

Kasegaon Education Society's
Rajarambapu Institute of Technology, Rajaramnagar.
(Autonomous Institute)

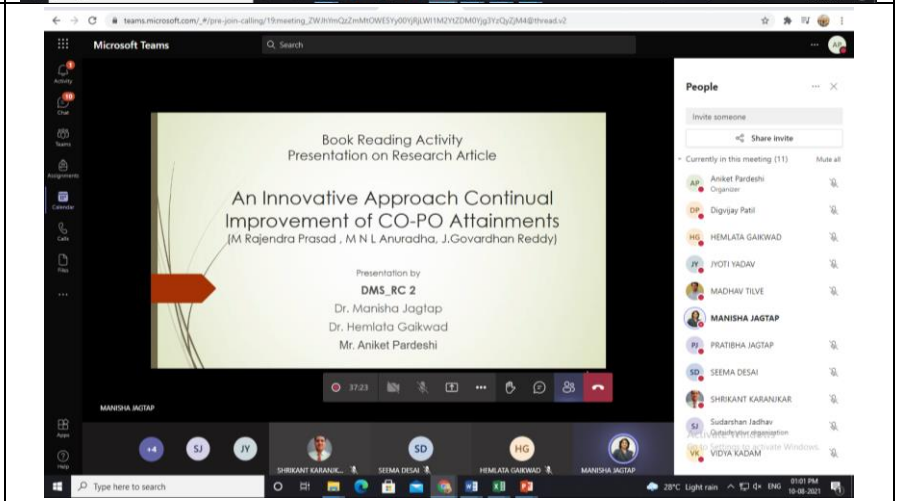
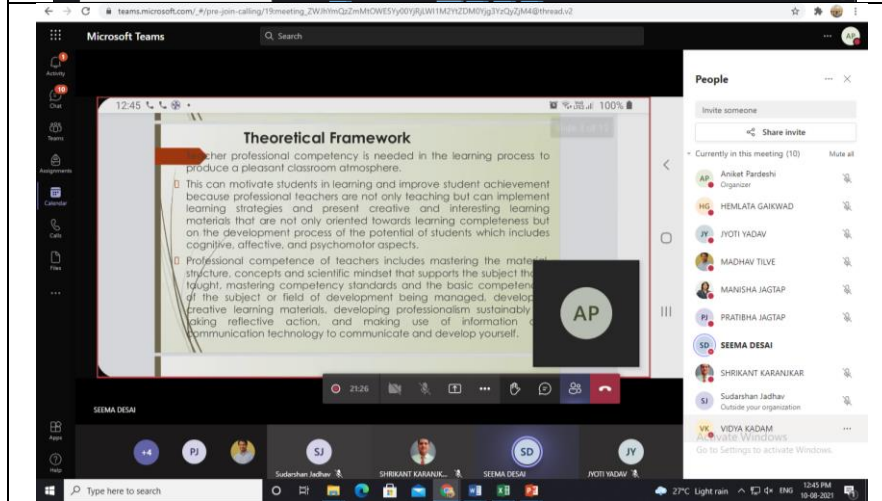
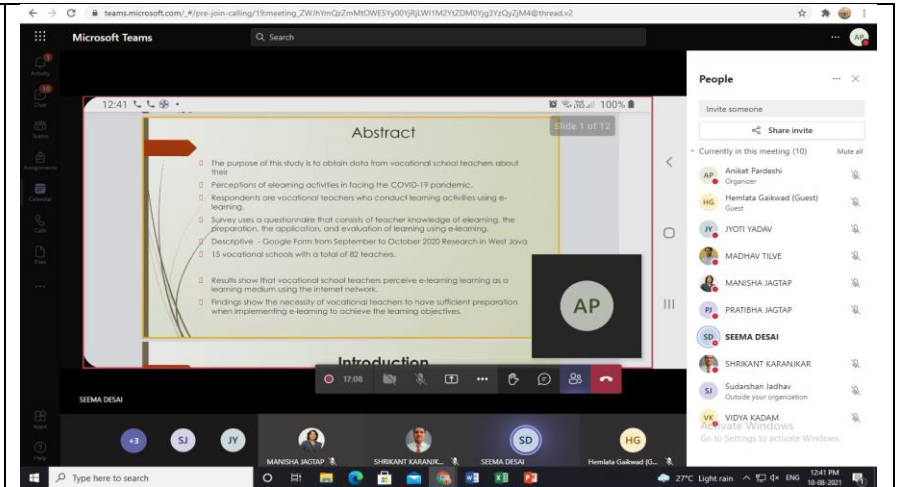
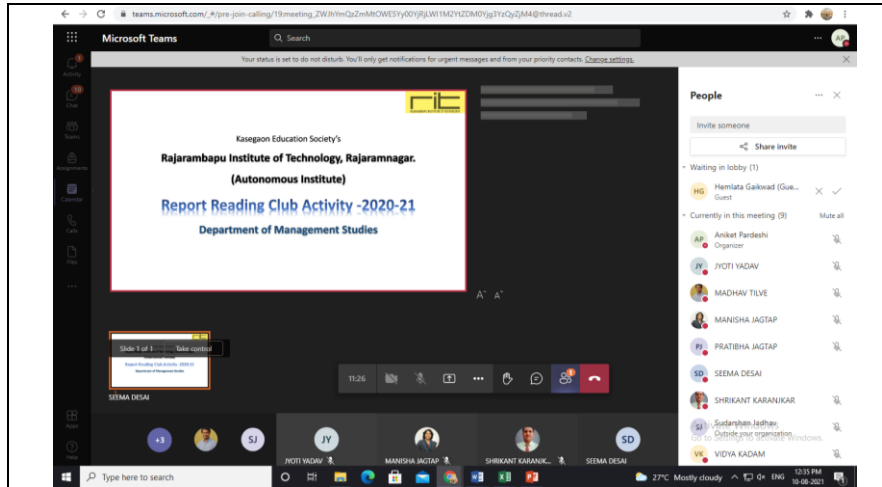
Report Reading Club Activity -2020-21

Department of Management Studies

Sr. No.	Group ID	Member Names	JEET Journal Selected for Reading	Issue No. & Publication Month	Outcome pick through book
1	DMS_RC 1	Dr.Seema Desai Mr.Avadhut Kundale Dr.Praveen Kulkarni Mr.Meer Ali	Vocational School Teachers' Perceptions of ELearning during COVID-19	Volume No 34, Special Issue, December, 2020, eISSN 2394-1707	<p>The goal of this study is to gather information from vocational school instructors regarding their attitudes about e-learning activities in the face of the COVID-19 epidemic. Respondents are vocational teachers who use e-learning to conduct learning activities. A questionnaire is used in the survey to assess teacher understanding about e-learning, as well as the planning, application, and evaluation of learning on an e-learning platform. Descriptive - Google Forms were employed in West Java research from September to October 2020. There are 15 vocational schools collaborating in the project, with a total of 82 teachers. The findings demonstrate that vocational school teachers view e-learning as a learning medium that utilizes the internet network. The findings as well reveal that vocational teachers must be adequately prepared when using e-learning in order to meet the learning objectives.</p>
2	DMS_RC 2	Dr.Manisha Jagtap Dr.Hemlata Gaikwad Mr.Aniket Pardeshi	An Innovative Approach Continual Improvement of CO- PO Attainments Author: M. Rajendra Prasad, M. N. L. Anuradha , J. Govardhan Reddy	Volume 33, Special Issue, ICTIEE 2020, January 2020	<p>With the increasing quantity and quality of knowledge available on the internet, instructional trends have accelerated in recent years. From knowledge-transmitter to consultant, guide, coach, and facilitator, the teacher's job has evolved. Each course in the Outcome Based Education (OBE) Curriculum has defined measurable outcomes. The entire Curriculum is centered on what students will be able to do once they have completed the course. The teacher's role in this curriculum should be to assist students in acquiring and developing the knowledge and skills necessary to accomplish the clearly specified outcomes. Following the end of the course, the student's achievement in that particular subject is assessed. In this study, researcher has discussed an Innovative Methodology for Continuous Improvement (IMCI) that is used at Vidya Jyothi Institute of Technology in Hyderabad and consists of various activities that help students enhance their academic</p>

					performance and hence increase their course achievement. As a result, the CO-PO Attainment levels rise.
3	DMS_RC 3	Dr.Vidya Kadam Mr.Madhav Tilve Mr.Krishnaji Patil Mr.Arjun Thorat	Active learning: an Instructional Technique for Improving Educational Practices, Archana Sharma Amarpreet Singh Arora	Volume 32 , No. 3, January 2019	Many professors are familiar with collaborative and active-learning strategies, but many are hesitant to apply them in their classrooms. One of the most common reasons for not utilizing instructional strategies is the belief that it takes too much time and leaves the course unfinished. The instructor will not be able to cover as much content in the course if active learning approaches are used. Second, preparing lectures using active learning approaches takes a lot of time for an instructor. An increasing amount of evidence demonstrates that when students are asked to actively engage with information, they learn more (Springer, 1998). Some case studies have been offered in support of the active and collaborative learning strategies that millennial learners prefer, demonstrating that when students are involved in learning content, their learning is life-long. Two courses used a combination of collaborative and active learning strategies, as well as lecturing, to prepare students for the job.
4	DMS_RC 4	Dr.Pratibha Jagtap Ms.Jyoti Yadav Mr.Shrikant Karanjkar	Industry - Academia Collaborative Teaching - A Journey	Volume 33 , No. 4, February 2020, ISSN 2349- 2473, eISSN 2394-1707	Due to the disparity between academic curriculum and industrial needs, businesses invest a significant amount of time and money in transforming fresh graduates into employable employees. There is a rising need to develop employable manpower at the university level by supplementing the university curriculum appropriately. Organizations such as the CII, NASSCOM, the National Skill Council of India, and the AICTE are emphasizing the importance of engineering students learning industry-relevant skills on campus. Certain IT and associated industries are putting more emphasis on developing immediately employable manpower rather than participating in university-based research. This paper gives a case study of the history of partnership between industry, government agencies, and the institute to provide integrated industry-oriented training on campus. The paper lays forth a framework for creating and implementing collaborative course delivery that can be used in a variety of engineering projects. The success of collaborative teaching has been demonstrated through the use of performance indicators to demonstrate observed benefits.

Photographs of reading club activity presentations:



Microsoft Teams

Methodology:

- The process of calculation of attainments for COs and POs starts from writing appropriate COs for each course of the program from first year to fourth year in a four-year engineering degree program.
- The course outcomes are written by the respective faculty members using action verbs of Blooms Taxonomy...
- Then, a correlation is established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high).
- A mapping matrix is prepared in this regard for every course in the program.
- The course outcomes written and their mapping with POs are reviewed frequently by a committee of senior faculty members before they are finalized.

People

Invite someone

Share invite

Currently in this meeting (11)

Aniket Pardeshi Organizer

Digvijay Patil

HEMELATA GAIKIWAD

JYI JYOTI YADAV

MADHAV TILVE

MANISHA JAGTAP

PRATIBHA JAGTAP

SEEMA DESAI

SHRIKANT KARANIKAR

Sudarshan Jadhav Outside your organization

VIDYA KADAM

MANISHA JAGTAP

4:58

Microsoft Teams

The Remedial Actions taken to improve the performance of the students:

- After analyzing the value of CO-PO attainment for the continuous improvement of the first year B.Tech courses the following actions were implemented.
 1. Remedial Classes
 2. Make-Up Classes
 3. Guest Lectures
 4. Slip tests (Small test)
 5. Communication and Interpersonal Skills

People

Invite someone

Share invite

Currently in this meeting (10)

Aniket Pardeshi Organizer

Digvijay Patil

HEMELATA GAIKIWAD

MADHAV TILVE

MANISHA JAGTAP

PRATIBHA JAGTAP

SEEMA DESAI

SHRIKANT KARANIKAR

Sudarshan Jadhav Outside your organization

VIDYA KADAM

4:46

Microsoft Teams

Active learning: an Instructional Technique for Improving Educational Practices

Journal of Engineering Education Transformations
Volume 32, No. 3, January 2019,

Dr.Vidya Kadam
Mr.Madhav Tilve
Mr.Krishnaji Patil
Mr.Arjun Thorat

People

Invite someone

Share invite

Currently in this meeting (11)

Aniket Pardeshi Organizer

Digvijay Patil

HEMELATA GAIKIWAD

JYI JYOTI YADAV

MADHAV TILVE

MANISHA JAGTAP

PRATIBHA JAGTAP

SEEMA DESAI

SHRIKANT KARANIKAR

Sudarshan Jadhav Outside your organization

VIDYA KADAM

5:45

Microsoft Teams

Methodology

- What has been tested
- What extent they had designed the units and what problems they non-quantifiable
- How students asked questions regarding assumptions they were to make
- Good communication among the students and showed leadership together working on the project they were enthusiastic. There was

People

Invite someone

Share invite

Currently in this meeting (11)

Aniket Pardeshi Organizer

Digvijay Patil

HEMELATA GAIKIWAD

JYI JYOTI YADAV

MADHAV TILVE

MANISHA JAGTAP

PRATIBHA JAGTAP

SEEMA DESAI

SHRIKANT KARANIKAR

Sudarshan Jadhav Outside your organization

VIDYA KADAM

01:05:49

Microsoft Teams

Conclusion

- The results of case studies were overwhelmingly positive and resulted in academic achievement and students benefitted psychologically. The teaching aspect helped the students to understand the courses better and fulfilled the millennial learners needs.

People

Invite someone

Share invite

Currently in this meeting (11)

Aniket Pardeshi Organizer

Digvijay Patil

HEMELATA GAIKIWAD (Guest)

JYI JYOTI YADAV

MADHAV TILVE

MANISHA JAGTAP

PRATIBHA JAGTAP

SEEMA DESAI

SHRIKANT KARANIKAR

Sudarshan Jadhav Outside your organization

VIDYA KADAM

01:04:22

Microsoft Teams

Title of Article-Industry-Academia Collaborative Teaching – A Journey

- Dr.Rachita Misra has prepared this article as a case-study on 'Developing Framework for an industry integrated curriculum of collaborative engineering education for bridging the gap with industry requirement' at C.V. Raman Global University ,an engineering and management institution located in Bhubaneswar, Odisha

People

Invite someone

Share invite

Currently in this meeting (11)

Aniket Pardeshi Organizer

Digvijay Patil

HEMELATA GAIKIWAD (Guest)

JYI JYOTI YADAV

MADHAV TILVE

MANISHA JAGTAP

PRATIBHA JAGTAP

SEEMA DESAI

SHRIKANT KARANIKAR

Sudarshan Jadhav Outside your organization


VIDYA KADAM

01:09:15

Microsoft Teams Meeting: Title of Article-Industry-Academia Collaborative Teaching – A Journey

Management Problem of study

- Institute's Management was of view that-
- Though the need of industry collaborative teaching has been identified as a need for progressive educational institutes the implementations reported seem to be short term measures.
- Long term approach such integrating course curriculum at undergraduate level with industry participation was still at very early stage.
- So, in order to know process evolving an industry integrated curriculum for undergraduate engineering program, making it operational, systematic outcome based activities were conducted



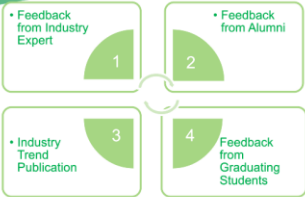
Slide 9 of 20 | 01:12:06

People:

- Aniket Pardeshi (Organizer)
- Digvijay Patil
- Hemlata Gaikwad (Guest)
- JY JYOTI YADAV
- MADHAV TILVE
- MANISHA JAGTAP
- PRATIBHA JAGTAP
- SEEMA DESAI
- SHRIKANT KARANIKAR
- Shrikant S. Karanjkar (Guest)
- Sudanshan Jadhav (Guest)

Microsoft Teams Meeting: Title of Article-Industry-Academia Collaborative Teaching – A Journey

Data collection sources-



- 1. Feedback from Industry Expert
- 2. Feedback from Alumni
- 3. Industry Trend Publication
- 4. Feedback from Graduating Students

Slide 13 of 20 | 01:16:04

People:

- Aniket Pardeshi (Organizer)
- Digvijay Patil
- Hemlata Gaikwad (Guest)
- JY JYOTI YADAV
- MADHAV TILVE
- MANISHA JAGTAP
- PRATIBHA JAGTAP
- SEEMA DESAI
- SHRIKANT KARANIKAR
- Shrikant S. Karanjkar (Guest)
- Sudanshan Jadhav (Guest)