



**SELF ASSESSMENT REPORT (SAR) FORMAT
Master of Computer Applications (MCA)**

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PART A: Institutional Information

1. Name and Address of the Institution:

2. Type of the Institution: (Tick the applicable choice)

- University
- Deemed University
- Autonomous
- Affiliated
- Any Other (Please specify)

Provide Details:

3. Year of Establishment of the Institution:

4. Ownership Status: (Tick the applicable choice)

- Central Government
- State Government
- Grant-in-Aid
- Self-financing
- Trust
- Society
- Section 25 Company
- Any Other (Please specify)

Provide Details:

5. Name and Address of the Affiliating University(if any):

6. Other Academic Institutions of the Trust/Society/etc., if any:

S. No.	Name of the Institution(s)	Year of Establishment	Programs of Study	Location
1

Table No. A6. List of all Institutions running under the same trust/society.

7. Details of all the Programs being offered by the Institution:

S. No.	Program Name	Year of start	Sanctioned Intake	Increase/decrease in intake,if any	Year of increase/decrease	AICTE/ Approval details	Accreditation Status*
1.							
N.							

Table No. A7. Details of all the Programs being offered by the Institution.

***Write applicable one:**

- Applying first time
- Visit conducted and Granted accreditation for two/five years for the period (specify period)
- Visit conducted, but not accredited (specify the visit dates, year)

- Visit conducted, but withdrawn (specify visit dates, year)
- Not eligible for accreditation
- Eligible but not applied

Note: Add rows as needed.

8. Programs to be considered for Accreditation vide this application:

S. No.	Name of the Department	Name of the Program
1.		
...		
N.		

Table No. A8. List of programs to be considered for accreditation.

9. Vision of the Institution:

10. Mission of the Institution:

11. Contact Information of the Head of the Institution and NBA Coordinator, if designated:

i. Head of the Institution

- ❖ Name:
- ❖ Designation:
- ❖ Mobile Number:
- ❖ Email id:

ii. NBA Coordinator, if designated:

- ❖ Name:
- ❖ Designation:
- ❖ Mobile Number:
- ❖ Email id:

PART B: Criteria Summary

Name of the program: _____

Criteria No.	Criteria Name	Mark/Weightage
Program Level Criteria		
1.	Vision, Mission and Program Educational Objectives	60
2.	Program Curriculum and Teaching –Learning Processes	130
3.	Course Outcomes and Program Outcomes	100
4.	Students’ Performance	180
5.	Faculty Information and Contributions	200
6.	Facilities and Technical Support	80
7.	Continuous Improvement	50
Institute Level Criteria		
8.	Student Support Systems	80
9.	Governance, Institutional Support and Financial Resources	120
	Total	1000

NOTE: If the Institute follows Annual system then in the document wherever word ‘Semester’ has been used, same shall be read as annual or else semester. The Institutions may use appropriately whichever is applicable

Self-Assessment Report (SAR)

CRITERION 1	Vision, Mission and Program Educational Objectives	60
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1. Vision, Mission and Program Educational Objectives (60)

1.1. State the Vision and Mission (5)

(Vision statement typically indicates aspirations and mission statement states the broad approach to achieve aspirations)

1.2. State the Program Educational Objectives (PEOs) (5)

(State the Program Educational Objectives (3 to 5) of the program seeking accreditation)

1.3. Indicate where and how the Vision, Mission and PEOs are Published and Disseminated among the Stakeholders (15)

(Internal stakeholders may include Management, Governing Board Members, faculty, support staff, students etc. and external stakeholders may include employers, industry, alumni, funding agencies, etc.)

Describe the place and media such as (websites, curricula, posters etc.), where the Vision, Mission, PEOs and the details of the process to ensure awareness among internal and external stakeholders with effective process of implementation are published)

1.4. State the Process for Defining the Vision & Mission and PEOs of the Program (20)

(Articulate the process for defining the Vision, Mission and PEOs of the program. If revised then state the process and tools followed)

1.5. Establish Consistency of PEOs with Mission of the Department (15)

(Generate a "Mission of the Department – PEOs matrix" with justification and rationale of the mapping)

PEO Statements	M1	M2	Mn
PEO1:				
PEO2:				
PEON:				

Table No. 1.5. Establish Consistency of PEOs with Mission of the Department

Note: M1, M2, ..., Mn are distinct elements of Mission statement. Enter correlation levels 1, 2 or 3 as defined below:

1: Slight (Low), 2: Moderate (Medium), 3: Substantial (High)

It there is no correlation, put "-"

Note: *In this document, wherever the term 'Process' has been used, its meaning is process of formulation, notification and implementation.*

CRITERION 2	Program Curriculum and Teaching Learning Process	130
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2. Program Curriculum and Teaching Learning Process (130)

2.1. Program Curriculum (50) (40 for affiliated institutions)

In the case of autonomous institutions, the following sub-criteria and marks will be applicable to the program curriculum (50)

2.1.1. State the Process for Designing the Program Curriculum (15)

(Describe the process that periodically documents and demonstrates how the program curriculum is evolved or give the process of gap analysis, whichever is applicable, considering POs)

2.1.2. State the Components of the Program Curriculum (10)

(Program curriculum grouping based on course components)

Course Component	Curriculum Content (% of total no. of credits of the program)	Total no. of contact hours	Total no. of credits
Program Core			
Program Electives			
Open Electives			
Skill Courses			
Seminar/ Project work/ Internships/ Industrial training/ Visits			
Any other (Specify)			
Total no. of Credits			

Table No. 2.1.2.A. Various components of the program curriculum

2.1.3. Program Curriculum Structure (10)

Course Code	Course Title	Total No. of Contact Hours				Total No. of Credits
		Lecture(L)	Tutorial(T)	Practical(P)#	TotalHours	
Total						

Table No. 2.1.3. Structure of program curriculum.

Seminar/Project work/Internship/Industrial trainings/Visits may be considered as practical.

2.1.4. Overall Quality and Level of Program Curriculum (10)

2.1.5. New Initiatives Towards Education Policy at the Programme Level (5)

(A brief explanation of the action plan for NEP 2020, state education policy, etc. and its implementations)

In the case of affiliated institutions, the following sub-criteria and marks will be applicable for the program curriculum (40):

In case of affiliated institutions marks will be on content beyond syllabus to cover the curriculum gaps; if any from the POs attainment perspective. It will also include the weightage on efforts put in to cover the gaps. The marks distribution will be as given below:

2.1.1. Delivery of Syllabus Contents and Compliance of the Curriculum for Attainment of POs (15)

(State the contents of the syllabus; about the course/learning material/content/laboratory experiments/projects etc. also mention identified curriculum gaps, if any)

Note: If all POs are demonstrably met through the University curriculum, then Section 2.1.2 will not be applicable, and the weight of Section 2.1.1 will be 35.

2.1.2. State the Delivery Details of the Contents beyond Syllabus for Attainment of POs (20)

(Provide details of the additional course/learning material/content/laboratory experiments/projects etc., arising from the gaps identified in the section 2.1.1, in tabular form in the format given below)

CAYm1

S. No.	Gap	Action taken	Date-Month-Year	Resource Person with Designation & Affiliation	No. of Students Present	Relevance to POs

CAYm2

S. No.	Gap	Action taken	Date-Month-Year	Resource Person with Designation & Affiliation	No. of Students Present	Relevance to POs

CAYm3

S. No.	Gap	Action taken	Date-Month-Year	Resource Person with Designation & Affiliation	No. of Students Present	Relevance to POs

Table No. 2.1.2.B. List of topics covered beyond the syllabus for past 3 years.

Note: Please mention in detail whether the Institution has given such inputs and suggestions to the Affiliating University regarding curriculum gaps and possible addition of new content/add-on courses in the curriculum, to bridge the gap and to improve attainment of program outcome(s).

2.1.3. New Initiatives Towards Education Policy at the Programme Level (5)

(A brief explanation of the action plan for NEP 2020, state education policy, etc. and its implementations)

2.2. Teaching Learning Process (80) (90 for affiliated colleges)

2.2.1. Initiatives in Teaching and Learning Process (15) (20)

(Implemented teaching-learning process and Initiatives in improving instruction methods, using real world examples, modern tools, collaborative learning, the quality of laboratory experiments with regard to conduct, record observations, analysis, tutorial classes. Feedback collection process; collection, analysis and action taken etc. encouraging bright students, assisting weak students, etc. The initiatives, implementation details and impact analysis need to be documented)

2.2.2. Quality of Internal Semester Question Papers, Assignments and Evaluation (20) (20)

(Mention the initiatives, implementation details, evaluation rubrics and impact analysis related to quality assurance of internal question papers, assignments that encourage and empower the students to develop skills and higher orders of learning and evaluation)

2.2.3. Quality of Students Projects (15) (15)

(Quality of the project is measured in terms of consideration of factors including, but not limited to, cost, type {application, product, research, review etc.}, environment, safety, ethics and standards. Processes related to project identification, allotment, continuous monitoring, evaluation rubrics including demonstration of working prototypes, publication and awards to enhance the relevance of projects. Mention implementation details including details of POs addressed through the multidisciplinary and interdisciplinary projects with justification).

2.2.4. Initiatives Related to Industry Interaction (15) (20)

(Give details of the industry/company involvement in the program such as industry-attached laboratories, partial delivery of appropriate courses by industry experts and/or collaborative initiatives with the industries, etc. Mention the initiatives, implementation details and impact analysis, program curriculum covered through industry experts/industrial training, evaluation rubrics)

2.2.5. Initiatives Related to Industry Internship/ Training (15) (15)

(Mention the initiatives, implementation details of Industry attached project/Industrial visits/Feedback of Industry/Group viva/Monitoring reports during training based on evaluation rubrics etc and impact analysis)

CRITERION 3	Course Outcomes (COs) and Program Outcomes (POs)	100
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3. Course Outcomes (COs) and Program Outcomes (POs) (100)

3.1. Establish the Correlation between the Courses and the Program Outcomes (20) (NBA defined Program Outcomes as mentioned in Annexure I).

3.1.1. List the Course Outcomes (SAR Should include Course Outcomes of One Course from Each Semester or Two Courses per year of Study, however, it should be Prepared for all Courses) (5)

Note: No. of outcomes for a course is expected to be around 4-6.

Course Name: Ciii **Year of Study:** YYYY – YY; **For ex. C202 Year of study 2021-22**

C202.1	<Statement>
C202.2	<Statement>
...	<Statement>
C202.N	<Statement>

Table No. 3.1.1. List of course outcomes

C202 is the second course in second semester and '.1' to 'N' are the outcomes of this course.

3.1.2. CO-PO Matrices of Courses Selected in 3.1.1 (One course per Semester) (5)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
C202.1								
C202.2								
...								
C202.N								
C202								

Table No. 3.1.2. CO-PO matrices for courses selected.

Note: C202.1, 202.2, ..., 202.N are course outcomes (N: 4 to 6)

Note: In the table above, mapping strength needs to be added as defined below:

1: Slight (Low) 2: Moderate (Medium) 3: Substantial (High)

It there is no correlation, put '-'

3.1.3. Course-PO Matrix of all Courses for all Years of Study (10)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
C101								
C202								
C303								
....								
C4...								

Table No. 3.1.3. Course-PO Matrix of all courses of the program*

Note: Correlation levels 1, 2 or 3, as defined below:

1: Slight (Low); 2: Moderate (Medium); 3: Substantial (High)

It there is no correlation, put '-'

*It may be noted that contents of Table 3.1.2 must be consistent with information available in the Table 3.1.3 for all the courses.

3.2. Attainment of Course Outcomes (40)

3.2.1. Describe the Assessment Processes Used to Gather the Data upon which the Evaluation of Course Outcome is Based on (10)

(Examples of data collection processes may include, but are not limited to, specific exam/tutorial questions, assignments, laboratory tests, project evaluation, student portfolios. (A portfolio is a collection of artifacts that demonstrate skills, personal characteristics, and accomplishments created by the student during study period), internally developed assessment exams, project presentations, oral exams, focus groups etc. It is expected that each theory course taught should impart specific knowledge and make a foundation for a set of basic concepts related to it. Similarly, the laboratory experiments should have some predetermined and predefined skills which can be developed during the study)

3.2.2. Record the Attainment of Course Outcomes of all Courses with Respect to Set Attainment Levels (30)

(Program shall have set course outcome attainment levels for all courses. The attainment levels shall be set considering average performance levels in the University examination or any higher value set as target for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect the course outcomes of a course in addition to the performance in the University examination. A brief justification for value set as target)

Measuring Course Outcomes attained through SEE or University Examinations

(Target may be stated in terms of percentage of students getting more than the University average marks or more as selected by the program in the final examination. For cases, where the University does not provide useful indicators like average or median marks etc., the program may choose an attainment level on its own with justification)

Example related to attainment levels vs. targets: (The examples indicated are for reference only. Program may appropriately define levels)

*Attainment Level 1: If **60%** students scoring more than University average percentage marks, then set attainment level in the final examination is considered to be attainment of "1"*

*Attainment Level 2: If **70%** students scoring more than University average percentage marks, then set attainment level in the final examination is considered to be attainment of "2"*

*Attainment Level 3: If **80%** students scoring more than University average percentage marks, then set attainment level in the final examination is considered to be attainment of "3"*

- ❖ *Attainment is achieved in terms of actual percentage of students getting set percentage of marks.*
- ❖ *If targets are achieved then all the course outcomes are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement.*
- ❖ *If targets are not achieved, then the program should put in place an action plan to attain the target in subsequent years on the basis of identified gaps.*

Measuring CO attainment through CIE or Internal exams: (The examples indicated are for reference only. Program may appropriately define levels)

Target may be stated in terms of percentage of students getting more than class average marks or set by the program in each of the associated COs in assessment instruments (midterm tests, assignments, mini projects, reports and presentations etc. as mapped with the COs)

Example

Mid-term test 1 addresses C202.1 and C202.2. Out of the maximum 20 marks for this test 12 marks are associated with C202.1 and 8 marks are associated with C202.2.

Examples related to attainment levels:

*Attainment Level 1: **60%** students scoring more than 60% marks out of the relevant maximum marks is considered to be attainment of "1"*

Attainment Level 2: **70%** students scoring more than 60% marks out of the relevant maximum marks is considered to be attainment of "2"

Attainment Level 3: **80%** students scoring more than 60% marks out of the relevant maximum marks is considered to be attainment of "3"

- ❖ Attainment is achieved in terms of actual percentage of students getting set percentage of marks.
- ❖ If targets are achieved then the C202.1 and C202.2 are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement.
- ❖ If targets are not achieved, then the program should put in place an action plan to attain the target in subsequent years on the basis of identified gaps.

Similar targets and achievement are to be stated for the other mid-term tests/internal assessment instruments.

Course Outcome Attainment:

For example:

Attainment through University Examination: Substantial i.e. 3

Attainment through Internal Assessment: Moderate i.e. 2

Assuming 80% weightage to University examination and 20% weightage to Internal assessment, the calculation of attainment value will be (80% of University assessment) +(20% of Internal assessment) i.e. 80% of 3+20% of 2=2.4+0.4= 2.8.

Note: Weightage of 80% to University exams is only an example. The programs may decide weightages appropriately for University exams and internal assessment with due justification.

3.3. Attainment of Program Outcomes (40)

3.3.1. Describe Assessment Tools and Processes Used for Assessing the Attainment of Each PO (10)

(Describe the assessment tools and processes used to gather the data upon which the evaluation of each of the PO is based indicating the frequency with which these processes are carried out. Describe the assessment processes that demonstrate the degree to which the POs are attained and document the attainment levels)

3.3.2. Provide Results of Evaluation of Each PO (30)

(Program shall set attainment levels for all POs. The attainment levels by direct (student performance) and indirect (surveys) are to be presented through Program level Course-PO matrix as indicated).

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
C101								
C202								
C303								
....								
C4...								
Direct attainment								
Indirect attainment								
Final attainment value								

Table No. 3.3.2. PO Attainment

C101, C102 are indicative courses in the semester. Similarly, C409 is semester course. First numeric digit indicates semester of study and remaining two digits indicate course number in the respective semester of study.

- ❖ Direct attainment level of a PO is determined by taking average across all courses addressing that PO. Fractional numbers may be used for example 1.55.

- ❖ *Indirect attainment level of a PO is determined based on the student exit surveys, co-curricular activities, extracurricular activities, etc.*

Example:

1. *It is assumed that a particular PO has been mapped to four courses C201, C302, C303, C401*
2. *The attainment level for each of the four courses will be as per the examples shown in section 2.2.2.*
3. *PO attainment level will be based on attainment levels of direct assessment and indirect assessment*
4. *It is assumed that while deciding on overall attainment level 80% weightage may be given to direct assessment and 20% weightage to indirect assessment through surveys from students(largely). Program may have different weightages with appropriate justification.*
5. *Assuming following actual attainment levels:*

Direct Assessment

C201 –High (3)
C302 – Medium (2)
C303 – Low (1)
C401 – High (3)

*Attainment value will be summation of values divided by no. of courses $(3+2+1+3)/4=9/4=2.25$
The direct Attainment value is 2.25*

Indirect Assessment

Surveys, Analysis, customized to an average value as per levels 1, 2 & 3.

Assumed level for indirect assessment: 2

PO Attainment level will be 80% of direct assessment+20% of indirect assessment i.e.

*$1.8 (2.2.5*0.80) + 0.4 (2*0.2) = 2.2.$*

CRITERION 4	Students' Performance	180
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4. Students' Performance (180)

Item	CAY	CAYm1	CAYm2 (LYG)	CAYm3 (LYGm1)#	CAYm4* (LYGm1)#	CAYm5* (LYGm2)
Sanctioned intake of the program (N)						
Total no. of students admitted in 1 st year(N1)						
No. of students admitted in 2 nd year in the same batch via lateral entry (N2) if any						
Total no. of students admitted in the program (N1+N2)						

Table No. 4A. Admission details of a program

*LEET is applicable only in CAYm4 and CAYm5 as these batches are of 3-year program.

(*two batches (2020-21 to 2021-22(2-year program)) & (2019-20 to 2021-22(3-year program)) will pass in the year 2021-22)

CAY = Current Academic Year (2023-24)

CAYm1 = Current Academic Year minus1= Current Assessment Year

CAYm2 = Current Academic Year minus2= Current Assessment Year minus 1

LYG = Last Year Graduate

LYGm1 = Last Year Graduate minus 1

LYGm2 = Last Year Graduate minus 2.

Year of entry	No. of students admitted in 1 st year + admitted via lateral entry in 2 nd year (N1 + N2), if any	No. of students, who have successfully graduated without backlogs in any year of study (Without backlogs means no compartment/failure in any semester/year of study)		
		I Year	II Year	III Year (In case of 3-year program)
CAY	2023-24			
CAYm1	2022-23			
CAYm2 (LYG)	2021-22			
CAYm3 (LYGm1)#	2020-21			
CAYm4 (LYGm1)#	2019-20 (3-year program) *			
CAYm5 (LYGm2)#	2018-19 (3-year program) *			

Table No. 4B. No. of students graduated without backlogs

*plus admitted via lateral entry in 2nd year only (N2), #Both graduate in 2021-22

Year of entry	No. of students admitted in 1 st year+ admitted via lateral entry in 2 nd year (N1 + N2), if any	No. of students, who have successfully graduated in stipulated period of study [Total of with backlogs + without backlogs]		
		I Year	II Year	III Year (In case of 3-year program)
CAY	2023-24			
CAYm1	2022-23			
CAYm2 (LYG)	2021-22			
CAYm3 (LYGm1)#	2020-21			
CAYm4 (LYGm1)#	2019-20 (3-year program) *			

CAYm5 (LYGm2)#	2018-19 (3-year program) *			
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Table No. 4C. No. of students graduated in stipulated period (with backlogs and without backlogs).

*plus admitted via lateral entry in 2nd year only (N2), #Both batches will graduate in year 2021-22 (#two batches (2020-21 to 2021-22(2-year program)) & (2019-20 to 2021-22(3-year program))) will pass in the year 2021-22

4.1. Enrolment Ratio (20)

Enrolment Ratio= N1/N

Item	Marks
(Students enrolled at the 1 st Year Level on average basis during the previous three academic years starting from current academic year)	
≥90% students enrolled	20
≥80% students enrolled	18
≥70% students enrolled	16
≥60% students enrolled	14
≥50% students enrolled	12
<50% students enrolled	00

Example:

Item (Students enrolled at the 1 st Year Level on average basis during the last three years starting from current academic years)	CAY	CAYm1	CAYm2
Sanctioned intake of the program (N)	60	60	60
Total no. of students admitted in first year (N1)	60	59	60
Enrolment Ratio	100	98.33	100
Average Enrolment Ratio	99.44		

Table No. 4.1. Average enrolment ratio for past 3 years including CAY

4.2. Success Rate in the Stipulated Period of the Program (50)

4.2.1. Success Rate in Stipulated Period of Study Without Backlogs (30)

Success index (SI) = (No. of students who graduated from the program without backlogs)/ {(No. of students admitted in the 1st year of that batch) plus (lateral entry students admitted in 2nd year of study, if any)}

Average SI = Mean of success index (SI) for past 3 batches.

Success rate in stipulated period of study without backlogs =3.0 * Average SI

Item	Latest Year of Graduation (LYG)	Latest Year of Graduation Minus 1 (LYGm1) *	Latest Year of Graduation Minus 2 (LYGm2) *
No. of students admitted in the corresponding 1 st year+ admitted in 2 nd year via lateral entry, if any			
No. of students, who have graduated without backlogs in the stipulated period			
Success index (SI)			
Average SI			

Table No. 4.2.1. Success rate without backlogs for 3 batches.

Note: If 100% students passed without any backlogs, then total marks scored will be 50 as both 4.2.1 & 4.2.2 will be applicable simultaneously.
3-year program*

4.2.2. Success Rate in Stipulated Period of Study (Actual Duration of the Program) [Total of with Backlogs + without Backlogs] (20)

Success index (**SI**) = (No. of students who graduated from the program in the stipulated period of course duration) / {(No. of students admitted in the 1st year of that batch) plus (lateral entry students admitted in 2nd year of study, if any)}

Average SI = Mean of success index (SI) for past 3 batches.

Success rate = 2.0 * Average SI.

Item	Latest Year of Graduation (LYG)	Latest Year of Graduation Minus 1 (LYGm1) *	Latest Year of Graduation Minus 2 (LYGm2) *
No. of students admitted in the corresponding 1 st year+ admitted in 2 nd year via lateral entry, if any			
No. of students, who graduated from the program in the stipulated period of course duration			
Success index (SI)			
Average SI			

Table No. 4.2.2. Success rate in stipulated period of study [Total of with backlogs + without backlogs] for 3 batches.

3-year program*

4.3. Academic Performance in Second Year (20)

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 2nd Year/10)) * (successful students/no. of students appeared in the examination).

Academic Performance=2.0 * Average API

Successful students are those who passed in all the 2nd year courses

Academic Performance	CAYm1	CAYm2	CAYm3
(Mean of 2 nd 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 2 nd Year/10) (X)			
Total no. of successful students (Y)			
Total no. of students appeared in the examination (Z)			
API = X* (Y/Z)	AP1	AP2	AP3
Academic Performance=Average API = (AP1+AP2+AP3)/3			
Academic Performance=2.0 * Average API			

Table No. 4.3. Academic Performance of 2nd Year students for past 3 years

4.4. Academic Performance in First Year (20)

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 1st Year/10)) * (successful students/no. of students appeared in the examination).

Academic Performance=2.0* Average API.

Successful students are those who passed in all the 1st year courses

Academic Performance	CAYm1	CAYm2	CAYm3
(Mean of 1 st 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)			

Total no. of successful students (Y)			
Total no. of students appeared in the examination (Z)			
API = $X * (Y/Z)$	AP1	AP2	AP3
Average API = $(AP1+AP2+AP3)/3$			
Academic Performance = $2.0 * \text{Average API}$			

Table No. 4.4. Academic Performance of 1st year students for past 3 years

4.5. Placement and Higher Studies (40)

Assessment Points = $40 * (X+Y+Z)/N$

Item	LYG	LYGm1	LYGm2
Total No. of Final Year Students (N)			
No. of students placed in Industries/ Government sector through on/off campus recruitment (X)			
No. of students admitted to higher studies with valid scores in various competitive qualifying exams and admissions in premier institutions (Y)			
No. of entrepreneurs (Z)			
X+Y+Z			
Placement Index: $(X+Y+Z)/N$			
T = Average of Placement Index $((X+Y+Z)/N)$			
Assessment points = $40 * T$			

Table No. 4.5. Placement, Higher studies and Entrepreneurship details for past 3 years.

Note: In the above said table, you need to consider respective batch data (N, X, Y, Z) and **internships/trainings should be excluded**

Provide the Placement Data in the below mentioned format with the Name of the program and the assessment Year (CAYm1, CAYm2, CAYm3):

Programs Name and Assessment Year			
SN	Name of the student placed	Enrollment no.	Name of the Employer

Table No.4.5.1. Placement data for past 3 years.

4.6. Professional Activities (30)

4.6.1. Professional Societies /Chapters/Clubs and Number of Events Organized through Professional Societies /Chapters (10)

(Provide the relevant details including holding of position at regional/national/ international level also mention the events relevant to sustainable development)

4.6.2. Publications in Institute Journal/Technical Magazines/ Newsletters, etc. (10)

(List the publications mentioned along with the names of the editors, publishers, etc.)

4.6.3. Participation in Inter-Institute Events by Students of the Program of Study(10)

(Provide a table indicating those events, which received awards in the events/conferences organized by other institutes)

SN	Name of the student	Name of the event	Within state/ outside state	Date of event	Prize/ Awards if any
CAYm1					
1					
..					
N					
CAYm2					
1					
..					
N					
CAYm3					
1					
..					
N					

Table No. 4.6.3.1. List of students participated in various professional events.

CRITERION 5	Faculty Information and Contributions	200
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5. Faculty Information and Contributions (200)

SN	Name of the Faculty Member	Qualification			Date of Joining the Institution	Total No. of years of association with the Institution	Current Designation	Date on which Designated as Professor/ Associate Professor	Specialization, if any	Academic Research			Currently Associated (Y/N) Date of Leaving (In case Currently Associated is (" No")	Nature of Appointment (Regular/ Contract on full time basis)
		Highest degree	University	Month and Year of attaining higher qualification						Research Paper Publications	Ph.D. Guidance	Faculty Receiving Ph.D. during the Assessment Years		

Table No. B.5. List of faculty details in the past 3 years including CAY

Note: Please provide details for the faculty of the department, cumulative information for all 3 academic years starting from current academic year in above format in Annexure - II.

5.1. Student-Faculty Ratio (SFR) (20)

(To be calculated at Department Level, if the program is offered in Engineering Department, then include all UG and PG engineering programs for SFR calculations)

No. of UG(Eng) Programs in the Department (n): _____

No. of PG(Eng) and MCA Programs in the Department (m): _____

No. of Students in MCA 1st Year=**mc1**

No. of Students in MCA 2nd Year=**mc2**

No. of Students in MCA 3rd Year=**mc3***

No. of Students in UG(Eng) 2nd Year=**u1**

No. of Students in UG(Eng) 3rd Year=**u2**

No. of Students in UG(Eng) 4th Year=**u3**

No. of Students in PG(Eng) 1st Year=**p1**

No. of Students in PG(Eng) 2nd Year=**p2**

No. of Students = Sanctioned Intake + Actual admitted students via lateral entry if any

S = No. of students in the Department

F = Total no. of regular or contractual faculty members (Full Time) in the Department

Student Faculty Ratio (**SFR**) = S/F

CAY: Current Academic Year

CAYm1: Current Academic Year minus 1 = Current Assessment Year

CAYm2: Current Academic Year minus 2 = Current Assessment Year minus 1

* It is applicable to a program that has 3rd year students in the Master of Computer Applications (MCA) program

+excluding faculty involved in first year engineering teaching if any.

Year	CAY	CAYm1	CAYm2
mc1			
mc2			
mc3*			
MCA	mc1+mc2+mc3	mc1+mc2+mc3	mc1+mc2+mc3
u1.1			
u1.2			
u1.3			
UG1	u1.1+u1.2+u1.3	u1.1+u1.2+u1.3	u1.1+u1.2+u1.3
...			
u _n .1			
u _n .2			
u _n .3			
UG _n	u_n.1+u_n.2+u_n.3	u_n.1+u_n.2+u_n.3	u_n.1+u_n.2+u_n.3
p1.1			
p1.2			
PG1	p1.1+p1.2	p1.1+p1.2	p1.1+p1.2
....			
pm.1			
pm.2			
PG _m	pm.1+pm.2	pm.1+pm.2	pm.1+pm.2
Total No.of Students in the Department (S)	mc1+ mc2+ mc3+ UG1+UG2 +.. +UG_n+PG1 + ...PG_m=S1	mc1+ mc2+ mc3+ UG1+UG2+..+UG_n + PG1+... + PG_m=S2	mc1+ mc2+ mc3+ UG1 + UG2 + ..+UG_n + PG1+... + PG_m=S3
No. of Faculty in the Department (F)	F1+	F2+	F3+
Student Faculty Ration (SFR)	SFR1=S1/F1	SFR2= S2/F2	SFR3= S3/F3
Average SFR for 3 years	SFR=(SFR1+SFR2+SFR3)/3		

Table No. 5.1. Student-Faculty Ratio for past 3 years including CAY

Note: Marks to be given proportionally from a maximum of 20 to a minimum of 10 for average SFR between 15:1 to 25:1, and zero for average SFR higher than 25:1. Marks distribution is given as below:

SFR ≤ 15	- 20 Marks
≤ 17	- 18 Marks
≤ 19	- 16 Marks
≤ 21	- 14 Marks
≤ 23	- 12 Marks
≤ 25	- 10 Marks
> 25	- 0 Marks

Note: All the faculty whether regular or contractual (except part-time or hourly based), will be considered. The contractual faculty appointed with any terminology whatsoever, who have taught for 2 consecutive semesters with or without break between the 2 semesters in corresponding academic year on full-time basis shall be considered for the purpose of calculation in the faculty student ratio. However, following will be ensured in case of contractual faculty

- Shall have the AICTE prescribed qualifications and experience.
- Shall be appointed on full time basis and worked for consecutive two semesters with or without break between the 2 semesters during the particular academic year under consideration.
- Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit

5.2. Faculty Cadre Ratio (25)

The reference Faculty cadre ratio is 1(F1):2(F2):6(F3)

F1: No. of Professors required =1/9*No. of faculty members required to comply with 20:1 Student-Faculty ratio.

F2: No. of Associate Professors required=2/9*No. of faculty members required to comply with 20:1 Student-Faculty ratio.

F3: No. of Assistant Professors required=6/9*No. of faculty members required to comply with 20:1 Student-Faculty ratio

Year	No. of Professors		No. of Associate Professors		No. of Assistant Professors	
	Required F1	Available F1	Required F2	Available F2	Required F3	Available F3
CAY						
CAYm1						
CAYm2						
Average Numbers	RF1=	AF1=	RF2=	AF2=	RF3=	AF3=

Table No. 5.2. Faculty cadre ratio for past 3 years including CAY

$$\text{Faculty Cadre Ratio marks} = \left[\left(\frac{AF1}{RF1} \right) + \left(\frac{AF2}{RF2} \right) * 0.6 + \left(\frac{AF3}{RF3} \right) * 0.4 \right] * 12.5$$

❖ If AF1 = AF2= 0, then zero mark

❖ Maximum marks to be limited if it exceeds the allocated marks

- Case 1: AF1/RF1=1; AF2/RF2=1; AF3/RF3=1 & Cadre ratio marks=(1+0.6+0.4)x12.5=25
- Case 2: AF1/RF1=1; AF2/RF2=4/2; AF3/RF3=8/9 & Cadre ratio marks=(1+1.2+0.36)x12.5=32(limited to 25)

5.3. Faculty Qualification (25)

FQ=2.5*(10X +4Y)/F, where X is no. of faculty with Ph.D. degree, Y is no. of faculty with MCA/M.Tech/ME as per AICTE, F is no.of faculty required to comply 1:20 Faculty Student ratio (no. of faculty and no. of students required to be calculated as per 5.1).

Year	X	Y	F	FQ=2.5*[(10X+ 4Y)/F]
CAY				
CAYm1				
CAYm2				
Average Assessment=				

Table No. 5.3. Faculty qualification for past 3 years including CAY

5.4. Faculty Retention (15)

Item	Marks
≥90% of required Faculty members retained during the period of assessment keeping CAYm2 as base year	15
≥75% of required Faculty members retained during the period of assessment keeping CAYm2 as base year	12
≥60% of required Faculty members retained during the period of assessment keeping CAYm2 as base year	8
≥50% of required Faculty members retained during the period of assessment keeping CAYm2 as base year	4
<50% of required Faculty members retained during the period of assessment keeping CAYm2 as base year	0

Example:

Item	CAY	CAYm1

No. of Faculty Retained	28	29
Total No. of Required Faculty in CAYm2	33	
% of Faculty Retained	85	88
Average % of Faculty Retained for past 2 years	86.5% = ((85+88))/2)	

Table No. 5.4. Faculty retention

5.5. FDP/STTP Organized by the Faculty Members in the Department (10)

(No. of faculty Development Programs/Short Term Training Programs organized by Department for past 3 years)

SN	Name of the program	Date of the program	Duration of the program	Name of the speaker & designation organization and	No. of people attended
CAYm1					
1					
N					
CAYm2					
1					
N					
CAYm3					
1					
N					

Table No. 5.5.1. List of FDP/STP Organized by the Faculty Members in the Department

5.6. Innovations by the Faculty in Teaching and Learning (20)

(Innovations by the Faculty in teaching and learning shall be summarized as per the following description. Contributions to teaching and learning activities that contribute to the improvement of student learning. These activities may include innovations including, however not limited to, use of ICT, instruction delivery, instructional methods, assessment, evaluation and inclusive class rooms that lead to effective, efficient and engaging instruction.

The institution may set up appropriate processes for making the contributions available to the public, getting them reviewed for rewards. These may typically include statement of clear goals, adequate preparation, use of appropriate methods, significance of results, effective presentation and reflective critique).

Any contributions to teaching and learning should satisfy the criteria:

- ❖ The work must be made available on Institute website
- ❖ The work must be available for peer review and critique
- ❖ The work must be able to be reproduced and built on by other scholars

5.7. Faculty as participants in Faculty Development/Training Activities (15)

- ❖ A Faculty scores maximum 5 points for participation
- ❖ Participation in 2 to 5 days (one week) workshop/Faculty Development Program: 3 Points
- ❖ Participation in more than one-week workshop/faculty Development Program: 5 points

SN	Name of the Faculty	Max. 5 per Faculty		
		CAYm1	CAYm2	CAYm3
1				

..				
N				
Sum				
RF =No. of Faculty required to comply with 20:1 Student-Faculty ratio as per 5.1				
Assessment = $3 * \text{Sum} / 0.5 * \text{RF}$ (Marks limited to 15)				
Average assessment over three years (Marks limited to 15) =				

Table No. 5.7. Faculty participants in development/training activities for past 3 years

5.8. Faculty Contributions in Educational Policy Implementation (5)

5.9. Research and Development (45)

5.9.1. Academic Research (10)

(Academic research includes research paper publications, No. of students received Ph.D./Ph.D. guided/No. of faculty members received Ph.D. during the assessment period)

- A. No. of quality publications in SCI/other Journals with DOI, Scopus H index, citations, Books/Book Chapters etc. (8).
- B. No. of students received Ph.D./Ph.D. guided/no. of faculty members received Ph.D. degree during the assessment period while working in the Institution (2)

All relevant details shall be mentioned.

Item	CAYm1	CAYm2	CAYm3
No. of quality journal papers published			
No. of quality conference papers published			
No. of books/book's chapters published			
No. of citations			
No. of awards (best paper, best researcher, young scientist, etc (related to academic research))			
Any others			

Table No.5.9.1.1. Faculty publications details for the past 3 years.

Item	CAYm1	CAYm2	CAYm3
No. of Ph.D guides/supervisors in the Department			
No. of Ph.D students produced by Department faculty members			
No. of Ph.D students perusing in the Department			
No. of faculty members received Ph.D degree			
No. of faculty members perusing Ph.D degree in the Department			

Table No.5.9.1.2. Ph.D. details during the assessment period.

5.9.2. Sponsored Research Projects (10)

(Funded research from external source. Provide a list with PI name, CO-PI name, project title, Dept name, funding agency with date of award of project, duration, funding amount (Cumulative during CAYm1, CAYm2 and CAYm3)):

- Amount ≥ 10 Lacs – 10 Marks
- Amount ≥ 8 Lacs and < 10 lacs – 8 Marks
- Amount ≥ 6 Lacs and < 8 lacs – 6 Marks

Amount ≥ 4 Lacs and < 6 lacs -4 Marks
 Amount ≥ 2 Lacs and < 4 lacs -2 Marks
 Amount ≥ 1 Lacs and < 2 lacs -1 Mark
 Amount < 1 Lacs - 0 Mark

SN	PI name	Co-PI names if any	Project title	Name of the Dept where project is sanctioned	Funding agency name	Duration of the project	Amount (Lacs)
CAYm1							
1							
N							
CAYm2							
1							
N							
CAYm3							
1							
N							
Total amount (Lacs) received for past 3 years							

Table No. 5.9.2.1. List of sponsored research projects for past 3 years.

5.9.3. Consultancy Work (from Industry/ Government) (10)

(Consultancy project from Industry/Government. Provide a list with PI name, CO-PI name, project title, Dept name, funding agency with date of award of project, duration, funding amount (Cumulative during CAYm1, CAYm2 and CAYm3))

Amount ≥ 10 Lacs - 10 Marks
 Amount ≥ 8 Lacs and < 10 lacs -8 Marks
 Amount ≥ 6 Lacs and < 8 lacs - 6 Marks
 Amount ≥ 4 Lacs and < 6 lacs - 4 Marks
 Amount ≥ 2 Lacs and < 4 lacs - 2 Marks
 Amount ≥ 1 Lacs and < 2 lacs - 1 Mark
 Amount < 1 Lacs - 0 Mark

SN	PI name	Co-PI names if any	Project title	Name of the Dept where project is sanctioned	Funding agency name	Duration of the project	Amount (Lacs)
CAYm1							
1							
N							
CAYm2							
1							
N							
CAYm3							
1							
N							
Total amount (Lacs) received for past 3 years							

Table No. 5.9.3.1. List of consultancy work for past 3 years.

5.9.4. Development activities (15)

Provide details:

- A. Product Development
- B. Research /virtual laboratories
- C. Multi-disciplinary and interdisciplinary projects executed
- D. Instructional materials
- E. Books/MOOCs

- F. Application development
- G. Software for inhouse use
- H. Training provided to Faculty/Students through external grants

5.10. Faculty Performance Appraisal and Development System (FPADS) (10)

(Faculties of Higher Education Institutions today have to perform a variety of tasks pertaining to diverse roles. In addition to instruction, Faculty needs to innovate and conduct research for their self-renewal, keep abreast with changes in technology, develop expertise for the effective implementation of curricula. They are also expected to provide services to the hospitals/ industry and community in large for understanding and contributing to the solution of real-life problems. Another role relates to the shouldering of administrative responsibilities to co-operation with other Faculty, heads-of-departments and the Head of Institute. An effective performance appraisal system for Faculty is vital for optimizing the contribution of individual Faculty to institutional performance).

The assessment is based on

- A.** A well-defined system instituted for all the assessment years (3)
- B.** Its implementation and effectiveness (7)

5.11. Visiting/Adjunct Faculty/Professor of Practice, etc (10)

Visiting/adjunct faculty/ Professor of Practice from Industry, Research Organizations/Universities and other Government Organizations. Provide details of participation and contributions in teaching and learning and /or research by visiting/adjunct faculty for all the assessment years.

- A.** Provision of visiting/adjunct faculty/ Professor of Practice (1)
- B.** Minimum 50 hours interaction in a year will result in 3 marks for that year; 3 marks * 3 years = 9 marks.

CRITERION 6	Facilities and Technical Support	80
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6. Facilities and Technical Support (80)

6.1. Availability of Adequate, Well-equipped Classrooms and Tutorial Rooms to Meet the Curriculum Requirements (15)

(Facilities for conducting theory as well as tutorial classes)

6.2. Adequate and Well-Equipped Laboratories (15)

(Scientific experiments conducting/ computing facilities; availability, adequacy, batch size, and effectiveness)

SN	Name of the lab	Batch size	Name of major equipment	Remarks

Table No. 6.2.1. List of labs in the Department.

6.3. Technical Staff (15)

(Availability of adequate and qualified technical staff members)

SN	Name of the technical staff	Designation	Date of joining (MM/YYYY)	Qualification		Other technical skills gained	Responsibility
				At Joining	Now		

Table No. 6.3.1. List of technical staff in the Department.

6.3.1. Availability of Adequate and Qualified Technical Supporting Staff for Program Specific Laboratories (10)

6.3.2. Incentives, Skill Upgrade, and Professional Advancement (5)

(Assessment based on the information provided in the preceding table)

6.4. Additional Facilities Created for Improving the Quality of Learning Experience in Laboratories (10)

(Availability and relevance of additional facilities and their utilizations)

SN	Facility Name	Details Reason(s) for creating facility	Utilization	Areas in which students are expected to have enhanced learning	Relevance to POs

Table No. 6.4.1. List of additional facilities created in the Department.

6.5. Laboratories: Maintenance and Overall Ambiance (10)

(Self-Explanatory)

6.6. Project Laboratory (10)

(Mention facilities & Utilization)

6.7. Safety Measures in Laboratories (5)

SN	Name of the Laboratory	Safety measures

Table No. 6.7.1. Safety measures

CRITERION 7	Continuous Improvement	50
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7. Continuous Improvement (50)

7.1. Improvement in the Quality of Students Admitted to the Program (10)

(Assessment is based on improvement in terms of ranks/score in qualifying national level/state level/University entrances tests, average percentage marks in entry level degree).

Item	CAY	CAYm1	CAYm2
National Level Entrance Examination (Name of the Entrance Examination)	No. of students admitted		
	Opening score/rank		
	Closing score/rank		
State/University level Entrance Examination/Others (Name of the Entrance Examination)	No. of students admitted		
	Opening score/rank		
	Closing score/rank		
Average percentage of marks of all admitted students in entry level degree			

Table No. 7.1. Improvement in quality of students admitted to program for past 3 years including CAY

7.2. Improvement in Success Index of Students Without Backlogs (10)

SI= (No. of students who graduated from the program without backlogs)/ (No. of students admitted in the 1st year of that batch and admitted in 2nd year via lateral entry, if applicable)

Assessment shall be based on improvement trends in success indices. Marks are awarded accordingly.

Items	LYG	LYGm1	LYGm2
Success index (from 4.2.1)			

Table No. 7.2. Improvement in success index of students without backlog for past 3 years.

7.3. Improvement in Placement including Entrepreneurs and Higher Studies (10)

Assessment is based on improvement in:

- ❖ Placement: number, quality placement, core industry, pay packages etc.
- ❖ Higher studies: performance in any competitive exams and admissions in premier institutions.

Items	LYG	LYGm1	LYGm2
Placement index (from 4.5)			

Table No. 7.3. Improvement in placement including entrepreneurs and higher studies for past 3 years

7.4. Improvement in Faculty Qualification, Publications, Sponsored Research Projects and Consultancy Work (10)

(Assessment is based on publications, sponsored Research Projects and consultancy work, core companies, total amounts, outcome of the projects)

7.5. Academic Audit and Actions Taken thereof during the Assessment Period (5)

(Academic Audit system/process and its implementation in relation to Continuous Improvement)

7.6. Actions Taken based on the Results of Evaluation of Each of the POs (5)

(Identify the areas of weaknesses in the program based on the analysis of evaluation of POs attainment levels. Measures identified and implemented to improve POs attainment levels for the assessment years. Actions to be written as per table in section 3.3.2.)

POs	TargetLevel	AttainmentLevel	Observations
PO1: Statement as mentioned in Annexure I			
PO1			

Action 1:			
Action N:			
PO2: Statement as mentioned in Annexure I			
PO2			
Action 1:			
Action N:			
PO3: Statement as mentioned in Annexure I			
PO3			
Action 1:			
Action N:			
PO4: Statement as mentioned in Annexure I			
PO4			
Action 1:			
Action N:			
PO5: Statement as mentioned in Annexure I			
PO5			
Action 1:			
Action N:			
PO6: Statement as mentioned in Annexure I			
PO6			
Action 1:			
Action N:			
PO7: Statement as mentioned in Annexure I			
PO7			
Action 1:			
Action N:			
PO8: Statement as mentioned in Annexure I			
Action 1:			
Action N:			

Table No. 7.6. POs attainment and actions taken for improvement- CAYm1

Similar tables should be presented for CAYm2 and CAYm3

CRITERION 8	Student Support Systems	80
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8. Student Support Systems (80)

8.1. Mentoring System to Help at Individual Levels (5)

(Type of mentoring: Professional guidance / career advancement / course work specific / laboratory specific / all-round development. No. of mentors/proctors, No. of students per mentor/proctor, Frequency of meetings held per semester.)

(Details of the mentoring system that has been developed for the students for various purposes and also state the efficacy of such system)

8.2. Feedback Analysis and Reward /Corrective Measures, if any (10)

(The institution needs to design an effective feedback questionnaire. It needs to justify that the feedback mechanism developed by the institution really helps to evaluate teaching, and finally, contributes to the quality of teaching to ensure attainment of set levels for each PO).

Feedback collected for all courses: YES/NO. Specify the feedback collection process, percentage of students who participated in the feedback. Specify the feedback analysis process: Basis of reward / corrective measures, if any: No. of corrective actions taken in the last three years.

8.3. Feedback on Facilities (5)

(Assessment is based on feedback collection, analysis and corrective action taken in respect of library, computing facilities, canteen, sports etc.)

8.4. Self-Learning (10)

(Specify the facilities, materials and scope for self-learning / learning beyond syllabus and creation of facilities for self-learning / learning beyond syllabus)

8.5. Career Guidance, Training, Placement (10)

(Specify the facility, its management and its effectiveness for career guidance including counseling for higher studies, campus placement support, industry interaction for training/internship/placement, etc.)

8.6. Entrepreneurship Cell (5)

(Describe the facility, its management and its effectiveness in encouraging entrepreneurship, startups, innovation and incubation)

8.7. Financial Support in the Form of Scholarships and Paper Presentation for Students (10)

(Describe the financial support given to students for attending various activities and the list of scholarships given to the students by Institute)

8.8. Cultural, Community and Outreach Activities (15)

(Specify information about the cultural, community and outreach activities during the assessment period)

8.9. Alumni Support in beyond Syllabus Activities (10)

(Documentary evidence on different events perform and impact analysis)

CRITERION 9	Governance, Institutional Support and Financial Resources	120
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9. Governance, Institutional support and Financial Resources (120)

9.1. Organization, Governance and Transparency (60)

9.1.1. Governing Body, Administrative Setup, Functions of Various Bodies, Service Rules Procedures, Recruitment and Promotional Policies (10)

(List the governing, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; and attendance therein, participation of external members in a tabular form. A few sample minutes of the meetings and action-taken reports should be annexed and available on Institution's website

The published rules, policies and procedures; year of publication and its implementation shall be listed and available on Institution's website. Also, state the extent of awareness among the employees/students).

9.1.2. Strategies for Implementation of Education Policy (10)

(Keep list of initiatives which are taken towards implementation of NEP 2020 and state education policy, etc like supporting multidisciplinary /interdisciplinary, academic bank of credits system, multiple entry-exit, teaching in Indian Languages)

9.1.3. Policy and Implementation Initiatives on Sustainable Development Goals (SDG) (5)

(Keep list of initiatives which are taken towards implementation of 17 Sustainable Development Goals)

9.1.4. Financial Support for Startup Eco-System (10)

(Startup Cell, Startup Policy, Budget, Activities, Beneficiaries, if any)

9.1.5. Decentralization and Delegation of Financial Powers (10)

(List the names of the faculty members, who are administrators/decision makers for various responsibilities. Explicitly mention financial powers delegated to the Principal/Director, Heads of Departments and relevant in-charges. Demonstrate the utilization of financial powers for each assessment year)

9.1.6. Grievance Redressal Mechanism (10)

(Specify the mechanism and composition of grievance redressal cell for students, faculty & staff)

9.1.7. Transparency and Availability of Correct/Unambiguous Information in Public Domain (05)

(Information on the policies, rules, processes to be made available on Institute's website).

9.2. Budget Allocation, Utilization, and Public Accounting at Institute level (30)

(Summary of financial year's budget and expenditure incurred (for the institution exclusively) in the four current financial years.

CFY = Current Financial Year,

CFYm1 = Current Financial Year minus 1

CFYm2 = Current Financial Year minus 2

CFYm3 = Current Financial Year minus 3)

Financial Year	Fee Received	Grant received from Government	Other Sources (specify)	Total Amount
CFY				
CFYm1				
CFYm2				
CFYm3				

Table No. 9.2.A. Total Income at Institute level.

Items	Budgeted in CFY	Budgeted in CFYm1	Budgeted in CFYm2	Budgeted in CFYm3	Actual Expenses in CFYm1	Actual Expenses in CFYm2	Actual Expenses in CFYm3
Capital Expenditure							
Infrastructure Built-Up							
Library *							

IT Infrastructure							
Others							
Operational Expenditure							
Salary (Teaching, Non-teaching and other Staff)							
Capacity Development							
R&D and Startup etc							
Others							
Total							

Table No. 9.2.B. Summary of budgeted and expenditure in rupees

* *Paper books and electronic (e-journals, e-books, e-subscription, publications etc.)*

9.2.1. Adequacy of Budget Allocation (10)

(Justify that the budget allocated over the years was adequate)

9.2.2. Budget Allocation for Industrial Linkage (5)

9.2.3. Utilization of Allocated Funds (10)

(State how the budget was utilized during the last three years)

9.2.4. Availability of the Audited Statements on the Institute's Website (5)

(Needs to make audited statements available on Institute's website with URL).

9.3. Library and Internet (30)

9.3.1. Quality of Learning Resources (Hard/Soft) (20)

- ❖ *Relevance of available learning resources*
- ❖ *Automation/digital resources*
- ❖ *Accessibility to students*

9.3.2. Internet (10)

- ❖ *Name of the Internet provider.*
- ❖ *Available bandwidth.*
- ❖ *Wi-Fi facility availability with bandwidth.*
- ❖ *Internet access in labs, classrooms, library and other offices.*
- ❖ *Security arrangements.*
- ❖ *Justification of the bandwidth for support to digitization process adopted like LMS, video-based learning, etc.*

Declaration

The head of the institution needs to make a declaration as per the format given below:

I undertake that, the institution is well aware about the provisions in the NBA's accreditation manual concerned for this application, rules, regulations, notifications and NBA expert visit guidelines in force as on date and the institute shall fully abide by them.

It is submitted that information provided in this Self-Assessment Report is factually correct. I understand and agree that an appropriate disciplinary action against the Institute will be initiated by the NBA in case any false statement/ information is observed during pre-visit, visit, post-visit and subsequent to grant of accreditation.

Date:

Place:

**Signature, Name and Designation
of the Head of the Institution with Seal**

ANNEXURE I: PROGRAM OUTCOMES

- 1. PO1 (Foundation Knowledge):** Apply knowledge of mathematics, programming logic and coding fundamentals for solution architecture and problem solving.
- 2. PO2 (Problem Analysis):** Identify, review, formulate and analyse problems ~~for~~ primarily focussing on customer requirements using critical thinking frameworks.
- 3. PO3 (Development of Solutions):** Design, develop and investigate problems with ~~as~~ an innovative approach for solutions incorporating ESG/SDG goals.
- 4. PO4 (Modern Tool Usage):** Select, adapt and apply modern computational tools such as development of algorithms with an understanding of the limitations including human biases.
- 5. PO5 (Individual and Teamwork):** Function and communicate effectively as an individual or a team leader in diverse and multidisciplinary groups. Use methodologies such as agile.
- 6. PO6 (Project Management and Finance):** Use the principles of project management such as scheduling, work breakdown structure and be conversant with the principles of Finance for profitable project management.
- 7. PO7 (Ethics):** Commit to professional ethics in managing software projects with financial aspects. Learn to use new technologies for cyber security and insulate customers from malware
- 8. PO8 (Life-long learning):** Change management skills and the ability to learn, keep up with contemporary technologies and ways of working.