(408286) Project Phase I

Teaching Scheme

Tutorial: 2 Hrs/ Week

Examination Scheme

Oral: 50 Marks

Project Phase - I is an integral part of the project. The project should be based on the knowledge acquired by the student during the coursework and should contribute to the needs of the society. The project aims to provide an opportunity of designing and building complete system or subsystems in an area where the student likes to acquire specialized skills.

The student shall complete the part of the Project that will consist of problem statement, literature review; project overview, scheme of implementation (Mathematical Model/block diagram/ PERT chart, etc.) and Layout & Design of Setup. As a part of project stage I the student shall deliver a presentation on advancement in Technology pertaining to selected topic.

The student shall submit the report of Project work completed partly in standard format approved by the University.

(408286) Project Phase II

Teaching Scheme

Tutorial: 6 Hrs/ Week

Examination Scheme

Term Work: 100 Marks

Oral: 50 Marks

In Project Phase - II, the student shall complete the remaining part of the project which will consist of the fabrication of set up required for the project, work station, conducting experiments, analysis of data, drawing results, validation of results, and conclusions.

The student shall prepare the duly certified final report of project work in standard format for satisfactory completion of the work by the concerned Guide and Head of the Department/Institute.

(208291) Project Based Learning

Teaching Scheme	Credits	Examination Scheme
Practical: 4 Hrs/ Week	02	Term work: 50 Marks

Preamble:

For better learning experience, along with traditional classroom teaching and laboratory learning; project based learning has been introduced with an objective to motivate students to learn by working in group cooperatively to solve a problem.

Project-based learning (PBL) is a student-centric pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning. (Reference: Wikipedia). Problem based learning will also redefine the role of teacher as mentor in learning process. Along with communicating knowledge to students, often in a lecture setting, the teacher will also to act as an initiator and facilitator in the collaborative process of knowledge transfer and development.

Course Objectives:

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

Course Outcomes:

1. Project based learning will increase their capacity and learning through shared cognition.
2. Students able to draw on lessons from several disciplines and apply them in practical way.
3. Learning by doing approach in PBL will promote long-term retention of material and replicable skill, as well as improve teachers' and students' attitudes towards learning.

Group Structure:

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

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

Selection of Project/Problem:

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

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

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

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

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

Assessment:

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

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

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

services. Supervisor/mentor and Students must actively participate in assessment and evaluation processes.

1. Group may demonstrate their knowledge and skills by developing a public product and/or report and/or presentation.
2. Individual assessment for each student (Understanding individual capacity, role and involvement in the project).
3. Group assessment (roles defined, distribution of work, intra-team communication and togetherness).
4. Documentation and presentation

Evaluation and Continuous Assessment:

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

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

Recommended parameters for assessment, evaluation and weightage:

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

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

References:

Websites:

1. https://www.pblworks.org/what-is-pbl
2. https://www.edutopia.org/project-based-learning
3. https://www.teachthought.com/project-based-learning/20-examples-of-project-based-learning/
4. https://educatorsusa.org/our-programs/professional-development/project-based-learning/
5. https://www.schoology.com/blog/project-based-learning-pbl-benefits-examples-and-resources

Savitribai Phule Pune University
Final Year of Mechanical Engineering (2015 Course)

Course Code : 402046 **Course Name : Project – I**

Teaching Scheme:		Credits		Examination Scheme:		
Theory	: --	TH	: --	Theory	In-Sem : --	PR : --
Practical	: 04 hrs per week	TW	: 02		End-Sem : --	OR : 25
						TW : 25

Course Objectives:

- To have ideology of the industrial project.
- Hands on working with tools, tackles and machines
- To carry out literature survey
- To do brain storming for mechanical engineering system

Course Outcomes:

On completion of the course, students will be able to -

- Find out the gap between existing mechanical systems and develop new creative new mechanical system.
- Learn about the literature review
- Get the experience to handle various tools, tackles and machines.

Course Contents

INSTRUCTIONS FOR PROJECT REPORT WRITING (Project Stage I)

It is important that the procedures listed below be carefully followed by all the students of B.E. (Mechanical Engineering).

1. Prepare ***Three Spiral Bound Copies*** of your manuscript.
2. Limit your Project Stage I to *25– 30* pages (preferably)
3. The *footer must include* the following:
   Institute Name, B.E. (Mechanical) Times New Roman 10 pt. and centrally aligned.
4. Page number as second line of footer, Times New Roman 10 pt. centrally aligned.
5. Print the manuscript using
   a) Letter quality computer printing.
   b) The main part of manuscript should be Times New Roman 12 pt. with alignment - justified.
   c) Use 1.5 line spacing.
   d) Entire report shall be of 5- 7 chapters
6. Use the paper size 8.5'' × 11'' or A4 (210 × 197 mm). Please follow the margins given below.

Margin Location	Paper 8.5'' × 11''	Paper A4 (210 × 197 mm)
Top	1''	25.4 mm
Left	1.5''	37 mm
Bottom	1.25''	32 mm
Right	1''	25.4 mm

7. All paragraphs will be *1.5 lines spaced with a one blank line between each paragraph*. Each paragraph will begin with *without any indentation*.
8. *Section titles* should be bold with *14 pt.* typed in all capital letters and should be left aligned.
9. *Sub-Section headings* should be aligning at the left with *12 pt.* bold and Title Case (the first letter of each word is to be capitalized).
10. Illustrations (charts, drawings, photographs, figures) are to be in the text. Use only illustrations really pertinent to the text. Illustrations must be sharp, clear, black and white. Illustrations downloaded from internet are not acceptable.
    a) Illustrations should not be more than two per page. One could be ideal
    b) Figure No. and Title at bottom with 12 pt.
    c) Table No. and Title at top with 12 pt.
    d) Legends below the title in 10 pt.
    e) Leave proper margin in all sides
    f) Illustrations as far as possible should not be photo copied.
11. Photographs if any should be of glossy prints
12. Please use SI system of units only.
13. Please number the pages on the front side, centrally below the footer
14. References should be either in order as they appear in the thesis or in alphabetical order by last name of first author
15. Symbols and notations if any should be included in nomenclature section only
16. Following will be the order of report
    i. Cover page and Front page (*as per the specimen on separate sheet*)
    ii. Certificate from the Institute (*as per the specimen on separate sheet*)
    iii. Acknowledgements
    iv. Contents
    v. List of Figures
    vi. List of Tables
    vii. Nomenclature
    viii. Abstract (A brief abstract of the report not more than 150 words. The heading of abstract i.e. word "Abstract" should be bold, Times New Roman, 12 pt. and should be typed at the center. The contents of abstract should be typed on new line without space between heading and contents. Try to include one or two sentences each on motive, method, key-results and conclusions in Abstract

    1. Introduction (2-3 pages) (TNR – 14 Bold)
        1.1 Problem statement (TNR – 12)
        1.2 Objectives
        1.3 Scope
        1.4 Methodology
        1.5 Organization of Dissertation

    2. Literature Review (12-16 pages)
    Discuss the work done so far by researchers in the domain area and their significant conclusions. No derivations, figures, tables, graphs are expected.

    3. This chapter shall be based on your own simulation work (Analytical/ Numerical/FEM/CFD) (8 - 12 pages)

    4. Experimental Validation - This chapter shall be based on your own experimental work

(2 - 3 pages)

5. Concluding Remarks and Scope for the Future Work (1 - 2 pages)
(IF above Chapters 3, 4, 5 not completed please mention the plan for the same and time period for completion and detail activity chart).
References ANNEXURE (if any) (Put all mathematical derivations, Simulation program as Annexure)

17. All section headings and subheadings should be numbered. For sections use numbers 1, 2, 3, …. and for subheadings 1.1, 1.2, …. etc and section subheadings 2.1.1, 2.1.2, …. etc.
18. References should be given in the body of the text and well spread. No verbatim copy or excessive text from only one or two references. If figures and tables are taken from any reference then indicate source / citatation of it. Please follow the following procedure for references

Reference Books :
Collier, G. J. and Thome, J. R., Convective boiling and condensation, 3rd ed., Oxford University Press, UK, 1996, pp. 110 – 112.

Papers from Journal or Transactions :
Jung, D. S. and Radermacher, R., Transport properties and surface tension of pure and mixed refrigerants, *ASHRAE Trans*, 1991, 97 (1), pp. 90 – 98.
Bansal, P. K., Rupasinghe, A. S. and Jain, A. S., An empirical correction for sizing capillary tubes, *Int. Journal of Refrigeration*, 1996, 19 (8), pp.497 – 505.

Papers from Conference Proceedings :
Colbourne, D. and Ritter, T. J., *Quantitative assessment of flammable refrigerants in room air conditioners*, Proc. of the Sixteenth International Compressor Engineering Conference and Ninth International Refrigeration and Air Conditioning Conference, Purdue University, West Lafayette, Indiana, USA, 2002, pp. 34 – 40.

Reports, Handbooks etc. :
United Nations Environmental Programme, Report of the Refrigeration, Air Conditioning and Heat Pumps, Technical Option Committee, 2002, Assessment - 2002.
ASHRAE Handbook: Refrigeration, 1994 (Chapter 44)

Patent :
Patent no, Country (in parenthesis), date of application, title, year.

Internet :
www.(Site) [Give full length URL] *accessed on date*

Savitribai Phule Pune University
Final Year of Mechanical Engineering (2015 Course)

Course Code : 402051 **Course Name : Project – II**

Teaching Scheme:		Credits		Examination Scheme:		
Theory	: --	TH	: --	Theory	In-Sem : --	PR : --
Practical	: 12 hrs per week	TW	: 06		End-Sem : --	OR : 100
						TW : 100

Course Contents

INSTRUCTIONS FOR PROJECT REPORT WRITING

It is important that the procedures listed below be carefully followed by all the students of B.E. (Mechanical Engineering).

1. Prepare ***Three Hard Bound Copies*** of your manuscript.
2. Limit your Dissertation report to *80– 120* pages (preferably)
3. The *footer must include* the following:
   Institute Name, B.E. (Mechanical) Times New Roman 10 pt. and centrally aligned.
4. Page number as second line of footer, Times New Roman 10 pt. centrally aligned.
5. Print the manuscript using
   a) Letter quality computer printing.
   b) The main part of manuscript should be Times New Roman 12 pt. with alignment - justified.
   c) Use 1.5 line spacing.
   d) Entire report shall be of 5- 7 chapters
6. Use the paper size 8.5'' × 11'' or A4 (210 × 197 mm). Please follow the margins given below.

Margin Location	Paper 8.5'' × 11''	Paper A4 (210 × 197 mm)
Top	1''	25.4 mm
Left	1.5''	37 mm
Bottom	1.25''	32 mm
Right	1''	25.4mm

7. All paragraphs will be 1.5 lines spaced with a one blank line between each paragraph. Each paragraph will begin with without any indentation.
8. Section titles should be bold with 14 pt. typed in all capital letters and should be left aligned.
9. Sub-Section headings should be aligning at the left with 12 pt. bold and Title Case (the first letter of each word is to be capitalized).
10. Illustrations (charts, drawings, photographs, figures) are to be in the text. Use only illustrations really pertinent to the text. Illustrations must be sharp, clear, black and white. Illustrations downloaded from internet are not acceptable.
    a) Illustrations should not be more than two per page. One could be ideal
    b) Figure No. and Title at bottom with 12 pt.
    c) Table No. and Title at top with 12 pt.
    d) Legends below the title in 10 pt.
    e) Leave proper margin in all sides

f) Illustrations as far as possible should not be photo copied.

11. Photographs if any should be of glossy prints
12. Please use SI system of units only.
13. Please number the pages on the front side, centrally below the footer
14. References should be either in order as they appear in the thesis or in alphabetical order by last name of first author
15. Symbols and notations if any should be included in nomenclature section only
16. Following will be the order of report
    i. Cover page and Front page (*as per the specimen on separate sheet*)
    ii. Certificate from the Institute (*as per the specimen on separate sheet*)
    iii. Acknowledgements
    iv. Contents
    v. List of Figures
    vi. List of Tables
    vii. Nomenclature
    viii. Abstract (A brief abstract of the report not more than 150 words. The heading of abstract i.e. word "Abstract" should be bold, Times New Roman, 12 pt and should be typed at the center. The contents of abstract should be typed on new line without space between heading and contents. Try to include one or two sentences each on motive, method, key-results and conclusions in Abstract

    1. Introduction (2-3 pages) (TNR – 14 Bold)
        1.1 Problem statement (TNR – 12)
        1.2 Objectives
        1.3 Scope
        1.4 Methodology
        1.5 Organization of Dissertation

    2. Literature Review (20-30 pages)
    Discuss the work done so far by researchers in the domain area and their significant conclusions. No derivations, figures, tables, graphs are expected.

    3. This chapter shall be based on your own simulation work (Analytical/ Numerical/FEM/CFD) (15- 20 pages)

    4. Experimental Validation - This chapter shall be based on your own experimental work (15-20 pages)

    5. Concluding Remarks and Scope for the Future Work (2-3 pages)
    References ANNEXURE (if any) (Put all mathematical derivations, Simulation program as Annexure)
17. All section headings and subheadings should be numbered. For sections use numbers 1, 2, 3, … and for subheadings 1.1, 1.2, …. etc and section subheadings 2.1.1, 2.1.2, …. etc.
18. References should be given in the body of the text and well spread. No verbatim copy or excessive text from only one or two references. If figures and tables are taken from any reference then indicate source / citation of it. Please follow the following procedure for references

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University Press, UK, 1996, pp. 110 – 112.

Papers from Journal or Transactions :
Jung, D. S. and Radermacher, R., Transport properties and surface tension of pure and mixed refrigerants, *ASHRAE Trans*, 1991, 97 (1), pp. 90 – 98.
Bansal, P. K., Rupasinghe, A. S. and Jain, A. S., An empirical correction for sizing capillary tubes, *Int. Journal of Refrigeration*, 1996, 19 (8), pp.497 – 505.

Papers from Conference Proceedings :
Colbourne, D. and Ritter, T. J., *Quantitative assessment of flammable refrigerants in room air conditioners*, Proc. of the Sixteenth International Compressor Engineering Conference and Ninth International Refrigeration and Air Conditioning Conference, Purdue University, West Lafayette, Indiana, USA, 2002, pp. 34 – 40.

Reports, Handbooks etc. :
United Nations Environmental Programme, Report of the Refrigeration, Air Conditioning and Heat Pumps, Technical Option Committee, 2002, Assessment - 2002.
ASHRAE Handbook: Refrigeration, 1994 (Chapter 44)

Patent :
Patent no, Country (in parenthesis), date of application, title, year.

Internet :
www.(Site) [Give full length URL] *accessed on date*

202052 - Project Based Learning - II		
Teaching Scheme	**Credits**	**Examination Scheme**
Practical : 04 Hr./Week	**02** Practical : 02	Term Work : 50 Marks

Preamble

Currently, engineering education is undergoing significant structural changes worldwide. The rapidly evolving technological landscape forces educators to constantly reassess the content of engineering curricula in the context of emerging fields and with a multidisciplinary focus. In this process, it is necessary to devise, implement and evaluate innovative pedagogical approaches for the incorporation of these novel subjects into the educational programs without compromising the cultivation of the traditional skills. In this context, the educational community is showing rapidly rising interest in project-based learning approaches.

The mainstream engineering education follows traditional classroom teaching, in which the major focus is mainly on the lecture and the student has very little (if any) choice on the learning process. However rapid development in engineering and technology requires adopting a teaching approach that would assist students not only in developing a core set of industry relevant skills, but also enable them to adapt to changes in their professional career.

Course Objectives

1. To emphasize project based learning activities that are long-term, interdisciplinary and student-centric.
2. To inculcate independent and group learning by solving real world problems with the help of available resources.
3. To be able to develop applications based on the fundamentals of mechanical engineering by possibly applying previously acquired knowledge.
4. To get practical experience in all steps in the life cycle of the development of mechanical systems: specification, design, implementation, and testing.
5. To be able to select and utilize appropriate concepts of mechanical engineering to design and analyze selected mechanical system.

Course Outcomes

On completion of the course, learner will be able to

CO1. IDENTIFY the real-world problem (possibly of interdisciplinary nature) through a rigorous literature survey and formulate / set relevant aims and objectives.
CO2. ANALYZE the results and arrive at valid conclusions.
CO3. PROPOSE a suitable solution based on the fundamentals of mechanical engineering by possibly integration of previously acquired knowledge.
CO4. CONTRIBUTE to society through proposed solutions by strictly following professional ethics and safety measures.
CO5. USE of technology in proposed work and demonstrate learning in oral and written form.
CO6. DEVELOP ability to work as an individual and as a team member.

Group Structure

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

1. Create groups of 5 (five) to 6 (six) students in each class
2. A supervisor/mentor teacher is assigned to 3-4 groups or one batch

Project Selection

The project can be selected by undertaking a survey of journal papers, patents or field visit (A problem can be theoretical, practical, social, technical, symbolic, cultural and/or scientific). The problem shall consist of following facets: feasibility of arriving at a solution, analyzing the problem, design and development of the system (hardware or virtual).

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

content and structure of the activity undertaken.

Solution to problem-based projects through ***"learning by doing"*** is recommended. The model begins with the identifying of a problem, often growing out of a question or "wondering". This formulated problem then stands as the starting point for learning. A problem can be theoretical, practical, social, technical, symbolic, cultural and/or scientific and grows out of students" wandering within different disciplines and professional environments. As stated in the preamble as the world has adapted and propagated multidisciplinary approach, hence the proposed project activity preferably should not be restricted to only mechanical domain specific projects rather should be Interdisciplinary in nature. However the chosen problem should be integration of other streams of engineering with Mechanical engineering.

Although in a genuine case 100% software/ virtual project topic may be allowed.

Ethical Practices, teamwork and project management:
Use Indian standards or any relevant standards for project manufacturing, respect the time of others, attend the reviews, poster presentation and model exhibitions, strictly follow the deadline of project completion, comply with all legislation requirements that govern workplace health and safety practices.

Effective Documentation
In order to make our engineering graduates capable of preparing effective documentation, it is required for the students to learn the effective writing skills. The PBL final report is expected to consist of the Literature Survey, Problem Statement, Aim and Objectives, System Block Diagram, System Implementation Details, Discussion and Analysis of Results, Conclusion, System Limitations and Future Scope. Many freely available software tools (for instance Mendley (Elsevier), Grammarly) are expected to be used during the preparation of PBL synopsis and final report. It is expected that the PBL guides/mentors shall teach students about utilizing valid sources of information (such as reference papers, books, magazines, etc) related to their PBL topic.

Evaluation & Continuous Assessment
The institution/head shall be committed to ensuring the effective and rigorous implementation of the idea of project based learning. Progress of PBL shall be monitored regularly on a weekly basis. Weekly review of the work shall be necessary. During the process of monitoring and continuous assessment and evaluation the individual and team performance is to be measured. PBL is monitored and continuous assessment is done by supervisor /mentor and authorities. Students must maintain an institutional culture of authentic collaboration, self-motivation, peer-learning and personal responsibility. The institution/department should support students in this regard through guidance/orientation programs and the provision of appropriate resources and services. Supervisor/mentor and Students must actively participate in assessment and evaluation processes.

The effectiveness of the concept PBL lies in rigorous and continuous assessment and evaluation of the student performance. It is recommended that all activities are required to be recorded regularly. A regular assessment of PBL work is required to be maintained at the department in PBL log book by students. It is expected that the PBL log book must include following:

1. Information of students and guide
2. Weekly monitoring by the PBL guide,
3. Assessment sheet for PBL work review by PBL guide and PBL Evaluation Committee (PEC).

The PEC structure shall consist of Head of the department, 1/2 senior faculties of the department and one industry expert (optional). Continuous Assessment Sheet (CAS) is to be maintained by the department.

Recommended parameters for assessment, evaluation and weightage

1. Idea Inception (kind of survey). (10%)
2. Documentation (Gathering requirements, design & modeling, implementation/execution, use of technology and final report, other documents). (15%)
3. Attended reviews, poster presentation and model exhibition. (10%)

4. Demonstration (Poster Presentation, Model Exhibition etc). (10%).
5. Awareness /Consideration of - Environment/ Social /Ethics/ Safety measures/Legal aspects. (5%)
6. Outcome (physical model/prototype/ virtual model/ product development/ assembly & disassembly and analysis of standard mechanism or system, design and development of small applications using Arduino, design of control systems, development of various systems/ subsystems of BAJA/SUPRA/Robots/GoKart/ Sunrisers/Hackathon/ application development and similar activities/ System performance and analysis) (40%)
7. Participation in various competitions/ publication/ copyright/ patent) (10%)

Learning Resources

Reference Books / Research Articles

1. John Larmer, John R. Mergendoller, and Suzie Boss, "Setting the Standard for Project Based Learning"
2. John Larmer and Suzie Boss, "Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences"
3. Erin M. Murphy and Ross Cooper, "Hacking Project Based Learning: 10 Easy Steps to PBL and Inquiry"

Web resources

1. https://www.edutopia.org/project-based-learning
2. www.howstuffworks.com
3. https://www.pblworks.org/
4. www.wikipedia.org

Raspberry Pi computer is developed. The connectivity is divided into server side software and client side software.

7.IoT based Web Controlled Home Automation using Raspberry Pi.

8. A Simple IoT Project with the ESP8266 WiFi module: Here is a simple project with ESP8266 wi-fimodule.This project collects the temperature and is displayed on the network.

9. Implement a RFID Based IoT Project

404188 Project Phase-I

Credits: 02

Teaching Scheme:		**Examination Scheme:**
Tutorial: 2 Hrs/week		OR :50Marks

Note:

1. Term work assessment is based on the project topic. It consists of Literature Survey and basic project work. The abstract of the project should be submitted before Term workassessment.
2. The report consists of the Literature Survey, basic project work and the size of the report should be maximum of 40pages.
3. The examination is conducted by two examiners (internal and external) appointed by the university. The examiners appointed must have minimum 5 years of experience with UG qualification or 2 years with PG qualification.
4. The assessment is based on Innovative Idea, Depth of understanding, Applications, Individual contributions, presentation, and the grade given by the internal guide based on the work carried out in a semester.
5. A log book of Work carried out during the semester will be maintained with monthly review remarks by the guide and HoD.
6. A certified copy of report is required to be presented to external examiner at the time of final examination.

Audit Course 5 (1):Green Energy

About the course

This course provides an introduction to energy systems and renewable energy resources, with a scientific examination of the energy field and an emphasis on alternate energy sources and their technology and application. The students will explore society's present needs and future energy demands, examine conventional energy sources and systems, including fossil fuels and nuclear energy, and then focus on alternate, renewable energy sources such as solar, biomass (conversions), wind power, geothermal, and hydro. Energy conservation methods will be emphasized

Course Objectives:

- To understand the conventional and non conventional energy sources
- To understand different renewable energy sources and their generation
- To understand the various applications & benefits of renewable energy sources
- To enable student to understand project management, energy audit and Installation

404195 Project Phase-II

Credits:06

Teaching Scheme:		Examination Scheme:
Tutorial: 6 Hrs/Week		TW: 150 Mark OR: 50 Marks

1. GroupSize

The student will carry the project work individually or by a group of students. Optimum group size is in 3 students. However, if project complexity demands a maximum group size of 4 students, the committee should be convinced about such complexity and scope of thework.

2. Selection and approval of topic

Topic should be related to real life application in the field of Electronics and Telecommunication

OR

Investigation of the latest development in a specific field of Electronics or Communication or Signal Processing

OR

The investigation of practical problem in manufacture and / or testing of electronics or communication equipment

OR

The Microprocessor / Microcontroller based applications project ispreferable.

OR

Software development project related to VHDL, Communication, Instrumentation, Signal Processing and Agriculture Engineering with the justification for techniques used / implemented is accepted.

OR

Interdisciplinary projects should be encouraged. The examination will be conducted independently in respective departments.

3. Note:

The group should maintain a logbook of activities. It should have entries related to the work done,problems faced, solution evolved etc., duly signed by internal and external guides.

Project report must be submitted in the prescribed format only. No variation in the format will be accepted. One guide will be assigned at the most 3 project groups.

Savitribai Phule Pune University

Second Year of Electronics / E & Tc Engineering (2019 Course)

204200: Project Based Learning

Teaching Scheme:	Credit	Examination Scheme:
Practical: 04 hrs. / week	02	Term Work: 50 Marks

Preamble:

The main stream engineering education follows traditional classroom teaching, in which the major focus is mainly on the lecturer and the student has very little (if any) choice on the learning process. However rapid development in engineering and technology requires adopting a teaching approach that would assist students not only in developing a core set of industry relevant skills, but also enable them to adapt to changes in their professional career.

PBL is an approach to design Electronic Systems Curricula for making electronics more appealing to students. Since electronics is an important grounding for other disciplines (computer science, signal processing, and communications), this approach proposes the development of multidisciplinary projects using the PBL strategy for increasing the attractiveness of the curriculum. Promoting electronics as grounding for other disciplines can be done by defining a new curriculum that includes practical courses (laboratories) in which the students develop whole systems involving multidisciplinary knowledge.

Course Objectives: On completion of the course, learner will be able to -

- To emphasize projectbased learning activities that are long-term, interdisciplinary and student-centric.
- To inculcate independent and group learning by solving real world problem with the help of available resources.
- To be able to develop application based on the fundamentals of electronics and communication engineering by possibly the integration of previously acquired knowledge.
- To get practical experience in all steps in the life cycle of the development of electronic systems: specification, design, implementation, and testing.
- To be able to select and utilize appropriate hardware and software tools to design and analyze the proposed system.
- To provide every student the opportunity to get involved either individually or as a group so as to develop team skills and learn professionalism.

Course Outcomes: On completion of the course, learner will be able to -

CO1: Identify the real-world problem (possibly of interdisciplinary nature) through a rigorous literature survey and formulate / set relevant aim and objectives.

CO2: Contribute to society through proposed solution by strictly following professional ethics and safety measures.

CO3: Propose a suitable solution based on the fundamentals of electronics and communication engineering by possibly the integration of previously acquired knowledge.

CO4: Analyze the results and arrive at valid conclusion.

CO5: Use of technology in proposed work and demonstrate learning in oral and written form.

CO6: Develop ability to work as an individual and as a team member.

Group Structure:

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

1. Create groups of 5 (five) to 6 (six) students in each class
2. A supervisor/mentor teacher assigned to 3-4 groups or one batch

Project Selection:

Survey through journals, patents or field visit (A problem can be theoretical, practical, social, technical, symbolic, cultural and/or scientific), check the physibility of solution, analyze the problem, design and find the values of components.

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

The problem-based project oriented model for learning is recommended. The model begins with the identifying of a problem, often growing out of a question or "wondering". This formulated problem then stands as the starting point for learning. A problem can be theoretical, practical, social, technical, symbolic, cultural and/or scientific and grows out of students' wondering within different disciplines and professional environments. As stated in the preamble as electronics is an important grounding for other disciplines (computer science, signal processing, and communications), the project topic can be Interdisciplinary in nature. However the chosen problem must involve the application of electronics and communication engineering fundamentals. Out of the total developed system setup, the project must involve minimum 40% electronic components. Although in a genuine case 100% software based project topic may be allowed.

Ethical Practices, team work and project management:

Use IEEE standards for project manufacturing, respect the time of others, attend the reviews, poster presentation and model exhibitions, strictly follow the deadline of project completion, comply with all legislation requirements that govern workplace health and safety practices.

Effective Documentation:

In order to make our engineering graduates capable to prepare effective documentation, it is required for the students to learn the effective writing skills. The PBL final report is expected to consist of the Literature Survey, Problem Statement, Aim and Objectives, System Block Diagram, System Implementation Details, Discussion and Analysis of Results, Conclusion, System Limitations and Future Scope. Many freely available software tools (for instance Medley (Elsevier), Grammerly) are expected to be used during the preparation of PBL synopsis and final report. It is expected that the PBL guides/mentors shall teach students about utilizing valid sources of information (such as reference papers, books, magazines, etc) related to their PBL topic.

Evaluation & Continuous Assessment:

The institution/head/mentor is committed to assessing and evaluating both student performance and program effectiveness. Progress of PBL is monitored regularly on weekly basis. Weekly review of the work is necessary. During process of monitoring and continuous assessment and evaluation the individual and team performance is to be measured. PBL is monitored and continuous assessment is done by supervisor /mentor and authorities. Students must maintain an institutional culture of authentic collaboration, self-motivation, peer-learning and personal responsibility. The institution/department should support students in this regard through guidance/orientation programs and the provision of appropriate resources and services. Supervisor/mentor and Students must actively participate in assessment and evaluation processes.

It is recommended that the all activities are required to be recorded and regularly. A regular assessment of PBL work is required to be maintained at the department in PBL log book by students. It is expected that the PBL log book must include following:

1. Weekly monitoring by the PBL guide,
2. Assessment sheet for PBL work review by PBL guide and PBL Evaluation Committee (PEC).

The PEC structure shall consist of Head of the department, 1/2 senior faculties of the department and one industry expert (optional). Continuous Assessment Sheet (CAS) is to be maintained by the department.

Recommended parameters for assessment, evaluation and weightage:

1. Idea Inception (kind of survey). (10%)
2. Outcome (Participation/ publication, copyright, patent, product in market). (50%)
3. Documentation (Gathering requirements, design & modeling, implementation/execution, use of technology and final report, other documents). (15%)
4. Attended reviews, poster presentation and model exhibition. (10%)
5. Demonstration (Poster Presentation, Model Exhibition etc). (10%).
6. Awareness /Consideration of - Environment/ Social /Ethics/ Safety measures/Legal aspects. (5%)

Learning Resources

Reference Books / Research Articles:

1. John Larmer, John R. Mergendoller, and Suzie Boss, "Setting the Standard for Project Based Learning".
2. John Larmer and Suzie Boss, "Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences".
3. Erin M. Murphy and Ross Cooper, "Hacking Project Based Learning: 10 Easy Steps to PBL and Inquiry". M. Krašna, "Project based learning (PBL) in the teachers' education,"39th International Convention on Information and Communication Technology, Electronics and Microelectronics (MIPRO), Opatija, 2016, pp. 852-856, doi: 10.1109/MIPRO.2016.7522258.
4. J. Macias- Guarasa, J.M. Montero, R. San-Segundo, A. Araujo and O. Nieto-Taladriz, "A project based learning approach to design electronic systems curricula", IEEE transactions on Education, vol.49, no. 3, pp. 389-397, Aug. 2006, doi: 10.1109/TE.2006.879784

Web resources:

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

Savitribai Phule Pune University

Second Year of Electronics/E & Tc Engineering (2019 Course)

204201: Mandatory Audit Course - 4

Teaching Scheme:	Credit	Examination Scheme:
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304196 Employability Skills and Mini Project

Credits: TH-02 PR-01

Teaching Scheme: **Examination Scheme:**

Lecture : 02 hr/week **Oral : 50 Marks**

Practical : 02 hr/week

Course Objectives:

- To understand the "Product Development Process" including budgeting through Mini Project.
- To plan for various activities of the project and distribute the work amongst team members.
- To inculcate electronic hardware implementation skills by -
- Learning PCB artwork design using an appropriate EDA tool.
- Imbibing good soldering and effective trouble-shooting practices.
- Following correct grounding and shielding practices.
- To develop student's abilities to transmit technical information clearly and test the same by delivery of Seminar based on the Mini Project.
- To understand the importance of document design by compiling Technical Report on the Mini Project work carried out.

Course Outcomes:

On completion of the course, student will be able to

1. Understand, plan and execute a Mini Project with team.
2. Implement electronic hardware by learning PCB artwork design, soldering techniques, testing and troubleshooting etc.
3. Prepare a technical report based on the Mini project.
4. Deliver technical seminar based on the Mini Project work carried out.

Course Contents

Execution of Mini Project

- Project group shall consist of **not more than 3** students per group.
- Mini Project Work should be carried out in the Design / Projects Laboratory.
- Project designs ideas can be necessarily adapted from recent issues of electronic design magazines Application notes from well known device manufacturers may also be referred.

- Use of Hardware devices/components is mandatory.
- Layout versus schematic verification is mandatory.
- Bare board test report shall be generated.
- Assembly of components and enclosure design is mandatory.

B: Selection: Domains for projects may be from the following, but not limited to:

- Instrumentation and Control Systems
- Electronic Communication Systems
- Biomedical Electronics
- Power Electronics
- Audio , Video Systems
- Embedded Systems
- Mechatronic Systems

- Microcontroller based projects should preferably use Microchip PIC controllers/ATmega controller/AVR microcontrollers.

C. Monitoring: (for students and teachers both)

Suggested Plan for various activities to be monitored by the teacher.

Week 1 & 2: Formation of groups, Finalization of Mini project & Distribution of work.

Week 3 & 4: PCB artwork design using an appropriate EDA tool, Simulation.

Week 5 to8:PCB manufacturing through vendor/at lab, Hardware assembly, programming (if required) Testing, Enclosure Design, Fabrication etc

Week 9 & 10: Testing of final product, Preparation, Checking & Correcting of the Draft Copy of Report

Week 11 & 12: Demonstration and Group presentations.

Log book for all these activities shall be maintained and shall be produced at the time of examination.

D. Report writing

- A project report with following contents shall be prepared:
    - Title
    - Specifications
    - Block diagram
    - Circuit diagram
    - Selection of components, calculations

- Simulation results
- PCB artwork
- Layout versus schematic verification report
- Testing procedures
- Enclosure design
- Test results

  Conclusion
- References

Text Books:

1. Thomas C Hayes, Paul Horowitz,, "The Art of Electronics",Newens Publication

2. Analog Circuit Design: Art, Science and Personalities, by Jim Williams (Editor) , EDN series for Design Engineers,

3. M Ashraf Rizvi,‟ Effective Technical Communication‟, Tata McGraw Hill Education Pvt. Ltd.

Reference Books:

1. . Robert Boylested, " Essentials of Circuit Analysis", PHI Puublications
2. Meenakshi Raman, Sangeeta Sharma,‟ Technical Communication, Principles and Practice‟, Oxford University Press
3. A.E. Ward, Angus, " Electronic Product Design", Stanley thornes Publishers, UK.
4. C Muralikrishna, Sunita Mishra,‟ Communication Skills for Engineers‟, Pearson

403146 : Project I

Teaching Scheme	Credits	Examination Scheme [50 Marks]
Tutorial : 02 Hr/Week	02	Oral : 50 Marks

The student shall take up a project in the field closely related to Electrical Engineering. Preferably, group of 3/4 students should be formed for project work.

The project work should be based on the knowledge acquired by the student during the graduation and preferably it should meet and contribute towards the needs of the society. The project aims to provide an opportunity of designing and building complete system or subsystems based on area where the student likes to acquire specialized skills.

Project work in this semester is an integral part of the complete project. In this, the student shall complete the partial work of the project which will consists of problem statement, literature review, project overview and scheme of implementation. As a part of the progress report of project work, the candidate shall deliver a presentation on the advancement in Technology pertaining to the selected project topic.

Guidelines for VIIth Semester for Project work:

1. To identify the problems in industry and society.
2. Perform Literature survey on the specific chosen topic through research papers, Journals, books etc. and market survey if required.
3. To narrow down the area taking into consideration his/her strength and interest. The nature of project can be analytical, simulation, experimentation, design and validation.
4. Define problem, objectives, scope and its outcomes.
5. Design scheme of implementation of project.
6. Data collection, simulation, design, hardware if any, needs to be completed.
7. Presentation based on partially completed work.
8. Submission of report based on the work carried out.
9. Student should maintain Project Work Book.

403151: Project II

Teaching Scheme	Credits	Examination Scheme [150 Marks]
Tutorial : 06 Hrs./Week	06	Oral : 50 Marks Term work : 100 Marks

Course Objectives:

- To explore and to acquire specified skill in areas related to Electrical Engineering
- To develop skills for carrying literature survey and organize the material in proper manner.
- To provide opportunity of designing and building complete system/subsystem based on their knowledge acquired during graduation.
- To understand the needs of society and based on it to contribute towards its betterment and to learn to work in a team.
- To ensure the completion of given project such as fabrication, conducting experimentation, analysis, validation with optimized cost.
- Present the data and results in report form
- Communicate findings of the completed work systematically.

Course outcomes: Students will be able to

- Work in team and ensure satisfactory completion of project in all respect.
- Handle different tools to complete the given task and to acquire specified knowledge in area of interest.
- Provide solution to the current issues faced by the society.
- Practice moral and ethical value while completing the given task.
- Communicate effectively findings in verbal and written forms.

Guidelines :

The student shall complete the remaining part of the project which is an extension of the work carried out in VIIth Semester. For exceptional cases, change of topic has to be approved by Internal Assessment Committee consisting of Guide, Project Coordinator and Head of Department.
Student should incorporate suggestions given by examiner in project I.
The student shall complete the remaining part of the project which consists of design, simulation, fabrication of set up required for the project, analysis and validation of results and conclusions.
The student shall prepare duly certified final report of the project work in the standard format in MS Word / LaTex.
Student should maintain Project Work Book.

203152: Project Based Learning

Teaching Scheme	Credits	Examination Scheme [Marks]
Practical : 04 Hrs/ Week	**PR**:02	**Term Work**: 50 Marks

Preamble: For better learning experience, along with traditional classroom teaching and laboratory learning, project-based learning has been introduced to motivate students to learn by working in a group cooperatively to solve a problem. Project-Based Learning (PBL) is a student-centered and experimental approach to education promoting 'deeper learning' through active exploration of real-world problems and challenges. A central goal of PBL is to facilitate the deeper learning process and support students' acquisition of complex cognitive competencies, e.g., rigorous content knowledge and critical thinking skills. The PBL engages students in the problem definition, design process, contextual understanding, and systems thinking approaches. In the PBL approach, learning based on memorization is de-emphasized and more emphasis is given on understanding and application of engineering design principles. Because of frequent assessments throughout the course, plagiarism can be more easily controlled.

Course Objectives: Objectives of this course are to

1. Impart technical knowledge and skills, and develop deeper understanding to integrate knowledge and skills from various areas.
2. Build critical thinking, problem-solving, communication, collaboration and creativity, and innovation amongst students
3. Make students aware of their own academic, personal, and social developments.
4. Develop habits of self-evaluation and self-criticism, against self-competency and trying to see beyond own ideas and knowledge

Course Outcomes: At the end of this project-based learning, students will be able to

CO1: Identify, formulate, and analyze the simple project problem.

CO2: Apply knowledge of mathematics, basic sciences, and electrical engineering fundamentals to develop solutions for the project.

CO3: Learn to work in teams, and to plan and carry out different tasks that are required during a project.

CO4: Understand their own and their team-mate's strengths and skills.

CO5: Draw information from a variety of sources and be able to filter and summarize the relevant points.

CO6: Communicate to different audiences in oral, visual, and written forms.

Procedure: A group of 4-5 students will be assigned to a faculty member called a mentor. Based on the engineering knowledge of a group and societal and industry problems, the mentor has to guide a group to identify project problems and plan the work schedule. Here, the expected outcomes of the project must be noted. The complete work-plan should be divided in the form of the individual tasks to be accomplished with targets. Weekly review of the completed task should be taken and further guidelines are to be given to a group. The final activity will be presenting the work completed and submitting the report. A group should be promoted to participate in a competition or write a paper.

A problem needs to refer back to a particularly practical, scientific, social, and/or technical domain. The problem should stand as one specific example or manifestation of more general learning outcomes related to knowledge and/or modes of inquiry. There are no commonly shared criteria for what constitutes an acceptable project. Projects vary greatly in the depth of the questions explored, the clarity of the learning goals, the content, and the structure of the activity. It may have

- ✓ A few hands-on activities that may or may not be multidisciplinary.
- ✓ Use of technology in meaningful ways to help them investigate, collaborate, analyze, synthesize, and present their learning.
- ✓ Activities on solving real-life problems, investigation /study, and writing reports of in-depth study, fieldwork.

Assessment:

The department/mentor is committed to assess and evaluate both students' performance and course effectiveness. The progress of PBL is monitored regularly every week. During the process

of monitoring, continuous assessment and evaluation the individual and team performances are to be measured by supervisor /mentor and authorities.

Students must maintain an institutional culture of authentic collaboration, self-motivation, peer-learning, and personal responsibility. The institution/department should support students in this regard through guidance/orientation programs and the provision of appropriate resources and services. Supervisor/mentor and students must actively participate in the assessment and evaluation processes. Groups may demonstrate their knowledge and skills by developing a solution to the problem, public product, and/or report and/or presentation.

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

Evaluation and Continuous Assessment:

It is recommended that all activities are to be recorded in a PBL workbook regularly, regular assessment of work to be done and proper documents are to be maintained at the department level by both students as well as a mentor. Continuous Assessment Sheet (CAS) is to be maintained by all mentors/department. Recommended parameters for assessment, evaluation, and weightage are as follows.

- ✓ Idea Inception **(5%)**
- ✓ Outcomes of PBL/ Problem Solving Skills/ Solution provided/ Final product **(50%)** (Individual assessment and team assessment)
- ✓ Documentation (Gathering requirements, design and modeling, implementation/execution, use of technology and final report, other documents) **(25%)**
- ✓ Demonstration (Presentation, User Interface, Usability, etc.) **(10%)**
- ✓ Contest Participation/ publication **(5%)**
- ✓ Awareness /Consideration of -Environment/ Social /Ethics/ Safety measures/Legal aspects **(5%)**
- ✓ PBL workbook will serve the purpose and facilitate the job of students, mentors, and project coordinator. This workbook will reflect accountability, punctuality, technical writing ability and work flow of the work undertaken

303145: Electrical Workshop

Teaching Scheme		Examination Scheme[Marks]	
Lectures	**Nil**	In semester assessment	Nil
Practical	**2 hrs/week**	End semester assessment	Nil
		Term Work	50

Objectives:

- To enhance practical knowledge related to different subjects
- To develop hardware skills such as soldering, winding etc.
- To develop debugging skills.
- To increase ability for analysis and testing of circuits.
- To give an exposure to market survey for available components
- To develop an ability for proper documentation of experimentation.
- To enhance employability of a student.
- To prepare students for working on different hardware projects.

Instructions:

- **The exercises must be carried out in a group of maximum 3 students.**
- **Two faculty members must be engaged in the practical session of Electrical Workshop**
- **Minimum 5 exercises must be carried out. Out of which minimum four exercises must be from list mentioned below and two must be from each group.**
- **Students will present the design, procedure observations and conclusion in the form of report which will be evaluated for term work.**
- **The hardware components, tools necessary for the development of the experiments must be provided by the institution.**

Group A:

1. Design and fabrication of reactor/ electromagnet for different inductance values.
2. Design and fabrication of single phase Induction/three phase motor stator.
3. Start delta starter wiring for automatic and manual operation.
4. Wiring of distribution box with MCB, ELCB, RCCB and MCCB.
5. Wiring of 40 W tube, T-5, LED, Metal Halide lamps and available latest luminaries.
6. Assembly of various types of contactors with wiring.
7. Assembly of DOL and 3 point starter with NVC connections and overload operation.

Group B:

This group consists of electronics circuits which must be assembled and tested on general purpose PCB or bread boards.

1. Design and development of 5 V regulated power supply.
2. Design and development of precision rectifier.
3. Design and development of first order/ second order low pass/high pass filters with an application.
4. Microcontroller Interface circuit for temperature/level/speed/current/voltage measurement.
5. Peak detector using op-amplifers.
6. Zero crossing detector using op-amplifiers.

Savitribai Phule Pune University
Fourth Year of Computer Engineering (2015 Course)
410248:Project Work Stage I

Teaching Scheme:	Credit	Examination Scheme:
Practical : 02 Hours/Week	02	Presentation: 50 Marks

Course Objectives:

- To Apply the knowledge for solving realistic problem
- To develop problem solving ability
- To Organize, sustain and report on a substantial piece of team work over a period of several months
- To Evaluate alternative approaches, and justify the use of selected tools and methods,
- To Reflect upon the experience gained and lessons learned,
- To Consider relevant social, ethical and legal issues,
- To find information for yourself from appropriate sources such as manuals, books, research journals and from other sources, and in turn increase analytical skills.
- To Work in TEAM and learn professionalism.

Course Outcomes:

On completion of the course, student will be able to–

- Solve real life problems by applying knowledge.
- Analyze alternative approaches, apply and use most appropriate one for feasible solution.
- Write precise reports and technical documents in a nutshell.
- Participate effectively in multi-disciplinary and heterogeneous teams exhibiting team work, Inter-personal relationships, conflict management and leadership quality.

Guidelines

Project work Stage – I is an integral part of the Project work. In this, the student shall complete the partial work of the Project which will consist of problem statement, literature review, SRS, Model and Design. The student is expected to complete the project at least up to the design phase. As a part of the progress report of project work Stage-I, the candidate shall deliver a presentation on the advancement in Technology pertaining to the selected project topic. The student shall submit the duly certified progress report of Project work Stage-I in standard format for satisfactory completion of the work by the concerned guide and head of the Department/Institute.

The examinee will be assessed by a panel of examiners of which one is necessarily an external examiner. The assessment will be broadly based on work undergone, content delivery, presentation skills, documentation, question-answers and report.

Follow guidelines and formats as mentioned in Project Workbook recommended by Board of Studies.

Savitribai Phule Pune University
Fourth Year of Computer Engineering (2015 Course)
410256:Project Work Stage II

Teaching Scheme:	Credit	Examination Scheme:
Practical : 06 Hours/Week	06	Term Work: 100 Marks Presentation: 50 Marks

Companion Course:

Course Objectives:

- To follow SDLC meticulously and meet the objectives of proposed work
- To test rigorously before deployment of system
- To validate the work undertaken
- To consolidate the work as furnished report.

Course Outcomes:

On completion of the course, student will be able to–

- Show evidence of independent investigation
- Critically analyze the results and their interpretation.
- Report and present the original results in an orderly way and placing the open questions in the right perspective.
- Link techniques and results from literature as well as actual research and future research lines with the research.
- Appreciate practical implications and constraints of the specialist subject

Guidelines

In Project Work Stage–II, the student shall complete the remaining project work which consists of Selection of Technology and Tools, Installations, UML implementations, testing, Results, performance discussions using data tables per parameter considered for the improvement with existing/known algorithms/systems and comparative analysis and validation of results and conclusions. The student shall prepare and submit the report of Project work in standard format for satisfactory completion of the work that is the duly certified by the concerned guide and head of the Department/Institute.

Follow guidelines and formats as mentioned in Project Workbook recommended by Board of Studies.

Savitribai Phule Pune University
Second Year of Computer Engineering (2019 Course)
210260: Project Based Learning

Teaching Scheme:	Credit	Examination Scheme:
PR: 04 Hours/Week	02	TW: 50 Marks

Prerequisite Courses, if any: Problem Based Learning.

Companion Course, if any: Software Engineering.

Course Objectives:

- To develop critical thinking and problem solving ability by exploring and proposing solutions to realistic/social problem.
- To Evaluate alternative approaches, and justify the use of selected tools and methods,
- To emphasizes learning activities that are long-term, inter-disciplinary and student-centric.
- To engages students in rich and authentic learning experiences.
- To provide every student the opportunity to get involved either individually or as a group so as to develop team skills and learn professionalism.
- To develop an ecosystem this may promote entrepreneurship and research culture among the students.

Course Outcomes:

CO1: Ability to solve real life problems by applying knowledge.
CO2: Ability to analyze alternative approaches, apply and use most appropriate one for feasible solution.
CO3: Ability to understand basics of IT Project management
CO4: Students should be able to accept and meet challenges in the real world, mirroring what professionals do every day.
CO5: Able to Classify software applications and identify unique features of various domains
CO6: Learning by doing approach in PBL will promote long-term retention of material and replicable skill, as well as improve teachers' and students' attitudes towards learning.

Course Contents

Preamble:

Project-based learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. PBL, is more than just projects. With PBL students "investigate and respond to an authentic, engaging, and complex problem, or challenge" with deep and sustained attention. PBL is "learning by doing." The truth is, many in education are recognizing we live in a modern world sustained and advanced through the successful completion of projects. In short, If students are prepared for success in life, we need to prepare them for a project-based world. It is a style of active learning and inquiry-based learning. (Reference: Wikipedia). Project based learning will also redefine the role of teacher as mentor in learning process. Along with communicating knowledge to students, often in a lecture setting, the teacher will also to act as an initiator and facilitator in the collaborative process of knowledge transfer and development. The PBL model focuses the student on a big open-ended question, challenge, or problem to research and respond to and/or solve. It Brings what students should academically know, understand, and be able to do and requires students to present their problems, research process, methods, and results.

Project based learning (PBL) requires regular mentoring by faculty throughout the semester for successful completion of the idea/project tasks selected by the students per

batch. For the faculty involved in PBL , teaching workload of 4 Hrs/week/batch needs to be considered. The Batch should be divided into sub-groups of 4 to 5 students. Idea implementation /Real life problem/Complex assignments / activities / projects. under project based learning is to be carried throughout semester and Credit for PBL has to be awarded on the basis of internal continuous assessment and evaluation at the end of semester

Group Structure:

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

1. There should be team/group of 4-5 students
2. A supervisor/mentor teacher assigned to individual groups

Selection of Project/Problem:

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

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

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

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

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

Assessment:

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

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

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

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

1. Individual assessment for each student (Understanding individual capacity, role and involvement in the project)

2. Group assessment (roles defined, distribution of work, intra-team communication and togetherness)
3. Documentation and presentation

Evaluation and Continuous Assessment:

It is recommended that all activities should to be recorded regularly, regular assessment of work need to be done and proper documents need to be maintained at college end by both students as well as mentor (PBL work book).

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

Recommended parameters for assessment/evaluation and weightage:

1. Idea Inception and Awareness /Consideration of -Environment/ Social /Ethics/ Safety measures/Legal aspects (10%)
2. Outcomes of PBL/ Problem Solving Skills/ Solution provided/ Final product (Individual assessment and team assessment) (40%)
3. Documentation (Gathering requirements, design &modelling, implementation/ execution, use of technology and final report, other documents) (15%)
4. Demonstration (Presentation, User Interface, Usability) (20%)
5. Contest Participation/ publication (15%)

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

Note :

- While planning for the assessment, choose a valid method based on your context. It should be able to understand by both the students as well as the faculty.
- The student group must follow the principles of Software Engineering (Scoping out the problem, the solution implementation and related documentation).
- Researching the problem and outlining various approaches is key here and should be emphasized by the tutor and the mentor.
- Aspects of design thinking (from the point of view of the person facing the problem) are very important. Students should not jump into the technology aspects first.
- The team can follow the principles of Agile Software Development. The weekly meetings could be used as a Scrum meeting.
- The tutor & mentor should actively help the students to scope the work and the approach. They must validate the technology choices.
- If the implementation code is well documented, the project can be continued by subsequent batch – which will help solve a bigger problem.

Note: @The CO-PO mapping table will be according to project assignment

Text Books:

1. A new model of problem based learning. By Terry Barrett. All Ireland Society for higher education (AISHE). ISBN:978-0-9935254-6-9; 2017
2. Problem Based Learning. byMahnazmoallem, woei hung and Nada Dabbagh, Wiley Publishers. 2019.
3. Stem Project based learning and integrated science, Technology, Engineering and mathematics approach. By Robert RobartCapraro, Mary MargaretCapraro

Reference Books:

1. De Graaff E, Kolmos A., red.: Management of change: Implementation of problem-based and project-based learning in engineering. Rotterdam: Sense Publishers. 2007.
2. Project management core text book, 2 Indian Edition , by Gopalan.
3. The Art of Agile Development. By James Shore & Shane Warden.

Following Fields are applicable for Tutorial of Project Based Learning

Tutors Role in Project Based Learning

- The fundamentals of problem based learning, lies with the Tutors role.
- Tutorsare not the source of solutions rather they act as the facilitator and mentor.
- The facilitator skills of the Tutors / Teacher are central to the success of PBL.

Change of Mindset

- Students are not used to the constructivist approach to learning, it is important that they are carefully told what to expect in PBL.
- Tutors need to explain the differences between PBL and traditional learning.
- Tutors need to explain the principals involved and role of the studenst in PBL learning.

Designing Problem

- Considering the prior knowledge of the students, their ability and creativity, problem statement should be designed.
- For 2nd year PBL students the tutor should place more emphasis on getting the students to perform higher-level tasks.
- It is important for tutors to design problems that are anchored in authentic contexts only
- Students should take ownership of the problem.
- Problems should not be over simplified or well defiled
- Learning should not be the sequencing of instructional events, but the application of principles for responding to the needs of the situation.
- The problems given to students in PBL should be realistic, complex, and should reflect, as much as possible, the actual problems that students would encounter in real life.

Basic function of the tutor

- A good understanding of the overall curriculum the students have to study, the principles of problems solving, critical thinking and metacognitive skills.

Grouping

- Study the background and profile of each student.
- Make sure that students of different backgrounds and experience are assigned in a group
- It is useful to group students of different abilities, gender, and nationalities together.
- Tutors must have the commitment to devote the time to the tutorial process.
- A good tutor is always interested in helping students to learn better.
- Sufficient resources should be made available for students to takepart the PBL tutorial.
- Time management is important.

Assessment of Learning

- It is important for tutors to make sure that assessment is consistent with learning objectives of the groups in PBL
- Assessment of students should not be focused only on the final leaning product.
- PBL tutors need to understand meaningful ways of assessing students' work to motivate learning.
- For assessment to be implemented properly there should be well designed and clearly defined goals and objectives and well thoughtout strategies, techniques, criteria, and marking schemes.

Student's Role in PBL

- Prepare students for PBL before starting the sessions.
- Students must have ability to initiate the task/idea .they should not be mere imitators.
- They must learn to think.
- Students working in PBL must be responsible for their own learning.
- Throughout the PBL process, students have to define and analyze the problem,generate learning issues and apply what they have learned to solve the problemand act for them-selves and be free.
- Students must quickly learn how to manage their own learning,Instead of passively

Receiving instruction.

- Students in PBL are actively constructing their knowledge and understanding of the situation in groups.
- Students in PBL are expected to work in groups.
- They have to develop interpersonal and group process skills, such aseffective listening or coping creatively with conflicts.

Inquiry Skills

- Students in PBL are expected to develop critical thinking abilities by constantly relating:
- What they read to do?
- What they want to do with that information?
- They need to analyze information presented within the context of finding answers.
- Modeling is required so that the students can observe and build a conceptual model of the required processes.
- Formative and summative questions for evaluation:
- How effective is …….?
- How strong is the evidence for ……?
- How clear is ……?
- What are the justifications for thinking?
- Why is the method chosen?
- What is the evidence given to justify the solution?

Information Literacy

- Information literacy is an integral part of self- directed learning
- Information literacy involves the ability to:
- Know when there is a need for information
- Identify the information needed to solve a given problem or issue
- Be able to locate the needed information
- Use the information to solve the given problem effectively.
- Skills required by students in information literacy include:
- How to prepare the search
- How to carry out the research
- Sorting and assessing of information in general

Collaborative learning

- It is an educational approach to teaching and learning that involves
- groups of students working together to solve a problem or complete aproject
- In collaborative learning, learners have the opportunity to talk withpeers, exchange diverse beliefs present and defend ideas, as well asquestioning other ideas.

Interpersonal Skills

- Interpersonal skills relating to group process are essential for effective problem solving and learning.
- It is important that students are made aware of these interpersonalskills.
- Consensual decision making skills
- Dialogue and discussion skills

- Team maintenance skills
- Conflict management skills
- Team leadership skills.
  Students who have these skills have a better opportunity to learn than students who do not have these skills.
- Time Management

Resources

- Students need to have the ability to evaluate the resources used
- Students have to be able to evaluate the source of the resources used byasking the following questions:
- How current is it?
- Is there any reason to suspect bias in the source?
- How credible and accurate is it?

Metacognitive Skills

- Students need to reflect on the processes they are using during thelearning process,
- To compare one strategy with another, and
- To evaluate the effectiveness of the strategy used

Reflection Skills

- Reflection helps students refine and strengthen their high-level thinkingskills and abilities through self-assessment.
- Reflection gives students opportunities to think about how theyanswered a question, made a decision, or solved a problem.
- What strategies were successful or unsuccessful?
- What issues need to be remembered for next time?
- What could or should be done differently in the future?

Savitribai Phule Pune University
Fourth Year of Information Technology Engineering (2015 Course)
414460: Project Phase-I

Teaching Scheme:	Credits:02	Examination Scheme:
TUT:02 Hours/Week		TW:50 Marks

Prerequisites:

Project Based Seminar

Course Objectives:

1. Student should be able implement their ideas/real time industrial problem/ current applications from their engineering domain.
2. 2. Students should be able to develop plans with help of team members to achieve the project's goals.
3. Student should be able to break work down into tasks and determine appropriate procedures.
4. Student should be able to estimate and cost the human and physical resources required, and make plans to obtain the necessary resources.
5. 5. Student should be able allocate roles with clear lines of responsibility and accountability and learn team work ethics.
6. Student should be able to apply communication skills to effectively promote ideas, goals or products.

Course Outcomes:

By the end of the course, students should be able to

1. To show preparedness to study independently in chosen domain of Information Technology and programming languages and apply their acquired knowledge to variety of real time problem scenarios.
2. To function effectively as a team to accomplish a desired goal.
3. An understanding of professional, ethical, legal, security and social issues and responsibilities related to Information Technology Project.

Contents

Project Based Seminar (PBS) helped students to gather, organize, summarize and interpret technical literature with the purpose of formulating a project proposal in third year. Students had also submitted a technical report summarizing state-of-the-art on an identified domain and topic in third year. B.E. Projects can be application oriented and/or will be based on some innovative/ theoretical work. In Project Phase-I the student will undertake project over the academic year, which will involve the analysis, design of a system or sub system in the area identified earlier in the field of Information Technology and Computer Science and Engineering. In some cases; if earlier identified project is not feasible; a new topic must be formulated in consultation with the guide and project coordinator. The project will be undertaken preferably by a group of 3-4 students who will jointly work and Implement

the project. The group will select a project which is based on seminar delivered in relevant domain in Project based Seminar activity with approval from a committee formed by the department of senior faculty to check the feasibility and approve the topic.

Guidelines for Students and Faculty

- The Head of the department/Project coordinator shall constitute a review committee for project group; project guide would be one member of that committee by default.
- There shall be two reviews in Project phase –I in semester-I by the review committee.
- The Project Review committee will be responsible for evaluating the timely progress of the projects.
- As far as possible Students should finalize the same project title taken for Project Based Seminar (PBS).
- Student should Identify Project of enough complexity, which has at least 4-5 major functionalities
- Student should identify stakeholders, actors and write detail problem statement for system
- Review committee should revisit "Feasibility Review" conducted by Examiners during Oral examination in Third year in first week after commencement of the term.
- Review committee should finalize the scope of the project.
- If change in project topic is unavoidable then the students should complete the process of
- project approval by submitting synopsis along with the review of important papers. This new
- project topic should be approved by review committee.
- The students or project group shall make presentation on the progress made by them before the committee.
- The record of the remarks/suggestions of the review committee should be properly maintained and should be made available at the time of examination.
- Each student/group is required to give presentation as part of review for 10 to 15 minutes followed by a detailed discussion.
- Students should Revisit and Reassess the problem statement mentioned in the project-based seminar activity.

Review 1: Synopsis –
Deliverables:
1. The precise problem statement/title based on literature survey and feasibility study.
2. Purpose, objectives and scope of the project.
3. List of required hardware, software or other equipment for executing the project, test environment/tools, cost and human efforts in hours.
4. System overview- proposed system and proposed outcomes.
5. Architecture and initial phase of design (DFD) .
6. Project plan 1.0.

Review 2: SRS –
Deliverables:

1. SRS and High level design
2. Detail architecture/System design/algorithms/techniques
3. At least 30-40% coding documentation with at least 3 to 4 working modules
4. Test Results
5. Project plan 2.0

One paper should be published in reputed International conference/International journal based on

project work done.

Project report contains the details as Follows:

Contents
List of Abbreviations
List of Figures
List of Graphs
List of Tables

1. Introduction and aims/motivation and objectives
2. Literature Survey
3. Problem Statement/definition
4. Project Requirement specification
5. Systems Proposed Architecture
6. High level design of the project(DFD/UML)
7. System implementation-code documentation-algorithm, methodologies, protocols used.
8. GUI/Working modules/Experimental Results
9. Project Plan
10. Conclusions
11. Bibliography in IEEE format

Appendices

A. Plagiarism Report of Paper and Project report from any open source tool
B. Base Paper(s)
C. Tools used
D. Papers Published/Certificates

- Use appropriate plagiarism tools , reference managers ,Latex Lyx/latest Word for efficient and effective project writing.

Term Work:

- The term work will consist of a report and presentation prepared by the student on the project allotted to them.

Reference Books

1. UML2 Bible by Tom Pender, Wiley India Pvt. Limited 2011
2. Applying UML and Patterns Second Edition by Craig Larman, Pearson Education
3. UML 2 and the Unified Process, Second Edition, JIM Arlow, Ila Neustadt, Pearson
4. Design Patterns: Elements of Reusable Object Oriented Software, Erich Gamma, Pearson
5. Design Patterns in Java Second Edition by Steven John Metsker, Pearson

All the assignments should be conducted on Latest version of Open Source Operating Systems, tools and Multi-core CPU supporting Virtualization and Multi-Threading

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Savitribai Phule Pune University
Fourth Year of Information Technology Engineering (2015 Course)
414468: Project Work

Teaching Scheme:	Credits:06	Examination Scheme:
TUT:06 Hours/Week		TW:50 Marks OR:100 Marks

Prerequisites:

1. BE-Project Phase I – Semester I
2. Project Based Seminar

Course Objectives:

1. The object of Project Work II & Dissertation is to enable the student to extend further the investigative study taken up under Project stage 1, either fully theoretical/practical or involving both theoretical and practical work, under the guidance of a Supervisor from the Department alone or jointly with a Supervisor drawn from R&D laboratory/Industry.
2. To expose students to product development cycle using industrial experience, use of state of art technologies.
3. To encourage and expose students for participation in National/International paper presentation activities and funding agency for sponsored projects.
4. Exposure to Learning and knowledge access techniques using Conferences, Journal papers and anticipation in research activities.
5. Evaluate the various validation and verification methods
6. Analyzing professional issues, including ethical, legal and security issues, related to computing projects

Course Outcomes:

By the end of the course, Students will

1. learn teamwork.
2. be well aware about Implementation phase.
3. get exposure of various types of testing methods and tools.
4. understand the importance of documentation.

Contents

Review 3:

Based on Implementation (50% implementation expected)

Review 4:

Complete Project and Testing

All the groups should try to overcome all the lacunas identified by the external examiner during Project Phase I exam

The group will submit following at the end of semester II.

1. The Workable project.
2. Project report (in Latex/Lyx/latest Word) in the form of bound journal complete in all respect – 1 copy for the Institute, 1 copy for guide and 1 copy of each student in the group for

certification.

The project report contains the details.

1. Problem definition
2. Requirement specification
3. System design details (UML diagrams)
4. System implementation – code documentation – dataflow diagrams/ algorithm, protocols used.
5. Test result and procedure – test report as per ATP.
6. Conclusions.
7. Appendix
   a. Tools used
   b. References
   c. Papers published/certificates
   d. Plagiarism Report of paper and project report from any open source tool

One paper should be published in reputed International conference/International.

Home

Savitribai Phule Pune University, Pune
Second Year Information Technology (2019 Course)
214458: Project Based Learning

Teaching Scheme:	Credit Scheme:	Examination Scheme:
Practical (PR): 04hrs/week	02	TW : 50 Marks

Prerequisite Courses, if any:

Preamble:

Project Based Learning (PBL) is an instructional approach that emphasizes critical-thinking, collaboration and personalized learning. In PBL, student groups engage in meaningful inquiry that is of personal interest to them. These projects are based on problems, which are real-life oriented, curriculum-based and often interdisciplinary. Students decide how to approach a problem and what activities or processes they will perform. They collect information from a variety of sources, analyze, synthesize and derive understanding from it. The real-world focus of PBL activities is central to the process because it motivates students and adds value to their work. Their learning is connected to something real and involves life skills such as collaboration and reflection. The faculty assigned to the group is referred as mentor. Technology enables students and Mentor in various phases of the PBL process. At the end of the PBL, students demonstrate their newly acquired knowledge and are evaluated by how much they have learned and how well they communicate it. Students also conduct self-evaluation to assess their own growth and learning. Throughout this process, the mentor's role is to guide and advise students, rather than to direct and manage student work.

Companion Course: Online courses relevant to the project, along with expert lecture on Intellectual property rights, patents and software engineering.

Course Objectives :

1. To learn the various processes involved in project based learning.
2. To develop critical thinking and engineering problem solving skills amongst the students.
3. To explain the roles and responsibilities of IT engineers to the solution of engineering problems within the social, environmental and economic context.
4. To equip the students with knowledge and skills require to develop solutions for the problems coming from various Hackathon.

Course Outcomes

On completion of the course, student will be able to --

CO1: Design solution to real life problems and analyze its concerns through shared cognition.

CO2: Apply learning by doing approach in PBL to promote lifelong learning.

CO3: Tackle technical challenges for solving real world problems with team efforts.

CO4: Collaborate and engage in multi-disciplinary learning environments.

COURSE CONTENTS

Group Structure

Group structure should enable students to work in mentor–monitored groups. The students plan, manage and complete a task/project / activity which addresses the stated problem.

1. There should be a team of 3 to 6 students who will work cohesively.
2. A Mentor should be assigned to individual groups who will help them with learning and development process.

Selection of Project/Problem

1. The project scope/topic can be from any field/area, but selection related to IT technical aspect is desirous.
2. The project/problem done in first year engineering could be extended further, based on its potential and significance analysis.
3. Project/problem requiring solutions through conceptual model development and use of software tools should be preferred.
4. Different alternate approaches such as theoretical, practical, working model, demonstration or software analysis should be used in solving/implementing of project/problem.
5. The project/problem requiring multi-disciplinary approach to solve it, should be preferred.
6. Problem may require in depth study of specific practical, scientific or technical domain.
7. Hands-on activities, organizational and field visits, interacting with research institutes and expert consultation should be included in the approach to make students aware of latest technologies.

Assessment

The department should be committed to assess and evaluate both student performance and solution impact.

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

Students must maintain an institutional culture of authentic collaboration, self- motivation, peer-learning and personal responsiveness. The institution/department should support students in this regard through guidance/orientation programs and the provision of appropriate resources and services. Supervisor/mentor and students must actively participate in assessment and evaluation processes. Group may demonstrate their knowledge and skills by developing a public product and/or report and/or presentation.

1. Individual assessment for each student (Understanding individual capacity, role and involvement in the project).

2. Group assessment (roles defined, distribution of work, intra-team communication and togetherness.

3. Documentation and presentation.

Evaluation and Continuous Assessment

It is recommended that the all activities are to be recorded in PBL workbook, regular assessment of work to be done and proper documents are to be maintained at college end by both students as well as mentor.

The PBL workbook will reflect accountability, punctuality, technical writing ability and work flow of the task undertaken. Continuous Assessment Sheet (CAS) is to be maintained by all mentors/department.

Recommended parameters for assessment, evaluation and weightage:

1. Idea Inception (5%)
2. Outcomes of PBL/Problem Solving Skills/Solution provided/Final product**(40%)** (Individual assessment and team assessment)
3. Documentation (Gathering requirements, design & modeling, implementation/execution, use of technology and final report, other documents **(25 %)**
4. Potential for the patent**(10%)**
5. Demonstration (Presentation, User Interface, Usability etc.) **(10%)**
6. Contest Participation/ publication **(5%)**
7. Awareness /Consideration of Environment/ Social /Ethics/ Safety measures/Legal aspects **(5%).**

Design the rubrics based on the above parameters for evaluation of student performance

Faculty / Mentor is expected to perform following activities

Faculty/ Mentor is expected to perform following activities:

Revision of PBL concepts

Skill assessment of students

Formation of diversified and balanced groups

Share information about patent, copyright and publications to make students aware about it

Discussion of sample case studies

Design of the rubrics for evaluation of student performance

Discussion of the rubrics with students

Weekly Assessment of the deliverables such as Presentation, Report, Concept map, logbook

Scaffolding of the students

Summative and Formative assessment

Reference Books:

1. Project-Based Learning, Edutopia, March 14,2016.
2. What is PBL? Buck Institute forEducation.
3. www.schoology.com
4. www.wikipedia.org
5. www.howstuffworks.com