mapping All Courses with POs and PSOs (Overall PO & PSO)

POs/ PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
Correlation	2.62	2.45	2.30	2.25	2.10	2.32	2.41	2.27	2.22
% of Correlation	87.33	81.66	76.66	75.00	70.00	77.33	80.33	75.66	74.00

B. List the curricular gaps for the attainment of POs & PSOs (10)

Open Separately ([eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=435](https://enba.nbaind.org/SARTemplates/eSARDiploma.aspx?Appid=5354&ProgId=36&QuestID=435))

Institute Marks

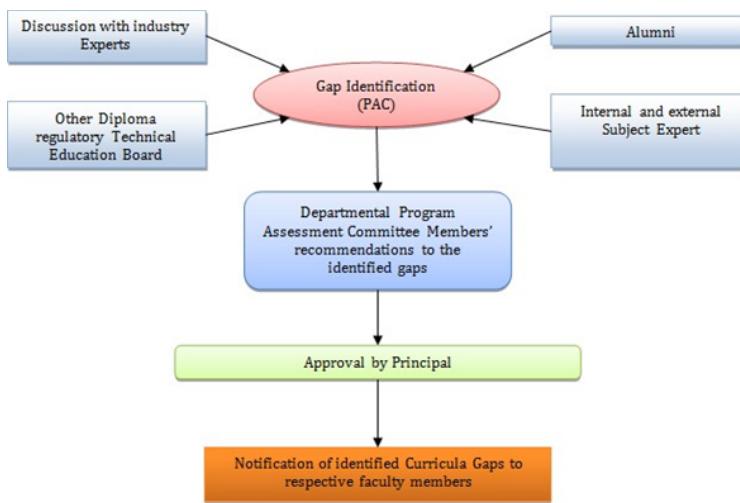
10.00

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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. MSBTE revises the schemes of curriculum every five years. In the process of designing the curriculum, MSBTE takes inputs from different stakeholders such as industry, alumni, subject 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 Mechanical Engineering, Samarth Polytechnic, Belhe has found that due to the advancements of technologies and growing demands of the industries, it has become difficult to satisfy all the needs and recommendations of industries as well as to fulfill the requirements of higher studies. The gaps are identified and 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. Such an effort allows the college to be branded and stakeholders would appreciate the needs.



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

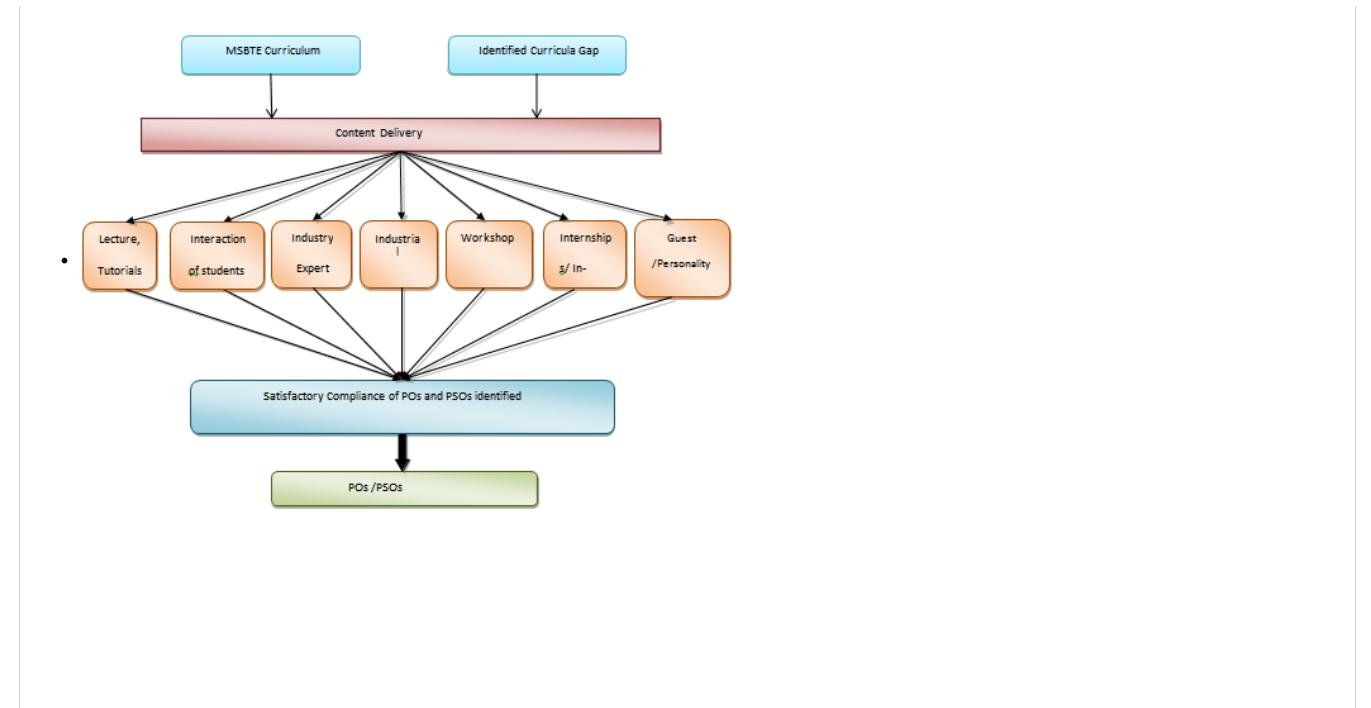
An exhaustive study of the curriculum is carried out by subject experts including subject teachers and all the concerned stakeholders. They are brought to a single platform to find the gaps in curriculum and to design the strategies to overcome the gaps. In the gap finding process, the meeting of PAC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

#### **Gap Identification:**

- A. Latest Technology Developments in fields such as Arduino, IOT, and Automation have not been covered in syllabus.
- B. Microprocessor programming basics are required for better understanding of microcontroller.
- C. Mini and micro project is needed for better knowledge of practical implementation.
- D. Personality is the most important virtue for being an engineer as well as responsible citizen. Though some aspects of personality development have been covered in subjects such as Professional Practices, Behavioural Sciences, other essential skills such as stress management, interview techniques, importance of team work etc. need to be taught to the students.

#### **Delivery Details of Content beyond Syllabus:**

1. Lectures, Tutorials and Practical
2. Training on Soft skills and value added programs
3. Guest lectures
4. Workshops/Value added Courses
5. Industrial Visits
6. Industry expert lectures
7. Internships/In-plant Training



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

Institute Marks

(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 for each of the assessment year in the format given below)

15.00

A. Steps taken to get identified gaps included in the curriculum (eg. letters to Board) (2)

Institute Marks

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=438\)](#)

2.00

[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) 26475977 (O) / 26477209 (P)  
 email: secretary@msbte.com  
 Fax: (022) 26472990  
 web: www.msbte.com

No./MSBTE/Desk50/ "I" Scheme Pro-struct-sugg/2016/ 3862 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 interact 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 faculty may be informed that such suggestions, comments shall be in line with the industry requirements and employability aspects of 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**, (**if 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. Molikar)  
 Secretary  
 M. S. Board of Technical Education  
 Mumbai - 400 051.

**Copy to:**

- 1) Chief Programme Coordinator, NITTTR Bhopal for information
- 2) Dy 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.

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

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

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

B. Delivery details of content beyond syllabus (10) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=439\)](#)

Institute Marks

10.00

[Edit Answer](#)

<b>Course Delivery</b>	<b>Attainment of PO's</b>	<b>Justification</b>
Lectures, Tutorials (Assignment) and Practical's.	PO1, PO2, PO3, PO4 ,PO5 PO6, PO7,PSO1,PSO2	<p>Concerned subjects Thought According to Syllabus Contents.</p> <p>Faculty Correlate Content of Syllabus approach respect to PR and TH Based.</p> <p>Teacher helps the Resolve students Queries &amp; Solve comparative issues.</p> <p>Model Answer Papers of Board assessments are examined with understudies.</p> <p>Regular Assignments are given.</p> <p>Questions Answer Book Bank to the assignments/Test</p> <p>are provided to the students</p>
Training on Soft skills& programs	PO5,PO6,PO7, PSO1,PSO2	<p>Improve Skilled Based Learning performance and other effective Method to overcome Lacunas under Soft Skill's.</p> <p>On job Trainings tacit capabilities.</p> <p>Tacit abilities are behaviors received through casual getting to know which are beneficial for powerful Performance.</p>
Guest lectures	PO1,PO2,PO3,PO4,PO5,PO6,PO7 PSO1,PSO2	<p>Good exposure and interplay to its growing era.</p> <p>For this, experts from the technical institutes/Industries are invited to impart best Practical oriented knowledge and enlighten our Students with their ideas Experiences</p>
Workshops/Value addition Courses	PO1, PO2, PO3, PO4 ,PO5 PO6, PO7, PSO1,PSO2	<p>The Workshop Practice courses make students competent in handling practical work's directly.</p> <p>Workshop is also involve In-different Technologies, &amp; Concepts Designs for completion of Project.</p>
Industrial Visits	PO1, PO2,PO3, PO4,PO5,PO6, PO7, PSO1,PSO2	<p>Industrial or Organization, Visit for Prepare students as well understands working Terminology in industry along with new trends &amp; technologies.</p>

Expert lectures	PO1, PO2, PO3, PO4 PSO1,PSO2	Theory, practical based exposure and Upgrade technology changes in industry.  For this, the technical experts from industry are invited to delivered New trends and technologies followed.  Aware our students with their experiences and Practices.
Internships/Implant Training	PO1, PO2, PO3, PO4 , PO5 PO6, PO7, PSO1,PSO2	In In-plant training Program, Primary Hands on technologies & Practical Exposure(Industry Interaction)  Based on This Industry interaction students able to know skills and Idea correlate with their Micro Projects and Final Projects

**Academic Year -2020-21**

Sr.No	Name of Expert and Contact Details	Topic	Date of Conduction	No. of Beneficiaries	GAP	Relevance PO &PSO
1	Mr.M.N Phapale	Electronic Engineering Material	10.06.2021	25	C	PO1, PO2, PO3,PO4 PSO1,PSO2
2	Dr.Shailendra Mittal	Power electronic in solar system	27.05.2021	70	B	PO1,PO2,PO3
3	Dr.Linkesh Kolhe	Importance of Corporate Contests and Technical Certifications for Placement	29.05.2021	70	D	PO1,PO2,PO3,PO4
4	Mr.Prashant Khatole	Industry 4.0	20.09.2020	70	A	PO2,PO3,PO4

**Academic Year -2019-20**

Sr.No.	Name of Expert & Contact Details	Topic	Date of conduction	No. of Beneficiaries	GAP	Relevance PO AND PSO
			of Activity			
1	MR ZEESHAN SHAIKH	BASIC PLC AUTOMATION	8/28/2019	21	A	PO1, PO2, PO3, PO4 PSO1,PSO2
2	MR ZEESHAN SHAIKH	LOGIC DIGRAME	8/28/2019	32	A	PO1, PO2, PO3, PO4 PSO1,PSO2
3	MR TEJAS SHINDE	HIGH QUALITY DESIGN TRAINING AND PRODUCT DEVELOPMENT SERVICES FOR THE ENGINEERING INDUSTRY	9/17/2019	32	B	PO1, PO2, PO3, PO4 PSO1,PSO2

4	MR TEJAS SHINDE	HIGH QUALITY DESIGN TRAINING AND PRODUCT DEVELOPMENT SERVICES FOR ENGINEERING INDUSTRY	9/17/2019	21	B	PO1, PO2, PO3, PO4 PSO1,PSO2
5	MR VILAS SONWANE	INDUSTRIAL SAFETY FOR ELECTRICAL INSTRUMENT	8/9/2019	32	B	PO1, PO2, PO3, PO4 PSO1,PSO2
6	MR VILAS SONAWANE	INDUSTRIALSAFETY FOR ELECTRICAL INSTRUMENT	8/9/2019	21	B	PO1, PO2, PO3, PO4 PSO1,PSO2
7	DR NIKHIL KANSE	STRESS AND ANXIETY	9/11/2019	21	D	PO5,PO6,PO7, PSO1,PSO2
8	DR NIKHIL KANSE	STRESS AND ANXIETY	9/11/2019	32	D	PO5,PO6,PO7, PSO1,PSO2
9	MR BHARAT KOLHE	OPPORTUNITIES IN THE INDIAN GOVERNMENT SECTOR	1/16/2020	32	D	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PSO1,PSO2
10	MR BHARAT KOLHE	OPPORTUNITIES IN THE INDIAN GOV SECTOR	1/16/2020	21	D	PO1, PO2, PO3, PO4 PO5 ,PO6, PO7, PSO1,PSO2

**Academic Year -2018-19**

Sr.No.	Name of Expert & Contact Details	Topic	Date of conduction	No. of	GAP	Relevance PO AND PSO
			of Activity	Beneficiaries		
1	DR D.S. DESHMUKH	ENTERPRENEURSHIP	8/25/2018	32	A	PO1, PO2, PO3, PO4 PSO1,PSO2
2	DR. D.S. DESHMUKH	ENTERPRENEURSHIP	8/25/2018	40	A	PO1, PO2, PO3, PO4 PSO1,PSO2
3	MR VITTHAL SHINDE	SOCIAL AWARENESS ABOUT ORGAN DONATION AND IMPORTANT	9/3/2018	32	D	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PSO1,PSO2
4	MR VITTHAL SHINDE	SOCIAL AWARENESS ABOUT ORGAN DONATION AND IMPORTANCE	9/3/2018	40	D	PO1, PO2, PO3, PO4 PO5 PO6, PO7, PSO1,PSO2
5	MR AKASH DANE	EMBEDED SYSTEM	9/17/2018	32	A	PO1, PO2, PO3, PO4 PSO1,PSO2
6	MR AKSH DANE	EMBEDED SYSTEM	9/17/2018	40	A	PO1, PO2, PO3, PO4 PSO1,PSO2
7	MR SANDIP PARKHE	RECENT TRENDS IN ELECTRONICS	1/11/2019	31	A	PO1, PO2, PO3, PO4 PSO1,PSO2

8	MR SANDIP PARKHE	RECENT TRENDS IN ELECTRONICS	1/11/2019	40	A	PO1, PO2, PO3, PO4 PSO1, PSO2

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C. Mapping of content beyond syllabus with the POs & PSOs (3) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=440\)](https://enba.nbaind.org/SARTemplates/eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=440)

Institute Marks

2020-21

[Edit](#)

S.No	Gap	Action Taken	Date-Month-Year	Resource Person with Designation	Mode	No. of students present	Relevance to POs, PSOs	Action
1	C	Expert Lecture/	10/06/2021	Mr. M .N.Phapale	ON-Line	25	PO1 ,PO2 ,PO3 ,	<a href="#">Delete</a>
2	A	Through Webina	20/09/2020	MR.PRASHANT KHATOL	ON-line	70	PO2,PO3,PO4	<a href="#">Delete</a>
3	B	Through Webina	27/05/2021	Dr.Shailendra Mittal	ON-line	70	PO1,PO2,PO3	<a href="#">Delete</a>
4	D	Through Webina	29/05/2021	Dr.Likhesh Kolhe	ON-Line	70	PO1,PO2,PO3,PC	<a href="#">Delete</a>

2019-20

[Edit](#)

S.No	Gap	Action Taken	Date-Month-Year	Resource Person with Designation	Mode	No. of students present	Relevance to POs, PSOs	Action
1	A	SEMINAR	28/08/2019	MR ZEESHAN SHAIKH	OFFLINE	53	PO1, PO2, PO3,	<a href="#">Delete</a>
2	B	SEMINAR	17/09/2019	MR.TEJAS SHINDE	OFFLINE	53	PO1, PO2, PO3,	<a href="#">Delete</a>
3	D	GUEST LEACTUR	11/09/2019	DR.NIKHIL KANASE	OFFLINE	53	PO5,PO6,PO7	<a href="#">Delete</a>
4	D	GUEST LEACTUR	16/01/2020	MR.BHARAT KOLHE	OFFLINE	21	PO1, PO2, PO3,	<a href="#">Delete</a>
5	C	Survey Informat	06/03/2020	Proprieter.Parvati Electr	OFFLINE	32	PO1,PO2,PO3	<a href="#">Delete</a>

2018-19

[Edit](#)

S.No	Gap	Action Taken	Date-Month-Year	Resource Person with Designation	Mode	No. of students present	Relevance to POs, PSOs	Action
1	A	Expert Lecture	25/08/2018	Dr.D.S DESHMUKH	OFFLINE	72	PO1, PO2, PO3,	<a href="#">Delete</a>
2	D	Expert Lecture	003/09/2018	Mr. VITTHAL SHINDE	OFFLINE	72	PO5,PO6,PO7	<a href="#">Delete</a>
3	A	Expert Lecture	17/09/2018	Mr.AKASH DANE	OFFLINE	72	PO1, PO2, PO3,	<a href="#">Delete</a>
4	A	Expert Lecture	1/11/2019	Mr.SANDEEP PARAKHE	OFFLINE	71	PO1, PO2, PO3,	<a href="#">Delete</a>
5	B	Expert Lecture	17/09/2018	Mr.AKASH DANE	OFFLINE	42	PO1, PO2, PO3,	<a href="#">Delete</a>
6	C	Through Micro P	03/02/2019	Ms. Sankalp Vishwasha	OFFLINE	16	PO1, PO2, PO3,	<a href="#">Delete</a>

## 2.2 Teaching - Learning Process (160)

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

Institute Marks

25.00

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**A. Adherence to Academic Calendar (3) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=441\)](#)**

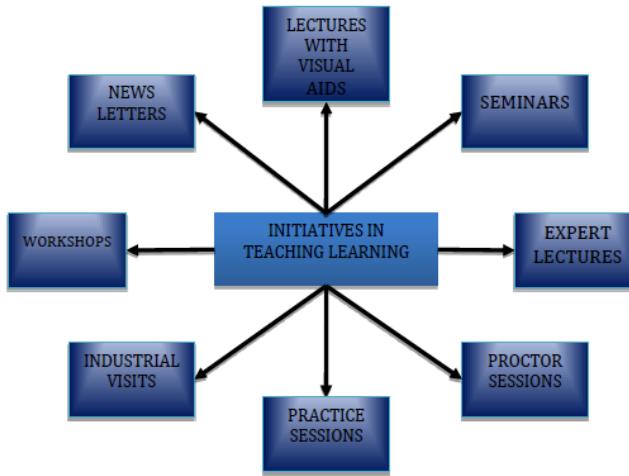
Institute Marks

3.00

[Edit Answer](#)

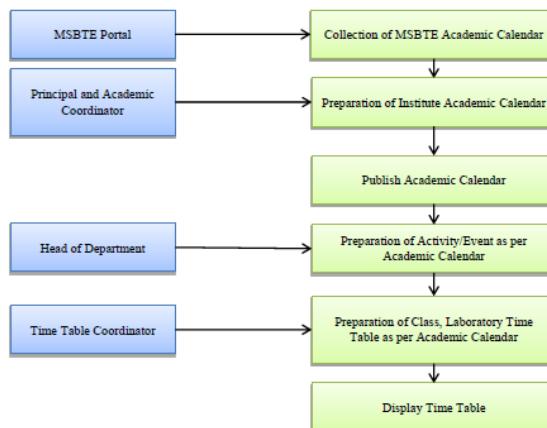
Our teaching-learning process is student centric and based on indigenously developed pattern called Samarth Pattern in Professional Education . It is supported by the relevant circulars and System Manual provided by organization. The pattern along with the circulars explicitly state the method of delivering lectures including the necessary elements to be covered in the class viz. Name of subject in bold letters on front cover of file, 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 and importance of chapter etc. are included in the course file. MSBTE has evolved with CIAAN (Curriculum Implementation and Assessment Norms). These norms are consistently followed by all the faculty members to facilitate the proper 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 Electronics and Telecommunication has taken initiative to improve teaching-learning process considering Lectures with Visual Aids, Seminars, Expert Lectures by industry experts and academicians, Practice sessions for difficult courses, workshops on new technologies, industrial visits to make the students aware about current trends and work culture in industry, Proctor sessions are conducted by teachers for mentoring, guiding and motivating students. Department also organizes technical event at department level and Talent-Hunt at institute level to motivate and promote students in the field of engineering and technology. Department is also trying to build self-learning mechanism among students.



In accordance with the MSBTE calendar and the college calendar, departmental academic activities are prepared well in advance, before the commencement of each semester. It includes time table, teaching plan, practical plan, unit test, industrial visit, technical events, guest lectures and internal submission etc.

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



**Figure 2.3: Adherence to Academic Calendar**

B. Use of various instructional planning and delivery methods (3)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=442\)](Open Separately (eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=442))

Institute Marks

3.00

[Edit Answer](#)

Course allotment is done well in advance and Teaching plan and Practical plan with course objectives and course outcomes are prepared by the faculty members which are duly approved by the Head of the Department. The Course file is prepared as per the circulars provided by Collage authorized Department.

#### Maintaining Course file

Faculty members prepare course files as per the following contents:

#### A. Contents of the file

1. Vision Mission of Department &Institute
2. List of PEO PO PSO
3. Academic Calendar Provide by MSBTE and Institute
4. Roll list of student
5. Subject Profile/Subject Syllabus Copy
6. CO (List of CO)
7. Mapping of CO , COS WITH PSO & ITS attainments
8. Teaching Plan (D1)
9. Notes(CH Wise)
10. Assignment
11. List of IMP Question
12. List of Numerical Question
13. Class test Question paper with solution
14. Class test mark statement
15. MSBTE Question paper last three year
16. Teaching medias (PPT, Videos, Model etc)
17. Attendance copy.

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

1. Handwritten 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 is to 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 presentations relevant to the Course(s). Also ready-made NPTEL videos are shared with students for clearing the concepts.

The lab manuals provided by MSBTE for various subjects cover practical concepts, as well some subject also include Multiple Choice Questions for students to build right concepts and proper understanding.

#### Additional efforts taken to improve teaching-learning process are as follows:

- Some classrooms have projectors and smart boards for students to understand the technical concepts easily which improves the attentiveness, thinking skills, communication and confidence level of students.
- In laboratories, there are different types of models and charts which develop interest of the students in the subjects and make them to understand theoretical concepts with practical.
- For better understanding of concepts, faculty members use NPTEL videos as well other learning videos through various platform which available online, power point presentations, flash presentations and animated videos.
- For the preparation of online examinations, Mock test conduct regularly

#### 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)

Sr. No.	Process Followed	Implementation Details	Effects Observed

<b>1</b>	Class room Sessions	<ul style="list-style-type: none"> <li>• Actual existence examples</li> <li>• Peer learning</li> <li>• Interactive classrooms</li> <li>• Effective use of smart boards and projectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand concept easily</li> <li>• Energetic and joyful Learning</li> <li>• Upgrading solving ability for numerical</li> <li>• Paying thoughtful attention improves</li> <li>• Improves communication, Increases confidence level</li> </ul>
<b>2</b>	Practical sessions	<ul style="list-style-type: none"> <li>• Basic theory and SOP helps to improve Quality of laboratory</li> <li>• Reading/observations</li> <li>• Helps in implementation of circuits designing, connection strategy and uses of different relevant equipment for measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interest in the subjects</li> <li>• Develop intellectual and motor skills(Practical skill)</li> <li>• Develops confidence</li> <li>• Acquire thorough concept</li> <li>• Works effectively in a team</li> </ul>
<b>3</b>	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 answer key</li> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Help to visualize the concept</li> <li>• Developed micro project kit help students to realize its designing and working</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>
<b>4</b>	Collaborative learning	<ul style="list-style-type: none"> <li>• Guest Lectures</li> <li>• Industrial Visits</li> <li>• Industry experts lectures</li> <li>• Practical 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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=443\)](Open Separately (eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=443))

Institute Marks

4.00

[Edit Answer](#)

The class coordinator, subject teacher and tutor 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 their board examination and internal examinations. Under the directions of HOD, the students' counselors evaluate the progress of such students are considered as academically weak students and same is also intimated to their parents. Remedial classes are conducted for weak & direct second year students who are admitted with less basic knowledge of Mathematics and subject related to basic of Electronics.

**A.Assisting Methods for Weak Students**

- i. Extra lectures are arranged for solving difficulties.
- ii. Counseling is done through Class coordinator, Subject Teacher and Tutor.
- iii. Parents are informed about the performance of their wards during parents meet.
- iv. Encouragement for asking difficulties during lectures
- v. Giving Assignments
- vi. Practice Sessions

**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 programming knowledge, sharp in basic skills and having full concentration in class are identified as bright students.

**Assisting Methods for Bright Students**

Boosting the confidence level of bright students is done by:

- i. Motivating to take part in the various technical events
- ii. Asking questions at beginning of each lecture
- iii. Asking to solve problems on board
- iv. Motivating to attend workshops and technical talks
- v. Promoting to deliver seminars
- vi. Providing photocopies of answer books of toppers
- vii. Providing question papers and model answer papers of previous years through departmental library
- viii. Providing extra questionnaires other than assignments for increasing practical knowledge during practice sessions after college hour.

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D. Quality of classroom teaching (3) | [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=444\)](#)

Institute Marks

[Edit Answer](#)

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.

Digital classroom available for effective teaching-learning process. Different types of models and charts made available which develop interest among the students. Other teaching aids such as videos, power point presentations, flash presentations and animated videos are also used by the faculty member for better understanding of 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.

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E. Conduct of experiments (3) | [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=445\)](#)

Institute Marks

[Edit Answer](#)

- 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's 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 relevant Theory background/ construction as well operation of particular machine/equipment.
- Faculty members divide all students into groups as suggested in practical manual.
- Different work (Practical) 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 and calculate the result appropriately.
- 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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=446\)](#)

Institute Marks

3.00

[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

Performance Indicator		% Weightage
<b>Process related (15 Marks)</b>		<b>60%</b>
1	Handling of the training Kit	10
2	Identification of Component	20
3	Measuring value using suitable instrument	20
4	Work in team	10
<b>Product Related (10Marks)</b>		<b>40%</b>
5	Interpritation of result	15
6	Conculusion	5
7	Practical Related	15
8	Subission of Journal	5
<b>Total Marks 25</b>		<b>100%</b>

- During submission of practical records, the faculty members ask questions to the students.
- During practical, 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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=447\)](https://enba.nbaind.org/SARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=447)

Institute Marks

6.00

[Edit Answer](#)

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

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 coordinator is the Chairman of this committee. Class coordinator collects feedback and submits to the HOD.

- 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 for further actions.

- 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)**

Institute Marks

[Initiatives to improve the quality of semester tests and assignments in terms of the following:](#)

15.00

A. Process for Internal semester question paper setting and evaluation and effective process implementation (5)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=448\)](https://enba.nbaind.org/SARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=448)

Institute Marks

5.00

[Edit Answer](#)

Sr.No.	Parameter	Form of Evaluation	Implementation
1	Board Semester Examinations	<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>• Long Answer Questions carry 6 or 8 marks which contain questions on Analysis, Implementation, diagrams and examples.</li> <li>• Short Answer Questions carry 2 or 4 marks which contain questions on stepwise procedures and diagrams.</li> <li>• Multiple Choice Questions carry 1 or 2 marks. These are mainly for subjects with online examination</li> </ul>
2	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 for micro project and 20 marks of average of two unit test</li> </ul>
3	Practical Sessions	<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• MCQ solving</li> <li>• Orals after each experiment</li> <li>• Mini Projects</li> <li>• Additional Programs and queries</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 debugging, testing and troubleshooting of the problems</li> <li>• Promoting effective communication skills and motor skills</li> <li>• Application oriented thinking</li> </ul>
4.	Assignments	<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Additional Programs, 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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=449\)](Open Separately (eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=449))

Institute Marks

5.00

[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 carry 20 marks.
- The questions of Unit Test are designed by considering Bloom's levels and Course outcomes.
- While setting the question paper, the following sample format provided by MSBTE is taken into consideration:
  1. Question No.1: Attempt any 4 out of six ( $2 \times 4 = 8$  Marks)
  2. Question No.2: Attempt any 3 out of five ( $4 \times 3 = 12$  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 D6 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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=450\)](#)

Institute Marks

5.00

[Edit Answer](#)

Class: Second Year

Semester: SEMESTER II

Division: A

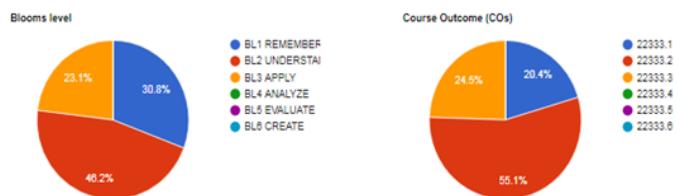
Course: EMI (22333)

Tool: UT 1

Target Level: ....

Date of Examination: 23.08.2019

Question No.	Marks	Blooms Level	Course Outcome (COs)
Q1.1	2	BL1 REMEMBER	22333.1
Q1.2	2	BL2 UNDERSTAND	22333.2
Q1.3	2	BL3 APPLY	22333.1
Q1.4	2	BL1 REMEMBER	22333.2
Q1.5	2	BL2 UNDERSTAND	22333.2
Q2.1	4	BL1 REMEMBER	22226.2
Q2.2	4	BL2 UNDERSTAND	22226.3
Q2.3	4	BL3 APPLY	22226.2
Q2.4	4	BL2 UNDERSTAND	22226.3



For Assignment

Question No.	Marks	Blooms Level	Course Outcome (COs)
A1	10	BL1 REMEMBER, BL2 UNDERSTAND, BL3 APPLY	22333.1
A2	10	BL1 REMEMBER, BL2 UNDERSTAND, BL3 APPLY	22333.2
A3	10	BL1 REMEMBER, BL2 UNDERSTAND, BL3 APPLY	22333.3
A4	10	BL1 REMEMBER, BL2 UNDERSTAND, BL3 APPLY	22333.4
A5	10	BL1 REMEMBER, BL2 UNDERSTAND, BL3 APPLY	22333.5

**2.2.3 Quality of Experiments (15)**

Institute Marks

15.00

A. Experimental methodologies (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=451\)](#)

Institute Marks

5.00

[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 performance is assessed on the basis of following domains:

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

Sr.No	Performance Indicators	Weightage in %
1	Handling of the instrument	10
2	Making connection of instrument	20
3	Measuring value using Suitable instrument	20
4	Working in team	10
5	Calculate theoretical value of given meter	10
6	Interpretation of result	5
7	Conclusion	5
8	Practical Related Question	15
9	Submitting the Journal in Time	5
	<b>Total</b>	<b>100</b>

- a. Follow safety practices Above PRO also compromise of the following social skills/attitudes which are affective Domain outcomes (ADOS) that are best developed through the laboratory / field based experiences-
- b. Practice good house keeping
- c. Practice energy conservation
- d. Demonstrate working as leader /a team member.
- e. Follow ethical practices

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. Moreover, the level of achievement of ADOS according to Krathwohl's Domain Taxonomy should gradually increase as planned below:

- 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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=452\)](#)

Institute Marks

5.00

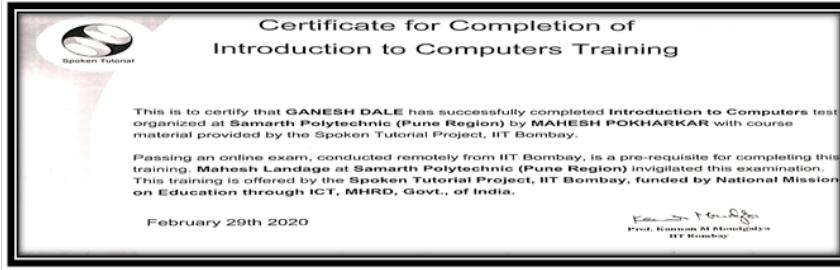
[Edit Answer](#)

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 stepping into a physical science lab. (Platform mainly From Spoken Tutorial/ Udemy / Swayam)

Batch-1 2019-2020

Sr.No	Training Institute	Platform Mode	Course	Year	Beneficiary
1	Spoken Tutorial Udemy Swayam	Virtual Lab/Training Institute	EJ	2019-2020	21

Attachment Copy of Certificate :- (Sample Copy)



C. Relevance to outcomes (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=453\)](#)

Institute Marks

5.00

[Edit Answer](#)

Date: 16-04-2021

SAMARTH POLYTECHNIC

EXPERIMENTS - RELEVANCE TO COURSE OUTCOMES (COs)

DEPARTMENT: ELECTRONICS AND TELECOMMUNICATION

PROGRAM: DIPLOMA IN ELECTRONICS AND TELECOMMUNICATION

CLASS: THIRD YEAR

DIVISION: A

COURSE: MECHATRONICS (22643)

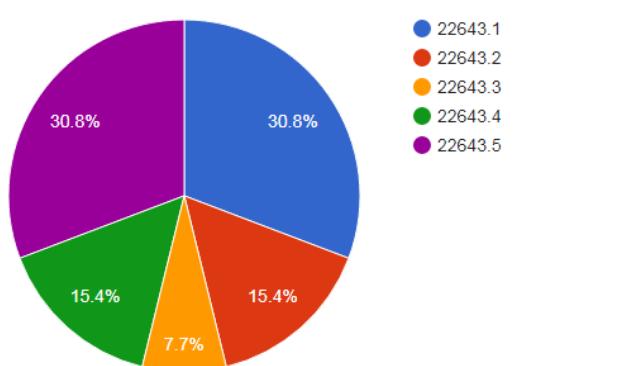
TOOL: MANUAL

ACADEMIC YEAR: 2019-20

## 2.2.3.C. MECHATRONICS (22643) Experiments - Relevance to Course Outcomes Third Year Div. - A for AY - 2019-20

Experiment No.	Title of Experiment	22643.1	22643.2	22643.3	22643.4	22643.5
1	IDETIFY DIFFERENT TYPES OF PROXIMITY AND POSITION SENSORS	✓				
2	CHOOSE APPRPPRIATE SENSORS FOR THE GIVEN APPLICATION		✓			
3	USE RELEVANT TRANSDUSER FOR VELOCITY , MOTION , ACCELERATION AND TORQUE SENSORS FOR THE SPECIFIED APPLICATION			✓		
4	MEASURE THE SPEED OF THE GIVEN MOTOR USING STROBOSCOPE SENSOR		✓			
5	IDENTIFY VARIOUS COMPOENNTS OF ELECTRICAL SYSTEM			✓		
6	DEVELOP SIMPLE PROGRAMS FOR CNC USING G CODE AND M CODE				✓	
7	TEST THE PNEUMATIC SYSTEM AVAILABLE IN YOUR LAB					✓
8	TEST THE HYDRAULIC SYSTEM AVAILABLE IN YOUR LAB					✓
9	TROUBLESHOOT DIFFERENT MECHANICAL ACTUATORS OF MECHATRONIC					✓
10	SIMULATE THE WORKING OF PICK AND PLACE ROBOT					✓
11	DEMONSTRATE THE WORKING OF ANTI-LOCK BREAKING SYSTEM					✓
12	SIMULATE THE WORKING OF CYLINDRICAL,SPHERICAL AND CARTESIAN ROBOT SHOWING DIFFERENT DEGREE OF FREEDOMS				✓	✓

## Course Outcome (COs)



Date: 16-04-2021

SAMARTH POLYTECHNIC

EXPERIMENTS - RELEVANCE TO COURSE OUTCOMES (COs)

DEPARTMENT: ELECTRONICS AND TELECOMMUNICATION

PROGRAM: DIPLOMA IN ELECTRONICS AND TELECOMMUNICATION

CLASS: SECOND YEAR

DIVISION: A

COURSE: DIGITAL TECHNIQUES (22320)

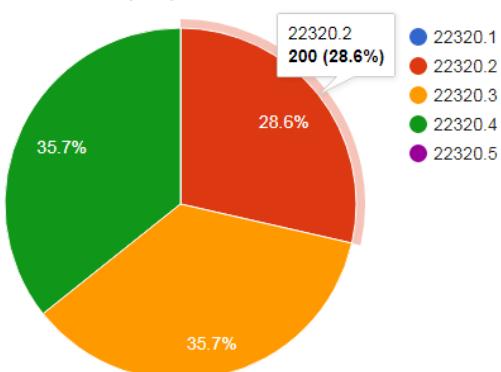
TOOL: MANUAL

ACADEMIC YEAR: 2019-20

#### 2.2.3.C. DIGITAL TECHNIQUES (22320) Experiments - Relevance to Course Outcomes Second Year Div. - A for AY - 2019-20

Experiment No.	Title of Experiment	22320.1	22320.2	22320.3	22320.4	22320.5
1	TEST THE FUNCTIONALITY OF SPECIFIED LOGIC GATES.		✓			
2	TEST THE FUNCTIONALITY OF NAND AND NOR GATES.		✓			
3	CONSTRUCT AND, OR, NOT GATES USING UNIVERSAL GATES.		✓			
4	VERIFY THE DE MORGANâ€™S THEOREMS.		✓			
5	DESIGN HALF ADDER AND HALF SUBTRACTOR.			✓		
6	DESIGN FULL ADDER AND FULL SUBTRACTOR.			✓		
7	CONSTRUCT AND TEST BCD TO 7 SEGMENT DECODER			✓		
8	VERIFY OPERATION OF MUX			✓		
9	FUNCTIONALITY OF DEMUX			✓		
10	TEST FUNCTIONALITY OF RS FLIP FLOP USING NAND GATE				✓	
11	TEST FUNCTIONALITY OF MSJK FLIP FLOP				✓	
12	TEST FUNCTIONALITY OF D AND T FLIP FLOP				✓	
13	4 BIT RIPPLE COUNTER				✓	
14	DECADE COUNTER USING IC 7490				✓	

#### Course Outcome (COs)



Date: 16-04-2021

SAMARTH POLYTECHNIC

EXPERIMENTS - RELEVANCE TO COURSE OUTCOMES (COs)

DEPARTMENT: ELECTRONICS AND TELECOMMUNICATION

PROGRAM: DIPLOMA IN ELECTRONICS AND TELECOMMUNICATION

CLASS: THIRD YEAR

DIVISION: A

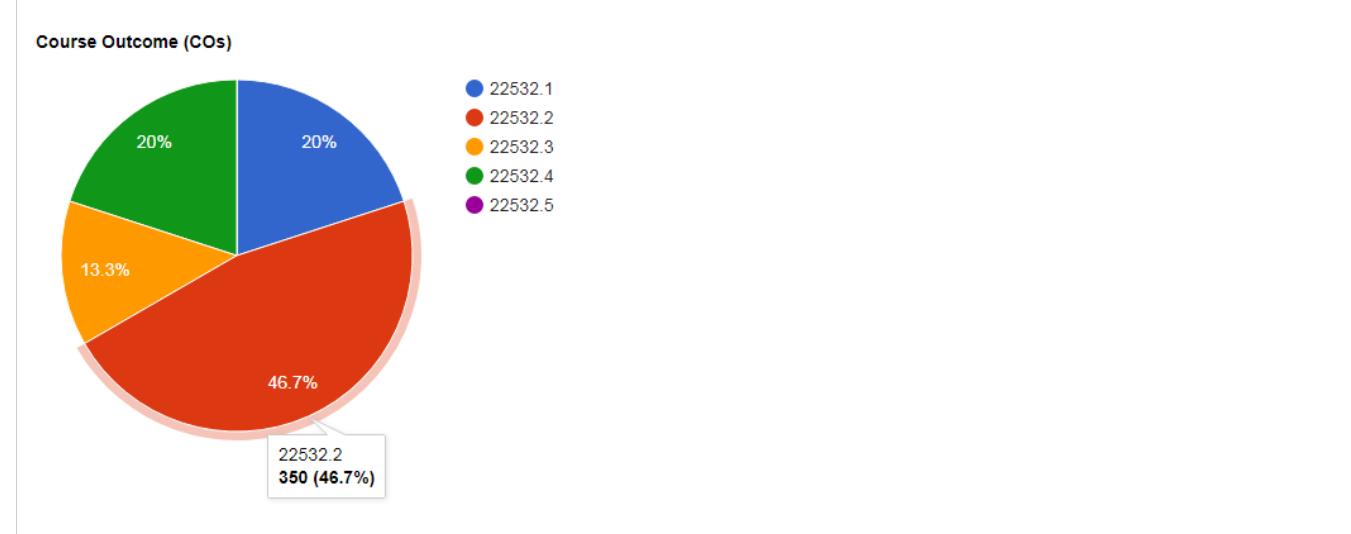
COURSE: EMBEDDED SYSTEMS (22532)

TOOL: MANUAL

ACADEMIC YEAR: 2019-20

2.2.3.C. EMBEDDED SYSTEMS (22532) Experiments - Relevance to Course Outcomes Third Year Div. - A for AY - 2019-20

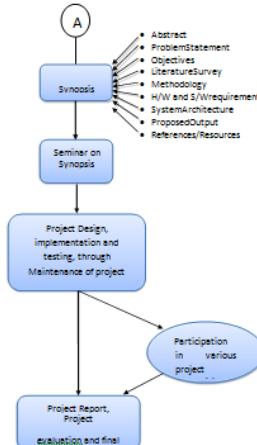
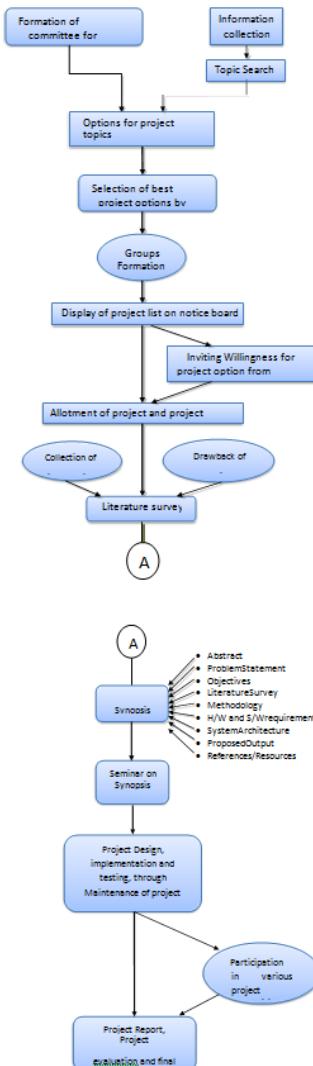
Experiment No.	Title of Experiment	22532.1	22532.2	22532.3	22532.4	22532.5
1	IDENTIFY THE PINS OF 8051 AND AVR MICROCONTROLLER	✓				
2	IDENTIFY THE PINS OF PIC MICRO CONTROLLER		✓			
3	IDENTIFY THE FEATURES OF ARM MICROCONTROLLER ON THE BASIC OF IC NUMBER		✓			
4	USE INTEGRATED DEVELOPMENT TOOL FOR DEVELOPING EMBEDDED C PROGRAM		✓			
5	EXECUTE C FOR (ARITHMETIC OPERATION ON 8 BIT) ADD SUB MUL DIV		✓			
6	EXECUTE C FOR (ARITHMETIC OPERATION ON 16BIT) ADD SUB		✓			
7	EXECUTE C FOR (ARITHMETIC OPERATION ON 16BIT) ADD SUB		✓			
8	INTERFACE RS232 CONNECTOR TO PC USE MAX232 IC		✓			
9	DEVELOP AND TEST C PROGRAM TO TURN ON LED AS KEY PRESS		✓			
10	INTERFACE 89C51/AVR AND WRITE C PROGRAM TO DISPLAY 0-9 ON 7 SEGMENT DISPLAY		✓			
11	INTERFACE 89C51/AVR AND WRITE C PROGRAM TO DISPLAY STRING ON GIVEN 16*2 DISPLAY			✓		
12	INTERFACE 89C51/AVR AND WRITE C PROGRAM 4*4 MATRIX & LCD			✓		
13	INTERFACE 89C51/AVR AND WRITE C PROGRAM TO CONVERT ANALOG INTO DIGITAL SIGNAL AND STORE IN MEMORY				✓	
14	INTERFACE 89C51/AVR AND WRITE C PROGRAM TO GENERATE SAWTOOTH WAVE				✓	
15	INTERFACE 89C51/AVR AND WRITE C PROGRAM TO RUN STEPPER MOTOR WITH DIFFERENT SPEED IN CLOCKWISE AND ANTICLOCKWISE					✓

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

Institute Marks

A. Identification of projects and allocation methodology (3) 

Institute Marks

[Edit Answer](#)

**Figure 2.5: 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/sector 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 noticeboard.
- 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 + 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.

[Edit Answer](#)**List of Projects and Their Relevance With Respect To POs and PSOs**

(Type of project- Application, Product, Review, Live industry Problems, Hardware/ Software based etc.)

(Academic Year (2020-21))

<b>Sr. No</b>	<b>Project Name</b>	<b>Hardware +Software</b>	<b>Appin.</b>	<b>Project Guide</b>	<b>PO</b>							<b>PSO</b>	
					<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>1</b>	<b>2</b>
1	Wireless temperature detector for covid safety	√	√	Prof. Kakade A. S.	3	3	2	2	2	2	3	3	3
2	Indoor Air Quality Flammable Gas & Temperatures.	√	√	Prof. Satpute A. S.	3	2	3	2	2	2	3	3	3
3	Rf based war field spying robot with night vision wireless camera.	√	√	Prof. Tribhuvan S. B.	3	3	2	2	2	3	2	3	3
4	Factory worker alcohol detector with automatic machine shutdown system	√	√	Prof. Ghige S. K.	2	3	3	3	2	2	3	3	3
5	Solar Sprayer for agriculture Purpose	√	√	Prof. Chandre V.S.	2	3	2	2	3	2	3	3	2
6	fingerprints door lock using Arduino.	√	√	Prof. Chandre V.S.	3	3	2	3	2	2	3	3	3
7	Free Energy light bulb using salt water.	√	√	Prof. Tribhuvan S. B.	3	3	2	2	2	3	2	3	3
8	Human detection robot using 8051 microcontroller	√	√	Prof. Satpute A. S.	2	3	3	3	2	2	3	3	3
9	Music Rhythm LED flash light using microphone.	√	√	Prof. Kakade A. S.	2	3	2	2	3	2	3	3	2

10	corona virus detection and prevention using arduino".	√	√	Prof. Ghige S. K.	3	3	2	2	2	2	3	3	3
11	IOT based real Time patient health tele monitoring system	√	√	Prof. Jadhav R. R.	3	2	3	2	2	2	3	3	3
12	Smart Restaurant Menu Ordering System using Arduino & TFT LCD Touch shield	√	√	Prof. Ghige S. K.	3	3	2	2	2	2	3	3	3
13	Implementation of a speed control and accident Avoidance of vechicle	√	√	Prof.Chandre V.S.	3	2	3	2	2	2	3	3	3
14	IoT based smart parking system using arduino & TFT Lcd screen pannel	√	√	Prof.Chandre V.S.	3	3	2	2	2	3	2	3	3
15	RFID Based smart multi user appliances security and control unit	√	√	Prof. Tribhuvan S. B.	2	3	3	3	2	2	3	3	3
16	Android based Humidity Quality Check & Heat Monitoring with Alerts   Arduino Project	√	√	Prof. Satpute A. S.	2	3	2	2	3	2	3	3	2

List of Projects and Their Relevance With Respect To POs and PSOs

(Type of project- Application, Product, Review, Live industry Problems, Hardware/ Software based etc.)

(Academic Year (2019-20)

Sr. No	Project Name	Hardware +Software	Appln.	Project Guide	PO							PSO		
					1	2	3	4	5	6	7	1	2	

1	Fire Fitting Robot	√	√	Prof.Tribhuwan S.B.	3	3	2	2	2	2	3	3	3
2	Automatic Sweep Cleaner Robot	√	√	Prof.SatputeA.S.	3	2	3	2	2	2	3	3	3
3	Smart Grid System	√	√	Prof .Kakade A.S.	3	3	2	2	2	3	2	3	3
4	Toll Booth Collecting System Using Arduino	√	√	Prof. Jadhav R.R.	2	3	3	3	2	2	3	3	3
5	Dam Automation	√	√	Prof. Jadhav R.R.	2	3	2	2	3	2	3	3	2
6	Smart Home Security System	√	√	Prof.Chandre V.S.	3	3	2	3	2	2	3	3	3

**List of Projects and Their Relevance With Respect To POs and PSOs**

(Type of project- Application, Product, Review, Live industry Problems, Hardware/ Software based etc.)

(Academic Year (2018-19))

Sr. No	Project Name	Hardware +Software	Appln.	Project Guide	PO							PSO	
					1	2	3	4	5	6	7	1	2
1	Smart Helmet System	√	√	Prof. Kakade A. S.	3	3	2	2	2	2	3	3	3
2	Smart Event Management System	√	√	Prof. Satpute A. S.	3	2	3	2	2	2	3	3	3
3	Smart Irrigation System	√	√	Prof. Tribhuvan S. B.	3	3	2	2	2	3	2	3	3
4	Smart Utrosonic Blind Guidance System	√	√	Prof. Ghige S. K.	2	3	3	3	2	2	3	3	3
5	Bridge fall Detection with alert System	√	√	Prof.Chandre V.S.	2	3	2	2	3	2	3	3	2
6	Smart Home Security System	√	√	Prof.Chandre V.S.	3	3	2	3	2	2	3	3	3

7	Safety Women Jacket	√	√	Prof. Tribhuvan S. B.	3	3	2	2	2	3	2	3	3
8	Online Notice Board	√	√	Prof. Satpute A. S.	2	3	3	3	2	2	3	3	3
9	IOT based Air Quality Management System	√	√	Prof. Kakade A. S.	2	3	2	2	3	2	3	3	2
10	Bluetooth control Car	√	√	Prof. Ghige S. K.	3	3	2	2	2	2	3	3	3
11	Mobile Control Wheel Chair	√	√	Prof. Jadhav R. R.	3	2	3	2	2	2	3	3	3

C. Process for monitoring and evaluation (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=456\)](#)

Institute Marks

5.00

[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 their performance and interpersonal behaviour while guiding them on their project work every week. Following criteria should be considered while assessing students informally or 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 of attitudes and skills as mentioned in course outcomes. So focus of assessment should also be on learning from the process of completing project work rather than on novelty or 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 the major project work they have to carry out in future)
- 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, but they have tried their best, in such cases students would be given appropriate marks if they have done enough efforts.)
- 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.**

Sr.No	Criteria	Marks
1	Project Proposal/Identification of Project Proposal	10
2	Punctuality & Overall Contribution	
3	Project Diary	
4	Execution Plan (6 Semester)	20

5	Project Report Documentation	15
6	Presentation	05
<b>Total</b>		<b>50 Marks</b>

**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 external and internal examiners which should be followed by question answer session to Ascertain the contribution made by each student.

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

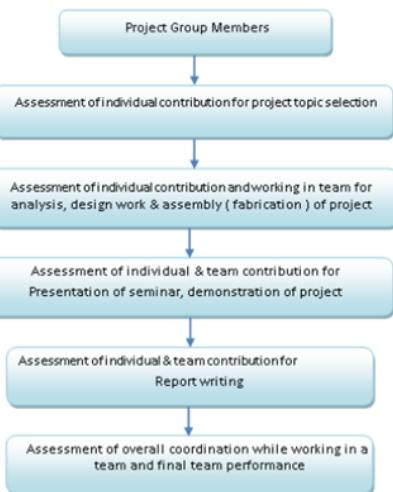
Sr.No	Criteria	Marks
1	Project Proposal	5
2	Punctuality & Overall Contribution	
3	Project Diary	
4	Execution Plan (in 6 Semester)	10
5	Project Report Documentation	10
6	Presentation	10
7	Question and Answer	15
<b>Total</b>		<b>50 Marks</b>

D. Process to assess individual and team performance (5)

Institute Marks

[Edit Answer](#)

Project groups plan the project activity in the fifth semester and in sixth semester the project activity is carried out. Project diary is maintained by the student. These reports include the activity carried out by the project group members individually.



**Figure-Flow chart for performance evaluation of project**

Every week, the student reports to concerned faculty and provides the details about the progress made. If necessary, teacher may ask individual student for presentation as well. Progress is continuously monitored by the faculty and periodically project is evaluated. The principal is also a signatory to final project report . Assessment of projects is done considering factors such as – (i) their quality, (ii) the state-of-the-art technology used in execution, (iii) their relevance to society, industry and academics, (iv) the use and development of theoretical and experimental methods, and (v) the coverage of broader areas of the technology. Faculty uses Rubrics for the assessment of projects for the internal assessment. Final evaluation of the project report is conducted in formal set up where the external examiner appointed by the MSBTE takes the viva.

E. Quality of deliverable, working prototypes (12) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=458\)](#)

Institute Marks

12.00

[Edit Answer](#)

Criteria	4(Excellent)	3(Very Good)	2(Satisfactory)	1(Developing)
<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

F. Papers published /Awards/ Recognition received by projects at State/ National level (5)  
Open Separately ([eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=459](https://enba.nbaind.org/SARTemplates/eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=459))

Institute Marks

5.00

[Edit Answer](#)**Academic Year-2018-2019**

Sr. No.	Type of Competition	Venue	Level	Names Of Participants	Award	Topic	Total Participated
1	Paper	Belhe	State	Shinde Ujwala Gayakar Rani Bhosale Pratiksha Korde Shital	1st	Technical	
2	Paper	Belhe	State	Bhandari Ashwini Hande Chaitali Shinde Sonali Shinde Arti	2nd	Technical	
3	Paper	Belhe	State	Sonwane Abhijeet Jadhav Gaurav Shinde Sanket Satale Parashram	3rd	Technical	25

**Academic Year 2019-20**

Sr. No.	Type of Competition	Venue	Level	Names Of Participants	Awards	Topic
1	PROJECT EXHIBITION	GMRT KHODAD	STATE	1.PHAPALE NIKITA 2. BATHEASHWINI 3. GUND SHIVANI 4.DAREKAR SHRUTI	PARTICIPATION	FIRE FIGHTING ROBOT
2	PROJECT EXHIBITION	GMRT KHODAD	STATE	1.LAMKHADE HRSHADA 2.SHINDE AMRUTA 3.TEMGIRE POONAM 4.SHINDE ROHINI	PARTICIPATION	IOT BASED SMART GRID SYSTEM
3	PROJECT EXHIBITION	GMRT KHODAD	STATE	1.YEWALE DHANJAY 2.BHOR ANIL 3.PARAVE SHRENIK	PARTICIPATION	SMART ROBOT CAR

**Academic Year-2020-21**

Sr. No.	Type of Competition	Venue	Level	Names of Participants	Award	Topic	Total Participated

1	Project	GMRT Online virtual Competition	State	Temgire Ankita M. Temgire Kajal N. Kakade Priyanka L.	3 <sup>rd</sup>	Technical	06
2	Project	GMRT Online virtual Competition	State	Temgire Rushikesh D. Katore Prasad V Wagh Sahil S.	2nd	Technical	

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

Institute Marks

30.00

A. Industry supported Labs (2) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&Progid=36&QuestID=460\)](eSARDiplomaQuestion.aspx?Appid=5354&Progid=36&QuestID=460)

Institute Marks

2.00

[Edit Answer](#)

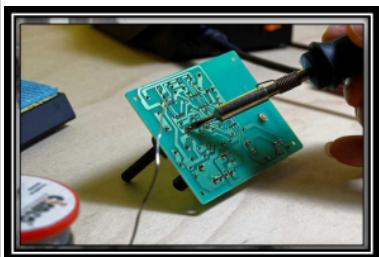
Project lab is Very supportive in electronic Board making. Most of our Students as well other institute takes benefit it. (Very Beneficial in Micro project Kit Developing)

**Benefit-** PCB layout developing.

PCB Process Learn in Actual Practiceas well How we Developing Solution and its Utilization



**I. PCB Making (Track Layout)**



**II. PCB Soldering**



**III. Final PCB Layout used in Kit**

B. Delivery of appropriate Course work by Industry experts (5) | [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=461\)](eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=461)

Institute Marks

5.00

[Edit Answer](#)

Academic Year: 2019-20

Guest Lectures by Industry Professionals					
1	Expert lecture on basic PLC automation	28/08/2019	Mr.Zeehan Shaikh Chairmen, Technopolitans, Mumbai.	53	PO1,PO2,PO3,PO4 PSO1 ,PSO2
2	Expert lecture on skill and Business Development	17/09/2019	Mr.Tejas Shinde Tetraskele Technology ,PUNE	21	PO1,PO2,PO3,PO4 PSO1 ,PSO2
3.	Expert lecture on safety for electrical instrument	09/08/2019	Mr.V.R.Sonwane (Ex Person from AIR India Mumbai +Global tele System Sharp Engineering)	53	PO1,PO2,PO3,PO4 PSO1 ,PSO2
Guest Lectures by Professionals from Different Area					
1.	Lecture on Student Psychology ,Drug addiction and Prevention	11/09/2019	Dr.NikhilKanase (MD,MBBS & Psychologist) Shivneri Foundation Pune	53	PO5,PO6,PO7
2	Lecture on opportunities in Indian Gov. sector	16/01/2020	Mr.BharatKolhe (Jr.Engg. Indian Railway)	21	PO1,PO2,PO3,PO4 PSO1 ,PSO2
3	Lecturer on Personality Development	07/08/2019	Mr. Mate Ram Chandra Shaba(Winner Academy Bota)	21	PO1,PO2,PO3,PO4 PSO1 ,PSO2
4.	Lecture on zero to hero	28/12/2019	RTN.Mr.Prashant Deshmukh (Past District Governor)	53	PO1,PO2,PO3,PO4 PSO1 ,PSO2
5.	Lecture on Personality Development	28/01/2019	Dr.D.S.Deshmukh (Dean SGOI Belhe)	42	PO1,PO2,PO3,PO4 PSO1 ,PSO2
6	Lecture on entrepreneurship development programmed	05/01/2019	Mr.RustumDarade	42	PO1,PO2,PO3,PO4 PSO1 ,PSO2
7.	Lecture on Personality Development	22/02/2020	Miss linta Awari (CEO GTLA India Pune )	21	PO1,PO2,PO3,PO4 PSO1 ,PSO2

8.	Lecture on entrepreneurship development programme	24/02/2020	Mr.AnishAwari ( GTLA India Pune )	21	PO1,PO2,PO3,PO4 PSO1 ,PSO2
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Academic Year: 2018-2019

Sr. No.	Program Details	Date-Month-Year	Resource Person / Name of Industry with Designation	No. of students present	Relevance to POs & PSOs
1	Recent Trends in Electronic	25/08/2018	Dr.D.S Deshmukh (Dean SGOI Belhe)	42	PO1,PO2,PO3,PO4 PSO1 ,PSO2
2	Social Awareness About Organ Donation	3/09/2018	Mr. Vitthal Shinde ZTCC ,Pune	42	PO1,PO2,PO3,PO4 PSO1 ,PSO2
<b>Guest lectures by Other Area(subject based)</b>					
1.	Lecture on Personality Development	29/12/2018	Mr.Anish Awari ( GTLA India Pune )	42	PO1,PO2,PO3,PO4 PSO1 ,PSO2
2.	Lecture on Personality Development	02/02/2018	Mr.NandkumarSoni (Manager Fun fist Global Skillers)	20	PO1,PO2,PO3,PO4 PSO1 ,PSO2

C. Industrial visits/tours for students (3) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=462\)](eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=462)

Institute Marks

3.00

[Edit Answer](#)

## Industrial Visit

Academic Year: 2019-20

Sr. No.	Program Details	Date-Month-Year	Resource Person / Name of Industry with Designation	No. of students present	Relevance to POs & PSOs
<b>Industrial visits</b>					
1	Telescope + Installation Cabin (COMMUNICATION)	14/02/2020	GMRT,Khadad	52	PO1,PO2,PO3,PO4 PSO1 ,PSO2
2	Installation (Sound+Music System)	14/02/2020	PINTO Electronics, Junnar	52	PO1,PO2,PO3,PO4 PSO1 ,PSO2
3	Testing of DMM(Analog / Digital) (Measurement & Instrument Based)	4/10/2019	Rishabh Instrumentation, Nasik	52	PO1,PO2,PO3,PO4 PSO1 ,PSO2

## Industrial Visit

Academic Year: 2018-19

Sr. No.	Program Details	Date-Month-Year	Resource Person / Name of Industry with Designation	No. of students present	Relevance to POs & PSOs
<b>Industrial visits</b>					
1	Element of Engineering Material	9/02/2019	Advanced Insutech Bota (Sangammer)	74	PO1,PO2,PO3,PO4 PSO1 ,PSO2
2	Professional Practice	15/12/2018	Fun fist Global Skillers Mumbai	42	PO1,PO2,PO3,PO4 PSO1 ,PSO2
3	Basic Electronic's	1/10/2018	NainkoExim Pvt Ltd	74	PO1,PO2,PO3,PO4 PSO1 ,PSO2
4	Basic Electronics	12/02/2018	Rishabh Instrument Pvt Ltd	50	PO1,PO2,PO3,PO4 PSO1 ,PSO2

D. Industrial training/ internship (5) | Open Separately (eSARDiplomaQuestion.aspx?Appid=5354&amp;ProgId=36&amp;QuestID=463)

Institute Marks

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

5.00

[Edit Answer](#)

Sr. No	Program Details	Date-Month-Year	Resource Person / Name of Industry with Designation	No. of students present	Relevance to POs & PSOs
<b>Industry Based Training(ACADEMIC YEAR 2019-20)</b>					
1	Electronic Component Assembly And Testing	16/05/2019 To 27/06/2019	Indus Electronics	04	PO1,PO2,PO3,PO4 PSO 1,PSO2
2	Wire Insulation	16/05/2019 To 27/06/2019	Advanced Insutech, Bota	12	PO1,PO2,PO3,PO4 PSO 1,PSO2
3	Computer Network Peripheral and Installing	14/05/2019 To 23/06/2019	Fun fist Global Skillers Mumbai(Branch Shirur)	05	PO1,PO2,PO3,PO4 PSO 1,PSO2

**Industry Based Training (ACADEMIC YEAR 2018-19)**

Sr. No	Program Details	Date-Month-Year	Resource Person /Name of Industry with Designation	No. of students present	Relevance to POs & PSOs
<b>Industry Based Training / MSBTE Based Training (ACADEMIC YEAR 2018-19)</b>					
1	PCB Designing using Protous.	11/05/2018 To 02/06/2018	MSBTE Organized in plant training	19	PO1,PO2,PO3,PO4 PSO 1,PSO2

E. Post training/ internship Assessment (10) | Open Separately (eSARDiplomaQuestion.aspx?Appid=5354&amp;ProgId=36&amp;QuestID=464)

Institute Marks

10.00

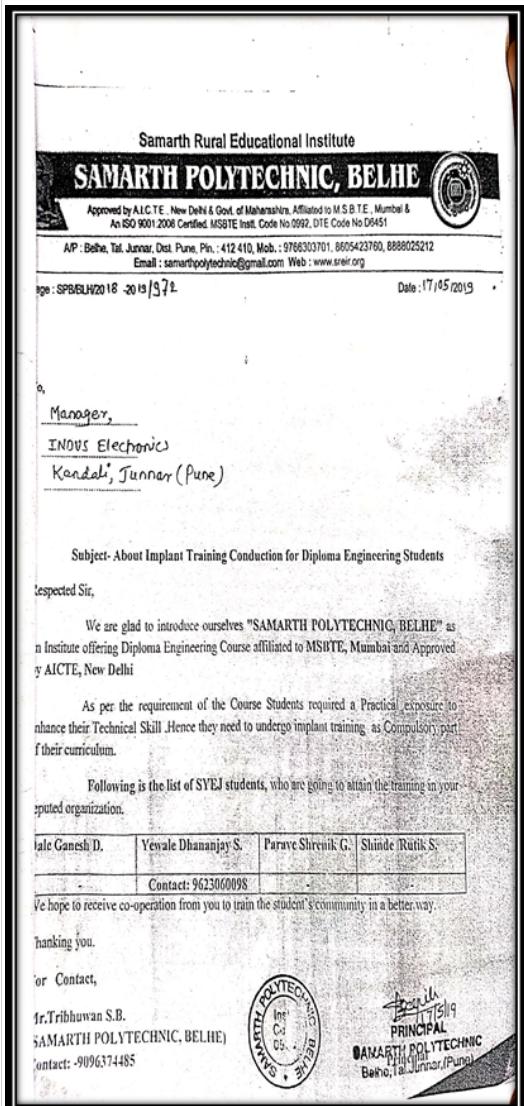
[Edit Answer](#)

In the new curriculum revision implemented from 2017-18 (I Scheme), implant training is mandatory after 4th Semester and before 5th Semester. The total duration is 40 days. All the students have to undergo this training. The assessment of implant training is done in 5th semester

V - Semester										
Weighted mean score	S. No. & Rank No.) of S.No.	Industry Questionnaire Report	Course Title	Teaching Scheme/Week			Credit s (L+T +P)	Examination Scheme		
				L	T	P		ESE	PA	Grand Total
MSBTE guidelines and industry feedback	Industrial Training (during summer break after IV semester)	-	-	6^	6^	-	75	75	150	

However, the implant training is optional in G Scheme curriculum. Since the students are mainly from rural areas they usually keep themselves distant from implant training. With the demand for diploma engineering courses dwindling in the past few years, the Maharashtra State Board of Technical Education (MSBTE) has decided to make the curriculum more suited to industry needs. The curriculum provides for industry relevant skills to the students. It focuses more on practical training than theoretical knowledge. The students can specialize in an area of their choice. Following are the formats provided by MSBTE for Industrial Training.

#### REQUESTING APPLICATION LETTER from Institute to Industries & Parent Consent Letter



**Format 2**

Consent Letter from parents/guardians

To,  
The Principal,  
Samarth Poly.,  
Subject: Consent for Industrial Training.

Sir/Madam,

I am fully aware that -

i) My ward Yewale Dhananjay S. studying in E.I.S.I semester at your Samarth Polytechnic institute has to undergo six weeks of Industrial training for partial fulfillment towards completion of Diploma in Electronics Engineering.

ii) For this fulfillment he/she has been deputed at Indus Electronics industry, located at Kondoli for industrial training of 6 weeks for the period from 16/05/19 to 27/06/19.

With respect to above I give my consent for my ward to travel to and from the mentioned industry. Further I undertake that -

a) My ward will be entirely under the discipline of the organization where he/she will be placed and will abide by the rules and regulations in force of the said organization.  
b) My ward is not entitled to any leave during training period.  
c) My ward will submit regularly a prescribed weekly diary, duly filled and countersigned by the training supervisor of the organization to the mentor faculty of the polytechnic.  
d) My ward will undergo the training at his/her own cost and risk during training and/or stay.

I have explained the contents of the letter to my ward who has also promised to adhere strictly to the requirements. I assure that my ward will be properly instructed to take his own care to avoid any accidents/injuries in the industry.

Date: 15/05/19 Signature of Parent/Guardian:  
Place: Mangrul Name: Yewale Nirmala S.  
Address: A10-RB, Mangrul  
Tal. Junnar Dist-Pune  
Phone Number: 9730756667

Maharashtra State Board of Technical Education

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**Work sheet (Daily Work)**

Industrial Training		WEEKLY Diary
Week 1 From: <u>16/05/19</u> To: <u>23/05/19</u>		
Expected Work:		
i. Study of organization chart of industry/plant with responsibilities of the different posts ii. General Study of industry, its location, its history and its product range, its size, number of employees, its income etc.		
Day	Activities carried out	
1	Introduction of overall company with various branches, fields, service station & other important things of company	
2	Introduce the basic of mechanical dept & diff. type of machines used Such as electropolating machine, cutting, drilling	
3	Introduce the basic of electronic dept & also we had taken the info about diff. components & material used with there specification	
4	Introduce the basic of assembly dept & also we had taken the info about how to assembly of component is done	
5	Introduce the basic of testing & after packing dept & also taken the info about testing on dice of component & how to pack the dice	
6	on this day overview above info. of all the days for revision	

Weekly summarization of the above activities:

Signature of Student: Yewale Signature of Industrial Supervisor:

Indus Electronics  
Mumbai State Board of Technical Education

All these activities need to be closely monitored by institution's mentor on a weekly basis.

- The student has to maintain the Industrial Training diary as recommended in the Industrial Training manual and the progress has to be assessed as per MSBTE suggested norms by the mentor.
- Students shall prepare an Industrial Training Report consisting of details of all the above components (Company profile, online courses/ work from home project assigned by mentor / industry)
- The students shall submit the course completion certificates for Industrial Training undertaken through Option 2 or Option 3.
- The Industrial Training through any of the suggested three options shall preferably be completed by 31st July 2020 or within two months on resuming the academic activities of AY 2020-21.

- The assessment of industrial training to be done in two parts
- o 75 marks internal progressive assessment (PA) to be given by the mentor as per the progress made by the student during industrial training.
- o 75 marks for the final presentation / Viva voice/ Report (ESA) is to be allocated post completion of Industrial Training by the Mentor and Head of Dept.

<b>Format 4</b> <b>Evaluation Sheet for PA of Industrial Training</b>							<b>Format 5</b> <b>Evaluation Sheet for ESE of Industrial Training by Mentor and Industry Personnel</b>			
Academic year: - 20 - 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 Industry Supervisor or	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)				
<p>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.</p> <p>B) Marks are to be awarded by Industry Supervisor on the basis of General Observation and behavioral aspects of student.</p> <p>C) Marks are to be awarded by Mentor faculty on the basis of report, understanding level and work performance of the student.</p>							<p>Name of Student: ..... Enrollment No. ....</p> <p>Name of Programme: ..... Semester: .....</p> <p>Course Title :- Industrial Training Code: .....</p> <p>Name of Industry: .....</p> <p>Course Outcomes Achieved</p> <p>..... ..... .....</p> <p>Industrial Training Report (25 Marks)      Presentation (25 Marks)      Viva (25 Marks)      Total Marks (75 Marks)</p> <p>Comments/Suggestions about team work/leadership/inter-personal communication (if any)</p> <p>..... ..... .....</p> <p>Signature- Name and designation of the Mentor/faculty</p> <p>Signature- Name and designation of the Industry Supervisor</p> <p>Signature- Name of the Internal/Mentor</p> <p>Signature- Name of External Examiner (Industry Personnel)</p>			

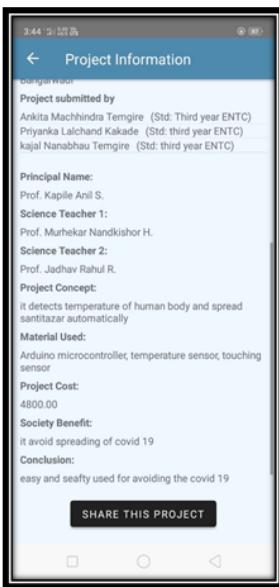
F. Contribution to Community related projects/activities (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=465\)](#)

Institute Marks

5.00

[Edit Answer](#)

## I. Based on COVID 19 Safety



## (II) Home Security

Samarth Polytechnic, Belhe Students take an every year active participation On Science Day, February 28th is celebrated as National Science Day & Shows different Projects themes (More Focus on Social based).

Year of Development	Product Name	Details	Beneficiaries
2020-21	<b>Wireless Temperature Detector For Covid Safety</b>	Develop the project which is helpful to detect the patient	03
	<b>Indoor Air Quality Flammable Gas Detector</b>	Develop the project for leakage of any gas which is detected it is very useful for Society	04
2019-20	<b>Fire Fighting Robot</b>	Develop the Project for prevention and security Purpose	04
	<b>Automatic Sweep Cleaner Robot</b>	Develop the Project for Cleaning purpose	03
	<b>Smart Grid System</b>	Develop the Project for Solution of today's power failure Condition	03
2018-19	<b>Smart Helmet System</b>	Develop the Project Security and Safety purpose	04
	<b>Smart Irrigation System</b>	Develop the Project for Saving the water and how to developed the farm	04
	<b>Women Safety Jacket</b>	Develop the Project Security and Safety purpose	04

In exhibition learn various technical based concepts demonstrations from various research institutes and science popularization groups.

Samarth Polytechnic, Belhe have an aim to increase Technical potential for rural and semi-urban areas and districts.

15.00

A. Availability of facilities & Effective Utilization; specify the facilities, materials and scope for self-learning, Webinars, NPTEL Podcast, MOOCs etc (10)  
Open Separately (<eSARDiplomaQuestion.aspx?Appid=5354&Progid=36&QuestID=466>)

Institute Marks

10.00

[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:

Library:

Given below are the details of the number of journal titles and the volumes per title: Number of Titles: **3001**

Number of Volumes: **25191**

**Table : Title and Volumes per title**

Year	Number of New Titles added	Number of new editions added	Number of new volumes added
2015-16	81	482	642
2016-17	112	411	546
2017-18	110	873	1164
2018-19	431	1423	1897

**Scholarly Journal Subscription**

Year	No. of Technical magazines/ Periodicals	No. of Technical Journals subscribed		Scholarly Journal Titles (In original/ reprints
		In hard copy	In soft copy	
2015-2016	12	38	--	38
2016-2017	14	35	--	35
2017-2018	30	41	--	41
2018-2019	20	40	--	40

E-Library:

E-library access is provided to the students to access the Portable Document Format (PDF) copies and CDs of reference books. Access is provided to e-journals.

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 presentations and videos.

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. Students are provided facility for internet browsing. Lot of e-learning resources such as digital library, e-journals etc. are accessible during these sessions.

Digital Library:

<b>Availability of digital library content</b>	<b>Yes. E-Journals, Downloaded, Back volume of e-journals, Downloaded E-Books and other Study materials in e-forms.</b>
Number of courses, number of e-books	No. of Courses: 05  E-Books: <b>10839</b>

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

Regraphics facility:

Regraphics as well as printing facilities are available whereby students can go for their own copies of useful material.

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.

Night study sessions:

About three hours are allotted to the students in the evening for self-study in study hall facility.

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	Reference books Personality development books Course notes Technical magazines News paper	Specifically for teachers and students
2	e- Library (e-resources)	Curriculum Question Papers set Course wise Question bank Model Answers e-Books MCQ banks PPTs,	Available in departmental library Specifically for teachers and students
3	Departmental Library	Reference books Course notes, Sample Question Papers, Previous years board examination papers Model Answer Books Toppers Answer Book photocopies Black Book of final year project	Specifically for teachers and students

4	Internet Browsing Session	Information search Self-Learning Books Technical papers Digital library e-journals	Specifically for teachers and students
5	Digital Library	DELNET facility	Specifically for teachers and students
6	Reprographics facility	Availability of printing facilities	Specifically for teachers and students
7	Newspapers	National newspapers Local Newspapers	Specifically for teachers and students
8	Industrial Visits	Twice a semester Financial support facility to students	Specifically for students
9	Night study sessions	Availability of separate night study room for boys" and girls"	Specifically for students Improving self-study
10	Technical Events	Organized departmental and institute level events by students	Specifically for students Organized by students under the guidance of teachers Versatile responsibilities handled by students

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	Night study sessions	First, Second and Third year	All Hostelite Students of SY and TY	All First, Second and Third year
7	Technical Events	First, Second and Third year	Quiz, Paper etc	National Level

## B. Student Centric Learning Initiatives &amp; Effective Implementation (5)

Open Separately (eSARDiplomaQuestion.aspx?Appid=5354&amp;ProgId=36&amp;QuestID=467)

Institute Marks

5.00

[Edit Answer](#)

Sr. No.	ICT	Facilities/Materials	Outcomes
1	Class room	<ul style="list-style-type: none"> <li>• Smartboard</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>• 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)

Institute Marks

15.00

## A. Employability skill enhancement Initiatives and effective implementation (8)

Open Separately (eSARDiplomaQuestion.aspx?Appid=5354&amp;ProgId=36&amp;QuestID=468)

Institute Marks

8.00

[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, improving face-to-face conversation or public speaking skills.

**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 of internal strengths, weaknesses as well as external opportunities and threats) which helps to improve their personalities.

**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 Jayanti is conducted. Also celebration of International Yoga Day, Independence Day, Republic Day, and International Women's Day are conducted. All these celebrations are conducted by the students under the guidance of faculty members. 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 implementation and awareness of industry projects. Industry expert lectures help to develop learning skills, technical skills and to update the knowledge of new technologies.

**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.

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B. Personality development related Initiatives & effective implementation (7)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&Progid=36&QuestID=469\)](eSARDiplomaQuestion.aspx?Appid=5354&Progid=36&QuestID=469)

Institute Marks

7.00

[Edit Answer](#)

**Various** Personality development Programs helps to improve in a person to get positive Thinking, Self – confidence, Behavior, and learns better communication. Personality Such development Change behaviors, attitudes as well character, Development Process helps to boosting Self-confidence, improving communication and language speaking abilities, knowledge, developing certain hobbies or skills, learning manners.

It is achieved in several ways- · Conducting Skill Development · Organizing Seminars/Guest lectures on Technical/Non-Technical Based · Conducting Extra-Curricular Programs/Workshop.

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

#### 2.2.8 Co-curricular & Extra Curricular Activities (10) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=128\)](#)

Institute Marks

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

10.00

[Edit Answer](#)

Academic Year 2019-20

Intercollegiate Competitions

Sr. No.	Type of Activity & Details (Paper Presentation / Project / Quiz etc.)	Name of Participating Student	Organizing Body and Organizing Institute	Level	Total Participants
				(State / National etc.)	
1	QUIZ COMPETITION TECHNO-SAPIEN-2019-20, QUIZ COMPETITION TECHNO-SAPIEN-2019-20	1.INAMDAR NAJERA AJMUDDIN 2. PHAPALE NIKITA DATTATRAY (Winner)	SP BELHE	STATE LEVEL	47

Academic Year 2019-20

Sr. No.	Type of Competition	Venue	Level	Names Of Participants	Awards	Topic
1	PROJECT EXHIBITION	GMRT KHODAD	STATE	1.PHAPALE NIKITA 2. BATHEASHWINI 3. GUND SHIVANI 4.DAREKAR SHRUTI	PARTICIPATION	FIRE FIGHTING ROBOT
2	PROJECT EXHIBITION	GMRT KHODAD	STATE	1.LAMKHADE HRSHADA 2.SHINDE AMRUTA 3.TEMGIRE POONAM 4.SHINDE ROHINI	PARTICIPATION	IOT BASED SMART GRID SYSTEM
3	PROJECT EXHIBITION	GMRT KHODAD	STATE	1.YEWALE DHANJAY 2.BHOR ANIL 3.PARAVE SHRENICK	PARTICIPATION	SMART ROBOT CAR

ACADEMIC YEAR 2018-19 INTERCOLLEGiate COMPETITIONS

Sr. No.	Type of Activity & Details (Paper Presentation / Project / Quiz etc.)	Name of Participating Student	Organizing Body and Organizing Institute	Awards	Level	Total Participants
				(Winner / Participation)	(State / National etc.)	
1	TECHNO-SAPIEN-18 , QUIZ COMPETITION	BATHE ASHWINI KAILAS	SP BELHE	1ST PRIZE	STATE LEVEL	59
2	TECHNO-SAPIEN-18 , QUIZ COMPETITION	GUND SHIVANI SHIVAJI		1ST PRIZE	STATE LEVEL	
3	TECHNO-SAPIEN-18, QUIZ COMPETITION	INAMDAR NAJERA AJMUDDIN		3RD PRIZE	STATE LEVEL	

4	TECHNO-SAPIEN-18 , QUIZ COMPETITION	LAMKHADE HARSHADA RAJENDRA	SP BELHE	3RD PRIZE	STATE LEVEL	
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**Academic Year 2018-19**

Sr. No.	Type of Competition	Venue	Level	Names Of Participants		Award
1	PAPER PRESENTATION	BELHE	STATE	1.SHINDE UJWALA 2.GAYAKAR RANI 3.BHOSALE PRATIKSHA 4.KORDE SHITAL		1ST
2	PAPER PRESENTATION	BELHE	STATE	1.BHANDARI ASHWINI 2. HANDE CHAITALI. 3.SHINDE SONALI 4.SHINDE ARTI		2ND
3	PAPER PRESENTATION	BELHE	STATE	1.SONWANE ABHIJEET 2.JADHAV GAURAV 3.SHINDE SANKET 4.SATALE PARASHRAM		3RD
Sr. No.	Name of Activity			No. of Participants		
				Academic Year		
				2020-21	2019-20	2018-19
1	CULTURAL		--	10	10	
2	SPORTS		--	22	18	
	<b>SOCIAL ACTIVITIES</b>					
3	BLOOD DONATION CAMP(PATUT)		-	50	-	
	BLOOD DONATION CAMP(THROUGH COLLAGE)		50	25	42	
4	TREE PLANTATION		45	28	40	
5	SHRI RANGDAS SWAMI YATRA (FOOD SERVING VOLUNTEER)		30	30	30	
6	CARRERE GUIDANCE FOR SCHOOL AND COLLAGE STUDENTS		-	-	500	
7	GAS SAFETY PRECAUTION		-	-	42	

**Academic Year 2019-20**

Sr.No.	NAME OF EVENT	LEVEL	NAME OF STUDENT	PRIZE ACHIEVEMENT	PARTICIPATED
--------	---------------	-------	-----------------	-------------------	--------------

SPORTS					
1	800 M RUNNING	ZONAL	MR. KIRAN SHELKE	WINNER	01
2	4*100 RELAY	ZONAL	MR.SHINDE RUTIK	RUNNER UP	01
3			MR.PARAVE SHRINK	RUNNER UP	01

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## Part B

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## 3 COURSE OUTCOMES AND PROGRAM OUTCOMES (100)

Total Marks 100.00

**Define the Program specific outcomes**[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=147\)](#)[Edit](#)

<b>PSO1</b>	Electronics and Telecommunication Systems: Maintai	<a href="#">Delete</a>
<b>PSO2</b>	EDA Tools Usage: Use EDA tools to develop simple El	<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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=129\)](#)

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
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[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 E	Delete
C102.3	USE THE BASIC PRINCIPLES OF HEAT AND OPTICS IN RELATED ENGIN	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 :	C117	Course Year :	2019-20
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[Edit](#)

Course Name	Statements	Action
C117.1	Choose relevant Metal on Basis of Conductivity Property	Delete
C117.2	Interpret the Properties of Dialectical Materials	Delete
C117.3	Select Relevant Magnetic Material for the specified electronics Applicati	Delete
C117.4	Select Relevant Semiconductor Device Fabrication Materials	Delete
C117.5	Select Material For the relevant Applications	Delete

Course Name :	C220	Course Year :	2019-20
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[Edit](#)

Course Name	Statements	Action
C220.1	Use number system and codes for interpreting working of digital syster	Delete
C220.2	Use Boolean expression to realize logic circuits	Delete
C220.3	Build simple combinational circuits.	Delete
C220.4	Build sequential circuits.	Delete
C220.5	Test data converters and PLDs in digital electronics system	Delete

Course Name :	C225	Course Year :	2019-20
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[Edit](#)

Course Name	Statements	Action
C225.1	TROUBLESHOOT DIFFERENT TYPES OF MICROPHONES AND SPEAKER	Delete
C225.2	MAINTAIN AUDIO SYSTEM	Delete
C225.3	ANALYSSED THE COMPOSITE VIDEO SIGNAL USED IN TV SIGNAL TRAN:	Delete
C225.4	TROUBLESHOOT COLOUR TV RECEIVERS	Delete
C225.5	MAINTAIN VARIOUS CONSUMER ELECTRONICS APPLIANCES	Delete

Course Name :	C331	Course Year :	2019-20
---------------	------	---------------	---------

[Edit](#)

Course Name	Statements	Action
C331.1	IDENTIFY DIFFERENT TYPES OF CONTROL SYSTEMS.	Delete
C331.2	DETERMINE THE STABILITY OF CONTROL SYSTEM	Delete
C331.3	TEST THE PERFORMANCE OF VARIOUS TYPES OF CONTROLLERS	Delete
C331.4	MAINTAIN VARIOUS COMPONENTS OF PLC BASED PROCESS CONTROL	Delete
C331.5	MAINTAIN PLC BASED PROCESS CONTROL SYSTEMS.	Delete

Course Name :	C334	Course Year :	2019-20
<a href="#">Edit</a>			
Course Name	Statements	Action	
C334.1	MAINTAIN WIRED COMPUTER NETWORK TOPOLOGIES.	Delete	
C334.2	USE THE RELEVANT NETWORK MODEL FOR THE SPECIFIED DATA COM	Delete	
C334.3	MAINTAIN RELEVANT TRANSMISSION MEDIUM & MODEM FOR DATA TR	Delete	
C334.4	ANALYZE ERROR DETECTION/CORRECTION AND FLOW CONTROL OF D	Delete	
C334.5	CONFIGURE THE NETWORK COMPONENT AND ASSIGN IP ADDRESS.	Delete	

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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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=130\)](#)

Institute Marks

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 "-"*

5.00

**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 ▼	2 ▼	1 ▼	3 ▼	1 ▼	2 ▼	2 ▼
C102.2	3 ▼	2 ▼	1 ▼	3 ▼	2 ▼	2 ▼	2 ▼
C102.3	3 ▼	2 ▼	1 ▼	3 ▼	3 ▼	2 ▼	2 ▼
C102.4	3 ▼	2 ▼	1 ▼	3 ▼	1 ▼	2 ▼	1 ▼
C102.5	3 ▼	2 ▼	1 ▼	3 ▼	2 ▼	2 ▼	2 ▼
C102.6	3 ▼	2 ▼	1 ▼	3 ▼	2 ▼	2 ▼	2 ▼
Average	3.00	2.00	1.00	3.00	1.83	2.00	1.83

## 2 . course name : C117

[Edit](#)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C117.1	3 ▼	2 ▼	1 ▼	1 ▼	2 ▼	2 ▼	3 ▼
C117.2	3 ▼	2 ▼	1 ▼	- ▼	2 ▼	2 ▼	3 ▼
C117.3	3 ▼	2 ▼	1 ▼	1 ▼	2 ▼	2 ▼	3 ▼
C117.4	3 ▼	2 ▼	1 ▼	- ▼	2 ▼	2 ▼	3 ▼
C117.5	3 ▼	2 ▼	1 ▼	1 ▼	2 ▼	2 ▼	3 ▼
Average	3.00	2.00	1.00	0.60	2.00	2.00	3.00

## 3 . course name : C220

[Edit](#)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C220.1	3 ▼	3 ▼	3 ▼	2 ▼	2 ▼	2 ▼	2 ▼
C220.2	3 ▼	3 ▼	2 ▼	2 ▼	2 ▼	2 ▼	2 ▼
C220.3	3 ▼	3 ▼	3 ▼	2 ▼	2 ▼	2 ▼	3 ▼
C220.4	3 ▼	3 ▼	2 ▼	2 ▼	2 ▼	2 ▼	2 ▼
C220.5	3 ▼	3 ▼	3 ▼	2 ▼	2 ▼	2 ▼	2 ▼
Average	3.00	3.00	2.60	2.00	2.00	2.00	2.20

## 4 . course name : C225

[Edit](#)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C225.1	2 ▼	2 ▼	3 ▼	3 ▼	2 ▼	3 ▼	3 ▼
C225.2	3 ▼	2 ▼	3 ▼	3 ▼	3 ▼	3 ▼	3 ▼
C225.3	3 ▼	3 ▼	2 ▼	3 ▼	3 ▼	2 ▼	2 ▼
C225.4	3 ▼	2 ▼	3 ▼	3 ▼	2 ▼	3 ▼	2 ▼
C225.5	3 ▼	3 ▼	2 ▼	3 ▼	3 ▼	3 ▼	3 ▼
Average	2.80	2.40	2.60	3.00	2.60	2.80	2.60

## 5 . course name : C331

[Edit](#)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C331.1	2 ▼	3 ▼	3 ▼	3 ▼	2 ▼	2 ▼	3 ▼
C331.2	3 ▼	3 ▼	3 ▼	3 ▼	2 ▼	3 ▼	3 ▼
C331.3	3 ▼	3 ▼	2 ▼	3 ▼	3 ▼	3 ▼	3 ▼
C331.4	3 ▼	3 ▼	3 ▼	2 ▼	3 ▼	3 ▼	3 ▼
C331.5	3 ▼	3 ▼	3 ▼	2 ▼	3 ▼	3 ▼	2 ▼

Average	2.80	3.00	2.80	2.60	2.60	2.80	2.80
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## 6 . course name : C334

[Edit](#)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C334.1	2 ▼	2 ▼	1 ▼	3 ▼	2 ▼	2 ▼	3 ▼
C334.2	2 ▼	3 ▼	3 ▼	3 ▼	1 ▼	1 ▼	2 ▼
C334.3	2 ▼	3 ▼	1 ▼	1 ▼	2 ▼	2 ▼	3 ▼
C334.4	2 ▼	2 ▼	2 ▼	3 ▼	1 ▼	2 ▼	3 ▼
C334.5	2 ▼	2 ▼	2 ▼	2 ▼	2 ▼	2 ▼	3 ▼
Average	2.00	2.40	1.80	2.40	1.60	1.80	2.80

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

Course	PSO1	PSO2
C102.1	2 ▼	2 ▼
C102.2	2 ▼	2 ▼
C102.3	2 ▼	2 ▼
C102.4	2 ▼	2 ▼
C102.5	2 ▼	2 ▼
C102.6	2 ▼	2 ▼
<b>Average</b>	<b>2.00</b>	<b>2.00</b>

**2 . Course Name : C117**[Edit](#)

Course	PSO1	PSO2
C117.1	3 ▼	1 ▼
C117.2	3 ▼	1 ▼
C117.3	3 ▼	1 ▼
C117.4	3 ▼	1 ▼
C117.5	3 ▼	1 ▼
<b>Average</b>	<b>3.00</b>	<b>1.00</b>

**3 . Course Name : C220**[Edit](#)

Course	PSO1	PSO2
C220.1	3 ▼	3 ▼
C220.2	2 ▼	1 ▼
C220.3	3 ▼	3 ▼
C220.4	3 ▼	3 ▼
C220.5	3 ▼	3 ▼
<b>Average</b>	<b>2.80</b>	<b>2.60</b>

**4 . Course Name : C225**[Edit](#)

Course	PSO1	PSO2
C225.1	3 ▼	3 ▼
C225.2	3 ▼	3 ▼
C225.3	3 ▼	3 ▼
C225.4	2 ▼	3 ▼
C225.5	3 ▼	3 ▼
<b>Average</b>	<b>2.80</b>	<b>3.00</b>

**5 . Course Name : C331**[Edit](#)

Course	PSO1	PSO2
C331.1	3 ▼	3 ▼
C331.2	3 ▼	2 ▼
C331.3	3 ▼	2 ▼
C331.4	3 ▼	2 ▼
C331.5	2 ▼	3 ▼

Average	2.80	2.40
---------	------	------

**6 . Course Name : C334**[Edit](#)

Course	PSO1	PSO2
C334.1	2 ▾	2 ▾
C334.2	1 ▾	2 ▾
C334.3	2 ▾	2 ▾
C334.4	1 ▾	2 ▾
C334.5	2 ▾	2 ▾
<b>Average</b>	<b>1.60</b>	<b>2.00</b>

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

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=132\)](eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&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	2.40	2.00	1.00	2.00	2.40	Delete
22003	3.00	3.00	2.00	2.00	0.00	0.00	0.00	Delete
22006	2.80	2.80	2.80	2.60	1.00	2.00	2.60	Delete
22101	3.00	2.40	2.80	1.60	1.00	2.00	2.60	Delete
22102	3.00	2.00	1.00	3.00	1.83	2.00	1.83	Delete
22103	3.00	3.00	2.00	1.00	0.00	2.00	2.00	Delete
22009	2.00	1.00	1.00	0.00	2.00	3.00	2.00	Delete
22210	3.00	2.00	0.00	1.25	1.00	0.00	2.00	Delete
22215	3.00	3.00	2.33	2.50	2.00	2.00	2.00	Delete
22216	3.00	3.00	3.00	3.00	2.00	3.00	3.00	Delete
22217	3.00	2.00	1.00	1.00	2.00	2.00	3.00	Delete
22218	2.00	1.00	1.00	1.00	0.00	0.00	2.00	Delete
22320	3.00	3.00	2.60	2.00	2.00	2.00	2.20	Delete
22329	3.00	3.00	2.20	2.20	2.20	2.00	2.00	Delete
22330	3.00	1.00	2.00	1.00	1.00	1.40	1.40	Delete
22333	3.00	3.00	3.00	2.67	3.00	2.17	2.00	Delete
22334	3.00	2.40	2.40	2.60	2.60	2.40	2.60	Delete
22036	2.20	2.80	2.20	1.80	2.40	2.40	2.20	Delete
22423	3.00	3.00	2.60	2.40	2.80	3.00	3.00	Delete
22425	2.80	2.40	2.60	3.00	2.60	2.80	2.60	Delete
22426	3.00	2.80	3.00	3.00	3.00	3.00	3.00	Delete
22427	3.00	2.80	2.80	2.40	2.40	2.40	2.40	Delete
22428	3.00	3.00	3.00	3.00	2.00	2.00	2.00	Delete
22057	3.00	3.00	3.00	3.00	3.00	3.00	3.00	Delete
22058	3.00	2.29	2.86	2.29	2.57	2.14	2.86	Delete
22447	2.00	2.00	2.00	2.00	2.00	3.00	3.00	Delete
22531	2.80	3.00	2.80	2.60	2.60	2.80	2.80	Delete
22532	3.00	3.00	2.00	3.00	1.80	3.00	2.80	Delete
22533	2.00	3.00	3.00	3.00	3.00	2.00	3.00	Delete
22535	2.00	3.00	3.00	3.00	3.00	2.00	3.00	Delete
22032	3.00	3.00	3.00	3.00	3.00	3.00	3.00	Delete
22060	2.00	2.00	2.88	2.50	2.50	2.63	2.50	Delete
22062	3.00	2.00	2.00	2.40	1.00	3.00	3.00	Delete
22509	1.50	2.00	2.25	1.50	2.60	2.00	1.80	Delete
22634	2.00	2.40	1.80	2.40	1.60	1.80	2.80	Delete
22636	2.20	2.60	2.60	3.00	2.60	3.00	2.40	Delete
22643	3.00	2.00	2.00	2.40	2.00	2.00	2.00	Delete

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

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=134\)](eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=134)

[Edit](#)

Course	PSO1	PSO2	Action
22001	1.00	1.00	Delete
22003	3.00	3.00	Delete
22006	3.00	3.00	Delete
22101	1.00	1.00	Delete
22102	2.00	2.00	Delete
22103	1.00	1.00	Delete
22009	1.00	1.00	Delete
22210	1.50	1.50	Delete
22215	2.00	2.00	Delete
22216	3.00	2.00	Delete
22217	3.00	1.00	Delete
22218	2.50	0	Delete
22320	2.80	2.60	Delete
22329	2.00	2.60	Delete
22330	2.00	1.60	Delete
22333	3.00	3.00	Delete
22334	3.00	3.00	Delete
22036	2.60	3.00	Delete
22423	3.00	2.80	Delete
22425	2.80	3.00	Delete
22426	3.00	3.00	Delete
22427	1.00	1.20	Delete
22428	2.00	2.00	Delete
22057	3.00	3.00	Delete
22058	3.00	3.00	Delete
22447	2.00	2.00	Delete
22531	2.80	2.40	Delete
22532	2.00	3.00	Delete
22533	3.00	3.00	Delete
22535	3.00	3.00	Delete
22032	3.00	3.00	Delete
22060	2.13	2.38	Delete
22062	2.20	3.00	Delete
22509	1.80	1.00	Delete
22634	1.60	2.00	Delete
22636	2.80	2.80	Delete
22643	2.40	2.00	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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=135\)](#)

Institute Marks

*(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.)*

10.00

[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 knowledge and skill for their performance in the continuous assessment tools like Unit tests, end-semester Theory, Practical and oral examinations, Projects, seminars, Lab Test and assignments etc. these tools provide a sampling 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 valued 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

<b>Direct Assessment Tools</b>				
<b>Sr. No</b>	<b>Direct Assessment Tool</b>	<b>Description of the Assessment Process</b>	<b>Assessment Frequency</b>	<b>AssessedBy</b>
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	Chapter wise Assignments	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	Lab Manuals	<p>Lab Manuals can be one of the measuring criteria to mainly assess student's practical knowledge with their designing capabilities.</p> <p>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 <i>The Process and Product related skills associated with each Pro is to be assessed</i></p> <p>Lab Manual marks to be filled in D3 Format given by MSBTE.</p>	After every experiment	Practical Teacher
	Project	<p>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.</p>	Once in a Diploma Programme/semester	Guide & External examiner
	Seminars	<p>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.</p>	Once in semester	Guide
	Lab Test/ ESE-PR	<p>Lab Test can be one of the measuring criteria to mainly assess student's practical knowledge with their designing capabilities.</p> <p>After completion of semester student has to perform experiment for internal performance. Lab test marks to be filled in D5 Format given by MSBTE.</p> <p>In I scheme End Semester Examination –</p>	Once in semester	Internal evaluator
	Skill Test	<p>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.</p>	Once in semester	Internal evaluator
	Micro project	<p><b>Only one micro-project</b> 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.</p>	Once in semester	Internal evaluator

Indirect Assessment Tools				
Sr. No	Indirect Assessment Tool	Description of the Assessment Process	Assessment Frequency	Assessed By

<b>1</b>	<b>Alumni Survey</b>	Collect variety of information about Program Satisfaction and college from the Alumni students.	Once in Year	T&P Officer
<b>2</b>	<b>Exit Survey</b>	Collect variety of information about program Satisfaction and college from the final year students.	Once in Year	T&P Officer
<b>3</b>	<b>Parent Survey</b>	Collect variety of information about program satisfaction and college from parents.	Once in Year	T&P Officer
<b>4</b>	<b>Employer's Feedback Form</b>	Collect variety of information about the graduates' skills, capabilities and opportunities.	Once in Year	T&P Officer
<b>5</b>	<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

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

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=137\)](https://enba.nbaind.org/SARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=137)

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 Examinations:

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 results of MSBTE Examinations are not available explicitly co-relating to individual CO. So, we have considered the MSBTE examination results as average basis of attainments of all COs. The Course Outcomes are measured through a comparison of all students' results of each. Department set target average percentage as 40% for all courses.

The procedure to decide attainment level is as follows:

- If 50 % students score more than set target average percentage in the final examination, the attainment level is considered to be: 1
- If 55 % students score more than set target average percentage in the final Examination, the attainment level is considered to be: 2
- If 60 % students score more than set target average percentage in the final examination, the attainment level is considered to be: 3

If the targets are achieved, all the course outcomes are attained for that year. As the part of continuous improvement, higher targets are set for the next semester/ board examination. If the targets are not achieved, an action plan is made to achieve the expected results in the upcoming board examinations.

Measuring Course Outcomes attained through Internal Assessments:

In order to decide the attainment in internal performance of students, the marks obtained in each internal assessment instruments such as assignments, unit tests, manuals, skill tests, Lab Test, project seminar and microproject are calculated and they are compared with the set average score of the whole class in respective internal assessment instruments.

For each tool set target average percentage is 60%. The procedure to decide attainment level is as follows:

- If 50 % students score more than set target average percentage in the respective internal assessment instruments, the attainment level is considered to be:1
- If 55 % students score more than set target average percentage of marks in the respective internal assessment instruments, the attainment level is considered to be:2
- If 60 % students score more than set target average percentage of marks in the respective internal assessment instruments, the attainment level is considered to be:3

If the targets are achieved, all the course outcomes are attained for that year. As the part of continuous improvement, higher targets are set for the next semester. If the targets are not achieved, an action plan is made to achieve the expected results in the upcoming years.

CO Attainment for AY - 2019-20				
Course Name	Course Code	Attainment through Internal Assessment	Attainment through Board Examination	Overall CO Attainment
FUNDAMENTALS OF ICT	22001	3.00	-	3.00
ENGINEERING GRAPHICS	22003	3.00	-	3.00
WORKSHOP PRACTICE	22006	3.00	-	3.00
ENGLISH	22101	2.66	2.00	2.13
BASIC SCIENCE	22102	3.00	1.50	1.80
BASIC MATHEMATICS	22103	2.38	3.00	2.88
BUISNESS COMMUNICATION USING COMPUTERS	22009	3.00	-	3.00
APPLIED MATHEMATICS	22210	3.00	3.00	3.00
ELEMENTS OF ELECTRICAL ENGINEERING	22215	3.00	3.00	3.00
BASIC ELECTRONICS	22216	3.00	3.00	3.00
ELECTRONIC ENGINEERING MATERIALS	22217	3.00	3.00	3.00
C PROGRAMMING LANGUAGE	22218	3.00	3.00	3.00
DIGITAL TECHNIQUES	22320	2.80	3.00	2.96
APPLIED ELECTRONICS	22329	3.00	3.00	3.00
ELECTRIC CIRCUITS AND NETWORKS	22330	3.00	2.00	2.20
ELECTRONIC MEASUREMENTS AND INSTRUMENTATION	22333	2.75	3.00	2.80
PRINCIPLES OF ELECTRONIC COMMUNICATION	22334	2.66	3.00	2.93
MAINTENANCE OF ELECTRONICS EQUIPMENT AND EDA TOOLS PRACTICES	22036	3.00	-	3.00
LINEAR INTEGRATED CIRCUITS	22423	3.00	3.00	3.00
CONSUMER ELECTRONICS	22425	3.00	3.00	3.00
MICRO CONTROLLER AND APPLICATIONS	22426	3.00	3.00	3.00
BASIC POWER ELECTRONICS	22427	3.00	3.00	3.00
DIGITAL COMMUNICATION SYSTEMS	22428	3.00	3.00	3.00
INDUSTRIAL TRAINING	22057	3.00	3.00	3.00
CAPSTONE PROJECT PLANNING	22058	3.00	-	3.00
ENVIRONMENTAL STUDIES	22447	3.00	3.00	3.00
CONTROL SYSTEM AND PLC	22531	3.00	3.00	3.00
EMBEDDED SYSTEMS	22532	3.00	3.00	3.00
MOBILE AND WIRELESS COMMUNICATION	22533	3.00	3.00	3.00
MICROWAVE AND RADAR	22535	2.88	3.00	2.98
ENTREPRENUERSHIP DEVELOPEMENT	22032	3.00	-	3.00
CAPSTONE PROJECT EXECUTION AND REPORT WRITTING	22060	3.00	3.00	3.00
VLSI WITH VHDL	22062	3.00	3.00	3.00
MANAGEMENT	22509	3.00	2.40	3.00
COMPUTER NETWORKING AND DATA COMMUNICATION	22634	3.00	3.00	3.00
EMERGING TRENDS IN ELECTRONICS	22636	3.00	3.00	3.00
MECHATRONICS	22643	3.00	3.00	3.00

**CO Attainment for AY - 2018-19**

Course Name	Course Code	Attainment through Internal Assessment	Attainment through Board Examination	Overall CO Attainment
FUNDAMENTALS OF ICT	22001	3.00	-	3.00
ENGINEERING GRAPHICS	22003	3.00	-	3.00
WORKSHOP PRACTICE	22006	3.00	-	3.00
ENGLISH	22101	2.66	3.00	2.93
BASIC SCIENCE	22102	2.77	3.00	2.95
BASIC MATHEMATICS	22103	2.82	1.00	1.36
BUSINESS COMMUNICATION USING COMPUTERS	22009	2.46	-	2.46
APPLIED MATHEMATICS	22210	2.70	3.00	2.94
ELEMENTS OF ELECTRICAL ENGINEERING	22215	3.00	2.00	2.20
BASIC ELECTRONICS	22216	3.00	3.00	3.00
ELECTRONIC ENGINEERING MATERIALS	22217	3.00	3.00	3.00
C PROGRAMMING LANGUAGE	22218	3.00	3.00	3.00
DIGITAL TECHNIQUES	22320	2.70	3.00	2.94
APPLIED ELECTRONICS	22329	3.00	3.00	3.00
ELECTRIC CIRCUITS AND NETWORKS	22330	2.96	1.00	1.39
ELECTRONIC MEASUREMENTS AND INSTRUMENTATION	22333	2.90	3.00	2.98
PRINCIPLES OF ELECTRONIC COMMUNICATION	22334	3.00	3.00	3.00
MAINTENANCE OF ELECTRONICS EQUIPMENT AND EDA TOOLS PRACTICES	22036	3.00	-	3.00
LINEAR INTEGRATED CIRCUITS	22423	2.90	3.00	2.98
CONSUMER ELECTRONICS	22425	3.00	3.00	3.00
MICRO CONTROLLER AND APPLICATIONS	22426	3.00	3.00	3.00
BASIC POWER ELECTRONICS	22427	3.00	3.00	3.00
DIGITAL COMMUNICATION SYSTEMS	22428	3.00	3.00	3.00
EDP AND PROJECT	17066	3.00	-	4.50
PROFESSIONAL PRACTICES III	17067	3.00	-	3.00
BEHAVIOURAL SCIENCE	17075	3.00	3.00	3.00
COMPUTER HARDWARE AND NETWORKING	17533	3.00	3.00	3.00
MICROCONTROLLER	17534	3.00	3.00	3.00
DIGITAL COMMUNICATION	17535	3.00	3.00	3.00
CONTROL SYSTEM AND PLC	17536	3.00	3.00	3.00
AUDIO VIDEO ENGINEERING	17537	3.00	3.00	3.00
MANAGEMENT	17601	3.00	3.00	3.00
ADVANCED COMMUNICATION SYSTEM	17656	3.00	3.00	3.00
MOBILE COMMUNICATION	17657	3.00	3.00	3.00
EMBEDDED SYSTEM	17658	3.00	3.00	3.00
MECHATRONICS	17660	3.00	3.00	3.00
SIMULATION SOFTWARE	17807	3.00	-	3.00

INDUSTRIAL PROJECT	17808	3.00	3.00	3.00
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**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)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=143\)](#)

Institute Marks

(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)

10.00

[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 knowledge and skill for their performance in the continuous assessment tools like Unit tests, end-semester Theory, Practical and oral examinations, Projects, seminars, Lab Test and assignments etc. these tools provide a sampling 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 valued 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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=145\)](#)

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](#)

<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	2.40	2.00	1.00	2.00	2.40	<a href="#">Delete</a>
22003	3.00	3.00	2.00	2.00	0	0	0	<a href="#">Delete</a>
22006	2.80	2.80	2.80	2.60	1.00	2.00	2.60	<a href="#">Delete</a>
22101	2.13	1.71	1.99	1.14	0.71	1.42	1.85	<a href="#">Delete</a>
22102	1.80	1.20	0.60	1.80	1.10	1.20	1.10	<a href="#">Delete</a>
22103	2.88	2.88	1.92	0.96	0	1.92	1.92	<a href="#">Delete</a>
22009	2.00	1.00	1.00	0	2.00	3.00	2.00	<a href="#">Delete</a>
22210	3.00	2.00	0	1.25	1.00	0	2.00	<a href="#">Delete</a>
22215	3.00	3.00	2.33	2.50	2.00	2.00	2.00	<a href="#">Delete</a>
22216	3.00	3.00	3.00	3.00	2.00	3.00	3.00	<a href="#">Delete</a>
22217	3.00	2.00	1.00	1.00	2.00	2.00	3.00	<a href="#">Delete</a>
22218	2.00	1.00	1.00	1.00	0	0	2.00	<a href="#">Delete</a>
22320	2.96	2.96	2.57	1.97	1.97	1.97	2.17	<a href="#">Delete</a>
22329	3.00	3.00	2.20	2.20	2.20	2.00	2.00	<a href="#">Delete</a>
22330	2.20	0.73	1.47	0.73	0.73	1.03	1.03	<a href="#">Delete</a>
22333	2.80	2.80	2.80	2.49	2.80	2.03	1.87	<a href="#">Delete</a>
22334	2.93	2.35	2.35	2.54	2.54	2.35	2.54	<a href="#">Delete</a>
22036	2.20	2.80	2.20	1.80	2.40	2.40	2.20	<a href="#">Delete</a>
22423	3.00	3.00	2.60	2.40	2.80	3.00	3.00	<a href="#">Delete</a>
22425	2.80	2.40	2.60	3.00	2.60	2.80	2.60	<a href="#">Delete</a>
22426	3.00	2.80	3.00	3.00	3.00	3.00	3.00	<a href="#">Delete</a>
22427	3.00	2.80	2.80	2.40	2.40	2.40	2.40	<a href="#">Delete</a>
22428	3.00	3.00	3.00	3.00	2.00	2.00	2.00	<a href="#">Delete</a>
22057	3.00	3.00	3.00	3.00	3.00	3.00	3.00	<a href="#">Delete</a>
22058	3.00	2.29	2.86	2.29	2.57	2.14	2.86	<a href="#">Delete</a>
22447	2.00	2.00	2.00	2.00	2.00	3.00	3.00	<a href="#">Delete</a>
22531	2.80	3.00	2.80	2.60	2.60	2.80	2.80	<a href="#">Delete</a>
22532	3.00	3.00	2.00	3.00	1.80	3.00	2.80	<a href="#">Delete</a>
22533	2.00	3.00	3.00	3.00	3.00	2.00	3.00	<a href="#">Delete</a>
22535	1.98	2.98	2.98	2.98	2.98	1.98	2.98	<a href="#">Delete</a>
22032	3.00	3.00	3.00	3.00	3.00	3.00	3.00	<a href="#">Delete</a>
22060	2.00	2.00	2.88	2.50	2.50	2.63	2.50	<a href="#">Delete</a>
22062	3.00	2.00	2.00	2.40	1.00	3.00	3.00	<a href="#">Delete</a>
22509	1.50	2.00	2.25	1.50	2.60	2.00	1.80	<a href="#">Delete</a>
22634	2.00	2.40	1.80	2.40	1.60	1.80	2.80	<a href="#">Delete</a>
22636	2.20	2.60	2.60	3.00	2.60	3.00	2.40	<a href="#">Delete</a>
22643	3.00	2.00	2.00	2.40	2.00	2.00	2.00	<a href="#">Delete</a>

## PO Attainment Level

<b>Course</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
Direct Attainment	2.62	2.45	2.30	2.25	2.10	2.32	2.41
InDirect Attainment	3.00	3.00	3.00	3.00	3.00	3.00	3.00
PO Attainment	2.70	2.56	2.44	2.40	2.28	2.46	2.53

## PSO Attainment

[Edit](#)

<b>Course</b>	<b>PSO1</b>	<b>PSO2</b>	<b>Action</b>
22001	1.00	1.00	Delete
22003	3.00	3.00	Delete
22006	3.00	3.00	Delete
22101	0.71	0.71	Delete
22102	1.20	1.20	Delete
22103	0.96	0.96	Delete
22009	1.00	1.00	Delete
22210	1.50	1.50	Delete
22215	2.00	2.00	Delete
22216	3.00	2.00	Delete
22217	3.00	1.00	Delete
22218	2.50	0	Delete
22320	2.76	2.57	Delete
22329	2.00	2.60	Delete
22330	1.47	1.17	Delete
22333	2.80	2.80	Delete
22334	2.93	2.93	Delete
22036	2.60	3.00	Delete
22423	3.00	2.80	Delete
22425	2.80	3.00	Delete
22426	3.00	3.00	Delete
22427	1.00	1.20	Delete
22428	2.00	2.00	Delete
22057	3.00	3.00	Delete
22058	3.00	3.00	Delete
22447	2.00	2.00	Delete
22531	2.80	2.40	Delete
22532	2.00	3.00	Delete
22533	3.00	3.00	Delete
22535	2.98	2.98	Delete
22032	3.00	3.00	Delete
22060	2.13	2.38	Delete
22062	2.20	3.00	Delete
22509	1.80	1.00	Delete
22634	1.60	2.00	Delete
22636	2.80	2.80	Delete
22643	2.40	2.00	Delete

## PSO Attainment Level

<b>Course</b>	<b>PSO1</b>	<b>PSO2</b>
Direct Attainment	2.27	2.22
InDirect Attainment	3.00	3.00
PSO Attainment	2.42	2.38

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## Part B

### 4 STUDENTS' PERFORMANCE (200)

[Open Separately](#) ([eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=151](#))

**Intake Information:**
**Table 4.1**
[Edit](#)

Item	2020-21 (CAY)	2019-20 (CAYm1)	2018-19 (CAYm2)	2017-18 (CAYm3)	2016-17 (CAY)
Sanctioned intake strength of the program((N)	30	30	30	60	60
Total number of students, admitted through state level counseling (N1)	23	20	13	22	25
Number of students, admitted through Institute level quota (N2)	0	6	1	2	0
Number of students, admitted through Lateral Entry (N3)	0	13	23	19	18
Total number of students admitted in the programme(N1 + N2 + N3)	23	39	37	43	43

**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	23		
2019-20	39	12	
2018-19	37	6	21
2017-18 (LYG)	43	4	11
2016-17 (LYGm1)	43	15	19
2015-16 (LYGm2)	28	5	8

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 period [Total of with Backlog + without Backlog]	
		I year	II year
2020-21	23		
2019-20	39	23	
2018-19	37	9	30
2017-18 (LYG)	43	13	21
2016-17 (LYGm1)	43	19	32
2015-16 (LYGm2)	28	9	14

#### 4.1 Enrolment Ratio (20)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&Progid=36&QuestID=197\)](#)

[Edit](#)

	N (From Table 4.1)	N1 + N2 (From Table 4.1)	Enrollment Ratio [(N1 + N2 / N)*100]
2020-21	30	23	76.67
2019-20	30	26	86.67
2018-19	30	14	46.67

Average [ (ER1 + ER2 + ER3) / 3 ] : 70.00

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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=152\)](#)

*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 =  $40 \times \text{Average SI}$

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)	43.00	43.00	28.00
Number of students who have graduated without backlogs in the stipulated period (Y)	11.00	18.00	8.00
Success Index [ SI = Y / X ]	0.26	0.42	0.29

Average SI [ (SI1 + SI2 + SI3) / 3 ] : 0.32

Assessment [40 \* Average SI] : 12.80

4.2.2 Success rate in stipulated period (20) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=162\)](#)

*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 =  $20 \times \text{Average SI}$

**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 Grad (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)	43.00	43.00	28.00
Number of students who have passed in the stipulated period (Y)	21.00	29.00	14.00
Success Index [ SI = Y / X ]	0.49	0.67	0.50

Average SI[ ( SI1 + SI2 + SI3 ) / 3 ]: 0.55

Assessment [20 \* Average SI] : 11.07

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

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=170\)](#)

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)	2015-16(
Mean of CGPA or mean percentage of all successful students(X)	8.62	7.78	7.53
Total number of successful students(Y)	21.00	29.00	14.00
Total number of students appeared in the examination(Z)	21.00	32.00	14.00
API [ X*(Y/Z) ]:	8.62	7.05	7.53

Average API [ (AP1 + AP2 + AP3)/3 ] : 7.73

Assessment [1.5 \* Average API] : 11.60

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

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=180\)](#)

Academic Performance Level =  $2.0 * \text{Average API}$

$\text{API} = ((\text{Mean of } 2^{\text{nd}} \text{ Year Grade Point Average of all successful Students on a 10 point scale}) \text{ or } (\text{Mean of the percentage of marks of all successful students in Second Year/ 10})) \times (\text{successful students/number of students appeared in the examination})$

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

[Edit](#)

Academic Performance	2018-19(CAYm2)	2017-18(LYG)	2016-17(
Mean of CGPA or mean percentage of all successful students(X)	7.84	7.62	6.81
Total number of successful students (Y)	30.00	21.00	32.00
Total number of students appeared in the examination (Z)	32.00	32.00	37.00
API [ X * (Y/Z) ]	7.35	5.00	5.89

Average API [ (AP1 + AP2 + AP3)/3 ] : 6.08

Assessment [  $2.0 * \text{AverageAPI}$  ] : 12.16

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

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=190\)](#)

Academic Performance Level =  $2.5 * \text{Average API}$

$\text{API} = ((\text{Mean of } 1^{\text{st}} \text{ Year Grade Point Average of all successful Students on a 10 point scale}) \text{ or } (\text{Mean of the percentage of marks of all successful students in First Year/ 10})) \times (\text{successful students/number of students appeared in the examination})$

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

[Edit](#)

Academic Performance	2019-20 (CAYm1)	2018-19 (CAYm2)	2017-18 (
Mean of CGPA or mean percentage of all successful students(X)	7.57	7.17	6.87
Total number of successful students(Y)	23.00	9.00	13.00
Total number of students appeared in the examination(Z)	26.00	14.00	24.00
API [ X*(Y/Z) ]:	6.70	4.61	3.72

Average API [ (AP1 + AP2 + AP3)/3 ] : 5.01

Assessment [  $2.5 * \text{AverageAPI}$  ] : 12.52

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

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=195\)](#)

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 Year Batch,LYGm2)
Total No of Final Year Students(N)	21.00	32.00	14.00
No of students placed in the companies or goverment sector(X)	8.00	10.00	3.00
No of students admitted to higher studies (Y)	11.00	21.00	11.00
No. of students turned entrepreneur in the respective field of engineering/technology (Z)	2.00	1.00	0.00
Placement Index [((1.25 * X) + Y + Z) / N] :	1.10	1.08	1.05

Average Placement [ (P1 + P2 + P3)/3 ] : 1.08

Assessment [ 40 \* Average Placement] : 43.20

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 : Electronics & Telecommunication Engg.**

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

[Edit](#)

S.No	Student Name	Enrolment No	Employee Name	Appointment No	Action
1	Bathe Ashwini Kailas	1709920035	Bajaj Auto Limited	2509902	Delete
2	Bhor Anil Raju	1809920056	AMPHENOL INTERCONNECT	CN042109574	Delete
3	Dale Ganesh Dagadu	1809920057	DIA aluminium ind Pvt Ltd	584	Delete
4	Futane Payal Tanaji	1709920020	Bajaj Auto Limited	2506839	Delete
5	Gunjal Mangesh Ankush	1809920060	Jabil circuit India Pvt Ltd	RK10001672	Delete
6	Khandagale Aniket Navnath	1809920063	Jabil circuit India Pvt Ltd	KU10001159	Delete
7	Nichit Sarika Suresh	1709920025	Bajaj Auto Limited	2506664	Delete
8	Phapale Nikita Dattatraya	1809920067	Bajaj Auto Limited	2506484	Delete

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

[Edit](#)

S.No	Student Name	Enrolment No	Employee Name	Appointment No	Action
1	AHER ANUSHKA DIPAK	1509920078	Thermotech Engg. & Service	TSPL/ADMN/19-20/592	Delete
2	SALVE RESHMA PANDURAN	1609920259	Shubham Enterprises	1998	Delete
3	BANGAR SARIKA MARUTI	1709920001	CWF	QS1589137	Delete
4	BHANDARI ASHWINI BABAJI	1709920003	Yashaswi	C13294	Delete
5	CHAUDHARI NIKITA SURESH	1709920004	TATA motors Ltd	590804	Delete
6	HANDE CHITALI BHASKAR	1709920010	Sedamac Mechatronics Pvt L	100989	Delete
7	JAGTAP DHANANJAY SUBHA	1709920011	John Deer Ind Pvt Ltd	52369	Delete
8	POKHARKAR SNEHAL SUNIL	1709920012	Lucas TVS	C8310	Delete
9	RAYKAR KOMAL SANJAY	1709920014	Prompt Industrial Services P	7694	Delete
10	GAIKWAD KAJAL SANJAY	1709920006	Thermotech Engg. & Service	TSPL/ADMN/19-20/609	Delete

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

[Edit](#)

S.No	Student Name	Enrolment No	Employee Name	Appointment No	Action
1	SALAKE NAMDEV PANDURAN	1509920075	Amphenol	94038	Delete
2	KHADAKE SONAL SIKANDAR	1609920194	Spark Minda	32569	Delete
3	JORI SHITAL TANAJI	1609920188	Sedmac Mechatronics Pvt Lt	100943	Delete

#### 4.7 Professional Activities (20)

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

(The Department shall provide relevant details)

[Edit Answer](#)

### **Electronics and Telecommunication Engineering Students Association**

Team EESA 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 EESA 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>2019-20</b>	Quiz Competition	Technical Quiz Organized By EESA	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 EESA	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	51	28/09/2019	2019-20
2	ENGLISH QUIZ	QUIZ COMPETITION	STATE LEVEL	51		
3	SCIENCE QUIZ	QUIZ COMPETITION	STATE LEVEL	51		
4	MATH QUIZ	QUIZ COMPETITION	STATE LEVEL	51		
5	TECHNO -SAPIEN -18	QUIZ COMPETITION	STATE LEVEL	76	27/09/2018	2018-19

#### 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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=484\)](#)

[Edit Answer](#)

List of publications:

- College magazine – Yearly publication
- Department Newsletter- ELECTRA TECH TALK- Yearly publication
- College Newsletter- Samarth Insider News Yearly 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
	2019-20	Volume 4, Issue 1		

2018-19	Volume 3, Issue 1	

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

B. Participation of Students from the program (2) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=485\)](#)

[Edit Answer](#)

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

4.7.3 Participation in inter-institute / state/national events by students of the program of study (5)

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=486\)](#)

(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

Sr. No.	Student Name	Class	Organization	Sub Event	Event Level	Date of Event
1	ADITYA JAYSING BHOR	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO SAPIEN-2019-20	STATE LEVEL	28-09-19
2	SHRIKANT BHAGVAT PAUL	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
3	SAHIL SHARAD WAGH	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
4	RUSHIKESH DILIP TEMGIRE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
5	SWATI DATTATRAY PHAPALE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
6	PRIYANKA LALCHAND KAKADE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
7	ROHINI ASHOK SHINDE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
8	POONAM VIJAY TEMGIRE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
9	HARSHADA RAJENDRA LAMKHADE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
10	AMRUTA RAMESH SHINDE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
11	SHRUTI SITARAM DAREKAR	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
12	ANIL RAJU BHOR	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
13	GANESH RAVINDRA DAULE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
14	AKSHAY SANJAY GHOLAP	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
15	AKSHADA PRAVIN KANASE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
16	PRASHANT KISAN NICHT	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
17	SANIKA NATHU BODAKE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
18	PRATIKSHA JALINDAR PHAPALE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
19	MANGESH ANKUSH GUNJAL	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
20	TEJAS RAJENDRA UBALE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
21	SUNITA HANUMANT NICHT	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
22	JOTSNA BABAJI DATE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
23	ANIKET NAVANATH KHANDAGALE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
24	ANUSHKA GORAKSHANATH SHIROLE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
25	PRANALI PRAKASH BELOTE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19

26	NIKITA SHANTARAM PANMAND	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
27	YOGITA DATTATRAY DHANWADE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
28	DEVIIKA VINAYAK JADHAV	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
29	VAISHNAVI VISHVNATH KSHIRSGAR	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
30	RUTIK SANJAY SHINDE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
31	SHRIRAM YEWALE DHANANJAY	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
32	BHAGYASHRI SHAHAJI SHENDKAR	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
33	DURGA BHAUSAHEB GUND	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
34	KIRAN ARUN SHELKE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
35	TUSHAR VILAS ADAK	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
36	NISHANT SUNIL UNDE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
37	ADITYA SUNIL KHARADE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
38	PAYAL TANAJI FUTANE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
39	SARIKA SURESH NICHIT	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
40	KAJAL NANABHAI TEMGIRE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
41	ANKITA MACHHINDRA TEMGIRE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
42	RUTUJA BHIVSEN DUKARE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
43	SIMRAN ASIF MOMIN	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
44	NAJERA AJMUDDIN INAMDAR	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
45	NIKITA DATTATRAY PHAPALE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
46	SHIVANI SHIVAJI GUND	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
47	ASHWINI KAILAS BATHE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	STATE LEVEL	28-09-19
48	RUTIK BALASAHEB GUND	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION TECHNO-SAPIEN-2019-20	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	Date
1	GANESH DAGADU DALE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0

2	RUTIK SANJAY SHINDE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
3	ADITYA SUNIL KHARADE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
4	SHUBHAM MADHUKAR UDAGE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
5	SHIRIRAM YEWALE DHANANJAY	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
6	ANIL RAJU BHOR	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
7	SHRENİK GANESH PARAVE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
8	ABHAY SANTOSH LAMKHADE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
9	NISHANT SUNIL UNDE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
10	ANIKET NAVANATH KHANDAGALE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
11	MANGESH ANKUSH GUNJAL	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
12	PRATIKSHA RAVINDRA ANDHALE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
13	SHRUTI SITARAM DAREKAR	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
14	AKSHADA SUNIL GHOLAP	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
15	SUSHAMA LAXMAN BAGATE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
16	CHAITALI BHASKAR HANDE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
17	ROHINI ASHOK SHINDE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
18	ASHWINI BABAJI BHANDARI	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
19	AMRUTA RAMESH SHINDE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
20	SARIKA SURESH NICHIT	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	TECHNO-SAPIEN-18- QUIZ COMPETITION	STATE LEVEL	27-0
21	SNEHAL SUNIL POKHARKAR	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
22	KAJAL SANJAY GAIKWAD	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
23	UJWALA DATTATRAY SHINDE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
24	RANI MOTIRAM GAYKAR	THIRD YEAR	AMARTH POLYTECHNIC BELHE	QUIZ COMPETITION S	STATE LEVEL	27-0
25	RESHMA PANDURANG SALVE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
26	NIKITA SURESH CHAUDHARI	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
27	SONALI DAYANAND BELOTE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
28	HARSHADA SANDIP MORE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
29	PRATIKSHA PRAKASH BHOSALE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
30	KAVERI GORAKSH KADAM	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
31	PRAGATI RAMDAS LAMKHADE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
32	SARIKA MARUTI BANGAR	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
33	RESHMA GORAKSHNATH THUBE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
34	RUTUJA SANJAY KADAM	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
35	AKSHADA BABASAHEB THUBE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
36	SONALI POPAT SHINDE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
37	AARTI SHANTARAM SHINDE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
38	RUTIKA SHIVAJI ZAWARE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
39	ASHWINI PANDURANG GUNJAL	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0

40	ANUSHKA DIPAK AHER	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
41	KOMAL SANJAY RAYKAR	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
42	SHITAL BHARAT KORADE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
43	AMISHA RAJENDRA ROKADE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
44	PARASRAM KAKASAHEB SATALE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
45	ABHIJIT SURESH SONAWANE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
46	RANJIT KHANDU PAWAR	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
47	PRADIP SOMNATH KOLHE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
48	VINOD CHINTAMAN MORE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
49	RAHUL VITHHAL GADEKAR	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
50	GAURAV NAMDEV JADHAV	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
51	SANKET BABAJI SHINDE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
52	SANKET BABAJI SHINDE	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
53	AKSHAY DATTATRAY GUNJAL	THIRD YEAR	SAMARTH POLYTECHNIC BELHE 2	QUIZ COMPETITION	STATE LEVEL	07-0
54	SHYAM RAMESH TALEKAR	THIRD YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
55	ASHWINI KAILAS BATHE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
56	SHIVANI SHIVAJI GUND	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
57	NAJERA AJMUDDIN INAMDAR	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0
58	HARSHADA RAJENDRA LAMKHADE	SECOND YEAR	SAMARTH POLYTECHNIC BELHE	QUIZ COMPETITION	STATE LEVEL	27-0

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### Part B

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

Total Marks 140.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=198\)](#)

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	Associate Type
			CAY (2020-21)	CAYm1 (2019-20)	CAYm2 (2018-19)					
JADHAV RAHUL RAMESH	M.E/M.Tech	VLSI and EMBEDDED SYSTEM	100	100	100	4		HOD	17/06/2013	Regular
KAPILE ANIL SAHEBRAO	M.E/M.Tech	INSTRUMENTATION AND CONTROL ENGINEERING	80	100	66	3		Principal	01/06/2018	Regular
CHANDRE VIKAS SAHEBRAO	M.E/M.Tech	VLSI and EMBEDDED SYSTEM	100	100	100	5		Lecturer	09/07/2014	Regular
SATPUTRE ADINATH SHANKAR	M.E/M.Tech	VLSI and EMBEDDED SYSTEM	100	100	100	4		Lecturer	03/09/2011	Regular
GHIGE SUJATA KAILAS	B.E/B.Tech	ELECTRONICS and TELECOMMUNICATION	100	76	100	1		Lecturer	26/12/2016	Regular
TRIBHUVAN SANDIP BHAGWAT	B.E/B.Tech	INSTRUMENTATION ENGINEERING	47	39	41	2		Lecturer	06/01/2014	Regular
KAKADE ASMITA SITARAM	M.E/M.Tech	VLSI and EMBEDDED SYSTEM	0	88	0	2		Lecturer	13/12/2018	Regular

KANADE KIRAN AABASAHEB	M.E/M.Tech	VLSI and EMBEDDED SYSTEM	43      46      48	3		Lecturer	16/09/2016	Regular
MUNDHE YOGESH SHANKAR	M. Sc (Physics)	PHYSICS	22      18      22			Lecturer	01/08/2016	Regular
KAKADE SUNIL RAMDAS	MA (English)	ENGLISH	24      19      0			Lecturer	09/07/2019	Regular
KADU SACHIN SHIVAJI	M.Sc (Maths)	MATHEMATICS	33      33      0			Lecturer	27/06/2019	Regular
WAHAL RAMESHWAR GANPAT	M.E/M.Tech	Computer Engineering	22      17      18	4		Lecturer	05/11/2015	Regular
MORE SWAPNALI SAHEBRAO	B.E/B.Tech	Mechanical Engineering	0      10      18			Lecturer	19/07/2016	Regular
RAHANE NALINI BHIMAJI	B.E/B.Tech	Production Engineering	0      17      0			Lecturer	09/07/2013	Regular
KANDHARE SANJAY BABAN	M.Sc. (Chemistry)	Chemestry	22      18      22			Lecturer	14/12/2009	Regular
MOMIN HUSEN SHAMSHUDDIN	B.E/B.Tech	Mechanical Engineering	18      0      0	1		Lecturer	01/06/2019	Regular
DUMBRE VRUSHALI KIRAN	M.Sc	Mathematics	0      0      33			Lecturer	04/07/2014	Regular
DUKARE SUNITA RAMDAS	MA (English)	English	0      0      24			Lecturer	18/08/2008	Regular
SHELKE BHAGYASHRI NATRAJ	B.E/B.Tech	ELECTRONICS and TELECOMMUNICATION	100      0      0	0		Lecturer	01/08/2020	Regular
KURHADE NUTAN PRAVIN	B.E/B.Tech	COMPUTER ENGINEERING	0      0      15	3		Lecturer	28/08/2017	Regular

[Save](#)

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

Total Marks 25.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=199\)](#)

Institute Marks

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**

**Save**

<b>Year</b>	<b>N</b>	<b>F</b>	<b>SFR=N/F</b>
2020-21(CAY)	132	8.11	16.28
2019-20(CAYm1)	157	7.81	20.10
2018-19(CAYm2)	183	7.07	25.88

**Average SFR : 20.75**

**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)	16	0
CAYm1(2019-20)	17	0
CAYm2(2018-19)	14	0

## 5.2 Faculty Qualification (25)

Total Marks 20.00

5.2.1 Faculty Qualification Index (20) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=200\)](#)

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

	X	Y	F	<b>FQ = 2 x [(10X + 7Y) / F ]</b>
2020-21	6	10	5.00	52.00
2019-20	7	10	6.00	46.67
2018-19	6	8	7.00	33.14

Average Assessment : 43.94

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

Institute Marks

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=470\)](#)



Write Answer

## 5.3 Faculty Retention (20)

Total Marks 15.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=201\)](#)

Institute Marks

15.00

[Edit](#)

Description	2019-20 (CAYm1)	2020-21 (CAY)
No of Faculty Retained	13	12
Total No of Faculty	14	14
% of Faculty Retained	93	86

Average : 89.28

Assessment Marks : 15.00

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

Total Marks 30.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=202\)](#)

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

[Edit](#)

Name of the faculty	Max 5 Per Faculty			Action
	2018-19 (CAYm2)	2019-20 (CAYm1)	2020-21 (CAY)	
DUKARE SUNITA RAMDAS	0.00	0.00	0.00	Delete
KANADE KIRAN AABASAHEB	0.00	5.00	5.00	Delete
MOMIN HUSEN SHAMSHUDDIN	0.00	2.00	5.00	Delete
CHANDRE VIKAS SAHEBRAO	2.00	5.00	5.00	Delete
DUMBRE VRUSHALI KIRAN	0.00	0.00	0.00	Delete
GHIGE SUJATA KAILAS	2.00	5.00	5.00	Delete
JADHAV RAHUL RAMESH	5.00	5.00	5.00	Delete
KADU SACHIN SHIVAJI	0.00	0.00	0.00	Delete
KAKADE ASMITA SITARAM	2.00	5.00	0.00	Delete
KAKADE SUNIL RAMDAS	0.00	0.00	0.00	Delete
KANDHARE SANJAY BABAN	0.00	0.00	0.00	Delete
KAPILE ANIL SAHEBRAO	2.00	5.00	5.00	Delete
KURHADE NUTAN PRAVIN	2.00	5.00	5.00	Delete
MORE SWAPNALI SAHEBRAO	0.00	0.00	0.00	Delete
MUNDHE YOGESH SHANKAR	0.00	0.00	0.00	Delete
RAHANE NALINI BHIMAJI	0.00	0.00	0.00	Delete
SATPUTE ADINATH SHANKAR	5.00	5.00	5.00	Delete
SHELKE BHAGYASHRI NATRAJ	0.00	0.00	5.00	Delete
TRIBHUVAN SANDIP BHAGWAT	0.00	5.00	5.00	Delete
WAHAL RAMESHWAR GANPAT	5.00	5.00	2.00	Delete
<b>Sum</b>	<b>25.00</b>	<b>52.00</b>	<b>52.00</b>	
<b>RF = Number of Faculty required to comply with 25:1 SFR as per the above table</b>	<b>7.32</b>	<b>6.28</b>	<b>5.28</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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=471\)](#)

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)	Machine Learning and its Application in Industry Domain	5 June to 6 June 2020	2	State Level
2)	Use of IOT in healthcare	11 June to 12 June 2020	2	State Level
3)	Robotic Process Automation	18 June to 19 June 2020	2	State Level
4)	Emerging Telecom Technologies-Free space optics	12 feb 2021 to 13 feb 2021	2	State Level
5)	Computer Network and Communication	5 April to 6 April 2021	2	State Level
6)	Mechatronics	7 April to 8 April 2021	2	State Level

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

Total Marks 8.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=203\)](#)

Institute Marks

Product development, Consultancy, Manufacturing contracts, Testing Contracts resulting into revenue generation

8.00

[Edit Answer](#)

<b>Year of Development</b>	<b>Product Name</b>	<b>Details</b>	<b>Beneficiaries</b>
2020-21	<b>Wireless Temperature Detector For Covid Safety</b>	Develop the project which is helpful to detect the patient	03
	<b>Indoor Air Quality Flammable Gas Detector</b>	Develop the project for leakage of any gas which is detected it is very useful for Society	04
2019-20	<b>Fire Fighting Robot</b>	Develop the Project for prevention and security Purpose	04
	<b>Automatic Sweep Cleaner Robot</b>	Develop the Project for Cleaning purpose	03
	<b>Smart Grid System</b>	Develop the Project for Solution of today's power failure Condition	03
2018-19	<b>Smart Helmet System</b>	Develop the Project Security and Safety purpose	04
	<b>Smart Irrigation System</b>	Develop the Project for Saving the water and how to developed the farm	04
	<b>Women Safety Jacket</b>	Develop the Project Security and Safety purpose	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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=204\)](#)

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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=472\)](#)

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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=473\)](#)

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.Kapile A.S.	ME	2007
Mr.Chandre V.S.	ME	2016
Mr.Jadhav R.R.	ME	2019
Mr.Satpute A.S.	ME	2020
Miss.Kakade A.S.	ME	2020
Mrs.Shelke B.N.	ME	2021

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[Change Password \(../Account/ChangePassword.aspx?panel=4\)](#)[Logout](#)[Home](#)**Part B**[Back To Content Page](#)**6 FACILITIES AND TECHNICAL SUPPORT (100)****Total Marks 100.00****6.1 Availability of adequate, well equiped classrooms to meet the curriculum requirements (10)****Total Marks 10.00**[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=206\)](#)

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	05	Exclusive	For notes preparation, interaction with students, etc.	05	25 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 Practical	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

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

Total Marks 40.00

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)
1	CENTRAL WORKSHOP	20	Universal Milling M/C	Odd semester-32 Hrs.
			Lathe Machine	
			Surface Grinding M/C	
			Radial Drilling M/C	
			Shaping M/C	Even semester-24 Hrs.
			Depth Gauge	
			Bench Grinder	
			CNC Milling M/C	
			CNC Lathe M/C	
			POWER Hackshow Machine	
2	WORKSHOP-II		Spot Welding M/C	Odd semester- 04 Hrs
			Manufacturing Process Models	
			Electric Welding M/C	
			TIG Welding Setup	Even semester-04 Hrs.
			MIG Welding Setup	

20.00

[Edit Answer](#)

Sr.No.	Name of the laboratory	No of students per batch	Name of the important equipment	Weekly utilization status
1	Communication Lab	20	1. PLC kit 2. Frequency Modulation& Demodulation Kit 3. Microwave Test Bench 4. Mobile trainer kit 5. DC and DC position control system	Lab Load Odd Semester 16 hrs.
				Lab Load Even Semester 08 hrs.
2	Electrical Lab	20	1. Load bank of bulb 2. Autotransformer 3. Three phase induction motor 4. Transformer	Lab Load Odd Semester 06 hrs.
				Lab Load Even Semester 06 hrs.
3	Digital Techniques & Microcontroller Lab	20	1. Function Generator 2. DSO 3. Digital IC tester 4. Desktop	Lab Load Odd Semester 06 hrs.
				Lab Load Even Semester 06 hrs.
4	Industrial Measurement Lab	20	1. Dead Weight Pressure Tester 2. Strain Gauge 3. Rota meter 4. Rotary Encoder 5. Hygrometer 6. Logic analyzer with pattern generator 7. UV exposer	Lab Load Odd Semester 06 hrs.
				Lab Load Even Semester 06 hrs.
5	Basic Electronics Lab	20	1. Function Generator 2. DSO 3. CRO Trainer Kit 4. TV Trainer kit 5. CD player Kit 6. Amplifier with Speakers	Lab Load Odd Semester 06 hrs.
				Lab Load Even Semester 06 hrs.

C. Technical Manpower support -Eligible and Adequate (10)

Open Separately (<eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=476>)

Institute Marks

10.00

[Edit Answer](#)

- 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.

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=208\)](#)

[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	
					MISS.CHAUGULE	LAB ASSISTANT	B.E.(E&Tc)	Delete
1	COMMUNICATIO	20	4	12	MISS.CHAUGULE	LAB ASSISTANT	B.E.(E&Tc)	Delete
2	ELECTRICAL LAE	20	6	6	MISS.CHAUGULE	LAB ASSISTANT	B.E.(E&Tc)	Delete
3	INDUSTRIAL ME.	20	6	6	MRS.AUTI S.B.	LAB ASSISTANT	BSC	Delete
4	BASIC ELECTRO	20	4	6	MISS.CHAUGULE	LAB ASSISTANT	B.E.(E&Tc)	Delete
5	DIGITAL TECHNI	20	4	6	MISS.CHAUGULE	LAB ASSISTANT	B.E.(E&Tc)	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 \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=477\)](#)

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.

B. Effective Utilization (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=478\)](#)

Institute Marks

5.00

[Edit Answer](#)

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

C. Relevance to POs/PSOs (5) [Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=479\)](#)

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	PO-03
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	PO-04, PO-07 PSO-02
3	IIT Spoken Tutorial	Digital learning and courses certification	Adapting comm.and industrial skill	At the time of practical and out of college hours	Interviews, placement, Personality Development	PO-04, PO-07 PSO-02
4	IIT virtual laboratory	simulation of Electronics and computer science subjects practical's	Students are able Perform practical's at home	At the time of practical and out of college hours	All subjects	PO-04, PO-07 PSO-01
5	Pictorial/Graphics/Charts	Subjective Charts available for learning	To convey message efficiently by visual display	As per requirement of practical	All subjects	PO-01
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	PO-04 PO-07 PSO-02
7	Departmental Library	Subject Books	Making availability books.	Issuing books to students	All Subjects	PO-01 PO-02
8	Smart Class Room	Smart Board, Projector, Wi-Fi	To Conduct interactive sessions with students	All students	All Subjects	PO-04 PO-05

9	Digital Library	E-Journals, E-Books	For Students, Faculty members	For all Subject	For all Subject	PO-01,PO-07
10	NPTEL Lectures	PDF Files Video Lectures	To Better understanding of Students	For Students, Faculty members	For all Subject	PO-01 PO-07
11	Projector session	Group Discussion, Seminar, debate, Extempore, Vocabulary.	Improving communication skills	Placement, Developing personality of Students.	Motivation, Leadership, Communication skill, Personality development	PO-06
12	Models	Wooden models are available	To convey message efficiently by visual display	At the time of practical	All subjects	PO-03
13	Digital Vernier	Not necessary to calculate value	To get direct value	At the time of practical	BPH	PO-04 PSO-01
14	Toner Refilling, Printer repairing	additional practical's	To help the students to set up their own business	At the time of practical	CND	PO-04, PO-06, PO-07
15	Project Mentor	Guide the students, assessing the project activities	For complete implementation of project	At the time of practical	CPE,CPP	PO-06, PSO-02
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	-	PO-03, PO-05, PO-07,

Open Separately ([eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=209](http://eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=209))

[Add Row](#) [Save](#)

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							Delete

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

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=210\)](#)

Institute Marks

(Self-Explanatory)

10.00

[Edit Answer](#)

- 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.

**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.
- All laboratories are well furnished and have sufficient light, good ventilation and fan arrangement.

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.

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

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=211\)](#)

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	20	1:6	Ubuntu,Windows	100mbps intern	2	Delete

**6.6 Language lab (10)**

Total Marks 10.00

[Open Separately \(eSARDiplomaQuestion.aspx?Appid=5354&ProgId=36&QuestID=212\)](#)

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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## SAMARTH POLYTECHNIC

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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

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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	2.65	2.70	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	2.49	2.56	High
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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	2.44	High
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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	2.34	2.40	High
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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	2.21	2.28	High
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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	2.38	2.46	High
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Action 1: Expert lectures are conducted on project management

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

PO 7	2.46	2.53	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
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**PSO 1 : Electronics and Telecommunication Systems: Maintain various types of Electronics and Telecommunication Systems.**

PSO 1	2.36	2.42	High
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Action 1: PPT, videos, animation and diagrams are made available to student for subject which requires so they get idea

**PSO 2 : EDA Tools Usage: Use EDA tools to develop simple Electronics and Telecommunication engineering related circuits.**

PSO 2	2.32	2.38	High
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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

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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.

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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)	0.26	0.42	0.29

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

Total Marks 10.00

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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.

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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)	1.10	1.08	1.05

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

Total Marks 10.00

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Institute Marks

Assessment is based on improvement in:

10.00

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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)	8.62	7.05	7.53

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

Total Marks 10.00

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Institute Marks

10.00

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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

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Institute Marks

Assessment is based on improvement in:

10.00

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Items	2019-20 (CAYm1)	2018-19 (CAYm2)	2017-18 (CAYm3)
New Facility Created	Bio Metric Atten	Digital liabrary	Smart board

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