**Self Assessment Report (SAR)**

**For**

**NBA Accreditation of Undergraduate**

**Engineering Programme**

**(TIER-II)**



**Department of Computer Science and Engineering**

**D.K.T.E.S’ Textile and Engineering Institute**

**Rajawada, Ichalkaranji.**

**SAR Contents**

|  |  |  |
| --- | --- | --- |
| **Serial Code & Link to the Item** | **Item** | **Page No.** |
| **PART A** | **Institutional Information** | 3 |
| **PART B** | **Criteria Summary** | 7 |
|  | **Program Level Criteria** |  |
| 1 | Vision, Mission and Program Educational Objectives | 8 |
| 2 | Program Curriculum and Teaching – Learning Processes | 10 |
| 3 | Course Outcomes and Program Outcomes | 14 |
| 4 | Students’ Performance | 27 |
| 5 | Faculty Information and Contributions | 33 |
| 6 | Facilities and Technical Support | 43 |
| 7 | Continuous Improvement | 46 |
|  | **Institute Level Criteria** |  |
| 8 | First Year Academics | 50 |
| 9 | Student Support Systems | 54 |
| 10 | Governance, Institutional Support and Financial Resources | 55 |
| **PART C** | **Declaration by the Institution** | 60 |
| **Annexure-I** | **Program Outcomes (POs) & Program Specific Outcomes (PSOs)** | 61 |

**PART A: Institutional Information**

# Name and Address of the Institution:

D.K.T.E.Society’s Textile & Engineering Institute,

Rajwada, Ichalkaranji ,416 115.M.S.India.

Telephone NO. 0230-2421300

# Name and Address of the Affiliating University:

Shivaji University,

Vidhya Nagar,

Kolhapur

# Year of establishment of the Institution:

1982

# Type of the Institution:

|  |  |
| --- | --- |
| University |  |
| Deemed University |  |
| Government Aided |  |
| Autonomous |  |
| Affiliated | **√** |

# Ownership Status:

|  |  |
| --- | --- |
| Central Government |  |
| State Government |  |
| Government Aided |  |
| Self financing |  |
| Trust |  |
| Society | **√** |
| Section 25 Company |  |
| Any Other (Please specify) |  |

# Other Academic Institutions of the Trust/Society/Company etc., if any:

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of the Institution(s)** | **Year of Establishment** | **Programs of Study** | **Location** |
| Yashavantrao Chavan Polytechnic, Ichalkaranji | 2012-13 | Diploma | R.S. No.644, Sangli Road, Near Adinath Housing Society, Ichalkaranji-416115 |

# Details of all the programs being offered by the institution under consideration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No.** | **Program Name** | **Year of Start** | **Intake** | **Increase in intake, if any** | **Year of increase** | **AICTE**  **Approval** | **Accreditation Status\*** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

# Programs to be considered for Accreditation vide this application:

|  |  |
| --- | --- |
| **S. No.** | **Program Name** |
| **1.** | Computer Science and Engineering |

# Total number of employees in the institution:

**A. Regular\* Employees (Faculty and Staff):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Items** |  | **CAY(2015-16)** | | **CAY*m*1** | | **CAY*m*2** | |
| **Min** | **Max** | **Min** | **Max** | **Min** | **Max** |
| Faculty in Engineering | **M** |  |  |  |  |  |  |
| **F** |  |  |  |  |  |  |
| Faculty in Math, Science & Humanities | **M** |  |  |  |  |  |  |
| **F** |  |  |  |  |  |  |
| Non-teaching staff | **M** |  |  |  |  |  |  |
| **F** |  |  |  |  |  |  |

**B .Contractual Staff Employees (Faculty and Staff):** (Not covered in Table A):

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Items** |  | **CAY(2015-16)** | | **CAY*m*1** | | **CAY*m*2** | |
| **Min** | **Max** | **Min** | **Max** | **Min** | **Max** |
| Faculty in Engineering | **M** |  |  |  |  |  |  |
| **F** |  |  |  |  |  |  |
| Faculty in Math, Science & Humanities | **M** |  |  |  |  |  |  |
| **F** |  |  |  |  |  |  |
| Non-teaching staff | **M** |  |  |  |  |  |  |
| **F** |  |  |  |  |  |  |

# Total number of Engineering Students:

1. Undergraduate Students:

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **CAY** | **CAY*m*1** | **CAY*m*2** |
| Total no. of boys |  |  |  |
| Total no. of girls |  |  |  |
| Total no. of students |  |  |  |

1. Post Graduate Students:

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **CAY** | **CAY*m*1** | **CAY*m*2** |
| Total no. of boys |  |  |  |
| Total no. of girls |  |  |  |
| Total no. of students |  |  |  |

1. MBA Students:

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **CAY** | **CAY*m*1** | **CAY*m*2** |
| Total no. of boys |  |  |  |
| Total no. of girls |  |  |  |
| Total no. of students |  |  |  |

1. Diploma Students:

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **CAY** | **CAY*m*1** | **CAY*m*2** |
| Total no. of boys |  |  |  |
| Total no. of girls |  |  |  |
| Total no. of students |  |  |  |

# Vision of the Institution:

To be one of the leading institutes in technical education and research through academic excellence and innovation, to serve the needs of industry and society through continuing education programs, industry interaction, entrepreneurship development and incubation.

# Mission of the Institution:

* To nurture learners with relevant and contemporary technical education by providing conducive learning environment.
* To imbibe attitudes, skills and values to enable them to strive for excellence and perfection in the tasks undertaken to serve the needs of the industry and society.
* To develop researchers, technocrats, entrepreneurs and business leaders for an exciting and rewarding career.

# Contact Information of the Head of the Institution and NBA coordinator, if designated:

|  |  |
| --- | --- |
| **Head of the Institution** | |
| **Name:** | Prof. Dr. P. V. Kadole |
| **Designation:** | Principal |
| **Mobile No:** |  |
| **E-mail Id:** |  |
| **NBA coordinator, if designated:** | |
| **Name:** |  |
| **Designation:** |  |
| **Mobile No:** |  |
| **E-mail Id:** |  |

**PART B: Criteria Summary**

**Name of the program: Computer Science and Engineering**

|  |  |  |
| --- | --- | --- |
| **Criteria No.** | **Criteria** | **Mark/Weightage** |
|  | **Program Level Criteria** | |
| 1. | Vision, Mission and Program Educational Objectives | 60 |
| 2. | Program Curriculum and Teaching – Learning Processes | 120 |
| 3. | Course Outcomes and Program Outcomes | 120 |
| 4. | Students’ Performance | 150 |
| 5. | Faculty Information and Contributions | 200 |
| 6. | Facilities and Technical Support | 80 |
| 7. | Continuous Improvement | 50 |
|  | **Institute Level Criteria** | |
| 8. | First Year Academics | 50 |
| 9. | Student Support Systems | 50 |
| 10. | Governance, Institutional Support and Financial Resources | 120 |
|  | **Total** | **1000** |

|  |  |  |
| --- | --- | --- |
| **CRITERIA 1** | **Vision, Mission and Program Educational Objectives** | **60** |

# VISION, MISSION AND PROGRAM EDUCATIONAL OBJECTIVES (60)

## State the Vision and Mission of the Department and Institute:

**Vision of the Institute:**

To be one of the leading institutes in technical education and research through academic excellence and innovation, to serve the needs of industry and society through continuing education programs, industry interaction, entrepreneurship development and incubation.

**Mission of the Institute:**

1. To nurture learners with relevant and contemporary technical education by providing conducive learning environment.
2. To imbibe attitudes, skills and values to enable them to strive for excellence and perfection in the tasks undertaken to serve the needs of the industry and society.
3. To develop researchers, technocrats, entrepreneurs and business leaders for an exciting and rewarding career.

**Vision of the Department:**

To be a Department of high repute focused on quality education and innovative research in Computer Science & Engineering that prepares professionals and entrepreneurs to lead technical, economic and social development in the society and to contribute to knowledge.

**Mission of the Department:**

1. To provide academic environment for the development of skilled professionals empowered with knowledge, skills, values and confidence to take a leadership role in the field of Computer Science & Engineering.
2. To cultivate research culture resulting in knowledge & innovative technologies that contributes to sustainable development of the society.
3. To enhance academic collaborations for global exposure.

Consistency between Institute’s Vision and Department’s Vision:

Components of Institute’s Vision:

IV1: To be one of the leading institutes in technical education and research.

IV2: Academic excellence and innovation.

IV3: Serve the needs of industry and society.

Components of Department’s Vision:

DV1: To be a Department of high repute.

DV2: To impart quality education and innovative research in Computer Science & Engineering.

DV3: Prepare professionals and entrepreneurs to lead technical, economic and social development in the society and to contribute to knowledge.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Institute’s Vision** | | |
| IV1 | IV2 | IV3 |
| Department’s Vision | DV1 | **√** |  |  |
| DV2 |  | **√** |  |
| DV3 |  |  | **√** |

Consistency between Institute’s Mission and Department’s Mission:

Components of Institute’s Mission:

IM1: To nurture learners with relevant and contemporary technical education by providing conducive learning environment.

IM2: To imbibe attitudes, skills and values to enable them to strive for excellence and perfection in the tasks undertaken to serve the needs of the industry and society.

IM3: To develop researchers, technocrats, entrepreneurs and business leaders for an exciting and rewarding career.

Components of Department’s Mission:

DM1: To provide academic environment for the development of skilled professionals empowered with knowledge, skills, values and confidence to take a leadership role in the field of Computer Science & Engineering.

DM2: To cultivate research culture resulting in knowledge & innovative technologies that contributes to sustainable development of the society.

DM3: To enhance academic collaborations for global exposure.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | Institute’s Mission | | |
| IM1 | IM2 | IM3 |
| Department’s Mission | DM1 | 3 | 3 | 3 |
| DM2 | 2 | 2 | 2 |
| DM3 | 2 | 2 | 2 |

1 – Low Consistency, 2- Moderate Consistency, 3- High Consistency

## State the Program Educational Objectives (PEOs)

PEO 1: Graduates of the program will be employed in professions, needing computing and Information Technology and/ or become a successful entrepreneur.

PEO 2: Graduates of the program will exhibit effective personality, good communication and team building skills.

PEO 3: Graduate of the program will have ability to learn the latest trends in computer technology.

## Indicate where the Vision, Mission and PEOs are published and disseminated among stakeholders

The vision, mission and PEOs are published at following sites for its awareness among internal and external stakeholders:

* Institute Website
* Institute Brochure
* H.O.D. Cabin
* Faculty Cabins
* Laboratories
* Common Passage
* Notice Board
* Faculty Academic Diary
* Student’s Laboratory Journals
* Department Moodle.

Vision, Mission, and PEO statements published on website and institute’s brochure is accessible for all internal as well as external stakeholders.

These statements published at H.O.D. Cabin, Faculty Cabins, Laboratories, common passages, and Notice board creates awareness among faculties, students, parents and management. Also personal documents such as Faculty Academic diary and Student’s Laboratory Journals help to focus faculty and student’s attention on vision, mission and PEO.

In addition to these, principal and Head of the Department also explain the vision and mission to first year U.G students in the induction programme conducted on the first day of first semester. For Parents, these points are also discussed during parent meet conducted every year.

The vision, mission and PEOs are also disseminated to all the stakeholders during the programs, workshops, training programmes, and alumni meetings conducted by the department as well as Institute.

## State the process for defining the Vision and Mission of the Department, and PEOs of the program

**Process for defining vision of the Institute:**

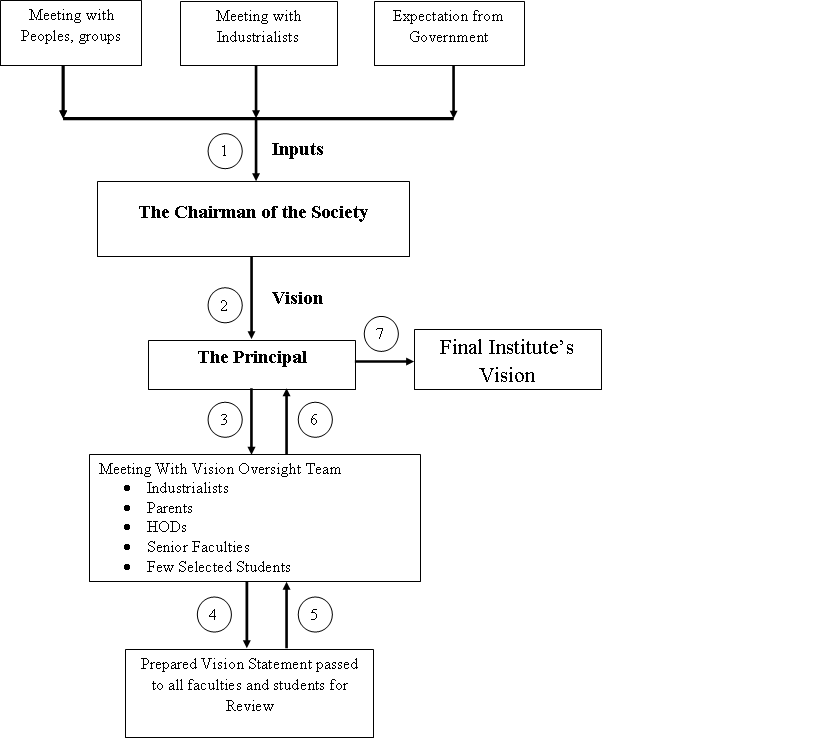
The vision of the Institute is basically the vision as seen by Chairman of the Society. Honorable Mr. K.B. Awade, Chairman of D.K.T.E. Society, being a philanthropic social worker, and having awareness of need of engineering education for the society, started the Institute in 1982. The fundamental objective behind establishment of Institute itself was to provide the engineering education to students in rural area like Ichalkaranji to cater the need of nearby Industry, which was not possible at that time. Hence the foundation of Institute itself was from the need of Industry and society towards technical manpower, that is capable of solving their problems and carry out research for further growth. Naturally Vision of the institute reflects the need of nearby Industry and Society.

The prosperity of society is possible by growth of Industry through Entrepreneurship development and sustained technical manpower support, followed by industries contribution towards betterment of social life. Institute has opted this thought as vision.

To Establish Vision statement of institute following steps are taken:

1. A broad vision is expressed by Chairman of society through his experience and active involvement in social activities to the Principal of the institute.
2. Principal presented the vision to the vision oversight team, constituting HODs, senior faculties, Industrialists and few parents. A draft of vision has been finalized through a brain storming in the meeting. Vision oversight team has also taken reference of other vision statements of reputed educational institute.
3. Institute’s vision can only be realized by devoted efforts from faculties and students. If a vision is not convinced to the faculty and students, then their efforts will not align to achieve it. Hence the draft vision is then passed to all the teachers and students for their opinion.
4. The vision oversight team accepted suggestions from students and faculties and refined the vision and presents to the Principal.
5. Principal unveils the vision statement to all stakeholders of the institute.

Above mention process has been depicted in following Figure:



**Process for defining mission of the institute:**

Vision is the institute’s goal to achieve in the future, whereas the mission provides an overview of the steps planned to achieve that future. Mission statements are the action plan that helps institute to achieve the vision.

The key responsibility of crafting mission statements is also with Vision Oversight Team.

Following steps are taken to set the mission statements:

1. Vision Oversight Team drafts mission statements taking following questions into account:
   1. Do the statements express purpose of existence of the institute?
   2. Do the statements clarify the action steps students and faculties suppose to take to achieve the vision?
   3. Do the statements clarify how staff will engage in improvement efforts?
2. Draft Mission statements are shared with faculties and students for their opinion
3. Vision Oversight Team refines mission statements considering suggestions from faculties and students.
4. Final mission statements are presented to the Principal of the institute.
5. The Principal of the institute releases the mission statements.

**Process for defining Vision of the Department:**

Institute’s vision is realized through the department’s efforts. Hence department’s vision and mission must be aligned with the institute’s vision and mission.

The vision and mission statements are prepared by departmental Vision Oversight Team.

Following steps are taken to establish vision of the department:

1. Departmental Vision Oversight Team comprising Head of the department, Senior Faculties from department is constituted.
2. The team conducted meetings with stakeholders of department such as parents, students and industry representatives to know their expectations.
3. Team crafted vision statement considering vision statement of institutes and expectations from stakeholders.
4. The vision statement then shared with other faculties and students from the department.
5. Vision Oversight Team refined the vision statement considering suggestions from faculties and students.
6. Vision statement is presented in the Departmental Advisory Board meeting for approval.
7. The approved vision statement in released by Head of the department.

**Process for defining Mission of the Department:**

The responsibility of defining mission statement is also with departmental vision oversight team.

Following steps are taken to establish mission of the department:

To Prepare Vision of the department, following steps are taken:

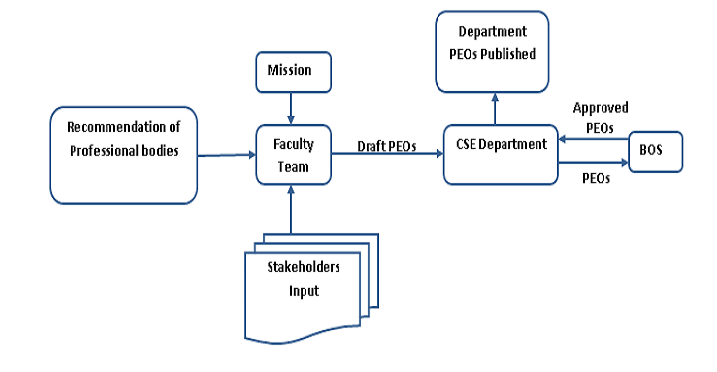
1. Departmental Vision Oversight Team drafts mission statements taking following questions into account:
   1. Do the statements clarify the action steps students and faculties suppose to take to achieve the vision?
   2. Do the statements clarify how staff will engage in improvement efforts?
2. Draft Mission statements are shared with faculties and students for their opinion
3. Vision Oversight Team refines mission statements considering suggestions from faculties and students.
4. Draft mission statements are presented in the Departmental Advisory Board (DAB) meeting for further suggestion and approval.
5. Head of the Department releases the approved mission statement.

**Process for defining Program Educational Objectives (PEO) of the Program:**

PEOs indicate the career and professional accomplishments of graduates during the first 3 to 5 years after graduation.

Steps for defining PEOs are as follows:

1. Head of the Department formed a Departmental Steering Committee involving senior faculties to define PEO.
2. Departmental Steering Committee identified stakeholders that can contribute in defining PEO.
3. Departmental Steering Committee conducted a meeting with few alumni, parents and recently passed graduates to understand their opinion about carrier.
4. Committee formed PEO statements considering their opinion.
5. Committee conducted meeting with other faculties and students from department to present defined PEO for their review and understand their opinions and expectations.
6. Committee then revised the PEO statements.
7. Committee presented the revised PEO statements in DAB meeting for their review and suggestion.
8. PEO revised and get approved in the DAB meeting.
9. Head of the Department released the PEO.



**Justification for PEOS:**

PEO 1: Graduates of the program will be employed in professions, needing computing and Information Technology and/ or become a successful entrepreneur.

**Justification:** Our institute is situated in a rural area and has very little opportunity for entrepreneurship development; hence opinion of most parents and alumni is inclined toward JOB oriented carrier. This fact drives our PEO statement to focus on employment in Industry needing computer professionals. However there exists very little opportunity for entrepreneurship Development hence few students may opt this carrier option. This fact makes us to include entrepreneurship in the PEO 1.

PEO 2: Graduates of the program will exhibit effective personality, good communication and team building skills.

**Justification:** Alumni expressed problems they faced due to their education in rural area such as poor interpersonal communication especially in English and lack of awareness about impact of good personality. They also comment on tendency of rural student to work in isolate due to some personality complexes. PEO 2 is focused on communication skill, personality development and team work to address these issues that alumni faced.

PEO 3: Graduate of the program will have ability to learn the latest trends in computer technology.

**Justification:** It has been observed thatstudents employed in the industry need to work on problems in different domains as well as new technologies. However department has many limitations to include every domain and technology alumni will work syllabus. Despite this department can provide opportunities to learn new technologies through projects and additional activities. PEO 3 focuses on inculcating self learning ability in students to face the problems they will encounter in future.

## Establish consistency of PEOs with Mission of the Department

Programs PEOs are as follows:

PEO 1: Graduates of the program will be employed in professions, needing computing and Information Technology and/ or become a successful entrepreneur.

PEO 2: Graduates of the program will exhibit effective personality, good communication and team building skills.

PEO 3: Graduate of the program will have ability to learn the latest trends in computer technology.

Department’s mission statements are as follows:

1. To provide academic environment for the development of skilled professionals empowered with knowledge, skills, values and confidence to take a leadership role in the field of Computer Science & Engineering.
2. To cultivate research culture resulting in knowledge & innovative technologies that contributes to sustainable development of the society.
3. To enhance academic collaborations for global exposure.

Consistency between PEOs and Department’s mission is as shown in the following figure:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Mission A | Mission B | Mission C |
| PEO1 | 3 | 3 | 2 |
| PEO2 | 3 | 1 | 2 |
| PEO3 | 3 | 2 | 2 |

3: High consistency 2: Moderate consistency 3: Low consistency

**Justification:**

PEO 1 is consistent with Mission A, Mission B, and Mission C:

PEO 1 is highly consistent with Mission A because it promises to provide necessary environment for the development of skilled professional with knowledge, skills, values and confidence. This knowledge and skills will help them to get the job or start entrepreneurship and sustain in it.

PEO 1 is highly consistent with Mission B because it is focused on research attitude to create knowledge and technology. This will help student to grow their carrier in industry as well as in business ventures.

PEO 1 is moderately consistent with Mission C concern to academic collaboration with eminent educational institutes like IITs and industries will help them to enhance professional skills and attitude. These skills will help student to shape up their carrier.

PEO 2 is consistent with Mission A, Mission B, and Mission C:

PEO2 is highly consistent with Mission A because it promises to empower students with confidence to take a leadership role in the field of Computer Science & Engineering. Student’s confidence level can be raised by raising interpersonal communication skill and minimizing personality complexes.

PEO2 is consistent at low level with Mission B because it is concerned to development of research attitude in student and not primarily focused to provide opportunities to grow interpersonal communication skills or personality development.

PEO2 is moderately consistent with Mission C because academic collaborations with IITs ad industries will help students to improve personality, communication skill and team work through the interaction with experts from industry and IIT.

PEO3 is consistent with Mission A, Mission B, and Mission C:

PEO3 is concerned with inculcating lifelong learning ability in student and this is possible by giving sufficient opportunities for exercising needed attributes.

PEO3 is highly consistent with Mission A because according it, creating environment for development of professional skills involves creating activities from program curriculum and additional co-curricular activities. Curriculum components such as mini-projects and major project give opportunities to self-learn new concepts and apply them to solve their problems. This builds attitude to acquire new knowledge whenever required.

PEO3 is moderately consistent with Mission B because according it; any research activity involves self-learning new concepts and applying to solve the problem. However scope for this activity is not substantial hence consistency is moderate.

PEO3 is consistent at low level with Mission C because academic collaborations will motivate to thing over new technologies and acquire knowledge in new domain.

|  |  |  |
| --- | --- | --- |
| **CRITERIA 2** | **Program Curriculum and Teaching – Learning Processes** | **120** |

# PROGRAM CURRICULUM AND TEACHING - LEARNING PROCESSES (120)

## Program Curriculum

### State the process used to identify extent of compliance of the University curriculum for attaining the Program Outcomes and Program Specific Outcomes as mentioned in Annexure I. Also mention the identified curricular gaps, if any (10)

* The Program Outcomes (POs) are defined on the basis of Graduate Attributes specified by NBA and approved in Department Advisory Board meeting.
* The Program Specific Outcomes (PSOs) are defined on the basis of focus areas of entire curriculum and approved in Department Advisory Board meeting.
* The department has devised a systematic hierarchy to monitor all courses of the program. Faculty handling a particular course is designated as Course Coordinator. Course coordinators are responsible for defining Course Outcomes (COs) for his courses and mapping of his COs to POs and PSOs. Few Senior Faculties are designated as module coordinators. Module coordinators checks course outcomes defined by course coordinators associated with him. He also provides guidelines to define and correct COs. A senior most faculty designated as Program Coordinator provides guidelines to Module coordinators and Course coordinators for defining COs and its mapping with POs and PSOs.
* The contribution of each course to POs are defined by mapping course outcomes of each course to the Program Outcomes with a level of emphasis being either substantially correlated (3) ,moderately correlated (2),slightly correlated (1) and Not applicable. The mapping is based upon opportunity that the course outcome provides to exercise skill needed to achieve respective PO. A PO may be mapped to more than one COs. In such cases course to the specific PO is the maximum mapping of any CO to the corresponding PO.
* Course-PO and CO-PO correlation for all courses is compiled in a matrix form for further analysis.
* Count of number of courses mapping to each PO at different levels is calculated. Similarly number of COs contributing to each PO as different level is also calculated.

The graph of Course to PO mapping at level 1,2,3 are as shown in figure below:

* From the count of contributing courses and COs to a PO, weak POs are identified.
* From the analysis it is clear that, the weak POs either due to insufficient number of courses in the curriculum are available to map the POs or The subject syllabus is not designed to provide sufficient scope to develop skills needed to attain the PO.
* From the subject curriculum, reasons causing weak POs are identified.
* Reasons of weakness are compiled together.
* In departmental meeting, actional plan designed to improve weakness.
* Action plan discussed in DAB meeting and corrections accepted for futher implementation.

|  |  |  |
| --- | --- | --- |
| **CRITERIA 3** | **Course Outcomes and Program Outcomes** | **120** |

# COURSE OUTCOMES AND PROGRAM OUTCOMES (120)

|  |  |  |
| --- | --- | --- |
| **CRITERIA 4** | **Students’ Performance** | **150** |

# STUDENTS’ PERFORMANCE (150)

|  |  |  |
| --- | --- | --- |
| **CRITERIA 5** | **Faculty Information and Contributions** | **200** |

# FACULTY INFORMATION AND CONTRIBUTIONS (200)

|  |  |  |
| --- | --- | --- |
| **CRITERIA 6** | **Facilities and Technical Support** | **80** |

# FACILITIES AND TECHNICAL SUPPORT (80)

|  |  |  |
| --- | --- | --- |
| **CRITERIA 7** | **Continuous Improvement** | **50** |

# CONTINUOUS IMPROVEMENT (50)

|  |  |  |
| --- | --- | --- |
| **CRITERIA 8** | **First Year Academics** | **50** |

# FIRST YEAR ACADEMICS (50)

|  |  |  |
| --- | --- | --- |
| **CRITERIA 9** | **Student Support Systems** | **50** |

# STUDENT SUPPORT SYSTEMS (50)

## Mentoring system to help at individual level (5)

Mentoring system for students in department includes two levels. One is at class level while another is at batch level. One single batch comprises 18-20 students. Guardian teacher takes care of class while Mentor takes care of batch.

For every class including second year, third year and fourth year HOD allocates Guardian teacher. Guardian teacher takes care of academics of student. He/she handles issues like syllabus coverage of various subjects, result of class for various subjects, low attendance of students. Guardian teacher discusses status of academic of class with HOD in meeting. After discussion HOD with guardian teacher takes corrective action to solve academic problems.

HOD allocates a mentor for a batch of 18-20 students. Total 12 mentors allocated for second year, third year and fourth year students. These mentors conduct at least 3-4 meeting with allocated batch in a semester. During these meetings mentors try to understand strength and weakness of students, problem faced by students in department, problem faced by students in institute and counsel the student in matters of academics, co-curricular, extra-curricular activities, career planning and development. Mentor conveys all problems to HOD in meeting. After discussion, solution to problem identified and implemented. Effectiveness of implementation is asked students in next mentoring meeting.

## Feedback analysis and reward /corrective measures taken, if any (10)

Department takes three types of student feedbacks for the improvement of teaching quality.

These are:

* Student feedback for Quality of Teaching.
* Student feedback for course outcome.
* Informal feedbacks.

**Student feedback for Quality of Teaching:**

* At the end of semester, student gives online feedback for quality of Teaching for every course
* For online feedback ERP (http://192.168.20.3/caserp) is used. Student have to login with their username and password on ERP to provide feedback. Although students are required to login, students’ personal information is not stored in feedback report.
* Questionnaire used for student feedback is as follows:

|  |  |  |
| --- | --- | --- |
| Sr. No. | Question | Remark |
| 1 | Whether the Lectures were well prepared, organized and course material is well structured? |  |
| 2 | Was the Blackboard writing clear and organized? |  |
| 3 | Were any Audio-Visual Aids used? |  |
| 4 | Whether difficult topics were taught with adequate attention and ease? |  |
| 5 | Were the lectures delivered with emphasizing on fundamental concepts and with illustrative examples? |  |
| 6 | Did Faculty provides you new knowledge and has command over the subject? |  |
| 7 | Was Instructor enthusiastic about teaching? |  |
| 8 | Was the teacher able to deliver lectures with good communication skills? |  |
| 9 | Were you encouraged to ask Questions to make lectures interactive and lively? |  |
| 10 | Did the course improves your understanding of concepts, principles in this field and motivated you to think and learn? |  |
| 11 | Whether the teacher was effective in preparing students for exams? |  |
| 12 | Were assignment and tests challenging? |  |
| 13 | Was the evaluation fair and impartial? and did it help you to improve? |  |
| 14 | Did teacher give additional technical non-technical inputs by referring to INTERNET/additional books? |  |
| 15 | Whether teachers were always accessible to the students for counseling guidance off the classroom hours |  |

* Student has to select from Never, Hardly, At times, Quite Often, Mostly, Always as an answer for every question weighted 0, 1, 2, 3, 4 and 5 respectively. Average of students answer for every question is calculated to identify quality of teaching with performance of faculty.
* After calculating average, based on percentage of grade performance level including Excellent, Good, Average and Poor decided.
* Above 70% students provides feedback for every course.
* Final year subjects’ feedback forwarded to Principal duly signed by HOD for verification. After verification Principal provides appreciation, suggestions to concern faculty. These appreciation and suggestion given back to concern faculty through HOD.

**Student feedback for course outcome:**

* This feedback is taken for every course at the end of every semester.
* Feedback focused at the outcomes from the course.
* All the students enrolled for the course are allowed to submit the feedback online through departmental moodle server.
* Analysis of feedback is used to identify the weakly attained COs and to decide further corrective action to improve the attainment of CO.

**Informal feedbacks:**

Most of the time students hesitate to express their opinion in formal feedbacks. Hence Informal feedbacks are taken. Informal feedbacks are taken by senior students (final year students) from second year students through friendly discussion. These feedbacks are concern to teaching quality, teaching methodology and carrier guidance. This feedback is submitted to Guardian Teacher of the class and guardian teacher takes a suitable action on it.

## Feedback on facilities (5)

## Self-Learning (5)

Self learning will start here

## Career Guidance, Training, Placement (10)

## Entrepreneurship Cell (5)

## Co-curricular and Extra-curricular Activities (10)

|  |  |  |
| --- | --- | --- |
| **CRITERIA 10** | **Governance, Institutional Support and Financial Resources** | **120** |

# GOVERNANCE, INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES