Ref. No. B.V.V.S, AIeMS /IQAC/2019-20/03   Date: 12.05.2020

INTERNAL QUALITY ASSURANCE CELL

IQC Meeting Report

Meeting of Institute's Quality Cell held on 12th May 2020 at MBA Seminar Hall .

The members present are:

1. Dr. Mahendra KV, Principal, AIeMS
2. Dr C N Suresh, HOD , Department of Mechanical & Civil Engineering
3. Dr Veeresh Patil HOD, Department of Electronics and Communication
4. Dr. Niranjan Chougala, HOD, Department of Computer Science Engineering
5. Dr Sharadha.S, HOD Department of Management Studies
6. Dr. BID Kumar, IQAC Coordinator

The meeting focused on:

- Conduction of Online classes and internal assessment during the lockdown period.

The following is the action taken report:

IQAC Guidelines for Open Book Test

Learning outcomes are indeed key to a meaningful education, and focusing on learning outcomes is essential to inform diagnosis and improve teaching processes and student learning. At our institution, it is believed that the use of open-book exams may align better with our stated learning objectives and the technology that our students access. More importantly, we feel open-book exams will be more representative of the professional setting our students will encounter upon graduation. Open-book exams will address the need for r relevance and "real world" application in higher education.

An "open book examination" is an assessment method designed in a way that allows students to refer to either class notes and summaries or a "memory aid", textbooks, or other approved material while answering questions. An open book exam can also mean that students are provided with the exam questions prior to taking the formal exam or are to complete as a 'take home' exam.

WHY USE THEM?

The main premise for open book exams is that teachers can devise questions that require students to answer in more critical and analytical ways thus encouraging high-order thinking skills in their students; as compared to closed book or traditional exams that tend to encourage rote learning and more superficial application of knowledge. Many people think of the central goal of school and university teaching as the "dissemination of knowledge". This approach to education treats the information content of a subject to

IQAC, AIeMS

be the most important. The teacher's role is viewed as facilitating the transfer of information from the textbook to the students' minds. What the student is expected to do is to understand this information, retain it, and retrieve it during the final examination. In this type of examination, success depends on the quantity of information memorised, and the efficiency with which it is reproduced .

But in a contemporary dynamic workplace, work process/ decision-making is essentially an "open-book" activity where employees do not rely upon memorized information to act effectively. So it is felt that the type of learning the undergraduates at our institution experience can improve if we attempt to replicate the modern dynamic workplace they will encounter after graduation

CONSIDERATIONS WHEN DESIGNING OPEN BOOK EXAMS

1) Questions in open book exams need to be devised to assess the interpretation and application of knowledge, comprehension skills, and critical thinking skills rather than only knowledge recall

2) Make use of case-based exam questions that require students to apply critical reasoning skills in response to a trigger scenario

3) Devise clear and unambiguous questions to limit student confusion and time spent interpreting the question so students can spend their time making use of their textbook or memory aid to effectively answer the questions

4) Devise questions that require students to apply and make use of the information from their textbook or notes rather than simply requiring them to locate and re-write this information

5) Design your questions and overall exam paper with the learning outcomes in mind i.e. what skills and knowledge are you assessing?

EXAMPLE WAYS OF DESIGNING OPEN BOOK EXAM QUESTIONS

1. Structure your exam questions around problem-based scenarios or real-world cases, requiring students to apply their skills and knowledge to the given problem or scenario

2. Provide information or background information on a given topic or area of study

3. Present relevant qualitative or quantitative data and then ask students interpretative and application questions

   a. What does the data show?

   b. What relevance does this data or does the scenario have in terms of [component of current topic]?

   c. What other factors could potentially affect this data?

   d. How would you test for these?

4. Structure content or topic questions in a way that tests for an ability to apply, analyse, evaluate, create, synthesise, interpret etc.

5. When devising questions to probe student understanding, skills and knowledge, and questions reflective of levels and stages of learning may be useful.

BLOOM'S TAXONOMY

Type Or Level Of Question	Students Are Asked To	Example Questions And Starters
Knowing and remembering	Recall knowledge of subject matter relevant to the discussion.	★ What, where, who, when, where …? ★ How many …? ★ List … ★ Describe … ★ Define …
Understanding	Demonstrate understanding by constructing meaning from information.	★ In your own words, … ★ Explain how … ★ What did X mean when …? ★ Give an example of …
Applying	Apply knowledge and understanding to a particular task or problem.	★ How would you use …? ★ What examples can you find to …? ★ How would you solve ___ using what you've learned? ★ What would happen if …?
Analysing	Examine different concepts and make distinctions between them.	★ What are the parts or features of … ★ What are the competing arguments within …? ★ Why is X different to Y? ★ Compare and contrast … ★ What is the relationship between A and B?
Evaluating	Make judgements about concepts or ideas.	★ What is most important/effective? ★ Which method is best? ★ Which is the strongest argument?
Creating	Develop new ideas from what they know and understand.	★ How would you design a …? ★ What alternatives are there to …? ★ What changes would you make? ★ What would happen if …? ★ Suppose you could ___ what would you do? ★ How would you evaluate …? ★ Can you formulate a theory for …?

TWO TYPES OF OPEN BOOK EXAMINATIONS

There are two kinds of open book examinations, the restricted type and the unrestricted type. In the restricted type of open book examinations, students are permitted to bring into the examination room one

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or more specific documents approved by the course instructor. In the unrestricted type of open book examinations, students are free to bring whatever they like.

In the restricted open book examination, students may be permitted to consult printed documents such as the logarithmic tables, dictionaries, but no handwritten material or printed documents which have not had prior approval. One may also need to make sure that the printed documents that students bring do not contain any scribbles on the margin. In this type of examination, the approved documents function more or less as appendices to the question paper itself. These examinations are not radically different from closed book examinations. They do not present any special problems, irrespective of the nature of the course.

There are no restrictions on what the students can bring in an unrestricted open book examination. They may bring any books (with or without scribbles on the margin), lecture handouts of the course instructor, or their own handwritten notes.

AIEMS focuses on using restricted open book examinations (ROBE) for internal assessment. The faculty members are advised to follow the above guidelines in designing the internal assessment question paper.
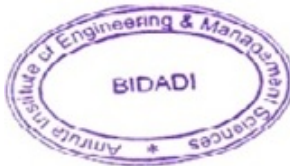
IQAC Coordinator

Dr. Sharadha.S

Principal

Dr. Mahendra KV

ATTESTED
PRINCIPAL
BVVS AMRUTA INSTITUTE OF
ENGINEERING AND MANAGEMENT SCIENCE
Bidadi Industrial Area, Near Toyota Kirloska,
Motors, Bidadi, Bangalore - 562109

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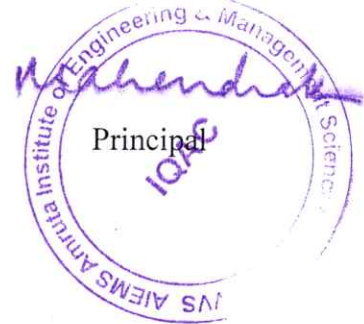Date: 25. 11.2019

INTERNAL QUALITY ASSURANCE CELL

NOTICE

All committee members are hereby informed that Internal Quality Assurance Cell (IQAC) meeting will be held on 26th Nov 2019 at 2.30pm in Principal Chamber.

Agenda for Meeting:

1. Plans to introduce quality initiatives in academics

2. Any other matters with the permission of the chair.

Sharadha.

IQAC Coordinator

Principal

ATTESTED
PRINCIPAL
BVVS AMRUTA INSTITUTE OF
ENGINEERING AND MANAGEMENT SCIENCE
Bidadi Industrial Area, Near Toyota Kirloskar
Motors, Bidadi, Bangalore - 562109

Ref. No. B.V.V.S, AIeMS /IQAC/2019-20/02

Date: 27. 11.2019

INTERNAL QUALITY ASSURANCE CELL

Minutes of the Meeting held on 26th Nov 2019

Meeting of all Internal Quality Assurance Cell (IQAC) committee members was held on 26th Nov 2019 at 2.30pm in Principal Chamber. The following members were present.

Sl No	Faculty Name	Designation	Committee Role
1	Dr. Mahendra	Principal	Chairperson
2	Dr. Sharadha S	Professor, MBA Dept	Co-ordinator & Member Secretary
4	Dr. Suresha CN	HoD, Mechanical Dept	Member
5	Dr. Veeresh Patil	HoD, ECE Dept	Member
6	Prof BID Kumar	Asst.Professor, CSE Dept	Member
7	Prof Chittaranjan Das	HoD, Basic Sciences	Member
8	Prof Arpita	HoD, Civil Dept	Member

Agenda for Meeting:

1. Plans to introduce quality initiatives in academics

2. Any other matters with the permission of the chair.

The following points were decided for effective implementation.

1. A policy for effective academic conduction was approved by the committee

2. Proctoring system to be strengthened for enhanced student performance

3. The committee decided to conduct auditing of all department labs to check the available resources and note down further requirements.

The meeting ended with vote of thanks.

IQAC Coordinator

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Motors, Bidadi, Bangalore - 562109

Principal

Ref. No. B.V.V.S, AIeMS /PO/2019-20/24   Date: 12.09.2019

CIRCULAR

In pursuance of its Action Plan for Institution Quality enhancement in terms of performance evaluation, assessment and accreditation and policy making, all Department Heads' meeting was held on 12.09.2019, at the Principal's office. The following IQAC constituent committee was formed with effect from 12.09.2019, to develop a system for conscious and consistent improvement in the overall performance of the institution.

MEMBERS OF INTERNAL QUALITY ASSURANCE CELL FOR THE YEAR 2019-20

Sl No	Faculty Name	Designation	Committee Role
1	Dr. Mahendra	Principal	Chairperson
2	Dr. Sharadha S	Professor, MBA Dept	Co-ordinator & Member Secretary
3	Mr. Basavaraj Kengapur	GC Member	Member from the Management
4	Dr. Suresha CN	HoD, Mechanical Dept	Member
5	Dr. Veeresh Patil	HoD, ECE Dept	Member
6	Prof BID Kumar	Asst.Professor, CSE Dept	Member
7	Prof Chittaranjan Das	HoD, Basic Sciences	Member
8	Prof Arpita	HoD, Civil Dept	Member
9	Mr. Ravikumar	Director- HR & Placements	Senior Administrative Officer

Principal
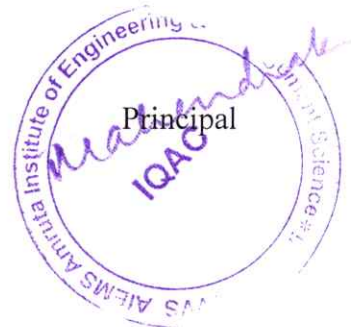
Ref. No. B.V.V.S, AIeMS /IQAC/2019-20/03

Date: 06.05.2020

INTERNAL QUALITY ASSURANCE CELL

NOTICE

All committee members are hereby informed that Internal Quality Assurance Cell (IQAC) meeting will be held on 12th May 2020 at 2.30pm MBA seminar hall.

Agenda for Meeting:

1. Online class and test conduction.

2. Any other matters with the permission of the chair.

IQAC Coordinator

Principal

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PRINCIPAL
BVVS AMRUTA INSTITUTE OF
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Bidadi Industrial Area, Near Toyota Kirloskar
Motors, Bidadi, Bangalore - 562109

IQC Meeting Report

Meeting of Institute's Quality Cell held on 24th December 2019 at MBA Seminar Hall .

The members present are:

1. Dr C N Suresh, HOD , Department of Mechanical Engineering

2. Dr Veeresh Patil HOD, Department of Electronics and Communication

3. Prof Ramesh Babu, HOD, Department of Computer Science Engineering

4. Prof Arpitha HOD Department of Civil Engineering and

5. Dr Sharadha.S, HOD Department of Management Studies

The meeting focused on:

- Improvement of Academic quality
- Review of Proctor system

Based on the discussion, policies on measures to improve academic quality were formulated. (Enclosed)

Also, existing proctor system followed in all departments was reviewed and policies on quality enhancement were prepared. (Enclosed)

Attendees	Signature
Dr C N Suresh	
Dr Veeresh Patil	
Prof Ramesh Babu	
Prof Arpitha	
Dr Sharadha.S	