Sinhgad Technical Education Society's

Smt. KASHIBAI NAVALE COLLEGE OF ENGINEERING, PUNE-41

First Year Engineering Department

Sinhgad Institutes

PROJECT BASED LEARNING (PBL)

WORK BOOK

ACADEMIC YEAR: 20 ____/ 20 ____ Semester: II

Division: _____ Batch: _____ Group: _____

Project Title: _____

Area of Project: _____

First Year Engineering Department

Smt. KASHIBAI NAVALE COLLEGE OF ENGINEERING, PUNE-41

S. No. 44/1, Vadgaon (Bk), Off Sinhgad Road,
Pune – 411041

Sinhgad Institutes

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S.No. 44/1, Vadgaon (Bk), Off Sinhgad Road, Pune – 411 041.

Department of First Year Engineering

Certificate

This is to certify that, following students,

1. _____Roll No:_____
2. _____Roll No:_____
3. _____Roll No:_____
4. _____Roll No:_____
5. _____Roll No:_____

has completed all the Term Work & Practical Work in the subject **Project Based Learning (PBL)** satisfactorily in the department of First Year Engineering as prescribed by Savitribai Phule Pune University, in the academic year 20___ -20 ___.

Faculty-in-charge **Head of Department** **Principal**

Date: ___/____/_____.

Rules & Regulations:

1. Handle the workbook very carefully.
2. All students must enter the correct information in the work book.
3. All entries in the PBL work book must be verified by the concerned Supervisor/Mentor.
4. Activities planned should be completed as per the instructions and schedule given by Supervisor/Mentor.
5. Assessment of TW for Project Based Learning (PBL) is out of 25 Marks which are based on attendance, regularity of completion of activities on given time and students involvement.
6. Assessment of PR for PBL is out of 50 Marks which are based on idea inception, outcomes of PBL, problem solving skills, solution provided, final product, documentation, demonstration, contest participation, and awareness.
7. Students need to submit final report of 5 to 10 pages in the prescribed format given at the end of this workbook.

Course Objectives:

1. To emphasizes learning activities that are long-term, interdisciplinary and student-centric.
2. To inculcate independent learning by problem solving with social context.
3. To engages students in rich and authentic learning experiences.
4. To provide every student the opportunity to get involved either individually or as a group so as to develop team skills and learn professionalism.

Course Outcomes:

CO1: Project based learning will increase their capacity and learning through shared cognition.

CO2: Students able to draw on lessons from several disciplines and apply them in practical way.

CO3: Learning by doing approach in PBL will promote long-term retention of material and replicable skill, as well as improve teachers' and students' attitudes towards learning.

Group Structure:

Working in supervisor/mentor monitored groups; the students plan, manage, and complete a task/project/activity which addresses the stated problem.

1. There should be team/group of 5 -6 students
2. A supervisor/mentor teacher assigned to individual groups

Selection of Project/Problem:

The problem-based project oriented model for learning is recommended. The model begins with the identifying of a problem, often growing out of a question or "wondering". This formulated problem then stands as the starting point for learning. Students design and analyze the problem within an articulated interdisciplinary or subject frame.

A problem can be theoretical, practical, social, technical, symbolic, cultural, and/or scientific and grows out of students' wondering within different disciplines and professional environments. A chosen problem has to be exemplary. The problem may involve an interdisciplinary approach in both the analysis and solving phases.

By exemplarity, a problem needs to refer back to a particular practical, scientific, social and/or technical domain. The problem should stand as one specific example or manifestation of more general learning outcomes related to knowledge and/or modes of inquiry.

There are no commonly shared criteria for what constitutes an acceptable project. Projects vary greatly in the depth of the questions explored, the clarity of the learning goals, the content, and structure of the activity.

1. A few hands-on activities that may or may not be multidisciplinary.
2. Use of technology in meaningful ways to help them investigate, collaborate, analyze, synthesize, and present their learning.
3. Activities may include- Solving real life problem, investigation, /study and Writing reports of in depth study, field work.

Group Information:

Division: _____ Batch: _____ Group: _____

Roll No.	PRN No.	Name of Student	Mobile No.

Name of Faculty/Mentor: _____

E-mail: _____

Mobile No.: _____

Initial Survey for Finalization of Title (Literature Survey)**:**

Required H/W & S/W:

References: (Website/Books/Papers):

Figure/Circuit Diagram/Block Diagram/Flow Chart:

Abstract:

Area & Scope:

Final Title of Project: _____

Signature of PBL Coordinator/FE Coordinator

Initial Survey for Finalization of Title (Literature Survey)**:**

Required H/W & S/W:

References: (Website/Books/Papers):

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Initial Survey for Finalization of Title (Literature Survey)**:**

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References: (Website/Books/Papers):

Figure/Circuit Diagram/Block Diagram/Flow Chart:

Abstract:

Area & Scope:

Final Title of Project: _____

Signature of PBL Coordinator/FE Coordinator

Weekly Planning Sheet

Week No.	Activity Planned	Activities Completed	Signature of Students	Signature of Faculty/Mentor
1				
2				
3				
4				

Signature of PBL Coordinator/FE Coordinator

Weekly Planning Sheet

Week No.	Activity Planned	Activities Completed	Signature of Students	Signature of Faculty/Mentor
5				
6				
7				
8				

Signature of PBL Coordinator/FE Coordinator

Weekly Planning Sheet

Week No.	Activity Planned	Activities Completed	Signature of Students	Signature of Faculty/Mentor
9				
10				
11				
12				

Signature of PBL Coordinator/FE Coordinator