

Institute Name	GOVT. POLYTECHNIC HARAPANAHAL	Criterion	Marks	Marks scored
Institution Code	173	Criteria-1	50	50
Mobile No. of Principal	9060618779	Criteria-2	200	96
Institute E-mail Id	principal.gpth@gmail.com	Criteria-3	100	61
Institute website	http://dte.karnataka.gov.in/institutes/gptharapanal	Criteria-4	200	68
Program Name	computer science & engg.	Criteria-5	150	61
Name of HoD	RASHMI B	Criteria-6	100	49
Mobile No. of HoD	9535022116	Criteria-7	75	35
HoD E-mail Id	rashmib1989@gmail.com	Criteria-8	50	16
Number of Faculties	9	Criteria-9	75	24
Number of Students (I,II & III year)	98	Total Marks	1000	460
Differences				540

Criterion 1: Vision, Mission and Program Educational Objectives (50)						
Sub Criteria		Evaluation Guidelines	Marks	Marks Obtained	Difference	
1.1	State the Vision and Mission of the Department and Institution	A. Availability of the Vision & Mission statements of the Department	1	1	0	Exhibits/Context to be Observed/Assessed: A. Vision & Mission Statements B. Correctness from definition perspective C. Consistency between Institute and Department statements (Here it has been asked to write Institute Vision and Mission statements ensuring consistency with the department Vision and Mission statements; the assessment of the Institute Vision and Mission will be done in Criterion 9)
		B. Appropriateness/Relevance of the Statements	2	2	0	
		C. Consistency of the Department statements with the Institute statements	2	2	0	
			5	5	0	
1.2	State the Program Educational Objectives (PEOs)	Listing of the Program Educational Objectives (3 to 5) of the program under consideration	5	5	0	Exhibits/Context to be Observed/Assessed: Availability & appropriateness of the PEOs statements
			5	5	0	
1.3	Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders	A. Adequacy in respect of publication & dissemination	2	2	0	Exhibits/Context to be Observed/Assessed: A. Adequacy Department Vision, Mission and PEOs: Availability on Institute website under relevant program link; Availability at department notice boards, HoD Chamber, department website, if Available; Availability in department level documents/course of study B. Process of dissemination: Documentary evidence to indicate the process which
		B. Process of dissemination among stakeholders	2	2	0	
		C. Extent of awareness of Vision, Mission & PEOs among the stakeholders	6	6	0	
			10	10	0	
1.4	State the process for defining the Vision and Mission of the Department, and PEOs of the Program	A. Description of process of defining Vision & Mission of the Department	7	7	0	Exhibits/Context to be Observed/Assessed: Documentary evidence to indicate the process for defining Vision, Mission & PEOs with effective process implementation
		B. Description of process involved in defining the PEOs of the program	8	8	0	
			15	15	0	
1.5	Establish consistency of PEOs with Mission of the Department	A. Preparation of a matrix of PEOs and elements of Mission statement	5	5	0	Exhibits/Context to be Observed/Assessed: A. Availability of a matrix correlating PEOs and Mission elements B. Justification for each of the elements mapped in the matrix
		B. Consistency/justification of co-relation parameters of the above matrix	10	10	0	
			15	15	0	
Total:			50	50	0	

Criterion 2: Program Curriculum and Teaching–Learning Processes (200)						
Sub Criteria		Evaluation Guidelines	Marks	Marks Obtained	Difference	
2.1. Program Curriculum						
2.1.1	State the process used to identify extent of compliance of the Board curriculum for attaining the Program Outcomes(POs) & Program Specific Outcomes(PSOs), mention	A. Process used to identify extent of compliance of Board curriculum for attaining POs & PSOs	15	15	0	Note: In case all POs & PSOs are being demonstrably met through Board Curriculum then 2.1.2 will not be applicable and the weightage of 2.1.1 will be 50 Exhibits/Context to be Observed/Assessed: A. Documentary evidence to indicate the process which ensures mapping/compliance of Board Curriculum with the POs & PSOs; Identification of gaps; if any. Effective participation of internal and external department stakeholders with effective process implementation
		B. List the curricular gaps for the attainment of POs & PSOs	15	0	15	
			30	15	15	
2.1.2	Content beyond the Syllabus	A. Steps taken to get identified gaps included in the curriculum (eg. letter to Board)	2	0	2	Exhibits/Context to be Observed/Assessed: A. Documentary evidence of steps taken at regular interval B. Delivered details – documentary evidence for at least one sample per assessment year to be verified C. Availability and appropriateness of Mapping table between contents delivered and Program outcomes/Program specific outcomes (Course outcomes)
		B. Delivery details of content beyond syllabus	12	0	12	
		C. Mapping of content beyond syllabus with the POs & PSOs	6	0	6	
			20	0	20	
2.2. Teaching-Learning Processes						
2.2.1	Describe the Process followed to ensure/improve quality of Teaching Learning	A. Adherence to Academic Calendar	3	3	0	Exhibits/Context to be Observed/Assessed: A. Availability of Academic Calendar based on Board academic calendar and its effective compliance B. Documentary evidence to support implementation of pedagogical initiatives such as real life examples, collaborative learning, ICT supported learning, interactive class rooms etc. C. Guidelines to identify weak and bright students; post identification actions taken; impact observed D. Class room ambience; efforts to keep students engaged (also to be verified during interaction with the students) E. Quality of laboratory experience with respect to conducting, recording observations, analysis etc.(also to be verified during interaction with the Students) F. Lab Internal Semester examination and internal marks thereof, Practical record books, each experiment assessment, final marks based on assessment of all the experiments, and other assessments, if any G. Feedback format, frequency, analysis and actions taken (also to be verified during interaction with students)
		B. Use of various instructional planning and delivery methods	3	3	0	
		C. Methodologies to support weak students and encourage bright students	4	4	0	
		D. Quality of classroom teaching (Observation in a Class)	3	2	1	
		E. Conduct of experiments (Observation in Lab)	3	3	0	
		F. Continuous Assessment in the laboratory	3	3	0	
		G. Student feedback of teaching learning process and action taken	6	6	0	
			25	24	1	
2.2.2	Initiatives to improve the quality of semester tests and assignments	A. Process for internal semester question paper setting and evaluation and effective process implementation	5	3	2	Exhibits/Context to be Observed/Assessed: A. Process of internal semester question paper setting, model answers, evaluation and its compliance B. Question paper validation to ensure desired standard from outcome attainment perspective as well as learning levels perspective C. Mapping of questions and assignments with the Course outcomes
		B. Process to ensure questions from outcomes/learning levels perspective	5	5	0	
		C. Evidence of COs coverage in class test / mid-term tests and assignments	5	5	0	
			15	13	2	
2.2.3	Quality of experiments	A. Experimental methodologies	8	5	3	Exhibits/Context to be Observed/Assessed: A. Batch size per experiment, quality of apparatus/instruments, instructional lab manuals, lab file/report B. Mapping of the experiments with outcomes
		B. Relevance to outcomes	7	7	0	
			15	12	3	
2.2.4	Quality of Students Projects and Report Writing	A. Identification of projects and allocation methodology	3	3	0	Exhibits/Context to be Observed/Assessed: A. Projects identification and guide allocation Process B. Projects classification (application, product, research, review etc.) consideration to factors such as environment, safety, ethics, cost, standards and mapping with program outcomes and program specific outcomes C. Continuous monitoring mechanism and evaluation D. Methodology(Appropriately documented) to assess individual contribution/understanding of the project as well as collective contribution/understanding E. Based on Projects demonstration
		B. Types and relevance of the projects and their contribution towards attainment of POs and PSOs	5	2	3	
		C. Process for monitoring and evaluation	5	2	3	
		D. Process to assess individual and team performance	5	3	2	
		E. Quality of completed projects/working prototypes	5	5	0	

		F. Papers published /Awards received by projects etc.	2	0	2	F. Quality of place (host) where the paper has been published /quality of competition in which award has been won
			25	15	10	
2.2.5	Industry interaction and Industry Internship/Training	A. Industry supported Labs	2	0	2	Exhibits/Context to be Observed/Assessed: (Documentary evidence from A to E) A. Involvement of industry in setting/running the labs. B. Periodic engagement with industry experts in delivery of courses C. Industry tours mandated into the student preparation D. Industrial training for minimum two weeks for all students E. Assessing the impact of training on students' learning
		B. Delivery of appropriate Course work by Industry experts	8	0	8	
		C. Industrial visits/tours for students	5	0	5	
		D. Industrial training	10	0	10	
		E. Post training Assessment	5	0	5	
			30	0	30	
2.2.6	Information Access Facilities and Student Centric Learning Initiatives	A. Availability of facilities & Effective Utilization	10	0	10	Exhibits/Context to be Observed/Assessed: (Documentary evidence from A to B) A. ICT enabled delivery methods, smart classrooms B. E – resources, digital library
		B. Student Centric Learning Initiatives & Effective Implementation	5	0	5	
			15	0	15	
2.2.7	New Initiatives for embedding Professional Skills	A. Core employability skill enhancement Initiatives and effective implementation	8	5	3	Exhibits/Context to be Observed/Assessed: (Documentary evidence from A to B) Self Explanatory
		B. Personality development related Initiatives & effective implementation	7	4	3	
			15	9	6	
2.2.8	Co-curricular & Extra Curricular Activities	Type of activities and relevance	10	8	2	Exhibits/Context to be Observed/Assessed: (Documentary evidence) Self Explanatory
			10	8	2	
Total:			200	96	104	

Criterion 3: Course Outcomes and Program Outcomes (100)					
Sub Criteria	Evaluation Guidelines	Marks	Marks Obtained	Difference	
3.1	Establish the correlation between the courses and the POs & PSOs				<i>Exhibits/Context to be Observed/Assessed:</i> A. Appropriateness of the statements shall be seen for atleast two courses each from 1st, 2nd, 3rd year of study
3.1.1	Course Outcomes	A. Evidence of COs being defined for every course	5	5	0
			5	5	0
3.1.2	CO-PO & CO-PSOs matrices of courses selected in 3.1.1 (six matrices)	A. Explanation of table to be ascertained	5	3	2
			5	3	2
3.1.3	Program level Course-PO/PSOs matrix of ALL courses including first year courses	A. Explanation of tables to be ascertained	10	4	6
			10	4	6
3.2 Attainment of Course Outcomes					
3.2.1	Describe the assessment processes used to gather the data upon which the evaluation of	A. List of assessment processes	5	3	2
		B. The quality /relevance of assessment processes & tools used	5	2	3
			10	5	5
3.2.2	Record the attainment of Course Outcomes of all courses with respect to set attainment levels	A. Verify the attainment levels as per the benchmark set for all courses	30	25	5
			30	25	5
3.3	Attainment of Program Outcomes and Program Specific Outcomes				0
3.3.1	Describe assessment tools and processes used for assessing the attainment of each of the POs	A. List of assessment tools & processes	2	1	1
		B. The quality/relevance of assessment tools/processes used	8	3	5
			10	4	6
3.3.2	Provide results of evaluation of each PO & PSO	A. Verification of documents, results and level of attainment of each PO/PSO	20	10	10
		B. Overall levels of attainment	10	5	5
			30	15	15
		Total:	100	61	39

Criterion 4: Students' Performance (200)						
Sub Criteria		Evaluation Guidelines	Marks	Marks Obtained	Difference	
4.1	Enrolment Ratio	Students enrolled at the First Year Level on average basis during the period of assessment	20	18	2	Exhibits/Context to be Observed/Assessed: A. B. & C. Data to be verified for each of the assessment years
			20	18	2	
4.2. Success Rate in the stipulated period of the program						
4.2.1	Success rate without backlogs in any Semester/year of study Without Backlog means no compartment or failure in any semester/year of study	SI= (Number of students who graduated from the program without backlog)/(Number of students admitted in the first year of that batch and admitted in 2nd year via lateral entry) Average SI = Mean of success index (SI) for past three batches Success rate without backlogs in any year of study = 40 × Average SI	40	4	36	Exhibits/Context to be Observed/Assessed: Data to be verified for each of the assessment years
			40	4	36	
4.2.2	Success rate with backlogs in stipulated period (actual duration of the program)	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 admitted in 2nd year via lateral entry) Average SI = mean of success index (SI) for past three batches Success rate = 20 × Average SI	20	4	16	Exhibits/Context to be Observed/Assessed: Data to be verified for each of the assessment years Note: if 100% students clear without any backlog then also total marks scored will be 60 as both 4.2.1 & 4.2.2 will be applicable simultaneously.
			20	4	16	
4.3	4.3. Academic Performance in Final Year (3rd Year)	Academic Performance Level = 1.5 * Average API (Academic Performance Index) API = ((Mean of 3rdYear 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 passed in all the final year courses	15	5	10	Exhibits/Context to be Observed/Assessed: Data to be verified for atleast one of the assessment years
			15	5	10	
4.4	Academic Performance in Second Year	Academic Performance Level = 2.0 * Average API (Academic Performance Index) API = ((Mean of 2ndYear Grade Point Average of all successful Students on a 10 point scale) or (Mean of the percentage of marks of all successful students in Second Year/10)) x (successful students/number of students appeared in the examination) Successful students are those who are permitted to proceed to the Third year	20	9	11	Exhibits/Context to be Observed/Assessed: Data to be verified for atleast one of the assessment years
			20	9	11	
4.5	Academic performance in First year	Academic Performance Level = 2.5 * Average API (Academic Performance Index) API = ((Mean of 1st Year Grade Point Average of all successful Students on a 10 point scale) or (Mean of the percentage of marks of all successful students in First Year/10)) x (successful students/number of students appeared in the examination) Successful students are those who are permitted to proceed to the Second year	25	6	19	Exhibits/Context to be Observed/Assessed: Data to be verified for atleast one of the assessment years

			25	6	19	
4.6	4.6. Placement and higher studies	Assessment Point = $40 \times (1.25X + Y)/N$ where, X= Number of students placed in companies or Government sector through on/off campus recruitment Y = Number of students admitted to higher studies N = Total number of final year students	40	17	23	Exhibits/Context to be Observed/Assessed: Documentary evidence for atleast for one year to be verified
			40	17	23	
4.7. Professional Activities						
4.7.1	Professional Societies/Student Chapters and organizing Technical Events	A. Availability of Professional Societies/Chapters & Relevant activities	10	0	10	<i>Exhibits/Context to be Observed/Assessed: Self Explanatory</i>
		B. Number, quality of engineering events (Level – Dept./Institute/State/National/International)	5	5	0	
			15	5	10	
4.7.2	Publication of technical magazines, newsletters, etc.	A. Quality & Relevance of the contents and Print Material	3	0	3	<i>Exhibits/Context to be Observed/Assessed: A. Documentary evidence B. Documentary evidence - Students participation (also to be confirmed during interaction with the students)</i>
		B. Participation of Students from the program	2	0	2	
			5	0	5	
Total:			200	68	132	

Criterion 5: Faculty Information and Contributions (150)						
Sub Criteria		Evaluation Guidelines	Marks	Marks Obtained	Difference	
5.1	Student-Faculty Ratio (SFR)	A. Availability of eligible HoD for all the Assessment years (05) Otherwise '0' marks B. Marks to be give proportionally from a max. of 15 to minimum of 10 for average of 20:1 to 25:1, '0' for average SFR higher than 25:1	20	15	5	<i>Exhibits/Context to be Observed/Assessed: Faculty & Students number calculations as per SAR</i>
			20	15	5	
5.2	Faculty Qualification	$FQ = 2.0 \times \frac{10X + 7Y}{F}$ where X is no. of faculty with M.Tech, Y is no. of faculty with B.Tech, F is no. of faculty required to comply 1:20 Faculty Student ratio (Calculations as per 5.1)	20	11	9	<i>Exhibits/Context to be Observed/Assessed: Documentary evidence – Faculty Qualification</i>
			20	11	9	
5.3	Faculty Retention	% required Faculties retained during the period of assessment Keeping CAYm2 as base year A. $\geq 90\%$ (20) B. $\geq 75\%$ (15) C. $\geq 60\%$ (10) D. $\geq 50\%$ (05) E. $< 50\%$ (0)	20	15	5	<i>Exhibits/Context to be Observed/Assessed: Faculty date of joining; atleast three month (July-April-May) salary statement for each of the assessment years</i>
			20	15	5	
5.4	Faculty as participant in Faculty Development/Training activities	A. Faculty scores maximum five points for participation B. Three points - Participant in 2 to 5 days Faculty development program (05) C. Five points - Participant >5 days Faculty development program (05) Assessment = $6 \times \text{Sum}/0.5$ Required Faculty (Marks limited to 30)	30	10	20	<i>Exhibits/Context to be Observed/Assessed:</i>
			30	10	20	
5.5	Product development, Consultancy, Manufacturing Contracts, Testing Contracts	5 marks in each based on documentary evidence	20	0	20	<i>Exhibits/Context to be Observed/Assessed: Consultancy, Manufacturing contracts, Testing Contracts resulting into revenue generation.</i>
			20	0	20	
5.6	Faculty Performance Appraisal and Development System (FPADS)	The assessment is based on - A. A well-defined system instituted for all the assessment years (05)	5	5	0	
		B. Its implementation and effectiveness	15	0	15	
		C. Qualification up-gradation of faculty	10	5	5	
			30	10	20	
5.7	Implementation of Career Advancement Scheme	Documented evidence of implementation	10	0	10	
			10	0	10	
			Total:	150	61	89

Criterion 6: Facilities and Technical Support (100)						
Sub Criteria		Evaluation Guidelines			0	
6.1	Availability of adequate, well- equipped classrooms to meet the curriculum requirements		10	7	3	Exhibits/Context to be Observed/Assessed: Self explanatory
			10	7	3	
6.2	Availability of adequate, well- equipped workshops to meet the curriculum requirements		10	10	0	Exhibits/Context to be Observed/Assessed: Self explanatory
			10	10	0	
6.3	Adequate and well equipped laboratories, and technical manpower	A. Adequacy	5	2	3	Exhibits/Context to be Observed/Assessed: Self explanatory
		B. Well equipped Labs	15	8	7	
		C. Technical Manpower support –Eligible and Adequate	10	0	10	
			30	10	20	
6.4	Additional facilities created for improving the quality of learning experience in laboratories	A. Facilities	5	2	3	Exhibits/Context to be Observed/Assessed: Self explanatory
		B. Effective Utilization	5	2	3	
		C. Relevance to POs/PSOs	10	0	10	
			20	4	16	
6.5	Laboratories: Maintenance and overall ambiance	Self Explanatory	10	8	2	
			10	8	2	
6.6	Availability of computing facility in the department	Availability and Adequacy	10	5	5	
			10	5	5	
6.7	Language lab	Availability and Effective Utilization (no. of students enrolled for language classes)	10	5	5	
			10	5	5	
Total:			100	49	51	
Criterion 7: Continuous Improvement (75)						
Sub Criteria		Evaluation Guidelines	Marks	Marks Obtained	Difference	
7.1	Actions taken based on the results of evaluation of each of the POs and PSOs	A. Documentary evidence of POs and PSOs attainment levels	10	5	5	Exhibits/Context to be Observed/Assessed: Documentary evidence in respect of attainment of each of the POs and PSOs
		B. Identification of gaps/shortfalls/improvement from continuous improvement perspective	5	2	3	
		C. Plan of action to bridge the gap and its Implementation	10	4	6	
			25	11	14	
7.2	Improvement in Success Index of Students without the backlog	A. Assessment proportional to the improvement	10	6	4	Exhibits/Context to be Observed/Assessed: Self Explanatory
			10	6	4	
7.3	Improvement in Placement and Higher Studies	Assessment is based on Nos., Quality placements, Core Companies, Pay package	10	5	5	Exhibits/Context to be Observed/Assessed: Self Explanatory
			10	5	5	
7.4	Improvement in Academic Performance in Final Year	Assessment proportional to the improvement	10	8	2	Exhibits/Context to be Observed/Assessed: Documentary evidence – list of students admitted; admission authority guidelines; ranks/scores; comparative status considering CAYm2 as a base year
			10	8	2	
7.5	Internal Academic Audits to Review Complete Academics & to Implement Corrective Actions on Continuous Basis	A. Audit Criteria	10	5	5	
		B. Frequency				
		C. Methodology				
		D. Effectiveness				
		E. Action Plan				
			10	5	5	
7.6	New Facility created in the program	Relevance	10	0	10	
			10	0	10	
Total:			75	35	40	

Criterion 8: Student Support Systems (50)						
Sub Criteria		Evaluation Guidelines	Marks	Marks Obtained	Difference	
8.1	Mentoring system to help at individual level	A. Details of the mentoring system that has been developed for the students for various purposes and also state the efficacy of such system	10	0	10	<i>Exhibits/Context to be Observed/Assessed:</i> A. Mentoring system terms of reference; implementation; effectiveness (also to be verified during interaction with the students), no. of faculties involved
			10	0	10	
8.2	Feedback analysis and reward/corrective measures taken, if any	A. Methodology being followed for feedback collection, analysis and its effectiveness	5	5	0	<i>Exhibits/Context to be Observed/Assessed:</i> A. Feedback questions, collection process, analysis, actions taken, effectiveness
		B. Record of corrective measures taken	5	1	4	
			10	6	4	
8.3	Feedback on facilities	A. Student feedback on facilities, analysis and corrective action taken	5	0	5	<i>Exhibits/Context to be Observed/Assessed : Self Explanatory</i>
			5	0	5	
8.4	Carrier Guidance, Training, Placement	A. Availability	5	3	2	<i>Exhibits/Context to be Observed/Assessed:</i> Self Explanatory
		B. Management	10	5	5	
		C. Effectiveness	5	2	3	
			20	10	10	
8.5	Entrepreneurship Cell/Technology Business Incubator	A. Availability	1	0	1	
		B. Management	2	0	2	
		C. Effectiveness	2	0	2	
			5	0	5	
		Total:	50	16	34	
Criterion 9: Governance, Institutional Support and Financial Resources (75)						
Sub Criteria		Evaluation Guidelines	Marks	Marks Obtained	Difference	
9.1	Organization, Governance and Transparency					
9.1.1	State the Vision and Mission of the Institute	A. Availability of the Vision & Mission statements of the Institute	2	2	0	<i>Exhibits/Context to be Observed/Assessed:</i> A. <i>Institute Vision and Mission statements:</i> Availability of statements on Institute website; Availability at Central facilities such as Library, Computer Center, Principal Chamber etc. Availability of one set of statements in Documents
		B. Appropriateness/Relevance of the Statements	3	3	0	
			5	5	0	
9.1.2	Governing body, administrative setup, functions of various bodies, service rules procedures, recruitment and promotional policies.	A. List the Governing Body Composition; their memberships, functions, and responsibilities	2	1	1	<i>Exhibits/Context to be Observed/Assessed:</i> Self explanatory
		B. Minutes of the meetings and action-taken reports	1	1	0	
		C. The published service rules, policies and procedures with year of publication	1	0	1	
		D. Extent of awareness among the employees/students	1	0	1	
			5	2	3	
9.1.3	Decentralization in working and grievance redressal mechanism	A. List the names of the faculty members who have been delegated powers for taking administrative decisions	2	0	2	<i>Exhibits/Context to be Observed/Assessed:</i> A. & B. Documentary evidence
		B. Specify the mechanism and composition of grievance redressal cell including Anti Ragging Committee & Sexual Harassment Committee	3	3	0	
			5	3	2	
9.1.4	Delegation of financial powers	A. Demonstrate the utilization of financial powers for each of the assessment years (05)	5	2	3	<i>Exhibits/Context to be Observed/Assessed:</i> A. Circulars notifying financial powers and Documentary evidence to exhibit utilization at each levels during assessment years
			5	2	3	
9.1.5	Transparency and availability of correct/unambiguous information in public domain	A. Information on the policies, rules, processes is to be made available on web site (2)	2	0	2	<i>Exhibits/Context to be Observed/Assessed:</i> A. & B. Website and Documentary evidence
		B. Dissemination of the information about student, faculty and staff (3)	3	2	1	
			5	2	3	
9.2	Budget Allocation, Utilization, and Public Accounting at Institute level					

9.2.1	Adequacy of Budget allocation	Process and Adequacy	4	2	2	<i>Exhibits/Context to be Observed/Assessed:</i> A. Budget formulation, finalization and approval process B. Requirement – allocation –adequacy – justification thereof
9.2.2	Utilization of allocated funds	A. Budget utilization for three years	4	1	3	<i>Exhibits/Context to be Observed/Assessed:</i> A. Balance sheet; effective utilization; random verification for atleast two of the three assessment years
9.2.3	Availability of the audited statements on the institute's website	A. Availability of Audited statements on website	2	0	2	<i>Exhibits/Context to be Observed/Assessed:</i> A. Website
			10	3	7	
9.3	Program Specific Budget Allocation, Utilization	To be evaluated in consultation with the Program Experts				
9.3.1	9.3.1. Adequacy of budget allocation	A. Adequacy	7	2	5	<i>Exhibits/Context to be Observed/Assessed:</i> A. Budget formulation, finalization, approval process and Requirement – allocation –adequacy – justification thereof
9.3.2	9.3.2. Utilization of allocated funds	A. Budget utilization for three years	8	2	6	<i>Exhibits/Context to be Observed/Assessed:</i> A. Balance sheet; effective utilization; random verification for atleast two of the three assessment years
			15	4	11	
9.4	Library and Internet					
9.4.1	Quality of learning resources (hard/soft)	A. Availability of relevant learning resources including e-resources and Digital Library	7	2	5	<i>Exhibits/Context to be Observed/Assessed:</i> Availability; Adequacy; Effectiveness
		B. Accessibility to students	3	1	2	(Also to be verified during interactions with the faculty and students)
			10	3	7	
9.4.2	Internet	A. Available bandwidth	4	0	4	
		B. Wi Fi availability	2	0	2	<i>Exhibits/Context to be Observed/Assessed:</i>
		C. Internet access in labs, classrooms, library and offices of all Departments	2	0	2	Availability as per AICTE norms; Adequacy; Effectiveness
		D. Security Arrangements	2	0	2	(Also to be verified during interactions with the faculty and students)
			10	0	10	
9.5	Institutional Contribution to the Community Development		5	0	5	
			5	0	5	
Total:			75	24	51	