

Evaluation Guidelines with Indicative Exhibits/Context to be Observed/Assessed - SAR Tier II (UG Engineering)

2nd Cycle Accreditation

Criterion 1: Course Outcomes and Program Outcomes (75)

Sub Criteria	Marks	Evaluation Guidelines
1.1. State the Vision, Mission of the Department and Institute and Program Educational Objectives	05	A. Availability of the Vision and Mission statements of the Department (1) B. Appropriateness/Relevance of the Statements (1) C. Consistency of the Department statements with the Institution statements (1) D. PEO statements and their appropriateness (2) (Here Institution Vision and Mission statements have been asked to ensure consistency with the department Vision and Mission statements)
<p><i>Exhibits / Context to be Observed / Assessed:</i></p> A. Vision & Mission Statements B. Correctness from definition perspective C. Consistency between Institution and Department statements D. PEO statements and their appropriateness.		
1.2. Indicate where the Vision, Mission and PEOs are published and disseminated among stakeholders	05	A. Adequacy in respect of publication and dissemination (1) B. Process of dissemination among stakeholders (1) C. Extent of awareness of Vision, Mission & PEOs among the stakeholders (3)
<p><i>Exhibits / Context to be Observed / Assessed:</i></p> A. Adequacy: Department Vision, Mission and PEOs: Availability on Institute website under relevant program link; Availability at department notice boards, HoD Chamber, department website; 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		
1.3. Establish consistency of PEOs with Mission of the Department	05	A. Preparation of a matrix of PEOs and elements of Mission statement (2) B. Consistency/justification of co-relation parameters of the above matrix (3)

Exhibits / Context to be Observed / Assessed:		
A. Availability of a matrix having PEOs and Mission elements		
B. Justification for each of the elements mapped in the matrix		
1.4. Establish the correlation between the courses and the POs & PSOs	15	
1.4.1. Course Outcomes	05	Evidence of COs being defined for every course (5)
Exhibits / Context to be Observed / Assessed:		
❖ Appropriateness of the statements shall be seen for at least one course each from 2 nd , 3 rd and final year of study		
1.4.2. CO-PO matrices of courses selected in 1.4.1 (six matrices)	05	Explanation of tables to be ascertained
Exhibits / Context to be Observed / Assessed:		
❖ Mapping to be verified for at least two matrices		
1.4.3. Program level Course-PO matrix of all courses INCLUDING first year courses	05	Explanation of table to be ascertained
Exhibits / Context to be Observed / Assessed:		
❖ Mapping to be verified for at least one course per year of study; program outcomes and program specific outcomes getting mapped with the core courses are also to be verified.		
1.5. Attainment of Course Outcomes	20	
1.5.1. Describe the assessment tools and processes used to gather the data upon which the evaluation of Course Outcome is based	05	A. List of assessment tools and processes (1) B. The quality /relevance of assessment processes and tools used (4)
Exhibits / Context to be Observed / Assessed:		
A.& B. Evidence for appropriate assessment processes including data collection, verification, analysis, decision making		
1.5.2. Record the attainment of Course Outcomes of all courses with respect to set attainment levels	15	Verify the attainment levels as per the benchmark set for all courses (15)

Exhibits / Context to be Observed / Assessed		
❖ 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.		
1.6. Attainment of Program Outcomes and Program Specific Outcomes	20	
1.6.1. Describe assessment tools and processes used for measuring the attainment of each PO and PSO	05	A. List of assessment tools and processes (2) B. The quality/relevance of assessment tools and processes used (3)
Exhibits / Context to be Observed / Assessed:		
A.&B. Direct and indirect assessment tools & processes; effective compliance; direct assessment methodology, indirect assessment formats-collection-analysis; decision making based on direct and indirect assessment		
1.6.2. Provide results of evaluation of each PO & PSO	15	A. Verification of documents, results and level of attainment of each PO/PSO (10) B. Overall levels of attainment (5)
Exhibits / Context to be Observed / Assessed:		
A. & B. Appropriate attainment level and documentary evidences; details for POs & PSOs attainment from core courses to be verified. Also, at-least two POs & two PSOs attainment levels shall be verified		
1.7. Evidence of Solving Complex Engineering Problems	05	Verification of documents related to mini projects/major projects/ term projects/ independent study/ problem-based learning approach adopted or any other activities conducted specifically which reflect the solving of complex engineering problems
Exhibits / Context to be Observed / Assessed:		
❖ Presentation and Documentary evidence of mini projects/major projects/ term projects/ independent study/ problem-based learning approach adopted or any other activities conducted specifically which reflect the solving of complex engineering problems. Evidence of evaluation of such projects and their mapping towards attainment of POs / PSOs		
Total	75	

Criterion 2: Program Curriculum and Teaching–Learning Processes (75)

Sub Criteria	Marks	Evaluation Guidelines
2.1. Program Curriculum	15	
2.1.1. State the process used to identify extent of compliance of the University curriculum for attaining the Program Outcomes and Program Specific Outcomes as mentioned. Mention the identified curricular gaps, if any	05	A. Process used to identify extent of compliance of University curriculum for attaining POs & PSOs (3) B. List the curricular gaps for the attainment of defined POs & PSOs (2)
<i>Exhibits / Context to be Observed / Assessed</i> A. Documentary evidence to indicate the process which ensures mapping/compliance of University Curriculum with the POs & PSOs; Identification of gaps; if any. Effective participation of internal and external department stakeholders with effective process implementation. B. Identified Curricular gaps and its Appropriateness		
2.1.2. State the delivery details of the content beyond the syllabus for the attainment of POs and PSOs	10	A. Steps taken to get identified gaps included in the curriculum (letter to university/ BOS) (2) B. Delivery details of content beyond syllabus (5) C. Mapping of content beyond syllabus with the POs & PSOs (3)
<i>Exhibits / Context to be Observed / Assessed:</i> A. Documentary evidence of steps taken at regular interval. B. Delivered details– documentary evidence for at least one sample per assessment year to be verified. C. Availability and appropriateness of mapping table between contents delivered and Program outcomes/program specific outcomes(Course outcomes)		
2.2. Teaching-Learning Processes	60	
2.2.1. Describe the Process followed to improve quality of teaching and Learning	15	A. Adherence to Academic Calendar (2) B. Pedagogical initiatives (2)

		<ul style="list-style-type: none"> C. Methodologies to support weak students and encourage bright students (2) D. Quality of classroom teaching (Observation in a Class) (2) E. Conduct of experiments (Observation in Lab) (2) F. Continuous Assessment in the laboratory (3) G. Student feedback of teaching learning process and action taken (2)
<p><i>Exhibits / Context to be Observed / Assessed:</i></p> <ul style="list-style-type: none"> A. Availability of Academic Calendar based on University academic calendar and its effective compliance B. Documentary evidence to support implementation of pedagogical initiatives such as real-life examples, collaborative learning, ICT supported learning, interactive class rooms, etc. C. Guidelines to identify weak and bright students; post identification actions taken; impact observed D. Class room ambience; efforts to keep students engaged (also to be verified during interaction with the students) E. Quality of laboratory experience with respect to conducting, recording observations, analysis etc. (also to be verified during interaction with the students) F. Internal Semester examination and internal marks thereof, Practical record books, each experiment assessment, final marks based on assessment of all the experiments and other assessments; if any G. Feedback format, frequency, analysis and actions taken (also to be verified during interaction with students) 		
<p>2.2.2. Quality of end semester examination, internal semester question papers, assignments and evaluation</p>	<p>15</p>	<ul style="list-style-type: none"> A. Process for internal semester question paper setting and evaluation and effective process implementation (3) B. Process to ensure questions from outcomes/learning levels perspective (2) C. Evidence of COs coverage in class test / mid-term tests (5) D. Quality of Assignment and its relevance to COs (5)
<p><i>Exhibits / Context to be Observed / Assessed:</i></p> <ul style="list-style-type: none"> A. Process of internal semester question paper setting, model answers, evaluation and its compliance B. Question paper validation to ensure desired standard from outcome attainment perspective as well as learning levels perspective C. Mapping of questions with the Course outcomes D. Assignments to promote self-learning, survey of contents from multiple sources, assignment evaluation and feedback to the students, mapping with the COs 		

2.2.3. Quality of student projects	15	<ul style="list-style-type: none"> A. Identification of projects and allocation methodology to Faculty Members (2) B. Types and relevance of the projects and their contribution towards attainment of POs and PSOs (3) C. Process for monitoring and evaluation (2) D. Process to assess individual and team performance (2) E. Quality of completed projects/working prototypes (4) F. Evidences of papers published /Awards received by projects, etc. (2)
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Exhibits / Context to be Observed / Assessed:

- A. Projects identification and guide allocation process
- B. Projects classification (application, product, research, review, etc.) consideration to factors such as environment, safety, ethics, cost, standards and mapping with program outcomes and program specific outcomes
- C. Continuous monitoring mechanism and evaluation
- D. Methodology (Appropriately documented) to assess individual contribution/understanding of the project as well as collective contribution/understanding
- E. Based on Projects demonstration. Evidence for complex engineering problem solving.
- F. Quality of place (host) where the paper has been published /quality of competition in which award has been won

2.2.4. Initiatives related to industry interaction /industry/ internship/ summer training	10	<ul style="list-style-type: none"> A. Industry supported laboratories (2) B. Industry involvement in the Curriculum design and in partial delivery of any regular courses for students (2) C. Industrial /internship /summer training of more than two weeks and post training assessment (2) D. Impact analysis of industry institute interaction & industrial training and actions taken there of (2) E. Student feedback on initiative (2)
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Exhibits / Context to be Observed / Assessed:

- A. Type of Industries, Type of Labs, objectives, utilization and effectiveness
- B. Documentary evidence
- C. Type of Industries, planned or non-planned activity, objectives clearly defined, no. of students participated, relevant area of training, visit report documented.

D. & E. Impact analysis and feedback format, analysis and actions taken (also to be verified during interaction with students)		
2.2.5. Initiatives towards the NEP 2020 Policy	05	Initiatives towards the New Education Policy
<i>Exhibits / Context to be Observed / Assessed:</i>		
❖ Documentary evidence to support implementation of initiatives		
Total:	75	

Criterion 3: Students' Performance (75)

Sub Criteria	Marks	Evaluation Guidelines
3.1. Enrolment Ratio	15	<p>A. $\geq 90\%$ students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (15)</p> <p>B. $\geq 80\%$ students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (12)</p> <p>C. $\geq 70\%$ students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (10)</p> <p>D. $\geq 60\%$ students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (08)</p> <p>E. $\geq 50\%$ students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (06)</p> <p>F. Otherwise '0'.</p>
Exhibits / Context to be Observed / Assessed:		
A, B, C, D & E. Data to be verified for each of the assessment years		
3.2. Success Rate in the stipulated period of the program	15	
3.2.1. Success rate without backlogs in any semester/year of study Without backlogs means: No repeat(s) in any course in any semester/year of study	10	$SI = \frac{\text{Number of students who have graduated from the program without backlogs}}{\text{Number of students admitted in the 1}^{\text{st}} \text{ year of that batch and actually admitted in 2}^{\text{nd}} \text{ year via lateral entry and separate division, if applicable}}$ Average SI = Mean of Success Index (SI) for past three batches Success rate without backlogs in any semester/year of study = $10 * \text{Average SI}$
Exhibits / Context to be Observed / Assessed		
❖ Data to be verified for each of the assessment years		
3.2.2. Success rate in stipulated period of study (actual duration of the program) [Total of with backlogs + without backlogs]	05	$SI = \frac{\text{Number of students who graduated from the program in the stipulated period of course duration}}{\text{Number of students admitted in the 1}^{\text{st}} \text{ year of that batch and actually admitted in 2}^{\text{nd}} \text{ year via lateral entry and separate division, if applicable}}$ Average SI = mean of Success Index (SI) for past three batches Success rate = $5 * \text{Average SI}$

Exhibits / Context to be Observed / Assessed:		
<ul style="list-style-type: none"> ❖ Data to be verified for each of the assessment years ❖ Note: if 100% students clear without any backlogs then also total marks scored will be 15 as both 3.2.1 & 3.2.2 will be applicable simultaneously 		
3.3. Academic Performance in Second Year	05	<p>Academic Performance Level = $0.5 * \text{Average API (Academic Performance Index)}$</p> <p>API = ((Mean of 2nd Year Grade Point Average of all successful Students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 2nd year/10)) * (successful students/number of students appeared in the examination)</p> <p>Successful students are those who are permitted to proceed to the 3rd year</p>
Exhibits / Context to be Observed / Assessed:		
<ul style="list-style-type: none"> ❖ Data to be verified for at least one of the assessment years 		
3.4. Academic Performance in Third Year	05	<p>Academic Performance Level = $0.5 * \text{Average API (Academic Performance Index)}$</p> <p>API = ((Mean of 3rd Year Grade Point Average of all successful Students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 3rd year/10)) * (successful students/number of students appeared in the examination)</p> <p>Successful students are those who are permitted to proceed to the final year</p>
Exhibits / Context to be Observed / Assessed:		
<ul style="list-style-type: none"> ❖ Data to be verified for at least one of the assessment years 		
3.5. Placement, Higher studies and Entrepreneurship	15	<p>Assessment Points = $15 * \text{average of three years of } [(X + Y + Z)/N]$ where,</p> <p>X = Number of students placed in companies or Government sector through on/off campus recruitment.</p> <p>Y = Number of students admitted to higher studies with valid qualifying scores (GATE or equivalent State or National level tests, GRE, GMAT etc.)</p> <p>Z = No. of students turned entrepreneur in Engineering/technology</p> <p>N = Total number of final year students</p>
Exhibits / Context to be Observed / Assessed:		
<ul style="list-style-type: none"> ❖ Data to be verified for at least one of the assessment years 		
3.6. Professional Activities	20	
3.6.1. Professional societies / chapters and organizing engineering events	05	<p>A. Availability & activities of professional societies/chapters (3)</p> <p>B. Number, quality of engineering events (organized at institute) (2)(Level: Institution / State / National / International)</p>

Exhibits / Context to be Observed / Assessed:		
❖ Self-Explanatory		
3.6.2. Publication of technical magazines, newsletters, etc.	05	A. Quality & Relevance of the contents and Print Material (3) B. Participation of Students from the program (2)
Exhibits / Context to be Observed / Assessed:		
A. Documentary evidence B. Documentary evidence - Students participation (also to be confirmed during interaction with the students)		
3.6.3. Participation in inter-institute events by students of the program of study (at other institutions)	05	A. Events within the state (1) B. Events outside the state (1) C. Prizes/awards received in such events (3)
Exhibits / Context to be Observed / Assessed:		
❖ A.B.& C. Quality of events and documentary evidence		
3.6.4. Participation in national/international competitive events by students of the program of study	05	A. Participation in national competitive events (2) B. Participation in international competitive events (3)
Exhibits / Context to be Observed / Assessed:		
A.B.& C. Quality of events and documentary evidence		
Total:	75	

Criterion 4: Faculty Information and Contributions (125)

Sub Criteria	Marks	Evaluation Guidelines
4.1. Student-Faculty Ratio (SFR)	20	Marks to be given proportionally from a maximum of 15 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: < = 15 - 20 Marks < = 17 - 18 Marks < = 19 - 16 Marks < = 21 - 14 Marks < = 23 - 12 Marks < = 25 - 10 Marks > 25.0 - 0 Marks
Exhibits / Context to be Observed / Assessed: <ol style="list-style-type: none">SFR is to be verified considering the faculty of the entire department.No. of faculty calculation considering faculty definition*; Faculty appointment letters, time table, subject allocation file, salary statements.No. of student's calculation as mentioned in the SAR (please refer table under criterion 4.1)Faculty Qualification as per AICTE guidelines shall only be counted <p>* 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:</p> <ol style="list-style-type: none">Shall have the AICTE prescribed qualifications and experience.Shall be appointed on full time basis and worked for consecutive two semesters with or without break between the 2 semesters during the particular academic year under consideration.Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit.		

4.2. Faculty Cadre Proportion	15	Faculty cadre proportion marks = $\left[\frac{AF1}{RF1} + \frac{AF2}{RF2} * 0.6 + \frac{AF3}{RF3} * 0.4 \right] * 7.5$ <ul style="list-style-type: none"> ❖ If AF1 = AF2= 0 then zero mark ❖ Maximum marks to be limited if it exceeds 15(Refer calculation in SAR)
<i>Exhibits / Context to be Observed / Assessed:</i> <ul style="list-style-type: none"> ❖ (Faculty Qualification and experience required for cadre posts shall only be considered as per AICTE norms/guidelines) ❖ Cadre wise No. of faculty available; Faculty qualification and experience and eligibility; Appointment/Promotion orders ❖ Cadre wise no. of faculty required as per AICTE guidelines (refer calculation in SAR) 		
4.3. Faculty Qualification	15	FQ = 1.5 * (10X +4Y)/F, where X is no. of faculty with Ph.D., Y is no. of faculty with M.Tech., 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 4.1)
<i>Exhibits / Context to be Observed / Assessed:</i> <ul style="list-style-type: none"> ❖ Documentary evidence - Faculty Qualification 		
4.4 Faculty Retention	10	A. ≥ 90% of required Faculties retained during the period of assessment keeping CAYm2 as base year (10) B. ≥ 75% of required Faculties retained during the period of assessment keeping CAYm2 as base year (8) C. ≥ 60% of required Faculties retained during the period of assessment keepingCAYm2 as base year (6) D. ≥ 50% of required Faculties retained during the period of assessment keepingCAYm2 as base year (4) E. < 50% of required Faculty members retained during the period of assessment keeping CAYm2 as base year (0)

Exhibits / Context to be Observed / Assessed:		
❖ Faculty date of joining; at-least three months (July-Nov –April salary statement for each of the assessment years)		
4.5. Faculty competencies in correlation to Curriculum	05	A. Specialization B. Research Publications C. Course Developments D. Other relevant points
Exhibits / Context to be Observed / Assessed:		
❖ Self-explanatory		
4.6. Innovations by the Faculty in Teaching and Learning	05	A. Statement of clear goals, use of appropriate methods, significance of results, effective presentation (2) B. Availability of work on the Institute Website (1) C. Availability of work for peer review and critique (1) D. Reproducibility and Reusability by other scholars for further development (1)
Exhibits / Context to be Observed / Assessed:		
A. Availability on Institute website; awareness among faculty and students of the department B. & 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.		
4.7. Faculty as participants in Faculty development/ training activities /STTPs	15	For each year: Assessment = $2 * (\text{Sum}/0.5 * \text{RF})$ Average assessment over last three years starting from CAYm1 (Marks limited to 15)
Exhibits / Context to be Observed / Assessed		
❖ Relevance of the training/development program ❖ No. of days; No. of faculty		
4.8. Research and Development	30	
4.8.1. Academic Research	10	A. Number of quality publications in refereed/SCI Journals, citations, Books/Book Chapters, etc. (7) B. Ph.D guided/Ph.D awarded during the assessment period while working in the institute (3)

Exhibits / Context to be Observed / Assessed:		
A. Quality of publications; publications copy B. Documentary evidence		
4.8.2 Sponsored Research	10	Funded research from outside; Cumulative during CAYm1, CAYm2 and CAYm3 Amount > 50 Lakhs – 10 Marks, Amount > 40 and ≤ 50 Lakhs – 07 Marks, Amount > 30 and ≤ 40 Lakhs – 05 Marks, Amount ≥ 15 and ≤ 30 Lakhs – 03 Marks, Amount < 15 Lakhs – 00 Marks
Exhibits / Context to be Observed / Assessed:		
❖ Documentary evidence; Funding agency, Amount, Duration, Research progress; Outcome		
4.8.3 Development Activities	05	A. Product Development B. Research laboratories C. Working models/charts/monograms, etc.
Exhibits / Context to be Observed / Assessed:		
❖ Self –explanatory		
4.8.4. Consultancy (From Industry)	05	Consultancy; Cumulative during CAYm1, CAYm2 and CAYm3 Amount > 10 Lakhs – 05 Marks, Amount ≤ 10 and ≥ 8 Lakhs – 04 Marks, Amount < 8 and ≥ 6 Lakhs – 03 Marks, Amount < 6 and ≥ 4 Lakhs – 02 Marks, Amount < 4 and ≥ 2 Lakhs – 01 Marks, Amount < 2 Lakhs – 00 Marks
Exhibits / Context to be Observed / Assessed:		
❖ Documentary evidence; Funding agency, Amount, Duration, Research progress; Outcome		
4.9. Faculty Performance Appraisal and Development System (FPADS)	05	A. A well-defined performance appraisal and development system instituted for all the assessment years (2) B. Its implementation and effectiveness (3)
Exhibits / Context to be Observed / Assessed:		
A. Notified performance appraisal and development system; Appraisal Parameters; Awareness B. Implementation, Transparency and Effectiveness		

4.10.Visiting/Adjunct/Emeritus Faculty, etc.	5	A. Provision of Visiting /Adjunct/Emeritus faculty etc. (1) B. Minimum 50 hours per year interaction (2 marks each for last two years: 2 * 2 = 4) (4)
<i>Exhibits / Context to be Observed / Assessed:</i> A. & B. Documentary evidence		
Total:	125	

Criterion 5: Resources (75)

Sub Criteria	Marks	Evaluation Guidelines
5.1. Adequate and well-equipped laboratories, and technical manpower	25	A. Adequate well-equipped laboratories to run all the program-specific curriculum (15) B. Availability of adequate and qualified technical supporting staff (10)
<i>Exhibits / Context to be Observed / Assessed:</i> A. Adequacy; well-equipped laboratories; utilization B. Self – explanatory		
5.2. Laboratories: Maintenance and overall ambience	05	Maintenance and overall ambience
<i>Exhibits / Context to be Observed / Assessed:</i> ❖ Self-explanatory		
5.3. Safety measures in laboratories	05	Safety measures in laboratories
<i>Exhibits / Context to be Observed / Assessed:</i> ❖ Self –explanatory		
5.4. Project laboratory	15	Facilities & Utilization
<i>Exhibits / Context to be Observed / Assessed:</i> ❖ Self –explanatory		
5.5. Feedback analysis and reward / corrective measures taken, if any for resources	05	A. Feedback collected for all courses: YES/NO (1) B. Feedback collection process (1) C. Average Percentage of students who participate (1) D. Feedback analysis process (1) E. Number of corrective actions taken (1)

Exhibits / Context to be Observed / Assessed:		
A, B, C, D & E: Self –explanatory		
5.6. Program Specific Budget Allocation, Utilization	10	
5.6.1. Adequacy of budget allocation	05	A. Quantum of budget allocation for three years (3) B. Justification of budget allocated for three years (2)
Exhibits / Context to be Observed / Assessed:		
A. Budget formulation, finalization and approval process. B. Requirement – allocation –adequacy – justification thereof		
5.6.2. Utilization of allocated funds	05	Budget utilization for three years
Exhibits / Context to be Observed / Assessed:		
❖ Balance sheet; effective utilization; random verification for at least two of the three assessment years		
5.7. Library and Internet	10	
5.7.1. Quality of learning resources (hard/soft)	06	A. Availability of relevant learning resources including e-resources and Digital Library, (4) B. Accessibility to students (1) C. Support for self-learning (1)
Exhibits / Context to be Observed / Assessed:		
❖ Availability; Adequacy; Effectiveness (Also to be verified during interactions with the faculty and students)		
5.7.2. Internet	04	A. Available bandwidth and Wi Fi availability (2) B. Internet access in labs, classrooms, library and offices of all Departments and Security mechanism (2)
Exhibits / Context to be Observed / Assessed:		
❖ Availability as per AICTE norms; Adequacy; Effectiveness (Also to be verified during interactions with the faculty and students)		
Total:	75	

Criterion 6: Continuous Improvement (75)

Sub Criteria	Marks	Evaluation Guidelines
6.1. Actions taken based on the results of evaluation of each of the POs and PSOs	30	A. Documentary evidences of POs and PSOs attainment levels (15) B. Identification of gaps/shortfalls (5) C. Plan of action to bridge the gap and its Implementation (10)
Exhibits / Context to be Observed / Assessed:		
❖ Documentary evidence in respect of each of the POs		
6.2. Academic Audit and actions taken during the period of Assessment	10	Assessment shall be based on conduct and actions taken in relation to continuous improvement
Exhibits / Context to be Observed / Assessed:		
❖ Academic Audit assessment criteria, frequency, conduct mechanism, action plan based on audit, implementation and effectiveness		
6.3. Improvement in Placement, Higher Studies, Entrepreneurship	15	Assessment is based on improvement in: (Refer placement index 3.5) A. Improvement in Placement numbers, quality, core hiring industry and pay packages (5) B. Improvement in Higher Studies in premier institutions (5) C. Improvement in number of Entrepreneurs (5) (Marks to be given proportionately considering nos. in the base year CAYm3)
Exhibits / Context to be Observed / Assessed:		
A. B. & C. Nos. in each year of the assessment; improvement considering CAYm3 as a base year		
6.4. Improvement in the quality of students admitted to the program	10	Assessment is based on improvement in terms of ranks/score in qualifying state level/national level entrances tests, percentage Physics, Chemistry and Mathematics marks in 12 th Standard and percentage marks of the lateral entry students
Exhibits / Context to be Observed / Assessed:		
❖ Documentary evidence – list of students admitted; admission authority guidelines; ranks/scores; comparative status considering CAYm3 as a base year		
6.5. Remedial action taken on the observations made during last	10	New initiatives taken/New Facilities Introduced/Improvement made after last visit

accreditation visit /New initiatives taken/New Facilities Introduced /Improvement made after last visit.		
<i>Exhibits / Context to be Observed / Assessed:</i> ❖ Documentary evidence		
Total:	75	

