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Criterion 1: **Vision, Mission and Program Educational Objectives (50)**

Sub Criteria	Marks	Evaluation Guidelines
1.1. State the Vision and Mission	05	A. Availability of the Vision & Mission statements of the Department (2) B. Appropriateness/Relevance of the Statements (3)
Exhibits/Context to be Observed/Assessed: A. *Vision & Mission Statements B. Correctness from definition perspective*		
1.2. State the Program Educational Objectives (PEOs)	05	A. Listing of the Program Educational Objectives (3 to 5 PEOs) (5)
Exhibits/Context to be Observed/Assessed: **A.** *Availability & correctness of the PEOs statements*		
1.3. Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders	15	A. Adequacy in respect of publication & dissemination (3) B. Process of dissemination among stakeholders (4) C. Extent of awareness of Vision, Mission & PEOs among the stakeholders (8)

Exhibits/Context to be Observed/Assessed:
 	
 A. Adequacy
   Department Vision, Mission and PEOs: *Availability on Institute website; Availability at Principal & In charges chambers, notice boards, Availability in 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		

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Based on interaction with internal and external stakeholders			
1.4. State the process for defining the Vision and Mission and PEOs	10	A.	Description of process implemented for defining the Vision, Mission (5)
		B.	Description of process implemented for defining the PEOs (5)
Exhibits/Context to be Observed/Assessed: *Documentary evidence to indicate the process which ensures effective participation of internal and external stakeholders with effective process implementation*			
1.5. Establish consistency of PEOs with Mission of the Institute	15	A.	Preparation of a matrix of PEOs and elements of Mission statement (5)
		B.	Consistency/justification of co-relation parameters of the above matrix (10)
Exhibits/Context to be Observed/Assessed: *A. Availability of a matrix having PEOs and Mission elements B. Justification for each of the elements mapped in the matrix*			
Total:	**50**		

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Criterion 2: **Program Curriculum and Teaching–Learning Processes (150)**

Sub Criteria	Marks	Evaluation Guidelines
2.1. Program Curriculum	**40**	
2.1.1. Delivery of Syllabus Contents and compliance of the curriculum for attainment of POs	10	A. Process used to identify extent of compliance of university curriculum for attaining POs (6) B. List the curricular gaps for the attainment of defined POs (4) *Note: In case all POs are being demonstrably met through University Curriculum then 2.1.2* *will not be applicable and the weightage of 2.1.1 will be 30*
Exhibits/Context to be Observed/Assessed: *A. Documentary evidence to indicate the process which ensures mapping/compliance of University Curriculum with the POs; Identification of gaps; if any. Effective participation of internal and external department stakeholders with effective process implementation* *B. Identified Curricular gaps and its Appropriateness*		
2.1.2. State the delivery details of the contents beyond the Syllabus for the attainment of POs	20	A. Steps taken to get identified gaps included in the curriculum. (e.g. letter to university/BOS) (4) B. Delivery details of content beyond syllabus (10) C. Mapping of content beyond syllabus with the POs (6)
Exhibits/Context to be Observed/Assessed: *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 delivered contents and Program outcomes/Program specific outcomes (Course outcomes)*		
2.1.3 Adherence to Academic Calendar	10	Demonstrate notified academic calendar & its adherence

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Exhibits/Context to be Observed/Assessed:		
2.2. Teaching-Learning Processes	**110**	
2.2.1. Initiatives in teaching and learning process	25	A. Use of various instructional methods and pedagogical initiatives (4) B. Methodologies to support weak students and encourage bright students (4) C. Quality of classroom teaching (Observation in a Class) (4) D. Conduct of experiments (Observation in Lab) (4) E. Continuous Assessment in the laboratory (3) F. Student feedback on teaching learning process and actions taken (6)

Exhibits/Context to be Observed/Assessed:

A. *Documentary evidence to support implementation of pedagogical initiatives such as real-life examples, collaborative learning, ICT supported learning, interactive class rooms etc.*
B. *Guidelines to identify weak and bright students; post identification actions taken*
C. *Class room ambience; efforts to keep students engaged (also to be verified during interaction with the students)*
D. *Quality of laboratory experience with respect to conducting, recording observations, analysis etc. (also to be verified during interaction with the students)*
E. *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*
F. *Feedback format, frequency, analysis and actions taken (also to be verified during interaction with students)*

2.2.2. Quality of internal semester Question papers, Assignments and Evaluation	10	A. Process for internal semester question paper setting, evaluation and effective process implementation (2) B. Process to ensure questions from outcomes/learning levels perspective (2) C. Evidence of COs coverage in class test / mid-term tests (3) D. Quality of Assignment and its relevance to COs (3)

Exhibits/Context to be Observed/Assessed:

A. *Process of internal semester question paper setting, model answers, evaluation and its compliance*
B. *Question paper validation from outcome attainment perspective as well as learning levels perspective*

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C. *Mapping of questions with the Course outcomes* D. *Assignments to promote self-learning, survey of contents from multiple sources, assignment evaluation and feedback to the students, mapping with the COs*		
2.2.3. Quality of student projects	15	A. Identification of projects and allocation methodology (2) B. Types and relevance of the projects and their contribution towards attainment of POs (3) C. Process for monitoring and evaluation (3) D. Process to assess individual and team performance (2) E. Quality of completed projects/working prototypes (3) F. Evidences of papers published /Awards received by projects etc. (2)
Exhibits/Context to be Observed/Assessed: A. *Projects identification and guide allocation Process* B. *Projects classification (application, product, research, review etc.)* C. *Continuous monitoring mechanism and evaluation* D. *Methodology (Appropriately documented) to assess individual contribution as well as collective contribution* E. *Based on Projects demonstration* F. *Quality of place (host) where the paper has been published /quality of competition in which award has been won*		
2.2.4. Initiatives related to Industry and/or Hospital interaction	20	A. Industry supported laboratories (5) B. Industry involvement in the program design and partial delivery of any regular courses for students (5) C. Hospital involvement in the program like collaborative initiatives with the hospitals etc. (10)
Exhibits/Context to be Observed/Assessed: A. *Type of Industries, Type of Labs, utilization and effectiveness* B. *Documentary evidence* C. *Analysis and actions taken thereof*		
2.2.5. Initiatives related to skill development programs/industry	10	A. Industrial training/tours for students (2) B. Industrial /internship /summer training of more than two weeks and post training Assessment (5)

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internship/summer training		C. Student feedback on initiative (3)
Exhibits/Context to be Observed/Assessed: (Documentary evidence from A to D) A. & B. *Type of Industries, planned or non-planned activity, objectives clearly defined, no. of students participated, relevant area of training, visit report documented* C.& D. *Feedback format, analysis and actions taken (also to be verified during interaction with students)*		
2.2.6. Continuous Evaluation Process	10	Process followed and its effectiveness
Exhibits/Context to be Observed/Assessed:		
2.2.7. Quality of Experiments	20	Quality from the equipment set-up
Exhibits/Context to be Observed/Assessed:		
Total:	**150**	

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Criterion 3: **Course Outcomes and Program Outcomes (100)**

Sub Criteria	Marks	Evaluation Guidelines
3.1. Establish the correlation between the courses and the POs	**20**	
3.1.1. Course Outcomes	05	A. Evidence of COs being defined for every course (5)
Exhibits/Context to be Observed/Assessed: *A. Appropriateness of the statements shall be seen for atleast one course for each year of study*		
3.1.2. CO-PO matrices of courses selected in 3.1.1 (four matrices)	05	A. Explanation of table to be ascertained (5)
Exhibits/Context to be Observed/Assessed: *A. Mapping to be verified for atleast two matrices*		
3.1.3. Course-PO matrix of courses for all years of study (4 years)	10	A. Explanation of tables to be ascertained (10)
Exhibits/Context to be Observed/Assessed: *A. Mapping to be verified for atleast one course per year of study; program outcomes getting mapped with the core courses are also to be verified*		
3.2. Attainment of Course Outcomes	**40**	

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3.2.1. Describe the assessment processes used to gather the data upon which the evaluation of Course Outcome is based	10	A. List of assessment processes (2) B. The quality /relevance of assessment processes & tools used (8)
Exhibits/Context to be Observed/Assessed: A.*& B. Evidence for appropriate assessment processes including data collection, verification, analysis, decision making*		
3.2.2. Record the attainment of Course Outcomes of all courses with respect to set attainment levels	30	A. Verify the attainment levels as per the attainment levels set for all courses (30)
Exhibits/Context to be Observed/Assessed: A. *Methodology to define set levels and its compliance; data collection, verification, analysis and decision making; details for one course per year of study to be verified*		
3.3. Attainment of Program Outcomes	**40**	
3.3.1.Describe assessment tools and processes used for assessing the attainment of each of the POs	10	A. List of assessment tools & processes (3) B. The quality/relevance of assessment tools/processes used (7)
Exhibits/Context to be Observed/Assessed: A.*&B. Direct and indirect assessment tools & processes ; effective compliance; direct assessment methodology, indirect assessment formats-collection-analysis; decision making based on direct and indirect assessment*		

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3.3.2. Provide results of evaluation of each PO	30	A. Verification of documents, results and level of attainment of each PO (20) B. Overall levels of attainment (10)
Exhibits/Context to be Observed/Assessed: *A. & B. Appropriate attainment level and documentary evidences; details for POs attainment from core courses to be verified. Also atleast four POs attainment levels shall be verified*		
Total	**100**	

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Criterion 4: **Students' Performance (180)**

Sub Criteria	Marks	Evaluation Guidelines
4.1. Enrolment Ratio (20)	**20**	A. >= 90% students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (20) B. >= 80% students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (18) C. >= 70% students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (16) D. >= 60% students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (12) E. >= 50% students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (08) F. Otherwise '0'.
Exhibits/Context to be Observed/Assessed: *A. B. & C. Data to be verified for each of the assessment years*		
4.2. Success Rate in the stipulated period of the program	**50**	
4.2.1. Success rate without backlogs in any Semester/year of study Without Backlog means no compartment or failures in any semester/year of study	30	SI= (Number of students who graduated from the program without backlog)/ {(Number of students admitted in the first year of that batch) plus (actual lateral entry students admitted in second year of study)} Average SI = Mean of success index (SI) for past three batches Success rate without backlogs in any year of study = 30 × Average SI
Exhibits/Context to be Observed/Assessed: *Data to be verified for each of the assessment years*		

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4.2.2. Success rate in stipulated period (actual duration of the program) **[Total of with backlog + without backlog]**	20	SI= (Number of students who graduated from the program in the stipulated period of program)/ {(Number of students admitted in the first year of that batch) plus (actual lateral entry students admitted in second year of study)}
		Average SI = mean of success index (SI) for past three batches
		Success rate = $20 \times$ Average SI
Exhibits/Context to be Observed/Assessed: *Data to be verified for each of the assessment years* *Note: if 100% students clear without any backlog then total marks scored will be 50 as both 4.2.1 & 4.2.2 will be applicable simultaneously.*		
4.3. Academic Performance in Final Year	**10**	Academic Performance = Average API
		Academic Performance Index (API) = ((Mean of Final 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 Final Year/10)) x (successful students/number of students appeared in the examination)
		Successful students are those who passed in all the final year courses
Exhibits/Context to be Observed/Assessed: *Data to be verified for atleast one of the assessment years*		
4.4. Academic Performance in Third Year	**10**	Academic Performance = Average API Academic Performance Index= ((Mean of 3rd 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 Third Year/10)) x (successful students/number of students appeared in the examination)
		Successful students are those who are permitted to proceed to the final year
Exhibits/Context to be Observed/Assessed: *Data to be verified for atleast one of the assessment years*		

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4.5. Academic Performance in Second Year	**10**	Academic Performance = 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
Exhibits/Context to be Observed/Assessed: *Data to be verified for atleast one of the assessment years*		
4.6. Academic Performance in First Year	**20**	Academic Performance=2.0*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
Exhibits/Context to be Observed/Assessed: *Data to be verified for atleast one of the assessment years*		
4.7. Placement, Higher studies and Entrepreneurship	**40**	Assessment Points = 40 × average of three years of (x + y)/N, where, x = Number of students placed in Industries/ Hospitals/ Government sector through on/off campus recruitment or opted for Entrepreneurship y = No. of students admitted to higher studies with valid scores in various Govt. Approved/Recognized qualifying exams N = Total number of final year students
Exhibits/Context to be Observed/Assessed: *Data to be verified for atleast one of the assessment years*		

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4.8. Professional Activities	**20**	
4.8.1. Professional societies / chapters and organizing pharmacy events	05	A. Availability & activities of professional societies/chapters (2) B. Number, quality of pharmacy related events (organized at institute) (3) (Level - Institute/State/National/International)
Exhibits/Context to be Observed/Assessed: *Self Explanatory*		
4.8.2. Publication of technical magazines, newsletters, etc.	05	A. Quality & Relevance of the contents and Print Material (3) B. Participation of Students from the program (2)
Exhibits/Context to be Observed/Assessed: *A. Documentary evidence* *B. Documentary evidence - Students participation (also to be confirmed during interaction with the students)*		
4.8.3. Participation in inter-institute events by students	10	A. Events within the state (1) B. Events outside the state (2) C. Prizes/awards received in such events (7)
Exhibits/Context to be Observed/Assessed: *A.B.& C. Quality of events and documentary evidence*		
Total:	**180**	

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Criterion 5: Faculty Information and Contributions (175)

Sub Criteria	Marks	Evaluation Guidelines
5.1. Student-Faculty Ratio (SFR)	**20**	Marks to be given proportionally from a maximum of 20 to a minimum of 10 for average SFR between 15:1 to 20:1, and zero for average SFR higher than 20:1. Marks distribution is given as below: 15.00 - 15.50 - 20 marks 15.51 - 16.50 – 18 marks 16.51 - 17.50 - 16 marks 17.51 – 18.50 - 14 marks 18.51 – 19.50 - 12 marks 19.51 – 20.00 - 10 marks

Exhibits/Context to be Observed/Assessed:
- *All faculty whether regular or contractual (except Part-Time), will be considered. The contractual faculty (doing away with the terminology of visiting/adjunct faculty, whatsoever) who have taught for 2 consecutive semesters in the corresponding academic year on full time basis shall be considered. 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 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.*
- *No. of students calculation as mentioned in the SAR(please refer table under criterion 5.1)*
- *Faculty Qualification as per AICTE guidelines shall only be counted*

Checks for faculty count:
1. Is the institution providing central/state government pay scales?
2. Is the institution providing consolidated salary consistent with point 1?
3. Is the intuition providing terminal benefits to faculty-gratuity, P.F., etc.?
4. Is the institution deducting IT at source?

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5.2. Faculty Cadre Proportion	20	Cadre Proportion Marks =
		$$\left[\left[\frac{AF1}{RF1} \right] + \left[\frac{AF2}{RF2} \times 0.6 \right] + \left[\frac{AF3 \times 0.4}{RF3} \right] \right] \times 10$$ Where, • AF stands for Available Faculty and RF stands for Required Faculty • F1 = Professor; F2 = Associate Professor and F3 = Assistant Professor • If AF1 = AF2= 0 then zero marks • Maximum marks to be limited if it exceeds 20 (Refer calculation in SAR)

Exhibits/Context to be Observed/Assessed:

(Faculty Qualification and experience required for cadre posts shall only be considered as per AICTE norms/guidelines)

• *Cadre wise No. of faculty available; Faculty qualification and experience and eligibility; Appointment/Promotion orders*
• *Cadre wise no. of faculty required as per AICTE guidelines (refer calculation in SAR)*

5.3. Faculty Qualification	20	FQ = 2 x [{10X +4Y}/F] where X is no. of faculty with Ph.D., Y is no. of faculty with M.Pharm., F is no. of faculty required to comply 1:15 Faculty Student ratio (no. of faculty and no. of students required to be calculated as per 5.1)

Exhibits/Context to be Observed/Assessed:

Documentary evidence – Faculty Qualification

5.4 Faculty Retention	20	A. ≥90% of required Faculties retained during the period of assessment keeping CAY*m2* as base year (20) B. ≥75% of required Faculties retained during the period of assessment keeping CAY*m2* as base year (16)

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		C. ≥60% of required Faculties retained during the period of assessment keeping CAY*m2* as base year (12) D. ≥50% of required Faculties retained during the period of assessment keeping CAY*m2* as base year (8) E. Otherwise (0)
Exhibits/Context to be Observed/Assessed: Faculty date of joining; atleast three month (July-April-May) salary statement for each of the assessment years		
5.5. Innovations by the Faculty in Teaching and Learning	**15**	A. The work must be made available on Institute Website (2) B. The work must be available for peer review and critique (3) C. The work must be reproducible and developed further by other scholars (2) D. Statement of clear goals, use of appropriate methods, significance of results, effective presentation and reflective critique (8)
Exhibits/Context to be Observed/Assessed: *A. Availability on Institute website; awareness among faculty and students* B. *, C & D. Self - explanatory*		
5.6 Faculty as participants in Faculty development /training activities	**15**	For each year: Assessment = 3×Sum/0.5 Required Faculty (RF) RF as per 1:15 ratio Average assessment over three years (Marks limited to 15)
Exhibits/Context to be Observed/Assessed: • *Faculty scores maximum five points for participation* • *Participant in 2 to 5 days Workshop/Faculty Development Program: 3 Points* • *Participant >5 days Workshop/Faculty Development Program: 5 points*		
5.7. Research and Development	**40**	
5.7.1. Academic Research	10	A. Number of quality publications in refereed/SCI Journals, citations, Books/Book Chapters etc. (6) B. PhD guided/PhD awarded during the assessment period while working in the institute (4)

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Exhibits/Context to be Observed/Assessed: A. *Quality of publications; publications copy* B. *Documentary evidence*		
5.7.2 Sponsored Research (By DST, DBT, ICMR, AICTE, etc.)	10	Funded research from outside; Cumulative for CAYm1, CAYm2 and CAYm3): Amount > 25 Lacs – 10 Marks Amount >= 22 Lacs and <= 25 lacs – 9 Marks Amount >= 19 Lacs and < 22 lacs – 8 Marks Amount >= 16 Lacs and < 19 lacs – 7 Marks Amount >= 13 Lacs and < 16 lacs – 6 Mark Amount >= 10 Lacs and < 13 lacs – 5 Marks Amount >= 08 Lacs and < 10 lacs – 4 Mark Amount >= 06 Lacs and < 08 lacs – 3 Mark Amount >= 05 Lacs and < 06 lacs – 2 Marks Amount >= 04 Lacs and < 05 lacs – 1 Mark Amount <= 4 Lacs – 0 Mark
Exhibits/Context to be Observed/Assessed: *Documentary evidence; Funding agency, Amount, Duration, Research progress; Outcome*		
5.7.3. Consultancy (From Industry)	**10**	Consultancy; Cumulative for CAYm1, CAYm2 and CAYm3): Amount > 25 Lacs – 10 Marks Amount >= 22 Lacs and <= 25 lacs – 9 Marks Amount >= 19 Lacs and < 22 lacs – 8 Marks Amount >= 16 Lacs and < 19 lacs – 7 Marks Amount >= 13 Lacs and < 16 lacs – 6 Mark Amount >= 10 Lacs and < 13 lacs – 5 Marks Amount >= 08 Lacs and < 10 lacs – 4 Mark Amount >= 06 Lacs and < 08 lacs – 3 Mark Amount >= 05 Lacs and < 06 lacs – 2 Marks

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		Amount >= 04 Lacs and < 05 lacs – 1 Mark Amount <= 4 Lacs – 0 Mark
Exhibits/Context to be Observed/Assessed: *Documentary evidence; Funding agency, Amount, Duration, Research progress; Outcome, Actual money received*		
5.7.4. Honorary Consultancy from Central/State/Local Government Organizations	05	
Exhibits/Context to be Observed/Assessed:		
5.7.5 Development Activities	05	A. Product Development (1) B. Research laboratories (2) C. Instructional materials (1) D. Working models/charts/monograms etc. (1)
Exhibits/Context to be Observed/Assessed: *Self - explanatory*		
5.8. Faculty Performance Appraisal and Development System (FPADS)	**20**	A. A well defined performance appraisal and development system instituted for all the assessment years as stipulated by the regulatory authority (5) B. Its implementation and effectiveness (15)
Exhibits/Context to be Observed/Assessed: A. *Notified performance appraisal and development system; Appraisal Parameters; Awareness* B. *Implementation, Transparency and Effectiveness*		
5.9. Visiting/Adjunct/Emeritus Faculty etc.	**05**	• Provision of Visiting /Adjunct/Emeritus faculty etc.(2) • Minimum **50** hours per year interaction (Minimum 50 hours interaction in a year will result in 1 mark for that year; 1 marks x 3 years = 3

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		marks)
Exhibits/Context to be Observed/Assessed: • *Documentary evidence*		
Total:	**175**	

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Criterion 6: **Facilities (120)**

Sub Criteria	Marks	Evaluation Guidelines
6.1.Availability of adequate, well-equipped classrooms to meet the curriculum requirements	**20**	Adequate well-equipped classrooms to meet the curriculum (20)
Exhibits/Context to be Observed/Assessed: *Adequacy; well-equipped classrooms; utilization*		
6.2. Faculty rooms	**10**	Availability of Conducive sitting place (10)
Exhibits/Context to be Observed/Assessed: *Self-explanatory*		
6.3. Laboratories including preparation room (wherever applicable), instrument/machine room and computer labs along with equipment and relevant facilities	**60**	A. Adequate well-equipped laboratories to run all the program-specific curriculum (40) B. Adequate well-equipped computer laboratory and IT infrastructure (20)
Exhibits/Context to be Observed/Assessed: A. *Adequacy; well-equipped laboratories; utilization* B. *Adequacy; well-equipped Computer laboratory and IT infrastructure*		
6.4. Drug Museum	**5**	Type & quality of collection in the museum with proper labeling and display (5)

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Exhibits/Context to be Observed/Assessed: *Self explanatory*		
6.5. Medicinal Plant Garden	**5**	Area, demarcation, temporary/permanent arrangement, planting of plants under the shade in demarcated areas, adequacy of the plants (5)
Exhibits/Context to be Observed/Assessed: *Self explanatory*		
6.6.Non Teaching Support	**20**	
6.6.1. Availability of adequate and qualified technical supporting staff for program specific laboratories	10	
Exhibits/Context to be Observed/Assessed: *Self explanatory*		
6.6.2. Incentives, skill upgrade, and professional advancement	10	
Exhibits/Context to be Observed/Assessed: *Self explanatory*		
Total:	**120**	

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Criterion 7: **Continuous Improvement (75)**

Sub Criteria	Marks	Evaluation Guidelines
7.1. Improvement in Success Index of Students without the backlog	15	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)
Exhibits/Context to be Observed/Assessed: *Assessment shall be based on improvement trends in success indices. Marks are awarded accordingly.* *If SI ≥ 85% in all the assessment years then full marks.*		
7.2. Improvement in Placement and Higher Studies	15	Assessment is based on improvement in: • Placement: number, quality placement, core industry, pay packages etc. • Higher studies: performance in GPAT etc., and admissions in premier institutions
Exhibits/Context to be Observed/Assessed: *Marks to be given proportionately considering nos. in the base year CAYm3*		
7.3. Improvement in the API of the Final Year Students	10	Academic Performance Index = ((Mean of Final 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 Final Year/10)) x (successful students/number of students appeared in the examination) Successful students are those who passed in all the final year courses
Exhibits/Context to be Observed/Assessed: *Data to be verified for atleast one of the assessment years*		

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7.4. Improvement in the quality of students admitted to the program	15	Assessment is based on improvement in terms of ranks/score in qualifying state level/national level entrances tests, percentage marks in Physics, Chemistry and Mathematics in 12th Standard and percentage marks of the lateral entry students.
Exhibits/Context to be Observed/Assessed: *Documentary evidence – list of students admitted; admission authority guidelines; ranks/scores; comparative status considering CAYm3 as a base year*		
7.5. Actions taken based on the results of evaluation of each of the POs	20	A. Documentation of POs attainment levels (5) B. Actions taken based on the actual attainment levels of the POs (15)
Exhibits/Context to be Observed/Assessed: *Documentary evidence in respect of each of the POs*		
Total:	**75**	

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Criterion 8: **Student Support Systems (50)**

Sub Criteria	Marks	Evaluation Guidelines
8.1. Mentoring system to help at individual level	05	A. Details of the mentoring system that has been developed for the students for various purposes and also state the efficacy of such system (5)
Exhibits/Context to be Observed/Assessed: A. *Mentoring system terms of reference; implementation; effectiveness (also to be verified during interaction with the students)*		
8.2. Feedback analysis and reward /corrective measures taken, if any	10	A. Methodology being followed for analysis of feedback and its effectiveness (5) B. Record of corrective measures taken (5)
Exhibits/Context to be Observed/Assessed: *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 and ensure attainment of set levels for each PO.*		
8.3. Feedback on facilities	05	A. Feedback collection, analysis and corrective action (5)
Exhibits/Context to be Observed/Assessed: *Self -explanatory*		
8.4. Self -Learning	05	A. The institution needs to specify facilities, materials and scope for self-learning, learning beyond syllabus and creation of facilities for self-learning and learning beyond syllabus (5)
Exhibits/Context to be Observed/Assessed: *Self- explanatory*		

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8.5. Career Guidance, Training, Placement	10	A. Availability of career guidance facilities (2) B. Counseling for higher studies (2) C. Industry interaction for training (3) D. Placement support (3)
Exhibits/Context to be Observed/Assessed: *Availability, implementation, effectiveness (also to be verified during interaction with the students)*		
8.6. Entrepreneurship Cell	05	Students success stories
Exhibits/Context to be Observed/Assessed: *Describe the facility, its management and its effectiveness in encouraging entrepreneurship and incubation*		
8.7. Co-curricular and Extra-curricular Activities	10	A. Availability of sports and cultural facilities (3) B. NCC and/or NSS and other clubs (3) C. Annual students activities (4)
Availability, implementation, effectiveness (also to be verified during interaction with the students)		
Total:	**50**	

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Criterion 9: **Governance, Institutional Support and Financial Resources (100)**

Sub Criteria	Marks	Evaluation Guidelines
9.1. Organization, Governance and Transparency	**50**	
9.1.1. Governing body, administrative setup, functions of various bodies, service rules procedures, recruitment and Promotional policies.	10	A. List the Governing Body Composition, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; participation details of external members and attendance therein (4) B. The published service rules, policies and procedures with year of publication (3) C. Minutes of the meetings and action-taken reports (3)
Exhibits/Context to be Observed/Assessed: *Self-explanatory*		
9.1.2. Decentralization in working and grievance redressal mechanism	15	A. List the names of the faculty members who have been delegated powers for taking administrative decisions (2) B. Specify the mechanism and composition of grievance redressal cell (5) C. Documentary evidence in aspect of actions taken as per 'A' & 'B' above (8)
Exhibits/Context to be Observed/Assessed: *A. B. & C. Documentary evidence*		
9.1.3. Delegation of financial powers	15	A. Financial powers delegated to the Principal, Heads of Departments and relevant in-charges (3) B. Demonstration of utilization of financial powers for each of the assessment years (12)
Exhibits/Context to be Observed/Assessed: *A. Circulars notifying financial powers* *B. Documentary evidence to exhibit utilization at each levels during assessment years*		

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9.1.4. Transparency and availability of correct/unambiguous information in public domain	10	A. Information on the policies, rules, processes is to be made available on web site (4) B. Dissemination of the information about student, faculty and staff (6)
Exhibits/Context to be Observed/Assessed: *A. & B. Website and Documentary evidence*		
9.2. Budget Allocation, Utilization, and Public Accounting at Institute level	**30**	
9.2.1. Adequacy of Budget allocation	10	A. Quantum of budget allocation for three years (4) B. Justification on adequacy of budget allocated for three years (6)
Exhibits/Context to be Observed/Assessed: *A. Budget formulation, finalization and approval process* *B. Requirement – allocation –adequacy – justification thereof*		
9.2.2. Utilization of allocated funds	15	A. Budget utilization for three years (10) B. Consistency with the audited statement (5)
Exhibits/Context to be Observed/Assessed: *A. Balance sheet; effective utilization; random verification for atleast two of the three assessment years* *B. Audited statement of accounts and Consistency in utilization of funds*		
9.2.3. Availability of the audited statements on the institute's website	05	A. Availability of Audited statements on website (5)

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Exhibits/Context to be Observed/Assessed: *A. Website*		
9.3. Library and Internet	**20**	
9.3.1. Quality of learning resources (hard/soft)	10	• Availability of relevant learning resources including e-resources and Digital Library (5) • Accessibility to students (5)
Exhibits/Context to be Observed/Assessed: *Availability; Adequacy; Effectiveness* *(Also to be verified during interactions with the faculty and students)*		
9.3.2. Internet	10	A. Available bandwidth (4) B. Wi Fi availability (2) C. Internet access in labs, classrooms, library and offices of all Departments (2) D. Security mechanism (2)
Exhibits/Context to be Observed/Assessed: *Availability as per AICTE norms; Adequacy; Effectiveness* *(Also to be verified during interactions with the faculty and students)*		
Total:	**100**	