

**MANAKULA VINAYAGAR
INSTITUTE OF TECHNOLOGY**
Kalitheerthalkuppam, Puducherry-605107
(An Autonomous Institution)



**ACADEMIC
GUIDELINES
2026**

OUR GUIDING PRINCIPLES

- ◆ Outcome-Based Excellence
- ◆ Ethics & Values
- ◆ Innovation & Research
- ◆ Industry Integration
- ◆ Continuous Improvement



**ENSURING EXCELLENCE IN
EDUCATION**

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MANAKULA VINAYAGAR

INSTITUTE OF TECHNOLOGY

An Autonomous Institution

Affiliated to Pondicherry University, Approved by AICTE, New Delhi,
Accredited by NBA, New Delhi and NAAC with 'A' Grade
Kalitheerthalkuppam, Puducherry- 605 107.

ACADEMIC GUIDELINES

Published by: **Manakula Vinayagar Institute of Technology**
Approved by: Academic council

**Revised
on
June 2026**

MANAKULA VINAYAGAR INSTITUTE OF TECHNOLOGY
ACADEMIC GUIDELINES

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ANNEXURES

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III	Slow Learner Documentation	<ul style="list-style-type: none"> • Identification Register (Internal I & II) • Special Training Plan • Training Attendance Register • Study Holiday Coaching Report
IV	Course Exit Survey	<ul style="list-style-type: none"> • CO-wise Attainment Evaluation (5-point scale) • Understanding-based Evaluation (6 questions)
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Annexure	Title	Contents
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VISION OF THE INSTITUTE

To be a globally reputed Technical Institution creating competent leaders and Skillful innovators in Science, Technology and Management.

MISSION OF THE INSTITUTE

- **Providing a dynamic and creative learning environment for its students to acquire exemplary technical, analytical, professional skills.**
- **Imbibing a spirit of innovation and research among its students and faculty for solving critical problems.**
- **Promoting Innovation, Employability and entrepreneurship skills through industry academia collaboration.**
- **Serving the society through technical intervention and creating socially responsible Professionals.**

1. OUR FOCUS:

(i) Academic Excellence :

Outcomes : Quality of Curriculum and syllabus, Academic flexibility (electives, interdisciplinary learning), University Results, Gold Medals, University Ranks, Student's technical competency, Ability to apply the concepts to the product development

Activities : Effective Teaching methodology and pedagogy, Well planned Academic schedule, Lesson planning, Daily test/Evening Coaching, Internal tests after 30 and 60 working days, Revision and Model exam for one week, Two Marks Test at the end of each unit, Periodic Comprehension Test, Comprehension viva at the end of each semester, Special coaching for slow learning students during study holidays and also for arrear students, Regular Assignments, Regular quiz programs, Technical club activities, Workshops & Training for learning the simulation tools.

(ii) Students Development :

Outcomes: Students Participation in Symposiums, Workshops, Value added courses, Project competitions, Competitions conducted by IT/Non-IT companies, Excellent in Soft skills, Certified Professionals, Leadership qualities, social responsibilities, Entrepreneurship/Start ups.

Activities: 2 Min. speech, MIT Tech talk, Internal workshops and Training, Mini Project Competition, Expert Lectures, Special Lectures, Industrial visit, In Plant Training, Guest of the week, Motivation lectures, Mentoring, Spoken tutorials- workshops, Soft-skill training, Training for International certification, NSS, Red ribbon club activities, activities through Professional association, SDG activities.

(iii) Placement & Career Development:

Outcomes: Employable Students, Students with Excellent Soft skills, All the students must be Placed through Campus recruitment- Campus placement percentage, Good average and highest salary packages, more number of companies in our Campus Recruitment list, Internship Opportunities.

Activities: Regular and well scheduled Soft-skill Training, Motivation Programs, Comprehension classes and Tests, Technical Training, Technical Competitions, Review meetings, Industry training and Certification programmes, Alumni network and Career mentoring.

(iv) Faculty Development:

Outcomes: Best Teaching Professional, Competency development, Commitment towards work, Ability to train the junior faculty, Ability to guide and mentor the students, Research attitude and good Ethics .

Activities: Orientation programmes for new faculty, Regular Meeting, Regular FDP on Teaching methodologies, PDP on modern tools, Lab Training, Training for certification, Spoken tutorials- workshops, Special Lectures, Sponsoring for Workshops/Conferences, Faculty specialization Groups, Review meetings, Performance Appraisal

(v) Research and Innovation:

Outcomes: Research Publications and citations, Patents, Research Laboratories, Center of Excellence, Memorandum of Understanding (MoU) with Industries, Funded Projects, Innovation and startup ecosystem.

Activities: Regular R&D Cell Meeting, Awareness Lectures, Regular R&D workshop, IPR awareness programmes and support, Faculty specialization Groups. Motivation and Guidance by senior team.

(vi) Industry- Institute Collaboration

Outcomes: Curriculum enhancement, Industry exposure to the faculty and students through training and visit, Internship opportunities, Industry projects, Support for product development, Consultancy, Industry supported lab/ Center of Excellence, Industry Funded Projects, Campus recruitment, Innovation and support for startup ecosystem.

Activities: Membership with various industry forum(CII,YI,BNI), Industry visits, Regular Guest Lectures and Expert Talks, Workshops and Training programmes with industry experts, Discussions on Collaborative research projects and consultancy.

(vii) Accreditation and Ranking:

Outcomes: NBA and NAAC accreditation with good scores, NIRF ranking, Other rankings, Streamlining of all the activities, Policies, Procedures, Governance, Documentation.

Activities: Regular Meetings for systematic planning, execution of all the activities, SWOT analysis, Motivation and Guidance by senior team and external experts.

2. THE DUTIES AND RESPONSIBILITIES OF A TEACHING FACULTY

“The faculty members should always stick on to the Rules / Regulations / Responsibilities. Non- loyalty or non-fulfillment to the rules, regulations and responsibilities will be viewed seriously and suitable disciplinary action will be initiated against such employees/faculty members”.

2.1 GENERAL

- ✓ The faculty member should arrive at least 10 minutes before their first scheduled class/duty and should remain on campus until 10 minutes after their last scheduled class/duty.
- ✓ He/she shall stay within the campus during the working hours of the College. The staff members need to go out of the College premises during working hours should get necessary permission from HOD and Principal and the permission message slip need to be handed over to security office (i.e. OUT and IN timing Register kept at security)
- ✓ Staff members shall compulsorily wear College ID and shoes while in the College premises. Staff members shall not use mobile phones in the corridor. However, they may use them in their cabins/rooms
- ✓ The staff members are expected to present themselves in decent attire. Clothes like sleeveless tops, T-shirts etc are not permitted. Earrings, pony tails/long hair, bangles etc are not permitted for ladies
- ✓ Groupism of any kind should be absolutely avoided. Faculty Members found indulging in such activities will be subject to discipline proceedings
- ✓ The faculty members are expected to conduct themselves in a professional and co-operative manner

- ✓ The Faculty Member should be strict but not to be harsh with the students. Never use harsh words, which would hurt the feeling of students. They have to handle the students maturely
- ✓ All the faculty members are expected to communicate to each other and with students only in English
- ✓ They are expected to follow responsibilities assigned in teaching/research/consultancy and administrative attentively in honest and un-biased manner with total commitment
- ✓ Faculty Members are expected to update their knowledge by attending seminars/workshops/conference, after obtaining necessary permission from the Principal
- ✓ Faculty Members should attempt to publish text books, research papers in reputed International / Indian Journals / Conferences
- ✓ The Faculty Member must strive to prepare him/ herself academically to meet all the challenges and requirements in the methodology of teaching so that the input may be useful for the student community at large
- ✓ Every Faculty Member is expected to extend his/her support in building up the personality of students and he/she should associate himself/herself actively with such extra-curricular activities which he / she is interested in or assigned to him/her from time to time
- ✓ Take precautions to protect equipment, materials and facilities of the college
- ✓ Attend and participate in the meetings, activities assigned by the HOD and Principal
- ✓ They are expected to take up other duties and responsibilities prescribed by the Principal/Management not limited to Academic and Evaluation duties
- ✓ They need to undertake Research/Consultancy Activities constantly in addition to teaching particularly at the level of Professor and Associate Professor
- ✓ He/she shall not engage/take private tuition for our students outside without informing to HOD and Principal
- ✓ He/she shall finish the evaluation work of Continuous assessment tests and model examinations on priority without causing any inconvenience to the evaluation process.
- ✓ He/she shall not accept/proceed to undertake any duties/works outside the college without prior approval of the authorities concerned namely HOD and Principal
- ✓ Whenever a faculty is deputed / permitted to take up an assignment outside the college, the concerned should submit proof of attendance and the same should be recorded in the department.

2.2 TEACHING LEARNING PROCESS

2.2.1 CURRICULUM GAP IDENTIFICATION

- ✓ Curricular gap identification is a systematic process of comparing the existing curriculum against industry requirements, emerging technologies, accreditation standards, and stakeholder expectations to ensure continuous programme relevance and improvement.
- ✓ Each faculty member is responsible for identifying gaps in their respective subjects by benchmarking with reputed institutions and industry practices, mapping Course Outcomes (COs) to Programme

Outcomes (POs) and Programme Specific Outcomes (PSOs), and bridging identified gaps through content beyond syllabus, guest lectures, value-added courses, industrial visits, internships, and online certification programmes.

- ✓ At the department level, the Head of Department consolidates faculty-level inputs, and conducts structured gap analysis, and recommends actionable improvements to the DAC and to the Board of Studies.
- ✓ The process is to be carried out every academic year for minor reviews and once in two years for major curriculum revisions.
- ✓ Detailed guidelines, the gap analysis matrix, and the sample identification format are given in **Annexure-I**.

2.2.2 IN-DEPARTMENT

- ✓ The Faculty Member should always keep the HOD in confidence about the member's professional and personal activities
- ✓ The teaching load will be allotted by the HOD after taking into account the Faculty Member's interests and area of specialization
- ✓ In addition to the teaching, the Faculty Member should take additional responsibilities as assigned by HOD or Principal in academic, co-curricular and extra-curricular activities
- ✓ Whenever a Faculty Member intends to take leave, the Faculty Member should get the leave sanctioned in advance and with proper alternate arrangements made for class / lab / invigilation. In case of emergency, the HOD and Class Advisor must be informed with appropriate alternate arrangements suggested
- ✓ The Faculty Member should make himself / herself presentable. The Faculty Member should show no partiality to any segment / individual student
- ✓ The Class Advisor must update the student's personal file/ folder regularly and put up for inspection by HOD/Principal as the case may be
- ✓ To give counseling to the students if needed
- ✓ To bring the students misbehavior in the class to the knowledge of the Class Advisor/ HOD/ Principal
- ✓ To carry out the administrative works of the department assigned by the HOD concerned

2.2.3 IN-CLASSROOM TEACHING

- ✓ Once the subject is allotted, the Faculty Member should prepare the lecture and hour wise lesson plan
- ✓ The faculty needs to adhere strictly to the academic calendar
- ✓ The Faculty Member should get the course plan, lesson plan and course file, approved by HOD and Principal
- ✓ The Course Information sheet and Lesson Plan should be communicated to the students. The format is given in **Annexure-II**.
- ✓ The course file is an official record, a compilation of the planning and execution of teaching/learning activities, carried out throughout a semester in an academic year for a particular subject. The course

file consists of preface, previous year university question papers, notes, hand-outs, PPT, test/exam question papers, three model answer scripts for each test/exam (top, middle and bottom), Assignment plan, topics and copy of assignment, feedback analysis report etc. The teaching faculty has to get verified their course file by their HOD at least once in a month and submit it to the concerned HOD within three weeks of the last instruction day of the concerned semester

- ✓ The Faculty Member should refer to more books than textbooks and prepare his/her detailed lecture notes. These lecture notes are his/her aids for delivering the lecture. The Faculty Member should not dictate the notes in the class.
- ✓ The Faculty Member should go to the class at least 5 minutes before and enter the class without delay when the bell rings.
- ✓ The Faculty Member should engage the full 50 minutes and should not leave the class early.
- ✓ Attendance must be taken for each lecture/practical/tutorial preferably at the beginning of each lecture/practical / tutorial. Absence shall be indicated by 'A'. For every hour the student is present, attendance is marked cumulatively in the attendance register and at the attendance software.
- ✓ Every Faculty Member should maintain student's attendance records (log book) and the absentees roll number should be noted every day in the software classes/laboratory hours are over.
- ✓ Every faculty member should maintain a student's academic performance assessment card (Blue card) for each subject that they are handling.
- ✓ The Faculty Member should make use of PPT, Models etc., as teaching aids. The faculty must practice active learning in the class through ICT tools and classroom activities like charts, Quiz and other activities regularly. Also, Faculty must use LMS tools like Google classrooms, Moodle, Canvas etc., for enriching the self-learning capability of the students.
- ✓ Faculty must ensure the availability of learning materials in the e-learn portal.
- ✓ The Faculty Member should encourage students asking doubts / questions.
- ✓ The Faculty Member should get the feedback from students and act / adjust the teaching appropriately.
- ✓ The Faculty Member should take care of academically backward students and pay special attention to their needs in special classes. Based on the performance in internal assessment tests and previous year university examinations the students are categorized as advanced (Bright students), average and slow learners.

✓ **Identifying Slow learning Students**

- ✓ Students who scored ***below 50% marks*** in three or more subjects in Continuous assessment Tests are identified as slow learners
- ✓ Students who are having more than 2 arrears in the previous semester Exams are also identified as Slow learners

✓ **Assisting Slow Learners**

- ✓ Additional Care should be taken by the faculties for monitoring the student activities about the deviations from studies and corrective measures should be suggested
- ✓ A blended motivation and responsibility from both parents and faculty will create a positive

mindset and it will help to overcome the inabilities and hurdles faced by the weak students

- ✓ Extra coaching classes through remedial classes simplified exam-oriented coaching and separate hand out materials can also be provided to them.
- ✓ All activities for slow learners must be recorded and the outcomes must be measured and documented properly.
- ✓ The formats for recording slow learners details are given in [Annexure-III](#)

Identifying Advanced learners

- ✓ Students who scored above **75% marks** in all subject in internal assessment tests are identified as academically Advanced learners.
 - ✓ Brightness encompasses many dimensions such as innate abilities, personality traits and environmental influences. Therefore, measures that go beyond purely academic achievement need to be used in order to identify students whose abilities are not indicated by tests performance.
 - ✓ Identify students who are performing, as well as who have potential at levels well above year level expectations. This will be done by collecting evidence of their learning and performance through a range of assessments, intellectual and personality traits.
 - ✓ Enhanced learning opportunities can be given for Advance learners and average learners like Independent Research Projects, Real-world problem-solving with industry partners, Guide toward developing patentable solutions, Mentor for conference papers and journal publications.
- ✓ In problem-oriented subject, regular tutorial classes must be conducted. The tutorial problems must be handed over to the students at least in week in advance of actual class.
 - ✓ The faculty can provide Experiential Learning experience by encouraging “Do it yourself” kind of Project assignments in the subjects they teach.
 - ✓ The Faculty Member shall give all possible pattern (2-marks and 11 –marks) questions of each unit to the students as question bank as per AICTE Exam reforms pattern.
 - ✓ The Faculty Member should interact with the Class Advisor or counselor and inform him / her about the habitual absentees, academically backward student, objectionable behavior etc.
 - ✓ The Faculty Member should always aim for 100% pass results in his / her subjects and work accordingly.
 - ✓ The faculty member should regularly visit library and read the latest journals / magazines in his / her specialty and keep oneself abreast of latest advancements.
 - ✓ The Faculty Member should make himself / herself available for doubt clearance to the students. They need to motivate the students and bring out the creativity / originality in the students.
 - ✓ The Faculty Member should sign in the class log book every day after he/she finishes the lecture.
 - ✓ The faculty must prepare their respective subject’s internal assessment question paper by considering the course outcome and learning level perspective and evaluate the papers in time and submit the performance report to the class advisor.
 - ✓ The faculty must collect the course exit survey from the students after model exam and evaluate indirect attainment. The format is given in [Annexure-IV](#).

- ✓ The direct attainment must be calculated from the internal exam and university exam and the final attainment must be submitted to the HOD. The format is given in [Annexure-V](#).
- ✓ Faculty may also plan for publishing their Lecture materials as books or Lecture materials in web with due copyrights.

2.2.4 IN-LABORATORY TEACHING

- ✓ The Faculty Member going for laboratory class must perform the experiments personally and be satisfied with the results before asking the students to conduct the experiments.
- ✓ The faculty members will prepare a lab manual which is to be given to students before coming to the lab classes. For each experiment, possible viva questions are to be included in the manual.
- ✓ Whenever possible, additional experiments to clarify or enlighten the students must be given.
- ✓ Course outcome and course information sheet must be prepared for laboratories. A proper lesson plan must also be prepared. The format is given in [Annexure-VI](#).
- ✓ Faculty must implement Project based learning in the laboratories.
- ✓ The lab observations/records must be corrected then and there or at least by next class.
- ✓ Allow the students inside the lab only on submission of the records written up to date and on confirming the student's preparedness for doing the experiments.
- ✓ To attest the readings of the experiment. To let the students, know the percentage of error he/she commits for every experiment.
- ✓ To sign the manual /observation record before the end of each practical class.
- ✓ Faculty shall follow the guidelines/instructions as prepared by the Lab in- charge. However, faculty can suggest changes in these matters with the consent of the HOD.

In order to prevent theft, faculty members are advised to take the following action.

- Before starting the practical's/projects, students shall be asked to check the PCs/equipment etc. and report in case of any missing items/irregularity to the lab In-Charge.
- As far as possible, allot the same PC to the same individual/same group of students (in case of projects).
- Students shall not be permitted to carry bags into the labs.
- In case of any missing/damaged item, the matter shall be immediately reported to the Lab In-Charge.
- ✓ Model Practical examinations will be conducted after completing all the experiments. i.e., before the University Practical examinations.
- ✓ Mini project must be carried out by all the students in their 2nd and 3rd year.(one project in a year)
- ✓ Faculty must try to cover Content beyond syllabus to bridge the gap in the syllabus
- ✓ CO and PO attainments (Refer Annexure-V) must be calculated based on model exam marks and university examinations.

2.2.5 FEEDBACK MECHANISM

- ✓ To improve the quality of teaching and learning process and for creating conducive atmosphere for students learning feedback and class committee meetings are conducted.
- ✓ Feedback must be collected from students through online Thrice in a semester (10 days after the commencement of the classes -interim feedback and before the model exam- final feedback).
- ✓ Feedback will be discussed in class committee meeting which is conducted with the faculty and student's representatives to attend the comments / grievances expressed by the students in the feedback.
- ✓ All feedbacks must have a detailed action taken reports duly acknowledged by HOD and Principal. The action taken reports must be submitted to the IQAC.
- ✓ If required, training/ orientation programs can be conducted by professional experts to master the skills of the faculty members in the hint of teaching, thus improving the efficiency of teaching-learning process.
- ✓ HOD and senior faculties collect feedback from students regarding the housekeeping services and transport services during class committee Meeting.
- ✓ HOD will submit the reports to the principal and the concerned faculty/staff are requested to take corrective measure immediately and report back to the principal.
 - Format for Student Feedback and Consolidated Data will be given in **Annexure- VII**
 - Format for Parents Feedback will be given in **Annexure- VIII**
 - Format for Class Committee Meeting will be given in **Annexure- IX**
- ✓ Grievances related with Internal assessments are to be obtained from the Students through the Class committee Meeting after every internal Exam.

2.2.6 ACADEMIC REVIEW COMMITTEE (ARC) AND ITS RESPONSIBILITIES

- ✓ Academic Review committee is to improve the effectiveness of teaching learning and assessment process.
- ✓ ARC meeting will be conducted 5 times in semester i.e., before starting of the semester, after each assessment, after the end semester results are published.

Responsibilities of ARC:

- ✓ To ensure the effectiveness of the department administrative procedures such as
 - Conduction of periodic meetings
 - DAC meeting
 - Stack holder meeting
 - Faculty requirements
 - Subject allocation
 - Laboratory equipment upgradation
 - Calibration and maintenance of equipment
 - Budget planning

- Conduction of CC meeting
 - Feedback
 - Faculty Specialization Group meeting etc.,
- ✓ To ensure the quality bench marks / parameters of the department for various academic and developmental activities
- ✓ Verification of lesson plan and course materials
- ✓ Verification of assessment of question paper setting and evaluation process
- ✓ Verification of laboratory conduction procedure
- ✓ Verification of academic documents and offering suggestions for improvement
- ✓ Ensuring the effectiveness of teaching learning process
- ✓ Verifying the course outcome, and program outcome attainment level
- ✓ Verifying the corrective measures taken to improve the quality of Teaching and Learning and also course outcomes

Format for Academic Review committee Report is given in [Annexure- X -A](#) and [Annexure X-B](#)

2.2.7 Academic and Administrative Audit committee

- ✓ Academic and Administrative Audit committee of the Institution comprising internal IQAC members and External Experts, is responsible for conducting internal audit 2 times in a year after the previous semester results are published (tentatively during Feb and Sep). The external audit with External experts will be conducted once in a year.

The guidelines and format of the reports submitted by the department for audit are given in [Annexure XI](#)

2.2.8 Digital Learning and Technology Integration

Online/Hybrid Teaching Guidelines

- ✓ Faculty must maintain proficiency in at least two LMS platforms (Google Classroom, Moodle, Canvas, etc)
- ✓ Minimum 20% of course content should be available digitally before semester commencement
- ✓ Interactive elements (polls, quizzes) must be incorporated in online sessions.
- ✓ Recorded lectures are to be prepared for asynchronous learning support
- ✓ Multiple assessment formats: MCQs, coding challenges, simulation project submissions should be used.

3. DUTIES AND RESPONSIBILITIES OF THE HEAD OF THE DEPARTMENT

- ✓ Arrange for conduction of Department Advisory committee meeting at least once in a year to discuss about the academic and developmental activities to meet out the vision of the department.
- ✓ Preparation of Master action plan based on the Gaps identified in the curriculum, Preparing Time table, scheduling, and preparation of action plan for each semester and execution of various departmental activities to achieve our goals.

- ✓ Allocating work load and other responsibilities to all the staff members in their departments based on their experience.
- ✓ The subjects are to be divided into two categories, which are theoretical and analytical. Then, the faculty members are requested to give their preferences (atleast 3 subjects) in each category. With that list, the HOD can play his role to finalize the subjects by considering the specialization of the faculty, experience and other workload of faculty etc.
- ✓ Monitoring the progress of academic work and other related activities like conduction of special classes, cycle tests, notes to students, evaluation of papers in time, sending reports to the parents, sending absentees information to parents, staff members going to classes in time, proper conduction of Practical classes as suggested in the guidelines.
- ✓ Responsible for improving overall pass percentage of students of their department students.
- ✓ Recommending and forwarding the leave letters of faculty members by ensuring alternate work arrangement is done.
- ✓ Planning and execution of Various department development activities like new lab set up, library books purchase, conducting workshops, training programs for the staff members, conferences as per the suggestions by Principal and Management etc.
- ✓ Conduction of Department Advisory committee meeting every year.
- ✓ Scrutinizing the Curricular gaps identified by faculty and consolidating the same for planning Value addition courses, Workshops, Guest lecturers etc.
- ✓ Curriculum and syllabus revision must be done every year and communicated to university.
- ✓ Taking actions in the appropriate time on purchase of equipment, consumables for the laboratories, stationeries for the students and budget utilization.
- ✓ Monitoring student's attendance and taking corrective steps to improve the attendance. Monitoring online data entry by the faculty members and class advisors. Monitoring student's discipline and taking corrective measures.
- ✓ Monitoring the performance of the students in the daily tests/cycle tests, internal tests and model examinations and taking corrective steps to improve the performance.
- ✓ Planning and execution of value added courses to improve the technical knowledge of the students and also the employability.
- ✓ Assessing the student's talents and skill and suggesting for training programs to the Training and Placement cell.
- ✓ Arranging Parents meeting periodically depending on the need.
- ✓ Monitoring the maintenance of stock in the department and proper utilization of the stock.
- ✓ Monitoring the cleanliness of all the Laboratories and class rooms of their department and giving instructions to the concerned persons to make it done.
- ✓ Maintenance and updation of all the department files.
- ✓ Conduct at least 2 societal activities every year to create awareness among rural community. Also, Projects can be carried out for rural people and proper recognition letters must be obtained from local Panchayats.

- ✓ Programs on Ethics, Gender sensitization, Human Values, Environment and sustainability are to be arranged in department once in a year.
- ✓ Guiding all the staff members in the process of execution of all the works in the dept.
- ✓ Guiding the staff members in R&D activities and Guiding and motivating the students to participate in Technical competitions and certifications.
- ✓ Ensure Faculty Trainings in Industries.
- ✓ Responsible for improving overall performance of the department.
- ✓ Supporting the Principal in preparing various details for University affiliation and AICTE approval.
- ✓ Format for Subject allotment form and order form is given in **Annexure- XII**
- ✓ Feedback on Curriculum must be obtained every year from Alumni, Students and Department Faculty and it must be submitted to IQAC periodically. The formats for curriculum feedback from students, faculty, Alumni are given in **Annexure-XIII**

4. DUTIES AND RESPONSIBILITIES OF THE CLASS ADVISOR

- ✓ For each class, one faculty is appointed as class advisor. They need to maintain a Proctor card which has all the personal and academic details and a separate folder for each student.
- ✓ The class advisor will collect the attendance details for both sessions and submit it to the HOD.
- ✓ For the absent student's the intimation will be sent to the parents through SMS.
- ✓ While coming next day to college, the student will get sign in the Leave Card (Pink card) from class advisor and HOD.
- ✓ Those who are frequently taking leave are intimated to the parents by sending letter to the parents through post.
- ✓ Taking corrective measures to reduce the absentees for the class and also the tests.
- ✓ To ensure that every student is well supported to fulfill his/her learning potential
- ✓ In order to monitor the progress and quality of students, appraise them and consult their parents.
- ✓ To encourage the students to learn beyond the syllabus contents.
- ✓ Give awareness to students about the rules of attendance (general), Industrial Visits, sports, leave etc.
- ✓ To maintain student discipline in the class as per the college policies.
- ✓ To keep track of student's attendance and to ascertain whether there is any correlation between their attendance and performance and if so, to what degree
- ✓ Address student's queries.
- ✓ To inform the HOD about making alternative arrangement for lectures and practical's when a faculty is absent.
- ✓ To arrange for an effective induction programs and value added course for students in consultation with HOD.
- ✓ Implement the actions based on the minutes of class committee (QC) meetings.
- ✓ Arrange Parents Teacher meeting and all common functions of the college to represent the class.
- ✓ Make sure students of the department are regularly attending class and coming to the college in time in proper uniform.

- ✓ Make sure the academic targets in terms of university results and placement targets in terms of number of students placed are met.
- ✓ To arrange industrial visits and guest lecturers for students to improve their learning experience in consultation with HOD
- ✓ To encourage the students to participate in technical competitions conducted outside the college.
- ✓ Collect information regarding weaker students (in terms of academic and personal problems) from the subject teachers and arrange remedial classes, counseling sessions in consultation with the HOD.
- ✓ Prepare a subject wise list of the final attendance (APC), practical and lectures together and make forwarded to Principal within 3 days of a semester closing in the prescribed format through HOD.
- ✓ Update data regarding student's achievements in academics, sports, extracurricular activities etc.
- ✓ Any other duty the HOD/ Chairman/ Principal/Administrator may assign.

5. DUTIES AND RESPONSIBILITIES OF SPECIALIZATION GROUPS:

- ✓ Identification of experts in the respective specialization group.
- ✓ At the beginning of the semester, they can be invited for giving project ideas to the final year students.
- ✓ Arranging workshops/ seminars/guest lecture in their domains based on curriculum gaps identified.
- ✓ Submitting proposals for FDP/Seminar/ Funded Projects etc.
- ✓ Value added courses are to be planned and conducted to improve the employability of the students.
- ✓ Should take efforts to create Center of excellence and carry out consultancy activities.
- ✓ Should involve in research oriented activities like conference presentations, Publications in journals.
- ✓ Attending seminars/Workshops/FDP etc.
- ✓ Format for Action plan for specialization group and department is given in **Annexure - XIV**

6. DUTIES AND RESPONSIBILITIES OF THE LABORATORY IN-CHARGE

- ✓ To maintain the Non-consumable Stock Register, Consumable Registers, Lab manuals and data books.
- ✓ To find out the requirements for consumables for the laboratory and procure the same, before the start of every term.
- ✓ To plan for the procurement of any new equipment for the coming term well in advance. This can be done by visits to other colleges, by contacting teachers who are teaching or have taught similar subjects in our college or other colleges, etc.
- ✓ To see that the infrastructure facilities in the labs are adequate so that each batch has ample opportunity to complete practical satisfactorily.
- ✓ To organize the laboratory for oral and practical examinations.

- ✓ To hold those responsible for any breakage / loss etc. and recover costs.
- ✓ To ensure the cleanliness of the lab and switch off all equipment after use.
- ✓ Requisition of consumables shall be submitted to the HOD, who in turn shall verify the same and forward to the Principal/Bursar for necessary action.
- ✓ The Lab Assistants are required to assist the respective Lab in-Charge for smooth functioning of the laboratories.
- ✓ Lab Assistants and in-charge shall be available for maintenance and care of resources/services of the institute
- ✓ All the Lab Assistants, in coordination with the respective Lab In-Charge, are required to report matters, like maintenance/repairing, theft, damage etc. within the respective labs, to the HOD through faculty in-charge of lab.
- ✓ Lab Assistants in coordination with Lab In-charge should display (i) List of Equipment /software with cost (ii) List of Experiments (iii) Lab Time Table (iv) Name of Lab In-charges / Lab Assistants etc. on the Lab Notice board.
- ✓ Lab In-charges and Lab Assistants are to report the matter in writing immediately to the HOD through faculty in charge as soon as they come to know about the missing/damaged item in their Lab. They also have the responsibility to find out/enquire about the missing/damaged item/article and suggest further action in order to compensate the loss as well as prevent recurrence of the same.
- ✓ Lab Assistants in turn shall note down the missing items in the respective Lab Register.
- ✓ If the students are responsible for the loss/missing item, then an amount equal to the two times the cost of the item plus the contingency charge as fine shall be levied from the concerned students. Students shall not be allowed to purchase and bring the item on their own, as compensation for the loss/missing item.

7. ROLE AS MENTOR

- ✓ For every 20 students, a student mentor is allotted by the HOD. As a mentor, the faculty shall advise the student on all the academic matters.
- ✓ He/she must meet the assigned students at least once in every fortnight to discuss about their difficulties.
- ✓ He/she shall understand student difficulties and proctor as per individual situations. Ensure that the academic progression of a student is continuously monitored and assessed.
- ✓ The mentor will submit report the details of mentoring to the class advisor and HOD.
- ✓ Keep the parents apprised about the academic progress and general behavior of their wards
- ✓ The mentor should serve as a friend, philosopher, and guide.

- ✓ Arranging motivation programs and expert counseling.
- ✓ Guiding the students in co-curricular and extra-curricular activities.
- ✓ Preparing the students for Technical competitions

Guidelines and format for mentoring are provided in [Annexure-XV](#)

8. ROLE AS PROJECT GUIDE

- ✓ Students should be provided with brief idea of various fields for selecting the project titles
- ✓ Students can be encouraged to carry out in-house projects and industrial projects
- ✓ In case of industrial project, students must submit the weekly report by consulting his external guide which has to be verified by internal guide, project coordinator and HOD
- ✓ Project guide has to assess each student in team and make them work in right way.
- ✓ Internal project reviews should be conducted in project phase -I and phase - II by the HOD, project coordinator and all the faculty of the department.
- ✓ Final project demo for the working prototype and the report are evaluated by a team of their respective guide, Internal Examiner and External Examiner.
- ✓ The projects are evaluated for 100 marks which has internal assessment marks for maximum 50 and external assessment marks for maximum 50 are graded according to the project contribution towards attainment of POs and PSOs.
- ✓ Evaluation of the project at the final stage can be done by industrial and academic experts for best project selection.
- ✓ The faculties should encourage students to participate in project exhibitions. The project exhibition is aimed to provide common platform to exhibit their innovations and their work towards excellence in latest technology.
- ✓ Students should be encouraged to publish their project work in reputed journals/conferences and to avail the external funding schemes for their project work.
- ✓ Evaluate the PO which the students attained through Project.
- ✓ The Project evaluation formats is given in [Annexure-XVI](#).

9. GUIDELINES FOR STUDENT PROJECT

9.1 IDENTIFICATION OF PROJECTS AND ALLOCATION METHODOLOGY TO FACULTY MEMBERS

- ✓ The student's projects are selected in line with the department Program Outcomes.
- ✓ Project batches are formed based on the student's category i.e. advanced, average and slow blossom learners.
- ✓ Project batches are assigned to the faculties based on their designation and their specialization by

the project committee and Head of the department.

- ✓ Faculty members interact with industries and host the industrial projects to the students. They also float society-oriented projects and research projects in their domain. In addition, the innovative ideas from the students will be encouraged and guided to continue as their project work.
- ✓ The faculties encourage the students to avail external funding schemes for their project work
- ✓ The faculties encourage the students to carry out in-house projects and support will be provided with all necessary resources.
- ✓ Project committee and panel members uses following parameters for accepting projects,
 - Cost
 - Commercial Reliability
 - Environmental aspect
 - Safety aspect
 - Ethics
- ✓ Project committee and panel members, verify the progress of the project by conducting internal reviews periodically. In reviews, students of a batch are requested to present their work and awarded marks to the individual students based on their contribution. Panel members also provide necessary suggestion to improve the project.
- ✓ The faculties encourage students to publish their project work in reputed journals/conferences

9.2 PROCESS FOR MONITORING AND EVALUATION

- ✓ The following committee members are monitor and evaluate the projects internally
 - HOD
 - Project Coordinator
 - Respective Guides
- ✓ The students will discuss with their respective guides and plan their work for every week.
- ✓ The guide, monitors and guides weekly work progress and completion of work assigned for every week.
- ✓ Students are supposed to submit the status of their work by a one-page report to the respective Project co- coordinator.

9.3 PROCESS TO ASSESS INDIVIDUAL AND TEAM PERFORMANCE

- The project coordinator appointed by the Head of the department is responsible for planning, Scheduling and execution of all the activities related to the student projects.
- Review Schedule and details of work to be done

Review No.	Progress (%)	Software Project – Work to be Done	Hardware Project – Work to be Done
PHASE – I			
1	20%	<ul style="list-style-type: none"> • Identification of project title and problem definition • Detailed literature survey of existing systems / research papers • Study of simulation tool and its validation • Demonstration of the simulation tool / software environment • Detailed discussion of the work to be executed • Proposed plan for the project and division of work into four modules 	<ul style="list-style-type: none"> • Identification of project title and problem definition • Detailed literature survey of existing systems / research papers • Study about the components and hardware used for the project • Detailed discussion about the block diagram and circuits to be used • Identification of tools and software used for the project • Proposed plan for the project and division of work into four modules
2	40%	<ul style="list-style-type: none"> • Design of system architecture / algorithm / flow • Discussion of simulation results compared with existing work • Submission of literature survey documentation 	<ul style="list-style-type: none"> • Design and finalization of circuit and block diagram • Procurement of components and demonstration of completed work • Submission of literature survey documentation
3	50%	<ul style="list-style-type: none"> • Interfacing of Module-I and Module-II • Discussion of results compared with existing work • Submission of documentation for introduction chapter • Finalizing of Phase-I work and presentation 	<ul style="list-style-type: none"> • Interfacing of Module-I and Module-II • Demonstration of completed hardware modules • Submission of documentation for introduction chapter • Finalizing of Phase-I work and presentation
PHASE – II			
4	75%	<ul style="list-style-type: none"> • Interfacing of Module-II and Module-III • Discussion of simulation results compared with previous work • Submission of documentation up to existing/proposed work • Finalizing the chapters and contents based on nature of work 	<ul style="list-style-type: none"> • Interfacing of Module-II and Module-III • Demonstration of completed work • Submission of documentation up to existing/proposed work • Finalizing the chapters and contents based on nature of work
5	90%	<ul style="list-style-type: none"> • Interfacing of Module-III and Module-IV • Discussion of results compared with previous work • Submission of project report chapters up to results • Journal / conference paper publication status 	<ul style="list-style-type: none"> • Interfacing of Module-III and Module-IV • Demonstration of completed work • Submission of project report chapters up to results • Journal / conference paper publication status
6 (Final)	100%	<ul style="list-style-type: none"> • Full integration of all four modules and final testing • Demonstration of the complete simulation work • Submission of documentation for proposed work and references • Submission of final project report and viva-voce 	<ul style="list-style-type: none"> • Full integration of all four modules and final testing • Demonstration of the complete project (hardware) work • Submission of documentation for proposed work and references • Submission of final project report and viva-voce

9.4 EVALUATION SCHEME FOR FINAL YEAR PROJECT:

The Project work carried out in the seventh and eighth semesters shall be assessed as follows:

Assessment method for Project work

Assessment Method	Marks	
	Phase I	Phase II
Continuous Assessment (Internal Evaluation)	60	60
End Semester Examination (External Evaluation)	40	40
Total	100	100

Criteria for Assessment of Project Work

- Interim project report shall be submitted before the project review with the approval of the supervisor. The Project Report prepared according to the approved guidelines and duly signed by the supervisor and the Head of the Department shall be submitted as per the timeline announced by the department.
- The End Semester Examination for the project work shall consist of an evaluation of the final project report by an external examiner, followed by a viva-voce examination conducted by a committee consisting of the external examiner and an internal examiner. The Controller of Examinations (CoE) shall appoint Internal and External Examiners for the End Semester Examination of the Project Work.
- The Continuous Assessment Marks (CAM) and End Semester Examination marks (ESM) distribution for the Project Work is given in the Table 9.13.

Project Phase I

Sl. No	Description			Total	Weightage
1	Continuous Assessment Marks				
a	Review1	Review Committee#	50	100	20
		Supervisor	50		
b	Review2	Review Committee#	50	100	20
		Supervisor	50		
c	Review3	Review Committee#	50	100	20
		Supervisor	50		
	Total CAM				60
2	End Semester Marks				
a	Evaluation of Phase I Report and Viva-voce	Review	30	100	40
		Presentation and Viva	70		
	Total ESM				40

CAM and ESM break-up for Project Phase-II

Sl. No	Description			Total	Weightage
1	Continuous Assessment Marks				
A	Review1	Review Committee#	50	100	20
		Supervisor	50		
B	Review2	Review Committee#	50	100	20
		Supervisor	50		
C	Review3	Review Committee#	50	100	20
		Supervisor	50		

	Total CAM				60
2	End Semester Marks				
A	Evaluation of final report and Viva-voce	Report	20	100	40
		Presentation and Viva	40		
		Demonstration	20		
B	Expected Outcome from the project##	Publication/ communication of papers / prototypes /patents etc	20		
Total Marks					100

Template for Project Evaluation Report (Review) will be given in [Annexure-XVII](#)

9.5 BEST PROJECT SELECTION CRITERIA

Best project is evaluated using two rounds,

- 1- Round-I: Internal Evaluation by project guide and Project Coordinator/HOD
- 2- Round –II: External Evaluation by Academic and Industrial Experts

Round-I

Sl. No	Criteria	Marks	Marks Obtained	
			Project Guide	Project coordinator/HOD
1	Major objective/ Principle	5		
2	Idea Originality and Uniqueness/ Innovation	10		
3	Utility Value - Scope of Project/ Product	10		
4	Working Model (or) simulation	10		
5	Efforts to Source Components/Subsystems/Software Tools etc.,	10		
6	Engineering Ingenuity Employed in Constructing/ designing the Project	10		
7	Completeness of the project	5		
8	Cost effectiveness	5		
9	Quality of the project report	10		
10	Team's Presentation Quality and answering for queries	5		
Total				

Round-II

Sl. No	Criteria	Marks	Marks Obtained	
			Academic Expert Evaluation	Industrial Expert Evaluation
1	Major objective/ Principle	5		
2	Idea Originality and Uniqueness/ Innovation	10		
3	Utility Value - Scope of Project/ Product	10		
4	Working Model (or) simulation	10		
5	Efforts to Source Components/Subsystems/Software Tools etc.,	10		
6	Engineering Ingenuity Employed in Constructing/ designing the Project	10		
7	Completeness of the project	5		
8	Cost effectiveness	5		
9	Quality of the project report	10		
10	Team's Presentation Quality and answering for queries	5		
Total				

BEST PROJECT- OVERALL EVALUATION REPORT

Sl. No	Criteria	Marks scored in		Total
		Round I	Round II	
1	Major objective/ Principle			
2	Idea Originality and Uniqueness/ Innovation			
3	Utility Value - Scope of Project/ Product			
4	Working Model (or) simulation			
5	Efforts to Source Components/Subsystems/Software Tools etc.,			
6	Engineering Ingenuity Employed in Constructing/ designing the Project			
7	Completeness of the project			
8	Cost effectiveness			
9	Quality of the project report			
10	Team's Presentation Quality and answering for queries			

10. GUIDELINES FOR COURSE OUTCOMES AND PROGRAM OUTCOMES ATTAINMENT PROCESS

10.1 KNOWLEDGE AND ATTITUDE PROFILE (WK) and PROGRAM OUTCOMES (POs)

Knowledge and Attitude Profiles

WK1: A systematic, theory-based understanding of the natural sciences applicable to the discipline and awareness of relevant social sciences.

WK2: Conceptually-based mathematics, numerical analysis, data analysis, statistics and formal aspects of computer and information science to support detailed analysis and modelling applicable to the discipline.

WK3: A systematic, theory-based formulation of engineering fundamentals required in the engineering discipline.

WK4: Engineering specialist knowledge that provides theoretical frameworks and bodies of knowledge for the accepted practice areas in the engineering discipline; much is at the forefront of the discipline.

WK5: Knowledge, including efficient resource use, environmental impacts, whole-life cost, re-use of resources, net zero carbon, and similar concepts, that supports engineering design and operations in a practice area.

WK6: Knowledge of engineering practice (technology) in the practice areas in the engineering discipline.

WK7: Knowledge of the role of engineering in society and identified issues in engineering practice in the discipline, such as the professional responsibility of an engineer to public safety and sustainable development.

WK8: Engagement with selected knowledge in the current research literature of the discipline, awareness of the power of critical thinking and creative approaches to evaluate emerging issues.

WK9: Ethics, inclusive behavior and conduct. Knowledge of professional ethics, responsibilities, and norms of engineering practice. Awareness of the need for diversity by reason of ethnicity, gender, age, physical ability etc. with mutual understanding and respect, and of inclusive attitudes.

Program Outcomes (POs)

PO1: Engineering Knowledge: Apply knowledge of mathematics, natural science, computing, engineering fundamentals and an engineering specialization as specified in WK1 to WK4 respectively to develop to the solution of complex engineering problems.

PO2: Problem Analysis: Identify, formulate, review research literature and analyze complex engineering problems reaching substantiated conclusions with consideration for sustainable development. (WK1 to WK4)

PO3: Design/Development of Solutions: Design creative solutions for complex engineering problems and design/develop systems/components/processes to meet identified needs with consideration for the public health and safety, whole-life cost, net zero carbon, culture, society and environment as required. (WK5)

PO4: Conduct Investigations of Complex Problems: Conduct investigations of complex engineering problems using research-based knowledge including design of experiments, modelling, analysis & interpretation of data to provide valid conclusions. (WK8).

PO5: Engineering Tool Usage: Create, select and apply appropriate techniques, resources and modern engineering & IT tools, including prediction and modelling recognizing their limitations to solve complex engineering problems. (WK2 and WK6)

PO6: The Engineer and The World: Analyze and evaluate societal and environmental aspects while solving complex engineering problems for its impact on sustainability with reference to economy, health, safety, legal framework, culture and environment. (WK1, WK5, and WK7).

PO7: Ethics: Apply ethical principles and commit to professional ethics, human values, diversity and inclusion; adhere to national & international laws. (WK9)

PO8: Individual and Collaborative Team work: Function effectively as an individual, and as a member or leader in diverse/multi-disciplinary teams.

PO9: Communication: Communicate effectively and inclusively within the engineering community and society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations considering cultural, language, and learning differences

PO10: Project Management and Finance: Apply knowledge and understanding of engineering management principles and economic decision-making and apply these to one's own work, as a member and leader in a team, and to manage projects and in multidisciplinary environments.

PO11: Life-Long Learning: Recognize the need for, and have the preparation and ability for i) independent and life-long learning ii) adaptability to new and emerging technologies and iii) critical thinking in the broadest context of technological change. (WK8)

The Department can have

Program Specific Outcomes (PSOs) up to 2-3.

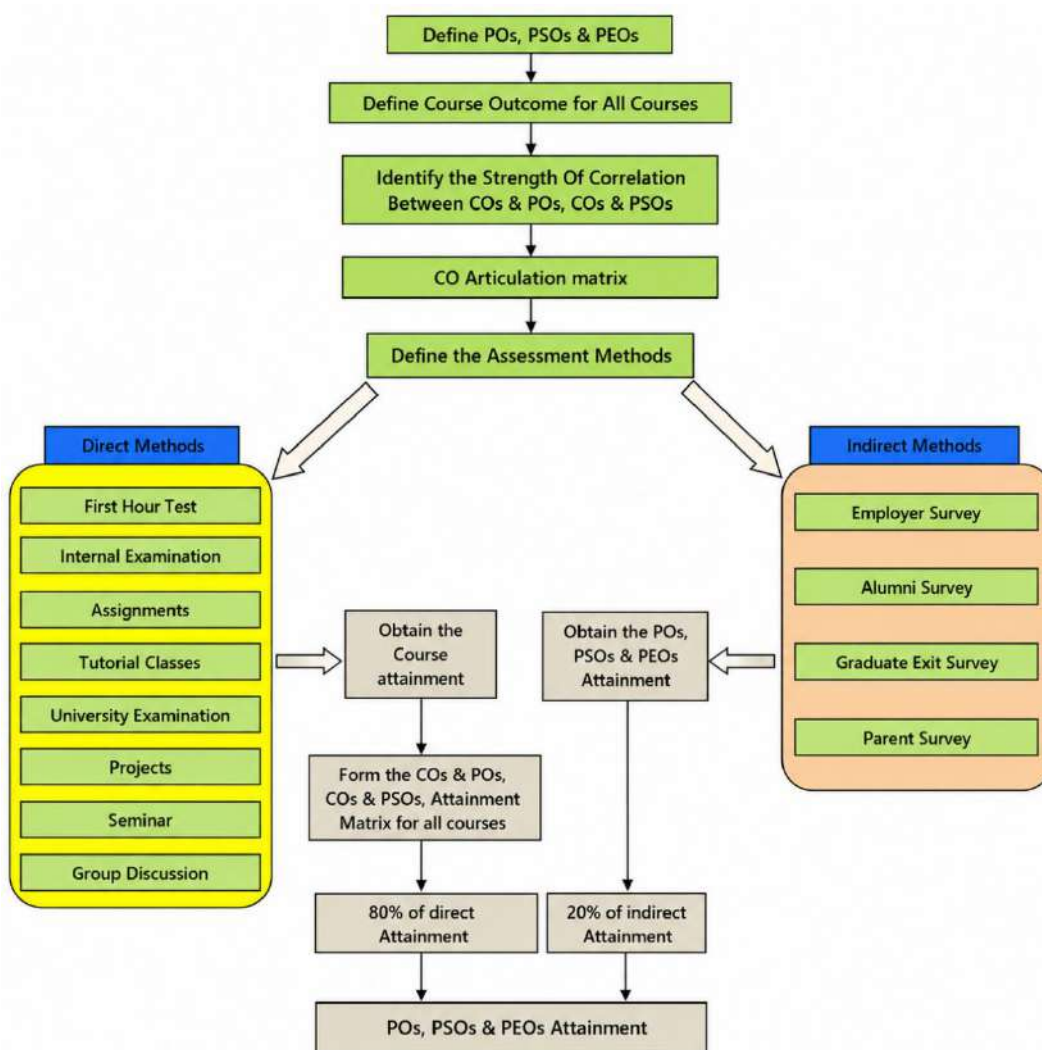
Program Education Objectives(PEOs) 3-5

Objective of COs and POs Attainment Process

- ✓ To impart outcome-based education and motivate students to focus their efforts in the right direction.
- ✓ To design and equip the laboratories in the department to the emerging needs of the technology.
- ✓ To achieve 100% pass percentage in university examinations.

- ✓ Getting 100% placement of all eligible students of the department.
- ✓ Establishing MoUs with reputed industries and universities for research, knowledge sharing and student placements.
- ✓ Taking ceaseless efforts to make the department a premier research and development Centre in the niche areas.

Flow chart for Processes carried out for the Attainment of COs, POs, PSOs and PEOs



10.2 ATTAINMENT OF COURSE OUTCOMES

In order to evaluate the achievement of course outcomes (COs), our institution perform, identify, collect and prepare data through one or more process for Outcome Based Education (OBE).

CO Assessment Processes

Assessment tools are categorized into two methods to assess the course outcomes

I. Direct Method

In Direct method, the student's technical knowledge and skills are evaluated from their performance in the following methods.

- ✓ Theory Semester Examination
- ✓ Practical Semester Examination

II. Indirect Method

In the Indirect method, the student's technical knowledge and skills are evaluated from their performance in aptitude test, group discussions, mock interviews conducted by Alumni, Faculty from other departments and our department, conducting project exhibition and feedback from industrial experts.

10.2.1 ATTAINMENT OF COs THROUGH DIRECT METHOD

10.2.1.1 UNIVERSITY EXAMINATION

Measurement of COs through University Examinations

● Fixing the target for CO attainment

- Last 3 batch University exam results of a particular course and % of students obtained various grades are considered.
- Particular grade and the last 3 years cumulative % of students who obtained this grade and higher, nearer to 50 or 60% is taken as the reference.
- The target for the attainment for the next batch is fixed 5% above the reference

Sample calculation:

Department: Information Technology

Subject name: Computer Network

Subject Code: ITT61

Semester: IV

Batch	Grade							Total no of students
	S	A	B	C	D	E	F	
2018-22	1	17	15	19	3	0	0	55
2019-23	6	9	27	36	8	1	0	87
2020-24	0	16	38	27	5	3	0	89
Total	7	42	80	82	16	4	0	231
Percentage	3.03	18.18	34.63	35.5	6.93	1.73	0	
Cumulative %	3	21.21	55.84	91.3	98.27	100		

For 2021 - 25 Batch, attainment Target may be fixed as B Grade - 60%

Impact analysis

- Attainment is measured in terms of actual percentage of students getting set percentage of marks
- Every year, the targets are set higher for the succeeding years as a part of continuous improvement.

➤ If targets are not achieved, the course details will be discussed and analyzed in the department advisory committee for further action plan to attain the target in subsequent years.

10.3 ATTAINMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

Assessment tools are categorized into direct and indirect methods to assess the Program Outcomes and Program Specific Outcomes.

10.3.1 DIRECT ASSESSMENT

Direct measures are provided through direct examinations or observations of student's knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on internal exams/home assignments/group tasks. Throughout the semester, the faculty records the performance of each student in all the course outcomes. At the end of the semester, students receive grades from external exams. The direct assessment methods adopted are:

- Academic performance
- Internal examination
- Assignments
- University examination
- Workshops/ Seminar/Guest lecture

10.3.2 INDIRECT ASSESSMENT

Indirect assessment strategies are implemented by embedding them in the course end survey, Graduate survey and Alumni Survey. Finally, program outcomes are assessed with above mentioned data and HOD, Class Advisors concludes the PO and PSO attainment level.

The indirect assessment methods are:

- Employer Survey(optional)
- Alumni survey (optional)
- Graduate exit survey
- Parent survey (optional)
- Course Exit Survey

10.3.2.1 EMPLOYER SURVEY

- ✓ The employer survey is a written questionnaire which employers of the program's graduates are asked to complete.
- ✓ Through this review, the effectiveness of our curriculum and how well the student is prepared in the department of is obtained.
- ✓ After receiving suggestions from various employers and the net overall attainment of POs, PSOs and PEOs are consolidated.
- ✓ This survey will greatly assist us in determining the college overall level of achievement of our Program Educational Objectives, POs, and PSOs.

10.3.2.2 ALUMNI SURVEY

- ✓ The alumni survey is a written questionnaire which alumni are asked to complete.

- ✓ This survey gives input on the Course Outcomes, Program Outcomes based on their experience after graduation, and after they have spent time in the working world.
- ✓ They are also resource for current students for potential networking and employment. The data will be analyzed and used for continuous improvement.
- ✓ After receiving suggestions from various Alumni's and the net overall attainment of POs, PSOs and PEOs are consolidated.

10.3.2.3 GRADUATE EXIT SURVEY

- ✓ Inputs from final year students are solicited annually through this Survey.
- ✓ The results are disseminated to the faculty and Department Advisory Committee for analysis and discussion.
- ✓ The questionnaire is designed to survey program outcomes, solicit about program experiences, career choices as well as suggestions and comments. This instrument seeks to assess how students view the department's program in retrospect.
- ✓ After receiving suggestions from various graduates and the net overall attainment of POs, PSOs and PEOs are consolidated.

10.3.2.4 PARENT SURVEY

This survey form will help us in accessing our training imparted to the students in terms of knowledge in their field which makes them to be unique in the Society/Organization.

- ✓ The Parent survey is a written questionnaire which parents of the ward are asked to complete.
- ✓ After receiving suggestions from various Parents and the net overall attainment of POs, PSOs and PEOs are consolidated.

10.3.2.5 COURSE EXIT SURVEY

- ✓ This survey form is for understanding the student's perspective on the CO and PO attainments through each subject.
- ✓ Each faculty will take a course exit survey for their respective subjects and will include the attainment as indirect means for calculating the CO, PO and PSO attainments for their subjects.

The formats for all the surveys are given in [Annexure-XVIII](#)

11 . BUDGET AND PROCEDURE FOR PROCURING LAB CONSUMABLES AND STATIONERY

11.1 BUDGET

- ✓ Budget proposal submitted by Department.
- ✓ Overall Budget proposal including department budget, salary budget, Library, transport, hostel etc.
- ✓ Budget meeting with HOD s, Principal and Management - circular, minutes of the meeting.
- ✓ In the meeting,
 - Principal will welcome the management and HODs will present the details of activities and achievements.
 - Budget requirements will be discussed.

- Finally, Management will approve it. The approved budget will be put before the GB.
 - ✓ Principal will send the order to Department for budget approval.
- The format for the Budget proposal is given in the **Annexure –XIX**.

11.1.1 NON-CONSUMABLES

- ✓ The HOD as soon as realizing the need for the equipments (including furniture) for the next year/semester has to initiate a proposal to the Management for the procurement of the same, through the Principal with a copy of approved Budget
- ✓ Prepare the list of equipment to be purchased and the list of suppliers.
- ✓ Submit the proposal along with the budget and get the approval for the purchase from the Principal.
- ✓ Send the enquiry letter to the companies; specify the due date and the superscription to be made.
- ✓ Open the quotation after the due date, in front of Principal and prepare the comparative statement.
- ✓ The comparative statement must be submitted to the office after signed by the concerned lab in-charge and HOD and it should be checked with the quotation by the accountant and signed.
- ✓ The Lab in-charges and HOD may discuss with the Principal about the companies whose product can be considered, the purchase committee can be constituted and the first level price negotiation can be done with the companies by the Purchase committee.
- ✓ The minutes of the purchase committee meeting must be prepared and it should be submitted to the Chairman and the purchase will be finalized by the Chairman and Principal after having final round of discussion with the vendors.
- ✓ Based on the approval, order may be placed with that company. In the order, terms and conditions must be clearly mentioned. Purchase order will be prepared by the concerned lab in-charge (in the dummy letter head) and get it signed by Principal and to be submitted to the stores. Store keeper must prepare the purchase order (original) and get the approval from our Chairman & Managing director.
- ✓ After the delivery of equipment, first Gate entry should be made, then main store stock entry. After this, store keeper must transfer the items to the concerned department. In the department, the conditions of the equipment must be checked by the concerned lab in-charge and HOD and the stock must be entered in the stock register after checking the bills.
- ✓ The bills may be passed by the Department to the stores and accounts section only after ascertaining that there are no pending issues related with the equipment supplied by the company on earlier occasions.
- ✓ The account section may pass the bills to the Management for payment approval, after checking the bills with purchase order and with the advance amount if any, paid already.
- ✓ The payment information must be communicated to the HODs by the account section or the HODs must enquire about the status of the bill payment in the office for their information.
- ✓ For consumable purchase, the lab in-charges and HODs must submit the price list along with the

list of items to be purchased and get the approval. The price list or quotation can be obtained from two or three shops.

11.1.2 STATIONERY

- ✓ Soon after the last working day of an academic year, HOD's should assess the requirements of stationery (Lab Record, Log Book, Students performance card, etc.) needed for the administration of their department.
- ✓ After consolidation of the requirements and after getting the approval from the Principal, storekeeper will act for the bulk purchase of the stationery needed for the entire Institution.
- ✓ After procurement, the stationery required for each Department will be distributed by the Store keeper.
- ✓ Special indent for stationery in bulk for specific purpose such as conduct of workshops / conferences / seminars, etc. must be given by the HOD to the office well in advance (at least 10 days before the proposed date.) While preparing the special indent, the actual use of stationery during previous similar occasion should be considered as a basis.
- ✓ As soon as the purpose for which the stationery has been obtained is over, the unutilized portion has to be returned to the office by the HOD concerned. (The stationery obtained for a specific purpose shall not be used for normal work of the Department.

11.1.3 MAINTENANCE OF STOCK

- ✓ In case of laboratory, the following stock registers must be maintained
 - Consumables stock register
 - Non-consumables/valuables stock register
 - Other register(s) based on the requirement of the Department concerned.
- ✓ The staff in-charge for each lab is responsible for the proper upkeep of the material in the lab besides maintaining the consumable and non-consumable stock register of each lab. Each entry should be signed by the staff in charge of the laboratory and the HOD concerned.
- ✓ Whenever a new staff member takes over the staff in charge of a lab, he/she should take charge of the laboratory from his/her predecessor after verifying the entries of the stock registers. If there is any discrepancy, the fact should be reported immediately through the HOD to the Principal.
- ✓ If a staff member who is in-charge of a particular lab is on long leave, HOD should make alternate arrangements immediately to entrust the stock to another staff member. The newly entrusted staff member shall take possession of all the stocks immediately and the HOD has to report the fact to the Principal.
- ✓ Any breakage or damage of an item during its use should be immediately recorded in the stock register against that item in the remark's column. This should include the reason for the damage and any breakage fees to be collected from the staff member / student whoever is responsible for the damage. In case of expensive items, the matter should be reported to the Principal immediately

for the recovery of the breakage fees. For inexpensive items, the breakage fee should be collected after the practical classes are over for the concerned semester.

- ✓ Similarly, loss of any item shall also be recorded in the register and reported to the Principal for recovery of the cost from person responsible for the loss.
- ✓ After the recovery of the costs and on the specific orders from the Principal the item lost / damaged has to be removed from the stock register.
- ✓ If any old item is beyond repair and cannot be put into the use, the same can be condemned after obtaining approval from the Principal. This must be entered in the stock register.
- ✓ No transfer of an equipment / material from one lab to another lab (even within the same Department) should take place without prior permission of the Principal. As and when such a transfer is made a note should be made in the respective stock register of the laboratory against the item regarding the date of issue, date of receipt and other relevant particulars.
- ✓ If any equipment is not functioning within the guarantee period, the company may be pulled up for rectification and it must be set right at the earliest.
- ✓ Periodic service and maintenance of equipments / machineries is a must.

11.2 STOCK VERIFICATION

- ✓ Surprise checks on stocks have to be carried out by the HOD in his/her Department at least once in a year. Principal or any member of the Management may also conduct surprise checks.
- ✓ Apart from surprise checks, annual verification has to be carried out by the staff members deputed by the Principal from other Departments before the end of the academic year.
- ✓ Discrepancy, if any, noticed during stock verification should be reported to the Principal immediately for further action.

12. FACULTY MEMBERS - EXPECTED CONTRIBUTION IN VARIOUS ACTIVITIES

Faculty members are expected to contribute as per the following assessment factor

Category	Factors Assessed	Assessment tools/methodology
Faculty	Faculty teaching quality	<ul style="list-style-type: none"> ➤ QCM (Quality Circle Meeting), online feedback and oral feedback obtained from the students. ➤ University examination results (Staffs handling theory subject should produce more than 95% of result and more than 85% of result for the analytical subjects).
	Contribution in R&D Activities	<ul style="list-style-type: none"> ➤ Number of proposals submitted to funding agencies like IEL, MSME, DST, DRDO, AICTE etc. ➤ Number of innovative products developed and R&D grants received from the funding agencies

		<ul style="list-style-type: none"> ➤ Number of publications in reputed International/National conferences and journals ➤ Consultancy activities
	Contribution in Minor and major Projects	<ul style="list-style-type: none"> ➤ Mentoring the students in multi-disciplinary areas to fulfill the requirements of industry and society through innovative projects. ➤ Mentoring the students to participate in the various project contests which are conducted by NDRF (National Design Research Foundation), hackathon Project etc. ➤ Mentoring quality/innovative final year student's project
	Contribution in department activities	<p>Faculty involvement in various department activities like</p> <ul style="list-style-type: none"> ➤ Time table preparation ➤ Course material evaluation ➤ Lesson plan verification ➤ Internal test coordination ➤ Question paper assessment ➤ Post answer script valuation ➤ Lab monitoring ➤ Discipline monitoring ➤ Class monitoring ➤ Student counseling ➤ Arranging Industrial visit and Value-added courses. ➤ Arranging In plant training
	Contribution in college activities	<p>Coordination in the college events like Induction Day, college annual day, Graduation Day, Innovators Day, Science Day, Sports Day, MITILENCE (National level technical and non-technical events), FRUITION (offer letter distribution) etc.,</p>
	Contribution in Placement activities	<ul style="list-style-type: none"> ➤ Conducting Technical Class ➤ Preparation of technical questions ➤ Conducting aptitude and technical tests ➤ Motivating Students ➤ Conducting communication improvement classes ➤ Conducting Group Discussion ➤ Conducting Mock Interviews ➤ Resume correction ➤ Taking efforts to bring core industries to the campus for recruitment
	Contribution towards Co-curricular /	<ul style="list-style-type: none"> ➤ Informing about the symposium, paper presentation, project expo organized in other colleges/universities and preparing students ➤ Training and guiding the students for all events.

	Extracurricular activities	
	Contribution of the faculty in Course file	<ul style="list-style-type: none"> ➤ Course plan ➤ Individual timetable ➤ List of the students ➤ Internal and model question paper ➤ Key for question paper ➤ University question paper ➤ Sample answer paper ➤ Answer script evaluation form ➤ Content beyond syllabus ➤ Tutorial class handled ➤ Course exit survey ➤ Slow learner list
	Faculty Development Program (FDP)	<ul style="list-style-type: none"> ➤ Number of FDP attended/organized ➤ Number of lectures delivered in other institutes ➤ Number of workshops, value added courses, guest lecturers attended/organized
	Use of any other Teaching – Learning Tools	<ul style="list-style-type: none"> ➤ Various innovative teaching methodologies used (Project-based learning, Collaborative Learning, Computer-assisted learning)
Student	Academic Performance	<ul style="list-style-type: none"> ➤ Performance of the students in daily test, internal test, pre-model, Model Exam and university examinations.
	Placement	<ul style="list-style-type: none"> ➤ Quantity and quality of students placed ➤ Placement training for pre-final year and second year students by external training is arranged and training slots are included in the regular time table and also us by alumni students and final year students on every Saturday ➤ Soft skill and technical training for pre-final and final year students by the placement cell.
	Entrepreneur	<ul style="list-style-type: none"> ➤ Number of programs organized to develop entrepreneurship. ➤ Number of proposals applied to MSME through TBI cell ➤ Number of proposals funded to become an entrepreneur
	Higher Studies	<ul style="list-style-type: none"> ➤ GATE coaching classes ➤ Number of students qualified in GATE ➤ Career guidance programs ➤ Guidelines for competitive exams

	Participation in Curricular / Co-Curricular & Extracurricular Activities	<ul style="list-style-type: none"> ➤ Number of student participation in events outside and inside the state
	Value added courses	<ul style="list-style-type: none"> ➤ Value added courses conducted for each class
	Achievements	<ul style="list-style-type: none"> ➤ Student achievement in Curricular / Co-Curricular & Extracurricular Activities ➤ Student achievement in R & D activities and other competitions
	Student Centric Activities	<ul style="list-style-type: none"> ➤ Role play, seminars, group discussion, assignments, preparing models and PPT, quiz etc.
	Remedial Coaching	<ul style="list-style-type: none"> ➤ Coaching to weak students ➤ Hand out materials ➤ A special counseling and tutorial classes ➤ Night coaching classes
	Industrial visit / In-plant training / Internship	<ul style="list-style-type: none"> ➤ Number of industrial visits organized ➤ Number of in- plant training undergone ➤ Number of internships
Department	DAC Meeting	<ul style="list-style-type: none"> ➤ Setting target levels and reviewing attainment levels of outcome ➤ Review of department vision, mission, PEO, PSO. ➤ Roles and Responsibilities of various committees. ➤ Action to be taken for quality improvement.
	Budget	<ul style="list-style-type: none"> ➤ Department requirement finalization
	Academic activities	<ul style="list-style-type: none"> ➤ Department academic calendar ➤ Subject Allocation ➤ Work Load and Time Table ➤ Lesson Plan ➤ Course Material / Monograms ➤ Presentation session for quality checking ➤ Class schedule monitoring ➤ Syllabus coverage monitoring ➤ Lab Monitoring ➤ Quality circle meeting, Students feedback analysis and action taken ➤ Conduction of Internal Examinations ➤ Outcome analysis ➤ Communication to parents
	Training Activities	<ul style="list-style-type: none"> ➤ Slow learners and advanced learners coaching ➤ Placement training

		<ul style="list-style-type: none"> ➤ In-house training conducted by department faculty ➤ Value added courses ➤ Training for higher studies and Entrepreneurship
	Library	<ul style="list-style-type: none"> ➤ The department Library has a collection of text books, journals and NPTEL videos ➤ Course material ➤ Seminar Reports and project reports of previous batches students are also meticulously preserved in the department library
	Laboratory Maintenance	<ul style="list-style-type: none"> ➤ Purchasing of equipment/components ➤ Utilization register ➤ Updating of lab equipment ➤ Calibration and servicing of equipment ➤ Stock maintenance
	Infrastructure & Services	<ul style="list-style-type: none"> ➤ Cleanliness and Maintenance ➤ Class room, Laboratories, R&D/Project Lab and Seminar Hall ➤ Internet Facility ➤ Canteen Facility ➤ Transport facility ➤ Furniture
	Extension Activities	<ul style="list-style-type: none"> ➤ Society oriented activities ➤ Industry oriented activities
	R&D Activities	<ul style="list-style-type: none"> ➤ Innovative products developed, R&D grants ➤ Number of publications ➤ Consultancy ➤ MoUs Signed

13. FACULTY PERFORMANCE APPRAISAL PROCESS

I. OBJECTIVE

The objective of Performance Appraisal System is to motivate each of the faculty member to perform better in delivering quality education and training to the students. The results of this assessment will be used for the following purposes:

- (i) Award of annual increment in the pay scale.
- (ii) Award of special increments and rewards in recognition of superior performance.
- (iii) Award of Promotion.
- (iv) Monitoring and recording the regular growth of each faculty member.

II. PERIOD OF ASSESSMENT

Assessment will be carried out every academic year after the completion of the academic year ending 30th May.

III. TOOLS USED FOR ASSESSMENT

The following tools shall be made use of to arrive at a Faculty Performance Index (FPI) for every faculty for every academic year:

- ✓ Self -Appraisal Form specially designed for this purpose, to be filled up by the member of faculty.
- ✓ Assessment to be given by the respective HOD on the Self -Appraisal Form itself.
- ✓ Student Feedback (in the prescribed form) on the performance of the teacher in each course taught by the member of the faculty during the respective two semesters.
- ✓ Results of the University Examinations in the courses taught by the teacher during the two semesters.
- ✓ Research contribution by the faculty members.
- ✓ Faculty member's involvement in Students development, Dept. and Institution development and Self development activities.

IV. COMPONENTS OF ASSESSMENT

The job responsibilities of a member of faculty can be broadly categorized into the following for components (Vide AICTE guidelines):

- ✓ Academic Activities.
- ✓ Research Activities.
- ✓ Extension Activities.
- ✓ Administrative Activities.

The performance of teacher on the four major components listed above can be estimated by breaking each one of them into sub-components and assessing the performance of the teacher in each one of the sub components as detailed below.

13.1 ACADEMIC

- Teaching
- Developmental
- Continuing Education

13.1.1 TEACHING:

The effectiveness of class room teaching and laboratory instruction imparted by a teacher in the courses taught by him / her during the two semesters can be assessed using the following tools:

- ✓ University Examination Results in the theory courses taught
- ✓ Student feedback in the theory courses taught

13.1.2 DEVELOPMENTAL ACTIVITIES

The performance will be assessed by the participation of the faculty member in one or more of the following developmental activities during the year:

- ✓ Blended Learning approaches practiced (Google Classroom, Role play, Group Discussion , Quiz, Chart Presentation, Hot seat, Any others)
- ✓ Innovative assignments

- ✓ Special lectures delivered
- ✓ Industrial visits organized
- ✓ Guest/Expert lecturers organized
- ✓ Development of Web based learning
- ✓ Mini projects guided
- ✓ Innovative projects guided
- ✓ Internal / External Workshops conducted
- ✓ Students online certifications
- ✓ Guidance for participation in Technical competitions
- ✓ Mentoring(with impact analysis)
- ✓ Laboratory modernization

13.1.3 CONTINUING EDUCATION

The performance will be assessed by the participation of the faculty member in one or more of the following activities during the year:

- ✓ Upskilling: NPTEL, EDX, Coursera, Udemy and other certifications.
- ✓ Participation in FDP/ STTP
- ✓ Participation in Workshop / Seminars
- ✓ Participation in Summer and Winter Schools
- ✓ Industrial Training (Faculty internship)

13.2 REASEARCH

- Project Guidance
- Sponsored Research
- Publication of Research papers and Reports
- Innovative projects developed, Patents filed, Published, Granted, Research scholars guided
- Funded seminars/ FDPs

13.2.1 PROJECT GUIDANCE:

The performance will be assessed by quality of projects and the Products developed by the faculty member during the year.

- Publications/ Patent filed related to Students projects are the measurable outcomes.
- Publications must be in Scopus and WOS

Note: Faculty with less experience can act as co-guide with senior faculty and claim the mark obtained by the corresponding senior faculty.

13.2.2 SPONSORED RESEARCH

The performance will be assessed by the faculty member's Participation in one or more of the following activities during the year:

- ✓ Preparation of R & D project proposal and submission to any one of the funding agencies listed below during the year.
- ✓ Execution of funded projects sponsored by one or more of the funding agencies listed below, during the year:
 - AICTE
 - DST
 - DRDO
 - Other R & D organizations and Industries
 - Personal research / Post – doctoral research
 - Consultancy activities

- TBI activities

13.2.3 PUBLICATION OF RESEARCH PAPERS IN JOURNAL / CONFERENCE

The performance will be assessed by the faculty member's participation in one or more of the following activities, during the year.

- A Research paper is accepted and / or presented in a National / International Conference.
- Acceptance of a Research paper for publication in National / International, refereed journals (Indexed).

13.2.4 INNOVATIVE PRODUCTS/PROJECTS DEVELOPED/GUIDED, PATENTS FILED, PUBLISHED, GRANTED

The performance will be assessed by the faculty member's involvement in one or more of the following activities, during the year.

- Innovative projects/ products developed and applied for Patents.
- No. of Ph.D scholars guided, being guided, Number of Ph.D Examinership during the assessment year.

13.2.5 FUNDED SEMINARS/ FDPS

The performance will be assessed by the faculty member's Participation in one or more of the following activities during the year:

- Preparation of Seminar/FDP grant proposal and submission to any one of the funding agencies listed below during the year.
- Execution of sponsored Programs by one or more of the funding agencies listed below, during the year:
 - AICTE/ISTE/IEEE
 - DST
 - DRDO/CSIR/ICMR
 - Other R & D organizations and Industries

13.3 EXTENSION

13.3.1 Interaction with Industries and Institutions

13.3.2 Interaction with the society

13.3.3 Others

The performance will be assessed by the faculty member's participation in one or more of the following activities during the year:

13.3.1 INTERACTION WITH INDUSTRIES AND INSTITUTIONS

- ✓ Delivering expert lectures /workshops/training
- ✓ MOU with Industries
- ✓ Activities out of MOU
- ✓ Placement Initiatives
- ✓ EDP activities

13.3.2 INTERACTION WITH THE SOCIETY

- ✓ Participation in Community Services/Community radio programs/UBA/JSA etc.
- ✓ Providing non – formal modes of education for the benefit of Community (PMKVY/DDU-GKY etc.)

- ✓ Providing technical support in areas of social relevance (UBA Projects).

13.3.3 OTHERS

Membership in professional Society and participation in its activities

13.4 ADMINISTRATION

- At the Institution Level
- At the Department Level
- At the National Level

The performance will be assessed by the faculty member's participation in one or more of the activities listed under 13.4.1, 13.4.2 & 13.4.3, in addition to teaching.

13.4.1 AT THE INSTITUTION LEVEL

Officer In-charge of

- Examination
- Library
- Hostel
- Industry – Institution cell, Placement Cell
- IQAC cell.
- NSS, Youth Red Cross
- Cultural Activities
- Student Discipline and Welfare
- Promotional Activities
- Admission Activities
- Others

13.4.2 AT THE DEPARTMENT LEVEL

- Student Counselor
- Class Adviser
- Laboratory in-charge
- Coordinator, Research & Development proposals
- Coordinator, Professional society
- Innovative activities practiced
- Any best practice contribution
- Others

13.4.3 AT THE UNIVERSITY LEVEL/NATIONAL LEVEL

Participation in Policy Planning at the University/Regional / National level for development of Technical Education.

V. COMPUTATION OF FACULTY PERFORMANCE INDEX

Overall performance of a faculty member during an academic year will be defined by a single index termed as “**Faculty Performance Index**” (FPI) based on a five – point Grade system as given below:

Grade	Grade Description	Grade Point
A	Excellent	4.5 to 5
B	Very Good	4.0 to 4.5
C	Good	3.0 to 4.0
D	Fair	2.0 to 3.0
U	Unsatisfactory	less than 2.0

Follow up actions:

Grade	Follow up action
A	Recommended for Special increments and Promotions if AICTE requirement is fulfilled.
B	Recommended for increments and suggested to improve their performance further.
C	Faculty will be requested to concentrate more towards self- development, students development, Dept. and institution development
D	Faculty will be put under warning period for one year and their performance will be seriously monitored
U	Faculty will be issued show cause notice and their performance will be monitored for one more semester or otherwise their service will be terminated

The FPI is computed using the performance Indices (PI) of the four components and their weights. The P.I. of the four components is computed using the PI of their sub components and their weights.

If FPI of the faculty is less than 2, he/she will be given notice and his/her performance is monitored for one maximum semester. If his/her performance is not improved, his/her service will be terminated.

Format for Appraisal Form guidelines will be given in **Annexure-XX** and Self-Appraisal Form will be given in **Annexure-XXI**

14. BEST PRACTICES TO BE FOLLOWED

The Best practices to be followed in our institution is

14.1 PRACTICE – CONSTRUCTIVIST LEARNING WITH METACOGNITIVE DEVELOPMENT

Example : MIND MAPPING TECHNIQUE

- ✓ In all the subjects the Constructivist learning can be practiced by creating visual maps. (or student map out their learning journey as a Metacognitive Strategy)
- ✓ For each unit the faculty handling the subjects should prepare the mind mapping chart covering

all the topics in the unit.

- ✓ The students must be given assignments for preparing the mind mapping chart for the given topics and best posters or chart may be considered for some prizes or appreciation.
- ✓ In the lesson plan and also in the log book mind mapping techniques for the various topics need to be recorded.

(Note : Other Methods include The tools focus on active knowledge building through:

- **Visual Construction Tools** (concept maps, problem-solution trees)
- **Collaborative Tools** (jigsaw method, peer teaching)
- **Experiential Tools** (simulations, design thinking)

The tools focus on **learning self-awareness** through:

- **Reflection Tools** (learning journals)

- ✓ HOD must ensure that all the faculty members of the department are following this technique Effectively

14.2 PRACTICE – PROJECT BASED LEARNING

- ✓ This practice is to be followed in all the departments for the subjects in which projects can be given. The topics or concepts are to be identified and project ideas must be given to the students by the faculty members.
- ✓ The students who have developed the projects may be instructed to present the concepts in the class room through the projects.
- ✓ This project presentation may be scheduled after completion of each unit.
- ✓ This is also must be recorded in the lesson plan and log book. The projects developed by the students must be showcased in the department.

14.3 PRACTICE – PROBLEM BASED LEARNING

- ✓ This practice will be followed for all the analytical subjects in which the concepts can be taught through problem solving
- ✓ Faculty members has to identify the list of topics which can be taught by solving the problems
- ✓ They need to define the problems very clearly and the solution for the problems are to be included in the lecture note
- ✓ They need to maintain the details of problems and the concepts taught through the problems in the course file.
- ✓ The details have to be recorded in the log book and also in the lesson plan

14.4 PRACTICE – INCORPORATION OF IKS IN THE SYLLABUS/COURSE

- ✓ The topics in each subject which can be related to ancient system / model are to be identified.
- ✓ At the end of each unit the topics related to IKS are to be handled by the faculty with PPT/Video Lectures /Models.
- ✓ In every month, the topics covered in the IKS series for the faculty members must be arranged for the

students. This will be coordinated by IQAC cell.

- ✓ These details are to be recorded in the lesson plan, log book and in the course file.
- ✓ At the end of the semester a separate report must be submitted by the faculty members to the HOD.

14.5 PRACTICE – GATE TRAINING TO THE STUDENTS

- ✓ In each department faculty members will be divided into various groups based on their expertise or specialization. There will be one faculty coordinator nominated by the HOD.
- ✓ Last 5 years GATE question papers must be collected by the coordinator of the department or HOD.
- ✓ The GATE questions must be segregated by the coordinator or the HOD and the questions are to be given to the faculty groups for solving the problems with detailed explanation.
- ✓ A self-prepared solution manual can be compiled for each year GATE question paper by the departments.
- ✓ The coordinator or HOD has to schedule GATE training or coaching to the students for at least 6 months before GATE Exam and they should try to improve the number of students appearing for GATE and qualifying for GATE.

Faculties come out with new ideas on Teaching Methodology- need to conduct competition among them. The National Educational Policy 2020 (NEP 2020) recommends the incorporation of Indian Knowledge System (IKS) into the curriculum at all levels of education. The documents related to best practices will be verified during the academic and administrative audit.

15. ROLES AND RESPONSIBILITIES OF SATUTORY BODIES , CELLS and COMMITTEES

In order to carry out the entire academic, research and developmental activities to meet out the program outcomes, various committees are constituted with the senior faculty members as coordinators and their responsibilities are given below.

A. GOVERNANCE & ACADEMIC OVERSIGHT

15.1 Academic Council (AC)

Composition:

1. The Principal (Chairman)
2. All the Heads of Departments in the Autonomous College
3. Four teachers of the Autonomous College representing different categories of teaching staff by rotation on the basis of seniority of service in the College
4. Not less than four experts/academicians from outside the Autonomous College representing such areas as Industry, Commerce, Law, Education, Medicine, Engineering, Sciences, etc., are to be nominated by the Governing Body
5. Three nominees of the University, not less than Professors
6. The Controller of Examination of the Autonomous College
7. A faculty member nominated by the Principal (Member Secretary)

Term: The term of the nominated members shall be three years

Meetings: Meetings of the Academic Council shall be held at least once every six months

Functions:

- ✓ To scrutinize and approve the proposals with or without modification of the Board of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto, etc.
- ✓ To make regulations regarding the admission of students to different programmes of study in the Autonomous College, keeping in view the policy of the Government
- ✓ To make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels
- ✓ To recommend to the Governing Body proposals for the institution of new programmes of study
- ✓ To recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes, and medals, and to frame regulations for the award of the same
- ✓ To advise the Governing Body on suggestions(s) pertaining to academic affairs
- ✓ To perform such other functions as may be assigned by the Governing Body

15.2 Board of Studies (BoS)

Composition:

1. Head of the Department concerned (Chairperson)
2. All faculty members of the Department
3. Two subject experts from outside the parent University are to be nominated by the Academic Council
4. One expert is to be nominated by the Vice-Chancellor from a panel of six recommended by the Autonomous College Principal
5. One representative from industry/corporate sector/allied areas to be nominated by the Principal
6. One member of the College alumni to be nominated by the Principal
7. Experts from outside the Autonomous College, whenever special courses of studies are to be formulated, to be nominated by the Principal

Term: The term of the nominated members shall be three years

Meetings: Meetings of the Board of Studies shall be held at least once every six months

Functions: The Board of Studies shall recommend the following to the Academic Council:

- ✓ Courses of studies
- ✓ Measures for the improvement of the standards of teaching and research
- ✓ Any other academic matter

15.3 Academic Standing Committee (ASC)

Composition of Academic Standing Committee is same as that of AC, except external members. ASC shall perform the functions under emergency situations subject to ratification by the AC.

15.4 Academic Planning Committee

- ✓ Scheduling of academic activities and preparing academic calendar in line with University Academic schedule
- ✓ Preparation of action plan with schedule for various co-curricular activities
- ✓ Allotment of subjects and other responsibilities to the faculty members
- ✓ Finalizing the academic procedures
- ✓ Lecture/Tutorial hall arrangement
- ✓ Preparing the schedule for the internal tests, model exam, University Practical Examinations

15.5 Academic and Administrative Audit Committee

- ✓ Ensuring the Effectiveness of Teaching Learning Process
- ✓ Verifying the Course Outcome, Programs Outcome attainment Levels
- ✓ Verifying the corrective measure taken to improve the quality of Teaching and Learning and also course outcomes
- ✓ Checking the documents and other academic details

B. CURRICULUM & PROGRAM DEVELOPMENT

15.6 Curriculum Designing and Restructuring Committee (CDRC)

Composition:

1. Head of the Institution
2. Deans of Academic, Placement & R&D
3. Heads of all the department
4. One faculty member from each department

Functions:

- ✓ Modifying Regulations and Curriculum in accordance with Standards and specifications prescribed by Accreditation Bodies, National Education Policy, etc.
- ✓ Conduct Needs Assessment and Analysis with respect to each program and suggest changes to be made in the Curriculum and Syllabi
- ✓ Ensure Up to date curriculum of all Programs offered by the Institute, based on timely requirements of Industry
- ✓ Suggest Curriculum delivery methods that include Pedagogical alternatives and learner-centered approaches for each course, for facilitating the achievement of Program Educational Objectives of all programs offered by the Institute

15.7 Department Advisory Committee (DAC)

Composition:

1. Chairperson: Head of the concerned Department
2. Internal Members: Two senior faculty members of the department
3. Industry Representative: One representative from industry/corporate sector / is related to the placement
4. One academician from other Institution
5. One meritorious alumnus
6. One parent
7. One student
8. Member secretary: Programme Academic Coordinator

Term: The term of the nominated members shall be three years

Meetings: The meeting may be scheduled as and when necessary, but at least twice a year

Functions:

- ✓ Formulate a process to review post implementation effects of curriculum
- ✓ Suggest measures to ensure academic standard and excellence of the course offered by the department
- ✓ Suggest the methodologies for innovative teaching and evaluation techniques; enhancement of industry institute interaction
- ✓ Identify and recommend the record of new programme
- ✓ Review target set for attainment of course outcomes and programme outcomes
- ✓ Guide and provide support to department for enhancing interaction with outside world
- ✓ Plan strategically to enhance the academic quality of department
- ✓ Resolve the address issues expressed by the stakeholders through feedback
- ✓ Defining and redefining the Programme Educational Objectives (PEOs) and Programme Outcomes (POs) based on the recommendations by department academic committee
- ✓ Study the achievement of PEOs and POs reported by department evaluation committee and suggest measures for improvement

15.8 Department Academic Review Committee (DARC)

Composition:

1. Head of Department (Chairperson)
2. Five faculty members (at least one from each specialization) nominated by HOD

3. Member Secretary: Programme Academic Coordinator / Programme Evaluation Coordinator

Functions:

- ✓ Review, revise and prepare curriculum structure based on institutional policy, suggest improvements in syllabus of a course/s prepared by course teacher/s and forward the curriculum to BoS for further recommendations
- ✓ Check appropriateness of course objectives, course outcomes, and mapping of COs with POs and suggest necessary improvements/modifications
- ✓ Monitor the academic progress throughout the semester, conduct of classes and take appropriate corrective measures to improve the quality of curriculum delivery
- ✓ Review academic performance of students
- ✓ Counsel the concerned course teachers for improvement based on student feedback, academic and question paper audit reports
- ✓ Verify the attainment level of course outcomes and programme outcomes
- ✓ Formulate strategy to collect feedback from stake holders, analyze the collected feedback and forward the analysis to DAC
- ✓ Contribute to maintain academic standard as well as improving the quality of the courses offered by the department and enhance industry–institute interaction
- ✓ Suggest open and professional electives considering societal needs
- ✓ Recommend methodologies for innovative teaching and evaluation techniques to BoS
- ✓ Coordinate research, teaching, extension and other academic activities in the department/college
- ✓ Carry out preparatory work for defining /redefining the Programme Educational Objectives (PEOs) and Programme Outcomes (POs) periodically
- ✓ Monitor evaluation of course attainments leading to achievement of programme outcomes and report the results of assessment to BoS

C. QUALITY ASSURANCE

15.9 Internal Quality Assurance Cell (IQAC)

- ✓ Ensuring the quality of teaching learning process
- ✓ Conduction of Co-curricular and Extracurricular activities, Placement and Training
- ✓ Faculty Development, Facilities and Research and Development activities to meet out the standards of Higher Education
- ✓ Monitor the Institute's activities periodically and provide suggestions for improvement in order to confirm the attainment of expected outcomes

- ✓ Maintains and update the records / reports of various activities of the Institute Periodically

15.10 Class Committee and Quality Circle Meeting (QCM)

Composition:

1. Chairperson – Class advisor of the class
2. All the course handling staff of the class
3. Students (a minimum of 6 consisting of 3 boys and 3 girls on pro-rata basis)

Functions:

- ✓ Clarify the regulations of the programme and the details of rules therein
- ✓ Inform the student representatives about the academic schedule including the dates of assessments and the syllabus coverage for each assessment
- ✓ Inform the student representatives about the details of Regulations regarding marks assigned for each assessment
- ✓ Analyze the performance of the students of the class after each continuous assessment test and initiate steps for improvement
- ✓ Identify slow learners, if any, and request the faculty concerned to provide additional help / guidance / coaching to such students
- ✓ Discuss and sort out problems experienced by students in the classroom and in the laboratories
- ✓ The QCM shall be constituted within the first week of the commencement of any semester
- ✓ The chairperson of the Class Committee may invite the student mentors and the Head of the Department to the Quality Circle meeting
- ✓ The Head of the Institution may participate in any class committee meeting
- ✓ The Chairperson is required to prepare the minutes of every meeting, submit the same through the Head of the Department to the Principal within two days of the meeting

Meetings:

- ✓ Meeting 1: One week before the 1st Continuous assessment test
- ✓ Meeting 2: One week before the 2nd Continuous assessment test
- ✓ Meeting 3: One week before the Model Exam

D. EXAMINATION & ASSESSMENT

15.11 Examination Cell

- ✓ University correspondence related with University examinations
- ✓ Conduct of Internal assessment and University Examinations
- ✓ Facilitating the students to apply for revaluation and distribution of marks sheets to Students

- ✓ Compiling University Examination results and submission of report to Principal for corrective measures for improvement

15.12 Board of Examinations (BoE)

Composition:

1. Head of the Institution (Chairperson)
2. Dean Academics
3. Controller of Examination(CoE): Member Secretary
4. One expert possessing ten years of industrial/ field experience nominated by the Chairman Coordinators (Examinations, Assessment, Results and Tabulation)

Functions:

- ✓ The BoE shall
 - i) Ensure proper performance of the various duties in conducting examinations viz. paper setting, time table preparation, assessment and declaration of results.
 - ii) Recommend examination reforms and shall implement after the approval of academic council.
 - iii) Prepare the detailed time table of examinations as per the schedule approved by academic council.
 - iv) Arrange for strict vigilance during the conduct of examination so as to avoid use of unfair means by the students, faculty and invigilators
- ✓ Chairman, BoE shall constitute Complaint Redressal Committee for examination (CRCE) consisting of three members as and when required to deal with the complaints related to the conduct of examinations
- ✓ The recommendations of the CRCE shall be approved by Chairman for the BoE to take appropriate disciplinary actions in the concerned matter. The disciplinary actions shall be endorsed by the BoE
- ✓ The BoE shall perform duties and responsibilities that are assigned by Academic Council of the institute from time to time

15.13 Complaint Redressal Committee for Examination (CRCE)

Composition:

1. Principal (Chairperson)
2. COE (Member Secretary)
3. Dean Academics
4. HODs
5. Senior faculty member of the staff or student department
6. Three or five faculty members (depending on the issue to be handled) nominated by Principal

Functions:

- ✓ Malpractices in examinations
- ✓ Instances of plagiarism
- ✓ Complaints regarding misconduct during exam periods
- ✓ Grievances related to exams received from students and staff via the Grievance Cell
- ✓ Misconduct by teachers or students resulting in serious consequences during exams
- ✓ Individual notifications will be sent to committee members to convene and examine the case
- ✓ Resolve the Addressing issues and submit the investigation report to the Chairperson
- ✓ The Chairperson will make the final decision and, if necessary, impose penalties
- ✓ Final decisions and penalties will be reviewed and approved at the subsequent Academic Council Meeting

Meetings: Complaint Redressal Committee for Examinations will be convened when necessary to investigate examination related issues or resolve issues

15.14 Academic Appeal Board (AAB)

The Academic Appeal Board is constituted with Dean Academics as convener and two senior level professors as members, and the concerned Head of the Department and Class Advisor as co-opted members. The board will receive the grievances/complaints in writing from the aggrieved student regarding anomaly in award of marks. The board will examine the complaints and recommend appropriate measures to the Head of the Institution, for necessary action. The entire process of Continuous Assessment / End semester shall be made transparent, in which students can get the explanation of marks being awarded from the course instructor, if and when required. However, if a student finds some anomaly in the award of marks in the continuous assessment, he/she can make an appeal to the Academic Appeal Board for review of marks awarded.

E. STUDENT WELFARE & DISCIPLINE**15.15 Anti Ragging Committee**

- ✓ Display of anti ragging instructions and creating awareness among students on impact of ragging and its consequences
- ✓ Appointment of volunteers to prevent ragging in the campus
- ✓ Monitoring the students inside the campus, Hostel, college bus and other nearby places outside the campus to prevent ragging and also addressing the complaints
- ✓ Periodic interaction with the students to prevent ragging

15.16 Grievances Redressal Committee (GRC)

- ✓ Arranging frequent meetings with the students for expressing their grievances
- ✓ Forwarding the grievances to the Principal and providing suggestions for rectification
- ✓ Arranging for counseling to the needy students
- ✓ Facilitate the functioning of Student Grievance Redressal Committee (SGRC) and initiate corrective measures to resolve the reported grievances

15.17 Students Grievance Redressal Committee (SGRC)

- ✓ Arranging frequent meetings with the students for expressing their grievances related to admission Policy, Education, Academic infrastructure, Examinations, Caste / Gender / Minority / Disabilities, etc.
- ✓ Forwarding the grievances to the Principal and providing suggestions for rectification
- ✓ Arranging for counseling to the needy students

15.18 Internal Complaints Committee (ICC)

- ✓ To facilitate a safe environment that is free of sexual harassment
- ✓ To promote behaviors that create an atmosphere that ensures gender equality and equal opportunities
- ✓ To ensure that the mechanism for registering complaints is safe, accessible and sensitive
- ✓ To take cognizance of complaints about sexual harassment, conduct enquiries, provide assistance and redressal to the victims, recommend penalties and take action against the harasser, if necessary
- ✓ To advise the competent authority to issue warnings or take the help of the law to stop the harasser, if the complainant consents
- ✓ To seek legal intervention with the consent of the complainant
- ✓ To make arrangements for appropriate psychological, emotional and physical support (in form of counseling, security and other assistance) to the victim if so desires

15.19 Code of Conduct Committee

- ✓ All Committee members are expected to support the Institute by upholding the standards / codes prescribed in Human Resource Manual
- ✓ The Committee should organize awareness programs for ensuring the internal stakeholders act in accordance with the prescribed stipulations
- ✓ The committee should orient the faculty/students based on revisions made in the Human Resource Manual from time to time
- ✓ Committee should inculcate accountability among the Faculty / students for their actions and should initiate discussion, whichever is appropriate for curtailing deviations
- ✓ The committee should recommend corrective measures for ensuring harmony and congenial environment for all the stakeholders

15.20 Discipline Committee

- ✓ Ensure that students are wearing ID cards inside the campus
- ✓ Verify if the students are following proper dress Code. Low Hip Pant, Short Shirts, Shirts with any text printing, Jeans, short chudithar and leggings are not allowed inside the campus
- ✓ Check if the students are wearing coat and shoes during lab hours
- ✓ View late comers strictly and refrain them from attending classes in found to be a regular late comer
- ✓ Ensure the students don't unnecessarily roam on the corridor during working hours
- ✓ Make certain that the students maintain discipline in the college bus and during the conduct of various events in the college premises

15.21 Mentoring Committee and Counseling

- ✓ Students performance monitoring
- ✓ Counseling for slow learning students
- ✓ Arranging special coaching for clearing arrear papers
- ✓ Interaction with Parents about their wards performance
- ✓ Arranging motivation programs and expert counseling
- ✓ Guiding the students in co-curricular and Extra-curricular activities
- ✓ Preparing the students for Technical competitions

F. RESEARCH & DEVELOPMENT

15.22 R&D Cell

- ✓ Sharing of information to the faculty members regarding the R&D agencies and funding schemes available
- ✓ Arranging for frequent R&D meetings, to discuss about the progress of R&D activities of the college
- ✓ Arranging for workshops/seminars to the faculty members in order to facilitate them to carry out research activities
- ✓ Identifying the interested students and faculty members to form the core research team in each department and also guide them to carry out innovative projects
- ✓ Facilitating the students for getting inputs from External sources to take up innovative projects and successful completion of it
- ✓ Exploring the possibilities of consultancy activities to be carried out in the institution and facilitating effective execution of it
- ✓ Coordinate with EDP cell and TBI coordinator to take up the project ideas into real time implementations

15.23 Innovation and Ideation Club

- ✓ Arranging inter department and inter college technical competitions like quiz, poster presentation, circuit debugging, code debugging, mini project etc.
- ✓ Motivating and guiding the students to participate in technical events and competitions
- ✓ Motivating and guiding the students to come out with innovative ideas on recent technologies and arranging for periodic discussion with senior faculty members and experts from Industries
- ✓ Arranging for regular workshops on problem solving, providing hands on training and facilitate them for generation of new ideas
- ✓ Arranging for periodic interaction with innovators, researchers, and entrepreneurs
- ✓ Conduction of Ideathons, Hackathons and Project Competitions to provide a platform to showcase their talents on innovation

15.24 Venture (Start-up) Club

- ✓ Motivating and creating awareness among the students on Start-ups and kindle their interest towards creation of start-ups by arranging programs with the experts from CII, CII-YI and others
- ✓ Arranging for regular workshops on business planning and competitions

- ✓ Arranging for periodic interaction with innovators, start-ups, and entrepreneurs and facilitating them to acquire knowledge on various procedures for start-up creation
- ✓ Conduction of start-up mela and Competitions on Business planning to provide a platform to showcase their talents and for inviting Venture capital investors, Angel investors and promoters

G. INDUSTRY & CAREER DEVELOPMENT

15.25 Industry-Institute Interaction Cell

- ✓ Arranging in-plant training, industrial visit, expert lectures based on the requirements
- ✓ Facilitating the Faculty members to visit the industries and get exposure on industrial practices
- ✓ To assist the Departments in organizing workshops, conferences and symposia in collaboration with industries and take up industry supported mini projects and projects
- ✓ Facilitate the faculty members to involve in consultancy activities
- ✓ To create 'Centre for Excellence' and R&D Laboratories with the support of Industries
- ✓ Arranging for MoUs between the institute and industries
- ✓ Arranging for students training on latest technologies and also on soft skills and inviting the industries for campus recruitment

15.26 Career Guidance Cell (GATE/GRE/Civil Services, International Admissions)

- ✓ Arranging for awareness lecture for GATE, Civil services, GRE, TOFEL, IELTS and International admissions
- ✓ Motivating and guiding the students to take up the Competitive Examinations
- ✓ Arranging training to the students for GATE, Civil Service Examinations
- ✓ Facilitating the students to get admissions in foreign universities under scholarship schemes through International Admissions Office

15.27 Entrepreneur Development Cell

- ✓ Arranging for entrepreneurship awareness and motivation programs like workshops & seminars for our students
- ✓ Identification of best innovative project ideas of our students and faculty leads to product development, then arranging for discussions with Govt. EDP Experts and MSME experts
- ✓ Initiate the action for starting Innovation cafe in our college
- ✓ Facilitating conduction of skill development programs which leads to self-employment through entrepreneurship

H. CO-CURRICULAR & EXTRA CURRICULAR

15.28 Sports Committee

- ✓ Arranging for sports and games practices for our students
- ✓ Arranging for Inter College and Intramural sports competitions
- ✓ Procuring sports and games items required and taking care of its maintenance
- ✓ Maintaining records of sports events attended by our students

15.29 Cultural Committee

- ✓ Arranging for cultural activities in the college(Monthly once)
- ✓ Arranging for competitions

15.30 Language Club

- ✓ To develop communication skill and confidence level of the students
- ✓ To improve their accent and fluency
- ✓ Arranging for competitions like debate, oratory, essay, Group discussion etc.

15.31 Maths Club

- ✓ To arrange for activities with the help of student coordinators to create interest among the students on Mathematics
- ✓ To arrange for competitions to bring analytical skills and apply of Mathematics in core engineering
- ✓ To arrange bridge course for First year students from School learning analytical perspectives to higher learning level

I. SOCIAL SERVICE & ENVIRONMENT

15.32 NSS Cell

- ✓ Arranging for events to orient the students to community services
- ✓ Conduction of field work in colleges and in adopted villages
- ✓ Organizing camps in the rural areas to create health awareness, safety awareness and environment protection among the people

15.33 Red Ribbon Club

- ✓ To promote voluntary non-remunerated blood donation among youth
- ✓ To spread the message on AIDS awareness

15.34 Women Empowerment Cell

- ✓ Organizing the events that promote the culture of respect and equality for female gender
- ✓ Arranging for skill development courses for rural unemployed women
- ✓ Conducting awareness programs on women specific health issues

15.35 Eco Club

- ✓ Educating Students about Pollution and Environmental hazards through Human activities and measures to minimize it
- ✓ Organize seminars, debates, lectures and popular talks on environmental issues
- ✓ Creating Awareness about Environmental Protection / Preservation Activities like Rain Water Harvesting, energy consumption, waste Management, etc.
- ✓ Collaborate with other cells like NSS, RRC, etc. to accomplish the greening of the campus and involve in clean-up drives (in locality), door-to-door campaigns, Campaigns against banned carry bags, etc.
- ✓ To Observe / Schedule Green Day (Pollution Free Day), Earth Day (Tree Plantation)
- ✓ To facilitate the conduct of Green Audit within the campus

- ✓ The associate with Innovation Club to evolve eco-friendly products

J. INFRASTRUCTURE & SUPPORT SERVICES

15.36 Budget & Finance Committee

- ✓ Preparation of Dept. budget
- ✓ Review of budget utilization and taking corrective measures to improve the utilization

15.37 Transport Committee

- ✓ Bus timing and speed limit should be monitored daily
- ✓ Bus in charges are requested to check the bus pass twice a month
- ✓ Bus in-charges are requested to monitor the student's behavior inside the bus and report to respective HOD's
- ✓ They are requested to be very strict in avoiding foot board travelers
- ✓ It is the duty of the in-charge to report the bus coordinators if the particular route bus fails to come on time
- ✓ Bus in-charges are requested to follow strictly not to play the music system during the morning trip

15.38 Maintenance Cell

- ✓ To take care of servicing and calibration of equipment in lab
- ✓ To take care of maintenance and repairing of furniture's and other department items as and when required
- ✓ To maintain the cleanliness and ambience of the labs, class rooms, faculty rooms and other common places of the department

15.39 Infrastructure Management / Time Table Committee

- ✓ Class room allocation
- ✓ Laboratory scheduling
- ✓ Preparing the time table for academic activities
- ✓ Allocating the common facilities like Auditorium, AV room, Seminar hall etc. to various departments

15.40 Library Development Cell

- ✓ Co-ordinate with all department HODs, Department Library Co-ordinators in collecting the books requirement
- ✓ Arranging for periodic meeting to improve the library facilities
- ✓ Directing the librarian to maintain the files and books in order
- ✓ Provide suggestions for improving the utility of the library

15.41 Hostel Committee

- ✓ Allocation of rooms to the hostel admitted students
- ✓ Maintaining the details of hostel students, communication address, contact numbers of their parents and the records like in-out record, fee payment record, visitors record and leave record
- ✓ Arranging for maintenance as and when it is required
- ✓ Maintaining discipline inside the hostel
- ✓ Monitoring the students during study hours and arranging for special coaching for the hostel students to improve their academic performance

15.42 Canteen Committee

- ✓ Checking the quality of foods at canteen
- ✓ Checking the cleanliness of the dining hall
- ✓ Monitoring the prices of the snacks and food items and taking corrective measures if there is any complaint in respect of this

K. COMMUNICATION & OUTREACH

15.43 College News Letter, Magazine, Prospectus Committee

- ✓ Collecting the details from the dept.(monthly report)
- ✓ Compiling the contents and designing of pages
- ✓ Arranging for printing and dispatch of News letter to University, other colleges, and schools

15.44 Website Maintenance Cell

- ✓ Updation of Institute Home Page, Program Scroll, News Scroll, Department Scroll, Study abroad scroll on daily basis
- ✓ Updation of the Institution profile, Gallery, Tweets and status of all activities and achievements of the institution across various social media like Facebook, WhatsApp, Google +, Twitter etc., as a part of weekly maintenance
- ✓ To identify event/student of the month and place it in homepage banner, creation of supporting websites for forthcoming conference, institutional events, etc., as a part of monthly maintenance
- ✓ To update Institution Newsletter, Department Webpage Content Changes, Elite student Portal, Exam cell notification as a part of end semester maintenance

15.45 Alumni Cell

- ✓ Collecting Alumni information and updating the details frequently
- ✓ Sending important achievements and other developments of the institution through group mail and also through WhatsApp group
- ✓ Arranging for Alumni interaction with the students of all the years frequently
- ✓ Arranging for Alumni meet every year in the month of December to get their suggestions for improvement

15.46 Staff Recreation Club

- ✓ Arranging for social interaction of the staff members to strengthen the interpersonal relationships among staff members
- ✓ Arranging for Programs for the kids of the staff members during Independence Day and Republic day celebrations
- ✓ Arranging for meeting to exchange Greetings among the staff members during festivals

L. ADMINISTRATIVE COMMITTEES

15.47 HODs Committee

- ✓ Allocating work load and other responsibilities to all the staff members in their departments based on their experience

- ✓ Scheduling of various activities, preparation of action plan /and execution of various departmental activities to fulfill the gaps identified and achieve our goals
- ✓ Monitoring the progress of academic work and other related activities like conduction of special classes, daily tests, notes to students, evaluation of papers in time, sending reports to the parents, sending absentees information to parents, staff members going to classes in time, proper conduction of Practical classes as suggested by Principal etc.
- ✓ Planning and execution of Various dept. development activities like new lab set up, library books purchase, conducting workshops, training programs for the staff members, conferences as per the suggestions by Principal and Management etc.
- ✓ Taking actions in the appropriate time on purchase of equipment, consumables for the laboratories, and stationeries for the students
- ✓ Monitoring the performance of the students in the daily tests, internal tests and model examinations and taking corrective steps to improve the performance
- ✓ Arranging Parents meeting periodically depending on the need
- ✓ Maintenance and updation of all the dept. files
- ✓ Guiding all the staff members in the process of execution of all the works in the dept.
- ✓ Guiding the staff members in R&D activities and Guiding and motivating the students to participate in Technical competitions and certifications
- ✓ Responsible for improving overall performance of the department
- ✓ Supporting the Principal in preparing various details for University affiliation and AICTE approval

15.48 HODs Sub-Committee for Students Activities, Feedback Committee/Special Group

- ✓ Identification of experts in the respective specialization group
- ✓ Arranging workshops/ seminars/guest lecture
- ✓ Submitting proposals for FDP/Seminar/ Funded Projects etc.
- ✓ Value added courses
- ✓ Center of excellence/ consultancy activities
- ✓ Analyzing the feedback and suggesting corrective measures

15.49 Purchase Committee

- ✓ Analyzing the purchase requirements and quotations submitted by vendors
- ✓ Analyzing the comparative statements and negotiating with vendors
- ✓ Recommending for order placement

M. COORDINATORS (Individual Roles)

15.50 Programme Academic Coordinator (PAC)

- ✓ Coordinating all academic activities of the department viz Curriculum revision, framing of syllabus, time table, member secretary for BoS meeting, re-registration of course/s, display and submission of attendance status
- ✓ Conducting internal academic audit and department advisory committee meeting as a member secretary
- ✓ Monitoring the academic activities and conduct of classes
- ✓ Extending necessary help to department academic and evaluation committee
- ✓ Recording and forwarding all academic related documents to Dean Academics
- ✓ Working in association with Dean Academics

15.51 Department Evaluation Coordinator (DEC)

- ✓ Conduct course and graduate exit survey, make arrangements for feedback from stakeholders (industry/employer/alumni/student) and feedback analysis
- ✓ Monitor the assessment of course outcome
- ✓ Compute / assess / evaluate the achievement of PEOs and POs as per NBA/NAAC requirements
- ✓ Compile the information required for the preparation of Annual Quality Assurance Report (AQAR) by the Internal Quality Assurance Cell (IQAC)
- ✓ Extend necessary help to department academic and evaluation committee

15.52 Class Advisor

Head of the Department will allot one faculty member to be the class advisor for a particular batch of students throughout their period of study. The role of class advisors is as follows:

- ✓ To motivate and closely monitor the performance of the students
- ✓ To maintain all important documents of the students for reference/inspection by all committees
- ✓ To work closely with the student counselors on matters related to students and update the details from time to time in student's profile for further reference
- ✓ To build a strong alumni base for the institution by maintaining a possible rapport with students and parents

15.53 Course Committee for Common Courses

Each common theory / laboratory course offered to more than one class / branch shall have a Course Committee, comprising all the faculties who are teaching the common courses and one of them is nominated as a Course Coordinator.

Sl. No	Nature of common courses	Person Responsible for Forming Course Committee and Nominating Course Coordinator
1	For common courses handled in a particular department	Respective HoD
2	For common courses handled in more than one department	Controller of Examinations (CoE) inform the course committee details to the Principal to get approval for the same and intimate to the concerned faculty

The course committee will ensure that a common question paper is prepared for the tests / exams and uniform evaluation is to be carried out. The Course committee will meet a minimum of 3 times in each semester.

Annexures

Annexure I



MANAKULA VINAYAGAR
INSTITUTE OF TECHNOLOGY



An Autonomous Institution

Affiliated to Pondicherry University, Approved by AICTE, New Delhi,
Accredited by NBA, New Delhi and NAAC with 'A' Grade
Kalitheerthalkuppam, Puducherry- 605 107.

Guidelines for Curricular Gap Identification for B.Tech Programmes

1. Purpose of Curricular Gap Identification

Curricular gap identification is a systematic process used to determine deficiencies or missing components in the existing curriculum when compared with:

- Industry requirements
- Emerging technologies
- Regulatory body expectations
- Higher education standards
- Research trends
- Employability skills
- Stakeholder expectations

The process helps ensure continuous improvement and relevance of the B.Tech programme.

2. Objectives

The key objectives are:

- To align curriculum with industry and societal needs
- To improve employability and entrepreneurship skills
- To integrate emerging technologies and interdisciplinary learning
- To enhance research, innovation, and practical exposure
- To meet accreditation requirements such as those of National Board of Accreditation and All India Council for Technical Education
- To support implementation of National Education Policy 2020 recommendations

3. Sources for Identifying Curricular Gaps

A. Industry Feedback

Collect feedback from:

- Recruiters
- Industry experts
- Alumni working in industry
- Internship providers
- Industrial advisory board members

Focus Areas

- Technical skill deficiencies
- Software/tool exposure
- Industry practices
- Emerging technology awareness
- Communication and teamwork skills

B. Alumni Feedback

Gather information regarding:

- Relevance of courses in professional life
- Missing competencies
- Need for certifications
- Practical exposure requirements

- Suggestions for new electives

C. Employer Feedback

Identify gaps in:

- Problem-solving ability
- Coding/programming proficiency
- Design skills
- Project management
- Innovation and creativity
- Professional ethics

D. Student Feedback

Collect student perspectives on:

- Difficulty level
- Relevance of content
- Laboratory adequacy
- Skill-based learning
- Industry readiness

E. Benchmarking with Premier Institutions

Compare curriculum with:

- Indian Institutes of Technology
- National Institutes of Technology
- International universities
- Autonomous institutions

Parameters for Benchmarking

- Credit distribution
- Emerging electives
- Internship structure
- Project components
- Multidisciplinary courses

F. Regulatory and Accreditation Requirements

Review compliance with:

- AICTE model curriculum
- NBA graduate attributes
- Outcome-based education requirements
- NEP guidelines

G. Emerging Technology Trends

Identify new domains such as:

- Artificial Intelligence
- Machine Learning
- Data Science
- Cyber Security
- IoT
- Robotics
- Semiconductor Technology
- Cloud Computing
- Sustainable Engineering
- Electric Vehicles

4. Steps in Curricular Gap Identification

Step 1: Constitute a Curriculum Review Committee

Committee may include:

- Head of Department
- Senior faculty members
- Industry experts
- Alumni representatives

- Academic experts
- Student representatives

Step 2: Define Programme Outcomes and Expectations

Review:

- Programme Educational Objectives (PEOs)
- Programme Outcomes (POs)
- Programme Specific Outcomes (PSOs)

Identify whether curriculum supports achievement of outcomes.

Step 3: Conduct Gap Analysis

Compare Existing Curriculum With:

Area	Existing Status	Expected Requirement	Gap Identified
Technical Skills	Moderate	Advanced AI tools	Need AI elective
Industry Exposure	Limited	Internship-based learning	Increase internship credits
Soft Skills	Basic	Professional communication	Add communication lab

Step 4: Analyze Feedback Data

Use:

- Surveys
- Questionnaires
- Employer interviews
- Alumni meetings
- Board of Studies recommendations

Statistical analysis may be used for prioritization.

Step 5: Prioritize Gaps

Categorize gaps as:

- Critical
- Moderate
- Minor

Based on:

- Industry demand
- Employability impact
- Accreditation relevance
- Student benefit

Step 6: Recommend Curriculum Improvements

Possible actions:

- Introduce new courses
- Modify syllabi
- Add skill certification courses
- Strengthen laboratories
- Include industry projects
- Increase internship duration
- Introduce multidisciplinary electives
- Add value-added programmes

5. Key Areas to Examine During Gap Identification

Technical Competencies

- Core engineering knowledge
- Programming skills
- Design and simulation tools
- Industry software proficiency

Practical Exposure

- Laboratory practices

- Mini projects
- Major projects
- Internship opportunities

Employability Skills

- Communication
- Leadership
- Teamwork

- Critical thinking

Research and Innovation

- Publications
- Patents
- Product development
- Entrepreneurship

6. Tools and Methods for Gap Identification

Common Methods

- SWOT Analysis
- Survey analysis
- Curriculum mapping
- PO-CO analysis
- Industry consultation
- Benchmarking studies

Documentation Tools

- Feedback forms
- Gap analysis matrix
- Action taken report
- BoS meeting minutes

7. Outcome of Curricular Gap Analysis

The process should result in:

- Revised curriculum structure
- Updated syllabus
- New electives
- Industry-integrated learning
- Improved attainment of POs and PSOs
- Better placement and higher studies opportunities

8. Suggested Frequency

Curricular gap analysis should be conducted:

- Every academic year (minor review)
- Every 2 years (major curriculum revision)

9. Sample Curricular Gap Identification Format

Sl. No	Source of Feedback	Gap Identified	Action Proposed	Responsibility	Timeline
1	Industry Experts	Lack of AI exposure	Introduce AI elective	BoS	Next academic year
2	Alumni	Need coding practice	Add coding lab	Department	Semester revision
3	Employers	Weak communication skills	Soft skill training	Training Cell	Ongoing

10. Best Practices

- Include industry experts in Board of Studies
- Use data-driven decision making
- Maintain documentation for accreditation
- Encourage interdisciplinary learning
- Integrate certification programmes
- Continuously monitor implementation effectiveness

Emerging Trends

- Industry 4.0
- Sustainability
- Digital transformation
- Automation

ANNEXURE – II



MANAKULA VINAYAGAR
INSTITUTE OF TECHNOLOGY



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Kalitheerthalkuppam, Puducherry- 605 107.

DEPARTMENT OF _____

COURSE INFORMATION SHEET

COURSE NAME/CODE	
YEAR/SEM/SEC	
COURSE INSTRUCTOR	
DESIGNATION	
DEPARTMENT	

SYLLABUS:

S.No	UNIT S	CONTENTS	HOURS	CREDITS
1.	I			
2.	II			
3.	III			

COURSE PRE-REQUISITES:

S.NO	C.CODE	COURSE NAME	DESCRIPTION	SEM
1.				
2.				
3.				
4.				

COURSE OUTCOMES (COs):

Sl. NO	DESCRIPTION	Blooms' Taxonomy Level
1.		
2.		
3.		

PROGRAM OUTCOMES (POs):

PROGRAM SPECIFIC OUTCOMES (PSOs):

MAPPING of COs with POs:

Course Name:											Year of Study:			
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	

1- Low correlation (Low), 2- Medium correlation (Medium), 3-High correlation (High)

JUSTIFICATIONS FOR CO-PO/PSO MAPPING:

MAPPING	LOW/MEDIUM/HIGH	JUSTIFICATION

TOPICS BEYOND SYLLABUS/ADVANCED TOPICS/DESIGN:

SI NO	DESCRIPTION	PROPOSED ACTIONS	RELEVANCE WITH POs	RELEVANCE WITH PSO_s

TEXT BOOKS:

SI NO	BOOK NAME	AUTHOR NAME	PUBLICATIONS	YEAR OF PUBLISHING

REFERENCE BOOKS:

SI NO	BOOK NAME	AUTHOR NAME	PUBLICATIONS	YEAR OF PUBLISHING

WEB SOURCE REFERENCES:

Prepared by

Approved by



DEPARTMENT OF _____
LESSON PLAN – ODD/EVEN SEMESTER –

NAME OF THE SUBJECT :
SUBJECT CODE :
CLASS & SEMESTER :
NAME OF THE STAFF & DEPARTMENT :

Course Objectives:

Sl.no	Topics to be covered	Session objective	Teaching Methodologies used	Related Comprehensive Points	Proposed date	Actual date	References/ books

Assignment Questions

Sl.No.	Assignment Question	Knowledge level	CO-PO coverage

Text books

Reference books

Web reference

Staff In charge

HOD

Annexure III



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DEPARTMENT OF -----

Slow learners Identification

Year / Sem :

Subject Name / Subject Code :

Sl. No	Name of the Student	Internal		Remarks	Action to be taken
		I	II		
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Signature of Faculty

HOD



DEPARTMENT OF -----

Slow learners Special Training - Plan

Year / Sem :

Subject Name / Subject Code :

Date	Topic of discussion	No of students to attend

Others:

Signature of Faculty

HOD



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DEPARTMENT OF -----

Slow learners Special Training Attendance

Year / Sem :

Subject :

Sl. No.	Name of the student	Date						
		xx/xx/xx						
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

Signature of Faculty

HOD



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Report on the special coaching given to slow learning students during study holidays

Dept:

Class:

Dates:

Name of the students attended the special coaching:

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

- Unit wise Topics covered:

- Unit wise No. of questions covered:
 Unit I: Unit II: Unit III: Unit IV: Unit V:
- Was short form of notes given for important questions in each unit? Was it verified by HoD?
- Expected no. of students who can score at least pass mark from the above list.
- Remarks by HoD

Signature of the staff

HOD

Annexure IV

Course Exit Survey

Subject Name /Subject Code	
Academic Year	
Name of the Student	
Register No.	
Year of study	
Semester	

Please rate each of the following skills, abilities or attributes in terms of their importance, and state how well your understanding about the course

Please rate each of the following skills, abilities or attributes in terms of their importance, and state how well your understanding about the course

1– Not Attained (Not satisfied)

2- Low attainment (Understood the CO, but skills need to be improved)

3– Moderate (Satisfied in the attainment level of the CO)

4– Above Moderate (Fair in the attainment level of the CO)

5-High (Strong in the CO, acquired the skills in the specified cognitive level)

EVALUATION OF CO						
SCALE: 1- STRONGLY DISAGREE; 2 – DISAGREE; 3 – NEUTRAL; 4 – AGREE; 5 – STRONGLY AGREE						
Please provide feedback in the comments box						
	1	2	3	4	5	Comments
1. Are you able to (CO1 for the subject)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Are you able to (CO2 for the subject)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are you able to (CO3 for the subject)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are you able to (CO4 for the subject)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are you able to (CO5 for the subject)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
EVALUATION BASED ON UNDERSTANDING						
6. Are the Course Outcomes (COs) mentioned by faculty in the course plan clear enough to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Do you think that the course is designed as per industry needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. What was your overall satisfaction level with the faculty of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Do you think that the course is designed as per industry needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Did you enjoy attending the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11. Your confidence level to be able to apply the theoretical concepts and analytical skills learnt in the course compared to other courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Are you satisfied with the levels of Question paper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Rate your satisfaction level on the evaluation of the course's Internal exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Other comments...						
Thank you for completing the questionnaire						

Annexure V

Guidelines to calculate the CO Attainment

- **Each Course outcome attainment based on Bloom's cognitive level**
 - Individual Student's attainment for each Course Outcome is calculated from the Internal Assessment marks, Course Exit Survey and University exam results.
 - The proficiency set for the course with various grades and expected proficiency attainment levels are set for each course outcomes (CO1, CO2...) based on the Bloom's cognitive level as given in Table and this may be same for all the courses.

Blooms Level	Proficiency set for the course (%)				Expected Proficiency Attainment (EPA) set for the course (%)				
	Grade S	Grade A	Grade B	Grade C	EA ≥ 80	70 ≤ EA < 80	60 ≤ EA < 70	50 ≤ EA < 60	50 > EA
Remember	100	90	80	70	90	80	75	65	55
Understand	100	90	80	70	90	80	75	65	55
Apply	90	80	70	60	80	70	65	60	50
Analyze	90	80	70	60	80	70	65	60	50
Evaluate	80	70	60	50	70	60	60	50	50
Create	80	70	60	50	70	60	60	50	50

- The Expected Proficiency Attainment (EPA) for all courses in a department gives the % of no of students to attain the targeted proficiency.
- The Expected Proficiency Attainment for all courses is set from the overall CO attainment target i.e, B Grade with 60%.
- If B Grade with 60% is taken as the target for Proficiency attainment % of attainment is minimum and hence we can take the next grade I.e., C Grade with 55%

Based on the above-given table, the sample CO attainment (each CO) calculation for a theory course is given below.

Department: Information Technology

Subject name: Computer Network

Subject Code: ITT61

Semester: IV

Expected Proficiency for this course: C Grade

Expected Attainment (% of Students): 55%

CO No	Course Outcome	Blooms Level	Proficiency set for C Grade (%)	Expected Proficiency Attainment (% of Students) for 55%
1	Explain the principles of layered protocol architecture of network, service description	Understand	70	65
2	Explain conceptually, the working nature of the applications protocols such as HTTP, FTP, DNS, SMTP	Understand	70	65
3	Illustrate the working principles of reliable data transfer and explain the TCP & UDP protocols in transport layer	Apply	60	60
4	Describe the network layer design issues, IP addressing & inter and intra routing protocols	Apply	60	60
5	Demonstrate error correction and detection techniques in data link layer	Apply	60	60

Course Outcomes mapping with the students:

Normally course outcomes calculated from internal assessment marks, course exit survey and university result of a particular course. Sample course is taken to calculate the course outcomes and also given below.

Department: Information Technology

Subject name: Computer Network

Subject Code: ITT61

Semester: IV

S.No	Reg. No	Name	CO1	CO2	CO3	CO4	CO5
1	21TH0101	AARTHLA	73	61	65	25	65
2	21TH0102	ABINAYA. C	60	63	40	65	60
3	21TH0106	AJAYRAJ.P	40	21	35	25	25
4	21TH0110	ANWAR BASHA. K	59	53	25	25	60
5	21TH0111	ASHOK KUMAR.M	52	66	70	25	65
6	21TH0114	BALAN. P	39	46	50	45	25

•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•
•	•	•	•	•	•	•	•
57	21TH0217	YOGESHWARAN.G M	71	56	65	35	80
58	21TH0219	YUVARAJ.K	57	60	60	90	90
59	LE	SANTHAKUMAR.M	56	63	70	35	75
Average CO attainment through Internal Assessment (%)			62.66	62.07	58.14	51.61	59.24
Average CO attainment (60 %)			37.6	37.24	35	31	36
Course exit survey (10 %)			9.1	9	9.2	9	9.2
University Results (30 %)			29.5	29.5	29.5	29.5	29.5
Total			76.2	75.74	73.7	69.5	74.7

CO Attainment for The Above-Mentioned Course Through Internal Assessment Exams

CO No	Blooms Level	Proficiency set for C Grade (%)	Average CO attainment through Internal Assessment (%)	Expected Proficiency Attainment for 55 % (% of Students)	Actual Attainment as (%) of students
1	Understand	70	62.66	65	54.7
2	Understand	70	62.07	65	54.7
3	Apply	60	58.14	60	84.7
4	Apply	60	51.61	60	73.4
5	Apply	60	59.24	60	96.6

X = No of students got more than the proficiency set value for each Blooms level

Y = Actual EP Attained students strength for each CO = Class strength * EPA for each Blooms level

Actual Attainment as (%) of students for each CO = $(X/Y)*100$

Sample Calculations: For CO1, X = 23 students got more than the proficiency set

$$Y = 59 * 65/100 = 38.4$$

Actual Attainment as (%) of students for CO1 = $(23/38.4) = 54.7 \%$

Course Exit Survey

Please rate each of the following skills, abilities or attributes in terms of their importance, and state how well, you're understanding about the course

Please rate each of the following skills, abilities or attributes in terms of their importance, and state how well, you're understanding about the course

Evaluation of CO						
Scale 1 – Not Attained (Not satisfied) 2- Low attainment (Understood the CO, but skills need to be improved) 3 – Moderate (Satisfied in the attainment level of the CO) 4 – Above Moderate (Fair in the attainment level of the CO) 5 -High (Strong in the CO, acquired the skills in the specified cognitive level)						
	1	2	3	4	5	Comments
1. Are you able to (CO1 for the subject)						
2. Are you able to (CO2 for the subject)						
3. Are you able to (CO3 for the subject)						
4. Are you able to (CO4 for the subject)						
5. Are you able to (CO5 for the subject)						

PO Attainment through CO attainment

Illustration

Let us assume CO-PO mapping of a course, for example, **Computer Network** is taken as a sample course from department of **Information Technology** i.e.,

Department: Information Technology

Subject name: Computer Network

Subject Code: ITT61

Semester: IV

CO	PO												PSO	
	1	2	3	4	5	6	7	8	9	10	11	12	1	2
1	3	1												
2	3	1												
3	3	2			2									2
4	3	2	1		2									2
5	3	1	1											
Average	3	1.4	1		2									2

Hence, final contribution of CO attainment in PO attainment can be done using the below formula,

$$\text{CO Contribution} = (\text{Overall CO attainment}/100) \times (\text{CO-PO Mapping weightage})$$

CO	PO												PSO	
	1	2	3	4	5	6	7	8	9	10	11	12	1	2
1	1.64	0.55												
2	1.64	0.55												
3	2.54	1.69			1.69									1.69
4	2.2	1.47	0.73		1.47									1.47
5	2.9	0.97	0.97											
Average	2.18	1.05	0.85		1.58									1.58

Sample calculations:

CO1- PO1 mapping attainment $54.7 \times 3/100 = 1.64$ (up to 2 decimal places)

CO2- PO2 mapping attainment $54.7 \times 1/100 = 0.55$

CO3- PO5 mapping attainment $84.7 \times 2/100 = 1.69$

CO4- PSO2 mapping attainment $73.4 \times 2/100 = 1.47$

CO5- PO1 mapping attainment $96.6 \times 3/100 = 2.9$

Annexure V I



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DEPARTMENT OF _____

Laboratory LESSON PLAN

Name of the faculty Member	
Subject name with code	
Academic Year	

Year		Semester		Section	
------	--	----------	--	---------	--

Course objective

<ul style="list-style-type: none">• Xxxx• xxxx

COURSE OUTCOME

SL.NO	COURSE OUTCOMES	Blooms Taxonomy Level
C01		
C02		

Sl.No.	Date	Day	Experiments to be conducted	Batch
CYCLE-I				
1				
2				
9				
10				

STAFF INCHARGE

HOD

Annexure VII

**STUDENT FEEDBACK ON
TEACHER’S PERFORMANCE IN A SUBJECT TAUGHT**

**BASIC DATA SHEET
(Interim / Final Feed Back)**

PROGRAMME : B.TECH / MBA
 SUB.CODE & NAME :
 BRANCH : SEMESTER : ACADEMIC YEAR :

INSTRUCTIONS FOR FILLING UP :

- 1 Do not write your name and do not put your signature.
2. Rate each item according to your unbiased assessment of the teacher’s performance in the subject on a five point scale indicated and mark ‘X’ within the respective box.
3. **Fill up items 1.1 to 3.5 for Interim Feed back.**
4. **Fill up all the items for Final Feed back.**
5. Use ball point only.

Excellent	Very Good	Good	Fair	Poor
5	4	3	2	1

1.0 PLANNING AND ORGANISATION

- 1.1 Teaching is well planned. Subject coverage schedule announced at the beginning of the semester
- 1.2 Aim / Objectives of the subject made clear
- 1.3 Teacher comes well prepared in the subject
- 1.4 Teacher keeps himself / herself updated
- 1.5 Subject matter organized in logical sequence

2.0 PRESENTATION / COMMUNICATION

- 2.1 Teacher speaks clearly and audibly
- 2.2 Teacher writes and draws legibly
- 2.3 Teacher explains concepts well, provides adequate examples.
- 2.4 Teacher’s pace and level of instruction are suited to the attainment of students
- 2.5 Teacher uses variety of methods and materials (OHP, Power Points, models etc.)

3.0 CLASS MANAGEMENT AND STUDENT’S INTERACTION

- 3.1 Teacher comes to the class on time and engages regularly

--	--	--	--	--

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 3.2 | Teacher maintains discipline in the class. | — | — | — | — | — |
| 3.3 | Teacher offers assistance and counseling to the needy students. | — | — | — | — | — |
| 3.4 | Teacher encourages students' questioning and creativity | — | — | — | — | — |
| 3.5 | Teacher is courteous and impartial in dealing with students | — | — | — | — | — |

4.0 SUBJECT COVERAGE AND STUDENT EVALUATION

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 4.1 | Teacher covers the syllabus completely and at appropriate pace | — | — | — | — | — |
| 4.2 | Teacher gives Assignments, conducts Tests regularly and promptly returns the answer papers. | — | — | — | — | — |
| 4.3 | Teacher select standard questions covering the stipulated portions of the syllabus for both Assignments and Tests. | — | — | — | — | — |
| 4.4 | Teacher's marking of answer papers is fair and impartial | — | — | — | — | — |
| 4.5 | Teacher provides good feed back on the performance of students after every test. | — | — | — | — | — |

Space for important qualitative comments, if any :

Annexure VIII



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PARENTS' FEEDBACK FORM
பெற்றோர் கருத்துப் படிவம்

Student Name / மாணவர் பெயர்: _____

Parent's Name & Occupation /
பெற்றோர் பெயர் மற்றும் தொழில்: _____

Contact Number /
தொலைபேசி எண்: _____

Year / Semester / ஆண்டு / பருவம்: _____

Programme / பாடநெறி: _____

Instructions: Please tick (✓) the appropriate box for Questions 1–15 and write your responses for Questions 16–18.

வழிமுறைகள்: கேள்வி 1-15 க்கு பொருத்தமான கட்டத்தில் (✓) குறியிடவும்; கேள்வி 16-18 க்கு உங்கள் பதில்களை எழுதவும்.

Rating Scale: E – Excellent VG – Very Good S – Satisfactory U – Unsatisfactory

மதிப்பீட்டு அளவு: E – மிகச்சிறந்தது VG – மிகவும் நல்லது S – திருப்திகரம் U – திருப்தியற்றது

Sl. No.	Feedback Questions / கருத்துக் கேள்விகள்	Rating / மதிப்பீடு			
		E	VG	S	U
A. TEACHING, LEARNING AND ACADEMIC SUPPORT					
அ. கற்பித்தல், கற்றல் மற்றும் கல்வி ஆதரவு					
1	Quality of teaching and explanation by faculty members in the classroom. வகுப்பறையில் ஆசிரியர்களின் கற்பித்தல் மற்றும் விளக்கத்தின் தரம்.				
2	Faculty's ability to make the subject easy to understand with examples and practical relevance. எடுத்துக்காட்டுகள் மற்றும் நடைமுறை தொடர்புடன் பாடத்தை எளிதாகப் புரியவைக்கும் ஆசிரியர்களின் திறன்.				
3	Availability and approachability of faculty members for doubt-clearing outside class hours. வகுப்பு நேரத்திற்கு வெளியே சந்தேகங்களைத் தீர்க்க ஆசிரியர்களின் கிடைக்கும் தன்மை மற்றும் அணுகுமுறை.				
4	Support and guidance provided for students with arrear subjects or academic difficulties. தேர்ச்சி பெறாத பாடங்கள் அல்லது கல்விச் சிரமங்கள் உள்ள மாணவர்களுக்கு வழங்கப்படும் ஆதரவு மற்றும் வழிகாட்டுதல்.				
5	Care and attention given by the Class Advisor for monitoring your ward's attendance and performance. உங்கள் பிள்ளையின் வருகை மற்றும் செயல்திறனைக்				

	கண்காணிக்க வகுப்பு ஆலோசகர் வழங்கும் கவனிப்பு.				
6	Responsiveness of the Head of Department and College Administration when parents approach for any concern. ஏதேனும் கவலைக்காக பெற்றோர் அணுகும்போது துறைத் தலைவர் மற்றும் கல்லூரி நிர்வாகத்தின் பதிலளிக்கும் தன்மை.				
B. INFRASTRUCTURE AND FACILITIES					
ஆ. உள்கட்டமைப்பு மற்றும் வசதிகள்					
7	Condition and adequacy of classrooms, laboratories and common areas. வகுப்பறைகள், ஆய்வகங்கள் மற்றும் பொது இடங்களின் நிலை மற்றும் போதுமான தன்மை.				
8	Safety and cleanliness of the campus environment. வளாகச் சூழலின் பாதுகாப்பு மற்றும் தூய்மை.				
9	Availability and quality of transport facility (college bus service). போக்குவரத்து வசதியின் (கல்லூரி பேருந்து சேவை) கிடைக்கும் தன்மை மற்றும் தரம்.				
10	Quality, hygiene and affordability of the canteen/food facility. உணவகம்/உணவு வசதியின் தரம், சுகாதாரம் மற்றும் மலிவு விலை.				
11	Library and reading room facilities. நூலகம் மற்றும் வாசிப்பு அறை வசதிகள்.				
C. STUDENT DEVELOPMENT AND CAREER SUPPORT					
இ. மாணவர் மேம்பாடு மற்றும் தொழில் ஆதரவு					
12	Encouragement given to students for co-curricular, extracurricular, innovation and club activities. இணை-பாடத்திட்ட, கூடுதல், புத்தாக்கம் மற்றும் கழக நடவடிக்கைகளுக்கு மாணவர்களுக்கு வழங்கப்படும் ஊக்கம்.				
13	Support provided for placement training, internships and career development. வேலைவாய்ப்புப் பயிற்சி, பயிற்சித் திட்டங்கள் மற்றும் தொழில் மேம்பாட்டிற்கு வழங்கப்படும் ஆதரவு.				
14	Overall improvement in your ward's attitude, skills and knowledge observed during the period of study. படிப்புக் காலத்தில் உங்கள் பிள்ளையின் மனப்பான்மை, திறன்கள் மற்றும் அறிவில் காணப்பட்ட ஒட்டுமொத்த முன்னேற்றம்.				
15	Curriculum and syllabus of the programme as compared to reputed institutions. புகழ்பெற்ற நிறுவனங்களுடன் ஒப்பிடும்போது பாடநெறியின் பாடத்திட்டம் மற்றும் பாடப்பகுதி.				
D. SUGGESTIONS AND REMARKS					
ஈ. பரிந்துரைகள் மற்றும் கருத்துகள்					
16	Suggestions for enriching the curriculum and syllabus (e.g. new topics, skills, labs or industry exposure): பாடத்திட்டம் மற்றும் பாடப்பகுதியை வளப்படுத்துவதற்கான பரிந்துரைகள் (எ.கா. புதிய தலைப்புகள், திறன்கள், ஆய்வகங்கள் அல்லது தொழில்துறை அனுபவம்):				
17	Any specific concern or grievance you would like the department to address: துறை கவனிக்க வேண்டும் என நீங்கள் விரும்பும் ஏதேனும் குறிப்பிட்ட கவலை அல்லது குறை:				

18	Any other remarks or suggestions for improvement of the institution: நிறுவனத்தின் முன்னேற்றத்திற்கான வேறு ஏதேனும் கருத்துகள் அல்லது பரிந்துரைகள்:	
Signature of the Student மாணவர் கையொப்பம்		Signature of the Parent / Guardian பெற்றோர் / பாதுகாவலர் கையொப்பம்
Date / தேதி: _____		Place / இடம்: _____

Thank you for your valuable feedback. This information is kept confidential and used solely for institutional improvement.
உங்கள் மதிப்புமிக்க கருத்துக்கு நன்றி. இத்தகவல் ரகசியமாக வைக்கப்பட்டு நிறுவன மேம்பாட்டிற்கு மட்டுமே
பயன்படுத்தப்படும்.

Guidelines for the Class Committee Meeting

A **class committee meeting** is a formal gathering of selected student representatives and faculty members handling subjects, Class advisor and HoD to discuss academic and non-academic matters related to a class. The main objective of the class committee meeting is to address the issues, share feedback, and improve the overall class experience. In simple terms, it is a bridge between students and faculty to ensure smooth functioning of the class and resolve problems collaboratively.

1. **Composition of Class Committee:**

a. FACULTY

- **Class Advisor (Chairperson) / Mentor** – faculty assigned to guide the class
- **Course Instructors** – teachers handling subjects for that class
- **Department Programme Coordinator / Academic Coordinator** – ensures smooth academic processes.
- **Head of Department (HOD)** (*sometimes included*) – oversees academic matters at the department level

b. STUDENTS

- **Class Representative (CR)** – main student coordinator
- **Asst. Class Representative (Asst.-CR)** – supports the CR
- **Student members** – a few students representing different groups (often including diversity such as gender or academic performance levels)

c. Others (if applicable)

- **Lab Instructors / Coordinators** – for practical/lab-related issues
- **Department Programme Coordinator / Academic Coordinator** – ensures smooth academic processes.

2. **Common agenda topics:**

- Academic progress (syllabus completion, exam schedules)
- Teaching quality and feedback
- Attendance or discipline concerns
- Infrastructure issues (classrooms, labs, facilities)
- Events, workshops, or extracurricular activities
- Student grievances and suggestions

3. **Outcome:**

- Decisions or recommendations are made

- Issues are communicated to higher authorities if needed
 - Action points are recorded for follow-up
4. **Frequency of the meeting :** 3 meetings in a semester (One week before CAT - 1, CAT- 2 and CAT-3 (model exam)),

Minutes of the Class Committee Meeting - Format

Schedule:

Dept. & Class			
Date		Time	

Attendees: (Names of faculty, CR, students)

Sl.No.	Name of the Faculty & Designation / Name of the Technical staff/ student	Course being handled	Signature

Agenda:

1. Academic progress
2. Student feedback
3. Facilities
4. Other issues

Discussion & Decisions:

Sl.No.	Points discussed	Action to be taken and by whom	Remarks

Chairperson of the Class committee

HoD

Annexure X-A



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ACADEMIC REVIEW COMMITTEE REPORT-I

Department:

Name of the Faculty, Designation & Dept.:

Subject handling with Code:

Year / Branch:

Part A (Verification to be carried out before the start of the Semester)		Date:
S.No	Particulars	Remarks
1.	Remarks about the Faculty Expertise in the subject. (No. of times handled, FDP attended related to the subject, Workshop /seminars attended related to the subject, Awareness on pre-requisites etc.,)	
2.	Ensure the adherence of course outcomes of the subject and check if the lesson plan is planned to meet out the course outcomes?	
3.	Quality of resource materials Prepared. Lecture notes preparation quality.	
4.	CO Formation(Quality of statement, Bloom's Taxonomy levels, Justifications)	
5.	CO-PO and PSO Articulation matrix relevance.	
6.	Activities planned for CO-PO attainment	

7.	Test Item Analysis	
8.	Modern ICT tools usage planned during lecture delivery. Usage of effective pedagogical teaching methods ICT tools, Video, lectures, Online tutorials, Any other teaching initiatives Working models/Prototypes	
9.	Curricular gap identified on the subject	
10.	Corrective measures planned to be carried out to bridge the gaps (To be reflected in the action plan)	
Committee members		Role
		Coordinator
		Member
		Member
		Member
Part B (Verification to be carried out at the end of the semester)		Date:
11	Whether the teaching is being followed properly as per lesson plan?	
12	Additional tools followed to attain the course outcomes of the subject	Assignment Tutorials Quiz Add on courses/workshops if any Online courses Test
13.	Comments by the students in Quality Circle meeting.	
14.	Comments on the following <ul style="list-style-type: none"> • Test Question papers • Assignment • Tutorials Evaluation Process	

15	Innovative products /prototypes /models developed out of the knowledge attained in the subject	
16	Maintenance of course records and other documents.	Lesson Plan Logbook Bluecard Subject notes Question bank Slow Learner form Class test samples Internal assessment CIA Test paper samples Assignment samples Evidence for content beyond the syllabus PrBL/PjBL/Exp Learning Evidence for Usage of ICTtools Attainment Calculation Course exit Survey
Committee members		Role
		Coordinator
		Member
		Member
		Member
Part C (Verification to be carried out after Results)		Date
17	Review of attainment of Course Outcomes (COs).	
18	Review of attainment of Programme Outcomes (POs).	
19	Review of attainment of Program Specific outcomes (PSOs).	

Committee members:

S. No	Committee members	Role	Signature
1.		Coordinator	
2.		Member	
3.		Member	
4.		Member	



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Laboratory Audit Report

Department:

Name of the Faculty, Designation & Dept.:

Lab handled:

Year / Branch:

Part A		Date:
(Verification to be carried out before the start of the Semester)		
Particulars	Comments	
1. Expertise of the Faculty		
2. Course Outcome Formation		
3. CO-PO Mapping		
4. Lesson Plan		
5. Laboratory Manual		
6. Additional Experiments and Mini-projects planned		
7. Virtual Lab integration planned		

Part B		Date :
(Verification to be carried out at the end of the Semester)		
Particulars	Comments	
8. Number of Experiments conducted		
9. Additional Experiments and Mini-projects Conducted		
10. Virtual Lab integration		
11. Course File Maintenance		
12. Course Outcome Attainment		
13. Program Outcome Attainment		

Laboratory Audit Committee members:

S. No	Committee members	Signature
1.	Head of the department	
2.	Specialization Group Head	



Academic Review Committee - Report II
Question Paper setting and Evaluation process

Subject title and code:
Faculty handling the subject/Dept.:

Academic batch:
Dept/Year/ Sem:

S.No	Name of the Test	QUALITY OF QUESTION PAPER SETTING									PAPER VALUATION PROCESS				Remarks		
		Syllabus coverage	Questions split-up from learning level perspective(No. of questions that will test students in the level-Remember/Understand/ Analyze)									Overall comments on Question paper and Valuation	Number of students conforming Outcome perspective				
			Remember (A)		Understand (B)		Apply & Above (C)			>75 marks	60-74 marks		50-59 marks	<50 marks			
			Part-A	Part-B	Part-A	Part-B	Part-A	Part-B	Part C								
1	CAT 1																
2	CAT 2																
3	CAT 3																
				Verifier 1	Verifier 2	Verifier 3			HOD								
1	InternalTest1																
2	InternalTest2																
3	Model exam								PRINCIPAL								



R2025
CONTINUOUS ASSESSMENT TEST III

Course Name:

Course Code:

Dept.:

Section:

Year:

Semester:

Time: 01.30 PM to 04.30 PM

Max. Marks: 100

Revised Bloom's Taxonomy Levels (RBT) :
(1-Remembering, 2- Understanding, 3- Applying, 4- Analyzing, 5- Evaluating, 6- Creating)

PART- A (10x2 marks =20 Marks)
(Answer all the questions, All questions carry equal marks)

Question Number	Questions	Marks	RBT LEVEL	CO MAPPING
1.	Unit 1	2		1
2.	Unit 1	2		1
3.	Unit 2	2		2
4.	Unit 2	2		2
5.	Unit 3	2		3
6.	Unit 3	2		3
7.	Unit 4	2		4
8.	Unit 4	2		4
9.	Unit 5	2		5
10.	Unit 5	2		5

PART – B (5 X13 marks = 65 marks)

Question Number	Questions	Marks	RBT LEVEL	CO MAPPING
11.	Unit 1	13		1
	OR			
12.	Unit 1	13		1

13.	Unit 2 OR	13	2
14.	Unit 2	13	2
15.	Unit 3 OR	13	3
16.	Unit 3	13	3
17.	Unit 4 OR	13	4
18.	Unit 4	13	4
19.	Unit 5 OR	13	5
20.	Unit 5	13	5

PART – C (1 X15 marks = 15 marks)
(Compulsory Question)

21.	Any Unit	15	Any unit
-----	----------	----	----------

Note for faculty:

- ❖ The preferable distribution of marks should be approximately as below :
- ❖ Lower order -20 -30% , intermediate order- 40 - 60% and Higher order -10 -20 %
- ❖ Part – B Questions of ‘Either / OR’ type should test same RBT level and same Course Outcome (CO).
- ❖ In Part B, Subdivisions are allowed and maximum subdivisions shall not exceed three.
- ❖ Revised Bloom’s Taxonomy Levels (RBT) :
(1-Remembering, 2- Understanding, 3- Applying, 4- Analyzing, 5- Evaluating, 6- Creating)
- ❖ For each question mention Mark Allocation, CO Coverage, Blooms Taxonomy Level



R2023
MODEL EXAM

Subject / Code:

Date:

Dept/Year/Sem:

Time:

Max. Marks: 60

PART – A

Answer all the questions

(10x2 = 20)

1. State Divergence theorem with expression. (CO1, K2)
2. Points P and Q are located at (0,2,4) and (-3,1,5). Calculate the position vector P and the distance from P to Q. (CO1, K3)
3. Find the capacitance of a parallel plate capacitor having stored energy of $10 \mu J$ with a voltage between the plates of 5V.(CO2, K3)
4. Give the significance of Poisson and Laplace equations. (CO2,K2)
5. State Biot Savart's law. (CO3, K2)
6. Give the significance of vector magnetic potential. (CO3, K2)
7. State Faraday's law of Electromagnetic Induction with a mathematical expression. (CO4, K2)
8. Enumerate the magnetic field due to Toroid and solenoid. (CO4, K3)
9. Recall the uniform plane wave? Give the properties of uniform plane wave. (CO5,K2)
10. Define skin depth. (CO5,K1)

Part B

(5x8 =40 marks)

11. Obtain the expression for electric field intensity due to an infinitely long straight line with line charge density $\rho_l C/m$. (CO1, K3)

(OR)

12. State and prove Gauss's law. Describe any two applications. (CO1, K2)
13. Derive the expression for capacitance of parallel plate capacitor, capacitance of co-axial cable, capacitance of isolated sphere, composite parallel plate capacitor. (CO2, K2)

(OR)

14. i)Derive the expression for continuity equation of current in differential form. (3) (CO2,K1)

ii) The dielectric medium of parallel plate capacitor has two different dielectric one above the other. The dielectric has $\epsilon_{r1}=5$ and thickness $d_1=1\text{mm}$ where as the dielectric 2 has $\epsilon_{r2} =1$ and thickness $d_2=3\text{mm}$. Calculate the voltage drop across the dielectric 1, if the applied voltage is 200V. The conducting plate area of the capacitor is 1m^2 . (5) (CO2, K3)

15. a) Derive an expression for force between two current carrying conductors.(4)(CO3, K2)
b) Find the maximum torque on an 85 turn rectangular coil. 0.2m by 0.3m, carrying current of 2 A in a field of $B=6.5$ Tesla. (4)(CO3, K3)

(OR)

16. a) Explain the concept of scalar and vector magnetic potentials.(3) (CO3, K2)
b) Using Biot-Savart law, find Magnetic Field Intensity at the centre of a circular conductor, on the axis of circular loop. (5) (CO3, K3)

17. Derive Maxwell's equations both in integral and point forms. (CO4, K2)

(OR)

18. a) Derive Poynting theorem and give its significance (4) (CO4, K2)
b) Derive boundary conditions at the surface of dielectric. (4) (CO4, K2)

19. What is polarization? Explain the types of polarization of uniform plane wave. (CO5, K2)

(OR)

20. Explain the wave propagation in good dielectric and good conductor compare and contrast the behavior. (CO5, K3)

.....
(K1-Remember, K2 understand, K3- Apply)

ANNEXURE- XI



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Department Report

Submitted for Internal Academic and Administrative Audit

Period to

Department of _____

I. Academic :

1. Admission Details Year wise

	I Year	II Year	III Year	IV Year
Strength				
Discontinued or Redo if any				

2. Overall university Examination results of the department in the completed semester.

Item	I year	II Year	III Year	IV Year	Total students admitted/overall pass percentage
No. of students admitted in					
Year wise Pass percentage					

Total no. of students in the dept. :

No. of students passed in all subjects :

3. Graduation percentage of the Department(Last passed out batch)
4. Cumulative pass percentage till 7th semester of passing out batch:
5. University toppers (current passing out batch) details of the department:
6. Board of Studies Conduction details.
Yes / No : If yes conduction date:
7. Activities conducted/Events attended for/by fast learners and accolades won:
8. Activities conducted for slow learning students to improve their academic performance.
9. Subjects in which Experiential Learning was incorporated with proof (students involved should be furnished)
10. Subjects in which Participative Learning was incorporated with proof (students involved should be furnished)
11. Subjects in which problem solving methodologies was incorporated with proof (students involved should be furnished)
12. ICT Tools used (with proof)
13. Details of elective subjects offered in the semester (enclose proof of choice given by students)
14. Attainment of COs and POs:
15. Details of Feedback on Curriculum obtained, Curricular gaps identified, Corrective measures taken:

16. Teachers participation in
- i) Valuation
 - ii) Evaluation key Setter
 - iii) Examiner Practical Exam
 - iv) Faculty as BOS members in other institutions

17. Details of the students Projects:

S.No	Project Title	Outcome of the Project			Self/Industry Project
		Publication	Patent Design/Product/Copyright	Product Development	

18. Details of Tutorial classes conducted (document for proof)

Year	List of subjects where Tutorials conducted	No of tutorial hours

19. Innovative Practices in the conduction of Laboratory session.
 20. Number of Subjects which has innovative assignments (attach Proof) :
 21. Details of Technical Quiz / comprehensive Viva conducted .

II. Students Developmental Activities:

22. Details of Value added courses training provided for the students:
 23. Details of certifications completed by students:
 24. Activities related to Professional Ethics / UHV conducted:
 25. Activities related to Environment and Sustainability Goals conducted:
 26. Number of IIC activities conducted on Innovation, IPR and Entrepreneurship with details..
 27. Number of guest Lectures conducted with details:
 28. Number of special lectures handled by our faculty members with details:
 29. Number of workshops /seminars conducted with details:
 30. Details of Industrial visits arranged:
 31. Details of Students participation in competitions:
 32. Professional society activities, events, conferences organized, etc.;
 33. Students appearing for competitive examinations:
 34. Students progressing to higher education in the current batch
 35. Students involved in sports activity (National/International)
 36. Students involved in cultural activities:
 37. National and international commemorative days, events and festivals organized
38. List of career Guidance programs done.
 39. List the Details of Mentor-Mentee (mention counseling activities done)(attach proof)

*List details of counseling done or special cases.

Year of study	No of students	No. of Mentors	No of Mentoring sessions

III. Research Initiatives

40. List details of Mini-Projects done
41. List the Products developed.
42. Number of proposals submitted for funding with details:
43. Number of proposals for which funding sanctioned with details:
44. Details of Seed fund received from the institutions.
45. Number of Publication by Dept. faculty in the Journals notified on UGC website during the last 6 months (First Author alone should claim).

Title of the paper	Name of the first author	Department of the author	Name of journal	ISSN number	Indexing (Scopus/SCI etc.,)

46. Number of books and chapters in edited volumes(First Author alone should claim)

Title of the Chapter	Name of the I author	Department of the teacher	Name of the Book	ISSN number	Publisher

47. Papers published in national international conference proceedings(First Author alone should claim)

Title of the paper	Name of the First author	Department of the author	Name of the Conference & Venue	ISSN number	Indexing (Scopus/SCI etc.,)

48. Number of Patents/copyrights/Designs filled by Dept. faculty (Filed/Published/Granted status):
49. Number of innovative, social relevant projects guided by faculty.
50. Fund generated through consultancy, conference, seminar, Skill development programme and name of the coordinator.
51. List the Programs conducted related to
 - i. Research methodology
 - ii. IPR
 - iii. Entrepreneurship

52. List of Endowment Lectures conducted :

IV. Faculty Developmental activities

53. Number of faculty attended conference/seminars/workshops/FDP with details:

54. Number of workshops/seminars attended on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship:
55. Financial support to faculty on FDP/workshops / Travel etc.,
56. Details of Faculty attended UHV Courses:
57. Details of certifications completed by faculty:
58. Details of faculty interaction with outside world:
59. Number of External programme attended by Ph.D holders in the Dept with details:
60. Professional development /administrative training programs organized for teaching and non teaching staff:
61. Collaborative activities for research, Faculty exchange, Student exchange:
62. MoU's signed by the department. (with Industries / Academic Institutions / R&D Laboratories / Incubation units etc):
63. Activities conducted through MOU:
64. Details of Quality Improvement Programs conducted:

V. Placement:

65. Number of students placed through Campus recruitment with details :
66. Number of internship arranged for the students:

Details of Internship attended by students:

S.No	Name of the Company	Dates	Outcome

67. Details of companies interacted by the Dept. faculty for campus placement:
68. Number of Industry- Institute activities organized by the department:
69. List of Job oriented / skill development Training Given to students:

VI. Social activities:

70. Extension activities carried out in the neighborhood community (Also provide the list of students involved)(NSS activities)
71. Awards and recognition received for extension activities from government/ government recognized bodies.

VII. Support and Progression :

- 72. Give details of Free ship given to faculty and students(Professional society membership and other details)
- 73. Details of Grievances Received and action taken

Sl.No	Nature of Grievance	Action taken

- 74. Details of Alumni event conducted
- 75. Details of alumni contribution
- 76. List of office bearers and members of Department association / Professional society etc.
- 77. List of Department association activities.

VIII. Achievements:

- 78. Achievements by Faculty and students in the last 6 months in this academic year with details:

IX. Innovative Practices:

- 79. Details of Best Practices followed in the department and its outcomes

- 80. Distinctiveness of the department

X. Facilities :

- 81. Details of Laboratory up gradation and amount spent.:

i. Recurring -

ii. Non Recurring –

- 82. List the Details of Lab maintenance done and expenditure:
- 83. Department library enhancement details:
- 84. Overall program specific improvements:

Head of the Department

Annexure XII



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DEPARTMENT OF _____
APPLICATION FORM FOR SUBJECT ALLOCATION

Name of the faculty member : _____ Designation : _____

Qualification(s) : _____ Specialization : _____

Experience details

Teaching experience in other Institution (a)		Industrial Experience (b)		Date of joining in this institution	Teaching experience in MVIT (c)		Total experience (a+b+c)	
Years	Months	Years	Months		Years	Months	Years	Months

Respected Sir,

Sub: Allocation of subject(s) - Submission of preference – Reg.

I am interested in handling the subjects mentioned below with the order of preference for the odd/even semester of the academic year _____

THEORY

Sl. No	Name of the subject	credit	Year/sem	Dept	Number of times handled so far
1					
2					

PRACTICAL

Sl. No	Name of the Practical	credit	Year/sem	Dept	Number of times handled so far
1					
2					

I assure that I will produce more than 90% result in the subject allotted to me. Hence, my request for subject/ practical allocation may kindly be considered based on my experience, knowledge and potential in handling the subjects.

Thanking You

Date: _____

Signature of the
Faculty member

Subject allotment order

Name of the faculty member : Designation :

Qualification(s) : Specialization :

Dear Sir/Madam,

Sub : Allocation of subjects –reg

I have gone through all the details available in the application form for Subject Allocation and based on your Teaching experience, and the exposure to the subject, the following theory and practical courses are allotted for the odd/Even semester of the academic year _____.

THEORY

Sl. No	Name of the subject	credit	Year/sem/Section	Dept	Number of Hours
1					
2					
3					

PRACTICAL

Sl. No	Name of the Practical	credit	Year/sem/Section	Dept	Number of hours
1					
2					

I request you to kindly follow all the academic procedures of the Institution. Please handle students with Professionalism and take special care for slow learners and do needful activity for fast learners. Kindly give your best for producing 90% results in the university exams in the subjects that you teach.

Signature of the
HOD

Signature of the
DEAN-ACADEMIC

Date :

Annexure XIII



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FACULTY FEEDBACK ON CURRICULUM

Name :

Designation:

Department:

Years of Teaching Experience:

Rating Scale: 1 = Poor | 2 = Below Average | 3 = Average | 4 = Good | 5 = Excellent

A. Curriculum Structure & Relevance

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum provides a balanced mix of theory, practical, and project-based courses appropriate for the programme.						
2	The curriculum is aligned with current industry requirements and emerging technological trends.						
3	The sequencing of courses across semesters follows a logical progression from fundamentals to advanced topics.						

B. Skill Development & Employability

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum develops problem-identification, analysis, and solution-design skills for real-world engineering challenges.						
2	The curriculum provides adequate exposure to modern engineering tools, software, and hardware platforms.						
3	The curriculum fosters communication, teamwork, and interpersonal skills needed in professional settings.						

C. Self-Learning, Innovation & Research

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum provides sufficient opportunities for self-learning, experiential learning, and extended learning (MOOCs, projects, etc.).						
2	The curriculum encourages innovation, entrepreneurial thinking, and creative problem-solving.						
3	The curriculum motivates students towards research, higher studies, and lifelong learning.						

D. Values, Ethics & Societal Responsibility

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum addresses professional ethics, environmental sustainability, and societal responsibility.						
2	The curriculum sensitizes students towards national development, inclusive thinking, and human values.						

E. Assessment & Evaluation

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The evaluation and grading methods prescribed in the curriculum are fair, transparent, and measure the intended learning outcomes effectively.						

F. Teaching & Delivery (Faculty-Specific)

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The depth and breadth of syllabi for individual courses are appropriate for the credit allocation and contact hours.						
2	The prescribed textbooks, reference materials, and digital resources are adequate, current, and accessible.						
3	The laboratory and practical course syllabi stimulate student interest and develop hands-on competency.						
4	The curriculum facilitates effective use of ICT tools,						

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
	simulations, and blended learning approaches in teaching.						
5	The distribution of credits across courses (core, elective, lab, project) is well-balanced and workload-appropriate.						
6	The elective courses offered reflect the latest advancements and provide meaningful specialization choices.						

Open-Ended Questions

1. Name one or two specific courses or topics you would recommend adding to the curriculum. Why?

2. Name one or two courses or topics you would recommend removing or reducing. Why?

3. What specific changes would make the laboratory/practical component more effective?

4. Any other suggestions for improving the curriculum?

STUDENT FEEDBACK ON CURRICULUM

Name (Optional):

Register Number:

Year / Semester:

Programme:

Rating Scale: 1 = Poor | 2 = Below Average | 3 = Average | 4 = Good | 5 = Excellent

A. Curriculum Structure & Relevance

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum provides a balanced mix of theory, practical, and project-based courses appropriate for the programme.						
2	The curriculum is aligned with current industry requirements and emerging technological trends.						
3	The sequencing of courses across semesters follows a logical progression from fundamentals to advanced topics.						

B. Skill Development & Employability

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum develops problem-identification, analysis, and solution-design skills for real-world engineering challenges.						
2	The curriculum provides adequate exposure to modern engineering tools, software, and hardware platforms.						
3	The curriculum fosters communication, teamwork, and interpersonal skills needed in professional settings.						

C. Self-Learning, Innovation & Research

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum provides sufficient opportunities for self-learning, experiential learning, and extended learning (MOOCs, projects, etc.).						
2	The curriculum encourages innovation, entrepreneurial thinking, and creative problem-solving.						
3	The curriculum motivates students towards research, higher studies, and lifelong learning.						

D. Values, Ethics & Societal Responsibility

Sl. No.	Question	Rating					Remarks
---------	----------	--------	--	--	--	--	---------

		1	2	3	4	5	
1	The curriculum addresses professional ethics, environmental sustainability, and societal responsibility.						
2	The curriculum sensitizes students towards national development, inclusive thinking, and human values.						

E. Assessment & Evaluation

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The evaluation and grading methods prescribed in the curriculum are fair, transparent, and measure the intended learning outcomes effectively.						

F. Learning Experience (Student-Specific)

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The course content is understandable and the difficulty level is appropriate for your semester level.						
2	The laboratory sessions and practical exercises help you develop hands-on skills and reinforce theoretical concepts.						
3	The elective courses available are relevant to your career interests and current technology trends.						
4	The curriculum provides adequate opportunities for internships, industrial visits, and industry interaction.						
5	The course materials (textbooks, notes, online resources) recommended by faculty are helpful and accessible.						

Open-Ended Questions

1. Which course(s) did you find most useful for your learning and career preparation? Why?

2. Which course(s) did you find least useful or needing improvement? What changes would you suggest?

3. What additional skills or topics would you like to see included in the curriculum?

4. Any other suggestions for improving your learning experience?

ALUMNI FEEDBACK ON CURRICULUM

Name (Optional):

Year of Graduation:

Current Organization:

Current Role / Designation:

Rating Scale: 1 = Poor | 2 = Below Average | 3 = Average | 4 = Good | 5 = Excellent

A. Curriculum Structure & Relevance

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum provides a balanced mix of theory, practical, and project-based courses appropriate for the programme.						
2	The curriculum is aligned with current industry requirements and emerging technological trends.						
3	The sequencing of courses across semesters follows a logical progression from fundamentals to advanced topics.						

B. Skill Development & Employability

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum develops problem-identification, analysis, and solution-design skills for real-world engineering challenges.						
2	The curriculum provides adequate exposure to modern engineering tools, software, and hardware platforms.						
3	The curriculum fosters communication, teamwork, and interpersonal skills needed in professional settings.						

C. Self-Learning, Innovation & Research

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum provides sufficient opportunities for self-learning, experiential learning, and extended learning (MOOCs, projects, etc.).						
2	The curriculum encourages innovation, entrepreneurial thinking, and creative problem-solving.						
3	The curriculum motivates students towards research, higher studies, and lifelong learning.						

D. Values, Ethics & Societal Responsibility

Sl. No.	Question	Rating					Remarks
---------	----------	--------	--	--	--	--	---------

		1	2	3	4	5	
1	The curriculum addresses professional ethics, environmental sustainability, and societal responsibility.						
2	The curriculum sensitizes students towards national development, inclusive thinking, and human values.						

E. Assessment & Evaluation

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The evaluation and grading methods prescribed in the curriculum are fair, transparent, and measure the intended learning outcomes effectively.						

F. Career Preparedness (Alumni-Specific)

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum adequately prepared you for your current professional role or higher education.						
2	The project work, internships, and field training included in the curriculum were relevant and impactful.						
3	The skills acquired through the curriculum (technical and soft skills) helped you adapt to workplace demands.						
4	The curriculum provided sufficient exposure to cross-disciplinary knowledge needed in today's job market.						
5	Looking back, the curriculum has contributed positively to your ability to learn new technologies independently.						

Open-Ended Questions

1. Which skills or knowledge areas from the curriculum proved most valuable in your professional career?

2. What skills or knowledge gaps did you experience after graduation that the curriculum could have addressed?

3. What new courses or specialization tracks would you recommend for current students?

4. Any other suggestions based on your industry/academic experience?

FORM 4: EMPLOYER FEEDBACK

Respondent Information (Optional)

Organization Name:

Name of Respondent (Optional):

Designation:

Industry Sector:

Rating Scale: 1 = Poor | 2 = Below Average | 3 = Average | 4 = Good | 5 = Excellent

A. Curriculum Structure & Relevance

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum provides a balanced mix of theory, practical, and project-based courses appropriate for the programme.						
2	The curriculum is aligned with current industry requirements and emerging technological trends.						
3	The sequencing of courses across semesters follows a logical progression from fundamentals to advanced topics.						

B. Skill Development & Employability

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum develops problem-identification, analysis, and solution-design skills for real-world engineering challenges.						
2	The curriculum provides adequate exposure to modern engineering tools, software, and hardware platforms.						
3	The curriculum fosters communication, teamwork, and interpersonal skills needed in professional settings.						

C. Self-Learning, Innovation & Research

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum provides sufficient opportunities for self-learning, experiential learning, and extended learning (MOOCs, projects, etc.).						
2	The curriculum encourages innovation, entrepreneurial thinking, and creative problem-solving.						
3	The curriculum motivates students towards research, higher studies, and lifelong learning.						

D. Values, Ethics & Societal Responsibility

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The curriculum addresses professional ethics, environmental sustainability, and societal responsibility.						
2	The curriculum sensitizes students towards national development, inclusive thinking, and human values.						

E. Assessment & Evaluation

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	The evaluation and grading methods prescribed in the curriculum are fair, transparent, and measure the intended learning outcomes effectively.						

F. Graduate Competency (Employer-Specific)

Sl. No.	Question	Rating					Remarks
		1	2	3	4	5	
1	Graduates from this programme demonstrate adequate domain knowledge relevant to your organizational needs.						
2	Graduates are able to apply analytical and problem-solving skills to workplace challenges effectively.						
3	Graduates demonstrate proficiency in using modern tools, technologies, and industry-standard practices.						
4	Graduates exhibit good communication, teamwork, and leadership capabilities.						
5	Graduates show a willingness and ability to learn new skills and adapt to evolving technologies.						
6	The overall quality of graduates from this programme meets your recruitment expectations.						

Open-Ended Questions

1. What specific technical skills or knowledge areas do you find lacking in our graduates?

2. What emerging skills or competencies should the curriculum incorporate to meet future industry needs?

3. What kind of industry-academia collaboration would improve graduate readiness (e.g., internships, joint projects, guest lectures)?

4. Any other suggestions for aligning the curriculum with industry expectations?

Annexure XIV



MANAKULA VINAYAGAR INSTITUTE OF TECHNOLOGY



An Autonomous Institution

Affiliated to Pondicherry University, Approved by AICTE, New Delhi,

Accredited by NBA, New Delhi and NAAC with 'A' Grade

Kalitheerthalkuppam, Puducherry- 605 107.

DEPARTMENT OF

Faculty Specialization Group Action Plan- _____ Sem-----

Group Name :

Faculty Members : 1.

2.

3.

Sl. No.	Name of the Expert	Designation
1		
2		
3		

S.No	Nature of Program	Program Title	Expert Name with Official Address	Targeted Audience	Status
1.	<i>Special Lecture</i>				
2	<i>Internal Workshops</i>				
3.	<i>Guest Lecture</i>				
4.	<i>External Workshops Planned</i>				
5	<i>MoU</i>				
6	<i>Publications in Progress</i>				
7	<i>Proposals in Process</i>				

HOD

DEAN (ACADEMIC)

PRINCIPAL



DEPARTMENT OF _____

Action Plan (Academic year 20XX-XX)

ODD/EVEN Semester

Sl No	Month	Tentative Week	Name of the Activity	Target Audience	Specialization Group	Resource Person Identified	Staff In Charge	Outcome
1.	Month 1	II Week	Guest lecture on	III EXX	ES			
2.		IV week	...	III and IV	WC			
3.	Month 2	I week			WC			
4.		I Week	Workshop on		SIP			
5.		II Week	Industrial Visit			WC		

HOD

DEAN (ACADEMIC)

PRINCIPAL



DEPARTMENT OF _____

Special Lecture Schedule ODD/EVEN Semester (Academic year 20XX-XX)

Sl.no	Title of the Lecture	Staff Name	Targeted Audience	Tentative Date	Curricular Gap addressed
1.					
2.					
3.					
4.					
5.					
6.					

HOD

DEAN (ACADEMIC)

PRINCIPAL

ANNEXURE XV

MVIT- Student Mentoring System

The Student Mentoring System has been envisaged in the institution with a unique motto of inclusive development of students. Every Teacher in the institution acts as a mentor of a specific batch of students at the point of entry stage and guides them through the entire period of the course duration till the mentee completes the course. The Mentor-Mentee dichotomy is carved in such a fashion that the Mentor establishes a strong relationship with the Mentee in multiple roles as a caring parent, intelligent guide and affectionate companion. A Mentor is the most trusted and meaningful point of contact for the Mentee. Mentor-mentee relationship is expected to last lifelong. Ultimately, the Mentor and the institution may achieve better behavioural changes in the student and mould him/her as a dutiful citizen of the country.

An effective mentoring system is employed in our institution ‘Manakula Vinayagar Institute of Technology’ since the inception to handle academic, emotional and psychological issues of the students. Mentoring system always helped mentors to identify the innate strengths and weaknesses of mentees in order to take necessary action.



Objectives:

The prime objective of Mentor- Mentee System is to ensure student’s overall development and growth on the academic and professional matters by fully exploiting the potential of every individual. In addition, this guideline will focus on ,

1. Motivating students to achieve learning goals and thereby improve their academic performance.
2. Assisting students transitioning and provide them with resources to aid in major/social/ personal/ academic exploration.
3. Provide students with information on preparatory courses such as skill courses, bridge courses etc. for their academic prosperity.
4. Providing students with career and non-academic counselling.
5. Guiding, encouraging, and advising the students about their upcoming student life, health, mental and emotional well-being and listen to their issues with patience and help them solve their concerns with appropriate resources, support and referral available.
6. Generating curiosity and interest in academics and other institutional activities amongst the students.

7. Identifying special talents, skills, slow learners & passing this information on, to the relevant committees

Importance and Benefits:

With the advancements of fast faceted life styles of society at large, the focused system of guidance that existed in the household hierarchy and its effectiveness has been diminishing. In this view greater responsibility and importance now lays in the system of mentoring that potentially could re-orient the younger generation and propel them towards career growth and personal development. Beneficially, successful mentoring, can address career and personality aspects as well establish life- long conducive relationship between mentee with the mentor and in turn with the Institution.

In addition, specifically, potential benefits to various participants are as follows.

I. Benefits for Mentees :

- a) In understanding scope for career growth and strategies for same.
- b) In optimal utilization of professional relation with the mentor.
- c) Up-gradation of soft skills such as oral and written communication, behaviour, business communication, etc.
- d) Broadened professional network and added expansion of knowledge base.
- e) Greater confidence and public addressing capabilities.
- f) Career advancements and realization of self-esteem.
- g) Broadening horizons and accessing new experience.
- h) Recognizing achievements and raising aspirations.
- i) Motivation and Improved performance.
- j) Self-directed learning.
- k) Opportunities to demonstrate strengths and explore potential.
- l) Enhances skills in coaching, counselling, listening and modelling.

II. Benefits for Mentor :

- a) A platform to demonstrate communication and interpersonal skills.
- b) Showcase mentoring efficacy in terms of owning the responsibility of mentee in terms of growth and overall development of mentee.
- c) Enhance dynamism in human resource management through dealing diligently with people of various nature.
- d) Learning and developing yourself from the process
- e) Garner greater happiness in satisfactory feeling in helping the mentee.
- f) Peer recognition and accolades that follow.
- g) Build on laid out network within and outside the university.
- h) Opportunity to build leadership and coaching skills.
- i) Recognition by the university and enriched responsibilities that follow.

III. Benefits for the Institution

- a) Creates a platform for direct dissemination of culture and stature of university to all stakeholders.
- b) Enhances cross-functional and collaborative work environment that inspires competitive involvement for greater growth of the university.
- c) Identification of high performing individuals and hence possibility of expansion in to new horizons thorough these high performing personnel.
- d) Establishment of transparent and trusted system.
- e) Better platform creation for knowledge, expertise sharing and institutionalize the standard working practices.

Roles and Responsibilities of Mentor:

- a) Create a supportive and trusting environment
- b) Provide peer mentorship, academic review, tutoring, and referral services to mentees
- c) Review goals and objectives of the mentee; provide frank, honest, and constructive feedback
- d) Explore mentees career goals and provide information about Higher education and job opportunities.
- e) Meet with assigned mentees on a regular (usually weekly) basis and maintain student activity logs
- f) Assess mentees total performance – including skills, knowledge applied to practice, value, attitude and behaviour.
- g) Consistently take part in appropriate follow-up, documentation, and evaluation activities
- h) Maintain frequent and regular contact with colleagues, provide appropriate responses and follow-ups about your mentees as needed
- i) Provide encouragement and assist mentee in identifying professional development activities. Make them aware on importance of choice of electives, certification courses, projects and summer training/internships
- j) Listen to mentees issues and counsel for their health, mental and emotional well-being
- k) Maintain a professional relationship, doesn't intrude into the mentee's personal life
- l) Contact parents/guardians, if situation demands e.g. irregularities, negative behavioral changes and interpersonal relations, detrimental activities etc.

Roles and Responsibilities of Mentee:

- a) Identify the skills, knowledge, and/or goals that you want to achieve and communicate them to your mentor.
- b) Seek and be open to advice, opinion, constructive criticism/feedback and direction from the mentor
- c) Regularly attend the meetings with the mentor
- d) Provide the details of academic performance, curricular and extracurricular activities with relevant documents
- e) Have the practice of contacting and updating mentor periodically about your progress

- f) Show initiation in acquiring or improving skills and knowledge
- g) Look for opportunities to give back to your mentor; share any information that you think might be valuable
- h) Work with your mentor to seek resources for learning; identify people and information that might be helpful

Key responsibilities of a mentor in mentees academic career

1. Personal Attitude

- *Maintaining Institute code of conduct – Punctuality, Dress code, etc.,*
- *Interpersonal skill development – Communication, Team activity, etc.,*
- *Counselling – Disciplinary issues*

2. Attendance

- *Attendance monitoring*
- *Counselling – Attendance lag*

3. Academic Performance

- Assignment / Tutorial Submission
- CA & Improvement Test Performance
- End Semester Performance
- Remedial class arrangement for slow learners
- Counselling – Slow learners

4. Professional Development

- Value added course completion - NPTEL, SWAYAM, etc.,
- Certification course completion - Domain specific
- Participation in Cocurricular activities - IIC, ISTE, IE(I), Association, etc.,
- Participation in Extracurricular activities - NCC, NSS, YRC, RRC, etc.,
- Participation in Cultural / Sports activities
- Participation in National level competitions – Hackathon, Toycathon,
- Involvement in PEP projects / Mini projects / Product development
- Professional membership registration

5. Internships/In-plant Training

6. Career Guidance

- Counselling – Higher Studies, Placement, Entrepreneurship & Start-up
- Placement Training – Monitoring students' performance

- Higher studies – Training arrangement
- Alumni relationship establishment

Mentoring Process :

1. Faculty members are assigned with a group of 15 to 20 mentee students whom they serve as mentors.
2. Each and every faculty member will be assigned the role of a Mentor.
3. In each department, a Department coordinator preferably a senior faculty member for the Mentor-Mentee system is appointed by the HoD to coordinate all the activities of this process.
4. The first year B. Tech students are assigned mentors from the Science and Humanities department.
5. Senior students from B. Tech. programs and students of all other programs(M.Tech, MBA) are assigned mentors from their respective departments.
6. The mentor shall be provided the personal information of the mentees, academic performance data and details of slow and advanced learners by the respective department coordinator.
7. The mentee preferably, as far as possible, be assigned to the same mentor throughout the programme.
8. In case, if the mentor leaves the Institution, the information about the mentee should be shared with the new mentor.
9. The mentor needs to keep a record of each of their 20 students. A file/record book (Mentee book / data sheet) has to be maintained.
10. Mentor should meet the mentees regularly and update mentees' data sheet.
11. At least weekly once on specified time slot, mentor should meet the mentees to discuss about various issues.
12. Mentor should keep track the mentees' academic performance and advice them to organize and participate in various clubs, committees and skill development programs.
13. Mentor should identify the slow learners and advice them to attend remedial and make-up classes.
14. Mentor should identify the mentees whose attendance is less than the minimum requirement.
15. He should discuss with the student and try to find out the problem. If required the mentor will involve the parents, Class advisor and Head of the Department for reforming the student.
16. Mentor should give psychosocial support to the mentees.
17. Mentor also should identify the strengths and weakness of the students and motive them to achieve their goals.
18. Proper confidentiality shall be maintained by the department and respective mentors to uphold the respect of individuals involved.
19. The mentors shall be consulted/informed in case of disciplinary issues on code of conduct with a student.
20. Mentees must be assisted to explore their full potential at College, in an environment where their general well-being is gratified.
21. Mentors has to assist and develop BASICS (Behavior, Attitude, Skills, Integrity, Competencies and Service) which are vital for a healthy and positive life.

22. Mentors should provide holistic services and help students to become self-reliant and confident.
23. Effectiveness of mentor-mentee relationship will be assessed periodically by HoD and Principal.

List of documents to be maintained:

- a) *Students details*
- b) *History card*
- c) *Mentoring report*

The formats of all the above documents are enclosed.



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QUESTIONNAIRE FOR STUDENT PROFILE

I. PERSONAL DETAILS:

1. NAME (IN BLOCK LETTERS):

.....

2. NAME OF THE FATHER:

.....

3. NAME OF THE MOTHER:

.....

4. NAME OF THE GUARDIAN (Optional):

.....

5. ADDRESS FOR COMMUNICATION :

.....

...

.....

...

.....

...

PINCODE

--	--	--	--	--	--	--

6. E-Mail ID:

7. Mobile :

Phone with STD Code:

8. AGE & DATE OF BIRTH (as on 1-7-2015)

9. NATIONALITY:

.....

10. RELIGION:

.....

11. COMMUNITY :

SC/ST	MBC	BC	OTHERS
-------	-----	----	--------

12. MOTHER TONGUE:

.....

13. GENDER :

MALE FEMALE

14. PARTICULARS OF PARENT/GUARDIAN

OCCUPATION	ANNUAL INCOME	OFFICE ADDRESS
------------	---------------	----------------

Affix your
Recent
Passport Size
Photo

I. FATHER	Rs:
.....
II. MOTHER	Rs:
.....
.....

15. How do you feel about your Parent's Income?
 a. Below Average b. Normal c. Average d. Moderate e. High
16. Do your parents provide the pocket money? a. Yes b. No
 If Yes, How much you can get it? _____
17. How do you feel about your Pocket money expenses?
 a. Not Enough b. Enough c. Excess
18. If it is excess how do you spend it? Explain

19. What are your hobbies?

Gardening	Reading	Cooking	Video Games	Art (Painting)	Music	Photography

Facebook	Twitter	Whatsapp	Others

20. What language do you speak at home?
 a. Tamil b. English c. Telugu d. French e. Others, Specify
21. What language do you speak in the class room?
 a. English b. Mother Tongue
22. Are you a day scholar? a. Yes b. No
 If yes, how do you arrange your lunch?
 a. Bring from home b. Share with the friends c. buy from the canteen d. avail only snacks and cool drinks e. Others
- If No, do you stay in the college hostel? a. Yes b. No
23. Do you have good physical health? a. Yes b. No
 If No, Explain about your health Problem.

24. What are your Career Goals?

25. What are your Educational Goals at MVIT?

26. How do you like to see yourself in the next 5-10 years?

27. How do you plan to get in to, where you want to be 5-10 years from now?

- g. Part time work
 - h. Others Please Specify _____
46. How do you prepare for your examinations?
 - a. Just prepare the topics and build the concepts
 - b. Thoroughly prepare the concepts rather than topics.
 47. Do you believe in last minute preparation? a. Yes b. No
 48. Do you have aim of scoring high marks in your examination?
 - a. Always b. Often c. Sometimes d. Rarely e. Never
 49. Do you think that your preparation style will have relevancy to your future career? a. Yes b. No
 50. Would you like to take extra coaching for the analytical subjects? a. Yes b. No
 51. Do you feel that extra certifications or diplomas will enhance your career? a. Yes b. No
 52. How do you feel about your family in supporting your education?
 - a. Excellent b. Good c. Fair d. Poor e. Needs improvement
 53. Are you regular to college? a. Yes b. No
 54. How do you feel about the peers' relationship in the college?
 - a. Very comfortable b. comfortable c. Neutral d. not comfortable e. not very comfortable
 55. Do you feel that you are punctual to the college?
 - a. Always b. often c. Sometimes d. Rarely e) Never
 56. Do you agree that you are quite good at discipline?
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. strongly Disagree
 57. Do you attend the class tests regularly? a. Yes b. No
 58. "I obey my Parents in all my deeds"- do you agree this Statement. a. Yes b. No
 59. Do you feel that you are interactive during the class sessions?
 - a. Always b. often c. Sometimes d. Rarely e. Never
 60. While taking decisions whose opinions do you consider the most?
 - a. Parents b. Elders c. Friends d. Faculty/ Well-wishers e. No consideration
 61. Do you feel that your schooling has given you good handwriting and language?
 - a. Strongly agree b. Agree c. Neutral d. Disagree e. strongly Disagree
 62. Express your level of relationship with your class teachers.
 - a. Excellent b. Good c. Fair d. Poor e. Needs improvement

IV. TECHNOLOGY BASED QUESTIONS

63. Do you have your own mobile? a. Yes b. No

If Yes, What type?

 - a. Ordinary Phone b. Smart Phones c. I Phone d. Android e. Others
64. For what purpose you are using your mobile mostly?
 - a. SMS b. Chatting c. Internet Access/Social Network d. Music e. Games
65. How much time you will spend if you access internet in your mobile?
 - a. Less than one hour b. One hour c. Two hours d. Three hours e. More than 3 hours
66. Do you have operating & working knowledge in computer system? a. Yes b. No

67. Do you own a personnel computer/Laptop? a.Yes b. No
68. Details of Computer knowledge:
 a.Studied as subject in school b. Certificate course in windows c. Courses in special languages
69. How interested are you in using technology?
 a. Not at all interested. b. Somewhat interested. c. Pretty interested d.Very much interested.
70. Mention any 3 important reasons for internet usage.
 a. _____
 b. _____
 c. _____
71. How many hours will you spend in internet per day?
 a. Less than one hour b. One hour c. Two hours d. Three hours e. More than three hours.
72. Generally, how skillful would you say you are with technology/electronics?
 a. Not skillful at all b. Not very skillful c. somewhat skillful d. Pretty Skillful
73. Are you familiar with the recent advancements in technologies and application? a. Yes b. No
74. How familiar are you with computer code & programming?
 a. I am completely unfamiliar with what code is.
 b. I am aware that computer has code, but I don't really know what it is or how it works.
 c. I can read & write code, but I don't write full programs.
75. Which of the following languages you know?(Check all that apply)
 a. C b. C++ c. Mat lab d. Java e. Windows
76. How capable are you with the following tools for internet communication?

Tools	Not very Capable	Somewhat Capable	Pretty Capable	Advanced Capability	Expert
Sending emails/attachments to other people.					
Using social network websites.					
Uploading photos/videos to a website(YouTube)					
Making video calls over internet.					

77. How often do you use social network/ website such as face book/twitter?
 a. Never b. Not often c. Occasionally d. Frequently e. All the times

V.SOCIAL ATTITUDE

78. In which field are you more interested with?

- a. Academics b) Entertainment c) Research and Technology d) Politics e) Others
79. In which of the following cultural activities do you participate?
 a. Singing b. Dancing c. Mimicry d. Drama e. Debate f. Martial Arts g. Others
80. Which of the following sports activities are you more interested?

Cricket	Volleyball	Base Ball	Basket Ball	Hockey	Table Tennis	Badminton	If Others, Specify

81. Have you ever participated in the State or National Level Sports Competitions? a. Yes b. No
- If yes, specify the details of awards, rewards and certificates received during the competition.

If No, are you interested in participating in the state or national level Sports Competitions?
 a. Yes b. No

82. What type of Family do you have?
 a. Nuclear Family b. Joint Family
83. Specify the number of members in your family. _____

84. Specify the numbers and Mention the details of your brothers and sisters _____.

Name of the Brother/Sister	Relationship	Elder/Younger

85. How often do you interact with your family members?
 a. Always (regularly) b. Often (Frequently) c. Sometimes b. Rarely e. Never
86. What kind of Interaction do you have with your family members?
 a. Academic b. Social c. Personal d. All of the above e. None of the above
87. Do you have regular interaction with your relatives? a. Yes b. No
88. For what purpose do you interact with your relatives?
 a. Academic b. Guidance c. Personal Problem d. Financial Needs e. None of the above
89. Are you interested in sharing the responsibilities of your family works? a. Yes b. No
90. On what basis do you participate in your family?
 a. Volunteer Basis b. Compulsion Basis c. None of the above
91. How attached are you with your family?
 a. Very much attached b. Moderately attached c. Not at all
92. Specify the number of hours do you spend with your family members in a day. _____
93. Mention the nature of your parents or guardians.
 a. Serious or Strict b. Social c. Supportive d. Disciplined
94. In which of the following aspects does your family care you the most?
 a. Health b. Decision Making c. Education d. Extra Curriculum e. All of the above

95. How often do you interact with your family members?
 a. Always (regularly) b. Often (Frequently) c. Sometimes d. Rarely e. Never
96. What kind of Interaction do you have with your family members?
 a. Academic b. Social c. Personal d. All of the above e. None of the above
97. Do you have regular interaction with your relatives? a. Yes b. No
98. For what purpose do you interact with your relatives?
 a. Academic b. Guidance c. Personal Problem d. Financial Needs e. None of the above
99. Are you interested in sharing the responsibilities of your family works? a. Yes b. No
100. On what basis do you participate in your family?
 a. Volunteer Basis b. Compulsion Basis c. None of the above
101. State the level of Participation in your family issues.
 a. Full Participation b. Partial Participation c. No Participation
102. Mention your routine work(s) in day to day family activities'.
 a. Cleaning b. Shopping c. Cooking d. If Others, Specify
103. Do you have friends? a. Yes b. No
 If yes how many friends do you have?
104. What type of Friends do you have?
 a. Funny b. Faithful c. Serious d. Studious e. Prefer to be alone
105. Do you have boy friend(s)/girl friend(s)? a. Yes b. No
 If yes, how many boy friend(s)/girl friend(s)? _____
106. What type of friendship do you maintain with your boy friend(s)/girl friend(s)?
 a. Formal b. Friendly c. Close d. Personal e. Maintain Distance
107. How often do you interact with the opposite gender?
 a. Always b. Often c. Sometimes d. Rarely e. Never
108. How do you feel when you interact with the opposite gender?
 a. Shy b. Bold c. Timid (Frightened) d. Casual e. Never Interacted
109. What sort of interaction do you usually have with your opposite gender?
 a. Academic Matter b. Guidance and suggestion c. Social d. Personal e. Career Aspects
110. The place where you and your friends meet often?
 a) Beach b) Park c) Cinema Theatres d) Temple e) Others
111. Do your friends motivate you in your studies? a. Yes b. No
112. Do you have the habit of updating the status of college to your parents? a. Yes b. No
113. Do you feel comfortable with the college atmosphere?
 a) Highly comfortable b) Comfortable c) Neutral d) Discomfortable e) Highly Discomfortable

THE CLASS ADVISOR'S OPINION OF THEIR STUDENTS'

1. What do you feel about his/her attendance percentage?
 a)Excellent b) Good c) Fair d) Poor e) Needs Improvement
2. Rate your opinion about his/her academic performance.
 a) Excellent b) Good c) Fair d) Poor e) Needs Improvement

3. Are you satisfied with his/her behavior in the classroom?
a) Highly satisfied b) Satisfied c) Moderate d) Dissatisfied e) Highly Dissatisfied
4. "The Student attends the test regularly"- do you agree this statement?
a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
5. Does he/she is good at other extracurricular activities?
a) Yes b) No
6. Do you feel that he/she is obedient in completing the assignments and other task?
a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
7. How do you feel about the family in supporting his/her education?
a) Highly satisfied b) Satisfied c) Moderate d) Dissatisfied e) Highly Dissatisfied
8. Rate his/her relationship with other students and classmates.
a) Very comfortable b) Comfortable c) Neutral d) Not comfortable e) Not very comfortable
9. How do you feel about his/her behavior towards other students?
a) Excellent b) Good c) Fair d) Poor e) Needs Improvement
10. Do you agree that the coaching given helps the student to improve his/her performance?
a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

11. Please circle **any one** of the words that you feel describe this student.

Aggressive anxious articulate cheerful social confident conscientious disobedient

Honest influential follower happy helpful negative leader organized irritable

Manipulative motivated positive leader responsible over-protected passive-resistant

Perfectionist easily discouraged well-liked self-centered self-disciplined shy



Important Information about student for Mentors.

(To be maintained by Mentors)

1. Name of the Student Mr. /Ms.
2. Date of Birth
3. Branch
4. Roll No
5. Reg.No
6. Mark of Previous Examination
7. Father's Name
8. Mother's Name
9. Occupation of Father
10. Occupation of Mother
11. Contact Number of Parent
12. Permanent Address
13. Mobile No.
14. Parent's monthly Income
Father
Mother
15. Number of Brothers/Sisters
Whether studying in the same college Yes / No
16. Credentials:
 - i) Academic
 - ii) Co-curricular
 - iii) Extra Curricular
 - iv) Others.

Personal:

- i. Mark for identification
- ii. Blood group
- iii. Height
- iv. Weight
- v. Allergy / Illness/ Major health issues if any



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Mentoring Report

Name of the Mentor	
Designation	
Name of the Mentee	
Age	
Gender	
Course and Batch	
Address	
Email id	
Mobile Number	
Areas of interest	
Special skills	

Sem	Date of mentoring	Problems / Difficulties Faced by the Student / Achievements / online courses / Certification courses / Intern., etc	Suggestion given by the Mentor/Issues resolved	Signature of the Mentee
I – Sem				
II - Sem				
III-Sem				

IV- Sem				
V-Sem				
VI-Sem				
VII- Sem				
VIII – Sem				

Annexure XVI



**MANAKULA VINAYAGAR
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Mini Project – Evaluation form

Department:

Project Title :	REVIEW 0 / 1 / 2
------------------------	-------------------------

Candidate Details

S.No	Register No	Name of the Students	Guided By

Candidate Contribution and Performance

Subject Matter	Marks
Understanding background and Project Title selection	(5)
Objectives of the Project	(5)
Project Planning & Time line	(5)
Technical Design and implementation	(15)
Novelty in the project and Application	(5)
Presentation skill and Answering the Queries	(5)
Demonstration of the working model and Report (only in the final review)	(5+5)
Total	

Comments

Member 1

Member 2

Member 3

Guide



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DEPARTMENT OF _____
Project Evaluation Form – Phase I -20xx -20xx-ODD SEM

S. No	Batch No.	Register No.	Candidates' Name	Guide Name:	
1				Title:	
2					
3					
4					
PHASE I					
Zeroth Review (Beginning of 7th Sem)		First Review (Middle of 7th Sem)		Second Review (end of 7th Sem)	
Performance	Mark	Performance	Mark	Performance	Mark
Proper Title coining	/5	Project Objective & Domain Knowledge	/10	Design of proposed system/algorithm/method	/10
Clear Objective	/15		Existing Work and its demerits	/10	Comparative Study of existing and proposed system
Domain Knowledge	/10	Proposed work and its merits	/10	Tool/language/simulation	/10
Motivation (Reason for choosing the project)	/5	Methodology	/10	Project Work progress	/10
				Timeline Chart for upcoming Review/ Previous timeline chart is met or not?	/5
Literature Survey	/10	Timeline Chart for next review	/5	Project Phase I Report	/5
Presentation Skill & queries	/5	Presentation Skill & queries	/5	Presentation Skill & queries	/5
Total	/50	Total	/50	Total	/50
Reviewer's Signature :		Reviewer's Signature :		Reviewer's Signature :	

Guide

Project Coordinator

HoD



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DEPARTMENT OF -----
Project Evaluation Form – Phase I -20xx -20xx-ODD SEM

Project Title:					Guide Name:				
S. No	Batch No.	Register No.	Students Name	Zeroth Review Mark(10)	First Review Mark(10)	Second Review Mark(10)	Attn. + Report (20)	Total (50)	
1									
2									
3									
4									
PHASE I									
Zeroth Review (Beginning of 7th Sem)			First Review (Middle of 7th Sem)			Second Review(Phase I Final Review) (end of 7th Sem)			
Review Comments			Review Comments			Review Comments			
Reviewer's Signature :			Reviewer's Signature :			Reviewer's Signature :			



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DEPARTMENT OF -----
Project Evaluation Form – Phase II -20xx -20xx-Even Semester

S. No	Batch No.	Register No.	Students Name	Guide Name:
1				Title:
2				
3				
4				

PHASE II

Third Review (beginning of 8 ^h Sem)		Fourth Review (Final Review)	
Performance	Mark	Performance	Mark
Detailed description of proposed system	/15	100% Implementation	/20
		Real time application of the project	/5
Simulation parameters / hardware design/ database	/10	Clear Conclusion	/5
Implementation (50%)	/15	Whether submitted/published in conference	/5
Timeline Chart for upcoming Review/ Previous timeline chart is met or not?	/5	Whether submitted/published in Journal	/5
Presentation Skill & queries	/5	Project Phase II Report	/10
Total	/50	Total	/50

Guide

Project Coordinator

HoD



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DEPARTMENT OF -----
Project Evaluation Form – Phase II -20xx -20xx-Even Semester

Project Title:				Guide Name:				
S. No	Batch No.	Register No.	Students Name	Third Review Mark(10)	Fourth Review Mark(10)	Demo Mark(10)	Report (20)	Total (50)
1								
2								
3								
4								
PHASE II								
Third Review (Beginning of 8th Sem)			Fourth Review -(Final Review) (Middle of 8th Sem)			Final Demo & Report Submission (end of 8th Sem)		
Review Comments			Review Comments			Review Comments		
Reviewer's Signature :			Reviewer's Signature :			Reviewer's Signature :		

Annexure XVIII



MANAKULA VINAYAGAR
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Alumni Survey

Weightage: Excellent – 3, Good – 2, Fair – 1

Section A: Personal Information

1. Name and Address for Communication	
2. Contact Number	
3. Email ID	
4. Gender	
5. Department / Branch	
6. Year of Graduation from MVIT	
7. Have you obtained PG / Ph.D. or currently pursuing?	
8. Details of Higher Studies (College / University / Degree / Status)	
9. Current Domain of Work	
10. Primary Job Function / Job Title	
11. Details of Present Employer (Name, Location)	
12. Experience in various capacities / positions (in years)	
13. Have you specialized in Project Management? If Yes, provide details.	
14. Have you acquired any certification / specialized training? If Yes, provide details.	
15. Relevance of knowledge obtained during four years of study to your current job	

Section B: Rate the Following Statements

Based on your experience, rate how well your education at MVIT prepared you in the following areas.

S.No	Survey Statement	Excellent (3)	Good (2)	Fair (1)
1	Core courses provided strong foundation in mathematics, science, and engineering fundamentals			
2	Elective courses provided necessary depth in my chosen specialization area			
3	Courses provided an understanding of research methodology in my discipline			
4	Courses provided an understanding of professional practices in my field			
5	Confident to identify, formulate, and analyze complex engineering problems			
6	Can design creative solutions for engineering problems considering public health, safety, and environmental factors			
7	Can conduct experiments, model systems, and interpret data to draw valid conclusions			
8	Proficient in using modern engineering and IT tools for solving complex problems			
9	Can evaluate the societal and environmental impact of engineering solutions for sustainability			
10	Understand and apply ethical principles, human values, diversity, and professional responsibilities			
11	Can function effectively as an individual and as a member or leader in diverse teams			
12	The program encouraged group discussions and collaborative learning on selected topics			
13	Confident to present my work effectively and communicate with the engineering community and society			
14	Can write effective technical reports and design documentation considering diverse audiences			
15	Able to manage project work in a cost-effective manner applying engineering management			

	principles			
16	Can demonstrate skills in organizing and managing work economically and ethically			
17	Can engage independently in lifelong learning and adapt to new and emerging technologies			
18	Practical experiences (laboratory, internship, field experience, etc.) were of high quality			
19	Quality of courses, as preparation for employment or higher studies after graduation			
20	The program adequately prepared me for a successful career in my field			

Section C: Overall Feedback

1. Any suggestions / comments on how to improve the program?	
2. How do you rate this survey? (Excellent / Good / Average / Poor)	

PO Mapping for Alumni Survey

Each survey statement is mapped to Program Outcomes with weightages: 3 = Strong, 2 = Moderate, 1 = Slight correlation. Blank = No direct mapping.

S.No	Survey Points	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
1	Core courses provided strong foundation in mathematics, science, and engineering fundamentals	3	2	1	1							1
2	Elective courses provided necessary depth in my chosen specialization area	3	2	1	1							1
3	Courses provided an understanding of research methodology in my discipline	1	2		3	1						2
4	Courses provided an understanding of professional practices in my field	1					1	2			1	1
5	Confident to identify, formulate, and analyze complex engineering problems	2	3	2	2							1
6	Can design creative solutions for engineering problems considering public health, safety, and environmental factors		1	3			2	1				1
7	Can conduct experiments, model systems, and interpret data to draw valid conclusions	1	1		3	2						1
8	Proficient in using modern engineering and IT tools for solving complex problems	1		1	1	3						1
9	Can evaluate the societal and environmental impact of engineering solutions for sustainability			1			3	1				1
10	Understand and apply ethical principles, human values, diversity, and professional responsibilities						1	3				
11	Can function effectively as an individual and as a member or leader in diverse teams								3	1	1	
12	The program encouraged group discussions and collaborative learning on selected topics					1			2	3	1	1
13	Confident to present my work effectively and communicate with the engineering community and society						1		1	3	1	
14	Can write effective technical reports and design documentation considering diverse audiences					1				3	1	
15	Able to manage project work in a cost-effective manner applying engineering management principles			2					1		3	1
16	Can demonstrate skills in organizing and managing work economically and ethically						1	2	1		3	
17	Can engage independently in lifelong learning and adapt to new and emerging technologies	1				1						3
18	Practical experiences (laboratory, internship, field experience, etc.) were of high quality	2	1	2	2	2			1		1	
19	Quality of courses, as preparation for employment or higher studies after graduation	1		1			1	1			2	2
20	The program adequately prepared me for a successful career in my field					1	2	1	2	1	1	1



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Program Exit Survey

(To be filled by Final Year Students before Graduation)

Weightage: Excellent – 3, Good – 2, Fair – 1

Section A: Student Information

Department	Electrical and Electronics Engineering
	Electronics and Communication Engineering
	Computer Science and Engineering
	Information Technology
	Mechanical Engineering
	Robotics and Automation
	Food Technology
	CSE (IoT and Cyber Security incl. Block Chain Technology)
	Artificial Intelligence and Machine Learning
Name of the Student	
Register Number	
Regular / Lateral Entry	
Year of Passing	
Email ID	
Contact Number	
Status of employment after completion of degree (Employed / Unemployed / Entrepreneur)	
If employed, name and location of employer	
How many job offers did you receive?	
Are you satisfied with the job offers received?	
How many interview opportunities did you have?	

Section B: Rate the Following Statements

Based on your experience during the program, rate the following.

S.No	Survey Statement	Excellent (3)	Good (2)	Fair (1)
1	Core courses provided strong foundation in mathematics, science, and engineering fundamentals			

2	Elective courses provided necessary depth in my chosen specialization area			
3	Courses provided an understanding of research methodology in my discipline			
4	Courses provided an understanding of professional practices in my field			
5	Confident to identify, formulate, and analyze complex engineering problems			
6	Can design creative solutions for engineering problems considering public health, safety, and environmental factors			
7	Can conduct experiments, model systems, and interpret data to draw valid conclusions			
8	Proficient in using modern engineering and IT tools for solving complex problems			
9	Can evaluate the societal and environmental impact of engineering solutions for sustainability			
10	Understand and apply ethical principles, human values, diversity, and professional responsibilities			
11	Can function effectively as an individual and as a member or leader in diverse teams			
12	The program encouraged group discussions and collaborative learning on selected topics			
13	Confident to present my work effectively and communicate with the engineering community and society			
14	Can write effective technical reports and design documentation considering diverse audiences			
15	Able to manage project work in a cost-effective manner applying engineering management principles			
16	Can demonstrate skills in organizing and managing work economically and ethically			
17	Can engage independently in lifelong learning and adapt to new and emerging technologies			

18	Practical experiences (laboratory, internship, field experience, etc.) were of high quality			
19	Quality of courses, as preparation for employment or higher studies after graduation			
20	The program adequately prepared me for a successful career in my field			

Section C: Overall Feedback

What is your overall satisfaction with your education at MVIT? (Very Satisfied / Satisfied / Neutral / Dissatisfied / Very Dissatisfied)	
Would you recommend this program at MVIT to your relatives / friends? (Definitely / Probably / Not Sure / No)	
What are the strengths of the program, in your opinion?	
What are the weaknesses of the program? Your suggestions for improvement.	
Any other comments?	
How do you rate this survey? (Excellent / Good / Average / Poor)	

PO Mapping for Graduate Exit Survey

Weightages: 3 = Strong, 2 = Moderate, 1 = Slight correlation. Blank = No direct mapping.

Same mapping applies as the Alumni Survey.

S.No	Survey Points	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
1	Core courses provided strong foundation in mathematics, science, and engineering fundamentals	3	2	1	1							
2	Elective courses provided necessary depth in my chosen specialization area	3	2	1	1							1
3	Courses provided an understanding of research methodology in my discipline	1	2		3	1						2
4	Courses provided an understanding of professional practices in my field	1					1	2			1	1
5	Confident to identify, formulate, and analyze complex engineering problems	2	3	2	2							1
6	Can design creative solutions for engineering problems considering public health, safety, and environmental factors		1	3			2	1				
7	Can conduct experiments, model systems, and interpret data to draw valid conclusions	1	1		3	2						
8	Proficient in using modern engineering and IT tools for solving complex problems	1		1	1	3						1
9	Can evaluate the societal and environmental impact of engineering solutions for sustainability			1			3	1				1
10	Understand and apply ethical principles, human values, diversity, and professional responsibilities						1	3				
11	Can function effectively as an individual and as a member or leader in diverse teams								3	1	1	
12	The program encouraged group discussions and collaborative learning on selected topics					1			2	3	1	1
13	Confident to present my work effectively and communicate with the engineering community and society						1		1	3	1	
14	Can write effective technical reports and design documentation considering diverse audiences					1				3	1	
15	Able to manage project work in a cost-effective manner applying engineering management principles			2					1		3	1
16	Can demonstrate skills in organizing and managing work economically and ethically						1	2	1		3	
17	Can engage independently in lifelong learning and adapt to new and emerging technologies	1				1						3
18	Practical experiences (laboratory, internship, field experience, etc.) were of high quality	2	1	2	2	2			1		1	
19	Quality of courses, as preparation for employment or higher studies after graduation	1		1			1	1			2	2
20	The program adequately prepared me for a successful career in my field					1	2	1	2	1	1	1

Employer Survey

(To be filled by Employers / Supervisors of MVIT Graduates)

Weightage: Excellent – 3, Good – 2, Fair – 1

Section A: Employer and Graduate Information

1. Name of the Organization / Company	
2. Type of Organization (IT / Core Industry / Govt / Research / Startup / Other)	
3. Address of the Organization	
4. Name and Designation of the Respondent (Employer / Supervisor)	
5. Contact Number of the Respondent	
6. Email ID of the Respondent	
7. Name of the MVIT Graduate being evaluated	
8. Department / Branch of the Graduate	
9. Year of Graduation from MVIT	
10. Current Designation of the Graduate in your Organization	
11. Duration of employment in your Organization (in months / years)	
12. Nature of work assigned to the Graduate (Design / Development / Testing / Research / Management / Other)	

Section B: Rate the Following Statements about the MVIT Graduate

Based on your experience with the graduate, rate the following on a 3-point scale.

S.No	Survey Statement	Excellent (3)	Good (2)	Fair (1)
1	The graduate demonstrates strong fundamental knowledge in mathematics, science, and engineering			
2	The graduate can identify, formulate, and systematically analyze complex technical problems			
3	The graduate designs innovative and practical solutions to workplace engineering challenges			
4	The graduate applies research-based approaches including data analysis and interpretation to arrive at valid conclusions			
5	The graduate is proficient in using modern engineering tools, software, and technology relevant to the job			

6	The graduate considers societal, environmental, and sustainability factors while making engineering decisions			
7	The graduate demonstrates awareness of health, safety, and legal requirements in the workplace			
8	The graduate demonstrates strong professional ethics, integrity, and respect for diversity and inclusion			
9	The graduate works effectively as a team member in multidisciplinary project teams			
10	The graduate can take initiative and work independently with minimal supervision			
11	The graduate can lead or coordinate team activities and guide junior members when required			
12	The graduate communicates technical ideas clearly and effectively in meetings and discussions			
13	The graduate writes clear, well-structured technical reports and documentation			
14	The graduate can make effective presentations to clients, management, and stakeholders			
15	The graduate demonstrates effective project planning, scheduling, and time management skills			
16	The graduate applies cost-effective approaches and understands economic aspects of engineering decisions			
17	The graduate shows willingness to learn new skills and adapt to emerging technologies			
18	The graduate takes responsibility for professional development and continuous self-improvement			
19	The graduate applies critical thinking to evaluate alternative solutions before implementation			
20	Overall, the graduate's engineering education has adequately prepared them for their current role			

Section C: Overall Assessment and Feedback

13. What are the key strengths of the MVIT graduate you have employed?	
14. In which areas does the graduate need improvement?	
15. Are you satisfied with the overall performance of the graduate? (Very Satisfied / Satisfied / Neutral / Dissatisfied)	

16. Would you recruit more graduates from MVIT in the future? (Definitely / Probably / Not Sure / No)	
17. What additional skills or knowledge should MVIT include in its curriculum to better prepare graduates for industry?	
18. Any other suggestions or comments for improving the quality of graduates?	
19. How do you rate this survey? (Excellent / Good / Average / Poor)	

PO Mapping for Employer Survey

(For internal use – not part of the survey form distributed to employers)

weightages: 3 = Strong, 2 = Moderate, 1 = Slight correlation. Blank = No direct mapping.

S.No	Survey Points	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
1	The graduate demonstrates strong fundamental knowledge in mathematics, science, and engineering	3	2		1							
2	The graduate can identify, formulate, and systematically analyze complex technical problems	1	3	1	2							
3	The graduate designs innovative and practical solutions to workplace engineering challenges		1	3		1						
4	The graduate applies research-based approaches including data analysis and interpretation to arrive at valid conclusions	1	2		3	1						
5	The graduate is proficient in using modern engineering tools, software, and technology relevant to the job	1		1	1	3						1
6	The graduate considers societal, environmental, and sustainability factors while making engineering decisions			1			3	1				1
7	The graduate demonstrates awareness of health, safety, and legal requirements in the workplace			1			2	2				
8	The graduate demonstrates strong professional ethics, integrity, and respect for diversity and inclusion						1	3				
9	The graduate works effectively as a team member in multidisciplinary project teams								3	1	1	
10	The graduate can take initiative and work independently with minimal supervision								2		1	2
11	The graduate can lead or coordinate team activities and guide junior members when required								3	1	2	
12	The graduate communicates technical ideas clearly and effectively in meetings and discussions								1	3		
13	The graduate writes clear, well-structured technical reports and documentation					1				3	1	
14	The graduate can make effective presentations to clients, management, and stakeholders								1	3	1	
15	The graduate demonstrates effective project planning, scheduling, and time management skills			1					1		3	
16	The graduate applies cost-effective approaches and understands economic aspects of engineering decisions			1			1				3	
17	The graduate shows willingness to learn new skills and adapt to emerging technologies	1				1						3
18	The graduate takes responsibility for professional development and continuous self-improvement							1				3
19	The graduate applies critical thinking to evaluate alternative solutions before implementation		2	2	1							1
20	Overall, the graduate's engineering education has adequately prepared them for their current role	1		1		1	1	1	1	1	1	1

Annexure XIX



MANAKULA VINAYAGAR INSTITUTE OF TECHNOLOGY



An Autonomous Institution

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Kalitheerthalkuppam, Puducherry- 605 107.

Budget Proposal

DEPARTMENT BUDGET PROPOSAL FOR THE YEAR 20xx – 20xx

Name of the Department:

CAPITAL BUDGET, in Rs:				
	1. Name of New lab to be established (Laboratory Equipment)	Odd Semester Jun- Nov	Even Semester Dec - May	Total
1				
2				
TOTAL				
2. SOFTWARES				
1				
2				
TOTAL				
3. CONSUMABLES & RAW MATERIALS				
1				
2				
TOTAL				
4. MAINTENANCE & SPARES				
1				
2				
TOTAL				
5. R & D				
1				
TOTAL				

6. TRAINING & TRAVEL				
1				
2				
TOTAL				
7. MISCELLANEOUS EXPENSES				
1				
2				
TOTAL				
8. ANY OTHER ITEMS				
1				
2				
TOTAL				
<u>GRAND TOTAL</u>				

Head of the Department

Annexure XX



GUIDELINES FOR THE ANNUAL PERFORMANCE ASSESSMENT OF FACULTY MEMBERS (2025-26)

I. OBJECTIVE

The objective of Performance Appraisal System is to motivate each of the faculty member to perform better in delivering quality education and training to the students. The results of this assessment will be used for the following purposes:

- (i) *Award of annual increment in the pay scale.*
- (ii) *Award of special increments and rewards in recognition of superior performance.*
- (iii) *Award of Promotion.*
- (iv) *Monitoring and recording the regular growth of each faculty member.*

II. PERIOD OF ASSESSMENT

Assessment will be carried out every academic year after the completion of the academic year ending **30th May** every year .

III. TOOLS USED FOR ASSESSMENT

The following tools shall be made use of to arrive at a Faculty Performance Index (FPI) for every faculty for every academic year:

- (i) *Self Appraisal Form specially designed for this purpose, to be filled up by the member of faculty.*
- (ii) *Assessment to be given by the respective HOD on the Self Appraisal Form itself.*
- (iii) *Student Feedback (in the prescribed form) on the performance of the teacher in each course taught by the member of the faculty during the respective two semesters.*
- (iv) *Results of the University Examinations in the courses taught by the teacher during the two semesters.*
- (v) *Research contribution by the faculty members.*
- (vi) *Faculty members involvement in Students development, Dept. and Institution development and Self development activities.*

IV COMPONENTS OF ASSESSMENT

The job responsibilities of a member of faculty can be broadly categorized into the following components (Vide AICTE guidelines):

- 1) Academic Activities.**
- 2) Students Development activities**
- 3) Faculty self development initiatives (Continuing Education)**
- 4) Research Activities.**
- 5) Extension Activities.**
- 6) Administrative Activities.**

The performance of teacher on the four major components listed above can be estimated by breaking each one of them into subcomponents and assessing the performance of the teacher in each one of the sub components as detailed below.

1.0 Academic

The effectiveness of class room teaching and laboratory instruction imparted by a teacher in the courses taught by him / her during the two semesters can be assessed using the following tools:

- (i) University Examination Results in the theory courses taught
- (ii) Student feed back in the theory courses taught
- (iii) Blended Learning approaches practiced (Google Classroom, Role play, Group Discussion , Quiz, Chart Presentation, Hot seat, Any others)
- (iv) Innovative assignments
- (v) Special lectures delivered
- (vi) Industrial visits organized
- (vii) Guest/Expert lecturers organized
- (viii) Development of Web based learning
- (ii) Student feed back in the theory courses taught

2.0 Students Developmental Activities

The performance will be assessed by the participation of the faculty member in one or more of the following developmental activities during the year:

- (ix) Mini projects guided
- (x) Innovative projects guided
- (xi) Internal / External Workshops conducted
- (xii) Students online certifications
- (xiii) Guidance for participation in Technical competitions
- (xiv) Mentoring(with impact analysis)
- (xv) Laboratory modernization

3.0 Faculty Self development initiatives(Continuing Education)

The performance will be assessed by the participation of the faculty member in one or more of the following activities during the year:

- (i) Upskilling : NPTEL, EDX , Coursera, Udemy and other certifications.
- (ii) Participation in FDP/ STTP
- (iii) Participation in Workshop / Seminars
- (iv) Participation in Summer and Winter Schools.
- (v) Industrial Training (Faculty internship)

4.0 Research

4.1 Project Guidance

The performance will be assessed by quality of projects and the Products developed by the faculty member during the year.

**Publications/ Patent filed related to Students projects are the measurable outcomes.*

** Publications must be in Scopus and WOS*

Note : Faculty with less experience can act as coguide with senior faculty and claim the mark obtained by the corresponding senior faculty.

4.2 Sponsored Research

The performance will be assessed by the faculty member's Participation in one or more of the following activities during the year:

- (i) Preparation of R & D project proposal and submission to any one of the funding agencies listed below during the year.
- (ii) Execution of funded projects sponsored by one or more of the funding agencies listed below, during the year:
 - a. AICTE
 - b. DST
 - c. DRDO
 - d. Other R & D organizations and Industries
- (iii) Personal research / Post – doctoral research
- (iv) Consultancy activities.
- (v) TBI activities.

4.3 Publication of Research Papers in journal / Conference

The performance will be assessed by the faculty member's participation in one or more of the following activities, during the year.

- (i) A Research paper is accepted and / or presented in a National / International Conference.
- (ii) Acceptance of a Research paper for publication in National / International, refereed journals(Indexed).

4.4 Innovative products/Projects developed/Guided, Patents filed, Published, Granted.

The performance will be assessed by the faculty member's involvement in one or more of the following activities, during the year.

- (i) Innovative projects/ products developed and applied for Patents.
- (ii) No. of Ph.D scholars guided, being guided, Number of Ph.D Examinership during the assessment year.

4.5 Funded seminars/ FDPs

The performance will be assessed by the faculty member's Participation in one or more of the following activities during the year:

- (i) Preparation of Seminar/FDP grant proposal and submission to any one of the funding agencies listed below during the year.
- (ii) Execution of sponsored Programmes by one or more of the funding agencies listed below, during the year:
 - a. AICTE/ISTE/IEEE
 - b. DST
 - c. DRDO/CSIR/ICMR
 - d. Other R & D organizations and Industries

5.0 EXTENSION

The performance will be assessed by the faculty member's participation in one or more of the following activities during the year:

5.1 Interaction with Industries and Institutions:

- (i) Delivering expert lectures /workshops/training
- (ii) MOU with Industries
- (iii) Activities out of MOU
- (iv) Placement Initiatives
- (v) EDP activities

5.2 Interaction with the Society

- (i) Participation in Community Services/Community radio programmes/UBA/JSA etc.
- (ii) Providing non – formal modes of education for the benefit of Community(PMKVY/DDU-GKY etc.)
- (iii) Providing technical support in areas of social relevance(UBA Projects).

5.3 Others

- (i) Membership in professional Society and participation in its activities.

6.0 ADMINISTRATION

The performance will be assessed by the faculty member's participation in one or more of the activities listed under 6.1,6.2 & 6.3, in addition to teaching.

6.1 At the Department Level

- i) Innovative activities practiced
- ii) Any best practice contribution
- iii) Contribution to Department Growth.
- iv) Others

6.2 At the Institution Level

Officer in charge of

- (i) Examination
- (ii) Library
- (iii) Hostel
- (iv) Industry – Institution cell, Placement Cell
- (v) IQAC cell.
- (vi) NSS, Youth Red Cross
- (vii) Cultural Activities
- (viii) Student Discipline and Welfare
- (ix) Promotional Activities
- (x) Admission Activities
- (xi) Contribution to institute development.
- (xii) Others

6.3 At the National Level/University level/Awards and achievements

Participation in Policy Planning at the University/Regional / National level for development of Technical Education.

Awards and Achievements.

V. COMPUTATION OF FACULTY PERFORMANCE INDEX

Overall performance of a faculty member during an academic year will be defined by a single index termed as “Faculty Performance Index” (FPI) based on a five – point Grade system as given below:

Score Range (Percentage)	Grade	Grade description	Grade Point
90 – 100	A	Outstanding	4.5 to 5
80 – 89	B	Excellent	4.0 to 4.5
70 – 79	C	Very Good	3.5 to 4.0
60 – 69	D	Good	3.0 to 3.5
50 – 59	E	Satisfactory	2.5 to 3.0
Below 50	U	Needs Improvement	Less than 2.5

Follow up actions:

Grade	Follow up action
A	Recommended for Special increments and Promotions if AICTE requirement is fulfilled.
B	Recommended for additional increments and Promotions if AICTE requirement is fulfilled.
C	Recommended for increment and suggested to improve their performance further.
D	Faculty will be requested to concentrate more towards self development, students development, Dept. and institution development.
E	Faculty will be put under warning period for one year and their performance will be seriously monitored.
U	Faculty will be issued show cause notice and their performance will be monitored for one more semester or otherwise their service will be terminated..

The FPI is computed using the performance Indices (PI) of the six components and their weights. The P.I. of the six components are computed using the PI of their sub components and their weights. The details are given below.

Faculty Performance Index (FPI)

Sl. No.	Parameters	Weightage		
		AP	SAP/ASP	Prof
1.	<i>Academic</i>	0.50	0.35	0.20
2.	<i>Students development</i>	0.10	0.15	0.15
3.	<i>Self development</i>	0.10	0.10	0.05

4.	<i>R&D activities</i>	<i>0.10</i>	<i>0.15</i>	<i>0.20</i>
5.	<i>Extension activities</i>	<i>0.05</i>	<i>0.05</i>	<i>0.10</i>
6.	<i>Department Development</i>	<i>0.10</i>	<i>0.10</i>	<i>0.10</i>
7.	<i>Institution development</i>	<i>0.025</i>	<i>0.05</i>	<i>0.20</i>
8.	<i>Awards and achievements</i>	<i>0.025</i>	<i>0.05</i>	<i>0.05</i>

$$\begin{aligned}
 \text{FPI} &= (\text{W}_{1.0} * \text{GP1}) + (\text{W}_{2.0} * \text{GP2}) + (\text{W}_{3.0} * \text{GP3}) + (\text{W}_{4.0} * \text{GP4}) + (\text{W}_{5.0} * \\
 &* \\
 &\text{GP4}) + (\text{W}_{5.0} * \text{GP5}) + (\text{W}_{6.0} * \text{GP6}) + (\text{W}_{7.0} * \text{GP7})
 \end{aligned}$$

VI. IMPLEMENTATION OF THE SYSTEM

The Performance Assessment System may be processed in the month of June every year. Every Faculty member will have to fill up and submit to the Head of the Department the “Annual performance Appraisal Report” containing information about the teacher’s activities and achievements as well as the “Faculty performance Index (FPI)” which quantifies the overall performance of the teacher during the period.

The Head of the Department shall offer his remarks and observations on the report submitted by the Faculty member and forward the report to the Principal before the 1st week of June.

Performance Assessment Committee headed by Chairman/Managing Director with the Principal shall review the Reports received and finalize the FPI’s of the various members of the Faculty.

Annexure XXI



MANAKULA VINAYAGAR
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Faculty Performance Appraisal System (FPAS)

Faculty Annual Performance Appraisal Form (Academic year :)

Name of Faculty: _____

Employee ID: _____

Designation: _____

Department: _____

Date of Joining: _____

Specialization: _____

Assessment Period: From _____ To _____

PART A – GENERAL INFORMATION

	Particulars	Details
1	Name of Faculty	
2	Designation	
3	Department	
4	Qualification	
5	Experience	
6	Area of Specialization	
7	Courses Handled	
8	Number of Subjects Taught	
9	Contact Hours per Week	
10	Additional Responsibilities	

PART B – FACULTY CONTRIBUTION ON VARIOUS ACTIVITIES

I. ACADEMIC CONTRIBUTION (Maximum Marks: 150)

Sl. No	Academic Activities	Max score	Remarks
1	Subject handling and syllabus completion	5	
2	Preparation of lesson plans/course files	5	
3	Innovative teaching methodologies adopted		
	<i>Blended Learning approach practiced : Google Classroom, Role play, Group Discussion, Quiz, Chart Presentation, Hot seat, Any others-Specify (Documentary evidence to be submitted)</i>	10	
	<i>No. of assignments given to make the students to think and analyse (mention the topics).</i>	5	<i>Minimum 2 per subject are mandatory.</i>
	<i>No. of Special Lectures delivered and Topics of the lecture.</i>	5	<i>Minimum 2 per subject are expected.</i>
	<i>No. of Industrial visit arranged related with their subject.</i>	5	<i>Minimum 1 per faculty is mandatory.</i>
	<i>No. of Guest/Expert Lectures related with their subject or domains conducted.</i>	5	<i>Minimum 1 per faculty are expected.</i>
	<i>Projects based/ Problem based teaching followed in the subjects handled by the faculty.</i>	5	
4	Student feedback performance	5	<i>To be More than 4.0</i>
5	Development of course materials/e-content and hosted in the institute website/LMS platform or YouTube	10	<i>Minimum 2 per faculty are mandatory.</i>
6	Preparation of question bank/assignment/manual	5	
7	Conduct of remedial/coaching classes	10	
8	Result analysis and academic performance		
	<i>University Exam - Pass percentage produced.</i>	20	<i>Minimum 90% expected.</i>
	<i>No. of 'S' Grades produced in their subject</i>	25	<i>Minimum 10% of the students are mandatory in a subject.</i>
9	Participation in curriculum development	10	
10	NBA/NAAC/Accreditation documentation support	10	
11	Laboratory development and maintenance	10	

II. STUDENT CENTRIC ACTIVITIES (Maximum Marks: 100)

Sl. No	Student Centric Contributions	Self Score	
--------	-------------------------------	------------	--

1	Mentoring/Counselling activities and its impact <i>(to be completed the course with good CGPA and good Placement, Entrepreneurship)</i>	15	<i>Minimum 10 students mentoring per faculty in a sem is mandatory. Impact of mentoring to be visible.</i>
2	Student project guidance	15	<i>Minimum 2 per faculty are mandatory.</i>
3	Placement and internship support : <i>Number and details of Placement related activities/dreams related / placement assistance, in which faculty involved for making the students getting Placements.</i>	15	<i>Minimum 2 per faculty in a sem are mandatory.</i>
4	Organization of student seminars/workshops : <i>Number of Internal workshops conducted and workshop with external experts arranged with details.</i>	10	<i>Minimum 1 per faculty Spl. group for a class is mandatory. Individual faculty taken more efforts will get max. credit.</i>
5	Coaching for competitive examinations : <i>Number of Online courses/Certification courses related to their domain facilitated for the students and guidance for competitive Exam with details</i>	15	<i>Minimum 1 per faculty is mandatory.</i>
6	Student club/professional society activities	10	<i>Minimum 1 per faculty is mandatory.</i>
7	Support for co-curricular activities: <i>Number of students guided for participation / achievements in technical competitions (or) No. of competitions in which you are going to be involved in providing guidance to the students. (not limited to Symposium only)</i>	10	<i>Minimum 5 students per faculty is mandatory.</i>
8	Support for extracurricular activities <i>Number of students guided for participation in sports, social activities, UBA etc.</i>	10	<i>Minimum 5 students per faculty is mandatory.</i>

III. FACULTY SELF-DEVELOPMENT INITIATIVES (Maximum Marks: 75)

Sl. No	Self Development Activities	Self Score	
1	Participation in FDP/STTP/Workshop : <i>Number of conference /seminars /workshops/FDP to be</i>	10	<i>Minimum 1 per faculty in a sem is mandatory</i>

	<i>attended related with their domain with details:</i>		<i>(Preferably outside the state in reputed institutions).</i>
2	Online certification courses completed : <i>Number of certification to be completed by the faculty (NPTEL, Coursera, Edx., Udemy etc.)</i>	15	<i>Minimum 1 per faculty in a sem is mandatory.</i>
3	Professional membership activities	05	<i>Minimum 1 per faculty in a sem is mandatory.</i>
4	Skill enhancement programmes attended	10	<i>Minimum 1 per faculty in a sem is mandatory.</i>
5	Industry training/consultancy exposure	15	<i>Minimum 1 per faculty in a sem is mandatory.</i>
6	New technology/tools learned	05	<i>Minimum 1 per faculty in a sem is mandatory.</i>
7	Contribution to knowledge sharing sessions : <i>Number of Industries/ reputed academic institutions to be visited to deliver the Expert lecture or conducting workshop or Training.</i>	10	<i>Minimum 1 per faculty in a sem is mandatory.</i>
8	Higher studies/research registration	05	

IV. RESEARCH AND DEVELOPMENT (Maximum Marks: 150)

Sl. No	Research & Development Activities	Self Score	
1	Publications in SCI/Scopus journals : <i>Number of Publications</i>	15	<i>Minimum 2 per Prof/Asso.Prof and 1 per faculty in a semester is mandatory. 1st author will get 100% credit, 2nd author will get 50% credit.</i>
	<i>Number of Publications related to the Students projects guided and applied for journals.</i>	10	<i>Minimum 2 per Prof/Asso.Prof and 1 per faculty is mandatory in a year.</i>
2	Conference publications/presentations	10	<i>Minimum 1 per Prof./ Asso.Prof/ FSG is mandatory in a sem.</i>
3	Book/Book chapter publications	10	<i>Minimum 1 per Prof./ Asso.Prof/ FSG is</i>

			<i>mandatory in a year.</i>
4	Funded projects/grants received	20	<i>Minimum 1 per Prof./ Asso.Prof/ FSG is mandatory in a sem.</i>
5	Patent filed/published/granted	20	<i>Minimum 1 per Prof./ Asso.Prof/ FSG is mandatory in a sem.</i>
6	Consultancy work undertaken	20	
7	Research guidance (UG/PG/PhD)	10	
8	Research proposal submission/ Proposal for FDP	10	<i>Minimum 1 per Prof./ Asso.Prof/ FSG is mandatory in a sem.</i>
9	Product/prototype development	15	<i>Minimum 1 per Prof./ Asso.Prof/ FSG is mandatory in a sem.</i>
10	No. of EDP/TBI related initiatives taken by the faculty and support for Start ups.	10	<i>Minimum 1 per Prof./ Asso.Prof/ FSG is mandatory in a sem.</i>

V. EXTENSION ACTIVITIES (Maximum Marks: 50)

Sl. No	Department Activities	Self Score	
1	Industry interaction initiatives: <i>Industry tie up- initiatives taken by the faculty (MoUs and other activities):</i>	15	<i>Minimum 1 per Prof./ Asso.Prof/faculty with more than 5 yrs. Experience is mandatory in a sem.</i>
2	No. of Industries coordinated for arranging in-plant training and Industry Projects.	10	
3	No. of core industries with which initiatives taken for arranging Placements.	15	
4	Social outreach/extension activities	10	

VI. DEPARTMENT CENTRIC ACTIVITIES (Maximum Marks: 75)

Sl. No	Department Activities	Self Score	
--------	-----------------------	------------	--

1	Department event coordination : <i>Number of value added courses/ Training coordinated with details</i>	10	<i>Minimum 1 per Prof/Asso.Prof is expected in a year.</i>
2	Timetable/lab schedule coordination	5	
3	Department documentation work	10	
4	Alumni interaction activities	5	
5	Department committee responsibilities	10	
6	Contribution to departmental growth	20	
7	Any innovations/innovative methods followed in the department related to your assigned responsibilities	15	

VII. INSTITUTION CENTRIC ACTIVITIES (Maximum Marks: 125)

Sl. No	Institution Level Contributions	Self Score	
1	Participation in institutional committees	20	
2	Contribution to NAAC/NBA/NIRF ranking	25	
3	Institutional event organization	15	
5	Examination duties	10	
6	Admission and promotional activities	20	
7	Contribution to institutional development	25	
8	Any special achievements/contributions	10	

VIII. ACHIEVEMENTS & AWARDS (Maximum Marks: 50)

Sl. No	Achievement/Award	Details	
1	Awards/Recognition Received	15	
2	Special Contributions	20	
3	Best Practices Introduced	15	

PART C – FACULTY SELF-ASSESSMENT

Major Contributions During the Academic Year

Challenges Faced

Goals for Next Academic Year

PART D – HOD ASSESSMENT & REMARKS

Strengths of Faculty

Areas for Improvement

Recommendations

PART E – FINAL SCORING

Category	Maximum Marks	Marks Awarded	Percentage
Academic Contribution	150		
Student Centric Activities	100		
Faculty Self Development	75		
Research & Development	150		
Extension activities	50		
Department Centric Activities	75		
Institution Centric Activities	125		
Achievements and Awards	50		
Total	700		

PERFORMANCE GRADING

Score Range (Percentage)	Grade
90 – 100	Outstanding
80 – 89	Excellent

Score Range (Percentage)	Grade
70 – 79	Very Good
60 – 69	Good
50 – 59	Satisfactory
Below 50	Needs Improvement

Faculty

HoD

Principal

Annexure XXII

Other Reports to be submitted

Report on Overall performance and activities of the Department in the odd and Even semester

of the academic year 20xx-xx

1. Cumulative pass percentage(Graduation percentage) of 20xx passed out batch:
2. Academic Toppers details of the department:
3. Details of Value-added courses training provided for the students:
4. Number of guest Lectures conducted with details:
5. Number of special lectures handled by our faculty members with details:
6. Number of workshops /seminars conducted with details:
7. Details of Industrial visits arranged:
8. Details of students attended Implant training and Internship.
9. Details of Students participation in competitions:
10. Details of certifications completed by students:
11. Number of proposals submitted for funding with details:
12. Number of proposals for which funding sanctioned with details:
13. Number of Publication by Dept.faculty (conferences/ journals):
14. Number of Patents filled by Dept. faculty (Filed/Published/Granted status):
15. Details of certifications completed by faculty:
16. Number of faculty attended conference/seminars/workshops/FDP with details:
17. Number of students placed through Campus recruitment with details:
18. Any innovations/innovative methods followed in the department:
19. Achievements/Awards by Faculty and students in the year 2020-21 with details: -

Head of the Department



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Department of _____

Monthly report for the Month of _____ 20XX

1. Activities of the Department (guest Lecture /workshop/special Lectures)
2. Students participation in co-curricular and Extra Curricular Activities
3. Value added course
4. Extension and NSS activity
5. Online certification (Self-paced learning by Faculty and Students)
6. Industrial Visits /Implant training /Internship/Industrial Interaction Details
7. Faculty Participation in FDP/STTP/workshops/Seminar
8. Publications and Patents (faculty and Students)
9. Proposals submitted
10. Product Developments and consultancy
11. Achievements and Awards if any

Head of the Department



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Comments on University Question Paper

(To be Submitted by the concerned faculty on the day of Univ. Examination)

Date:

Month & Year of the Exam:

Date of Exam:

Name of the Subject & Code:

Dept/Yr. /Sem :

Name & Dept- of the Staff Handled:

Whether all the Questions are asked within the Syllabus:

Is there any mistake in the question or any printing mistake? If so give Details:

General Comments:

Coordinator / HOD
Member

Signature of the Staff

PRINCIPAL



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Time Table

Department of _____
Year/Semester: _____ Batch: _____

Hall No.:

Day / Hour	8.50am to 9.40am 1	9.40 am to 10.30am 2		10.45am to 11.35am 3	11.35am to 12.25pm 4		1.10pm to 2.00pm 5	2.00pm to 2.50pm 6		3.00pm to 3.50pm 7	3.50pm to 4.40pm 8	
MON			Tea Break 10:30am to 10:45am			Lunch Break 12.25Pm to 1.10pm			Tea Break 2.50 pm to 3.00 pm			
TUE												
WED												
THU												
FRI												
SAT												

S.NO	Subject Code	Code	Name of the Subject	Name of the Staff

Class Advisor:

HOD

DEAN (ACADEMIC)

PRINCIPAL



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DEPARTMENT OF _____

WORKLOAD

Semester: _____ Academic year: _____

SL. No	Staff Name	Year / Dept	Subject code	Subjects Allotted	Work Load (No. of hours)						
					Theory	Lab	Class Advisor	Project	Placement	Total	Other Responsibilities

HOD

DEAN (ACADEMIC)

PRINCIPAL



Syllabus Coverage report

ODD/EVEN Semester 20XX-XX

Dept:

Class:

Sl. no.	Name of the subject and name of the faculty handling	Before 1 st test			Before 2 nd test			Before the model exam		
		Units Covered	No. of hours handled	Staff Sign	Units Covered	No. of hours handled	Staff Sign	Units Covered	No. of hours handled	Staff Sign
1	Subject 1									
2	Subject 2									
3	Subject 3									
4										
5										
6										
Sl. no.	Name of The Practical	Expts. Completed	No. of hours handled	Staff Sign	Expts. Completed	No. of hours handled	Staff Sign	Expts. Completed	No. of hours handled	Staff Sign
1.										
2										
3										

HOD

DEAN(ACADEMIC)

PRINCIPAL



MANAKULA VINAYAGAR INSTITUTE OF TECHNOLOGY

PUDUCHERRY-605107



ACADEMIC GUIDELINES



ACADEMIC
EXCELLENCE



INNOVATION &
RESEARCH



INCLUSIVE
LEARNING



GLOBAL
PERSPECTIVE

ABOUT THE INSTITUTE


Manakula Vinayagar Institute of Technology (MIT) is committed to impart quality technical education and foster innovation, research and holistic development to meet the challenges of a dynamic world.

**LEARN
INNOVATE
INSPIRE**

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ISBN 978-93-00000-00-0



9 789300 000000

Revised on June 2026