NATIONAL ACCREDITATION

PART A

Evaluator's Visit Report

Undergraduate Engineering Program

Tier -II

Name of the Institution

Vidya Jyothi Institute of Technology, Azeez Nagar Gate, Himayat Nagar (V), C.B.Post, Hyderabad 500075, Telangana

Name of the Program

Electronics & Communication Engineering

Visit Dates

20th – 22nd April 2018

NATIONAL BOARD OF ACCREDITATION
NBCC Place, East Tower, 4th Floor, Bhisham Pitamah Marg,
Pragati Vihar, New Delhi 110003
Tel: +91 112430620-22; 011 24360654; www.nbaind.org

Head of the Department
Department of Electronics and Communication Engg.
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Program Evaluator Summary

Overview

The Expert team of National Board of Accreditation (NBA) conducted a three day accreditation visit from 20-Apr-2018 to 22-Apr-2018 Vidya Jyothi Institute of Technology, Azeez Nagar Gate, Himayat Nagar (V), C.B.Post, Hyderabad 500075, Telangana to evaluate UG Engineering program Electronics & Communication Engineering.

Pre visit meeting of the expert tea was held on 20-Apr-2018 at 08:30 AM to exchange the respective findings with the evaluation team members, based on review of Self-Assessment Report (SAR) and the pre-visit evaluation reports.

During the visit, the visiting team met with Head of the Institution **Prof. (Mrs.) A. Padmja**. The briefing on the institution was given by **Prof. (Mrs.) A. Padmja** and on the program was given by the **Prof. K. Vasanth** The respective program evaluators also visited the various facilities of the program. Apart from comprehensive review of documental evidences pertaining to various accreditation criteria, the visiting team also held meeting and discussions with the following stakeholders (kindly tick).

Faculty	✓	Alumni	✓
Employers	✓	Parents	✓
Staff members	✓	Students	✓

The Program Evaluation Team found that (general findings about the program to be mentioned)

The department was established in year 1999 with intake of 40. The intake was increased to 60 in 2001, to 90 in 2002, to 120 in 2006, 180 in 2012 and finally to 240 in 2013. Presently they have intake of 240 regular with additional 20% lateral intake in 2nd year of the programme. The laboratories and classroom space are well identified and not shared with other departments.

PRINCIPAL
Vidya Jyothi Institute of Technology
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NAME OF THE PROGRAM: B.TECH ELECTRONICS AND COMMUNICATION					
YEAR OF COMMENCEMENT	**1999**				
STUDENTS	**PARAMETERS**		**CAY 2016-17**	**CAY M1 2015-16**	**CAY M2 2014-15**
	Sanctioned Intake		288	288	288
	Actual Intake		271	287	254
	Total Students in the programme First year to final year Refer Table 1		996	911	799
	Averaged Over the previous three Academic Year including the current Academic Year		921		
PLACEMENTS	**PARAMETERS**		**CAY 2016-17**	**CAY M1 2015-16**	**CAY M2 2014-15**
	Number of students placed in each academic year		174	126	88
	Averaged over three Assessment years		129		
FACULTY	**PARAMETERS (Refer Table 3)**	**CADRE**	**CAY 2016-17**	**CAY M1 2015-16**	**CAY M2 2014-15**
	Regular Faculty	Professor	8	9	8
		Associate Professor	0	0	0
		Assistant Professor	59	51	43
	Regular Faculty Faculty Members completed (M.Tech-on or before 2010)	Professor	8	9	8
		Associate Professor	12	12	9
		Assistant Professor	47	39	34
	Regular Faculty completed (M.Tech-on or before 2011)	Professor	8	9	8
		Associate Professor	14	14	10
		Assistant Professor	45	37	33
	Student Teacher Ratio				
	Visiting/Guest Faculty (Total Number of Hours)		01 (50 Hours)		

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Explicit observations about the program

(Please use additional sheets if necessary to elaborate)

Program title Electronics & Communication Engineering

Strengths:

1. OBE concepts are comprehended by majority of faculty members
2. Motivated faculty;
3. Adherence to calendar/time-schedule
4. Dedicated hardworking technical staff in the department.
5. Various CAD tools- LabView, Mentor Graphics, MATLAB, Cadence and ARM tools are available alongwith associated microcontroller, hardware boards;
6. Classrooms are adequate in number and size;

Weakness/Areas of improvement:

1. Proper budget statement is not prepared;
2. There is scope for enhanced involvement of all the stakeholders
3. Not many industry experts are involved in delivery and design of courses;
4. Matrix available, however, correlation with weightage of COs to POs need improvement;
5. Success rate without backlog is poor;
6. Placement in core companies is lacking;
7. Less number of senior faculty at Associate Professor level
8. Limited number of faculty is doctorate (~10%)
9. Virtually no sponsored research efforts exist.
10. All laboratories need regular upgradation;
11. More rigorous efforts for improvement in student/faculty performance required;

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Department/Programme Specific Criteria:

S.no.	Criteria	Max. Marks	Marks Awarded	Remarks
1.	Vision, Mission and Program Educational Objectives	60	39	
2.	Program Curriculum and Teaching-Learning Processes	120	69	
3.	Course Outcomes and Program Outcomes	120	88	
4.	Students' Performance	150	100	
5.	Faculty Information and Contributions	200	122	
6.	Facilities and Technical Support	80	51	
7.	Continuous Improvement	50	32	
	TOTAL	780	501	

Signature
(Prof. Vivek Kapur)
(Program Evaluator 1)

Signature
(Prof. Vineet Sahula)
(Program Evaluator 2)

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Declaration of Conformity with evaluator's report by the Team Chair

I agree with the observations of the program evaluators on each criterion. ☑

Or

I agree with most of the observations of the program evaluators. However, I have following comments to make on certain criteria:

Criteria	Comments

Signature
(Chairperson)

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Part B-Program Assessment Worksheet
Program Level Criteria - To be Assessed by Evaluator

Name of the Institution- Vidya Jyothi Institute of Technology, Azeez Nagar Gate, Himayat Nagar (V), C.B.Post, Hyderabad 500075, Telangana 20-22 April 2018

Name of the Program Electronics & Communication Engineering

Criterion 1: Vision, Mission and Program Educational Objectives (60)							
S.No.	Sub Criteria	Max. Marks	Evaluation Guidelines (Marks)	Marks Awarded		Overall Marks	Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total		
1.1.	State the Vision and Mission of the Department and Institute	5	A. Availability of statements of the Departments (1)	1	4	4.00	
			B. Appropriateness/Relevance of the Statements (2)	2			
			C. Consistency of the Department statements with the Institute statements (2)	1			
1.2.	State the Program Educational Objectives (PEOs)	5	Program Educational Objectives (3 to 5) (5) Appropriateness	4	4	4.00	
1.3.	Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders	10	A. Adequacy in respect of publication & dissemination (2)	1	5	5.00	Wider dissemination is required for increasing the awareness.
			B. Process of dissemination among stakeholders (2)	1			
			C. Extent of awareness of Vision, Mission & PEOs among the stakeholder (6)	3			
1.4.	State the process for defining the Vision and Mission of the Department, and PEOs of the program	25	A. Description of process for defining the Vision, Mission of the Department (10)	7	16	16.00	Process exists for defining the vision, mision, PEOs but role of stakeholder should be enhanced.
			B. Description of process for defining the PEOs of the program (15)	9			
1.5.	Establish consistency of PEOs with Mission of the Department	15	A. Preparation of a matrix of PEOs and elements of Mission statement (5)	3	10	10.00	Proper weightage assignment in matrix, is required;
			B. Consistency/justification of co-relation parameters of the above matrix (10)	7			
Total of Criterion 1:		60	Overall Marks for Criterion 1:			39.00	

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Criterion 2: Program Curriculum and Teaching – Learning Processes (120)							
S.No.	Sub Criteria	Max. M.	Evaluation Guidelines	Marks Awarded: Marks	Marks Awarded: Total	Overall Marks	Observations of Evaluators (Provide Justifications/ Reasons)
2.1.	Program Curriculum	20					
2.1.1.	State the process used to identify extent of compliance of the University curriculum for attaining the Program Outcomes (POs) & Program Specific Outcomes (PSOs), mention the identified curricular gaps, if any	10	A. Process used to identify extent of compliance of University curriculum for attaining POs & PSOs (6)	5	7	13.00	Gap identification should follow detailed curriculum analysis.
			B. List the curricular gaps for the attainment of defined POs & PSOs (4)	2			
2.1.2.	State the delivery details of the content beyond the syllabus for the attainment of POs & PSOs	10	A. Steps taken to get identified gaps included in the curriculum.(letter to university/BOS) (2)	1	6		Larger number of experts with varied expertise be involved.
			B. Delivery details of content beyond syllabus (5)	3			
			C. Mapping of content beyond syllabus with the POs & PSOs (3)	2			
2.2.	Teaching-Learning Processes	100			56		
2.2.1	Describe the Process followed to improve quality of Teaching Learning	25	A. Adherence to Academic Calendar (3)	3	14.5	23.00	Assessment rubric should be more rigorously used for all the laboratories' assignments;
			B. Use of various instructional methods and pedagogical initiatives (3)	1.5			
			C. Methodologies to support weak students and encourage bright students(4)	2			
			D. Quality of classroom teaching (Observation in a Class) (3)	1.5			
			E. Conduct of experiments (Observation in Lab)(3)	1			
			F. Continuous Assessment in the laboratory (3)	1.5			
			G. Student feedback on teaching learning process and actions taken (6)	4			
2.2.2.	Quality of internal semester Question papers, assignments and Evaluation	20	A. Process for internal semester question paper setting, evaluation and effective process implementation (5)	3	13.5		The quality of questions in papers was upto mark; however, there is scope for improvement.
			B. Process to ensure questions from outcomes/learning levels perspective (5)	3			
			C. Evidence of COs coverage in class test / mid-term tests (5)	4			
			D. Quality of Assignment and its relevance to COs (5)	3.5			

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2.2.3.	Quality of student projects	25	A. Identification of projects and allocation methodology to Faculty (3)	2	15	28.00	Very few publications; Publishing results of projects in conferences/journals OR demonstration in workshops be encouraged;
			B. Types and relevance of the projects and their contribution towards attainment of POs and PSOs(5)	3			
			C. Process for monitoring and evaluation (5)	4			
			D. Process to assess individual and team performance(5)	3			
			E. Quality of completed projects/working prototypes (5)	2			
			F. Evidences of papers published /Awards received by projects etc. (2)	1			
2.2.4.	Initiatives related to industry interaction	15	A. Industry supported laboratories (5)	2	6		ARM Industry supported lab is there, but the industries role in curriculum design/delivery be enhanced;
			B. Industry invoivement in the program design and partial delivery of any regular courses for students (5)	2			
			C. Impact analysis of industry institute interaction and actions taken thereof (5)	2			
2.2.5.	Initiatives related to industry internship/summer training	15	A. Industrial training/tours for students (3)	1	7		Proper impact analysis is needed;
			B. Industrial /internship /summer training of more than two weeks and post training Assessment (4)	2			
			C. Impact analysis of industrial training (4)	2			
			D. Student feedback on initiative (4)	2			
Total of Criterion 2:		120		Overall Marks for Criterion 2:		69.00	

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Criterion 3: Course Outcomes and Program Outcomes (120)							
S.No.	Sub Criteria	Max. Marks	Evaluation Guidelines	Marks Awarded		Overall Marks	Observations of Evaluat... rovide - Justifications/ Rea...
				Marks	Total		
3.1.	Establish the correlation between the courses and the POs & PSOs	20				16.00	
3.1.1.	Course Outcomes	5	Evidence of COs being defined for every course (5)	5	5		
3.1.2.	CO-PO/PSOs matrices of courses selected in 3.1.1 (six matrices)	5	Explanation of table to be ascertained (5)	4	4		
3.1.3.	Program level Course-PO/PSOs matrix of ALL courses including first year courses	10	Explanation of tables to be ascertained (10)	7	7		
3.2.	Attainment of Course Outcomes	50				37.00	
3.2.1.	Describe the assessment processes used to gather the data upon which the evaluation of Course Outcome is based	10	A. List of assessment processes (2)	2	7		
			B. The quality /relevance of assessment processes & tools used (8)	5			
3.2.2.	Record the attainment of Course Outcomes of all courses with respect to set attainment levels	40	Verify the attainment levels as per the benchmark set for all courses (40)	30	30		The COs for all the courses have been evlauated for CAY- 2016-17, and other years; and are compared against attainment level targeted;
3.3	Attainment of Program Outcomes and Program Specific Outcomes	50				35.00	
3.3.1.	Describe assessment tools and processes used for assessing the attainment of each of the POs & PSOs	10	A. List of assessment tools & processes (5)	4	7		
			B. The quality/relevance of assessment tools/processes used (5)	3			
3.3.2.	Provide results of evaluation of each PO & PSO	40	A. Verification of documents, results and level of attainment of each PO/PSO (24)	16	28		All documents related to POs/PSO evaluation were examined by us; the attained values have been compared by them against targets;
			B. Overall levels of attainment (16)	12			
Total of Criterion 3:		120	Overall Marks for Criterion 3:			88.00	

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Criterion 4: Students' Performance (150)

S.No.	Sub Criteria	Max Marks	Evaluation Guidelines	Marks Awarded: Marks	Marks Awarded: Total	Overall Marks	Observations of Evaluators (Provide Justifications/ Reasons)
4.1.	Enrolment Ratio (20)	20	A. >= 90% students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (20) B. >= 80% students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (18) C. >= 70% students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (16) D. >= 60% students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (14) E. >= 50% students enrolled at the First Year Level on average basis during the previous three academic years starting from current academic year (12) F. Otherwise '0'.	20	20	20.00	Enrolment ratio is good;
4.2.	Success Rate in the stipulated period of the program	40					
4.2.1.	Success rate without backlogs in any Semester/year of study Without Backlog means no compartment or failures in any semester/year of study	25	SI= (Number of students who graduated from the program without backlog)/(Number of students admitted in the first year of that batch and actually admitted in 2nd year via lateral entry and separate division, if applicable) Average SI = Mean of success index (SI) for past three batches Success rate without backlogs in any year of study = 25 × Average SI	13.49	13.49	27.55	(2017- 133/252, 2016- 105/191, 2015 73/140)
4.2.2.	Success rate with backlog in stipulated period (actual duration of the program)	15	SI= (Number of students who graduated from the program with backlog in the stipulated period of course duration)/(Number of students admitted in the first year of that batch and actually admitted in 2nd year via lateral entry and separate division, if applicable) Average SI = mean of success index (SI) for past three batches Success rate = 15 × Average SI	14.06	14.06		(2017- 237/252, 2016- 180/191, 2015- 130/140)
4.3.	Academic Performance in Third Year	15	Academic Performance = 1.5 * Average API (Academic Performance Index) 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 Third Year/10)) x (successful students/number of students appeared in the examination) Successful students are those who are permitted to proceed to the final year	9.98	9.98	9.98	(2017- 227/236/6.97 2016- 237/246/6.9 2015- 182/187/6.8)

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4.4.	Academic Performance in Second Year	15	Academic Performance Level = 1.5 * Average API (Academic Performance Index) API = ((Mean of 2nd Year Grade Point Average of all successful Students on a 10 point scale) or (Mean of the percentage of marks of all successful student sin Second Year/10)) x (successful students/number of students appeared in the examination)	10.18	10.18	10.18	(20[illegible]4/283/7.08 201[illegible]5/243/6.95 2015- 246/251/6.9)
4.5.	Placement, Higher studies and Entrepreneurship	40	Assessment Points = 40 × average of three years of [(x + y + z)/N] where, x = Number of students placed in companies or Government sector through on/off campus recruitment, y = Number of students admitted to higher studies with valid qualifying scores (GATE or equivalent State or National level tests, GRE, GMAT etc.), z = No. of students turned entrepreneur in engineering/technology N =Total number of final year students	21.40	21.40	21.40	(2017-104, 24,01/237 ; 2016-76,20,02/182; 2015- 52,18,01/136)
4.6.	Professional Activities	20					
4.6.1	Professional societies/chapters and organizing engineering events	5	A. Availability & activities of professional societies/chapters (3) B. Number, quality of engineering events (organized at institute, Level- Institute/State/National/International) (2)	2 1	3	11.00	More events at state/national level be organized;
4.6.2.	Publication of technical magazines, newsletters, etc.	5	A. Quality & Relevance of the contents and Print Material (3) B. Participation of Students from the program (2)	1.5 1	2.5		
4.6.3.	Participation in inter-institute events by students of the program of study (at other institutions)	10	A. Events within the state (2) B. Events outside the state (3) C. Prizes/awards received in such events (5)	2 1 2.5	5.5		More events be organized; students need be encouraged to participate in national events;
Total of Criterion 4:		150		Overall Marks for Criterion 4:		100	

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Criterion 5: Faculty Information and Contributions (200)

S.No.	Sub Criteria	Max. Marks	Evaluation Guidelines	Marks Awarded		Overall Marks	Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total		
5.1.	Student-Faculty Ratio (SFR)	20	Marks to be given proportionally from a maximum of 20 to a minimum of 10 for average SFR between 15:1 to 20:1, and zero for average SFR higher than 20:1 (Refer calculation in SAR) as per the marks distribution given below: 15.00 - 15.50 - 20 marks 15.51 - 16.50 – 18 marks 16.51 - 17.50 - 16 marks 17.51 – 18.50 - 14 marks 18.51 – 19.50 - 12 marks 19.51 – 20.00 - 10 marks • Minimum 75% should be Regular/Full Time faculty and the remaining can be Contractual Faculty/Adjunct Faculty/Resource Source from industry as per AICTE norms and standards. • The contractual Faculty will be considered for assessment only if a faculty is drawing a salary as prescribed by the concerned State Government for the contractual faculty in the respective cadre.	19	19	19.00	(2017- 922/8,0,58 ; 2016- 905/9,0,51; 2015- 812/8,0,43)
5.2.	Faculty Cadre Proportion	25	Cadre Proportion Marks = $\left[\left(\frac{AF1}{RF1}\right) + \left(\frac{AF2}{RF2} \times 0.6\right) + \left(\frac{AF3}{RF3} \times 0.4\right)\right] \times 12.5$ • If AF1 = AF2= 0 then zero marks • Maximum marks to be limited if it exceeds 25 (Refer calculation in SAR)	22.15	22.15	22.15	(2017- 8,0,58; 2016- 9,0,51; 2015- 8,0,43) (2017- 7,14,40; 2016- 7,13,40; 2015- 6,12,36)
5.3.	Faculty Qualification	25	FQ = 2.5 x [(10X +4Y)/F] where, X is no. of faculty with Ph.D., Y is no. of faculty with M.Tech, F is no. of faculty required to comply 1:15 Faculty Student ratio (no. of faculty and no. of students required to be calculated as per 5.1)	11.63	11.63	11.63	(2017- 8,58/61.5; 2016- 9,51/60; 2015- 8,43/54)
5.4	Faculty Retention	25	A. ≥ 90% of required Faculties retained during the period of assessment keeping CAYm3 as base year (25) B. ≥ 75% of required Faculties retained during the period of assessment keeping CAYm3 as base year (20) C. ≥ 60% of required Faculties retained during the period of assessment keeping CAYm3 as base year (15) D. ≥ 50% of required Faculties retained during the period of assessment keeping CAYm3 as base year (10) E. Otherwise (0)	20	20	20.00	

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5.5.	Innovations by the Faculty in Teaching and Learning	20	A. The work must be made available on Institute Website (4)	2	10	10.00	Use of ICT in teaching - Learning should be enhanced;
			B. The work must be available for peer review and critique (4)	1			
			C. The work must be reproducible and developed further by other scholars (2)	1			
			D. Statement of clear goals, use of appropriate methods, significance of results, effective presentation and reflective critique (10)	6			
5.6	Faculty as participants in Faculty development /training activities /STTPs	15	For each year: Assessment = 3×Sum/0.5RF Average assessment over last three years starting from CAYm1 (Marks limited to 15)	9	9	9.00	Faculty has attended various FDPs/Workshops;
5.7.	Research and Development	30				12.00	
5.7.1.	Academic Research	10	A. Number of quality publications in refereed/SCI Journals, citations, Books/Book Chapters etc. (6)	3	6		
			B. PhD guided /PhD awarded during the assessment period while working in the institute (4)	3			
5.7.2	Sponsored Research	5	Funded research from outside; Cumulative during last three years starting from CAYm1: Amount > 20 Lacs – 5 Marks Amount >= 16 Lacs and <= 20 lacs – 4 Marks Amount >= 12 Lacs and < 16 lacs – 3 Marks Amount >= 8 Lacs and < 12 lacs – 2 Marks Amount >= 4 Lacs and < 8 lacs – 1 Mark Amount < 4 Lacs – 0 Mark	1	1		Very few sponsored research project exist;
5.7.3	Development Activities	10	A. Product Development B. Research laboratories C. Instructional materials D. Working models/charts/monograms etc.	5	5		The research laboratories should be established; use of ICT be enhanced in delivery methods;
5.7.4.	Consultancy (From Industry)	5	Consultancy;Cumulative during last three years starting from CAYm1: Amount > 10 Lacs – 5 Marks Amount >= 8 Lacs and <= 10 lacs – 4 Marks Amount >= 6 Lacs and < 8 lacs – 3 Marks Amount >= 4 Lacs and < 6 lacs – 2 Marks Amount >= 2 Lacs and < 4 lacs – 1 Mark Amount < 2 Lacs – 0 Mark	0	0		
5.8.	Faculty Performance Appraisal and Development System (FPADS)	30	A. A well defined performance appraisal and development system instituted for all the assessment years (10)	6	14	14.00	The FPADS is in place and is used for appraisal; but may be used effectively.
			B. Its implementation and effectiveness (20)	8			
5.9.	Visiting/Adjunct/Emeritus Faculty etc.	10	Provision of Visiting /Adjunct/Emeritus faculty etc.(1)	1	4	4.00	More outside experts may be involved in teaching/learning process;
			Minimum 50 hours per year interaction per year to obtain three marks : 3 x 3 = 9	3			
Total of Criterion 5:		200		Overall Marks for Criterion 5:		122	

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Criterion 6: Facilities and Technical Support (80)

S.No.	Sub Criteria	Max. Marks	Evaluation Guidelines	Marks Awarded		Overall Marks	Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total		
6.1.	Adequate and well equipped laboratories, and technical manpower	30	A. Adequate well-equipped laboratories to run all the program-specific curriculum (20)	15	22	22.00	The lab numbers and space is sufficient for engagment of UG programme;
			B. Availability of adequate technical supporting staff (5)	3			
			C. Availability of qualified technical supporting staff (5)	4			
6.2.	Additional Facilities created for improving the quality of learning experience in Laboratories	25	A. Availability and relevance of additional facilities(10)	6	14	14.00	The equipment and facilities for be enhanced for developmental and research work;
			B. Facilities utilization and effectiveness (10)	5			
			C. Relevance to POs and PSOs (5)	3			
6.3.	Laboratories: Maintenance and overall ambience	10	Maintenance and overall ambience (10)	6	6	6.00	Regular maintenece funds be instated
6.4.	Project laboratory	5	Facilities & Utilization (5)	3	3	3.00	Facilities for project building by students be augmented beyond current insufficient support;
6.5.	Safety measures in laboratories	10	Safety measures in laboratories (10)	6	6	6.00	There are few measures taken up;
Total of Criterion 6:		80		Marks for Criterion 6:		51.00	

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Criterion 7: Continuous Improvement (50)

S.No.	Sub Criteria	Max. Marks	Evaluation Guidelines	Marks Awarded		Overall Marks	Observations of Evaluators (Provide Justifications/ Reasons)
				Marks	Total		
7.1.	Actions taken based on the results of evaluation of each of the POs and PSOs	20	A. Documentation of POs and PSOs attainment levels (5)	4	13	13.00	The attainment levels have been documented, and gaps have been identified; more efforts for implementation be taken up.
			B. Identification of gaps/shortfalls (5)	3			
			C. Plan of action to bridge the gap and its Implementation (10)	6			
7.2.	Academic Audit and actions taken during the period of Assessment	10	Assessment shall be based on conduct and actions taken in relation to continuous improvement (10)	6	6	6.00	The proceedings of academic audit be properly maintained; and sufficient number of meetings be called;
7.3.	Improvement in Placement, Higher Studies and Entrepreneurship	10	A. Improvement in Placements (5)	3	6	6.00	Entrepreneurship efforts be enhanced significantly; more students be encouraged for higher studies;
			B. Improvement in Higher Studies (3)	2			
			C. Improvement in number of Entrepreneurs (2)	1			
7.4.	Improvement in the quality of students admitted to the program	10	Assessment is based on improvement in terms of ranks/score in qualifying state level/national level entrance tests, percentage Physics, Chemistry and Mathematics marks in 12th Standard and percentage marks of the lateral entry students	7	7	7.00	The ranks fo admitted students have gone up in past years;
Total of Criterion 7:		50			Marks for Criterion 7:	32.00	

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Signature (Program Evaluator 1)

Signature (Program Evaluator 2)

Part B-Program Assessment Worksheet
Institute Level Criteria to be Assessed by Chairman

Name of the Institution Vidya Jyothi Institute of Technology, Aziz Nagar, Hyderabad, Telangana 500075
Name of the Program: Electronics & Communication Engineering

Criterion 8: First Year Academics (50)

S.No.	Sub Criteria	Max. Marks	Evaluation Guidelines	Marks Awarded: Marks	Marks Awarded: Total	Overall Marks	Observations of Evaluators (Provide Justifications/ Reasons)
8.1.	First Year Student- Faculty Ratio (FYSFR)	5	For each year of assessment = (5 × 15)/ FYSFR (Limited to Max. 5) Average of Assessment years	3.7	3.7	3.7	(5*15/20.2)
8.2.	Qualification of Faculty Teaching First Year Common Courses	5	A. Assessment of faculty qualification (5x + 3y)/RF B. Average of Assessment of last three years (Refer 8.2. for x, y and RF)	3.1	3.1	3.1	(5*7+3*58)/68
8.3.	First Year Academic Performance	10	Academic Performance = ((Mean of 1st Year Grade Point Average of all successful Students on a 10 point scale) or (Mean of the percentage of marks in First Year of all successful students/10)) x (successful students/number of students appeared in the examination) Successful students are those who are permitted to proceed to the Second year	6.87	6.87	6.87	(7.23+6.81+6 58)/3
8.4.	Attainment of Course Outcomes of first year courses	10					
8.4.1.	Describe the assessment processes used to gather the data upon which the evaluation of Course Outcomes of first year is based	5	A. List of assessment processes (1)	1		7	
			B. The relevance of assessment tools used (4)	2	3		The tools are used to address lower level of ablities
8.4.2.	Record the attainment of Course Outcomes of all first year courses	5	Verify the records as per the benchmark set for the courses (5)	4	4		Records are available
8.5.	Attainment of Program Outcomes of all first year courses	20					
8.5.1.	Indicate results of evaluation of each relevant PO/PSO	15	A. Process of computing POs/PSOs attainment level from the COs of related first year courses (5)	3		11	
			B. Verification of documents validating the above process (10)	6			COs from lab couses are not well defined
8.5.2.	Actions taken based on the results of evaluation of relevant POs /PSOs	5	Appropriate actions taken (5)	2	11		More action is required
Total of Criterion 8:		50	Overall Marks for Criterion 8:			31.67	

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Criterion 9: Student Support Systems (50)

S.No.	Sub Criteria	Max. Marks	Evaluation Guidelines	Marks Awarded: Marks	Marks Awarded: Total	Overall Marks	Observations of Evaluators (Provide Justifications/ Reasons)
9.1.	Mentoring system to help at individual level	5	Details of the mentoring system that has been developed for the students for various purposes and also state the efficacy of such system (5)	3	3	3	mentoring system that has been developed for the students require more refinement.
9.2.	Feedback analysis and reward /corrective measures taken, if any	10	A. Methodology being followed for analysis of feedback and its effectiveness (5)	3		6	
			B. Record of corrective measures taken (5)	3	6		
9.3.	Feedback on facilities	5	Feedback collection, analysis and corrective action (5)	3	3	3	
9.4.	Self Learning	5	A. Scope for self-learning (2)	1			
			B. Self Learning facilities, materials for learning beyond syllabus, Webinars, Podcast, MOOCs etc. and demonstrate its effective utilization (3)	2	3	3	
9.5.	Career Guidance, Training, Placement	10	A. Availability of career guidance facilities (2)	1			
			B. Counseling for higher studies (GATE/GRE, GMAT, etc.) (2)	1			
			C. Pre-placement training (3)	2			
			D. Placement process and support (3)	2	6	6	
9.6.	Entrepreneurship Cell	5	A. Entrepreneurship initiatives (1)	1			
			B. Data on students benefitted (4)	2	3	3	
9.7.	Co-curricular and Extra-curricular Activities	10	A. Availability of sports and cultural facilities (3)	1			
			B. NCC, NSS and other clubs (3)	2			
			C. Annual students activities (4)	2	5	5	
Total of Criterion 9:		50	Overall Marks for Criterion 9:			29	

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Criterion 10: Governance, Institutional Support and Financial Resources (120)

S.No.	Sub Criteria	Max. Marks	Evaluation Guidelines	Marks Awarded: Marks	Marks Awarded: Total	Overall Marks	Observations of Evaluators (Provide Justifications/ Reasons)
10.1.	Organization, Governance and Transparency	40					
10.1.1.	State the Vision and Mission of the Institute	5	A. Availability of the Vision & Mission statements of the Institute (2)	2			
			B. Appropriateness/Relevance of the Statements (3)	2	4		
10.1.2.	Governing body, administrative setup, functions of various bodies, service rules procedures, recruitment and promotional policies	10	A. Governing Body Composition, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; participation details of external members and attendance therein (4)	3			
			B. The published service rules, policies and procedures with year of publication (3)	2			
			C. Minutes of the meetings and action-taken reports (3)	2	7	26	
10.1.3	Decentralisation in working and grievance redressal mechanism	10	A. List the names of the faculty members who have been delegated powers for taking administrative decisions (1)	1			
			B.Specify the mechanism and composition of grievance redressal cell (2)	1			
			C. Action taken report as per 'B' above (7)	4	6		
10.1.4.	Delegation of financial powers	10	A. Financial powers delegated to the Principal, Heads of Departments and relevant in-charges (3)	2			
			B. Demonstrate the utilization of financial powers for each of the assessment years (7)	4	6		
10.1.5.	Transparency and availability of correct/unambiguous information in public domain	5	A. Information on the policies, rules, processes is to be made available on web site (2)	1			
			B. Dissemination of the information about student, faculty and staff (3)	2	3		
10.2.	Budget Allocation, Utilization, and Public Accounting at Institute level	30	Expenditure per student: _____ Fee per student: _____				
10.2.1.	Adequacy of Budget allocation	10	A. Quantum of budget allocation for three years (5)	4			Budget provison is good for various departments
			B. Justification of budget allocated for three years (5)	4	8		
10.2.2.	Utilization of allocated funds	15	Budget utilization for three years (15)	10	10	23	
10.2.3.	Availability of the audited statements on the institute's website	5	Availability of Audited statements on website (5)	5	5		

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10.3.	Program Specific Budget Allocation, Utilization	30	To be evaluated in consultation with the Program Experts				
10.3.1.	Adequacy of budget allocation	10	A. Quantum of budget allocation for three years (5)	4	8	11	Budget provison is good for department
			B. Justification of budget allocated for three years (5)	4			
10.3.2.	Utilization of allocated funds	20	Budget utilization for three years (20)	13	13		
10.4.	Library and Internet	20					
10.4.1.	Quality of learning resources (hard/soft)	10	A. Availability of relevant learning resources including e-resources and Digital Library (7)	5	7	15	
			B. Accessibility to students (3)	2			
10.4.2.	Internet	10	A. Available bandwidth (4)	3	8		
			B. Wi Fi availability (2)	2			
			C. Internet access in labs, classrooms, library and offices of all Departments (2)	1			
			D. Security mechanism (2)	2			
Total of Criterion 10:		120	Overall Marks for Criterion 10:			85	

145.67

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