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Near CRPF Campus, Hingna Road, Nagpur-440 019, Maharashtra (India)

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### 6.5.3 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements
- 2. Collaborative quality initiatives with other institution(s)
- 3. Participation in NIRF
- 4. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

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| 6       | Academic Administrative Audit (AAA) and initiation of follow up action                       |                                                                                               | 14-19    |
| 7       | Orientation program on quality issues for teachers and students organised by the institution | One Week online FDP on Research<br>Methodology Tools & Techniques<br>29/05/2020 to 02/06/2020 | 20-23    |
| 8       |                                                                                              | Workshop on ICT for Teaching Learning 27/08/2021                                              | 24-26    |



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#### 1. One Week (online) Workshop on Explore Python

## Workshop on "Explore Python" Organized by: Department of Computer Technology, PCE along with SCOoP (Student Computer Organization of Priyadarshini) and PCE ACM Student Chapter in association with The Datalytics, Nagpur. Workshop Topic: Explore Python Date: 08/06/2020 to 13/06/2020 Platform: WebEx Participants: 430 students and faculty members from various Engineering colleges and Universities across the country. More than 200 students received the certificates instantly after taking the quiz based on the topics covered in the workshop. Event coordinators: 1. Mr. M.G. Panjwani, Faculty Incharge, SCOoP. 2. Mrs. Rubana Khan, Faculty Sponsor, PCE ACM Student Chapter Student Coordinators: L. Vaibhay Potbhare President, SCOoP. 2. Utkarsh Priyadarshi Chair, PCE ACM Student Chapter. Convenert Dr. (Mrs) N.M Thakare, HOD, Dept. of Computer Technology Chairperson: Dr. M.P. Singh Principal, PCE Advisor: Dr. S.A. Dhale Vice Principal, PCE.



## Lokmanya Tilak Jankalyan Shikshan Sanstha's

### PRIYADARSHINI COLLEGE OF ENGINEERING

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#### Resource Persons:

Mr. Anurag Arun Edlabadkar

Director

Datalytics, Nagpur.

#### Objectives:

- To provide the basic knowledge of Python.
- To provide a better understanding of various concepts such as data processing, data visualisation, etc.

#### Topics Covered:

Topics covered include-

- Introduction to Python
- Python uses interpreter
- Python is Dynamically Typed Language
- Standard Data Type of Python with Functions associated with data
- Data Structure Data Type of Python with Functions associated with data types
- More Control Flow Tools
- if Statements using else, break, continue, pass (with 20 Examples)
- for Statements using else, break, continue, pass (with 20 Examples)
- while Statements using else, break, continue, pass (with 20 Examples)
- range() Function (with 20 Examples)
- **Python In-built Functions**
- Total 45 in-built functions covered with 5-6 Examples of each
- Deep dive on Exceptions Handling
- All 29 in built Exception of Python with Examples
- Oops concept including Classes, Object, Abstraction, Encapsulation, Inheritance, Polymorphism, Overloading, Overriding.
- Data Pre-processing and Data Visualization using Matplotlib





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# FACULTY DEVELOPMENT PROGRAM REPORT

Organized by: Department of Computer Technology and PCE ACM Student Chapter FDP Topic: Data Processing and Data Visualization Using Python

Date: 26 /05 /2020 to 30 /05 /2020

Platform: Google Meet

No. of Registration: 349 faculty members from various Engineering colleges and

Universities across the country.

No. of Participants: 207 (Successfully submitted Quiz and feedback)

Faculty Sponsor PCE ACM: Mrs. Rubana Khan Event coordinator: Prof. Jyotsna P. Gabhane

Convener: Dr. (Mrs) N.M Thakare, HOD, Dept. of Computer Technology

Resource Persons:

1. Mr. Sanket Joshi

Data Scientist,

Logic Unlocked Ltd, Nagpur

2. Dr.(Mrs) N.M Thakare

HOD,

Dept. of Computer Technology

3. Mr. Anurag Arun Edlabadkar

Director.

The Datalytics, Nagpur.

Mr. Sandeep Munishwar

Director,

The Datalytics, Nagpur.

#### Objectives:

To provide a stronger foundation in data visualization in Python. To extend existing Python skills.

The participants get a broader coverage of the Matplotlib library and an overview of

seaborn, a package for statistical graphics.

## Topics Covered:

Introduction to Data visualization with respect to python.



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### 2. Webinar on National Education Policy, 15/04/2021







We are pleased to inform you that Priyadarshini College of Engineering in collaboration with Anand Niketan College, Warora is organizing a National level Webinar on

Date : 15th April 2021. Time : 11:30 am - 1:30 Noon. FREE Registration Link: https://forms.gle/nLi5fa48uJYBuFv16





NEW EDUCATION POLICY

Speaker Prof. Santosh Kumar,

Ph.D in Politics from Jawaharlal Nehru University (JNU), New Delhi and University of Glasgow,UK, Dean, School of Liberal Arts and Management Studies, PP Savani University, Surat

Last date for registration: 14/04/2021

Whats app group Link: https://chat.whatsapp.com/EtDP9QQTx2qEW28PI7DV3R

#### Conveners:

Dr. S.S Shriramwar., IQAC Coordinator, PCE Dr. Mrs. S.W Varade, Professor, E&T, PCE

### Co-ordinator:

- Dr. Nilesh Ugemuge
- Prof. Karuna Bogawar
- · Prof. Satish Tiwari

- 9175786330
- 8600437050
- 8668532155



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Lokmanya Tilak Jankalyan Shikshan Sanstha's

#### PRIYADARSHINI COLLEGE OF ENGINEERING, NAGPUR

Priyadarshini Campus, Digdoh Hills, Hingna Road, Nagpur-440019 www.pcenagpur.edu.in

In collaboration with

Maharogi Sewa Samiti , Warora's

#### ANAND NIKETAN COLLEGE, WARORA

Anandwan , Warora-442914 www.ancedu.in

Organised by
INTERNAL QUALITY ASSURANCE CELL

Cordially invites you for

**National Webinar** 

on

### "NATIONAL EDUCATION POLICY (2020)"

15th April, 2021 (11:30 am to 1.30 pm)

Google meet link: http://meet.google.com/uym-nofq-pei

### Speaker Prof. Santosh Kumar

Ph.D. JNU New Delhi & University of Glassgow,UK
Dean ,School of Liberal Arts and Management Studies
PP Savani University,Surat

In presence of

Dr.M.P.Singh Principal,PCE,Nagpur Dr.M.C.Kale
Principal,ANC,Warora

Dr.S.A.Dhale Vice-Principal,PCE,Nagpur

Conveners

Dr. S.S.Shriramwar., IQAC Coordinator, PCE Dr. Mrs. S.W.Varade, Professor, E&T, PCE

Dr.Gopesh Singh, IQAC Coordinator, ANC Dr.Nilesh Ugemuge, Asstt.Professor, ANC

Prof.Karuna Bogawar Coordinator,PCE Prof. Satish Tiwari Coordinator, PCE



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#### ANAND NIKETAN COLLEGE, WARORA

Anandwan ,Warora-442914

www.ancedu.in

**National Level Webinar** 

on

### "NEW EDUCATION POLICY-2020"

**Organized by:** Internal Quality Assurance Cell of Priyadarshini College of Engineering Nagpur in collaboration with Anand Niketan College, Warora

Participated by: Academicians across the country

**Mode of Conduction:** Google Meet(Online)

**Date:** 15th April 2021.

Event: National Webinar on "National Education Policy(2020)"

**Speaker/Resource Person:-** Prof.Santosh Kumar, Dean, School of Liberal Arts and Management Studies, PP Savani University, Surat

**Total number of participants:- 208** 



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**Objective** : The new education policy aims provide to infrastructure, support, innovative education centres to bring back dropouts into the mainstream besides tracking of students and their learning levels ,facilitating multiple pathways to learning involving both formal and non-formal education modes

#### **Conveners:**

Dr. S.S.Shriramwar., IQAC Coordinator, PCE

E Dr. Gopesh Singh, IQAC Coordinator, ANC

Dr. Mrs. S.W. Varade, Professor, E&T,PCE

Dr. Nilesh Ugemuge, Asstt. Professor, ANC

#### **Coordinators:**

Prof.Karuna Bogawar, Asstt.Professor,PCE

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**Remark**: Dr.Santosh Kumar in his expert talk highlighted all the aspects of New Education Policy and answered all the queries of the participants.



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#### 3. Webinar on IPR

Name Of Event: One Day workshop on "Provisions of the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS Agreement)" for EN faculties...

Name Of Department: Electronics Engineering

Date Of Event: 05-12-2020

Objective:- The objective of this workshop was to make aware to the faculty of Engineering profession about Provisions of TRHPS Agreement.

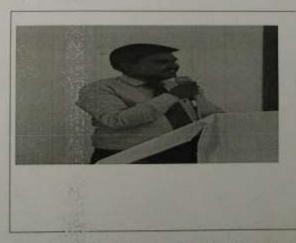
Event Faculty Incharge: Dr.(Mrs), M.V.Vyawahare

Name Of Speakers: 1.Dr.S.S.Shriramwar(HOD Engg)

Topic Provisions of the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS Agreement)

No. Of Participants: 10 faculties from PCE ,EN Dept

Remark: A One day Workshop on "Provisions of the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS Agreement)" was organized by the Department of Electronics. The faculties from Electronics department of PCE Nagpur had participated. The event was very successful. Dr. M.P.Singh ,Principal, PCE, Dr.S.S. Shriramwar, HOD, Department of Electronics Engineering, Dr.P.R.Rothe, Asstt Prof, Department of Electronics Engineering and all the Faculty of Electronics deptt were present.



Conclusion: In this Event, faculties shared their knowledge, clear their doubt and expressed their views by asking various questions to experts and came to know about different areas of research.



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### 4. Webinar on Career in Armed Forces, 28/06/2021

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**Report on** Webinar on Career in Armed Forces

**Event Title:** Online Webinar on Career in Armed Forces

Event Date & Time: 28th June 2021 (Monday), 3:00pm onwards

**Mode of Conduction:** Online platform Google Meet and You Tube Live.

**Resource Persons:** Mr. Shivam Vishwakarma (Manager Prahar Defence Academy) Mr. Ashwin Humne (Administrator Prahar Defence Academy)

**Number of Students:100** 

Coordinator: Mrs.K.M.Bogawar

**Student Coordinators:** Mr. Amit Khairnar, Ms. Aditi Gonnade Mr. Bhushan Paranjape Mr. Utkarsh Priyadarshi Mr. Raj Rewatkar Ms.Leesha Tembhurkar

Ms.Amisha Janzhal

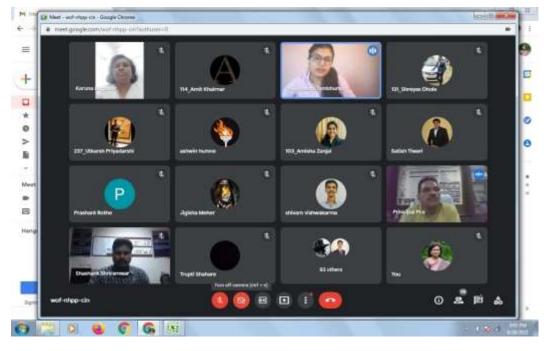
**Objective:** The objective of the webinar to make students aware of their career in Army,how to prepare for the competitive examinations for the army

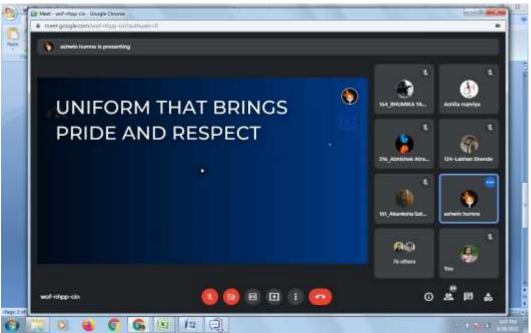


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### 5. Webinar on "Future Job Opportunities"

Priyadarshini College Of Engineering, Nagpur Department of Electronics Engineering Session 2020-2021 Guest Lecture on "Future Job Opportunities" Notice Date:-20/7/20 Dear All. Warm greetings from PCE College of Engineering, Nagpur. We hope you all are doing well. Priyadarshini College Of Engineering Organizing a free online live webinar on: "Future Job Opportunities"To Get to know - How to secure your future in COVID Times. A must attend webinar for all branches 5th Sem Engineering students on Saturday 27th July 2020 at Speaker Profile: Akash Jaiswal (Mentor | Career Counsellor | Motivational Speaker) I.C.E. Gate Institute, Nagpur
An accommodating and versatile individual with the talent to develop inspiring hands-on lessons that will capture a child's imagination and breed success. Registration Link: https://forms.gle/ Step for Online Class: Zoom app must be installed in device(Mobile/PC)
 Click on link 3) Click on join meeting Edit your complete name in the zoom profile. Kindly Join a Meeting 15 minutes before class start time. With Regards. Dr. M.P. Singh, Principal Dr. Dhale, Vice Principal, Dr. S.S. Shriramwar HOD EN & Students Dean Academics Coordinator Dr. (Mrs.) A.S. Khobragade





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## 6. Academic Administrative Audit (AAA) and initiation of follow up action

#### **Schedule**

PRIYADARSHINI COLLEGE OF ENGINEERING, NAGPUR

Academic Audit

Session 2020-21 (Even Sem)

16/07/2021

Academic audit of Session 2020-21 (Even Semester) will be conducted as per the following schedule

The committee will visit the departments and verify the documents of Academic session 2020-21 as per NAAC and

NBA requirement and will submit the report in given format.

Academic Audit Committee :

Dr.M.P.Singh , Principal

Dr.S.A.Dhale, Vice Principal

Dr. S.S. Shriramwar, Dean (Acd) & IQAC Coordinator

| Sr. No. | Team Members                                                                                                                                                                                                               | Department | Date (Time)            |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------|
| 1       | Dr. (Mrs.) S.W. Varade, Dr. (Mrs.) S.P. Muley, Dr. P.S. Prasad, Dr. P.R. Rothe,<br>Dr. V.K. Taksande Dr. Pallavi Choudhari (PIET),                                                                                         | CT         | 22/07/2021<br>11.30 AM |
| 2       | Dr.K.B Porate. Dr. (Mrs.)S.P. Muley, Dr. (Mrs.)N.M. Thakre, Dr. P.R. Rothe, Or.<br>Pallavi Choudhari (PIET)                                                                                                                | п          | 22/07/2021<br>3.00 PM  |
| 3       | Dr.K.B Porate, Dr. (Mrs.) S.P. Muley, Dr. (Mrs.) N.M. Thakre, Dr. G. D. Mehta, Prof.<br>V.S. Ghutke, Dr. R. A. Keswani, Dr. P.S.Prasad, Dr. M.Dhande (PIET)                                                                | ME         | 23/07/2021<br>11.30 AM |
| 4       | Or. K.S.Zakiuddin ,Or. (Mrs.) S.W. Varade, Dr. C. N. Sakhale , Dr. (Mrs.) M.P. Joshi,<br>Dr. M. Dhande (PIET)                                                                                                              | AE         | 23/07/2021<br>3.00 PM  |
| 5       | Dr. K.S.Zakiuddin , Dr.K.B Porate. Dr. R.A. Keswani, Dr. P.S.Prasad, Dr. (Mrs.) N.M. Thakre, Dr. (Mrs.) Soni Chaturvedi (PIET)                                                                                             | E&T        | 26/07/2021<br>11.30 AM |
| 6       | Dr.(Mrs) S.W.Varade, Dr.G. D.Mehta , Dr.K.B Porate. Dr.V.K.Taksande, Dr.Rajiv<br>Pazare (PIET)                                                                                                                             | CE         | 26/07/2021<br>3.00 PM  |
| 7       | Dr. K.S.Zakiuddin , Dr. (Mrs.) S.W. Varade, Dr. (Mrs.) A.P. Rathkanthiwar, Dr. LA. Khan, Dr. C. N. Sakhale, Prof. V.S. Ghutke, Mrs. Malkhandale (PIGCE),                                                                   | EP         | 27/07/2021<br>11.30 AM |
| 8       | Dr.K.S.Zakiuddin. Dr.(Mrs.) S.P. Muley, Dr.(Mrs.) A.P. Rathkanthiwar, Dr.(Mrs.) M.P.Joshi, Dr.(Mrs.) Seema Shrivastava, Dr.(Mrs.) Dora Thomson, Dr.(Mrs.) Kulkarni, Dr. (Mrs.) S. Bhonsule , Dr.(Mrs.) Reshma Bais (PIGCE) | 1º year    | 27/07/2021<br>3.00 PM  |

- 1) Vice Principal for information
- 2) Dr. S.S.Shriramwar (Coordinator) for necessary action 3) All Audit Committee members for necessary action
- 4) All HODs for information and for necessary action



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### **Sample Report**

|             | Priyadarshini College o<br>Internal Quality Ass                                                                                                                                                                                                                                     | f Engineering, Nagpur                                                                                                                                                                                                       |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Carlo Carlo | and quality Ass                                                                                                                                                                                                                                                                     | surance Cell (IQAC)                                                                                                                                                                                                         |
| Date:       | t: Academic Audit Report Session 2020-21 (Even S<br>Iment:- COMPUTER TECHNOLOGY<br>22/07/2021 (11:30A.M.)                                                                                                                                                                           |                                                                                                                                                                                                                             |
| Dr.(M       | rittee Members: Dr. Pallavi Choudhari (PIET rs.) S.W.Varade, "Dr. Mrs. S.P.Mule, "Dr. P. S.Pras Criteria                                                                                                                                                                            | DEXTERNAL EXPERTS AND ASSESSED |
| No.         | 7                                                                                                                                                                                                                                                                                   | Observations/ Suggestions                                                                                                                                                                                                   |
| 1           | II) Reframing of COs as per Bloom's Taxonomy. III) Reframing PSOs (If required) IV) Mapping as per Bloom's Taxonomy. V) Attainment of COs, POs and PSO's. VI) Attainment of POs which are not mapped with CO's. VII) Corrective measures taken (if Cos/ Pos/ PSOs are not attained. |                                                                                                                                                                                                                             |
| 2           | Course File                                                                                                                                                                                                                                                                         | Needs updation for session 2020-21                                                                                                                                                                                          |
| 3           | iv) Use of LMS, Innovative Practices                                                                                                                                                                                                                                                | i) Rubrics need to be defined properly for Teache Assessment ii) Ok iii) Ok iv) ok v) Encourage students for registration and certification of online courses.                                                              |
| 4           | Quality of Projects  1) Interdisciplinary projects  ii) Industry based Projects  iii) Projects with publications in reputed journals.  iv) Rubrics defined for Assessment                                                                                                           | i) Encourage students for more Interdisciplinary are<br>industry based projects.  iii) Good number of publications. Encourage for<br>publications in reputed journals  iv) Rubrics need to be finalised for assessment.     |
| 5           | Practical Conduction  [] Quality of Lab Manual  [ii) Use of Virtual Lab  [iii) Innovative Practical  [iv) Rubrics for Teachers Assessment  [v) Methods use for Online conductions  [vi) Sample Records  [vi) Sample Records                                                         | Ok Ok                                                                                                                                                                                                                       |
| 6           | (Implementation)  (Implementation)  (Implementation)                                                                                                                                                                                                                                | Ok                                                                                                                                                                                                                          |
| 7           | Academic Reports, Academic Review Reports                                                                                                                                                                                                                                           | Ok                                                                                                                                                                                                                          |
| .8          | Result Analysis and corrective measures taker<br>(Minutes of meeting Letters of Appreciation<br>Improvement)                                                                                                                                                                        |                                                                                                                                                                                                                             |
|             | Facilities and Technical Support (Labs, Computational Facility , Supporting Staff Project Lab etc.)                                                                                                                                                                                 | Ok                                                                                                                                                                                                                          |



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| 10 | Students support Systems i) Identification of Slow and advanced learners ii) Measures taken iii)Mentoring System iv) Peedback Analysis and corrective measures ( Minutes of meeting, Appreciation and Improvement letters)      | i) Ok ii) Ok iii) Ok iii) Ok iv) Analysis ready (Appreciation and Improvement iv) Analysis required) v) Ok                                                                                               |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 | iv) Feedback of facilities Student progression i) Training Placement ii) Higher Studies iii) Entrepreneurship                                                                                                                   | Ok  No Industrial Visit and Field projects due to pandemic                                                                                                                                               |
| 12 | Industry-Institute Interactions  I) Internship  II) Field projects                                                                                                                                                              | Ok                                                                                                                                                                                                       |
| 13 | Certificate Courses /Diploma courses     Add-on programs,     was added programs     Best Practices of Institute & Department /                                                                                                 | Needs updation                                                                                                                                                                                           |
| 15 | Examination and Continuous Internal Evaluation (CIE) Reforms i) Quality of Question papers ii) Setting and mapping of question as per Blooms Taxonomy. iii) Moderation of Question Papers. Stake Holders Feedback on curriculum | s)) ok ii) Setting and mapping of questions required as per Blooms Taxonomy (For Assignments) iii) ok Students and Faculty feedback taken. Needs to collect from Alumni and Employer for session 2020-21 |
| 17 | Faculty Information (Qualification, experience                                                                                                                                                                                  | c, Ok                                                                                                                                                                                                    |
| 18 | Cadre, SFR) Professional Activities For Students and Staff                                                                                                                                                                      | Ok                                                                                                                                                                                                       |
| 19 | Faculty Contribution MOUs, Technology Transfer, Funded projects, Consultancy, Resear Publications, books published. FDPs, STTPs attended/organized MOOCS / NPTEL Registration/Certification                                     | Needs to increase book publications, Patents, consultancy and sponsored projects     Need More publications in reputed journal     More faculty members should register for only courses                 |

 HODs should go through the observations/ suggestions point wise and prepare the action taken report for compliance wherever required.

- ii) Submit the action taken report on or before 30th July 2021.
- iii) After compliance convey the dates for verification.

Dr. S.S. Shriramwar
IQAC Coordinator

#### Copy to:

- 1) Principal/ Vice Principal for Information
- 2) All committee members for information
- 3) Head of the department for compliance



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## Priyadarshini College of Engineering, Nagpur



Internal Quality Assurance Cell (IQAC)

Subject Action Plan on Academic Audit Report Session 2020-21 (Even Semester)

Department:- COMPUTER TECHNOLOGY

| Sr<br>.N | Criteria                                                                                                                                                                                                                                                                                                                                          | Observation/sugge<br>stions                                                                                                                                     | Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        | Vision, Mission, COs. POs. PSO 6 PEOs  I) Dissemination  II) Reframing of COs as per Bloom's Taxonomy.  III) Reframing PSOs (If required)  IV) Mapping as per Bloom's Taxonomy.  V) Attainment of COs. POs and PSO's.  VI) Attainment of POs which are not mapped with CO's.  VII) Corrective measures taken (if Cos/ Pos/ PSOs are not attained. | Re-traming of COs is required for all subjects as per Blooms Taxonomy levels.  Accordingly complete the point no ii., iv., v and vi.                            | Meeting conducted with faculty members on 23 <sup>st</sup> July 2021 and conveyed the observations.  COs for odd semester were already retrained.  COs for even semester subjects are reframed by conducting meetings on 2 <sup>st</sup> August 2021 and 3 <sup>st</sup> August 2021.  Retraming of PSO is already done.  Mapping as per blooms taxonomy is done by faculty members.  Attainment for year 20-21 is in process. |
| 2        | Course file                                                                                                                                                                                                                                                                                                                                       | Needs updation for session 2020-21                                                                                                                              | All faculty members are<br>instructed to update files by 14th<br>August 2021                                                                                                                                                                                                                                                                                                                                                   |
|          | Quality of Teaching-Learning Process  () Rubrics Defined for Teacher Assessment  ii) Use of Students centric Method  iii) Use of ICT tools / Online teaching methods  iv) Use of LMS, Innovative Practices  v) MOOCS / NPTEL Registration/Certification of students                                                                               | i) Rubrics need to be defined properly for Teacher Assessment  ii) Ok  iii) Ok  iv) ok  Encourage students for registration and certification of online courses | Discussed in PAC meeting  Students are informed about the  NPTEL courses and asked  departmental NPTEL coordinator  and other class leachers to  encourage the students.                                                                                                                                                                                                                                                       |
|          | Quality of Projects  (i) Interdisciplinary projects                                                                                                                                                                                                                                                                                               | i) Encourage students for<br>more interdisciplinary and<br>industry based projects.                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                |



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|     | ii) Industry based Projects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | iii)Good number of                             | encourage students for the                       |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------|
|     | iii) Projects with publications in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | publications.                                  | academic session 21-22.                          |
|     | reputed journals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Encourage for                                  | Instructions are oven to                         |
| 6   | The state of the s | publications in reputed journals               | Publication in reputed journals.                 |
| a . | IV)Rubrics defined for Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | reposed journals                               |                                                  |
| Т   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | N)Rubrics need to be finalised for assessment. | The Rubrics for project assessment is finalized. |
| 5   | Practical Conduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Ok                                             |                                                  |
|     | () Quality of Lab Manual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                |                                                  |
|     | ii) Use of Virtual Lab                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                | 72/112                                           |
|     | iii) Innovative Practical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                |                                                  |
|     | iv) Rubrics for Teachers<br>Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                |                                                  |
|     | v) Methods use for Online conductions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |                                                  |
|     | Sample Records                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                |                                                  |
| 6   | Academic Calendar &Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Ok                                             |                                                  |
|     | Table                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                |                                                  |
|     | (Implementation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |                                                  |
| 7   | Teaching load ,Time-Table,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Ok                                             |                                                  |
|     | Remedial classes , Academic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                |                                                  |
|     | Reports, Academic Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                |                                                  |
|     | Reports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                |                                                  |
| 8   | Result Analysis and corrective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Ok                                             | Territor (                                       |
|     | measures taken (Minutes of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                |                                                  |
|     | meeting ,Letters of Appreciation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |                                                  |
|     | ,Improvement)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                |                                                  |
|     | Facilities and Technical Support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ok                                             | ******                                           |
| 21  | I was an                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                |                                                  |
|     | (Labs, Computational Facility .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                |                                                  |
|     | Supporting Staff Project Lab etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                |                                                  |
| 10  | Students support Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | i) Ok                                          |                                                  |
|     | i) Identification of Slow and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ii) Ok                                         | Appreciation and Improvement                     |
|     | advanced learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                | letters are prepared for all                     |
|     | ii) Meas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | iii) Ok                                        | semesters                                        |
|     | ures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | iv) Analysis ready                             |                                                  |
|     | taken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | (Appreciation and                              |                                                  |
|     | iii) Mento                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Improvement letters                            |                                                  |
|     | ring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | required)                                      |                                                  |
|     | System                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | rote.                                          |                                                  |
|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ok                                             |                                                  |
|     | iv) Feedback Analysis and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                |                                                  |
|     | corrective measures ( Minutes of meeting, Appreciation and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                |                                                  |
|     | improvement letters)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                |                                                  |
|     | improvement retters:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                |                                                  |

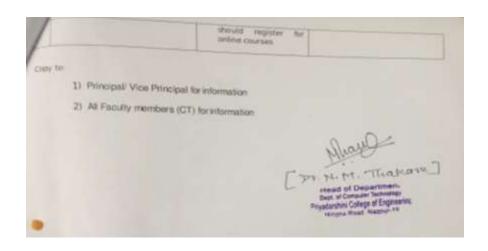


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|     | N) Feedback of facilities                                                                                                                                                                        |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Student progression     Training Placement                                                                                                                                                       | Ok                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     | ii) Higher Studies<br>Entrepreceurship                                                                                                                                                           |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     | 12 Industry institute interactions 1) Internal p  II) Field projects III) Industry visit                                                                                                         | No industrial Visit and<br>First projects due to<br>pandemic                                                               | The state of the s |
| 1   | Courses /Diploma Courses /Diploma #17 Add-on programs, value added programs                                                                                                                      |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 100 | Department / Distinctiveness                                                                                                                                                                     | Needs updation                                                                                                             | Best Proctices life is updated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 13  | Examination and Continuous Internal Evaluation (CIE) Reforms  i) Quality of Question papers  ii) Setting and mapping of question as per Elborns Taxonomy.  Moderation of Question Papers.        | I) oil  II) Setting and mapping at gasetions required as per Blooms Tavoromy (For Assignments)  II) oil                    | Instructions are given to all subject knothers and asked them to update assignments in course this accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 16  | Stake Holders Feedback on curriculum                                                                                                                                                             | Students and Feculty<br>feedback taken. Needs in<br>collect<br>from Alumni and Employer<br>for session 2020-21             | Alumni meeting is conducted on 31st july and feedbacks are taken.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 7   | experience, Cadre, SFR)                                                                                                                                                                          | Ok                                                                                                                         | ***************************************                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 8   | Professional Activities For<br>Students and Staff                                                                                                                                                | Ok                                                                                                                         | (E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 9   | Faculty Contribution  MOUs, Technology Transfer, Funded projects. Consultancy, Research publications, books published.  FDPs, 5TTPs attended/organized  MOOCS / NPTEL Registration/Certification | Needs to increase book publications. Patents, consultancy and sponsored projects Need More publications in reputed journal | All faculty members are encouraged to increase publications in replaced journals.  Register for ordine courses  Organize STTP-FDPs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |





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### 7. One Week Online FDP on Research Methodology Tools & Techniques

#### About Institut

Priyadarshini College of Engineering, the Premier College of the Sanstha with 32 years of Proven Track Record, endeavors to impart academic excellence through promoting technology, scientific thinking and Corporate Social Responsibility. Priyadarshini College of Engineering has been awarded with A+ grade status with CGPA 3.31 by NAAC for a term of 5 years upto 27.03.2024. The institute has received accreditation for four of its programs, namely Ovil Engineering, Mechanical Engineering, Electronics & Tele Communication Engineering and Electrical Engineering for a period of 3 years, up to 03/06/2020 by National Board of Accreditation (NBA), New Delhi. The Institute runs 7 undergraduate programs, 4 post Graduate Programs and 3 Ph.D. Programs. Institute has a strong faculty pool with 52 Ph.D. awarded and 32 ongoing. The Institute has also been conferred with Grade A by the Government of Maharashtra for Academic Excellence and is the recipient of Platinum Rank Category in AICTE-CII survey in 2019. The institute has also received World Education Award, India's Education Excellent Award 2018, Berkshire Media USA; and Outstanding Engineering Institutive for Research and Innovation held at 15th World Education Summit-2019.

#### About FDF

Research methodology refers to a system of models, procedures and techniques used to find the result of a research problem. These processes are essential to learn by a prospective researcher. Traving in research methodology provides development professionals with explanation and demonstration of main theories and techniques in research methods. Using these techniques is the first step towards developing a sound researcher.

Keeping in view the importance of research methodology, this FDP is contemplated with an aim

to explore the basic dimensions of research and to orient participants towards developing their own research plans with due attention to every stage of research. It includes following topics.

- Recent development in research methods.
- · How to identify new research task
- Methodological issues in research publication
- Ethics in research and professional development
- How to develop a new patent
- Writing and submitting research proposals
- Various Funding Agencies

#### Resource Persons

Eminent Researchers and Academicians.

#### Registration Guidelines

- Registration is restricted for first 200 participants.

#### Registration Fees: Nil

#### Contact

Dr. (Ms.) R.A.Keswani : 7972618474 Ms. S. G. Mungale : 9970615935

#### Patrons

Dr. Satish Chaturvedi, Chairman, LTJSS, Nagpur, Smt. Alsha Chaturvedi, Secretary, LTJSS Nagpur Smt. Sheetal Chaturvedi, Member (GB), LTJSS Smt. Sheetal Chaturvedi, Member (GB), LTJSS, Nagpur Shri, Abhilgeet Deshmukk, Director, LTJSS Nagpur

#### Advisors

Dr. M. P. Singh, Principal Dr.S.A.Dhale , Vice Principal Dr.K.S.Zakluddin, Associate Dean (R&D) Lokmanya Tilak Jankatyan Shikshan Sanatha's PRIYADARSHINI COLLEGE

OF ENGINEERING

Hingna Road, Nagpur www.pcenagpur.edu.in

One Week Online Faculty Development Program

RESEARCH METHODOLOGY
TOOLS AND TECHNIQUES

29th May - 2nd June 2020

#### Oraganised by

Internal Quality Assurance Cell

Higher Learning and Research Centre Priyadarshini College of Engineering, Nagpur

> Or. M. P. Singh Principal

Dr. (Mrs.) S.W.Varade Professor, E & TC Convener

Dr. (Ms.) R.A.Keswani Asso. Professor, EP Coordinator Dr.5.5.5hriramwar Dean (Academics) & IDAC Coordinator

Ms. S.G. Mungain Asst. Professor, VLSI Co-coordinator



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Hingna Road, Nagpur

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**Internal Quality Assurance Cell** 

&

**Higher Learning and Research Centre** 

### One Week Online

**Faculty Development Program** 

On

## RESEARCH METHODOLOGY TOOLS AND TECHNIQUES

29th May - 2nd June 2020

**Organized by**: Internal Quality Assurance Cell & Higher Learning and Research Centre

**Participated by :** Research Scholars, Academicians & Industry Person from varied background.

No. of Registrations: 1246



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Near CRPF Campus, Hingna Road, Nagpur-440 019, Maharashtra (India)

Phone: 07104 – 236381, 237307, Fax: 07104 – 237681, email: principal.pce.ngp@gmail.com, www.pcenagpur.edu.in



**Mode of Conduction:** Google Meet

**Date:** 29<sup>th</sup> May - 2<sup>nd</sup> June 2020

**Event:** One Week Online Faculty Development Program On Research Methodology Tools And Techniques

**Objective:** To explore the basic dimensions of research and to orient participants towards developing their own research plans with due attention to every stage of research.

#### **Resource Persons:**

Dr. Prabhat Sharma, VNIT, Nagpur.

Dr.G.K.Awari, Govt. Polytechnic, Nagpur

Dr. Ankit Bhurane, IIIT, Nagpur

Dr. Nilesh. S. Ugemuge, Anand Niketan College, Warora

Dr.(Mrs.) S.W. Varade, PCE, Nagpur

Dr.(Mrs.) Rajeshree.Raut., Govt. COE, Nagpur

Dr.Ketan Raut, VIIT, Pune



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Dr. Ashok Pawade, G.H. Raisoni University, Saikheda

Dr.S.S.Shriramwar, PCE, Nagpur

#### **Coordinator:**

Dr.M.P.Singh Chairperson

Convener- RMTT Dr.(Mrs.)S.W.Varade

Dr.S.S.Shriramwar **IQAC** Coordinator

Dr.(Ms.)R.A.Keswani Coordinator-RMTT

Ms.S.G.Mungale Co-Coordinator-RMTT

**Remark:** Participants were enriched with the knowledge shared by expert speakers to keep pace with the changing scenario in the field of Research. They Learnt about the procedures and techniques used to find the result of a research problem. Training in Research Methodology provided them with explanation and demonstration of main theories and techniques in research method



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### 8. Workshop on ICT for Teaching Learning





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**Report on** online workshop on ICT for Teaching and Learning using Teaching Application

**Event Title:** Online workshop on ICT for Teaching and Learning using Teachmint Application

Event Date & Time: 27th August 2021 (Friday), 11:30 am onwards

email: principal.pce.ngp@gmail.com, www.pcenagpur.edu.in

**Mode of Conduction:** Online platform Google Meet and YouTube Live.

**Resource Persons:** Abhishek Krishna Iyer (Director, Acquisitions, Teachmint), Shivam Deepak, and Pritam Paul (Assistant Category Manager, Teachmint)

Number of participants:95

Coordinators: Mrs.K.M.Bogawar, Mr. Satish Tiwari

**Objective:** The objective of the workshop:

Use of App for 1) Online teaching 2) Learning Management System 3) Conduction of Online Examinations 4) Maintaining attendance and generation of reports.





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