

**Evaluation Guidelines with indicative exhibits/context to be Observed/Assessed – SAR-MCA Program**

**First Time Accreditation**

**Criterion 1: Vision, Mission and Program Educational Objectives (60)**

Sub Criteria	Marks	Evaluation Guidelines
<b>1.1. State the Vision and Mission</b>	<b>05</b>	A. Availability of the Vision & Mission statements of the Department (1) B. Appropriateness/Relevance of the Statements (2) C. Consistency of the Department statements with the Institute statements (2)  (Here it has been asked to write Institute Vision and Mission statements ensuring consistency with the department Vision and Mission statements)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A. Vision & Mission Statements B. Correctness from definition perspective C. Consistency between Institute and Department statements		
<b>1.2. State the Program Educational Objectives (PEOs)</b>	<b>05</b>	Listing of the Program Educational Objectives (3 to 5) of the program under consideration
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Availability & appropriateness of the PEOs statements		
<b>1.3. Indicate where and how the Vision, Mission and PEOs are Published and Disseminated among Stakeholders</b>	<b>15</b>	A. Adequacy in respect of publication & dissemination (4) B. Process of dissemination among stakeholders (4) C. Extent of awareness of Vision, Mission & PEOs among the stakeholders (7)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A. Adequacy of Department Vision, Mission and PEOs: Availability on Institute website under relevant program link; Availability at Department notice boards, HoD Chamber, department website, if Available; Availability in department level documents/course of study. B. Process of dissemination: Documentary evidence to indicate the process which ensures awareness among internal and external stakeholders with effective process implementation. C. Extent of Awareness: Based on interaction with internal and external stakeholders		
<b>1.4. State the Process for Defining the Vision and Mission and PEOs of the Program</b>	<b>20</b>	A. Description of process involved in defining the Vision, Mission of the Department (10) B. Description of process involved in defining the PEOs of the program (10)

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<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A & B.-Documentary evidence to indicate the process for defining Vision, Mission & PEOS with effective process implementation		
<b>1.5. Establish Consistency of PEOs with Mission of the Department</b>	<b>15</b>	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)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A. Availability of a matrix correlating PEOs and Mission elements B. Justification for each of the elements mapped in the matrix		
<b>Total</b>	<b>60</b>	

### Criterion 2: Program Curriculum and Teaching Learning Processes (130)

Sub Criteria	Marks	Evaluation Guidelines
<b>2.1. Program Curriculum</b>	<b>50</b>	<b>40 for affiliated Institutions</b>
2.1.1. State the Process for Designing the Program Curriculum	15	Process used to demonstrate how the program curriculum is evolved or gap analysis is done and periodically reviewed considering the POs.
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Documentary evidence to indicate the process which demonstrate how the program curriculum is evolved and periodically reviewed considering the POs.		
2.1.2. State the Components of the Program Curriculum	10	Expectation in sections 2.1.2 & 2.1.3 & 2.1.4 is that the curriculum is well balanced & appropriate for MCA program
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ In section 2.1.2, the evaluator can see the distribution of credits amongst different components. It allows him to decide if the curriculum is balanced		
2.1.3. Program Curriculum Structure	10	Expectation in sections 2.1.2 & 2.1.3 & 2.1.4 is that the curriculum is well balanced & appropriate for MCA program

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<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ In section 2.1.3 looks at the entire curriculum in detail. It shall allow an evaluator to identify oddities (if any) at the individual course level.		
2.1.4. Overall Quality and Level of Program Curriculum	10	Overall judgement of the experts.
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ The intent of this section is to arrive at a judgment on whether or the program can allow attainment of POs. As such it relies heavily on the domain expertise of the Evaluator. He alone can decide if the program, as given, is capable of leading to PO attainment. Were the POs actually attained is to be determined in a later section.		
2.1.5. New Initiatives Towards Education Policy at the Programme Level	05	
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Brief explanation of the action plan for NEP 2020, state education policy, etc. and its implementations and map the activities in curriculum design with the NEP- 2020 policy and state education policy, etc		
<b><i>In the case of affiliated institutions following criteria will be applicable for Program Curriculum (40):</i></b>		
❖ <i>In the case of affiliated institutions marks will be on content beyond to cover the gaps; if any from the POs attainment perspective. It will also include the weightage on efforts put in to cover the gaps. The marks distribution will be as given below</i>		
<b>2.1.1. Delivery of Syllabus Contents and Compliance of the Curriculum for Attainment of POs (15)</b>		
<b>2.1.2. State the Delivery Details of the Contents beyond Syllabus for Attainment of POs (20)</b>		
<b>2.1.3. New Initiatives Towards Education Policy at the Programme Level (5)</b>		
❖ <b>Note:</b> <i>If all POs are demonstrably met through the University curriculum, then Section 2.1.2 will not be applicable, and the weight of Section 2.1.1 will be 35.</i>		
<b>2.2. Teaching Learning Processes</b>	<b>80</b>	
2.2.1. Initiatives in Teaching and Learning Process	15	A. Adherence to Academic Calendar (2) B. Use of various instructional methods and pedagogical initiatives (4) C. Methodologies to support weak students and encourage bright students

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		(4) D. Quality of classroom teaching (Observation in a Class) (2) E. Continuous Assessment in the laboratory (3)
<b>Exhibits/Context to be Observed/Assessed:</b>		
<p>A. Availability of Academic Calendar based on University academic calendar and its effective compliance</p> <p>B. Documentary evidence to support implementation of pedagogical initiatives such as real-life examples, collaborative learning, ICT supported learning, interactive class rooms etc.</p> <p>C. Guidelines to identify weak and bright students; post identification actions taken; impact observed</p> <p>D. Class room ambience; efforts to keep students engaged (also to be verified during interaction with the students)</p> <p>E. Lab internal semester examination and internal marks thereof, practical record books, each experiment assessment, final marks based on assessment of all the experiments, and other assessments, if any</p>		
2.2.2. Quality of Internal Semester Question Papers, Assignments and Evaluation	20	<p>A. Process for internal semester question paper setting and evaluation and effective process implementation (5)</p> <p>B. Process to ensure questions from outcomes/learning levels perspective (2)</p> <p>C. Evidence of COs coverage in class test / mid-term tests/quiz, etc (8)</p> <p>D. Quality of assignment and its relevance to COs (5)</p>
<b>Exhibits/Context to be Observed/Assessed:</b>		
<p>A. Process of internal semester question paper setting, model answers, evaluation and its compliance</p> <p>B. Question paper validation to ensure desired standard from outcome attainment perspective as well as learning levels perspective</p> <p>C. Mapping of questions with COs</p> <p>D. Assignments to promote self-learning, survey of contents from multiple sources, assignment evaluation and feedback to the students, mapping with the COs</p>		
2.2.3. Quality of Students Projects	15	<p>A. Identification of projects and allocation methodology to faculty members (3)</p> <p>B. Types and relevance of the projects and their contribution towards attainment of POs (4)</p> <p>C. Process for monitoring and evaluation (3)</p> <p>D. Evidences of papers published /working models/ IPRs/awards received by projects etc. (5)</p>
<b>Exhibits/Context to be Observed/Assessed:</b>		
<p>A. Projects identification and guide allocation process</p> <p>B. Projects classification (application, product, review, etc.) consideration to factors such as cost, society, legal, standards, environment and mapping with program outcomes.</p>		

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C. Continuous monitoring mechanism and evaluation		
D. Quality of place (host) where the paper has been published /quality of competition in which award has been won and projects demonstration		
2.2.4. Initiatives Related to Industry Interaction	15	A. Industry supported laboratories/CoE/R&D centre (5) B. Industry involvement in the program design and partial delivery of any regular courses for students (7) C. Impact analysis of industry interaction and actions taken thereof (3)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A. Type of Industries, Type of Labs, objectives, utilization and effectiveness.		
B. Documentary evidence.		
C. Analysis and actions taken thereof		
2.2.5. Initiatives Related to Industry Internship/ Training	15	A. Industrial training/tours for students (4) B. Impact analysis of industrial training/tours (2) C. Internships/industrial training of more than two weeks (6) D. Impact analysis of Internships/industrial training (3)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A. & C. Type of Industries, planned or non-planned activity, objectives clearly defined, no. of students participated, relevant area of training, visit report documented		
B. & D. Impact analysis and feedback format, analysis and actions taken (also to be verified during interaction with students)		
<b>Total</b>	<b>130</b>	

### Criterion 3: Course Outcomes (COs) and Program Outcomes (POs) (100)

Sub Criteria	Marks	Evaluation Guidelines
<b>3.1. Establish the Correlation between the Courses and the Program Outcomes</b>	<b>20</b>	
3.1.1. Course Outcomes	05	Evidence of COs being defined for every course
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Appropriateness of the statements shall be seen for a least one course each from each semester of study		

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3.1.2. CO-PO Matrices of Courses Selected in 3.1.1	05	Explanation of tables to be ascertained
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Mapping to be verified for at least two matrices		
3.1.3. Course-PO Matrix of all Courses for all Years of Study	10	Explanation of table to be ascertained
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Mapping to be verified for at least one course per year of study;		
<b>3.2. Attainment of Course Outcomes</b>	<b>40</b>	
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 tools & processes (4) B. The quality /relevance of assessment processes & tools used (6)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
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	Verify the attainment levels as per the benchmark set for all courses
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ 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		
<b>3.3. Attainment of Program Outcomes</b>	<b>40</b>	
3.3.1. Describe Assessment Tools and Processes Used for Assessing the Attainment of Each PO	10	A. List of assessment tools & processes (4) B. The quality/relevance of assessment tools/processes used (6)

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<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
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		
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)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A. & B.- Appropriate attainment level and documentary evidences; details for POs attainment from core courses to be verified. Also, at least two POs attainment levels shall be verified.		
<b>Total</b>	<b>100</b>	

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

Sub Criteria	Marks	Evaluation Guidelines
<b>4.1. Enrolment Ratio (20)</b>	<b>20</b>	A. $\geq$ 90% students enrolled at 1 <sup>st</sup> year level on average basis during the last three years starting from Current Academic Year (20) B. $\geq$ 80% students enrolled at 1 <sup>st</sup> year level on average basis during the last three years starting from Current Academic Year (18) C. $\geq$ 70% students enrolled at the 1 <sup>st</sup> year level on average basis during the last three years starting from Current Academic Year (16) D. $\geq$ 60% students enrolled at 1 <sup>st</sup> year level on average basis during the last three years starting from Current Academic Year (14) E. $\geq$ 50% students enrolled at 1 <sup>st</sup> year level on average basis during the last three years starting from Current Academic Year (12) F. $<$ 50% students enrolled at 1 <sup>st</sup> year level on average basis during the last three years starting from Current Academic Year (00)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A, B, C, D, E.- Data to be verified for each of the assessment years		
<b>4.2. Success Rate in the Stipulated Period of the Program</b>	<b>50</b>	

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4.2.1.Success Rate in Stipulated Period of Study Without Backlogs	<b>30</b>	<p>Success Index(<b>SI</b>)=(No. of students who graduated from the program without backlogs)/{(No. of students admitted in the 1<sup>st</sup> year of that batch) plus (lateral entry students admitted in 2<sup>nd</sup> year of study, if any)}</p> <p><b>Average SI</b> = Mean of SI for past 3 batches. Success rate in stipulated period of study without backlogs =3.0 * Average SI</p>
<b>Exhibits/Context to be Observed/Assessed:</b>		
<ul style="list-style-type: none"> <li>❖ Data to be verified for each of the assessment years.</li> <li>❖ Note: If 100% students clear without any backlog then also total marks scored will be 50 as both 4.2.1 &amp; 4.2.2 will be applicable simultaneously.</li> </ul>		
4.2.2.Success Rate in Stipulated Period of Study (Actual Duration of the Program) <b>[Total of with Backlogs + without Backlogs]</b>	20	<p>Success Index(<b>SI</b>)= (No. of students who graduated from the program in the stipulated period of course duration)/ {(No. of students admitted in the 1<sup>st</sup> year of that batch) plus (lateral entry students admitted in 2<sup>nd</sup> year of study, if any)}</p> <p><b>Average SI</b> = Mean of SI for past 3 batches. Success rate = 2.0 * Average SI.</p>
<b>Exhibits/Context to be Observed/Assessed:</b>		
<ul style="list-style-type: none"> <li>❖ Data to be verified for each of the assessment years.</li> <li>❖ Note: If 100% students clear without any backlog then also total marks scored will be 50 as both 4.2.1 &amp; 4.2.2 will be applicable simultaneously.</li> </ul>		
<b>4.3. Academic Performance in Second Year</b>	<b>20</b>	<p>Academic Performance Index (<b>API</b>) = ((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/no. of students appeared in the examination).</p> <p><b>Academic Performance</b>=2.0 * Average API</p>
<b>Exhibits/Context to be Observed/Assessed:</b>		
<ul style="list-style-type: none"> <li>❖ Data to be verified for each of the assessment years.</li> </ul>		
<b>4.4. Academic Performance in First Year</b>	<b>20</b>	<p>Academic Performance Index (<b>API</b>)= ((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/no. of students appeared in the examination).</p> <p><b>Academic Performance</b>=2.0* Average API</p>



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<b>Exhibits/Context to be Observed/Assessed:</b>		
❖ Data to be verified for each of the assessment years.		
<b>4.5.Placement and Higher Studies</b>	<b>40</b>	<b>Assessment points</b> = 40 * average of 3 years of $((X+Y+Z)/N)$ , where X=No. of students placed in Industries/ Government sector through on/off campus recruitment Y=No. of students admitted to higher studies with valid scores in various competitive qualifying exams and admissions in premier institutions Z=No. of students turned entrepreneur in the software industry. N= Total No. of Final Year Students
<b>Exhibits/Context to be Observed/Assessed:</b>		
❖ Data to be verified for at least one of the assessment years		
<b>4.6. Professional Activities</b>	<b>30</b>	
4.6.1. Professional Societies /Chapters and Number of Events Organized through Professional Societies /Chapters	10	A. Availability & activities of professional societies/chapters (3) B. Number, quality of computer application events organized at Institute (7) (Level-Institute/Reginal/State/National/ International)
<b>Exhibits/Context to be Observed/Assessed:</b>		
A, B.- Documentary evidence		
4.6.2.Publications in Institute Journal/ Technical Magazines/ Newsletters, etc.	10	A. Quality & Relevance of the contents and Print Material (5) B. Participation of Students from the program (5)
<b>Exhibits/Context to be Observed/Assessed:</b>		
A. Documentary evidence B. Documentary evidence - Students participation (also to be confirmed during interaction with the students)		
4.6.3.Participation in Inter-Institute Events by Students of the Program of Study (Other Institutions)	10	A. Events within the state (2) B. Events outside the state (3) C. Prizes/awards received in above events (5)
<b>Exhibits/Context to be Observed/Assessed:</b>		
❖ A.B.& C.- Quality of events and documentary evidence		
<b>Total</b>	<b>180</b>	

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**Criterion 5: Faculty Information and Contributions (200)**

Sub Criteria	Marks	Evaluation Guidelines
<b>5.1. Student-Faculty Ratio (SFR)</b>	<b>20</b>	<ul style="list-style-type: none"> <li>• Marks to be given proportionally from a maximum of 20 to a minimum of 10 for average SFR between 15:1 to 25:1, and zero for average SFR higher than 25:1. Marks distribution is given as below:                             <ul style="list-style-type: none"> <li>SFR <math>\leq</math> 15 - 20 Marks</li> <li><math>\leq</math> 17 - 18 Marks</li> <li><math>\leq</math> 19 - 16 Marks</li> <li><math>\leq</math> 21 - 14 Marks</li> <li><math>\leq</math> 23 - 12 Marks</li> <li><math>\leq</math> 25 - 10 Marks</li> <li><math>&gt;</math> 25 - 00 Marks</li> </ul> </li> </ul>
<p><b>Exhibits/Context to be Observed/Assessed:</b></p> <ul style="list-style-type: none"> <li>❖ 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                             <ol style="list-style-type: none"> <li>1. Shall have the AICTE prescribed qualifications and experience.</li> <li>2. 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.</li> <li>3. 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</li> </ol> </li> <li>❖ Faculty to be calculated Department wise as per the format given in SAR; Faculty appointment letters, time table, subject allocation file, salary statements and random interaction in person.</li> <li>❖ No. of student's calculation as mentioned in the SAR (please refer table no. 4.A under criterion 4)</li> <li>❖ Faculty Qualification as per AICTE guidelines shall only be counted</li> </ul>		
<b>5.2. Faculty Cadre Ratio</b>	<b>25</b>	$\text{Faculty Cadre Ratio Marks} = \left[ \left[ \frac{AF1}{RF1} \right] + \left[ \frac{AF2 * 0.6}{RF2} \right] + \left[ \frac{AF3 * 0.4}{RF3} \right] \right] * 12.5$ <ul style="list-style-type: none"> <li>❖ If AF1 = AF2 = 0, then zero mark</li> <li>❖ Maximum marks to be limited if it exceeds 25 (Refer calculation in SAR)</li> </ul>

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<b>Exhibits/Context to be Observed/Assessed:</b>		
(Faculty Qualification and experience required for cadre posts shall only be considered as per AICTE norms/guidelines)		
<ul style="list-style-type: none"> <li>❖ Cadre wise No. of faculty available; Faculty qualification and experience and eligibility; Appointment/Promotion orders</li> <li>❖ Cadre wise no. of faculty required as per AICTE guidelines (refer calculation in SAR)</li> </ul>		
<b>5.3. Faculty Qualification</b>	<b>25</b>	FQ=2.5*(10X +4Y)/F, where X is no. of faculty with Ph.D. degree., Y is no. of faculty with MCA/M.Tech/ME (as per AICTE, F is no. of faculty required to comply 1:20 Faculty Student ratio (no. of faculty and no. of students required to be calculated as per 5.1))
<b>Exhibits/Context to be Observed/Assessed:</b>		
❖ Documentary evidence – Faculty Qualification		
<b>5.4. Faculty Retention</b>	<b>15</b>	<ul style="list-style-type: none"> <li>A. ≥90% of required faculty members retained during the period of assessment keeping CAYm2 as base year (15)</li> <li>B. ≥75% of required faculty members retained during the period of assessment keeping CAYm2 as base year (12)</li> <li>C. ≥60% of required Faculty members retained during the period of assessment keeping CAYm2 as base year (8)</li> <li>D. ≥50% of required Faculty members retained during the period of assessment keeping CAYm2 as base year (4)</li> <li>E. &lt;50% of required Faculty members retained during the period of assessment keeping CAYm2 as base year (0)</li> </ul>
<b>Exhibits/Context to be Observed/Assessed:</b>		
❖ Faculty date of joining; at least three-month (July-April-May) salary statement for each of the assessment years		
<b>5.5.FDP/STTP Organized by the Faculty Members in the Department</b>	<b>10</b>	<ul style="list-style-type: none"> <li>❖ Minimum 2 days program</li> <li>❖ 2 points per program (Max. upto 10 marks)</li> </ul>
<b>Exhibits/Context to be Observed/Assessed:</b>		
❖ Documentary Evidences		
<b>5.6. Innovations by the Faculty in Teaching and Learning</b>	<b>20</b>	<ul style="list-style-type: none"> <li>A. The work must be made available on Institute Website (4)</li> <li>B. The work must be available for peer review and critique (4)</li> <li>C. The work must be reproducible and developed further by other scholars (2)</li> <li>D. Statement of clear goals, use of appropriate methods, significance of</li> </ul>

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		results, effective presentation and reflective critique (10)
<b>Exhibits/Context to be Observed/Assessed:</b>		
<p>A. Availability on Institute website; awareness among faculty and students of the department                  B. &amp; C.- Self -explanatory                  D. Innovations that contribute to the improvement of student learning, typically include use of ICT, instruction delivery, instructional methods, assessment, evaluation etc.</p>		
<b>5.7. Faculty as Participants in Faculty Development/Training Activities</b>	<b>15</b>	<ul style="list-style-type: none"> <li>❖ For each year: Assessment = 3*Sum/0.5*RF</li> <li>❖ Average assessment over last three years starting from CAYm1 (Marks limited to 15)</li> </ul>
<b>Exhibits/Context to be Observed/Assessed:</b>		
<ul style="list-style-type: none"> <li>❖ Relevance of the training/development programme</li> <li>❖ No. of days; No. of faculty participated</li> </ul>		
<b>5.8. Faculty Contributions in Educational Policy Implementation</b>	<b>05</b>	
<b>Exhibits/Context to be Observed/Assessed:</b>		
<ul style="list-style-type: none"> <li>❖ Self -explanatory</li> </ul>		
<b>5.9. Research and Development</b>	<b>45</b>	
5.9.1. Academic Research	10	<p>A. No. of quality publications in SCI/other Journals with DOI, citations, Scopus, H index, Books/Book Chapters etc. (8).                  B. No. of students received Ph.D./Ph.D. guided/no. of faculty members received Ph.D. degree during the assessment period while working in the Institution (2)</p>
<b>Exhibits/Context to be Observed/Assessed:</b>		
<p>A. Quality of publications; publications copy                  B. Documentary evidence</p>		
5.9.2. Sponsored Research Projects	10	<p>Funded research from external source; Cumulative during CAYm1, CAYm2 and CAYm3)                  Amount <math>\geq</math>10 Lacs – 10 Marks                  Amount <math>\geq</math>8 Lacs and &lt;10 lacs–8 Marks                  Amount <math>\geq</math>6 Lacs and &lt;8 lacs –6 Marks                  Amount <math>\geq</math>4 Lacs and &lt;6 lacs –4 Marks</p>

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		Amount $\geq 2$ Lacs and $< 4$ lacs -2 Marks Amount $\geq 1$ Lacs and $< 2$ lacs -1 Mark Amount $< 1$ Lacs - 0 Mark
<b>Exhibits/Context to be Observed/Assessed:</b>		
❖ Documentary evidence; Funding agency, Amount, Duration, Research progress; Outcomes of each project.		
5.9.3.Consultancy Work (from Industry/Government)	10	Consultancy project from Industry/Government. Cumulative during CAYm1, CAYm2 and CAYm3: Amount $\geq 10$ Lacs - 10 Marks Amount $\geq 8$ Lacs and $< 10$ lacs -8 Marks Amount $\geq 6$ Lacs and $< 8$ lacs - 6 Marks Amount $\geq 4$ Lacs and $< 6$ lacs - 4 Marks Amount $\geq 2$ Lacs and $< 4$ lacs - 2 Marks Amount $\geq 1$ Lacs and $< 2$ lacs - 1 Mark Amount $< 1$ Lacs - 0 Mark
<b>Exhibits/Context to be Observed/Assessed:</b>		
❖ Documentary evidence; Funding agency, Amount, Duration, Research progress; Outcomes of each project.		
5.9.4. Development activities	15	❖ Product Development ❖ Research /virtual laboratories ❖ Multi-disciplinary and interdisciplinary projects executed ❖ Instructional materials ❖ Books/MOOCs ❖ Application development ❖ Software for inhouse use ❖ Training provided to faculty/students through external grants
<b>Exhibits/Context to be Observed/Assessed:</b>		
❖ Self -explanatory		
<b>5.10.Faculty Performance Appraisal and Development System (FPADS)</b>	<b>10</b>	A. A well-defined performance appraisal and development system instituted for all the assessment years (3) B. Its implementation and effectiveness (7)
<b>Exhibits/Context to be Observed/Assessed:</b>		
A. Notified performance appraisal and development system; Appraisal Parameters; Awareness B. Implementation, Transparency and Effectiveness		

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<b>5.11.Visiting/Adjunct Faculty/ Professor of Practice, etc</b>	<b>10</b>	<ul style="list-style-type: none"> <li>❖ Provision of visiting faculty/adjunct faculty/emeritus faculty/professor of practice, etc.(1)</li> <li>❖ Minimum 50 hours per year interaction (per year to obtain 3 marks=3*3=9)</li> </ul>
<b>Exhibits/Context to be Observed/Assessed:</b>		
A & B.- Documentary evidence		
<b>Total</b>	<b>200</b>	

**Criterion 6: Facilities and Technical Support (80)**

Sub Criteria	Marks	Evaluation Guidelines
<b>6.1. Availability of Adequate, Well-equipped Classrooms and Tutorial Classrooms to Meet the Curriculum Requirements</b>	<b>15</b>	
<b>Exhibits/Context to be Observed/Assessed:</b>		
❖ Self-explanatory		
<b>6.2. Adequate and Well-Equipped Laboratories</b>	<b>15</b>	A. Adequacy (10) B. Quality of labs (5)
<b>Exhibits/Context to be Observed/Assessed:</b>		
A. Adequacy; B. Well-equipped laboratories; utilization		
<b>6.3. Technical Staff</b>	<b>15</b>	
6.3.1. Availability of Adequate and Qualified Technical Supporting Staff for Program Specific Laboratories	10	A. Availability of adequate technical supporting staff (6) B. Availability of qualified technical supporting staff (4)

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<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A & B.-Self-explanatory		
6.3.2. Incentives, Skill Upgrade, and Professional Advancement	05	
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Self-explanatory		
<b>6.4. Additional Facilities Created for Improving the Quality of Learning Experience in Laboratories</b>	<b>10</b>	A. Availability and relevance of additional facilities (4) B. Facilities utilization and effectiveness (4) C. Relevance to POs (2)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A, C, & C.- Self-explanatory		
<b>6.5. Laboratories: Maintenance and Overall Ambiance</b>	<b>10</b>	Maintenance and overall ambience
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Self-explanatory		
<b>6.6. Project Laboratory</b>	<b>10</b>	Facilities & Utilization
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Self-explanatory		
<b>6.7. Safety Measures in Laboratories</b>	<b>5</b>	Safety measures in laboratories
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Self-explanatory		
<b>Total:</b>	<b>80</b>	

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**Criterion 7: Continuous Improvement (50)**

<b>Sub Criteria</b>	<b>Marks</b>	<b>Evaluation Guidelines</b>
<b>7.1. Improvement in the Quality of Students Admitted to the Program</b>	<b>10</b>	Assessment is based on improvement in terms of ranks/score in qualifying national level/state level/University entrances tests, average percentage marks in entry level degree
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Documentary evidence–list of students admitted; admission authority guidelines; ranks/scores; comparative status considering CAYm3 as a base year		
<b>7.2. Improvement in Success Index of Students Without Backlogs</b>	<b>10</b>	Assessment proportional to the improvement
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Self-explanatory		
<b>7.3. Improvement in Placement including Entrepreneurs and Higher Studies</b>	<b>10</b>	Assessment is based on improvement in: (Refer placement index 4.5) A. Improvement in Placement numbers, quality, core hiring industry and pay packages (5) B. Improvement in Higher Studies (3) C. Improvement in number of Entrepreneurs (2) (Marks to be given proportionately considering nos. in the base year CAYm3)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A. B. & C.- Nos. in each year of the assessment; improvement considering CAYm3 as a base year		
<b>7.4. Improvement in Faculty Publications, Sponsored Research Projects and Consultancy Work</b>	<b>10</b>	Assessment proportional to the improvement (Marks to be given proportionately considering nos. in the base year CAYm3)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Self-explanatory		
<b>7.5. Academic Audit and Actions Taken thereof during the Assessment Period</b>	<b>05</b>	A. Audit Criteria B. Frequency C. Methodology D. Effectiveness



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		E. Action Plan
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A, B, C, D & E.- Self-explanatory		
<b>7.6. Actions Taken based on the Results of Evaluation of Each of the POs</b>	<b>05</b>	A. Identification of PO gaps/shortfalls (2) B. Plan of action to bridge the gap and its Implementation (3)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A & B.- Documentary evidence in respect of each of the POs.		
<b>Total:</b>	<b>50</b>	

**Criterion 8: Student Support Systems (80)**

<b>Sub Criteria</b>	<b>Marks</b>	<b>Evaluation Guidelines</b>
<b>8.1. Mentoring System to Help at Individual Levels</b>	<b>05</b>	Details of the mentoring system that has been developed for the students for various purposes and also state the efficacy of such system
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Mentoring system terms of reference; implementation; effectiveness (also to be verified during interaction with the students), No. of faculties involved		
<b>8.2. Feedback Analysis and Reward /Corrective Measures, if any (10)</b>	<b>10</b>	A. Methodology being followed for feedback collection, analysis and its effectiveness (5) B. Record of corrective measures taken (5)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A & B- Feedback questions, collection process, analysis, actions taken, effectiveness		
<b>8.3. Feedback on Facilities</b>	<b>05</b>	Student feedback on facilities, analysis and corrective action taken
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Self-Explanatory		

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<b>8.4. Self-Learning</b>	<b>10</b>	A. Scope for self-learning (5) B. The Institution needs to specify the facilities, materials for learning beyond syllabus, Webinars, Podcast, MOOCs etc. and demonstrate its effective utilization (5)
<b>Exhibits/Context to be Observed/Assessed:</b>  A, & B.- Self-Explanatory		
<b>8.5. Carrier Guidance, Training, Placement</b>	<b>10</b>	A. Availability of career guidance cell/training cell/placement cell (2) B. Number of pre-placement training programs organized during the assessment period (5) C. Number of programs organized for higher studies during the assessment period (3)
<b>Exhibits/Context to be Observed/Assessed:</b>  A. B. & C.- Nos. in each year of the assessment; improvement considering CAYm3 as a base year		
<b>8.6. Entrepreneurship Cell</b>	<b>05</b>	A. Availability of entrepreneurship/incubation cell (1) B. Number of programs organized for entrepreneurship during the assessment period (2) C. Number of students turned entrepreneur during the assessment period (2)
<b>Exhibits/Context to be Observed/Assessed:</b>  A, B & C.- Self-Explanatory		
<b>8.7. Financial Support in the Form of Scholarships and Paper Presentation for Students</b>	<b>10</b>	
<b>Exhibits/Context to be Observed/Assessed:</b>  ❖ Self-Explanatory		
<b>8.8. Cultural, Community and Outreach Activities</b>	<b>15</b>	A. Number of cultural programs organized during the assessment period (5). B. Number of community-based programs organized during the assessment period (5) C. Number of outreach programs organized during the assessment period (5)
<b>Exhibits/Context to be Observed/Assessed:</b>  ❖ A, B & C.- Availability, implementation, effectiveness (also to be verified during interaction with the students)		

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<b>8.9. Alumni Support in beyond Syllabus Activities</b>	<b>10</b>	
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Documentary evidence on different events perform and impact analysis		
<b>Total</b>	<b>80</b>	

**Criterion 9: Governance, Institutional Support and Financial Resources (120)**

<b>Sub Criteria</b>	<b>Marks</b>	<b>Evaluation Guidelines</b>
<b>9.1. Organization, Governance and Transparency</b>	<b>60</b>	
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; their memberships, functions, and responsibilities (3) B. Minutes of the meetings and action-taken reports (3) C. The published service rules, policies and procedures with year of publication (2) D. Extent of awareness among the employees/students (2)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A, B, C & D.- Self- explanatory		
9.1.2. Strategies for Implementation of Education Policy	10	
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Self- explanatory		
9.1.3. Policy and Implementation Initiatives on Sustainable Development Goals (SDG)	05	
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Self- explanatory		

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9.1.4. Financial Support for Startup Eco-System	10	
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Documentary evidence.		
9.1.5. Decentralization and Delegation of Financial Powers	10	A. List the names of the faculty members, who have been delegated powers for taking administrative decisions (4) B. List the names of the faculty members, who have been given financial powers for taking administrative decisions (3) C. Demonstrate the utilization of financial powers for each of the assessment years (3)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A. Circulars notifying administrative powers B. Circulars notifying financial powers C. Documentary evidence to exhibit utilization at each level during assessment years		
9.1.6. Grievance Redressal Mechanism	10	A. Specify the mechanism and composition of grievance redressal cell including Anti Ragging Committee & Sexual Harassment Committee, Internal Complaint Committee (4) B. Minutes of the meetings and action-taken reports (6)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A & B.- Documentary evidence		
9.1.7. Transparency and Availability of Correct/ Unambiguous Information in Public Domain	05	A. Information on the policies, rules, processes is to be made available on Institute website (2) B. Dissemination of the information about student, faculty and staff (3)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A & B.- Documentary evidence		
<b>9.2. Budget Allocation, Utilization, and Public Accounting at Institute level</b>	<b>30</b>	
9.2.1. Adequacy of Budget Allocation	10	A. Quantum of budget allocation for three years (7) B. Justification of budget allocated for three years (3)

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<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A. Budget formulation, finalization and approval process B. Requirement – allocation –adequacy – justification thereof		
9.2.2. Utilization of Allocated Funds	15	Budget utilization for three years
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Balance sheet; effective utilization; random verification for at least two of the three assessment years		
9.2.3. Availability of the Audited Statements on the Institute’s Website	05	Availability of Audited statements on Institute website
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
❖ Institute website		
<b>9.3. Library and Internet</b>	<b>30</b>	
9.3.1. Quality of Learning Resources (Hard/Soft)	20	A. Availability of relevant learning resources including e-resources and Digital Library (12) B. Accessibility to students (8)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A & B.- 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 facility availability with bandwidth (2) C. Internet access in labs, classrooms, library and other offices of all Departments (2) D. Security arrangements (2)
<b><i>Exhibits/Context to be Observed/Assessed:</i></b>		
A, B, C & D.- Availability as per AICTE norms; Adequacy; Effectiveness, Documentary evidence (Also to be verified during interactions with the faculty and students)		
<b>Total</b>	<b>120</b>	