

EVALUATION GUIDELINES

Crirterion-1: Vision, Mission and Programme Educational Objectives				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
The published PEOs should reflect the professional and career accomplishments of graduates and be in line with the mission	PEOs must reflect professional and career accomplishments of the graduates after 4 to 5 years of graduation; must contribute to achieve the vision and mission of the department; must be measurable, attainable and manageable; must address the needs of the stakeholders	PEOs must reflect professional and career accomplishments of the graduates after 4 to 5 years of graduation; must contribute to achieve the vision and mission of the department; must be measurable, attainable and manageable; do not significantly address the needs of the stakeholders	PEOs must reflect professional and career accomplishments of the graduates after 4 to 5 years of graduation; do not contribute much to achieve the vision and mission of the department; must be measurable, attainable and manageable; do not significantly address the needs of the stakeholders	PEOs do not reflect professional and career accomplishments; do not contributes to achieve the vision and mission of the department; do not measurable, attainable and manageable; do not address the needs of the stakeholders
Administrative system should be in place to monitor the process of attaining PEOs	Administrative system, in place to monitor the process of attaining PEOs, is functional and efficient.	Administrative system, in place to monitor the process of attaining PEOs, is functional and not efficient.	Administrative system, is in place to monitor the process of attaining PEOs, is not functional and efficient.	Administrative system is not in place to monitor the process of attaining PEOs
There should be documented process to assess the attainment of PEOs	There is a well-defined documented process in place to quantify the attainment of PEOs. Effectiveness of the mechanism; Adequacy of the survey questionnaire and its quality, sample size,	There is a well-defined documented process in place to quantify the attainment of PEOs. Effectiveness of the mechanism; Adequacy of the survey questionnaire and its quality, sample size,	There is a well-defined documented process in place to quantify the attainment of PEOs. Effectiveness of the mechanism; Less adequacy of the survey questionnaire and its quality, sample	There is no well-defined documented process in place to quantify the attainment of PEOs.

	diversity of the stakeholders, and frequency of the assessment are much appreciable and are supported by the documents and evidences.	diversity of the stakeholders, and frequency of the assessment are much appreciable and are not supported documents and evidences.	size, poor diversity of the stakeholders, and frequency of the assessment are not appreciable and are not supported documents and evidences.	
Published PEOs must be achieved through the attainment of POs	All the POs contribute in a larger extent to attain all the defined PEOs to the set target or above.	All the POs contribute in a larger extent to attain all the defined PEOs as close as to the set target.	Contribution of the POs for the attainment of all the defined PEOs is not adequate.	Contribution of the POs for the attainment of all the defined PEOs is poor.
There must be a documented and effective process for the periodic review and revision of these PEOs	There is a well-defined process/mechanism in place for the periodic review and redefining PEOs. The process is functional and effective to review the results of attainment of PEOs and is evidenced by the relevant documents.	There is a well-defined process/mechanism in place for the periodic review and redefining PEOs. The process is functional and effective to review the results of attainment of PEOs and is not evidenced by the relevant documents.	There is a well-defined process/mechanism in place for the periodic review and redefining PEOs. The process is not functional and effective to review the results of attainment of PEOs and is not evidenced by the relevant documents.	There is no well-defined processes/mechanism in place for the periodic review and redefining PEOs.

Criterion-2:Programme Outcomes				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
There must be a documented process in place to measure the attainment of defined POs	There is a well-defined documented process in place to quantify the attainment of POs. Effectiveness of the mechanism; Adequacy of the survey questionnaire and its quality, sample size, diversity of the stakeholders, and frequency of the assessment are much appreciable and are supported by the documents and evidences. The process of measuring the attainment of POs through COs is demonstrated and properly documented with evidences.	There is a well-defined documented process in place to quantify the attainment of POs. Effectiveness of the mechanism; Adequacy of the survey questionnaire and its quality, sample size, diversity of the stakeholders, and frequency of the assessment are much appreciable but are not supported by the e adequate documents and evidences. The process of measuring the attainment of POs through COs is demonstrated but not properly documented with necessary evidences.	There is a well-defined documented process in place to quantify the attainment of POs. Effectiveness of the mechanism; Less adequacy of the survey questionnaire and its quality, sample size, poor diversity of the stakeholders, and frequency of the assessment are not appreciable and are not adequately supported by the documents and evidences. The process of measuring the attainment of POs through COs is not properly demonstrated and not documented with evidences.	There is no well-defined documented process in place to quantify the attainment of POs.

Criterion-2:Programme Outcomes				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
The defined COs must contribute to the attainment of POs	<p>Course outcomes should reflect what level of knowledge students gained, skills acquired, traits developed upon successful completion of the course; COs must be measurable, attainable and manageable in number. COs should contribute to attain POs in such a way that each CO should address at least one of the POs and also each PO must be reasonably addressed by adequate number of COs.</p>	<p>Course outcomes should reflect what level of knowledge students gained, skills acquired, traits developed upon successful completion of the course; COs must be measurable, attainable and manageable in number. COs are significantly contributing to attain professional competence related POs but not for transferable skills related POs..</p>	<p>Course outcomes should reflect what level of knowledge students gained, skills acquired, traits developed upon successful completion of the course; COs must be measurable, attainable and manageable in number. COs are not significantly contributing to attain both professional competence related POs and transferable skills related POs..</p>	<p>Course outcomes do not reflect what knowledge level students gained, skills acquired, traits developed upon successful completion of the course; Contribution of COs to attain all the defined POs is poor.</p>
<p>Attainment of defined POs with respect to the Graduate Attributes (GAs) of NBA</p> <p>1. Engineering Knowledge</p>	The derived PO has strong correlation with the respective GA, been	The derived PO has strong correlation with the respective GA, been	The derived PO has strong correlation with the respective GA, been	The derived PO does not have strong correlation with the

Criterion-2:Programme Outcomes				
Criteria	Compliance		Non-Compliance	
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	achieved through course outcomes and significantly contributed to achieve the PEOs. The target set for the attainment of each PO is reasonable / justifiable by the programme coordinator. The attained level of each PO is as close as / above the set target, well demonstrated and adequately evidenced by the relevant documents and the results of interaction with the stakeholders.	achieved through course outcomes and significantly contributed to achieve the PEOs. The target set for the attainment of each PO is reasonable / justifiable by the programme coordinator. The attained level of each PO is as close as / above the set target, well demonstrated and not adequately evidenced by the relevant documents and the results of interaction with the stakeholders.	achieved through course outcomes and significantly contributed to achieve the PEOs. The target set for the attainment of each PO is reasonable / justifiable by the programme coordinator. The attained level of each PO is not as close as to the set target, not well demonstrated and not adequately evidenced by the relevant documents and the results of interaction with the stakeholders.	respective GA, has not been achieved through course outcomes and not significantly contributed to achieve the PEOs. The target set for the attainment of each PO is not reasonable / justifiable by the programme coordinator. The attained level of each PO is not as close as to the set target, not well demonstrated and not adequately evidenced by the relevant documents and the results of interaction with the stakeholders.
2. Problem Analysis	-----do-----	-----do-----	-----do-----	-----do-----
3. Design/development of solutions	-----do-----	-----do-----	-----do-----	-----do-----
4. Conduct investigations of complex problems	-----do-----	-----do-----	-----do-----	-----do-----
5. Modern tool usage	-----do-----	-----do-----	-----do-----	-----do-----
6. The engineer and society	-----do-----	-----do-----	-----do-----	-----do-----

Criterion-2:Programme Outcomes				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
7. Environment and sustainability	-----do-----	-----do-----	-----do-----	-----do-----
8. Ethics	-----do-----	-----do-----	-----do-----	-----do-----
9. Individual and team work	-----do-----	-----do-----	-----do-----	-----do-----
10. Communication	-----do-----	-----do-----	-----do-----	-----do-----
11. Project management and finance	-----do-----	-----do-----	-----do-----	-----do-----
12. Life-long learning	-----do-----	-----do-----	-----do-----	-----do-----
Appropriate content delivery and assessment methods/tools should be employed in attainment of POs	<p>Appropriate and effective content delivery methods and course outcome assessment methods (both direct and indirect) are employed towards the attainment of POs.</p> <p>Innovative tools employed for content delivery and assessment have evidenced the significant improvement in attainment of POs.</p>	<p>Appropriate and effective content delivery methods and course outcome assessment methods (both direct and indirect) are employed towards the attainment of POs.</p> <p>No significant improvements in attainment of POs after employing innovative tools for content delivery and assessment</p>	<p>No improvement in attainment of POs due to content delivery and assessment methods. No innovative content delivery and assessment tools are found.</p>	<p>Inappropriate and ineffective content delivery methods and course outcome assessment methods (both direct and indirect) are employed towards the attainment of POs</p>

Criterion-2:Programme Outcomes				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
Curricular delivery and assessment methods should be amended based on the attainment of POs	Amendments in curricular delivery and assessment methods based on the attainment of POs are well demonstrated and adequately evidenced by the relevant documents and the results of interaction with the stakeholders. Significant improvements are observed through amendments.	Amendments curricular delivery and assessment methods based on the attainment of POs are well demonstrated and not adequately evidenced by the relevant documents and the results of interaction with the stakeholders. Significant improvements are observed through amendments.	Amendments curricular delivery and assessment methods based on the attainment of POs are not well demonstrated and not adequately evidenced by the relevant documents and the results of interaction with the stakeholders. No Significant improvements are observed through amendments.	No amendments curricular delivery and assessment methods based on the attainment of POs . Not demonstrated and evidenced by the relevant documents and the results of interaction with the stakeholders
Each PO must contribute significantly to achieve at least one of the PEOs	Strong correlation between POs and PEOs is noticed, justified and adequately evidenced by the relevant documents and the results of interaction with the stakeholders.	Strong correlation between POs and PEOs is noticed, justified and not adequately evidenced by the relevant documents and the results of interaction with the stakeholders.	Moderate correlation between POs and PEOs is noticed, justified and not adequately evidenced by the relevant documents and the results of interaction with the stakeholders.	Weak correlation between POs and PEOs is noticed, justified and not evidenced by the relevant documents and the results of interaction with the stakeholders.
There must be a documented and effective process for the periodic review and revisions of these POs	There is a well-defined process/mechanism in place for the periodic review and revising	There is a well-defined process/mechanism in place for the periodic review and revising	There is a well-defined process/mechanism in place for the periodic review and revising	There is no well-defined processes/mechanism in place for the periodic

Criterion-2:Programme Outcomes				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
	POs. The process is functional and effective to review the results of attainment of POs and is evidenced by the relevant documents.	POs. The process is functional and effective to review the results of attainment of POs and is not evidenced by the relevant documents.	POs. The process is not functional and effective to review the results of attainment of POs and is not evidenced by the relevant documents.	review and revising POs.

Criterion-3:Programme Curriculum				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
The structured curriculum must address programme specific criteria	Programme curriculum strongly satisfies all the curriculum components (breadth and depth) of programme specific criteria defined for the related programme by the international professional societies of any of the signatory countries of Washington accord.	Programme curriculum just satisfies all the curriculum components (breadth and depth) of programme specific criteria defined for the related programme by the international professional societies of any of the signatory countries of Washington accord.	Programme curriculum poorly satisfies all the curriculum components (only breadth) of programme specific criteria defined for the related programme by the international professional societies of any of the signatory countries of Washington accord.	Programme curriculum does not satisfy all the curriculum components of programme specific criteria defined for the related programme by the international professional societies of any of the signatory countries of Washington accord.
Components of the curriculum must sufficiently address the defined POs/COs	Strong correlation is observed among curricular components, POs and COs, justified by the programme coordinator/module coordinators/course coordinators and adequately evidenced by the relevant documents	Strong correlation is observed among curricular components, POs and COs, justified by the programme coordinator/module coordinators/course coordinators and not adequately evidenced by the relevant documents	Poor correlation is observed among curricular components, POs and COs, justified by the programme coordinator/module coordinators/course coordinators and not adequately evidenced by the relevant documents	Poor correlation is observed among curricular components, POs and COs, not justified by the programme coordinator/module coordinators/course coordinators and not adequately evidenced by the relevant documents
Outcomes of the core engineering courses must help the graduate to acquire the professional competence, knowledge and skills.	Outcomes of the core engineering courses (both theory, practical and project) of the programme strongly contribute to attain the professional	Outcomes of the core engineering courses (both theory, practical and project) of the programme strongly contribute to attain the professional	Outcomes of the core engineering courses (both theory, practical and project) of the programme poorly contribute to attain the professional	Outcomes of the core engineering courses (both theory, practical and project) of the programme poorly contribute to attain the professional

Criterion-3:Programme Curriculum				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
	competence, knowledge and skills, justified and adequately evidenced by the relevant documents and the results of interaction with the stakeholders.	competence, knowledge and skills, justified and not adequately evidenced by the relevant documents and the results of interaction with the stakeholders.	competence, knowledge and skills, justified and not adequately evidenced by the relevant documents and the results of interaction with the stakeholders.	competence, knowledge and skills, not justified and not adequately evidenced by the relevant documents and the results of interaction with the stakeholders.
The process must have the feature of justifying the requirements for improvement in courses, curriculum, content delivery and assessment methods	There is a well-defined documented process in place to bring the changes in courses/curriculum/content delivery and assessment methods based on the results of attainment of COs, POs and PEOs. Effectiveness of the mechanism; and frequency of the deployment of the mechanism are much appreciable and are adequately supported by the documents and evidences.	There is a well-defined documented process in place to bring the changes in courses/curriculum/content delivery and assessment methods based on the results of attainment of COs, POs and PEOs. Effectiveness of the mechanism; and frequency of the deployment of the mechanism are much appreciable and are not adequately supported by the documents and evidences.	There is an ill-defined documented process in place to bring the changes in courses/curriculum/content delivery and assessment methods based on the results of attainment of COs, POs and PEOs. Effectiveness of the mechanism; and frequency of the deployment of the mechanism are not appreciable and are not adequately supported by the documents and evidences.	There is a no documented process in place to bring the changes in courses/curriculum/content delivery and assessment methods based on the results of attainment of COs, POs and PEOs.
The programme must have the participation/involvement of relevant industries in content delivery and curriculum design.	Excellent participation/involvement of industries relevant to the programme in content delivery and curriculum design and are adequately	Excellent participation/involvement of industries relevant to the programme in content delivery and curriculum design and are not	Poor participation/involvement of industries relevant to the programme in content delivery and curriculum design and are not	NO Participation/involvement of industries relevant to the programme either in content delivery or in curriculum design.

Criterion-3:Programme Curriculum				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
	supported by the documents and evidences. Few courses are designed, delivered and assessed by the experts from the relevant industries.	adequately supported by the documents and evidences. Atleast one course is designed, delivered and assessed by the experts from the relevant industries.	adequately supported by the documents and evidences.	

Criterion-4: Student Performance				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
Success rate, Academic performance, Placement and Higher Studies and Professional activities which include entrepreneurship initiative, product design, innovations etc., must be in consistent with attained POs and PEOs.	All the achieved performance measures mentioned in the criterion must be in consistent with the attained PEOs and POs	All must be in consistent, except Professional activities	All must be in consistent, except Professional activities and Placement and Higher Studies	No performance measure is consistent with the attained PEOs and POs

Criterion-5: Faculty Contributions				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
Faculty strength, qualification, cadre and competencies must help the graduates to attain the defined COs and POs	All (Faculty strength, qualification, cadre, retention and competencies) must help to attain the defined COs and POs	All, except cadre and retention must help to attain the defined COs and POs	All, except qualification and competencies must help to attain the defined COs and POs	No one does contribute to attain the defined COs and POs

Criterion-5: Faculty Contributions				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
Research activities of faculty including consultancy and knowledge transfer must contribute for better content delivery and project work towards the attainment of COs and POs	All (FRP, FIPR, FRDC, knowledge transfer) transfer must contribute for better content delivery and project work towards the attainment of COs and POs	All, except FIPR and Knowledge transfer , must contribute for better content delivery and project work towards the attainment of COs and POs	All, except FRP and FRDC must contribute for better content delivery and project work towards the attainment of COs and POs	No one does contribute for better content delivery and project work towards the attainment of COs and POs

Criterion-6 : Facilities and Technical Support				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
Facilities provided to faculty and students including teaching aids, lecture halls, faculty rooms, engineering laboratories, equipment etc. and competent technical staff must be helpful to enhance and innovate the teaching – learning process towards the attainment of POs	Attained level of POs exceeds the reasonably set target	Set target and attained level of POs are reasonable and acceptable	Set target and attained level of POs are reasonable but not acceptable	Set target and attained level of POs are not justifiable but not acceptable

Criterion-7: Academic Support and Teaching and Learning process				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
Academic support units such as basic science/engineering laboratories, language laboratory, etc., must fulfill the pre-requisite of core and optional engineering courses	All Academic support units such as basic science/engineering laboratories, language laboratory, etc., must fulfill the pre-requisite of core and optional engineering courses	Presently satisfied; but potential exist for non-compliance in near future	All Academic support units such as basic science/engineering laboratories, language laboratory, etc., must fulfill the pre-requisite of core engineering courses only and not for optional engineering courses	All Academic support units such as basic science/engineering laboratories, language laboratory, etc., do not fulfill the pre-requisite of both core engineering courses and optional engineering courses
Teaching learning process including tutorial classes, mentoring system, feedback analysis, scope for self-learning, career guidance etc., must be functionally in place to impart knowledge and inculcate skills and attitudes in relation to basic science, mathematics and engineering.	Effective teaching learning process is in place and functioning efficiently	Effective teaching learning process is in place but the efficiency of the functionality is moderate	Teaching learning process is in place but the efficiency of the functionality is poor	Ineffective teaching learning process is in place and no functionality is observed

Criterion-8: Governance, Institutional Support and Financial Resources				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
Campus Infrastructure and other related facilities as library, internet, safety equipment's, counselling and emergency medical care facilities must satisfy the requirements of the programme	All made available, accessible and functional; and effectively utilized	All made available, accessible and functional; but not effectively utilized	All made available, accessible but not fully functional; and not effectively utilized	All made available, accessible but not functional and not utilized
Budget allocated and utilized must be adequate to run the programme and audited statements must be made available for stakeholders	Both institute and programme budget are adequate, effectively utilized and audited statements are made available for stakeholders	Both institute and programme budget are adequate and effectively utilized; but audited statements are not made available for stakeholders	Both institute and programme budget are adequate but not effectively utilized and audited statements are also not made available for stakeholders	Both institute and programme budget are inadequate, not utilized and audited statements are also not made available for stakeholders
Governing body, functional administrative structure, policies and procedures, decentralization of power, delegation of financial power, grievance redressal mechanism etc., must satisfy the requirements/norms of concerned regulatory authorities and helpful to progress towards vision.	All must satisfy the requirements/norms of concerned regulatory authorities and helpful large extent to progress towards vision .	All must satisfy the requirements/norms of concerned regulatory authorities and just helpful to progress towards vision.	All must satisfy the requirements/norms of concerned regulatory authorities but not helpful to progress towards vision.	Do not satisfy the requirements/norms of concerned regulatory authorities and not helpful to progress towards vision.

Criterion-9: Continuous Improvement				
Criteria	Compliance		Non-Compliance	
	Without Concern	With Concern	Weakness	Deficiency
Improvements/attainments in SI, API, STR, FQI, FRP etc., must be appreciable	Either cent percent attainment or appreciable improvements in all for consecutive three academic years	Either cent percent attainment or appreciable improvements in all except R&D and Consultancy	Appreciable improvements in all except FQI and Faculty Research Publications, R&D and Consultancy	STR of at least 1:15 is not met. No attainment/improvements in all for consecutive three academic years
Efforts made by the faculty towards continuing education, new facility created and overcoming the shortcomings listed during the last accreditation/since the inception of the programme must be evident	All the shortcomings listed during last accreditation/since the inception of the programme were overcome. Appreciable efforts were made by the faculty towards continuing education and creation of the new facilities.	All the shortcomings listed during last accreditation/since the inception of the programme were overcome. Less efforts were made by the faculty towards continuing education and creation of the new facilities.	All the shortcomings listed during last accreditation/since the inception of the programme were overcome. No significant efforts were made by the faculty towards continuing education and creation of the new facilities.	All the shortcomings listed during last accreditation/since the inception of the programme were not overcome. No efforts were made by the faculty towards continuing education and creation of the new facilities.