

*Guidelines for the Creation of the*  
**Internal Quality Assurance Cell (IQAC)**  
**and Submission of Annual Quality**  
**Assurance Report (AQAR) by**  
**Accredited**  
**Institutions**

*(AQAR format in line with the revised manual of Affiliated/Constituent PG  
Colleges, with effect from the academic year 2022-23*



**राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद**

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

*An Autonomous Institution of the University Grants Commission*

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, **Bengaluru - 560 072**India

### 3. Extended Profile of the Institution

#### 1. Student:

2.1 Number of students during the year.

|        |         |
|--------|---------|
| Year   | 2022-23 |
| Number | 4735    |

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

|        |         |
|--------|---------|
| Year   | 2022-23 |
| Number | 414     |

2.3 Number of outgoing/ final year students during the year

|        |         |
|--------|---------|
| Year   | 2021-22 |
| Number | 1489    |

#### 3. Academic:

3.1 Number of full time teachers during the year

|        |         |
|--------|---------|
| Year   | 2022-23 |
| Number | 195     |

3.2 Number of Sanctioned posts during the year

|        |         |
|--------|---------|
| Year   | 2022-23 |
| Number | 210     |

**PART B**

**Criteria 2- Teaching- Learning and Evaluation**

**Key Indicator- 2.1 Student Enrolment and Profile**

| Metric No.    |   |      |         |        |     |      |         |        |      |
|---------------|---|------|---------|--------|-----|------|---------|--------|------|
| 2.1.1.<br>QnM | <p><b>Enrolment Number</b></p> <p>2.1.1.1 Number of students admitted during the year</p> <table border="1"> <tr> <td>Year</td> <td>2022-23</td> </tr> <tr> <td>Number</td> <td>869</td> </tr> </table> <p>2.1.1.2 Number of sanctioned seats during the year</p> <table border="1"> <tr> <td>Year</td> <td>2022-23</td> </tr> <tr> <td>Number</td> <td>1128</td> </tr> </table> <p>Data Requirement last completed academic year.</p> <ul style="list-style-type: none"> <li>• Total number of Students admitted</li> <li>• Total number of Sanctioned seats</li> </ul> <p>File Description:</p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Institutional data in prescribed format</li> </ul>   | Year | 2022-23 | Number | 869 | Year | 2022-23 | Number | 1128 |
| Year          | 2022-23   |      |         |        |     |      |         |        |      |
| Number        | 869   |      |         |        |     |      |         |        |      |
| Year          | 2022-23   |      |         |        |     |      |         |        |      |
| Number        | 1128  |      |         |        |     |      |         |        |      |
| 2.1.2.<br>QnM | <p><i>Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories during the year</p> <table border="1"> <tr> <td>Year</td> <td>2022-23</td> </tr> <tr> <td>Number</td> <td>541</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>• Number of Students admitted from the reserved category</li> <li>• Total number of seats earmarked for reserved category as per GOI or State government rule</li> </ul> <p><b>File Description: (Upload)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Number of seats filled against seats reserved (Data Template)</li> </ul> | Year | 2022-23 | Number | 541 |      |         |        |      |
| Year          | 2022-23   |      |         |        |     |      |         |        |      |
| Number        | 541   |      |         |        |     |      |         |        |      |

**Key Indicator- 2.2. Catering to Student Diversity**

| Metric No.            |   |
|-----------------------|---|
| <p>2.2.1.<br/>QIM</p> | <p><b><i>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners</i></b><br/>Write description in maximum of 200 words</p> <p>Students get admitted in the first year and in the second year through DTE. An induction program is arranged and conducted to motivate them and familiarize them with the university curriculum and the resources available at the institute like a library, different laboratories, canteen, various departments, open area, sports ground, workshop. The institute has a see-through mechanism to identify the learning levels of the students which is based on their academic performance. Slow learners are also identified on the basis of marks obtained by students in internal examinations. Advanced learners are identified based on the performance of students in University Examination.</p> <p style="text-align: center;"><b><i>Initiatives for Assisting Slow learner</i></b></p> <ol style="list-style-type: none"> <li>1) Remedial classes are conducted by respective subject teachers .The size of the remedial class is limited, in order to ensure proper care and attention towards the learners.</li> <li>2) Academic and personal counseling is given to the slow learners by the tutor, mentor during remedial class and teacher guardian meeting.</li> <li>3) The performance of students is communicated to parents through SMS and phone calls.</li> <li>4) Parent Teacher Meetings are conducted periodically to have interaction between faculty members and the parents to discuss the progress of their wards</li> </ol> <p style="text-align: center;"><b><i>Initiatives for the advanced learners</i></b></p> <p>Students are guided for various Competitive Examinations like GATE, GRE, MPSC, UPSC etc. Students are motivated to enroll for different certifications courses like Spoken-Tutorials arranged by IIT Bombay. The students having orientation towards research are supported by faculty members to conduct their research in the right direction and publish their work in National / International Conferences / Journals. Students are supported to complete internships to get additional knowledge in their domain. Motivation and support is provided to attend conferences, workshops, and project competitions. Value addition</p> |

|                       |   |      |         |                    |      |                    |     |
|-----------------------|---|------|---------|--------------------|------|--------------------|-----|
|                       | <p>programmes are arranged for students. Students are encouraged for higher education. Students are encouraged to apply for web based online courses like NPTEL, SWAYAM, which gives them a platform to choose the courses of their interest. Students are taking active participation in different technical clubs like Robotics, Stallion Motor Sports, Eficycle, Go carting. Also advanced learners are motivated to showcase their skillset in co curricular and extra curricular activities.</p> <p><b>Outcomes-</b></p> <p>After taking initiatives for slow learners, these students have shown better performance in University examinations.</p> <p>After taking initiatives for advanced learners, these students have participated in various events like spoken tutorials, value addition programmes. Such students have published papers in conferences, journals and have shown better performance in placements also.</p> <p>Thus the institute has a systematic procedure in place for assessing the learning levels of students and motivating them to engage into the academics along with all other activities on the campus for grooming them into a skillful engineer.</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>● Past link for additional Information</li> <li>● Upload any additional information</li> </ul> |      |         |                    |      |                    |     |
| <p>2.2.2.<br/>QnM</p> | <p><b>Student- Full time teacher ratio (Data for the latest completed academic year)</b></p> <table border="1" data-bbox="344 1245 954 1379"> <tr> <td>Year</td> <td>2022-23</td> </tr> <tr> <td>Number of Students</td> <td>4735</td> </tr> <tr> <td>Number of teachers</td> <td>195</td> </tr> </table> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>● Total number of Students enrolled in the Institution</li> <li>● Total number of full time teachers in the Institution</li> </ul> <p>Formula: Students: teachers</p> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>● Any additional information</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p>   | Year | 2022-23 | Number of Students | 4735 | Number of teachers | 195 |
| Year                  | 2022-23   |      |         |                    |      |                    |     |
| Number of Students    | 4735  |      |         |                    |      |                    |     |
| Number of teachers    | 195   |      |         |                    |      |                    |     |

**Key Indicator- 2.3. Teaching- Learning Process**

| Metric No.        |  |
|-------------------|--|
| 2.3.1.<br><br>QIM | <p><b><i>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</i></b></p> <p>At SKNCOE, a variety of student-centric activities are organized to improve the quality of teaching and learning. Experiential learning, participative learning, and problem-solving approaches are employed at various stages and levels to improve students' learning opportunities.</p> <p><b>Experiential learning:</b><br/>Experiential learning is the process of learning by doing and reflecting on one's own experiences. Through Final year projects, Mini projects, Student seminars, Student training programs, ISRO outreach programmes, Value added programs, Internships, Industry visits and field visits, institute encourage students to exercise a variety of technical and non-technical skills. As per curriculum, students are expected to carry out project work beginning in the fourth semester under the new curriculum, which introduced Project-based learning.</p> <p>As a result, students were expected to carry out project work beginning in the sixth semester. Students participate in events like Robotics competitions, Puroshottam Karandak, Formula Bharat, Stallion Aero, Stallion Efficycle, and Stallion Karting at state / National level.</p> <p><b>Participative learning:</b><br/>Institute always endeavour to improve learning experience of students in class by using numerous interactive and participatory tactics like Collaborative Learning, active Learning. This help learners develop a sense of responsibility and turn learning into a process of knowledge building. Faculty encourages students to participate in professional society activities in their own domains as well as general ones such as the IETE Student Forum (ISF), ELESA Students Body, and Entrepreneurship Cell (E-cell), which promotes knowledge in a variety of topics and technology. Many students present their work at national and international conferences and publish their research articles in reputable journals.</p> <p>The institute has tie up with Google cloud to impart knowledge to the students in advanced technology. Numerous students pursued specialist certifications from IIT Bombay's spoken tutorials alongside their primary academic programs, aiding them in advancing their higher education and research endeavours.</p> <p><b>Problem based learning:</b><br/>By solving real-world challenges, design problems, and case studies, students are exposed to a variety of problem-solving approaches. Students can use problem-solving activities to not only apply concepts they've learned, but also to help them build abilities including formulating problems and sub-problems, generating solutions, identifying constraints, and analysing and selecting answers. Course-Based Projects/Industry sponsored projects and Project-Based Learning are examples of problem-solving methodologies used in the institution. Every year, students compete in a project competition in which they present their ideas and receive constructive critique from a panel. Students' talents increase when they learn in bright ways. Students are supported by the faculty to encourage them to apply real time applications to promote overall learning by arranging motivational seminars and</p> |

|  |  |
|--|--|
|  | <p>subject specific expert lectures by renowned industry persons. This provides the students a platform to become self-learners and lifelong learners. Harvard Business School case studies are widely utilized in MBA programs to provide students with real-world business scenarios for analysis and discussion.</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>● Upload any additional information</li> <li>● Link for additional information</li> </ul>   |
| <p><b>2.3.2.</b></p> <p><b>QIM</b></p> | <p><b>Teachers use ICT enabled tools for effective teaching-learning process.</b><br/>Write description in maximum of 200 words</p> <p>ICT tools can be used in the education process to explore, find, exchange &amp; present information which can be accessible to more students and teachers. ICT enables us to provide quicker access to a wide variety of people, communities and cultures.</p> <p>ICT contributions under teaching and learning are the activities that contribute to enhancing the performance of student learning. The faculty use various ICT enabled tools to enhance the quality of teaching learning like-</p> <ol style="list-style-type: none"> <li>1) The institute campus is enabled with Wi-Fi connection.</li> <li>1) Google classroom is used to manage and post course related information – learning material, quizzes, lab submissions and evaluations, assignments etc.</li> <li>2) Institute has its own IIT Bombay Virtual lab Nodal Centre. This centre is used for creating multiple student accounts where faculties can check the practicals performed by individual students.</li> <li>3) Swayam-NPTEL chapter was established in 2014. Many faculties and students have Completed the course and are awarded with certifications.</li> </ol> <p><a href="https://nptel.ac.in/LocalChapter/statistics/1010/">https://nptel.ac.in/LocalChapter/statistics/1010/</a></p> <ol style="list-style-type: none"> <li>4) Faculties owned YouTube channels are created for sharing and streaming online lectures</li> <li>5) The Mechanical department has a digital classroom solution with broadcasting accessories and an interactive panel of 65”</li> <li>6) Classrooms and laboratories are equipped with LCD projectors and Overhead projectors with internet facilities.</li> </ol> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>● Upload any additional information</li> </ul> |

|  |   |      |         |                   |     |
|--|---|------|---------|-------------------|-----|
|  | <ul style="list-style-type: none"> <li>● Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.</li> </ul>  |      |         |                   |     |
| <p><b>2.3.3.</b></p> <p><b>QnM</b></p> | <p><b>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. Number of mentors Number of students assigned to each Mentor</p> <table border="1" data-bbox="341 568 836 689"> <tr> <td>Year</td> <td>2022-23</td> </tr> <tr> <td>Number of mentors</td> <td>153</td> </tr> </table> <p>Formula: Mentor : Mentee</p> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>● Upload, number of students enrolled and full time teachers on roll.</li> <li>● Circulars pertaining to assigning mentors to mentees</li> <li>● mentor/mentee ratio</li> </ul> <p><b>(Note: Data template is not applicable to this metric)</b></p> | Year | 2022-23 | Number of mentors | 153 |
| Year                                   | 2022-23   |      |         |                   |     |
| Number of mentors                      | 153   |      |         |                   |     |



**Key Indicator- 2.4 Teacher Profile and Quality**

| Metric No.                     |  |      |         |        |         |      |         |        |  |
|--------------------------------|--|------|---------|--------|---------|------|---------|--------|--|
| 2.4.1.<br><br>Q <sub>n</sub> M | <p><b>Number of full time teachers against sanctioned posts during the year</b></p> <table border="1"> <tr> <td>Year</td> <td>2022-23</td> </tr> <tr> <td>Number</td> <td>195</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> <li>● Number of full time teachers</li> <li>● Number of sanctioned posts</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>● Full time teachers and sanctioned posts for year(DataTemplate)</li> <li>● Any additional information</li> <li>● List of the faculty members authenticated by the Head ofHEI</li> </ul>   | Year | 2022-23 | Number | 195     |      |         |        |  |
| Year                           | 2022-23  |      |         |        |         |      |         |        |  |
| Number                         | 195  |      |         |        |         |      |         |        |  |
| 2.4.2.<br><br>Q <sub>n</sub> M | <p><b>Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)</b></p> <p><b>D.N.B 2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.C Superspeciality / D.Sc. / D.Litt. during the year</b></p> <table border="1"> <tr> <td>Year</td> <td>2022-23</td> </tr> <tr> <td>Number</td> <td>22</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> <li>● Number of full time teachers with PhD./ D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /D.Litt.</li> <li>● Total number of full time teachers</li> </ul> <p><b>File Description (Upload)</b></p> <ul style="list-style-type: none"> <li>● Any additional information</li> <li>● List of number of full time teachers with <b>Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt.</b> and number of full time teachers for year(Data Template)</li> </ul> | Year | 2022-23 | Number | 22      |      |         |        |  |
| Year                           | 2022-23  |      |         |        |         |      |         |        |  |
| Number                         | 22   |      |         |        |         |      |         |        |  |
| 2.4.3.<br><br>Q <sub>n</sub> M | <p><b>Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)</b></p> <p>2.4.3.1 : Total experience of full-time teachers</p> <table border="1"> <tr> <td>Year</td> <td>2022-23</td> </tr> <tr> <td>Number</td> <td>1052.33</td> </tr> </table> <p>2.4.3.2 Data requirement for year (As per Data Template)</p> <table border="1"> <tr> <td>Year</td> <td>2022-23</td> </tr> <tr> <td>Number</td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>● Name and Number of full time teachers with years of teaching experiences</li> </ul> <p><b>File Description: (Upload)</b></p> <ul style="list-style-type: none"> <li>● Any additional information</li> <li>● List of Teachers including their PAN, designation, dept. and experience details(Data Template)</li> </ul>   | Year | 2022-23 | Number | 1052.33 | Year | 2022-23 | Number |  |
| Year                           | 2022-23  |      |         |        |         |      |         |        |  |
| Number                         | 1052.33  |      |         |        |         |      |         |        |  |
| Year                           | 2022-23  |      |         |        |         |      |         |        |  |
| Number                         |  |      |         |        |         |      |         |        |  |

**Key Indicator- 2.5. Evaluation Process and Reforms**

| Metric No.        |  |
|-------------------|--|
| 2.5.1.<br><br>QIM | <p><b><i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</i></b></p> <p>Upload a description not more than 200 words</p> <p>The internal assessment system is transparent and carried out in a systematic manner. Theory courses, Laboratory courses, Seminars and Project works, Project based learning are evaluated internally. During the induction program, students admitted in first year and direct second year are oriented by the personnel from the examination cell regarding the evaluation system (both internal and external). The changes in the evaluation system, if any, are communicated to the students. A detailed academic calendar is available on the website and notice-boards of the Departments. Thus, students know about the dates of examinations well in advance so that they can plan their study accordingly. Students are made aware of various parameters of internal evaluation system</p> <p>For theory courses, internal exams like Unit test and Prelim are conducted during each semester. The answer sheets of internal examinations are distributed to the students after evaluation to find out discrepancies. If any kind of discrepancy is found, students convey it to the concerned teacher. The necessary corrections are carried out by the concerned teacher and conveyed to the examination coordinator.</p> <p>In Laboratory courses, assessment is done in each laboratory session and marks are given for performance, understanding and timely submission of experiment and record is maintained in Progressive practical internal assessment record.</p> <p>The consolidated mark sheets of each internal examination is displayed on the department notice board and the same is communicated to the parents.</p> <p>Project work and Seminar work evaluations are carried out by respective committees based on the rubrics defined by considering various parameters. The rubrics are informed well in advance to students at the beginning of the semester. These internal evaluations reports are used for granting term work marks.</p> |

The continuous evaluation of students is done by University examination as well as internal examinations and continuous assessment carried out at institute level. The evaluation of teaching learning process is carried out

as shown in **Figure 2.5.1**

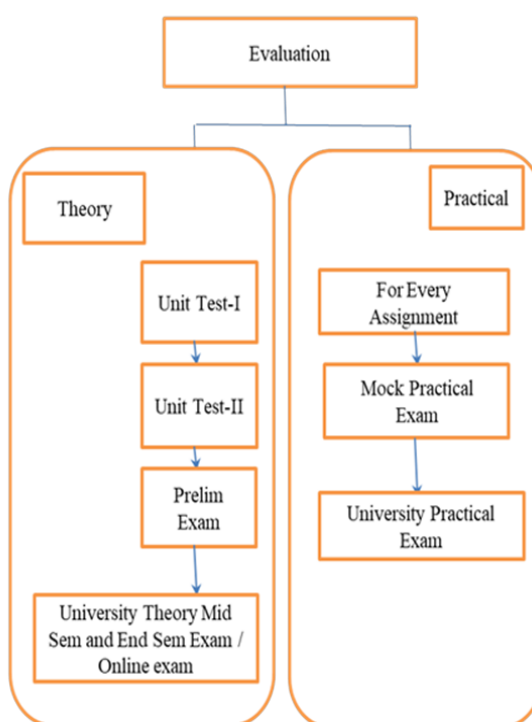


Figure 2.5.1 : Evaluation Procedure.

**File Description:**

- Any additional information
- Link for additional information

**2.5.2.**  
**QIM**

***Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient***

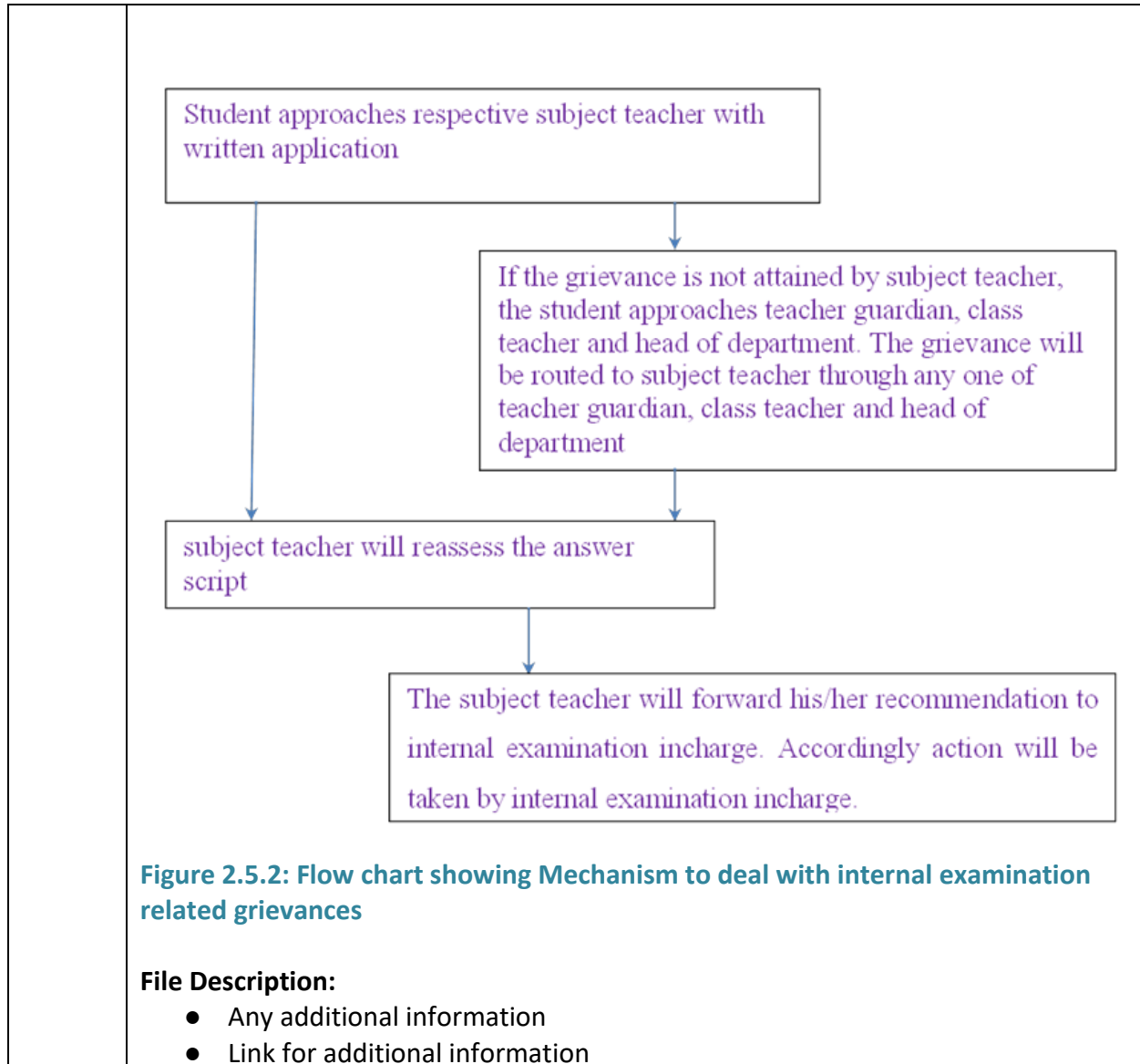
Upload a description not more than 200 words

Internal examination related grievances are handled by the respective subject teacher, teacher guardian, class teacher, head of department and internal examination incharge to make it time bound & transparent. Internal examination answer scripts are distributed to the students as regard to total checking and for clarifications if any. The exam section displays the statement of internal marks as submitted by the respective faculty member of the department on the department notice board. In case of any grievances, the following procedure is used to handle grievances.

- 1) Students approach their respective subject teacher for clarification related to internal marks with a written application addressing that particular subject teacher.
- 2) Respective subject teacher will reassess the answer script submitted by the student.
- 3) The subject teacher will forward his/her recommendation to the internal examination incharge. Accordingly action will be taken by internal examination incharge.
- 4) If the grievance is not attained by the subject teacher, the student approaches the teacher guardian, class teacher and head of department. The grievance will be routed to the subject teacher through any one of the teacher guardians, class teacher and head of department. The subject teacher will reassess the answer script submitted by the student and will forward his/her recommendation to internal examination incharge.

If the grievance is related to marks of Term work in University exam, then it is attended by the Principal. The appropriate action is taken against the concerned by an appointing authority of Sinhgad Technical Education Society in consultation with the Principal.

Mechanism to deal with internal exam related grievances is shown in Figure 2.5.2



**Key Indicator- 2.6 Student Performance and Learning Outcome**

| Metric No.                          |   |
|-------------------------------------|---|
| <p><b>2.6.1.</b><br/><b>QIM</b></p> | <p><i>Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.</i></p> <p>Describe Course Outcomes (COs) for all Programmes and mechanism of communication within a minimum of 200 characters and maximum of 200 words</p> <p>Course Outcomes (COs) are defined for all the courses in the curriculum by Savitribai Phule Pune University(SPPU). Subject coordinator has freedom to define their own course outcomes which are inline with course outcomes defined by SPPU. COs are the objectives behind conducting any programme. The Program Outcomes (POs) are defined by National Board of Accreditation (NBA), New Delhi and are to be fulfilled by all the programs in higher education. There are twelve POs defined by the NBA and the institute follows the same. Program Specific Outcomes (PSOs) are defined by individual programs (department). The POs, PSOs and COs are disseminated to all the stakeholders through various means. POs and PSOs are displayed on the institute's website, various places of the institute like corridors, Laboratories, etc., and print in lab manuals, course files, etc. The following platforms are used to disseminate the POs and PSOs to the stakeholders.</p> <ul style="list-style-type: none"> <li>• Induction Program / Orientation Program – Students and Parents</li> <li>• Parent Teacher Meeting – Parents</li> <li>• Campus Recruitment Drives – Employers</li> <li>• Alumni Meet - Alumni</li> </ul> <p>The COs are published on the institute's website and disseminated to students through course coordinators and lesson plans.</p> <p>COs are made available and communicated to teachers and students via</p> <ul style="list-style-type: none"> <li>• Institute website</li> <li>• Course File</li> <li>• Announcements to the students during the beginning of each semester and throughout.</li> <li>• Discussions by faculty in the departmental meetings.</li> <li>• Course exit surveys.</li> </ul> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>• Upload any additional information</li> <li>• Past link for Additional information</li> <li>• Upload COs for all Programmes (exemplars from Glossary)</li> </ul> |

|  |  |
|--|--|
| <p><b>2.6.2.</b></p> <p><b>QIM</b></p> | <p><b>Attainment of Programme outcomes and course outcomes are evaluated by the institution.</b></p> <p>Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 200</p> <p>Each course has its learning objectives and outcomes that are stated in its syllabus. The course outcomes are thus directly and quantitatively assessed, and are mapped through weighted links to the program outcomes as shown in the course articulation matrix of the syllabi. The course outcomes are framed in such a way that if the course outcomes are met then we can ensure that the program outcomes are also met. In the syllabus book, each course is described with content to be delivered along with course objectives, course outcomes (CO).</p> <p>The institute evaluates the attainment of COs, POs and PSOs through its evaluation system and through the process, is mentioned below.</p> <p>The artifacts that demonstrate the skills, personal characteristics and accomplishments required for measuring the attainment, are collected from:</p> <ol style="list-style-type: none"> <li>1.Direct attainment</li> <li>2.In-Direct attainment</li> </ol> <p><b>CO Attainment of a Course:</b></p> <ol style="list-style-type: none"> <li><b>1. Direct Attainment: (80%)</b><br/>While calculating CO attainment 80% weightage is given to direct assessment tools. The institution has defined the number of direct assessment tool like internal assessment (Unit Test, Prelim Examination, Continuous Assessment), External assessment tool like University Result of subject.<br/>The Direct assessment can be calculated as follows<br/>Direct Assessment= 30% Internal Assessment + 70 % External Assessment<br/>Direct Assessment = 20% (Unit Test + Prelim Exam)+10% Continue Assessment + 70% University Result.</li> <li><b>2. Indirect Attainment:</b><br/>The tool define by institution for indirect attainment is Course Exit Survey. The course exit survey will be taken at the end of every semester. 20 % Weightage will be given for Indirect assessment for calculating CO attainment.<br/><br/>Final Attainment of CO's:<br/>The final attainment of CO's can be calculated as<br/>CO Attainment= 80 % Direct attainment + 20 % of Indirect Attainment.</li> <li><b>3. Attainment Level:</b><br/>Depending upon subject difficulty and university result subject coordinator has freedom to define levels on their own behalf. There is a different criterion for Direct and Indirect Tool to decide the attainment level.<br/>For Example.<br/>Attainment Level for Internal Assessment (Unit Test and Prelim) :<br/>Level 3: Pass Percentage &gt;= 60 %<br/>Level 2: 60 % &gt; Pass Percentage &gt;= 50<br/>Level 1: 50 % &gt; Pass Percentage &gt;= 40</li> </ol> |
|--|--|

|  |  |                                    |             |                                  |             |
|--|--|------------------------------------|-------------|----------------------------------|-------------|
|  | <p style="color: green;">Attainment Level for External Assessment (University Result):<br/>                 Level 3: Pass Percentage <math>\geq 70\%</math><br/>                 Level 2: <math>70\% &gt; \text{Pass Percentage} \geq 60</math><br/>                 Level 1: <math>60\% &gt; \text{Pass Percentage} \geq 50</math></p> <p style="color: green;">Attainment Level for Indirect Assessment (Course Exit Survey):<br/>                 Course Exit Survey Taken on scale of 1 to 5 for Each CO's.<br/>                 Level 3: Average Feedback <math>\geq 3.9</math><br/>                 Level 2: <math>3.9 &gt; \text{Average Feedback} \geq 2.9</math><br/>                 Level 1: <math>2.9 &gt; \text{Average Feedback} \geq 1.9</math></p> <p style="text-align: center;"><b>Method to Calculate PO Attainment</b></p> <p style="color: green;">PO attainment = 80% Direct attainment + 20% Indirect Attainment<br/>                 Direct Attainment = average of all PO's<br/>                 Indirect Attainment = 5%(Program Exit Survey)+5%(Employer Survey)+<br/>                 5%(Alumani Survey)+5%(Parents Survey)</p> <p><b>File Description:</b></p> <ul style="list-style-type: none"> <li>● Upload any additional information</li> <li>● Paste link for Additional information</li> </ul> |                                    |             |                                  |             |
| <p><b>2.6.3.</b></p> <p><b>QnM</b></p> | <p><b><i>Pass percentage of Students during the year</i></b></p> <p>2.6.3.1. Total number of final year students who passed the university examination during the year</p> <p>2.6.3.2. Total number of final year students who appeared for the university examination during the year</p> <hr style="border: 1px solid blue;"/> <p style="text-align: center;"><b>Previous completed academic year</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <tr> <td style="padding: 5px;"><b>Number of students appeared</b></td> <td style="text-align: center; padding: 5px;"><b>1489</b></td> </tr> <tr> <td style="padding: 5px;"><b>Number of students passed</b></td> <td style="text-align: center; padding: 5px;"><b>1298</b></td> </tr> </table> <p>Data Requirement (As per Data Template)</p> <ul style="list-style-type: none"> <li>● Programme code</li> <li>● Name of the Programme</li> <li>● Number of Students appeared</li> <li>● Number of Students passed</li> <li>● Pass percentage</li> </ul> <p><b>File Description</b></p> <ul style="list-style-type: none"> <li>● Upload list of Programmes and number of students passed and appeared in the final year examination (DataTemplate)</li> <li>● Upload any additional information</li> </ul>                          | <b>Number of students appeared</b> | <b>1489</b> | <b>Number of students passed</b> | <b>1298</b> |
| <b>Number of students appeared</b>     | <b>1489</b>  |                                    |             |                                  |             |
| <b>Number of students passed</b>       | <b>1298</b>  |                                    |             |                                  |             |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>● Paste link for the annual report</li></ul> |
|--|--|

**Key Indicator- 2.7 Student Satisfaction Survey**

| <b>Metric No.</b>                     |   |
|---------------------------------------|---|
| <b>2.7.1</b><br><b>Q<sub>n</sub>M</b> | <i>Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)</i> |