



Government of Karnataka

**DIRECTORATE OF TECHNICAL EDUCATION**

**NBA-CELL**

**Session-2**

ORIENTATION ON

**SELF ASSESSMENT REPORT(SAR)- EVALUATION**

*An Initiative by:*

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Presentation

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# EVALUATION-SELF-ASSESSMENT REPORT (SAR)

**CRITERION 1**

**VISION, MISSION AND PROGRAM EDUCATIONAL OBJECTIVES**

**50**

Sub Criteria	Marks	Evaluation Guidelines
<b>1.1. State the Vision and Mission of the Department &amp; Institution (5)</b>	<b>5</b>	<p><i>A. Availability of the Vision &amp; Mission statements of the Department (1)</i></p> <p><i>B. Appropriateness/Relevance Statements (2)</i></p> <p><i>C. Consistency of the Department statements with the Institute statements (2)</i></p>
<b><i>Exhibits/Context to be Observed/Assessed</i></b>		
<p><i>A. Vision &amp; Mission Statements</i></p> <p><i>B. Correctness from definition perspective</i></p> <p><i>C. Consistency between Institute and Department statements</i></p>		
<b>1.2. State the Program Educational Objectives (PEOs) (5)</b>	<b>5</b>	<i>Listing of the Program Educational Objectives (3 to 5) of the program under consideration (05)</i>
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
<i>A. Availability &amp; appropriateness of the PEOs statements</i>		

**CRITERION 1**

**Vision, Mission and Program Educational Objectives**

**(contd..)**

Sub Criteria	Marks	Evaluation Guidelines
<p><b>1.3. Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders (10)</b></p>	<p><b>10</b></p>	<ul style="list-style-type: none"> <li>• <i>Adequacy in respect of publication &amp; dissemination (02)</i></li> <li>• <i>Process of dissemination among stakeholders (02)</i></li> <li>• <i>Extent of awareness of Vision, Mission &amp; PEOs among the stakeholders(06)</i></li> </ul>
<p><b><i>Exhibits/Context to be Observed/Assessed:</i></b></p> <p><b>A. Adequacy</b></p> <p>Department Vision, Mission and PEOs:</p> <ul style="list-style-type: none"> <li>• Availability on Institute website under relevant program link;</li> <li>• Availability at department notice boards, HOD Chamber</li> <li>• Availability in department level documents</li> </ul> <p><b>B. Process of dissemination</b></p> <p>Documentary evidence to indicate the process which ensures awareness among internal and external stakeholders</p> <p><b>C. Extent of Awareness</b></p> <p>Based on interaction with internal and external stakeholders</p>		
<p><b>1.4. State the process for defining the Vision and Mission of the Department, and PEOs of the program (15)</b></p>	<p><b>15</b></p>	<ul style="list-style-type: none"> <li><i>A. Description of process of defining Vision &amp; Mission of the Department (07)</i></li> <li><i>B. Description of process involved in defining the PEOs of the program (08)</i></li> </ul>
<p><b><i>Exhibits/Context to be Observed/Assessed:</i></b></p> <p><b>A</b> Documentary evidence to indicate the process for defining Vision, Mission &amp; PEOS with effective process implementation</p>		

**1.5. Establish consistency of PEOs with Mission of the Department (15)****Evaluation guidelines:**

- A. Preparation of a matrix of PEOs and elements of Mission statement (5)*  
*B. Consistency/justification of co-relation parameters of the matrix (10)*

Programme Educational Objectives	MISSION STATEMENTS			
	M1	M2	M3	Mn
	M	M	M	
		M	H	
			S	S
	M		M	M

**Exhibits/Context to be Observed/Assessed:**

- A. Availability of a matrix correlating PEOs and Mission elements*  
*B. Justification for each of the elements mapped in the matrix*

## CRITERION RELATED ACTIVITY

**CRITERION 1**

**VISION, MISSION AND PROGRAM EDUCATIONAL OBJECTIVES**

**50**

Sub Criteria	Marks	PROGRAM LEVEL ACTIVITY
<p><b>1.1-State the Vision and Mission of the Department &amp; Institution (5)</b></p> <p><b>1.2-State the Program Educational Objectives (PEOs) (5)</b></p> <p><b>1.3-Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders (10)</b></p> <p><b>1.4-State the process for defining the Vision and Mission of the Department, and PEOs of the program (15)</b></p>	<b>35</b>	<ol style="list-style-type: none"> <li>1. <i>Conduct SWOT analysis for department by involving Faculty and internal stake holders</i></li> <li>2. <i>Arrange meeting with the internal and external stake holders</i></li> <li>3. <i>Conduct brain storming session</i></li> <li>4. <i>List out various vision statement ,keeping view of institute vision statement</i></li> <li>5. <i>Finalize vision statement</i></li> <li>6. <i>Formulate the mission statements in 2-3 sittings</i></li> <li>7. <i>List the 3 to 5 PEO by consultation with academicians and Alumina, Industry people keeping curriculum reference frame work</i></li> <li>8. <i>Documentation of the minutes of the meeting</i></li> <li>9. <i>Display the vision ,mission statement and PEOs @ appropriate places</i></li> </ol>
<p><b>1.5-Establish consistency of PEOs with Mission of the Department (15)</b></p>	<b>15</b>	<ol style="list-style-type: none"> <li>1. <i>Prepare PEO and Mission statement matrix</i></li> <li>1. <i>Consistency/justification each of the elements mapped in the matrix</i></li> </ol>

Sub Criteria	Marks	Evaluation Guidelines
<p><b>2.1.1. State the process used to identify extent of compliance of the Board curriculum for attaining the Program Outcomes (POs) and Program Specific Outcomes (PSOs)</b></p>	<p>30</p>	<ul style="list-style-type: none"> <li>•Process used to identify extent of compliance of Board curriculum for attaining POs &amp;PSOs (15)</li> <li>•List the curricular gaps for the attainment of POs &amp; PSOs (15)</li> </ul>
<p><b>•Exhibits/Context to be Observed/Assessed:</b></p> <ul style="list-style-type: none"> <li>•Documentary evidence to indicate the process which ensures mapping/compliance of Board Curriculum with the POs &amp; PSOs; Identification of gaps; if any.</li> <li>• Effective participation of internal and external department stakeholders with effective process implementation</li> <li>•Identified Curricular gaps and its Appropriateness</li> </ul>		
<p><b>2.1.2. Contents beyond the Syllabus (20)</b></p>	<p>20</p>	<ul style="list-style-type: none"> <li>•Steps taken to get identified gaps included in the curriculum (Ex. letter to Board) (2)</li> <li>•Delivery details of content beyond syllabus (12)</li> <li>•Mapping of content beyond syllabus with the POs &amp; PSOs (6)</li> </ul>
<ul style="list-style-type: none"> <li>A Documentary evidence of steps taken at regular interval</li> <li>B. Delivered details – documentary evidence for at least one sample per assessment year to be verified</li> <li>C. Availability and appropriateness of Mapping table between contents delivered and Program outcomes/Program specific outcomes (Course outcomes)</li> </ul>		

**2.2 Teaching Learning Process (150)**

Sub Criteria	Marks	Evaluation Guidelines
<b>2.2.1 Describe Processes followed to ensure/improve quality of Teaching &amp; Learning (25)</b>	25	<p><b>A. Adherence to Academic Calendar (3)</b>  <b>B. Use of various instructional planning and delivery methods (3)</b>  <b>C. Methodologies to support weak students and encourage bright students(4)</b>  <b>D. Quality of classroom teaching (Observation in a Class) (3)</b>  <b>E. Conduct of experiments (Observation in Lab) (3)</b>  <b>F. Continuous Assessment in the laboratory (3)</b>  <b>G. Student feedback of teaching learning process and action taken (6)</b></p>

**Exhibits/Context to be Observed/Assessed:**

- 1. Availability of Academic Calendar based on Board academic calendar and its effective compliance**
- 2. Documentary evidence to support implementation of pedagogical initiatives such as real life examples, collaborative learning, ICT supported learning, interactive class rooms etc.**
- 3. Guidelines to identify weak and bright students; post identification actions taken; impact observed**
- 4. Class room ambience; efforts to keep students engaged (also to be verified during interaction with the students)**
- 5. Quality of laboratory experience with respect to conducting, recording observations, analysis etc.(also to be verified during interaction with the Students)**
- 6. Lab Internal Semester examination and internal marks thereof, Practical record books, each experiment assessment, final marks based on assessment of all the experiments, and other assessments, if any**
- 7. Feedback format, frequency, analysis and actions taken (also to be verified during interaction with students)**

Sub Criteria	Marks	Evaluation Guidelines
<p><b>2.2.2 Initiatives to improve the quality of semester tests and assignments (15)</b></p>	<p>15</p>	<p><i>A. Process for internal semester question paper setting and evaluation and effective process implementation (5)</i></p> <p><i>B. Process to ensure questions from outcomes/learning levels perspective (5)</i></p> <p><i>C. Evidence of COs coverage in class test / mid-term tests and assignments (5)</i></p>
<p><b><i>Exhibits/Context to be Observed/Assessed</i></b></p> <ol style="list-style-type: none"> <li><i>1. Process of internal semester question paper setting, model answers, evaluation and its compliance</i></li> <li><i>2. Question paper validation to ensure desired standard from outcome attainment perspective as well as learning levels perspective</i></li> <li><i>3. Mapping of questions and assignments with the Course outcomes</i></li> </ol>		
<p><b>2.2.3 Quality of Experiments (15)</b></p>	<p>15</p>	<ul style="list-style-type: none"> <li>•Experimental methodologies (08)</li> <li>•Relevance to outcomes (07)</li> </ul>
<p><b><i>Exhibits/Context to be Observed/Assessed</i></b></p> <ol style="list-style-type: none"> <li><i>1. Batch size per experiment, quality of apparatus/instruments, instructional lab manuals, lab file/report</i></li> <li><i>2. Mapping of the experiments with outcomes</i></li> </ol>		



Sub Criteria	Marks	Evaluation Guidelines
<p><b>2.2.4 Quality of Students Projects and Report Writing (25)</b></p>	<p>25</p>	<p><i>A. Identification of projects and allocation methodology (3)</i></p> <p><i>B. Types and relevance of the projects and their contribution towards attainment of POs and PSOs(5)</i></p> <p><i>C. Process for monitoring and evaluation (5)</i></p> <p><i>D. Process to assess individual and team performance (5)</i></p> <p><i>E. Quality of completed projects/working prototypes (5)</i></p> <p><i>F.Papers published /Awards received by projects etc. (2)</i></p>

***Exhibits/Context to be Observed/Assessed:***

- 1. Projects identification and guide allocation Process*
- 2. Projects classification (application, product, etc.) consideration to factors such as environment, safety, ethics, cost, standards and mapping with program outcomes and program specific outcomes*
- 3. Continuous monitoring mechanism and evaluation*
- 4. Methodology(Appropriately documented) to assess individual contribution/understanding of the project as well as collective contribution/understanding*
- 5. Based on Projects demonstration*
- 6. Quality of place (host) where the paper has been published /quality of competition in which award has been won*

Sub Criteria	Marks	Evaluation Guidelines
<b>2.2.5 Industry Interaction and Industry Internship/Training (30)</b>	30	<p><i>A. Industry supported Labs (02)</i></p> <p><i>B. Delivery of appropriate Course work by Industry experts (08)</i></p> <p><i>C. Industrial visits/tours for students (05)</i></p> <p><i>D. Industrial training (10)</i></p> <p><i>E. Post training Assessment (05)</i></p>
<p><b><i>Exhibits/Context to be Observed/Assessed: (Documentary evidence from A to E)</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Involvement of industry in setting/running the labs.</i></b></li> <li><b><i>2. Periodic engagement with industry experts in delivery of courses</i></b></li> <li><b><i>3. Industry tours mandated into the student preparation</i></b></li> <li><b><i>4. Industrial training for minimum two weeks for all students</i></b></li> <li><b><i>5. Assessing the impact of training on students' learning</i></b></li> </ol>		

Sub Criteria	Marks	Evaluation Guidelines
<b>2.2.6 Information Access Facilities and Student Centric Learning Initiatives (15)</b>	15	<b>A. Availability of facilities &amp; Effective Utilization (10)</b> <b>B. Student Centric Learning Initiatives &amp; Effective Implementation (05)</b>
<b>Exhibits/Context to be Observed/Assessed: (Documentary evidence from A to B)</b> <ol style="list-style-type: none"> <li>1. <i>ICT enabled delivery methods, smart classrooms</i></li> <li>2. <i>E – resources, digital library</i></li> </ol>		
<b>2.2.7 New Initiatives for embedding Professional Skills (15)</b>	15	<b>A. Core employability skill enhancement Initiatives and effective implementation (08)</b> <b>B. Personality development related Initiatives &amp; effective implementation (07)</b>
<b>Exhibits/Context to be Observed/Assessed:</b> <b>A. Documents to be verified</b>		
<b>2.2.8 Co-curricular &amp; Extra Curricular Activities (10)</b>	10	<b>A. Type of activities and relevance</b>
<b>Exhibits/Context to be Observed/Assessed:</b> <b>A. Documents to be verified</b>		

## CRITERION RELATED ACTIVITY

CRITERION 2

PROGRAM CURRICULUMS AND TEACHING-LEARNING PROCESS 200

Sub Criteria	Marks	PROGRAM LEVEL ACTIVITY
<b>2.1-Program curriculum</b>	<b>50</b>	<ol style="list-style-type: none"><li>1. <i>Prepare CO of all courses(Say 40 courses) and Program outcomes/PSO matrix</i></li><li>2. <i>List the PO which are being attained by board curriculum</i></li><li>3. <i>List the PO which are not possible to attain by Board curriculum</i></li><li>4. <i>Find the respective PO attainment there by find Curriculum gap</i></li><li>5. <i>Write a letter to CDC for taking action to introduce courses in the next Curriculum revision about not attained PO</i></li><li>6. <i>List some add on courses beyond syllabus for filling up the curriculum gap</i></li><li>7. <i>Document the Delivery details of content beyond syllabus</i></li><li>8. <i>Mapping of content beyond syllabus with the not attained POs &amp; PSOs</i></li></ol>

## CRITERION RELATED ACTIVITY

CRITERION 2

PROGRAM CURRICULUMS AND TEACHING-LEARNING PROCESS 200

Sub Criteria	Marks	PROGRAM LEVEL ACTIVITY
<b>2.2- Teaching –Learning process</b>	<b>150</b>	<ol style="list-style-type: none"><li>1. <i>Prepare Departmental Academic Calendar based on Board academic calendar</i></li><li>2. <i>Implementation of New pedagogical initiatives such as real life examples, collaborative learning, ICT supported learning</i></li><li>3. <i>Identify weak and bright students, Conduction of remedial drill for weak students, impact observed</i></li><li>4. <i>Setting of CIE question paper by selecting appropriate levels of Blooms taxonomy and related to assessment of PO</i></li><li>5. <i>Mapping of the conducted experiments with CO</i></li><li>6. <i>Identification of projects and their relevance in order to attainments of PO</i></li><li>7. <i>Establishment of Industry-Institute interaction</i></li><li>8. <i>ICT enabled teaching delivery and creation of Smart class rooms</i></li><li>9. <i>conduction of weak end training on Core employability skills and personality development</i></li><li>10. <i>Conduction of Co curricular and extra curricular activities</i></li></ol>

**3.1. Establish the correlation between the courses and the POs & PSOs (20)**

Sub Criteria	Marks	Evaluation Guidelines
<b>3.1.1. Course Outcomes</b>	05	<i>A. Evidence of COs being defined for every course (5)</i>
<b><i>Exhibits/Context to be Observed/Assessed:</i></b> <i>A. Appropriateness of the statements shall be seen for at least t one courses each from 1 to 6 semester of study</i>		
<b>3.1.2. CO-PO &amp; CO-PSOs matrices of courses selected in 3.1.1 (six matrices)</b>	05	<i>A. Explanation of table to be ascertained (5)</i>
<b><i>Exhibits/Context to be Observed/Assessed:</i></b> <i>A. Mapping to be verified for individual Co level for one course in semester</i>		
<b>3.1.3. Program level Course-PO/PSOs matrix of ALL courses including first year courses</b>	10	<i>A. Explanation of table to be ascertained (10)</i>
<b><i>Exhibits/Context to be Observed/Assessed:</i></b> <i>A. Mapping to be verified for all the courses of semester</i>		

**3.2 Attainment of Course Outcomes (40)**

Sub Criteria	Marks	Evaluation Guidelines
<b>3.2.1. Describe the assessment processes used to gather the data upon which the evaluation of course Outcome is based</b>	<b>10</b>	<p><i>A. List of assessment processes (05)</i></p> <p><i>B. The quality /relevance of assessment processes &amp; tools used (05)</i></p>
<p><b><i>Exhibits/Context to be Observed/Assessed:</i></b></p> <p><i>A. &amp; B. Evidence for appropriate assessment processes including data collection, verification, analysis, decision making</i></p>		
<b>3.2.2. Record the attainment of Course Outcomes of all courses with respect to set attainment levels</b>	<b>30</b>	<p><i>A. Verify the attainment levels as per the benchmark set for all courses</i></p>
<p><b><i>Exhibits/Context to be Observed/Assessed:</i></b></p> <p><i>A. Methodology to define set levels and its compliance; data collection, verification, analysis and decision making; details for two courses per year of studies will be verified randomly</i></p>		

**3.3. Attainment of Program Outcomes & Program Specific Outcomes (40)**

Sub Criteria	Marks	Evaluation Guidelines
<b>3.3.1. Describe assessment tools and processes used for assessing the attainment of each of the POs &amp; PSOs</b>	<b>10</b>	<p><i>A. List of assessment tools &amp; processes (02)</i>  <i>B. The quality/relevance of assessment tools/processes used (08)</i></p>
<p><b><i>Exhibits/Context to be Observed/Assessed</i></b></p> <ul style="list-style-type: none"> <li>• <i>Direct and indirect assessment tools &amp; processes ; effective compliance; direct assessment methodology,</i></li> <li>• <i>indirect assessment formats-collection analysis; decision making based on direct and indirect assessment</i></li> </ul>		
<b>3.3.2. Provide results of evaluation of each PO &amp; PSO</b>	<b>30</b>	<p><i>A. Verification of documents, results and level of attainment of each PO/PSO (20)</i>  <i>B. Overall levels of attainment (10 )</i></p>
<p><b><i>Exhibits/Context to be Observed/Assessed:</i></b>  <i>Appropriate attainment level and documentary evidences; details for POs &amp; PSOs attainment from core courses to be verified. Also at least four POs &amp; two PSOs attainment levels shall be verified</i></p>		



**CRITERION RELATED ACTIVITY****CRITERION 3****COURSE OUTCOMES AND PROGRAM OUTCOMES****100**

<b>Sub Criteria</b>	<b>Marks</b>	<b>PROGRAM LEVEL ACTIVITY</b>
<b>3.1-3.2-Course outcomes and their attainment</b>	<b>60</b>	<ol style="list-style-type: none"><li>1. <i>List CO of all courses(Say 40 courses) (refer curriculum document of respective program)</i></li><li>2. <i>Prepare one CO-PO/PSO matrices for one course/semester</i></li><li>3. <i>Prepare Six CO-PO/PSO matrices for entire program</i></li><li>4. <i>Verify the mapping for one course/semester</i></li><li>5. <i>Prepare course-PO/PSO matrix for all semester</i></li><li>6. <i>Verify the mapping of course-PO/PSO matrix</i></li><li>7. <i>List the assessment tools for CO attainment</i></li><li>8. <i>Document the whole CO attainment process for set bench mark</i></li></ol>

## CRITERION RELATED ACTIVITY

CRITERION 3

COURSE OUTCOMES AND PROGRAM OUTCOMES

100

Sub Criteria	Marks	PROGRAM LEVEL ACTIVITY
<b>3.3- PO/PSO and their attainment</b>	<b>40</b>	<ol style="list-style-type: none"><li>1. <i>List the assessment tools for employed for PO/PSO validation)</i></li><li>2. <i>Conduct Program Exit survey for just passed out students –analyze the survey findings</i></li><li>3. <i>Conduct Alumina survey –analyze the survey findings</i></li><li>4. <i>Conduct Industry survey –analyze the survey findings</i></li><li>5. <i>Use 2, 3, 4 findings as indirect assessment tools</i></li><li>6. <i>Adopt weighted average method for calculation for attainment level for PO/PSO</i></li><li>7. <i>Document the whole Po/PSO attainment process for set bench mark</i></li></ol>

Sub Criteria	Marks	Evaluation Guidelines
<b>4.1. Enrolment Ratio</b> <b>( N1+N2)/N</b>	20	Students enrolled at the First Year Level on average basis A.>= 90%(20) B.>= 80%(18) C.>= 70% (16) D.>= 60% (12) E.>= 50%(08) F. Otherwise '0'
<b>Exhibits/Context to be Observed/Assessed:</b> <b>A. B. &amp; C. Data to be verified for each of the assessment years</b>		
<b>4.2. Success Rate in the stipulated period of the program</b>	60	
<b>4.2.1. Success rate without backlogs in any Semester/year of study(Without Backlog means no compartment or failure in any semester/year of study)</b>	40	SI= (Number of students who graduated from the program without backlog)/(Number of students admitted in the first year of that batch and admitted in 2nd year via lateral entry) Average SI = Mean of success index (SI) for past three batches Success rate without backlogs in any year of study = 40 × Average SI
<b>Exhibits/Context to be Observed/Assessed:</b> <b>Data to be verified for each of the assessment years</b>		
<b>4.2.2. Success rate in stipulated period(actual duration of the program)</b>	20	SI= (Number of students who graduated from the program in the stipulated period of course duration)/(Number of students admitted in the first year of that batch and admitted in 2nd year via lateral entry) Average SI = mean of success index (SI) for past three batches, Success rate = 20 × Average SI
<b>Exhibits/Context to be Observed/Assessed:</b> <b>Data to be verified for each of the assessment years Note: if 100% students clear without any backlog then also total marks scored will be 60 as both 4.2.1 &amp; 4.2.2 will be applicable simultaneously.</b>		

### 4.3-5 Academic Performance in Final /Second/First Year (15+20+25=60)+ Placement (40) =100

Sub Criteria	Marks	Evaluation Guidelines
<p><b>4.3. Academic Performance in Final Year (3rd Year)</b></p>	15	<p>Academic Performance Level = 1.5 * Average API (Academic Performance Index)</p> <p>API = ((Mean of 3rdYear Grade Point Average of all successful Students on a 10 point scale) or(Mean of the percentage of marks of all successful students in Third Year/10)) x (successful students/number of students appeared in the examination)</p> <p>Successful students are those passed in all the final year courses</p>
<p><b>4.4. Academic Performance in Second Year (2 Year)</b></p>	20	<p>Academic Performance Level = 2.0 * Average API (Academic Performance Index)</p> <p>API = ((Mean of 2 Year Grade Point Average of all successful Students on a 10 point scale) or(Mean of the percentage of marks of all successful students in second Year/10)) x (successful students/number of students appeared in the examination)</p> <p>Successful students are those who are permitted to proceed to the Third year</p>
<p><b>4.5. Academic Performance in First Year (1 Year)</b></p>	25	<p>Academic Performance Level = 2.5 * Average API (Academic Performance Index)</p> <p>API = ((Mean of 1 Year Grade Point Average of all successful Students on a 10 point scale) or(Mean of the percentage of marks of all successful students in second Year/10)) x (successful students/number of students appeared in the examination)</p> <p>Successful students are those who are permitted to proceed to the Second year</p>
<p><b>4.6. Placement and higher studies</b></p>	40	<p>Assessment Point = <math>40 \times (1.25X + Y)/N</math></p> <p>where, X= Number of students placed in companies or Government sector through on/off campus recruitment</p> <p>Y = Number of students admitted to higher studies</p> <p>N =Total number of final year students</p>
<p><b>Exhibits/Context to be Observed/Assessed:</b> Data to be verified for at least one of the assessment years</p>		

#### 4.7. Professional Activities (20)

<b>4.7.1. Professional Societies/Student Chapters and organizing Technical Events</b>	15	<b>A. Availability of Professional Societies/Chapters &amp; Relevant activities (10)</b> <b>B. Number, quality of engineering events (05)</b> <b>(Level – Dept./Institute/State/National/International)</b>
<b>Exhibits/Context to be Observed/Assessed:</b> <b>Self Explanatory</b>		
<b>4.7.2. Publication of technical magazines, newsletters, etc.</b>	05	<b>A. Quality &amp; Relevance of the contents and Print Material (3)</b> <b>B. Participation of Students from the program (2)</b>
<b>Exhibits/Context to be Observed/Assessed:</b> <b>A. Documentary evidence</b> <b>B. Students participation (also to be confirmed during interaction with the students)</b>		

**CRITERION RELATED ACTIVITY****CRITERION 4****STUDENT PERFORMANCE****200**

<b>Sub Criteria</b>	<b>Marks</b>	<b>PROGRAM LEVEL ACTIVITY</b>
<b>4.1-4.7-Student performance</b>	<b>200</b>	<ol style="list-style-type: none"><li>1. <i>Compute student enrolment for CAY,CAYm1,CAYm2 by looking admission register</i></li><li>2. <i>Find success rate without backlog/With backlog in stipulated period for CAY,CAYm1,CAYm2 by looking result sheets</i></li><li>3. <i>Compute Academic performance index for first, Second year, third year by looking result sheets</i></li><li>4. <i>Establish the placement cell @ institute level, take an extract of the department wise placement for last three years and also record the no of students who opted for higher studies</i></li><li>5. <i>Compute the placement index for CAY,CAYm1,CAYm2</i></li><li>6. <i>Record the ISTE student chapter activities for last three years</i></li><li>7. <i>Collection of technical magazines if any, /newsletters at department level-evidence</i></li></ol>

**5.0 Faculty Information:**

Sub Criteria	Marks	Evaluation Guidelines
<b>5.1. Student-Faculty Ratio (SFR)</b>	20	<p>1. Availability of eligible HoD for all the Assessment years (05), Otherwise '0' marks</p> <p>2. Marks to be give proportionally from a max. of 15 to minimum of 10 for average of 20:1 to 25:1, '0' for average SFR higher than 25:1</p>
<b>Exhibits/Context to be Observed/Assessed: Faculty &amp; Students number calculations as per SAR</b>		
<b>5.2. Faculty Qualification</b>	20	<p><math>1 FQ = 2.0 \times \left[ \frac{10X + 7Y}{F} \right]</math> where X is no. of faculty with M.Tech /M.E, Y is no. of faculty with B.E, F is no. of faculty required to comply 1:20 Faculty Student ratio</p> <p>(Calculations as per 5.1)</p>
<b>Exhibits/Context to be Observed/Assessed: Documentary evidence: faculty qualification</b>		
<b>5.3. Faculty Retention</b>	20	<p>% required Faculties retained during the period of assessment Keeping CAYm2 as base year</p> <p>A. <math>\geq 90\%</math>(20)</p> <p>B. <math>\geq 75\%</math>(15)</p> <p>C. <math>\geq 60\%</math>(10)</p> <p>D. <math>\geq 50\%</math>(05)</p> <p>E. <math>&lt; 50\%</math> (0)</p>
<b>Exhibits/Context to be Observed/Assessed: Faculty date of joining; at least three month (July-April-May) salary statement for each of the assessment years</b>		

Sub Criteria	Marks	Evaluation Guidelines
<b>5.4. Faculty as participant in Faculty Development/Training activities</b>	30	<p><i>Faculty scores maximum five points for participation</i></p> <p><i>A. Three points - Participant in 2 to 5 days Faculty development program(05)</i></p> <p><i>B. Five points - Participant &gt;5 days Faculty development program (05)</i></p> <p><i>Assessment = 6 × Sum/0.5 Required Faculty (Marks limited to 30)</i></p>
<b>5.5.Productdevelopment, Consultancy,manufacturing Contracts, Testing Contracts</b>	20	<i>5 marks in each based on documentary evidence</i>
<b><i>Exhibits/Context to be Observed/Assessed: Consultancy, Manufacturing contracts, Testing Contracts resulting into revenue generation.</i></b>		
<b>5.6. Faculty Performance Appraisal and Development System ( FPADS)</b>	20	<p><i>The assessment is based on -</i></p> <p><i>A. A well-defined system instituted for all the assessment years (05)</i></p> <p><i>B. Its implementation and effectiveness (15)</i></p> <p><i>C. Qualification up-gradation of faculty (10)</i></p>
<b>5.7. Implementation of Career Advancement Scheme</b>	10	<i>Documented evidence of implementation</i>



**CRITERION RELATED ACTIVITY****CRITERION 5****FACULTY INFORMATION AND CONTRIBUTIONS****150**

<b>Sub Criteria</b>	<b>Marks</b>	<b>PROGRAM LEVEL ACTIVITY</b>
<b>5.1-5.7-Faculty information and contribution</b>	<b>150</b>	<ol style="list-style-type: none"><li>1. <i>Compute student faculty ratio</i></li><li>2. <i>Collect faculty qualification details- Xerox copy of their latest acquired degree certificate</i></li><li>3. <i>Record if any faculty resigned in the department during the assessment period- calculate the faculty retention</i></li><li>4. <i>Collect the details of the faculty attended training programs in the assessment years</i></li><li>5. <i>Details of Consultancy, Manufacturing contracts, Testing Contracts resulting into revenue generation at department level</i></li><li>6. <i>Collect the details of lecturers promoted under carrier development scheme</i></li><li>7. <i>Collection of details about present faculty performance appraisal system</i></li></ol>

Sub Criteria	Marks	Evaluation Guidelines
<b>6.1. Availability of adequate, well-equipped classrooms to meet the curriculum requirements</b>	10	
<p><b>Exhibits/Context to be Observed/Assessed:</b>  <i>Self explanatory</i></p>		
<b>6.2. Availability of adequate, well-equipped workshops to meet the curriculum requirements</b>	10	
<p><b>Exhibits/Context to be Observed/Assessed:</b>  <i>Self-explanatory</i></p>		
<b>6.3. Adequate and well equipped laboratories, and technical manpower</b>	30	<p><b>A. Adequacy (05)</b>  <b>B. Well equipped Labs (15)</b>  <b>C. Technical Manpower support –Eligible and Adequate (10)</b></p>
<p><b>Exhibits/Context to be Observed/Assessed:</b>  <i>Self-explanatory</i></p>		
<b>6.4. Additional facilities created for improving the quality of learning Experience in laboratories</b>	20	<p><b>A. Facilities (05)</b>  <b>B. Effective Utilization (05)</b>  <b>C. Relevance to POs/PSOs (10)</b></p>

<b>6.5. Laboratories: Maintenance and overall ambiance</b>	10	<i>Self Explanatory</i>
<b>6.6. Availability of computing facility in the department</b>	10	<i>Availability and Adequacy</i>
<b>6.7. Language lab</b>	10	<i>Availability and Effective Utilization (no. of students enrolled for language classes)</i>

**CRITERION RELATED ACTIVITY****CRITERION 6****FACILITIES AND TECHNICAL SUPPORT****100**

<b>Sub Criteria</b>	<b>Marks</b>	<b>PROGRAM LEVEL ACTIVITY</b>
<b>6.1-6.7-Faculty information and contribution</b>	<b>100</b>	<ol style="list-style-type: none"><li>1. <i>Details of the class room available with department</i></li><li>2. <i>Details of the work shop/laboratory-details of Equipments available in labs/work shop –Condition of these equipments present in department</i></li><li>3. <i>Collect the details of the faculty attended training programs in the assessment years</i></li><li>4. <i>Collect the details about non teaching staff associated with work shop/lab</i></li><li>5. <i>Additional facilities established in the department</i></li><li>6. <i>Availability computing facilities exclusively for the department</i></li><li>7. <i>Availability of language lab and Effective Utilization (no. of students enrolled for language classes)</i></li></ol>

Sub Criteria	Marks	Evaluation Guidelines
<b>7.1. Actions taken based on the results of evaluation of each of the POs and PSOs</b>	25	<p><i>A. Documentary evidence of POs and PSOs attainment levels (10)</i></p> <p><i>B. Identification of gaps/shortfalls/improvement from continuous improvement perspective (5)</i></p> <p><i>C. Plan of action to bridge the gap and its Implementation (10)</i></p>
<i>Exhibits/Context to be Observed/Assessed: Documentary evidence in respect of attainment of each of the POs and PSOs</i>		
<b>7.2. Improvement in Success Index of Students without the backlog</b>	10	<i>A. Assessment proportional to the improvement</i>
<i>Exhibits/Context to be Observed/Assessed: Self Explanatory</i>		
<b>7.3. Improvement in Placement and Higher Studies</b>	10	<i>Assessment is based on Nos., Quality placements, Core Companies, Pay package</i>
<i>Exhibits/Context to be Observed/Assessed: Self Explanatory</i>		
<b>7.4 Improvement in Academic Performance in Final Year</b>	10	Assessment proportional to the improvement
<i>Exhibits/Context to be Observed/Assessed: list of students admitted, admission authority guidelines, Rank/scores, Comparative status considering CAYm2 as base year</i>		
<b>7.5 Internal Academic Audits to Review Complete Academics &amp; to Implement Corrective Actions on Continuous Basis</b>	10	<p><i>A. Audit Criteria</i></p> <p><i>B. Frequency</i></p> <p><i>C. Methodology</i></p> <p><i>D. Effectiveness</i></p> <p><i>E. Action Plan</i></p>
<b>7.6. New Facility created in the program</b>	10	Relevance

**CRITERION RELATED ACTIVITY****CRITERION 7****CONTINUOUS IMPROVEMENT****75**

<b>Sub Criteria</b>	<b>Marks</b>	<b>PROGRAM LEVEL ACTIVITY</b>
<b>7.1-7.6-Continous Improvement</b>	<b>75</b>	<ol style="list-style-type: none"><li><i>1. Record the action taken to bridge the gap reverence to PO/PSO/CO</i></li><li><i>2. Details of the improvement in <b>Improvement in Success Index ,placement, Academic Performance Index in final year-</b> record for CAY,CAYm1,CAYm2</i></li><li><i>3. IQAC- department wise academic audit</i></li><li><i>4. Additional facilities established in the Program for attainment PO/PSO</i></li></ol>

Sub Criteria	Marks	Evaluation Guidelines
<b>8.1. Mentoring system to help at individual level</b>	10	<b>A. Details of the mentoring system that has been developed for the students for various purposes and also state the efficacy of such system (10)</b>
<b>Exhibits/Context to be Observed/Assessed:</b> A. Mentoring system terms of reference; implementation; effectiveness (also to be verified during interaction with the students), no. of faculties involved		
<b>8.2. Feedback analysis and reward/corrective measures taken, if any</b>	10	<b>A. Methodology being followed for feedback collection, analysis and its effectiveness (05)</b> <b>B. Record of corrective measures taken (05)</b>
<b>Exhibits/Context to be Observed/Assessed:</b> A. Feedback questions, collection process, analysis, actions taken, effectiveness		
<b>8.3. Feedback on facilities</b>	5	<b>A. Student feedback on facilities, analysis and corrective action taken (05)</b>
<b>Exhibits/Context to be Observed/Assessed:</b> Self Explanatory		
<b>8.4 Carrier Guidance, Training, Placement</b>	20	<b>A. Availability (05)</b> <b>B. Management (10)</b> <b>C. Effectiveness (05)</b>
<b>Exhibits/Context to be Observed/Assessed:</b> Self explanatory		
<b>8.5 Entrepreneurship Cell/Technology Business Incubator</b>	5	<b>A. Availability (02)</b> <b>B. Management (02)</b> <b>C. Effectiveness (01)</b>
<b>Exhibits/Context to be Observed/Assessed:</b> Self explanatory		

**CRITERION RELATED ACTIVITY****CRITERION 8****STUDENT SUPPORT SYSTEMS****50**

<b>Sub Criteria</b>	<b>Marks</b>	<b>PROGRAM LEVEL ACTIVITY</b>
<b>8.1-8.5-Student Support system</b>	<b>50</b>	<ol style="list-style-type: none"><li><i>1. Establish the mentor system-keep the relevant record</i></li><li><i>2. Take the feed back at the end of semester by students and analyze the same- Action based on analysis</i></li><li><i>3. Take the feed back on facilities by students at the end of the program and analyze the same- Action based on analysis</i></li><li><i>4. Conducting carrier guidance program -in association with lead banks/CEDOC</i></li><li><i>5. Invite leading entrepreneurs and share their success story with outgoing students- Document the same</i></li><li><i>6. Establishing Entrepreneurship Cell/Technology Business Incubator at institute level</i></li></ol>



Sub Criteria	Marks	Evaluation Guidelines
<b>9.1.1.State the Vision and Mission of the Institute</b>	05	<b>A. Availability of the Vision &amp; Mission statements of the Institute (02)</b> <b>B. Appropriateness/Relevance of the Statements (03)</b>
<i>Exhibits/Context to be Observed/Assessed:</i> <b>A. Availability of statements on Institute website; Central facilities such as Library, Computer Center, Principal Chamber</b> <b>B. Correctness from definition perspective and Availability of one set of statements in Documents</b>		
<b>9.1.2. Governing body, administrative setup, functions of various bodies, service rules procedures, recruitment and Promotional policies.</b>	05	<ul style="list-style-type: none"> <li>•List the Governing Body Composition; their memberships, functions, and responsibilities (02)</li> <li>•Minutes of the meetings and action-taken reports (01)</li> <li>•The published service rules, policies and procedures with year of publication (01)</li> <li>• Extent of awareness among the employees/students (01)</li> </ul>
<i>Exhibits/Context to be Observed/Assessed: Self explanatory</i>		
<b>9.1.3. Decentralization in working and grievance re-dressal mechanism</b>	05	<b>A. List the names of the faculty members who have been delegated powers for taking administrative decisions (02)</b> <b>B. Specify the mechanism and composition of grievance redressal Including anti ragging and sexual harassment committee(3)</b>
<i>Exhibits/Context to be Observed/Assessed: documentary evidence</i>		
<b>9.1.4. Delegation of Financial powers</b>	05	<b>A. Demonstrate the utilization of financial powers for each of the assessment years (05)</b>
<i>Exhibits/Context to be Observed/Assessed: Circulars notifying financial powers and Documentary evidence to exhibit utilization at each levels during assessment years</i>		
<b>9.1.5. Transparency and availability of correct/unambiguous information in public domain</b>	5	<b>A. Information on the policies, rules, processes is to be made available on web site (2)</b> <b>B. Dissemination of the information about student, faculty and staff(3)</b>
<i>Exhibits/Context to be Observed/Assessed: A. &amp; B. Website and Documentary evidence</i>		

**CRITERION 9 Governance, Institutional Support and Financial Resources ( contd..)**

Sub Criteria	Marks	Evaluation Guidelines
<b>9.2. Budget Allocation, Utilization, and Public Accounting at Institute level</b>	<b>10</b>	
<b>9.2.1. Adequacy of budget allocation</b>	<b>4</b>	<b><i>Process and Adequacy (04)</i></b>
<p><i>Exhibits/Context to be Observed/Assessed:</i>  <b>A. Budget formulation, finalization and approval process</b>  <b>B. Requirement – allocation –adequacy – justification thereof</b></p>		
<b>9.2.2 Utilization of allocated funds</b>	<b>4</b>	<b>A. Budget utilization for three years (04)</b>
<p><i>Exhibits/Context to be Observed/Assessed:</i>  <b>A. Balance sheet; effective utilization; random verification for at least two of the three assessment years</b></p>		
<b>9.2.3 Availability of audited statements in the institute website</b>	<b>2</b>	<b>A. Availability of Audited statements on website (02)</b>
<p><i>Exhibits/Context to be Observed/Assessed: Website</i></p>		
<b>9.3. Program specific Budget allocation and utilization</b>	<b>15</b>	<b><i>To be evaluated in consultation with the Program Experts</i></b>
<b>9.3.1 Adequacy of budget allocation</b>	<b>7</b>	<b>A. Adequacy (07)</b>
<p><i>Exhibits/Context to be Observed/Assessed:</i>  <b>A. Budget formulation, finalization and approval process</b>  <b>B. Requirement – allocation –adequacy – justification thereof</b></p>		
<b>9.3.2 Utilization of allocated funds</b>	<b>8</b>	<b>A. Budget utilization for three years (08)</b>
<p><i>Exhibits/Context to be Observed/Assessed:</i>  <b>A. Balance sheet; effective utilization; random verification for at least two of the three assessment years</b></p>		

**CRITERION 9 Governance, Institutional Support and Financial Resources ( contd..)**

Sub Criteria	Marks	Evaluation Guidelines
<b>9.4. Library and internet</b>	<b>25</b>	
<b>9.4.1. Quality of learning resources(Hard/soft)</b>	<b>10</b>	<p><i>A. Availability of relevant learning resources including e-sources and Digital Library (7)</i></p> <p><i>B. Accessibility to students (3)</i></p>
<p><i>Exhibits/Context to be Observed/Assessed:</i>  <b>Availability; Adequacy; Effectiveness</b>  <b>Also to be verified during interactions with the faculty and students)</b></p>		
<b>9.4.2 Internet</b>	<b>10</b>	<p><i>A. Available bandwidth (4)</i></p> <p><i>B. Wi -Fi availability (2)</i></p> <p><i>C. Internet access in labs, classrooms, library and offices of all Departments (2)</i></p> <p><i>D. Security Arrangements (2)</i></p>
<p><i>Exhibits/Context to be Observed/Assessed:</i>  <b>Availability as per AICTE norms; Adequacy; Effectiveness</b>  <b>(Also to be verified during interactions with the faculty and students)</b></p>		
<b>9.5 Institutional Contribution to community development</b>	<b>5</b>	<i>List of activities undertaken by CDTP(05)</i>
<p><i>Exhibits/Context to be Observed/Assessed:</i>  <b>CDTP programs documents</b></p>		

## CRITERION RELATED ACTIVITY

CRITERION 9 GOVERNANCE, INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES 75

Sub Criteria	Marks	PROGRAM LEVEL ACTIVITY
<b>9.1-9.5-Governance, institutional support and financial resources</b>	<b>75</b>	<ol style="list-style-type: none"><li>1. <i>Establish the vision and mission of the institute</i></li><li>2. <i>Establish Grievance redressed mechanism at the department level</i></li><li>3. <i>Dissemination of the information about student, faculty and staff, admission mode, exam mode in the website</i></li><li>4. <i>Budget allocation and respective utilization at institute level and at the department level- Collect the data</i></li><li>5. <i>Availability of relevant learning resources including e-sources and Digital Library</i></li><li>6. <i>Details about Internet access in labs, classrooms, library and offices of all Department</i></li><li>7. <i>List of activities undertaken by CDTP and your department contribution for conducting such activities</i></li></ol>

***THANK YOU***