

## Evaluation Guidelines with Indicative Exhibits and Context to be Observed/Assessed for the Diploma (Engineering) Self-Assessment Report (SAR)

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

| Sub-Criteria  | Marks     | Evaluation Guidelines   |
|---|-----------|---|
| <b>1.1. State the Vision and Mission of the Department &amp; Institution</b>  | <b>05</b> | A. Availability of the Department's Vision and Mission Statements (01)<br>B. Appropriateness/Relevance of the Statements (02)<br>C. Consistency of the Department Statements with the Institute Statements (02) |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| A. Vision and mission statements of both the department and the institute<br>B. Correctness from definition perspective<br>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 (05)  |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ Availability and appropriateness of the PEO 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 with respect to publication and dissemination (05)<br>B. Process of dissemination among stakeholders (05)<br>C. Extent of awareness of the vision, mission, and PEOs among the stakeholders (05)    |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| <p><b>A. Adequacy:</b> Department vision, mission, and PEOs should be available on the Institute website under the relevant program link. Additionally, they should be posted on department notice boards, HoD's chamber. Furthermore, they should be included in department-level documents and the course of study.</p> <p><b>B. Process of dissemination:</b> Documentary evidence outlining the process ensuring awareness among internal and external stakeholders, including effective implementation.</p> <p><b>C. Extent of Awareness:</b> Based on interactions with internal and external stakeholders.</p> |           |   |
| <b>1.4. State the Process for Defining the Vision and Mission of the Department, and PEOs of the Program</b>  | <b>15</b> | A. Description of the process involved in defining the vision, mission of the Department (10)<br>B. Description of the process involved in defining the PEOs of the program (05)                                |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ Documentary evidence demonstrating the process ensuring effective participation of internal and external stakeholders, along with effective   |           |   |

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|   |           |  |
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| process implementation  |           |  |
| <b>1.5. Establish Consistency of PEOs with Mission of the Department</b>  | <b>10</b> | A. Preparation of a matrix of PEOs and elements of Mission statement (05)<br>B. Consistency/justification of co-relation parameters of the above matrix (05) |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |  |
| A. Availability of a matrix containing PEOs and Mission.<br>B. Documentary evidence for justification for each statement mapped in the matrix |           |  |
| <b>Total:</b>   | <b>50</b> |  |

### Criterion 2: Program Curriculum and Teaching –Learning Processes (200)

| Sub-Criteria   | Marks     | Evaluation Guidelines   |
|--|-----------|---|
| <b>2.1. Program Curriculum</b>   | <b>40</b> |   |
| 2.1.1. Curriculum Structure  | 10        | Components of the curriculum is well balanced structure & appropriate for a program   |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |   |
| ❖ Documentary evidence of program curriculum components.   |           |   |
| 2.1.2. Program Curriculum Compliance   | 10        | A. Process used to identify extent of compliance of curriculum for attaining POs & PSOs (07)<br>B. List the curricular gaps towards the attainment of POs & PSOs (03)   |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |   |
| A. Documentary evidence indicating the process that ensures mapping/compliance of the University/Board curriculum with the POs and PSOs<br>B. Identified curricular gaps and their appropriateness   |           |   |
| 2.1.3. State the Delivery Details of the Content beyond the Curriculum for the Attainment of Program Outcomes and Program Specific Outcomes  | 20        | A. Communication to the University/Board regarding curriculum gaps (02)<br>B. Details of delivery of content beyond the syllabus (06)<br>C. Mapping of delivered content beyond the syllabus with the POs and PSOs (06)<br>D. Appropriateness of the delivered content beyond the syllabus (06) |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |   |
| A. Documentary evidence of communication between the institute and the University/Board regarding program curriculum gaps.<br>B. Documentary evidence of delivery details of content beyond the syllabus-at least one sample per assessment year to be verified. |           |   |

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| <p>C. Availability and appropriateness of the mapping table between the content delivered and the POs/PSOs.<br/>D. Students' feedback on the appropriateness and usefulness of the content delivered.</p>   |            |   |
| <b>2.2. Teaching Learning Process</b>   | <b>160</b> |   |
| 2.2.1. Processes Followed to Ensure Quality of Teaching & Learning  | 30         | <p>A. Adherence to the academic calendar (03)<br/>B. Use of various instructional methods and pedagogical initiatives (06)<br/>C. Methodologies to support slow learners and encourage bright students (05)<br/>D. Quality of classroom teaching (observation in a class) (03)<br/>E. Conduct of experiments (observation in a laboratory) (03)<br/>F. Continuous assessment in the laboratory (05)<br/>G. Student feedback on the teaching-learning process and actions taken (05)</p> |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |            |   |
| <p>A. Availability of the academic calendar based on the University/Board academic calendar and its effective compliance<br/>B. Documentary evidence to support the implementation of pedagogical initiatives such as real-life examples, collaborative learning, ICT-enabled learning, interactive classrooms, etc.<br/>C. Guidelines to identify slow learners and bright students; post-identification actions taken; and the impact observed<br/>D. Classroom ambience and efforts to keep students engaged (also to be verified during interaction with students)<br/>E. Quality of laboratory experience with respect to conducting experiments, recording observations, and performing analysis (also to be verified during interaction with students)<br/>F. Internal semester examinations and internal marks; practical record books; assessment of each experiment; final marks based on assessment of all experiments and other evaluations, if any<br/>G. Feedback format, frequency, analysis, and actions taken (also to be verified during interaction with students)</p> |            |   |
| 2.2.2. Quality of Students' Major Projects  | 30         | <p>A. Identification of projects and methodology for allocation to faculty members (05)<br/>B. Types and relevance of the projects and their contribution towards attainment of POs and PSOs (08)<br/>C. Process for monitoring and evaluation (08)<br/>D. Quality of completed projects/working prototypes (05)<br/>E. Evidence of papers published/awards received for projects at State/ National level (04)</p>   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |            |   |
| <p>A. Project identification and guide allocation process.<br/>B. Classification of projects (application-based, product development, research, review, etc.), considering factors such as environment, safety, ethics, cost, standards, and mapping with POs and PSOs.<br/>C. Continuous monitoring mechanism and evaluation.</p>  |            |   |

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|---|----|---|
| D. Assessment based on project demonstrations.  |    |   |
| E. Quality of the venue (host) where the paper has been published and the quality of the competition in which the award has been won.   |    |   |
| 2.2.3. Internship/Industrial Training   | 30 | <p>A. Industrial visits/tours for students (03)</p> <p>B. Industrial training/internship (10)<br/>(Marks to be awarded proportionately: 100% students attended= 10 marks; 90% students attended = 09 marks; and so on)</p> <p>C. Mapping of industrial training/internships with POs and PSO (07)</p> <p>D. Post-industrial visits/tours assessment (03)</p> <p>E. Post-training/internship assessment (07)</p> |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |    |   |
| <p>A. Industry tours incorporated into student preparation.</p> <p>B. Documentary evidence of the process for internship/industrial training, including the number of students participated, relevant training areas, and documented visit reports, with a duration of not less than two weeks for the industrial training/internship.</p> <p>C. Documentary evidence of mapping internship and training programs for students, to POs and PSOs.</p> <p>D. Documentary evidence of student performance &amp; feedback on industrial training/internship, including analysis and actions taken.</p> <p>E. Documentary evidence of student feedback on industrial visits/tours, including analysis and actions taken.</p> |    |   |
| 2.2.4. Seminar, Laboratory Work/ Workshop/Skill Upgradation   | 20 | <p>A. Seminar topics/laboratory work/workshop to enhance knowledge, critical thinking, and professional skills as defined in the PO/PSO (06)</p> <p>B. Industry-relevant skills identified and integrated into skill upgradation programs (04)</p> <p>C. Mapping laboratory experiments and workshops to specific POs/PSOs (05)</p> <p>D. Mapping seminar and skill upgradation to specific POs/PSOs (05)</p>   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |    |   |
| <p>A. Documentary evidence of seminar topics, laboratory work, workshops, and skill upgradation programs selected for students</p> <p>B. Documentary evidence of skill upgradation programs selected for students</p> <p>C. Documentary evidence of mapping laboratory experiments and workshops to POs and PSOs</p> <p>D. Documentary evidence of mapping seminars and skill upgradation programs to POs and PSOs</p>  |    |   |
| 2.2.5. SWAYAM/ NPTEL/ MOOCs/ Industry-Driven Courses/ Self Learning   | 10 | <p>A. Number of students obtained MOOCs certification through platforms like SWAYAM/NPTEL, etc and their mapping with POs and PSOs (07).</p> <p>B. Scope for self-learning &amp; facilities and its use. (03)</p>   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |    |   |
| <p>A. Documentary evidence of the number of students who have completed SWAYAM, NPTEL, MOOCs, or industry-driven courses</p> <p>B. Documentary evidence supporting student self-learning facilities</p>   |    |   |

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| 2.2.6. Approach to Solve Engineering Problems with Consideration of Sustainability Goals   | 10         | List of engineering problems from different courses/activities/mini projects, etc. along with the targeted SDGs.   |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |            |  |
| ❖ Documentary evidences of solving complex engineering problems targeting SDGs   |            |  |
| 2.2.7. Steps Taken for Enhancing Industry-Institute Partnerships   | 30         | A. Industry-supported laboratories (03)<br>B. Industry involvement in the partial content delivery of any regular courses for students (05)<br>C. Institute initiatives to provide opportunities for students to work on live or industry-oriented projects (06)<br>D. Institute initiatives to collaborate with industry for projects/consultancy work/testing, and joint product development (05)<br>E. Employability skills imparted through industry participation (06)<br>F. Impact analysis and actions taken thereof (05) |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |            |  |
| A. Industry involvement in setting up and running laboratories<br>B. Documentary evidence of industry involvement in the partial delivery of any regular courses.<br>C. Documentary evidence of institutional initiatives that provide students with opportunities to work on live or industry-oriented projects.<br>D. Documentary evidence of institutional collaborative initiatives that enable faculty members/students to execute projects, consultancy work, testing services, and joint product development<br>E. Documentary evidence of employability skills imparted through industry participation<br>F. Analysis and actions taken as a result. |            |  |
| <b>Total:</b>  | <b>200</b> |  |

### Criterion 3: Course Outcomes and Program Outcomes (150)

| Sub-Criteria   | Marks     | Evaluation Guidelines   |
|--|-----------|---|
| <b>3.1. Establish the Correlation between the Courses and the POs &amp; PSOs</b> | <b>10</b> |   |
| 3.1.1. POs and PSOs  | 05        | Listing of the Program Specific Outcomes (up to 3) of the program under consideration and their appropriateness |

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| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |  |
| ❖ Availability & correctness of the PSOs statements  |           |  |
| 3.1.2. Mapping between the Courses and POs/ PSOs   | 05        | Justification of mapping between courses and POs and PSOs  |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |  |
| ❖ Documentary evidence of mapping of all courses with POs/PSOs   |           |  |
| <b>3.2. Course Outcomes and Course Articulation Matrix</b>   | <b>20</b> |  |
| 3.2.1. Course Outcome (Semester-Wise)  | 10        | Availability of appropriate COs for every course   |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |  |
| ❖ Documentary evidence of appropriateness of the CO statements.  |           |  |
| 3.2.2. Course Articulation Matrix  | 10        | Availability of course articulation matrix and its appropriateness in terms of level of co-relation.   |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |  |
| ❖ Documentary evidence of justification of appropriateness of mapping of COs and co-relation levels with various POs and PSOs  |           |  |
| <b>3.3. Program Articulation Matrix</b>  | <b>10</b> | Availability of mapping of courses and POs/PSOs  |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |  |
| ❖ Documentary evidence of articulation matrix and relevance  |           |  |
| <b>3.4 Assessment</b>  | <b>50</b> |  |
| 3.4.1. Evaluation Process of Continuous Assessment: Unit Tests, Mid-Term, Assignments, etc                                     | 15        | A. Process for setting and evaluation of internal semester question paper (04)<br>B. Quality of questions, appropriateness of mapping with the COs (04)<br>C. Assessment of COs coverage in unit tests/class tests/mid-term tests/assignments (05)<br>D. Post evaluation review with students for performance improvement (02) |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |  |
| A. Process for setting of internal semester question papers, creating model answers, evaluating them, and ensuring compliance. |           |  |

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|---|-----------|--|
| B. Assessment of the quality of unit tests/class tests/mid-term tests/assignments   |           |  |
| C. Documentary evidence of mapping questions with COs.  |           |  |
| D. Evidence of post evaluation review with students for performance improvement.  |           |  |
| 3.4.2. Evaluation Process of Laboratory Work and Workshop (Continuous and SEE)  | 10        | A. Evaluation of experiments conducted in workshops/laboratories (05)<br>B. Use of rubrics for assessing student performance with relevance to COs/POs (05)                                      |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |  |
| A. Evidence of evaluation of the laboratory/workshop experiments  |           |  |
| B. Evidence of Rubrics developed and used for assessing student performance during workshops/laboratories.  |           |  |
| 3.4.3. Evaluation Process of Industrial Training/ Internship (Continuous and SEE)   | 10        | A. Relevance of internships/industrial training (04)<br>B. Rubrics used for assessing student industrial training/internships and appropriateness of mapping with POs/POs (06)                   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |  |
| A. Documentary evidence of internships/ industrial training and its relevance in terms of POs/POs.  |           |  |
| B. Evidence of rubrics developed and used for assessing student performance during internships/ industrial training.                                      |           |  |
| 3.4.4. Evaluation Process of Project Work   | 10        | A. Rubrics for assessing complexity/cost/relevance to the environment/sustainability, etc (04)<br>B. Rubrics for assessing team work, communication, and use of project management concepts (06) |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |  |
| A & B: Rubrics are used to assess complexity, cost, relevance to the environment and sustainability, individual student performance, and team performance |           |  |
| 3.4.5. Evidence of Addressing Sustainable Development Goals (SDGs)  | 05        | Evidence of addressing sustainable development goals relevant to the program   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |  |
| ❖ Student project activities through course work, research work and projects.   |           |  |
| <b>3.5. Attainment of Course Outcomes</b>   | <b>30</b> |  |
| 3.5.1. Describe the Assessment Tools and Processes Used to Gather the Data for the Evaluation of Course Outcome   | 05        | A. List of assessment tools and processes (02)<br>B. The quality/relevance of assessment tools/processes used (03)   |

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| <b>Exhibits/Context to be Observed/Assessed:</b>   |            |  |
| A & B: Documentary evidence for assessment tools and assessment processes used to measure COs including data collection, verification, analysis, and decision-making.  |            |  |
| 3.5.2. Record the Attainment of Course Outcomes of all Courses with Respect to Set Attainment Levels   | 25         | A. Verification of results and attainment levels of COs of all courses (10)<br>B. Assessment of overall levels of attainment (15)            |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |            |  |
| A & 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>3.6. Attainment of Program Outcomes and Program Specific Outcomes</b>   | <b>30</b>  |  |
| 3.6.1. Describe the Assessment Tools and Processes Used to Gather the Data for the Evaluation of Program Outcomes and Program Specific Outcomes  | 05         | A. List of assessment tools and processes (02)<br>B. The quality/relevance of assessment tools/processes used (03)                           |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |            |  |
| A & B: Documentary evidence for assessment tools and assessment processes used to measure PO/PSOs including data collection, verification, analysis, and decision-making.  |            |  |
| 3.6.2. Provide Results of Evaluation of Each PO & PSO  | 25         | A. Verification of documents, results, and the level of attainment of each PO/PSO (10)<br>B. Assessment of overall levels of attainment (15) |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |            |  |
| A & B: Documentary evidence towards appropriate attainment levels for attainment of POs and PSOs from core courses to be verified. Additionally, at least two levels of POs and two levels of PSOs attainment shall be verified. |            |  |
| <b>Total:</b>  | <b>150</b> |  |

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### Criterion 4: Students' Performance (150)

| Sub- Criteria   | Marks     | Evaluation Guidelines   |
|---|-----------|---|
| <b>4.1. Enrolment Ratio in the First Year</b>   | <b>25</b> | A. $\geq 90\%$ students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2) (25)<br>B. $\geq 80\%$ students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2) (20)<br>C. $\geq 70\%$ students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2) (15)<br>D. $\geq 60\%$ students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2) (10)<br>E. $\geq 50\%$ students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2) (05)<br>F. $\geq 40\%$ students enrolled in the First Year on average of current academic year (CAY), CAYm1 and CAYm2 (03)<br>G. Otherwise '0'.  |
| <b>Exhibits/Context to be Observed/Assessed:</b><br><br>❖ A, B, C, D, E, F and G: Data to be verified for each of the assessment years. |           |   |
| <b>4.2. Success Rate of the Students in the Stipulated Period of the Program</b>  | <b>20</b> | Success Rate (SR) = $(B/A) \times 100$<br><br>$A^* = (\text{No. of students admitted in the 1st year of that batch and those actually admitted in the 2nd year via lateral entry, plus the number of students admitted through multiple entry (if any) and separate division if applicable, minus the number of students who exited through multiple entry (if any)}.$<br><br>$B = \text{No. of students who graduated from the program in the stipulated course duration}$<br><br><b>Note *:</b> If the value of A in Table No. 4.2.1 of SAR is less than the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2), then the value of A in Table No. 4.2.1 should be the sum of the sanctioned intake (N) and the lateral entry (maximum 10% of N) including leftover seats (N2) of Table No. 4A of SAR.<br><br>Average SR = Mean of SR for the past three batches.<br><br><b>SR Points</b> = $2.0 * (\text{Average SR}/10)$ . |

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|---|-----------|---|
| <b>Exhibits/Context to be Observed/Assessed:</b>                            |           |   |
| ❖ Data to be verified for each of the assessment years.                     |           |   |
| <b>4.3. Academic Performance of the First-Year Students of the Program</b>  | <b>20</b> | <p><b>Academic Performance</b> = 2.0* Average Academic Performance Index (API), where</p> <p>API = ((Mean of 1<sup>st</sup> Year Grade Point Average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 1<sup>st</sup> year/10)) * (Number of successful students/number of students appeared in the examination)</p> <p>Successful students are those who have proceeded to the 2<sup>nd</sup> year.</p>              |
| <b>Exhibits/Context to be Observed/Assessed:</b>                            |           |   |
| ❖ Data to be verified for each of the assessment years.                     |           |   |
| <b>4.4. Academic Performance of the Second Year Students of the Program</b> | <b>20</b> | <p><b>Academic Performance</b> = 2.0 * Average Academic Performance Index (API), where</p> <p>API = ((Mean of 2<sup>nd</sup> Year Grade Point Average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 2<sup>nd</sup> Year/10)) * (Number of successful students/number of students appeared in the examination).</p> <p>Successful students are those who have proceeded to the 3<sup>rd</sup> year.</p>            |
| <b>Exhibits/Context to be Observed/Assessed:</b>                            |           |   |
| ❖ Data to be verified for each of the assessment years.                     |           |   |
| <b>4.5. Academic Performance of the Third Year Students of the Program</b>  | <b>20</b> | <p><b>Academic Performance</b> = 2.0* Average Academic Performance Index (API), where</p> <p>API = ((Mean of 3<sup>rd</sup> Year Grade Point Average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 3<sup>rd</sup> Year/10)) * (Number of successful students/number of students appeared in the examination).</p> <p>Successful students are those who have completed all courses in the 3<sup>rd</sup> year.</p> |
| <b>Exhibits/Context to be Observed/Assessed:</b>                            |           |   |
| ❖ Data to be verified for each of the assessment years.                     |           |   |

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| <b>4.6. Placement, Higher Studies, and Entrepreneurship</b>  | <b>30</b> | <p>Assessment Points = 0.3 * Average of placement index (P).<br/>           Placement index (P) = <math>[(X + Y + Z)/FS] * 100</math> where,</p> <ul style="list-style-type: none"> <li>❖ X = No. of students placed</li> <li>❖ Y = No. of students admitted to higher studies</li> <li>❖ Z = No. of students taking up entrepreneurship</li> <li>❖ FS = Total no. of final year students.</li> </ul> <p><b>Note:</b> If the value of FS is less than the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2), then the value of FS should be the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2).</p> |
| <p><b>Exhibits/Context to be Observed/Assessed:</b></p> <ul style="list-style-type: none"> <li>❖ Data to be verified for each of the assessment years.</li> </ul>  |           |  |
| <b>4.7. Professional Activities</b>  | <b>15</b> |  |
| 4.7.1. Professional Societies/ Bodies, Chapters, Clubs, and Professional Engineering Events Organized  | 05        | A. Availability and number of activities organized through professional societies/chapters/clubs (02)<br>B. Number and quality of engineering events organized at the Institute, categorized by level (College/State/National/International) (03).   |
| <p><b>Exhibits/Context to be Observed/Assessed:</b></p> <ul style="list-style-type: none"> <li>❖ A &amp; B: Supporting documentary evidences</li> </ul>  |           |  |
| 4.7.2. Student's Participations in Professional Events   | 05        | A. No. of students participated in the regional/ state level/ national level/ international events (03)<br>B. No. of students received prizes/awards in such events (02)   |
| <p><b>Exhibits/Context to be Observed/Assessed:</b></p> <ul style="list-style-type: none"> <li>❖ A &amp; B: Documentary evidence</li> </ul>  |           |  |
| 4.7.3. Publication of Magazines/ Newsletters, etc. in the Department/ College  | 05        | A. Quality and relevance of the contents and print material/ e-format (03)<br>B. Student involvement in publication of journals, magazines, newsletters (02)   |
| <p><b>Exhibits/Context to be Observed/Assessed:</b></p> <p>A. Documentary evidence<br/>           B. Documentary evidence of student involvement in publication of journals, magazines, and newsletter, etc.</p> |           |  |

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|              |            |
|--------------|------------|
| <b>Total</b> | <b>150</b> |
|--------------|------------|

**Criterion 5: Faculty Information and Contributions (100)**

| <b>Sub-Criteria</b>                     | <b>Marks</b> | <b>Evaluation Guidelines</b>   |
|---|--------------|--|
| <b>5.1. Student-Faculty Ratio (SFR)</b> | <b>20</b>    | <p>Marks shall be awarded proportionally, with a maximum of 20 marks for an average SFR of 25:1 and a minimum of 08 marks for an average SFR of 30:1. Zero marks shall be awarded for an average SFR higher than 30:1. The marks distribution is given below.</p> <p>SFR &lt;= 25 - 20 Marks<br/>                     &lt;= 26 - 21 Marks<br/>                     &lt;= 27 - 17 Marks<br/>                     &lt;= 28 - 13 Marks<br/>                     &lt;= 29 - 12 Marks<br/>                     &lt;= 30 - 08 Marks<br/>                     &gt;30 - 00 Marks</p> |

**Exhibits/Context to be Observed/Assessed:**

Note 1: Please provide details of the faculty in the Department including cumulative information for all three academic years starting from the current academic year (CAY) in the specified format. Programs such as UG (Engineering), PG (Engineering), BCA, and etc running in the Department need to have sufficient faculty members to support those programs. Note that these faculty members should not be included in the above said Table no. 5A.

Note 2: All the faculty whether regular or contractual (except part-time or hourly based), will be considered. All faculty members shall meet the AICTE qualifications and experience requirements. All the faculty appointed with any terminology whatsoever, who have taught for 2 consecutive semesters with or without break between the 2 semesters in corresponding academic year on full-time basis shall be considered for the purpose of calculation in the faculty student ratio. However, following will be ensured in case of contractual faculty:

- A. Shall have the AICTE prescribed qualifications and experience.
- B. Shall be appointed on full time basis and worked for consecutive two semesters with or without break between the 2 semesters during the particular academic year under consideration.
- C. Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit.

Note 3:

- A. Faculty members in the Department who do not have teaching, or practical loads, will not be counted.
- B. Director/ Principal/ Dean/ other academic/administrative posts, who has teaching/practical load in the Department will be counted

**Evaluation Guidelines with Indicative Exhibits and Context to be Observed/Assessed for the Diploma (Engineering) Self-Assessment Report (SAR)**

|  |                  |  |
|--|------------------|--|
| <p><b>5.2. Faculty Qualification</b></p>                   | <p><b>20</b></p> | <p>Faculty qualification index (FQI) = <math>4.0 * [2X+3Y+5Z]/RF]</math>, where</p> <ul style="list-style-type: none"> <li>➤ X = Number of faculty with Ph.D or equivalent qualification</li> <li>➤ Y = Number of faculty with M.Tech/ME or equivalent qualification</li> <li>➤ Z = Number of faculty with B.Tech/BE/MCA or equivalent qualification.</li> <li>➤ RF = Number of faculty required to comply with the 1:25 (Faculty- Student-Ratio).</li> </ul>  |
| <p><b>Exhibits/Context to be Observed/Assessed:</b></p>    |                  |  |
| <p>❖ Documentary evidence – Faculty Qualification</p>      |                  |  |
| <p><b>5.3. Faculty Retention</b></p>                       | <p><b>10</b></p> | <p><math>FR = ((A*0) + (B*1) + (C*2) + (D*3) + (E*4))/RF * 2.50</math> (points limited to 10)</p> <ul style="list-style-type: none"> <li>❖ RF=No. of required faculty in the Department to adhere to the 25:1 Student-Faculty ratio, with calculations based on both student numbers and faculty requirements as per section 5.1 of SAR; (RF=S/20).</li> <li>❖ AF= The no. of available faculty members in the Department.</li> <li>❖ The programs such as UG (Engineering), PG (Engineering), BCA, and etc running in the Department need to have sufficient faculty members to support them and exclude the faculty members listed in Table No. 5.3.1.</li> <li>❖ A= The no. of faculty members at the current institute with less than 1 year of experience (A in AF)</li> <li>❖ B= The no. of faculty members at the current institute with more than 1 year and less than 2 years of experience (B in AF)</li> <li>❖ C= The no. of faculty members at the current institute with more than 2 years and less than 3 years of experience (C in AF)</li> <li>❖ D= The no. of faculty members at the current institute with more than 3 years and less than 4 years of experience (D in AF)</li> <li>❖ E= The no. of faculty members at the current institute with more than 4 years of experience (E in AF)</li> </ul> |
| <p><b>Exhibits/Context to be Observed/Assessed:</b></p>    |                  |  |
| <p>❖ Documentary evidence.</p>                             |                  |  |
| <p><b>5.4. Faculty Contribution and Development</b></p>    | <p><b>50</b></p> |  |
| <p>5.4.1. Faculty Members’ Participation in STTPs/FDPs</p> | <p>15</p>        | <p>A faculty scores maximum five points for participation</p> <ul style="list-style-type: none"> <li>❖ Participation in 2 to 5 days Faculty/ Faculty development program: 3 Points</li> <li>❖ Participation in &gt;5 days Faculty/ Faculty development program: 5 points</li> </ul>  |

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|   |    |  |
|---|----|--|
|   |    | <ul style="list-style-type: none"> <li>❖ RF= Number of faculty required to comply with the 25:1 student-faculty ratio in the Department, as per section 5.1 (RF= S/25).</li> <li>❖ For each year, Assessment Points (AP) = 3 * (Sum of faculty participation score / 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 STTP/FDP program</li> <li>❖ Number of days attended</li> <li>❖ Number of faculty member attended</li> </ul> |    |  |
| 5.4.2.FDP/STTP Organized by the Department Faculty  | 15 | <ul style="list-style-type: none"> <li>❖ The minimum duration of FDP/STTP is 5 days.</li> <li>❖ 2 points per FDP/STTP, with a maximum of 5 marks per assessment year and a total maximum of 15 marks</li> </ul>  |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |    |  |
| <ul style="list-style-type: none"> <li>❖ Documentary evidence: Participation and resource person and duration.</li> </ul>   |    |  |
| 5.4.3.Faculty Support in Student Innovative Projects  | 10 | <p>Percentage of faculty members in the Department supporting as a mentor, facilitator, etc. in student innovation projects in various events like hackathons, codeathons, ideathons, open research, etc. &amp; marks distribution as follows:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 30\%</math> of available faculty members in the Department support as a mentor, facilitator, etc. in student innovation projects in various events during the assessment period (07-10)</li> <li>❖ <math>\geq 20\%</math> and <math>&lt;30\%</math> of available faculty members in the Department support as a mentor, facilitator, etc. in student innovation projects in various events in the past 3 years (04-06)</li> <li>❖ <math>&lt;20\%</math> of available faculty members in the Department support as a mentor, facilitator, etc. in student innovation projects in various events in the past 3 years (00-03)</li> </ul> |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |    |  |
| <ul style="list-style-type: none"> <li>❖ Documentary evidence of faculty members' involvement in student innovation projects as mentors or facilitators.</li> </ul>   |    |  |
| 5.4.4.Sponsored Projects/Consultancy Work/Testing   | 10 | <p>Sponsored projects/constancy work/testing from the external sources.</p> <ul style="list-style-type: none"> <li>❖ Amount <math>\geq 6</math> Lacs – 10 Marks</li> <li>❖ Amount <math>\geq 4</math> Lacs and <math>&lt; 6</math> lacs –8 Marks</li> <li>❖ Amount <math>\geq 2</math> Lacs and <math>&lt; 4</math> lacs –4 Marks</li> </ul>   |

**Evaluation Guidelines with Indicative Exhibits and Context to be Observed/Assessed for the Diploma (Engineering) Self-Assessment Report (SAR)**

|  |            |  |
|--|------------|--|
|  |            | <ul style="list-style-type: none"> <li>❖ Amount <math>\geq</math> 1 Lacs and <math>&lt;</math> 2 lacs –2 Mark</li> <li>❖ Amount <math>\geq</math> 0.5 Lac and <math>&lt;</math> 1 lac –1 Mark</li> <li>❖ Amount <math>&lt;</math> 0.5 Lac – 0 Mark.</li> </ul> |
| <b>Exhibits/Context to be Observed/Assessed:</b>                             |            |  |
| ❖ Documentary evidence: Funding agency, Amount, Duration, Research progress. |            |  |
| <b>Total</b>   | <b>100</b> |  |

**Criterion 6: Facilities and Technical Support (100)**

| Sub Criteria   | Marks     | Evaluation Guidelines   |
|--|-----------|---|
| <b>6.1. Availability of Adequate, Well-equipped Classrooms/Tutorial Rooms to Meet Curriculum Requirements in the Department</b>                                | <b>10</b> |   |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |   |
| ❖ Self-explanatory   |           |   |
| <b>6.2. Availability of Adequate, Well-Equipped Laboratories, and Workshops in the Department</b>  | <b>30</b> | A. Adequate and well-equipped laboratories/workshops to run the program (20)<br>B. Quality of instruments/apparatus (05)<br>C. Utilization (05) |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |   |
| A. Documentary evidence: Adequacy and well-equipped laboratories running the program.<br>B. Quality of instruments<br>C. Utilization of laboratories/workshops |           |   |
| <b>6.3. Maintenance and Overall Ambience in Laboratories and Workshops</b>   | <b>10</b> | A. Maintenance policy (02)<br>B. Corrective & preventive maintenance (04)<br>C. Overall ambience (04)   |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |   |
| A, B & C: Documentary evidence of policy, etc and overall ambience   |           |   |

**Evaluation Guidelines with Indicative Exhibits and Context to be Observed/Assessed for the Diploma (Engineering) Self-Assessment Report (SAR)**

|   |            |  |
|---|------------|--|
| <b>6.4. Safety Measures in Laboratories and Workshops</b>   | <b>10</b>  | A. Basic safety measures (04)<br>B. Lab specific safety measure (06)   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |            |  |
| A. Basic safety measures: Dos and don'ts, follow the dress code, maintain hygiene, learn emergency protocols, wear appropriate shoes, etc.<br>B. Lab-specific safety measures: gloves, safety mats, Miniature Circuit Breaker (MCB), etc. |            |  |
| <b>6.5. Availability of Computing Facilities and Language Laboratory</b>  | <b>15</b>  | A. Availability and adequate computing facilities (07)<br>B. Availability and Effective Utilization (no. of students enrolled for language classes) (08) |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |            |  |
| A. Documentary evidence of computing facilities<br>B. Documentary evidence of effective utilization of the Language Laboratory  |            |  |
| <b>6.6. Details of Technical Staff in the Department</b>  | <b>25</b>  |  |
| 6.6.1. Availability of Adequate and Qualified Technical Support Staff in the Department   | 20         | A. Availability of adequate technical support staff (12)<br>B. Qualification of technical support staff (08)   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |            |  |
| A. Documentary evidence of adequate technical support staff<br>B. Documentary evidence of qualified technical support staff   |            |  |
| 6.6.2. Facility for Skill Enhancement, and Opportunities for Professional Advancement   | 05         |  |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |            |  |
| ❖ Self-explanatory  |            |  |
| <b>Total:</b>   | <b>100</b> |  |

## Evaluation Guidelines with Indicative Exhibits and Context to be Observed/Assessed for the Diploma (Engineering) Self-Assessment Report (SAR)

### Criterion 7: Continuous Improvement (75)

| Sub-Criteria   | Marks     | Evaluation Guidelines   |
|--|-----------|---|
| <b>7.1 Improvement in Enrolment Ratio and Quality of Student Admitted</b>  | <b>15</b> | Assessment is based on improvement in the enrolment ratio as well as ranks/scores in qualifying entrance examinations at the entry level.   |
| <b>Exhibits/Context to be Observed/Assessed:</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 Academic Performance in the Program</b>  | <b>15</b> | Assessment is based on improvement of academic performance, with CAYm3 considered as the base year, in the following areas:<br>A. Academic Performance Index (API) of the 1 <sup>st</sup> year students in the program (05)<br>B. Academic Performance Index (API) of the 2 <sup>nd</sup> year students in the program (05)<br>C. Academic Performance Index (API) of the 3 <sup>rd</sup> year students in the program (05) |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |   |
| A, B & C: Document evidence of improvements in Academic Performance Index of 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> year students.  |           |   |
| <b>7.3 Improvement in Success Rate &amp; Placement and Higher Studies</b>  | <b>15</b> | Assessment is based on improvement, with CAYm3 considered as the base year, in the following areas:<br>A. Improvement in the success rate (07)<br>B. Improvement in the placement, higher studies, and entrepreneurs (08)   |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |   |
| A & B: Document evidence of improvements in success rate, placement, higher studies and entrepreneurs  |           |   |
| <b>7.4 Actions Taken Based on the Results of Evaluation of the POs and PSOs Attainment</b>   | <b>15</b> | A. Documentary evidences of identification of gaps in POs/PSOs attainment (05)<br>B. Plan of action to bridge the gaps/ improvement (05)<br>C. Implementation (10)  |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |   |
| A, B & C: Documentary evidence of PO/PSO attainment files in CAYm1, CAYm2, and CAYm3 needs to be scrutinized for the identification of gaps and shortfalls, along with documentary evidence for each PO/PSO. |           |   |
| <b>7.5 Academic Audit and Actions Taken thereof during the Period of Assessment</b>  | <b>15</b> | Assessment is based on Audit criteria, frequency, methodology, effectiveness, and action plan.  |

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|  |           |  |
|--|-----------|--|
| <b>Exhibits/Context to be Observed/Assessed:</b> |           |  |
| ❖ Self-explanatory                               |           |  |
| <b>Total:</b>                                    | <b>75</b> |  |

### Criterion 8: Student Support Systems (75)

| Sub-Criteria   | Marks     | Evaluation Guidelines  |
|--|-----------|--|
| <b>8.1. First Year Faculty Members (FYF)</b>   | <b>05</b> | <p>The marks are allocated based on the percentage of faculty members who are handling 1st-year courses.</p> <ul style="list-style-type: none"> <li>≥ 90% of faculty members, 05 marks</li> <li>≥ 80% to &lt; 90 of faculty members; 04 marks</li> <li>≥ 70% to &lt; 80 of faculty members; 03 marks</li> <li>≥ 60% to &lt; 70 of faculty members; 02 marks</li> <li>≥ 50% to &lt; 60 of faculty members; 01 mark</li> <li>&lt; 50% of faculty members; 00 mark</li> </ul>   |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |  |
| <ul style="list-style-type: none"> <li>❖ No. of faculty calculation considering faculty definition and fractional load; Faculty timetable;</li> <li>❖ No. of student's calculation as mentioned in the SAR (Table 8.1.1.)</li> </ul> |           |  |
| <b>8.2. Faculty Qualification</b>  | <b>10</b> | <p>Faculty Qualification Index (FQI) = <math>3.5 * [2X + 3Y + 5Z] / RF</math>, where</p> <ul style="list-style-type: none"> <li>➤ X = Number of faculty members with Ph.D or equivalent qualification</li> <li>➤ Y = Number of faculty members with M.Tech/ME or equivalent qualification (In case of humanities and science M.Phil)</li> <li>➤ Z = Number of faculty members with B.Tech/BE/MCA or equivalent qualification. (In case of humanities and science MA/M.Sc)</li> <li>➤ RF = Number of faculty required to comply with the <b>1:25</b> Faculty- Student-Ratio.</li> </ul> |
| <b>Exhibits/Context to be Observed/Assessed:</b>   |           |  |
| ❖ Documentary evidence – Faculty Qualification   |           |  |
| <b>8.3. Mentoring System</b>   | <b>05</b> | <ul style="list-style-type: none"> <li>A. Mentoring system-implementation (02)</li> <li>B. Effectiveness (03)</li> </ul>   |

## Evaluation Guidelines with Indicative Exhibits and Context to be Observed/Assessed for the Diploma (Engineering) Self-Assessment Report (SAR)

|   |           |   |
|---|-----------|---|
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ Documentary evidence by considering a few relevant activities.  |           |   |
| <b>8.4. Feedback Analysis</b>   | <b>15</b> |   |
| 8.4.1. Feedback on Teaching and Learning Process and Measures Taken for Improvement                                   | 10        | A. Feedback questionnaire used (02)<br>B. Methodology being followed for analysis of feedback and its effectiveness (04)<br>C. Record of corrective measures taken and impact (04)                                    |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ A, B & C. Feedback questionnaire, collection process, analysis, actions taken, effectiveness                        |           |   |
| 8.4.2. Feedback on Academic Facilities  | 05        | A. Feedback questionnaire used (01)<br>B. Frequency of feedback collection and analysis (02)<br>C. Record of corrective measures taken (02)   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ A, B & C. Feedback on academic facilities questionnaire, collection process, analysis, actions taken, effectiveness |           |   |
| <b>8.5. Career Guidance, Training, and Placement</b>  | <b>10</b> | A. Facilities of training and placement cell (02)<br>B. Adequate staff (02)<br>C. Pre-placement training activities (03)<br>D. Support for higher studies (03)  |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ A, B, C, & D- Appropriate documentary evidence  |           |   |
| <b>8.6. Start-up/Business Incubator/Skill Development Centre/Entrepreneurship Activities</b>                          | <b>05</b> | A. Availability of entrepreneurship cell/ Incubation cell (01)<br>B. No. of awareness programs/incubation activities conducted during the assessment period (02)<br>C. No. of students taken up entrepreneurship (02) |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ A, B & C: Appropriate documentary evidence  |           |   |
| <b>8.7. Initiatives and Implementation of Sustainable Development Goals (SDGs)</b>                                    | <b>05</b> | Policy and implementation of SDGs-specific activities conducted during the assessment period  |

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|   |           |   |
|---|-----------|---|
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ Evidence on green energy, waste management, preserving water, net zero, quality education, reuse, recycle, less use to renewables, etc. |           |   |
| <b>8.8. Innovative Educational Initiatives and Implementation</b>   | <b>10</b> | Initiatives taken towards Universal human values, Indian knowledge system, multidisciplinary programs, flexible curriculum, mobility of students, academic bank of credits, and support facilities for holistic education, etc. |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ Appropriate documentary evidence  |           |   |
| <b>8.9. Outreach Activities</b>   | <b>10</b> | A. Initiatives taken towards outreach activities, social internships (05)<br>B. Society connect activities undertaken by the students with achievements (05)  |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ Appropriate documentary evidence  |           |   |
| <b>Total:</b>   | <b>75</b> |   |

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

| <b>Sub-Criteria</b>  | <b>Marks</b> | <b>Evaluation Guidelines</b>  |
|--|--------------|---|
| <b>9.1. Governance and Transparency</b>                                      | <b>35</b>    |   |
| 9.1.1. Governing Body, Administrative Setup, and Functions of Various Bodies | 20           | A. Composition of BoG/GB/Senate, other administrative and academic bodies; functions, and responsibilities; frequency of the meetings; participation details of external members and attendance (10)<br>B. Agenda, minutes of the meetings and action-taken report (ATR) (05)<br>C. The published service rules, policies, and procedures with year of approval by competent authority/Board and publication (05) |
| <b>Exhibits/Context to be Observed/Assessed:</b>                             |              |   |
| A, B & C: Appropriate documentary evidence                                   |              |   |
| 9.1.2. Policy and Procedures   | 10           |   |

## Evaluation Guidelines with Indicative Exhibits and Context to be Observed/Assessed for the Diploma (Engineering) Self-Assessment Report (SAR)

|   |           |   |
|---|-----------|---|
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| ❖ Appropriate documentary evidence.   |           |   |
| 9.1.3. Transparency   | 05        | A. Information on the policies, rules, processes is to be made available on institute website (2)<br>B. Dissemination of the information about student, faculty and staff (3)   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| A. & B. Website and Documentary evidence  |           |   |
| <b>9.2. Financial Resources</b>   | <b>15</b> |   |
| 9.2.1. Budget Allocation and Utilization at Institute Level   | <b>10</b> | A. Quantum of budget allocation for three years (04)<br>B. Budget utilization for three years (04)<br>C. Availability of audited statements on the Institute website (02)   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| A. Budget formulation, finalization and approval process and utilization<br>B. Effective utilization; verification for at least two of the three assessment years<br>C. Audited statements by CA on Institute website |           |   |
| 9.2.2. Budget Allocation and Utilization at Program Level   | 05        | A. Quantum of budget allocation for three years (02)<br>B. Budget utilization for three years (03)  |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| A. Budget formulation, finalization, approval process and utilization<br>B. Effective utilization; verification for at least two of the three assessment years  |           |   |
| <b>9.3. Institutional Support System</b>  | <b>50</b> |   |
| 9.3.1. Self-Learning  | 10        | A. Scope for self-learning (05)<br>B. The Institution must specify the facilities and learning materials available beyond the syllabus (such as webinars, podcasts, MOOCs, etc.) and demonstrate their effective utilization (05) |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |
| A & B: Availability of relevant learning resources  |           |   |
| 9.3.2. Quality of Learning Resources (Hard/Soft)  | 10        | A. Availability of relevant e-learning resources of the program under consideration (04)<br>B. Accessibility of learning resources to students (06)   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |           |   |

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|   |            |   |
|---|------------|---|
| A & B: Appropriate documentary evidence   |            |   |
| 9.3.3. Library and Internet   | 15         | A. Available of library (03)<br>B. Available bandwidth (03)<br>C. Wi-Fi facility availability with bandwidth (03)<br>D. Internet access in labs, classrooms, library and other offices of all Departments (03)<br>E. Security arrangements (03) |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |            |   |
| ❖ Availability; Adequacy; Effectiveness; Documentary Evidence   |            |   |
| 9.3.4. Faculty Performance Appraisal and Development System (FPADS)   | 15         | A. A well-defined performance appraisal and development system instituted for all the assessment years (06)<br>B. Its implementation and effectiveness (09)   |
| <b>Exhibits/Context to be Observed/Assessed:</b>  |            |   |
| A. Notified performance appraisal and development system; Appraisal Parameters; Awareness<br>B. Implementation, transparency and effectiveness. |            |   |
| <b>Total:</b>   | <b>100</b> |   |