

Sanjivani Rural Education Society's Sanjivani College of Engineering, Kopargaon - 423603 (An Autonomous Institute)

Internal Quality Assurance Cell (IQAC)

Date: 27/02/2023

## ACADEMIC AND ADMINISTRATIVE AUDIT 2021-22

Name of the Department/Section: Computer Engineering Auditors: Dr.Sarita Pawar &Dr. Gowtham M. Auditee: Dr.D.B.Khirsagar & Staff

### Part 1: Teaching Learning

Academic Calendar of department Time Table

Choice of Electives

Average percentage of syllabus completed across all courses and all semesters

Course plans (Teaching Plan)

Average percentage of sessions conducted vis a vis planned number of sessions across all courses and semesters Variety of Pedagogical Approaches across courses and semesters Customized Self Learning material across courses and

semesters Number of Value Addition Modules offered across courses

and semesters MOOCs Offered across courses and semesters

Remarks by the auditors

### Part 2: Assessment

Continuous Assessment Calendar Number of Continuous Assessment Methods per course Rubrics

External Paper Setters involved in End semester examination External Evaluators involved in End semester examination Prepared and substantially adhered to Prepared and substantially adhered to Variety of electives offered across few semester

85-100% Prepared and partially adhered

70-85%

1-3

Not prepared

1-2

More than 4 All records available were to the satisfactory

Prepared and substantially adhered to 4

Prepared and completely adhered to Policy based consistent involvement Policy based consistent involvement



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Number of courses for which moderation carried out Result Analysis Bridge / Remedial / Foundation Courses offered across all semesters Answer Scripts shared with Learners/Open day Remarks by the auditors:

Prepared but not acted upon

25-50%

2

Shared for all course as a policy mandate Satisfactory

Communicated to all stakeholders and

# Part 3: Outcome Based Education

Learning outcomes communicated to staff, students, and Stake Holder Blooms Taxonomy Based Teaching and Learning Strategy Blooms Taxonomy Based Concurrent Assessment CO Coverage in Concurrent Assessment Course Outcomes Attainment Course Exit Survey

Continuous Improvement Weak Learners Bright Learners

Curriculum Gaps Opportunities for Self Learning



Remarks by the auditors:

## Part 4: Feedback

Student feedback Course Teacher feedback Recruiter Feedback

Internal/ External Peer Review of Course Teachers Curriculum Benchmarking

Remarks by the auditors:

explained Carried out for 75% of the course Carried out for 75% of the course More than 75% COs covered Carried out for 75% of the course Carried out for 75% of the course Evidence available for 50% to 75% of the courses Not identified Not identified Identified based on individual teacher initiative

Provided for few courses Need to identify weak and bright learners and curriculum gapsand steps for their improvement .Also feed back from course exit survey to be added and documented

Collected, Analyzed Collected, Analyzed and Acted Open Collected Carried out for all courses as a policy mandate Carried out for few courses Recruiter feedback needed to be shared with department



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# Part 5: Student Holistic Development

Project based Learning across all courses and all semesters Technology Assisted learning across all courses and all semesters

Peer Learning across all courses and all semesters Professional Society Activities across all courses and all semesters

Research Based Learning across all courses and all semesters

Remarks by the auditors:

#### Part 6: Compliance

Number of full time teachers appointed in department (date of visit) as a % of requirement as per the APEX authority requirement.

No of Regular & approved teachers (against total required) in the department.

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uditor # 2

Date:

Date:

Name and si

Name and Signature of Auditee

Dr. D.B.Khisrsagar

Date: 06 03 25

Provided for few courses Provided for few courses

Provided based on individual teacher initiative

Provided for few courses Provided based on individual teacher initiative Improvements needed in research based learning and technology assisted learning

81-100%

41-60%

(-s. Pawaz.