



**SELF ASSESSMENT REPORT (SAR) FORMAT  
UNDERGRADUATE ARCHITECTURE PROGRAM  
FIRST TIME ACCREDITATION**

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**PART A: Institutional Information**

- 1. Name and Address of the Institution:**
- 2. Name and Address of the Affiliating University:**
- 3. Year of Establishment of the Institution:**
- 4. Type of the Institution:** (Tick the applicable choice)

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

**Provide Details:**

- 5. Ownership Status:** (Tick the applicable choice)

- Central Government
- State Government
- Grant-in-Aid
- Self-financing
- Trust
- Society
- Section 8 Company
- Any Other (Please specify)

**Provide Details:**

- 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 |
|------|----------------------------|-----------------------|-------------------|----------|
|      |                            |                       |                   |          |

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

- 7. Details of all the programs being offered by the Institution under consideration:**

| S. No. | Program Name | Year of Start | Initial Intake | Increase/ decrease in intake, if any (mention the no. of seats increased/ decreased, also) | Year of increase / decrease | CoA Approval Letter No. | Accreditation Status* |
|--------|--------------|---------------|----------------|--|-----------------------------|-------------------------|-----------------------|
| 1.     |              |               |                |  |                             |                         |                       |
| N.     |              |               |                |  |                             |                         |                       |

**Table No. A7.** Complete information about list of programs applying for accreditation.

**\* Write applicable one:**

- ❖ *Applying first time*
- ❖ *Granted accreditation for two/three years for the period (specify period)*
- ❖ *Granted accreditation for 5/6 years for the period (specify period)*
- ❖ *Not accredited (specify visit dates, year)*
- ❖ *Withdrawn (specify visit dates,*
- ❖ *Eligible but not applied*

**Note:** Add rows if needed.

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

| S. No. | Program Name |
|--------|--------------|
| 1.     |              |
| N.     |              |

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

**9. Total number of employees:**

**A. Regular\*Faculty and Staff in the Institute:**

| Items                                  |   | CAY |     | CAYm1 |     | CAYm2 |     |
|--|---|-----|-----|-------|-----|-------|-----|
|  |   | Min | Max | Min   | Max | Min   | Max |
| No.of faculty members in Architecture  | M |     |     |       |     |       |     |
|  | F |     |     |       |     |       |     |
| No.of faculty members in other Domains | M |     |     |       |     |       |     |
|  | F |     |     |       |     |       |     |
| No.of non-teaching staffs              | M |     |     |       |     |       |     |
|  | F |     |     |       |     |       |     |

**Table No. A9A.** No. of regular faculty and non-teaching staff for 3 years.

**\* 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 CoA 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.

CAY – Current Academic Year

CAYm1- Current Academic Year minus 1

CAYm2 - Current Academic Year minus 2

**B. Contractual Staff in the Institute (Not covered in Table A):**

| Items                                 |   | CAY |     | CAYm1 |     | CAYm2 |     |
|---------------------------------------|---|-----|-----|-------|-----|-------|-----|
|                                       |   | Min | Max | Min   | Max | Min   | Max |
| No.of faculty members in architecture | M |     |     |       |     |       |     |
|                                       | F |     |     |       |     |       |     |
| No.of faculty in other domains        | M |     |     |       |     |       |     |
|                                       | F |     |     |       |     |       |     |
| No.of non-teaching staffs             | M |     |     |       |     |       |     |
|                                       | F |     |     |       |     |       |     |

**Table No. A9B.** No. of contractual faculty and non-teaching staff for 3 years.

**10. Total number of Architecture Students:**

| <b>Student Numbers</b> | <b>CAY</b> | <b>CAYm1</b> | <b>CAYm2</b> |
|------------------------|------------|--------------|--------------|
| Total no. of boys      |            |              |              |
| Total no. of girls     |            |              |              |
| Total no. of students  |            |              |              |

**Table No. A10.** Total no. of students for 3 years.

*(Instruction: The data may be categorized in tabular form in case institute runs UG, PG and doctoral programs, please prepare separate table for each level, if applicable)*

**11. Vision of the Institution:**

**12. Mission of the Institution:**

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

i. Name:

Designation:

Mobile No:

Email id:

ii. NBA coordinator, if designated:

Name:

Designation:

Mobile No:

Email id:

## PART B: Criteria Summary

Name of the program: \_\_\_\_\_

| Criteria No.                    | Criteria  | Mark/Weightage |
|---------------------------------|---|----------------|
| <b>Program Level Criteria</b>   |   |                |
| 1.                              | Vision, Mission and Program Educational Objectives        | 50             |
| 2.                              | Program Curriculum and Teaching –Learning Processes       | 150            |
| 3.                              | Course Outcomes and Program Outcomes                      | 100            |
| 4.                              | Students’ Performance                                     | 180            |
| 5.                              | Faculty Information and Contributions                     | 200            |
| 6.                              | Facilities  | 100            |
| 7.                              | Continuous Improvement                                    | 70             |
| <b>Institute Level Criteria</b> |   |                |
| 8.                              | Student Support Systems                                   | 50             |
| 9.                              | Governance, Institutional Support and Financial Resources | 100            |
|                                 | <b>Total</b>  | <b>1,000</b>   |

**NOTE: In the document wherever word ‘Semester’ has been used, same shall be read as ‘Semester or Annual’. The Institutions may use appropriately whichever is applicable to them.**

## Self-Assessment Report (SAR)

|                    |   |           |
|--------------------|---|-----------|
| <b>CRITERION 1</b> | <b>Vision, Mission and Program Educational Objectives</b> | <b>50</b> |
|--------------------|---|-----------|

### 1. Vision, Mission and Program Educational Objectives (50)

#### 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 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 (10)

*(Articulate the process for defining the Vision, Mission and PEOs of the program)*

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

*(Generate a "Mission of the Institute - 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 the document, whenever the term 'Process' is used, it specifically refers to the process of formulation, notification, and implementation of various aspects or procedures.*

|                    |  |            |
|--------------------|--|------------|
| <b>CRITERION 2</b> | <b>Program Curriculum and Teaching –Learning Processes</b> | <b>150</b> |
|--------------------|--|------------|

## 2. Program Curriculum and Teaching-Learning Processes (150)

### 2.1. Program Curriculum (40) (30 for Affiliated Institutions)

**In case of autonomous Institutions, following sub-criteria/marks will be applicable for program curriculum (40)**

#### 2.1.1. State the Process for Designing the Program Curriculum (20)

*(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 (5)

*Program curriculum grouping based on course components*

| Course Component   | Curriculum Content (% of total number of credits of the program) | Total number of contact hours | Total number of credits |
|--|--|-------------------------------|-------------------------|
| Program Core   |  |                               |                         |
| Program Electives  |  |                               |                         |
| Open Electives   |  |                               |                         |
| Seminar/ Project work/ Internships/Industrial training/ Visits |  |                               |                         |
| Any other (Specify)  |  |                               |                         |
| <b>Total number of credits</b>                                 |  |                               |                         |

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

#### 2.1.3. Transaction of the Program Curriculum (5)

| Course Code  | Course Title | Total Number of Contact Hours |             |                |            | Total No. of Credits |
|--------------|--------------|-------------------------------|-------------|----------------|------------|----------------------|
|              |              | Lecture(L)                    | Tutorial(T) | Practical(P) # | TotalHours |                      |
|              |              |                               |             |                |            |                      |
|              |              |                               |             |                |            |                      |
| <b>Total</b> |              |                               |             |                |            |                      |

**Table No. 2.1.3.** Structure of program curriculum.

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

#### 2.1.4. State the Process Used to Identify Extent of Compliance of the Program Curriculum for attaining the Program Outcomes (POs) (5)

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

#### 2.1.5. Initiatives Towards the Education Policy at Program Level (5)

*(A brief explanation of the plans to implement and map activities in curriculum design with multidisciplinary and interdisciplinary programs, the establishment of an academic bank of credits system, etc)*

**In case of affiliated institutions, following sub-criteria/marks will be applicable for program curriculum (30):**

#### 2.1.1. State the Process Used to Identify Extent of Compliance of the University Curriculum for Attaining the Program Outcomes (POs) (10)

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



**Note:** In case, if all POs are being demonstrably met through University curriculum, then section 2.1.2 will not be applicable and the weightage of 2.1.1 will be 25.

**2.1.2. State the Delivery Details of the Content beyond Syllabus for Attainment of POs (15)**

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

**CAYm1**

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

**CAYm1**

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

**CAYm2**

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

**Note:** Please mention in detail whether the Institution has given such inputs and suggestions to the Affiliating University regarding curriculum gaps and the possible addition of new content or add-on courses in the curriculum to bridge the gap and improve the attainment of program outcomes, you can use the above table.

**2.1.3. Initiatives Towards the Educational Policy at Program Level (5)**

(A brief explanation of the plans to implement and map activities in curriculum design with multidisciplinary and interdisciplinary programs, the establishment of an academic bank of credits system, etc)

**2.2. Teaching-Learning Processes (110) (120 for affiliated colleges)**

**2.2.1. Initiatives in Teaching and Learning Process (15) (25 for affiliated colleges)**

(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, 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 for affiliated colleges)**

(Mention the initiatives, implementation details 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 (25) (25 for affiliated colleges)**

(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 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 Profession Interaction (10) (10 for affiliated colleges)**

(Give details of the profession's involvement in the program partial delivery of appropriate courses by experts from profession, etc. Mention the initiatives, implementation details and impact analysis)

**2.2.5. Initiatives Related to Skill Development Programs/Professional Internships/Summer Training (20) (20 for affiliated colleges)**

(Mention the initiatives, implementation details and impact analysis, Industry attached project/Group viva/Monitoring reports during training etc.)

**2.2.6. Quality of Studio Projects and Experiments (20) (20 for affiliated colleges)**

(Quality from the complexity, equipment set-up and performance perspective)

|                    |   |            |
|--------------------|---|------------|
| <b>CRITERION 3</b> | <b>Course Outcomes (COs) and Program Outcomes (POs)</b> | <b>100</b> |
|--------------------|---|------------|

**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. Course Outcomes (SAR Should include Course Outcomes of One Course from Each Semester of Study, however, should be Prepared for all Courses) (05)**

**Note:** Number 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 2020-21**

|               |             |
|---------------|-------------|
| <b>C202.1</b> | <Statement> |
| <b>C202.2</b> | <Statement> |
| ...           | <Statement> |
| <b>C202.N</b> | <Statement> |

**Table No.3.1.1.** List of course outcomes.

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

**3.1.2. CO-PO Matrices of Courses Selected in 3.1.1 (Ten Matrices to be Mentioned; One per Semester from 1<sup>st</sup> to 10<sup>th</sup> Semester) (05)**

| CO     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| C202.1 |     |     |     |     |     |     |     |     |     |      |      |
| C202.2 |     |     |     |     |     |     |     |     |     |      |      |
| ...    |     |     |     |     |     |     |     |     |     |      |      |
| C202.N |     |     |     |     |     |     |     |     |     |      |      |
| C202   |     |     |     |     |     |     |     |     |     |      |      |

**Table No. 3.1.2.** CO-PO matrices of 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 '-'*

**Note:** *Similar table is to be prepared for PSOs if any*

### 3.1.3. Course-PO Matrix of all Five Years of Study (10)

| CO   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO110 |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|
| C101 |     |     |     |     |     |     |     |     |     |      |       |
| C202 |     |     |     |     |     |     |     |     |     |      |       |
| ...  |     |     |     |     |     |     |     |     |     |      |       |
| C409 |     |     |     |     |     |     |     |     |     |      |       |
| CN0N |     |     |     |     |     |     |     |     |     |      |       |

**Table No. 3.1.3.** Course-PO Matrix of all Five Years of Study\*

**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 Table 3.1.3 for all the courses.

**Note:** Similar table is to be prepared for PSOs if any.

### 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 (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)

#### **Measuring Course Outcomes attained through 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 Internal Assessments: (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 the 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 and Program Specific Outcomes (40)

#### 3.3.1. Describe Assessment Tools and Processes Used for Assessing the Attainment of Each PO/PSO (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 Program Outcomes are attained and document the attainment levels)

#### 3.3.2. Provide Results of Evaluation of Each PO/PSO (30)

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

## PO Attainment

| Course                 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| C101                   |     |     |     |     |     |     |     |     |     |      |      |
| C202                   |     |     |     |     |     |     |     |     |     |      |      |
| ...                    |     |     |     |     |     |     |     |     |     |      |      |
| C409                   |     |     |     |     |     |     |     |     |     |      |      |
| CN0N                   |     |     |     |     |     |     |     |     |     |      |      |
| Direct Attainment      |     |     |     |     |     |     |     |     |     |      |      |
| Indirect Attainment    |     |     |     |     |     |     |     |     |     |      |      |
| Final Attainment value |     |     |     |     |     |     |     |     |     |      |      |

**Table No.3.3.2.** PO attainment.

Subjects C101, C102 are indicative courses in the first year. Similarly, C409 is final year course. First numeric digit indicates year of study and remaining two digits indicate course nos. in the respective year of study.

- ❖ Direct attainment level of a PO/PSO is determined by taking average across all courses addressing that PO/PSO. Fractional numbers may be used for example 1.55.
- ❖ Indirect attainment level of a PO is determined based on the student exit surveys, employer surveys, co-curricular activities, extracurricular activities etc.

### Example:

1. It is assumed that a particular PO has been mapped to 4 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.  $1.8 (2.25 \times 0.80) + 0.4 (2 \times 0.2) = 2.2$ .

**Note: Similar table is to be prepared for PSOs if any.**

|                    |                              |            |
|--------------------|------------------------------|------------|
| <b>CRITERION 4</b> | <b>Students' Performance</b> | <b>180</b> |
|--------------------|------------------------------|------------|

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

| Item  | CAY | CAYm1 | CAYm2 | CAYm3 | CAYm4 | CAYm5<br>(LYG) | CAYm6<br>(LYGm1) | CAYm7<br>(LYGm2) |
|---|-----|-------|-------|-------|-------|----------------|------------------|------------------|
| Sanctioned intake of a program (N)  |     |       |       |       |       |                |                  |                  |
| Total number of students admitted in 1 <sup>st</sup> year of the program (N1) |     |       |       |       |       |                |                  |                  |

**Table No. 4A.** Admission details of a program

| Year of entry | Number of students admitted in 1 <sup>st</sup> year of the program (N1) | Number of students who have successfully graduated without backlogs in any year of study<br><b>[Without backlogs means no compartment/failure in any semester/year of study]</b> |         |          |         |        |
|---------------|---|--|---------|----------|---------|--------|
|               |   | I Year   | II Year | III Year | IV Year | V Year |
| CAY           |   |  |         |          |         |        |
| CAYm1         |   |  |         |          |         |        |
| CAYm2         |   |  |         |          |         |        |
| CAYm3         |   |  |         |          |         |        |
| CAYm4         |   |  |         |          |         |        |
| CAYm5 (LYG)   |   |  |         |          |         |        |
| CAYm6 (LYGm1) |   |  |         |          |         |        |
| CAYm7 (LYGm2) |   |  |         |          |         |        |

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

| Year of entry | Number of students admitted in 1 <sup>st</sup> year of the program (N1) | Number of students who have successfully graduated in stipulated period of study<br><b>[Total of with Backlogs + without Backlogs]</b> |         |          |         |        |
|---------------|---|--|---------|----------|---------|--------|
|               |   | I Year   | II Year | III Year | IV Year | V Year |
| CAY           |   |  |         |          |         |        |
| CAYm1         |   |  |         |          |         |        |
| CAYm2         |   |  |         |          |         |        |
| CAYm3         |   |  |         |          |         |        |
| CAYm4         |   |  |         |          |         |        |
| CAYm5 (LYG)   |   |  |         |          |         |        |
| CAYm6 (LYGm1) |   |  |         |          |         |        |
| CAYm7 (LYGm2) |   |  |         |          |         |        |

**Table No.4C.** No.of students graduated in the stipulated period [Total of with backlogs+ without backlogs].

*CAY: Current Academic Year*

*CAYm1: Current Academic Year minus 1= Current Assessment Year*

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

*CAYm3: Current Academic Year minus 3= Current Assessment Year minus 2*

CAYm4: Current Academic Year minus 4= Current Assessment Year minus 3

LYG: Last Year Graduate

LYGm1: Last Year Graduate minus 1

LYGm2: Last Year Graduate minus 2

#### 4.1. Enrolment Ratio (20)

Enrolment Ratio= N1/N

| Item (Students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year) | Marks |
|--|-------|
| ≥90% students enrolled   | 20    |
| ≥80% students enrolled   | 18    |
| ≥70% students enrolled   | 16    |
| ≥60% students enrolled   | 14    |
| ≥50% students enrolled   | 12    |
| <50% students enrolled   | 0     |

#### Example:

| Item (Students enrolled at the 1 <sup>st</sup> 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 number of students admitted in 1 <sup>st</sup> year (N1)   | 60    | 59    | 60    |
| Enrolment Ratio  | 100   | 98.33 | 100   |
| Average Enrolment Ratio for 3 years.   | 99.44 |       |       |

**Table No.4.1A.** Student admissions for 3 years.

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

##### 4.2.1. Success Rate in the Stipulated Period without Backlogs (30)

Success Index (SI)= (Number of students who graduated from the program without backlogs)/(Number of students admitted in the 1<sup>st</sup> year of that batch)

**Average SI** = Mean of success index (SI) for past three batches success rate without backlogs in any year of study = 30\*Average SI.

| Item  | LYG | LYGm1 | LYGm2 |
|---|-----|-------|-------|
| Number of students admitted in the corresponding 1 <sup>st</sup> year           |     |       |       |
| Number of students who have graduated without backlogs in the stipulated period |     |       |       |
| Success index (SI)  |     |       |       |
| Average SI for 3 years  |     |       |       |

**Table No. 4.2.1.** No. of students graduated without backlogs for 3 batches.

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

##### 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)=(Number of students who graduated from the program in the stipulated period of the program)/(Number of students admitted in the 1<sup>st</sup> year of that batch)

**Average SI** = Mean of success index (SI) for past three batches Success rate = 20 \* Average SI

| Item   | LYG | LYGm1 | LYGm2 |
|--|-----|-------|-------|
| Number of students admitted in the corresponding First Year                  |     |       |       |
| Number of students who graduated within the stipulated period of the program |     |       |       |
| Success index (SI)   |     |       |       |
| Average SI for past 3 years  |     |       |       |

**Table No. 4.2.2.** No.of students graduated within the stipulated period[with backlogs+ without backlogs]

#### 4.3. Academic Performance in Final Year (10)

**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)) \* (successful students/number of students appeared in the examination).

**Academic Performance** = Average API

**All successful students, are those, who passed in all the final year courses**

| Academic Performance   | CAYm1 | CAYm2 | CAYm3 |
|--|-------|-------|-------|
| (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) |       |       |       |
| 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   |       |       |       |

**Table No. 4.3.** Academic Performance of final year students for 3 years.

#### 4.4. Academic Performance in Fourth Year (10)

**Academic Performance Index**= ((Mean of 4<sup>th</sup> 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 4<sup>th</sup> year/10)) \* (successful students/number of students appeared in the examination).

**Academic Performance** =Average API

**All successful students, are those, who are permitted to proceed to the final year**

| Academic Performance   | CAYm1 | CAYm2 | CAYm3 |
|--|-------|-------|-------|
| (Mean of 4 <sup>th</sup> 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 4 <sup>th</sup> 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   |       |       |       |

**Table No. 4.4.** Academic Performance of 4<sup>th</sup> year students for 3 years.

#### 4.5. Academic Performance in Third Year (10)

**Academic Performance Index (API)**= (Mean of 3<sup>rd</sup> 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 3<sup>rd</sup> year/10)) \* (successful students/number of students appeared in the examination).



**Academic Performance** = Average API

**Successful students are those who are permitted to proceed to the fourth year**

| Academic Performance   | CAYm1 | CAYm2 | CAYm3 |
|--|-------|-------|-------|
| (Mean of 3 <sup>rd</sup> 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 3 <sup>rd</sup> 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   |       |       |       |

**Table No. 4.5.** Academic Performance of 3<sup>rd</sup> Year students for 3 years.

#### 4.6 Academic Performance in Second Year (10)

**Academic Performance Index(API)** = (Mean of 2<sup>nd</sup> 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<sup>nd</sup> year/10) \* (successful students/number of students appeared in the examination)

**Academic Performance** = Average API

**All successful students, are those, who are permitted to proceed to the third year**

| Academic Performance   | CAYm1 | CAYm2 | CAYm3 |
|--|-------|-------|-------|
| (Mean of 2 <sup>nd</sup> 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 <sup>nd</sup> 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   |       |       |       |

**Table No. 4.6.** Academic Performance of 2<sup>nd</sup> Year students for 3 years.

#### 4.7 Academic Performance in First Year (10)

**Academic Performance Index (API)** =(Mean of 1<sup>st</sup> 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 1<sup>st</sup> year/ 10) \* (successful students/number of students appeared in the examination)

**Academic Performance**= Average API

**All successful students, are those, who are permitted to proceed to the second year**

| Academic Performance  | CAYm1 | CAYm2 | CAYm3 |
|---|-------|-------|-------|
| (Mean of 1 <sup>st</sup> 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 1 <sup>st</sup> 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 = $(AP1 + AP2 + AP3+)/3$ |     |     |     |

**Table No. 4.7.** Academic Performance of 1<sup>st</sup> Year students

#### 4.8 Placement and Higher Studies and Entrepreneurship (40)

**Assessment Points** = 40 \* Average placement

| Item   | LYG | LYGm1 | LYGm2 |
|--|-----|-------|-------|
| Total No. of Final Year Students (N)   |     |       |       |
| Number of students placed/involved in projects at Professional Bodies /Government sector through on/off campus recruitment or offices of private architectural practices (X) |     |       |       |
| No. of students admitted to higher studies with valid scores in various qualifying exams (Y)   |     |       |       |
| No. of students opted for entrepreneurs (Z)  |     |       |       |
| X + Y + Z  |     |       |       |
| Placement Index (PI): $(X + Y+ Z)/N$   | P1  | P2    | P3    |
| Average placement= $(P1 + P2 + P3)/3$  |     |       |       |
| Assessment Points = 40 * Average placement   |     |       |       |

**Table No. 4.8.1.** Placement and Higher Studies and Entrepreneurship details for 3 years.

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

**Table No. 4.8.2.** Placement data for past 3 years.

#### 4.9 Professional Activities (20)

##### 4.9.1 Professional Societies / Chapters and Organizing Architectural Events (5)

*(Provide the relevant details including holding of position at regional/national/ international level also)*

##### 4.9.2 Publication of Technical Magazines, Newsletters, etc. (5)

*(Provide a comprehensive list of publications, including the names of editors, publishers, and any other relevant details associated with each publication)*

##### 4.9.3 Participation in Inter-Institute Events by Students of the Program of Study (10)

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

|                    |  |            |
|--------------------|--|------------|
| <b>CRITERION 5</b> | <b>Faculty Information and Contributions</b> | <b>200</b> |
|--------------------|--|------------|

## 5 Faculty Information and Contributions (200)

| S. No. | Name of the faculty | Highest Qualification | Date of Receiving Highest Degree (MM/YYYY) | Area of Specialization if any | Designation | Date of Joining | Date on which Designated as Professor / Associate Professor if any | Nature of Association (Regular/Contract/ Adjunct) | If contractual mention Full time or Part time | Currently Associated (Y/N) | Date of Leaving (In case Currently Associated is "No") |
|--------|---------------------|-----------------------|--|-------------------------------|-------------|-----------------|--|---|---|----------------------------|--|
| 1.     |                     |                       |  |                               |             |                 |  |   |   |                            |  |
| ..     |                     |                       |  |                               |             |                 |  |   |   |                            |  |
| N.     |                     |                       |  |                               |             |                 |  |   |   |                            |  |

**Table No.B.5.** List of faculty members for past 3 years

**Note:** Provide comprehensive faculty details for the department, with cumulative information for all three academic years, starting from the current year. Please include faculty qualifications, experience, and any relevant information in the above table.

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

(To be calculated at Department Level)

No. of UG Programs in the Department(n): \_\_\_\_\_

No. of PG Programs in the Department(m): \_\_\_\_\_

No. of Students in UG 1<sup>st</sup> Year = **u1**

No. of Students in UG 2<sup>rd</sup> Year = **u2**

No. of Students in UG 3<sup>rd</sup> Year = **u3**

No. of Students in UG 4<sup>th</sup> Year = **u4**

No. of Students in UG 5<sup>th</sup> Year = **u5**

No. of Students in PG 1<sup>st</sup> Year = **p1**

No. of Students in PG 2<sup>nd</sup> Year = **p2**

**No. of Students = Sanctioned Intake.**

(The above data to be provided considering all the UG and PG programs of the Department)

**S** = Number of Students in the Department = UG1 + PG1 + PG2....

**F** = Total Number of regular faculty members (Selected and appointed through regular selection process as applicable from time to time by regulatory bodies) as well as contractual faculty members (except part-time or hourly based) in the Department including allied faculty other than Architects.

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

| Year | CAY                             | CAYm1                           | CAYm2                           |
|------|---------------------------------|---------------------------------|---------------------------------|
| u1.1 |                                 |                                 |                                 |
| u1.2 |                                 |                                 |                                 |
| u1.3 |                                 |                                 |                                 |
| u1.4 |                                 |                                 |                                 |
| u1.5 |                                 |                                 |                                 |
| UG1  | <b>u1.1+u1.2+u1.3+u1.4+u1.5</b> | <b>u1.1+u1.2+u1.3+u1.4+u1.5</b> | <b>u1.1+u1.2+u1.3+u1.4+u1.5</b> |
| p1.1 |                                 |                                 |                                 |

|   |                               |                                |                                |
|---|-------------------------------|--------------------------------|--------------------------------|
| p1.2  |                               |                                |                                |
| PG1   | <b>p1.1+p1.2</b>              | <b>p1.1+p1.2</b>               | <b>p1.1+p1.2</b>               |
| ....  |                               |                                |                                |
| pm.1  |                               |                                |                                |
| pm.2  |                               |                                |                                |
| PGm   | <b>pm.1+pm.2</b>              | <b>pm.1+pm.2</b>               | <b>pm.1+pm.2</b>               |
| Total No. of Students in the Department( <b>S</b> ) | <b>UG1 + PG1 + ...PGm=S1</b>  | <b>UG1 + PG1+... + PGm= S2</b> | <b>UG1 + PG1+... + PGm= S3</b> |
| No. of Faculty in the Department ( <b>F</b> )       | <b>F1</b>                     | <b>F2</b>                      | <b>F3</b>                      |
| Student Faculty Ratio ( <b>SFR</b> )                | <b>SFR1=S1/F1</b>             | <b>SFR2= S2/F2</b>             | <b>SFR3= S3/F3</b>             |
| Average SFR   | <b>SFR=(SFR1+SFR2+SFR3)/3</b> |                                |                                |

**Table No.5.1.** SFR details.

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:

- SFR  $\leq$ 15 --20 Marks
- SFR  $\leq$ 16 --18 Marks
- SFR  $\leq$ 17 --16 marks
- SFR  $\leq$ 18 --14 marks
- SFR  $\leq$ 19 --12 marks
- SFR  $\leq$ 20 --10 marks
- SFR >20 --00 mark.

**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:

- a. Shall have the CoA prescribed qualifications and experience
- b. 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.
- c. 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 (20)

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

F1: No. of Professors required =  $1/9 \times$  No. of Faculty required to comply with 15:1 Student-Faculty ratio.

F2: No. of Associate Professors required =  $2/9 \times$  No. of Faculty required to comply with 15:1 Student-Faculty ratio.

F3: No. of Assistant Professors required =  $6/9 \times$  No. of Faculty required to comply with 15:1 Student-Faculty ratio

| Year                   | Professors     |                 | Associate Professors |                 | Assistant Professors |                 |
|------------------------|----------------|-----------------|----------------------|-----------------|----------------------|-----------------|
|                        | Required (RF1) | Available (AF1) | Required (RF2)       | Available (AF2) | Required (RF3)       | Available (AF3) |
| <b>CAY</b>             |                |                 |                      |                 |                      |                 |
| <b>CAYm1</b>           |                |                 |                      |                 |                      |                 |
| <b>CAY m2</b>          |                |                 |                      |                 |                      |                 |
| <b>Average Numbers</b> | <b>RF1=</b>    | <b>AF1=</b>     | <b>RF2=</b>          | <b>AF2=</b>     | <b>RF3=</b>          | <b>AF3=</b>     |

**Table No. 5.2.** Faculty Cadre ratio details for 3 years including CAY.

$$\text{Faculty cadre ratio} = \left[ \left( \frac{AF1}{RF1} \right) + \left( \frac{AF2}{RF2} \right) \times 0.6 + \left( \frac{AF3}{RF3} \right) \times 0.4 \right] \times 10$$

- If AF1 = AF2= 0 then zero marks
- Maximum marks to be limited if it exceeds the allocated marks

Example:

Case 1: If AF1/RF1=1; AF2/RF2=1; AF3/RF3=1, then cadre proportion marks=(1+0.6+0.4) x10= 20

Case 2: If AF1/RF1=1; AF2/RF2=6/3; AF3/RF3=8/9 Cadre proportion marks = (1+1.2+0.355)x10= limited to 20.

### 5.3 Faculty Qualification (25)

$$FQ = 2.5*(2X+5Y+3Z)/F \text{ where}$$

*X is no. of faculty with Ph.D.,*

*Y is no. of faculty with M.Arch,*

*Z is no. of faculty with B.Arch,*

*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).*

|                     | X | Y | Z | F | FQ=2.5*[2X+5Y+3Z]/F] |
|---------------------|---|---|---|---|----------------------|
| CAY                 |   |   |   |   |                      |
| CAYm1               |   |   |   |   |                      |
| CAYm2               |   |   |   |   |                      |
| Average Assessment: |   |   |   |   |                      |

**Table No. 5.3.** Faculty qualification details for 3 years including CAY.

### 5.4 Faculty Retention (20)

| Item   | Marks |
|--|-------|
| ≥90% of required full time Faculty members retained during the period of assessment keeping CAYm2 as base year | 20    |
| ≥75% of required Faculty members retained during the period of assessment keeping CAYm2 as base year           | 16    |
| ≥60% of required Faculty members retained during the period of assessment keeping CAYm2 as base year           | 12    |
| ≥50% 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           | 0     |

Example:

| Item                                   | CAY            | CAYm1 |
|--|----------------|-------|
| No of Faculty Retained                 | 28             | 29    |
| Total No. of Required Faculty in CAYm2 | 33             |       |
| % of Faculty Retained                  | 85%            | 88%   |
| Faculty Retained                       | 86.5%(85+88)/2 |       |

**Table No. 5.4.** Faculty retention ratio.

## 5.5 Innovations by the Faculty in Teaching and Learning (15)

(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

## 5.6 Faculty as Participants in Faculty Development/Training Activities/STTPs (15)

- Faculty members can score a maximum of five points per year for participation.
- If a faculty member participates in a workshop/FDP lasting 2 to 5 days, they receive 3 points.
- If a faculty member participates in a workshop/FDP lasting more than 5 days, they receive 5 points.

| SN.   | Name of the Faculty | Max. 5 per Faculty |       |       |
|---|---------------------|--------------------|-------|-------|
|   |                     | CAYm1              | CAYm2 | CAYm3 |
| 1   |                     |                    |       |       |
| ...   |                     |                    |       |       |
| N   |                     |                    |       |       |
| <b>Sum</b>  |                     |                    |       |       |
| <b>RF = Number of Faculty required to comply with 15:1 Student-Faculty ratio as per 5.1</b> |                     |                    |       |       |
| <b>Assessment = <math>3 * \text{Sum} / (0.5 * \text{RF})</math> (Marks limited to 15)</b>   |                     |                    |       |       |
| <b>Average assessment over three years (Marks limited to 15) =</b>                          |                     |                    |       |       |

**Table No.5.6.**A list of faculty members who have participated in FDPs or STPs over the past 3 years

## 5.7 Research and Development (45)

### 5.7.1 Academic Research (5)

(Provide information like academic research activities, including the number of research paper publications, the count of students who received a Ph.D. or were guided for a Ph.D., and the number of faculty members who completed a Ph.D. during the assessment period)

5.7.1.1 No.of quality publications in refereed/SCI Journals, citations, Books/Book Chapters etc.(2)

5.7.1.2 No. of students received Ph.D/No.of faculty guided Ph.D students/No.of faculty awarded Ph.D during the assessment period while working in the institute (3)  
All relevant details shall be mentioned.

### 5.7.2 Sponsored Research (10)

Provide a comprehensive list of funded research projects received from external sources. Include

the following details for each project: The Principal Investigator (PI) name, project title, Funding Agency, Amount, Duration, and the cumulative funding amount received during academic years CAYm1, CAYm2, and CAYm3.

- Amount  $\geq$  15 Lakhs- 10 Marks
- Amount  $\geq$  12 Lakhs and  $<$  15 Lakhs - 8 Marks
- Amount  $\geq$  9 Lakhs and  $<$  12 Lakhs - 6 Marks
- Amount  $\geq$  6 Lakhs and  $<$  9 Lakhs - 4 Marks
- Amount  $\geq$  3 Lakhs and  $<$  6 Lakhs - 2 Marks
- Amount  $<$  3 Lakhs - 0 Mark

| CAYm1   |         |               |                     |        |
|---|---------|---------------|---------------------|--------|
| SN  | PI name | Project title | Funding agency name | Amount |
| 1   |         |               |                     |        |
| 2   |         |               |                     |        |
| ..  |         |               |                     |        |
| CAYm2   |         |               |                     |        |
| 1   |         |               |                     |        |
| 2   |         |               |                     |        |
| ..  |         |               |                     |        |
| CAYm3   |         |               |                     |        |
| 1   |         |               |                     |        |
| 2   |         |               |                     |        |
| ..  |         |               |                     |        |
| <b>Total amount received (Lakhs) for past 3 years</b> |         |               |                     |        |

**Table No. 5.7.2.** List of sponsored research projects for the past 3 years.

### 5.7.3 Consultancy (15)

*(Provide a comprehensive list of consultancy projects received from industry or government sources. Include the following details for each project: the Principal Investigator (PI) name, project title, funding agency along with the date of the award, the initial amount and duration, and the cumulative funding amount received during academic years CAYm1, CAYm2, and CAYm3)*

- Amount  $\geq$  25 Lakhs - 15 Marks
- Amount  $\geq$  20 Lakhs and  $<$  25 Lakhs - 12 Marks
- Amount  $\geq$  15 Lakhs and  $<$  20 Lakhs - 9 Marks
- Amount  $\geq$  10 Lakhs and  $<$  15 Lakhs - 6 Marks
- Amount  $\geq$  5 Lakhs and  $<$  10 Lakhs - 3 Marks
- Amount  $<$  5 Lakhs - 0 Mark

| CAYm1 |         |               |                     |        |
|-------|---------|---------------|---------------------|--------|
| SN    | PI name | Project title | Funding agency name | Amount |
| 1     |         |               |                     |        |
| 2     |         |               |                     |        |
| ..    |         |               |                     |        |
| CAYm2 |         |               |                     |        |
| 1     |         |               |                     |        |
| 2     |         |               |                     |        |
| ..    |         |               |                     |        |
| CAYm3 |         |               |                     |        |
| 1     |         |               |                     |        |
| 2     |         |               |                     |        |

|   |  |  |  |  |
|---|--|--|--|--|
| ..  |  |  |  |  |
| <b>Total amount received (Lakhs) for past 3 years</b> |  |  |  |  |

**Table No.5.7.3.** List of consultancy works for the past 3 years.

**5.7.4 Development Activities (15)**

Provide details:

- Design Development
- Product Development
- Professional Development
- Instructional materials
- Working models/charts/monograms etc.
- Community

**5.8 Faculty Performance Appraisal and Development System (FPADS) (15)**

*(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 profession/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 well-defined system instituted for all the assessment years
- Its implementation and effectiveness

**5.9. Visiting/Adjunct Faculty/Emeritus Faculty, etc. (25)**

*(Provide comprehensive details regarding the participation and contributions in teaching, learning, and/or research by visiting/adjunct faculty, encompassing experts from various professions, research organizations/universities, and government organizations, for all assessment years)*

- Provision of visiting/adjunct faculty, etc (5)
- Minimum 50 hours interaction in a year will result in 4 marks for that year; 4 marks x 5 years = 20 marks.



|                    |                   |            |
|--------------------|-------------------|------------|
| <b>CRITERION 6</b> | <b>Facilities</b> | <b>100</b> |
|--------------------|-------------------|------------|

## 6 Facilities (100)

### 6.1 Availability of Adequate, Well-Equipped Classrooms and Workshops to Meet Requirements (15)

*(Provide information regarding the facilities available for conducting theory classes, specifically the resources in place to support blended learning)*

### 6.2 Faculty rooms (15)

*(Provide details about the availability and quality of conducive seating places within the Department/ Institution)*

### 6.3 Laboratories/Studio/Computer Labs/Construction Yard along with Equipment and Relevant Facilities (Model Making, Carpentry, Fabrication, Studio) (35)

*(Provide information regarding the availability, adequacy, and effectiveness of the scientific experiments conducting and computing facilities within the Institution)*

| S.No | Lab/Workshop | Batch size | Availability of Manuals | Quality of instruments | Safety measures | Remarks |
|------|--------------|------------|-------------------------|------------------------|-----------------|---------|
|      |              |            |                         |                        |                 |         |
|      |              |            |                         |                        |                 |         |
|      |              |            |                         |                        |                 |         |
|      |              |            |                         |                        |                 |         |

**Table No.6.3.** List of laboratories/studio/computer labs/construction yard deals.

**Note:** Give a separate table listing all the instruments/equipment present with their make and model, existence of SOPs and Log Books for individual equipment.

### 6.4 Material Museum (15)

*(Provide information about the type and quality of the collection in the museum, along with details regarding the labeling and display standards maintained)*

### 6.5 Non-Teaching Support (20)

| S.No | Name of the technical staff | Designation | Date of joining | Qualification |     | Other technical skills gained | Responsibility |
|------|-----------------------------|-------------|-----------------|---------------|-----|-------------------------------|----------------|
|      |                             |             |                 | At Joining    | Now |                               |                |
|      |                             |             |                 |               |     |                               |                |
|      |                             |             |                 |               |     |                               |                |

**Table No. 6.5.** List of technical staff details.

#### 6.5.1 Availability of Adequate and Qualified Technical Supporting Staff for Program Specific Laboratories, Workshops and Studio (15)

*(The assessment will be done based on the information provided in the preceding table)*

#### 6.5.2 Incentives, Skill Upgrade, and Professional Advancement (5)

*(The assessment will be done based on the information provided in the preceding table)*

|                    |                               |           |
|--------------------|-------------------------------|-----------|
| <b>CRITERION 7</b> | <b>Continuous Improvement</b> | <b>70</b> |
|--------------------|-------------------------------|-----------|

## 7 Continuous Improvement (70)

### 7.1 Improvement in Success Index of Students without the Backlogs (15)

Success Index (SI)= (Number of students who graduated from the program without backlogs)/(Number of students admitted in the 1<sup>st</sup> year of that).

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

| Items                             | LYG | LYGm1 | LYGm2 |
|-----------------------------------|-----|-------|-------|
| <b>Success index (from 4.2.1)</b> |     |       |       |

**Table No.7.1.** Improvement in Success Index of Students without backlogs for 3 years.

### 7.2 Improvement in Placement and Higher Studies (10)

Assessment is based on improvement in:

- ❖ Placement: number, quality placement, core industry, pay packages etc.
- ❖ Higher studies: performance in national or state level, etc., and admissions in premier institutions.

### 7.3 Improvement in Sponsored Projects and Consultancy (10)

### 7.4 Academic Audit and Actions Taken thereof during the Assessment Period (10)

(Provide details about the academic audit system/process in place and how it is implemented to promote continuous improvement within the Institution)

### 7.5 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 entrances tests and overall percentage marks in 12<sup>th</sup> standard/equivalence exam).

| Item  | CAY                             | CAYm1 | CAYm2 |
|---|---------------------------------|-------|-------|
| <b>National Level Entrance Examination (NAT/JEEE Examination)</b>                             | <b>No. of Students admitted</b> |       |       |
|   | <b>Opening Score/Rank</b>       |       |       |
|   | <b>Closing Score/Rank</b>       |       |       |
| <b>Average percentage of all students of CBSE/Any other Board Result of admitted students</b> |                                 |       |       |

**Table No.7.5.** Improvement in the quality of students admitted to the program for 3 years.

### 7.6 Actions Taken based on the Results of Evaluation of Each of the POs (15)

Identify any areas of weakness in the program based on the analysis of the evaluation of Program Outcomes (POs) and Program Specific Outcomes (PSOs) attainment levels. Additionally, provide information on the measures that have been identified and implemented to enhance the attainment levels of POs and PSOs for the assessment years

Actions to be written as per table in 3.3.2.

#### POs Attainment Levels and Actions for improvement – CAYm1

| POs  | Target Level | Attainment Level | Observations |
|--|--------------|------------------|--------------|
| <b>PO1: Statement as mentioned in Annexure I</b> |              |                  |              |
| PO1  |              |                  |              |
| <p>Action 1:</p> <p>Action N:</p>                |              |                  |              |
| <b>PO2: Statement as mentioned in Annexure I</b> |              |                  |              |
| PO2  |              |                  |              |
| <p>Action 1:</p> <p>Action N:</p>                |              |                  |              |
| <b>PO3: Statement as mentioned in Annexure I</b> |              |                  |              |
| PO3  |              |                  |              |
| <p>Action 1:</p> <p>Action N:</p>                |              |                  |              |
| <b>PO4: Statement as mentioned in Annexure I</b> |              |                  |              |
| PO4  |              |                  |              |
| <p>Action 1:</p> <p>Action N:</p>                |              |                  |              |
| <b>PO5: Statement as mentioned in Annexure I</b> |              |                  |              |
| PO5  |              |                  |              |
| <p>Action 1:</p> <p>Action N:</p>                |              |                  |              |
| <b>PO6: Statement as mentioned in Annexure I</b> |              |                  |              |
| PO6  |              |                  |              |
| <p>Action 1:</p> <p>Action N:</p>                |              |                  |              |
| <b>PO7: Statement as mentioned in Annexure I</b> |              |                  |              |
| PO7  |              |                  |              |
| <p>Action 1:</p> <p>Action N:</p>                |              |                  |              |
| <b>PO8: Statement as mentioned in Annexure I</b> |              |                  |              |
| PO8  |              |                  |              |

|   |  |  |  |
|---|--|--|--|
| <b>Action 1:</b>                                  |  |  |  |
| <b>Action N:</b>                                  |  |  |  |
| <b>PO9: Statement as mentioned in Annexure I</b>  |  |  |  |
| <b>PO9</b>  |  |  |  |
| <b>Action 1:</b>                                  |  |  |  |
| <b>Action N:</b>                                  |  |  |  |
| <b>PO10: Statement as mentioned in Annexure I</b> |  |  |  |
| <b>PO10</b>                                       |  |  |  |
| <b>Action 1:</b>                                  |  |  |  |
| <b>Action N:</b>                                  |  |  |  |
| <b>PO11: Statement as mentioned in Annexure I</b> |  |  |  |
| <b>PO11</b>                                       |  |  |  |
| <b>Action 1:</b>                                  |  |  |  |
| <b>Action N:</b>                                  |  |  |  |

**Table No. 7.6.** POs Attainment Levels and Actions for improvement – CAYm1

*Similar tables should be presented for CAYm2 and CAYm3*

**Similar tables should be presented for PSOs for CAYm1, CAYm2 and CAYm3 if any**

|                    |                                |           |
|--------------------|--------------------------------|-----------|
| <b>CRITERION 8</b> | <b>Student Support Systems</b> | <b>50</b> |
|--------------------|--------------------------------|-----------|

## **8 Student Support Systems (50)**

### **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 Taken, 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 (5)**

*(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)**

*(Provide detailed information about the facility dedicated to career guidance, including its management structure and its effectiveness in offering career counseling for higher studies, campus placement support, and facilitating industry interaction for training, internships, and placements)*

### **8.6 Entrepreneurship Cell (5)**

*(Keep facility dedicated to entrepreneurship and incubation within the Institution. Additionally, please provide details about the management of this facility and an evaluation of its effectiveness in fostering entrepreneurship and incubation initiatives)*

### **8.7 Co-curricular and Extra-curricular Activities (10)**

*(Provide detailed information regarding the co-curricular and extra-curricular activities provided by the institution. Include any participation in events such as NASA, the CoA Thesis awards program, as well as student competitions at the local, state, national, and international level)*

|                    |  |            |
|--------------------|--|------------|
| <b>CRITERION 9</b> | <b>Governance, Institutional Support and Financial Resources</b> | <b>100</b> |
|--------------------|--|------------|

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

**9.1 Organization, Governance and Transparency (40)**

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

*(Provide a comprehensive document listing the governing body, senate, and all other academic and administrative bodies within the institution. Include details such as their memberships, functions, responsibilities, meeting frequencies, and attendance records, specifically noting the participation of external members. Additionally, ensure that a few sample minutes of the meetings and action-taken reports are annexed and made available on the institution's website for transparency and reference.*

*Rules, policies, and procedures and made available on the institution's website, along with the respective year of publication and details regarding their implementation. Additionally, we would appreciate an assessment of the extent of awareness among both employees and students regarding these policies and procedures).*

**9.1.2 Strategies for Implementation of Education Policy (5)**

*(Keep a list of initiatives undertaken to include multidisciplinary and interdisciplinary programs, the establishment of an academic bank of credits system, provisions for multiple entry-exit points, and the promotion of teaching in Indian languages.)*

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

*(Keep a list of initiatives which are taken towards implementation of 17 sustainable development goals. Steps taken towards clear energy and waste management)*

**9.1.4 Decentralization in Working and Grievance Redressal Mechanism (5)**

*(Provide the names of members responsible for various administrative roles and decision-making within the institution. Additionally, please specify the mechanism and composition of the grievance redressal cell)*

**9.1.5 Delegation of Financial Powers (10)**

*(Provide a clear breakdown of the financial powers delegated to the Principal, Heads of Departments, and relevant in-charges, along with a detailed demonstration of the utilization of these financial powers for each year during the assessment period)*

**9.1.6 Transparency and Availability of Correct/Unambiguous Information in Public Domain (5)**

*(Make information regarding our policies, rules, and processes readily accessible on the Institute's website)*

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

*(Provide a summary of the budget and the actual expenditure incurred exclusively for the Institution in the current financial year, as well as the corresponding figures for the past four year)*

**Total Income at Institute level: For CFY, CFYm1, CFYm2 & CFYm3**

*CFY: Current Financial Year,*

*CFYm1= Current Financial Year minus 1*

*CFYm2= Current Financial Year minus 2*

*CFYm3= Current Financial Year minus 3.*

**For CFY**

| Total Income: |       |          |                         | Actual expenditure (till ...): |               |                                     | Total No. of students:  |
|---------------|-------|----------|-------------------------|--------------------------------|---------------|-------------------------------------|-------------------------|
| Fee           | Govt. | Grant(s) | Other Sources (specify) | Recurring including Salaries   | Non-recurring | Special Projects/Any other, specify | Expenditure per student |
|               |       |          |                         |                                |               |                                     |                         |
|               |       |          |                         |                                |               |                                     |                         |

**Table No. 9.2.A.** Total income at Institute level.

**Note:** Similar tables are to be prepared for CFYm1, CFYm2 & CFYm3.

| Items                                  | Budgeted in CFY | Actual expenses in CFY (till ...) | Budgeted in CFYm1 | Actual Expenses in CFYm1 | Budgeted in CFYm2 | Actual Expenses in CFYm2 | Budgeted in CFYm3 | Actual Expenses in CFYm3 |
|--|-----------------|-----------------------------------|-------------------|--------------------------|-------------------|--------------------------|-------------------|--------------------------|
| Infrastructure Built-Up                |                 |                                   |                   |                          |                   |                          |                   |                          |
| Library                                |                 |                                   |                   |                          |                   |                          |                   |                          |
| Studio equipment                       |                 |                                   |                   |                          |                   |                          |                   |                          |
| Studio consumables                     |                 |                                   |                   |                          |                   |                          |                   |                          |
| Laboratory equipment                   |                 |                                   |                   |                          |                   |                          |                   |                          |
| Laboratory consumables                 |                 |                                   |                   |                          |                   |                          |                   |                          |
| Teaching and non-teaching staff salary |                 |                                   |                   |                          |                   |                          |                   |                          |
| Maintenance and spares                 |                 |                                   |                   |                          |                   |                          |                   |                          |
| R&D                                    |                 |                                   |                   |                          |                   |                          |                   |                          |
| Training and Travel                    |                 |                                   |                   |                          |                   |                          |                   |                          |
| Miscellaneous expenses *               |                 |                                   |                   |                          |                   |                          |                   |                          |
| Others, specify                        |                 |                                   |                   |                          |                   |                          |                   |                          |
| Total                                  |                 |                                   |                   |                          |                   |                          |                   |                          |

**Table No. 9.2.B.** Total income and expenditure at Institute level for 4 years.

**\* Items to be mentioned.**

**9.2.1. Adequacy of Budget Allocation (10)**

*Provide a comprehensive justification to establish that the budget allocated in previous years was indeed adequate to fulfill requirements*

**9.2.2. Utilization of Allocated Funds (15)**

*Provide a summary of how the budget has been allocated and utilized over the last three year*

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

*Institute should ensure that audited financial statements are accessible on the Institute's website*

**9.3 Library and Internet (30)**

*It is assumed that the institution has received a zero-deficiency report, and effective availability and utilization are expected to be demonstrated*

**9.3.1. Quality of Learning Resource (hard/soft) (20)**

- ❖ *Relevance of available learning resources*
- ❖ *Digital library*
- ❖ *Accessibility to students*

**9.3.2. Internet (10)**

- ❖ *Name of the Internet provider*
- ❖ *Available bandwidth*
- ❖ *Wi-Fi availability*
- ❖ *Internet access in labs, classrooms, library and other offices*
- ❖ *Security arrangements*

## **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**

### **(A) PROGRAM OUTCOMES (POs)**

- 1. PO1:** Ability to create architectural designs that satisfy both aesthetic and technical requirements.
- 2. PO2:** Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences.
- 3. PO3:** Knowledge of the fine arts as an influence on the quality of architectural design.
- 4. PO4:** Adequate knowledge of urban design, planning and the skills involved in the planning process.
- 5. PO5:** Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale
- 6. PO6:** Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.
- 7. PO7:** Understanding of the methods of investigation and preparation of the brief for a design project.
- 8. PO8:** Understanding of the structural design, constructional and engineering problems associated with building design.
- 9. PO9:** Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate
- 10. PO10:** The necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations.
- 11. PO11:** Adequate knowledge of the industries, organizations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

### **(B) PROGRAM SPECIFIC OUTCOMES (PSOs)**

Program shall specify 2-4 program specific outcomes (PSOs).