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Manual

For Accreditation of Undergraduate Engineering Programs

(Tier - I Institutions)

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National Board of Accreditation
New Delhi

Address: National Board of Accreditation, NBCC Place, 4th Floor, East Tower, Bhisham Pitamah Marg, Pragati Vihar, New Delhi 110003; Ph: +91(11)24360620-22;
Fax: +91(11) 43084903;
E-mail: membersecretary@nbaind.org; Website: www.nbaind.org

Vision

To be an accrediting agency of international standard by ensuring the highest degree of credibility in assurance of quality and relevance to professional education and come up to the expectations of its stakeholder's viz., academicians, corporates, educational institutions, government, industry, regulators, students and their parents.

Mission

To stimulate the quality of teaching, self-evaluation and accountability in the higher education system, which help institutions realize their academic objectives and adopt teaching practices that enable them to produce high-quality professionals and to assess and accredit the programs offered by the institutions imparting technical and professional education.

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List of Abbreviations

S.N.	Abbreviation	Expansion of abbreviations
1.	AC	Appellate Committee
2.	AAC	Academic Advisory Committee
3.	AICTE	All India Council for Technical Education
4.	COs	Course Outcomes
5.	DCS	Data Capturing Points System
6.	EAC	Evaluation and Accreditation Committee
7.	EC	Executive Committee of NBA
8.	GAPC	Graduate Attributes and Professional Competencies
9.	GC	General Council of NBA
10.	IEA	International Engineering Alliance
11.	MoE	Ministry of Education
12.	MoA	Memorandum of Association
13.	NBA	National Board of Accreditation
14.	OBE	Outcome-Based Education
15.	PEOs	Program Educational Objectives
16.	PG	Postgraduate
17.	POs	Program Outcomes
18.	PQ	Pre-Qualifiers
19.	PSOs	Program Specific Outcomes
20.	SAR	Self - Assessment Report
21.	SCAAC	Sub-Committee of Academic Advisory Committee
22.	UG	Undergraduate
23.	WA	Washington Accord
24.	WK	Knowledge and Attitude Profile

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PART - I
Introduction

1. Introduction

1.1. National Board of Accreditation (NBA)

The National Board of Accreditation (NBA) was set-up in September 1994 by the All India Council for Technical Education (AICTE) to assess the qualitative competence of the programs offered by technical educational institutions, ranging from diploma level to postgraduate level, in engineering and technology (diploma, UG and PG), pharmacy (diploma, UG and PG), management (PG), architecture (UG and PG) and related disciplines, which are approved by AICTE and other regulatory bodies.

NBA came into existence as an independent autonomous body with effect from 7 January 2010, with the objective of assuring quality and relevance in technical education, especially for programs in technical disciplines such as Engineering and Technology, Management, Architecture, Pharmacy, Hospitality, etc., through the mechanism of accreditation of programs offered by technical institutions. The Memorandum of Association (MoA) and Rules of NBA were amended in April 2013 to make it completely independent of AICTE, administratively as well as financially. NBA conducts evaluation of programs of technical institutions based on the evaluation criteria and parameters laid down by its Committees and Council. This evaluation may include, but is not limited to, Outcome-Based Curriculum, Outcome-Based Teaching–Learning, Outcome-Based Assessment, Students' Performance, Faculty Information, Faculty Contributions, Facilities and Technical Support, Continuous Improvement, Student Support, Governance, and any other aspects as decided by the Competent Authority of NBA, which help to ensure that graduates produced by the institutions meet industry requirements.

1.2. Objectives of NBA

Major objectives of the NBA are as follows:

- To assess and accredit technical education programs like Engineering, Management, Pharmacy, Computer Applications, Hotel Management and catering technology, Architecture, etc.;
- To evolve evaluation criteria and parameters for assessment and accreditation in line with those laid down by the appropriate statutory regulatory authorities for coordination, determination, and regulation of standards in the concerned fields of technical education;
- To promote excellence through a benchmarking process, which helps determine whether an institution is able to achieve its mission and broad-based goals, and to interpret the results of the outcomes assessment process;
- To promote a quality-conscious system of technical education in which excellence,

relevance to market needs, and participation by all stakeholders are the primary determinants;

- To build a technical education system that facilitates human resources, aligned with national goals of growth through competence, contribution to the economy through competitiveness, and compatibility with societal development;
- To set quality benchmarks aimed at strengthening the global and national pool of human capital in all fields of technical education;
- To conduct evaluation of the self-assessment of technical institutions and/or the programs offered by them, based on guidelines, norms, and standards specified by the NBA; and
- To contribute to the domain of knowledge related to quality parameters, assessment, and evaluation.

1.3. Authorities and Committees of NBA

The NBA is empowered by its MoA. The governance of NBA is effected through the following three statutory committees enshrined in its MoA:

(i) The General Council (GC)

(ii) The Executive Committee (EC)

(iii) The Academic Advisory Committee (AAC)

- All these committees are chaired by the Chairman, NBA.
- Member Secretary is the Member Secretary of these committees. Member Secretary is the Executive Authority of NBA.

Details of the constitution, functions, and responsibilities of the above committees are provided in the MoA of the NBA and are available at.

In addition, the NBA also has the following committees and sub-committees:

- **Sub-Committee of AAC (Engineering & Technology):** Functions independently to evolve standards for assessment and accreditation, constitute assessors' panels, lay down guidelines for assessors, and evaluate and approve the recommendations of the Evaluation and Accreditation Committee (EAC).
- **Evaluation and Accreditation Committee (EAC) of Engineering & Technology:** Reviews the reports of the visiting team and submits its recommendations on accreditation to the Sub-Committee of AAC.
- **Appellate Committee:** Considers the appeal applications made by the institutions against the decision on accreditation of a program by NBA and gives its recommendations to the Academic Advisory Committee (AAC).

1.4. Tier - I Institutions

The categories of institutions that qualify for Tier - I accreditation for UG Engineering/Technology programs through NBA are given below:

- Institutions of National Importance (Indian Institutes of Technology (IITs), Indian Institute of Science (IISc), Indian Institutes of Information Technology (IIITs), etc.).
- National Institutes of Technology (NITs).
- Central Universities (universities established by or under an Act enacted by the Parliament of India).
- State Universities (universities established by or under legislation enacted by the legislature of the concerned States).
- Private Universities (universities established by or under legislation enacted by the State Legislature but promoted by private trusts, societies, or companies under Section 25 of the Indian Companies Act).
- Deemed-to-be Universities (institutions declared as Deemed-to-be Universities by MoE).
- Institutions declared autonomous by a competent empowered authority.

These institutions have the freedom to design, develop, and update curricula and also have complete academic autonomy.

1.5. Washington Accord (WA)

The Washington Accord (WA) is an international, multilateral agreement among bodies responsible for accrediting undergraduate (UG) engineering degree programs. It was originally signed by six countries in 1989. The WA recognizes the substantial equivalence of programs accredited by its signatory bodies and recommends that graduates of programs accredited by any of the signatories be mutually recognized as having met the academic requirements for entry into the practice of engineering within their respective jurisdictions.

The NBA became a provisional member of the WA in 2007 and was granted permanent signatory status on 13 June 2014, which was further extended for six years in June 2020. This signatory status is subject to the condition that only programs of Tier - I institutions accredited by the NBA are eligible for mutual recognition under the WA. The permanent signatory status of WA was granted extension after review for six more years in June, 2020.

Under the Washington Accord:

- The accreditation framework emphasizes Outcome-Based Education (OBE), ensuring that graduates possess the required graduate attributes, professional competencies, and ethical standards accepted internationally.
- Accreditation granted by the NBA to UG Engineering programs at the Tier - I level is

recognized as substantially equivalent to accredited engineering programs offered by other WA signatory countries.

- Graduates of NBA-accredited Tier - I programs are considered to have met the academic requirements for entry into the engineering profession in other signatory countries, subject to local laws and professional registration requirements.

Significance for Institutions and Students:

- Institutions offering NBA-accredited Tier - I programs gain international recognition and credibility.
- Graduates benefit from global mobility, improved employability, and easier access to higher education and professional practice abroad.

PART - II
Accreditation Policy

2.1. General Information on Accreditation

The following general policies are the guiding principles for accreditation of programs offered by various technical institutions:

i) NBA accredits programs of technical institutions and not the institutions as a whole.

ii) Institutions are required to apply for accreditation through the e-NBA portal as per the norms prescribed by NBA from time-to-time.

iii) Programs to be accredited should be offered by an educational institution which has been formally approved by the AICTE or the concerned regulatory authority.

iv) UG Engineering programs from which at least two batches of students have graduated, are considered for accreditation.

v) For all the cases in which an institution gets academic autonomy either from the UGC or from the affiliating University, it becomes autonomous and is required to apply for accreditation of its UG Engineering programs in Tier I only.

vi) In case an Institution is conferred autonomous status for the first time by a competent authority from the particular Academic Year, the institution must apply in Tier - I from 1st July onwards of the fourth Academic Year. It can apply in Tier - II in the interim period, if it wishes so. The program should have been running continuously, without any break, with the approval of the concerned regulatory authority throughout the entire duration of the last two batches.

vii) The institution is required to pay the accreditation fee as prescribed by NBA from time to time. The accreditation fee is payable in two phases: 10% as the first-phase fee at the time of submission of Pre-Qualifiers (PQ) and the remaining 90% as the second-phase fee at the time of submission of the SAR, after the PQs are approved.

viii) The institution must submit the Self-Assessment Report (SAR) online through the e-NBA portal in the prescribed format for each program applied for accreditation.

ix) The Institution must upload the Data Capturing Points System (DCS) reports for all applied UG Engineering programs for accreditation on its official website and provide the corresponding link in the e-NBA profile of the institution.

x) The title of the program to be accredited must be exactly the same as that shown on the graduating student's degree and in the approval letters of the concerned regulatory authority.

xi) Part-time programs are not considered for accreditation.

xii) Programs are evaluated in accordance with the accreditation criteria as specified by NBA from time-to-time.

xiii) Institutions are required to represent the accreditation status of each program accurately

and without ambiguity. If accreditation is withdrawn or discontinued or has expired, the institution shall no longer refer to the program as accredited.

xiv) A three-day on-site visit is a part of the accreditation process. A visiting team, appointed by NBA, carries out the evaluation of the program. The institution is required to propose five suitable sets of dates (not more than two sets of dates in a month) for the visit, during which regular classes and all academic activities of the program applied for are in progress.

xv) Institutions have the option to withdraw a program during the exit meeting of the visit. The institution shall hand over a written request to the visiting chairperson during the exit meeting. No communication regarding withdrawal will be accepted after the visiting team has left the institution. No fee shall be refunded in such cases.

xvi) The final decision taken by NBA is communicated to the educational institution, along with comments detailing the strengths, weaknesses, and scope for improvement.

xvii) A copy of the report of the Visiting Team is sent to the institution along with the accreditation status in order to maintain the transparency. In the event of revision of the recommendations of the Visiting Team by the decision-making committee, the reasons for changes are also conveyed along with the Visiting Team report.

xviii) Commencement of the accreditation period:

- The period of accreditation will commence from 1st January of a calendar Year. The Calendar Year will be decided on the basis of the Current Academic Year (CAY) considered for evaluation of a program. For example, In case of CAY 2025-26 is considered the commencement of accreditation of a program will from 1st January 2026 onwards either for 3 or 6 calendar years.
- The same rules shall apply for determining the commencement and validity period of accreditation for programs in appeal cases as well.

xix) If an institution is not satisfied with the decision of NBA regarding accreditation status, it may appeal against the decision to the Appellate Committee (AC) of NBA within 30 days of receipt of the communication.

xx) If an institution requests postponement of the visit of the Expert Team after the team has already been constituted for the purpose, an additional fee of 25% shall be required to be paid before the visit is rescheduled. If the institution causes cancellation of the visit after the team has already been constituted for the purpose, there would be a cancellation fee of 25% deducted from the fees paid by the institution. In case, an institution requests for withdrawal of the program(s) applied by it after application has been approved by the NBA for further processing and the fee has been paid by the institution, 10% of the accreditation fee per program shall be deducted while refunding the fee as per the request of the institution.

xxi) Considering accreditation by the NBA for Dual Country Collaboration and Twinning/Joint Degree/Dual Degree Programs offered by an Indian institution through collaborative/twinning mode with a foreign university/institution, the following process shall be followed for evaluation of the program:

a. If the foreign country is a signatory to the Washington Accord, then the program/institution in that foreign country should have accreditation from the approved accrediting agency of that signatory member country. Further, the program should hold valid current accreditation status at the time of NBA accreditation.

b. If the foreign country is not a signatory to the Washington Accord, then the program offered by the collaborating partner institution/university of the foreign country should have accreditation from an approved local accrediting agency of that country or from accrediting agency of any other signatory member country of the Washington Accord. Further, the program should hold valid current accreditation status at the time of NBA accreditation.

2.2. Outcome-Based Education (OBE) and Accreditation

Outcome-Based Education (OBE) focuses on achieving clearly defined outcomes—encompassing knowledge, skills, attitudes, and behaviour—by the end of an academic program. Teaching and learning activities designed with this focus, along with systematic efforts to assess and measure attainment, constitute OBE. This approach involves a structured methodology to evaluate the achievement of outcomes and to benchmark them against the POs, in alignment with the stated objectives of the program.

Initially, NBA accreditation followed the Input–Process–Output model, with primary emphasis on the availability of resources and facilities and the outputs derived from them. In 2009, NBA aligned its accreditation framework with international best practices and transitioned to an outcome-based accreditation system. This shift was based on the premise that educational quality is better reflected through outcomes rather than inputs alone, as inputs do not necessarily guarantee quality outcomes. Outcomes are influenced not only by inputs but also by the effectiveness of institutional processes that transform inputs into clearly defined outcomes.

PART - III

Accreditation Framework

3.1. Graduate Attributes and Professional Competencies (GAPC V4.0)

The Graduate Attributes and Professional Competencies (GAPC V4.0) is the revised competency framework for engineering education, which defines the expected knowledge, skills, and professional competencies that graduates must acquire and demonstrate by the time of graduation. The framework is aligned with internationally accepted engineering standards formulated by the International Engineering Alliance (IEA) and endorsed by UNESCO. The GAPC V4.0 is adopted by NBA in its accreditation processes to ensure OBE and global comparability of engineering programs.

In 2013, NBA revised the SAR in accordance with GAPC V3.0, incorporating 12 POs. Subsequently, in 2024, the SAR was revised based on GAPC V4.0, incorporating 11 POs, in alignment with the framework of the International Engineering Alliance (IEA).

3.2. Accreditation Criteria

The assessment and evaluation process of accreditation of an engineering program is based on 9 broad criteria developed through a participatory process involving experts from reputed national-level technical institutions, industries, R&D organizations and professional bodies. Each criterion relates to a major feature of institutional activity and its effectiveness. The criteria have been formulated in terms of parameters, including quantitative measurements that have been designed for maximal objective assessment of each feature. The definitions of the terms used in this manual are as follows:

(a) Mission and Vision Statement – Mission statements are essentially the means to achieve the vision of the institution. For example, if the vision is to create high-quality engineering professionals, then the mission could be to offer a well-balanced program of instruction, practical experience, and opportunities for overall personality development. Vision is a futuristic statement that the institution would like to achieve over a long period of time, and Mission is the means by which it proposes to move toward the stated Vision.

(b) Program Educational Objectives (PEOs) – Program Educational Objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

(c) Program Outcomes (POs) – Program Outcomes are statements that describe what students are expected to know and be able to do upon graduating from the program. These relate to the skills, knowledge, attitude and behaviour that students acquire through the program. NBA has defined the Program Outcomes for each discipline.

(d) Course Outcomes (COs) – Course Outcomes are narrower statements that describe what

students are expected to know, and are able to do at the end of each course. These relate to the skills, knowledge and behaviour that students acquire in their progress through the course. (e) Assessment – Assessment is one or more processes, carried out by the institution, that identify, collect, and prepare data to evaluate the achievement of Program Educational Objectives and Program Outcomes.

(f) Evaluation – Evaluation is one or more processes, done by the evaluation team, for interpreting the data and evidence accumulated through assessment practices. Evaluation determines the extent to which Program Educational Objectives or Program Outcomes are being achieved, and results in decisions and actions to improve the program.

(g) Mapping – Mapping is the process of representing, preferably in matrix form, the correlation among the parameters. It may be done for one to many, many to one, and many to many parameters.

(h) Rubrics: Rubrics provide a powerful tool for assessment and grading of student work. They can also serve as a transparent and inspiring guide to learning. Rubrics are scoring, or grading tool used to measure a students' performance and learning across a set of criteria and objectives. Rubrics communicate to students (and to other markers) your expectations in the assessment, and what you consider important.

3.3. Knowledge and Attitude Profile (WK)

The Knowledge and Attitude Profile (WK) is intended to define the essential knowledge base and professional attitudes expected of program graduates. It ensures alignment with OBE principles and equips graduates with the capability to effectively analyze and address complex engineering problem.

WK1: A systematic, theory-based understanding of the natural sciences applicable to the discipline and awareness of relevant social sciences.

WK2: Conceptually-based mathematics, numerical analysis, data analysis, statistics and formal aspects of computer and information science to support detailed analysis and modelling applicable to the discipline.

WK3: A systematic, theory-based formulation of engineering fundamentals required in the engineering discipline.

WK4: Engineering specialist knowledge that provides theoretical frameworks and bodies of knowledge for the accepted practice areas in the engineering discipline; much is at the forefront of the discipline.

WK5: Knowledge, including efficient resource use, environmental impacts, whole-life cost, reuse of resources, net zero carbon, and similar concepts, that supports engineering design

and operations in a practice area.

WK6: Knowledge of engineering practice (technology) in the practice areas in the engineering discipline.

WK7: Knowledge of the role of engineering in society and identified issues in engineering practice in the discipline, such as the professional responsibility of an engineer to public safety and sustainable development.

WK8: Engagement with selected knowledge in the current research literature of the discipline, awareness of the power of critical thinking and creative approaches to evaluate emerging issues.

WK9: Ethics, inclusive behavior and conduct. Knowledge of professional ethics, responsibilities, and norms of engineering practice. Awareness of the need for diversity by reason of ethnicity, gender, age, physical ability etc. with mutual understanding and respect, and of inclusive attitudes.

3.4. Program Outcomes (POs) and Program-Specific Outcomes (PSOs)

The NBA has clearly defined distinct sets of Program Outcomes (POs) for each program across all disciplines. Presented below are illustrative samples of the prescribed POs for UG Engineering programs.

List of POs for UG engineering programs:

PO1: Engineering Knowledge: Apply knowledge of mathematics, natural science, computing, engineering fundamentals and an engineering specialization as specified in WK1 to WK4 respectively to develop to the solution of complex engineering problems.

PO2: Problem Analysis: Identify, formulate, review research literature and analyze complex engineering problems reaching substantiated conclusions with consideration for sustainable development. (WK1 to WK4)

PO3: Design/Development of Solutions: Design creative solutions for complex engineering problems and design/develop systems/components/processes to meet identified needs with consideration for the public health and safety, whole-life cost, net zero carbon, culture, society and environment as required. (WK5)

PO4: Conduct Investigations of Complex Problems: Conduct investigations of complex engineering problems using research-based knowledge including design of experiments, modelling, analysis & interpretation of data to provide valid conclusions. (WK8).

PO5: Engineering Tool Usage: Create, select and apply appropriate techniques, resources and modern engineering & IT tools, including prediction and modelling recognizing their limitations to solve complex engineering problems. (WK2 and WK6).

PO6: The Engineer and The World: Analyze and evaluate societal and environmental aspects while solving complex engineering problems for its impact on sustainability with reference to economy, health, safety, legal framework, culture and environment. (WK1, WK5, and WK7).

PO7: Ethics: Apply ethical principles and commit to professional ethics, human values, diversity and inclusion; adhere to national & international laws. (WK9).

PO8: Individual and Collaborative Team work: Function effectively as an individual, and as a member or leader in diverse/multi-disciplinary teams.

PO9: Communication: Communicate effectively and inclusively within the engineering community and society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations considering cultural, language, and learning differences.

PO10: Project Management and Finance: Apply knowledge and understanding of engineering management principles and economic decision-making and apply these to one's own work, as a member and leader in a team, and to manage projects and in multidisciplinary environments.

PO11: Life-Long Learning: Recognize the need for, and have the preparation and ability for i) independent and life-long learning ii) adaptability to new and emerging technologies and iii) critical thinking in the broadest context of technological change. (WK8)

Program Specific Outcomes (PSOs): Program shall specify 2-4 program specific outcomes, if required. These are the statements, which are specific to the particular program. They are beyond POs. Program Curriculum and other activities during the program must help in the achievement of PSOs along with POs.

3.5. Structure of Accreditation Criteria

The accreditation criteria are structured to ensure a systematic and comprehensive evaluation of academic programs in alignment with OBE principles. There are broadly nine accreditation criteria in the SAR for UG Engineering programs in the Tier - I format.

The SAR accreditation criteria are broadly classified into two categories:

- Program-Level Criteria
- Institution-Level Criteria

There are eight program-specific (program-level) criteria, which will be evaluated by the respective program evaluators (PEs), and one institution-level criterion, which will be evaluated by the chairperson of the visiting team. Table No. 1 presents the total number of criteria and their mark distribution in the SAR of the UG Engineering program under the Tier - I format.

Table No. 1: SAR criteria marks Distribution

Criterion	Name of the Criterion	Marks/Weightages
Program Level Criteria		
1.	Outcome-Based Curriculum	120
2.	Outcome-Based Teaching Learning	120
3.	Outcome-Based Assessment	120
4.	Students' Performance	120
5.	Faculty Information	100
6.	Faculty Contributions	120
7.	Facilities and Technical Support	100
8	Continuous Improvement	80
Institution Level Criteria		
9.	Student Support and Governance	120
	Total	**1,000**

3.5.1. Program-Level Criteria

The program-specific criteria deal with the requirements for engineering practice specific to the related sub-discipline. The stipulations in the program-specific criteria primarily address curricular issues and the competencies and qualifications of faculty members. UG engineering programs may adopt the program-specific criteria specified by appropriate international professional associations such as ASME, ASCE, ACM, IEEE, etc. The list of program-specific criteria is as follows.

3.5.1.1. Criterion 1: Outcome-based Curriculum

The program under consideration for accreditation shall have its vision, mission, and PEOs formally published. The vision and mission statements should help the program define its aspirations and should enable it to remain focused on its long-term goals. These statements should be written in simple, clear, and easily communicable language and should outline objectives that address the near-future aspirations of the institution. The vision should be a futuristic statement describing what the institution aims to achieve over a long period, while the Mission should define the means by which the

institution proposes to move toward the stated vision.

The program should have a well-defined and documented process for developing and revising the curriculum in line with NBA requirements, regulatory guidelines, and stakeholder feedback. The curriculum should ensure adequate coverage of basic sciences, core engineering courses, program-specific courses, humanities, and electives. It should include various components such as theory, laboratory work, projects, internships, and self-learning activities to enhance learning outcomes. Strategies for educational reforms, including outcome-based education, the use of ICT tools, industry interaction, and experiential learning, should be systematically implemented to improve program effectiveness.

POs should remain unchanged as prescribed by NBA and PSOs should be clearly and well defined. COs should be stated semester-wise and should be aligned with the corresponding POs and PSOs. The course articulation matrix should establish a logical linkage between COs and POs/PSOs, indicating the level of contribution. This should ensure comprehensive outcome coverage and should support effective course planning, delivery, and assessment in accordance with outcome-based education principles.

3.5.1.2. Criterion 2: Outcome-Based Teaching Learning

The program should have well-defined processes to ensure the quality of teaching and learning. Faculty members should use structured lesson plans, interactive teaching–learning methods, ICT-enabled tools, and outcome-based education principles. Continuous assessment, systematic monitoring of student performance, and structured feedback from students, alumni, and industry experts should be conducted to ensure that learning objectives are achieved. Student learning should be further enhanced through seminars, mini/micro projects, case studies, and real-life examples that should develop problem-solving, analytical, and professional skills. Students should be encouraged to undertake SWAYAM, NPTEL, MOOCs, and other self-learning courses to complement the regular curriculum and expand their knowledge base.

Capstone projects, internships, and industrial training should be integral components of the program to effectively bridge theory and practice. Capstone projects should integrate knowledge from multiple courses and should address real-world engineering problems, with evaluation should be based on clearly defined objectives, methodology, innovation, and outcomes. Internship and industrial training programs should be designed in collaboration with industry partners and should provide hands-on experience and exposure to professional practices. Faculty mentors and external experts should guide students throughout these activities to ensure the relevance, quality, and effectiveness of learning outcomes.

The program should emphasize solving complex engineering problems while incorporating sustainability principles. Students should apply multidisciplinary knowledge, ethical considerations, and societal impact in design projects and problem-solving activities. Industry–institute partnerships should be strengthened through MoUs, guest lectures, collaborative projects, and mentoring, ensuring alignment of the curriculum with professional and industry requirements. These initiatives should collectively enhance students' technical competence, employability, and readiness to address contemporary engineering challenges.

3.5.1.3. Criterion 3: Outcome-Based Assessment

The program should have a structured and transparent evaluation process to assess student learning at multiple levels. Continuous assessments, including assignments, unit tests, and mid-term examinations, are conducted regularly to monitor understanding and progress. Semester End Examinations (SEE) are carefully designed with well-prepared question papers to assess the full range of course objectives. Laboratory work and workshop sessions are evaluated both continuously and through SEE to ensure practical competence. Industrial training and internships are assessed based on technical performance, problem-solving ability, and professional behavior, with continuous monitoring and formal evaluation at the end of the training period.

Projects, including capstone and research-based projects, should be evaluated based on objectives, methodology, innovation, analysis, and outcomes to address real-world problems. The program should address Sustainable Development Goals (SDGs) through projects, assignments, and case studies, fostering awareness of ethical, environmental, and societal considerations. Assessment tools should be used systematically to gather data for evaluating COs. This data should be recorded, analyzed, and compared with predefined attainment levels to monitor and improve learning effectiveness.

The attainment of POs and PSOs should be measured systematically by aggregating the CO attainment across courses. The mapping of COs to POs/PSOs, along with performance in assessments, projects, internships, and practical sessions, should be used to provide quantitative evidence of outcome achievement. Periodic review and analysis of this data should enable continuous improvement of the curriculum, teaching methods, and student learning, ensuring that graduates meet the expected technical competencies, professional skills, and ethical standards as defined by the NBA and the WA.

3.5.1.4. Criterion 4: Student Information

The program should maintain a healthy enrolment ratio in the first year in line with approved intake and regulatory norms. The success rate of students should reflect effective academic planning,

teaching–learning processes, mentoring, and student support systems, enabling students to complete the program within the stipulated duration. The academic performance of students across the first, second, and third years should be regularly monitored and analyzed to assess progression in foundational knowledge, core engineering competencies, and program-specific skills.

The academic performance of students in successive years should demonstrate continuous improvement and attainment of learning outcomes. First-year performance should indicate effective transition into engineering education, while second- and third-year performance should reflect deeper understanding of core and advanced courses, analytical ability, and readiness for projects, internships, and professional practice. Appropriate remedial measures, academic mentoring, and performance reviews should be implemented to support students requiring additional assistance.

Professional activities should play a significant role in the overall development of students. The department should organize activities through professional societies, student chapters, clubs, and engineering events to enhance technical exposure and professional skills. Students should be encouraged to participate in workshops, seminars, conferences, and competitions, and to contribute to departmental journals, magazines, newsletters, and technical publications. Such activities should foster research aptitude, teamwork, leadership qualities, and alignment with professional and ethical standards.

3.5.1.5. Criterion 5: Faculty Information

The program should maintain an appropriate Student–Faculty Ratio (SFR) as prescribed by the regulatory agency to ensure effective teaching–learning processes. Adequate numbers of qualified faculty members should be available on a regular basis to support academic delivery, mentoring, assessment, and student development activities. The institution should ensure that faculty deployment is balanced across all years of the program so that academic workload, laboratory supervision, and project guidance are managed effectively, thereby enhancing overall educational quality.

Faculty members should possess qualifications that meet regulatory body requirements, with an appropriate mix of doctoral, postgraduate qualifications relevant to the program. The faculty cadre proportion should be maintained in accordance with prescribed norms, ensuring a healthy balance of Professors, Associate Professors, and Assistant Professors to support leadership, mentoring, research, and academic continuity. Visiting faculty, adjunct faculty should be engaged, wherever required, to supplement expertise, bring industry perspectives, and strengthen practical and application-oriented learning.

The institution should implement effective faculty retention strategies to ensure academic stability

and continuity. Consistent faculty retention should contribute to sustained program quality, effective outcome attainment, and continuous improvement in teaching, learning, and research activities, in alignment with AICTE expectations.

3.5.1.6. Criterion 6: Faculty Contributions

The faculty from the Department should actively engage in continuous professional development to enhance their academic, research, and professional competencies. Faculty members should hold memberships in relevant national and international professional societies to remain updated with recent developments and professional practices. They should participate as resource persons or attendees in Short-Term Training Programs (STTPs), Faculty Development Programs (FDPs), workshops, seminars, and conferences to strengthen teaching effectiveness and domain expertise. Faculty members should contribute to the development of SWAYAM MOOCs and other e-content and should obtain certifications through SWAYAM, NPTEL, and similar platforms to promote digital learning and outcome-based education. The department should organize FDPs/STTPs periodically, and faculty members should provide mentoring and technical support for student innovative projects, encouraging creativity, problem-solving, and application-oriented learning.

Faculty members should maintain active interaction with industry through internships, training programs, collaborative projects, and consultancy assignments to bridge the gap between academia and industry. Such engagements should help faculty members integrate real-world practices into teaching, curriculum delivery, and project guidance. Faculty internships and industry collaborations should enhance practical exposure, promote industry-relevant research, and support the continuous improvement of academic programs. These activities should contribute to improved student employability, innovation, and alignment of program outcomes with professional requirements.

The institution should promote a strong research and development culture among faculty members. Faculty should be encouraged to undertake academic research resulting in publications in reputed journals, conferences, and patents. The department should support Ph.D. supervision, sponsored research projects, consultancy work, and development activities relevant to societal and industrial needs. The institution should provide seed money or internal research grants to initiate and sustain research activities. Systematic monitoring and review of research outcomes should ensure continuous improvement, enhance institutional research output, and strengthen alignment with the NEP 2020.

3.5.1.7. Criterion 7: Facilities and Technical Support

The program should have adequate, well-equipped laboratories that support the curriculum requirements and enable effective attainment of Cos, POs and PSOs. Laboratories should be equipped

with modern equipment, software tools, and experimental setups as per prescribed by regulatory norms. Adequate technical manpower, including laboratory instructors and supporting staff, should be available to assist students during laboratory sessions and ensure smooth conduct of experiments. The laboratory facilities should support hands-on learning, experimentation, and practical skill development aligned with industry and academic requirements.

Additional facilities should be created to improve the quality of the learning experience in laboratories. These should include advanced software licenses, simulation tools, virtual labs, digital resources, extended laboratory hours, and internet-enabled learning environments. Laboratories should encourage experiential learning through mini-projects, demonstrations, and open-ended experiments. The maintenance of laboratories should be carried out regularly through calibration of equipment, timely repair, periodic upgrades, and proper documentation. The overall ambiance of laboratories should be conducive to learning, with adequate lighting, ventilation, cleanliness, and ergonomic arrangements.

Safety measures in laboratories should be strictly implemented to ensure a safe working environment for students and staff. Laboratories should be equipped with safety equipment and personal protective equipment where required. Safety guidelines should be displayed, and students should be trained in safe laboratory practices. The institution should also establish dedicated project laboratories, research laboratories, or Centres of Excellence to promote advanced experimentation, innovation, interdisciplinary research, and industry-sponsored projects. These facilities should support faculty and students in undertaking research, consultancy, and development activities aligned with emerging technologies and societal needs.

3.5.1.8. Criterion 8: Continuous Improvement

The program should establish a systematic mechanism for evaluating the attainment of COs, POs, and PSOs. Based on the results of CO attainment analysis, appropriate corrective actions should be taken, such as revision of teaching methodologies, modification of assessment tools, enhancement of laboratory experiments, introduction of remedial classes, and additional tutorial sessions. The evaluation of POs and PSOs should be carried out by aggregating CO attainment data across courses, along with inputs from projects, internships, surveys, and stakeholder feedback. Actions such as curriculum refinement, strengthening of industry interaction, incorporation of emerging technologies, and improvement in learning resources should be implemented based on the PO/PSO attainment results to ensure continuous enhancement of program quality.

The institution should conduct academic audits periodically during the assessment period to review academic processes, curriculum delivery, assessment practices, and outcome attainment. Findings of

the academic audit should be documented, and necessary actions should be initiated to address identified gaps. These actions should include improvements in course planning, assessment rubrics, laboratory utilization, student mentoring, and documentation practices. The effectiveness of the actions taken should be monitored in subsequent audit cycles to ensure sustained improvement in academic processes and compliance with NBA requirements.

The program should focus on continuous improvement in faculty qualifications and contributions through encouragement of higher studies, participation in FDPs/STTPs, research activities, publications, MOOCs certifications, and industry collaboration. Improvement in academic performance should be achieved through enhanced teaching–learning strategies, outcome-based assessment, student counseling, mentoring, and academic support mechanisms. Regular analysis of student performance indicators such as pass percentage, success rate, and attainment levels should be used to implement targeted improvement measures, ensuring that graduates meet the expected technical competence, professional skills, and ethical standards prescribed by the AICTE.

3.5.2. Institution-Level Criteria

Institution-Level Criteria establish the foundation and institutional capacity to deliver quality UG Engineering education. NBA evaluates these criteria to confirm that adequate governance, resources, and quality systems exist to support all accredited programs.

3.5.2.1. Criterion 9: Student Support System and Governance

The institution should maintain an appropriate First Year Student–Faculty Ratio (FYSFR) to ensure effective academic support and smooth transition of students into the engineering program. A structured mentoring system should be implemented, wherein faculty mentors regularly guide students on academic performance, career planning, and personal development. Feedback on the teaching–learning process and academic facilities should be collected periodically from students and other stakeholders. The feedback analysis should be documented, and suitable corrective measures should be taken to address identified gaps, thereby enhancing teaching effectiveness and learning support systems.

The institution should provide adequate training and placement support through aptitude training, soft skills development, technical skill enhancement, and career guidance programs. Start-up and entrepreneurship activities should be encouraged through incubation centers, innovation cells, expert talks, and industry mentoring. Governance and transparency should be ensured through the availability of an institutional strategic plan and its effective implementation and monitoring. The governing body, administrative setup, functions of various statutory bodies, service rules, recruitment procedures, promotion policies, and decision-making processes should be clearly defined, documented, and communicated. Transparency in academic and administrative operations should be

maintained through well-established procedures and disclosures.

The institution should ensure proper budget allocation, utilization, and public accounting at both institute and program levels to support academic, research, and infrastructure requirements. Quality learning resources, including libraries, e-resources, laboratories, and digital platforms, should be made available to support student learning. E-governance systems should be implemented for academic administration, examinations, finance, and student services to improve efficiency and transparency. Initiatives related to Sustainable Development Goals (SDGs), innovative educational practices, faculty performance appraisal and development systems (FPADS), and outreach activities should be systematically planned and implemented to foster holistic development, social responsibility, and continuous institutional improvement in line with NBA guidelines'

PART - IV
Accreditation Process

4.1 Accreditation Stages

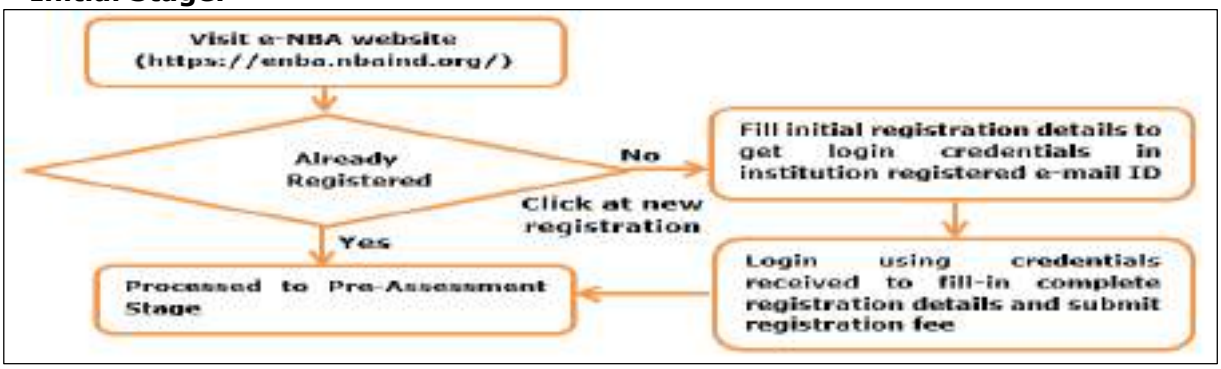
Accreditation workflow for institutions willing to seek accreditation by NBA is summarized in the workflow diagram (Figure No.1) and described below.

Eligible institutions may apply for accreditation of their programs online through the Accreditation Workflow Management System (e-NBA) at https://enba.nbaind.org/. The accreditation process can be grouped into four sequential stages, essentially in the following order:

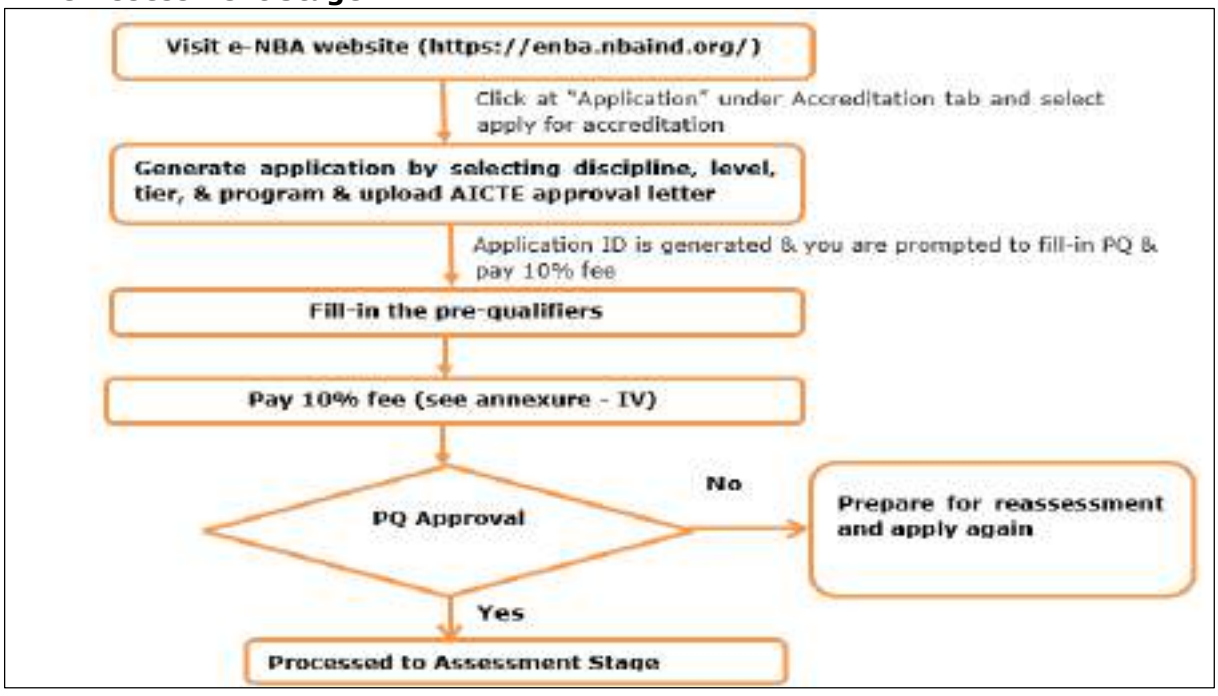
i) Initial Stage (Registration)
ii) Pre-Assessment Stage
iii) Assessment Stage
iv) Post-Assessment Stage (Decision-Making)

The applicant institution must complete each stage sequentially before proceeding to the next stage.

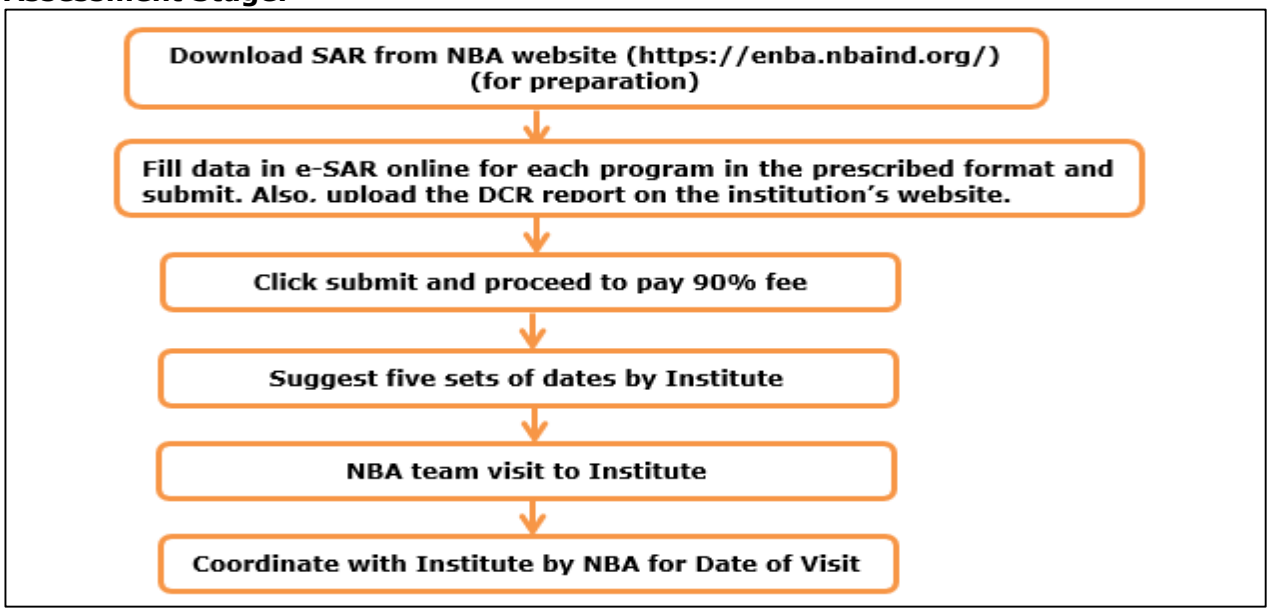
Initial Stage:



Pre-Assessment Stage:



Assessment Stage:



Post-Assessment Stage:

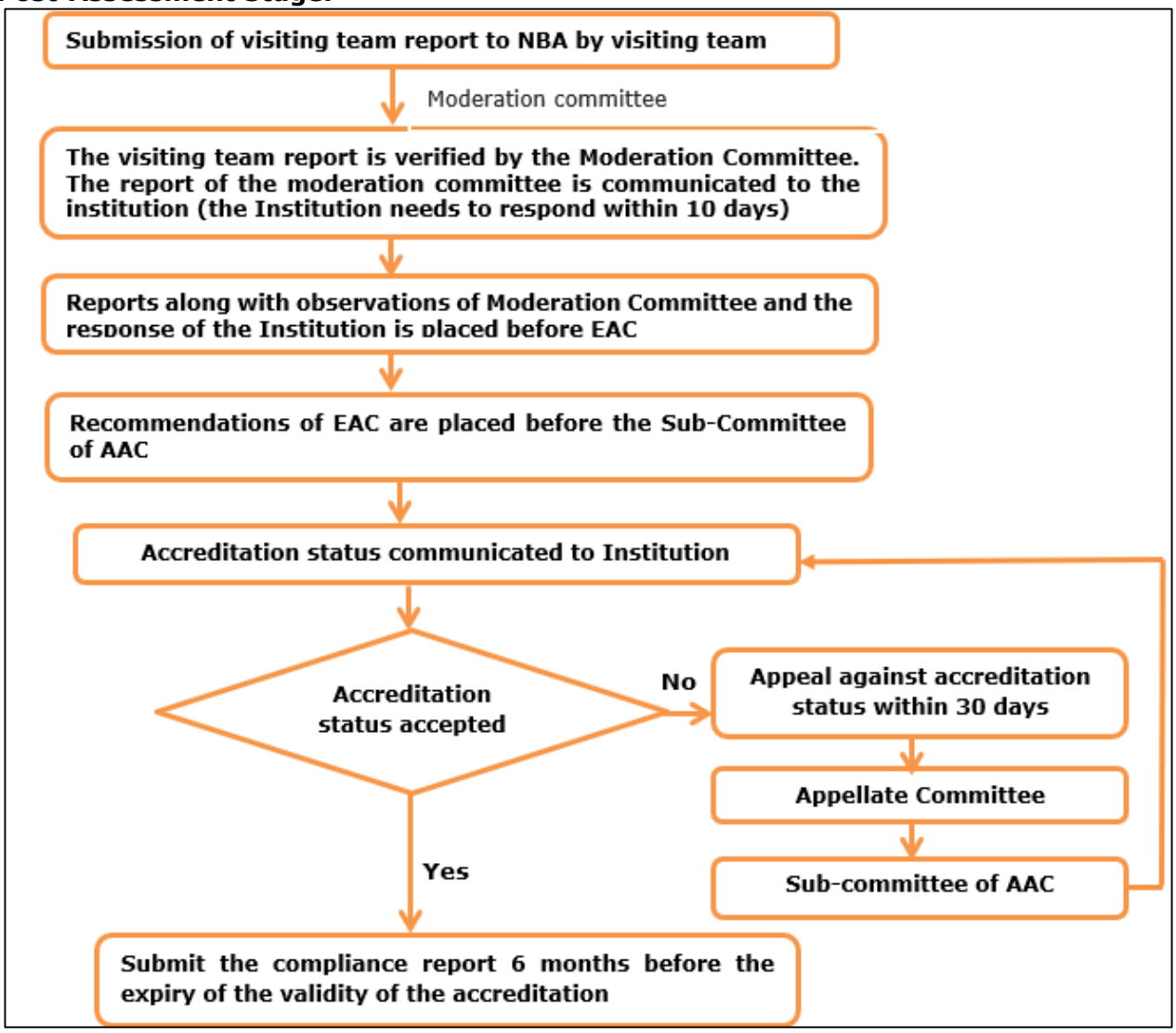


Figure No. 1: Accreditation workflow: Assessment stage and post-assessment stage.

4.1.1. Initial Stage (Registration):

Institutions willing to seek accreditation of their programs by NBA are required to register with e-NBA. Registration with e-NBA is a one-time process. After filing the initial registration form, the user receives a user ID and password to complete the registration process by filling in the complete registration form. Figure No.2 shows the screenshot of the initial registration and login interface for institutions.

Figure No. 2: Registration of an institution on e-NBA.

Steps involved in the process of registration are as follows:

- The process of registration involves filling-in and submitting basic information of the registering institution in the data input boxes on the e-NBA Registration Interface. Upon submission of the basic information, the institution receives temporary login credentials through its registered e-mail, which become the permanent user ID after payment of the one-time Registration Fee (Section 6: Fee Structure and Refund Policy).
- The institution is required to login using the credentials received through its registered e-mail to complete the registration process. This includes entering information in the data input boxes on the e-NBA portal, such as details of the Head of the Institution, key promoters, bank details, and programs proposed for accreditation, and uploading copies of all AICTE approval letters, in case of fresh autonomy the letters from affiliating university and approvals from the appropriate regulatory authority (such as Academic Council/Board of Governors in case of Universities), as the case may be. The uploaded copies should be duly authenticated on each page by the Head of the Institution.
- The institution is required to pay the one-time registration fee to complete the registration process.
- The above-mentioned process should be completed within 15 working days from

the initiation of registration, failing which the institution will be required to register again.

- ❖ Institutions already registered with e-NBA are not required to restart the registration process.

4.1.2. Pre-Assessment Stage

4.1.2.1. Application for Accreditation

- ❖ A registered institution needs to apply online for accreditation of its programs by NBA. The institution is required to login to the e-NBA portal using the login credentials obtained during the registration process mentioned above.
- ❖ The appropriate application format gets generated by selecting the Discipline, Level, and Program(s) from the pull-down menus, as shown in Figure No. 3.

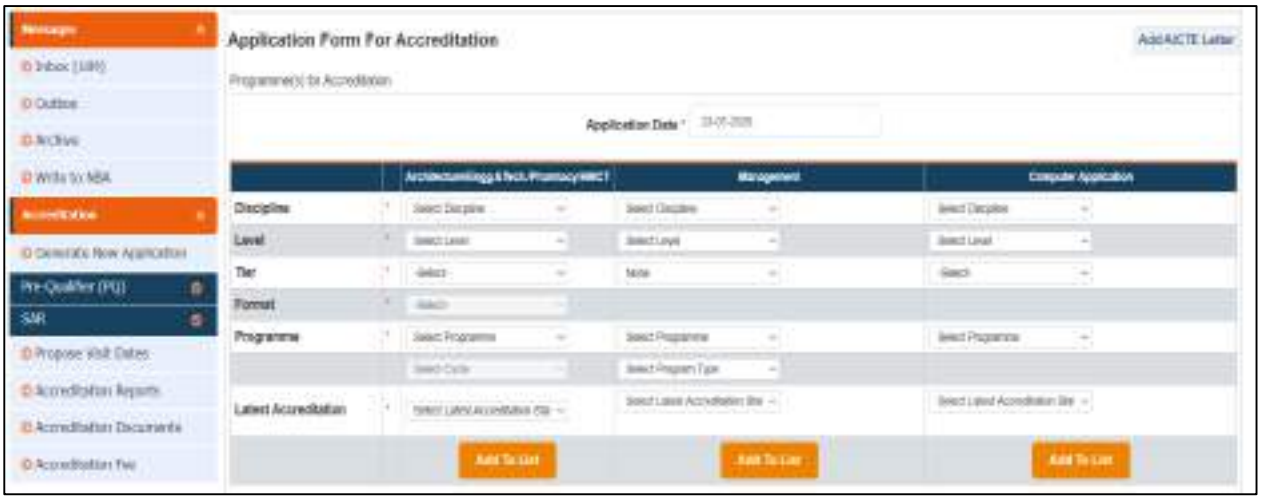


Figure No. 3: Generating Application(s) for Accreditation of Specific Program.

- ❖ Upload all AICTE Approval Letters for the last five academic years, including the current academic year, or approvals from any other appropriate regulatory authority, duly authenticated by the Head of the Institution.
- ❖ Institutions can apply for accreditation of up to five programs through a single application on the e-NBA portal. Management and MCA programs may be clubbed with other programs in a single application. Applications for accreditation may be submitted at any time when the institution is reasonably confident that its programs comply with the relevant PQs and that systems for Outcome-Based Education and accreditation have been established and well imbibed by the faculty members of the program.
- ❖ Click the "Submit" button to submit the application to NBA for further processing.
- ❖ An Application ID is generated upon successful submission of the application.

4.1.2.2. Submission of Pre-Qualifiers

After the generation of the application, the institution is required to fill-in the pre-qualifiers for program(s) to be accredited through eNBA portal. Login into eNBA portal and Click at "Pre-qualifier / e-SAR" under "Application" from the Left Navigation Panel. eNBA would display your Application No., Program and Level. Click at "Proceed to Pre-qualifiers".

e-NBA seeks information on pre-qualifiers under five sub-heads, namely i) Program-specific Information; ii) Student Admissions; iii) Information on Faculty; iv) Student Faculty Ratio; and v) Compliance Status. Fill-in all the requisite information for the first sub-head and click at "Save and Next" to move to the next sub-head. A screenshot of the sample PQ Page is provided below as an example in Figure No. 4.

Figure No. 4: Sample Page of the Pre-Qualifier

4.1.2.3. Submission of 10 % of Total Accreditation Fee

The institution is required to pay 10 per cent of the total applicable accreditation fee (as prompted on the e-NBA portal) (see section 6: Fee Structure and Refund Policy) along with the duly filled-in PQ for further processing of the application. This first-stage fee is non-refundable. The application shall be processed further for only those program(s) whose PQs are approved. If the PQ for all the programs submitted through an application are not approved, the application shall not be processed further, and the institution will be informed accordingly.

All the pre-assessment steps mentioned above (Sections 4.1.2.1 to 4.1.2.2) shall be completed within 30 days from the generation of the application. If these steps are not completed within the stipulated 30 days, the application needs to be regenerated and the PQ need to be filled in again.

4.1.3. Assessment Stage

4.1.3.1. Submission of Self-Assessment Report

Submission of Self-Assessment Report (SAR) and assessment by the visiting team of NBA involves the following steps:

- Once the PQs are approved, the institution is required to fill-in the e-SAR for the programs whose PQs have been approved, as prompted by the e-NBA portal.
- To fill in the e-SAR, login to the e-NBA portal, click on "PQ/e-SAR" under "Application", and begin filling in the e-SAR online for each program. The information provided in the PQ (such as student information and faculty details) is pre-filled in the e-SAR, and the institution is required to fill in the remaining information. The e-SAR contains detailed information about the program and enables the institution to conduct a self-assessment against each accreditation criterion. It also provides an opportunity for the institution to present its strengths and weaknesses for evaluation and assessment criteria of NBA. However, the e-SAR is expected to be factual rather than narrative.
- A screenshot of the index page of the e-SAR is provided below as an example in Fig. No. 5

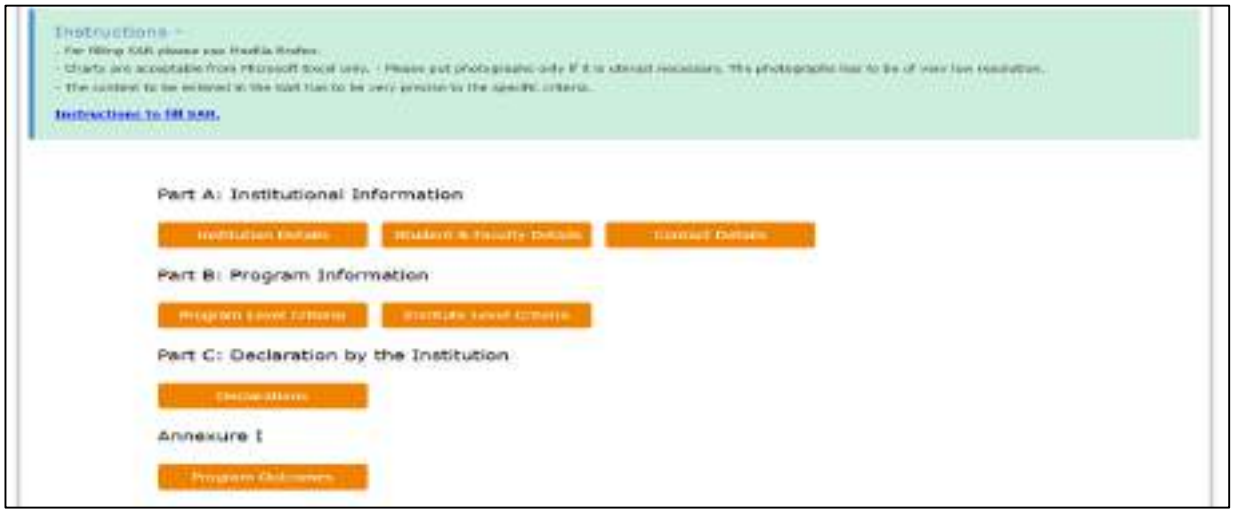


Figure No. 5: Screenshot of e-SAR: Index page.

- Once all e-SAR of the individual programs are submitted, click on the Final Submit button and pay the remaining 90% of the accreditation fee for all the programs whose e-SARs have been submitted (see section 6 – Fee Structure and Refund Policy). The institution can view the submitted e-SARs online and save them as PDF files. The e-SARs submitted online are automatically forwarded to NBA for further necessary action.
- Once the Self-Assessment Report (e-SAR) is submitted, the Data Capturing Points System (DCS) report is automatically generated based on the information provided by the institution in the e-SAR. The institution must download the DCS report from e-NBA portal and upload it to its official website. Additionally, the institution is required to provide the corresponding link in the e-NBA profile of the institution.

4.1.3.2. Submission of Visit Dates

Post submission of the e-SAR along with the 90% fee and the DCS Report link on its eNBA profile, the institution is allowed to suggest 5 sets of dates for the visit and prepare itself for the visit as shown in Figure No. 6. These proposed dates should be during periods when regular classes and all academic activities of the program(s) applied for accreditation are in progress. NBA selects one set of dates and communicates the same to the institution. After receiving the consent from the institution, the visit dates are finalized, and the NBA visiting team conducts the visit.

Figure No. 6: Propose five sets of dates to visit the institute.

4.1.3.3. Constitution of Visiting Team

- Once the institution confirms the visit dates, NBA constitutes the visiting team. A typical accreditation visit is of three days' duration. The visiting team consists of a chairperson and two program evaluators for each program.
- While constituting the visiting team, NBA checks for any conflict of interest. An expert must not be from the same State as the institution and should not have any professional association with the institution and/or the program. Declaration statement is obtained from the chairperson and the evaluators.
- The complete evaluation process, including the composition of the visiting team, criteria for nomination, and general policies for team formation, is elaborated in Part II of the general manual, available on the NBA website.
- The following evaluation documents, which are helpful to the visiting team in preparing for the visit and in guiding them on the processes and procedures to be followed, are available in their respective manuals:
  - Pre-visit evaluation report for the chairperson
  - Pre-visit evaluation report for the program evaluator
  - Visit schedule
  - List of documents to be verified during the visit
  - Evaluation guidelines

- Chairperson's visit report (Parts A, B, and C)
- Evaluator's visit report (Parts A, B, and C)
- Certificate of participation (to be filled in by the Chairperson of the Visiting Team)
- Certificate and feedback (to be filled in by the Institution).

4.1.3.4. Accreditation Visit

The visiting team visits the institution seeking accreditation of its program(s) to evaluate and validate the self-assessment of the programs of the institution/department as presented in the SAR of the concerned program, in accordance with the specified accreditation criteria. The program evaluators may seek such additional clarifications from the institution as they may deem necessary.

Although it may not be possible to comprehensively describe all the factors to be assessed during the on-site visit, some of the common aspects include the following:

- Outcomes of the education provided;
- Quality assurance processes, including internal reviews
- Assessment processes;
- Activities and work of students;
- Entry standards and selection process for admission of students;
- Motivation and enthusiasm of faculty;
- Qualifications and professional activities of faculty members;
- Infrastructure facilities;
- Laboratory facilities;
- Library facilities;
- Industry participation;
- Organizational structure and governance

To assist the visiting team in its assessment, the educational institution should arrange the following:

I. Meetings with:

- The Head of the Institution/Dean/Heads of Department (HoD)/Program Coordinators.
- A member of the management (to discuss how the program aligns with the overall strategic direction and focus of the institution, and the management's support for continued funding and development of the program);
- Faculty members;
- Alumni (excluding Alma Mater representatives);
- Students; and
- Parents.

II. Visit to:

- Classrooms;
- Laboratories pertaining to the program;
- Central and departmental libraries; and
- Computer centre.

The visiting team conducts an exit meeting with the management representative, the Head of the Institution, the Head of the Department, and other key officials to present its findings, including strengths, concerns, weaknesses, and deficiencies.

The institution will be given an opportunity to withdraw one or more programs from the accreditation process. In such cases, the Head of the Institution must submit the withdrawal request in writing to the chairperson of the visiting team during the exit meeting.

4.1.3.5. Feedback

NBA collects Feedback on all its accreditation visits from the institutions, chairperson, and the Evaluators. These forms are made available online to the institutions, chairperson, and the Evaluators by NBA.

- **Feedback Form Filled-in by the Head of the Institution:** This format mainly focuses on the feedback on the entire Visiting Team, comprising the Chairperson and Evaluators, regarding the accreditation and evaluation process and seeking comments about the general behaviour of the Visiting Team.
- **Feedback Form Filled-in by the Chairperson:** This format mainly focuses on the feedback on the performance of the evaluators and also on the cooperation and coordination rendered by the institution at the time of accreditation visit.
- **Feedback Form Filled-in by the Evaluators:** This format mainly focuses on the feedback on the Chairperson, Co-evaluators and also about the cooperation and coordination rendered by the institution at the time of accreditation visit.

4.1.4. Post-Assessment Stage

4.1.4.1. Processing of Visiting Team Report

Processing of the visiting team report submitted by the visiting team involves the following steps:

- Once the accreditation visit is completed, the experts prepare the visiting team report and submit it to the NBA.
- In respect of UG Engineering programs, the visiting team report is first placed before the Moderation Committee. The Moderation Committee examines the visiting team report and identifies borderline cases. The observations of the Moderation Committee for such cases

are communicated to the institution, seeking necessary clarification within 10 days of submission of the visiting team report. The response of the institution is forwarded to the chairperson of the visiting team.

- The visiting team report, the observations of the Moderation Committee, and the response of the institution are considered by the Engineering Evaluation and Accreditation Committee (EEAC) in the presence of the chairperson of the visiting team.
- The recommendations of the EEAC are placed before the concerned Sub-Committee of the Academic Advisory Committee (AAC) for taking a final decision on the accreditation status.

4.1.4.2. Communication of Accreditation Status to Institutions.

The final accreditation status, as decided by the sub-committee of the AAC, is communicated to the institution by the NBA through email as well as by hard copy. The same is available at the NBA Website as well. The Visiting Team report is made available on the respective e-NBA portal for access by the institution. The communication includes:

- The accreditation status of the program (Six years / Three years / Not Accredited);
- The validity period of accreditation;
- The observations and recommendations of the Visiting Team, as approved by the competent authority;

4.2 Award of Accreditation

The NBA grants accreditation to UG Engineering programs for a maximum duration of six years, depending on the level of compliance with the prescribed accreditation criteria.

The accreditation duration is one of the following:

i) Accreditation of the Program for Six years; or
ii) Accreditation of the Program for Three years; or
iii) No accreditation of the Program

The duration of accreditation is decided by the competent authority, based on the recommendations of the visiting team and the extent of fulfillment of NBA criteria.

Grading for UG Engineering programs under the Tier - I format is assigned as follows:

Y= 75% or Above;
C= 60% and < 75%;
W= 40% and < 60%;
D < 40%.

4.2.1. Award of Accreditation for Six Years

The NBA grants accreditation to UG Engineering programs for a maximum duration of six years, depending on the level of compliance with the prescribed accreditation criteria, as follows.

i. There should not be any 'Deficiency (D)' or 'Weakness (W)' in any of the criteria and at least six criteria must be fully compliant (Y), with only 'Concerns (C)' in the remaining criteria (Y >=6, W & D=0).

ii. The number of faculty having Ph. D degree available in the Department and allied Departments is greater than or equal to 30% of the required number of faculty averaged over two academic years, i.e., Current Academic Year (CAY) and Current Academic Year Minus One (CAYm1)

iii. The Student Faculty Ratio (SFR) in the Department and allied Departments should be less than or equal to 20:1, averaged over 3 academic years, i.e., Current Academic Year (CAY), Current Academic Year Minus One (CAYm1) and Current Academic Year Minus Two (CAYm2).

iv. Professor and Associate Professor in a program

- If the Department/School is not running multiple UG Engineering programs and does not have allied Departments, which is running undergraduate engineering program, then the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in the current academic year (CAY) and the previous academic year (CAYm1).
- If the Department/School, including allied Departments, is running multiple UG Engineering programs, the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in CAY and CAYm1. Additionally, he remaining UG Engineering programs (N*) need "N" Professors or "N" Associate Professors in the Department/ School/ Allied departments on a regular basis with Ph.D. degree in CAY and CAYm1 in total.

v. The HoD of the department in which the program under consideration is running should be appointed on a regular basis and should possess Ph.D degree in the Current Academic Year (CAY).

Note *: Exclude the number of Professors/Associate Professors for the UG programs (Engineering) that have been running for less than 3 years (CAY, CAYm1).

4.2.2. Award of Accreditation for Three Years

The NBA grants accreditation to UG Engineering programs for a duration of three years, based on the fulfillment of the following prescribed accreditation criteria:

i. There should not be any Deficiency (D) and at least three criteria must be fully compliant (Y)."

ii. The number of faculty having Ph. D degree available in the Department and allied Departments is greater than or equal to 20% of the required number of faculty averaged over two academic

years i.e. Current Academic Year (CAY) and Current Academic Year Minus One (CAYm1)

iii. The Student Faculty Ratio (SFR) in the Department and allied Departments should be less than or equal to 25:1, averaged over 3 academic years i.e. Current Academic Year (CAY), Current Academic Year Minus One (CAYm1) and Current Academic Year Minus Two (CAYm2).

iv. Professor and Associate Professor in a program

- If the Department/School is not running multiple UG Engineering programs and does not have allied Departments, which is running undergraduate engineering program, then the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in the current academic year (CAY) and the previous academic year (CAYm1)
- If the Department/School, including allied Departments, is running multiple UG Engineering programs, the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in CAY and CAYm1. Additionally, the remaining UG Engineering programs (N*) need "N" Professors or "N" Associate Professors in the Department/ School/ Allied departments on a regular basis with Ph.D. degree in CAY and CAYm1 in total.

v. The HoD of the Department in which the program under consideration is running should be appointed on regular basis and should possess Ph.D degree in the Current Academic Year (CAY).

Note *: Exclude the number of Professors/Associate Professors for the UG programs (Engineering) that have been running for less than 3 years (CAY, CAYm1).

4.2.3. No Accreditation of the Program

If the program fails to meet the criteria for the award of accreditation for 3 years, it is awarded "Not Accredited" Status.

4.3 Appeal

If the institution is not satisfied with the NBA's decision on the Status of Accreditation, then the institution can make an appeal against the decision within 30 days of date of receipt of communication from NBA along with the fee given in Section 6: Fee Structure and Refund Policy. The appeal is placed before the Appellate Committee in which the institutions are invited to present their case before the Committee. The recommendations of Appellate Committee are considered by the Academic Advisory Committee (AAC) for taking decision on appeal.

4.4 Re-Accreditation of Programs

If a program is 'Not Accredited' or is withdrawn during the visit, a fresh application for

accreditation of the same program may be considered after one year from the date of previous visit of the visiting team.

Institutions whose UG Engineering programs have already been granted accreditation for a period of three years are required to submit a compliance report at least six months before the expiry of the validity of accreditation, along with the prescribed compliance fee.

Upon receipt of the Compliance report, NBA constitutes a visiting team of experts to visit the institution for evaluation. The evaluation report submitted by the visiting team is considered by the concerned committee of NBA for continuation of accreditation for an appropriate period.

Programs accredited for 6 years are required to submit the fresh application at least five months prior to the expiry of the program validity to ensure continuity of accreditation.

PART - V
Assessment Process

5.1. Pre-Visit Activities during Visit

The assessment process plays a significant role in the grant of accreditation to programs of institutions in the country. It begins with the visit of the visiting team, during which the information provided by the institution in the SAR is verified. The visiting team report is then considered by the NBA for taking the final accreditation decision

i) Once the visiting team is finalized by the NBA, the PQ and SAR are made available to each program evaluator at least 15 days before the on-site visit;
ii) The program evaluators review the SAR and prepare the pre-visit report well in advance, and send it to the chairperson of the visiting team 2–3 days before the visit. The pre-visit report is discussed on "Day 0" of the visit; and
iii) Members of the visiting team may contact the NBA, if necessary, for any institutional/program- related details while preparing the pre-visit evaluation report. Under no circumstances should any member of the visiting team contact the institution directly.

5.2. On-Site Visit by Visiting Team

A three-day visit (the complete visit schedule is given in the respective manuals) is conducted by the visiting team constituted by the NBA. The team visits the institution seeking accreditation of its program(s) to evaluate and verify the information/data submitted by the institution in the SAR. The evaluators may obtain clarifications from the institution, as deemed necessary, during the visit. The institution may arrange discussions with stakeholders, visits to central facilities, and provide documentary evidence as needed.

5.2.1. Activities during Visit

The visiting team conducts an accreditation visit to the institution as per the visit schedule provided by the NBA, and the duration of the visit is three days.

i) The members of the visiting team meet on "Day 0" to review the pre-visit reports and to identify and discuss issues common to all programs. The chairperson briefs the program evaluators on the evaluation process during the visit, followed by a question-and-answer session.
ii) Each evaluator of the respective program submits the day-wise report to the chairperson at end of each day;
iii) The exit meeting is conducted on the last day of the visit and is chaired by the chairperson in the presence of all members of the visiting team. The Management representative, Head of the Institution, Dean, HoD, Program coordinator and Senior faculty members also attend the meeting.
iv) During the exit meeting, the members of the visiting team share the preliminary findings of the program evaluation. The chairperson provides the institution with an option to withdraw from any of the program(s), if it so wishes, after the findings are shared during the evaluation visit. In case the institution opts to withdraw a program, it shall hand over a written request to the team chairperson during the exit meeting. No communication regarding withdrawal shall be accepted after the visiting team has left the institution.

v) Each program evaluator submits a complete evaluation report to the chairperson of the visiting team after the exit meeting. The chairperson prepares the executive summary of the visit, consolidates the program-wise evaluation reports, and submits the same to the NBA within 7 days of the date of the exit meeting.

PART - VI

Fee Structure and Refund Policy

6.1. Fee Structure

6.1.1. Registration Fee

The registration fee amount is Rs.1,00,000 only + (Taxes as applicable from time-to-time)

6.1.2. Accreditation Fee

Accreditation fee to be paid by the institution for NBA accreditation for UG Engineering programs, as shown in Table No. 2.

Table No. 2: Accreditation fee for UG Engineering programs.

No. of Programs to be Accredited	Payment to be made with the application plus taxes as applicable from time-to-time (Amount in Rupees)
1	2,00,000 + Taxes
2	4,00,000 + Taxes
3	6,00,000 + Taxes
4	8,00,000 + Taxes
5	10,00,000 + Taxes

6.1.3. Appeal Fee

In the case of an appeal, the institution shall pay Rs. 1,50,000/- per program + Taxes as applicable from time-to-time.

6.1.4. Compliance Fee

Compliance fee to be paid by the institution for NBA accreditation for UG Engineering programs, as shown in Table No. 3.

Table No. 3: Compliance fee for UG Engineering programs.

No. of Programs to be Accredited	Payment to be made with the application plus taxes as applicable (Amount in Rupees)
1	2,00,000 + Taxes
2	2,50,000 + Taxes
3	3,00,000 + Taxes
4	3,50,000 + Taxes
5	4,00,000 + Taxes

6.2. Mode of Payment:

The institution may pay the fee (Registration/Accreditation/Appeal) through the following modes:

I. Net Banking or

II. Credit/ Debit Card or

III. NEFT/RTGS as per the details given below:-

A. Bank Name: Canara Bank

- Branch : M1, South Extension Part 2, Hauz Khas, South Delhi, New Delhi-110049
- Account Name: National Board of Accreditation
- Account No. : 0267101523129
- IFSC Code : CNRB0000267

Or

Bank Name : ICICI Bank

- Branch : ICICI Bank Tower, NBCC Place, Bhisham Pitamah Marg, Pragati Vihar, New Delhi- 110003
- Account Name: National Board of Accreditation
- Account No. : 054805000417
- IFSC Code : ICIC0000548

With regard to the payment through the e-NBA, please indicate GST registration number of your organization.

6.3. Refund Policy

A. Withdrawal of program(s) by the Institution after payment of accreditation Fee but before the constitution of the visiting team

In case an institution requests withdrawal of the program(s) applied for after its application has been approved by NBA for further processing and the fee has been paid, 10% of the accreditation fee per program paid by the institution shall be deducted while refunding the fee, as per the institution's request.

B. Closing /disposing-off the application submitted by the Institution due to Institution not responding to NBA's communication

In case the application is closed after issuance of a final notice to the institution due to failure to submit the PQ/SAR/visit dates even after the prescribed timelines and non-response to the reminders sent by NBA, 20% of the fee paid by the institution shall be

deducted at the time of refund.

C. Cancellation/postponement of the visit of the program(s) by the Institution after the visiting team has been constituted

If the institution causes postponement of the visit after the visiting team has been constituted for this purpose, an additional fee of 25% shall be payable before the visit is re-scheduled. If the institution causes cancellation of the visit after the visiting team has been constituted, a cancellation fee of 25% shall be deducted from the fees paid by the institution while refunding fee to the institution.

PART - VII

Annexures

Annexure - I

NATIONAL BOARD OF ACCREDITATION

Pro-forma for Pre-Qualifiers–TIER-I UG(Engineering) Institute Programs

PART A- Profile of the Institute

Name of the Program Applied for:

A1. Name of the Institute: -

Year of Establishment : Location of the Institute:

A2. Institute Address: -

City : State :

Pin Code : Website:

E-mail : Phone No (with STD Code):

A3. Head of the Institution: -

Name : Designation:

Status of Appointment :

A4. Contact details of Head of Institution: -

Mobile No. : Telephone No. (With STD Code):

E-mail :

A5. Name and Address of the Affiliating University (if any): -

Name of the University : City :

State : Pin Code:

A6. Type of the Institution: - (Tick the applicable choice)

Institute of National Importance ☐ Deemed University ☐

University ☐ Autonomous ☐

Non-Autonomous (Affiliated) ☐ Any other (Please specify) * ☐

Provide Details: _____

A7. Ownership Status: - (Tick the applicable choice)

Central Government ☐ State Government ☐

Government Aided ☐ Self-financing ☐

Any Other (Please specify) * ☐ **Provide Details:* _____

A8. Details of all Programs being Offered by the Institution: -

- No. of UG programs: _____
- No. of PG programs: _____

Table No. A8.1: List of all programs offered by the Institute.

S.N.	Level of program (UG/PG)	Name of the program	Year of Start	Year of close*	Name of the Department
1					
…					

Note*:

- During assessment period, if any program is closed/merged, please mention in the above said table (Table No. A8.1).

A9. Programs to be Considered for Accreditation vide this Application:

Table No. A9.1: List of programs to be considered for accreditation.

S. N.	Name of the Department	Name of the Program
1.		
…		

Table No. A9.2: Allied Department(s) to the Department of the program considered for accreditation as above.

S. N.	Name of the Department (in table no. A9.1)	Name of allied Departments/Cluster (for table no. A9.1)
1.		
…		

Note:

- Keep a list of all allied departments/cluster programs with respect to Table No. A9.1
- See the Allied Departments/Cluster programs information in Annexure-III (SAR).

Example for **Table No. A9.1**: List of programs to be considered for accreditation.

Table No. A9.1: List of programs to be considered for accreditation.

S. N.	Name of the Department	Name of the Program
1.	Computer Science and Engineering	BE (Computer Science and Engineering)
2	Electronics and Communication Engineering	BE (Electronics and Communication Engineering)
3	Mechanical Engineering	BE (Mechanical Engineering)
4	Electrical Engineering	BE (Electrical Engineering)
5	Chemical Engineering	BE (Chemical Engineering)

Example for **Table No. A9.2**: Allied Department(s) to the Department of the programs considered for accreditation as above.

Table No. A9.2: Allied Department(s) to the Department of the programs considered for accreditation as above.

S. N.	Name of the Department (in table No. A9.1)	Name of allied Departments/Cluster (for table No. A9.1)
1.	Computer Science and Engineering	Information Technology
2	Computer Science and Engineering	Computer Science and Engineering & Business Systems
3	Computer Science and Engineering	Artificial Intelligence and Machine learning
4	Electronics and Communication Engineering	Electronics & Telecommunication Engineering
5	Electronics and Communication Engineering	Communication Engineering
6	Mechanical Engineering	Industrial and Production Engineering
7	Electrical Engineering	Electrical Engineering Industrial Control
8	Electrical Engineering	Electrical and Power Engineering

PART B- Program information

(To be filled separately for all the programs applied for)

B1. Provide Separate Information for the Program Applied for: -

Table No. B1: Program details.

S. N.	Program Name	Year of start	Sanctioned Intake	Increase/ decrease in intake, if any	Year of increase/ decrease	AICTE/ Competent Authority Approval Details	Accreditation Status*	No. of times program accredited
1.								

* Write applicable one:

- Applying first time
- Granted accreditation for 2/3 years for the period (specify period)
- Granted accreditation for 5/6 years for the period (specify period)
- Not accredited (specify visit dates, year).
- Withdrawn (specify visit dates, year)
- Not eligible for accreditation.

B2. Information of Faculty

(Please provide details of the faculty in the Department and allied Departments and cumulative information for all three academic years starting from the current academic year (CAY) in the above format)

Table No. B2.A: Faculty details.

S.N.	Name of the Faculty	PAN No.	APAAR faculty ID*(if any)	Highest degree	University	Area of Specialization	Date of Joining in this Institution	Designation at Time Joining in this Institution	Date of Joining in the Department (in case of transfer from one Department	Present Designation	The date on which Designated as Professor/ Associate/ Professor if any	Nature of Association (Regular/Contract/Ad hoc)	If contractual mention Full time or Part time	Currently Associated (Y/N)	Date of Leaving if any (In case Currently Associated is "No")	Experience in years in current institute
1																
..																

Please provide details of the **faculty** in the **Department and allied Departments**, including **cumulative** information for **all three academic years starting** from the current academic year (**CAY**) in the specified format. Programs such as MCA, BCA, Diploma (Engineering) and other non-engineering programs running in the Department and allied Departments need to have sufficient faculty members to support those programs. Note that these faculty members should not be included in the aforementioned Table No. B2.A.

B2.1. Faculty Cadre in the Department and Allied Departments

Name of the Department :

No. of Allied Departments :

No. of UG (Engineering) programs in the Department and allied Departments:

No. of PG (Engineering) programs in the Department and allied Departments:

Table No. B2.1.1: Faculty Cadre in the Department and Allied Departments

S.N.	Designation	Number of Faculty in the Department (for both UG and PG programs)			
		CAY		CAYm1	
		Regular	Contract/ Ad hoc	Regular	Contract/ Ad hoc
1.	No. of Professors with Ph.D. Degree*				
2.	No. of Associate Professors with Ph.D. Degree*				
3.	No. of Assistant Professors				
4.	Total no. of faculty members with Ph.D. degree (as per the AICTE norms)				

*Qualifications and experience as per AICTE norms.

B2.2. Detail of Head of the Department for the program under consideration:

A. Name of the HoD :

B. Nature of appointment: (Tick the applicable choice)

- **Regular** ☐
- **Contract** ☐
- **Ad hoc** ☐

C. Qualification: (Tick the applicable choice)

- **Ph.D.** ☐
- **ME/M.Tech** ☐
- **Any other*** ☐

***Please provide details:** _____

B3. Student Faculty Ratio:

(SFR to be calculated at Department level considering all UG and PG engineering programs in the Department; include allied department programs/clusters as well.)

- No. of UG(Engineering) programs in Department including allied departments/ clusters (UG_n):
  - UG_1=1st UG program
  - UG_n=nth UG program
    - **B=** No. of Students in UG 2nd year (**ST**)
    - **C=** No. of Students in UG 3rd year (**ST**)
    - **D=** No. of Students in UG 4th year (**ST**)
- No. of PG (Engineering) programs in Department including allied departments/ clusters (PG_m):
  - PG_1=1st PG program.
  - PG_m=mth PG program
    - **A=** No. of Students in PG 1st year
    - **B=** No. of Students in PG 2nd year
- Student Faculty Ratio (**SFR**) = S/F
  - **S**= No. of students of all programs in the Department including all students of allied departments/clusters.
    - **No. of students (ST)=**Sanctioned Intake (SA)+ Actual admitted students via lateral entry including leftover seats (L) if any (limited to 10 % of SA)
    - Students who admitted under supernumerary quotas (SNQ, EWS, etc) will not be considered in calculating SFR value. Those students are **exempted**.
  - **F**=Total no. of regular or contractual faculty members (Full Time) in the Department, including allied departments/clusters (excluding first year faculty (The faculty members who have a 100% teaching load in the first-year courses)).

Note:

All the faculty whether regular or contractual (except part-time or hourly based), will be considered. All regular faculty members shall meet the AICTE qualifications and experience requirements. 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:

1. Shall have the AICTE prescribed qualifications and experience.
2. Shall be appointed on full time basis and worked for consecutive two semesters with or without break between the 2 semesters during the particular academic year under consideration.

3. Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit.

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.

C. Visiting faculty/adjunct faculty, who are working on hourly based faculty will not be counted.

Table No. B3.1: Student-faculty ratio.

Year	**CAY**	**CAYm1**	**CAYm2**
UG_1. B			
UG_1. C			
UG_1. D			
UG_1	UG_1.B+ UG_1.C+ UG_1.D	UG_1.B+ UG_1.C+ UG_1.D	UG_1.B+ UG_1.C+ UG_1.D
…			
UG_n. B			
UG_n. C			
UG_n. D			
UG_n	UG_n.B+UG_n.C+UG_n.D	UG_n.B+UG_n.C+UG_n.D	UG_n.B+UG_n.C+UG_n.D
PG_1. A			
PG_1. B			
PG_1	PG_1.A+ PG_1.B	PG_1.A+ PG_1.B	PG_1.A+ PG_1.B
…..			
PG_m. A			
PG_m. B			
PG_m	PG_m.A+ PG_m.B	PG_m.A+ PG_m.B	PG_m.A+ PG_m.B
DS=Total no. of students in all UG and PG programs in the Department	…..	…..	…..
AS=Total no. of students of all UG and PG programs in allied departments	…..	…..	…..
S=Total no. of students in the Department (DS) and allied departments (AS)	S1=UG_1+UG_2+.. +UG_n+PG_1 + …PG_m	S2=UG_1+UG_2+.. +UG_n+PG_1 + …PG_m	S3=UG_1+UG_2+.. +UG_n+PG_1 + …PG_m
DF=Total no. of faculty members in the Department	…..	…..	…..
AF= Total no. of faculty members in the allied Departments	…..	…..	…..
F=Total no. of faculty members in the Department (DF) and allied Departments (AF)	F1	F2	F3
PoP=Total no. of PoP in the Department (DF) and allied Departments (AF)	PoP1	PoP2	PoP3
FF=The faculty members in F who have a 100% teaching load in the first-year courses	FF1	FF2	FF3
TF= Total faculty= F+PoP-FF	TF1	TF3	TF3
Student Faculty Ratio (SFR)=S/(TF)	SFR1= S1/ TF1	SFR2=S2/ TF2	SFR3=S3/ TF3
Average SFR for 3 years	Average SFR=(SFR1+SFR2+SFR3)/3		

Note: Programs such as MCA, BCA, Diploma (Engineering) and other non-engineering programs running in the Department or allied Departments need to have sufficient faculty members to support those programs. These faculty members and students should not be included in Table No. B3.1.

The Professor of Practice (PoP), Associate Professor of Practice (PoP), and Assistant Professor of Practice (PoP) (Full-time basis) will be considered as per the qualifications and experience prescribed by the AICTE for the NBA evaluation process for accreditation of Engineering programs. e.g. for calculation of SFR, Faculty Qualification, Faculty Cadre Proportion, Faculty Retention Ratio and Faculty members participation in STTPs/FDPs. The maximum number of faculty members engaged as Professor of Practice (PoP) with the required faculty strength (Cadre Ratio) as per AICTE norm will be 20% wherein 5% (ratio 3:1) is exclusively reserved for Women Professor of Practice (PoP), Associate /Assistant Professor of Practice (PoP) (Full-time basis)

Compliance Status to Pre-Visit Qualifiers

S.N.	Pre-Visit Qualifiers	Current Status	Compliance Status Complied/ Not Complied
1	**Whether approval of the competent authority (Approval of AICTE/UGC/BoG of Universities/ Deemed Universities etc.) for the program under consideration has been obtained for the previous five years, starting from the current academic year**		
2	**Whether the Student Faculty Ratio (SFR) in the Department and allied Departments is less than or equal to 25:1, averaged over three academic years: Current Academic Year (CAY), Current Academic Year Minus One (CAYm1), and Current Academic Year Minus Two (CAYm2)**		
3	**Case 1:** **If the Department/School is not running multiple UG (Engineering) programs and does not have allied departments, which are running undergraduate engineering programs, then the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in the current academic year (CAY) and the previous academic year (CAYm1).** **Case 2:** **If the Department/School, including allied departments, is running multiple UG (Engineering) programs, the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in CAY and CAYm1. Additionally, the remaining UG (Engineering) programs (N*) need "N" Professors or "N" Associate Professors in the Department/ School/ Allied departments on a regular basis with Ph.D. degree in CAY and CAYm1 in total.**		
4	**Whether the number of faculty having Ph.D degree available in the Department & allied Departments is greater than or equal to 20% of the required number of faculty averaged over two academic years i.e. Current Academic Year (CAY) and Current Academic Year Minus One (CAYm1)**		

5	**Whether two batches have passed out in the program under consideration**		
6	**Whether the HOD of the department in which the program under consideration is running is appointed on regular basis and possesses PhD degree in the Current Academic Year (CAY).**		

Note*: Exclude the number of Professors/Associate Professors for the UG programs (Engineering) that have been running for less than 3 years (CAY, CAYm1).

Annexure - II

Self-Assessment Report (SAR) Format

Undergraduate Engineering Programs

Graduate Attributes and Professional Competencies Version 4.0 (GAPC V4.0)

(TIER-I Institutions)

NBCC Place, 4th Floor East Tower, Bhisham Pitamah Marg,
Pragati Vihar New Delhi 110003
P: +91(11)24360620-22, 24360654
Fax: +91(11) 24360682
E-mail: membersecretary@nbaind.org
Website: www.nbaind.org
(July 2024)

SAR Contents

PART A: Institutional Information

1. Name and Address of the Institution:

2. Type of the Institution: (Tick the applicable choice)

Institute of National Importance ☐

Deemed to be University ☐

University ☐

Autonomous ☐

Non-Autonomous (Affiliated) ☐

Any Other (Please specify*) ☐

*Provide Details: _____

Note:

- In case of Autonomous Institute/Deemed University, mention the year of grant of status by the authority. In case of autonomous institution, mention also the duration of status.
- In case of University Constituent Institution, please indicate the academic autonomy status of the Institution as defined in 12th Plan guidelines of UGC. Institute should apply for Tier 1 only when fully academically autonomous.

3. Year of Establishment of the Institution:

4. Ownership Status: (Tick the applicable choice)

Central Government ☐

State Government ☐

Grant-in-Aid ☐

Self-financingTrust ☐

Any Other (Please specify*) ☐

*Provide Details: _____

5. Name and Address of the Affiliating University (if any):

6. Other Academic Institutions Run by Trust/Society/etc., if any:

Table No. A6: List of all Institutions running under the same trust/society.

S. N.	Name of the Institution(s)	Year of Establishment	Programs of Study	Location
1	..	..	..	..
...				

7. Details of all the Programs being Offered by the Institution:

Table No. A7: Details of all the programs being offered by the Institution.

S. N.	Program Name	Year of start	Sanctioned Intake	Increase/ decrease in intake, if any	Year of increase/ decrease	AICTE/ Approval details	Accreditation Status*	No. of times program accredited
1.								
..								

Add rows as needed

*Write applicable one:

- Applying first time
- Granted accreditation for 2/3 years for the period (specify period)
- Granted accreditation for 5/6 years for the period (specify period)
- Not accredited (specify visit dates, year).
- Withdrawn (specify visit dates, year)
- Not eligible for accreditation.
- Eligible but not applied.

8. Programs to be Considered for Accreditation vide this Application:

Table No. A8.1: List of programs to be considered for accreditation.

S. N.	Name of the Department	Name of the Program
1.		
...		

Note:

- Keep a list of programs applying for NBA accreditation through this application.

Table No. A8.2: Allied Department(s) to the Department of the programs considered for accreditation as above.

S. N.	Name of the Department (in table no. A8.1)	Name of allied Departments/Cluster (for table no. A8.1)
1.		
...		

Note:

- Keep a list of all allied departments/cluster programs with respect to Table No. A8.1.
- See the Allied Departments/Cluster programs information in Annexure-III.

Example for **Table No. A8.1**: List of programs to be considered for accreditation.

Table No. A8.1: List of programs to be considered for accreditation.

S. N.	Name of the Department	Name of the Program
1.	Computer Science and Engineering	BE (Computer Science and Engineering)
2	Electronics and Communication Engineering	BE (Electronics and Communication Engineering)
3	Mechanical Engineering	BE (Mechanical Engineering)
4	Electrical Engineering	BE (Electrical Engineering)
5	Chemical Engineering	BE (Chemical Engineering)

Example for **Table No. A8.2**: Allied Department(s) to the Department of the programs considered for accreditation as above.

Table No. A8.2: Allied Department(s) to the Department of the programs considered for accreditation as above.

S. N.	Name of the Department (in table no. A8.1)	Name of allied Departments/Cluster (for table no. A8.1)
1.	Computer Science and Engineering	Information Technology
2	Computer Science and Engineering	Computer Science and Engineering & Business Systems
3	Computer Science and Engineering	Artificial Intelligence and Machine learning
4	Electronics and Communication Engineering	Electronics & Telecommunication Engineering
5	Electronics and Communication Engineering	Communication Engineering
6	Mechanical Engineering	Industrial and Production Engineering
7	Electrical Engineering	Electrical Engineering Industrial Control
8	Electrical Engineering	Electrical and Power Engineering

9. Total Number of Faculty Members in Various Departments:

Table No. A9: No. of faculty members in various departments.

		Number of faculty members in the Department (UG and PG)		
		CAY	**CAYm1**	**CAYm2**

S. N.	Name of the Department	No. of Professors	No. of Associate Professors	No. of Assistant Professors	Total faculty members	No. of Professors	No. of Associate Professors	No. of Assistant Professors	Total faculty members	No. of Professors	No. of Associate Professors	No. of Assistant Professors	Total faculty members
1													
…													

Note:

All the faculty whether regular or contractual (except part-time or hourly based), will be considered. All regular faculty members shall meet the AICTE qualifications and experience requirements.

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:

1. Shall have the AICTE prescribed qualifications and experience.
2. Shall be appointed on full time basis and worked for consecutive two semesters with or without break between the 2 semesters during the particular academic year under consideration.
3. Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit.
   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.
   C. Visiting faculty/adjunct faculty, who are working on hourly based faculty will not be counted.

   CAY=Current Academic Year

   CAYm1= Current Academic Year Minus1= Current Assessment Year

   CAYm2= Current Academic Year Minus2=Current Assessment Year Minus 1.

4. The Professor of Practice (PoP), Associate Professor of Practice (PoP), and Assistant Professor of Practice (PoP) (Full-time basis) will be considered as per the qualifications and experience prescribed by the AICTE for the NBA evaluation process for accreditation of Engineering programs. e.g. for calculation of SFR, Faculty Qualification, Faculty Cadre Proportion, Faculty Retention Ratio and Faculty members participation in STTPs/FDPs. The maximum number of faculty members engaged as Professor of Practice (PoP) with the required faculty strength (Cadre Ratio) as per AICTE norm will be 20% wherein 5% (ratio 3:1) is exclusively reserved for Women Professor of Practice (PoP), Associate /Assistant Professor of Practice (PoP) (Full-time

basis).

10. Total Number of Engineering Students in Various Departments:

Table No. A.10: No. of engineering students in various departments.

S. N.	Name of the Department	Number of students in the Department (UG and PG)		
		CAY	CAYm1	CAYm2
1				
….				

Note:

In case the institution is running programs other than engineering programs (UG and PG), a separate table giving similar details is to be included.

11. Vision of the Institution:

12. Mission of the Institution:

13. Contact Information of the Head of the Institution and NBA Coordinator:

A. Head of the Institution

- Name:
- Designation:
- Mobile Number:
- Email id:

B. NBA Coordinator:

- Name:
- Designation:
- Mobile Number:
- Email id:

PART B: Criteria Summary

Name of the Program: _____

Title of the Degree: _____

Criteria No.	Name of the Criteria	Marks/ Weightage
Program Level Criteria		
1	Outcome-Based Curriculum	120
2	Outcome-Based Teaching Learning	120
3	Outcome-Based Assessment	120
4	Students' Performance	120
5	Faculty Information	100
6	Faculty Contributions	120
7	Facilities and Technical Support	100
8	Continuous Improvement	80
Institution Level Criteria		
9	Student Support and Governance	120
	Total Marks/Weights	**1000**

PART B: Program Level Criteria

Criterion 1: Outcome-based Curriculum (120)

1.1. Vision, Mission and Program Educational Objectives (PEOs) (35)

(Provide details of vision and mission and program educational objectives.)

1.1.1. State the Vision and Mission of the Institute and the Department (05)

(Vision statement typically indicates aspirations and Mission statement states the broad approach to achieve aspirations.)

1.1.2. State PEOs of the Program (05)

(State the PEOs (3 to 5) of program seeking accreditation.)

1.1.3. Process of Defining Vision, Mission and PEOs (10)

(Articulate the process involved in defining the Vision and Mission of the department and PEOs of the program.)

1.1.4. Dissemination of Vision, Mission and PEOs (05)

(Describe where (websites, curricula, posters etc.) the Vision, Mission and PEOs are published and detail the process which ensures awareness among internal and external stakeholders with effective process implementation.

Internal stakeholders may include Management, Governing Board Members, faculty, support staff, students etc. and external stakeholders may include employers, industry, alumni, funding agencies, etc.)

1.1.5. Mapping of PEOs with Mission (10)

(Generate a Mission of the Department–PEOs matrix with justification and rationale of the mapping.)

Table No.1.1.5.1: Mapping of PEOs with mission.

PEO Statements	**M_1**	**M_2**	**....**	**M_n**
PEO1:				
PEO2:				
PEON:				

Note:

- M_1, M_2. . . M_n are distinct elements of mission statement. Enter correlation levels as Low (1), Medium (2) and High (3). If there is no correlation, put "-"

1.2. Curriculum Structure and Features (30)

1.2.1. State the Process for Developing/Revising the Program Curriculum (10)

Describe the process that periodically documents and demonstrates how the program curriculum has evolved, considering the Washington Accord Knowledge and Attitude Profile (WKs) and the Program Outcomes (POs) defined by the NBA, as listed in Annexure-II. Describe the process involving both internal and external stakeholders in framing the curriculum.)

1.2.2. Curriculum Structure (10)

(Provide details of courses in terms of teaching and learning scheme and number of credits in the Program curriculum.)

Table No.1.2.2.1: Details of various courses presented in terms of teaching and learning scheme.

Course Code	Course Titles	Teaching & Learning Scheme					
		Classroom Instruction (CI) (in hours per semester)		Lab Instruction (LI) (in hours per semester)	Term Work (TW) and Self Learning (SL) (TW+ SL) (in hours per semester)	Total no. of Hours per semester	Total Credits (C)* (Total Hours/30)
		L	T	P	SL		
101	C++	42	14	28	36	120	120/30=4
102	Chemistry Laboratory			42	18	60	60/30=2
…							

*This is as per the new National Credit Framework, which accounts for 30 hrs. of learning as equivalent to 1 credit. Those universities which are still following the LTP will transform them into no. of hours and fill in the above table.

Legend:

CI: Classroom Instruction (Includes different instructional/implementation strategies i.e. Lecture (L), Tutorial (T), Case method, Demonstrations, Video demonstration, Problem based learning etc. to deliver theoretical concepts)

LI: Laboratory Instruction (Includes experiments/practical performances /problem-based experiences in laboratory, workshop, field or other locations using different instructional/Implementation strategies)

TW: Term work (includes assignments, seminars, micro projects, industrial visits, any other student activities etc.)

SL: Self Learning, MOOCs, spoken tutorials, online educational resources etc.(If Provided in curriculum structure.)

1.2.3. Components of Curriculum (05)

(Provide details of Curriculum components for all relevant Years.)

Table No.1.3.3.1: Program curriculum grouping based on curriculum components.

Curriculum Component	Curriculum Content (% of total number of credits of the program)	Total number of contact hours	Total number of credits
Basic Sciences			
Basic Engineering			
Humanities and Social Sciences			
Program Core			
Program Electives			
Open Electives			
Project(s)			
Internships/Seminars			
Any other (Please specify)			
Total number of Credits:			

Add more rows, if required

1.2.4. Strategies for Education Reforms (05)

(A brief explanation of the plans to implement and map activities in curriculum design with multidisciplinary and interdisciplinary programs, the establishment of an academic bank of credits system, APAAR etc.)

1.3. PO, PSO and their Mapping with Courses (20)

1.3.1. POs and PSOs (05)

(Program Specific Outcomes (PSOs) are defined by the program, with up to 3 PSOs specified.)

List of POs as Defined by NBA in Annexure II.

List of PSOs (up to 3)

(Provide details of the PSOs for the program currently seeking accreditation.)

1.3.2. Mapping between the Courses and POs/PSOs (15)

(Mention the courses relevant to the POs/PSOs.)

Table No.1.3.1: Connection of courses with POs/PSOs.

PO Number	List of Courses
PO1:	
PO2:	
PON:	

Add more rows for PSOs

1.4. Course Outcomes and Course Articulation Matrix (30)

1.4.1. Course Outcome (Semester Wise) (15)

(Provide Course outcomes (COs) for two core courses per semester from 1-8 semesters as a sample. The maximum number of outcomes for a course is expected

to be around 6. COs should reflect on the measurable outcomes towards attaining POs and PSOs).

Table No. 1.4.1.1: Course outcomes.

Semester No:			
Course Title:		**Course Code:**	
Course Outcome No.	**Course Outcome Statement**		

1.4.2. Course Articulation Matrix (15)

(Provide course articulation matrices for two core courses per semester from 1-8 semesters which have been provided in the section 1.4.1. Select courses to demonstrate the mapping/correlation with POs and PSOs.)

Table No.1.4.2: Course articulation matrix.

Course Name: **Course Code:**

Course Outcomes (COs) code & Statement	**Program Outcomes (POs)**											**Program Specific Outcomes (PSOs)**	
	PO-1	**PO-2**	**PO-3**	**PO-4**	**PO-5**	**PO-6**	**PO-7**	**PO-8**	**PO-9**	**PO-10**	**PO-11**	**PSO-1**	**PSO-2**
CO-1													
CO-2													
CO-3													
CO-4													
CO-5													

Add more columns for PSOs if any

Note:

- Enter correlation levels 1, 2 or 3 as defined below:
- 1: Slight (Low)
- 2: Moderate (Medium)
- 3: Substantial (High),
- If there is no correlation, put "-"

1.5. Program Articulation Matrix (05)

Table No.1.5.1: Program articulation matrix

Course Code	**Course Name**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**
C101												

C202												
C303												
….												
C4…												

Add more columns for PSOs if any.

Criterion 2: Outcome-Based Teaching Learning (120)

2.1. Describe Processes Followed to Ensure Quality of Teaching & Learning (20)

(Processes may include adherence to academic calendar and instruction methods using pedagogical initiatives such as real-world examples, collaborative learning, quality of laboratory experience with regard to conducting experiments, recording observations, analysis of data etc. encouraging fast learners, assisting slow learners etc. The implementation details and impact analysis need to be documented.)

2.2. Quality of Student Capstone Project (25)

(Quality of the capstone/major project is measured in terms of consideration to factors including, but not limited to, environment, sustainability, safety, ethics, cost, type (application, product, research, review etc.) and standards. Processes related to project identification, allotment, continuous monitoring, evaluation including demonstration of working prototypes and enhancing the relevance of projects.

Mention implementation details including details of POs and PSOs addressed through the projects with justification.)

2.3. Internship/Industrial Training (10)

(Describe process, duration, POs/PSOs addressed.)

2.4. Seminar and Mini/Micro Projects (10)

(Describe process, POs/PSOs addressed.)

2.5. Case Studies and Real-Life Examples (10)

(Type and complexity, POs/PSOs addressed.)

2.6. SWAYAM/NPTEL/MOOC/Self Learning (10)

(Number of students registered, certification and POs/PSOs addressed.)

2.7. Solving Complex Engineering Problems Incorporating Sustainability Goals (20)

(Provide details of core courses (Project based learning, problem-based learning), mini projects, integrated design projects, capstone projects, hackathon or any other activity-based learning towards solving complex engineering problems targeting relevant SDGs.)

2.8. Steps Taken for Enhancing Industry Institute Partnerships (15)

(Provide details of partial delivery of courses, industry supported labs, industry offered short-term programs/training etc.)

Criterion 3: Outcome-Based Assessment (120)

3.1. Evaluation of Continuous Assessment: Assignments, Unit Tests, Mid-Term, etc. (10)

(Describe the process of evaluation followed during continuous assessment to maintain quality of assessment; constructive alignment of questions with COs and hence POs/ PSOs. Details to be kept in course files for evaluation.)

3.2. Evaluation of the Semester End Exam (SEE) Question Paper (10)

(Describe the process of setting of SEE papers & their evaluation to maintain quality of assessment, constructive alignment of questions with COs and POs/PSOs. Details to be kept in course files for evaluation.)

3.3. Evaluation of Laboratory Work and Workshop (Continuous and SEE) (10)

(Provide details of rubrics used to assess learnings in laboratories and workshops linking with COs and POs/PSOs targeted. Evidence of student assessments through rubrics to be kept in course files for evaluation.)

3.4. Evaluation of Industrial Training/ Internship (Continuous and SEE) (10)

(Provide details of rubrics used to assess learnings in internships/industrial trainings linking POs/PSOs targeted for attainment. Evidence of student assessments through rubrics to be kept in course files for evaluation.)

3.5. Evaluation of Projects (20)

(Provide details of rubrics used to assess learnings in projects linking POs/PSOs targeted for attainment. Evidence of student assessments through rubrics to be kept in course files for evaluation.)

3.6. Evidence of Addressing Sustainable Development Goals (SDG) (10)

(Provide details of student work carried out to meet sustainable development goals such as research work, project work, student activities etc. Evidence in the form of a portfolio to be made available during the visit.)

3.7. Attainment of Course Outcomes (25)

3.7.1. Describe the Assessment Tools and Processes Used to Gather the Data for the Evaluation of Course Outcome (05)

(Describe different assessment tools (semester end examinations, mid-semester tests, laboratory examinations, student portfolios etc.,) to measure the student learning and hence attainment of course outcomes.)

3.7.2. Record the Attainment of Course Outcomes of all Courses with Respect to Set Attainment Levels (20)

(Program shall set course outcome attainment levels for each course. Measuring CO attainment through Continuous Internal Examinations (CIE) and Semester End Examination (SEE) needs to be detailed.

Target may be stated in terms of percentage of students getting more than class average marks or set by the program in each of the associated COs in the assessment

instruments (midterm tests, assignments, mini projects, reports and presentations etc. as mapped with the COs.))

3.8. Attainment of Program Outcomes and Program Specific Outcomes (25)

(The attainment of POs and PSOs by direct assessment based on student performance and indirect assessment based on surveys are to be presented through program level Course-PO&PSO matrices as indicated.)

PO and PSO Attainment:

Table No.3.8.1: PO and PSO attainment value using direct assessment tools.

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
C101											
C102											
…											
C409											
Direct Attainment											

Add more columns as needed for PSOs if any.

Note:

- C101, C102 are indicative courses in the first year. Similarly, C409 is final year course. First numeric digit indicates year of study and remaining two digits indicate course nos. in the respective year of study.
- Direct attainment of a PO/PSO is determined by taking average across all courses addressing that PO/PSO.

Table No. 3.8.2: PO and PSO attainment value using indirect assessment tools.

Name of the Survey	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
Survey 1											
Survey 2											
Survey 3											
…..											
Indirect Attainment											

Add more columns as needed for PSOs if any.

Note:

- Mention the type of survey conducted and the location of its source.
- Indirect attainment level of a PO/PSO is determined based on the student exit surveys, employer surveys, etc.

Table No.3.8.3: Overall PO and PSO attainment value

Assessment	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
Direct Attainment											

Indirect Attainment											
Overall Attainment											

Add more columns as needed for PSOs if any.

Criterion 4: Students' Performance (120)

Table No. 4A: Admission details for the program excluding those admitted through multiple entry and exit points.

Item (Information is to be provided cumulatively for all the shifts with explicit headings, wherever applicable)	**CAY**	**CAYm1**	**CAYm2**	**CAYm3**	**CAYm4 (LYG)**	**CAYm5 (LYGm1)**	**CAYm6 (LYGm2)**
N= Sanctioned intake of the program (as per AICTE /Competent authority)							
N1= Total no. of students admitted in the 1st year minus the no. of students, who migrated to other programs/ institutions plus no. of students, who migrated to this program							
N2= Number of students admitted in 2nd year in the same batch via lateral entry including leftover seats							
N3= Separate division if any							
N4= Total no. of students admitted in the 1st year via all supernumerary quotas							
Total number of students admitted in the program (N1 + N2 + N3 + N4) - excluding those admitted through multiple entry and exit points.							

CAY= Current Academic Year.
CAYm1= Current Academic Year Minus 1= Current Assessment Year.
CAYm2= Current Academic Year Minus 2= Current Assessment Year Minus 1.
LYG= Last Year Graduate.
LYGm1= Last Year Graduate Minus 1.
LYGm2= Last Year Graduate Minus 2.

Example for Table **No.4A**: Admission details for the program excluding those admitted through multiple entry and exit points.

Item (Information is to be provided cumulatively for all the shifts with explicit headings, wherever applicable)	**CAY 2023-24**	**CAY*m*1 2022-23**	**CAY*m*2 2021-22**	**CAYm3 2020-21**	**CAYm4 (LYG) 2019-20**	**CAYm5 (LYGm1) 2018-19**	**CAYm6 (LYGm2) 2017-18**
N= Sanctioned intake of the program (as per AICTE /Competent authority)	120	120	120	120	120	120	120
N1= Total no. of students admitted in the 1st year minus the no. of students, who migrated to other programs/ institutions plus no. of students, who migrated to this program	120	120	116	120	120	120	120
N2= Number of students admitted in 2nd year in the same batch via lateral entry including leftover seats	00	11	09	10	11	10	11
N3= Separate division if any	00	00	00	00	00	00	00
N4= Total no. of students admitted in the 1st year via all supernumerary quotas	00	01	00	00	00	00	00
Total number of students admitted in the program (N1 + N2 + N3 + N4) - excluding those admitted through multiple entry and exit points.	120	132	125	130	131	130	131

Table No. 4B: Admission details for the program through multiple entry and exit points.

Item (No. of students admitted/exited through multiple entry and exit points) in the respective batch		**CAY**	**CAY*m*1**	**CAY*m*2**	**CAYm3**	**CAYm4 (LYG)**	**CAYm5 (LYGm1)**	**CAYm6 (LYGm2)**
N5(Multiple entry) N5=N52+N53+N54	N52= No. of students admitted in 2nd year via multiple entry and exit points in same batch							
	N53= No. of students admitted in 3rd year via multiple entry and exit points in same batch							
	N54= No. of students admitted in 4th year via multiple entry and exit points in same batch							
N5=N52+N53+N54								

N6 (Multiple exit) N6=N61+N62+N63	N61= No. of students exits after 1st year via multiple entry and exit points in same batch							
	N62= No. of students exit after 2nd year via multiple entry and exit points							
	N63= No. of students exit after 3rd year via multiple entry and exit points in same batch							
	N6=N61+N62+N63							

Example for Table **No.4B**: Admission details for the program through multiple entry and exit points.

Item (No. of students admitted/exited through multiple entry and exit points) in the respective batch		**CAY 2023-24**	**CAY*m*1 2022-23**	**CAY*m*2 2021-22**	**CAYm3 2020-21**	**CAYm4 (LYG) 2019-20**	**CAYm5 (LYGm1) 2018-19**	**CAYm6 (LYGm2) 2017-18**
N5(Multiple entry) N5=N52+N53+N54	N52= No. of students admitted in 2nd year via multiple entry and exit points in same batch	0(NA)	2	1	2	1	1	2 (a)
	N53= No. of students admitted in 3rd year via multiple entry and exit points in same batch	0(NA)	0(NA)	0	0	0	0	1 (b)
	N54= No. of students admitted in 4th year via multiple entry and exit points in same batch	0(NA)	0(NA)	0(NA)	0	0	0	1 (c)
	N5=N52+N53+N54	0(NA)	2	1	2	1	1	4
N6 (Multiple exit) N6=N61+N62+N63	N61= No. of students exits after 1st year via multiple entry and exit points in same batch	0(NA)	1	1	1	0	1	1 (d)
	N62= No. of students exit after 2nd year via multiple entry and exit points	0(NA)	0(NA)	0	0	0	0	1(e)
	N63= No. of students exit after 3rd year via multiple entry and exit points in same batch	0(NA)	0(NA)	0(NA)	0	0	0	0 (f)
	N6=N61+N62+N63	0(NA)	1	1	1	0	1	2

1. **Example:** Multiple entry for Batch LYG m2 (2017-18):
   - ❖ No. of students admitted through multiple entry: 4
   - ❖ Breakdown: 2(a) + 1(b) + 1(c), where:
     - o a = no. of students admitted in 2nd year
     - o b = no. of students admitted in 3rd year
     - o c = no. of students admitted in 4th year
   - ❖ Therefore, for batch LYG m2 (2017-18):
     - o 2 students were admitted in the 2nd year.
     - o 1 student was admitted each in the 3rd and 4th years.
2. **Example:** Multiple exit for Batch LYG m2 (2017-18):
   - ❖ No. of students exiting/dropped through multiple exit: 2
   - ❖ Breakdown: 1(d) + 1(e) + 0(f)), where:
     - o d = no. of students exiting after 1st year
     - o e = no. of students exiting after 2nd year
     - o f = no. of students exiting after 3rd year
   - ❖ Therefore, for batch LYG m2 (2017-18):
     - o 1 student exited after the 1st year.
     - o 1 student exited after the 2nd year.
     - o No students exited after the 3rd year.

Table No. 4C: No. of students graduated within the stipulated period of the program.

Year of entry	**Total no. of students (N1 + *N*2 + N3+ N4+N5-N6 as defined above)**	Number of students who have successfully graduated in the stipulated period of study **[Total of with Backlogs+ without Backlogs]**			
		I Year	**II Year**	**III Year**	**IV Year**
CAY					
CAYm1					
CAYm2					
CAYm3					
CAYm4 (LYG)					
CAYm5 (LYGm1)					
CAYm6 (LYGm2)					

Example for **Table No.4C:** No. of students graduated within the stipulated period of the program.

Year of entry	Total no. of students (N1 + *N*2 + N3+ N4+N5-N6 as defined above)	Number of students who have successfully graduated in the stipulated period of study **[Total of with Backlogs+ without Backlogs]**			
		I Year	**II Year**	**III Year**	**IV Year**
2023-24 CAY	**120** (120+0+0+0+0(NA)-0(NA)				
2022-23 CAYm1	**133** (120+11+0+1+2-1)	128			
2021-22 CAYm2	**125** (116+9+0+0+1-1)	123	121		
2020-21 CAYm3	**131** (120+10+0+0+2-1)	125	123	121	
2019-20 CAYm4 (LYG)	**132** (120+11+0+0+1-0)	127	125	125	123
2018-19 CAYm5 (LYGm1)	**130** (120+10+0+0+1-1)	125	123	122	121
2017-18 CAYm6 (LYGm2)	**133** (120+11+0+0+4-2)	129	127	126	124

4.1. Enrolment Ratio in the First Year (20)

ER Points= Average ER*100

Table No.4.1.1: Student enrolment ratio in the 1st year.

Item (Students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2))	**CAY**	**CAYm1**	**CAYm2**
N= Sanctioned intake of the program in the 1st year (as per AICTE/Competent authority)			
N1= Total no. of students admitted in the 1st year minus the no. of students, who migrated to other programs/ institutions plus no. of students, who migrated to this program			
N4= Total no. of students admitted in the 1st year via all supernumerary quotas			
Enrolment Ratio (ER)= (N1+N4)/N	ER_1	ER_2	ER_3
Average ER= (ER_1+ ER_2+ ER_3)/3			

Example for **Table No.4.1.1:** Student enrolment ratio in the 1st year.

Item (Students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2))	**CAY 2023-24**	**CAY*m*1 2022-23**	**CAY*m*2 2021-22**
N= Sanctioned intake of the program in the 1st year (as per AICTE/Competent authority)	120	120	120
N1= Total no. of students admitted in the 1st year minus the no. of students, who migrated to other programs/ institutions plus no. of students, who migrated to this program	120	120	116
N4= Total no. of students admitted in the 1st year via all supernumerary quotas	00	01	00
Enrolment Ratio (ER)=(N1+N4)/N	1.00	1.01	0.97
Average ER = (ER_1+ ER_2+ ER_3)/3	0.99		

Table No. 4.1.2: The marks distribution for enrolment ratio in the 1st year.

Item (Students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2))	**Marks**
>= 90% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2)	20
>= 80% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2)	17
>= 70% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2)	14
>= 60% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2)	11
>= 50% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2)	08
>= 40% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2)	05

4.2. Success Rate of the Students in the Stipulated Period of the Program (15)

Success Rate (SR) = (No. of students who graduated from the program in the stipulated course duration) /(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).

Average SR = Mean of SR for the past three batches.

SR Points = 1.5 * Average SR/10.

Table No.4.2.1: The success rate in the stipulated period of a program.

Item	LYG	LYGm1	LYGm2
A*= (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).			
B=No. of students who graduated from the program in the stipulated course duration			
Success Rate (SR)= (B/A) * 100	SR_1	SR_2	SR_3
Average SR of three batches ((SR_1+ SR_2+ SR_3)/3)			

Note *: If the value of A in Table No. 4.2.1 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 including leftover seats (N2).

4.3. Academic Performance of the First-Year Students of the Program (10)

Academic Performance = Average Academic Performance Index (API), where

API = ((Mean of 1st 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 1st year/10)) * (Number of successful students/number of students appeared in the examination)

Successful students are those who have proceeded to the 2nd year.

Table No.4.3.1: Academic Performance of the First-Year Students of the Program.

Academic Performance	CAYm1	CAYm2	CAYm3
X= (Mean of 1st 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 1st year/10)			
Y= Total no. of successful students			

Z = Total no. of students appeared in the examination			
API = X* (Y/Z)	AP1	AP2	AP3
Average API = (AP1 + AP2 + AP3)/3			

4.4 Academic Performance of the Second Year Students of the Program (10)

Academic Performance = Average Academic Performance Index (API), where

API = ((Mean of 2nd Year Grade Point Average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 2nd Year/10)) * (Number of successful students/number of students appeared in the examination).

Successful students are those who have proceeded to the 3rd year.

Table No.4.4.1: Academic Performance of the Second Year Students of the Program.

Academic Performance	CAYm1	CAYm2	CAYm3
X= (Mean of 2nd year grade point average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 2rd year/10)			
Y= Total no. of successful students			
Z =Total no. of students appeared in the examination			
API = X* (Y/Z)	AP1	AP2	AP3
Average API = (AP1 + AP2 + AP3)/3			

4.5 Academic Performance of the Third Year Students of the Program (10)

Academic Performance = Average Academic Performance Index (API), where

API = ((Mean of 3rd Year Grade Point Average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 3rd Year/10)) * (Number of successful students/number of students appeared in the examination).

Successful students are those who have proceeded to the 4th year.

Table No.4.5.1: Academic Performance of the Third Year Students of the Program

Academic Performance	CAYm1	CAYm2	CAYm3
X= (Mean of 3rd year grade point average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 3rd year/10)			
Y= Total no. of successful students			

Z= Total no. of students appeared in the examination			
API = X* (Y/Z)	AP1	AP2	AP3
Average API = (AP1 + AP2 + AP3)/3			

4.6 Placement, Higher Studies and Entrepreneurship (30)

Placement index points= 0.3 * Average placement index (P).

Table No. 4.6.1: Placement, higher studies, and entrepreneurship details.

Item	LYG	LYGm1	LYGm2
FS*=Total no. of final year students			
X= No. of students placed			
Y= No. of students admitted to higher studies			
Z= No. of students taking up entrepreneurship			
X + Y + Z =			
Placement Index (P) = (((X + Y + Z)/FS) * 100)	P_1	P_2	P-3
Average placement index = (P_1 + P_2 + P_3)/3			

Note *: If the value of FS in Table No. 4.6.1 is less than the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2), then the value of FS in Table No. 4.6.1 should be the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2).

4.7 Professional Activities (25)

4.7.1 Professional Societies/ Bodies, Chapters, Clubs, and Professional Engineering Events Organized (05)

(Provide a list of active professional societies/bodies, chapters, and clubs that exist at the departmental/cluster level in the past 3 years, and also provide a list of events organized by the professional societies, chapters, and clubs over the past 3 years.)

Table No. 4.7.1.1: List of active professional societies/bodies/chapters/clubs.

S.N.	Name of the Professional Societies/Bodies, Chapters, Clubs
1.	
..	

Table No. 4.7.1.2: List of events/programs organized.

S.N.	Name of the Professional Societies/Bodies/Chapters/ Clubs	Name of the Event	National/ International level	Date of Event
CAYm1				

1				
…				
CAYm2				
1				
..				
CAYm3				
1				
..				

4.7.2 Student's Participations in Professional Events (10)

(Provide details of students, who have participated at other institutes in various professional events, such as hackathons, codeathons, ideathons, etc., over the past 3 years.)

Table No. 4.7.2.1: List of students participated in professional events.

S.N.	Name of the Student	Name of the Event	State /National/ International level	Date of Event	Name of the award if any
CAYm1					
1					
..					
CAYm2					
1					
..					
CAYm3					
1					
..					

4.7.3 Publication of Journals, Magazines, Newsletters, etc. in the Department (05)

(Provide details of journals, magazines, newsletters, etc., published by the department, along with the names of the editors, issue numbers, volume numbers, and a list of students involved for the past 3 years.)

Table No. 4.7.3.1: List of students involved in publication of journals, magazines, and newsletters, etc. in the Department.

S.N.	Name of the Journal, Magazine, Newsletter	Name of the Editor	Name of the Student & Semester	No. of Issues	Hard copy/ Soft copy
CAYm1					
1					

..					
CAYm2					
1					
..					
CAYm3					
1					
..					

4.7.4 Student Publications (05)

(Provide details of student publications in journals, conferences, etc., for the past 3 years.)

Table No. 4.7.4.1: List of student publications.

S.N.	Name of the Student & Semester	Name of the Publisher	Name of the Journal/ Conference, etc.	Volume No. & Issue No.	Name of the Award if any
CAYm1					
1					
..					
CAYm2					
1					
..					
CAYm3					
1					
..					

Criterion 5: Faculty Information (100)

Table No. 5A: Faculty details

S.N.	Name of the Faculty	PAN No.	APAAR faculty ID*(if any)	Highest degree	University	Area of Specialization	Date of Joining in this Institution	Date of Joining in the Department (in case of transfer from one Department to another) if any	Experience in years in current institute	Designation at Time Joining in this Institution	Present Designation	The date on which Designated as Professor/ Associate Professor if any	Nature of Association (Regular/ Contract/ Ad hoc)	If contractual mention Full time or (Part time or hourly based)	Currently Associated (Y/N)	Date of Leaving if any (In case Currently Associated is "No")
1																
..																

Note 1: Please provide details of the faculty in the Department and allied Departments, including cumulative information for all three academic years starting from the current academic year (CAY) in the specified format. Programs such as MCA, BCA, Diploma (Engineering), and other non-engineering programs running in the Department and allied Departments 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 regular faculty members shall meet the AICTE qualifications and experience requirements. 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:

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.
C. Visiting faculty/adjunct faculty, who are working on hourly based faculty will not be counted

Note 4:

A. The Professor of Practice (PoP), Associate Professor of Practice (PoP), and Assistant Professor of Practice (PoP) (Full-time basis) will be considered as per the qualifications and experience prescribed by the AICTE for the NBA evaluation process for accreditation of Engineering programs. e.g. for calculation of SFR, Faculty Qualification, Faculty Cadre Proportion, Faculty Retention Ratio and Faculty members participation in STTPs/FDPs. The maximum number of faculty members engaged as Professor of Practice (PoP) with the required faculty strength (Cadre Ratio) as per AICTE norm will be 20% wherein 5% (ratio 3:1) is exclusively reserved for Women Professor of Practice (PoP), Associate /Assistant Professor of Practice (PoP) (Full-time basis)

5.1. Student-Faculty Ratio (30)

(SFR to be calculated at Department level considering all UG and PG engineering programs in the Department; include allied department programs/clusters as well.)

- No. of UG(Engineering) programs in Department including allied departments/ clusters (UG_n):
  - UG_1=1st UG program
  - UG_n=nth UG program
    - **B=** No. of Students in UG 2nd year (**ST**)
    - **C=** No. of Students in UG 3rd year (**ST**)
    - **D=** No. of Students in UG 4th year (**ST**)
- No. of PG (Engineering) programs in Department including allied departments/ clusters (PG_m):
  - PG_1=1st PG program.
  - PG_m=mth PG program
    - **A=** No. of Students in PG 1st year
    - **B=** No. of Students in PG 2nd year
- Student Faculty Ratio (**SFR**) = S/F
  - **S**= No. of students of all programs in the Department including all students of allied departments/clusters.
    - **No. of students (ST)=**Sanctioned Intake (SA)+ Actual admitted students via lateral entry including leftover seats (L) if any (limited to 10 % of SA)
    - Students who admitted under supernumerary quotas (SNQ, EWS, etc) will not be considered in calculating SFR value. Those students are **exempted**.
  - **F**=Total no. of regular or contractual faculty members (Full Time) in the Department, including allied departments/clusters (excluding first year faculty (The faculty members who have a 100% teaching load in the first-year courses)).

Example: Table No. 5.1.1: Calculation of no. of students admitted in the program though lateral entry or left-over seats.

Let us assume that sanctioned intake of the program (SA)=120				
Example case	**No. of students admitted in 1st year**	**Leftover seats/Unfilled seats in 1st year**	**No. of actually students admitted in 2nd year, L= a+ b; a=Lateral entry admission (maximum 10% of SA) b=Leftover seats admitted in 2nd year**	**No. of students in the program to be considered for SFR calculation (ST)= (SA + L) limited to 110 % of SA**
Case 1	120	00	00	120 (120+00)
Case 2	120	00	12	132 (120+12)
Case 3	120	00	06	126 (120+06)
Case 4	60	60	00	120 (120+00)
Case 5	75	45	06	126 (120+06)
Case 6	82	38	12	132 (120+12)
Case 7	88	32	44*	132 (120+12)
Case 8	60	60	42*	132 (120+12)

***Note:**

If the number of students admitted in 2nd year via lateral entry including left over seats (L) is more than 10% of the sanctioned intake in the respective program, then the total number of students considered to be admitted in the program (ST) should be the

sanctioned intake program plus 10% of the sanctioned intake program. Additionally, the (ST) value cannot exceed 132 in the given example.

Table No. 5.1.2: Student-faculty ratio

Year	**CAY**	**CAYm1**	**CAYm2**
UG_1. B			
UG_1. C			
UG_1. D			
UG_1	UG_1.B+ UG_1.C+ UG_1.D	UG_1.B+ UG_1.C+ UG_1.D	UG_1.B+ UG_1.C+ UG_1.D
…			
UG_n. B			
UG_n. C			
UG_n. D			
UG_n	UG_n.B+UG_n.C+UG_n.D	UG_n.B+UG_n.C+UG_n.D	UG_n.B+UG_n.C+UG_n.D
PG_1. A			
PG_1. B			
PG_1	PG_1.A+ PG_1.B	PG_1.A+ PG_1.B	PG_1.A+ PG_1.B
…..			
PG_m. A			
PG_m. B			
PG_m	PG_m.A+ PG_m.B	PG_m.A+ PG_m.B	PG_m.A+ PG_m.B
DS=Total no. of students in all UG and PG programs in the Department	…..	…..	…..
AS=Total no. of students of all UG and PG programs in allied departments	…..	…..	…..
S=Total no. of students in the Department (DS) and allied departments (AS)	S1=UG_1+UG_2+..+UG_n+PG_1 +…PG_m	S2=UG_1+UG_2+..+UG_n+PG_1 +…PG_m	S3=UG_1+UG_2+..+UG_n+PG_1 +…PG_m
DF=Total no. of faculty members in the Department	…..	…..	…..
AF= Total no. of faculty members in the allied Departments	…..	…..	…..
F=Total no. of faculty members in the Department (DF) and allied Departments (AF)	F1	F2	F3
PoP=Total no. of PoP in the Department (DF) and allied Departments (AF)	PoP1	PoP2	PoP3
FF=The faculty members in F who have a 100% teaching load in the first-year courses	FF1	FF2	FF3
TF= Total faculty= F+PoP-FF	TF1	TF3	TF3
Student Faculty Ratio (SFR)=S/(TF)	SFR1= S1/ TF1	SFR2=S2/ TF2	SFR3=S3/ TF3
Average SFR for 3 years	Average SFR=(SFR1+SFR2+SFR3)/3		

Note: Programs such as MCA, BCA, Diploma (Engineering), and other non-engineering programs running in the Department or allied Departments need to have sufficient faculty members to support those programs. These faculty members and students should not be included in Table No. 5.1.2.

Note:

Marks to be given proportionally from a maximum of 30 to a minimum of 15 for average SFR between 15:1 to 25:1, and zero for average SFR higher than 25:1. Marks distribution is given as below:

SFR $\leq$ 15 - 30 Marks
$\leq$ 17 - 27 Marks
$\leq$ 19 - 24 Marks
$\leq$ 21 - 21 Marks
$\leq$ 23 - 18 Marks
$\leq$ 25 - 15 Marks
> 25 - 00 Mark

Example 1: Computer Science and Engineering Department (Cluster Programs)/ (See Annexure-III):

If the College offers a cluster of Undergraduate(UG) engineering programs & Postgraduate (PG) Engineering Programs in for **example Computer Science and Engineering (CSE),** such as UG-Engineering-CSE, UG-Engineering-CSE (Artificial Intelligence), UG-Engineering-CSE (Artificial Intelligence and Machine Learning), UG-Engineering-CSE (Cyber Security), UG-Engineering-CSE (Data Science), UG-Engineering-Information Technology, PG-Engineering-CSE within the Department or a separate Department, they will be counted as **one cluster(Department**). The SFR should be calculated as follows:

- No. of UG ((Engineering) Programs in Department including allied departments/clusters (UG_n): 6
  1. UG_1=UG-Engineering-CSE
  2. UG_2=UG-Engineering-CSE (Artificial Intelligence)
  3. UG_3=UG-Engineering-CSE (Artificial Intelligence and Machine Learning)
  4. UG_4=UG-Engineering-CSE (Cyber Security)
  5. UG_5=UG-Engineering-CSE (Data Science)
  6. UG_6=UG-Engineering-Information Technology
- No. of PG ((Engineering) Programs in Department including allied departments/clusters (PG_m): 1
  1. PG_1=PG-Engineering-CSE.

Let's assume that the **Department of Computer Science** is offering programs like UG_1=UG-Engineering-CSE, UG_2=UG-Engineering-CSE (Artificial Intelligence), UG_3=UG-Engineering-CSE (Artificial Intelligence and Machine Learning), UG_4=UG-Engineering-CSE (Cyber Security), UG_5=UG-Engineering-CSE (Data Science), and PG_1=PG-Engineering-CSE. Additionally, **Allied Departments like Information Technology** is offering UG_6=UG-Engineering-Information Technology in the above said example. The SFR is to be calculated as follows:

Example: Student-Faculty Ratio for Table No. 5.1.2.

Student	CAY	CAYm1	CAYm2
UG_1. B	132	132	131
UG_1. C	132	131	130
UG_1. D	131	130	129
UG_1 **(UG-Engineering-CSE)**	**395**	**393**	**390**
UG_2. B	131	130	125
UG_2. C	130	125	130
UG_2. D	125	130	123
UG_2 **(UG-Engineering-CSE (Artificial Intelligence))**	**386**	**385**	**378**
UG_3. B	126	122	120
UG_3. C	122	120	112
UG_3. D	120	122	119
UG_3 **(UG-Engineering-CSE (Artificial Intelligence and Machine Learning))**	**368**	**364**	**351**
UG_4. B	132	132	130
UG_4. C	132	130	130
UG_4. D	130	130	129
UG_4 **(UG-Engineering-CSE (Cyber Security)**	**394**	**392**	**389**
UG_5. B	131	130	124
UG_5. C	130	124	130
UG_5. D	124	130	121
UG_5 **(UG-Engineering-CSE (Data science))**	**385**	**384**	**375**
UG_6. B	132	131	130
UG_6. C	131	130	130
UG_6. D	130	130	128
UG_6 **(UG-Engineering (Information Technology))**	**393**	**391**	**388**
PG_1. A	18	18	18
PG_1. B	18	18	18
PG_1 **(PG-Engineering-CSE)**	**36**	**36**	**36**
DS=Total no. of students in the Department (UG_1, UG_2, UG_4, UG_5, PG_1)	**1,964**	**1,954**	**1,919**
AS=Total no. of students in allied departments (UG_6)	**393**	**391**	**388**
S=Total no. of students in the Department (DS) and allied departments (AS)	S1=2,357 (2,321 (all UGs) +36(PG))	S2=2,345 (2,309(all UGs)+36(PG))	S3=2,307 (2,271(all UGs)+36(PG))
DF=No. of faculty members in the Department	95	99	100
AF=No. of faculty members in the allied Departments	25	25	25

F=Total no. of faculty members in the Department (DF) and allied Departments (AF)	F1=120	F2=124	F3=125
PoP=Total no. of PoP in the Department (DF) and allied Departments (AF)	00	00	00
FF=The faculty members who have a 100% teaching load in the first-year courses	00	00	00
TF= Total faculty= F+PoP-FF	120	124	125
Student Faculty Ratio (SFR)=S/TF	SFR1=2,357/120= 19.64	SFR2=2,345/124=18.91	SFR3=2,307/125= 18.46
Average SFR for 3 years	Average SFR= (19.64+18.91+18.46)/3=19.00		

5.2. Faculty Qualification (25)

- Faculty qualification index (FQI) = 2.5 * [(10X +4Y)/RF] where
  - X=No. of faculty members with Ph.D. degree or equivalent as per AICTE/UGC norms.
  - Y=No. of faculty members with M. Tech. or ME degree or equivalent as per AICTE/ UGC norms.
  - RF=No. of required faculty in the Department including allied Departments adhere to the 20:1 Student-Faculty ratio, with calculations based on both student numbers and faculty requirements as per section 5.1 of SAR; (RF=S/20).

Table No.5.2.1: Faculty qualification.

Year	X	Y	RF	FQI= 2.5 * [(10X +4Y)/RF]
CAY				
CAYm1				
CAYm2				
Average Assessment				

Note:

- To determine the RF value (No. of required faculty in the Department including allied Departments to adhere to the 20:1 Student-Faculty ratio), all students (S as defined in section 5.1 of SAR) in the department including allied Departments need to be considered.
- The programs, such as MCA, BCA, Diploma (Engineering) and other non-engineering programs running in the Department including allied Departments need to have sufficient faculty members to support those programs and exclude the faculty members and students listed in Table No. 5.2.1 (X, Y, and RF).

5.3. Faculty Cadre Proportion (25)

- Faculty Cadre Proportion is 1(RF1): 2(RF2): 6(RF3)
  - RF1= No. of Professors required = 1/9 * No. of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (S) in the Department including allied Departments as per section 5.1 of SAR.

- RF2= No. of Associate Professors required = 2/9 * No. of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (S) in the Department including allied Departments as per section 5.1 of SAR.
- RF3= No. of Assistant Professors required = 6/9 * No. of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (S) in the Department including allied Departments as per section 5.1 of SAR.

❖ Faculty cadre and qualification and experience should be as per AICTE/UGC norms.

Table No.5.3.1: Faculty cadre proportion details.

Year	Professors		Associate Professors		Assistant Professors	
	Required Faculty(RF1)	Available Faculty(AF1)	Required Faculty(RF2)	Available Faculty(AF2)	Required Faculty(RF3)	Available Faculty(AF3)
CAY						
CAYm1						
CAYm2						
Average Numbers	RF1=	AF1=	RF2=	AF2=	RF3=	AF3=

$$\text{Faculty Cadre Proportion Marks} = \left[\left[\frac{AF1}{RF1} \right] + \left[\frac{AF2}{RF2} * 0.6 \right] + \left[\frac{AF3}{RF3} * 0.4 \right] \right] * 12.5$$

❖ If AF1 = AF2= 0, then zero mark

❖ Maximum marks should be limited to 25 if they exceed the allocated marks

- Case 1: AF1/RF1=1; AF2/RF2=1; AF3/RF3=1
  Faculty Cadre Proportion marks= (1+0.6+0.4) * 12.5=25.
- Case 2: AF1/RF1=1; AF2/RF2=4/2; AF3/RF3=8/9
  Faculty Cadre Proportion marks=(1+1.2+0.36)* 12.5=32(limited to 25)

Note:

❖ All Professors (RF1, AF1), all Associate Professors (RF2, AF2), and all Assistant Professors (RF3, AF3) in the department including allied Departments should be considered for the calculation of faculty cadre proportion marks.

❖ To determine the RF1, RF2, and RF3 values, all students (S) as defined in the section 5.1 of SAR) in the department including allied Departments need to be considered.

❖ The programs, such as MCA, BCA, Diploma (Engineering) and other non-engineering programs running in the Department including allied Departments need to have sufficient faculty members to support them and exclude the faculty members listed in Table No. 5.3.1 (AF1, AF2, AF3).

5.4. Visiting/Adjunct Faculty/Professor of Practice (10)

(Provide details of participation and contributions in teaching, learning, or practical work by visiting, adjunct, and emeritus faculty; Professors of Practice (PoP), Associate Professors of Practice, and Assistant Professors of Practice, engaged on an hourly or

part-time basis, etc., from industry, research organizations, and reputed institutions, as well as retired professors, during the assessment period.)

- Provision of visiting or adjunct faculty/emeritus professor/professor of practice etc. (1)
- Minimum 50 cumulative hours per year of interaction with adjunct faculty from industry or research organization, retired professors, etc. (9)
- A minimum of 50 hours of interaction in a year will result in 3 marks for that year (3 marks * 3 years = 9 marks).

Note: Here, individuals who contribute to teaching, learning, or practical work on part-time basis or an hourly basis need to be included. There is no data repetition from Section 5.1.

Table No. 5.4.1: List of visiting/adjunct faculty/professor of practice and their teaching and practical loads.

S.N.	Name of the Person	Designation & Organization	Name of the Course	No. of hours handled
CAYm1				
1				
..				
			Total no. of hours:	
CAYm2				
1				
..				
			Total no. of hours:	
CAYm3				
1				
..				
			Total no. of hours:	

5.5. Faculty Retention (10)

Table No.5.5.1: Faculty retention ratio.

Item	CAY	CAYm1	CAYm2
RF=No. of required faculty in the Department to adhere to the 20:1 Student-Faculty ratio, with calculations based on both student numbers and faculty requirements as per section 5.1 of SAR; (RF=DS/20).			
AF=The no. of available faculty members in the Department			

A= The no. of faculty members at the current institute with less than 1 year of experience (A in AF)			
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)			
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)			
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)			
E= The no. of faculty members at the current institute with more than 4 years of experience (E in AF)			
FR=(((A*0) +(B*1)+(C*2)+(D*3)+(E*4))/RF) *2.50 (points limited to 10)	FR_1	FR_2	FR_3
Average FR= ((FR_1+ FR_2+ FR_3)/3) (marks limited to 10)			

Note:

- To. determine the RF value (Number of faculty required to comply with the 20:1 student-faculty ratio in the Department), all students (S) as defined in section 5.1 of SAR) in the department need to be considered
- The programs, such as MCA, BCA, diploma (Engineering), and other non-engineering programs running in the Department need to have sufficient faculty members to support them and exclude the faculty members listed in Table No. 5.5.1 (AF).

Example for Table No.5.5.1: Faculty retention ratio.

Item	**CAY**	**CAYm1**	**CAYm2**
RF=No. of required faculty in the Department to adhere to the 20:1 Student-Faculty ratio, with calculations based on both student numbers and faculty requirements as per section 5.1 of SAR; (RF=DS/20).	1,964/20=98	1,954/20=97	2,307/20=95
AF=The no. of available faculty members in the Department	95	99	100
A=The no. of faculty members at the current institute with less than 1 year of experience (A in AF)	1	0	2
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)	2	3	10
C=The no. of faculty members at the current	1	2	2

institute with more than 2 years and less than 3 years of experience (C in AF)			
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)	1	0	1
E= The no. of faculty members at the current institute with more than 4 years of experience (E in AF)	90	94	85
FR=(((A*0) +(B*1) +(C*2) +(D*3) + (E*4))/RF) * 2.50 (points limited to 10)	FR_1=((0+2+2+3 +360)/98)*2.50= 9.36	FR_2=((0+3+4+0 +376)/97)*2.50= 9.87	FR_3=((0+10+4+ 3+340)/95)*2.50 =9.39
Average FR= ((FR_1+ FR_2+ FR_3)/3) (marks limited to 10)	(9.36+9.87+9.39)/3=28.62/3=9.54		

Criterion 6: Faculty Contributions (120)

Here, Department Information Alone needs to be added

6.1. Professional Development Activities (60)

6.1.1. Memberships in Profession Societies at National/International Levels (05)

(Provide details of faculty members, who have active recognized professional memberships and their positions and contributions to professional societies during the assessment period.)

Table No. 6.1.1.1: List of faculty members and their memberships.

S.N.	Name of the Faculty	Name of the Professional Society /Body at National and International Level	Name of the Grade/ Level/Position
1		❖ ❖	❖ ❖
..			

6.1.2. Faculty as Resource Persons or Participants in STTPs/FDPs (10)

6.1.2.1. Faculty as Resource Persons in STTPs/FDPs (05)

(Provide details of the faculty involved as resource persons in STTP/FDP events during the assessment period.)

Table No. 6.1.2.1.1: List of faculty members as resource person in STTP/FDP events.

S.N.	Name of the Faculty as Resource Person	Name of the STTP/FDP	Date	Location	Organized by
CAYm1					
1					
..					
`CAYm2					
1					
..					
CAYm3					
1					
..					

6.1.2.2. Faculty Members' Participation in STTPs/FDPs (05)

(Provide details of faculty participated in STTP/FDP events during the assessment period with special reference to the faculty competency for the program under consideration for accreditation. Please do not give duplicate data from the section 6.1.4.)

- A Faculty scores maximum five points for participation

- ❖ Participation in 2 to 5 days Faculty/ Faculty development program: 3 Points
- ❖ Participation in >5 days Faculty/ Faculty development program: 5 points.

Table No. 6.1.2.2.1: List of faculty members participated in STTP/FDP events.

S.N.	Name of the Faculty as Resource Person or Participant	Max. 5 per Faculty		
		CAYm1	CAYm2	CAYm3
1				
..				
N				
Sum				
RF=Number of faculty required to comply with the 20:1 student-faculty ratio in the Department alone, as per section 5.1 of SAR (RF=DS/20).		RF_1	RF_2	RF_3
Assessment Points (AP)= (Sum/(0.5* RF)) (Points limited to 5 for each assessment year)		AP_1	AP_2	AP_3
Average assessment points over 3 years= ((AP_1+AP_2+AP_3)/3) (Marks limited to 5 over the assessment period)				

Note:

1. We need to consider all students (DS) in the department alone to determine the RF value (Number of faculty required to comply with the 20:1 student-faculty ratio in the Department).
2. Faculty members who participated in the FDP/STP programs at the parent institute will not be counted. Only participation in external programs will be considered.

6.1.3. Faculty Contribution in Development of SWAYAM MOOCs and other E-Content (07)

(Provide details of faculty members developed courses for various educational initiatives, including SWAYAM MOOCs/SWAYM PLUS/NPTEL, e-PG Pathshala and other e-contents during the assessment period.)

Table No. 6.1.3.1: List of faculty members developed MOOC course for the past 3 years.

S.N.	Name of the Faculty	Name of the Course Developed and available online on Swayam platform by your Department faculty
1		
..		
N		

6.1.4. Faculty Certification of MOOCs through SWAYAM, etc. (08)

(Provide details of faculty members, who have obtained MOOCs (Massive Open Online Courses) certification through platforms like SWAYAM/SWAYM PLUS/NPTEL and other approved programs during the assessment period.)

Table No. 6.1.4.1: List of faculty members obtained certification of MOOCs for the past 3 years.

S.N.	Name of the Faculty	Name of Course Passed	Course Offered by (agency)	Grade obtained if any
1				
..				
N				

6.1.5. FDP/STTP Organized by the Department (10)

(Provide details of the number of faculty development programs and short-term training programs organized by the department individually or in collaboration with other departments over the past 3 years.)

- The minimum duration of FDP/STTP is 5 days.
- 2 points per FDP/STTP, with a maximum of 4 marks per assessment year and a total maximum of 10 marks

Table No. 6.1.5.1: List of FDPs/STPs organized by Department for the past 3 years.

S.N.	Name of the Program	Date of the Program	Duration of the Program	Name of the Speaker & Designation and Organization	No. of People Attended
CAYm1					
1					
..					
CAYm2					
1					
..					
CAYm3					
1					
..					

6.1.6. Faculty Support in Student Innovative Projects (10)

(Provide details of faculty supports as a mentor, facilitator, etc. in student innovation projects in various events like hackathons, codeathons, ideathons, open research, etc.)

Table No. 6.1.6.1: List of faculty members involved in student innovative projects.

S.N.	Name of the Faculty	Name of the Event	Date of Event	Place of Event	Website Link if any

CAYm1					
1		❖ ❖			
..					
CAYm2					
1					
..					
CAYm3					
1					
..					

6.1.7. Faculty Internship/Training/Collaboration with Industry (10)

(Provide details of faculty members who have undergone internships or training in industry and research organizations, or a list of faculty members who are actively collaborating with industry.

The outcomes of internships, training, and collaborations including the number of programs organized for students and faculty members, the development of working models and prototypes, the publication of joint research papers, the number of funded projects received, etc. for the assessment period.)

Table No. 6.1.7.1: Faculty internship/training/collaboration details.

S.N.	Name of the Faculty	Name of the Internship/ Training/ Collaboration	Name of the Company & Place	Duration	Outcomes of Internship/ Training/ Collaboration
1		❖ ❖	❖ ❖	❖	❖ ❖
..		❖	❖	❖	❖

6.2. Research and Development Activities (60)

6.2.1. Academic Research (10)

(Provide details of compiled list including research papers, available online or in hard-copy, from reputable publishers and should be list of Scopus/WoS. Only papers with the faculty member's affiliation aligned with the current institution are considered. Each entry in the comprehensive list includes details such as DOI, publisher, and month/year of publication.

Table No. 6.2.1.1: Faculty publication details.

S.N.	Item	CAYm1	CAYm2	CAYm3
1	No. of peer reviewed journal papers published			

2	No. of peer reviewed conference papers published			
3	No. of books/book chapters published			

6.2.2. Ph.D. Student Details (05)

(No. of Ph.D. students' enrollment and graduated in the Department during the assessment period.)

Table No. 6.2.2.1: Ph.D. details.

S.N.	Item	CAYm1	CAYm2	CAYm3
1	No. of students enrolled for Ph.D. in the Department			
2	No. of Ph.D. students graduated in the Department			

6.2.3. Development Activities (10)

(Provide details of patents granted/published, working models, and prototypes developed by faculty members in the last 3 years.)

6.2.4. Sponsored Research Project (15)

(Provide details of funded research projects from the external sources including Corporate Social Responsibility (CSR). List includes Principal Investigator (PI), Co-PI name, name of the dept where project is sanctioned, project title, funding agency, sanctioned amount, duration and sanctioned year. Also, provide the cumulative funding amount received during CAYm1, CAYm2, and CAYm3. Please do not give duplicate data from the sections 6.2.5 and 6.2.6.)

- Amount $\geq$20 Lacs – 15 Marks
- Amount $\geq$16 Lacs and < 20 lacs– 12 Marks
- Amount $\geq$12 Lacs and < 16 lacs –9 Marks
- Amount $\geq$ 8 Lacs and < 12 lacs –6 Marks
- Amount $\geq$ 4 Lacs and < 8 lacs –3 Marks
- Amount $\geq$ 1 Lacs and < 4 lacs –1 Mark
- Amount < 1 Lac – 0 Mark.

Table No. 6.2.4.1: List of sponsored research projects received from external agencies.

S.N.	PI name	Co-PI names if any	Name of the Dept., where project is sanctioned	Project title*	Name of the Funding agency	Duration of the project	Amount (Lacs)
CAYm1							
1							
..							
Amount received (Rs.)							
CAYm2							
1							
...							

						Amount received (Rs.)	
CAYm3							
1							
..							
						Amount received (Rs.)	
						Total Amount (Lacs) Received for the Past 3 Years	

Note*:

- Only sponsored research projects will be considered. Infrastructure-based projects will not be considered here.

6.2.5. Consultancy Work (15)

(Provide details of consultancy projects from the external sources. List includes Principal Investigator (PI), Co-PI name, name of the dept where project is sanctioned, project title, funding agency, sanctioned amount, duration and sanctioned year. Also, provide the cumulative funding amount received during CAYm1, CAYm2, and CAYm3. Please do not give duplicate data from the sections 6.2.4 and 6.2.6.)

- Amount ≥20 Lacs – 15 Marks
- Amount ≥16 Lacs and < 20 lacs–12 Marks
- Amount ≥12 Lacs and < 16 lacs –9 Marks
- Amount ≥ 8 Lacs and < 12 lacs –6 Marks
- Amount ≥ 4 Lacs and <8 lacs –3 Marks
- Amount ≥ 1 Lacs and <4 lacs –1 Mark
- Amount < 1 Lac – 0 Mark.

Table No. 6.2.5.1: List of consultancy projects received from external agencies.

S.N.	**PI name**	**Co-PI names if any**	**Name of the Dept., where project is sanctioned**	**Project title***	**Name of the Funding agency**	**Duration of the project**	**Amount (Lacs)**
CAYm1							
1							
..							
						Amount received (Rs.)	
CAYm2							
1							
...							
						Amount received (Rs.)	
CAYm3							
1							
..							
						Amount received (Rs.)	
						Total amount (Lacs) received for the past 3 years	

Note*:

- Only consultancy projects will be considered. Infrastructure-based projects will not be considered here.

6.2.6. Institution Seed Money or Internal Research Grant to its Faculty for Research Work (05)

(Provide details of faculty members received Institution seed money grants to its faculty for research work. Also, provide the cumulative funding amount received and utilized during CAYm1, CAYm2, and CAYm3. Please do not give duplicate data from the sections 6.2.4 and 6.2.5. The outcomes of the project are no. of publications, no. of working models/prototypes, no. of Ph.D. students graduated, no. of M.E students graduated, amount generated, etc.)

Amount received (3 marks)

- Amount $\geq$ 6 Lacs – 3 Marks
- Amount $\geq$ 4 Lacs and < 6 lacs– 2 Marks
- Amount $\geq$ 2 Lacs and < 4 lacs – 1 Mark
- Amount < 1 Lac – 0 Mark.

Amount utilized (2 marks).

Table No. 6.2.6.1: List of faculty members received seed money or internal research grant from the institution.

S.N.	Faculty name	Project title/ Support for Activity	Duration	Amount (Lacs)	Amount Utilized (Lacs)	Outcomes of the project
CAYm1						
1						
..						
Amount received (Rs.)						
CAYm2						
1						
..						
Amount received (Rs.)						
CAYm3						
1						
..						
Amount received (Rs.)						
Total amount (Lacs) received for the past 3 years						

Criterion 7: Facilities and Technical Support (100)

7.1. Adequate and Well-Equipped Laboratories, and Technical Manpower (40)

(Provide details of various laboratories for the program and at the department level. Also, please provide a list of technical support staff appointed by the College for the Department and their qualifications. Please do not give duplicate data from the sections 7.2 and 7.5.)

Table No.7.1.1: List of laboratories and technical manpower.

S. N.	Name of the Laboratory	No. of students per setup (Batch Size)	Name of the major equipment	Weekly utilization status (all the courses for which the lab is utilized)	Technical Manpower support		
					Name of the technical staff	Designation	Qualification
1.							
..							
N.							

7.2. Additional Facilities Created for Improving the Quality of Learning Experience in Laboratories (20)

(Provide details of various additional facilities provided by the department to enhance the quality of learning in laboratories. Please do not give duplicate data from the sections 7.1 and 7.5.)

Table No.7.2.1: List of additional facilities.

S. N.	Name of the Facility	Details	Purpose for creating facility	Utilization	Relevance to POs/PSOs
1.					
...					
N.					

7.3. Maintenance of Laboratories and Overall Ambiance (10)

(Provide details of overall laboratories maintenance and overall ambiance in the Department.)

7.4. Safety Measures in Laboratories (10)

(Provide details of various safety measures deployed in each laboratory within the Department.)

Table No. 7.4.1: List of various safety measures in laboratories.

S.N.	Name of the Laboratory	Safety measures
1.		
...		
N.		

7.5. Project Laboratory/Research Laboratory /Centre of Excellence (20)

(Provide details of laboratories for supporting projects, research, Centre of Excellence, innovation, and startups etc. Please do not give duplicate data from the sections 7.1 and 7.2.)

Table No. 7.5.1: List of project laboratory/research laboratory /Centre of Excellence.

S.N.	Name of the Laboratory
1.	
...	
N.	

Criterion 8: Continuous Improvement (80)

8. 1. Actions Taken Based on the Results of Evaluation of the COs, POs, and PSOs (40)

8.1.1. Actions Taken Based on the Results of Evaluation of the COs Attainment (20)

(Identify the areas of weaknesses in the program based on the analysis of evaluation of COs attainment levels. Measures identified and implemented to improve COs attainment levels for the assessment year (CAYm1) including curriculum intervention, pedagogical initiatives, support system improvements, etc.)

8.1.2. Actions Taken Based on the Results of Evaluation of the POs/PSOs Attainment (20)

(Identify the areas of weaknesses in the program based on the analysis of evaluation of POs/PSOs attainment levels. Measures identified and implemented during two years to improve POs attainment levels including curriculum intervention, pedagogical initiatives, support system improvements, etc.)

8.2. Academic Audit and Actions Taken thereof during the Period of Assessment (15)

(Academic audit system/process and its implementation in relation to continuous improvement.)

8.3. Improvement in Faculty Qualification/Contribution (15)

(Assessment is based on improvement in qualification and publications with respect to the Department)

Table No.8.3.1: Improvement in qualification and publications

Item	CAYm1	CAYm2	CAYm3
No. of faculty members with Ph.D. degree			
No. of publications in peer reviewed journals			
No. of publications in conferences			

8.4. Improvement in Academic Performance (10)

(Provide details of improvement in academic performance of 1st year, 2nd year, 3rd year students during the assessment period.)

Table No.8.4.1: Improvement in academic performance

Item	CAYm1	CAYm2	CAYm3
Academic Performance Index (API) of the First-Year Students in the Program (Refer to section 4.3)			
Academic Performance Index of the Second-Year Students in the Program (Refer to section 4.4)			
Academic Performance Index of the Third Year Students in the Program (Refer to section 4.5)			

Criterion 9: Student Support System and Governance (120)

9.1. First Year Student-Faculty Ratio (FYSFR) (05)

(Data for first year courses to calculate the FYSFR)

Table No. 9.1.1: FYSFR details.

Year	Sanctioned intake of all UG programs (S4)	No. of required faculty (RF4= S4/20)	No. of faculty members in Basic Science Courses & Humanities and Social Sciences including Management courses (NS1)	No. of faculty members in Engineering Science Courses (NS2)	Percentage= No. of faculty members ((NS1*0.8) +(NS2*0.2))/(No. of required faculty (RF4)); Percentage=((NS1*0.8) +(NS2*0.2))/RF4
CAY	300	15	18	3	((18*0.8) +(3*0.2))/15 =(14.4+0.6)/15=15/15=100%
CAY*m*1	300	15	16	2	((16*0.8) +(2*0.2))/15 =(12.8+0.4)/15=13.2/15=88%
CAYm2	240	12	10	2	((10*0.8) +(2*0.2))/12 =(8+0.4)/12=8.4/12=70%
				Average Percentage	**86%**

Note:

Ex: If S4=240, the Institute needs a minimum of 2 faculty members in Physics, 2 in Chemistry, and 4 in Mathematics.

Ex: If S4=420, the Institute needs a minimum of 4 faculty members in Physics, 4 in Chemistry, and 5 in Mathematics.

Ex: If S4=720, the Institute needs a minimum of 6 faculty members in Physics, 6 in Chemistry, and 8 in Mathematics.

For intake(S4) is more than 720, an FYSFR of 1:20 shall be maintained approximately.

≥ 90% of faculty members; 05 marks.
≥ 80% to < 90 of faculty members; 04 marks.
≥ 70% to < 80 of faculty members; 03 marks.
≥ 60% to < 70 of faculty members; 02 marks.
≥ 50% to < 60 of faculty members; 01 mark.
< 50% of faculty members; 00 mark.

9.2. Mentoring System (05)

(Type of mentoring: Professional guidance/career advancement/course work specific/ laboratory specific/all-round development. Number of faculty mentors: Number of students per mentor: Frequency of meeting:

The institution should report the details of the mentoring system, its implementation and effectiveness through impact studies, services both online and physical, and the mentoring of seniors (final year students) to juniors (freshmen) if any, etc.).

9.3. Feedback Analysis (10)

9.3.1. Feedback on Teaching and Learning Process and Corrective Measures Taken, if any (05)

(Provide details of the feedback collection process on TLP, average percentage of students who participate; Specify the feedback analysis process; Basis of reward/ corrective measures during the assessment period. Specify the number of corrective measures taken. Exhibit the details of analysis done.)

9.3.2. Feedback on Academic Facilities (05)

(Provide details of the feedback collection process on facilities, its analysis and corrective actions taken during the assessment period.)

9.4. Training and Placement Support (10)

(Provide details of the training and placement supports, calendar of scheduled trainings, career guidance and effectiveness of career guidance, industry interaction exclusively for pre-placement/ internship/placement/counseling and support for higher study etc.)

9.5. Start-up and Entrepreneurship Activities (05)

(Describe the initiatives, facilities created/utilization and their effectiveness in encouraging students for innovation, entrepreneurship, incubation and start-up. Also provide the list of beneficiaries.)

9.6. Governance and Transparency (25)

9.6.1. Availability of the Institutional Strategic Plan and its Effective Implementation and Monitoring (10)

(Provide details of the Institute's strategic plan or Institutional Development Plan (IDP), its approval by the competent authority, and its implementation.)

9.6.2. Governing Body, Administrative Setup, Functions of Various Bodies, Service Rules, Recruitment procedures and Promotion Policies (10)

(Provide details of statutory and non-statutory administrative committees like the Governing body, Academic Council/ Senate, Grievance redressal Committee, IQAC, Anti-Raging committee, Disciplinary committee in place; Internal Complaints Committee (Women harassment mitigation committee) etc., provide the approval of these committees along with details of members, the meetings details (meeting notice, agenda, minutes, action taken etc. The service rules, policies and procedures; year of publication are to be listed.)

9.6.3. Transparency (05)

(Information on policies, rules, processes, delegation of financial powers, faculty, students, etc., and dissemination of this information to stakeholders should be made available on the Institute's website. Agendas and minutes of the Governing Body,

Academic Council, and Senate are also required to be uploaded on the Institute's website. Additionally, state the extent of awareness among the stakeholders.)

9.7. Budget Allocation, Utilization, and Public Accounting at Institute Level (12)

(Provide a summary of the financial year's budget and actual expenditure incurred exclusively for the institution in the three financial years: CFYm1, CFYm2, and CFYm3. If the management oversees multiple Institutions, exclusive audited records for each Institute must be provided and made available on the Institute's website. The budget should be approved by the Institute BoG/GB/GC before the start of the financial year.)

CFY=Current Financial Year.
CFYm1=Current Financial Year Minus 1.
CFYm2=Current Financial Year Minus 2.
CFYm3=Current Financial Year Minus 3.

For CFYm1

Table No. 9.7.1: Summary of budget and actual expenditure incurred at Institute level for CFY m1.

Total Income in the CFYm1				**Actual expenditure in the CFYm1**	**Total Students in the institute**	**Expenditure per student in CFYm1:**
Fee	**Govt.**	**Grant(s)**	**Other Sources (specify)**			

Note:

- Similar tables are to be prepared for CFYm2 & CFYm3.
- Audited statements for CFYm2, and CFYm3 are to be uploaded on the website

Table No. 9.7.2: Budget and actual expenditure incurred at Institute level.

Items	**Budgeted in CFY**	**Actual expenses in CFY (till ...)**	**Budgeted in CFYm1**	**Actual Expenses in CFYm1**	**Budgeted in CFYm2**	**Actual Expenses in CFYm2**	**Budgeted in CFYm3**	**Actual Expenses in CFYm3**
Infrastructure Built-Up								
Library								
Laboratory equipment								
Teaching and non-teaching staff salary								
Outreach Programs								
R&D								

Training, Placement and Industry linkage								
SDGs								
Entrepreneurship								
Others*, pl. specify								
Total amount								

* Items to be mentioned.

9.8. Program Specific Budget Allocation, Utilization (08)

(Total budget at program level: CFYm1, CFYm2 & CFYm3
CFY=Current Financial Year.
CFYm1=Current Financial Year Minus 1.
CFYm2=Current Financial Year Minus 2.
CFYm3=Current Financial Year Minus 3.)

For CFYm1 (Similar table to be prepared for CFYm2 and CFYm3)

Table No. 9.8.1: Summary of budget and actual expenditure incurred at program level.

Total Budget in CFYm1:		**Actual expenditure in CFYm1:**		**Total No. of students in CFYm1**:
Demanded	**Actual Allocated**	**Actual Expenditure**	**% Spent**	**Expenditure per student**

Note: Justification and process of budgeting to be listed.

Table No. 9.8.2: Budget and actual expenditure incurred at program level.

Items	**Budgeted in CFY**	**Actual expenses in CFY (till …)**	**Budgeted in CFY*m*1**	**Actual Expenses in CFY*m*1**	**Budgeted in CFY*m*2**	**Actual Expenses in CFY*m*2**	**Budgeted in CFY*m*3**	**Actual Expenses in CFY*m*3**
Laboratory equipment								
Software								
SDGs								
Support for faculty development								
R & D								
Industrial Training,								

Industry expert, Internship								
Miscellaneous expenses *								
Total amount								

* Items to be mentioned.

9.9. Quality of Learning Resources (Hard/Soft) (05)

(Provide details of available learning resources, including e-resources (books and journals), as well as information on the accessibility of these resources to students. Additionally, describe the support provided to students for self-learning activities.)

9.10. E-Governance (05)

(E-governance initiatives, sustainable practices in academic and learning management, campus-wide computing resources, and their accessibility and availability to support academic and professional activities for students and faculty.)

9.11. Initiatives and Implementation of Sustainable Development Goals (SDGs) (10)

(Provide details of initiatives taken towards implementation of SDG specifically on green energy, waste management, preserving water, net zero, quality education, reuse, recycle, less use to renewables, etc. Provide evidences on implementation (projects assigned, R & D activities, entrepreneurial activities, outreach programs etc.)

9.12. Innovative Educational Initiatives and Implementation (05)

(Provide details of initiatives taken towards mobility of students, implementation of academic bank of credits, and support for holistic education including human values, multidisciplinary/interdisciplinary curriculum/programs, initiatives on Indian Knowledge System, Contribution towards and implementation of teaching in Indian language, etc. Policies on inclusivity and equity and their implementation, support for economically, socially and physically challenged students. Action plan and its implementation for slow learners.)

9.13. Faculty Performance Appraisal and Development System (FPADS) (10)

(Faculty members of Higher Educational Institutions today have to perform a variety of tasks pertaining to diverse roles. In addition to instruction, faculty members need to innovate and conduct research for their self-renewal, keep abreast of changes in technology, and develop expertise for the effective implementation of curricula. They are also expected to provide services to the industry and community to understand and contribute to solving real-life problems in industry. Another role involves shouldering administrative responsibilities and cooperating with other faculty, heads of departments, and the head of the institute. An effective performance appraisal system for faculty is vital for optimizing the contribution of individual faculty to institutional performance.

The assessment is based on a well-defined system for faculty appraisal for all the assessment years and its implementation and effectiveness.)

9.14. Outreach Activities (05)

(Provide details of outreach activities such as community service, Unnat Bharat Abhiyan, social internship and society connect activities undertaken by the students and their achievements.)

Annexure I: SAR: Knowledge and Attitude Profile (WK)

WK1: A systematic, theory-based understanding of the natural sciences applicable to the discipline and awareness of relevant social sciences.

WK2: Conceptually-based mathematics, numerical analysis, data analysis, statistics and formal aspects of computer and information science to support detailed analysis and modelling applicable to the discipline.

WK3: A systematic, theory-based formulation of engineering fundamentals required in the engineering discipline.

WK4: Engineering specialist knowledge that provides theoretical frameworks and bodies of knowledge for the accepted practice areas in the engineering discipline; much is at the forefront of the discipline.

WK5: Knowledge, including efficient resource use, environmental impacts, whole-life cost, re-use of resources, net zero carbon, and similar concepts, that supports engineering design and operations in a practice area.

WK6: Knowledge of engineering practice (technology) in the practice areas in the engineering discipline.

WK7: Knowledge of the role of engineering in society and identified issues in engineering practice in the discipline, such as the professional responsibility of an engineer to public safety and sustainable development.

WK8: Engagement with selected knowledge in the current research literature of the discipline, awareness of the power of critical thinking and creative approaches to evaluate emerging issues.

WK9: Ethics, inclusive behavior and conduct. Knowledge of professional ethics, responsibilities, and norms of engineering practice. Awareness of the need for diversity by reason of ethnicity, gender, age, physical ability etc. with mutual understanding and respect, and of inclusive attitudes.

Annexure-II: SAA: Program Outcomes (POs)

PO1: Engineering Knowledge: Apply knowledge of mathematics, natural science, computing, engineering fundamentals and an engineering specialization as specified in WK1 to WK4 respectively to develop to the solution of complex engineering problems.

PO2: Problem Analysis: Identify, formulate, review research literature and analyze complex engineering problems reaching substantiated conclusions with consideration for sustainable development. (WK1 to WK4)

PO3: Design/Development of Solutions: Design creative solutions for complex engineering problems and design/develop systems/components/processes to meet identified needs with consideration for the public health and safety, whole-life cost, net zero carbon, culture, society and environment as required. (WK5)

PO4: Conduct Investigations of Complex Problems: Conduct investigations of complex engineering problems using research-based knowledge including design of experiments, modelling, analysis & interpretation of data to provide valid conclusions. (WK8).

PO5: Engineering Tool Usage: Create, select and apply appropriate techniques, resources and modern engineering & IT tools, including prediction and modelling recognizing their limitations to solve complex engineering problems. (WK2 and WK6)

PO6: The Engineer and The World: Analyze and evaluate societal and environmental aspects while solving complex engineering problems for its impact on sustainability with reference to economy, health, safety, legal framework, culture and environment. (WK1, WK5, and WK7).

PO7: Ethics: Apply ethical principles and commit to professional ethics, human values, diversity and inclusion; adhere to national & international laws. (WK9)

PO8: Individual and Collaborative Team work: Function effectively as an individual, and as a member or leader in diverse/multi-disciplinary teams.

PO9: Communication: Communicate effectively and inclusively within the engineering community and society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations considering cultural, language, and learning differences

PO10: Project Management and Finance: Apply knowledge and understanding of engineering management principles and economic decision-making and apply these to one's own work, as a member and leader in a team, and to manage projects and in multidisciplinary environments.

PO11: Life-Long Learning: Recognize the need for, and have the preparation and ability for i) independent and life-long learning ii) adaptability to new and emerging technologies and iii) critical thinking in the broadest context of technological change. (WK8)

Program Specific Outcomes (PSOs) up to 2-3.

Declaration

The head of the institution needs to make a declaration as per the format given below:

I undertake that, the institution is well aware about the provisions in the NBA's accreditation manual concerned for this application, rules, regulations, notifications and NBA expert visit guidelines in force as on date and the institute shall fully abide by them.

It is submitted that information provided in this Self-Assessment Report is factually correct. I understand and agree that an appropriate disciplinary action against the Institute will be initiated by the NBA in case any false statement/information is observed during pre-visit, visit, post visit and subsequent to grant of accreditation.

Date: **Signature & Name**

Place: **Head of the Institution with seal**

Annexure-III: SAR (Sample):

1. **Computer Science and Engineering Allied Departments/Cluster (Corresponding Program(s) of Engineering/Technology)-Major programs:**
   - Computer Science and Engineering
   - 3-D Animation & Graphics
   - Advanced Computer Application
   - Computer and Communication Engineering
   - Computer Engineering
   - Computer Engineering & Application,
   - Computer Networking,
   - Computer Science,
   - Computer Science & Technology,
   - Computer Science and Information Technology,
   - Computer Science and Systems Engineering,
   - Computer Technology,
   - Computing in Computing
   - Computing in Multimedia
   - Computing in Software
   - Electronics and Computer Science
   - Electronics and Computer Engineering
   - Mathematics and Computing,
   - Software Engineering
   - Computer Science and Business Systems
   - Artificial intelligence
   - Artificial intelligence and machine learning
   - Computer Science and Engineering & Business Systems
   - Computer Science and Engineering (Artificial Intelligence and Machine Learning)
   - Computer Science and Engineering (Internet of Things and Cyber Security including Block Chain Technology)
   - Computer Science and Engineering with Specialization in Bioinformatics
   - Computer Science and Engineering with Specialization in Information Security
   - Computer Science and Engineering with Specialization in Cloud Computing
   - Computer Science and Engineering with Specialization in Big Data Analytics
   - Computer Science and Engineering with Specialization in Block Chain Technology
   - Computer Science and Engineering with Specialization in Data Science

- Computer Science and Engineering with Specialization in IoT
- Computer Science and Engineering with Specialization in Computer networking
- Computer Science and Engineering with Specialization in Cyber Security
- Computer Science and Engineering with Specialization in Information Technology
- Computer Science and Engineering with Specialization in Gaming Technology
- Information Technology
- Information and Communication Technology
- Information Engineering
- Information Science and Engineering
- Information Science and Technology
- Information Technology and Engineering
- Data Science/Applied Data Science
- Animation and Gamification
- Any other as approved by AICTE as per AICTE Gazette notification 28 April,2017 and its amendment

2. Electronics and Communication Engineering Allied Departments/ Cluster (Corresponding Program(s) of Engineering/Technology)- Major programs:

- Electronic Engineering
- Digital Techniques for Design & Planning
- Electronics and Power
- Electronics and Control Systems
- Electronics and Electrical Engineering,
- Electronic Science and Engineering,
- Electronics, Electronics & Computer Science,
- Electronics and Computer Engineering,
- Electronics and Power Engineering,
- Electronics Design Technology,
- Electronics Engineering,
- Electronics System Engineering,
- Optics and Optoelectronics,
- Power Electronics,
- Power Electronics Engineering,
- Radio Physics and Electronics
- Electronics and Communication Engineering
- Advanced Communication and Information System,
- Advanced Electronics and Communication Engineering,
- Applied Electronics and Communications,

- Communication Engineering,
- Electronics & Communication Engineering (Industry Integrated),
- Electronics & Telecommunication Engineering,
- Electronics and Communication Engineering (Microwaves),
- Electronics and Communication Engineering (Sandwich),
- Electronics Communication and Instrumentation Engineering,
- Telecommunication Engineering.
- Instrumentation Engineering
- Applied Electronics & Instrumentation Engineering,
- Automation and Robotics,
- Automation Engineering,
- Biomedical Instrumentation,
- Electronic Instrumentation and Control Engineering,
- Electronics & Instrumentation Engineering,
- Electronics Instrumentation and Control Engineering
- Power Electronics and Instrumentation Engineering
- Instrument Technology
- Instrumentation
- Instrumentation & Control Engineering
- Instrumentation & Electronics
- Instrumentation Technology
- Robotics and Automation
- Mechatronics Engineering
- Mechatronics,
- Mechatronics Engineering (Sandwich)
- Medical Electronics
- Medical Electronics Engineering,
- Medical Lab Technology,
- Electronics and Biomedical Engineering
- IOT
- AI
- ML
- Data Science
- Electronics and Instrumentation
- Smart Electronics
- Embedded and Real Time system
- Nano Electronics
- Bio Electronics
- Nano-Bio Electronics
- VLSI design
- Any other as approved by AICTE as per AICTE Gazette notification 28 April,2017 and its amendment

3. **Electrical Engineering Allied Departments/Cluster (Corresponding Program (s) of Engineering / Technology)-Major programs:**
   - Electrical Engineering
   - Electrical and Computer Engineering,
   - Electrical and Electronics (Power System)
   - Electrical and Electronics Engineering,
   - Electrical and Electronics Engineering (Sandwich),
   - Electrical and Instrumentation Engineering
   - Electrical and Mechanical Engineering,
   - Electrical and Power Engineering,
   - Electrical Engineering (Electronics & Power),
   - Electrical Engineering Industrial Control,
   - Electrical Instrumentation and Control Engineering,
   - Electrical,
   - Electronics and Power,
   - Electronics & Computer Science,
   - Electronics and Electrical Engineering,
   - Electronics and Power Engineering
   - Electric Vehicle
   - Smart Grid and Energy system
   - Energy System Engineering
   - Any other as approved by AICTE as per AICTE Gazette notification 28 April, 2017 and its amendment

4. **Mechanical Engineering Allied Departments/Cluster (Corresponding Programs (s) of Engineering / Technology)-Major programs:**
   - Mechanical Engineering
   - Electrical and Mechanical Engineering
   - Mechanical Engineering (industry integrated)
   - Mechanical Engineering (Sandwich Pattern)
   - Mechanical Engineering (Repair and Maintenance)
   - Power Engineering
   - Production Engineering
   - Machine Engineering
   - Manufacturing Engineering
   - Manufacturing Engineering & Automation
   - Manufacturing Engineering and Technology
   - Manufacturing Process & Automation Engineering
   - Manufacturing Science and Engineering
   - Manufacturing Technology

- Precision Manufacturing
- Production and Industrial Engineering
- Production Engineering (Sandwich)
- Tool engineering
- Automobile Engineering
- Automobile Maintenance Engineering
- Automotive technology
- Mechanical engineering (Auto)
- Mechanical Engineering Automobile
- Industrial Engineering
- Industrial and Production Engineering
- Industrial Engineering and Management
- Mechanical and Automation Engineering
- Mechatronics
- Mechatronics Engineering
- Mechatronics Engineering (sandwich)
- Robotics
- Additive Manufacturing
- Renewable Energy
- Mechanical Engineering (ENERGY SYSTEM AND MANAGEMENT)
- Automation and Robotics
- Any other as approved by AICTE as per AICTE Gazette notification 28 April,2017 and its amendment

Annexure - III

NATIONAL BOARD OF ACCREDITATION	**PRE-VISIT EVALUATION REPORT** **UG Engineering–TIER-I** **INSTITUTE NAME :** **LOCATION OF INSTITUTE:**
NAME OF PROGRAMS: **NAME OF THE CHAIRPERON** :	**VISIT DATES:**

Criterion 9: Student Support System and Governance					
S.N.	**Sub-Criteria**	**Availability (Tick)**	**Appropriateness/ Observations**	**Documentary Evidences to be Verified**	**Points of Interaction with the Stakeholders (if any)**
1	First Year Student-Faculty Ratio (FYSFR)				
2	Feedback Analysis				
3	Governance and Transparency				
4	Budget Allocation, Utilization				
5	Initiatives and Implementation of Sustainable Development Goals				
6	Faculty Performance Appraisal and Development System (FPADS)				

Summary of Observations:

❖

Annexure - IV

NATIONAL BOARD OF ACCREDITATION	**PRE-VISIT EVALUATION REPORT** **UG Engineering–TIER-I** **INSTITUTE NAME :** **LOCATION OF INSTITUTE:**
PROGRAM NAME : **EVALUATOR'S NAME :**	**VISIT DATES:**

Criterion 1: Outcome-Based Curriculum					
S.N.	**Sub-Criteria**	**Availability (Tick)**	**Appropriateness/ Observations**	**Documentary Evidences to be Verified**	**Points of Interaction with the Stakeholders (if any)**
1	Process of Defining Vision, Mission and PEO Statements				
2	Process of Dissemination of Vision, Mission and PEO Statements among the Stakeholders				
3	Mapping of PEOs with mission				
4	Program articulation matrix				

Summary of Observations:

❖

Criterion 2: Outcome-Based Teaching Learning					
S.N.	**Sub-Criteria**	**Availability (Tick)**	**Appropriateness/ Observations**	**Documentary Evidences to be Verified**	**Points of Interaction with the Stakeholders (if any)**
1	Process followed to ensure quality of teaching & learning				
2	Quality of student capstone project				
3	Internship/ industrial training				
4	Case studies and real-life examples				
5	SWAYAM/NPTEL/ MOOC/ self-learning				
6	Solving complex engineering problems incorporating sustainability goals				

Summary of Observations:

❖

Criterion 3: Outcome-Based Assessment					
S.N.	**Sub-Criteria**	**Availability (Tick)**	**Appropriateness/ Observations**	**Documentary Evidences to be Verified**	**Points of Interaction with the Stakeholders (if any)**
1	Evaluation of the CIE and SEE question papers				
2	Evaluation of industrial training/ Internship				
3	Assessment tools and processes used to measure COs				
4	Attainment of COs of all courses against set target levels				
5	Assessment tools and processes used to measure POs/PSOs				
6	Attainment of POs/PSOs of all courses against set target levels				

Summary of Observations:

❖

Criterion 4: Students' Performance					
S.N.	**Sub-Criteria**	**Availability (Tick)**	**Appropriateness /Observations**	**Documentary Evidences to be Verified**	**Points of Interaction with the Stakeholders (if any)**
1	Enrolment ratio in the 1st year				
2	Success rate of the students in the stipulated period of the program				
3	Academic Performance of 1st, 2nd, and 3rd Year Students in the Program				
4	Placement, higher Studies and entrepreneurship				
5	Student's participations in professional events				
6	Student publications				

Summary of Observations:

❖

Criterion 5: Faculty Information					
S.N.	**Sub-Criteria**	**Availability (Tick)**	**Appropriateness /Observations**	**Documentary Evidences to be Verified**	**Points of Interaction with the Stakeholders (if any)**
1	Whether the student-faculty ratio (SFR) in the Department and allied Departments under consideration is < 25, averaged over three years (CAY, CAYm1, CAYm2)				
2	Whether the number of available Ph.Ds in the department and allied Departments is greater than or equal to 20% of the required number of faculty, averaged over two years (CAY, CAYm1)				
3	Faculty Cadre Proportion				
4	Does the department have visiting or adjunct faculty members				
5	Faculty retention				

Summary of Observations:

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Criterion 6: Faculty Contributions					
S.N.	**Sub-Criteria**	**Availability (Tick)**	**Appropriateness /Observations**	**Documentary Evidences to be Verified**	**Points of Interaction with the Stakeholders (if any)**
1	Faculty as Resource Persons or Participants in STTPs/FDPs				
2	Did the Department faculty contribute to the development of SWAYAM MOOCs, etc				
3	Faculty support in student innovative projects				
4	Did the Department faculty participate in internships, training, or collaborations with industry				
5	Quality of academic research				
6	Did the Department faculty receive sponsored research and consultancy projects				

Summary of Observations:

❖

Criterion 7: Facilities and Technical Support					
S.N.	**Sub-Criteria**	**Availability (Tick)**	**Appropriateness /Observations**	**Documentary Evidences to be Verified**	**Points of Interaction with the Stakeholders (if any)**
1	Does the Department have adequate and well-equipped laboratories				
2	Does the Department have an adequate number of technical personnel in its laboratories				
3	Has the Department established additional facilities to enhance the learning experience in its laboratories				
4	Has the Department deployed safety measures in its laboratories				
5	Does the Department have a project laboratory /research laboratory/center of excellence				

Summary of Observations:

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Criterion 8: Continuous Improvement					
S.N.	**Sub-Criteria**	**Availability (Tick)**	**Appropriateness /Observations**	**Documentary Evidences to be Verified**	**Points of Interaction with the Stakeholders (if any)**
1	Has the Department has taken any actions to improve COs if they have not reached the target levels				
2	Has the Department take any actions to improve POs/PSOs if they have not reached the target levels				
3	Did the Department conduct external academic audits during the assessment periods				
4	Have there been any improvements in faculty qualifications over the past 3 years				
5	Have there been any improvements in faculty publications over the past 3 years				
6	Have there been any improvements in academic performance				

Summary of Observations:

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Annexure - V

Visit Schedule

Day 0 (_ _ _ _ _ _ _ _ _): **UG (Engg.,)-New**

Time	Programme Evaluators (PEs)	Team Chairman (TC)
Evening	Arrival at Hotel	
6:30 PM to 8:30 PM	Team meeting: Chaired by TC at Hotel ❖ Review of pre-visit evaluation reports of all programs ❖ Identify and discuss issues common to all programs	Introductions: PE and TC at Hotel ❖ Collate pre-visit evaluation reports of all programs ❖ Finalize the scope/purpose of meetings scheduled ❖ Briefing to PEs on evaluation process during visit followed by Q&A session
8:30 PM to 9:30 PM	Team Dinner	

Arrival 8:55 AM at the College.

Day 1 (_ _ _ _ _ _ _ _ _): Morning Session: 9:00 AM to 1:00 PM

Time	Participants	Theme
9:00 AM to 9:15 AM	Entire team	❖ Introductions
9:15 AM to 10:00 AM	Entire team and management /Institution representatives	❖ Principal's presentation about the Institute (1)
PART-I		
10:00 AM to 11:00 AM	Chairman	❖ Visit central facilities such as library, digital library, internet center, etc. (2)
11:00 AM to 12:00 AM	Chairman	❖ Study all evidence related to initiatives towards sustainable development goals and outreach activities
12:00 PM to 1:00 PM	Chairman	❖ Examine the evidence of the mentoring system and feedback process
PART-II		
10:00 AM to 10:45 AM	Experts in respective departments	❖ Presentation by HoD (3)
10:45 AM to 1:00 PM	Experts in respective departments	❖ Meeting with the faculty members (4) ❖ Study all evidence of faculty members ❖ Individual meetings with 3-4 faculty members as determined by the experts (5)
1:00 PM to 2:00 PM	Working lunch at the College	

Day 1 (_ _ _ _ _ _ _ _ _): Afternoon Session: 2.15 PM to 5.30 PM

Time	Participants	Work Theme
PART-I		
2:15 PM to 3:15 PM	Chairman	❖ Examine the evidence of the institutional strategic plan and its effective implementation, as well as innovative educational initiatives and their implementation
2:15 PM to 3:15 PM	Chairman	❖ Study all evidence related to training, placement, and entrepreneurship activities and their outcomes.
3:15 PM to 4:15 PM	Chairman	❖ Examine the evidence of statutory and non-statutory administrative committees
4:15 PM to 5:15 PM	Chairman	❖ Examine the evidence of statutory and non-statutory administrative committees
PART-II		
2:15 PM to 3:15 PM	Experts in respective departments	❖ Examine the evidence of faculty contributions
3:15 PM to 4:15 PM	Experts in respective departments	❖ Study all evidence of the outcome-based curriculum process
4:15 PM to 5:15 PM	Experts in respective departments	❖ Study all evidence of program specific budget and actual expenditure incurred for past 3 years
5:15 PM- 5:30 PM Day 1	A meeting at the College to review the day's work	

Day 2 (_ _ _ _ _ _ _ _ _): Morning Session: 9:00 AM to 1:00 PM

Time	Participants	Work Theme
PART – I		
9:00 AM–10:30 AM	Chairman	❖ Examine the evidence of institutional budget and actual expenditure incurred for past 3 years
10:30 AM to 11:45 AM	Chairman	❖ Examine the evidence of library resources, e-resources, and internet facilities.
11:45 AM to 1:00 PM	Chairman	❖ Meeting with 1st year faculty members as determined by the chairman (6).
PART – II		

9:00 AM–9:30 AM To be adjusted for the time table	Experts in respective departments	❖ Lectures. Every member on his own
9:30 AM to 10:30 AM	Experts in respective departments	❖ Study all evidence of assessment tools and the attainment values of CO/PO/PSO
10:30 AM to 11:45 AM	Experts in respective departments	❖ Examine the evidence of students' performance
11:45 AM to 1:00 PM	Experts in respective departments	❖ Study all evidence related to facilities and technical support
1:00 PM–2:00 PM	Working Lunch at the College	

Day 2 (_ _ _ _ _ _ _ _ _): Afternoon Session 2.15 PM to 5.30 PM

Time	Participants	Work Theme
PART – I		
2:15 PM to 3:15 PM	Chairman	❖ Study a few course files especially non-engineering (H&S) for the 1st year (7)
3:00 PM to 3:30 PM	Chairman	❖ Meeting with alumni, parents, employers (8)
PART – II		
2:15 PM to 3:15 PM	Experts in respective departments	❖ Examine the evidence of continuous improvement
3:00 PM to 3:30 PM	Experts in respective departments	❖ Visit and study projects aimed at achieving Program Outcomes (POs) (9) ❖ Study the process of solving complex engineering problems (10)
PART – III		
3:30 PM onwards	All team members	❖ Report writing

Day 3 (_ _ _ _ _ _ _ _ _): Morning Session: 9:00 AM to 1:00 PM

Time	Participants	Work Theme
10:00 AM to 12:00 PM	Entire team and management /Institution representatives and faculty members	❖ In exit meeting, chairman presents exit comments (11)
12:00 PM	Entire team and management /Institution representatives and faculty members	❖ Visit Concludes

Notes:

1. Principal presentation would be on the lines of the suggested template and will provide details needed subsequently.
2. Visit to central facilities and observations basic infrastructure of major central facilities such as the library, digital library, and internet center
3. HoDs presentation would be on the lines of the suggested template and will provide details needed subsequently.
4. The list of faculty members is to be obtained from the Head of the Department (HoD) and verified before submission to the Chairman
5. Individual meetings with faculty members as determined by the experts, allowing them to share their views on aspects of academic processes that they may not wish to express in public.
6. Meeting with 1st year faculty members as determined by the Chairman of the visiting committee, allowing them to share their views on aspects of academic processes.
7. Randomly checking a few first-year course files, particularly those in non-engineering (H&S), to understand the teaching-learning process, quality of internal question papers, assessment tools, and the overall attainment of Course Outcomes (CO), Program Outcomes (PO), and Program Specific Outcomes (PSO) for each respective course.
8. For the meeting with the students/alumni/parents/employers, it may be a good idea to have a preliminary list of questions to be raised.
9. Study final year/capstone/major/minor projects addressing POs and PSOs
10. Study the solving of complex engineering problems aimed at addressing relevant Sustainable Development Goals (SDGs).
11. During the exit meeting, the Chairman of the visiting committee will present overall institutional details, while the respective program evaluators will present details specific to their programs. **Team members of each program should present only the strengths, concerns, weaknesses, and deficiencies of their programs**.

Annexure - VI

List of Documents/Records to be verified during the Visit-UG (Engineering) Program (Records of last three years to be made available, wherever applicable)

Institute Specific (I) Files:

The College that is seeking accreditation or re-accreditation of its program must have following list of files in place:

File No.	Name of the File
I.1	Records of the first-year student-faculty ratio, including details of 1st-year faculty members such as their appointment letters, designations, qualifications, promotion history, and salary details for regular, contract, and visiting faculty members/professors of practice. Also, include faculty retention ratios and related information for the past 3 years.
I.2	Records of the mentoring system, including the efficacy of the mentoring system, and please provide a few samples of mentor diaries or proctor diaries from respective branches.
I.3	Records of feedback on teaching & learning process and various facilities, feedback analysis, and corrective measures taken in the last 3 years.
I.4	Records of the training, placement cell, startup and entrepreneurship cell, including the number of programs organized and their outcomes in the last 3 years
I.5	Records of composition of BoG/GB/Senate, other administrative and academic bodies; functions, and responsibilities; participation details of external members and attendance therein
I.6	Evidence of various rules, policies, procedures, service books, academic regulations including policies, procedures, service books, and details of students, faculty, and staff, are available on the Institute website
I.7	Evidence of budget allocation and utilization at the college level and as well as program level, audited statements of accounts by a Chartered Accountant (CA) in the last 3 years, and details of the delegation of financial powers to various heads.
I.8	Records of library resources, digital library facilities, and self-learning facilities available within the college.
I.9	Records of the Faculty Performance Appraisal and Development System (FPADS) and its implementation and effectiveness.
I.10	Records of e-governance, the institutional strategic plan, initiatives for sustainable development goals, innovative educational initiatives, their implementation, and outreach activities

Program Specific (P) Files:

The program of an Institution that is seeking accreditation or re-accreditation must have following list of files in place:

File No.	Name of the File
P.1	Records of the processes used to define the vision, mission, Program Educational Objectives (PEO), and Program Specific Outcomes (PSO) statements, along with justifications for the PEO matrix in relation to the department's mission.
P.2	Evidence of publishing and disseminating the vision, mission, PEO, PO, and PSO statements, as well as awareness programs among stakeholders
P.3	Records of the program's curriculum, including its components, as well as details on the structure and process used to assess compliance with the curriculum in achieving POs and PSOs
P.4	Records of the quality of the program curriculum and initiatives related to education policy at the program level.
P.5	Records of course outcomes (COs) for all courses, as well as the mapping of courses to POs and PSOs
P.6	Records detailing the instructional methods and pedagogical initiatives employed in teaching and learning processes, including a list of methodologies used to support weak students and a list of methodologies used to encourage bright students. Impact analysis related to the implementation of these methodologies
P.7	Records of steps taken for enhancing industry-institute partnerships, industry internships, and summer training, along with their impact analysis from the last three years.
P.8	Evidence of the quality of students' capstone projects, mini/micro projects, and the rubrics used to assess the student and their outcomes over the past three year
P.9	Records of case studies and real-life examples
P.10	Records of the number of students obtained MOOCs certification through platforms such as SWAYAM/NPTEL, etc.
P.11	Evidence of strategies employed to solve complex engineering problems while integrating sustainability goals, as well as initiatives undertaken by the department towards achieving the Sustainable Development Goals (SDGs) over the past three year

P.12	Records of the assessment tools used for Program Outcomes (POs) and Program Specific Outcomes (PSOs), including attainment values, observations, and actions taken based on the results of POs and PSOs over the past three years
P.13	Records of quality assessment in Continuous Internal Evaluation (internal question paper, assignment, quiz, etc.) and Semester End Examination.
P.14	Course file including the plan of course delivery, question papers, answer scripts, assignments, reports of assignments, project reports, reports of design projects, and a list of laboratory experiments, etc.
P.15	Records of the assessment tools used for Course Outcomes (COs), including attainment values for all courses, observations, and actions taken based on the results of COs over the past three years.
P.16	Evidence of the number of seats filled under various quotas and the quality of students admitted to the program, including their ranks and percentage of marks, for the last 3 years.
P.17	Evidence of program success rates within the stipulated period, academic performance of 1st, 2nd, and 3rd year students, and improvements in academic performance over the past 3 years.
P.18	Evidence of a list of placement, higher studies, and entrepreneurship outcomes in the last 3 years.
P.19	Records of a list of professional societies and the number of events organized by the department in the last 3 years.
P.20	Evidence of technical magazines, newsletters, journals, etc., as well as student participation in inter-institute events, and a list of publications and awards received by students in the last 3 years.
P.21	Records of student-faculty ratio, faculty qualifications, designations, and visiting faculty members/professors of practice, including their appointment letters. Also include promotion history, salary details for regular and contract faculty, faculty retention ratio, and improvements in faculty qualifications over the past 3 years.
P.22	Evidence of faculty membership and participation in FDPs, STTPs, NPTEL, and other training activities, as well as the number of FDPs/STTPs organized. Also, include faculty contributions to the development of MOOC courses and certifications of MOOCs through SWAYAM in the last 3 years.
P.23	Evidence of Faculty Support in Student Innovative Projects and Faculty Internship/ Training/ Collaboration with Industry in the last 3 years.
P.24	Records of faculty publications, books, chapters, patents, working models, Ph.D.

	enrollments, and the number of Ph.D. students graduated, including approval letters of R&D projects, consultancy projects, Institution Seed Money or Internal Research Grants, and proof of working models and products developed by faculty in the last 3 years
P.25	Records of program-specific laboratories, project laboratories, research laboratories, Centre of Excellence, industry-supported laboratories computing facilities and additional facilities available within the department.
P.26	Records of lab maintenance and safety measures are available within the department's laboratories.
P.27	Records of non-teaching staff members, including their appointment letters, degrees, skill upgrades, etc.
P.28	Evidence of academic audits and corrective measures taken and improvement in faculty qualification/contribution in the last 3 years.

Annexure - VII

Criterion 1: Outcome-based Curriculum (120)

Sub-Criteria	Marks	Evaluation Guidelines
1.1. Vision, Mission and Program Educational Objectives (PEOs)	**35**	
1.1.1. State the Vision and Mission of the Institute and the Department	05	A. Availability of the vision and mission statements of the Department (01) B. Appropriateness and relevance of the statements (02) C. Consistency of the Department vision and mission statements with the Institute Vision and Mission (02)
Exhibits/Context to be Observed/Assessed: A. Vision and Mission Statements of both the Department and the Institute B. Correctness from definition perspective C. Consistency between Institute and Department statements		
1.1.2. State PEOs of the Program	05	Listing of the Program Educational Objectives (3 to 5) of the program under consideration and their appropriateness
Exhibits/Context to be Observed/Assessed: ❖ Availability & correctness of the PEOs statements		
1.1.3. Process of Defining Vision, Mission and PEOs	10	A. Description of the process involved in defining the Vision, Mission of the Department (06) B. Description of the process involved in defining the PEOs of the program (04)
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence demonstrating the process ensuring effective participation of internal and external stakeholders, along with effective process implementation.		
1.1.4. Dissemination of Vision, Mission and PEOs	05	A. Adequacy in respect of publication & dissemination (03) B. Process of dissemination among stakeholders (02)
Exhibits/Context to be Observed/Assessed: A. Adequacy: 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. B. Process of dissemination: Documentary evidence outlining the process ensuring awareness among internal and external stakeholders, including effective implementation.		

1.1.5. Mapping of PEOs with Mission	10	A. Preparation of a matrix of PEOs and mission statement (05) B. Consistency/justification of correlation parameters of the above matrix (05)
Exhibits/Context to be Observed/Assessed: A. Availability of a matrix containing PEOs and Mission. B. Documentary evidence for justification for each statement mapped in the matrix.		
1.2 Curriculum Structure and Features	**30**	
1.2.1. State the Process for Developing/ Revising the Program Curriculum	10	Periodic review through search conferences/curriculum development workshops, identifying job roles etc., taking into account the POs and PSOs. Involvement of the industry in this process.
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence demonstrating the process by which the program curriculum evolves and undergoes periodic review, taking into consideration POs and PSOs.		
1.2.2. Curriculum Structure	10	Courses required for the degree program and distribution of learning hours assigned in terms of attaining POs and PSOs.
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence of the courses, including teaching methods and the number of credits, within the program curriculum		
1.2.3. Components of Curriculum	05	Verify curricular components for the attainment of POs and PSOs
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence of Curriculum components.		
1.2.4. Strategies for Education Reforms	05	Curriculum design in terms of various educational reforms such as multidisciplinary and interdisciplinary approaches, multi-point entry/exit options, academic bank of credits, skill-based courses, and recognition of prior learning, etc.
Exhibits/Context to be Observed/Assessed: ❖ Evidence of the action plan for NEP 2020, state education policy, etc., including their implementations. Additionally, map activities in curriculum design with multidisciplinary and interdisciplinary programs, the establishment of an academic bank of credits system, and APAAR, etc.		
1.3. PO, PSO and their Mapping with Courses	**20**	
1.3.1 POs and PSOs	**05**	Listing of the Program Specific Outcomes (up to 3) of the program under consideration and their appropriateness

1.3.2 Mapping between the Courses and POs/PSOs	**15**	Justification of mapping between courses and POs and PSOs
Exhibits/Context to be Observed/Assessed: ❖ Availability & correctness of the PSOs statements ❖ Documentary evidence of mapping of all courses with POs/PSOs		
1.4. Course Outcomes and Course Articulation Matrix	**30**	
1.4.1. Course Outcome (Semester Wise)	15	Availability of appropriate COs for every course
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence of appropriateness of the CO statements.		
1.4.2. Course Articulation Matrix	15	Availability of Course Articulation Matrix and its appropriateness in terms of level of correlation.
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence of justification of appropriateness of mapping of COs and correlation levels with various POs and PSOs		
1.5. Program Articulation Matrix	**05**	Availability of Mapping of Courses and POs/ PSOs
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence of Articulation Matrix and relevance		
Total:	**120**	

Criterion 2: Outcome Based Teaching Learning (120)

Sub-Criteria	Marks	Evaluation Guidelines
2.1. Describe Processes Followed to Ensure Quality of Teaching & Learning	**20**	A. Adherence to the Academic Calendar (02) B. Pedagogical Initiatives (05) C. Support students based on their ability (04) D. Quality of Classroom Teaching (04) E. Conduct of Experiments (05)

Exhibits/Context to be Observed/Assessed: A. Academic Calendar and its effective implementation. B. Documentary evidence of supporting the implementation of pedagogical initiatives, such as real-life examples, collaborative learning, ICT-supported learning, and interactive classrooms. C. Documentary evidence of tailored resources, differentiated instruction, and individualized attention to meet their unique learning needs D. Classroom ambience and efforts to keep students engaged (also to be verified during interaction with the students). E. Quality of laboratory experience concerning conducting experiments, recording observations, analysis, etc. (also to be verified during interaction with the students).		
2.2. Quality of Student Capstone Project	**25**	A. Identification of capstone/major project and allocation of guides (05) B. Types and relevance of the capstone/major project and their contribution towards the attainment of POs and PSOs (06) C. Continuous monitoring process (04) D. Quality of completed projects/working models/prototypes in relation to environment, sustainability, safety, ethics and cost (10)
Exhibits/Context to be Observed/Assessed: A. Capstone/major project identification and guide/ supervisor allocation process B. Projects classification (application, product, research, review, etc.), incorporating factors such as environment, safety, ethics, cost, standards, and mapping with POs and PSOs. C. Process for continuous monitoring (Meeting records with guide and its frequency etc.,) D. Quality of projects, working models, or prototypes incorporating factors such as environment, safety, ethics, cost, standards, and mapping with POs and PSOs.		
2.3. Internship/Industrial Training	**10**	A. Process of Internship/Industrial training for students (03) B. Mapping of Industrial training/internships with POs and PSOs (04) C. Student feedback on training/internships and its analysis (03)
Exhibits/Context to be Observed/Assessed: A. Documentary evidence of process of internship/ industrial training for students, number of students participated, relevant training areas, documented visit report, with a duration of not less than 2 weeks for the industrial training/internship. B. Documentary evidence of mapping of internship and training programs for students to POs and PSOs C. Documentary evidence of student feedback on industrial training and its analysis and actions taken.		
2.4. Seminar and Mini/Micro Projects	**10**	A. Mapping of Seminars presented by the students with POs and PSOs (05) B. Mapping of the mini/micro project and their contribution with POs and PSOs (05)

Exhibits/Context to be Observed/Assessed: A. Documentary evidence of seminars presented by the students B. Documentary evidence of Mini/micro projects and their mapping with POs and PSOs.		
2.5. Case Studies and Real-Life Examples	**10**	Use of case studies and real-life examples in teaching and their mapping with POs and PSOs.
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidences of case studies and real-life examples and its mapping with POs and PSOs.		
2.6. SWAYAM/NPTEL/MOOC/Self Learning	**10**	A. Number of students obtained MOOCs certification through platforms like SWAYAM/NPTEL, etc and their mapping with POs and PSOs (07). B. Scope for self-learning & facilities and its use. (03)
Exhibits/Context to be Observed/Assessed: A. Documentary evidence of number of students cleared MOOCs B. Evidence for Self-learning.		
2.7. Solving Complex Engineering Problems Incorporating Sustainability Goals	**20**	List of complex engineering problems from different courses/activities/mini projects, etc. along with the targeted SDGs.
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidences of solving complex engineering problems targeting SDGs		
2.8. Steps Taken for Enhancing Industry Institute Partnerships	**15**	A. Industry involvement in the partial delivery of any regular courses for students (05) B. Industry offered courses/training (04) C. Industry-supported laboratories (03) D. Impact analysis and actions taken thereof (03)
Exhibits/Context to be Observed/Assessed: A. Documentary evidence of industry involvement in the partial delivery of any regular courses. B. Documentary evidence of industry offered courses/training C. Types of industries, types of labs, objectives, utilization, and effectiveness. D. Analysis and actions taken as a result.		
Total	**120**	

Criterion 3: Outcome-Based Assessment (120)

Sub-Criteria	Marks	Evaluation Guidelines
3.1. Evaluation of Continuous Assessment: Assignments, Unit Tests, Mid-Term, etc	**10**	A. Process for setting and evaluation of internal semester question paper (02) B. Quality of questions, appropriateness of mapping with the COs (03) C. Assessment of COs coverage in unit tests/class tests/mid-term tests/assignments (03) D. Sharing of post evaluation feedback with students for performance improvement (02)
Exhibits/Context to be Observed/Assessed: A. Process for setting internal semester question papers, creating model answers, evaluating them, and ensuring compliance. 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 sharing of post evaluation feedback with students for performance improvement		
3.2. Evaluation of Semester End Exam (SEE) Question Paper	**10**	A. Process for setting and evaluation of semester-end exam question paper (03) B. Quality of questions, appropriateness of mapping with the COs (05) C. Transparency of post evaluation process (02)
Exhibits/Context to be Observed/Assessed: A. Process for setting semester-end exam question paper evaluating and ensuring compliance. B. Assessment of the quality of semester end exam question paper C. Evidence of transparency of post evaluation process		

3.3. Evaluation of Laboratory Work and Workshop (Continuous and SEE)	**10**	A. Evaluation of experiments conducted in workshops/laboratories (05) B. Use of Rubrics for assessing student performance with relevance to COs/POs (05)
Exhibits/Context to be Observed/Assessed: A. Evidence of evaluation of the laboratory experiments B. Evidence of Rubrics developed and used for assessing student performance during workshops/laboratories.		

3.4. Evaluation of Industrial Training/ Internship (Continuous and SEE)	**10**	A. Relevance of internships/industrial training (04) B. Rubrics used for assessing student industrial training/internships and appropriateness of mapping with POs (06)
Exhibits/Context to be Observed/Assessed: A. Documentary evidence of internships/ industrial training and its relevance in terms of POs. B. Evidence of Rubrics developed and used for assessing student performance during internships/ industrial training.		
3.5. Evaluation of Projects	**20**	A. Rubrics used for assessing complexity, cost, relevance to the environment, and sustainability (10) B. Rubrics used for assessing team work, communication, and use of project management concepts (10)
Exhibits/Context to be Observed/Assessed: A & B. Rubrics are used to assess complexity, cost, relevance to the environment and sustainability, individual student performance, and team performance.		
3.6. Evidence of Addressing Sustainable Development Goals (SDG)	**10**	Evidence of Addressing Sustainable Development Goals relevant to the program
Exhibits/Context to be Observed/Assessed: ❖ Student project activities through course work, research work and projects.		
3.7. Attainment of Course Outcomes	**25**	
3.7.1. 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) B. The quality/relevance of assessment tools/processes used (03)
Exhibits/Context to be Observed/Assessed: A.& B. Documentary evidence for assessment tools and assessment processes used to measure COs including data collection, verification, analysis, and decision-making.		
3.7.2. Record the Attainment of Course Outcomes of all Courses with Respect to Set Attainment Levels	20	Verification of the attainment levels as per the benchmark set for COs of all courses

Exhibits/Context to be Observed/Assessed: ❖ Methodology to define set levels and its compliance; data collection, verification, analysis and decision making; details for one course per year of study to be verified		
3.8. Attainment of Program Outcomes and Program Specific Outcomes	**25**	
3.8.1. Provide Results of Evaluation of Each PO & PSO	25	A. Verification of documents, results, and the level of attainment of each PO/PSO (10) B. Assessment of overall levels of attainment (15)
Exhibits/Context to be Observed/Assessed: 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.		
Total	**120**	

Criterion 4: Students' Performance (120)

Sub- Criteria	Marks	Evaluation Guidelines
4.1. Enrolment Ratio in the First Year (20)	**20**	A. >= 90% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2) (20) B. >= 80% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2) (17) C. >= 70% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2) (14) D. >= 60% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2) (11) E. >= 50% students enrolled in the First Year on average over 3 academic years (CAY, CAYm1 and CAYm2) (08) F. >= 40% students enrolled in the First Year on average of current academic year (CAY), CAYm1 and CAYm2 (05) G. Otherwise '0'.

Exhibits/Context to be Observed/Assessed: ❖ A, B, C, D, E, F and G: Data to be verified for each of the assessment years.		
4.2. Success Rate of the Students in the Stipulated Period of the Program	**15**	Success Rate (**SR**)= B/A* A= 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). B=No. of students who graduated from the program in the stipulated course duration **Note** ***:** If the value of A is less than the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2), then the value of A should be the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2). Average SR = Mean of SR for the past three batches. **SR Points** = 1.5 * (Average SR/10).
Exhibits/Context to be Observed/Assessed: ❖ Data to be verified for each of the assessment years.		
4.3. Academic Performance of the First-Year Students of the Program	**10**	**Academic Performance** = Average Academic Performance Index (API), where API = ((Mean of 1st 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 1st year/10)) * (Number of successful students/number of students appeared in the examination). Successful students are those who have proceeded to the 2nd year.
Exhibits/Context to be Observed/Assessed: ❖ Data to be verified for each of the assessment years.		

4.4. Academic Performance of the Second Year Students of the Program	**10**	**Academic Performance** = Average Academic Performance Index (API), where API = ((Mean of 2nd Year Grade Point Average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 2nd Year/10)) *(Number of successful students/number of students appeared in the examination. Successful students are those who have proceeded to the 3rd year.
Exhibits/Context to be Observed/Assessed: ❖ Data to be verified for each of the assessment years.		
4.5. Academic Performance of the Third Year Students of the Program	**10**	**Academic Performance** = Average Academic Performance Index (API), where API = ((Mean of 3rd Year Grade Point Average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 3rd Year/10)) * (Number of successful students/number of students appeared in the examination). Successful students are those who have proceeded to the 4th year.
Exhibits/Context to be Observed/Assessed: ❖ Data to be verified for each of the assessment years.		
4.6. Placement, Higher Studies and Entrepreneurship	**30**	Assessment Points = 0.3 * Average of placement index (P). Placement index (P) = [(X + Y + Z)/FS] *100 where, ❖ X = No. of students placed ❖ Y = No. of students admitted to higher studies ❖ Z = No. of students taking up entrepreneurship ❖ FS = Total no. of final year students. **Note:** 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).
Exhibits/Context to be Observed/Assessed: ❖ Data to be verified for each of the assessment years.		
4.7. Professional Activities	**25**	

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) B. Number and quality of engineering events organized at the Institute, categorized by level (National/International) (03).
Exhibits/Context to be Observed/Assessed: ❖ A & B: Supporting documentary evidences		
4.7.2. Student's Participations in Professional Events (at other institutions)	**10**	A. No. of students participated in the state level events (03) B. No. of students participated in the national level/ international events (03) C. No. of students received prizes/awards in such events (04)
Exhibits/Context to be Observed/Assessed: ❖ A, B & C: Documentary evidence		
4.7.3. Publication of Journals, Magazines, Newsletters, etc in the Department	**05**	A. Quality and relevance of the contents and print material/ e-format (03) B. Student involvement in publication of journals, magazines, newsletters (02)
Exhibits/Context to be Observed/Assessed: A. Documentary evidence B. Documentary evidence of student involvement in publication of journals, magazines, and newsletter, etc.		
4.7.4. Student Publications	**05**	A. No. of journal papers published by students during the assessment period (02) B. No. of conference papers published by students during the assessment period (02) C. Number of student publications that received prizes/awards during the assessment period (01)
Exhibits/Context to be Observed/Assessed: A. Documentary evidence of papers published by students in academic journals during the assessment period. B. Documentary evidence of papers published by students in conference events during the assessment period. C. Documentary evidence of student publications that received prizes/awards during the assessment period.		
Total	**120**	

Criterion 5: Faculty Information (100)

Sub-Criteria	Marks	Evaluation Guidelines
5.1. Student-Faculty Ratio (SFR)	**30**	Marks to be given proportionally from a maximum of 30 to a minimum of 15 for average SFR between 15:1 to 25:1, and zero for average SFR higher than 25:1. Marks distribution is given as below: SFR ≤ 15 - 30 Marks ≤ 17 - 27 Marks ≤ 19 - 24 Marks ≤ 21 - 21 Marks ≤ 23 - 18 Marks ≤ 25 - 15 Marks > 25 - 00 Mark

Exhibits/Context to be Observed/Assessed:

- SFR to be calculated at Department level considering all UG and PG engineering programs in the Department; include allied department programs/clusters as well. The programs, such as MCA, BCA, Diploma (Engineering), and other non-engineering programs running in the Department or allied Departments, need to have sufficient faculty members to support those programs. These faculty members should not be included in the Table 5A of the SAR.
- For consideration of Faculty, Faculty appointment letters, time table/subject allocation file.
- Calculation of students and faculty as mentioned in the SAR (please refer table under criterion 5.1 of SAR).

***Faculty Definition:** All the faculty whether regular or contractual (except part-time or hourly based), will be considered. All regular faculty members shall meet the AICTE qualifications and experience requirements. 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:

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

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.
C. Visiting faculty/adjunct faculty, who are working on hourly based faculty will not be counted.

The Professor of Practice (PoP), Associate Professor of Practice (PoP), and Assistant Professor of Practice (PoP) (Full-time basis) will be considered as per the qualifications and experience prescribed by the AICTE for the NBA evaluation process for accreditation of Engineering programs. e.g. for

calculation of SFR, Faculty Qualification, Faculty Cadre Proportion, Faculty Retention Ratio and Faculty members participation in STTPs/FDPs. The maximum number of faculty members engaged as Professor of Practice (PoP) with the required faculty strength (Cadre Ratio) as per AICTE norm will be 20% wherein 5% (ratio 3:1) is exclusively reserved for Women Professor of Practice (PoP), Associate /Assistant Professor of Practice (PoP) (Full-time basis)		
5.2. Faculty Qualification	**25**	Faculty qualification index (FQI) = 2.5 * [(10X +4Y)/RF)], where ➢ X=No. of faculty members with Ph.D. degree or equivalent as per AICTE/UGC norms. ➢ Y=No. of faculty members with M. Tech. or ME degree or equivalent as per AICTE/UGC norms. ➢ RF=No. of required faculty in the Department including allied Departments adhere to the 20:1 Student-Faculty ratio, with calculations based on both student numbers and faculty requirements as per section 5.1 of SAR; (RF=S/20). ➢ To determine the RF value (No. of required faculty in the Department including allied Departments to adhere to the 20:1 Student-Faculty ratio), all students (S as defined in section 5.1 of SAR) in the department including allied Departments need to be considered. ➢ The programs, such as MCA, BCA, Diploma (Engineering) and other non-engineering programs running in the Department including allied Departments need to have sufficient faculty members to support those programs and exclude the faculty members and students listed in Table 5.2.1 (X, Y, and RF) of SAR.
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence – Faculty Qualification		
5.3. Faculty Cadre Proportion	**25**	Faculty Cadre Proportion Marks $= \left(\left[\frac{AF1}{RF1} \right] + \left[\frac{AF2}{RF2} * 0.6 \right] + \left[\frac{AF3}{RF3} * 0.4 \right] \right) * 12.5$ ➢ If AF1 = AF2= 0, then zero mark ➢ Maximum marks to be limited if it exceeds 25. ➢ Faculty cadre and qualification and experience should be as per AICTE/UGC norms ➢ RF1= No. of Professors required = 1/9 * No. of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (S) in the Department including allied Departments as per section 5.1 of SAR. ➢ RF2= No. of Associate Professors required = 2/9 * No. of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (S) in the Department including allied Departments as per section 5.1 of SAR.

		➢ RF3= No. of Assistant Professors required = 6/9 * No. of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (S) in the Department including allied Departments as per section 5.1 of SAR. ➢ All Professors (RF1, AF1), all Associate Professors (RF2, AF2), and all Assistant Professors (RF3, AF3) in the department including allied Departments should be considered for the calculation of faculty cadre proportion marks. ➢ To determine the RF1, RF2, and RF3 values, all students (S as defined in section 5.1 of SAR) in the department including allied Departments need to be considered. ➢ The programs, such as MCA, BCA, Diploma (Engineering), and other non-engineering programs running in the Department including allied Departments need to have sufficient faculty members to support them and exclude the faculty members listed in Table No. 5.3.1 (AF1, AF2, AF3) of SAR.
Exhibits/Context to be Observed/Assessed: ❖ Faculty qualification and experience required for cadre posts shall only be considered in accordance with AICTE norms/guidelines. ❖ Cadre-wise number of available faculty; Faculty qualifications, experience, and eligibility; Appointment/Promotion orders. ❖ Cadre-wise number of faculty required as per AICTE guidelines (refer to calculations in SAR).		
5.4. Visiting/Adjunct Faculty/ Professor of Practice	**10**	A. Provision of visiting or adjunct faculty/emeritus professor/ professor of practice, etc (01) B. Minimum 50 cumulative hours per year interaction (09) (per year to obtain three marks: 3 * 3 = 09) Here, individuals who contribute to teaching, learning, or practical work on part-time basis or an hourly basis need to be included. There is no data repetition from Section 5.1.
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence.		
5.5. Faculty Retention	**10**	FR=(((A*0) +(B*1) +(C*2) +(D*3) + (E*4))/RF) *2.50 (points limited to 10) ❖ RF=No. of required faculty in the Department to adhere to the 20:1 Student-Faculty ratio, with calculations based on both student numbers and faculty requirements as per section 5.1 of SAR; (RF=DS/20). ❖ AF= The no. of available faculty members in the Department. ❖ The programs, such as MCA, BCA, Diploma (Engineering), and other non-engineering programs running in the Department need to have sufficient faculty members to support them and exclude the faculty members listed in Table No. 5.5.1 (AF).

		❖ A= The no. of faculty members at the current institute with less than 1 year of experience (A in AF) ❖ 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) ❖ 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) ❖ 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) ❖ E= The no. of faculty members at the current institute with more than 4 years of experience (E in AF)
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence.		
Total	**100**	

Criterion 6: Faculty Contributions (120)

Sub-Criteria	Marks	Evaluation Guidelines
6.1. Professional Development Activities	**60**	
6.1.1. Memberships in Professional Societies at National/ International Levels	05	Memberships in Professional Societies at National/International Levels. ❖ Faculty members who have active recognized professional memberships and their positions and contributions to professional societies during the assessment period
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence of professional memberships		
6.1.2. Faculty as Resource Persons or Participants in STTPs/FDPs	10	
6.1.2.1. Faculty as Resource Persons in STTPs/FDPs	05	❖ An average of more than 3 faculty members from the Department served as resource persons in STTPs/FDPs during the assessment period (05) ❖ An average of more than 2 and less than 3 faculty members from the Department served as resource persons in STTPs/FDPs during the assessment period (02)
Exhibits/Context to be Observed/Assessed:		

A & B: Documentary evidence of resource persons in the relevant STTP/FDP program		
6.1.2.2. Faculty Members' Participation in STTPs/ FDPs	05	A faculty scores maximum five points for participation ❖ Participation in 2 to 5 days Faculty/ Faculty development program: 3 Points ❖ Participation in >5 days Faculty/ Faculty development program: 5 points ❖ RDF= Number of faculty required to comply with the 20:1 student-faculty ratio in the Department alone, as per section 5.1 (RDF= DS/20). ❖ For each year, Assessment Points (AP) = Sum of faculty participation score / 0.5 * RDF ❖ Average assessment over last three years starting from CAYm1 (Marks limited to 05)
Exhibits/Context to be Observed/Assessed: ❖ Relevance of the STTP/FDP program ❖ Number of days attended ❖ Number of faculty member attended		
6.1.3. Faculty Contribution in Development of SWAYAM MOOCs and other E-Content	07	A. Faculty member (s) involvement in developing SWAYAM MOOCs (04) B. Involvement of faculty members in developing E-Content (03)
Exhibits/Context to be Observed/Assessed: A. Documentary evidence for developing SWAYAM MOOCs B. Documentary evidence for developing E-Content		
6.1.4. Faculty Certification of MOOCs through SWAYAM, etc	08	Percentage of faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL and marks distribution as follows: ❖ $\geq$ 30% of available faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL averaged during the assessment period (06-08) ❖ $\geq$ 20% and <30% of available faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL averaged during the assessment period (03-05) ❖ < 20% of available faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL averaged during the assessment period (00-02)
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence of the relevance of the course and other aspects.		
6.1.5. FDP/ STTP Organized by Department	10	❖ The minimum duration of FDP/STTP is 5 days. ❖ 2 points per FDP/STTP, with a maximum of 4 marks per assessment year and a total

		maximum of 10 marks
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence: Participation and resource person and duration.		
6.1.6. Faculty Support in Student Innovative Projects	10	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. & marks distribution as follows: ❖ ≥ 30% 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) ❖ ≥ 20% and <30% 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) ❖ <20% 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)
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence of faculty members' involvement in student innovation projects as mentors or facilitators		
6.1.7. Faculty Internship/ Training/ Collaboration with Industry	10	Percentage of faculty members in the Department, who have undergone faculty internships/trainings/ collaboration with industry & marks distribution as follows: ❖ ≥ 30% of available faculty members in the Department have undergone faculty internships/ trainings/ collaboration with industry averaged during the assessment period (07-10) ❖ ≥ 20% of and <30% available faculty members in the Department have undergone faculty internships/ trainings/ collaboration with industry averaged during the assessment period (04-06) ❖ <20% of available faculty members in the Department have undergone faculty internships/ trainings/collaboration with industry averaged during the assessment period (00-03)
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence		
6.2. Research and Development Activities	**60**	
6.2.1. Academic Research	10	Publications in Journals, conference papers, books, and book Chapters and marks distribution as follow: A. No. of Publications (04)

		B. Quality of publications (06)
Exhibits/Context to be Observed/Assessed: ❖ Quality of publications and number of publications & documentary evidence.		
6.2.2. Ph.D. Student Details	05	A. No. of students enrolled for Ph.D. degree in the Department during the assessment period (02) B. No. of Ph.D. graduated in the Department during the assessment period (03)
6.2.3. Development Activities	10	A. Patents granted during the assessment period (04) B. Patents published during the assessment period (03) C. Working models and prototypes developed during the assessment period (03)
Exhibits/Context to be Observed/Assessed: A&B: Documentary evidence of patents granted/published C: Documentary evidence of working models and prototypes developed		
6.2.4. Sponsored Research Project	15	Funded research projects from external sources; Cumulative during CAYm1, CAYm2 and CAYm3 ❖ Amount ≥20 Lacs – 15 Marks ❖ Amount ≥16 Lacs and < 20 lacs– 12 Marks ❖ Amount ≥12 Lacs and < 16 lacs –9 Marks ❖ Amount ≥ 8 Lacs and < 12 lacs –6 Marks ❖ Amount ≥ 4 Lacs and < 8 lacs –3 Marks ❖ Amount ≥ 1 Lacs and < 4 lacs –1 Mark ❖ Amount < 1 Lac – 0 Mark.
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence: Funding agency, Amount, Duration, Research progress.		
6.2.5. Consultancy Work	15	Consultancy work from external sources; Cumulative during CAYm1, CAYm2 and CAYm3 ❖ Amount ≥20 Lacs – 15 Marks ❖ Amount ≥16 Lacs and < 20 lacs–12 Marks ❖ Amount ≥12 Lacs and < 16 lacs –9 Marks ❖ Amount ≥ 8 Lacs and < 12 lacs –6 Marks ❖ Amount ≥ 4 Lacs and <8 lacs –3 Marks ❖ Amount ≥ 1 Lacs and <4 lacs –1 Mark ❖ Amount <1 Lac – 0 Mark.

Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence, funding agency, amount, duration, outcome		
6.2.6. Institution Seed Money or Internal Research Grant to its Faculty for Research Work	05	A. Amount received (3 marks) Institution Seed Money or Internal Research Grants received by faculty members; cumulatively during CAYm1, CAYm2, and CAYm3 ❖ Amount ≥ 6 Lacs – 3 Marks ❖ Amount ≥ 4 Lacs and < 6 lacs– 2 Marks ❖ Amount ≥ 2 Lacs and < 4 lacs – 1 Mark ❖ Amount < 1 Lac – 0 Mark B. Amount utilized (2 marks).
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence: Amount, duration, outcome		
Total	**120**	

Criterion 7: Facilities and Technical Support (100)

Sub Criteria	**Marks**	**Evaluation Guidelines**
7.1. Adequate and Well-Equipped Laboratories, and Technical Manpower	**40**	A. Adequate and well-equipped laboratories/workshops to run the program (15) B. Quality of instruments (05) C. Utilization (10) D. Availability of adequate and qualified technical supporting staff (10)
Exhibits/Context to be Observed/Assessed: A. Adequacy and well-equipped laboratories running the program. B. Quality of instruments C. Utilization of laboratories/workshops D. Adequate and qualified technical supporting staff in the Department		
7.2. Additional Facilities Created for Improving the Quality of Learning Experience in Laboratories	**20**	A. Availability and relevance of additional facilities (10) B. Utilization and effectiveness of facilities (05) C. Relevance to POs/PSOs (05)
7.3. Maintenance of Laboratories and Overall Ambiance	**10**	A. Maintenance policy (02) B. Corrective & preventive maintenance (03)

		C. Overall ambience (05)
Exhibits/Context to be Observed/Assessed: A, B & C: Documentary evidence of policy, etc and overall ambience		
7.4. Safety Measures in Laboratories	**10**	A. Basic safety measures (04) B. Lab specific safety measure (06)
Exhibits/Context to be Observed/Assessed: A. Basic safety measures: Dos and don'ts, follow the dress code, maintain hygiene, learn emergency protocols, wear appropriate shoes, etc. B. Lab-specific safety measures: gloves, safety mats, Miniature Circuit Breaker (MCB), etc.		
7.5. Project Laboratory/Research Laboratory /Centre of Excellence	**20**	A. Availability of project laboratories/research laboratories (05) B. Availability of centre of excellence (05) C. Utilization of project laboratories/research laboratory /Centre of excellence (05) D. Relevance to POs/PSOs (05)
Exhibits/Context to be Observed/Assessed: A & C: Documentary evidence of project laboratories/research laboratories /center of excellence. B: Utilization of project laboratories/research laboratories /center of excellence.		
Total:	**100**	

Criterion 8: Continuous Improvement (80)

Sub-Criteria	Marks	Evaluation Guidelines
8.1. Actions Taken Based on the Results of Evaluation of the COs, POs, and PSOs	**40**	
8.1.1. Actions Taken Based on the Results of Evaluation of the COs Attainment	20	A. Documentary evidences of identification of gaps in COs attainment (05) B. Plan of action to bridge the gaps/ improvement (05) C. Implementation (10)
Exhibits/Context to be Observed/Assessed: A, B & C: A few core course files in CAYm1, CAYm2, CAYm3 need to be scrutinized for the identification of gaps and shortfalls, along with documentary evidence for each CO.		

8.1.2. Actions Taken Based on the Results of Evaluation of the POs/PSOs Attainment	20	A. Documentary evidences of identification of gaps in POs/PSOs attainment (05) B. Plan of action to bridge the gaps/ improvement (05) C. Implementation (10)
Exhibits/Context to be Observed/Assessed: 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		
8.2. Academic Audit and Actions Taken thereof during the Period of Assessment	**15**	A. Availability of external academic audit process (02) B. Plan of action to address the recommendations (03) C. Record of actions/corrective measures taken during the assessment period (10)
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence of academic audit: Assessment criteria, frequency, conduct mechanism, action plan based on audit, implementation, and effectiveness.		
8.3. Improvement in Faculty Qualification/ Contribution	**15**	Assessment is based on improvement, with CAYm3 considered as the base year, in the following areas: A. Improvement in the no. faculty with Ph.D. (06) ❖ The average no. of faculty members with Ph.D. degree over the past 3 years is more than 60% compared to the required no. of faculty members with Ph.D. (06) ❖ The average no. of faculty members with Ph.D. degree over the past 3 years is more than 40% compared to the required no. of faculty members with Ph.D. (04) ❖ The average no. of faculty members with Ph.D. degree over the past 3 years is more than 20% compared to the required no. of faculty members with Ph.D. (02) B. Improvement in the no. of publications in peer reviewed journals (06) C. Improvement in the no. of publications in conferences (03)
Exhibits/Context to be Observed/Assessed: ❖ A. B. C & D: Nos. in each year of the assessment; improvement considering CAYm3 as a base year		
8.4. Improvement in Academic Performance	**10**	Assessment is based on improvement of academic performance, with CAYm3 considered as the base year, in the following areas: A. Academic Performance Index (API) of the First-Year Students in the Program (03) B. Academic Performance Index (API) of the Second-Year Students in the Program (03) C. Academic Performance Index (API) of the Third Year Students in the Program (04)
Exhibits/Context to be Observed/Assessed:		

A & B: Document evidence of improvements in classrooms, academic as well as research laboratories and simulation tools, emulator, the use of digital tools, interactive whiteboards, and other devices aim to enhance learning experiences etc.		
Total:	**80**	

Criterion 9: Student Support System and Governance (120)

Sub-Criteria	Marks	Evaluation Guidelines
9.1. First Year Student-Faculty Ratio (FYSFR)	**05**	≥ 90% of faculty members, 05 marks ≥ 80% to < 90 of faculty members; 04 marks ≥ 70% to < 80 of faculty members; 03 marks ≥ 60% to < 70 of faculty members; 02 marks ≥ 50% to < 60 of faculty members; 01 mark < 50% of faculty members; 00 mark
Exhibits/Context to be Observed/Assessed: ❖ No. of faculty calculation considering faculty definition and fractional load; Faculty appointment letters; ❖ No. of student's calculation as mentioned in the SAR (Table 9.1.1.)		
9.2. Mentoring System	**05**	A. Mentoring system-implementation (02) B. Effectiveness (03)
Exhibits/Context to be Observed/Assessed: ❖ Documentary evidence by considering a few relevant activities.		
9.3. Feedback Analysis	**10**	
9.3.1. Feedback on Teaching and Learning Process and Corrective Measures Taken, if any	05	A. Feedback questionnaire used (01) B. Methodology being followed for analysis of feedback and its effectiveness (02) C. Record of corrective measures taken and impact (02)
Exhibits/Context to be Observed/Assessed: ❖ A, B & C. Feedback questionnaire, collection process, analysis, actions taken, effectiveness		
9.3.2. Feedback on Academic Facilities	05	A. Feedback questionnaire used (01) B. Frequency of feedback collection and analysis (02) C. Record of corrective measures taken (02)

Exhibits/Context to be Observed/Assessed: ❖ A, B & C. Feedback on academic facilities questionnaire, collection process, analysis, actions taken, effectiveness		
9.4. Training and Placement Support	**10**	A. Facilities of training and placement cell (02) B. Adequate staff (02) C. Pre-placement training activities (03) D. Support for higher studies (03)
Exhibits/Context to be Observed/Assessed: ❖ A, B, C, & D- Appropriate documentary evidence		
9.5. Start-up and Entrepreneurship Activities	**05**	A. Availability of entrepreneurship cell/ Incubation cell (01) B. No. of awareness programs/incubation activities conducted during the assessment period (02) C. No. of students taken up entrepreneurship (02)
Exhibits/Context to be Observed/Assessed: ❖ A, B & C: Appropriate documentary evidence		
9.6. Governance and Transparency	**25**	
9.6.1. Availability of the Institutional Strategic Plan and its Effective Implementation and Monitoring	10	A. Availability of strategic plan/ Institutional development plan (IDP) (03) B. Approval of strategic plan/ IDP by competent authority (02) C. Implementation, monitoring and reporting (05)
Exhibits/Context to be Observed/Assessed: A, B, C: Availability of strategic plan/ Institutional development plan and its approval.		
9.6.2. Governing Body, Administrative Setup, Functions of Various Bodies, Service Rules, Recruitment Procedures and Promotion Policies	10	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 (04) B. Agenda, minutes of the meetings and action-taken report (ATR) (04) C. The published service rules, policies, and procedures with year of approval by competent authority/Board and publication (02)
Exhibits/Context to be Observed/Assessed: ❖ A, B & C: Appropriate documentary evidence.		
9.6.3. Transparency	05	A. Mandatory disclosure as per AICTE/AISHE/ONOD on the Institute website (03) B. Availability of policies, rules, and processes on the Institute website (02)

Exhibits/Context to be Observed/Assessed: ❖ Institute website.		
9.7. Budget Allocation, Utilization, and Public Accounting at Institute Level	**12**	A. Quantum of budget allocation for three years (04) B. Budget utilization for three years (06) C. Availability of audited statements on the Institute website (02)
Exhibits/Context to be Observed/Assessed: A. Budget formulation, finalization and approval process and utilization B. & C. Audited statements by CA on Institute website		
9.8. Program Specific Budget Allocation, Utilization	**08**	A. Quantum of budget allocation for three years (03) B. Budget utilization for three years (05)
Exhibits/Context to be Observed/Assessed: A. Budget formulation, finalization, approval process and utilization B. Effective utilization; verification for at least two of the three assessment years		
9.9. Quality of Learning Resources (Hard/Soft)	**05**	A. Availability of relevant e-learning resources of the program under consideration (02) B. Accessibility of learning resources to students (03)
Exhibits/Context to be Observed/Assessed: ❖ A & B: Availability of relevant learning resources		
9.10. E-Governance	**05**	E-governance initiatives
Exhibits/Context to be Observed/Assessed: ❖ E-governance initiatives i.e., extent of office automation		
9.11. Initiatives and Implementation of Sustainable Development Goals (SDGs)	**10**	Policy and implementation of SDGs-specific activities conducted during the assessment period
Exhibits/Context to be Observed/Assessed: ❖ Evidence on green energy, waste management, preserving water, net zero, quality education, reuse, recycle, less use to renewables, etc.		
9.12. Innovative Educational Initiatives and Implementation	**05**	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.
Exhibits/Context to be Observed/Assessed: ❖ Appropriate documentary evidence		

9.13. Faculty Performance Appraisal and Development System (FPADS)	**10**	A. A well-defined performance appraisal and development system instituted for all the assessment years (04) B. Its implementation and effectiveness (06)
Exhibits/Context to be Observed/Assessed: A. Notified performance appraisal and development system; Appraisal Parameters; Awareness B. Implementation, Transparency and Effectiveness.		
9.14. Outreach Activities	**05**	A. Initiatives taken towards outreach activities, social internships (02) B. Society connect activities undertaken by the students with achievements (03)
Exhibits/Context to be Observed/Assessed: ❖ A & B: Appropriate documentary evidence		
Total:	**120**	

Annexure – VIII (A)

PART-A

Chairperson's Visit Report

Undergraduate Engineering Programs

Tier-I

Name of the Institution

_____

Name of the Programs

_____

Visit Dates

_____

_____

Name of the Chairperson

NATIONAL BOARD OF ACCREDITATION
NBCC Place, East Tower, 4th Floor, Bhisham Pitamah Marg,
PragatiVihar, New Delhi 110003
Tel: +91 112430620-22; 01124360654;
www.nbaind.org

Team Composition

Name of the Chairperson: _____

Designation: _____

Program 1:

Program evaluator-1	Name:
	Organization:
Program evaluator-2	Name:
	Organization:

Program 2:

Program evaluator-1	Name:
	Organization:
Program evaluator-2	Name:
	Organization:

Program 3:

Program evaluator-1	Name:
	Organization:
Program evaluator-2	Name:
	Organization:

Program 4:

Program evaluator-1	Name:
	Organization:
Program evaluator-2	Name:
	Organization:

Program 5:

Program evaluator-1	Name:
	Organization:
Program evaluator-2	Name:
	Organization:

Institute Details

Year of Establishment : _____

Physical Infrastructure and Ambience : _____

Number of Programs being run in the Institute:

- Engineering programs
  - **(i)** No. of UG programs* : _____
  - **(ii)** No. of PG programs : _____
- No. of Non-Engineering programs
  - **(i)** No. of UG programs : _____
  - **(ii)** No. of PG programs : _____

Total Number of Students:

- Engineering programs
  - **(i)** In UG programs, total no. of students: _____
  - **(ii)** In PG programs, total no. of students: _____
- No. of Non-Engineering programs
  - **(i)** In UG programs, total no. of students: _____
  - **(ii)** In PG programs, total no. of students: _____

Name of programs applied for accreditation

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

Note*: If any undergraduate (Engineering) program in the Department or allied Departments has been running for less than 3 years (CAY, CAYm1), specify the year of the program's start.

Name of the Program-1: _____

A. Department/Program Specific Criteria (Marks given by Evaluators)

S.N.	Criteria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
1	Outcome-Based Curriculum	120			
2	Outcome-Based Teaching Learning	120			
3	Outcome-Based Assessment	120			
4	Students' Performance	120			
5	Faculty Information	100			
6	Faculty Contributions	120			
7	Facilities and Technical Support	100			
8	Continuous Improvement	80			
	TOTAL	**880**			

B. Institute Level Criteria (Marks to be filled by the Chairperson)

S.N.	Criteria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
9	Student Support System and Governance	120			
	TOTAL	**120**			
	GRAND TOTAL (A +B)	**1,000**			

Note: The assessment for Criterion 9.8 varies for each individual program.

Total Grade:

No. of Y: _____ , C: _____, W: _____, D: _____

_____

Signature
(Chairperson)

Name of the Program-2:_____

A. Department/Program Specific Criteria (Marks given by Evaluators)

S.N.	Criteria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
1	Outcome-Based Curriculum	120			
2	Outcome-Based Teaching Learning	120			
3	Outcome-Based Assessment	120			
4	Students' Performance	120			
5	Faculty Information	100			
6	Faculty Contributions	120			
7	Facilities and Technical Support	100			
8	Continuous Improvement	80			
	TOTAL	**880**			

B. Institute Level Criteria (Marks to be filled by the Chairperson)

S.N.	Crit eria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
9	Student Support System and Governance	120			
	TOTAL	**120**			
	GRAND TOTAL (A +B)	**1,000**			

Note: The assessment for Criterion 9.8 varies for each individual program.

Total Grade:

No. of Y: _____ , C: _____, W: _____, D: _____

_____

Signature
(Chairperson)

Name of the Program-3:_____

A. Department/Program Specific Criteria (Marks given by Evaluators)

S.N.	Criteria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
1	Outcome-Based Curriculum	120			
2	Outcome-Based Teaching Learning	120			
3	Outcome-Based Assessment	120			
4	Students' Performance	120			
5	Faculty Information	100			
6	Faculty Contributions	120			
7	Facilities and Technical Support	100			
8	Continuous Improvement	80			
	TOTAL	**880**			

B. Institute Level Criteria (Marks to be filled by the Chairperson)

S.N.	Crit eria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
9	Student Support System and Governance	120			
	TOTAL	**120**			
	GRAND TOTAL (A +B)	**1,000**			

Note: The assessment for Criterion 9.8 varies for each individual program

Total Grade:

No. of Y: _____ , C: _____, W: _____, D: _____

_____

Signature
(Chairperson)

Name of the Program-4: _____

A. Department/Program Specific Criteria (Marks given by Evaluators)

S.N.	Criteria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
1	Outcome-Based Curriculum	120			
2	Outcome-Based Teaching Learning	120			
3	Outcome-Based Assessment	120			
4	Students' Performance	120			
5	Faculty Information	100			
6	Faculty Contributions	120			
7	Facilities and Technical Support	100			
8	Continuous Improvement	80			
	TOTAL	**880**			

B. Institute Level Criteria (Marks to be filled by the Chairperson)

S.N.	Criteria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
9	Student Support System and Governance	120			
	TOTAL	**120**			
	GRAND TOTAL (A +B)	**1,000**			

Note: The assessment for Criterion 9.8 varies for each individual program

Total Grade:

No. of Y: _____ , C: _____, W: _____, D: _____

_____

Signature
(Chairperson)

Name of the Program-5:_____

A. Department/Program Specific Criteria (Marks given by Evaluators)

S.N.	Criteria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
1	Outcome-Based Curriculum	120			
2	Outcome-Based Teaching Learning	120			
3	Outcome-Based Assessment	120			
4	Students' Performance	120			
5	Faculty Information	100			
6	Faculty Contributions	120			
7	Facilities and Technical Support	100			
8	Continuous Improvement	80			
	TOTAL	**880**			

B. Institute Level Criteria (Marks to be filled by the Chairperson)

S.N.	Crit eria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
9	Student Support System and Governance	120			
	TOTAL	**120**			
	GRAND TOTAL (A +B)	**1,000**			

Note: The assessment for Criterion 9.8 varies for each individual program

Total Grade:

No. of Y: _____ , C: _____, W: _____, D: _____

_____

Signature
(Chairperson)

1. **Overall Observations**

S.N.	Name of the program	Average SFR for 3 years (CAY, CAYm1, CAYm2) in the Department and allied Departments	No. of Professors in the Department and allied Departments (Refer to section 5.3. of SAR)†		No. of Associate Professors in the Department and allied Departments (Refer to section 5.3. of SAR)†		No. of faculty having Ph. D degree available in the Department & allied Departments (Refer to section 5.2. of SAR)†	
			CAY	CAYm1	CAY	CAYm1	CAY	CAYm1

Note†: Data should be consistent with PART-A of the evaluator report.

2. **Observation on general facilities and about the programs. Kindly mention general observations about facilities like labs, library etc. and a general review about the programs.**

   - Academic Ambience including faculty:

   - Strength, Weakness, Suggestions:

3. Status of imbibing of outcome-based accreditation. For Example:

- **Formulation of PEOs, COs and mappings carried out and implemented:**

- **Methodology for assessing the attainment of outcomes:**

- **Continual improvement process status**

- **Stakeholders (especially the faculty, HOD, students etc.) awareness about the process:**

- **Implementation of education policy (like NEP 2020, state educational policy, etc.)**

- **Support to Implementation of Institute-Industry Linkage Policy.**

- **Support to Startup eco-culture**

- **Any other**

Note: Programs such as MCA, BCA, Diploma (Engineering), and other non-engineering programs running in the Department or allied Departments need to have sufficient faculty members to support those programs. These faculty members and students should not be included in the aforementioned table.

EVALUATION CRITERIA FOR TIER-I (UG (ENGG.,))

Information for Evaluation

Y=75% or Above; **C**= 60% and < 75%; **W**=40% and <60%; **D**< 40%.

Accreditation for 6 years:

i. There should not be any 'Deficiency (D)' or 'Weakness (W)' in any of the criteria and at least six criteria must be fully compliant (Y), with only 'Concerns (C)' in the remaining criteria (Y >=6, W & D=0).

ii. The number of faculty having Ph. D degree available in the Department and allied Departments is greater than or equal to 30% of the required number of faculty averaged over two academic years i.e. Current Academic Year (CAY) and Current Academic Year Minus One (CAYm1)

iii. The Student Faculty Ratio (SFR) in the Department and allied Departments should be less than or equal to 20:1, averaged over 3 academic years i.e. Current Academic Year (CAY), Current Academic Year Minus One (CAYm1) and Current Academic Year Minus Two (CAYm2).

iv.

- Case 1:

  If the Department/School is not running multiple UG (Engineering) programs and does not have allied Departments, which is running undergraduate engineering program, then the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in the current academic year (CAY) and the previous academic year (CAYm1).

- Case 2:

  If the Department/School, including allied Departments, is running multiple UG (Engineering) programs, the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in CAY and CAYm1. Additionally, the remaining UG (Engineering) programs (N*) need "N" Professors or "N" Associate Professors in the Department/ School/ Allied departments on a regular basis with Ph.D. degree in CAY and CAYm1 in total.

v. The HoD of the department in which the program under consideration is running should be appointed on regular basis and should possess Ph.D degree in the Current Academic Year (CAY).

Note *: Exclude the number of Professors/Associate Professors for the UG programs (Engineering) that have been running for less than 3 years (CAY, CAYm1).

Accreditation for 3 years:

i. There should not be any Deficiency (D) and at least three criteria must be fully compliant (Y)."

ii. The number of faculty having Ph. D degree available in the Department and allied Departments is greater than or equal to 20% of the required number of faculty averaged over two academic years i.e. Current Academic Year (CAY) and Current Academic Year Minus One (CAYm1)

iii. The Student Faculty Ratio (SFR) in the Department and allied Departments should be less than or equal to 25:1, averaged over 3 academic years i.e. Current Academic Year (CAY), Current Academic Year Minus One (CAYm1) and Current Academic Year Minus Two (CAYm2).

iv.

- Case 1:

  If the Department/School is not running multiple UG (Engineering) programs and does not have allied Departments, which is running undergraduate engineering program, then the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in the current academic year (CAY) and the previous academic year (CAYm1)

- Case 2:

  If the Department/School, including allied Departments, is running multiple UG (Engineering) programs, the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in CAY and CAYm1. Additionally, the remaining UG (Engineering) programs (N*) need "N" Professors or "N" Associate Professors in the Department/ School/ Allied departments on a regular basis with Ph.D. degree in CAY and CAYm1 in total.

v. The HoD of the Department in which the program under consideration is running should be appointed on regular basis and should possess Ph.D degree in the Current Academic Year (CAY).

Note *: Exclude the number of Professors/Associate Professors for the UG programs (Engineering) that have been running for less than 3 years (CAY, CAYm1).

No Accreditation

i. If the program fails to meet the criteria for award of accreditation for 3 years, it is awarded "Not Accredited" Status.

Annexure – VIII (B)

Part B-Program Assessment Worksheet

Institute Level (Criteria 9) to Be Assessed by Chairperson

Name of the Institution :

Name of the Programs :

Criterion 9 Student Support System and Governance (120)

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluator (Provide Justifications/ Reasons)
				Marks	Total	
PART B1: Institutional Level						
9.1.	**First Year Student-Faculty Ratio (FYSFR)**	**05**	❖ ≥90% of faculty members; 05 marks. ❖ ≥80% to < 90 of faculty members; 04 marks ❖ ≥70% to < 80 of faculty members; 03 marks ❖ ≥60% to < 70 of faculty members; 02 marks ❖ ≥50% to < 60 of faculty members; 01 mark ❖ <50% of faculty members;00 mark NS1=No.of faculty members in basic science courses & humanities and social sciences including management courses NS2=No.of faculty members in engineering science courses			
9.2	**Mentoring System**	**05**	A. Mentoring system-Implementation (02) B. Effectiveness (03)			
9.3	**Feedback Analysis**	**10**				
9.3.1	Feedback on Teaching and Learning Process and Corrective Measures Taken, if any	05	A. Feedback questionnaire used (01) B. Methodology being followed for analysis of feedback and its effectiveness (02) C. Record of corrective measures taken and impact (02)			
9.3.2	Feedback on Academic Facilities	05	A. Feedback questionnaire used (01) B. Frequency of feedback collection and analysis (02) C. Record of corrective measures taken (02)			

	CAY	CAYm1	CAYm2
Sanctioned intake of all UG programs (**S4**)			
No. of required faculty members (**RF4**=S4/20)			
No. of faculty members (**NS1**)			
No. of faculty members (**NS2**)			
Percentage=((NS1*0.8) + (NS2*0.2))/ RF4			
Average percentage for 3 years			

Comments (if any)

❖

Signature of Chairperson

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluator (Provide Justifications/ Reasons)
				Marks	Total	
9.4	**Training and Placement Support**	**10**	A. Facilities of training and placement cell (02)			
			B. Adequate staff (02)			
			C. Pre-placement training activities (03)			
			D. Support for higher studies (03)			
9.5	**Start-up and Entrepreneurship Activities**	**05**	A. Availability of entrepreneurship cell/ Incubation cell (01)			
			B. No. of awareness programs/ incubation activities conducted during the assessment period (02)			
			C. No. of students taken up entrepreneurship (02)			
9.6	**Governance and Transparency**	**25**				
9.6.1	Availability of the Institutional Strategic Plan and its Effective Implementation and Monitoring	10	A. Availability of strategic plan/ Institutional development plan (IDP) (03)			
			B. Approval of strategic plan/ IDP by competent authority (02)			
			C. Implementation, monitoring and reporting (05)			
9.6.2	Governing Body, Administrative Setup, Functions of Various Bodies, Service Rules, Recruitment procedures and Promotion Policies	10	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 (04)			
			B. Agenda, minutes of the meetings and action-taken report (ATR) (04)			
			C. The published service rules, policies, and procedures with year of approval by competent authority/Board and publication (02)			

Signature of Chairperson

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluator (Provide Justifications/ Reasons)
				Marks	Total	
9.6.3	Transparency	05	A. Mandatory disclosure as per AICTE/AISHE/ONOD on the Institute website (03)			
			B. Availability of policies, rules, and processes on the Institute website (02)			
9.7	**Budget Allocation, Utilization, and Public Accounting at Institute Level**	**12**	A. Quantum of budget allocation for three years (04)			
			B. Budget utilization for three years (06)			
			C. Availability of audited statements on the Institute website (02)			
9.9	**Quality of Learning Resources (Hard/ Soft)**	**05**	A. Availability of relevant e-learning resources of the program under consideration (02)			
			B. Accessibility of learning resources to students (03)			

Note: Marks for Sub-Criteria 9.8 (Program-Specific Budget Allocation and Utilization) need to be entered after Page No. 5, against the respective program.

Signature of Chairperson

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluator (Provide Justifications/ Reasons)
				Marks	Total	
9.10	**E-Governance**	**05**	E-governance initiatives			
9.11	**Initiatives and Implementation of Sustainable Development Goals (SDGs)**	**10**	Policy and implementation of SDGs-specific activities conducted during the assessment period			
9.12	**Innovative Educational Initiatives and Implementation**	**05**	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.			

Signature of Chairperson

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluator (Provide Justifications/ Reasons)
				Marks	Total	
9.13	**Faculty Performance Appraisal and Development System (FPADS)**	**10**	A. A well-defined performance appraisal and development system instituted for all the assessment years (04)			
			B. Its implementation and effectiveness (06)			
9.14	**Outreach Activities**	**05**	A. Initiatives taken towards outreach activities, social internships (02)			
			B. Society connect activities undertaken by the students with achievements (03)			
Total Marks of Criterion 9 (excluding Sub-Criterion 9.8)		**112**	**Marks Awarded for Criterion 9 (excluding Sub-Criterion 9.8):**			

Signature of Chairperson

Name of the Program-1 : _____

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluator (Provide Justifications/ Reasons)
				Marks	Total	
PART B2: Program Level						
9.8	**Program Specific Budget Allocation, Utilization**	**08**	A. Quantum of budget allocation for three years (03)			
			B. Budget utilization for three years (05)			
Total Marks of Sub-Criterion 9.8		**08**	**Marks Awarded for Sub-Criterion 9.8:**			

S.N.	Sub-Criteria	Max. Marks		Total Marks Awarded			
1	**Total Marks of Criterion 9 (excluding Sub-Criterion 9.8)** **= PART B1**	**112**					
2	**Total Marks of Sub-Criterion 9.8** **= PART B2**	**08**					
Total Marks of Criterion 9 (all Sub-Criteria)= **PART B1+ PART B2**		**120**	**Total Marks Awarded for Criterion 9 (all Sub-Criteria):**		**Grade (Y,C,W,D) Awarded for Criterion 9:**		

Signature of Chairperson

Name of the Program-2: _____

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluator (Provide Justifications/ Reasons)
				Marks	Total	
PART B2: Program Level						
9.8	**Program Specific Budget Allocation, Utilization**	**08**	A. Quantum of budget allocation for three years (03)			
			B. Budget utilization for three years (05)			
Total Marks of Sub-Criterion 9.8		**08**	**Marks Awarded for Sub-Criterion 9.8:**			

S.N.	Sub-Criteria	Max. Marks		Total Marks Awarded			
1	**Total Marks of Criterion 9 (excluding Sub-Criterion 9.8) = PART B1**	**112**					
2	**Total Marks of Sub-Criterion 9.8 = PART B2**	**08**					
Total Marks of Criterion 9 (all Sub-Criteria)= PART B1+ PART B2		**120**	**Total Marks Awarded for Criterion 9 (all Sub-Criteria):**		**Grade (Y,C,W,D) Awarded for Criterion 9:**		

Signature of Chairperson

Name of the Program-3: _____

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluator (Provide Justifications/ Reasons)
				Marks	Total	
PART B2: Program Level						
9.8	**Program Specific Budget Allocation, Utilization**	**08**	A. Quantum of budget allocation for three years (03)			
			B. Budget utilization for three years (05)			
Total Marks of Sub-Criterion 9.8		**08**	**Marks Awarded for Sub-Criterion 9.8:**			

S.N.	Sub-Criteria	Max. Marks		Total Marks Awarded			
1	**Total Marks of Criterion 9 (excluding Sub-Criterion 9.8)** **= PART B1**	**112**					
2	**Total Marks of Sub-Criterion 9.8** **= PART B2**	**08**					
Total Marks of Criterion 9 (all Sub-Criteria)= **PART B1+ PART B2**		**120**	**Total Marks Awarded for Criterion 9 (all Sub-Criteria):**		**Grade (Y,C,W,D) Awarded for Criterion 9:**		

Signature of Chairperson

Name of the Program-4: _____

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluator (Provide Justifications/ Reasons)
				Marks	Total	
PART B2: Program Level						
9.8	**Program Specific Budget Allocation, Utilization**	**08**	A. Quantum of budget allocation for three years (03)			
			B. Budget utilization for three years (05)			
Total Marks of Sub-Criterion 9.8		**08**	**Marks Awarded for Sub-Criterion 9.8:**			

S.N.	Sub-Criteria	Max. Marks		Total Marks Awarded			
1	**Total Marks of Criterion 9 (excluding Sub-Criterion 9.8)** **= PART B1**	**112**					
2	**Total Marks of Sub-Criterion 9.8** **= PART B2**	**08**					
Total Marks of Criterion 9 (all Sub-Criteria)= **PART B1+ PART B2**		**120**	**Total Marks Awarded for Criterion 9 (all Sub-Criteria):**		**Grade (Y,C,W,D) Awarded for Criterion 9:**		

Signature of Chairperson

Name of the Program-5: _____

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluator (Provide Justifications/ Reasons)
				Marks	Total	
PART B2: Program Level						
9.8	**Program Specific Budget Allocation, Utilization**	**08**	A. Quantum of budget allocation for three years (03)			
			B. Budget utilization for three years (05)			
Total Marks of Sub-Criterion 9.8		**08**	**Marks Awarded for Sub-Criterion 9.8:**			

S.N.	Sub-Criteria	Max. Marks		Total Marks Awarded			
1	**Total Marks of Criterion 9 (excluding Sub-Criterion 9.8) = PART B1**	**112**					
2	**Total Marks of Sub-Criterion 9.8 = PART B2**	**08**					
Total Marks of Criterion 9 (all Sub-Criteria)= PART B1+ PART B2		**120**	**Total Marks Awarded for Criterion 9 (all Sub-Criteria):**		**Grade (Y,C,W,D) Awarded for Criterion 9:**		

Signature of Chairperson

Annexure – VIII (C)

Part C – Declaration and Feedback

(To be filled by the chairperson)

Declaration Form

Name and Address of the Institution visited:

I hereby declare that I am/was not actively associated with the above mentioned institution in any of the following form:-

1. I am neither employed currently nor was employed in the past as faculty, staff or Consultant by the institution;
2. I am neither engaged currently nor was engaged in the past in any discussion or negotiation of employment with the institution;
3. I have never attended the above institution as a student;
4. I have never received an honorary degree from the institution;
5. No close/family relative of mine is a student or employee of the institution;
6. I do not own a membership in the institution's Board of Trustees/Advisory Board/Academic Advisory Board;
7. I have not gone on mock visit to the said institute
8. I have not guided institution for preparation or mock up exercise.
9. I am / was not a member of any committee of the Institution/Department/Program

I hereby declare that I have no conflict of interest in the proposed NBA accreditation assignment for this institution and I will abide by the NBA conflict of interest policy. I shall abide by the code of conduct and will conduct myself in professional manner and uphold the dignity and esteem of the position bestowed upon me.

Name:

Signature:

Date:

Feedback Form to be filled by the Chairperson about the Institution, Team Members.

Purpose- This form is designed to have a fair opinion about the team members who have assisted you during the visit. This will enable the NBA to improve its system and make it more effective. We thank you in advance for the time and effort you are investing in filling out this form.

1. Program Evaluators

(i) Please comment on the evaluation methodology adopted by the Evaluators.

.....

.....

(ii) Whether the Evaluator has tendered any advice to improve the system? If yes, please specify.

a. Name (s) of the Evaluator:

b. Advice :

.....

.....

(iii) Did each of the Evaluators were well prepared and filled-in the Pre-Visit Report with specific issues for which they wished to gather proper evidence, etc.?

.....

.....

(iv) Whether the Evaluators were specific about the relevant topics related to the program? If no, please specify.

.....

.....

(v) Whether the Evaluator interacted with students and faculty in groups or with students and faculty in private? If yes, please specify the name of the students/faculty.

.....

.....

(vi) Please comment on the general behaviour and etiquette of the Evaluators during the visit.

.....

.....

2 Institution

(i) Please comment on the general behaviour and etiquette of the Head of the Institution/other key officials.

.....

.....

(ii) Please comment on the cooperation and coordination rendered by the institution.

.....

.....

(iii) In case of any suspicious/unethical activity, kindly specify.

.....

.....

Signature of the Chairperson

Annexure – IX (A)

PART-A

Evaluator's Visit Report

Undergraduate Engineering Programs

Tier-I

Name of the Institution

_____

Name of the Program

_____

Visit Dates

_____

Name of Program Evaluator-1 **Name of Program Evaluator-2**

NATIONAL BOARD OF ACCREDITATION
NBCC Place, East Tower, 4th Floor, Bhisham Pitamah Marg,
Pragati Vihar, New Delhi 110003
Tel: +91 112430620-22; 01124360654;
www.nbaind.org

Program Evaluator Summary

Overview

The Expert team of National Board of Accreditation (NBA) conducted a three-day accreditation visit from _____to _____at _____ to evaluate UG Engineering program (_____) Pre-visit meeting of the expert team was held on_____at_____ _____to exchange the respective findings with the evaluation team members, based on review of Self-Assessment Report (SAR) and the pre-visit evaluation reports.

During the visit, the visiting team met with Head of the Institution/Director/Principal/Dean _____. The briefing on the Institution was given by _____ and on the program was given by _____. The respective program evaluators also visited the various facilities of the program. Apart from comprehensive review of documental evidences pertaining to various accreditation criteria, the visiting team also held meeting and discussions with the following stakeholders (kindly tick).

Faculty	☐	Alumni	☐
Employers	☐	Parents	☐
Staff members	☐	Students	☐

The Program Evaluation Team found that (general findings about the program to be mentioned)

_____

_____

_____

_____

_____

Program Details

Name of the UG (Engineering) Program:						
S.N.	**Year of Commencement**					
1.	No. of Engineering **programs** in the Department and allied Departments	No. of **Engineering programs** in the Department and allied Departments (See Table Nos. A7 and A8.1 of PARTA of SAR)	Item	**CAY (20- - 20- -)**	**CAYm1 (20- -20- -)**	**CAYm2 (20- -20- -)**
			No. of UG (Engineering) programs*			
			No. of PG (Engineering) programs			
2.	Student - Faculty Ratio **(SFR)** in the Department and allied Departments	Student-Faculty Ratio (**SFR**) averaged over 3 years (CAY, CAYm1 and CAYm2) in the Department and allied Departments (Refer to section 5.1 (Table no. 5.1.2) of SAR)	Item	**CAY (20- -20- -)**	**CAYm1 (20- -20- -)**	**CAYm2 (20- -20- -)**
			S=Total no. of students in the Department (DS) and allied departments (AS)			
			F=Total no. of faculty members in the Department (DF) and allied Departments (AF)			
			PoP=Total no. of PoP in the Department (DF) and allied Departments (AF)			
			FF=The faculty members in F who have a 100% teaching load in the first-year courses			
			TF=Total faculty= (F+PoP-FF)			
			Student Faculty Ratio (SFR)=S/TF			
			Average SFR over 3 years (CAY, CAYm1, CAYm2)			

3.	**Faculty Cadre Proportion** in the Department and allied Departments	No. of **Professors**, **Associate Professors**, and **Assistant** Professors working in the **Department** and **allied Departments** excluding first-year faculty (100% load teaching faculty) for the past 3 years, including CAY (Refer to sections 5.2 and 5.3 of SAR)	Number of faculty in Department for both UG and PG programs		**CAY (20- - 20- -)**	**CAYm1 (20- -20- -)**	**CAYm2 (20- -20- -)**
			No. of Professors with Ph.D (as per the AICTE norms)	Regular (R)			
				Contract (C)			
			No. of Associate Professors with Ph.D (as per the AICTE norms)	Regular (R)			
				Contract (C)			
			No. of Assistant Professors	Regular (R)			
				Contract (C)			
			No.of Professor of Practice (PoP)	Contract (C)			
			No. of Associate Professor of Practice (PoP)	Contract (C)			
			No. of Assistant Professor of Practice (PoP)	Contract (C)			
			No. of Ph.D				
4.	Head of Department(**HoD**) **qualification**	Whether the **HoD** of the **department** in which the program under consideration is running is appointed on regular basis and possesses PhD degree in the Current Academic Year (CAY).	Yes / No				

Note *: If any undergraduate (Engineering) program in the Department or allied Departments has been running for less than 3 years (CAY, CAYm1), specify the year of the program's start. Name of the UG (Engineering) program*: Year started

CAY: Current Academic Year;
CAYm1: Current Academic Year Minus 1= Current Assessment Year; CAYm2: Current Academic Year Minus 2= Current Assessment Year Minus 1.

Note: All faculty whether regular or contractual (except part-time or hourly based), will be considered. All regular faculty members shall meet the AICTE qualifications and experience requirements.

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:

1. Shall have the AICTE prescribed qualifications and experience.
2. Shall be appointed on full time basis and worked for consecutive two semesters with or without break between the 2 semesters during the particular

academic year under consideration.

3. Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit.
   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.
   C. Visiting faculty/adjunct faculty, who are working on hourly based faculty will not be counted.

Programs such as MCA, BCA, and Diploma (Engineering), other non-engineering programs running in the Department or allied Departments need to have sufficient faculty members to support those programs. These faculty members and students should not be included in the aforementioned table.

The Professor of Practice (PoP), Associate Professor of Practice (PoP), and Assistant Professor of Practice (PoP) (Full-time basis) will be considered as per the qualifications and experience prescribed by the AICTE for the NBA evaluation process for accreditation of Engineering programs. e.g. for calculation of SFR, Faculty Qualification, Faculty Cadre Proportion, Faculty Retention Ratio and Faculty members participation in STTPs/FDPs. The maximum number of faculty members engaged as Professor of Practice (PoP) with the required faculty strength (Cadre Ratio) as per AICTE norm will be 20% wherein 5% (ratio 3:1) is exclusively reserved for Women Professor of Practice (PoP), Associate /Assistant Professor of Practice (PoP) (Full-time basis)

Program Specific Criteria:

S.N.	Criteria	Max. Marks	Marks Awarded	Grade (Y,C,W,D)	Remarks
1	Outcome-Based Curriculum	120			
2	Outcome-Based Teaching Learning	120			
3	Outcome-Based Assessment	120			
4	Students' Performance	120			
5	Faculty Information	100			
6	Faculty Contributions	120			
7	Facilities and Technical Support	100			
8	Continuous Improvement	80			
	TOTAL	**880**			

Name & Signature
(Program Evaluator-1)

Name & Signature
(Program Evaluator-2)

Declaration of Conformity with Evaluator's Report by the Team Chair

I agree with the observations of the program evaluators on each criterion. ☐

Or

I agree with most of the observations of the program evaluators. However, I have following comments to make on certain criteria:

Criteria	Comments

_____

Name and Signature of Chairperson

Explicit Observations about the Program

(Please use additional sheets if necessary to elaborate)

Program title: _____

Strengths:

1. _____
2. _____
3. _____
4. _____
5. _____

Concerns:

1. _____
2. _____
3. _____
4. _____
5. _____

Weakness/Areas of improvement:

1. _____

2. _____

3. _____

4. _____

5. _____

Deficiencies:

1. _____

2. _____

3. _____

4. _____

5. _____

Other Observations, if any:

1. _____

2. _____

3. _____

4. _____

5. _____

EVALUATION CRITERIA FOR TIER-I (UG (ENGG.,))

Information for Evaluation

Y=75% or Above; **C**= 60% and < 75%; **W**=40% and <60%; **D**< 40%.

Accreditation for 6 years:

i. There should not be any 'Deficiency (D)' or 'Weakness (W)' in any of the criteria and at least six criteria must be fully compliant (Y), with only 'Concerns (C)' in the remaining criteria (Y >=6, W & D=0).

ii. The number of faculty having Ph. D degree available in the Department and allied Departments is greater than or equal to 30% of the required number of faculty averaged over two academic years i.e. Current Academic Year (CAY) and Current Academic Year Minus One (CAYm1)

iii. The Student Faculty Ratio (SFR) in the Department and allied Departments should be less than or equal to 20:1, averaged over 3 academic years i.e. Current Academic Year (CAY), Current Academic Year Minus One (CAYm1) and Current Academic Year Minus Two (CAYm2).

iv.

- Case 1:

  If the Department/School is not running multiple UG (Engineering) programs and does not have allied Departments, which is running undergraduate engineering program, then the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in the current academic year (CAY) and the previous academic year (CAYm1).

- Case 2:

  If the Department/School, including allied Departments, is running multiple UG (Engineering) programs, the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in CAY and CAYm1. Additionally, the remaining UG (Engineering) programs (N*) need "N" Professors or "N" Associate Professors in the Department/ School/ Allied departments on a regular basis with Ph.D. degree in CAY and CAYm1 in total.

v. The HoD of the department in which the program under consideration is running should be appointed on regular basis and should possess Ph.D degree in the Current Academic Year (CAY).

Note *: Exclude the number of Professors/Associate Professors for the UG programs (Engineering) that have been running for less than 3 years (CAY, CAYm1).

Accreditation for 3 years:

i. There should not be any Deficiency (D) and at least three criteria must be fully compliant (Y)."

ii. The number of faculty having Ph. D degree available in the Department and allied Departments is greater than or equal to 20% of the required number of faculty averaged over two academic years i.e. Current Academic Year (CAY) and Current Academic Year Minus One (CAYm1)

iii. The Student Faculty Ratio (SFR) in the Department and allied Departments should be less than or equal to 25:1, averaged over 3 academic years i.e. Current Academic Year (CAY), Current Academic Year Minus One (CAYm1) and Current Academic Year Minus Two (CAYm2).

iv.

- Case 1:

  If the Department/School is not running multiple UG (Engineering) programs and does not have allied Departments, which is running undergraduate engineering program, then the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in the current academic year (CAY) and the previous academic year (CAYm1)

- Case 2:

  If the Department/School, including allied Departments, is running multiple UG (Engineering) programs, the program under consideration needs either 2 Professors or 1 Professor and 1 Associate Professor on a regular basis with Ph.D. degree in CAY and CAYm1. Additionally, the remaining UG (Engineering) programs (N*) need "N" Professors or "N" Associate Professors in the Department/ School/ Allied departments on a regular basis with Ph.D. degree in CAY and CAYm1 in total.

v. The HoD of the Department in which the program under consideration is running should be appointed on regular basis and should possess Ph.D degree in the Current Academic Year (CAY).

Note *: Exclude the number of Professors/Associate Professors for the UG programs (Engineering) that have been running for less than 3 years (CAY, CAYm1).

No Accreditation

i. If the program fails to meet the criteria for award of accreditation for 3 years, it is awarded "Not Accredited" Status.

Annexure – IX (B)

Part B-Program Assessment Worksheet

Program Level Criteria- To Be Assessed by Evaluator

Name of the Institution :

Name of the Program :

Criterion 1: Outcome-Based Curriculum (120)						
S.N.	**Sub-Criteria**	**Max. Marks**	**Evaluation Guidelines (Marks)**	**Marks Awarded**		**Observations of Evaluators (Provide Justifications/ Reasons)**
				Marks	**Total**	
1.1	**Vision, Mission, Program Educational Objectives (PEOs)**	**35**				
1.1.1	State the Vision and Mission of the Institute and the Department	05	A. Availability of the vision and mission statements of the Department (01)			.
			B. Appropriateness and relevance of the Statements (02)			
			C. Consistency of the Department vision and mission statements with the Institute vision and mission (02)			
1.1.2	State PEOs of the Programme	05	Listing of the Program Educational Objectives (3 to 5) of the program under consideration and their appropriateness			
1.1.3	Process of Defining Vision, Mission and PEOs	10	A. Description of the process involved in defining the Vision, Mission of the Department (06)			
			B. Description of the process involved in defining the PEOs of the program (04)			
1.1.4	Dissemination of Vision, Mission and PEOs	05	A. Adequacy in respect of publication & dissemination (03)			
			B. Process of dissemination among stakeholders (02)			
1.1.5	Mapping of PEOs with Mission	10	A. Preparation of a matrix of PEOs and mission statement (05)			
			B. Consistency/ justification of correlation parameters of the above matrix (05)			

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total	
1.2	**Curriculum Structure and Features**	**30**				
1.2.1	State the Process for Developing/ Revising the Program Curriculum	10	Periodic review through search conferences/curriculum development workshops, identifying job roles etc., taking into account the POs and PSOs. Involvement of the industry in this process.			
1.2.2	Curriculum Structure	10	Courses required for the degree programme and distribution of learning hours assigned in terms of attaining POs and PSOs.			
1.2.3	Components of Curriculum	05	Verify curricular components for the attainment of POs and PSOs			
1.2.4	Strategies for Education Reforms	05	Curriculum design in terms of various educational reforms such as multidisciplinary and interdisciplinary approaches, multi-point entry/exit options, academic bank of credits, skill-based courses, and recognition of prior learning, etc			

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total	
1.3	**PO, PSO and their Mapping with Courses**	**20**				
1.3.1	POs and PSOs	05	Listing of the Program Specific Outcomes (up to 3) of the program under consideration and their appropriateness			
1.3.2	Mapping between the Courses and POs/ PSOs	15	Justification of mapping between courses and POs and PSOs			
1.4	**Course Outcomes and Course Articulation Matrix**	**30**				
1.4.1	Course Outcome (Semester wise)	15	Availability of appropriate COs for every course			
1.4.2	Course Articulation Matrix	15	Availability of Course Articulation Matrix and its appropriateness in terms of level of correlation			
1.5	**Program Articulation Matrix**	**05**	Availability of Mapping of Courses and POs/ PSOs			
Total of Criterion 1:		**120**	**Overall Marks Awarded for Criterion 1:**		**Grade (Y,C,W,D) Awarded for Criterion 1:**	

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

Criterion 2: Outcome-Based Teaching Learning (120)						
S.N.	**Sub-Criteria**	**Max. Marks**	**Evaluation Guidelines (Marks)**	**Marks Awarded**		**Observations of Evaluators (Provide Justifications/ Reasons)**
				Marks	**Total**	
2.1	**Describe Processes Followed to Ensure Quality of Teaching & Learning**	**20**	A. Adherence to Academic Calendar (02)			
			B. Pedagogical initiatives (05)			
			C. Support students based on their ability (04)			
			D. Quality of classroom teaching (04)			
			E. Conduct of experiments (05)			
2.2.	**Quality of Student Capstone Project**	**25**	A. Identification of capstone/major project and allocation of guides (05)			
			B. Types and relevance of the capstone/ major project and their contribution towards the attainment of POs and PSOs (06)			
			C. Continuous monitoring process (04)			
			D. Quality of completed projects/ working models/ prototypes in relation to environment, sustainability, safety, ethics and cost (10)			
2.3	**Internship/ Industrial Training**	**10**	A. Process of Internship/ Industrial training for students (03)			
			B. Mapping of Industrial training/ internships with POs and PSOs (04)			
			C. Student feedback on training /internships and its analysis (03)			

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total	
2.4	**Seminar and Mini/ Micro Projects**	**10**	A. Mapping of Seminars presented by the students with POs and PSOs (05)			
			B. Mapping of the mini/micro project and their contribution with POs and PSOs (05)			
2.5.	**Case Studies and Real-Life Examples**	**10**	Use of case studies and real-life examples in teaching and their mapping with POs and PSOs			
2.6.	**SWAYAM/ NPTEL/ MOOC/ Self Learning**	**10**	A. Number of students obtained MOOCs certification through platforms like SWAYAM/NPTEL, etc and their mapping with POs and PSOs (07)			
			B. Scope for self-learning & facilities and its use (03)			
2.7	**Solving Complex Engineering Problems Incorporating Sustainability Goals**	**20**	List of complex engineering problems from different courses/activities/mini projects, etc. along with the targeted SDGs.			
2.8	**Steps Taken for Enhancing Industry Institute Partnerships**	**15**	A. Industry involvement in the partial delivery of any regular courses for students (05)			
			B. Industry offered courses/training (04)			
			C. Industry-supported laboratories (03)			
			D. Impact analysis and actions taken thereof (03)			
Total of Criterion 2:		**120**	**Overall Marks Awarded for Criterion 2:**			**Grade (Y,C,W,D) Awarded for Criterion 2:**

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

Criterion 3: Outcome-Based Assessment (120)						
S.N.	**Sub-Criteria**	**Max. Marks**	**Evaluation Guidelines (Marks)**	**Marks Awarded**		**Observations of Evaluators (Provide Justifications/ Reasons)**
				Marks	**Total**	
3.1	**Evaluation of Continuous Assessment: Assignments, Unit Tests, Mid-Term, etc**	**10**	A. Process for setting and evaluation of internal semester question paper (02)			
			B. Quality of questions, appropriateness of mapping with the COs (03)			
			C. Assessment of COs coverage in unit tests/class tests/mid-term tests/assignments (03)			
			D. Sharing of post evaluation feedback with students for performance improvement (02)			
3.2	**Evaluation of Semester End Exam (SEE Question Paper)**	**10**	A. Process for setting and evaluation of semester-end exam question paper (03)			
			B. Quality of questions, appropriateness of mapping with the COs (05)			
			C. Transparency of post evaluation process (02)			
3.3	**Evaluation of Laboratory Work and Workshop (Continuous and SEE)**	**10**	A. Evaluation of experiments conducted in workshops/ laboratories (05)			
			B. Use of rubrics for assessing student performance with relevance to COs/POs (05)			
3.4	**Evaluation of Industrial Training/ Internship (Continuous and SEE)**	**10**	A. Relevance of internships/ industrial training (04)			
			B. Rubrics used for assessing student industrial training/ internships and appropriateness of mapping with POs (06)			
3.5	**Evaluation of Projects**	**20**	A. Rubrics used for assessing complexity, cost, relevance to the environment, and sustainability. (10)			
			B. Rubrics used for assessing team work, communication, and use of project management concepts (10)			

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total	
3.6	**Evidence of Addressing Sustainable Development Goals (SDG)**	**10**	Evidence of Addressing Sustainable Development Goals relevant to the program			
3.7	**Attainment of Course Outcomes**	**25**				
3.7.1	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) B. The quality/ relevance of assessment tools/ processes used (03)			
3.7.2	Record the Attainment of Course Outcomes of all Courses with Respect to Set Attainment Levels	20	Verification of attainment levels as per the benchmark set for COs of all courses			
3.8	**Attainment of Program Outcomes and Program Specific Outcomes**	**25**				
3.8.1	Provide Results of Evaluation of Each PO & PSO	25	A. Verification of documents, results and the level of attainment of each PO/PSO (10) B. Assessment of overall levels of attainment (15)			
Total of Criterion 3:		**120**	**Overall Marks Awarded for Criterion 3:**			**Grade (Y,C,W,D) Awarded for Criterion 3:**

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

Criterion 4: Students' Performance (120)

S.N.	Sub Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total	
4.1	**Enrolment Ratio in the First Year**	**20**	A. >=90% students enrolled in the First Year on average over 3 academic years(CAY, CAYm1 and CAYm2) (20) B. >=80% students enrolled in the First Year on average over 3 academic years(CAY, CAYm1 and CAYm2) (17) C. >=70% students enrolled in the First Year on average over 3 academic years(CAY, CAYm1 and CAYm2) (14) D. >=60% students enrolled in the First Year on average over 3 academic years(CAY, CAYm1 and CAYm2) (11) E. >=50% students enrolled in the First Year on average over 3 academic years(CAY, CAYm1 and CAYm2) (08) F. >=40% students enrolled in the First Year on average of current academic year (CAY), CAYm1 and CAYm2 (05) G. Otherwise '0'.			
4.2	**Success Rate of the Students in the Stipulated Period of the Program**	**15**	Success Rate (SR) = (B/A)*100; SR Points = 1.5 * (Average SR/10). A=(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). B= (No. of students who graduated from the program in the stipulated course duration) **Note *:** If the value of A is less than the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2), then the value of B should be the sum of the sanctioned intake (N) and the lateral entry including leftover seats (N2). Average SR = Mean of SR for the past three batches.			

	CAY	CAYm1	CAYm2
Sanctioned intake (N)			
Students enrolled in 1st year (N1+N4)			
Enrolment ratio (ER)= (N1+N4)/N			
Average ER			

Comments (if any):
❖

	LYG	LYGm1	LYGm2
Success Rate (SR)= (B/A) * 100			
Average SR			

Comments (if any):
❖

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

<table>
<tr><th>S.N.</th><th>Sub-Criteria</th><th>Max. Marks</th><th>Evaluation Guidelines (Marks)</th><th colspan="2">Marks Awarded</th><th>Observations of Evaluators (Provide Justifications/ Reasons)</th></tr>
<tr><th></th><th></th><th></th><th></th><th>Marks</th><th>Total</th><th></th></tr>
<tr><td>4.3</td><td>Academic Performance of the First Year Students of the Program</td><td>10</td><td>Academic Performance=Average Academic Performance Index (API), where

API=((Mean of 1st 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 1st Year/10))*(Number of successful students/number of students appeared in the examination).

Successful students are those who have proceeded to the 2nd year.</td><td></td><td></td><td>
<table>
<tr><td></td><td>CAYm1</td><td>CAYm2</td><td>CAYm3</td></tr>
<tr><td>Academic Performance Index (API)</td><td></td><td></td><td></td></tr>
<tr><td>Average API</td><td colspan="3"></td></tr>
</table>
Comments (if any):
❖</td></tr>
<tr><td>4.4</td><td>Academic Performance of the Second Year Students of the Program</td><td>10</td><td>Academic Performance=Average Academic Performance Index (API), where

API=((Mean of 2nd Year Grade Point Average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 2nd Year/10))*(Number of successful students/number of students appeared in the examination.

Successful students are those who have proceeded to the 3rd year</td><td></td><td></td><td>
<table>
<tr><td></td><td>CAYm1</td><td>CAYm2</td><td>CAYm3</td></tr>
<tr><td>Academic Performance Index (API)</td><td></td><td></td><td></td></tr>
<tr><td>Average API</td><td colspan="3"></td></tr>
</table>
Comments (if any):
❖</td></tr>
<tr><td>4.5</td><td>Academic Performance of the Third Year Students of the Program</td><td>10</td><td>Academic Performance=Average Academic Performance Index (API), where

API=((Mean of 3rd Year Grade Point Average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 3rd year/10))*(Number of successful students/number of students appeared in the examination)

Successful students are those who have proceeded to the 4th year.</td><td></td><td></td><td>
<table>
<tr><td></td><td>CAYm1</td><td>CAYm2</td><td>CAYm3</td></tr>
<tr><td>Academic Performance Index (API)</td><td></td><td></td><td></td></tr>
<tr><td>Average API</td><td colspan="3"></td></tr>
</table>
Comments (if any):
❖</td></tr>
</table>

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

<table>
<tr><th>S.N.</th><th>Sub-Criteria</th><th>Max. Marks</th><th>Evaluation Guidelines (Marks)</th><th colspan="2">Marks Awarded</th><th>Observations of Evaluators (Provide Justifications/ Reasons)</th></tr>
<tr><th></th><th></th><th></th><th></th><th>Marks</th><th>Total</th><th></th></tr>
<tr><td>4.6</td><td>Placement, Higher Studies and Entrepreneurship</td><td>30</td><td>Assessment Points = 0.3 * Average of Placement Index (P).
Placement Index(P)=(((X+Y+Z)/FS)* 100, where
❖ X=No. of students placed
❖ Y=No. of students admitted to higher studies
❖ Z=No. of students taking up entrepreneurship
❖ FS=Total no. of final year students
Note: 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)</td><td></td><td></td><td>
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>Placement Index (P)</td><td></td><td></td><td></td></tr>
<tr><td>Average P</td><td colspan="3"></td></tr>
</table>
Comments (if any):
❖
</td></tr>
<tr><td>4.7</td><td>Professional Activities</td><td>25</td><td colspan="4"></td></tr>
<tr><td>4.7.1</td><td>Professional Societies/ Bodies, Chapters, Clubs, and Professional Engineering Events Organized</td><td>05</td><td>A. Availability and number of activities organized through professional societies/ chapters/ clubs (02)</td><td></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td></td><td></td><td>B. Number and quality of engineering events organized at the Institute, categorized by level (National/ International) (03)</td><td></td></tr>
<tr><td>4.7.2</td><td>Student’s Participations in Professional Events (at other institutions)</td><td>10</td><td>A. No. of students participated in the state level events (03)</td><td></td><td rowspan="3"></td><td rowspan="3">
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>No. of students participated in state level</td><td></td><td></td><td></td></tr>
<tr><td>No. of students participated in national/ international level</td><td></td><td></td><td></td></tr>
<tr><td>Number of students received prizes/ awards</td><td></td><td></td><td></td></tr>
</table>
Comments (if any)
❖
</td></tr>
<tr><td></td><td></td><td></td><td>B. No. of students participated in the national level/ international events (03)</td><td></td></tr>
<tr><td></td><td></td><td></td><td>C. Number of students received prizes/ awards in such events (04)</td><td></td></tr>
</table>

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

<table>
<tr><th>S.N.</th><th>Sub- Criteria</th><th>Max. Marks</th><th>Evaluation Guidelines (Marks)</th><th colspan="2">Marks Awarded</th><th>Observations of Evaluators (Provide Justifications/ Reasons)</th></tr>
<tr><th></th><th></th><th></th><th></th><th>Marks</th><th>Total</th><th></th></tr>
<tr><td>4.7.3</td><td>Publication of Journals, Magazines, Newsletters, etc in the Department</td><td>05</td><td>A. Quality and relevance of the contents and print material/e-format (03)</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>B. Student involvement in publication of journals, magazines, newsletters (02)</td><td></td><td></td><td></td></tr>
<tr><td>4.7.4</td><td>Student Publications</td><td>05</td><td>A. No. of journal papers published by students during the assessment period (02)</td><td></td><td></td><td rowspan="3"><table><tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr><tr><td>No. of journal papers</td><td></td><td></td><td></td></tr><tr><td>No. of conference papers</td><td></td><td></td><td></td></tr><tr><td>No. of awards/prizes</td><td></td><td></td><td></td></tr></table>Comments (if any)
❖</td></tr>
<tr><td></td><td></td><td></td><td>B. No. of conference papers published by students during the assessment period (02)</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>C. No. of student publications that received prizes/ awards during the assessment period (01)</td><td></td><td></td></tr>
<tr><td colspan="2">Total of Criterion 4:</td><td>120</td><td colspan="2">Overall Marks Awarded for Criterion 4:</td><td></td><td>Grade (Y,C,W,D) Awarded for Criterion 4:</td></tr>
</table>

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

Criterion 5: Faculty Information (100)

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total	
5.1	**Student-Faculty Ratio (SFR)** **(Excluding first year faculty who have a 100% teaching load in first-year courses)**	**30**	Marks to be given proportionally from a maximum of 30 to a minimum of 15 for average SFR between 15:1 to 25:1, and zero for average SFR higher than 25:1. Marks distribution is given as below SFR ≤ 15 - 30 Marks ≤ 17 - 27 Marks ≤ 19 - 24 Marks ≤ 21 - 21 Marks ≤ 23 - 18 Marks ≤ 25 - 15 Marks > 25 - 00 Marks **Note:** All the faculty whether regular or contractual (except part-time or hourly based), will be considered. All regular faculty members shall meet the AICTE qualifications and experience requirements. 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: **1.** Shall have the AICTE prescribed qualifications and experience. **2.** Shall be appointed on full time basis and worked for consecutive two semesters with or without break between the 2 semesters during the particular academic year under consideration. **3.** Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit. Programs such as MCA, BCA, Diploma (Engineering), and other non-engineering programs running in the Department or allied Departments need to have sufficient faculty members to support those programs. These faculty members and students should not be included here. The Professor of Practice (PoP), Associate Professor of Practice (PoP), and Assistant Professor of Practice (PoP) (Full-time basis) will be considered as per the qualifications and experience prescribed by the AICTE for the NBA evaluation process for accreditation of Engineering programs. e.g. for calculation of SFR, Faculty Qualification, Faculty Cadre Proportion, Faculty Retention Ratio and Faculty members participation in STTPs/FDPs. The maximum number of faculty members engaged as Professor of Practice (PoP) with the required faculty strength (Cadre Ratio) as per AICTE norm will be 20% wherein 5% (ratio 3:1) is exclusively reserved for Women Professor of Practice (PoP), Associate /Assistant Professor of Practice (PoP) (Full-time basis)			

	CAY	**CAYm1**	**CAYm2**
DS=Total no. of students in all UG and PG programs in the Department			
AS=Total no. of students of all UG and PG programs in allied departments			
S=Total no. of students in the Department (DS) and allied departments (AS)			
DF=Total no. of faculty members in the Department			
AF=Total no. of faculty members in the allied Departments			
F=Total no. of faculty members in the Department (DF) and allied Departments (AF)			
PoP=Total no. of PoP in the Department (DF) and allied Departments (AF)			
FF=The faculty members in F who have a 100% teaching load in the first-year courses			
TF=Total faculty=(F+PoP-FF)			
Student Faculty Ratio (**SFR**)**=S/TF**			
Average SFR			

Note: No. of students = Sanctioned Intake (SA)+ Actual admitted students via lateral entry including leftover seats if any (limited to 10 % of SA) (Refer to **criteria 5.1** in the SAR).

Comments (if any):

❖

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

<table>
<tr><th>S.N.</th><th>Sub-Criteria</th><th>Max. Marks</th><th>Evaluation Guidelines (Marks)</th><th colspan="2">Marks Awarded</th><th>Observations of Evaluators (Provide Justifications/ Reasons)</th></tr>
<tr><th></th><th></th><th></th><th></th><th>Marks</th><th>Total</th><th></th></tr>
<tr><td>5.2</td><td>Faculty Qualification

(Excluding first year faculty who have a 100% teaching load in first-year courses)</td><td>25</td><td>FQI=2.5 * [{10X +4Y}/RF] where,
X=No. of faculty members with Ph.D.,
Y=No. of faculty members with M.Tech/ ME.
RF=No. of required faculty in the Department including allied Departments to adhere to the 20:1 Student-Faculty ratio, with calculations based on both student numbers and faculty requirements as per section 5.1 of SAR; (RF=S/20)

To determine the RF value, all students (S as defined in section 5.1 of SAR) in the department including allied Departments need to be considered.</td><td></td><td></td><td>
<table>
<tr><th></th><th>CAY</th><th>CAYm1</th><th>CAYm2</th></tr>
<tr><td>No. of faculty members with Ph.D:</td><td></td><td></td><td></td></tr>
<tr><td>No. of faculty members with M.Tech/ ME :</td><td></td><td></td><td></td></tr>
<tr><td>RF</td><td></td><td></td><td></td></tr>
<tr><td>Faculty Qualification Index (FQI)</td><td></td><td></td><td></td></tr>
<tr><td>Average FQI</td><td colspan="3"></td></tr>
</table>
Comments (if any):
❖
</td></tr>
<tr><td>5.3</td><td>Faculty Cadre Proportion

(Excluding first year faculty who have a 100% teaching load in first-year courses)</td><td>25</td><td>Cadre Proportion Marks:
$\left[\frac{AF1}{RF1}\right] + \left[\frac{AF2*0.6}{RF2}\right] + \left[\frac{AF3*0.4}{RF3}\right] * 12.5$
❖ If AF1=AF2=0, then zero mark
❖ Maximum marks to be limited to 25 if it exceeds the allocated marks.
All Professors (RF1, AF1), all Associate Professors (RF2, AF2), and all Assistant Professors (RF3, AF3) in the department, as well as those in allied Departments, should be considered for the calculation of faculty cadre proportion marks.
To determine the RF1, RF2, and RF3 values, all students (S as defined in section 5.1 of SAR) in the department, as well as those in allied Departments need to be considered.</td><td></td><td></td><td>
<table>
<tr><th></th><th>CAY</th><th>CAYm1</th><th>CAYm2</th></tr>
<tr><td>No.of Professors</td><td></td><td></td><td></td></tr>
<tr><td>No.of Associate Professors</td><td></td><td></td><td></td></tr>
<tr><td>No.of Assistant Professors</td><td></td><td></td><td></td></tr>
</table>
Comments (if any):
❖
</td></tr>
</table>

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

<table>
<tr><th>S.N.</th><th>Sub-Criteria</th><th>Max. Marks</th><th>Evaluation Guidelines (Marks)</th><th colspan="2">Marks Awarded</th><th>Observations of Evaluators (Provide Justifications/ Reasons)</th></tr>
<tr><th></th><th></th><th></th><th></th><th>Marks</th><th>Total</th><th></th></tr>
<tr><td>5.4.</td><td>Visiting/Adjunct Faculty/ Professor of Practice

(Interaction hours is less than 50 hours in a year is 0 mark)</td><td>10</td><td>A. Provision of visiting or adjunct faculty/emeritus professor/ professor of practice, etc (01)

B. Minimum 50 cumulative hours per year interaction (09)

(Per year to obtain three marks: 3 * 3 = 09)

(There is no data repetition from Section 5.1)</td><td></td><td></td><td>
<table>
<tr><td></td><td>CAYm1</td><td>CAYm2</td><td>CAYm3</td></tr>
<tr><td>Total no. of hours</td><td></td><td></td><td></td></tr>
</table>
Comments (if any):
❖</td></tr>
<tr><td>5.5</td><td>Faculty Retention

(Only Department faculty)</td><td>10</td><td>FR=(((A*0) +(B*1) +(C*2) +(D*3) +(E*4))/RF) *2.50 (points limited to 10)
RF=No. of required faculty in the Department to adhere to the 20:1 Student-Faculty ratio, with calculations based on both student numbers and faculty requirements as per section 5.1 of SAR; (RF=DS/20)
AF=The no. of available faculty members in the Department.
A= The no. of faculty members at the current institute with less than 1 year of experience (A in AF)
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)
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)
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).
E= The no. of faculty members at the current institute with more than 4 years of experience (E in AF)</td><td></td><td></td><td>
<table>
<tr><td></td><td>CAY</td><td>CAYm1</td><td>CAYm2</td></tr>
<tr><td>FR points</td><td></td><td></td><td></td></tr>
<tr><td>Average FR points</td><td colspan="3"></td></tr>
</table>
Comments (if any):
❖</td></tr>
<tr><td colspan="2">Total of Criterion 5:</td><td>100</td><td colspan="2">Overall Marks Awarded for Criterion 5:</td><td></td><td>Grade (Y,C,W,D) Awarded for Criterion 5:</td></tr>
</table>

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

<table>
<tr><th colspan="7">Criterion 6: Faculty Contributions (120)</th></tr>
<tr><th>S.N.</th><th>Sub-Criteria</th><th>Max. Marks</th><th>Evaluation Guidelines (Marks)</th><th colspan="2">Marks Awarded</th><th>Observations of Evaluators (Provide Justifications/ Reasons)</th></tr>
<tr><th></th><th></th><th></th><th></th><th>Marks</th><th>Total</th><th></th></tr>
<tr><td>6.1</td><td>Professional Development Activities</td><td>60</td><td colspan="4"></td></tr>
<tr><td>6.1.1</td><td>Memberships in Profession Societies at National/ International Levels</td><td>05</td><td>Memberships in Professional Societies at National/International Levels:
Faculty members who have active recognized professional memberships and their positions and contributions to professional societies during the assessment period.</td><td></td><td></td><td></td></tr>
<tr><td>6.1.2</td><td>Faculty as Resource Persons or Participants in STTPs/FDPs</td><td>10</td><td colspan="4"></td></tr>
<tr><td>6.1.2.1</td><td>Faculty as Resource Persons in STTPs / FDPs</td><td>05</td><td>❖ An average of more than 3 faculty members from the Department served as resource persons in STTPs/FDPs during the assessment period (05)
❖ An average of more than 2 and less than 3 faculty members from the Department served as resource persons in STTPs/FDPs during assessment period (02)</td><td></td><td rowspan="2"></td><td></td></tr>
<tr><td>6.1.2.2</td><td>Faculty Members' Participation in STTPs/FDPs</td><td>05</td><td>A faculty scores maximum five points for participation.
❖ Participation in 2 to 5 days Faculty development program: 3 Points
❖ Participation in >5 days Faculty development program: 5 points
❖ RF=No. faculty required to comply with the 20:1 student-faculty ratio in the Department alone, as per section 5.1(RF= DS/20).
❖ For each year, Assessment Points (AP)=Sum of faculty participation score / (0.5 * RF).
❖ Average assessment over last three years starting from CAYm1 (Marks limited to 05)</td><td></td><td>
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>Assessment points (AP) are:</td><td></td><td></td><td></td></tr>
<tr><td>Average (AP)</td><td colspan="3"></td></tr>
</table>
Comments (if any)
❖
</td></tr>
</table>

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

S.N.	Sub-Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total	
6.1.3	Faculty Contribution in Development of SWAYAM MOOCs and other E-Content	07	A. Faculty member (s) involvement in developing SWAYAM MOOCs (04) B. Involvement of faculty members in developing E-Content (03)			
6.1.4	Faculty Certification of MOOCs through SWAYAM, etc	08	Percentage of faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL and marks distribution as follows: ❖ ≥ 30% of available faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL during the assessment period (06-08) ❖ ≥ 20% and <30% of available faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL during the assessment period (03-05) ❖ < 20% of available faculty members in the Department obtained MOOCs certification through platforms like SWAYAM/NPTEL during the assessment period (00-02)			
6.1.5	FDP/STTP Organized by Department Faculty	10	❖ The minimum duration of FDP/STTP is 5 days. ❖ 2 points per FDP/STTP, with a maximum of 4 marks per assessment year and a total maximum of 10 marks			<table><tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr><tr><td>No. of **FDP/STTP** conducted</td><td></td><td></td><td></td></tr><tr><td>Assessment points (AP) are</td><td></td><td></td><td></td></tr></table>Comments ❖

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

S.N.	Sub Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total	
6.1.6	Faculty Support in Student Innovative Projects	10	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 & marks distribution as follows: ❖ ≥ 30% 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) ❖ ≥ 20% and < 30% 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) ❖ < 20% 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)			
6.1.7	Faculty Internship/ Training/ Collaboration with Industry	10	Percentage of faculty members in the Department, who have undergone faculty internships/trainings/ collaboration with industry & marks distribution as follows: ❖ ≥ 30% of available faculty members in the Department have undergone faculty internships/ trainings/ collaboration with industry during the assessment period (07-10) ❖ ≥ 20% and < 30% of available faculty members in the Department have undergone faculty internships/ trainings/ collaboration with industry during the assessment period (04-06) ❖ < 20% of available faculty members in the Department have undergone faculty internships/ trainings/collaboration with industry during the assessment period (00-03)			

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

<table>
<tr><th>S.N.</th><th>Sub Criteria</th><th>Max. Marks</th><th>Evaluation Guidelines (Marks)</th><th colspan="2">Marks Awarded</th><th>Observations of Evaluators (Provide Justifications/ Reasons)</th></tr>
<tr><th></th><th></th><th></th><th></th><th>Marks</th><th>Total</th><th></th></tr>
<tr><td>6.2</td><td>Research and Development Activities</td><td>60</td><td colspan="4"></td></tr>
<tr><td>6.2.1</td><td>Academic Research</td><td>10</td><td>A. No. of Publications (04)

B. Quality of publications (06)</td><td></td><td></td><td>
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>No. of peer reviewed journal papers</td><td></td><td></td><td></td></tr>
<tr><td>No. of peer reviewed conference papers</td><td></td><td></td><td></td></tr>
<tr><td>No. of books/ book chapters</td><td></td><td></td><td></td></tr>
</table>
Comments (if any):
❖</td></tr>
<tr><td>6.2.2</td><td>Ph.D. Student Details</td><td>05</td><td>A. No. of students enrolled for Ph.D. degree in the Department during the assessment period (02)

B. No. of Ph.D. graduated in the Department during the assessment period (03)</td><td></td><td></td><td>
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>No. of students enrolled for Ph.D.</td><td></td><td></td><td></td></tr>
<tr><td>No. of Ph.D. students graduated</td><td></td><td></td><td></td></tr>
</table>
Comments (if any):
❖</td></tr>
<tr><td>6.2.3</td><td>Development Activities</td><td>10</td><td>A. Patents granted during the assessment period (04)

B. Patents published during the assessment period (03)

C. Working models and prototypes developed during the assessment period (03)</td><td></td><td></td><td>
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>No. of Patents granted</td><td></td><td></td><td></td></tr>
<tr><td>No. of Patents published</td><td></td><td></td><td></td></tr>
<tr><td>No. of working models/prototypes</td><td></td><td></td><td></td></tr>
</table>
Comments (if any):
❖</td></tr>
</table>

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

<table>
<tr><th>S.N.</th><th>Sub Criteria</th><th>Max. Marks</th><th>Evaluation Guidelines (Marks)</th><th colspan="2">Marks Awarded</th><th>Observations of Evaluators (Provide Justifications/ Reasons)</th></tr>
<tr><td></td><td></td><td></td><td></td><td>Marks</td><td>Total</td><td></td></tr>
<tr><td>6.2.4</td><td>Sponsored Research Project</td><td>15</td><td>Funded research from the external sources; Cumulative during CAYm1, CAYm2 and CAYm3:
❖ Amount ≥20 Lacs – 15 Marks
❖ Amount ≥16 Lacs and < 20 lacs– 12 Marks
❖ Amount ≥12 Lacs and < 16 lacs –9 Marks
❖ Amount ≥ 8 Lacs and < 12 lacs –6 Marks
❖ Amount ≥ 4 Lacs and <8 lacs –3 Marks
❖ Amount ≥ 1 Lac and <4 lacs –1 Mark
❖ Amount <1 Lac – 0 Mark</td><td></td><td></td><td>
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>No.of projects received</td><td></td><td></td><td></td></tr>
<tr><td>Amount (Rs.In Lakhs)</td><td></td><td></td><td></td></tr>
<tr><td>Total amount for past 3 years</td><td colspan="3"></td></tr>
</table>
Comments (if any):
❖</td></tr>
<tr><td>6.2.5</td><td>Consultancy Work</td><td>15</td><td>Consultancy work from external sources; Cumulative CAYm1, CAYm2 and CAYm3:
❖ Amount ≥20 Lacs – 15 Marks
❖ Amount ≥16 Lacs and < 20 lacs–12 Marks
❖ Amount ≥12 Lacs and < 16 lacs –9 Marks
❖ Amount ≥ 8 Lacs and < 12 lacs –6 Marks
❖ Amount ≥ 4 Lacs and <8 lacs –3 Marks
❖ Amount ≥ 1 Lac and <4 lacs –1 Mark
❖ Amount <1 Lac – 0 Mark.</td><td></td><td></td><td>
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>No.of projects received</td><td></td><td></td><td></td></tr>
<tr><td>Amount (Rs.In Lakhs)</td><td></td><td></td><td></td></tr>
<tr><td>Total amount for past 3 years</td><td colspan="3"></td></tr>
</table>
Comments (if any):
❖ .</td></tr>
<tr><td>6.2.6</td><td>Institution Seed Money or Internal Research Grant to its Faculty for Research Work</td><td>05</td><td>A. Amount received (3 marks)
Institution seed money or Internal research grants received by faculty members; Cumulative CAYm1, CAYm2 and CAYm3:
❖ Amount ≥ 6 Lacs – 3 Marks
❖ Amount ≥ 4 Lacs and < 6 lacs–2 Marks
❖ Amount ≥ 2 Lacs and < 4 lacs –1 Mark
❖ Amount < 1 Lac – 0 Mark.
B. Amount utilized (2 marks)</td><td></td><td></td><td>
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>No.of projects received</td><td></td><td></td><td></td></tr>
<tr><td>Amount (Rs.In Lakhs)</td><td></td><td></td><td></td></tr>
<tr><td>Total amount for past 3 years</td><td colspan="3"></td></tr>
<tr><td>Total amount spent for past 3 years</td><td colspan="3"></td></tr>
</table>
Comments (if any):
❖</td></tr>
<tr><td colspan="2">Total of Criterion 6:</td><td>120</td><td>Overall Marks Awarded for Criterion 6:</td><td></td><td></td><td>Grade (Y,C,W,D) Awarded for Criterion 6:</td></tr>
</table>

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

Criterion 7: Facilities and Technical Support (100)						
S.N.	**Sub-Criteria**	**Max. Marks**	**Evaluation Guidelines (Marks)**	**Marks Awarded**		**Observations of Evaluators (Provide Justifications/ Reasons)**
				Marks	**Total**	
7.1	**Adequate and Well-Equipped Laboratories, and Technical Manpower**	**40**	A. Adequate and well-equipped laboratories to run the program (15)			
			B. Quality of instruments (05)			
			C. Utilization (10)			
			D. Availability of adequate and qualified technical supporting staff (10)			
7.2	**Additional Facilities Created for Improving the Quality of Learning Experience in Laboratories**	**20**	A. Availability and relevance of additional facilities (10)			
			B. Utilization and effectiveness of facilities (05)			
			C. Relevance to POs/PSOs (05)			
7.3	**Maintenance of Laboratories and Overall Ambiance**	**10**	A. Maintenance policy (02)			
			B. Corrective & preventive maintenance (03)			
			C. Overall ambience (05)			
7.4	**Safety Measures in Laboratories**	**10**	A. Basic safety measures (04)			
			B. Lab specific safety measure (06)			
7.5	**Project Laboratory/ Research Laboratory/ Centre of Excellence**	**20**	A. Availability of project laboratories/ research laboratories (05)			
			B. Availability of Centre of excellence (05)			
			C. Utilization of project laboratories/ research laboratory/ Centre of excellence (05)			
			D. Relevance to POs/PSOs (05)			
Total of Criterion 7:		**100**	**Overall Marks Awarded for Criterion 7:**			**Grade (Y,C,W,D) Awarded for Criterion 7:**

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

Criterion 8: Continuous Improvement (80)						
S.N.	**Sub-Criteria**	**Max. Marks**	**Evaluation Guidelines (Marks)**	**Marks Awarded**		**Observations of Evaluators (Provide Justifications/ Reasons)**
				Marks	**Total**	
8.1	**Actions Taken Based on the Results of Evaluation of the COs, POs, and PSOs**	**40**				
8.1.1	Actions Taken Based on the Results of Evaluation of the COs Attainment	20	A. Documentary evidences of identification of gaps in COs attainment (05)			
			B. Plan of action to bridge the gaps /Improvement (05)			
			C. Implementation (10)			
8.1.2	Actions Taken Based on the Results of Evaluation of the POs/PSOs Attainment	20	A. Documentary evidences of identification of gaps in POs/PSOs attainment (05)			
			B. Plan of action to bridge the gaps/ Improvement (05)			
			C. Implementation (10)			
8.2	**Academic Audit and Actions Taken thereof during the Period of Assessment**	**15**	A. Availability of external academic audit process (02)			
			B. Plan of action to address the recommendation (03)			
			C. Record of actions/corrective measures taken during the assessment period (10)			

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

<table>
<tr><th>S.N.</th><th>Sub-Criteria</th><th>Max. Marks</th><th>Evaluation Guidelines (Marks)</th><th colspan="2">Marks Awarded</th><th>Observations of Evaluators (Provide Justifications/ Reasons)</th></tr>
<tr><th></th><th></th><th></th><th></th><th>Marks</th><th>Total</th><th></th></tr>
<tr><td>8.3</td><td>Improvement in Faculty Qualification/ Contribution</td><td>15</td><td>A. Improvement in the no. faculty with Ph.D (06)
❖ The average no. of faculty members with Ph.D. degree over the past 3 years is more than 60% compared to the required no. of faculty members with Ph.D. (06)
❖ The average no. of faculty members with Ph.D. degree over the past 3 years is more than 40% compared to the required no. of faculty members with Ph.D. (04)
❖ The average no. of faculty members with Ph.D. degree over the past 3 years is more than 20% compared to the required no. of faculty members with Ph.D. (02)</td><td></td><td rowspan="3"></td><td rowspan="3">
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>No. faculty members with Ph.D.</td><td></td><td></td><td></td></tr>
<tr><td>No. of publications in peer reviewed journals</td><td></td><td></td><td></td></tr>
<tr><td>No. of publications in conferences</td><td></td><td></td><td></td></tr>
</table>
Comments (if any):
❖
</td></tr>
<tr><td>B. Improvement in the no. of publications in peer reviewed journals (06)</td><td></td></tr>
<tr><td>C. Improvement in the no. of publications in conferences (03)</td><td></td></tr>
<tr><td>8.4</td><td>Improvement in Academic Performance</td><td>10</td><td>A. Academic Performance Index (API) of the First-Year Students in the Program(03)</td><td></td><td></td><td>
<table>
<tr><th></th><th>CAYm1</th><th>CAYm2</th><th>CAYm3</th></tr>
<tr><td>API of 1st year students in the Program</td><td></td><td></td><td></td></tr>
<tr><td>API of 2nd year students in the Program</td><td></td><td></td><td></td></tr>
<tr><td>API of 3rd year students in the Program</td><td></td><td></td><td></td></tr>
</table>
Comments (if any):
❖
</td></tr>
<tr><td>B. Academic Performance Index (API) of the Second-Year Students in the Program (03)</td><td></td></tr>
<tr><td>C. Academic Performance Index (API) of the Third Year Students in the Program (04)</td><td></td></tr>
<tr><td colspan="2">Total of Criterion 8:</td><td>80</td><td colspan="2">Overall Marks Awarded for Criterion 8:</td><td></td><td>Grade (Y,C,W,D) Awarded for Criterion 8:</td></tr>
</table>

Signature (Program Evaluator 1) **Signature (Program Evaluator 2)**

Annexure – IX (C)

Part C – Declaration and Feedback

(To be filled by Evaluators)

Declaration Form

Name and Address of the Institution visited:

I hereby declare that I am/was not actively associated with the above mentioned institution in any of the following form:-

1. I am neither employed currently nor was employed in the past as faculty, staff or Consultant by the institution;
2. I am neither engaged currently nor was engaged in the past in any discussion or negotiation of employment with the institution;
3. I have never attended the above institution as a student;
4. I have never received an honorary degree from the institution;
5. No close/family relative of mine is a student or employee of the institution;
6. I do not own a membership in the institution's Board of Trustees/Advisory Board/Academic Advisory Board;
7. I have not gone on mock visit to the said institute
8. I have not guided institution for preparation or mock up exercise.
9. I am / was not a member of any committee of the Institution/Department/Program

I hereby declare that I have no conflict of interest in the proposed NBA accreditation assignment for this institution and I will abide by the NBA conflict of interest policy. I shall abide by the code of conduct and will conduct myself in professional manner and uphold the dignity and esteem of the position bestowed upon me.

Name:

Signature:

Date:

Feedback Form to be filled by the Evaluator about the Institution, Co-evaluator and Chairperson

(Directly to be send only through e-mail to NBA (ID: feedback.nba@nbaind.org) Not to be handed over to Chairperson of visiting team)

Purpose: This form is designed to have a fair opinion about the team members who have assisted you during the visit. This will enable the NBA to improve its system and make it more effective. We thank you in advance for the time and effort you are investing in filling out this form.

1. **Please comment on the ability of the chairperson to resolve disputes, if any, between the evaluators.**

   ---

2. **Whether the team chair had done his homework and was aware about the SAR?**

   ---

3. **Whether the chairperson was keen to find facts and verify evidences.**

   ---

4. **Whether the chairperson has extended openness with the evaluators? If no, please specify.**

   ---

5. **Please comment on the general behaviour and etiquette of the chairperson during the visit.**

   ---

6. **Whether the co-evaluators seemed well prepared with their respective homework?**

   ---

7. **Whether the team members for a program co-ordinate well with each other? If not, please elaborate.**

   ---

8. **Please comment on the general behaviour and etiquette of the co-evaluator.**

   ---

9. **Please comment on the cooperation rendered by the co-evaluator.**

   ---

10. **Please comment on the general behaviour and etiquette of the Head of the Institution / other key officials.**

    ---

11. **Please comment on the cooperation and coordination rendered by the institution.**

    ---

12. **In case of any suspicious/unethical activity, kindly specify.**

Signature of the Evaluator

Feedback Form to be filled by all the visitors about Service Provider

(To be filled separately by each evaluator)

Purpose: This form is designed to have a fair opinion about the Service Provider hired by the NBA. This will enable the NBA to improve its system and make it more effective. We thank you in advance for the time and effort you are investing in filling out this form.

1. **Name of the Institution:**

_____

2. **Date (s) of visit:**

_____

3. **Name of the Service Provider:**

_____

4. **Kindly fill the following table:**

Basis of Assessment	**Rating**
Customer Service	
Travel Management	
Consulting Services	
Lodging Requirements	
Travel Documentation	
Overall Experience	
Signature	

(Kindly rate on scale of 1 to 3, 1 for Excellent, 2 for Satisfactory and 3 for Poor services).

Specific Comments (If Any):

Thank you for your feedback!

Annexure - X

CERTIFICATE OF PARTICIPATION

This is to certify that the following experts volunteers has visited the Institute _____on date _____for the NBA accreditation visit as per details given below:-

S.N.	NAME OF THE EXPERTS	DISCIPLINE	DATE	ARRIVAL TIME	DEPARTURE TIME	USED NBA TRANSPORT (YES/NO)

Date: **(Name & Signature of Chairperson of visiting team)**

Annexure - XI

CERTIFICATE

(To be filled-in by the Institution)

TIER-I UG Engineering Institutions

I, ……(Name and designation of the Head of the institution) hereby certify that no gifts in cash or kind and /or souvenirs were offered by (Name of the institution) to the members of the Expert who visited the Institution from ……..to ……..(visit dates).

Signatures & Name of the Head of the Institution with Seal

Annexure - XII

Feedback Form to be filled by the Institution Regarding Accreditation Visit

TIER-I UG Engineering Institutions

Purpose

This form is designed to have a fair opinion of the team which has visited your institution. This will enable the NBA to improve its system and make it more effective. We thank you in advance for the time and effort you are investing in filling out this form.

1. Name of the Institution :
2. Programme(s)evaluated :
3. Date(s) of visit :
4. Name of Chairperson :
5. Names of Evaluators :

   1. ……..2. ……. 3. …….

   4. ……..5. ……. 6. …….

   7. ……..8. ……. 9. …….

   10……..11. ……12…….

6. Please comment on the evaluation methodology adopted by the team during the visit.
7. Whether the evaluators have tendered any advice to improve the system? If yes, please specify.

   I) Name of the Evaluator:

   II) Advice :

8. Whether any of the evaluators were specific about the relevant topics related to the programme? If no, please specify.

9. Whether the evaluators interacted with students and faculty in groups or with students and faculty in private? If yes, please specify the name of the students / faculty.

10. Whether the Head of the Institution or any representative of the management was also present during the interaction? If yes, please specify.

    i) Name of the Representative:

    ii) Observation of the Representative about Interaction:

11. Whether Evaluators have been facilitated by the institution for outdoor activity? If yes, please specify.

    i) On whose insistence:

    ii) What activity:

12. Whether the exit meeting met the purpose i.e., to share the Visiting Team's perceptions and general observations about the institution and programmes.

13. Specify the participants of the Exit Meeting.

14. Please comment on the general behavior of the Visiting Team (Chairperson and Evaluators) during the visit? Whether hospitality was extended to the Visiting Team? If yes, please specify the participants and the kind of hospitality offered.

Signature of the Head of the Institution

Thank you for your feedback!

National Board of Accreditation

NBCC Place, 4th Floor East Tower, Bhisham Pitamah Marg, Pragati Vihar, New Delhi 110003

Phone: +91(11)24360620-22

Fax: +91(11) 43084903

E-mail: membersecretary@nbaind.org; Website: www.nbaind.org