

# Department of Technical Education (NBA Cell)-NBA Scorecard

Institute Name		Criterion	Marks	Marks scored for present month	<b>Instructions</b> 1. Refer Self Assessment report of Diploma program Tier-II and Evaluation Guidelines at <a href="http://www.nbaind.org/">www.nbaind.org/</a> before filling this scorecard 2. Evaluate and fill this scorecard, send to <a href="mailto:dtenba@gmail.com">dtenba@gmail.com</a> and hardcopy to Joint Director (Admin) for all programs before 5th of every month 3. For any clarification contact NBA coordinator as per memo dte/nba/01/2017-18 dated 19-06-2017 4. Kindly don't edit Column No.1,2,3,5 & 6 5. Kindly don't insert new columns and rows			
Institution Code		Criteria-1	50	0				
Mobile No. of Principal		Criteria-2	200	0				
Institute E-mail Id		Criteria-3	100	0				
Institute website		Criteria-4	200	0				
Program Name		Criteria-5	150	0				
Name of HoD		Criteria-6	100	0				
Mobile No. of HoD		Criteria-7	75	0				
HoD E-mail Id		Criteria-8	50	0				
Number of Faculties		Criteria-9	75	0				
Number of Students (I,II & III year)		<b>Total Marks</b>	<b>1000</b>	<b>0</b>				
		<b>Differences</b>		<b>1000</b>				
<b>Date of submission</b>								
<b>Criterion 1: Vision, Mission and Program Educational Objectives (50)</b>								
Sub Criteria (Column No.1)	Evaluation Guidelines (Column No. 2)	Max Marks (Column No. 3)	Present Month Marks (Column No. 4)	Difference (Column No. 5)	Exhibits as per NBA Guideline (Column No. 6)	Justification for allocation of marks as per Exhibits (Column No. 7)	Previous month Score Card (Column No. 8)	Action Plan for improvement of NBA Score for the present month (Column No. 9)
1.1 State the Vision and Mission of the Department and Institution	A. Availability of the Vision & Mission statements of the Department	1		1	<i>Exhibits/Context to be Observed/Assessed:</i> A. Vision & Mission Statements B. Correctness from definition perspective C. Consistency between Institute and Department statements (Here it has been asked to write Institute Vision and Mission statements ensuring consistency with the department Vision and Mission statements; the assessment of the Institute Vision and Mission will be done in Criterion 9)			
	B. Appropriateness/Relevance of the Statements	2		2				
	C. Consistency of the Department statements with the Institute statements	2		2				
		5	0	5				
1.2 State the Program Educational Objectives (PEOs)	Listing of the Program Educational Objectives (3 to 5) of the program under consideration	5		5	<i>Exhibits/Context to be Observed/Assessed:</i> Availability & appropriateness of the PEOs statements			
		5	0	5				
1.3 Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders	A. Adequacy in respect of publication & dissemination	2		2	<i>Exhibits/Context to be Observed/Assessed:</i> A. Adequacy Department Vision, Mission and PEOs: Availability on Institute website under relevant program link; Availability at department notice boards, HoD Chamber, department website, if Available; Availability in department level documents/course of study B. Process of dissemination: Documentary evidence to indicate the process which ensures awareness among internal and external stakeholders with effective process implementation C. Extent of Awareness: Based on interaction with internal and external stakeholders			
	B. Process of dissemination among stakeholders	2		2				
	C. Extent of awareness of Vision, Mission & PEOs among the stakeholders	6		6				
		10	0	10				
1.4 State the process for defining the Vision and Mission of the Department, and PEOs of the Program	A. Description of process of defining Vision & Mission of the Department	7		7	<i>Exhibits/Context to be Observed/Assessed:</i> Documentary evidence to indicate the process for defining Vision, Mission & PEOs with effective process implementation			
	B. Description of process involved in defining the PEOs of the program	8		8				
		15	0	15				
1.5 Establish consistency of PEOs with Mission of the Department	A. Preparation of a matrix of PEOs and elements of Mission statement	5		5	<i>Exhibits/Context to be Observed/Assessed:</i> A. Availability of a matrix correlating PEOs and Mission elements B. Justification for each of the elements mapped in the matrix			
	B. Consistency/justification of co-relation parameters of the above matrix	10		10				
		15	0	15				
<b>Total:</b>		50	0	50				

Criterion 2: Program Curriculum and Teaching-Learning Processes (200)							
Sub Criteria		Evaluation Guidelines	Marks	Marks Obtained	Difference		
<b>2.1. Program Curriculum</b>							
2.1.1	State the process used to identify extent of compliance of the Board curriculum for attaining the Program Outcomes(POs) & Program Specific Outcomes(PSOs), mention the identified curricular gaps, if any	A. Process used to identify extent of compliance of Board curriculum for attaining POs & PSOs	15		15	<i>Note: In case all POs &amp; PSOs are being demonstrably met through Board Curriculum then 2.1.2 will not be applicable and the weightage of 2.1.1 will be 50</i>	
		B. List the curricular gaps for the attainment of POs & PSOs	15		15		<b>Exhibits/Context to be Observed/Assessed:</b> A. Documentary evidence to indicate the process which ensures mapping/compliance of Board Curriculum with the POs & PSOs; Identification of gaps; if any. Effective participation of internal and external department stakeholders with effective process implementation B. Identified Curricular gaps and its Appropriateness
			30	0	30		
2.1.2	Content beyond the Syllabus	A. Steps taken to get identified gaps included in the curriculum (eg. letter to Board)	2		2	<b>Exhibits/Context to be Observed/Assessed:</b> A. Documentary evidence of steps taken at regular interval B. Delivered details – documentary evidence for at least one sample per assessment year to be verified C. Availability and appropriateness of Mapping table between contents delivered and Program outcomes/Program specific outcomes (Course outcomes)	
		B. Delivery details of content beyond syllabus	12		12		
		C. Mapping of content beyond syllabus with the POs & PSOs	6		6		
			20	0	20		
<b>2.2. Teaching-Learning Processes</b>							
2.2.1	Describe the Process followed to ensure/improve quality of Teaching Learning	A. Adherence to Academic Calendar	3		3	<b>Exhibits/Context to be Observed/Assessed:</b> A. Availability of Academic Calendar based on Board academic calendar and its effective compliance B. Documentary evidence to support implementation of pedagogical initiatives such as real life examples, collaborative learning, ICT supported learning, interactive class rooms etc. C. Guidelines to identify weak and bright students; post identification actions taken; impact observed D. Class room ambience: efforts to keep students engaged (also to be verified during interaction with the students) E. Quality of laboratory experience with respect to conducting, recording observations, analysis etc.(also to be verified during interaction with the Students) F. 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 G. Feedback format, frequency, analysis and actions taken (also to be verified during interaction with students)	
		B. Use of various instructional planning and delivery methods	3		3		
		C. Methodologies to support weak students and encourage bright students	4		4		
		D. Quality of classroom teaching (Observation in a Class)	3		3		
		E. Conduct of experiments (Observation in Lab)	3		3		
		F. Continuous Assessment in the laboratory	3		3		
		G. Student feedback of teaching learning process and action taken	6		6		
			25	0	25		
2.2.2	Initiatives to improve the quality of semester tests and assignments	A. Process for internal semester question paper setting and evaluation and effective process implementation	5		5	<b>Exhibits/Context to be Observed/Assessed:</b> A. Process of internal semester question paper setting, model answers, evaluation and its compliance B. Question paper validation to ensure desired standard from outcome attainment perspective as well as learning levels perspective C. Mapping of questions and assignments with the Course outcomes	
		B. Process to ensure questions from outcomes/learning levels perspective	5		5		
		C. Evidence of COs coverage in class test / mid-term tests and assignments	5		5		
			15	0	15		
2.2.3	Quality of experiments	A. Experimental methodologies	8		8	<b>Exhibits/Context to be Observed/Assessed:</b> A. Batch size per experiment, quality of apparatus/instruments, instructional lab manuals, lab file/report B. Mapping of the experiments with outcomes	
		B. Relevance to outcomes	7		7		
			15	0	15		
2.2.4	Quality of Students Projects and Report Writing	A. Identification of projects and allocation methodology	3		3	<b>Exhibits/Context to be Observed/Assessed:</b> A. Projects identification and guide allocation Process B. Projects classification (application, product, research, review etc.) consideration to factors such as environment, safety, ethics, cost, standards and mapping with program outcomes and program specific outcomes C. Continuous monitoring mechanism and evaluation D. Methodology(Appropriately documented) to assess individual contribution/understanding of the project as well as collective contribution/understanding E. Based on Projects demonstration F. Quality of places (host) where the paper has been published /quality of competition in which award has been won	
		B. Types and relevance of the projects and their contribution towards attainment of POs and PSOs	5		5		
		C. Process for monitoring and evaluation	5		5		
		D. Process to assess individual and team performance	5		5		
		E. Quality of completed projects/working prototypes	5		5		
		F. Papers published /Awards received by projects etc.	2		2		
			25	0	25		
2.2.5	Industry interaction and Industry Internship/Training	A. Industry supported Labs	2		2	<b>Exhibits/Context to be Observed/Assessed: (Documentary evidence from A to E)</b> A. Involvement of industry in setting/running the labs. B. Periodic engagement with industry experts in delivery of courses C. Industry tours mandated into the student preparation D. Industrial training for minimum two weeks for all students E. Assessing the impact of training on students' learning	
		B. Delivery of appropriate Course work by Industry experts	8		8		
		C. Industrial visits/tours for students	5		5		
		D. Industrial training	10		10		
		E. Post training Assessment	5		5		
			30	0	30		
2.2.6	Information Access Facilities and Student Centric Learning Initiatives	A. Availability of facilities & Effective Utilization	10		10	<b>Exhibits/Context to be Observed/Assessed: (Documentary evidence from A to B)</b> A. ICT enabled delivery methods, smart classrooms B. E – resources, digital library	
		B. Student Centric Learning Initiatives & Effective Implementation	5		5		
			15	0	15		
2.2.7	New Initiatives for embedding Professional Skills	A. Core employability skill enhancement Initiatives and effective implementation	8		8	<b>Exhibits/Context to be Observed/Assessed: (Documentary evidence from A to B)</b> Self Explanatory	
		B. Personality development related Initiatives & effective implementation	7		7		

			15	0	15			
<b>2.2.8</b>	Co-curricular & Extra Curricular Activities	Type of activities and relevance	10		10	<i>Exhibits/Context to be Observed/Assessed: (Documentary evidence)</i>		
			10	0	10	<i>Self Explanatory</i>		
		<b>Total:</b>	200	0	200			

Criterion 3: Course Outcomes and Program Outcomes (100)					
Sub Criteria	Evaluation Guidelines	Marks	Marks Obtained	Difference	
<b>3.1</b>	<b>Establish the correlation between the courses and the POs &amp; PSOs</b>				<i>Exhibits/Context to be Observed/Assessed:</i> <i>A. Appropriateness of the statements shall be seen for atleast two courses each from 1st, 2nd, 3rd year of study</i>
3.1.1	Course Outcomes	A. Evidence of COs being defined for every course	5	0	5
			5	0	5
3.1.2	CO-PO & CO-PSOs matrices of courses selected in 3.1.1 (six matrices)	A. Explanation of table to be ascertained	5	0	5
			5	0	5
3.1.3	Program level Course-PO/PSOs matrix of ALL courses including first year courses	A. Explanation of tables to be ascertained	10	0	10
			10	0	10
<b>3.2 Attainment of Course Outcomes</b>					
3.2.1	Describe the assessment processes used to gather the data upon which the evaluation of	A. List of assessment processes	5	0	5
		B. The quality /relevance of assessment processes & tools used	5	0	5
			10	0	10
3.2.2	Record the attainment of Course Outcomes of all courses with respect to set attainment levels	A. Verify the attainment levels as per the benchmark set for all courses	30	0	30
			30	0	30
<b>3.3 Attainment of Program Outcomes and Program Specific Outcomes</b>					
3.3.1	Describe assessment tools and processes used for assessing the attainment of each of the POs	A. List of assessment tools & processes	2	0	2
		B. The quality/relevance of assessment tools/processes used	8	0	8
			10	0	10
3.3.2	Provide results of evaluation of each PO & PSO	A. Verification of documents, results and level of attainment of each PO/PSO	20	0	20
		B. Overall levels of attainment	10	0	10
			30	0	30
		<b>Total:</b>	100	0	100
Criterion 4: Students' Performance (200)					
Sub Criteria	Evaluation Guidelines	Marks	Marks Obtained	Difference	
4.1	<b>Enrolment Ratio</b>	<b>Students enrolled at the First Year Level on average basis, during the period of assessment</b>	20	0	20
			20	0	20
<b>4.2. Success Rate in the stipulated period of the program</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	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	40	0	40
			40	0	40
4.2.2	Success rate with backlogs in stipulated period (actual duration of the program)	SI= (Number of students who graduated from the program with backlog 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	20	0	20
			20	0	20
4.3	<b>4.3. Academic Performance in Final Year (3rd Year)</b>	Academic Performance Level = 1.5 * Average API (Academic Performance Index) 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) Successful students are those passed in all the final year courses	15	0	15
			15	0	15

4.4	Academic Performance in Second Year	Academic Performance Level = 2.0 * Average API (Academic Performance Index) API = ((Mean of 2nd 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)/Successful students are those who are permitted to proceed to the Third year	20		20	Exhibits/Context to be Observed/Assessed: Data to be verified for atleast one of the assessment years			
			20	0	20				
4.5	Academic performance in First year	Academic Performance Level = 2.5 * Average API (Academic Performance Index) API = ((Mean of 1st 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 First Year/10)) x (successful students/number of students appeared in the examination) Successful students are those who are permitted to proceed to the Second year	25		25	Exhibits/Context to be Observed/Assessed: Data to be verified for atleast one of the assessment years			
			25	0	25				
4.6	4.6. Placement and higher studies	Assessment Point = $40 \times (1.25X + Y)/N$ where, X= Number of students placed in companies or Government sector through on/off campus recruitment Y = Number of students admitted to higher studies N = Total number of final year students	40		40	Exhibits/Context to be Observed/Assessed: Documentary evidence for atleast for one year to be verified			
			40	0	40				
<b>4.7. Professional Activities</b>									
4.7.1	Professional Societies/Student Chapters and organizing Technical Events	A. Availability of Professional Societies/Chapters & Relevant activities	10		10	Exhibits/Context to be Observed/Assessed: Self Explanatory			
		B. Number, quality of engineering events (Level – Dept./Institute/State/National/International)	5		5				
			15	0	15				
4.7.2	Publication of technical magazines, newsletters, etc.	A. Quality & Relevance of the contents and Print Material	3		3	Exhibits/Context to be Observed/Assessed: A. Documentary evidence B. Documentary evidence - Students participation (also to be confirmed during interaction with the students)			
		B. Participation of Students from the program	2		2				
			5	0	5				
		<b>Total:</b>	200	0	200				
<b>Criterion 5: Faculty Information and Contributions (150)</b>									
<b>Sub Criteria</b>		<b>Evaluation Guidelines</b>	<b>Marks</b>	<b>Marks Obtained</b>	<b>Difference</b>				
5.1	Student-Faculty Ratio (SFR)	A. Availability of eligible HoD for all the Assessment years (05) Otherwise '0' marks B. Marks to be given 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	20		20	Exhibits/Context to be Observed/Assessed: Faculty & Students number calculations as per SAR			
			20	0	20				
5.2	Faculty Qualification	$FQ = 2.0 \times [(10X + 7Y)/F]$ where X is no. of faculty with M.Tech, Y is no. of faculty with B.Tech, F is no. of faculty required to comply 1:20 Faculty Student ratio (Calculations as per 5.1)	20		20	Exhibits/Context to be Observed/Assessed: Documentary evidence – Faculty Qualification			
			20	0	20				
5.3	Faculty Retention	<b>% required Faculties retained during the period of assessment Keeping CAYm2 as base year</b> A. >= 90% (20) B. >= 75% (15) C. >= 60% (10) D. >= 50% (05) E. < 50% (0)	20		20	Exhibits/Context to be Observed/Assessed: Faculty date of joining; atleast three month (July-April-May) salary statement for each of the assessment years			
			20	0	20				
5.4	Faculty as participant in Faculty Development/Training activities	A. Faculty scores maximum five points for participation B. Three points - Participant in 2 to 5 days Faculty development program (05) C. Five points - Participant >5 days Faculty development program (05) Assessment = $6 \times \text{Sum}/0.5$ Required Faculty (Marks limited to 30)	30		30	Exhibits/Context to be Observed/Assessed:			
			30	0	30				
5.5	Product development, Consultancy, Manufacturing Contracts, Testing Contracts	5 marks in each based on documentary evidence	20		20	Exhibits/Context to be Observed/Assessed: Consultancy, Manufacturing contracts, Testing Contracts resulting into revenue generation.			
			20	0	20				
5.6	Faculty Performance Appraisal and Development System (FPADS)	The assessment is based on - A. A well-defined system instituted for all the assessment years (05) B. Its implementation and effectiveness C. Qualification up-gradation of faculty	5		5				
			15		15				
			10		10				
			30	0	30				
5.7	Implementation of Career Advancement Scheme	Documented evidence of implementation	10		10				
			10	0	10				

		Total:	150	0	150			
<b>Criterion 6: Facilities and Technical Support (100)</b>								
Sub Criteria	Evaluation Guidelines							
6.1	Availability of adequate, well- equipped classrooms to meet the curriculum requirements		10		10	Exhibits/Context to be Observed/Assessed: Self explanatory		
			10	0	10			
6.2	Availability of adequate, well- equipped workshops to meet the curriculum requirements		10		10	Exhibits/Context to be Observed/Assessed: Self-explanatory		
			10	0	10			
6.3	Adequate and well equipped laboratories, and technical manpower	A. Adequacy	5		5	Exhibits/Context to be Observed/Assessed: Self-explanatory		
		B. Well equipped Labs	15		15			
		C. Technical Manpower support –Eligible and Adequate	10		10			
			30	0	30			
6.4	Additional facilities created for improving the quality of learning experience in laboratories	A. Facilities	5		5	Exhibits/Context to be Observed/Assessed: Self explanatory		
		B. Effective Utilization	5		5			
		C. Relevance to POs/PSOs	10		10			
			20	0	20			
6.5	Laboratories: Maintenance and overall ambience	Self Explanatory	10		10			
			10	0	10			
6.6	Availability of computing facility in the department	Availability and Adequacy	10		10			
			10	0	10			
6.7	Language lab	Availability and Effective Utilization (no. of students enrolled for language classes)	10		10			
			10	0	10			
		Total:	100	0	100			
<b>Criterion 7: Continuous Improvement (75)</b>								
Sub Criteria	Evaluation Guidelines		Marks	Marks Obtained	Difference			
7.1	Actions taken based on the results of evaluation of each of the POs and PSOs	A. Documentary evidence of POs and PSOs attainment levels	10		10	Exhibits/Context to be Observed/Assessed: Documentary evidence in respect of attainment of each of the POs and PSOs		
		B. Identification of gaps/shortfalls/improvement from continuous improvement perspective	5		5			
		C. Plan of action to bridge the gap and its Implementation	10		10			
			25	0	25			
7.2	Improvement in Success Index of Students without the backlog	A. Assessment proportional to the improvement	10		10	Exhibits/Context to be Observed/Assessed: Self Explanatory		
			10	0	10			
7.3	Improvement in Placement and Higher Studies	Assessment is based on Nos., Quality placements, Core Companies, Pay package	10		10	Exhibits/Context to be Observed/Assessed: Self Explanatory		
			10	0	10			
7.4	Improvement in Academic Performance in Final Year	Assessment proportional to the improvement	10		10	Exhibits/Context to be Observed/Assessed: Documentary evidence – list of students admitted; admission authority guidelines; ranks/scores; comparative status considering CAYm2 as a base year		
			10	0	10			
7.5	Internal Academic Audits to Review Complete Academics & to Implement Corrective Actions on Continuous Basis	A. Audit Criteria	10		10			
		B. Frequency						
		C. Methodology						
		D. Effectiveness						
		E. Action Plan						
			10	0	10			
7.6	New Facility created in the program	Relevance	10		10			
			10	0	10			
		Total:	75	0	75			
<b>Criterion 8: Student Support Systems (50)</b>								
Sub Criteria	Evaluation Guidelines		Marks	Marks Obtained	Difference			
8.1	Mentoring system to help at individual level	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		10	Exhibits/Context to be Observed/Assessed: A. Mentoring system terms of reference; implementation; effectiveness (also to be verified during interaction with the students), no. of faculties involved		
			10	0	10			
8.2	Feedback analysis and reward/corrective measures taken, if any	A. Methodology being followed for feedback collection, analysis and its effectiveness	5		5	Exhibits/Context to be Observed/Assessed: A. Feedback questions, collection process, analysis, actions taken, effectiveness		
		B. Record of corrective measures taken	5		5			
			10	0	10			
8.3	Feedback on facilities	A. Student feedback on facilities, analysis and corrective action taken	5		5	Exhibits/Context to be Observed/Assessed : Self Explanatory		
			5	0	5			
8.4	Carrier Guidance, Training, Placement	A. Availability	5		5	Exhibits/Context to be Observed/Assessed: Self Explanatory		
		B. Management	10		10			
		C. Effectiveness	5		5			
			20	0	20			
8.5	Entrepreneurship Cell/Technology Business Incubator	A. Availability	1		1			
		B. Management	2		2			
		C. Effectiveness	2		2			
			5	0	5			
		Total:	50	0	50			
<b>Criterion 9: Governance, Institutional Support and Financial Resources (75)</b>								
Sub Criteria	Evaluation Guidelines		Marks	Marks Obtained	Difference			
9.1	Organization, Governance and Transparency							
9.1.1	State the Vision and Mission of the Institute	A. Availability of the Vision & Mission statements of the Institute	2		2	Exhibits/Context to be Observed/Assessed: A. Institute Vision and Mission statements: Availability of statements on Institute website; Availability at Central facilities such as Library, Computer Center, Principal Chamber etc. Availability of one set of statements in Documents B. Correctness from definition perspective		
		B. Appropriateness/Relevance of the Statements	3		3			

			5	0	5			
9.1.2	Governing body, administrative setup, functions of various bodies, service rules procedures, recruitment and promotional policies.	A. List the Governing Body Composition; their memberships, functions, and responsibilities B. Minutes of the meetings and action-taken reports C. The published service rules, policies and procedures with year of publication D. Extent of awareness among the employees/students	2 1 1 1		2 1 1 1	<i>Exhibits/Context to be Observed/Assessed: Self explanatory</i>		
			5	0	5			
9.1.3	Decentralization in working and grievance redressal mechanism	A. List the names of the faculty members who have been delegated powers for taking administrative decisions B. Specify the mechanism and composition of grievance redressal cell including Anti Ragging Committee & Sexual Harassment Committee	2 3		2 3	<i>Exhibits/Context to be Observed/Assessed: A. &amp; B. Documentary evidence</i>		
			5	0	5			
9.1.4	Delegation of financial powers	A. Demonstrate the utilization of financial powers for each of the assessment years (05)	5		5	<i>Exhibits/Context to be Observed/Assessed: A. Circulars notifying financial powers and Documentary evidence to exhibit utilization at each levels during assessment years</i>		
			5	0	5			
9.1.5	Transparency and availability of correct/unambiguous information in public domain	A. Information on the policies, rules, processes is to be made available on web site (2) B. Dissemination of the information about student, faculty and staff (3)	2 3		2 3	<i>Exhibits/Context to be Observed/Assessed: A. &amp; B. Website and Documentary evidence</i>		
			5	0	5			
9.2	<b>Budget Allocation, Utilization, and Public Accounting at Institute level</b>							
9.2.1	Adequacy of Budget allocation	Process and Adequacy	4		4	<i>Exhibits/Context to be Observed/Assessed: A. Budget formulation, finalization and approval process B. Requirement – allocation –adequacy – justification thereof</i>		
9.2.2	Utilization of allocated funds	A. Budget utilization for three years	4		4	<i>Exhibits/Context to be Observed/Assessed: A. Balance sheet; effective utilization; random verification for atleast two of the three assessment years</i>		
9.2.3	Availability of the audited statements on the institute's website	A. Availability of Audited statements on website	2		2	<i>Exhibits/Context to be Observed/Assessed: A. Website</i>		
			10	0	10			
9.3	<b>Program Specific Budget Allocation, Utilization</b>	<b>To be evaluated in consultation with the Program Experts</b>						
9.3.1	9.3.1. Adequacy of budget allocation	A. Adequacy	7		7	<i>Exhibits/Context to be Observed/Assessed: A. Budget formulation, finalization, approval process and Requirement – allocation –adequacy – justification thereof</i>		
9.3.2	9.3.2. Utilization of allocated funds	A. Budget utilization for three years	8		8	<i>Exhibits/Context to be Observed/Assessed: A. Balance sheet; effective utilization; random verification for atleast two of the three assessment years</i>		
			15	0	15			
9.4	<b>Library and Internet</b>							
9.4.1	Quality of learning resources (hard/soft)	A. Availability of relevant learning resources including e-resources and Digital Library B. Accessibility to students	7 3		7 3	<i>Exhibits/Context to be Observed/Assessed: Availability; Adequacy; Effectiveness (Also to be verified during interactions with the faculty and students)</i>		
			10	0	10			
9.4.2	Internet	A. Available bandwidth B. Wi Fi availability C. Internet access in labs, classrooms, library and offices of all Departments D. Security Arrangements	4 2 2 2		4 2 2 2	<i>Exhibits/Context to be Observed/Assessed: Availability as per AICTE norms; Adequacy; Effectiveness (Also to be verified during interactions with the faculty and students)</i>		
			10	0	10			
9.5	<b>Institutional Contribution to the Community Development</b>		5		5			
			5	0	5			
		<b>Total:</b>	75	0	75			

Signature of NBA Program Coordinator

Signature of NBA Institution Coordinator

Signature of the Principal