



“Empowerment through quality technical education”

Dr. D. Y. Patil School of Engineering

Civil Engineering Department

**Dr. Ajeenkya DY Patil Knowledge City, Charholi Bk., Via.
Lohegaon, Pune – 412 105**

Academic Monitoring Report **(1st March to 31st March 2021)**

1. Webinars conducted for students:

(I) Orientation Programme of S.E. Students (Academic Year: 2020-2021 2nd Semester)

Conducted on: Microsoft Teams

Conducted by: Dr. R. C. Katdare and Prof. Uzma Shaikh

Date of webinar: 3rd March 2021

Total no. of students attended: 45

On behalf of department of Civil engineering an orientation programme has been conducted virtually. Dr. R. C. Katdare addressed the students about basic facilities, amenities and infrastructure of department. Talking about institute “Dr. D Y Patil School of Engineering” a brief introduction was given on availability of central library, placement scenario and our recruiters etc. He discussed on new changes incorporated in S.E syllabus 2019 pattern, audit course etc. Students have been informed about procedure and submission of exam form, scholarship form etc before due date.

Sr. No.	Name	Sr. No.	Name	Sr. No.	Name
1	Pawan S. Mokle	8	Aniket Sonawane		Prathmesh Budhawant
2	Yashshree Mangesh Dahiwile		Meenakshi B. Shendage		Vaibhav Tanksale
3	Anurag Anil Waghmare		Siddheshwar Shirish Adki		Rushikesh S. Shirsate
4	Meet Dasharath Mali		Salma Javed Sayyed		Ashwini P. Korade
5	Akshay Padmakar Kakade		Nisha Vishnu Waghmare		Karuna Pawar
6	Nita Dattu Koli		Vikas Sahebrao Sakhare		Shubham Sharad Pawar
7	Anishka S. Tamkhane		20 Suraj Dhumal		Pauras Mahadik
8	Samrat Lalasaheb Patil		33 Abhiraj Kumar		Shubham Jadhav
9	Vivek Vilasrao Deshmukh		Mayur Vijay Kondhalkar		Devesh Katlam
10	Manish Sanjay More		Shubham Mane		Akash S. Lokhande
11	Meghraj Yuvraj Kakade		Tejashri Jagdish Avhad		Ravindra M. Balawane
12	Vishwaraj C. Kokate		Arun Santosh Maher		Aniket Sugriv Neharkar
13	Ashish Ramesh Deshmukh		Meghana Devidas Khambait		Vignesh Sriram
14	Gunvant Pramod Ozarkar		Diksha Shinde		Sumit Khendad
15	Rahul Jain		Jaydeep Pathare		Sumit Vijay Satao

II. “How to improve CGPA and SGPA and the Bifurcation on Grade Calculations”

Conducted on: Microsoft Teams

Conducted by: Prof. Prashant Karajagi

Date of webinar: 15TH MARCH 2021

Total no. of students present: 251(The webinar was attended by Civil & Mechanical Engg students)

The webinar was attended by S.E, T.E and B.E students. The following topics were discussed in detail:

2. Credit pattern

2019 credit pattern:

Class	Sem-1	Sem-2	Total
FE	22	22	44
SE	22	22	44
TE	21	21	42
BE	20	20	40
Total			170

2015 credit pattern:

Class	Sem-1	Sem-2	Total
FE	25	25	50
SE	25	25	50
TE	23	23	46
BE	22	22	44
Total			190

2. Passing criteria in subject heads

- **Criteria for heads:**

- ✓ Insem (30M):

- No criteria for Passing for Insem head.

- ✓ Endsem (TH) (70M):

- Minimum marks for passing = 28

- **Criteria for Subject Passing (100M):**

- ✓ Minimum marks required to pass in any subject subject

- Insem + Endsem = 40M

3. Passing criteria for the year

Minimum credits required to take admission in respective year: 50% of total credits in current year.

Next Year	Current year	Total Credits	Minimum credits required	Remark
SE	FE	44	22	
TE	SE	44	22	FE must clear
BE	TE	46	23	SE must clear

4. Conversion of marks into grades and grade points

Grade	Grade Points	Percentage of Marks Obtained	Remarks
O	10	90-100	Outstanding
A	9	80-89	Very Good
B	8	70-79	Good
C	7	60-69	Fair
D	6	50-59	Average
E	5	40-49	Below Average
F	0	Below 40	Fail
AP	0	--	Passed Audit Course
FX	0	--	Detained, Repeat the Course
II	0	--	Incomplete -- Absent for Exam but continue for the course
PP	--	--	Passed (Only for non credit courses)
NP	--	--	Not Passed (Only for non credit courses)

5. SGPA Calculation

SGPA – Semester Grade Point Average (SGPA).

$$SGPA = \frac{\sum \text{Grade Points Earned} \times \text{Credits for each course}}{\text{Total Credits}}$$

$$SGPA = \frac{\sum_{i=1}^p C_i G_i}{\sum_{i=1}^p C_i}$$

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4 + C_5G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

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CGPA calculations

CGPA - Cumulative Grade Point Average:

The CGPA is the weighted average of the grade points obtained in all the courses (Theory/term work/practical/oral/presentation) of

- ✓ first semester to eighth semester for the students admitted in the First year and
- ✓ third to eighth semester for the students directly admitted at Second year. It is calculated in the same manner as the SGPA.
- ✓ For Example: 2015 PAT

CGPA - Cumulative Grade Point Average:

✓ For Example: 2015 PAT

Class	Credits	Total earned CP	SGPA
FE	50	300	6.0
SE	50	350	7.0
TE	46	375	8.15
BE	44	400	9.09

$$\checkmark \text{ CGPA} = \frac{300+350+375+400}{50+50+46+44} = \frac{1425}{190} = 7.5$$

6: CGPA and the Class awarded

Sr. No.	CGPA	Class of the Degree awarded
1.	7.75 or More than 7.75	First Class with Distinction
2.	6.75 or more but less than 7.75	First Class
3.	6.25 or more but less than 6.75	Higher Second Class
4.	5.5 or more but less than 6.25	Second Class

7. Ordinance

GRACE MARKS FOR PASSING WHERE CANDIDATE FAILS IN ONLY ONE HEAD OF PASSING:

If a candidate fails in only one sub-head of passing or head of passing, having passed in all other sub-heads of passing or heads of passing, as the case may be, and if he fails to secure necessary passing marks in that sub-head of passing or head of passing after giving grace marks to the maximum limit permissible under Ordinance 1, he shall be given the benefit of grace marks only for passing in that head of passing including sub-heads of it, (Theory/Practical/ Oral/Sessional) in External or Internal examinations, up to 1% of the aggregate marks of the examination or 10% of the total number of marks of that head of passing, in which he is failing, whichever is less.

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Outcomes:

The students learned following things:

- Credit pattern system for every year was understood by students.
- Passing criteria in subject heads and for every year was understood.
- Formulae for conversion of marks into grades and grade points were discussed
- SGPA Calculation & CGPA calculations and how the class is awarded every year.
- Ordinance and the clauses mentioned in it were discussed.

III. “Education in abroad countries”

Conducted on: Microsoft Teams

Conducted by: Mr. Uday Choudhary

Date of webinar: 19th March 2021

Total no. of students present: 66

The following points were discussed by the speaker:

Countries to Study Abroad:

United Kingdom -

- The UK has some of the best and highest ranked engineering schools in the world.
- Some Universities in UK - Oxford Brookes University, University of Cambridge

Canada

- Canada considers Masters as a Diploma and not a Degree

New Zealand

- New Zealand considers Masters as an Undergraduate program

USA

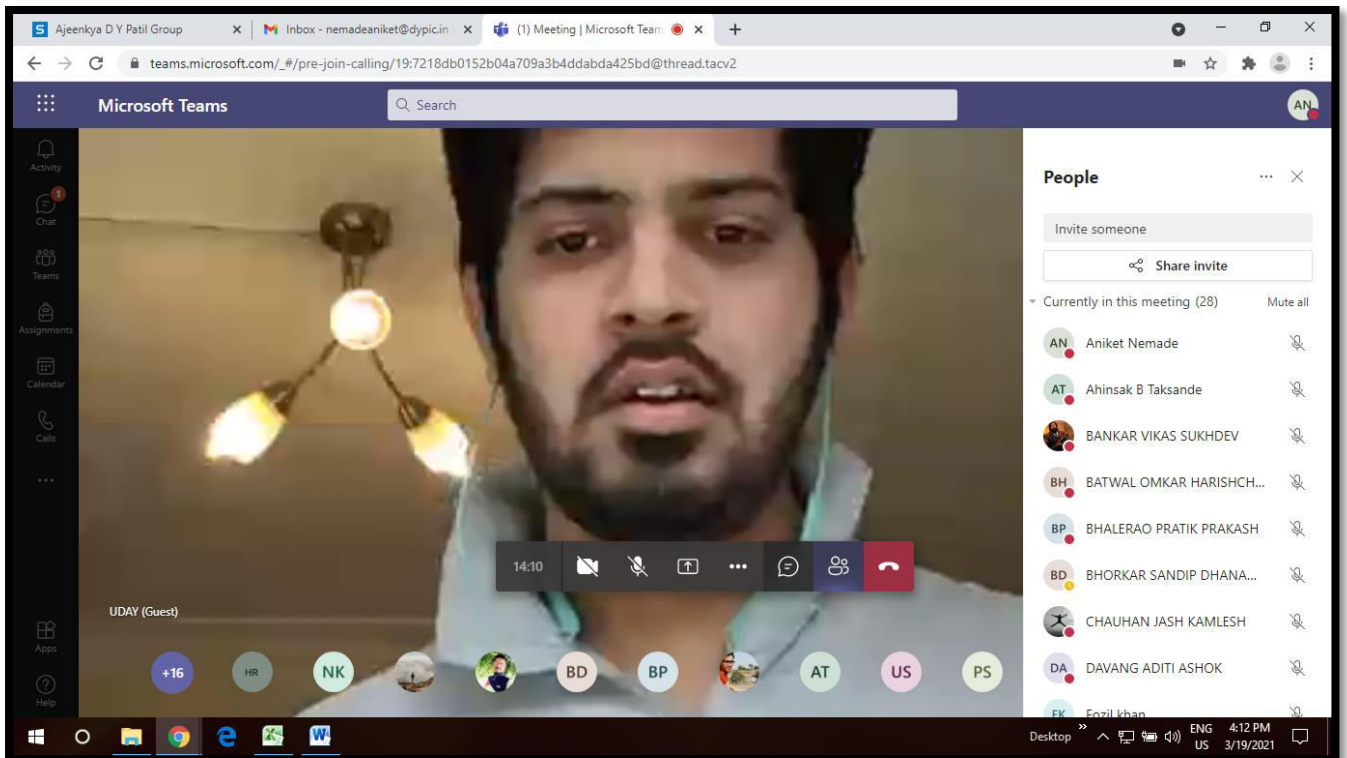
- Education is quite expensive in comparison with other countries

Australia

- Some Universities are good like RMIT University ,Sydney University

Eligibility :

Students who are looking to pursue higher education abroad would have to appear for language exams such as the **IELTS**, **TOEFL** and **PTE** and general exams such as **SAT**, **GMAT**, **GRE** and **ACT** to be eligible for the same.



Selecting an University:

1. Make sure you've chosen the right subject
2. Consult university rankings
3. Check the course content
4. Check Cost of living in that country

Educational Councilors:

An educational counselor is responsible for assisting and giving leadership and guidance to the student body.

Some Education councilors in Pune:

- Canam Consultants Pune
- TC Global

Student life in Abroad:

- English Vocabulary skills are necessary in English speaking countries.
- Project work and practical knowledge are very much needed.
- Very serious about Plagiarism of work
- Student need to be self-sufficient in every aspect of their life - cooking own food , doing home chores

Outcomes:

The students learned following things:

- Which Country to select for studies according the interest of students.
- How to choose universities according to the eligibility.
- Importance of research work for B.E students as plagiarism of work is very important while studying in abroad.
- Education councilors work and eligibility for abroad universities
- Student life in abroad countries in general.

IV. “World water day 2021 and Role of youth”

Conducted on: Zoom App.

Conducted by: Col. Shashikant Dalvi (retd.)

Date of webinar: 23rd March 2021

Total no. of students present: 90

Chief Guest, Col. Shashikant Dalvi (retd.) DIRECTOR PARJANYA emphasized on different aspects of water acquisition, conservation and storage, and utilization. Keeping in view of continuing stress in water availability (<1500 cubic meter per person per year), all round efforts should be made on recharge of ground water, efficient storage in water reservoirs, raising efficiency in water utilization, safe disposal/recycle of used water. He highlighted the fact that our culture should integrate *Gyan*, *Dharma* and *Karma* in valuing water. Technological interventions such as conjunctive use of water, precision land leveling, life saving/supplementary irrigation, alternate cropping systems including intercropping, diversified and sustainable land use and multiple use of water could help in improving water productivity in both rain fed and irrigated areas of the country.

VALUING WATER

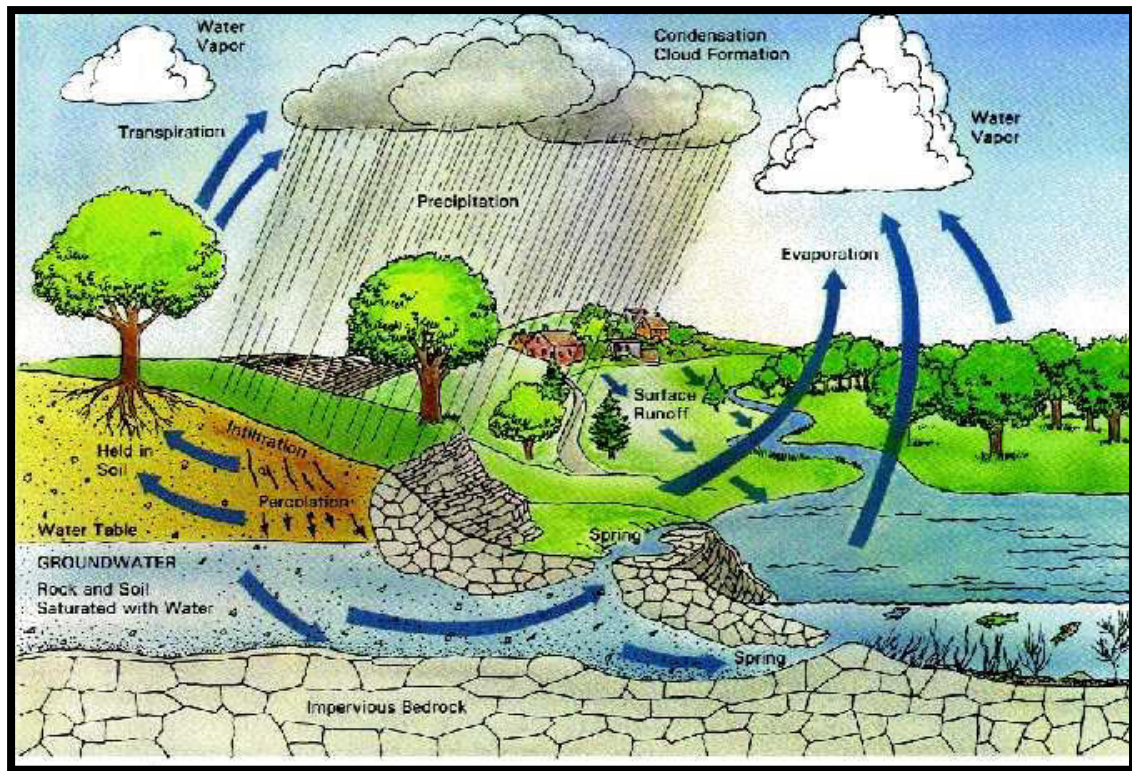
Water means different things to different people. This conversation is about what water means to you. How is water important to your home and family life, your livelihood, your cultural practices, your wellbeing, your local environment?

In households, schools and workplaces, water can mean health, hygiene, dignity and productivity. In cultural, religious and spiritual places, water can mean a connection with creation, community and oneself. In natural spaces, water can mean peace, harmony and preservation.

Today, water is under extreme threat from a growing population, increasing demands of agriculture and industry, and the worsening impacts of climate change.

The current status of water resources highlights the need for improved water resources management. Recognizing, measuring and expressing water's worth, and incorporating it into decision-making, are fundamental to achieving sustainable and equitable water resources management and the Sustainable Development Goals (SDGs) of the United Nations' 2030 Agenda for Sustainable Development.

Those who control how water is valued control how it is used. Values are a central aspect of power and equity in water resources governance. The failure to fully value water in all its different uses is considered a root cause, or a symptom, of the political neglect of water and its mismanagement. All too often, the value of water, or its full suite of multiple values, is not prominent in decision-making at all..



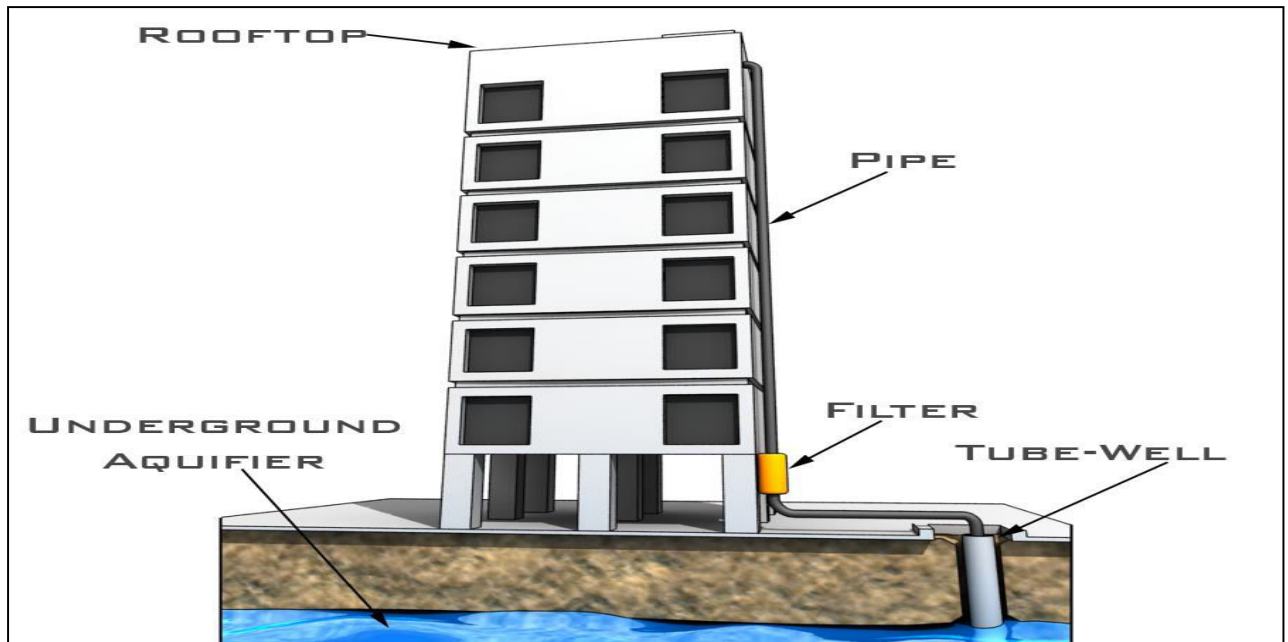
WATER USERS

- The main users of water are
- Agriculture – 70%
- Industry – 22%
- Domestic – 8%
- Presently, industry accounts for 22 per cent of the global freshwater consumption. It is expected that the figure will double over the next two decades. The volume of water consumed per year by industry will rise from 752 km³/year in 1995 to an estimated 1,170 km³/year by 2025.
- Industrial use of water has a direct bearing on the country's economy. This means that as India increase its GDP, there will be a corresponding increase in water use by Indian industries.

History of RWH - India

Timescale	Response for RWH
4500 BC	Origin of simplest earthworks in Thar desert, Rajasthan.
2600 BC	Dholavira(Harappan civilization)develops rainwater harvesting systems (TANKS)
324–300 BC	During the reign of Chandragupta Maurya, the arid Kathiawad region saw the construction of a large reservoir named Sudarsana.
268–231 BC	Reign of Ashoka the Great. Large-scale water harvesting structures built.
AD 570–1335	The Vijayanagar or Anagudi kings constructed numerous reservoirs in dry Dharwad.
7th century AD	As the surface water becomes further scarce, step-wells develop in Gujarat and Rajasthan.
AD 1052	Qila Rai Pithora, the forest capital city of the Sultanate thrived because of rainwater harvest, as there was no other alternative source of water.
AD 1300–1700	The Deccan capitals of the medieval period develop extensive urban water-supply systems.
Water Crisis –Pune	Monsoon being the only source of water in the Deccan, some of the most notable networks of earthworks known to humanity are built here.
AD 1336	Founding of the kingdom of Vijayanagara, notable for developing rainwater harvesting systems in South India.
AD 1509	Rana Sanga of Mewar built baoris, tanks and ponds.
AD 1685–1691	The Dheber lake or Jaisamand lake built by Rana Jai Singh II. The lake irrigated 4860 ha.
AD 1800	Lalsagar, one of the five large reservoirs around Jodhpur city, constructed.
AD 1896–1897	The year of Bihar Famine. Interestingly, Gaya district did not require any relief work because of the elaborate, traditional rainwater harvesting systems.
<p>this information in written reply to a question in the Lok Sabha, Shri Vincent H. Pala, Minister of State for Water Resources, said that to check this the</p>	

RAINWATER HARVESTING



- **Why to harvest RAIN?**
- Water availability per capita has been on the decline in India. Two reasons have been the increasing demand for water and the increasing population.
- Agriculture continues to be the single largest consumer of water however industrial demand for water shows the fastest growth.
- It makes ecological and financial sense not to waste a pure natural resource available in large quantity on one's roof.
- Private purchase of water from tankers is unreliable in quality and is also expensive.
- It encourages water conservation and self-dependence.

India is blessed with adequate rainfall as a whole, rainwater harvesting can provide lifeline water for survival and more.



Outcomes:

The students learned following things:

- Students come to know that Water is integral part of life and can't we survive without water.
- Conservation of water is now days are essential for fulfilling future demand.
- The intention is to inspire people around the world to learn more about water-related issues and to take action to make a difference.

2. Departmental activity for students

- **Unit Test I** was conducted for S.E, T.E and B.E from 8th March – 11th March.
- **INSEM Examination** of S.E, T.E and B.E were conducted from 26th March – 31st March
- **Digital Magazine** was created by Prof. Aniket Nemade.
 - <https://digitalmagazined.blogspot.com/>
- Attendance of students was conveyed to them by Mentors through mail/SMS.

3. Departmental activity by faculty:

- Proposal for Rain water harvesting design and estimation of hostel building is in progress.

4. Training and Placement:

- Atish Tondale of B.E got placed at 'Square yards Company' as a trainee.

5. TESTING AND CONSULTANCY SERVICES LAB (TCSL)

- NABL application submitted successfully.
- Calibration of UTM and CTM completed. Calibration of other instruments is under progress and cage of UTM machine work given to workshop.

- Cube testing was carried out in Material Testing Lab by Prof Uday Kakde, Prof Aniket Vilas Nemade, Mr. Kiran Gaikwad and Mrs. Usha Hodkar. Total 15 cubes were tested in laboratory in this month.
- Mr. J D Dalvi and Mr. U. A. Kakade carried out NDT at Yerwada School as a part of Civil Engineering Consultancy.



- Corrections are carried out in Quality Manual, as per Non Confirmations and are resubmitted to NABL for Approval.

Lt Col Sanjay Karodpati (Retd.)
HOD