



BEC-EXAMINATION REFORM POLICY-2020

BASAVESHWAR ENGINEERING COLLEGE (AUTONOMOUS), BAGALKOT

EXECUTIVE SUMMARY

This report is intended to begin a dialogue about examination reforms in Basaveshwar Engineering College (A), Bagalkot and make recommendations which were indicated in the AICTE Examinations Reform Policy report. The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of enhancing the quality of the system. These guidelines are the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned strategies to remove deficiencies and enhance quality.

The committee conducted a series of meetings on 15th, 19th, 20th and 22nd May, 2020 to discuss on the following instructions provided by the institution and develop a set of recommendations.

- Implementation of Examination Reform Policy
- Assessment/Rubrics of mini project, Project Phase I and II, Internship and Technical seminar for B.E programmes
- The percentage and modalities of syllabus to be covered through conventional mode and online mode for UG/PG courses
- Implementation of virtual laboratories for B.E programmes.
- SEE question paper pattern for UG/PG students to be admitted to the first year during 2020-21

At this juncture, reforms in examinations are critical for improvement of the quality and relevance of institute. It is hoped that the report will be of use to our institute to bring out the much-needed change. The cooperation received from the institute in bringing out the report is gratefully acknowledged.

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TABLE OF CONTENTS

PART A- FOR THE STUDENTS FROM THE ACADEMIC YEAR 2020-2021 ONWARDS		Page No.
1. Implementation of AICTE-Examination Reform Policy		1
1.1 Preamble/Introduction		1
1.2 Important Drivers for Examination Reform		1
1.2.1 Adoption to Outcome Based Education (OBE)		1
1.2.2 Importance of Higher-order Abilities and Professional Skills		1
1.3 Strategies to Be Adopted to Align Assessment with the Desired Student Learning Outcomes		2
1.3.1 Mapping Program Outcomes to Assessment (Examinations)		2
1.3.2 Two-step Process for Bringing Clarity to POs		2
1.4 Designing Question Papers to Test Higher Order Abilities and Skills		3
1.4.1 Bloom's Taxonomy for Assessment Design		4
1.4.2 Action Verbs for Assessment		4
1.4.3 Assessment Planning		4
1.5 Educational Experiences and Assessment Opportunities		6
1.5.1 Innovative Educational Experiences to Teach and Assess		6
1.5.2 Using Scoring Rubrics as Assessment Tool		6
1.5.3 Open-Book Examinations		6
1.6 Conclusions		7
1.7 Recommendations		7
2. Assessment Rubrics for Internships and Technical Seminars, Mini-Project, Major Project Phase I&II of BE program		10
2.1 Internship		10
2.1.1 Internship Guidelines		10
2.1.2 Internship Report		10
2.1.2.1 Student's Diary/ Daily Log		10
2.1.2.2 Internship Report		10
2.1.3 Evaluation Through Seminar Presentation/Viva-Voce at The Institute		11
2.2 Rubrics for Evaluation of Technical Seminars		16
2.3 Rubrics for Mini-Project		18
2.4 Rubrics for Major Project Phase-I and II (VII + VIII Semester)		23
3. The percentage and modalities of syllabus to be covered through conventional mode and online mode for UG/PG courses		34
4. Implementation of virtual laboratories for B.E programmes		34
4.1 Introduction		34

**PART B-SEE QUESTION PAPER PATTERN FOR UG/PG STUDENTS TO BE ADMITTED
TO THE FIRST YEAR DURING 2020-2021**

Page No.

1. Introduction	36
1.1. SEE Model Question Paper Pattern	36
1.2. Course Utilization for CIE and SEE	37
1.3. Model Question Paper for BE First Semester	38

PART C-CONCLUDING REMARKS	39
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PART D -APPENDIX-1

1.1 Course Assessment Plan (CAP)	40
1.2 Question Paper Structure (QPS)	40
1.3 Quality and Alignment Matrix (QAM)	41
1.4 Model Question Paper	41
1.5 Model Course Plan	45

A) FOR THE STUDENTS FROM THE ACADEMIC YEAR 2020-2021 ONWARDS

1) Implementation of AICTE-Examination Reform Policy

1.1 Preamble/Introduction

Evaluation, grading and certification in our system rest on examinations which play an important role in the progression of a learner on the learning path. Examinations serve as checkpoints for both the learner and the external world, allowing appropriate certification to be issued reflecting the proficiency of an individual operating in socio-economic spheres.

AICTE-Examination reform policy intends to push the evaluation notches up on the Bloom's taxonomy and examine the learner for higher order cognitive skills to drive critical thinking, creativity and problem solving which have to be the attributes of any technical professional.

Examinations/student assessments play a very important role in deciding the quality of education. The academic quality of examinations (question papers) in the college is a matter of concern. This report attempts to bring out recommendations for reforms in examination system at BEC(A), Bagalkot to meet challenges of emerging engineering education landscape. At this juncture, reform in examinations are critical for the improvement of the quality and relevance of examination system at the college level.

In view of the above factors, the committee has come up with a report for adaptation of AICTE-Examination reform at BEC(A), in four sections:

- Important drivers for Examination reforms
- Strategies to be adopted to align assessment with the desired student learning outcomes
- Designing question papers to test higher order abilities and skills
- Educational experiences and assessment opportunities

1.2 Important Drivers for Examination Reform

1.2.1 Adoption to Outcome Based Education (OBE)

The college had adopted to **Outcome Based Education (OBE)** in the curriculum design, delivery and some part in assessment. However, this is not sufficient and very little attention is being given for connecting examination questions/assessment tools to the **Program Outcomes (PO)**. The absence of proper mapping between program outcomes and assessment tools lead to the inaccurate and unreliable measurement of attainment of outcomes by the students. This missing connect creates a big gap in the effective adaptation of OBE framework, making the whole exercise futile. Dynamic adaptations to these changes to remain competitive is the need of the hour.

AICTE has come up with a policy to bring in changes in the way the examinations are conducted at engineering colleges and there is a need for BEC(A) to adopt to new examination system based on the policy recommendations.

1.2.2 Importance of Higher-order Abilities and Professional Skills

In the present examination system, memorization occupies a dominant place. The assessment process must also test higher level skills viz. ability to apply knowledge, solve complex problems, analyse, synthesise and design. Further, professional skills like the ability to communicate, work in teams,

lifelong learning have become important elements for employability of the graduates. It is important that the examinations also give appropriate weightage to the assessment of these higher-level skills and professional competencies.

In the college, there is a procedure to assess higher level skills and professional skills through mini projects and projects, there is a necessity of bringing in a system, where we can assess the higher-level skills and also professional skills in a more intense manner.

1.3 Strategies to Be Adopted to Align Assessment with the Desired Student Learning Outcomes

1.3.1 Mapping Program Outcomes to Assessment (Examinations)

Program Outcomes (POs) reflect the skills, knowledge and abilities of graduates regardless of the field of study. This does not mean that POs are necessarily independent of disciplinary knowledge –rather, these qualities may be developed in various disciplinary contexts.

In outcome-based education, we move from POs to Course Outcomes (COs) and outcomes for individual learning experiences. Outcomes at each successive level need to be aligned with, and contribute to, the program outcomes. In the assessment activities, students demonstrate their level of achievement of the course learning outcomes. In a constructively aligned program, the courses are carefully coordinated to ensure steady development from the introduction to mastery of the learning outcomes, leading to achievement of the intended POs. For the effectiveness of the program, the achievement of POs is crucial which needs to be proven through accurate and reliable assessments.

BEC(A), has a system where course outcomes are written and assessments are designed to meet these course outcomes in turn assure meeting of PO's. However, this process has not resulted in meeting all the PO's. There is a necessity of designing different courses so that all the PO's are met through the several assessment methods.

1.3.2 Two-step Process for Bringing Clarity to POs

POs give useful guidance at the program level for the curriculum design, delivery and assessment of student learning. However, they represent fairly high-level generic goals that are not directly measurable. Real observability and measurability of the POs at course level is very difficult. To connect high-level learning outcomes (POs) with course content, course outcomes and assessment, there is a necessity to bring further clarity and specificity to the program outcomes.

This can be achieved through the following two-step process of identifying **Competencies** and **Performance Indicators (PI)**.

- i. **Identify Competencies to be attained:** For each PO define competencies –different abilities implied by program outcome statement that would generally require different assessment measures.
- ii. **Define Performance Indicators:** For each of the competencies identified, define performance Indicators (PIs) that are explicit statements of expectations of the student learning. They can act as measuring tools in assessment to understand the extent of attainment of outcomes.

Once the above process is completed for the program, the assessment of COs for all the courses is designed by connecting assessment questions (used in various assessment tools) to the PIs. By

following this process, where examination questions map with PIs, we get clarity and better resolution for the assessment of COs and POs.

The pictorial representation of the process is given in Fig. 1

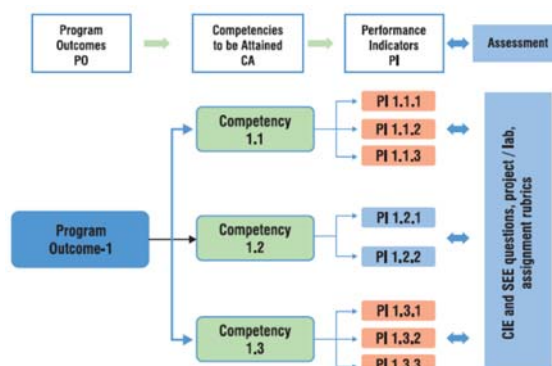


Fig. 1: Connecting POs to Assessment

Presently, the college does not follow this two-step process to bring in clarity. Each department needs to define the competencies for each PO and also define the Performance Indicators for each of the identified competency. The assessment should be based on Performance indicators, in turn will assess Competency and then Program Outcomes.

The process to be adopted is:

Program Outcomes (PO)– Competencies (CA)– Performance Indicators (PI)

1.4 Designing Question Papers to Test Higher Order Abilities and Skills

Written examinations play a major role in assessing the learning and awarding of grades to the student. Universities and colleges give highest weightage to the outcomes of the written examinations in overall grading. Since assessment drives learning, the design of question papers needs to go beyond the mere test of memory recall. They also need to test higher-order abilities and skills.

Written examinations assess a very limited range of outcomes and cognitive levels. A wide range of assessment methods (e.g., term papers, open-ended problem-solving assignments, course/lab project rubrics, portfolios etc.) need to be employed to ensure that assessment methods match with learning outcomes.

It is advisable to formulate assessment plans for each of the course in the program that brings clarity to the following:

- Alignment of assessment with course outcome of the course
- Level of learning (cognitive) student is expected to achieve
- Assessment method to be adapted

The college has a system of written examination for assessing the students, it is good for lower cognitive skills like memorization and recall, but there is a need for assessing the higher order cognitive skills for students

1.4.1 Bloom's Taxonomy for Assessment Design

Bloom's Taxonomy provides an important framework to not only design curriculum and teaching methodologies but also to design appropriate examination questions belonging to various cognitive levels. Conscious efforts to map the curriculum and assessment to these levels can help the programs to aim for higher-level abilities which go beyond remembering or understanding, and require application, analysis, evaluation or creation.

Revised Bloom's taxonomy in the cognitive domain includes thinking, knowledge, and application of knowledge. It is a popular framework in engineering education to structure the assessment as it characterizes complexity and higher-order abilities. It identifies six levels of competencies within the cognitive domain (Fig. 2) which are appropriate for the purposes of engineering educators.

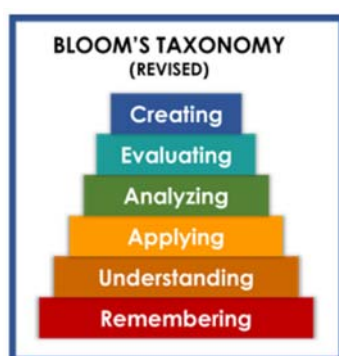


Fig. 2: Revised Bloom's Taxonomy

There is a need to bring in clarity in using Bloom's Taxonomy in designing the assessment at the college level, and use higher level cognitive skills in assessing the students.

1.4.2 Action Verbs for Assessment

Choice of action verbs in constructing assessment questions is important to consider. Quite often, the action verbs are indicators of the complexity (level) of the question. Over time, educators have come up with a taxonomy of measurable verbs corresponding to each of the Bloom's cognitive levels. These verbs help us not only to describe and classify observable knowledge, skills and abilities but also to frame the examination or assignment questions that are appropriate to the level we are trying to assess. When we use action verbs, it is to keep in mind that it's the skill, action or activity we need students to demonstrate that will determine the contextual meaning of the verb used in the assessment question.

There is a need for more clarity in the usage of the action verbs, while designing the question papers. Faculty members have to judiciously use the action verbs and bring in more clarity in the assessment.

1.4.3 Assessment Planning

Normally the first three learning levels; remembering, understanding and applying and to some extent fourth level analysing are assessed in the Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE), where students are given a limited amount of time. And abilities; analysis, evaluation and creation can be assessed in extended course works or in a variety of student works like course projects, mini/ minor projects, internship experience and final year projects. This is shown in the Figure 3.

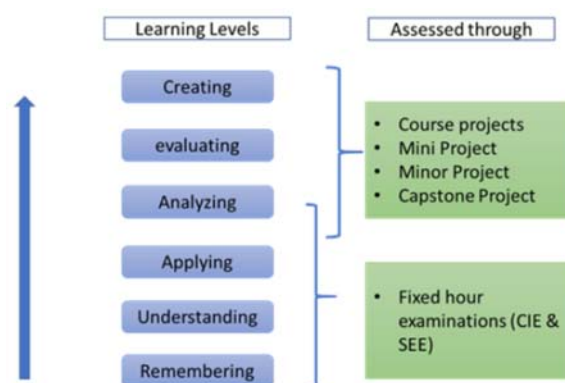


Fig. 3: Assessment methods for different Bloom's cognitive levels

College has to study the present pattern of assessment in each of the course in the program to gain insight about:

- Alignment of assessment questions with course outcomes
- Whether all the outcomes are tested; sometimes some outcomes are over tested at the expense of others which may be not tested at all.
- Overall weightage in the assessment, to each of Bloom's learning levels
- Assessment methods used to adequately assess the content and desired learning outcomes

Based on the study, improvement priorities for each of the above factors need to be arrived at. The reform process needs to be well planned and implemented through institutional strategy and communicated to all stakeholders particularly to the students.

A good and reasonable examination paper must consist of various difficulty levels to accommodate the different capabilities of students. It is recommended that at institution level, upper limit for lower order skills, like L1 and L2 no more than 40% weightage and for L3 and L4 60 %weightage for knowledge-oriented questions in CIE and SEE question papers. (Initially the percentage for L1 and L2 can be 60% and L3 and L4 can be 40%).

It is also important to note that, as nature of every course is different, the weightage for different cognitive levels in the question papers can also vary from course to course.

The committee also recommends to prepare the following matrices before the start of the semester and has to be made known to the students.

For Every Course we can Develop Model for;

- Course Assessment Plan (QAP)
- Question Paper Structure (QPS)
- Quality and Alignment Matrix (QAM)

These above matrices will act as guidelines for Question Paper Setters Question Paper Reviewers and this Practice will Lead to;

- Consistency in question paper quality
- Alignment with Outcomes
- Clarity of expectations to the students

A model Question paper and models are given in Appendix-I

1.5 Educational Experiences and Assessment Opportunities

In the 21st century, professional skills have emerged as important attributes of a graduate engineer. Studies show that Industry/ employers around the world value these abilities more than the disciplinary knowledge. This is also reflected in the NBA graduate attributes wherein six out of twelve attributes belong to this category. Though the employers consider these professional skills and higher abilities as important, students are weak in them. The main challenge surrounding them is that they are difficult to assess through existing conventional examination system.

1.5.1 Innovative Educational Experiences to Teach and Assess

Acquiring the professional outcomes may not result simply from participation in a particular class or set of classes. Rather, these outcomes are more often acquired or influenced through sources both in and outside the classroom. To address these challenges, comprehensive reforms are needed in the way we design our curriculum, student learning experiences and assessment of the outcomes. Following are the few educational experiences that are recommended to teach and assess professional outcomes and higher-order cognitive abilities:

- Course projects
- Open-ended experiments in laboratories
- Project-based learning modules
- MOOCs
- Co-Curricular experiences
- Mini / Minor projects
- Final year projects
- Internship experiences
- E-portfolios of student works

The committee is of the opinion that the college needs to strengthen the process of designing and evaluating the above list of educational experiences. For every course, it is necessary for us to think and implement any one of the above educational experience. It has to be documented along with the course file.

1.5.2 Using Scoring Rubrics as Assessment Tool

To evaluate the above innovative educational experiences, student works for attainment of course outcomes and hence POs, it is of utmost importance to have reliable methods / proper assessment tools. Rubrics provide a powerful tool for assessment and grading of student work. They can also serve as a transparent and inspiring guide to learning. Rubrics are scoring, or grading tool used to measure a students' performance and learning across a set of criteria and objectives.

The committee strongly recommends to have rubrics for every innovative educational experience adapted for a course and the same has to communicated to the students during the starting of the semester because, Rubrics communicated to students (and to other markers) your expectations in the assessment, and what you consider important.

1.5.3 Open-Book Examinations

Open-book examination is similar to time constrained written examinations but designed in a way that allows students to refer to either class notes, textbooks, or other approved material while answering questions. They are particularly useful if you want to test skills in application, analysis and evaluation,

i.e. higher levels of Bloom's taxonomy. However, in a program, the courses or the curriculum areas that are best suited to an open-book exam are to be carefully chosen.

Presently, college is not practicing the Open-book examination, however attempts must be made to adopt this method for at least one subject in each semester as a part of assignment of CIE.

The committee highly recommends that there is a need for a well-defined Course file or Conspectus file consisting of Course Outcomes, Objectives, models of delivery adapted for different topics, assessment methods used etc. which will give clarity in delivery and assessment. The examination reforms must follow the course delivery methods and structure of delivery.

1.6 Conclusions

1. AICTE has come up with a policy to bring in changes in the way the examinations are conducted at engineering colleges and there is a need for BEC(A) to adopt to new examination system based on the policy recommendations.
2. In the college, though there is a procedure to assess higher level skills and professional skills through projects, there is a necessity of bringing in a system, where we can assess the higher-level skills and also professional skills.
3. BEC(A), has a system where course outcomes are written and assessments are designed to meet these course outcomes in turn assure meeting of PO's. However, this process has not resulted in meeting all the PO's. There is a necessity of designing different courses so that all the PO's are met through the several assessment methods.
4. Presently, the college does not follow this two-step process to bring in clarity. Each department needs to define the competencies for each PO and also define the Performance Indicators for each of the identified competency. The assessment should be based on Performance indicators, in turn will assess Competency and then Program Outcomes.
5. The college has a system of written examination for assessing the students, it is good for lower cognitive skills like memorization and recall, but there is a need for assessing the higher order cognitive skills for students

1.7 Recommendations

1. Based on the inputs given in the workshop the faculty members can rework on the following:
The process to be adopted is:
Program Outcomes (PO)– Competencies (CA)– Performance Indicators (PI)
2. There is a need to bring in clarity in using Bloom's Taxonomy in designing the assessment at the college level, and use higher level cognitive skills in assessing the students.

3. There is a need for more clarity in the usage of the action verbs, while designing the question papers. Faculty members have to judiciously use the action verbs and bring in more clarity in the assessment.
4. College has to study the present pattern of assessment in each of the course in the program to gain insight about:
 - a) Alignment of assessment questions with course outcomes
 - b) Whether all the outcomes are tested; sometimes some outcomes are over tested at the expense of others which may be not tested at all.
 - c) Overall weightage in the assessment, to each of Bloom's learning levels
 - d) Assessment methods used to adequately assess the content and desired learning outcomes

Based on the study, improvement priorities for each of the above factors need to be arrived at. The reform process needs to be well planned and implemented through institutional strategy and communicated to all stakeholders particularly to the students.

5. A good and reasonable examination paper must consist of various difficulty levels to accommodate the different capabilities of students. It is recommended that at institution level, upper limit for lower order skills, like L1 and L2 no more than 60% weightage and for L3 and L4 40% weightage for knowledge-oriented questions in CIE and SEE question papers.
6. It is also important to note that, as nature of every course is different, the weightage for different cognitive levels in the question papers can also vary from course to course.
7. The committee also recommends to prepare the following matrices before the start of the semester and has to be made known to the students.

For Every Course we can Develop Model for;

- a) Course Assessment Plan (QAP)
- b) Question Paper Structure (QPS)
- c) Quality and Alignment Matrix (QAM)

These above matrices will act as guidelines for Question Paper Setters Question Paper Reviewers and this Practice will Lead to;

- a) Consistency in Question Paper Quality
- b) Alignment with Outcomes
- c) Clarity of expectations to the students

A model Question paper and models are given in Appendix-I

8. The college needs to strengthen the process of designing and evaluating the above list of educational experiences. For every course, it is necessary for us to think and implement any one of the above educational experience. It has to be documented along with the course file.
9. It is recommended to have rubrics for every innovative educational experience adapted for a course and the same has to be communicated to the students during the starting of the semester because, Rubrics communicate to students (and to other markers) your expectations in the assessment, and what you consider important.

10. Presently, college is not practicing the Open-book examination; however, attempts must be made to adopt this method for at least one subject in each semester as a part of assignment of CIE.
11. There is a need for a well-defined Course file or Conspectus file consisting of Course Outcomes, Objectives, models of delivery adapted for different topics, assessment methods used etc. which will give clarity in delivery and assessment. The examination reforms must follow the course delivery methods and structure of delivery.

2) Assessment Rubrics for Internships and Technical Seminars, Mini-Project, Major Project Phase I&II of BE program

2.1 Internship

2.1.1 Internship Guidelines

- **Step 1:** Request Letter/ Email from the office of Training & Placement cell of the college should go to industry to allot various slots of 4-6 weeks during summer vacation.
- **Step 2:** Industry will confirm the training slots and the number of seats allocated for internships via Confirmation Letter/ Email.
- **Step 3:** Students on joining Training at the concerned Industry / Organization, submit the Joining Report/ Letters / Email.
- **Step 4:** Students undergo industrial training at the concerned Industry / Organization.
- **Step 5:** Students will submit training report after completion of internship.
- **Step 6:** Training Certificate to be obtained from industry.
- **Step 7:** List of students who have completed their internship successfully will be issued by Training and Placement Cell.

2.1.2 Internship Report

2.1.2.1 Student's Diary/ DailyLog

Student's Diary and Internship Report should be submitted by the students along with attendance record and an evaluation sheet duly signed and stamped by the industry to the Institute immediately after the completion of the training. It will be evaluated on the basis of the following criteria:

- Regularity in maintenance of the diary.
- Adequacy & quality of information recorded.
- Drawings, sketches and data recorded.
- Thought process and recording techniques used.
- Organization of the information.

2.1.2.2 Internship Report

The Internship report will be evaluated on the basis of following criteria:

- Originality.
- Adequacy and purposeful write-up.
- Organization, format, drawings, sketches, style, language etc.
- Variety and relevance of learning experience.
- Practical applications, relationships with basic theory and concepts taught in the course.

The industrial training of the students will be evaluated in three stages:

1. Evaluation by Industry.
2. Evaluation through seminar presentation and
3. Viva-voce at the Institute.

2.1.3 Evaluation Through Seminar Presentation/Viva-Voce at The Institute

The student will give a seminar based on his training report, before an expert committee constituted by the concerned department as per norms of the institute. The evaluation will be based on the following criteria:

- Quality of content presented.
- Proper planning for presentation.
- Effectiveness of presentation.
- Depth of knowledge and skills.
- Attendance record, daily diary, departmental reports shall also be analyzed along with the Internship Report.

Evaluation of Internship - Grading Rubric (Industry)

Evaluation Dimensions	Performance Rating			Maximum Score
	Needs Improvement	Meets Expectations	Excellent	
	0-4	5-7	8-10	
Internship Evaluation Dimensions – Grading Criteria				
Quality of Work	Work was done in a careless manner and was of erratic quality; Work assignments were usually late and required review; Made numerous errors	With a few minor exceptions, adequately performed most work requirements; Most work assignments submitted in a timely manner; Made occasional errors	Thoroughly and accurately performed all work requirements; Submitted all work assignments on time; Made few if any errors	10
Ability to Learn	Asked few questions and rarely sought out additional information Unable or slow to understand new concepts, ideas, and work assignments; Unable or unwilling to recognize mistakes and was not receptive to making needed changes and improvements	Asked relevant questions and sought out additional information from appropriate sources; Acceptable understanding of new concepts, ideas, and work assignments; Willing to take responsibility for mistakes and to make needed changes and improvements	Consistently asked relevant questions and sought out additional information from appropriate sources; Quickly understood new concepts, ideas, and work assignments; Always willing to take responsibility for mistakes and to make needed changes and improvements	10
Initiative and Creativity	Had little observable drive and required close supervision; Showed little interest in meeting standards; Did not seek out additional work and frequently procrastinated in completing assignments; suggested no new ideas or options	Worked without extensive supervision; Found problems to solve and sometimes asked for additional work assignments; Set his/her own goals and, tried to exceed requirements; offered some creative ideas	A self-starter; Consistently sought new challenges and asked for additional work assignments; Regularly approached and solved problems independently; Frequently proposed innovative and creative ideas, solutions, and/or options	10
Character Traits	Regularly exhibited a negative attitude; Dishonest and/or showed a lack of integrity on several occasions; Unable to recognize and/or was insensitive to ethical and diversity issues; Displayed significant lapses in ethical and professional behavior	Except in a few minor instances, demonstrated a positive attitude; Regularly exhibited honesty and integrity in the workplace; Usually aware of and sensitive to ethical and diversity issues on the job; Normally behaved in an ethical and professional manner	Exceptionally positive attitude; Consistently exhibited honesty and integrity in the workplace; Keenly aware of and deeply sensitive to ethical and diversity issues on the job; Always behaved in an ethical and professional manner	10

Evaluation Dimensions	Performance Rating			Maximum Score
	Needs Improvement	Meets Expectations	Excellent	
	0-4	5-7	8-10	
Internship Evaluation Dimensions – Grading Criteria				
Dependability	Generally unreliable in completing work assignments; Did not follow instructions and procedures promptly or accurately; Careless, and work needed constant follow-up; required close supervision	Generally reliable in completing tasks; Normally followed instructions and procedures; Usually attentive to detail, but work had to be reviewed occasionally; Functioned with only moderate supervision	Consistently reliable in completing work assignments; Always followed instructions and procedures well; Careful and extremely attentive to detail; Required little or minimum supervision	10
Organizational Fit	Unwilling or unable to understand and support the organization's mission, vision, and goals; Exhibited difficulty in adapting to organizational norms, expectations, and culture; Frequently seemed to disregard appropriate authority and decision-making channels	Adequately understood and supported the organization's mission, vision, and goals; Satisfactorily adapted to organizational norms, expectations, and culture; Generally functioned within appropriate authority and decision-making channels	Completely understood and fully supported the organization's mission, vision, and goals; Readily and successfully adapted to organizational norms, expectations, and culture; Consistently functioned within appropriate authority and decision-making channels	10
Response to Supervision	Rarely sought supervision when necessary; Unwilling to accept constructive criticism and advice; Seldom implemented supervisor suggestions; Unwilling to explore personal strengths and areas for improvement	Sought supervision when necessary; Receptive to constructive criticism and advice; Implemented supervisor suggestions in most cases; Willing to explore personal strengths and areas for improvement	Actively sought supervision when necessary; Always receptive to constructive criticism and advice; Successfully implemented supervisor suggestions when offered; Always willing to explore personal strengths and areas for improvement	10

Evaluation of Internship – Grading Rubric (Department Evaluation Committee/Faculty)				
Evaluation Dimensions	Performance Rating			Maximum Score
	Needs Improvement	Meets Expectations	Excellent	
	0-4	5-7	8-10	
Internship Evaluation Dimensions – Grading Criteria				
Demonstration of experience	Offers little in the way of illustrating experiences Fails to adequately address how the experiences relate to the competencies.	Addresses the activities and experiences, but not so clearly and concisely	Well addressed activities and experiences as well as relating them to the program competencies.	10
Report	Unedited and difficult to read It is littered with grammatical and typographical errors, demonstrating little effort to producing a quality report. No reference is made to practical application. Lacks evidence and internship experience	Well-written for the most part but still has somewhat detracting errors that could have been fixed with additional editing prior to submission. Key concepts related to the selected evidence and internship experience are inaccurate or incomplete. Some helpful practical applications are included.	Has been carefully edited and is free or nearly free of any grammatical or typographical errors. Well-organized report is easy to read and understand and stands alone as a quality piece of writing. An accurate and complete reflection of key concepts related to the selected evidence and internship experience Practical applications are included to illuminate issues.	10
Presentation	Information is lacking/unclear and communicated in such a way that the audience cannot understand the purpose of the evidence work and internship experiences.	Information is presented in a clear manner but still lacks practical experience	Information is communicated in a thorough manner and ideas are expressed in such a way that the audience can clearly understand the evidence work and internship experiences.	10

Summary of Internship Evaluation (Industry Representative)	
Evaluation Criteria	Score from the above tables
Quality of Work	10
Ability to Learn	10
Initiative and Creativity	10
Character Traits	10
Dependability	10
Organizational Fit	10
Response to Supervision	10
	70
Internship Guide	
Demonstration of experience	10
Report	10
Presentation	10
	30
Total Score	100

2.2 Rubrics for Evaluation of Technical Seminars

POs	Criteria	Poor	Fair	Good	Outstanding
	Understand problems and select Topic from Scopus indexed journal/transaction papers.	Obsolete Irrelevant Out of scope.	Old but relevant to the subject. Significance of the topic is not justified properly.	Relevant and latest topic. Significance of the topic is justified properly. No research scope.	Relevant and latest topic. Significance of the topic is justified properly. It has research scope and chance for doing project.
	Societal/ environmental/ Ethical relevance of the topic.	No Societal/ environmental/ Ethical relevance.	Socially relevant but no environmental/ ethical relevance.	Socially and environmentally relevant but not ethical.	Socially and Environmentally relevant and also ethical.
	Ability to collect required number of back ground materials.	Information is gathered from a single source.	Information is gathered from 2 numbers of sources.	Information is gathered from a limited number of sources.	Information gathered from multiple and research-based sources.
	Preparation of Slides.	Content not clear and insufficient. Has irrelevant contents Unable to convey the idea. No graphics used.	Has more text than bullet points. No uniformity across slides. Limited use of Graphics.	Content relevant but not precise. Has uniformity across slides.	Precise and relevant Contents. Able to convey the idea clearly. Used graphics wherever necessary.
	Presentation	Unable to convey the idea and poor communication skills. Hard to follow	Good communication skills but idea not conveyed properly. No proper sequencing of contents.	Idea conveyed properly, good communication skills but poor non-verbal communication skill. Has good logical sequencing of presentation.	Idea conveyed properly and has good non-verbal and verbal communication and skills. Has good logical sequencing of presentation.
	Knowledge on the topic	Not able to answer any of the questions. Subject knowledge not adequate.	Answered a few questions. Subject knowledge is not adequate.	Answered most of the questions. Failed to elaborate some of the concepts.	Answered all questions with elaboration. Has excellent understanding of the topic.
	Report	Copied work and a lot of spelling mistakes Copied from slides. No modern tool used	Own work alignments are not proper. Content not sufficient. Have less mistakes. Conventional tools are used.	Own work. Alignment is Proper. Proper use of figures and tables. Conventional tools with graphs/plots/charts are used.	Own work with no mistakes. Alignments are proper. Proper use of figures and tables. Modern tools used.

Department of _____

Name of the Student:

USN:

Sl. No	Criteria	Poor	Fair	Good	Outstanding	Score
1.	Understand problems and select Topic from journal/transaction papers from ACM/ Elsevier/ Springer/ IEEE etc..	(1 Mark)	(2 Mark)	(4 Marks)	(6 Marks)	
2.	Societal/ environmental/ Ethical relevance of the topic	(1 Mark)	(2 Mark)	(3 Mark)	(4 Marks)	
3.	Ability to collect required number of back ground materials	(1 Mark)	(2 Mark)	(4Marks)	(6 Marks)	
4.	Ability to select papers with latest technical knowledge and tools	(1 Mark)	(2 Mark)	(4 Marks)	(6 Marks)	
5.	Preparation of slides	(4 Mark)	(6 Marks)	(8 Marks)	(10 Marks)	
6.	Presentation	(15 Mark)	(20 Marks)	(25 Marks)	(30 Marks)	
7.	Knowledge on the topic	(3 Mark)	(6 Mark)	(7 Marks)	(8 Marks)	
8.	Report	(15 Mark)	(20 Marks)	(25 Marks)	(30 Marks)	
					Total Marks	

2.3 Rubrics for Mini-project in BE Program

Semester V/VI

Rubrics for	Phase	Period (Duration)	Rubric#	Marks	Evaluation by
CIE	Evaluation -I	Within ONE MONTH from the start of 5 th /6 th semester of BE Program	R1	15	Committee consisting of HoD/ Nominee + Coordinator + Guide(s)
	Review	Before 15 days from the end of 5 th /6 th semester of BE Program	R2	15	
	Evaluation by guide	Before one week from the end of 5 th /6 th semester of BE Program	R3	20	Guide(s)
SEE	Semester End Examination	During SEE of 5 th /6 th semester of BE Program	R4	50	External + Internal Examiners

R1: Rubrics to evaluate mini-project in the beginning of semester: Within ONE MONTH from the start of 6th semester BE

Evaluation Criteria	Needs improvements (Poor) (2)	Acceptable (Average) (3)	Satisfactory (Good) (4)	Proficient (Very good) (5)	Total marks	Evaluated by
Articulate problem statements and identify objectives - GA	<ul style="list-style-type: none"> Problem statement and objectives are not clear 	<ul style="list-style-type: none"> Problem statement is clear and objectives are not in line with problem statement 	<ul style="list-style-type: none"> Problem statement is clear and objectives are not completely defined. 	<ul style="list-style-type: none"> Problem statement is clear and objectives are completely defined 	15	Committee consisting of (s), HoD, Mini-project coordinator and guide Each will evaluate for 15 marks and average of all the three is the marks awarded
Identify existing processes/ solution methods for solving the problem, including forming justified approximations and assumptions - GA	<ul style="list-style-type: none"> Not able to identify existing solution for solving the problem. The assumptions, approximations and justifications are identified but not clear 	<ul style="list-style-type: none"> Not able to identify existing solution for solving the problem. But assumptions and approximations are aligned to the objectives. 	<ul style="list-style-type: none"> Able to identify existing solution for solving the problem. Assumptions, and approximations are clear 	<ul style="list-style-type: none"> Able to identify existing solution for solving the problem. and assumptions, approximations and justifications are clear 		
Compare and contrast alternative solution processes to select the best process- GA	<ul style="list-style-type: none"> Not able to compare alternative solution processes 	<ul style="list-style-type: none"> Able to compare alternative solution processes but could not contrast clearly 	<ul style="list-style-type: none"> Able to compare alternative solution processes and contrast clearly but not able to select best process 	<ul style="list-style-type: none"> Able to compare alternative solution processes, contrast it and also able to select best process 		

GA–GroupAssessment

IA – IndividualAssessment

R2: Rubrics to review mini-project: Before 15 days from the end of 6th semester of B.E.

Evaluation Criteria	Needs improvements (Poor) (2)	Acceptable (Average) (3)	Satisfactory (Good) (4)	Proficient (Very good) (5)	Total marks	Evaluated by
Apply formal idea generation tools to develop multiple engineering design solutions and Identify suitable criteria for evaluation of alternate design solutions - GA	<ul style="list-style-type: none"> • Able to identify but not able to use it effectively • Able to identify criteria but not able to use them 	<ul style="list-style-type: none"> • Able to use the tool but not able to generate engineering designs • Able to use criteria but not able to compare alternatives 	<ul style="list-style-type: none"> • Able to generate engineering designs but not able to justify • Not able to justify the comparison with criteria 	<ul style="list-style-type: none"> • Able to generate engineering designs with justification • Able to justify the comparison with criteria 	15	Committee consisting of (s), HoD, Mini-project coordinator and guide Each will evaluate for 15 marks and average of all the three is the marks awarded
Apply formal decision- making tools to select optimal engineering design solutions for further development - GA	<ul style="list-style-type: none"> • Able to identify but not able to choose optimum one 	<ul style="list-style-type: none"> • Able to identify optimum one but not able to use it 	<ul style="list-style-type: none"> • Able to use optimum one but not able to justify 	<ul style="list-style-type: none"> • Able to use optimum one with justification 		
Build models/ prototypes to develop diverse set of design solutions and develop drawings - IA	<ul style="list-style-type: none"> • Able to choose the tool but not able to use it effectively 	<ul style="list-style-type: none"> • Able to use the tool but not able to generate alternatives 	<ul style="list-style-type: none"> • Able to generate alternatives but not able to justify the best solution 	<ul style="list-style-type: none"> • Able to generate and justify the best solution 		

GA—Group Assessment

IA — Individual Assessment

R3: Rubrics for evaluation by the guide(s): Before one week from the end of 6th semester of B.E.

Evaluation Criteria	Score/Marks				Total Marks	Evaluated by
	Needs improvement (Poor) (2)	Acceptable (Average) (3)	Satisfactory (Good) (4)	Proficient (Excellent) (5)		
Identify engineering systems, variables, and parameters to solve the problems - IA	<ul style="list-style-type: none"> Engineering systems are identified but not clear. Variables, and parameters to solve the problems are not defined 	<ul style="list-style-type: none"> Engineering systems are clear. Variables, and parameters to solve the problems are not defined 	<ul style="list-style-type: none"> Engineering systems are identified. Variables, and parameters to solve the problems are partially defined 	<ul style="list-style-type: none"> Engineering systems are identified. Variables, and parameters to solve the problems are completely defined 	20	Guide(s)
Technical Knowledge and Awareness related to the Project -IA	<ul style="list-style-type: none"> Poor knowledge and no awareness related to project 	<ul style="list-style-type: none"> Lacks sufficient knowledge and Awareness 	<ul style="list-style-type: none"> Fair knowledge and awareness related to the project 	<ul style="list-style-type: none"> Extensive knowledge and awareness related to the project 		
Regularity and Attendance - IA	<ul style="list-style-type: none"> Irregular and inconsistent in work 	<ul style="list-style-type: none"> Reports to the guide but lacks consistency 	<ul style="list-style-type: none"> Reports to the guide very often but not very consistent 	<ul style="list-style-type: none"> Reports to the guide regularly and consistent in work 		
Read, understand and interpret technical and non-technical information - GA	<ul style="list-style-type: none"> Able to identify non-technical information 	<ul style="list-style-type: none"> Able to read technical and non-technical information, but could not understand and interpret 	<ul style="list-style-type: none"> Able to read, understand technical and non-technical information, but could not interpret 	<ul style="list-style-type: none"> Able to read, understand and interpret technical and non-technical information 		

R4: Rubrics for SEE evaluation

Evaluation Criteria	Very poor (2)	Poor (4)	Average (6)	Good (8)	Very good (10)	Total marks	Evaluated by
Generate information through appropriate tests to improve or revise design - GA	<ul style="list-style-type: none"> Not able to identify suitable tests to be done 	<ul style="list-style-type: none"> Able to identify but not able to follow testing procedure 	<ul style="list-style-type: none"> Able to follow testing procedures but not able to collect information 	<ul style="list-style-type: none"> Able to collect information but not able to apply it for improvement 	<ul style="list-style-type: none"> Able to apply information for the improvement 	50	External + Internal Examiners
Use appropriate procedures, tools and techniques to conduct experiments and collect data - GA	<ul style="list-style-type: none"> Not able to identify tools, techniques and procedures 	<ul style="list-style-type: none"> Able to identify but not able to conduct experiments 	<ul style="list-style-type: none"> Able to conduct experiments but not able to follow procedure 	<ul style="list-style-type: none"> Able to follow procedure but not able to collect data 	<ul style="list-style-type: none"> Able to collect data as per the standards 		
Analyze data for trends and correlations, stating possible errors and limitations - GA	<ul style="list-style-type: none"> Not able to understand data 	<ul style="list-style-type: none"> Able to understand but not able to analyze data 	<ul style="list-style-type: none"> Able to analyze data but not able to correlate them 	<ul style="list-style-type: none"> Able to correlate but not able to identify errors and limitations 	<ul style="list-style-type: none"> Able to identify errors and limitations 		
Deliver effective oral presentations to technical and non-technical audiences - IA	<ul style="list-style-type: none"> Could not deliver effective presentations. 	<ul style="list-style-type: none"> Could not deliver presentation, but presentation was prepared and attempted. 	<ul style="list-style-type: none"> Able to deliver fair presentation but not able to answer to the audiences 	<ul style="list-style-type: none"> Deliver effective presentations but able to answer partially to the audience queries. 	<ul style="list-style-type: none"> Deliver effective presentation and able to answer all queries of the audience. 		
Present results as a team, with smooth integration of contributions from all individual efforts - GA + IA	<ul style="list-style-type: none"> No Contribution from an individual to a team 	<ul style="list-style-type: none"> Contributions from an individual to a team is minimal 	<ul style="list-style-type: none"> Contributions from an individual to a team is moderate 	<ul style="list-style-type: none"> A contribution from an individual to a team is good but not well groomed in team. 	<ul style="list-style-type: none"> Contribution from an individual to a team is good and results in an integrated team presentation. 		

GA – Group Assessment IA – Individual Assessment

Rubrics for Project Phase-I &II (VII + VIII Semester)

SEMESTER VII

Rubrics for	Phase	Period (Duration)	Rubric #	Marks	Evaluation by
CIE	Evaluation-I	After one month from the start of 7 th semester of BE Program	R1	15	Committee consisting of HOD/Nominee + Project Coordinator + Guide(s)
	Evaluation-II	Before 15 days from the last working day of 7 th semester of BE Program	R2	15	
	Evaluation by guide	In the last week of working days	R3	20	Guide(s)
SEE	Semester End Examination	During SEE of 7 th semester of BE Program	R4	50	Committee consisting of HOD/Nominee + Project Coordinator + External Examiner

SEMESTER VIII

Rubrics for	Phase	Period (Duration)	Rubric #	Marks	Evaluation by
CIE	Evaluation-I	Before one month from the start of 8 th semester of BE Program	R5	15	Committee consisting of HOD/Nominee + Project Coordinator + Guide(s)
	Evaluation-II	Before 15 days from the last working day of 8 th semester of BE Program	R6	15	
	Evaluation by guide		R7	20	Guide(s)
SEE	Semester End Examination	During SEE of 8 th semester of BE Program	R8	50	Committee consisting of HOD/Nominee + Project Coordinator + External Examiner

The evaluation criteria may vary *marginally* (maximum of 5%) from the perspective of different disciplines but the structure/stages of evaluation and allotted marks for each stage of evaluation in both 7th and 8th semesters must be same for all the branches across the institute.

R1. Synopsis presentation (Before one month from the start of 7th semester of BE): Total Marks of 15

Evaluation Criteria	Score/Marks			Total Marks	Evaluation By
	Poor (Needs Improvement) (1)	Average (Acceptable) (3)	Very good (Proficient) (5)		
Motivation And Rationale behind the work	<ul style="list-style-type: none"> Less motivated and has less desire to achieve a goal, accomplish a task, or work Need for the process /product which offers viable solutions to accomplish a work towards expectations in a challenging and interesting area is not good 	<ul style="list-style-type: none"> Moderately motivated and has some interest to achieve a goal, accomplish a task, or work Need for the process /product which offers viable solutions to accomplish a work towards expectations in a challenging and interesting area is okay and acceptable 	<ul style="list-style-type: none"> Highly motivated and desirous to achieve a goal, accomplish a task, or work Need for the process /product which offers viable solutions to accomplish a work towards expectations in a challenging and interesting area is good 	15	<p>Committee consisting of HOD/Nominee + Project Coordinator + Guide(s)</p> <p>Each will evaluate for 15 marks and average of all three is the marks awarded</p>
Literature review	<ul style="list-style-type: none"> Less technical papers are reviewed and less relevant 	<ul style="list-style-type: none"> Few technical papers are reviewed and moderately relevant 	<ul style="list-style-type: none"> At least 3 technical papers from reputed journals are made and reviews are quite relevant to the project work 		
Presentation	<ul style="list-style-type: none"> Slides contain some errors, Not legible, flow is okay, body language is minimal, Response to the audience questions and comments are not good 	<ul style="list-style-type: none"> Slides are error free, flow is good, body language is acceptable, Responds to the audience questions and comments 	<ul style="list-style-type: none"> Slides are error free, quite legible, flow is good, body language is good, Responds accurately to the audience questions and comments 		

R2. Internal Evaluation (Before 15 days from the last working day of 7th semester of BE): Total Marks of 15

Evaluation Criteria	Score/Marks			Total Marks	Evaluation By
	Poor (Needs Improvement) (1)	Average (Acceptable) (3)	Very good (Proficient) (5)		
Proposed design methodology	<ul style="list-style-type: none"> Division of problem into modules and but improper selection of design approaches and design methodology and not properly justified 	<ul style="list-style-type: none"> Division of problem into modules and but improper selection of design approaches and design methodology and not properly justified 	<ul style="list-style-type: none"> Division of problem into modules and good selection of design approaches, appropriate design methodology with proper justification 	15	<p>Committee consisting of HOD/Nominee + Project Coordinator + Guide(s)</p> <p>Each will evaluate for 15 marks and average of all three is the marks awarded</p>
Preliminary/Conceptual Design work	<ul style="list-style-type: none"> Very less efforts are made towards preliminary and conceptual design works to accomplish the work 	<ul style="list-style-type: none"> Efforts are made towards preliminary and conceptual design works to accomplish the work but some are not clear 	<ul style="list-style-type: none"> Preliminary and conceptual design works are carried and are in proper direction to accomplish the project work 		
Presentation and Report	<ul style="list-style-type: none"> Slides are not organized, and Question-answer is poor, report has errors and not systematic 	<ul style="list-style-type: none"> Slides are good but not neatly arranged, delivery is good, Question-answer is average Report is not organized systematically 	<ul style="list-style-type: none"> Slides are neat, delivery is good, Question-answer is very good, gestures and body languages are perfect Report is organized, and is according to the specified format References and citations are appropriate 		

R3. Evaluation by the guide (Towards the end of 7th semester of BE): Total Marks of 20

Evaluation Criteria	Score/Marks			Total Marks	Evaluation By
	Poor (1)	Average (3)	Excellent (5)		
Objectives and Feasibility study	<ul style="list-style-type: none"> Many possible objectives are left out and very few are stated Design steps are not feasible to accomplish all the objectives 	<ul style="list-style-type: none"> Some objectives are stated clearly and some possible objectives are left out Design steps are less feasible to accomplish all the objectives 	<ul style="list-style-type: none"> All the objectives are clearly and neatly stated Design steps to be followed to solve the defined problem are feasible to accomplish all the objectives 	20	Guide(s)
Survey and Problem identification	<ul style="list-style-type: none"> Topics are surveyed randomly and less relevant to societal and environmental problem 	<ul style="list-style-type: none"> Topics are surveyed and not fully relevant to society and environment problem 	<ul style="list-style-type: none"> Extensive survey is made and socially and environmentally relevant problem is identified 		
Involvement in the work and ability to work in team	<ul style="list-style-type: none"> Less involved in the work 	<ul style="list-style-type: none"> Would have involved still more 	<ul style="list-style-type: none"> Sincerely involved in the work and very hard working and has good interest 		
Individual Contribution and Peer/Guide interaction	<ul style="list-style-type: none"> Lesser involvement and contribution Rarely met the guide and met on guide's call 	<ul style="list-style-type: none"> Contributed to the work to some extent Met the guide for interaction and Sincere and obedient to the guide's call and suggestions 	<ul style="list-style-type: none"> Good interaction and contributed in a big way Met the guide for interaction and Sincere and obedient to the guide's call and suggestions More frequently met the guide for interaction and Sincere and obedient to the guide's call and suggestions 		

R4: SEE Evaluation for Project Phase-I (During SEE of 7th semester of BE): Total Marks of 50

Evaluation Criteria	Score/Marks				Total Marks	Evaluated by
	Needs improvement (Poor) (4)	Acceptable (Average) (6)	Satisfactory (Good) (8)	Proficient (Excellent) (10)		
Identification of Problem Domain and Detailed analysis of Feasibility	<ul style="list-style-type: none"> Moderate explanation of the purpose and need of the project Explanation of the specifications and the limitations of the existing systems not very satisfactory; limited information 	<ul style="list-style-type: none"> Average explanation of the purpose and need of the project; Moderate study of the existing systems; collects some basic information 	<ul style="list-style-type: none"> Good explanation of the purpose and need of the project Collects a great deal of information and good study of the existing systems 	<ul style="list-style-type: none"> Detailed and extensive explanation of the purpose and need of the project 	50	HOD/nomination + Project coordinator + External examiner Each will evaluate for 50 marks and average of all three is the marks awarded
Objectives and Methodology of Project Proposal	<ul style="list-style-type: none"> Only Some objectives of the proposed work are well defined; Steps to be followed to solve the defined problem are not specified properly 	<ul style="list-style-type: none"> Incomplete justification to the objectives proposed; Steps are mentioned but unclear; without justification to objectives 	<ul style="list-style-type: none"> Good justification to the objectives; Methodology to be followed is specified but detailing is not done 	<ul style="list-style-type: none"> All objectives of the proposed work are well defined; Steps to be followed to solve the defined problem are clearly specified Detailed and extensive explanation of the specifications and the limitations of the existing systems 		
Design Methodology	<ul style="list-style-type: none"> Partial division of problem into modules and inappropriate selection of computing framework 	<ul style="list-style-type: none"> Division of problem into modules but inappropriate selection of computing Framework 	<ul style="list-style-type: none"> Division of problem into modules and good selection of computing framework Design methodology not properly justified 	<ul style="list-style-type: none"> Division of problem into modules and good selection of computing framework Appropriate design methodology and 		

Evaluation Criteria	Score/Marks				Total Marks	Evaluated by
	Needs improvement (Poor) (4)	Acceptable (Average) (6)	Satisfactory (Good) (8)	Proficient (Excellent) (10)		
	<ul style="list-style-type: none"> Design methodology not defined properly 	<ul style="list-style-type: none"> Design methodology not defined properly 		properly justified		
Planning of Project Work	<ul style="list-style-type: none"> Time frame not properly specified 	<ul style="list-style-type: none"> Time frame properly specified, but not being Followed 	<ul style="list-style-type: none"> Time frame properly specified but being followed partly 	<ul style="list-style-type: none"> Time frame properly specified and being followed 		
Presentation	<ul style="list-style-type: none"> Contents of presentations are appropriate but not well Arranged Eye contact with few people and unclear Voice 	<ul style="list-style-type: none"> Contents of presentations are appropriate but not well Arranged Eye contact with few people and unclear Voice 	<ul style="list-style-type: none"> Contents of presentations are appropriate but not well arranged Satisfactory demonstration, clear voice with good spoken language but eye contact not proper 	<ul style="list-style-type: none"> Contents of presentations are appropriate and well arranged Proper eye contact with audience and clear voice with good spoken language 		

R5: Project work progress review-I (Before one month from the start of 8th semester of BE): Total Marks of 15

Evaluation Criteria	Score/Marks				Total Marks	Evaluated by
	Needs improvement (Poor) (2)	Acceptable (Average) (3)	Satisfactory (Good) (4)	Proficient (Excellent) (5)		
Design methodology and planning of project work	<ul style="list-style-type: none"> Division of problem into modules and improper selection of computing framework Design methodology not properly justified Time schedule is not clear 	<ul style="list-style-type: none"> Division of problem into modules and improper selection of computing framework Design methodology not properly justified Time schedule is specified 	<ul style="list-style-type: none"> Division of problem into modules and good selection of computing framework Design methodology not properly justified, Time schedule is specified 	<ul style="list-style-type: none"> Division of problem into modules and good selection of computing framework, Appropriate design methodology and properly justification Time frame properly specified 	15	HOD (or nomination) + Project coordinator + Guide(s) Each will evaluate for 15 marks and average of all three is the marks awarded
Description of Concepts and Technical Details	<ul style="list-style-type: none"> Inappropriate explanation of the key concepts and poor description of the technical requirements of the project 	<ul style="list-style-type: none"> Incomplete explanation of the key concepts and in-sufficient description of the technical requirements of the project 	<ul style="list-style-type: none"> Complete explanation of the key concepts but in-sufficient description of the technical requirements of the project 	<ul style="list-style-type: none"> Complete explanation of the key concepts and strong description of the technical requirements of the project 		
Demonstration and presentation	<ul style="list-style-type: none"> Contents of presentations are not appropriate and Demonstration not satisfactory 	<ul style="list-style-type: none"> Contents of presentations are appropriate but not well arranged, eye contact with few people and unclear Voice 	<ul style="list-style-type: none"> Contents of presentations are appropriate but not well arranged, satisfactory demonstration, clear voice with good spoken language but eye contact not proper 	<ul style="list-style-type: none"> Good demonstration of work so far carried-out, Contents of presentations are appropriate and well arranged, Proper eye contact with audience and clear voice with good spoken language 		

R6: Project work progress review -II (Before 15 days from the last working day of 8th semester of BE): Total Marks of 15

Evaluation Criteria	Score/Marks				Total Marks	Evaluated by
	Needs improvement (Poor) (2)	Acceptable (Average) (3)	Satisfactory (Good) (4)	Proficient (Excellent) (5)		
Incorporation of Suggestions made in the previous review	<ul style="list-style-type: none"> All major changes are made as per modifications suggested during previous evaluation 	<ul style="list-style-type: none"> All major changes are made as per modifications suggested during previous evaluation 	<ul style="list-style-type: none"> Changes are made as per modifications suggested during previous evaluation and good justification 	<ul style="list-style-type: none"> Changes are made as per modifications suggested during the previous evaluation and new innovations added 	15	HOD (or nomination) + Project coordinator + Guide(s) Each will evaluate for 15 marks and average of all three is the marks awarded
Discussion and Conclusion	<ul style="list-style-type: none"> Results are not presented properly, Project work is not summarized and concluded Future extensions in the project are not specified 	<ul style="list-style-type: none"> Results presented are not much satisfactory, Project work summary and conclusion not very appropriate Future extensions in the project are not specified 	<ul style="list-style-type: none"> Results are presented in good manner, Project work summary and conclusion not very appropriate Future extensions in the project are specified 	<ul style="list-style-type: none"> Results are presented in very appropriate manner, Project work is well summarized and concluded, Future extensions in the project are well specified 		
Demonstration and Presentation	<ul style="list-style-type: none"> Modules are not in proper working form that further leads to failure of integrated system, Contents of presentations are not appropriate and not well delivered Poor eye contact with audience and unclear voice 	<ul style="list-style-type: none"> Modules are working well in isolation and properly demonstrated, Modules of project are not properly integrated, Contents of presentations are appropriate but not well delivered Eye contact with only few people and unclear voice 	<ul style="list-style-type: none"> Each module working well and properly demonstrated, Integration of all modules not done and system working is not very satisfactory, Contents of presentations are appropriate and well delivered, Clear voice with good spoken language but less eye contact with audience 	<ul style="list-style-type: none"> Each module working well and properly demonstrated, All modules of project are well integrated and system working is accurate, neatly presented with proper eye contact with audience and clear voice with good spoken language 		

R7: Evaluation by the guide (Towards the end of 8th semester of BE): Total Marks of 20

Evaluation Criteria	Score/Marks				Total Marks	Evaluated by
	Needs improvement (Poor) (2)	Acceptable (Average) (3)	Satisfactory (Good) (4)	Proficient (Excellent) (5)		
Technical Knowledge gained through project work	<ul style="list-style-type: none"> Poor knowledge and no awareness related to project 	<ul style="list-style-type: none"> Lacks sufficient knowledge and Awareness 	<ul style="list-style-type: none"> Fair knowledge and awareness related to the project 	<ul style="list-style-type: none"> Extensive knowledge and awareness related to the project 	20	Guide(s)
Regularity and Attendance	<ul style="list-style-type: none"> Irregular and inconsistent in work 	<ul style="list-style-type: none"> Reports to the guide but lacks Consistency 	<ul style="list-style-type: none"> Reports to the guide very often but not very consistent 	<ul style="list-style-type: none"> Reports to the guide regularly and consistent in work 		
Incorporation of Suggestions made in the previous review	<ul style="list-style-type: none"> All major changes are made as per modifications suggested during previous evaluation 	<ul style="list-style-type: none"> All major changes are made as per modifications suggested during previous evaluation 	<ul style="list-style-type: none"> Changes are made as per modifications suggested during previous evaluation and good justification 	<ul style="list-style-type: none"> Changes are made as per modifications suggested during the previous evaluation and new innovations added 		
Organization and structure of Project Report	<ul style="list-style-type: none"> Project report not prepared according to the specified format, References and citations are not appropriate 	<ul style="list-style-type: none"> Project report is according to the specified format but some mistakes, Insufficient references and citations 	<ul style="list-style-type: none"> Project report is according to the specified format, References and citations are appropriate but not mentioned well 	<ul style="list-style-type: none"> Project report is according to the specified format, References and citations are appropriate and well mentioned 		

R8: SEE Evaluation for Project Phase-II (During SEE of 8th semester of BE): Total Marks of 50

Evaluation Criteria	Score				Total Marks	Evaluation By
	Needs improvement (Poor) (2)	Acceptable (Average) (3)	Satisfactory (Good) (4)	Proficient (Excellent) (5)		
Presentation	<ul style="list-style-type: none"> Contents of presentations are not appropriate and not well delivered, Poor eye contact with audience and unclear voice 	<ul style="list-style-type: none"> Contents of presentations are appropriate but not well delivered, Eye contact with only few people and unclear voice 	<ul style="list-style-type: none"> Contents of presentations are appropriate and well delivered, Clear voice with good spoken language but less eye contact with audience 	<ul style="list-style-type: none"> Contents of presentations are appropriate and well delivered, Proper eye contact with audience and clear voice with good spoken language 	50	HOD/ nomination + Project coordinator + External Examiner Each will evaluate for 50 marks and average of all three will be taken
Designs and implementation	<ul style="list-style-type: none"> Proper design methodology is not followed resulting into poor design , No modern tools are used to implement, Work contributes very less to the world 	<ul style="list-style-type: none"> Proper design methodology is followed, Design lacks, very less modern tools are used to implement, the work contributes to the world in little way 	<ul style="list-style-type: none"> Proper design methodology is followed, Design is done but not perfect, few modern tools are used to implement, the work contributes to the world in some way 	<ul style="list-style-type: none"> Proper design methodology is followed, Design is perfect, Modern tools are used to implement, the work contributes to the world in greater way 		
Results and Demonstration	<ul style="list-style-type: none"> Some of the defined objectives are achieved Modules are not in proper working form that further leads to failure of integrated system 	<ul style="list-style-type: none"> All defined objectives are achieved Modules are working well in isolation and properly demonstrated Modules of project are not properly integrated 	<ul style="list-style-type: none"> All defined objectives are achieved and working well and demonstrated Integration of all modules not done and system working is not very satisfactory 	<ul style="list-style-type: none"> All defined objectives are achieved and evident from the results Each module working well and properly demonstrated All modules of project are well integrated and system working is accurate 		

Evaluation Criteria	Score				Total Marks	Evaluation By
	Needs improvement (Poor) (2)	Acceptable (Average) (3)	Satisfactory (Good) (4)	Proficient (Excellent) (5)		
Project report	<ul style="list-style-type: none"> Project report not prepared according to the specified format References and citations are not appropriate 	<ul style="list-style-type: none"> Project report is according to the specified format but some mistakes In-sufficient references and citations 	<ul style="list-style-type: none"> Project report is according to the specified format References and citations not mentioned well 	<ul style="list-style-type: none"> Project report is according to the specified format References and citations are appropriate and well mentioned 		
Viva - Voce	<ul style="list-style-type: none"> Answered few questions related to design, implementation and applications of project work 	<ul style="list-style-type: none"> Answered some questions related to design, implementation and applications of project work 	<ul style="list-style-type: none"> Answered 80% of the questions related to design, implementation and applications of project work 	<ul style="list-style-type: none"> Answered all the questions related to design, implementation and applications of project work 		

3) The percentage and modalities of syllabus to be covered through conventional mode and online mode for UG/PG courses

3.1 Introduction

In a traditional course (syllabus covered through conventional mode) all of the instruction is provided in a face-to-face classroom setting. However, students are expected to regularly supplement their learning through the use of technology. Research suggests that blended learning models that combine face-to-face and online instruction yield the best student learning outcomes. Therefore a hybrid course which is a combination of face-to-face classroom instruction and online instruction can be used to conduct the classes. A portion of the instruction is provided online, but some regular face-to-face instruction is still required. Face-to-face time requirements will vary between hybrid courses and sections of the syllabus. In an online course all of the instruction is provided online and normally no face-to-face classroom instruction is required.

- i. The committee recommends **80% traditional** and **20% online** conduction of classes. However, it is required by the faculty that he/she should inform the students well in advance on which portion of the syllabus will be covered through online through conspectus. It is also suggested to the faculties to submit digital proof (snap shots and sample of video classes) of the online classes taken at the end of the semester with necessary details
- ii. The committee also suggests the college authorities to develop physical infrastructure including procurement of legal software for running online courses smoothly.
- iii. Committee opines that a high-end recording facility (Studio) in the college to be used by faculty to record lectures.

4) Implementation of virtual laboratories for B.E programmes

4.1 Introduction:

Computing and communication technology has had a significant impact on the engineering education system. This technology has improved online and collaborative learning. Besides that, it improves the students learning experiences. One of the distinguishing elements of engineering education is the laboratory requirement. The current trends and key issues in virtual laboratories-simulation environment laboratories and remote laboratories can be conducted via the Internet. Virtual Laboratories provide remote-access to Labs in various disciplines of Science and Engineering. These Virtual Labs would cater to students at the undergraduate level. It will enthuse students to conduct experiments by arousing their curiosity. This would help them in learning basic and advanced concepts through remote experimentation. It is also provide a complete Learning Management System around the Virtual Labs where the students can avail the various tools for learning, including additional web-resources, video-lectures, animated demonstrations and self-evaluation.

The remote lab allows users to control and perform experiments on real equipment via Internet. The benefits of the remote lab are a mixture real and simulation lab advantages. The effectiveness of the remote lab depends on the user interactivity.

Based on the benefits of virtual lab the committee recommends the following:

- i. Two or more experiments in each laboratory course can be added for a virtual lab over and above the existing physical experiments
- ii. The committee also suggests the college authorities that there is a need of infrastructure and legal software for running virtual lab
- iii. The selection of laboratory experiments is to be decided by respective Board of Studies (BoS)

B) SEE question paper pattern for UG/PG students to be admitted to the first year during 2020-21

1.0 Introduction

Questions shall be set to assess the level of knowledge acquired, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. She/he shall also submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of very short type, short answer type, short essay type /problem solving type and long essay type questions.

The emphasis on the questions is broadly based on the following criteria:

- To test the objectiveness of the concept
- To test the analytical skill of the concept
- To test the application skill of the concept

The question paper patterns should have minimum choices and adopt Bloom's taxonomy. The question paper pattern for semester end semester examination with Bloom's taxonomy has exposed the faculty members and students to various knowledge levels. Question should be set in such a way that it will test the skill of applying the knowledge acquired and thinking ability in addition to testing the memory and skills acquired.

1.1 SEE Model Question Paper Pattern

S.No	Examination	Syllabus coverage for the Examination	Duration of the examination in hours	Max. marks	Question Paper Pattern		
01	Semester End Exam	Full Syllabus	03	50	Part A	One Compulsory question consists 20 sub questions of 1 mark each / 10 questions 2 mark each covering entire syllabus(All units)/ (50 % of questions must be L3 and L4 level)	20X1=20/ 10X2=20 marks
					Part B	There shall be one question from each unit with internal choice. Each question carries 20 marks. Each Theory course shall consist of four units of syllabus. All questions should have same complexity in terms of COs and Bloom’s taxonomy level.	20X4 = 80 marks
Total				50			100 Marks

Total Set questions=180 marks

1.2 Course Utilization for CIE and SEE

Unit	Chapter	Teaching Hours	Number of Questions in		Number of Questions in SEE
			CIE-I	CIE-II	
					One Compulsory question consists of 20 sub questions of 1 mark each / 10 questions 2 mark each covering entire syllabus(All units)/ (50 % of questions must be L3 and L4 level)
I	1		1 Compulsory +3 Questions	--	2
	2			--	
II	3			--	2
	4			--	
III	5			1 Compulsory +3 Questions	2
	6				
IV	7				2
	8				

1.3 Model Question paper

B.E. First Semester End Examinations, 2021
Duration: 3 Hours **Max. Marks: 100**

PART A Answer ALL questions							
Q1		Question	Marks	BLL	CO	PO	PI
			20				
PART B Answer any FOUR full questions selecting at least ONE from each unit							
2		UNIT-I	20				
			OR				
3			20				
		UNIT-II					
4			20				
			OR				
5			20				
		UNIT-III					
6			20				
			OR				
7			20				
		UNIT-IV					
8			20				
			OR				
9			20				

C) Concluding Remarks:

The spirit of the examination reform policy is "student-centered". Any reform measures must be targeted at students. With this in mind, committee has initiated examination reform policy and introduced measures to enhance the technical and skill proficiency of students. Committee has also provided with curriculum and assessment mechanisms for increased learning opportunities for students. One of the main obstacles in addressing these outcomes is the limitation of educational experience within engineering programs. Most of the coursework in programs are oriented towards teaching technical knowledge and skills; hence, the assessment is limited to those abilities. However, acquiring the professional outcomes may not result simply from participation in a particular class or set of classes. Rather, these outcomes are more often acquired or influenced through sources both in and outside the classroom. To address these challenges, comprehensive reform is addressed by the committee to design curriculum, student learning experiences and assessment of the outcome through course plan structure. Examination reforms are a never-ending on-going programme of action in the interest of students in engineering education. Teachers have the onerous responsibility in the system and special commitment toward students. Any innovation or renovation in examination reforms requires cooperation, interest and consent of the faculty. Since examinations or assessment of students play an important role in deciding the quality of examinations, it was deliberated to prepare questions through mapping the examinations from Course Outcomes.

AICTE has also stated the importance of innovative educational experience to teach and assess. By adding a few educational experiences such as course projects, internship experiences, open ended experiments in laboratories and more, the teachers can teach and assess professional outcomes and higher-order cognitive abilities. The BEC(A)-Examination reform policy report encompasses all the above factors and provides with comprehensive methodology for improving examination system.

1.1 Course Assessment Plan (CAP)

COs	Weightage in assessment	CIE-I	CIE-II	CIE-III	Quiz	Assignment	Course Project	SEE
1	15%	✓						✓
2	35%				✓		✓	✓
3	30%	✓	✓					✓
4	20%				✓	✓	✓	✓
Weightage	100%	15%	15%	15%	5%			50%

1.2 Question Paper Structure (QPS)

QPS has to be prepared for both CIE and SEE

Q. No	Bloom's Level Distribution			
	L1	L2	L3	L4
01				
02				
03				
04				
05				
06				
07				
08				
Total	34	30	50	46
%	21	19	31	29

1.3. Quality and Alignment Matrix (QAM)

Q. No	Bloom's Level Distribution				CO Distribution					
	L1	L2	L3	L4	CO1	CO2	CO3	CO4	CO5	CO6
01										
02										
03										
04										
05										
06										
07										
08										
Total										
%										

1.4 Model Question paper:

Question No	Question	Marks	BLL	CO	PI
1. a					
b					
c					
2					
3					
4					
5					
6					
7					
8					

B.E. Fifth Semester End Examinations, December 2019

Operating Systems

Duration: 3 Hours

Max. Marks: 100

NOTE: Answer any **FIVE** full questions selecting at least **ONE** from each unit.

Q.No	Question		Marks	BLL	CO	PO	PI															
		UNIT - I																				
1.	a)	Define an operating system. Discuss its role with respect to user and system viewpoints.	2+6	2	1	1	1.3.1															
	b)	Give two reasons why caches are useful. What problems do they solve? What problems do they cause? If the cache can be made as large as the device for which it is caching (for instance a cache as large as a disk), why not make it that large and eliminate the device?	2+2+2+2	4	1	1,2	1.4.1 2.2.2															
	c)	The services and functions provided by an operating system can be divided into two main categories briefly describe the two categories and discuss how they differ	3+3	2	1	1	1.4.1															
2.	a)	What is a process? With a state diagram, explain states of a process. Also write the structure of process control block.	2+2+3+3	2	2	1	1.4.1															
	b)	For the following example, calculate average waiting time and average turnaround time using FCFS, primitive SJF and RR (4 time unit) CPU scheduling algorithms. <table border="1"><tr><td>Jobs</td><td>Arrival time</td><td>Burst time</td></tr><tr><td>P₁</td><td>0</td><td>8</td></tr><tr><td>P₂</td><td>1</td><td>4</td></tr><tr><td>P₃</td><td>2</td><td>9</td></tr><tr><td>P₄</td><td>3</td><td>5</td></tr></table>	Jobs	Arrival time	Burst time	P ₁	0	8	P ₂	1	4	P ₃	2	9	P ₄	3	5	3+3+4	3	2	1,2	1.4.1 2.4.1
Jobs	Arrival time	Burst time																				
P ₁	0	8																				
P ₂	1	4																				
P ₃	2	9																				
P ₄	3	5																				
		UNIT - II																				
3.	a)	List the different types of IPC. Explain any one in detail.	1+5	2	2	1	1.3.1															
	b)	What are threads? Explain different multi-threading models.	2+2	2	2	1	1.3.1															
	c)	Define a thread library. Illustrate with a program an approach for creating a thread library.	2+4	3	2	1	1.3.1															
4.	a)	Explain the following system calls. i) fork () ii) exec ()	2+2	2	2	1	1.3.1															

	b)	What is a race condition? List the requirements that a solution to critical section must satisfy.	2+4	2	3	1	1.3.1
	c)	Explain reader's writer's problem using semaphores.	05	2	3	1	1.3.1
	d)	Define a monitor with suitable syntax.	2+3	1	3	1	1.3.1
		UNIT - III					
5.	a)	What are the necessary and sufficient conditions for deadlock? Briefly explain.	06	2	3	1	1.3.1

		disk space justify the optimal method					2.2.1
	c)	What is file mounting? Explain.	4	2	5	1,2	1.3.1 2.2.1
8.	a)	Explain the following disk scheduling algorithms in brief. i) FCFS ii) SSTF iii) SCAN iv) LOOK	12	2	5	1,2	1.3.1 2.2.1
	b)	What is protection? Differentiate mechanisms and policies. Justify the access matrix with domain as objects.	8	4	5	1,2	1.3.1 2.2.1

BASAVESHWAR ENGINEERING COLLEGE (AUTONOMOUS), BAGALKOT

1.5 MODEL COURSE PLAN

Title of Course	:		Course Code	:	
Credits	:		Contact Hours/ Week	:	
Total Hours	:		Tutorial Hours	:	
CIE Marks	:		SEE Marks	:	
Semester	:		Year	:	
Name of Faculty	:		Name of HOD	:	

1.5.1 Prerequisites:

1.5.2 Course Objectives:

	The Course objectives are:
1	
2	
3	
4	
5	
6	

1.5.3 Course Outcomes:

	At the end of the course the student should be able to:
1	
2	
3	
4	
5	
6	

1.5.4 Course Articulation Matrix: Mapping of Course Outcomes (CO) with Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3
No	<div> <div>Programme</div> <div>Outcomes Course Outcomes</div> </div>															
The students will be able to:																
1																
2																
3																
4																
5																
6																

1.5.5 Competencies Addressed in the course and Corresponding Performance Indicators

1.5.5.1 Programme Outcome: Any of 1 to 12 PO's:

Competency	Indicators

PO1. Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

PO2. Problem analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

PO3. Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

PO4. Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

PO5. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

PO6. The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO7. Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8. Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

PO9. Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO10. Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO11. Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12. Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

1.5.6 Unit Learning Outcomes (ULO):

Unit Learning Outcome (ULO)	CO's	BLL	PI addressed

1.5.7 Course Content:

Hours Required	Topic to be covered	Mode of Delivery
01		Chalk and talk in classroom/Lecture combined with discussions/Lecture with a quiz/ Tutorial/ Assignments/ Demonstration/ Invited lectures/ Group Assignment/ Project / Seminars, Presentations/Group Discussion/Asynchronous Discussion
01		
01		
01		
01		
01		
01		

1.5.8 Review Questions:

Review Questions	ULO	BLL	PI addressed

1.5.9 Evaluation Scheme:

Assessment	Marks	Weightage
CIE-I	20	20
CIE-II	20	20
Assignments/ Quizzes/ Case Study/ Course Project/ Term Paper/Field Work	10	10
SEE	100	50
Total	150	100

1.5.10 Details of Assignment:

Assignment	Marks (10)	CO	PI	CA	PO
Assignment 1					
Assignment 2					
..					
..					
Assignment n					

Signature of the Faculty Member

Signature of Head of the Department

ADDITIONAL INFORMATION

2.5.3 IT Integration and Reforms in the examination procedures including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution.

Contents

S.No	Description	Page No
1	OBE Question Paper	03-8
2	External Audit of question papers and answer scripts	9-13
3	Question paper Security	14
4	Adoption of Spot Valuation practice	15-18
5	Use of OMR Answer Booklet	19-20
6	Anti-Plagiarism check	21-22
7	Implementation of ICT (Examination Tool)	23-31
8	Inclusion of CCTV cameras	31
9	Declaration of Results	32
10	Inclusion of Security features on 'Statement of grades'	33
11	Online Payment	33

1. OBE QUESTION PAPER

CIE Question Paper

BVVS

BASAVESHWAR ENGINEERING COLLEGE (AUTONOMOUS), BAGALKOT

DEPARTMENT OF _____

ACADEMIC YEAR _____ (_____ SEMESTER)

_____ CIE TEST

Course	:		Semester	:	
Subject	:		Division	:	
Subject Code	:		Time	:	
Date	:		Max. Marks	:	40
Faculty Name	:				

Note : 1. PART-A: All questions are compulsory

2. PART-B: Answer any ONE full question from each unit

PART-A

Q. No.		Question	MARKS	BLL	CO	PI
1.	i)					
	ii)					
	iii)					
	iv)					
	v)					
	vi)					
	vii)					
	viii)					
	ix)					
	x)					
PART-B						
UNIT- _____						
2.	a)					
	b)					
	c)					
3.	a)					
	b)					
	c)					
UNIT- _____						
4.	a)					
	b)					
	c)					
5.	a)					
	b)					
	c)					

Note: BLL (Blooms Learning Level), CO (Course Outcome), PI (Performance Indicator)

BVVS
BASAVESHWAR ENGINEERING COLLEGE (AUTONOMOUS), BAGALKOTE
DEPARTMENT OF _____
ACADEMIC YEAR _____ (_____ SEMESTER)
_____ CIE TEST

Course :	Semester :
Subject :	Division :
Subject Code :	Time :
Date :	Max. Marks : 30
Faculty Name :	

Note : Answer any two full questions.

Q. No.		Question	MARKS	BLL	CO	PI
1.	a)					
	b)					
	c)					
2.	a)					
	b)					
	c)					
3.	a)					
	b)					
	c)					

Note: BLL (Blooms Learning Level), CO (Course Outcome), PI (Performance Indicator)

SEE Question Paper

USN	2	B	A							
-----	---	---	---	--	--	--	--	--	--	--

Subcode

B.E. ____ Semester End Examinations, <u>Month</u> <u>Year</u>	
Subject Title	
Duration: 3 Hours	Max. Marks: 100
<p>NOTE : PART-A: All questions are compulsory PART-B: Answer any one full question from each unit</p>	

Q.No.	Question	Marks	BLL	CO	PI
	PART-A				
1.	i)				
	ii)				
	iii)				
	iv)				
	v)				
	vi)				
	vii)				
	viii)				
	ix)				
	x)				
	xi)				
	xii)				
	xiii)				
	xiv)				
	xv)				
	xvi)				
	xvii)				
	xviii)				
	xix)				
	xx)				
	PART-B				
	UNIT – I				
2.	a)				
	b)				
	c)				
	d)				
3.	a)				
	b)				
	c)				
	d)				

Q.No.		Question	Marks	BLL	CO	PI
		UNIT – II				
4.	a)					
	b)					
	c)					
	d)					
5.	a)					
	b)					
	c)					
	d)					
		UNIT – III				
6.	a)					
	b)					
	c)					
	d)					
7.	a)					
	b)					
	c)					
	d)					
		UNIT-IV				
8.	a)					
	b)					
	c)					
	d)					
9.	a)					
	b)					
	c)					
	d)					

USN

2	B	A							
---	---	---	--	--	--	--	--	--	--

Subcode

B.E. _____ Semester End Examinations, <u>Month</u> <u>Year</u>
Subject Title
Duration: 3 Hours Max. Marks: 100
NOTE: Answer any FIVE full questions selecting at least ONE from each unit.

Q. No	Question	Marks	BLL	CO	PI
	UNIT - I				
1.	a)				
	b)				
	c)				
	d)				
2.	a)				
	b)				
	c)				
	d)				
	UNIT - II				
3.	a)				
	b)				
	c)				
	d)				
4.	a)				
	b)				
	c)				
	d)				
	UNIT - III				
5.	a)				
	b)				
	c)				
	d)				
6.	a)				
	b)				
	c)				
	d)				

Q. No		Question	Marks	BLL	CO	PI
		UNIT - IV				
7.	a)					
	b)					
	c)					
	d)					
8.	a)					
	b)					
	c)					
	d)					

2. External Audit of question papers and answer scripts



BVVS
BASAVESHWAR ENGINEERING COLLEGE (AUTONOMOUS)
BAGALKOT-587102

AUTONOMOUS EXAMINATION SECTION

REVIEWER REPORT

Department : _____

Programme : _____

Academic Year :

Session : ODD/EVEN SEMESTER

Date : _____

Reviewer Report

REVIEWER INFORMATION

1) **Name of the Reviewer** :

2) **Designation** :

3) **Affiliation** :

4) **Address with e-mail** : _____

Cell No : _____

Date:

Signature

I. SEE Question paper procedure for:

a) Number of Question papers available for each subject:

b) Duration for Question paper setting :

c) Question paper scrutiny :

d) Selection of Question paper :

e) Question paper printing :

f) Precautions adopted :

II. Conduction of Theory SEE Examinations :

III. Procedure for SEE theory central valuation:

a) Coding :

b) Decoding :

c) Marks entry :

d) Precautions adopted :

IV. Theory subject evaluation Reviewed:

SEM	SUBJECT	SUBJECT CODE	REMARKS

Reviewer Report

V. Remuneration for Examiners :

VI. Hospitality for Examiners :

REVIEWER REPORT

This is to certify that, I have gone through the rules and regulations related to the entire examination process and accordingly review has been carried out by me.

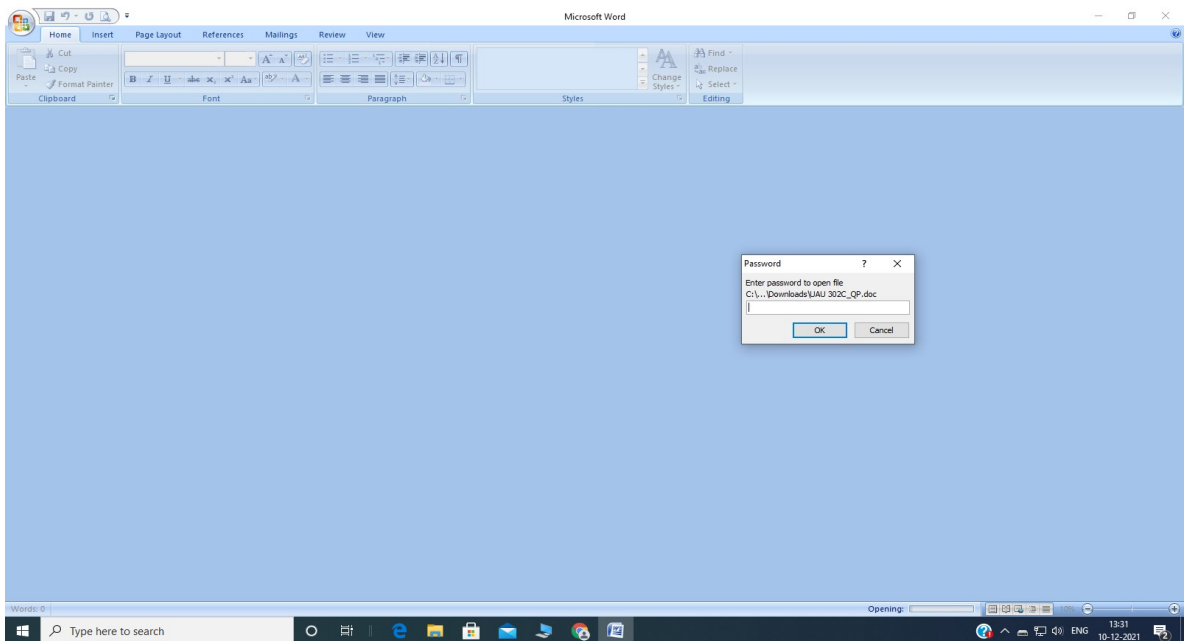
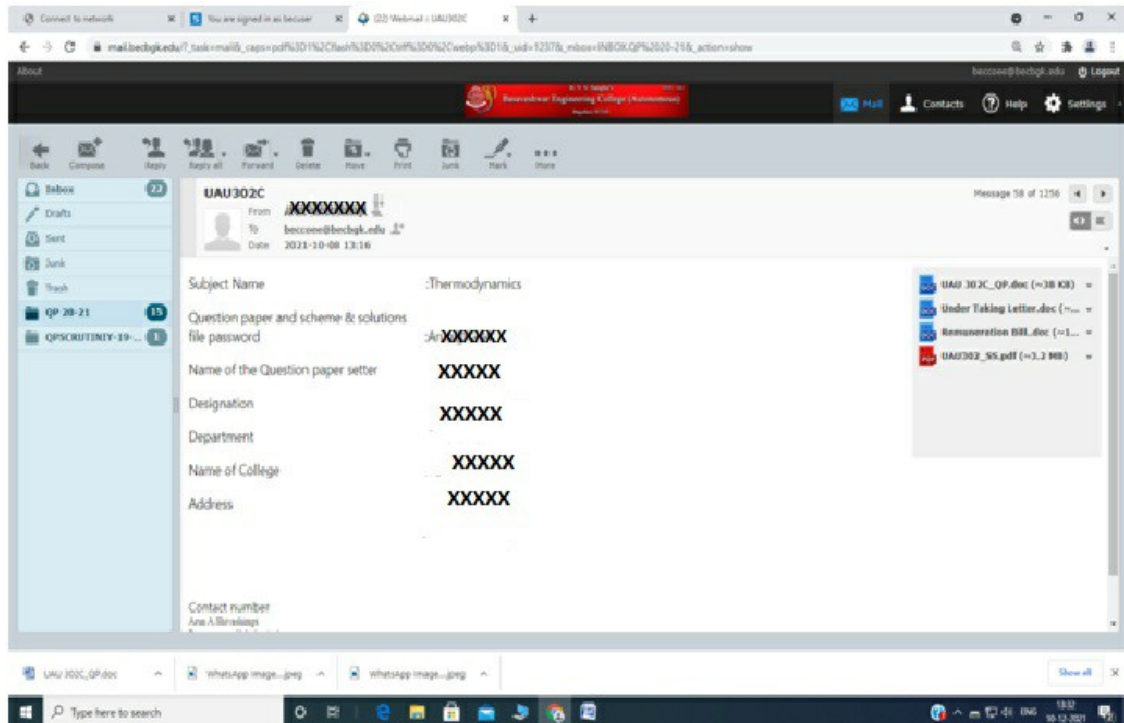
Date:

Signature: _____

Name : _____

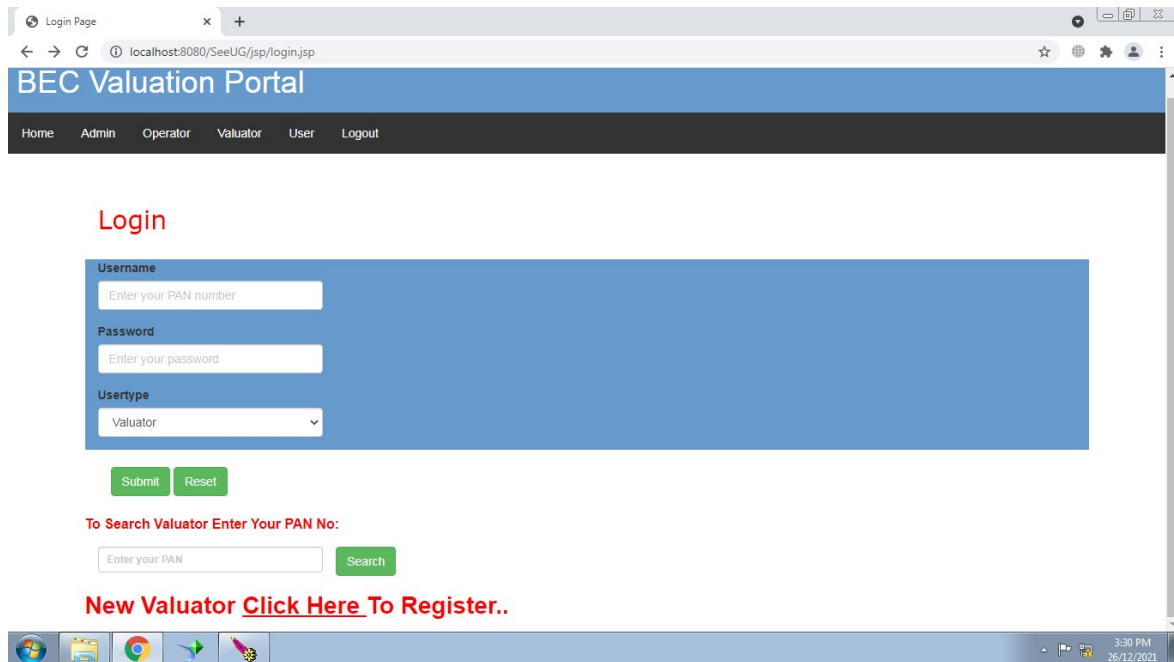
Reviewer Report

3. Question Paper Security



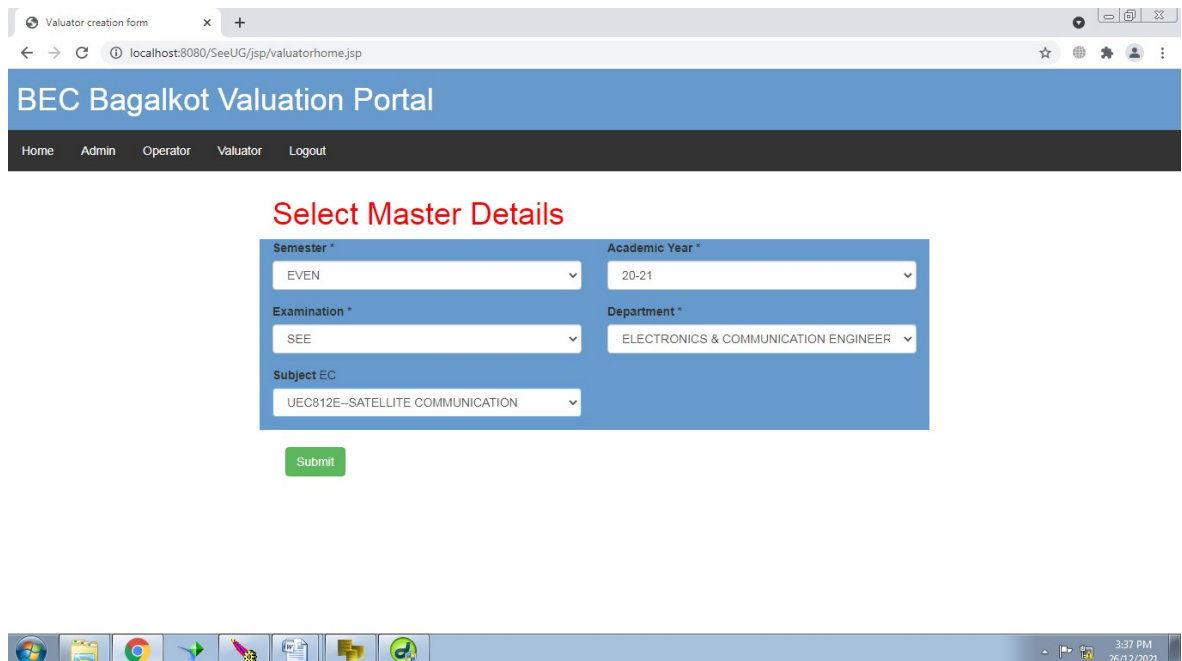
4. Adoption of Spot Valuation Practice

Valuator Login Page



The screenshot shows a web browser window with the address bar displaying 'localhost:8080/SeeUG/jsp/login.jsp'. The page title is 'Login Page'. The main header is 'BEC Valuation Portal' with a navigation bar containing links: Home, Admin, Operator, Valuator, User, and Logout. The login form is titled 'Login' in red. It includes fields for Username (with a placeholder 'Enter your PAN number'), Password (with a placeholder 'Enter your password'), and Usertype (a dropdown menu with 'Valuator' selected). Below these fields are 'Submit' and 'Reset' buttons. A red message states 'To Search Valuator Enter Your PAN No:' followed by a search input field and a 'Search' button. At the bottom, a red message says 'New Valuator [Click Here To Register..](#)'. The Windows taskbar at the bottom shows the time as 3:30 PM on 26/12/2021.

Subject Code Selection Page



The screenshot shows a web browser window with the address bar displaying 'localhost:8080/SeeUG/jsp/valuatorhome.jsp'. The page title is 'Valuator creation form'. The main header is 'BEC Bagalkot Valuation Portal' with a navigation bar containing links: Home, Admin, Operator, Valuator, and Logout. The form is titled 'Select Master Details' in red. It includes dropdown menus for Semester * (selected: EVEN), Academic Year * (selected: 20-21), Examination * (selected: SEE), Department * (selected: ELECTRONICS & COMMUNICATION ENGINEER), and Subject EC (selected: UEC812E--SATELLITE COMMUNICATION). A green 'Submit' button is at the bottom. The Windows taskbar at the bottom shows the time as 3:37 PM on 26/12/2021.

Packet Selection & Marks Sheet Printing Page

The screenshot shows a web browser window with the title 'Valuator Packets'. The address bar displays 'localhost:8080/SeeUG/jsp/valuatorpackets.jsp'. The page header is 'BEC Bagalkot Valuation Portal' with a navigation menu containing 'Home', 'Admin', 'Operator', 'Valuator', and 'Logout'. The main content area features a red text prompt 'Click on packets to select answer scripts' and a list of four items, each with three links: 'UK258ROCP5', 'Print BitWise Marks Sheet', and 'Print Total Marks Sheet'. A link 'GO BACK TO HOME CLICK HERE' is positioned above the list. The Windows taskbar at the bottom shows the time as 3:39 PM on 26/12/2021.

Valuator Packets x +

localhost:8080/SeeUG/jsp/valuatorpackets.jsp

BEC Bagalkot Valuation Portal

Home Admin Operator Valuator Logout

[GO BACK TO HOME CLICK HERE](#)

Click on packets to select answer scripts

- 1 [UK258ROCP5](#) [Print BitWise Marks Sheet](#) [Print Total Marks Sheet](#)
- 2 [UK258ROCP9](#) [Print BitWise Marks Sheet](#) [Print Total Marks Sheet](#)
- 3 [UK258ROCP10](#) [Print BitWise Marks Sheet](#) [Print Total Marks Sheet](#)
- 4 [UK258ROCP11](#) [Print BitWise Marks Sheet](#) [Print Total Marks Sheet](#)

Windows taskbar: 3:39 PM, 26/12/2021

Script Selection Page

The screenshot shows a web browser window with the title 'Valuator Packets'. The address bar displays 'localhost:8080/SeeUG/jsp/valuationscripts.jsp'. The page header is 'BEC Bagalkot Valuation Portal' with a navigation menu containing 'Home', 'Admin', 'Operator', 'Valuator', and 'Logout'. The main content area features a red text prompt 'Click on packets to enter marks' and a list of ten links, each labeled 'UK258ROCP5-1' through 'UK258ROCP5-10'. A link 'Move Back To Packets Click Here..' is positioned below the list. The Windows taskbar at the bottom shows the time as 3:41 PM on 26/12/2021.

Valuator Packets x +

localhost:8080/SeeUG/jsp/valuationscripts.jsp

BEC Bagalkot Valuation Portal

Home Admin Operator Valuator Logout

UEC812E

Click on packets to enter marks

- [UK258ROCP5-1](#)
- [UK258ROCP5-2](#)
- [UK258ROCP5-3](#)
- [UK258ROCP5-4](#)
- [UK258ROCP5-5](#)
- [UK258ROCP5-6](#)
- [UK258ROCP5-7](#)
- [UK258ROCP5-8](#)
- [UK258ROCP5-9](#)
- [UK258ROCP5-10](#)

[Move Back To Packets Click Here..](#)

Windows taskbar: 3:41 PM, 26/12/2021

SEE Marks Entry Page

Create question paper

localhost:8080/SeeUG/jsp/createentry.jsp?packetcode=UK258ROCP5&answerscript=UK258ROCP5-1&sem=EVEN&academicyear=20-21&examination=SEE&dept...

BEC Bagalkot Valuation Portal

User : AABPI095K Dept. : EC Script Code : UK258ROCP5-1 Subject Code : UEC812E

Marks Entry


-1 indicates question Not Attempted.

	A.	B.	C.	D.	Total
Q. 1	7	5	5		17
Q. 2	5	5	-1		10
Q. 3	5	-1	-1		5
Q. 4	5	2	-1		7
Q. 5	8	06	4		18
Q. 6	-1	-1	-1		-1
Q. 7	4	4	-1		8
Q. 8	10	-1			10
Total					63

Buttons: Total, Submit, Reset

Bitwise Marks Sheet

B. V. V. S



Basaveshwar Engineering College (Autonomous), Bagalkot-587103.

Academic Year :2020-2021 Even Semester

Theory Marks Sheet

Course :BE

Subject Code :UEC812E

Packet Code :UK258ROCP5

Semester :8

Subject Title :SATELLITE COMMUNICATION

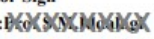
Examination :SEE


Month/Year : July/August-2021

Max.Marks:100

S.No	Scriptcode	Q.No.1				Q.No.2				Q.No.3				Q.No.4				Q.No.5				Q.No.6				Q.No.7				Q.No.8				Total Marks					
		A	B	C	D	T	A	B	C	D	T	A	B	C	D	T	A	B	C	D	T	A	B	C	D	T	A	B	C	D	T								
1	UK258ROCP5-1	7	5	5	-	17	5	5	-	10	5	-	-	-	5	5	2	-	-	7	8	6	4	-	18	-	-	-	-	4	4	-	-	8	10	-	-	10	063
2	UK258ROCP5-2	5	5	-	-	10	-	-	-	-	5	-	-	-	5	-	5	4	-	9	-	-	-	-	2	5	-	-	7	5	5	5	-	15	5	5	-	10	051
3	UK258ROCP5-3	0	-	-	-	0	0	0	-	0	5	2	-	-	7	2	2	-	-	4	5	5	4	-	14	2	2	-	4	-	2	-	2	2	2	-	4	033	
4	UK258ROCP5-4	0	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	000		
5	UK258ROCP5-5	5	5	-	-	10	5	-	-	5	2	2	-	-	4	-	-	-	-	2	5	4	-	11	-	5	0	-	5	4	4	-	8	4	4	-	8	042	
6	UK258ROCP5-6	7	6	6	-	19	-	-	-	6	6	6	-	18	-	-	-	-	2	5	4	-	11	-	-	-	-	-	-	-	-	-	10	10	-	20	068		
7	UK258ROCP5-7	5	5	5	-	15	-	-	-	6	6	6	-	18	-	-	-	-	4	4	4	-	12	-	-	-	-	4	4	4	-	12	5	8	-	13	070		
8	UK258ROCP5-8	5	5	-	-	10	5	5	-	10	5	5	-	10	-	-	-	5	6	1	-	12	-	-	-	-	2	5	2	-	9	10	-	-	10	052			
9	UK258ROCP5-9	5	5	5	-	15	-	-	-	4	4	4	-	12	-	-	-	-	5	4	-	-	9	4	-	-	4	5	5	5	-	15	10	10	-	20	071		
10	UK258ROCP5-10	7	-	-	-	7	-	-	-	4	4	-	-	8	-	-	-	-	5	5	-	-	10	-	-	-	-	5	5	5	-	15	10	10	-	20	060		

Note: Marks awarded for each answer scripts are physically verified with original answer scripts and found correct.

Valuator Sign
 Name : 
 Institution :BEC Bagalkot
 Date:26/12/2021

Coordinator Sign
 Name : 
 College : BEC(A), Bagalkot
 Date:26/12/2021

Total Marks in words



B. V. V. S
Basaveshwar Engineering College (Autonomous), Bagalkot-587103.
Academic Year :2020-2021 Even Semester
Theory Marks Sheet

Course :BE

Semester : 8

Examination : SEE

Subject Code :UEC812E

Subject Title:SATELLITE COMMUNICATION

Packet Code :UK258ROCP5 Month/Year : July/August-2021

Max.Marks :100

S.No	Script Code	Total Marks	Marks in Words		
1	UK258ROCP5-1	063	ZERO	SIX	THREE
2	UK258ROCP5-2	051	ZERO	FIVE	ONE
3	UK258ROCP5-3	033	ZERO	THREE	THREE
4	UK258ROCP5-4	000	ZERO	ZERO	ZERO
5	UK258ROCP5-5	042	ZERO	FOUR	TWO
6	UK258ROCP5-6	068	ZERO	SIX	EIGHT
7	UK258ROCP5-7	070	ZERO	SEVEN	ZERO
8	UK258ROCP5-8	052	ZERO	FIVE	TWO
9	UK258ROCP5-9	071	ZERO	SEVEN	ONE
10	UK258ROCP5-10	060	ZERO	SIX	ZERO

Note: Marks awarded for each answer script are physically verified with original answer script and found correct.

Valuator Sign

Name: XXXXXXXX

Institution :BEC Bagalkot

Date:26/12/2021


Coordinator Sign

Name : XXXXXXXX

College : BEC(A), Bagalkot

Date:26/12/2021

5. Use of OMR Answer Booklet

 B.V.V. Sangha's BASAVESHWAR ENGINEERING COLLEGE (AUTONOMOUS), BAGALKOT - 587 103. OMR Response Answer Sheet for SEE (Common to all branches)		XXXXX
USN (University Seat Number)	: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Subject	: ENVIRONMENTAL STUDIES Code : <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
Candidate's Signature _____		Invigilator's Signature with Date _____
Date : <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <div style="display: flex; justify-content: space-around; font-size: small;"> D D M M Y Y </div>	Question Paper Version A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>	
	Max Marks : 50 Marks obtained <input style="width: 40px;" type="text"/> <input style="width: 40px;" type="text"/>	
Instruction : Darken only one circle completely to the corresponding correct answer		
1 (A) (B) (C) (D) 2 (A) (B) (C) (D) 3 (A) (B) (C) (D) 4 (A) (B) (C) (D) 5 (A) (B) (C) (D) 6 (A) (B) (C) (D) 7 (A) (B) (C) (D) 8 (A) (B) (C) (D) 9 (A) (B) (C) (D) 10 (A) (B) (C) (D)	11 (A) (B) (C) (D) 12 (A) (B) (C) (D) 13 (A) (B) (C) (D) 14 (A) (B) (C) (D) 15 (A) (B) (C) (D) 16 (A) (B) (C) (D) 17 (A) (B) (C) (D) 18 (A) (B) (C) (D) 19 (A) (B) (C) (D) 20 (A) (B) (C) (D)	21 (A) (B) (C) (D) 22 (A) (B) (C) (D) 23 (A) (B) (C) (D) 24 (A) (B) (C) (D) 25 (A) (B) (C) (D) 26 (A) (B) (C) (D) 27 (A) (B) (C) (D) 28 (A) (B) (C) (D) 29 (A) (B) (C) (D) 30 (A) (B) (C) (D)
31 (A) (B) (C) (D) 32 (A) (B) (C) (D) 33 (A) (B) (C) (D) 34 (A) (B) (C) (D) 35 (A) (B) (C) (D) 36 (A) (B) (C) (D) 37 (A) (B) (C) (D) 38 (A) (B) (C) (D) 39 (A) (B) (C) (D) 40 (A) (B) (C) (D)	41 (A) (B) (C) (D) 42 (A) (B) (C) (D) 43 (A) (B) (C) (D) 44 (A) (B) (C) (D) 45 (A) (B) (C) (D) 46 (A) (B) (C) (D) 47 (A) (B) (C) (D) 48 (A) (B) (C) (D) 49 (A) (B) (C) (D) 50 (A) (B) (C) (D)	
Subject :	Code : <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	



BVVS
BASAVESHWAR ENGINEERING COLLEGE (AUTONOMOUS)
BAGALKOT - 587 102
OMR Response Answer Sheet for SEE
(Common to all branches)

XXXXXX

USN :
(University Seat Number)

Subject : _____

Code :

Date :
D D M M Y Y

Candidate's Signature

Invigilator's Signature with Date

Question Paper Version

Max Marks : 50

A ☐ B ☐ C ☐ D ☐

Instruction : Darken only one circle completely to the corresponding correct answer

1 A B C D E	11 A B C D E	21 A B C D E	31 A B C D E	41 A B C D E
2 A B C D E	12 A B C D E	22 A B C D E	32 A B C D E	42 A B C D E
3 A B C D E	13 A B C D E	23 A B C D E	33 A B C D E	43 A B C D E
4 A B C D E	14 A B C D E	24 A B C D E	34 A B C D E	44 A B C D E
5 A B C D E	15 A B C D E	25 A B C D E	35 A B C D E	45 A B C D E
6 A B C D E	16 A B C D E	26 A B C D E	36 A B C D E	46 A B C D E
7 A B C D E	17 A B C D E	27 A B C D E	37 A B C D E	47 A B C D E
8 A B C D E	18 A B C D E	28 A B C D E	38 A B C D E	48 A B C D E
9 A B C D E	19 A B C D E	29 A B C D E	39 A B C D E	49 A B C D E
10 A B C D E	20 A B C D E	30 A B C D E	40 A B C D E	50 A B C D E

For office use only

Marks obtained Total Marks in words

Signature of the Valuator

Valuator Name

Institution / Organization

6. Anti-Plagiarism check

The screenshot shows the Turnitin instructor homepage. At the top, there's a navigation bar with the user's name 'Shankarayya Kambalimath' and links for 'User Info', 'Messages (2 new)', 'Instructor', 'English', 'Community', 'Help', and 'Logout'. Below this is the Turnitin logo and a 'Join Account (TA)' button. A prominent red-bordered box contains a maintenance notice: 'Turnitin will have a scheduled system maintenance Jan 7, 2022 from 4pm – 12am (Jan 8) PST (for local timezone please click: Time zone converter). Due to the maintenance, Turnitin will be unavailable between those times.' Below the notice, there's a section 'About this page' explaining the instructor homepage. The main content area shows two class management sections: 'Basaveshwar Engineering College (Autonomous) Vidyagiri' and 'becbgklibrary'. Each section has a '+ Add Class' button and tabs for 'All Classes', 'Expired Classes', and 'Active Classes'. A red-bordered box at the bottom of the first section contains a note about expired classes: 'Expired classes become read-only and are automatically moved into your expired classes folder. You can extend the end date of any class by clicking the class's "edit" icon below.'

turnitin.com/t_home.asp?login=1&svr=45&lang=en_us&r=90.5217512002565

Shankarayya Kambalimath | User Info | Messages (2 new) | Instructor | English | Community | Help | Logout

turnitin

All Classes Join Account (TA)

NOW VIEWING: HOME

Turnitin will have a scheduled system maintenance Jan 7, 2022 from 4pm – 12am (Jan 8) PST (for local timezone please click: Time zone converter). Due to the maintenance, Turnitin will be unavailable between those times.

About this page
This is your instructor homepage. To create a class, click the "Add Class" button. To display a class's assignments and papers, click the class's name.

Basaveshwar Engineering College (Autonomous) Vidyagiri + Add Class

All Classes Expired Classes Active Classes

becbgklibrary + Add Class

All Classes Expired Classes Active Classes

https://www.turnitin.com/t_account_info.asp?r=29.05544268... 1 days. Expired classes become read-only and are automatically moved into your expired classes folder. You can

This screenshot shows the 'becbgklibrary' class management page. It features a '+ Add Class' button and tabs for 'All Classes', 'Expired Classes', and 'Active Classes'. A red-bordered box contains a note: 'Note: Your class, "Staff Papers", is set to expire within 30 days. Expired classes become read-only and are automatically moved into your expired classes folder. You can extend the end date of any class by clicking the class's "edit" icon below.' Below the note is a table with the following data:

Class ID	Class name	Status	Start Date	End Date	Class Summary	Learning Analytics	Edit	Copy	Delete
23616140	Staff Papers	Active	20-Jan-2020	31-Dec-2021					

turnitin.com/t_inbox.asp?r=99.6502435262428&svr=59&lang=en_us&aid=87770458

Shankarayya Kambalimath | User Info | Messages (2 new) | 80% | Logout

turnitin

Assignments | Students | Grade Book | Libraries | Calendar | Discussion | Preferences

NOW VIEWING: HOME > STAFF PAPERS > THESIS_PAPERS

About this page
This is your assignment inbox. To view a paper, select the paper's title. To view a Similarity Report, select the paper's Similarity Report icon in the similarity column. A ghosted icon indicates that the Similarity Report has not yet been generated.

Thesis_Papers
INBOX | NOW VIEWING: NEW PAPERS

PAGE: 1 2 3 4 5 6

Submit File Online Grading Report | Edit assignment settings | Email non-submitters

<input type="checkbox"/>	AUTHOR	TITLE	SIMILARITY	GRADE	RESPONSE	FILE	PAPER ID	DATE
<input type="checkbox"/>	Ramesh Wadawadgi	RW_24July2020_b	--	--	--		1391535365	24-Jul-2020
<input type="checkbox"/>	Ramesh Wadawadgi	RW_25July2020	--	--	--		1391882813	26-Jul-2020
<input type="checkbox"/>	S S Kenur	SSK_16April2021_A	1%	--	--		1570047997	26-Apr-2021
<input type="checkbox"/>	R L Naik	RLN_Stu_15Jan2021	2%	--	--		1488059942	15-Jan-2021
<input type="checkbox"/>	Bagalkot Bagalkot	test_6Nov2020	4%	--	--		1437925946	09-Nov-2020
<input type="checkbox"/>	Sakshi Barsai	ADD_31March2021_A	6%	--	--		1547110906	31-Mar-2021
<input type="checkbox"/>	Brijmohan Vyas	Vyas_4Feb2020	6%	--	--		1251877000	05-Feb-2020
<input type="checkbox"/>	Meghana Kulakarni	Meghana_Thesis_22April2021	9%	--	--		1599428197	22-Apr-2021
<input type="checkbox"/>	Somu P Parande	SPP_Thesis_9Dec2021	10%	--	--		1725427870	09-Dec-2021
<input type="checkbox"/>	Brijmohan Vyas	B_Vyas_Paper_5March2021	10%	--	--		1524809874	05-Mar-2021
<input type="checkbox"/>	Sanjeev Kumar Hatture	SMH_26June2020	11%	--	=		1349913393	26-Jun-2020
<input type="checkbox"/>	Somu Parande	SPP_27June2020	11%	--	=		1350350180	27-Jun-2020
<input type="checkbox"/>	Test Test	Asma_20July2020_ver_2	11%	--	=		1360011991	20-Jul-2020

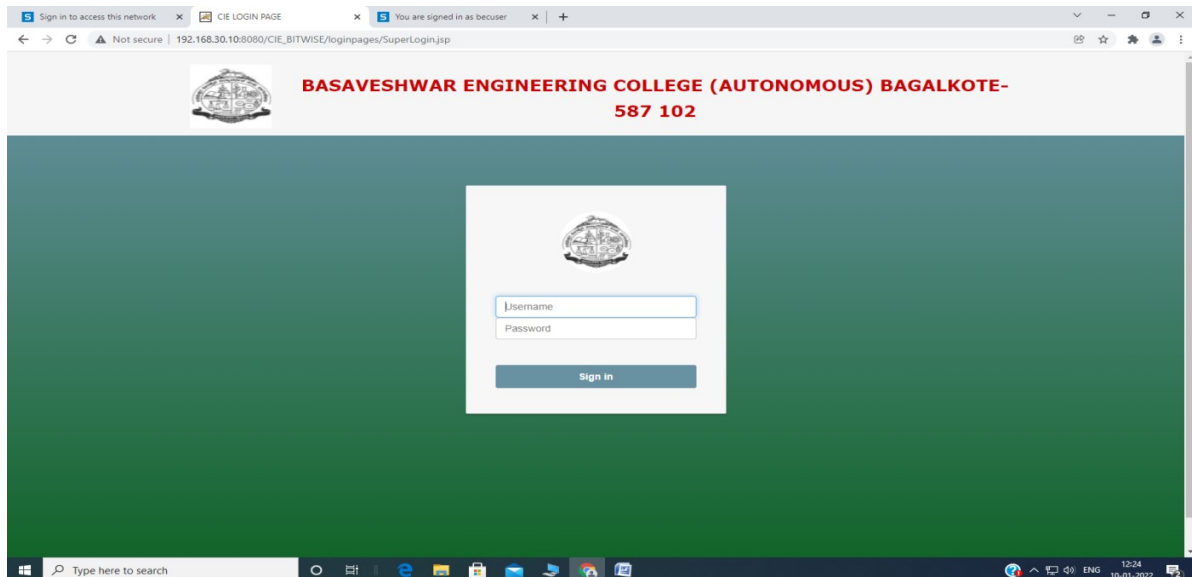
Type here to search

13:28 25-12-2021

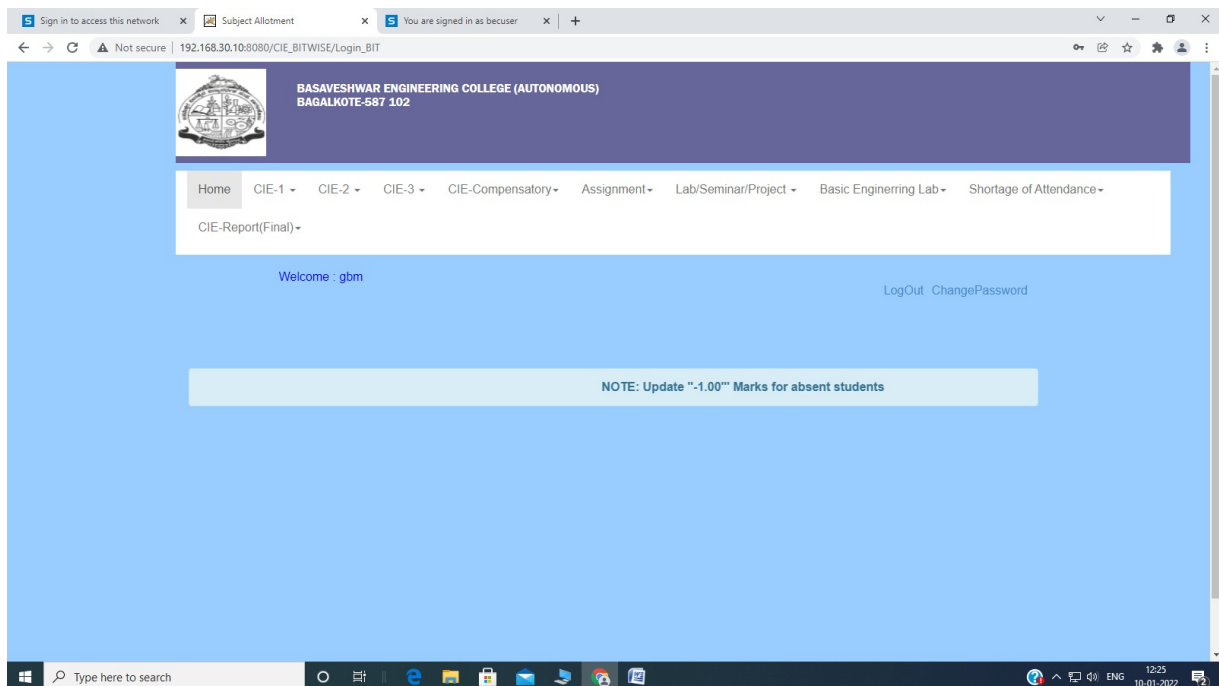
7. Implementation of ICT(Examination Tool)

CIE Marks Entry

Login Page




Home Page



Question Paper Pattern Entry Page

Sign in to access this network x CIE Update Log Form x You are signed in as becusur x +

Not secure | 192.168.30.10:8080/CIE_BITWISE/QP_CIEUpdateLog.jsp?data_mod_role=0&cie_mod_role=1&see_mod_role=0&designation=Faculty&data_mod_role_type=0&cie_mod_role_type=8&see_mod_r...

 **BASAVESHWAR ENGINEERING COLLEGE (AUTONOMOUS)**
BAGALKOTE-587 102

Username: gbm

LogOut
Home

QP OF CIE-1 Marks- Entry

Teacher_ID	gbm
Teacher Name	PROFG B.MEGERI .
Running Sem	ODD
Current Year	21-22
Cycle / Department	BT <small>Note: PH-Physics Cycle, CH-Chemistry Cycle</small>
Semester	5
Division	A
Subject	BIOPROCESS & REACTION ENGINEERING -->UBT516C
CIE Type	REGULAR
<input type="button" value="Submit"/>	

Type here to search

12:26 10-01-2022

Sign in to access this network x Create question paper x You are signed in as becusur x +

Not secure | 192.168.30.10:8080/CIE_BITWISE/QP_centry1.jsp

Academic Year : 21-22 Session : ODD Course : B.E. Semester : 5
User:gbm Subject Code : UBT516C Subject Title: BIOPROCESS & REACTION ENGINEERING Credits:3.00 Division : A

CIE-1 QP MAX.MARKS ENTRY FOR REGULAR CIE

Q. 1					
a)	5	L2	CO1		
b)	5	L1	CO1		
c)	5	L2	CO1		
Total	15				
Q. 2					
a)	8	L2	CO1		
b)	7	L1	CO2		
c)	-1.00	SELECT LEVEL	SELECT CO		
Total	15				
Q. 3					
a)	10	L3	CO2		
b)	5	L1	CO2		
c)	-1.00	SELECT LEVEL	SELECT CO		
Total	15				
Grand Total for 45 Marks					45
<input type="button" value="VERIFY"/>		<input type="button" value="Submit"/>		<input type="button" value="Reset"/>	


Type here to search

12:29 10-01-2022

Student List for Marks Entry

Sign in to access this network x CIEDetails Form x You are signed in as becusur x +

Not secure | 192.168.30.10:8080/CIE_BITWISE/StudentList_BIT.jsp

 **BASAVESHWAR ENGINEERING COLLEGE (AUTONOMOUS)**
BAGALKOTE-587 102

Username: gbm

Subject: UBT516C Division :A

LogOut Home

-1 indicates Absent.

Sl.No	USN.NO	Name
1	2BA18BT011	PRIYANKA SHRIMANT RATHOD
2	2BA19BT001	ASHWINI N
3	2BA19BT002	CHANDRAKANT KULKARNI
4	2BA19BT003	DANESHWARI DIGAMBARIMATH
5	2BA19BT004	KIRAN V MALLANNAVAR
6	2BA19BT005	MEGHA R BEELAGI
7	2BA19BT006	NEHA HUNDEKAR
8	2BA19BT007	NISHA BEGUM
9	2BA19BT008	PREETI PURANIKMATH
10	2BA19BT009	PRIYANKA BASAVARAJ GULALAKAI
11	2BA19BT011	SANKALP VEERUPAKSHAGUDDA PATIL
12	2BA19BT012	SHREYA BASUTIKAR
13	2BA19BT013	SINCHAN YAMANAPPA BAJANTRI
14	2BA19BT014	SOUMYA NYAMAGUDDAR

Type here to search

12:32 10-01-2022

CIE Marks Entry Page

Sign in to access this network x Create question paper x You are signed in as becusur x +

Not secure | 192.168.30.10:8080/CIE_BITWISE/centry1.jsp

Course : B.E. Academic Year : 21-22 Session : ODD Semester : 5

User:gbm Subject Code : UBT516C Subject Title: BIOPROCESS & REACTION ENGINEERING Credits:3.00 Division : A

USN : 2BA19BT001 Student Name: ASHWINI N

//

CIE-1 REGULAR MARKS ENTRY

Q. 1

a)	b)	c)	Total
5.00	5.00	-1.00	10

Q. 2

a)	b)	c)	Total
7.00	7.00	-1.00	14

Q. 3

a)	b)	c)	Total
6.00	6.00	-1.00	12

Grand Total for 30 Marks			26
Marks Obtained For 15 Marks			13

Total Submit Reset

Type here to search

12:34 10-01-2022

Bitwise Marks Report

Basaveshwar Engineering College (Autonomous), Bagalkote-587102
ACADEMIC YEAR 21-22 ODD SEMESTER REGULAR CIE-1 BITWISE MARKS LIST
STAFF NAME:PROF.G.B.MEGERI. . SUBJECT:(UBT516C)BIOPROCESS & REACTION ENGINEERING

SEMSTER:5 DIVISION:A CREDITS:3.00

Sl No	USN/CSN	Name	Q1.A	Q1.B	Q1.C	Q1-TOTAL	Q2.A	Q2.B	Q2.C	Q2-TOTAL	Q3.A	Q3.B	Q3.C	Q3-TOTAL	CIE-TOTAL	CIE-SCORED
1	2BA19BT011	PRIVANKA SHRIMANT RATHOD	-1.00	-1.00	-1.00	-3.00	-1.00	-1.00	-1.00	-3.00	-1.00	-1.00	-1.00	-3.00	-1.00	-1.00
2	2BA19BT001	ASHWINI N	5.00	5.00	-1.00	9.00	7.00	7.00	-1.00	14.00	6.00	6.00	-1.00	12.00	26.00	13.00
3	2BA19BT002	CHANDRAKANT KULKARNI	5.00	5.00	-1.00	9.00	4.00	-1.00	-1.00	4.00	-1.00	-1.00	-1.00	-1.00	14.00	7.00
4	2BA19BT003	DANESHWARI DIGAMBARIMATH	6.00	5.00	-1.00	11.00	4.00	3.00	-1.00	7.00	-1.00	-1.00	-1.00	-1.00	18.00	9.00
5	2BA19BT004	KIRAN V MALLANAVAR	7.00	6.00	-1.00	13.00	6.00	5.00	-1.00	11.00	-1.00	-1.00	-1.00	-1.00	24.00	12.00
6	2BA19BT005	MEGHA R BEELAGI	7.00	6.00	-1.00	13.00	-1.00	-1.00	-1.00	-1.00	6.00	6.00	-1.00	12.00	25.00	12.50
7	2BA19BT006	NEHA HUNDEKAR	6.00	6.00	-1.00	12.00	5.00	5.00	-1.00	10.00	-1.00	-1.00	-1.00	-1.00	22.00	11.00
8	2BA19BT007	NISHA BEGUM	7.00	6.00	-1.00	13.00	5.00	5.00	-1.00	10.00	-1.00	-1.00	-1.00	-1.00	23.00	11.50
9	2BA19BT008	PREETI PURANIKMATH	6.00	5.00	-1.00	11.00	5.00	4.00	-1.00	9.00	-1.00	-1.00	-1.00	-1.00	20.00	10.00
10	2BA19BT009	PRIVANKA BASAVARAJ GULALAKAI	7.00	6.00	-1.00	13.00	6.00	5.00	-1.00	11.00	-1.00	-1.00	-1.00	-1.00	24.00	12.00
11	2BA19BT011	SANKALP VEERUPAKSHAGODA PATIL	6.00	6.00	-1.00	12.00	6.00	-1.00	-1.00	6.00	-1.00	-1.00	-1.00	-1.00	18.00	9.00
12	2BA19BT012	SHREYA BASUTKAR	7.00	6.00	-1.00	13.00	6.00	6.00	-1.00	12.00	-1.00	-1.00	-1.00	-1.00	25.00	12.50
13	2BA19BT013	SINCHAN YAMANAPPA BAJANTRI	6.00	6.00	-1.00	12.00	7.00	-1.00	-1.00	7.00	-1.00	-1.00	-1.00	-1.00	19.00	9.50
14	2BA19BT014	SOUMYA NYAMAGODAR	7.00	6.00	-1.00	13.00	6.00	5.00	-1.00	11.00	-1.00	-1.00	-1.00	-1.00	24.00	12.00

Signature of Faculty
PROF.G.B.MEGERI. .

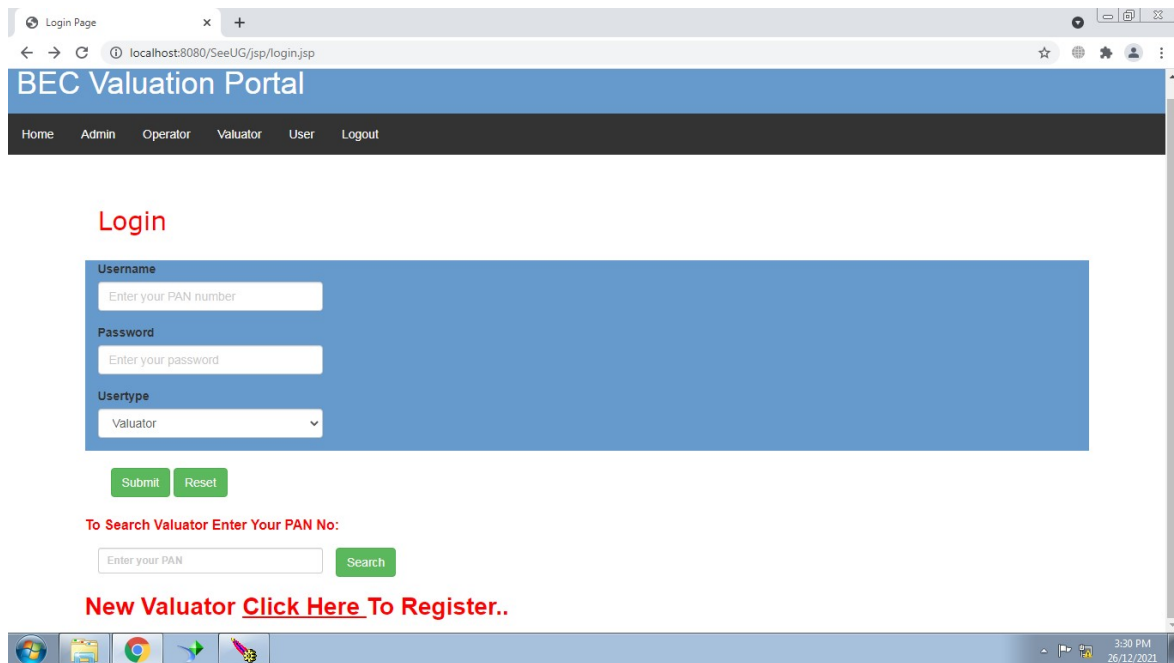
Signature of HOD

Final CIE Marks Report

Basaveshwar Engineering College (Autonomous), Bagalkote-587102
ACADEMIC YEAR 2021-22 ODD SEMESTER CIE-1 MARKS REPORT
SUBJECT CODE:UBT516C SUBJECT TITLE:BIOPROCESS & REACTION ENGINEERING
CREDITS:3.00 SEMSTER:5 DIVISION : A STAFF NAME:PROF.G.B.MEGERI. .

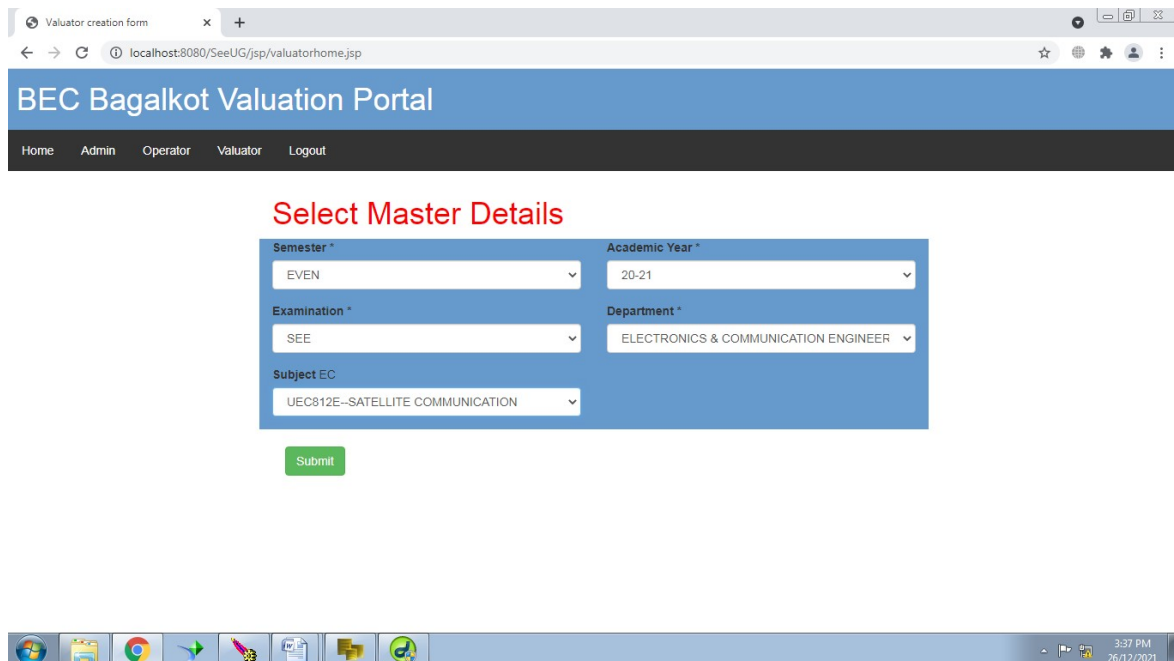
Sl No	USN/CSN	Student Name	CIE-1
1	2BA19BT011	PRIVANKA SHRIMANT RATHOD	-1.00
2	2BA19BT001	ASHWINI N	13.00
3	2BA19BT002	CHANDRAKANT KULKARNI	7.00
4	2BA19BT003	DANESHWARI DIGAMBARIMATH	9.00
5	2BA19BT004	KIRAN V MALLANAVAR	12.00
6	2BA19BT005	MEGHA R BEELAGI	12.50
7	2BA19BT006	NEHA HUNDEKAR	11.00
8	2BA19BT007	NISHA BEGUM	11.50
9	2BA19BT008	PREETI PURANIKMATH	10.00
10	2BA19BT009	PRIVANKA BASAVARAJ GULALAKAI	12.00
11	2BA19BT011	SANKALP VEERUPAKSHAGODA PATIL	9.00
12	2BA19BT012	SHREYA BASUTKAR	12.50
13	2BA19BT013	SINCHAN YAMANAPPA BAJANTRI	9.50
14	2BA19BT014	SOUMYA NYAMAGODAR	12.00

SEE Valuator Login Page



The screenshot shows a web browser window with the address bar displaying 'localhost:8080/SeeUG/jsp/login.jsp'. The page title is 'Login Page'. The main heading is 'BEC Valuation Portal'. Below the heading is a navigation bar with links: Home, Admin, Operator, Valuator, User, Logout. The main content area has a red heading 'Login'. Below it is a blue box containing three input fields: 'Username' (with placeholder 'Enter your PAN number'), 'Password' (with placeholder 'Enter your password'), and 'Usertype' (a dropdown menu with 'Valuator' selected). Below these fields are two green buttons: 'Submit' and 'Reset'. Below the blue box is a red text prompt 'To Search Valuator Enter Your PAN No:' followed by a search form with an input field 'Enter your PAN' and a green 'Search' button. At the bottom, there is a red text prompt 'New Valuator [Click Here To Register..](#)'. The Windows taskbar at the bottom shows the time as 3:30 PM on 26/12/2021.

Subject Code Selection Page

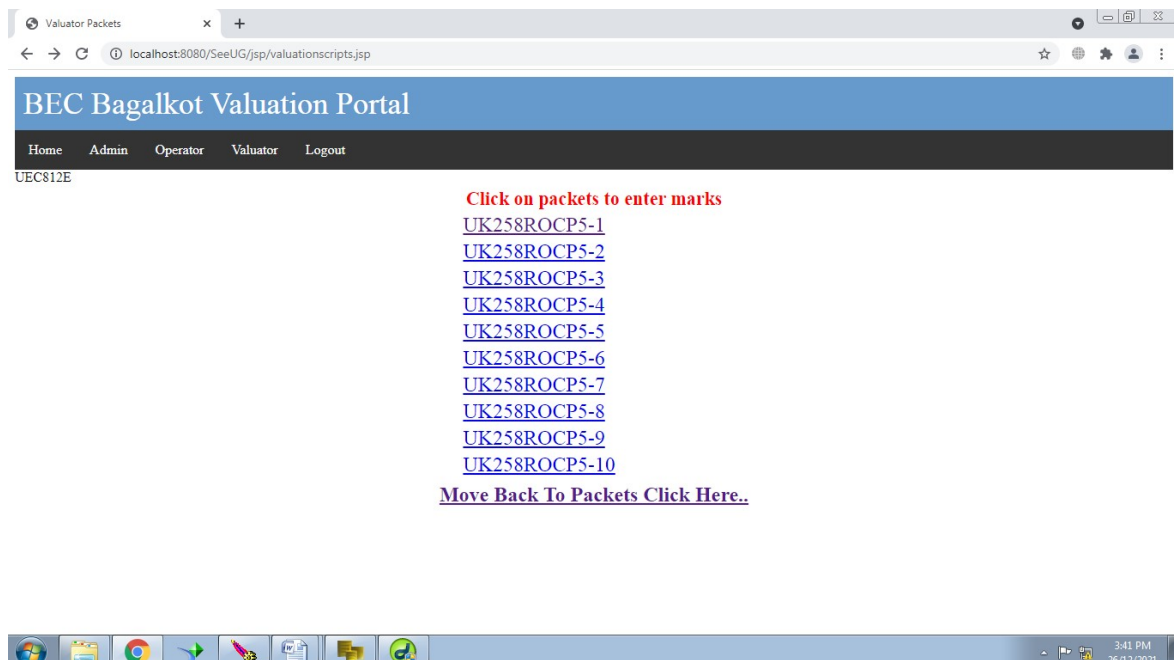


The screenshot shows a web browser window with the address bar displaying 'localhost:8080/SeeUG/jsp/valuatorhome.jsp'. The page title is 'Valuator creation form'. The main heading is 'BEC Bagalkot Valuation Portal'. Below the heading is a navigation bar with links: Home, Admin, Operator, Valuator, Logout. The main content area has a red heading 'Select Master Details'. Below it is a blue box containing four dropdown menus: 'Semester *' (with 'EVEN' selected), 'Academic Year *' (with '20-21' selected), 'Examination *' (with 'SEE' selected), and 'Department *' (with 'ELECTRONICS & COMMUNICATION ENGINEER' selected). Below these dropdowns is a 'Subject EC' dropdown menu with 'UEC812E--SATELLITE COMMUNICATION' selected. Below the blue box is a green 'Submit' button. The Windows taskbar at the bottom shows the time as 3:37 PM on 26/12/2021.

Packet Selection & Marks Sheet Printing Page



Script Selection Page



SEE Marks Entry Page

Create question paper x +

localhost:8080/SeeUG/jsp/createentry.jsp?packetcode=UK258ROCP5&answerscript=UK258ROCP5-1&sem=EVEN&academicyear=20-21&examination=SEE&dept...

BEC Bagalkot Valuation Portal

User: AABPI0965K Dept: :EC Script Code: UK258ROCP5-1 Subject Code :UEC812E

Marks Entry


-1 indicates question Not Attempted.

	A.	B.	C.	D.	Total
Q. 1	7	5	5		17
Q. 2	5	5	-1		10
Q. 3	5	-1	-1		5
Q. 4	5	2	-1		7
Q. 5	8	06	4		18
Q. 6	-1	-1	-1		-1
Q. 7	4	4	-1		8
Q. 8	10	-1			10
Total					63

Buttons: Total, Submit, Reset

Bitwise Marks Sheet

B. V. V. S

**Basaveshwar Engineering College (Autonomous), Bagalkot-587103.**
Academic Year :2020-2021 Even Semester
Theory Marks Sheet

Course :BE

Semester :8

Examination :SEE

Subject Code :UEC812E

Subject Title :SATELLITE COMMUNICATION

Packet Code :UK258ROCP5


Month/Year : July/August-2021

Max.Marks:100

S.No	Scriptcode	Q.No.1				Q.No.2				Q.No.3				Q.No.4				Q.No.5				Q.No.6				Q.No.7				Q.No.8				Total Marks	
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D						
1	UK258ROCP5-1	7	5	5	-	17	5	5	-	10	5	-	-	5	5	2	-	7	8	6	4	18	-	-	-	4	4	-	-	8	10	-	-	10	063
2	UK258ROCP5-2	5	5	-	-	10	-	-	-	-	5	-	-	5	-	5	4	9	-	-	-	2	5	-	-	7	5	5	5	15	5	5	-	10	051
3	UK258ROCP5-3	0	-	-	-	0	0	0	-	0	5	2	-	7	2	2	-	4	5	5	4	14	2	2	-	4	-	2	-	2	2	2	-	4	033
4	UK258ROCP5-4	0	-	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	000	
5	UK258ROCP5-5	5	5	-	-	10	5	-	-	5	2	2	-	4	-	-	-	2	5	4	-	11	-	5	0	5	4	4	-	8	4	4	-	8	042
6	UK258ROCP5-6	7	6	6	-	19	-	-	-	6	6	6	-	18	-	-	-	2	5	4	-	11	-	-	-	-	-	-	-	10	10	-	-	20	068
7	UK258ROCP5-7	5	5	5	-	15	-	-	-	6	6	6	-	18	-	-	-	4	4	4	-	12	-	-	-	4	4	4	-	12	5	8	-	13	070
8	UK258ROCP5-8	5	5	-	-	10	5	5	-	10	5	5	-	10	-	-	-	5	6	1	-	12	-	-	-	2	5	2	-	9	10	-	-	10	052
9	UK258ROCP5-9	5	5	5	-	15	-	-	-	4	4	4	-	12	-	-	-	5	4	-	-	9	4	-	-	4	5	5	5	15	10	10	-	20	071
10	UK258ROCP5-10	7	-	-	-	7	-	-	-	4	4	-	-	8	-	-	-	5	5	-	-	10	-	-	-	5	5	5	-	15	10	10	-	20	060

Note: Marks awarded for each answer scripts are physically verified with original answer scripts and found correct.

Valuator Sign
 Name : 
 Institution :BEC Bagalkot
 Date:26/12/2021

Coordinator Sign
 Name : 
 College : BEC(A), Bagalkot
 Date:26/12/2021

Total Marks in words



B. V. V. S
Basaveshwar Engineering College (Autonomous), Bagalkot-587103.
Academic Year :2020-2021 Even Semester
Theory Marks Sheet

Course :BE

Semester : 8

Examination : SEE

Subject Code :UEC812E

Subject Title:SATELLITE COMMUNICATION

Packet Code :UK258ROCP5 Month/Year : July/August-2021

Max.Marks :100

S.No	Script Code	Total Marks	Marks in Words		
1	UK258ROCP5-1	063	ZERO	SIX	THREE
2	UK258ROCP5-2	051	ZERO	FIVE	ONE
3	UK258ROCP5-3	033	ZERO	THREE	THREE
4	UK258ROCP5-4	000	ZERO	ZERO	ZERO
5	UK258ROCP5-5	042	ZERO	FOUR	TWO
6	UK258ROCP5-6	068	ZERO	SIX	EIGHT
7	UK258ROCP5-7	070	ZERO	SEVEN	ZERO
8	UK258ROCP5-8	052	ZERO	FIVE	TWO
9	UK258ROCP5-9	071	ZERO	SEVEN	ONE
10	UK258ROCP5-10	060	ZERO	SIX	ZERO

Note: Marks awarded for each answer script are physically verified with original answer script and found correct.

Valuator Sign

Name: XXXXXXXX

Institution :BEC Bagalkot

Date:26/12/2021

Coordinator Sign

Name : XXXXXXXXXX

College : BEC(A), Bagalkot

Date:26/12/2021

8. Inclusion of CCTV cameras



9. Declaration of Results

B.V.V.S
BASAVESHWAR ENGINEERING COLLEGE (AUTONOMOUS), BAGALKOT-587 102
UG / PG RESULTS 2020-2021 (PROVISIONAL)
(NOVEMBER-2021 UG / PG II SEMESTER IMPROVEMENT EXAM RESULTS)

ALL THE BEST...

UG / PG	<input type="text" value="2BA20CS002"/>
	<input type="text" value="IMPROVEMENT"/>
	<input type="button" value="SUBMIT"/>

10. Inclusion of Security features on 'Statement of grades'

BASAVESHWAR ENGINEERING COLLEGE
BAGALKOT - 587 103
Government Aided and Autonomous College, Permanently affiliated to Visvesvaraya Technological University, Belagavi, Karnataka, India; Accredited by NAAC with 'A' Grade

GRADE CARD

SI.No.: xxxxxx

Name : _____ Sem. : _____
 Father's/Mother's Name : _____ CSN : _____
 USN : _____ Month & Year : _____
 Course & Branch : _____ Max. Marks : _____

Subject Code	CIE Marks	SEE Marks	Total Marks	Credits Earned	Grade Awarded	Grade Points

B.V.V.S

BASAVESHWAR ENGINEERING COLLEGE, BAGALKOT - 587 103
Government Aided and Autonomous College, Permanently affiliated to Visvesvaraya Technological University, Belagavi, Karnataka, India; Accredited by NAAC with 'A' Grade

GRADE CARD

SI.No.: xxxxxx

Name of the Student : _____
 Father's/Mother's Name : _____
 University Seat Number : _____
 Month & Year : _____

Sl. No.	Subject Code	Subject Title	Credits Registered	Credits Earned	Grade Awarded	Grade Points

B.V.V.S

Medium of Instruction - English

11. Online Payment

The screenshot displays the SBI State Bank Collect online payment portal. The page header shows the SBI logo and 'State Bank Collect'. The main content area features the college logo and name: 'BASAVESHWAR ENGINEERING COLLEGE, VIDYAGIRI BAGALKOT, BAGALKOT-587103'. Below this, there is a 'Provide details of payment' section with a dropdown menu for 'Select Payment Category'. The dropdown menu is open, showing options: 'AIDED- COLLEGE FEE', 'DEVELOPMENT FEES', and 'UNAIDED-COLLEGE FEE'. The page also includes a list of payment options: 'Mandatory fields are marked with an asterisk (*)', 'The payment structure document if available will be uploaded in the format of PDF', and 'Date specified (if any) should be in the format of DD-MM-YYYY'. The page footer contains '© State Bank of India', 'Privacy Statement', 'Disclosure', and 'Terms of Use'.