Evaluation Guidelines with indicative exhibits/context to be Observed/Assessed - SAR PG Management

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

Sub Criteria	Marks	Evaluation Guidelines
1.1. Vision and Mission statements	05	A. Availability of the Vision & Mission statements (2) B. Appropriateness/Relevance of the Statements (3)
Exhibits/Context to be Observed/Assessed: A. *Vision & Mission Statements & B. Correctness from definition perspective*		
1.2. Program Educational Objectives (PEOs) statements	05	A. Listing of the Program Educational Objectives (3 to 5 PEOs) (5)
Exhibits/Context to be Observed/Assessed: **A.** *Availability & correctness of the PEOs statements*		
1.3. Dissemination among Stakeholders	10	A. Adequacy in respect of publication & dissemination (2) B. Process of dissemination among stakeholders (2) C. Extent of awareness of Vision, Mission & PEOs among the stakeholder (6)
Exhibits/Context to be Observed/Assessed: *A.* **Adequacy:** *Vision, Mission and PEOs: Availability on Institute website; Availability at Principal & In charges chambers, notice boards, Availability in 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*		
1.4. Formulation Process	15	A. Description of process involved in defining the Vision and Mission (5) B. Description of process involved in defining the PEOs of the program (10)
Exhibits/Context to be Observed/Assessed: ❖ *Documentary evidence to indicate the process which ensures effective participation of internal and external department stakeholders with effective process implementation*		
1.5. Consistency of PEOs with the Mission	15	A. Preparation of a matrix of PEOs and elements of Mission statement (5) B. Consistency/justification of co-relation parameters of the above matrix (10)
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*		
Total:	**50**	

Criterion 2: Governance, Leadership & Financial Resources (100)

Sub Criteria	Marks	Evaluation Guidelines
2.1. Governance and Leadership	**60**	
2.1.1. Governance Structure and Policies	**30**	
2.1.1.1. Governing Structure	10	A. List the governing, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; and attendance therein, details of monitoring of performance done by the BoG. (10)
Exhibits/Context to be Observed/Assessed: ❖ *Self -explanatory*		
2.1.1.2. Service Rules	10	A. The published service rules, policies and procedures with year of publication (10)
Exhibits/Context to be Observed/Assessed: ❖ *Self -explanatory*		
2.1.1.3. Policies	05	A. Well defined and implemented policies of governance with stakeholders participating in the development of these policies. Extent of awareness among the faculty and students (5)
Exhibits/Context to be Observed/Assessed: ❖ *Self -explanatory*		
2.1.1.4. Strategic Plan	05	Availability and implementation (5)
Exhibits/Context to be Observed/Assessed: ❖ *Self -explanatory*		
2.1.2. Faculty Empowerment	**15**	
2.1.2.1. Faculty Development Policies	05	The institution should have a well-defined faculty development policy to ensure that faculty continues to meet high standards (5)
Exhibits/Context to be Observed/Assessed: ❖ *Polices and its effective implementation*		

2.1.2.2. Decentralization, delegation of power and Collective decision making	10	A. List the names of the faculty members who have been delegated powers for taking administrative decisions. Mention details in respect of decentralization in working (1) B. Financial and administrative powers delegated to the Principal, Heads of Departments and relevant in-charges (1) C. Demonstrate the utilization of financial and administrative powers for each of the assessment years (5) D. Procedure for decision making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources (3)

Exhibits/Context to be Observed/Assessed:
  A., C. & D. Documentary evidence
  B. Circulars notifying financial powers

2.1.3. Effective governanceIndicators	**15**	
2.1.3.1.Grievance redressalmechanism	02	A. Specify the mechanism and composition of grievance redressal cell (1) B. Action taken report as per 'A' above (1)

Exhibits/Context to be Observed/Assessed:
A. & B. Documentary evidence

2.1.3.2. Transparency	05	A. Information on the policies, rules, processes is to be made available on web site (2) B. Dissemination of the information about student, faculty and staff (3)

Exhibits/Context to be Observed/Assessed:
 A. & B. Website and Documentary evidence

2.1.3.3. Leader and Faculty selection process	05	A. Effective implementation (3) B. A well-defined and followed selection process should be there for leader and faculty selection process. Institute should provide sufficient proofs of such process being in existence (2)

Exhibits/Context to be Observed/Assessed:

2.1.3.4. Stability of the academic leaders	03	Retention of HoD and Dean (3)

Exhibits/Context to be Observed/Assessed:

❖ *HoD and Dean date of joining; atleast three-month (July-April-May) salary statement for each of the assessment year*

2.2. Financial Resources	**40**	
2.2.1. Budget Allocation, Utilization, and Public Accounting at Institute level	**40**	

2.2.1.1. Adequacy of Budget allocation	15	A. Quantum of budget allocation for three years (7) B. Justification of budget allocated for three years (8)
Exhibits/Context to be Observed/Assessed: *A. Budget formulation, finalization and approval process* *B. Requirement – allocation –adequacy – justification thereof*		
2.2.1.2. Utilization of allocated funds	15	A. Budget utilization for three years (15)
Exhibits/Context to be Observed/Assessed: *A. Balance sheet; effective utilization; random verification for at least two of the three assessment years*		
2.2.1.3. Availability of the audited statements on the institute's website	10	A. Availability of Audited statements on website (10)
Exhibits/Context to be Observed/Assessed: *A. Website*		
Total:	**100**	

Criterion 3: Program Outcomes and Course Outcomes (100)

Sub Criteria	Marks	Evaluation Guidelines
3.1. Establish the correlation between the courses and the Program Outcomes (POs) & Program Specific Outcomes	**20**	
3.1.1. Course Outcomes (COs)	05	A. List of Course Outcomes at least one course for each semester (5)
3.1.2. CO-PO/PSOs matrices of courses selected in 3.1.1 (four matrices)	05	A. Explanation of table to be ascertained (5)
Exhibits/Context to be Observed/Assessed: *A. Mapping to be verified for at least two matrices*		
3.1.3. Course-PO matrix of all courses in the program	10	Explanation of tables to be ascertained (10)
Exhibits/Context to be Observed/Assessed: *A. Mapping to be verified for all course per year of study; program outcomes and program specific outcomes getting mapped with the core courses are also*		

to be verified

3.2. Course Outcomes	**40**	
3.2.1. Describe the assessment processes used to gather the data upon which the evaluation of Course Outcome isbased	10	A. List of assessment processes (2) B. The quality /relevance of assessment processes & tools used (8)
Exhibits/Context to be Observed/Assessed: *A.& B. Evidence for appropriate assessment processes including data collection, verification, analysis, decision making*		
3.2.2. Record the attainment of Course Outcomes of all courses with respectto set attainment levels	30	A. Verify the attainment levels as per the benchmark set for all courses (30)
Exhibits/Context to be Observed/Assessed: *A. 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*		
3.3. Attainment of Program Outcomes and Program Specific Outcomes	**40**	
3.3.1. Describe assessment tools and processes used to gather the data to evaluate Program Outcomes and Program Specific Outcomes	10	A. List of assessment tools & processes (3) B. The quality/relevance of assessment tools/processes used (7)
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*		
3.3.2. PO and PSO attainment levels	30	A. Verification of documents, results and level of attainment of each PO and PSO (10) B. Overall levels of attainment (20)
Exhibits/Context to be Observed/Assessed: *A. & B. Appropriate attainment level and documentary evidences; details for POs attainment from core courses to be verified.*		
Total	**100**	

Sub Criteria	Marks	Evaluation Guidelines
4.1. Curriculum	**50**	**25 marks for affiliated colleges**
4.1.1. State the process for designing the program curriculum	10	Process that periodically documents and demonstrates how the program curriculum is evolved or give the process of gap analysis, whichever is applicable, considering POs (10)
Exhibits/Context to be Observed/Assessed: *Documentary evidence to indicate the process which demonstrate how the program curriculum is evolved* and periodically reviewed *considering the POs.* *Process used to identify extent of compliance of university curriculum for attaining POs. List the curricular gaps for the attainment of defined POs if applicable.*		
4.1.2. State the components of the curriculum	15	Refer to SAR: Expectation in 4.1.2 & 4.1.3 & 4.14 is that the curriculum is well balanced structure &appropriate for a Postgraduate Program (15)
Exhibits/Context to be Observed/Assessed:		
4.1.3. Transaction of the Curriculum	10	Refer to SAR: Expectation in 4.1.2 & 4.1.3 & 4.14 is that the curriculum is well balanced structure &appropriate for a Postgraduate program (10)
Exhibits/Context to be Observed/Assessed: *Documentary evidence*		
4.1.4. Overall quality and level of program curriculum	15	
In case of affiliated institutions following criteria will be applicable for Program Curriculum: In case of affiliated institutions marks will be on content beyond to cover the gaps; if any from the POs attainment perspective. It will also include the weightage on efforts put in to cover the gaps. The marks distribution will be as given below: 4.1.1. State the process used to identify extent of compliance of the University curriculum for attaining the Program Outcomes (10) 4.1.2. Appropriateness of the gaps identified and actions taken to bridge the gap (15) **Note: In case program is able to demonstrate the compliance of university curriculum in attaining the program outcomes, then the total 25 marks will be forpoint (4.1.1) above**		

4.2. Learning Processes	75	100 marks for affiliated colleges
4.2.1. Describe the Process followed to improve quality of Teaching Learning	(20) (40)	A. Adherence to Academic Calendar (2)(5) B. Improving instructional methods and using pedagogical initiatives (5)(10) C. Methodologies to support weak students and encourage bright students (4)(10) D. Quality of classroom teaching (Observation in a Class) (5)(10) E. Student feedback of teaching learning process and actions taken (4) (5)

Exhibits/Context to be Observed/Assessed:

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, LMS, multimedia, interactive class rooms, open resources, 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. *Feedback format, frequency, analysis and actions taken (also to be verified during interaction with students)*

| 4.2.2. Quality of continuous assessment andevaluation processes | 40 (same for both types) | A. Process for internal semester question paper setting and evaluation and effective process implementation (10)
 B. Process to ensure questions from outcomes/learning levels perspective (10)
 C. Evidence of COs coverage in class test / mid-term tests (10)
 D. Quality of Assignment and its relevance to COs (10) |

Exhibits/Context to be Observed/Assessed:

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*

4.2.3. Quality of student reports/dissertation	(15)(20)	A. Identification of projects and allocation methodology to Faculty Members (1) (2) B. Types and relevance of the reports and their contribution towards attainment of POs (3) (5) C. Process for monitoring and evaluation (3) (5) D. Process to assess individual and team performance (5) (5) E. Quality of dissertation (3)(3)
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*		
Total:	**125**	

Criterion 5: Students' Quality and Performance (100)

Sub Criteria	Marks	Evaluation Guidelines
5.1. Enrolment Ratio (20)	**20**	A. >= 90% students enrolled at the First Year Level on average basis during the previous three years starting from current academic year (20) B. >= 80% students enrolled at the First Year Level on average basis during the previous three years starting from current academic year (16) C. >= 70% students enrolled at the First Year Level on average basis during the previous three years starting from current academic year (12) D. >= 60% students enrolled at the First Year Level on average basis during the previous three years starting from current academic year (8) E. Otherwise '0'.
Exhibits/Context to be Observed/Assessed: ❖ *Data to be verified for each of the assessment years*		
5.2. Success Rate (Students clearing in minimum time)	**10**	S.I. = Number of students completing program in minimum duration/ Number of students admitted Average SI = Mean of Success Index (SI) for past three batches Success rate = $10 \times$ Average SI
Exhibits/Context to be Observed/Assessed: ❖ *Data to be verified for each of the assessment years*		
5.3. Final Year Academic Performance (Percentage marks scored)	**10**	Academic Performance = Average API (Academic Performance Index) API = ((Mean of final Year Grade Point Average of all successful Students on a 10 point scale)or (Mean of the percentage of marks of all successful students in final year/10)) x (number of successful students/number of students appeared in the examination) Successful students are those who have passed in all final year courses.
Exhibits/Context to be Observed/Assessed: ❖ *Data to be verified for at least one of the assessment years*		
5.4. Placement, Higher studies and Entrepreneurship	**40**	
5.4.1 Placement	**30**	Assessment Points = $30 \times$ average of three years of [X+Y+(1.2*Z)]/NWhere, N is the total no. of students admitted in first year, X is No. of students placed in companies or Government Sector,Y is No. of students pursuing Ph.D. / Higher Studies,

		Z is No. of students turned entrepreneur (In the areas related to management discipline)
5.4.2. Quality of Placement	**10**	
Exhibits/Context to be Observed/Assessed: ❖ *Data to be verified for at least one assessment year*		
5.5. Student Diversity	**05**	Diversity may include Experience, Gender diversity, Qualification, Geographic diversity (withinstate, outside state, outside country) (5)
Exhibits/Context to be Observed/Assessed: ❖ *Students enrolled*		
5.6. Professional Activities	**15**	
5.6.1. Student's participation in professional societies / chapters and organizing management events	10	A. Availability & activities of professional societies/chapters (2) B. Number, quality of Management events (organized at institute) (8) **Level :** i. Institute (__) ii. State (__) iii. National (__) iv. International ( )
Exhibits/Context to be Observed/Assessed: ❖ *Self - Explanatory*		
5.6.2. Student's Publications	05	List the publications along with the names of the authors and publishers, etc. (05)
Exhibits/Context to be Observed/Assessed: ❖ *Documentary evidence - Students participation (also to be confirmed during interaction with the students)*		
Total:	**100**	

Criterion 6: Faculty Attributes and Contributions (250)

Sub Criteria	Marks	Evaluation Guidelines
6.1. Student-Faculty Ratio	**10**	Marks to be given from a maximum of 10 to a minimum of 5 for average SFR between 15:1 to 25:1, and zero for average SFR higher than 25:1 (Refer calculation in SAR) as given below: $<= 15$ - 10 Marks $<= 17$ - 09 Marks $<= 19$ - 08 Marks $<= 21$ - 07 Marks $<= 23$ - 06 Marks $<= 25$ - 05 Marks > 25.0 - 0 Mark

Exhibits/Context to be Observed/Assessed:
- *The SFR is to be calculated based on the faculty of the Department.*
- *No. of Regular faculty calculation considering **Regular faculty definition***; Faculty appointment letters, time table, subject allocation file, salary statements.*
- *No. of students calculation as mentioned in the SAR (please refer table under criterion 6.1)*
- *Faculty Qualification as per AICTE guidelines shall only be counted*

*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:

   i. *Shall have the AICTE prescribed qualifications and experience.*
   ii. *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.*
   iii. *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*

Sub Criteria	Marks	Evaluation Guidelines
6.2. Faculty Cadre	**20**	Cadre Proportion Marks = $$\left[\left(\frac{AF1}{RF1}\right) + \left(\frac{AF2 \times 0.6}{RF2}\right) + \left(\frac{AF3 \times 0.4}{RF3}\right)\right] \times 10$$ • If AF1 = AF2 = 0 then zero marks • Maximum marks to be limited if it exceeds 20 (Refer calculation in SAR)

Exhibits/Context to be Observed/Assessed:

(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)*

6.3. Faculty Qualification	**20**	$FQ = 2.0 \times [\{10X + 4Y\}/F]$ where X is no. of faculty with Ph.D., Y is no. of faculty with M.B.A., F is no. of faculty required to comply 1:20 Faculty Student ratio (no. of faculty required to be calculated as per 6.1)

Exhibits/Context to be Observed/Assessed:

- ❖ *Documentary evidence – Faculty Qualification*

6.4. Faculty Retention	**20**	A. ≥90% of required Faculties retained during the period of assessment keeping CAY$m2$ as base year (20) B. ≥75% of required Faculties retained during the period of assessment keeping CAY$m2$ as base year (15) C. ≥60% of required Faculties retained during the period of assessment keeping CAY$m2$ as base year (10) D. ≥50% of required Faculties retained during the period of assessment keeping CAY$m2$ as base year (08) E. Otherwise (0)

Exhibits/Context to be Observed/Assessed:

- ❖ Faculty date of joining; at least three-month (July-April-May) salary statement for each of the assessment years

6.5. Faculty Initiatives on Teaching and Learning	**15**	A. The work must be made available on Institute Website (4) B. The work must be available for peer review and critique (4) C. The work must be reproducible and developed further by other scholars (4) D. Statement of clear goals, use of appropriate methods, significance of results, effective presentation and reflective critique (3)

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.

6.6. Management Development Programme	**05**	

Exhibits/Context to be Observed/Assessed:

❖ No.of programs organized and duration of each programs and no.of candidates participated

6.7. Faculty Performance, appraisal and development system	**15**	A. A well -defined performance appraisal and development system instituted for all the assessment years (5) B. Its implementation and effectiveness (10)

Exhibits/Context to be Observed/Assessed:

A. *Notified performance appraisal and development system; Appraisal Parameters; Awareness*
B. *Implementation, Transparency and Effectiveness*

6.8. Visiting/Adjunct faculty	**10**	❖ Provision of Visiting /Adjunct/Emeritus faculty etc. (2) ❖ Minimum **50** hours per year interaction (per year to obtain four marks: 4 * 2 = 8)

Exhibits/Context to be Observed/Assessed:

❖ *Documentary evidence*

6.9. Academic Research	**70**	A. Faculty Paper Publication (List of Publications in referred journals, reputed conferences, books, book chapters, casestudies in public domain etc.) (50) B. List of Ph.D. /Fellowship titles (FPM) awarded during the assessment period whileworking in the institute (20)

Exhibits/Context to be Observed/Assessed:

A. *Quality of publications; publications copy; Marks to be awarded with due regards to citations, H Index and other Quality parameters*
B. *Documentary evidence*

6.10. Sponsored Research	**20**	Funded research from outside; considering faculty members contributing to the program Funding Amount (Cumulative for CAYm1, CAYm2 and CAYm3): Amount >= 30 Lacs – 20 Marks Amount >= 20 Lacs and < 30 lacs – 15 Marks Amount >= 10 Lacs and < 20 lacs – 10 Marks Amount >= 5 Lacs and < 10 lacs – 05 Marks Amount >= 3 Lacs and < 3 lacs – 02 Marks Amount < 3 Lacs – 0 Mark

Exhibits/Context to be Observed/Assessed: ❖ *Documentary evidence; Funding agency, Amount, Duration, Research progress; Outcome*		
6.11. Consultancy/Testing/Training	**25**	(Provide a list with Project Title, consulting, Funding Agency, Amount and Duration) Funding amount (Cumulative during CAYm1, CAYm2 and CAYm3): Amount >= 25 Lacs 25 Marks, Amount >= 20 and < 25 Lacs 20 Marks, Amount >= 15 and < 20 Lacs 15 Marks, Amount >= 10 and < 15 Lacs 10 Marks, Amount >= 5 and < 10 Lacs 5 Marks, Amount >= 3 and < 5 lacs – 02 Marks Amount < 3 Lacs -0 Mark
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence; Funding *agency*, Amount, Duration, Research progress; Outcome		
6.12. Faculty as consultant of the industries	10	Qualitative assessment on the basis of type of consultancy, number of faculty involved,type of industries and completion of consultancy assignments (10)
Exhibits/Context to be Observed/Assessed: ❖ *Justification for marks* awarded *to be given*		
6.13. Preparation of teaching Cases	**10**	The development and use of cases in teaching and thus promoting learners critical thinkingskills (10)
Exhibits/Context to be Observed/Assessed: ❖ *Justification for* marks *awarded to be given*		
Total:	**250**	

Criterion 7: Industry & International Connect (100)

Sub Criteria	Marks	Evaluation Guidelines
7.1. Industry Connect	**60**	
7.1.1. Initiatives related to industry interaction including industry internship/summer training/studytours/ guest lectures	15	
Exhibits/Context to be Observed/Assessed: ❖ *Justification for marks awarded to be given*		
7.1.2. Participation of Industry professionals in curriculum development, projects, assignments as examiners, in summer projects	15	
Exhibits/Context to be Observed/Assessed: ❖ *Justification for marks awarded to be given*		
7.1.3. Initiatives related to industry including executive education, industry sponsored labs, and industry sponsorship of student activities	15	
Exhibits/Context to be Observed/Assessed: ❖ *Justification for marks awarded to be given*		
7.1.4. Involvement of industry professional asmembers of various academic bodies/board	15	
Exhibits/Context to be Observed/Assessed: ❖ *Justification for marks awarded to be given*		
7.2. International Connect	**40**	International Students, Student Immersion Programs, Faculty Exchange Programs and Collaborative Research Projects. These would also include online initiatives to engage with international academic communities
Exhibits/Context to be Observed/Assessed: ❖ *Self-explanatory*		
Total:	**100**	

Criterion 8: Infrastructure (75)

Sub Criteria	Marks	Evaluation Guidelines
8.1. Classrooms & Learning facilities	**25**	A. Adequate well-equipped classrooms to meet the curriculum (10) B. Availability of E-learning facilities, utilization; initiatives to ensure students learning (15)
Exhibits/Context to be Observed/Assessed: Adequacy; well-equipped classrooms; utilization		
8.2. Library	**20**	A. Availability of relevant learning resources including e-resources and Digital Library (15) B. Accessibility to students (5)
Exhibits/Context to be Observed/Assessed: Self-explanatory		
8.3. IT Infrastructure and Learning Management System	**30**	A. Availability of composite hardware, software, network resources and services required for the existence, operation and management of an institution's IT environment (15) B. Availability of LMS related core functionalities like sharing of learning resources, Assessment and external learning linkages, 24/7 learner support, Discussion Forums and learner engagement (15)
Exhibits/Context to be Observed/Assessed:		
Exhibits/Context to be Observed/Assessed: Self -explanatory		
Total:	**75**	

Criterion 9: Alumni Performance and Connect (50)

Sub Criteria	Marks	Evaluation Guidelines
9.1. Alumni association	**10**	A. Duly formed (5) B. Registered (5)
Exhibits/Context to be Observed/Assessed: ❖ *Verify documents*		
9.2. Involvement of alumni	**25**	Alumni meet, visit to institution and interaction with students, involvement in curriculum development, project guidance, assistance in entrepreneurship, mentoring of students, assistance in placement, resources raised, etc. (25)
Exhibits/Context to be Observed/Assessed: *Justification for marks awarded to be given*		
9.3.Methodology to connect with Alumni and its implementation	**15**	Alumni portal, database, alumni meet, frequency of meets, alumni chapters, newsletter (15)
Exhibits/Context to be Observed/Assessed: ❖ *Justification for marks awarded to be given*		
Total:	**50**	

Criterion 10: Continuous Improvement (50)

Sub Criteria	Marks	Evaluation Guidelines
10.1. Actions taken based on the resultsof evaluation of each of the POs and PSO	20	Action taken details for each of the POs and PSOs (20)
Exhibits/Context to be Observed/Assessed: ❖ *Justification for marks awarded to be given*		
10.2. 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 (10)
Exhibits/Context to be Observed/Assessed: A. Academic Audit assessment criteria, frequency, conduct mechanism, action plan based on audit, implementation and effectiveness		
10.3. Improvement in Placement, Higher Studies and Entrepreneurship	10	Assessment is based on improvement in: (Refer placement index 5.4) A. Improvement in Placements (5) B. Improvement in Higher Studies (3) C. Improvement in number of Entrepreneurs (2) (Marks to be given proportionately considering nos. in the base year CAY$m2$)
Exhibits/Context to be Observed/Assessed: A. B. & C. Nos. in each year of the assessment; improvement considering CAYm2 as a base year		
10.4. Improvement in the quality of students admitted to the program	10	
Exhibits/Context to be Observed/Assessed: ❖ *Justification for marks awarded to be given*		
Total:	**50**	