

Sinhgad Technical Education Society's
Smt. KASHIBAI NVALE COLLEGE OF
ENGINEERING, PUNE-41



PROJECT BASED LEARNING (PBL)

Assessment & Evaluation Record

(TW: 25 Marks)

(PR: 50 Marks)

ACADEMIC YEAR: 20 ____ / 20 ____ Semester: II

Division: _____

Batch: _____

First Year Engineering Department
Smt. KASHIBAI NVALE COLLEGE OF ENGINEERING
PUNE-41

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

Course Objectives:

1. To emphasize learning activities that are long-term, interdisciplinary and student-centric.
2. To inculcate independent learning by problem solving with social context.
3. To engage 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.

Assessment:

The institution/head/mentor is committed to assessing and evaluating both student performance and program effectiveness.

Progress of PBL is monitored regularly on weekly basis. Weekly review of the work is necessary. During process of monitoring and continuous assessment AND evaluation the individual and team performance is to be measured. PBL is monitored and continuous assessment is done by supervisor /mentor and authorities.

Students must maintain an institutional culture of authentic collaboration, self-motivation, peer-learning and personal responsibility. The institution/department should support students in this regard through guidance/orientation programs and the provision of appropriate resources and services. Supervisor/mentor and Students must actively participate in assessment and evaluation processes.

Group may demonstrate their knowledge and skills by developing a public product and/or report and/or presentation.

1. Individual assessment for each student (Understanding individual capacity, role and involvement in the project)
2. Group assessment (roles defined, distribution of work, intra-team communication and togetherness)
3. Documentation and presentation

Evaluation and Continuous Assessment:

It is recommended that the all activities are to be record and regularly, regular assessment of work to be done and proper documents are to be maintained at college end by both students as well as mentor (you may call it PBL work book).

Continuous Assessment Sheet (CAS) is to be maintained by all mentors/department and institutes.

Recommended parameters for assessment, evaluation and weightage:

1. Idea Inception **(5%)**
2. Outcomes of PBL/ Problem Solving Skills/ Solution provided/ Final product **(50%)** (Individual assessment and team assessment)
3. Documentation (Gathering requirements, design & modeling, implementation/execution, use of technology and final report, other documents) **(25%)**
4. Demonstration (Presentation, User Interface, Usability etc) **(10%)**
5. Contest Participation/ publication **(5%)**
6. Awareness /Consideration of -Environment/ Social /Ethics/ Safety measures/Legal aspects **(5%)**

PBL workbook will serve the purpose and facilitate the job of students, mentor and project coordinator. This workbook will reflect accountability, punctuality, technical writing ability and work flow of the work undertaken.

References:

- Project-Based Learning, Edutopia, March 14, 2016.
- What is PBL? Buck Institute for Education.
- www.schoolology.com
- www.wikipedia.org
- www.howstuffworks.com

Group Information:

Division: _____

Batch: _____

Group: _____

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

Name of Faculty/Mentor: _____

e-mail: _____

Mobile No.: _____

Name & Signature of Faculty/Mentor:

Date of Practical:

Group - I

Progress report by Faculty/Mentor in brief: _____

Group - II

Progress report by Faculty/Mentor in brief: _____

Group - III

Progress report by Faculty/Mentor in brief: _____

Date of Practical:

Group - I

Progress report by Faculty/Mentor in brief: _____

Group - II

Progress report by Faculty/Mentor in brief: _____

Group - III

Progress report by Faculty/Mentor in brief: _____

Signature of PBL Coordinator/FE Coordinator

Date of Practical:

Group - I

Progress report by Faculty/Mentor in brief: _____

Group - II

Progress report by Faculty/Mentor in brief: _____

Group - III

Progress report by Faculty/Mentor in brief: _____

Date of Practical:
Group - I Progress report by Faculty/Mentor in brief: _____ _____ _____ _____ _____ _____ _____
Group - II Progress report by Faculty/Mentor in brief: _____ _____ _____ _____ _____ _____ _____
Group - III Progress report by Faculty/Mentor in brief: _____ _____ _____ _____ _____ _____ _____

Signature of PBL Coordinator/FE Coordinator

Date of Practical:

Group - I

Progress report by Faculty/Mentor in brief: _____

Group - II

Progress report by Faculty/Mentor in brief: _____

Group - III

Progress report by Faculty/Mentor in brief: _____

Date of Practical:

Group - I

Progress report by Faculty/Mentor in brief: _____

Group - II

Progress report by Faculty/Mentor in brief: _____

Group - III

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Signature of PBL Coordinator/FE Coordinator

Date of Practical:

Group - I

Progress report by Faculty/Mentor in brief: _____

Group - II

Progress report by Faculty/Mentor in brief: _____

Group - III

Progress report by Faculty/Mentor in brief: _____

Signature of PBL Coordinator/FE Coordinator

W-week

Division: _____ **Batch:** _____

[illegible]

Principal

W-week

W-week

[illegible]

Name & Signature of Faculty/Mentor: _____

H.O.D.

Principal

Division: _____ **Batch:** _____

Name & Signature of Faculty/Mentor: _____

Principal