



Self-Assessment Report (SAR) Format
Diploma Engineering Programs
Graduate Attributes and Professional Competencies
Version 4.0 (GAPC V4.0)

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SAR Contents

Serial Code & Link to the Item	Item Name	Page No
PART A	Institutional Information	3-6
Program Level Criteria		
1.	Vision, Mission, Program Educational Objectives	8-8
2.	Program Curriculum and Teaching – Learning Processes	9-10
3.	Course Outcomes and Program Outcomes	11-15
4.	Students’ Performance	16-24
5.	Faculty Information and Contributions	25-31
6.	Facilities and Technical Support	32-33
7.	Continuous Improvement	34-36
Institute Level Criteria		
8.	Student Support Systems	37-38
9.	Governance, Institutional Support and Financial Resources	39-41
PART C	Declaration by the Institution	42-42
Annexure-1	Program Outcomes and Program Specific Outcomes	43-44

PART B: Criteria Summary

Name of the Program: Diploma ECE

Criteria No.	Name of the Criteria	Marks/ Weightage
Program Level Criteria		
1	Vision, Mission, Program Educational Objectives	50
2	Program Curriculum and Teaching – Learning Processes	200
3	Course Outcomes and Program Outcomes	150
4	Students’ Performance	150
5	Faculty Information and Contributions	100
6	Facilities and Technical Support	100
7	Continuous Improvement	75
Institution Level Criteria		
8	Student Support Systems	75
9	Governance, Institutional Support and Financial Resources	100
Total Marks/Weights		1000

CRITERION 1: VISION, MISSION, AND PROGRAM EDUCATIONAL OBJECTIVES (50 MARKS)

1.1. State the Vision and Mission of the Department & Institution (5 Marks)

(Provide the details of the Vision and Mission of the Department and the Institute.)

The vision and mission of the institute

Vision

To be a centre of excellence in technical education with research orientation and to develop human resources to serve the society and nation building.

Mission

M1:

To provide comprehensive technical education programmes in various disciplines and to contribute effectively to the profession and the society.

M2:

Establishing centre of excellence in inter disciplinary areas which are important and relevant to industry and employment with scope for research.

M3:

To inculcate human values and ethical practices to the graduates through co-curricular and extracurricular activities.

The vision and mission of the DECE

VISION

To be a center of excellence in Diploma Electronics and Communication Engineering by imparting quality technical education, fostering innovation, professional competence, ethical values and lifelong learning to produce industry-ready diploma engineers who contribute to society and sustainable technological development.

Mission

M1

To provide quality technical education through effective teaching-learning processes, modern laboratories and outcome-based education in Electronics and Communication Engineering.

M2

To develop students with strong technical knowledge, practical skills, problem-solving ability and proficiency in modern engineering tools to meet industry requirements.

M3

To strengthen industry interaction, internships, projects, innovation and entrepreneurship for enhancing employability and higher education opportunities.

M4

To inculcate professional ethics, environmental consciousness, teamwork, leadership and lifelong learning for responsible engineering practice.

1.2. State the Program Educational Objectives (PEOs) (5 Marks)

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

Programme Educational Objectives (PEOs)

Graduates of the Diploma in Electronics and Communication Engineering are expected to achieve the following within 3–5 years after graduation.

PEO1

Apply the principles of Electronics and Communication Engineering to solve industrial and societal problems effectively.

PEO2

Establish successful careers as competent technicians, supervisors or entrepreneurs in Electronics and allied industries.

PEO3

Pursue higher education, professional certifications and continuously upgrade technical knowledge through lifelong learning.

PEO4

Demonstrate professional ethics, teamwork, leadership and social responsibility while contributing to sustainable development.

1.3. Indicate where and how the Vision, Mission and PEOs are Published and Disseminated among Stakeholders (15 Marks)

(Describe where the Vision, Mission, and PEOs are published-such as on websites, in curricula, on posters, etc. and explain the process implemented to ensure awareness among internal and external stakeholders.

Internal stakeholders may include management, governing board members, faculty, support staff, students, etc., while external stakeholders may include employers, industry representatives, alumni, funding agencies, etc.)

The Vision, Mission and Programme Educational Objectives (PEOs) of the Department of Electronics and Communication Engineering are developed in alignment with the Vision and Mission of Mahaveer Institute of Science and Technology (MIST) and the objectives of SBTET, Telangana. These are displayed prominently at the Department Notice Boards, Head of the Department Chamber, classrooms, laboratories, seminar hall and other important locations across the department for the benefit of all stakeholders. Stakeholders may also communicate with the Institute through the official email principal.mahaveer@gmail.com.

The Vision, Mission and PEOs are published through the Institute website, Department Brochure, Admission Prospectus, Student Handbook, Curriculum documents, Laboratory Manuals, Course Files, Department Newsletter, Annual Report and NBA/IQAC documentation to create awareness among students, faculty, parents, employers, alumni and society.

The Vision, Mission and PEOs are disseminated through student induction and orientation programmes, classroom interactions, mentoring sessions, Parent–Teacher Meetings, Alumni Association meetings, Industry Advisory Committee meetings, expert lectures, industrial visits, internship interactions, outreach programmes, admission counselling, interactions with industry professionals, school students and headmasters, mentoring institutions and nearby Engineering Colleges/Polytechnics. Feedback received from stakeholders is periodically reviewed through Department Advisory Committee and IQAC meetings for continuous improvement.

1.4. State the Process for Defining the Vision and Mission of the Department, and PEOs of the Program (15 Marks)

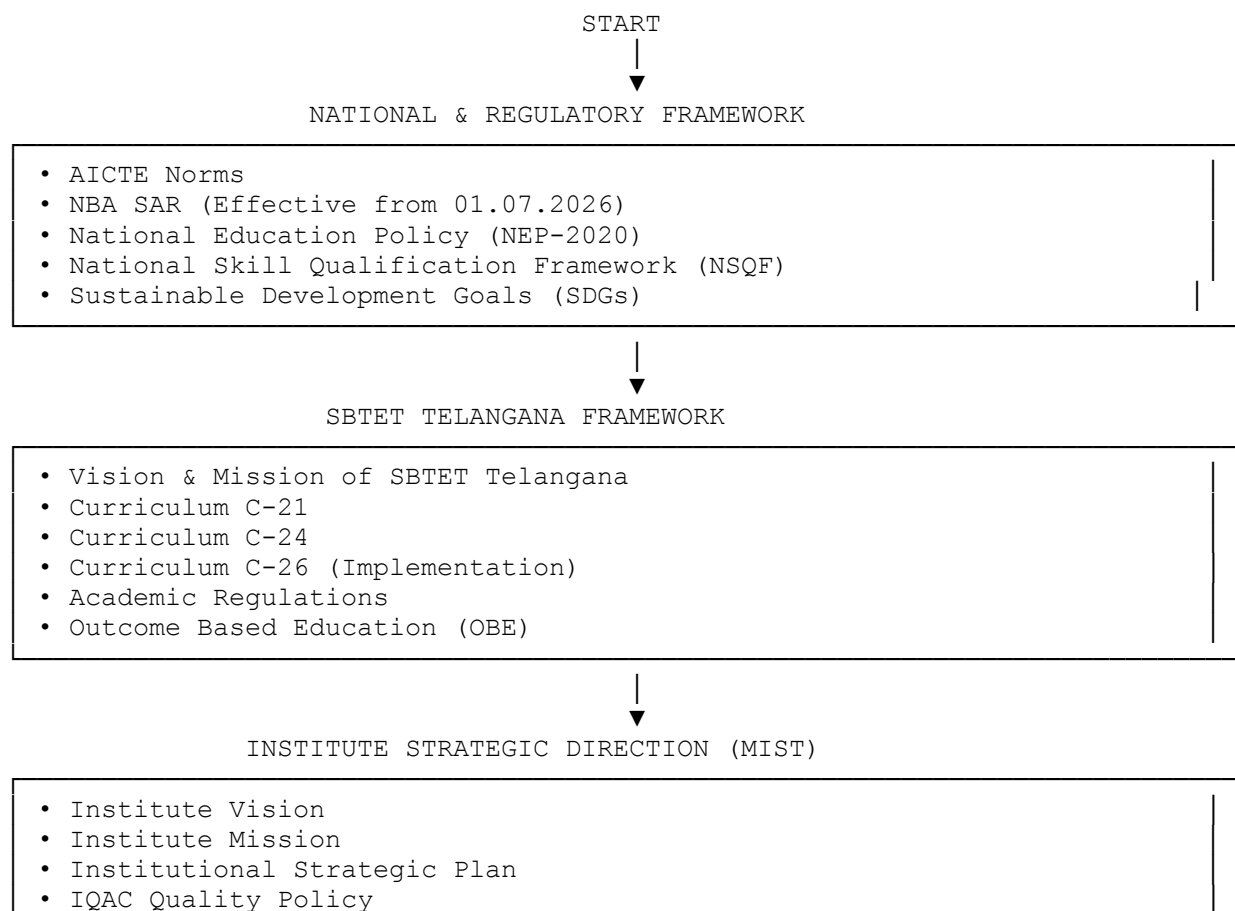
(Articulate the process involved in defining the Vision and Mission of the department as well as the PEOs of the program.)

The Vision and Mission of the Department of Electronics and Communication Engineering are defined through a structured and participative process involving the Head of the Department, faculty members and key stakeholders such as employers, industry experts, alumni, parents, students, the Department Advisory Committee (DAC), IQAC and the Management. The formulation process considers the Vision and Mission of Mahaveer Institute of Science and Technology (MIST), the objectives of SBTET, Telangana, AICTE/NBA guidelines, NEP-2020 and emerging industry requirements to ensure alignment with institutional goals and Outcome-Based Education (OBE).

The Programme Educational Objectives (PEOs) are prepared by the Head of the Department in consultation with faculty members, considering Programme Outcomes (POs), stakeholder expectations and industry needs. The draft Vision, Mission and PEOs are reviewed in Department meetings, DAC meetings and IQAC. They are then displayed on the Department Notice Board and published on the Institute website to invite suggestions from stakeholders.

After detailed deliberations, the suggestions received from students, alumni, employers, parents and industry experts are suitably incorporated. Subsequently, the Principal conducts a faculty meeting, and the Vision, Mission and PEO statements are finalized. The final Vision, Mission and PEOs are approved by the Principal and the Management for publication, dissemination and implementation across the department.

Figure 1.5 : Process for Defining Vision, Mission and PEOs



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ENVIRONMENTAL SCANNING

- Industry 4.0
- AI & IoT
- Embedded Systems
- Semiconductor Technologies
- Communication Technologies
- Automation & Robotics
- Skill Development
- Employability Trends
- Entrepreneurship
- Higher Education Opportunities

↓

STAKEHOLDER CONSULTATION

Internal Stakeholders

- Management
- Principal
- IQAC Coordinator
- Head of Department
- Faculty Members
- Students

External Stakeholders

- Alumni
- Parents
- Employers
- Industry Experts
- Academic Experts
- Department Advisory Committee (DAC)
- Industry Advisory Committee (IAC)

↓

FEEDBACK COLLECTION

- Online Feedback
- Meetings
- Surveys
- Alumni Interaction
- Employer Survey
- Parent Meeting
- Industry Interaction
- Placement Analysis
- Graduate Performance

↓

GAP ANALYSIS

Compare Existing Status with

- NBA Graduate Attributes
 - Industry Expectations
 - SBTET Curriculum
 - Emerging Technologies
 - Institutional Objectives
- ↓

▼
FORMULATION COMMITTEE (Department Level)

Formulate

- Department Vision
- Department Mission
- Programme Educational Objectives (PEOs)
- Programme Specific Outcomes (PSOs)
- Programme Outcomes (POs) Mapping

↓
REVIEW & VALIDATION

- Faculty Meeting
- Department Advisory Committee
- IQAC Review
- Principal Review
- Management Approval

↓
PUBLICATION & DISSEMINATION

- Institute Website
- Department Website
- Student Handbook
- Prospectus
- Laboratories
- Classrooms
- Department Notice Boards
- Faculty Handbook
- Orientation Programme
- Parent Meetings
- Alumni Meetings
- Department Brochure
- Social Media / Newsletter

↓
IMPLEMENTATION

- Teaching Learning Process
- Laboratory Sessions
- Mini Projects
- Major Projects
- Industrial Training
- Internships
- Skill Development Programmes
- NPTEL
- SWAYAM
- Value Added Courses
- Technical Clubs
- Entrepreneurship Activities
- Community Outreach

↓
MONITORING & ASSESSMENT

- CO Attainment
- PO Attainment
- PSO Attainment

- Placement Statistics
- Higher Education
- Employer Satisfaction
- Alumni Feedback
- Academic Performance
- Exit Survey



PERIODIC REVIEW (Every Three Years)

- Triggered By
- Curriculum Revision (C21/C24/C26)
 - NBA Requirements
 - AICTE/SBTET Changes
 - Industry Requirements
 - Stakeholder Feedback
 - Technology Changes



CONTINUOUS QUALITY IMPROVEMENT (CQI)

Revision of Vision
Revision of Mission
Revision of PEOs
Improvement in Teaching Learning
Curriculum Enhancement
Industry Collaboration
Laboratory Modernization
Faculty Development



1.5. Establish Consistency of PEOs with Mission of the Department (10 Marks)

(Generate a Department Mission-PEOs matrix, a provide justification and rationale for the mapping.)

Table No.1.5.1: Mapping of PEOs with mission elements.

PEO Statements	M ₁	M ₂		M _n
PEO1:				
PEO2:				
PEON:				

Note:

- ❖ M₁, M₂. . . M_n are distinct elements of the mission statement. Enter co-relation levels as Low (1), Medium (2), and High (3). If there is no co-relation, indicate with "-".

Table 1.5.1: Correlation of PEOs with Mission Statements

Programme Educational Objectives (PEOs)	M1	M2	M3	M4
PEO1: Apply ECE principles to solve industrial and societal problems effectively	3	3	2	2
PEO2: Establish successful careers as competent technicians, supervisors or	2	3	3	2

Programme Educational Objectives (PEOs)		M1	M2	M3	M4
entrepreneurs					
PEO3:	Pursue higher education, professional certifications and lifelong learning	2	2	3	3
PEO4:	Demonstrate professional ethics, teamwork, leadership and social responsibility	1	2	2	3
Correlation Levels					
Correlation	Meaning				
3	High				
2	Moderate				
1	Low				
Blank	No Correlation				

Justification of the Mapping

PEO1 → M1, M2, M3 and M4

PEO1 emphasizes the application of Electronics and Communication Engineering principles to solve industrial and societal problems.

- **High correlation with M1 (3):** Quality education, effective teaching-learning, OBE, and modern laboratories provide the academic foundation needed to apply engineering principles.
- **High correlation with M2 (3):** Technical knowledge, practical skills, engineering tools, and problem-solving abilities directly support industrial problem-solving.
- **Moderate correlation with M3 (2):** Industry interaction, internships, and projects expose students to real-world engineering challenges.
- **Moderate correlation with M4 (2):** Solving societal problems requires ethical decision-making and sustainable engineering practices.

PEO2 → M1, M2, M3 and M4

PEO2 focuses on employability, entrepreneurship, and career development.

- **Moderate correlation with M1 (2):** Quality technical education forms the foundation for successful careers.
- **High correlation with M2 (3):** Professional competence and technical proficiency are essential for employment.
- **High correlation with M3 (3):** Industry interaction, internships, innovation, and entrepreneurship directly prepare graduates for professional careers.
- **Moderate correlation with M4 (2):** Leadership, teamwork, and ethics contribute significantly to career advancement.

PEO3 → M1, M2, M3 and M4

PEO3 emphasizes higher education, professional certification, and lifelong learning.

- **Moderate correlation with M1 (2):** Outcome-based education and quality teaching encourage academic excellence.
- **Moderate correlation with M2 (2):** Strong technical knowledge supports advanced learning.
- **High correlation with M3 (3):** Innovation, projects, internships, and industry exposure motivate students toward higher studies and professional growth.
- **High correlation with M4 (3):** Lifelong learning is explicitly embedded in Mission M4 and is fundamental to continuous professional development.

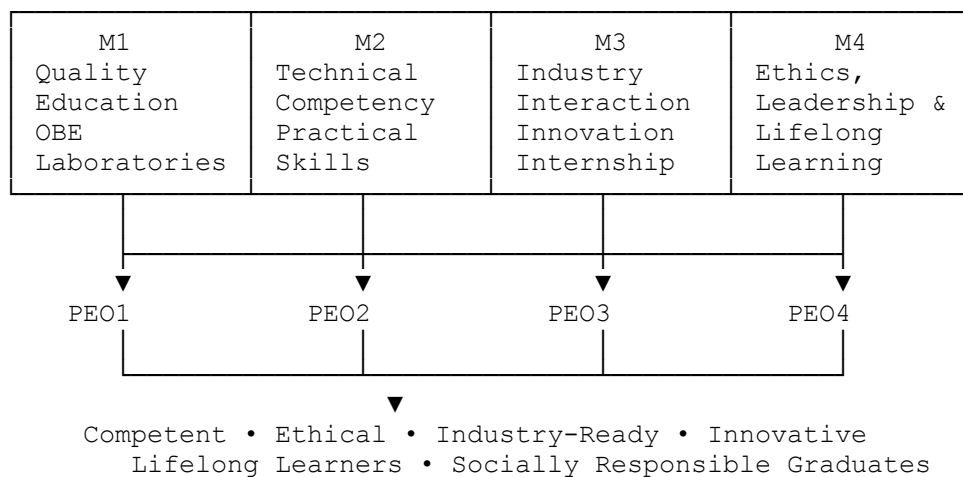
PEO4 → M1, M2, M3 and M4

PEO4 develops ethical values, leadership, teamwork, and social responsibility.

- **Low correlation with M1 (1):** Ethical values are introduced through quality education.
- **Moderate correlation with M2 (2):** Professional competence includes teamwork and responsible engineering practice.
- **Moderate correlation with M3 (2):** Industry projects and entrepreneurship enhance leadership and communication skills.
- **High correlation with M4 (3):** Mission M4 explicitly focuses on ethics, environmental consciousness, leadership, teamwork, and lifelong learning, making it the strongest contributor to PEO4.

Graphical Representation of PEO–Mission Alignment

DEPARTMENT MISSION



NBA Expert Committee Perspective

From an NBA assessor's viewpoint, your Mission statements are comprehensive and modern. The PEOs are well aligned with them, but the justification should explicitly demonstrate **why** each mapping exists rather than only presenting a numerical matrix. The table above avoids over-mapping (assigning "3" everywhere) and instead reflects meaningful relationships:

- **M1** primarily supports educational foundations.
- **M2** drives technical competence and engineering practice.
- **M3** is the strongest contributor to employability, innovation, entrepreneurship, internships, and higher education.

- **M4** is the principal contributor to ethics, leadership, sustainability, and lifelong learning.

CRITERION 2: PROGRAM CURRICULUM AND TEACHING –LEARNING PROCESSES (200 MARKS)

2.1. Program Curriculum (40 Marks)

2.1.1. Curriculum Structure (10 Marks)

(Provide details of the program curriculum components approved by the Board/University for the last year graduating (LYG) batch, as a sample program curriculum.)

Table No.2.1.1.1: Program curriculum grouping based on curriculum components.

S.N.	Curriculum Component	Curriculum Content (% of total number of credits of the program)	Total number of credits
1	Humanities and Social Science Courses		
2	Basic Science Courses		
3	Engineering Science Courses		
4	Program Core Courses		
5	Program Elective Courses		
6	Industrial Visit/Industrial Training/ Project Work Courses		
7	Any other (specify)		
Total number of credits:			

2.1.2. Program Curriculum Compliance (10 Marks)

(Describe the process used to identify the extent of compliance of the Board/University program curriculum for Attaining the Program Outcomes and Program Specific Outcomes as Mentioned in Annexure I.)

Table No.2.1.1.2: Courses mapping with DKs and POs.

S.N.	Name of the Course	Dublin Accord Knowledge and Attitude Profile (DK) Number	Program Outcome Number										
			PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
1													
..	..												

2.1.3. State the Delivery Details of the Content beyond the Curriculum for the Attainment of Program Outcomes and Program Specific Outcomes (20 Marks)

(Provide details of the value-added courses, workshops, seminars, hands-on experiences, etc., organized to address PO/PSO).

Table No. 2.1.3.1: Content beyond the Curriculum for the past 3 years.

S. N.	PO/ PSO	Name of the event/ activity	Date of event/ activity	Resource person, organization
CAYm1				
1				
..				

CAYm2				
1				
..				
CAYm3				
1				
..				

2.2. Teaching Learning Process (160 Marks)

2.2.1. Processes Followed to Ensure Quality of Teaching & Learning (30 Marks)

(Processes may include adherence to the academic calendar and instructional methods using pedagogical initiatives such as real-world examples, collaborative learning, and ensuring the quality of laboratory experiences with regard to conducting experiments, recording observations, analyzing data, etc. Encouraging fast learners and assisting slow learners are also part of the process. The implementation details and impact analysis need to be documented.)

2.2.2. Quality of Students' Major Projects (30 Marks)

(The quality of the major project is measured in terms of consideration of factors including, but not limited to type (application, product, review, etc.), environment, sustainability, safety, ethics, cost, and adherence to standards. Processes related to project identification, allotment, continuous monitoring, and evaluation—including demonstration of a working model—and efforts to enhance the relevance of projects should be described. Implementation details should include the Program Outcomes (POs) and Program Specific Outcomes (PSOs) addressed through the projects, along with proper justification.)

2.2.3. Internship/Industrial Training (30 Marks)

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

2.2.4. Seminar, Laboratory Work/Workshop/Skill Upgradation (20 Marks)

(Describe the process, POs/PSOs addressed.)

2.2.5. SWAYAM/NPTEL/MOOCs/Industry-Driven Courses/Self Learning (10 Marks)

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

2.2.6. Approach to Solve Engineering Problems with Consideration of Sustainability Goals (10 Marks)

(Provide details of core courses (project-based learning, problem-based learning), mini-projects, integrated design projects, capstone projects, hackathons, or any other activity-based learning aimed at solve engineering problems aligned with relevant Sustainable Development Goals (SDGs).)

2.2.7. Steps Taken for Enhancing Industry-Institute Partnerships (30 Marks)

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

CRITERION 3: COURSE OUTCOMES AND PROGRAM OUTCOMES (150 MARKS)

3.1. Establish the Correlation between the Courses and the POs & PSOs (10 Marks)

3.1.1 POs and PSOs (5 Marks)

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

List of POs as Defined by NBA (Refer to Annexure I)

List of PSOs- up to 3 PSOs.

3.1.2. Mapping between the Courses and POs/PSOs (5 Marks)

(Mention the courses relevant to each POs and PSOs.)

Table No.3.1.2.1: Mapping between courses and POs/PSOs.

PO Number	List of Courses
PO1:	
PO2:	
PON:	

Add more rows for PSOs.

3.2. Course Outcomes and Course Articulation Matrix (20 Marks)

3.2.1. Course Outcome (Semester-Wise) (10 Marks)

(Provide course outcomes (COs) for two courses per semester from semesters 1-6 as a sample. The maximum number of outcomes for a course is expected to be around 6. COs should reflect measurable outcomes contributing to the attainment of POs and PSOs.)

Table No. 3.2.1: Course outcomes.

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

3.2.2. Course Articulation Matrix (10 Marks)

(Provide course articulation matrices for the same two courses per semester from semesters 1-6 as listed in section 3.2.1. Select courses that best to demonstrate the mapping/co-relation with relevant POs and PSOs.)

Table No.3.2.1: Course articulation matrix.**Course Name:****Course Code:**

Course Outcomes (COs) code	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 co-relation levels for course articulation matrix:
 - 1: Low
 - 2: Medium
 - 3: High
 - -: No co-relation

3.3. Program Articulation Matrix (10 Marks)

(Describes the co-relation between courses and the Program Outcomes (POs) and Program Specific Outcomes (PSOs)).

Table No.3.3.1: Program articulation matrix.

Course Code	Course Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO	
													PSO-1	PSO-2
C101														
C202														
C303														
....														
C6...														

Add more columns for PSOs if any.

Note:

- ❖ Enter co-relation levels for program articulation matrix:
 - 1: Low
 - 2: Medium
 - 3: High
 - -: No co-relation

3.4. Assessment (50 Marks)**3.4.1. Evaluation Process of Continuous Assessment: Unit Tests, Mid-Term, Assignments, etc. (15 Marks)**

(Describe the evaluation process followed during continuous assessment to maintain the quality of assessment, including the constructive alignment of questions with COs and, consequently, with POs/PSOs. Also, specify the details to be maintained in course files for evaluation.)

3.4.2. Evaluation Process of Laboratory Work and Workshop (Continuous and SEE) (10 Marks)

(Describe the rubrics adopted for evaluating student performance in laboratories and workshops, with a clear linkage to the intended COs and POs/PSOs. Relevant assessment records and evidence should be documented and preserved in the course file for verification during evaluation.)

3.4.3. Evaluation Process of Industrial Training/ Internship (Continuous and SEE) (10 Marks)

(Describe the rubrics employed for evaluating student learning outcomes during internships and industrial training, ensuring alignment with the POs and PSOs targeted for attainment. Supporting evidence of assessments conducted using these rubrics should be documented in the course file for review during evaluation.)

3.4.4. Evaluation Process of Project Work (10 Marks)

(Provide details of rubrics used to assess learning in projects linking POs/PSOs targeted for attainment. Evidence of student assessments using rubrics should be kept in the course file for evaluation.)

3.4.5. Evidence of Addressing Sustainable Development Goals (SDGs) (5 Marks)

(Provide comprehensive details of student initiatives undertaken to address Sustainable Development Goals (SDGs), including project-based learning, and student-led activities. Supporting evidence should be compiled in the form of a portfolio and kept ready for verification during the visit.)

3.5. Attainment of Course Outcomes (30 Marks)

3.5.1. Describe the Assessment Tools and Processes Used to Gather the Data for the Evaluation of Course Outcome (5 Marks)

(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.)

3.5.2. Record the Attainment of Course Outcomes of all Courses with Respect to Set Attainment Levels (25 Marks)

(The program shall set Course Outcome (CO) attainment levels for each course. The process of measuring CO attainment through Continuous Internal Evaluation (CIE) and Semester-End Examination (SEE) should be clearly detailed.

The target attainment level may be defined as the percentage of students scoring above the class average, or as per thresholds set by the program for each CO in the respective assessment instruments. These instruments may include midterm tests, assignments, mini-projects, lab work, reports, and presentations, as appropriately mapped to the corresponding COs.

3.6. Attainment of Program Outcomes and Program Specific Outcomes (30 Marks)

3.6.1. Describe the Assessment Tools and Processes Used to Gather the Data for the Evaluation of Program Outcomes and Program Specific Outcomes (5 Marks)

(Describe the various assessment tools—such as semester-end examinations, mid-semester tests, unit tests, laboratory examinations, student portfolios, etc.—used to measure student

learning and, consequently, the attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs).)

3.6.2. Provide Results of Evaluation of Each PO & PSO (25 Marks)

(The attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) should be presented using both direct assessment (based on student performance) and indirect assessment (based on surveys). This should be demonstrated through program-level Course-PO and Course-PSO matrices, as indicated.)

Table No. 3.6.2.1: PO and PSO attainment value using direct assessment tools.

Course code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
C101											
C102											
...											
C609											
Direct Attainment											

Add more columns as needed for PSOs if any.

Note:

- ❖ Course codes, C10 and C102, are indicative courses in the first year. Similarly, C609 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. 3.6.2.2: 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. 3.6.2.3: 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 (150 MARKS)

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 (LYG)	CAYm4 (LYGm1)	CAYm5 (LYGm2)
N= Sanctioned intake of the program as per AICTE /competent authority.						
N1= Total number of students admitted (including other quotas) in the 1 st year through state-level counseling and institute-level admissions, minus the number of students who migrated to other programs/institutions, plus the number of students who migrated into this program						
N2= Number of students admitted in 2 nd year in the same batch via lateral entry including leftover seats						
Total number of students admitted in the program (N1+N2)-excluding those admitted through multiple entry and exit points.						

CAY= Current Academic Year.

CAYm1= Current Academic Year Minus 1

CAYm2= Current Academic Year Minus 2

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 2025- 26	CAYm1 2024- 25	CAYm2 2023- 24	CAYm3 (LYG) 2022- 23	CAYm4 (LYGm1) 2021-22	CAYm5 (LYGm2) 2020-21
N= Sanctioned intake of the program (as per AICTE /Competent authority)	120	120	120	120	120	120
N1= Total number of students admitted (including other quotas) in the 1st year through state-level counseling and institute-level admissions, minus the number of students who migrated to other programs/institutions, plus the number of students who migrated into this program	120	120	116	120	120	120
N2= Number of students admitted in 2 nd year in the same batch via lateral entry including leftover seats	NA	11	09	10	11	10
Total number of students admitted in the program (N1+N2)-excluding those admitted through multiple entry and exit points.	120	131	125	130	131	130

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

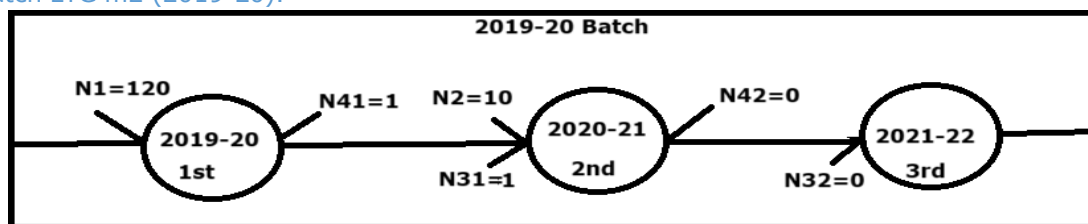
Item (No. of students admitted/exited through multiple entry and exit points) in the respective batch		CAY	CAYm1	CAYm2	CAYm3 (LYG)	CAYm4 (LYGm1)	CAYm5 (LYGm2)
N3(Multiple entry) N3=N31+N32	N31= No. of students admitted in 2 nd year via multiple entry points in same batch						
	N32= No. of students admitted in 3 rd year via multiple entry points in same batch						
N3=N31+N32							
N4 (Multiple exit) N4=N41+N42	N41= No. of students exits after 1 st year via multiple entry points in same batch						
	N42= No. of students exit after 2 nd year via multiple entry points						
N4=N41+N42							

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 2025- 26	CAYm1 2024- 25	CAYm2 2023- 24	CAYm3 (LYG) 2022-23	CAYm4 (LYGm1) 2021-22	CAYm5 (LYGm2) 2020-21
	N31= No. of students admitted in 2 nd year via multiple entry points in same batch	0(NA)	2	1	2	1	1

N3(Multiple entry) N3=N31+N32	N32= No. of students admitted in 3 rd year via multiple entry points in same batch	0(NA)	0(NA)	0	0	0	0
N3=N31+N32		0(NA)	2	1	2	1	1
N4 (Multiple exit) N4=N41+N42	N41= No. of students exits after 1 st year via multiple entry points in same batch	0(NA)	1	1	1	0	1
	N42= No. of students exit after 2 nd year via multiple entry points	0(NA)	0(NA)	0	0	0	0
N4=N41+N42		0(NA)	1	1	1	0	1

Example for Batch LYG m2 (2019-20):



- Multiple entry for Batch LYG m2 (2019-20):
 - ❖ No. of students admitted through multiple entry: 1
 - ❖ Breakdown: N31(1) + N32(0), where:
 - o a = no. of students admitted in 2nd year
 - o b = no. of students admitted in 3rd year
- Multiple exit for Batch LYG m2 (2019-20):
 - ❖ No. of students exiting/dropped through multiple exit: 1
 - ❖ Breakdown: N41(1) + N42(0), where:
 - o d = no. of students exiting after 1st year
 - o e = no. of students exiting after 2nd year

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

Year of entry	Total no. of students in the batch (N1+ N2+N3-N4 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
CAY				
CAYm1				
CAYm2				
CAYm3 (LYG)				



CAYm4 (LYGm1)				
CAYm5 (LYGm2)				

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

Year of entry	Total no. of students in the batch(N1+N2+N3-N4 as defined above)	Number of students who have successfully graduated in the stipulated period of study [Total =With Backlogs + without Backlogs]		
		I Year	II Year	III Year
2025-26 CAY	120 (120+NA+NA-NA)			
2024-25 CAYm1	132 (120+11+2-1)	118		
2023-24 CAYm2	125 (116+9+1-1)	115	112 (104+7+1-0)	
2022-23 CAYm3(LYG)	131 (120+10+2-1)	118	116 (106+8+2-0)	114 (102+1+1-0)
2021-22 CAYm4(LYGm1)	132 (120+11+1-0)	118	118 (107+10+1-0)	115 (105+9+1-0)
2020-21 CAYm5(LYGm2)	130 (120+10+1-1)	112	118 (108+10+1-1)	113 (108+04+1-0)

4.1. Enrolment Ratio in the First Year (25 Marks)

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 as per AICTE/Competent authority			
N1=Total number of students admitted (including other quotas) in the 1 st year through state-level counseling and institute-level admissions, minus the number of students who migrated to other programs/institutions, plus the number of students who migrated into this program			
Enrolment Ratio (ER)= (N1)/N	ER_1	ER_2	ER_3
Average ER= ((ER_1+ ER_2+ ER_3)/3)*100			

4.2. Success Rate of the Students in the Stipulated Period of the Program (20 Marks)

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 = 2.0*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 1 st year of that batch and those actually admitted in the 2 nd 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 (maximum 10% of N) including leftover seats (N2) of Table No. 4A.

4.3. Academic Performance of the First-Year Students of the Program (20 Marks)

Academic Performance = $2.0 \times$ Average Academic Performance Index (API), where

$API = ((\text{Mean of 1}^{\text{st}} \text{ Year Grade Point Average of all successful students on a 10-point scale}) \text{ or } (\text{Mean of the percentage of marks of all successful students in 1}^{\text{st}} \text{ year}/10)) \times (\text{Number of successful students}/\text{number of students appeared in the examination}).$

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 1 st year grade point average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 1 st year/10)			
Y= Total no. of successful students			
Z = Total no. of students appeared in the examination			
API = $X \times (Y/Z)$	API_1	API_2	API_3
Average API = $(API_1 + API_2 + API_3)/3$			

4.4 Academic Performance of the Second Year Students of the Program (20 Marks)

Academic Performance = $2.0 \times$ Average Academic Performance Index (API), where

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

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 2 nd year grade point average of all successful students on a 10-point scale) or (Mean of the percentage of marks of all successful students in 2 nd year/10)			
Y= Total no. of successful students			
Z =Total no. of students appeared in the examination			
API = $X \times (Y/Z)$	API_1	API_2	API_3
Average API = $(API_1 + API_2 + API_3)/3$			

4.5 Academic Performance of the Third Year Students of the Program (20 Marks)

Academic Performance = $2.0 \times \text{Average Academic Performance Index (API)}$, 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 completed all courses in the 3rd year.

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

Academic Performance	CAYm1	CAYm2	CAYm3
Y= Total no. of successful students			
Z= Total no. of students appeared in the examination			
API = $X \times (Y/Z)$	AP_1	AP_2	AP_3
Average API = $(\text{API}_1 + \text{API}_2 + \text{API}_3)/3$			

4.6 Placement, Higher Studies, and Entrepreneurship (30 Marks)

Placement index points = $0.3 \times \text{Average Placement Index (P)}$.

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) = $((X + Y + Z)/FS) \times 100$	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 (maximum 10% of N) including leftover seats (N2) of Table No. 4A.

4.7 Professional Activities (15 Marks)

4.7.1 Professional Societies/ Bodies, Chapters, Clubs, and Professional Engineering Events Organized (5 Marks)

(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	College/ National/ International level	State/ Date of Event
CAYm1				
1				
...				
CAYm2				
1				
..				
CAYm3				
1				
..				

4.7.2 Student's Participations in Professional Events (5 Marks)

(Provide details of students, who have participated at other institutes in various technical events, 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	Regional/ /National/ International level	State Date of Event	Name of the award if any
CAYm1					
1					
..					

CAYm2					
1					
..					
CAYm3					
1					
..					

4.7.3 Publication of Magazines/Newsletters, etc. in the Department/College (5 Marks)

(Provide details of magazines/newsletters, etc., published by the department/College, 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 magazines, and newsletters, etc. in the Department/College.

S.N.	Name of the Magazine/ Newsletter	Name of the Editor	Name of the Student & Semester	No. of Issues	Hard copy/ Soft copy
CAYm1					
1					
..					
CAYm2					
1					
..					
CAYm3					
1					
..					

CRITERION 5: FACULTY INFORMATION AND CONTRIBUTIONS (100 Marks)

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	Experience in years in current institute	Designation at Time Joining in this Institution	Present Designation	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 including cumulative information for **all three academic years** starting from the current academic year (CAY) in the specified format. Programs such as **UG (Engineering), PG (Engineering), BCA, and etc** running in the Department need to have **sufficient faculty members** to support those programs. Note that these faculty members should not be included in the above said Table no. 5A.

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

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

Note 3:

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

5.1. Student-Faculty Ratio (20 Marks)

(The Student-Faculty Ratio (SFR) is to be calculated at the department)

- ❖ No. of Diploma (Engineering) programs in Department=
 - D_1 =1st Diploma program
 - D_n =nth Diploma program
 - **B**= No. of Students in diploma 2nd year (**ST**)
 - **C**= No. of Students in diploma 3rd year (**ST**)

Student-Faculty Ratio (SFR) = ST / F ;

Where:

- ❖ ST = Total number of students admitted in the program (as defined earlier).
 Number of students (ST)* = Sanctioned intake of the program (N) + Number of students actually admitted (L) through lateral entry (including leftover seats).
Note*: If the number of students admitted in the 2nd year through lateral entry, including leftover seats (L), **exceeds 10%** of the sanctioned intake (e.g., 120) for the respective program, then the total number of students to be considered as admitted to the program (ST) shall be the sanctioned intake (N) plus 10% of the sanctioned intake. However, the value of ST shall be **limited** to a **maximum of 132** (i.e., 120 (N) + 12 (L))

Example: Table No. 5.1.A: 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 (N)=120				
Example case	No. of students admitted in 1 st year	Leftover seats/Unfilled seats in 1 st year	No. of actually students admitted in 2 nd year, $L = a + b$; a =Lateral entry admission (maximum 10% of N) b =Leftover seats admitted in 2 nd year	No. of students in the program to be considered for SFR calculation (ST)= ($N + L$) limited to 110% of N
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)

- ❖ F = Number of faculty members in the Department.

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

Year	CAY	CAYm1	CAYm2
$D_1. B$			
$D_1. C$			
D_1	$D_1.B + D_1.C$	$D_1.B + D_1.C$	$D_1.B + D_1.C$
...			
$D_n. B$			
$D_n. C$			
D_n	$D_n.B + D_{1n}.C$	$D_n.B + D_n.C$	$D_n.B + D_n.C$

S=Total no. of students in all Diploma programs in the Department	$S1=D_1+ D_2.... D_n.$	$S2=D_1+ D_2.... D_n.$	$S3=D_1+ D_2.... D_n.$
F*=Total no. of faculty members in the Department	F1	F2	F3
Student Faculty Ratio (SFR) =S/(F)	$SFR1=S1/F1$	$SFR2= S2/F2$	$SFR3= S3/F3$
Average SFR for 3 years	Average SFR=(SFR1+SFR2+SFR3)/3		

Note*: All faculty members appointed in the department need to be included. Faculty members already listed in Section 8.1 should not be repeated here.

Example: Let us assume that the CSE Department is offering two Diploma (Engineering) programs, namely Diploma (Computer Science and Engineering) and Diploma (Information Technology). If the institute intends to apply for accreditation for the Diploma (Computer Science and Engineering) program, the Student-Faculty Ratio (SFR) is calculated at the department level rather than at the individual program level.

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

Year	CAY (2025-26)	CAYm1 (2024-25)	CAYm2 (2023-24)
Diploma (Computer Science and Engineering)			
D ₁ . B // 2 nd year	66	62	65
D ₁ . C // 3 rd year	62	65	63
D ₁ // diploma (CSE)	66+62	62+65	65+63
Diploma (Information Technology)			
D _n . B // 2 nd year	62	62	61
D _n . C // 3 rd year	62	61	63
D _n // diploma (IT)	62+62	62+61	61+63
Total students of all Diploma Programs & faculty members in the Department			
S=Total no. of students in all Diploma programs in the Department	252= (66+62+62+62)	250= (62+65+62+61)	252= (65+63+61+63)
& F*=Total no. of faculty members in the Department	9	9	10
Student Faculty Ratio (SFR) =S/(F)	SFR1=28 (252/9)	SFR2=27.78 (250/9)	SFR3= 25.2 252/10
Average SFR for 3 years	Average SFR=26.99		

5.2. Faculty Qualification (20 Marks)

(Provide faculty qualification data for the three academic years starting from CAY.)

Faculty Qualification Index (FQI) =4.0*[2X+3Y+5Z]/RF]

Where:

- ❖ **X** = Number of faculty with **Ph.D** or equivalent qualification
- ❖ **Y** = Number of faculty with **M.Tech/ME** or equivalent qualification
- ❖ **Z** = Number of faculty with **B.Tech/BE/MCA** or equivalent qualification.
- ❖ **RF** = Number of faculty required to comply with the **1:25** Faculty- Student-Ratio.

Table No.5.2.1: Faculty qualification.

Year	X	Y	Z	RF	FQI=4.0*[2X+3Y+5Z]/RF]
------	---	---	---	----	-------------------------------

CAY					
CAYm1					
CAYm2					

Note:

- ❖ The programs, such as UG (Engineering), PG (Engineering), BCA, and etc running in the Department need to have sufficient faculty members to support those programs and exclude the faculty members and students.

5.3. Faculty Retention (10 Marks)

(Provide faculty retention data for the past three academic years starting from CAYm1.)

Table No.5.3.1: Faculty retention ratio.

Item	CAY	CAYm1	CAYm2
RF=No. of required faculty in the Department to adhere to the 25:1 Student-Faculty ratio, with calculations based on both student numbers and faculty requirements as per section 5.1 of SAR; ($RF=S/25$).			
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)			
Faculty retention ratio ($FR=((A*0)+(B*1)+(C*2)+(D*3)+(E*4))/RF) *2.5$ (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 25:1 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 UG (Engineering), PG (Engineering), BCA, and etc running in the Department need to have sufficient faculty members to support them and exclude the faculty members listed in Table No. 5.3.1.

5.4. Faculty Contribution and Development (50 Marks)

5.4.1. Faculty Members' Participation in STTPs/FDPs (15 Marks)

(Provide details of faculty participated in STTP/FDP events during the assessment period.)

- ❖ 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. 5.4.1.1: List of faculty members participated in STTP/FDP events for the past 3 years.

S.N.	Name of the Faculty as Resource Person or Participant	Max. 5 per Faculty		
		CAYm1	CAYm2	CAYm3
1				
..				
Sum				
RF=Number of faculty required to comply with the 25:1 student-faculty ratio in the Department, as per section 5.1 of SAR ($RF=S/25$).		RF_1	RF_2	RF_3
Assessment Points (AP)= $3 * (Sum / (0.5 * RF))$ (Points limited to 15 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 15 over the assessment period)				

Note:

1. We need to consider all students (S) in the department alone to determine the RF value (Number of faculty required to comply with the 25:1 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.

5.4.2. FDP/STTP Organized by the Department Faculty Member (15 Marks)

(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 2 days.
- ❖ 2 points per FDP/STTP, with a maximum of 5 marks per assessment year and a total maximum of 15 marks

Table No. 5.4.2.1: List of FDPs/STPs organized by the 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					
..					

5.4.3. Faculty Support in Student Innovative Projects (10 Marks)

(Provide details of faculty support as mentors, facilitators, etc., in student innovation activities such as hackathons, codeathons, ideathons, open research initiatives, and similar events.

Note: Do not include student project details in this section.)

Table No. 5.4.3.1: List of faculty members involved in student innovative projects for the past three academic years.

S.N.	Name of the Faculty	Name of the Project/ Initiative/ Event	Date of Event	Place of Event	Website Link if any
CAYm1					
1					
..					
CAYm2					
1					
..					
CAYm3					
1					
..					

5.4.4. Sponsored Projects/Consultancy Work/Testing (10 Marks)

(Provide details of sponsored projects/constancy work/testing 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.

- ❖ Amount $\geq$ 6 Lacs – 10 Marks
- ❖ Amount $\geq$ 4 Lacs and $<$ 6 lacs –8 Marks
- ❖ Amount $\geq$ 2 Lacs and $<$ 4 lacs –4 Marks
- ❖ Amount $\geq$ 1 Lacs and $<$ 2 lacs –2 Mark
- ❖ Amount $\geq$ 0.5 Lac and $<$ 1 lac –1 Mark
- ❖ Amount $<$ 0.5 Lac – 0 Mark.

Table No. 5.4.4.1: List of sponsored projects/consultancy work/testing work received from external agencies for the past 3 years.

S.N.	PI name	Co-PI names if any	Name of the Dept., where project is	Project title*	Name of the Funding	Duration of the project	Amount (Lacs)
------	---------	--------------------	-------------------------------------	----------------	---------------------	-------------------------	---------------



			sanctioned		agency		
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 projects/constancy work/testing from the external sources will be considered.

CRITERION 6: FACILITIES AND TECHNICAL SUPPORT (100 MARKS)

6.1. Availability of Adequate, Well-equipped Classrooms/Tutorial Rooms to Meet Curriculum Requirements in the Department (10 Marks)

(Provide details of adequate, well-equipped classrooms/tutorial rooms available in the department to meet the curriculum requirements.)

Table 6.1.1. Details of classrooms/tutorial rooms in the Department.

S.N.	Name of the Classroom/tutorial room	Exclusive/ Shared with other Dept.	Classroom/tutorial room capacity (No.of students) & room size(in Sq.ft)	Rooms equipped with facilities.
1				
...				

6.2. Availability of Adequate, Well-Equipped Laboratories, and Workshops in the Department (30 Marks)

(Provide details on the scientific experiments conducted and the computing facilities available, highlighting their adequacy, suitability for batch sizes, and effectiveness in supporting the curriculum.)

Table No. 6.2.1. List of laboratories/workshops available in the Department.

S.N.	Name of the laboratory/ workshop	Batch size	Name of major equipment	Remarks
1				
...				

6.3. Maintenance and Overall Ambience in Laboratories and Workshops (10 Marks)

(Provide details regarding the maintenance procedures and the overall ambience of the laboratories/ workshops, including cleanliness, organization, and suitability for academic activities)

6.4. Safety Measures in Laboratories and Workshops (10 Marks)

(Provide comprehensive details regarding the safety measures in place within the laboratories/workshops, including equipment, protocols, and emergency preparedness)

Table No. 6.4.1. List of various safety measures provided in laboratories and workshops.

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

6.5. Availability of Computing Facilities and Language Laboratory (15 Marks)

(Provide details regarding the availability of computing facilities and the language lab at the department or institute level)

Table 6.5.1. Details of computing facility in the Department/institute.

S.N.	Name of the facility	No. of PCs	No. of network devices/elements	Details of software	Details of Networking (LAN/capacities, etc)	Networking Bandwidth
1						
..						

Table 6.5.2. Details of resource used in language lab in the Department/Institute.

S.N.	Name of Item	Quantity (No.)	Description
1			
..			

6.6. Details of Technical Staff in the Department (25 Marks)

6.6.1. Availability of Adequate and Qualified Technical Support Staff in the Department (20 Marks)

(Provide details regarding the number, qualifications, and roles of technical supporting staff available in the department, and how their presence ensures the smooth functioning of laboratories and supports academic activities)

Table No. 6.6.1.1. List of technical staff members and their qualifications in the Department.

S.N.	Name of the technical staff	Designation	Date of joining (DD/MM/YYYY)	Qualifications
1				
..				

6.6.2. Facility for Skill Enhancement, and Opportunities for Professional Advancement (5 Marks)

(Provide details of the facility for skill enhancement opportunities, and professional advancement mechanisms provided by the institute)

Table No. 6.6.2.1. List of skill enhancements, and professional advancement undertaken by the technical staff in the department over the past 3 years.

S.N.	Name of the technical staff	Designation	Description of skill enhancement / Professional advancement
1			
..			

CRITERION 7: CONTINUOUS IMPROVEMENT (75 MARKS)

7.1. Improvement in Enrolment Ratio and Quality of Student Admitted (15 Marks)

(Provide details of the improvement in enrolment ratio and the quality of students admitted over 3 years)

Table 7.1.1: Improvement in enrolment ratio and quality of students admitted over 3 years.

Item	CAY	CAYm1	CAYm2
Enrolment Ratio (ER) (Refer to section 4.1)			
Opening rank/score			
Closing rank/score			

7.2. Improvement in Academic Performance in the Program (15 Marks)

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

Table No.7.2.1: Improvement in academic performance during the assessment period

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)			

7.3. Improvement in Success Rate & Placement and Higher Studies (15 Marks)

(Provide details of the improvement in success rate, placements, and progression to higher studies during the assessment period.)

Table No.7.3.1: Improvement in success rate & placement and higher studies during the assessment period.

Item	CAYm1	CAYm2	CAYm3
Student Rate of the Students in the Stipulated Period of the Program (Refer to section 4.2)			
Placement Index in the Program (Refer to section 4.6)			

7.4. Actions Taken Based on the Results of Evaluation of the POs and PSOs Attainment (15 Marks)

(Identify the areas of weakness in the program based on the analysis of PO/PSO attainment levels. Describe the measures identified and implemented during the assessment period to improve PO attainment, including curriculum interventions, pedagogical initiatives, support system enhancements, and other relevant actions, etc.)

Table 7.4.1: PO attainment levels and action taken for CAYm1.

POs	Target level	Attainment level	Observation
P01:			
P01			
Action 1 :			
Action N :			
P02:			
P02			
Action 1 :			
Action N :			
P03:			
P03			
Action 1 :			
Action N :			
P04:			
P04			
Action 1 :			
Action N :			
P05:			
P05			
Action 1 :			
Action N :			
P06:			
P06			
Action 1 :			
Action N :			
P07:			
P07			
Action 1 :			
Action N :			
P08:			
P08			



Action 1 :			
Action N :			
PO9:			
PO9			
Action 1 :			
Action N :			
PO10:			
PO10			
Action 1 :			
Action N :			
PO11:			
PO11			
Action 1 :			
Action N :			

Note: Similar information is to be provided for PSOs

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

(Provide data on the academic audit system, including internal and external audits, and describe how it has been implemented to support continuous improvement.)

CRITERION 8: STUDENT SUPPORT SYSTEMS (75 MARKS)

8.1. First Year Faculty Members (FYF) (5 Marks)

((Provide faculty qualification data for the three academic years starting from CAY at institute level by considering all Diploma (Engineering) programs.))

- ❖ IN = Sanctioned intake of all Diploma (Engineering) programs at the institute level.
- ❖ FF = Number of faculty members who are handling 1st year courses/subjects.
- ❖ % of faculty= IN/FF

Table No. 8.1.1: First Year Student-faculty ratio.

Year	IN	FF	% of faculty (IN/FF)
CAY			
CAYm1			
CAYm2			
Average of 3 years=			

Note:

Ex: If the sanctioned intake of all Diploma (Engineering) programs (IN) is 180, the institute requires a minimum of 4 faculty members in Physics, 1 in Chemistry, 1 in Mathematics, and 1 in English

The institute needs to have a sufficient number of faculty members to run the first-year courses/subjects as per AICTE norms.

8.2. Faculty Qualification (10 Marks)

((Provide faculty qualification data for the three academic years starting from CAY.))

Faculty Qualification Index (FQI) = $3.5 \times [2X + 3Y + 5Z] / RF$

Where:

- ❖ **X** = Number of faculty members with **Ph.D** or equivalent qualification
- ❖ **Y** = Number of faculty members with **M.Tech/ME** or equivalent qualification
(In case of humanities and science M.Phil)
- ❖ **Z** = Number of faculty members with **B.Tech/BE/MCA** or equivalent qualification.
(In case of humanities and science MA/M.Sc)
- ❖ **RF** = Number of faculty required to comply with the **1:25** Faculty- Student-Ratio.

Table No.5.2.1: Faculty qualification.

Year	X	Y	Z	RF	FQI= $3.5 \times [2X + 3Y + 5Z] / RF$
CAY					
CAYm1					
CAYm2					

8.3. Mentoring System (5 Marks)

(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 meetings:

The institution should report the details of the mentoring system, its implementation, and its effectiveness through impact studies; the availability of both online and physical services; and any peer mentoring practices such as seniors (final-year students) mentoring juniors (freshmen), if applicable.)

8.4. Feedback Analysis (15 Marks)

8.4.1. Feedback on Teaching and Learning Process and Measures Taken for Improvement (10 Marks)

(Provide details of the feedback collection process on the Teaching-Learning Process (TLP), the average percentage of students who participate, and the feedback analysis process. Specify the basis for rewards and corrective measures during the assessment period, the number of corrective measures taken, and exhibit the details of the analysis conducted.)

8.4.2. Feedback on Academic Facilities (5 Marks)

(Provide details of the feedback collection process on institutional facilities such as Library, Internet, etc and analysis methodology, and measures taken for improvement Taken during the assessment period.)

8.5. Career Guidance, Training, and Placement (10 Marks)

(Provide details of the training and placement support offered by the institution, including the calendar of scheduled training programs, career guidance activities and their effectiveness, and industry interaction initiatives conducted exclusively for pre-placement, internships, placements, counseling, and support for higher studies.)

8.6. Start-up/Business Incubator/Skill Development Centre/Entrepreneurship Activities (5 Marks)

(Provide data on the initiatives undertaken, facilities created and their utilization, and the effectiveness of these efforts in encouraging students toward innovation, entrepreneurship, incubation, and start-up activities. Also, provide a list of beneficiaries who have availed support through these initiatives.)

8.7. Initiatives and Implementation of Sustainable Development Goals (SDGs) (5 Marks)

(Provide details of the initiatives undertaken for the implementation of Sustainable Development Goals (SDGs), specifically focusing on areas such as green energy, waste management, water conservation, net zero targets, quality education, reuse, recycling, and the reduced use of non-renewables. Include evidence of implementation through assigned projects, R&D activities, entrepreneurial ventures, outreach programs, and other relevant initiatives.)

8.8. Innovative Educational Initiatives and Implementation (10 Marks)

(Provide details of the initiatives undertaken to promote student mobility, the implementation of the Academic Bank of Credits (ABC), and support for holistic education. This includes efforts related to the integration of human values, multidisciplinary/interdisciplinary curricula or



programs, initiatives on the Indian Knowledge System (IKS), and contributions toward as well as implementation of teaching in Indian languages.)

8.9. Outreach Activities (10 Marks)

(Provide details of outreach activities such as NCC, NSS and participation in various state/national missions etc. The activities undertaken by students, including community service, participation in the Unnat Bharat Abhiyan, social internships, and society-connect initiatives. Also, highlight the outcomes and achievements resulting from these activities.)

CRITERION 9: GOVERNANCE, FINANCIAL RESOURCES, AND INSTITUTIONAL SUPPORT SYSTEM (100 MARKS)

9.1. Governance and Transparency (35 Marks)

9.1.1. Governing Body, Administrative Setup, and Functions of Various Bodies (20 Marks)

(Provide details of statutory and non-statutory administrative committees such as the Governing Body, Academic Council/Senate, Grievance Redressal Committee, IQAC, Anti-Ragging Committee, Disciplinary Committee, Internal Complaints Committee (Women Harassment Mitigation Committee), etc.

Include the approval documents for these committees along with the details of their members. Also provide the meeting records, including meeting notices, agendas, minutes, and action taken reports.)

9.1.2. Policy and Procedures (10 Marks)

(Provide a comprehensive list of institutional policies and procedures related to governance, academics, administration, faculty and staff recruitment, student affairs, grievance redressal, inclusivity, ethics, and disciplinary matters.)

9.1.3. Transparency (5 Marks)

(Information on policies, rules, and processes, as well as their dissemination to stakeholders, should be made available on the institute website.)

9.2. Financial Resources (15 Marks)

9.2.1. Budget Allocation and Utilization at Institute Level (10 Marks)

(Provide a summary of the budget and actual expenditure incurred exclusively for the institution for the last three financial years: CFYm1, CFYm2, and CFYm3. If the management oversees multiple institutions, exclusive audited records for each institution must be provided and made available on the institute's website. The budget should be approved by the Institute's Board of Governors (BoG) / Governing Body (GB) / Governing Council (GC) before the start of each 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. 9.2.1.1: 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. 9.2.1.2: 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.

9.2.2. Budget Allocation and Utilization at Program Level (5 Marks)

(Provide a summary of the budget and actual expenditure incurred exclusively for the program over the last three financial years: CFYm1, CFYm2, and CFYm3.)

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

Table No. 9.2.2.1: 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. 9.2.2.2: Budget and actual expenditure incurred at program 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
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Laboratory equipment								
Software								
SDGs								
Support for faculty development								
R & D								
Industrial Training, Industry expert, Internship								
Miscellaneous expenses *								
Total amount								

* Items to be mentioned.

9.3. Institutional Support System (50 Marks)

9.3.1. Self-Learning (10 Marks)

(The institution must specify the facilities, materials, and scope provided for self-learning or learning beyond the curriculum—such as webinars, podcasts, MOOCs, etc.—and evaluate their effectiveness.)

9.3.2. Quality of Learning Resources (Hard/Soft) (10 Marks)

(Provide details of available learning resources such as journal, magazine, including e-resources (such as e-books and e-journals), and information on students' access to these resources. Additionally, describe the support mechanism provided to facilitate self-learning among students.)

9.3.3. Library and Internet (15 Marks)

(Provide data and documentation on library and internet facilities, and demonstrate the effective availability, purchase records, and utilization of these facilities and equipment.)

9.3.4. Faculty Performance Appraisal and Development System (FPADS) (15 Marks)

(Faculty members in Higher Educational Institutions are required to perform a wide range of roles. Beyond teaching, they are expected to engage in innovation, conduct research for continuous professional development, stay updated with technological advancements, and enhance their expertise for effective curriculum implementation.

Faculty members are also expected to contribute to industry and community services, helping to solve real-world problems. Additionally, they are responsible for administrative duties and are expected to collaborate with fellow faculty members, department heads, and institutional leadership. An effective Faculty Performance Appraisal and Development System (FPADS) is essential to ensure optimal faculty contribution towards institutional goals.

The evaluation will be based on the presence of a well-defined, structured faculty appraisal system implemented across all assessment years, along with evidence of its effectiveness.)



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-I

List of Program Outcomes (POs)

- PO1:** Apply knowledge of mathematics, natural sciences, engineering fundamentals, and an engineering specialization (as specified in DK1 to DK4) to a wide range of practical procedures and practices
- PO2:** Identify and analyze well-defined engineering problems and reach substantiated conclusions using codified methods of analysis specific to their field of activity (DK1 to DK4).
- PO3:** Design solutions for well-defined technical problems and assist in the design of systems, components, or processes to meet specified needs, with appropriate consideration for public health and safety, as well as cultural, societal, and environmental factors (DK5).
- PO4:** Conduct investigations of well-defined problems by locating and search relevant codes and catalogues, and by conducting standard tests and measurements (DK8).
- PO5:** Apply appropriate techniques, resources, and modern computing, engineering and IT tools to well-defined engineering problems, while being aware of their limitations (DK2 and DK6).
- PO6:** When solving well-defined engineering problems, evaluate sustainable development impacts to: society, the economy, sustainability, health and safety, legal frameworks, and the environment (DK1, DK5, and DK7).
- PO7:** Understand and commit to professional ethics and the norms of technician practice, including compliance with relevant laws. Demonstrate an understanding of the need for diversity and inclusion (DK9).
- PO8:** Function effectively as an individual, and as a member or leader in diverse and inclusive teams, in multidisciplinary face-to-face/remote/distributed settings (DK9).
- PO9:** Communicate effectively and inclusively on well-defined engineering activities with the engineering community and society at large by comprehending the work of others, documenting one's own work, and giving and receiving clear instructions.
- PO10:** Demonstrate awareness of engineering management principles as a member or leader of a technical team and apply them to manage projects in multidisciplinary environments.
- PO11:** Recognize the need for, and have the ability for independent updating in the face of specialized technical knowledge (DK8).

Program Specific Outcomes (PSOs): Program shall specify up to 3 Program Specific Outcomes.

Knowledge and Attitude Profile

- DK1:** A descriptive, formula-based understanding of the natural sciences applicable in a sub-discipline and awareness of directly relevant social sciences.



DK2: Procedural mathematics, numerical analysis, statistics applicable in a sub discipline.

DK3: A coherent procedural formulation of engineering fundamentals required in an accepted sub-discipline.

DK4: Engineering specialist knowledge that provides the body of knowledge for an accepted sub-discipline.

DK5: Knowledge that supports engineering design and operations based on the techniques and procedures of a practice area.

DK6: Codified practical engineering knowledge in recognized practice area.

DK7: Knowledge of issues and approaches in engineering technician practice, such as public safety and sustainable development.

DK8: Engagement with the current technological literature of the practice area.

DK9: 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.