6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and Avenues for career development/ Progression

- **The institution has Avenues for career development/ Progression**

Sample Format for Application for career development and growth

Navsahyadri Education Society's
Group of Institutions
Sr. No. 69, 70& 71, Naigaon, Pune, Tal- Bhor, Dist. - Pune.

To,

Date:

Mr. P. N. Suke

President

Navsahyadri Education Society's Group of Institutions

Naigaon Nasrapur Tal- Bhor Dist- Pune 412213

Sub:- Seeking Approval for pursuing MBA/PG/Ph.D

I Mr. _____ working in Navsahyadri Education Society's Group of Institutions Naigaon Pune since the inception of this institute. At present I am. Working as Asst. Administrative Officer in this institute. I have taken admission for MBA/PG/Ph.D course. I am herewith seeking your approval for continuation of my study.

I herewith requesting you to consider my application and give me the permission for continuation my study.

Yours Sincerely

(Mr./Prof/Dr)

Navsahyadri Group of Institutes
Faculty of Management
Sr. No. 69, 70& 71, Naigaon, Pune, Tal- Bhor, Dist. - Pune.

NESGI/Fom2022-23/

To, **Date:**

Mr. P. N. Suke

President

Navsahyadri Education Society's Group of Institutions

Naigaon Nasrapur Tal- Bhor Dist- Pune 412213

Sub - Applications forwarded for approval of those who are doing Research/ Degree/ Higher Studies or Graduate level Programs.

Respected Sir,

With reference to the above mentioned circular, NESGI/Fom2022-23/-------- Dated: ------- we are herewith forwarding you the details of staff who are doing Research/Degree/ Higher Studies or Graduate level Programs.

Sr.No	Description	Designation	Research/ Degree/Post Graduation	Institute Name & University	Year Of Admission
1					
2					
3					
4					
5					
6					
7					

Yours Sincerely

(Mr./Prof/Dr)

- **The institution has avenues for career development/ Progression**

ACTIVITY REPORT

Title of Activity **:** A Report on One Week Faculty Development Program, "Innovate Practices in Teaching Learning Process"

Date **:** 19/12/2023 to 19/12/2023

Time : 9.30am to 4.15pm

Place **:** Dr A.P.J Abdul Kalam Seminar Hall, Navsahyadri Group of Institutions, Pune

Co-ordinator **:** Prof A.R.Kalyane
Dr S.K.Suman
Prof P.C.Shivtare

Target audience **:** Faculty members of Engineering, Polytechnic Colleges, Research Scholars, Post Graduate Students and Professionals from industries.

Total Number of Faculty Participated: 70

Objectives:

1. To promote the professional teaching practices related to technical education.
2. To improve the faculty's teaching abilities and equip them with the innovative teaching practices.

Outcome of Activity:

The FDP imparted motivation and nurturing faculty members, develop professional competence in the area of outcome based education system. This would help in developing learning driven student engagement tools also covered under the NEP 2020 guidelines. All the participants participated with great enthusiasm.

Activity Description:

A One Week Faculty Development Program on "Innovate Practices in Teaching Learning Process was conducted from 19/12/2023 to 23/12/2023.Resource persons from NIT's, Government colleges and educational fields visited the institution for delivering sessions.

Total 573 participants attended the FDP online and offline mode. Participants from 12 states such as Madhya Pradesh, Chhattisgarh , Rajasthan, Haryana, Karnataka etc attended the FDP.

Day 1: 19/12/2023

Session 1 : 9.30am to 11.15 am

The resource person for Day 1,Session 1, Dr B.B. Ahuja(Vice Chancellor, JSPM University, Wagholi ,Pune) visited for the inaugural ceremony of National Level One week Faculty Development Program. He highlighted on various innovative practices to be used in the classroom for student's effective learning. The changing world also requires change in effective teaching patterns by every teacher was the message given to all the participants. More than 573 people attended the FDP from 12 states across India.

Session 2 : 11.30am to 4.15pm

The resource person for Day 1,Session 2, Dr Vilas Pharande (Principal, Arvind Gavali College of Engineering, Satara) delivered a session on the topic of 'CO-PO Mapping'. He explained that CO-PO Mapping has now become a crucial element of the New Education Policy 2020 and also for NBA Accreditation. He also motivated all the faculties to first set and prioritize a goal, follow teaching methods that would help them reach the end-result, and compare the final output with the expected goal. You can understand the students' behavior – their strengths, areas where they struggle, and of course their current performance in order to figure out strategies for better learning outcomes. Outcome based education assessment reports that go through the Bloom's Taxonomy checkpoints would be considered.

Day 2: 20/12/2023

Session 1 : 9.30am to 11.15 am

The resource person for Day 2, Session 1, Dr Bala Subramanian (Dean Academics, Defence Institute of Advanced Technology, Pune) delivered a session on the topic of 'Teaching Methodologies'. He focused on Student-centric discussion is a teaching method that helps students to get a better understanding of subjects or concepts of engineering via participation and cooperation. comprehension, speaking, and listening abilities, which are reflected in their evaluations. Emphasis is to go beyond the traditional Chalk & Talk methods in order to maximize teaching effectiveness in the fast-changing technologies in engineering. A chart/model is a good means or aid of teaching. It brings environment to the process of teaching inside the class indirectly. The purpose is to give life to the theoretical learning. It facilitates the process of presentation in class through model. Field trips give opportunities for incorporating out-of-class and real life experiences into a particular course. This may take the form of field trips to relevant locations, or it may be more project-based field work with students regularly visiting or working at one site as part of a course project. These generate interest and enthusiasm in the student to learn the courses well, when they can link classroom learning to real life applications. Assigning tasks to small groups during class can have many benefits, such as involving students in their own learning, making course topics come to life, deepening students' knowledge and developing teamwork skills.

Session 2 : 11.30am to 1.30 pm

The resource person for Day 2, Session 2, Dr Bala Subramanian (Dean Academics, Defence Institute of Advanced Technology, Pune) delivered a session on the topic of 'Teaching Models'. As teachers help students to acquire information, ideas, skills, values, ways of thinking and means of expressing themselves, they also teach them how to learn. They are prescriptive teaching strategies designed to accomplish particular teaching goals. When a teacher identifies a goal, selects a particular strategy designed to attain that goal, we can say that he is using a model approach. Simply put, models deal with the ways in which learning environments and instructional experiences can be constructed, sequenced, or delivered. They may provide theoretical or instructional frameworks, patterns, or examples for any number of educational components — curricula, teaching techniques, instructional groupings, classroom

management plans, content development, sequencing, delivery, the development of support materials, presentation methods, etc. A teacher must develop his own teaching model to help him to organize effective teaching and to bring out the best in his teaching. Teaching models are the paradigms or hypotheses of teaching and help to formulate theories of teaching. It may be also useful in developing social efficiency, personal abilities and behavioural aspects of the students, thus improving human relation and raising the standard of education. For maximum effect, models are used in combinations. The nature of the topic, presentation method and classroom environment will direct the teacher to select a particular model for teaching the concerned topic. Hence they can implement the models of teaching in their professional life and make wonders in their classroom interactions.

Session 3 : 2.15 pm to 4.15 pm

The resource person for Day 2,Session 3, Dr Bala Subramanian (Dean Academics, Defense Institute of Advanced Technology, Pune) delivered a session on the topic of 'Patents and IPR'. He explained that IPR provide certain exclusive rights to the inventors or creators of that property, in order to enable them to reap commercial benefits from their creative efforts or reputation. There are several types of intellectual property protection like patent, copyright, trademark, etc. Patents give their owners control over their invention. These valuable assets provide a competitive advantage. Beyond this, a strong patent portfolio can reassure investors and increase margins, and using your patents strategically can improve

your bottom line. A patent grants its owner an exclusive right to prevent others from taking advantage of the owner's creative idea or goodwill that the owner has developed for the products and processes by making, importing, offering for sale, selling, or using the owner's patented invention. It confers on the owner the right to exclude others from exploiting the invention covered by the patent without the owner's permission or approval and to prevent competitors from enjoying the same rights. Investors may perceive a granted patent as a proof of concept of high-level technological capacity when evaluating a business opportunity.

Day 3: 21/12/2023

Session 1 : 9.30am to 11.15 am

The resource person for Day 3, Session 1, Prof Vahida Pathan (Founder and Director at NEORARE Services LLP Pune, Maharashtra) delivered a session on the topic of 'Motivation and ethics in Teaching'. Motivated students are going to be inclined to want to learn and be more willing to accept the challenges that may come with the learning process. If students want to learn, then they are going to be more likely to work hard in class, study and complete homework at home, have a desire to fix mistakes, and potentially even motivate or spark the interest of their peers. Motivation comes with many benefits including increases in effort, energy, persistence, and creativity, enhanced cognitive processing, better school attendance, and the overall betterment of a student's well-being. Teachers' professional ethics and

accountability establish a foundation of integrity, transparency, and fairness. It means that every student, regardless of their background or abilities, receives an equal opportunity to succeed.

Session 2 : 11.30am to 1.30 pm

The resource person for Day 1, Session 2, Prof Vahida Pathan (Founder and Director at NEORARE Services LLP Pune, Maharashtra) delivered a session on the topic of 'Innovative Practices in Teaching'. Innovative teaching strategies are beneficial because they create a more engaging learning environment. By providing various ways for students to interact with the material, these strategies can help them gain a deeper understanding of the subject matter. Recognizing that students are better served by a flipped classroom where they watch lectures at home and complete assignments in the classroom. Introducing more technology in the classroom to create a blended classroom where students experience technology as they would in the real world. Embracing innovation in education promotes critical thinking, a sense of adventure, and an openness to adapt that will serve our students in the classroom. It will provide them with the necessary tools to tackle the challenges of their future workplace and give them the confidence and skills to continue to adapt.

Session 3 : 2.15 pm to 4.15 pm

The resource person for Day 1,Session 3, Prof Vahida Pathan (Founder and Director at NEORARE Services LLP Pune, Maharashtra) delivered a session on the topic of 'Emotional Intelligence'. In this session, she also took one Activity. All the faculties were divided into different teams and they were made to prepare tallest and strongest tower out of newspapers. This activity imposed the strength of team building and emotional intelligence. Having a high level of emotional intelligence allows you to empathize with others, communicate effectively, and be both self and socially aware. How we respond to ourselves and others impacts our home and work environments. Living in this world means interacting with many different types of people, as well as constant change and surprises. Being emotionally intelligent is key to how you respond to what life gives us. It's also a key component of compassion and understanding the deeper reasons behind other people's actions. Emotional intelligence helps teachers face certain stressful situations in which their actions can impact the students' learning and well-being. Also, it helps them deal with the new challenges that come with problematic groups of students, crowded classrooms, or a lack of motivation.

Day 4: 22/12/2023

Session 1 : 9.30am to 11.15 am

The resource person for Day 4,Session 1, Dr Kashinath Munde (Principal, RIT, Pune) delivered a session on the topic of 'Role of Education in AI Education system'. The main role of AI in education is the automation of both academic and administrative tasks, personalized learning, smart content, and all-time accessibility. This helps students stay informed about the

latest developments in their field of study and prepares them for future challenges. One of the most significant advantages of AI in education is its ability to personalize the learning experience for each student. Traditional classroom settings often fail to cater to the unique learning styles and needs of individual students. With AI, educational software can be tailored to adapt to each student's learning preferences and pace, making the learning process more effective and enjoyable. AI-powered content creation tools can help educators create visually appealing and interactive learning materials, such as 2D and 3D visualizations. This allows students to better understand complex concepts and engage with the material more effectively. AI can also support teachers by providing them with insights and recommendations based on student performance data. This can help educators improve their teaching methods and collaborate more effectively with their colleagues.

Session 2 : 11.30am to 1.30 pm

The resource person for Day 4,Session 2, Dr B.M.Shinde (Principal, Dhole Patil College of Engineering, Pune) delivered a session on the topic of ‘Project Based Learning’. Project Based Learning is a teaching method in which student’s gains knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Through PBL, students meet experts and learn

from others in the field, Learn to carefully consider options as their projects move forward, Develop their skills for receiving feedback and using reflection. A presentation to the class or group at the end of a project-based learning exercise is just one of the ways that students are offered the opportunity to practice and grow in their writing, public speaking, and effective communication. They also continually hone these skills at the micro and interpersonal levels throughout their projects. It allows the teacher to learn more about the child as a person.It helps the teacher communicate in progressive and meaningful ways with the child or a group of children on a range of issues. This type of learning also promotes a love of learning and a desire to continue to explore and learn new things throughout their lives.

Session 3 : 2.15 pm to 4.15 pm

The resource person for Day 4,Session 3, Dr Mangal Hemant Dhend (Founder and Secretary, Vihangam Techno Holistic Organization, Pune) delivered a session on the topic of 'Use of ICT tools in teaching'. Teachers can integrate educational apps or websites and create interactive assignments. You can include a slideshow, a small game, or an entertaining YouTube video full of information. This way, kids learn better and enjoy their learning experience. Also, Google Classroom allows you to go paperless. In order to be able to implement ICT in the classroom, it is necessary to be trained and to know the tools that new technologies provide us with, as well as to define the needs of the students and the curricular objectives. Only in this way will it be possible to create a flexible learning environment and implement the strategies and tools necessary for them to develop all their capabilities. Some examples of ICT resources are the following:Visual resources such as videos, images or PDF documents that can be used as a further aid for students to understand the syllabus even

better. Teachers most often use ICTs for 'routine tasks' (record keeping, lesson plan development, information presentation, basic information searches on the Internet). Teachers more knowledgeable in ICTs use utilise computer assisted instruction less than other teachers who use ICTs, but utilise ICTs more overall.

Day 5: 23/12/2023

Session 1 : 9.30 am to 11.15 am

The resource person for Day 5, Session 1, Dr Kumthekar Madhav (Professor,Karad Govt Engg College) delivered a session on the topic of 'Outcome Based Education'. Outcome-based education or outcomes-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. Outcomes-based assessments are important for student learning because they allow students to learn at their own pace and focus on skills rather than earning a grade. This can increase motivation and engagement, and allow students of different abilities to enter where they are able. OBE has gained much impetus in the education system. With no specific methods of teaching or performance assessment, the outcomes are built on scalability, accuracy, and real-time data. It offers a framework to learn and deliver the acquired skills. Studies say that OBE results in increased student and teacher self-esteem, higher academic success for more students, decreased dropouts, and several other benefits.

Session 2 : 11.30am to 1.30 pm

The resource person for Day 1, Session 1, Dr Sachin Patil (Professor and Dean,RIT Islampur) delivered a session on the topic of 'How to write the paper in Scopus/SCI indexed journals'. it can be pretty hard for somebody looking for a relevant Scopus indexed journal to find one, just by skimming through the master list of Scopus. This is why Scopus has made it possible for users to search for their favourite journals by entering in simple details such as –their preferred subject of interest, the title of the specific journal/publication that they're looking for, the name of the publisher, and its ISSN code. Using any one of the details above accurately will help people in finding the exact journal/publication that is listed in Scopus' master list. Scopus is a widely used database, so publishing in a Scopus journal will increase the visibility of your research to a wider audience. Improved reputation: Scopus journals are considered to be of high quality, so publishing in a Scopus journal can boost your reputation as a researcher.

Session 3 : 2.15 pm to 3.45 pm

The resource person for Day 5,Session 3, Dr Sachin Borse (Professor, JSPM,NTC, Pune)delivered a session on the topic of 'Research Methodology'. Research methodology is a way of explaining how a researcher intends to carry out their research. It's a logical, systematic plan to resolve a research problem. A methodology details a researcher's approach to the research to ensure reliable, valid results that address their aims and objectives. A well-defined research methodology ensures that the research is conducted in a systematic, rigorous, and objective manner, minimizing bias and enhancing the credibility of the findings. The three purposes of research are: To be a tool to contribute to and build the developing knowledge in a specific field of study.

Session 4 : 3.45 pm to 4.45 pm

The session 4 of FDP was Valedictory Function. Dr Manojkumar Dalvi (Principal, NGIFOE) addressed the valedictory function with his speech boosting the confidence of participants for giving such a huge response for this FDP. Prof A.R.Kalyane (HOD, Civil Engg Dept) gave vote of thanks by thanking all the co-ordinators ,management and all the participants. Hon President of NGI Shri P.N. Suke distributed certificates to the participants encouraging them for their great participation and involvement in FDP. Prof Bhokare (Principal, NGI, Polytechnic) distributed certificates for smart participant and best participant of FDP. The FDP concluded with National Anthem.

Dr. M. V. Dalvi
Principal

Navsahyadri Group of Institutions
NESGI
PUNE

Principal
NESGI, Faculty of Engineering
Gat No.69,70,71,Naigaon, Tal. Bhor, Dist. Pune

ACTIVITY REPORT

1. **Title of Activity:** Expert lecture on Intellectual Property Rights by Dr. Bhim Singh
2. **Event Co-Ordinator:** Pro.N.R.Ghole
3. **No. of Faculty participated :** 50
4. **Date & venue:** 11/03/2024 ,NGI, Naigaon, Pune
5. **Outcomes of activity:**
   Dr. Bhim Singh in his speech illustrated the importance of IPR, copy right infringement, do's and don'ts to avoid infringements. They discussed all the aspects with the help of illustrations and examples that provided a clearer understanding to the Participants with regard to the various concepts that were discussed. Participants were enlightened and benefited with the wisdom of the speakers. The FDP received warm feedback from all the participants.
6. **Description of activity:**
   A guest lecture on Intellectual Property Rights was organized by the Department of Mechanical engineering under the Flagship and Guidance of Dr. Bhim Singh, Principal, NGI, FOE. The main purpose of intellectual property law is to encourage the creation of a wide variety of intellectual goods. Intellectual property rights refers to the general term for the assignment of property rights , copyrights and trademarks. These property rights allow the holder to exercise a monopoly on the use of the item for a specified period.
7. **Activity Experience:**
   The participants felt that the delivery and presentation of the resource person was good and the FDP brought practical knowledge of the subject in them. They also felt that the FDP was coordinated very well and such FDP's should be arranged regularly

Navsahyadri Group of Institutes NESGI PUNE

Dr. M. V. Dalvi

Principal

Principal
NESGI, Faculty of Engineering
Gat No.69,70,71,Naigaon, Tal. Bhor, Dist. Pune

8. Photos of Activity:

Dr. M. V. Dalvi

Principal

Principal
NESGI, Faculty of Engineering
Gat No.69,70,71,Naigaon, Tal. Bhor, Dist. Pune

Activity Report on Lab Maintenance for Non-Teaching staff

Date : 14 September 2023

Venue : Electrical Engineering Dept, NGIFOE, Pune

Attendee : All Departmental Non-Teaching Staff

Details :

On September 14th, 2023, the Electrical Engineering Department of Navsahyadri Group of Institutions organized a Technical Event program. The program commenced at 10:00 AM in the Electrical Engineering Department.

1. Introduction: The role of lab assistants in engineering is crucial for the smooth functioning of academic and research laboratories. They support faculty and students in conducting experiments, maintaining lab equipment, and ensuring safety protocols. To enhance their skills and efficiency, a structured development program is essential.

2. Program Objectives : to improve technical skills and knowledge of lab equipment and procedures. To enhance understanding of safety protocols and emergency procedures. To develop effective communication and teamwork skills. To foster a culture of continuous learning and professional growth.

3. Program Structure : The development program is divided into several key modules:

4. Technical Training Equipment Handling: Training on the use and maintenance of lab equipment such as oscilloscopes, millimetres, and specialized machinery.

5. Software Proficiency: Instruction on relevant software tools, including CAD programs, data analysis software, and lab management systems. Experimentation Techniques: Hands-on training on standard experimental procedures and data collection methods.

6. Safety and Compliance Safety Protocols: Comprehensive training on lab safety, including handling hazardous materials, waste disposal, and emergency response. Regulatory Compliance: Understanding of local, state, and federal regulations related to laboratory operations.

7. Soft Skills Development Communication Skills: Workshops on effective communication with faculty, students, and peers.

8. Teamwork and Collaboration: Activities designed to foster teamwork, problem-solving, and conflict resolution.

9. Time Management: Techniques for efficient task management and prioritization.

10. Continuous Learning Workshops and Seminars: Regularly scheduled sessions on emerging technologies and methodologies in engineering.

11. Certification Programs: Opportunities to obtain certifications in specialized areas of lab management and safety.

12. Mentorship: Pairing lab assistants with experienced professionals for guidance and career development.

13. Implementation Plan Initial Assessment: Conduct a baseline assessment of the current skills and knowledge of lab assistants to tailor the program to their needs.

14. Training Schedule: Develop a detailed schedule for training sessions, ensuring minimal disruption to ongoing lab activities.

15. Resource Allocation: Ensure availability of necessary resources, including training materials, equipment, and qualified trainers.

16. Feedback Mechanism: Establish a system for collecting feedback from participants to continuously improve the program.

17. Evaluation and Metrics Performance Metrics: Track improvements in lab assistants' performance through regular assessments and feedback.

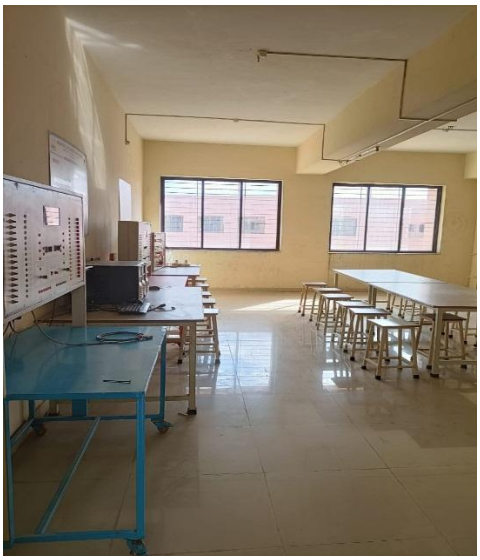
18. Safety Records: Monitor safety incidents and compliance with protocols to measure the effectiveness of safety training.

19. Participant Feedback: Conduct surveys and interviews to gauge participant satisfaction and areas for improvement.

20. Career Progression: Track the career advancement of lab assistants to measure the long-term impact of the development program.

21. Conclusion A well-structured development program for lab assistants in engineering not only enhances their skills and efficiency but also contributes to the overall safety and productivity of the laboratory environment. By investing in their professional growth, institutions can ensure high-quality support for their academic and research endeavors.

Photograph of the Event:



Dr. M. V. Dalvi

Principal

Principal
NESGI, Faculty of Engineering
Gat No.69,70,71,Naigaon, Tal. Bhor, Dist. Pune

Navsahyadri Group of Institutes
Faculty of Engineering
Sr. No. 69, 70& 71, Naigaon, Pune, Tal- Bhor, Dist. - Pune.

Faculty Self -Appraisal Form
(Associate Professor)

1.	Name of the institute and Department	
2.	Name of faculty	Dr. Balasaheb Ningappa Bhamangol
3	Designation	Professor
4	Date of Joining	
	Experience • Teaching: • Other than • Industry	
5	Email / Mobile number	Bhamangol.balasaheb@gmail.com 9822356563 / 8698963321
6	Year of performance appraisal	

(A.Y. 2020-21, Semester-II and A.Y. 2021-22, Semester-I)

Section	Score claimed by faculty	Score verified by HOD, MCA/ head of Institute	Score obtained after verification
Part A	**171**		
Part B	**66**		

Faculty Sign.:

Remark of HOD, MCA

Name and Sign. of HOD, MCA

Remark of Head of Institute:

Name and Sign. of Head of Institute

PART A: Teaching Learning performance

1. Teaching load assessment (Max marks:20)

Sr.	Activities	Marks claimed	Marks Verified
i.	a) Teaching (Number of classes taught/total classes assigned) x 100% (Classes taught includes sessions tutorials, lab and **other teaching** related **activities)**	20	

2. Examination and evaluation duties assigned by university/institute: (Max marks :(a).10, (b).20)

	Activity	Marks claimed	Marks Verified
	Involvement in the student related activities : (a) Examination and evaluation duties assigned by the college / university or attending the examination Paper evaluation. (b) Student related co-curricular, extension and field based activities such as student clubs, career counseling, study visits, student Seminars and other events cultural, sports, professional body's activities and community services.	10 20	

3. a. Guardian Faculty Member performance: (Max marks 30)

a) **<u>For FYMCA and SYMCA faculty</u>**: 20 Marks + 10 Marks = 30 Marks

- Attendance record of batch (5 mark)
- Meeting conducted (5 mark)
- Phone calls, letter/ email/WhatsApp communication/ any other mode of communication and parent connect (5 mark)
- Counseling (5 marks)

Particular	**Rank 1** Previous year/semester examination average result of batch (> 80 %)	**Rank 2** Previous year/semester examination average result of batch (60 to 79%)	**Rank 3** Previous year/semester examination average result of batch (<59%)
All clear with first class (5 Marks)	5		
Percentage increase in overall results (5 Marks)	5		

For TYMCA faculty

- Attendance record of batch / Ongoing Internship record (5 mark)
- Meeting conducted (5 mark)
- Phone calling communication (10 mark)

Particular	**Rank 1** Previous year/semester examination average result of batch (> 80 %)	**Rank 2** Previous year/semester examination average result of batch (60 to 79%)	**Rank 3** Previous year/semester examination average result of batch (<59%)
No. of certifications completed from external agency (5 marks)			
Percentage of students placed (5 marks)			

4. University result analysis and Internal course evaluation: (Max marks 90)

4. a. **University/Board Results (B): (A.Y. 2020-21, Semester-II and A.Y. 2021-22, Semester-I)**
Max: 55 Total Score claimed by Faculty: 55 Total Score by HOD, MCA:

Sr. No.	**Academic Year & Semester**	**Class**	**Subject & Pattern**	**No. of times Subject taught**	**% Results**				**% Passing Results – University/Board Examination**	**Score claimed by Faculty**	**Score verified by HOD, MCA**
					LR	**LR**	**LR**	**LR**			

						-1	-2	-3			
01	**2020-21 Sem -I**	**FYMCA SE using UML**	**2020**	**100%**					**100%**	**55**	
02											
03											
04											
05											

Sr. No.	Academic Year & Semester	Class	Subject	No. of Students Securing > 80 Marks	No. of Students Securing 60-79 Marks	Highest Marks Secured in the Subject
01	2020-21 Sem -I	FYMCA	OOSE		115	74
02						

4. b. Internal Courses (Max. 15 Marks) Total Score claimed by Faculty: 15 Total Score by HOD, MCA:

Sr. No.	Academic Year and Semester	Class and subject	Particulars	Rank 1	Rank 2	Rank 3
1			Evaluation Parameters used (10M)	At least 3 different parameters are used (10 M)	2 different parameters used (5 M)	Only 1or no parameter used (3 M)
			Bloom's Taxonomy level in Assignments (Max 5 M)	5 and 6 BT level is used (5 M)	3 and 4 BT level is used (3 M)	Only 1 and 2 BT level in all assignments (2 M)
2	2020-21					
	2020-21					
	2020-21					

4. c. Practicals (Max:20 Marks)
Total Score claimed by Faculty: 15 Total Score by HOD, MCA:

Sr. No.	Academic Year and Semester	Class and subject	Particulars	Excellent	Satisfactory	Need Improvement
1			Evaluation Parameters used (10M)	At least 3 different parameters are used (10 M)	2 different parameters used (5 M)	Only 1or no parameter used (3 M)
			Bloom's Taxonomy level in Assignments (Max 10 M)	5 and 6 BT level is used (10 M)	3 and 4 BT level is used (5 M)	Only 1 and 2 BT level in all assignments (2 M)
2	2020-21	FYMCA Python-		15		

	Sem-II	AIT Lab				

5. Feedback Analysis (Max marks: 30)

Sr. No.	Academic Year & Semester	Class	Subject	Score claimed by Faculty		Score verified by HOD, MCA	
				Internal	External	Internal	External
01							
02							
03							

6. Course file and Remedial classes assessment (Max marks: 30) 20 Marks

Sr. No.	Course File Content	Score
1.	Handwritten Notes/ Self-Typed Notes of 03 (three) units*	
2.	Other contents as Accreditation Board (CO PO Attainment)	
3.	Content Beyond Syllabus	

***PPT/ monograph made for subject must adhere with plagiarism check report.**

PART-B : Research & Publication

7. Faculty Contribution to Department, Institute and organization (Max marks 30) 21

Sr No.	Particular	Short Term based onetime Activity		Semester/ Term based (3 to 6 months)		Academic Year Activity (more than 6 months to one year)	
		Score claimed by Faculty	Score verified by HOD, MCA	Score claimed by Faculty	Score verified by HOD, MCA	Score claimed by Faculty	Score verified by HOD, MCA
1.	Department Level						
2.	Institute Level						
3.	Campus Level	**Not Allocated**					

8. Faculty contribution in research and publication

a. Publication (Max marks 43)

Sr. No.	Description	Score claimed by Faculty
1.	International Journal (Free): Scopus, Web of Science, Elsevier, Springer,ICI,SSI, Thomson Router, Clarivate Analytics etc. (Max. 2 papers)	
2.	International Journal (paid): Scopus, Web of Science, Elsevier, Springer, ICI, SSI, Thomson Router, Clarivate Analytics etc. (Max. 2 papers)	
3.	National Journal (Free/ Paid) UGC indexed Only category A and B (Max. 2 papers)	
4.	Any other journals with Impact factor as per Thomos Router Clarivate Analytics/ SJR list (Max 2)	
5.	Reviewer of Indexed Journal	

b. E-Learning, Books Published and Research Activity (Max. marks)

Sr. no	Academic/research Activities	Marks Claimed	Marks Verified
1	**Books authored which are published by:**		
	International publishers		

	National Publishers		
	Chapter in Edited Book		
	Editor of Book by International Publisher		
	Editor of Book by National Publisher		
2	**Creation of ICT mediated Teaching Learning pedagogy and content and development of new and innovative course and curricula**		
	(a) Development of innovative pedagogy		
	(b) E-Content		
	Development of e-Content such as Moocs, Google class room, CollPol notes, You tube channel, Virtual lab experiments		
3	**(a) Research guidance**		
	Mini Projects/ internship Projects (MCA)		
	(b) Research Projects Completed (Funded by any agency)		
	Any amount (Applicable to Approved Faculty only)		
	(c) Research Projects Ongoing:		
	Any amount (Applicable to Approved Faculty only)		
	(d) Consultancy/ MDP (Applicable For all faculty)		
4	**(a) Patents**		
	International		
	National		
	(b) Copyrights		
	International		
	National		
	(c) Awards/Fellowship		
	International		
	National		
5	***invited lectures/ Resource Person/ paper presentation in Seminars/ Conferences/ full paper in Conference Proceeding (Paper presented in Seminars/ Conferences and also published as full paper in Conference Proceedings will be counted only once)***		
	International (abroad)		
	International (within country)		
	National		
	State/ University		

9. Faculty value added courses (Max marks 30)

Sr.	Description	Score	Score verified

No.		claimed by Faculty	by HOD, MCA
1	STTP/ QIP/TTTI/Refresher Courses/ Skill Development Programs/ Faculty Development Programs, etc attended (one week/two weeks)		
2	Conferences/ Workshops/Symposium/Seminar attended (min. 5 days)		
3.	NPTEL Certification or equivalent certification		

Form-C

(To be filled by HOD, MCA Section Head)

- **Name of the Department -**
- **Student strength -**
- **Student – Teacher ratio -**
- **Number of teachers with Ph.D degree -**
- **NBA Accreditation status -**

Departmental Activities Conducted -(Jan – Dec 2021)

State level/ University level	National level	International level	Remark

- **Attendance of Students (Average) –**

Class	Sem – II (2020-21)	Sem – I (2021-22)
FYMCA A		
FYMCA B		
SYMCA A		
SYMCA B		
TYMCA A		
TYMCA B		

- **Academic Remark –**

Class	All Clear Passing Ratio % (2020-21)	All Clear Passing Ratio % (2021-22)
FYMCA A		
FYMCA B		
SYMCA A		
SYMCA B		
TYMCA A		
TYMCA B		

- **Departmental Achievements –**
- **Departmental Strength and Departmental Weakness -**

Form-D

To be filled by Head of Institution.

Sr. No	Description	Progress done in last year
1	Incubation and Innovation center	
2	Center of excellence	
3	International linkage with educational institutes and Industries / other relevant professional bodies	
4	Total Research grants received	
5	Total Consultancy received	
6	No. of publications in SCI/Scopus journals	
7	No. Patent Published/ Granted	
8.	**Copyrights** Published/ Granted	

*Patent/Copyrights granted will be given more weightage.

Form-E

(Not to be filled by either faculty or head of department/Institution)

***Do not attach this sheet with appraisal form.**

EVALUATION AND IMPROVEMENT PLAN SHEET:

Name of Faculty: Post: Experience:
Institute: Department:
Name of appraisal evaluator:
Area for performance improvement:

Planned activity and expected outcome: (For tenure of six month/ one year)
(*It is to be filled by Department/ Institute Head)

Begin Date: Expected completion date: Review Date:

The undersigned entirely agree and understand that scale and terms considered for appraisal. Also, it is necessary at this time to focus on above mentioned area(s) for performance improvement. It is noted that disciplinary action(s) may be taken at any point if performance does not indicate significant improvement.

Faculty Signature Head of Institute