

Fr. Conceicao
Rodrigues College
of Engineering



Process
Manual

2026

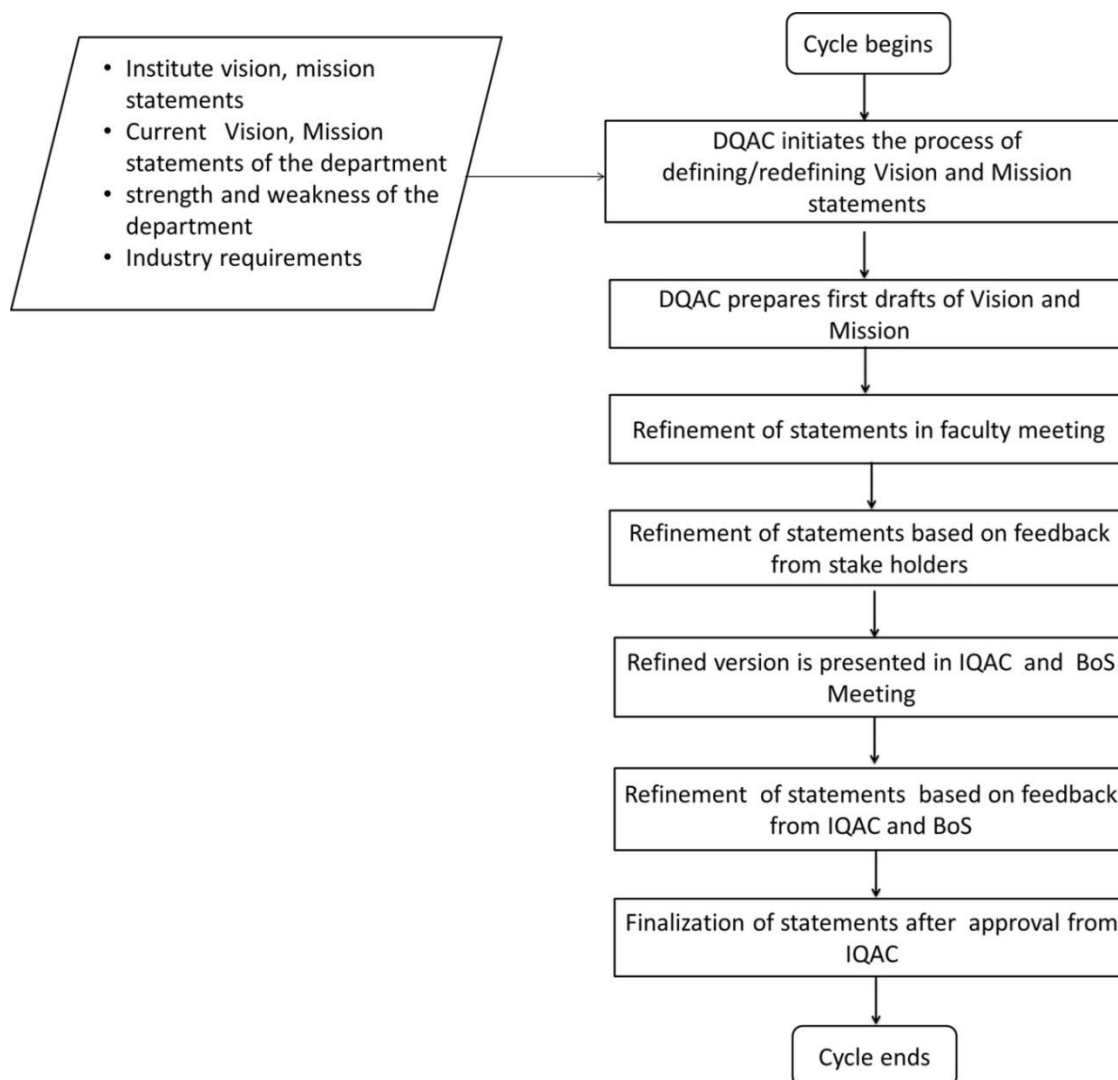
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1. Process of Defining/Redefining Vision and Mission of the Program

1. The process is initiated by DQAC at defined intervals, at the end of the lifecycle of existing statements.
2. DQAC prepares the draft of Vision and Mission considering institutional goals, existing statements and industry requirements.
3. The draft statements are reviewed and discussed in a department faculty meeting conducted by the Program Coordinator.
4. DQAC refines the statements based on feedback received from faculty members.
5. Feedback on the refined statements is collected from various stakeholders through meetings and/or structured surveys.
6. DQAC further refines the statements based on inputs received from stakeholders.
7. The refined statements are reviewed by the Internal Quality Assurance Cell (IQAC) and the Board of Studies (BoS).
8. Final approval is obtained from IQAC.
9. The Vision and Mission are finalized and formally adopted by the department.

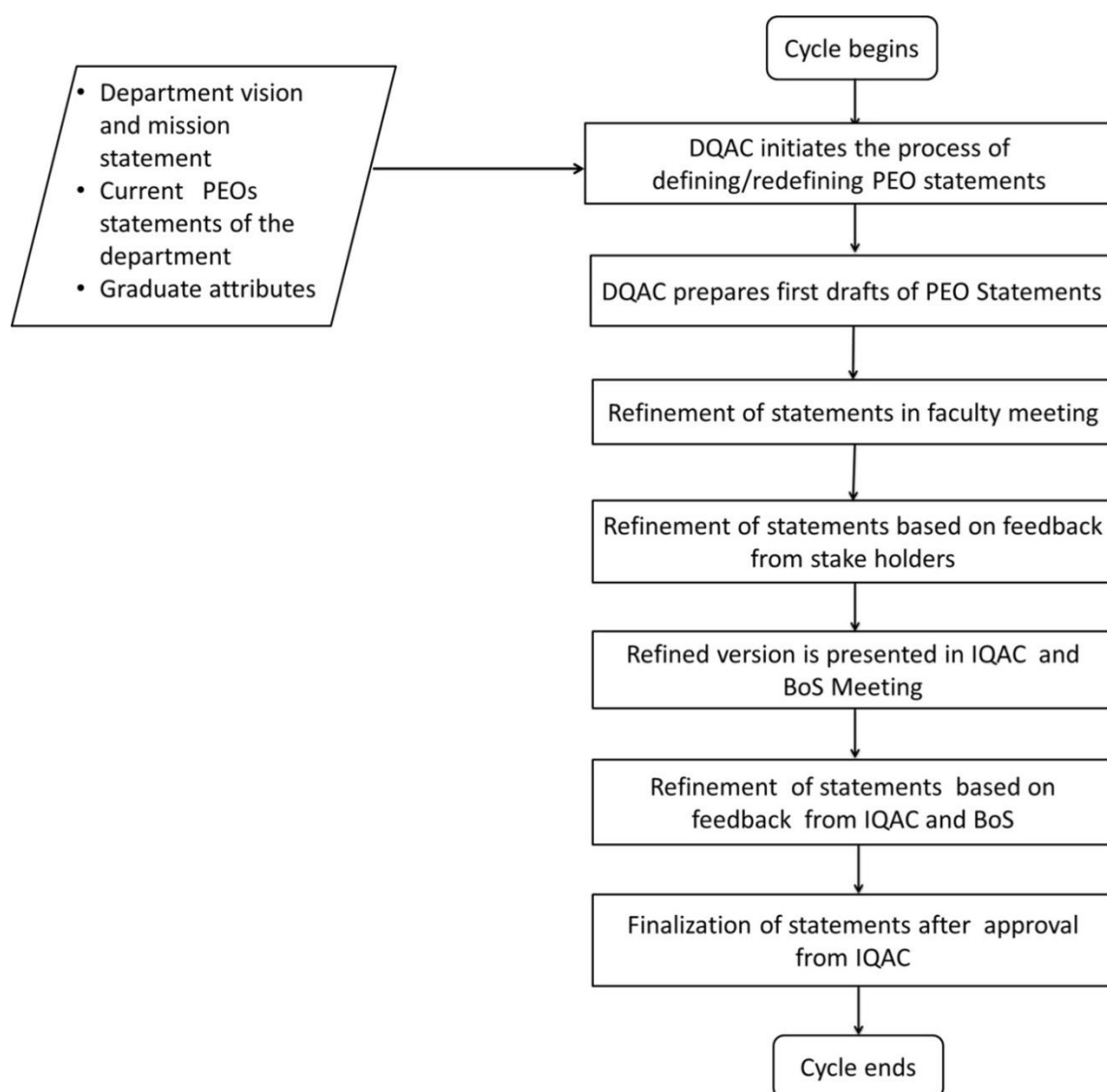


List of Documents:

- DQAC meeting notices and minutes documenting the initiation, discussions, reviews, and finalization of the entire process.
- Draft copies of Vision and Mission
- Stakeholder feedback forms (students, alumni, industry, parents, etc.) and analysis report
- IQAC, Board of Studies (BoS) minutes showing review, recommendations, suggestions and approval
- Final approved Vision, Mission statements by IQAC
- Document showing mapping/alignment with Institute Vision and Mission.

2. Process of Defining/Redefining Program Educational Objectives (PEO) of the Program

1. The process is initiated by DQAC at defined intervals, at the end of the lifecycle of existing statements.
2. The Department Quality Assurance Cell (DQAC) prepares the initial draft of PEOs considering the department's vision and mission, existing PEOs (if applicable), graduate attributes, and benchmarking with other reputed institutes.
3. The draft PEOs statements are reviewed and discussed in a department faculty meeting conducted by the Program Coordinator.
4. DQAC refines the PEOs statements based on feedback received from faculty members.
5. Feedback on the refined PEOs statements is collected from stakeholders through meetings and/or structured surveys.
6. DQAC further refines the PEOs statements based on inputs received from stakeholders.
7. The refined PEOs statements are reviewed by the Internal Quality Assurance Cell (IQAC) and the Board of Studies (BoS).
8. Final approval is obtained from IQAC.
9. The PEOs statements are finalized and formally adopted by the department.



List of Documents:

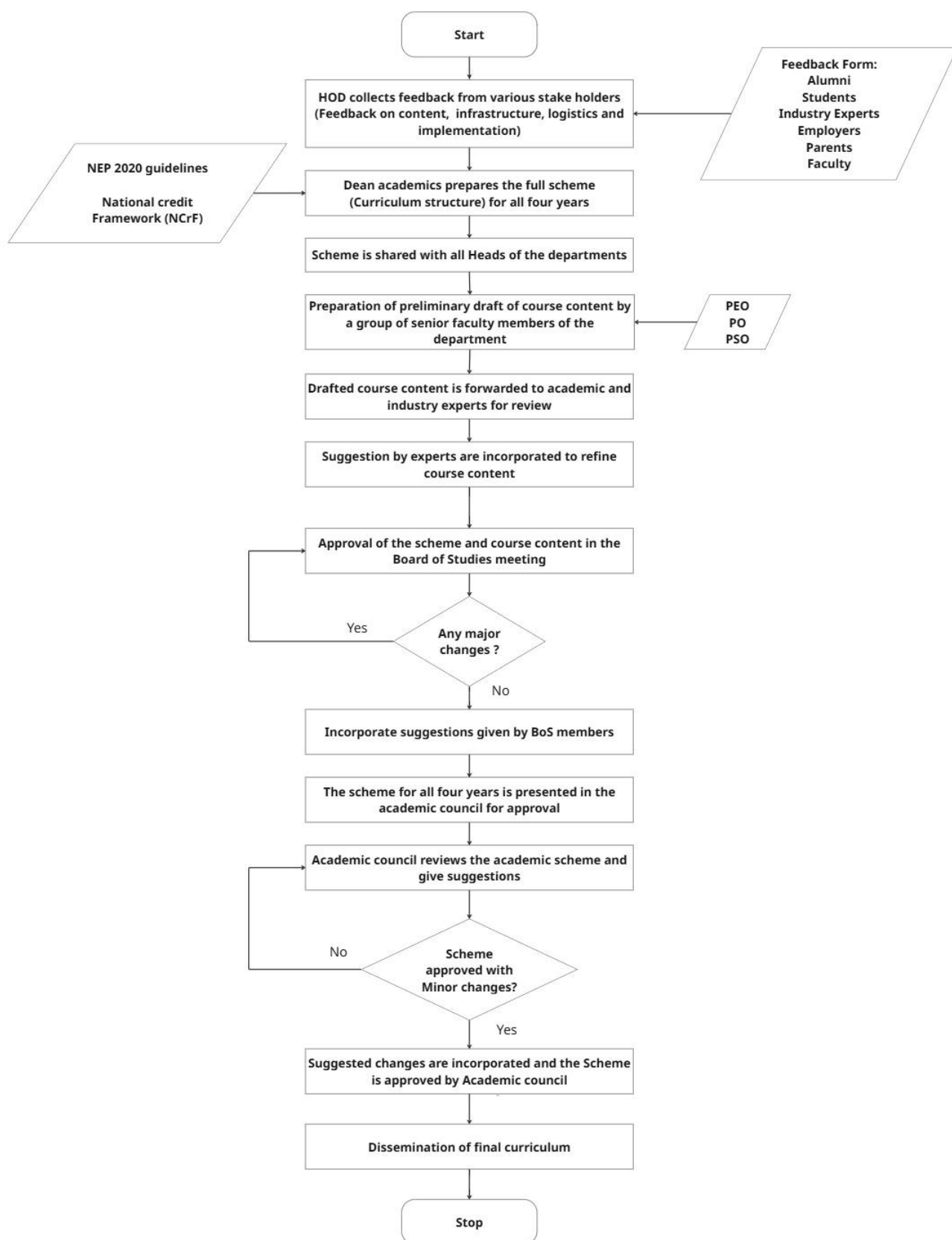
- Circulars of DQAC meetings and minutes documenting the initiation, discussions, reviews, and finalization of the entire process.
- Draft copies of PEOs
- Stakeholder feedback forms (students, alumni, industry, parents, etc.) and analysis report
- IQAC, Board of Studies (BoS) minutes showing review, recommendations, suggestions and approval
- Final approved PEOs statements by IQAC.

3. Process for Developing/Revising the Program Curriculum

1. Feedback from all the stake holders (Students, Alumnus, faculty members, Management representative, Industry etc.) is taken by respective heads (contents, infrastructure, logistic and implementation)
2. The Dean, Academics prepares the comprehensive four-year academic scheme in alignment with NEP 2020 guidelines, ensuring 20–22 credits per semester and a total of 160–176 credits, in accordance with the National Credit Framework (NCrF).
3. The prepared scheme is shared with all Heads of Departments, who further develop detailed schemes specific to their respective departments.
4. A preliminary draft of course content is developed at the department level by a group of senior faculty members.
5. The drafted course content is forwarded to academic and industry experts for review. Their suggestions are incorporated to refine and finalize the content before submission to the Board of Studies (BoS).
6. The BoS reviews the proposed scheme and course content. Necessary modifications based on expert suggestions are incorporated, and the finalized curriculum is approved.
7. Academic Council approves the Scheme for all the programs and permit for the specified period.
8. Approved Scheme and curriculum are communicated to Board of Studies and Academic Council members and disseminated to all internal stake holders for implementation.

Note:

- The process is repeated for subsequent years (Second, third and final year)
- The contents for the different degree options also follow the same sequence but in the corresponding BoS meetings.
- Frequency of revision was decided to be four years.
- BoS permits the departments to update any changes including upcoming technology, industrial applications etc.



List of Documents:

- Stakeholder Feedback Records
- Policy documents related to curriculum design (NEP 2020 guidelines, Ncrf Guidelines)
- Draft of Four-Year Academic Scheme
- Draft of Department-wise scheme
- Draft of Initial course content for each department
- Expert feedback on course content
- Revised course content after incorporating suggestions
- BoS meeting Circular and Minutes
- Academic council Circular, Minutes
- Subsequent BoS meeting minutes for yearly revisions
- Updated course content documents (Version control records of curriculum changes)
- Governing Council circular and minutes
- Published curriculum (handbooks, on website)
- Record of industry collaborations/MoUs (if used in curriculum design)

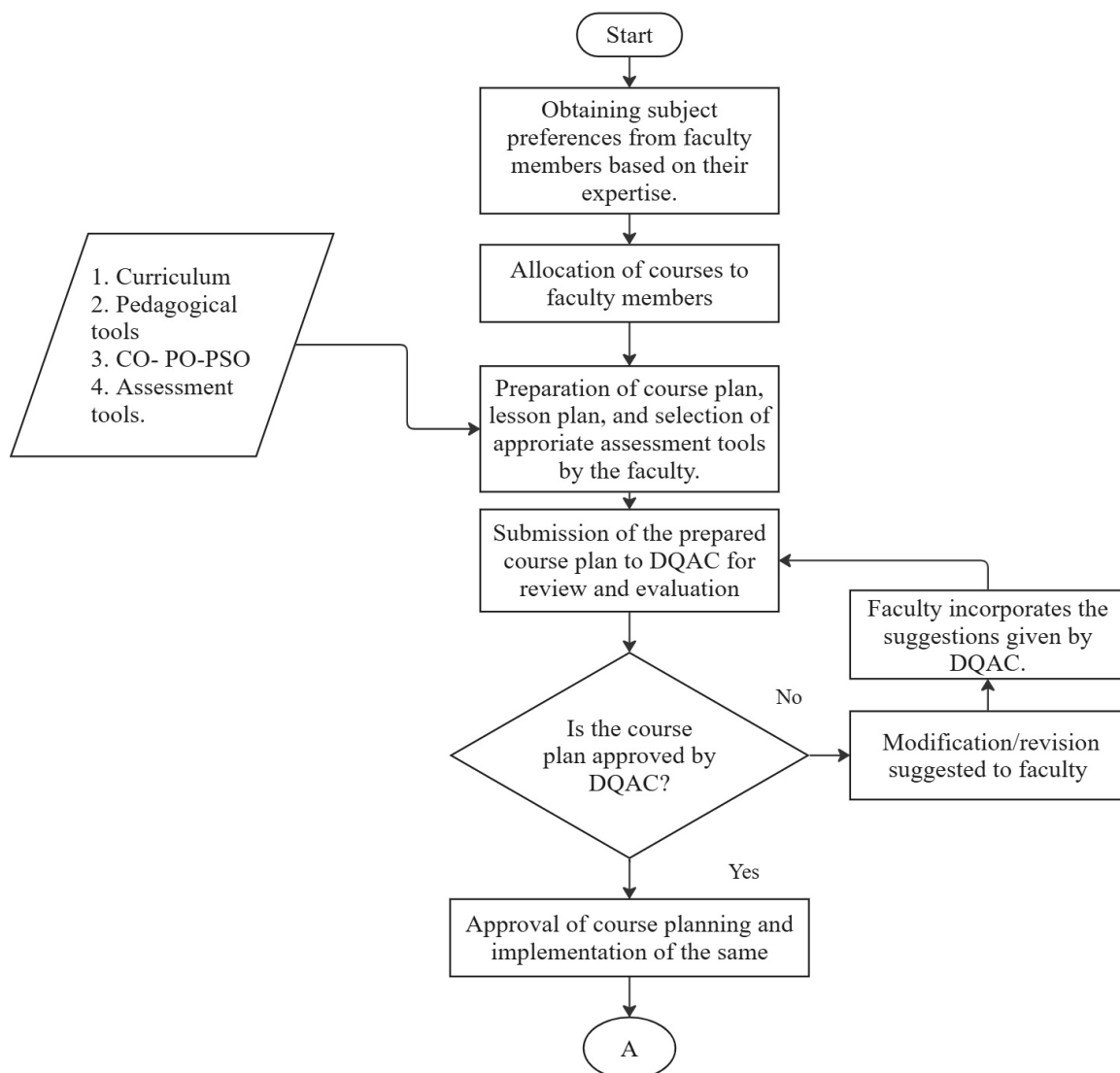
4. Processes Followed to Ensure Quality of Teaching & Learning

1. The faculty members are allocated courses based on their subject preferences and expertise
2. Faculty prepare the course plan, lesson plan, and select appropriate assessment tools based on the curriculum, pedagogical tools, and CO–PO–PSO requirements.
3. The prepared course plan is submitted to DQAC for review and evaluation, and if modifications are suggested, the faculty incorporates the suggestions and resubmits the plan; otherwise, the course plan is approved and implemented.
4. The course delivery is commenced as per the approved course plan and the continuous monitoring of course delivery is carried out by the Department/DQAC.
5. If the course delivery is not progressing as per the plan, feedback is provided to the faculty and corrective actions are taken; otherwise, the course delivery and assessments continue.
6. Student feedback is collected before the Mid Semester Examination (MSE) and End Semester Examination (ESE); feedback is analyzed to check for improvements. If improvement is required, feedback is provided to the faculty and corrective actions are implemented.
7. A comprehensive analysis of student feedback before MSE and ESE is carried out. If the feedback is satisfactory, suggestions for improvement in faculty performance are provided; otherwise, documentation is verified through an academic audit.
8. The best performing faculty is appreciated based on the evaluation.

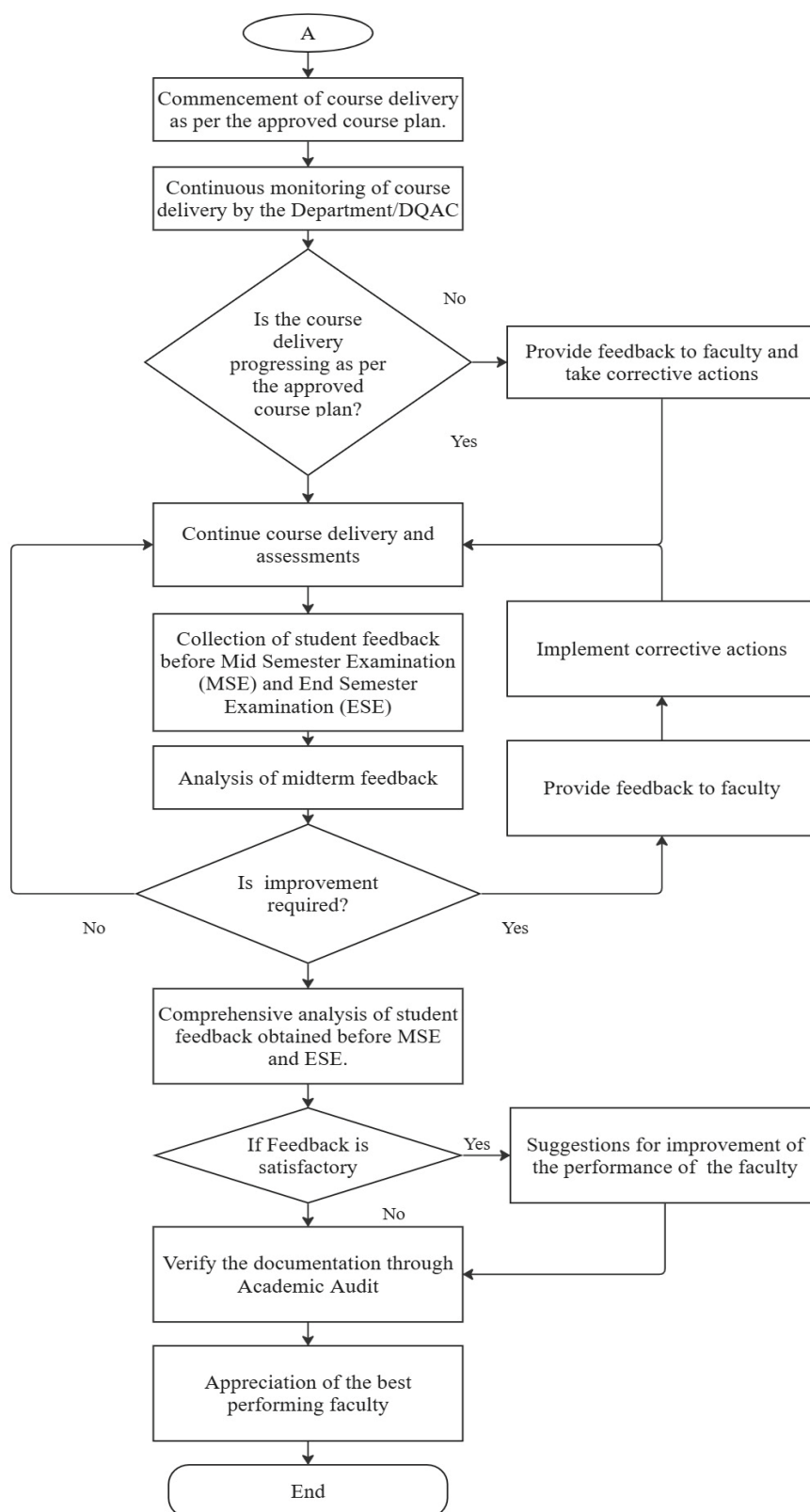
List of documents:

- Course allocation record
- Course Plan , Lesson Plans , CO–PO–PSO Mapping Documents
- Assessment Tools/Methods Documentation
- DQAC Review & Approval Reports
- Revised Course Plan (if applicable)
- Course Delivery Records (Teaching Logs/Attendance)
- Monitoring Reports by DQAC
- Corrective Action Reports
- Student Feedback Forms (MidSem & EndSem)
- Feedback Analysis Reports
- Faculty Improvement Suggestions/Records
- Academic Audit Reports
- Faculty Performance Evaluation Reports
- Appreciation/Recognition Records for Best Faculty (if any)

a. Preparation and development of lesson plans and course plans

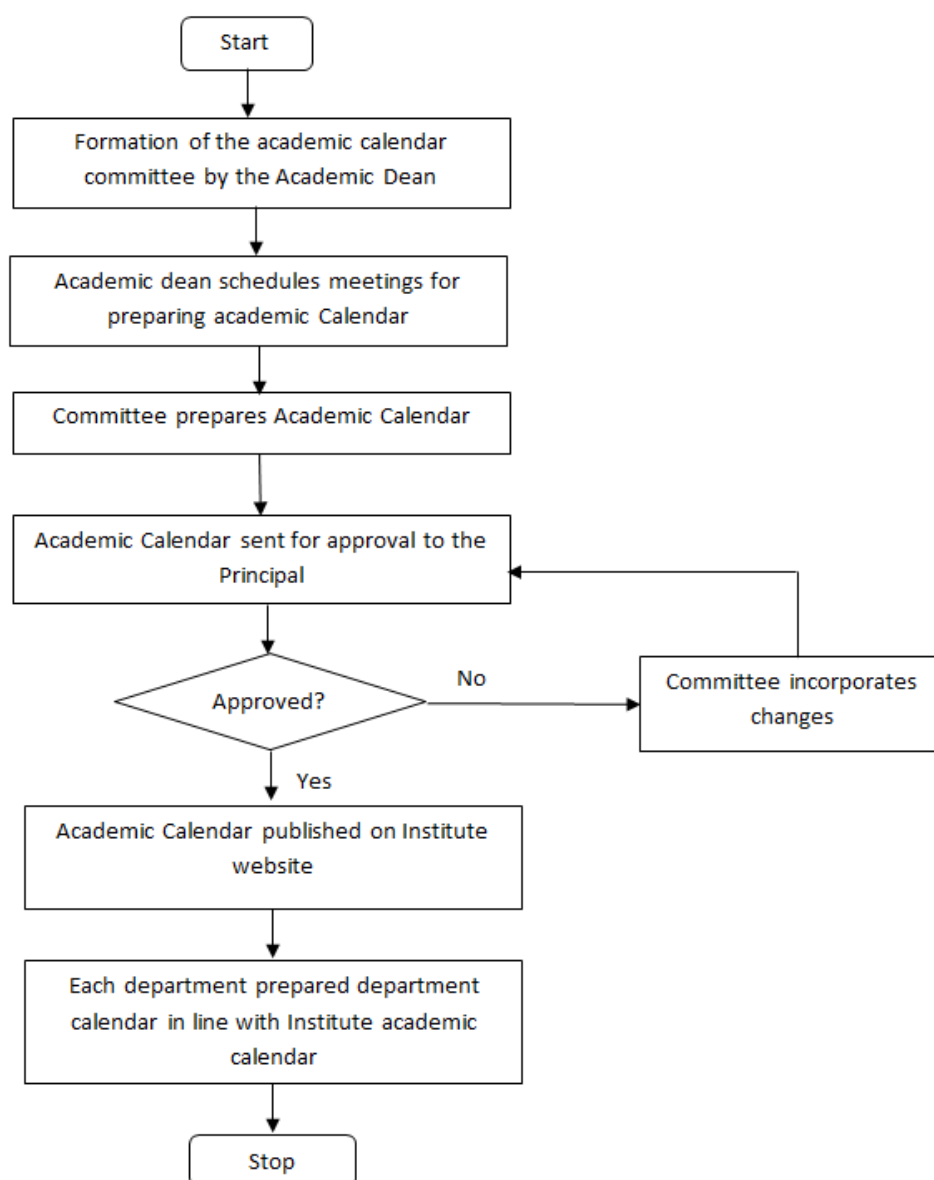


b. Process flow for the effective implementation of course and lesson plans



5. Process to prepare academic calendar

1. Academic Dean forms Academic Calendar Committee before the end of the current academic year.
2. Academic Dean collects input from various committees.
3. Academic Dean schedules meeting for preparing Academic calendar.
4. Committee prepares academic calendar including dates —MSE, ESE, Open House, Remedial, FlagShip Events, Holidays, Teaching Learning dates, Skill Courses and Vacation.
5. Academic Calendar is sent to Principal for the approval
6. Approved Academic Calendar (Signed by Academic Dean and Principal) is published on institute website
7. Each Department prepares the Department Academic calendar in line with the Institute Academic calendar.

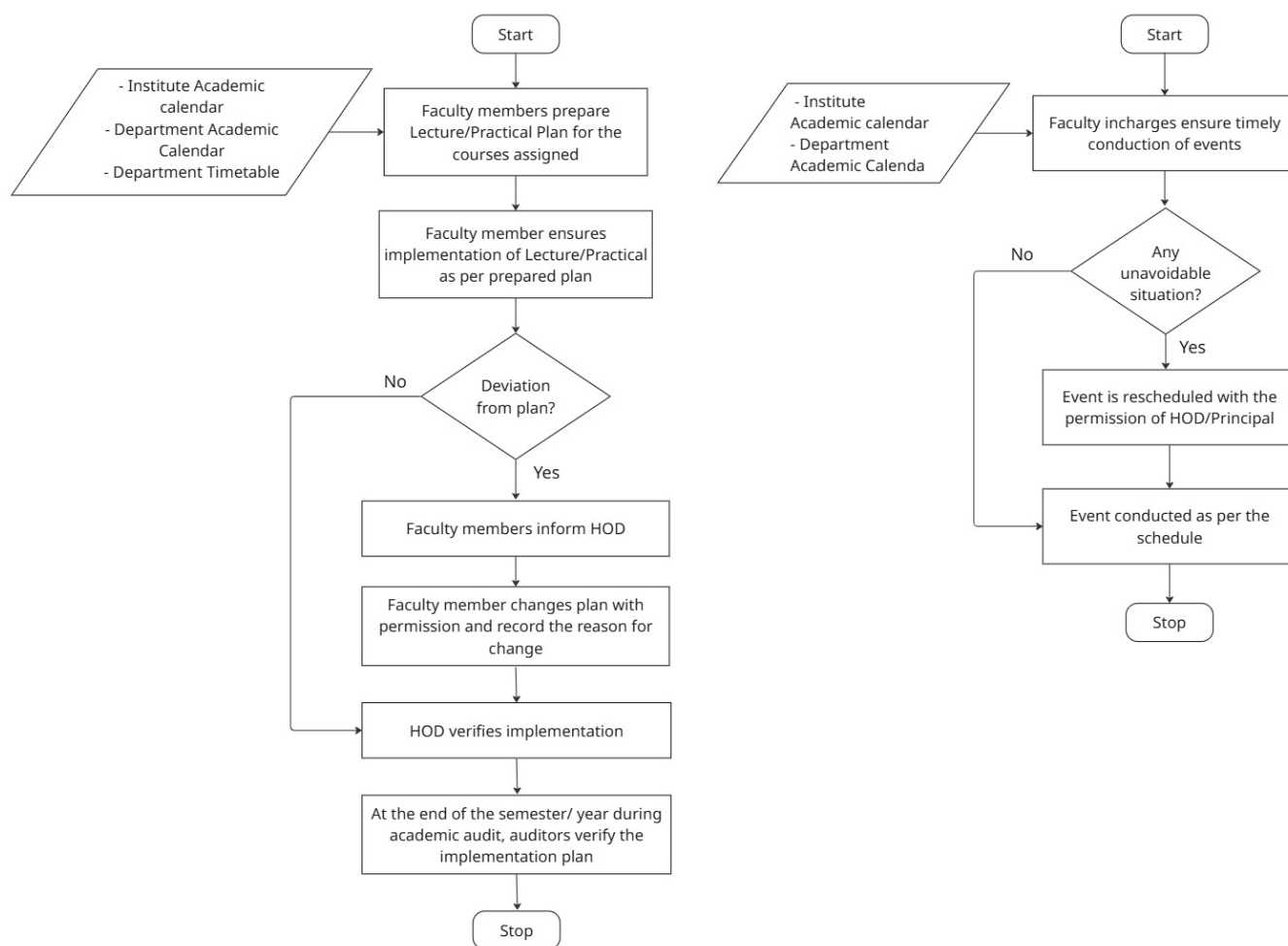


List of Documents:

- Circular regarding formation of the committee by Academic Dean
- Minutes of Meetings of Academic Planning Committee
- Approved Academic Calendar (Signed by Academic Dean and Principal)
- Circular informing Academic Calendar to faculty
- Published Academic Calendar on Institute Website

6. Process to ensure adherence to academic calendar

1. Faculty members plan the Lesson/Practical based on the Academic Calendar, Time Table, and department Calendar.
2. Faculty members ensure timely implementation of the Lesson/Practical plan.
3. HOD/DQAC monitors and verifies the timely execution of lesson and practical plan.
4. In case of deviation, faculty member informs HOD, record the reason for deviation and outline subsequent corrective action plan.
5. At the end of the semester/year, during Academic audit, auditors verify the implementation plan.
6. External academic auditor verifies the implementation of the Lesson/Practical plan.
7. Faculty in-charges ensure conduction of the events as per the academic calendar.
8. In case of unavoidable situations, the event is rescheduled with the permission of the Principal.



List of Documents:

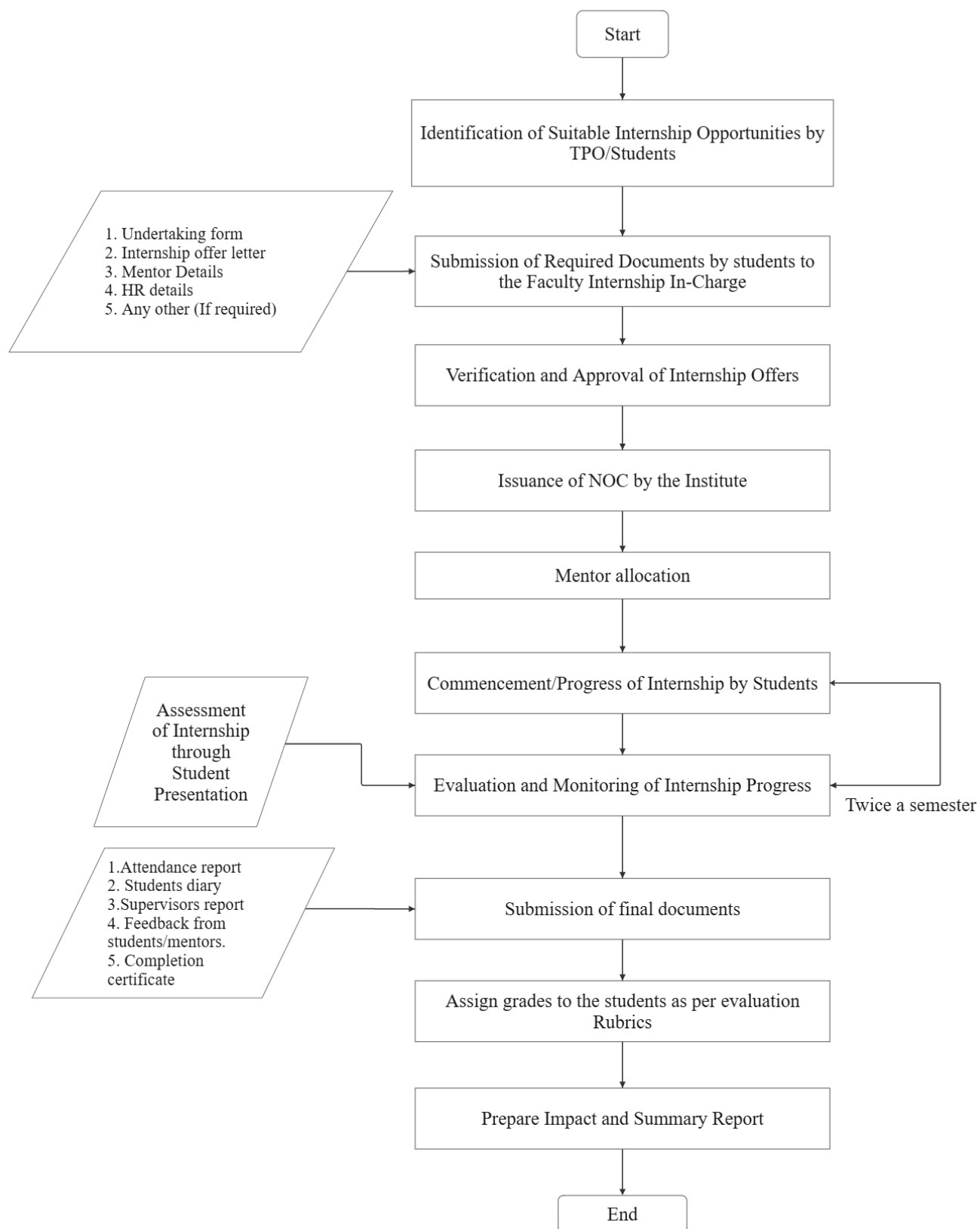
- Approved Academic Calendar (Signed by Academic Dean / Principal)
- Class Timetable of Department, Timetable of MSE, ESE, Open House and Remedial
- Teaching Plan / Lesson Plan submitted by Faculty
- Sample lesson plan
- Deviation sample
- Sample of external academic auditor report
- Department Academic calendar
- Circulars regarding events
- Mapping of actual event dates with academic calendar
- If dates are changed then circulars/permission regarding change
- Compensation Lecture Record (if any deviation occurs)
- Remedial Class Record
- DQAC Academic Monitoring / Review Report

7. Internship/Industrial Training process

1. The Training and Placement Office (TPO) or the students identify suitable internship opportunities.
2. Students submit required documents—including an undertaking form, offer letter, mentor and HR details, and any other necessary paperwork—to the Internship Faculty In-Charge. The institute verifies and approves the internship offers and issues a No Objection Certificate (NOC).
3. A mentor is assigned to the student for the duration of the internship.
4. The student begins the internship and makes progress on their assigned tasks.
5. The internship progress is evaluated and monitored twice a semester through a formal presentation.
6. Students submit their final documents, which include an attendance report, student diary, supervisor's report, feedback, and a completion certificate.
7. Based on the submitted documents and assessment, the institute assigns final grades to the students.
8. Impact analysis and summary report of Internship is prepared.

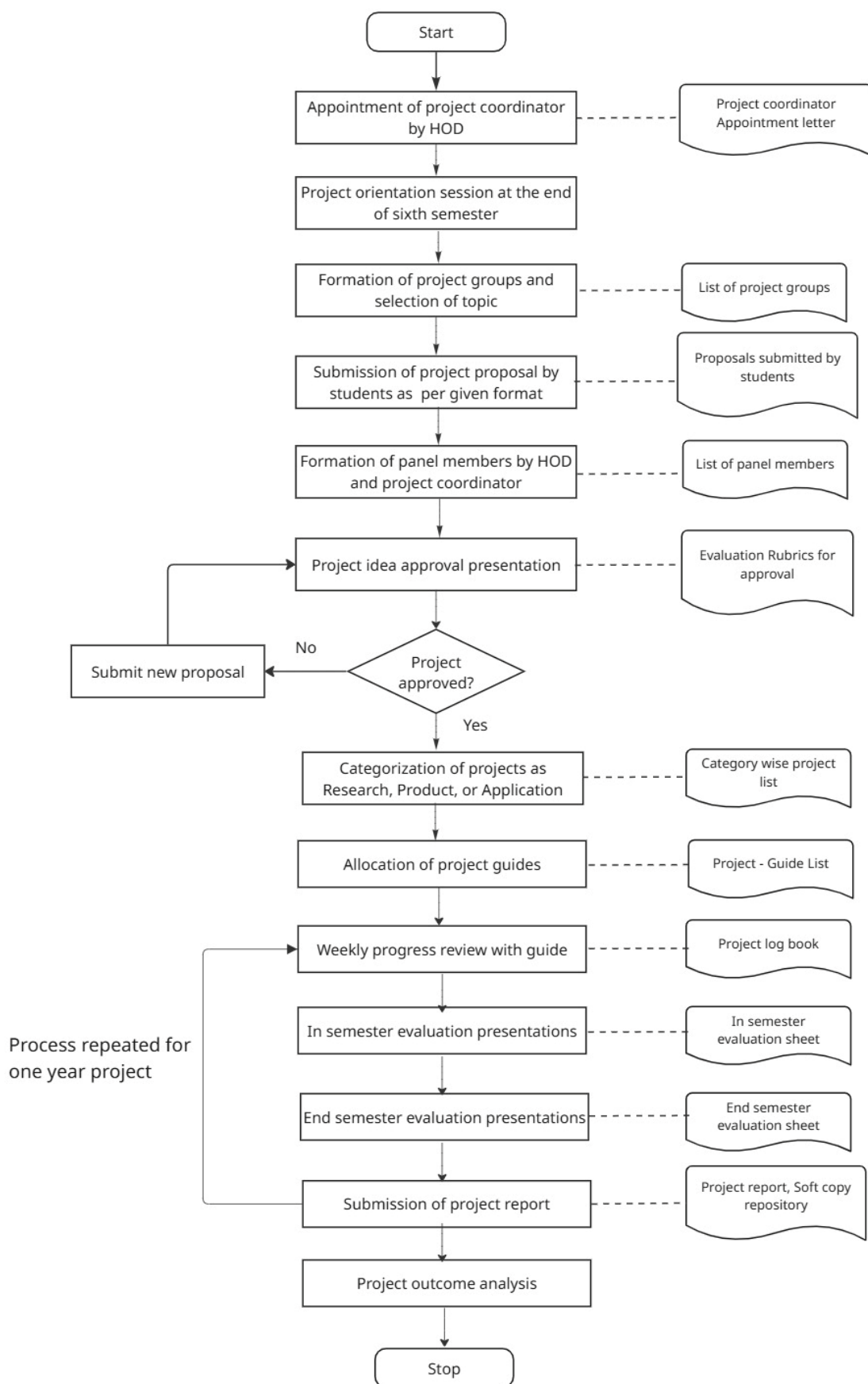
List of documents:

- Record of orientation session regarding internship guidelines
- Student-mentor list
- Draft Resume
- Internship Undertaking
- Attendance sheet
- Log Record
- Evaluation of Internship by Institute
- Supervisor Evaluation of Intern
- Student Feedback of Internship
- Completion certificate



8. Process for capstone/Mini/Micro project

1. The Head of the Department (HOD) appoints a Project Coordinator.
2. At the end of the sixth semester, the department conducts an orientation session to guide students about the project selection, evaluation criteria, and expected outcomes etc.
3. Students form project groups in accordance with the departmental guidelines.
4. Faculty members float potential project ideas based on current research trends and industry/ social relevance.
5. Students select their project topics either from the list of ideas proposed by faculty members or propose their own innovative ideas.
6. At the end of the sixth semester, each project group submits a detailed project proposal in the prescribed format.
7. The HOD, in consultation with the Project Coordinator, constitutes faculty panel members for evaluating the submitted project proposals.
8. The Project Coordinator schedules idea approval presentations where student groups present their proposals before the review committee for evaluation and approval.
9. Faculty review teams evaluate the proposals based on predefined rubrics. If a project idea is not approved, students are required to propose and submit a new project.
10. If a proposal requires improvements, students revise the project idea according to the committee's suggestions and resubmit it for further review and approval.
11. Once the project proposals are approved by the review committee, they are classified as Research-Oriented, Product Development, or Application-Based projects based on their objectives and expected outcomes.
12. The HOD assigns a project guide to each group based on the project domain and the faculty member's expertise.
13. Students meet their project guide regularly (typically weekly) to discuss project progress, address technical challenges, and receive guidance for further development.
14. The department conducts two in-semester project evaluations as per rubrics where student groups present their progress and receive feedback for improvement.
15. At the end of the semester, the Project Coordinator organizes the final project examination with an external examiner to ensure objective evaluation.
16. Students submit the final project deliverables including a hardbound report (Black Book) and soft copies containing the project report, source code repository (GitHub), and a user manual.
17. Students are encouraged to present their work in project competitions and hackathons, and to publish at least one technical paper in a reputed journal or present their research at national or international conferences.
18. The outcome of the B.E. project is assessed by analyzing the number of projects that have resulted in technical paper publications, patent filings, and participation in project competitions or hackathons, reflecting the impact and quality of student work.

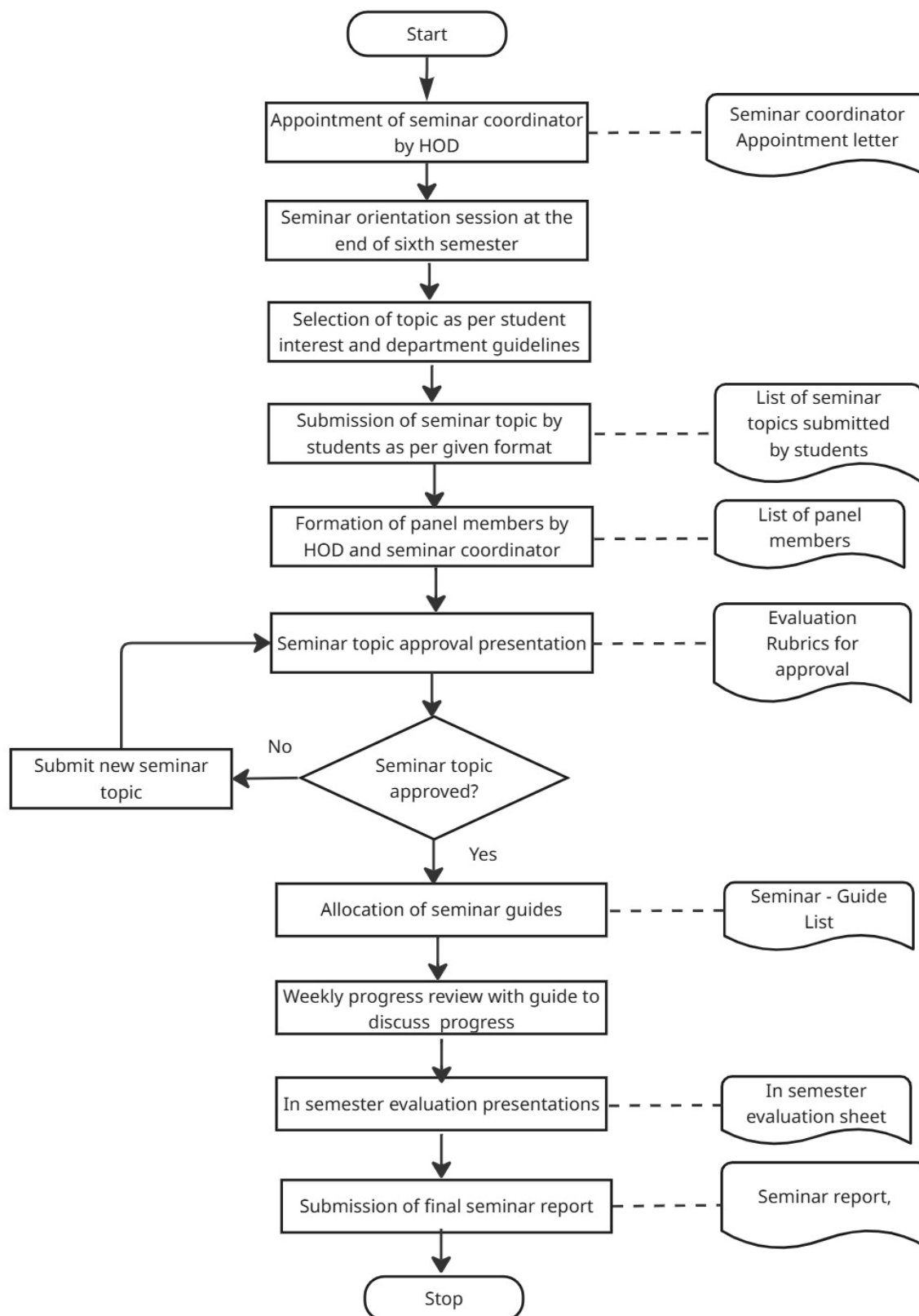


List of documents:

- Appoint letter/circular of project coordinator
- Circular regarding orientation session and attendance
- List of projects offered by faculty members
- List of project groups
- Project proposals submitted by students
- Circular regarding formulation of faculty review team
- Circular regarding proposal approval presentation
- Grading sheet of proposal evaluation
- Circular regarding assignment of project guide
- Project Log book
- Rubrics for in semester evaluations
- In semester evaluation grading sheets
- End semester evaluation grading sheets
- External examiner feedback report
- Final submission of all documents in softcopy and Project report in hardcopy
- Analysis of Project outcome

9. Process of Seminar

1. The Head of the Department appoints a Course Seminar Coordinator to oversee the planning, organization, and effective execution of all seminar-related activities.
2. At the end of the sixth semester, the department conducts an orientation session to brief students on seminar objectives, guidelines, evaluation criteria, timelines, and expected outcomes.
3. Students identify and select a seminar topic that aligns with emerging technologies, current industrial trends, and their area of specialization.
4. Students conduct an extensive literature survey using reputed academic sources such as IEEE, ACM, Springer, Elsevier, and other scholarly databases.
5. Students prepare and submit a seminar topic in the prescribed
6. The Seminar Coordinator along with a faculty review panel evaluates the proposed topics based predefined rubrics.
7. If improvements or changes are suggested, students revise the proposal accordingly and resubmit it for further review and approval.
8. Upon approval of the seminar topic, a faculty guide is assigned based on subject expertise to mentor the student throughout the seminar process.
9. Students regularly interact with the assigned seminar guide to discuss literature findings, clarify concepts, and receive academic guidance.
10. Students prepare a detailed seminar report and presentation based on the literature review, critical analysis, and insights gained from the study.
11. Two In semester evaluation presentations are organized to review the progress of students and provide constructive feedback for improvement.
12. Students submit the final seminar report in the given format.
13. Students are encouraged to convert their seminar work into a technical paper and present it at national or international conferences or submit it to reputed journals.

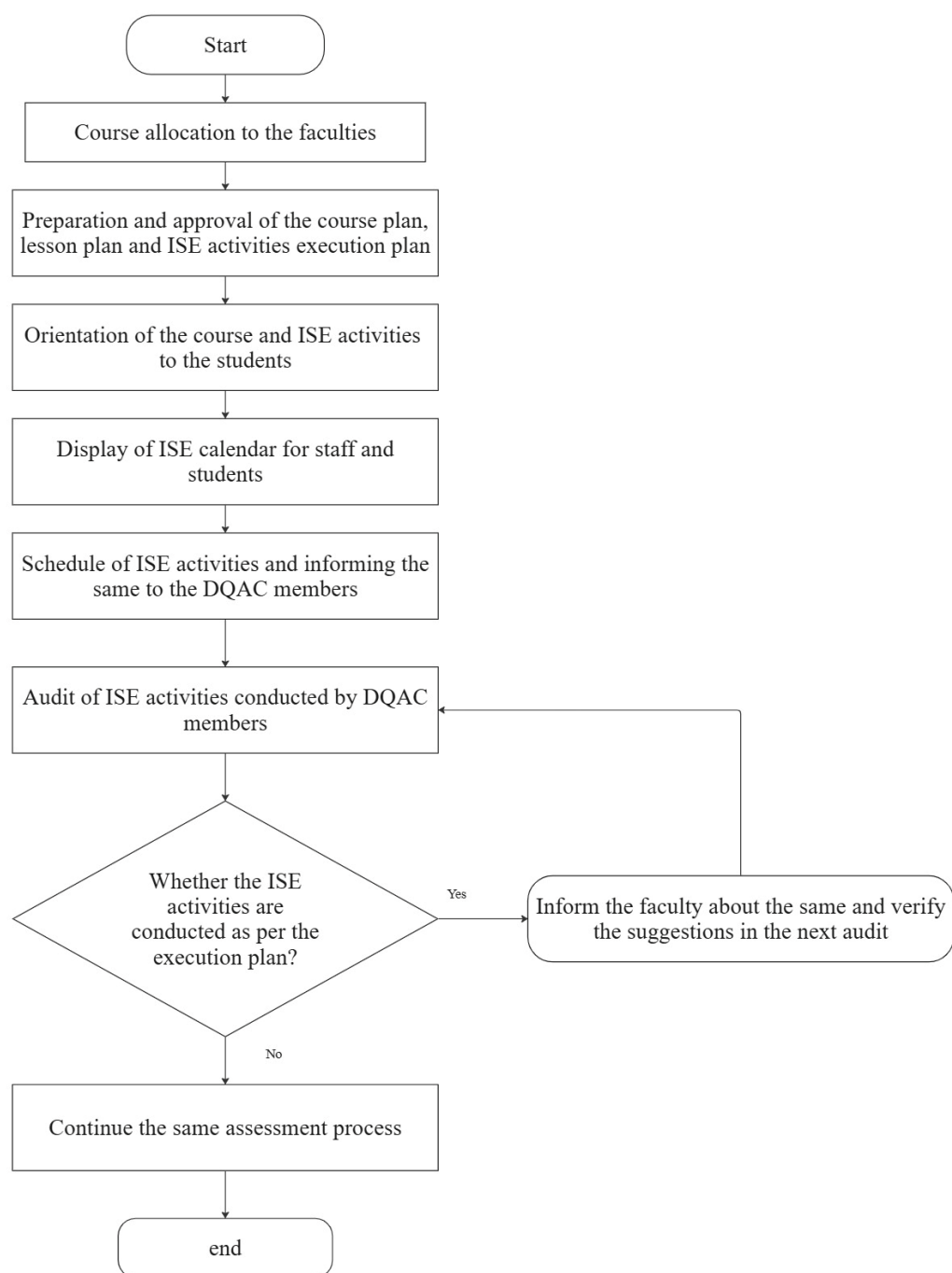


List of Documents:

- Circular regarding appointment of Seminar Coordinator
- Circular regarding seminar orientation session and attendance
- List of seminar topics
- Seminar topics proposal submitted by students
- Seminar topics Approval rubrics
- Seminar topic approval evaluation sheets
- Circular regarding assignment of Seminar guide
- Rubrics for In semester evaluation
- In semester evaluation grading sheet
- Seminar reports
- Publication (if any)

10. Process of evaluation of continuous Assessment: Assignments, Unit Tests, Mid-term

1. The process begins with the allocation of courses to faculty members, followed by the preparation and approval of the course plan, lesson plan, and ISE activities execution plan.
2. An orientation session is conducted to inform students about the course requirements and the planned ISE activities.
3. The ISE calendar is officially displayed for the reference of both staff and students.
4. The specific schedule of ISE activities is finalized and communicated to the Department Quality Assurance Committee (DQAC) members.
5. DQAC members conduct an audit of the ISE activities that have been performed.
6. An evaluation is made to determine if the activities were conducted according to the original execution plan; if they were, the faculty is informed and suggestions are verified in the next audit, otherwise, the process proceeds directly to the continuation of the assessment.
7. Finally, the assessment process continues in ISE-I and ISE-II.

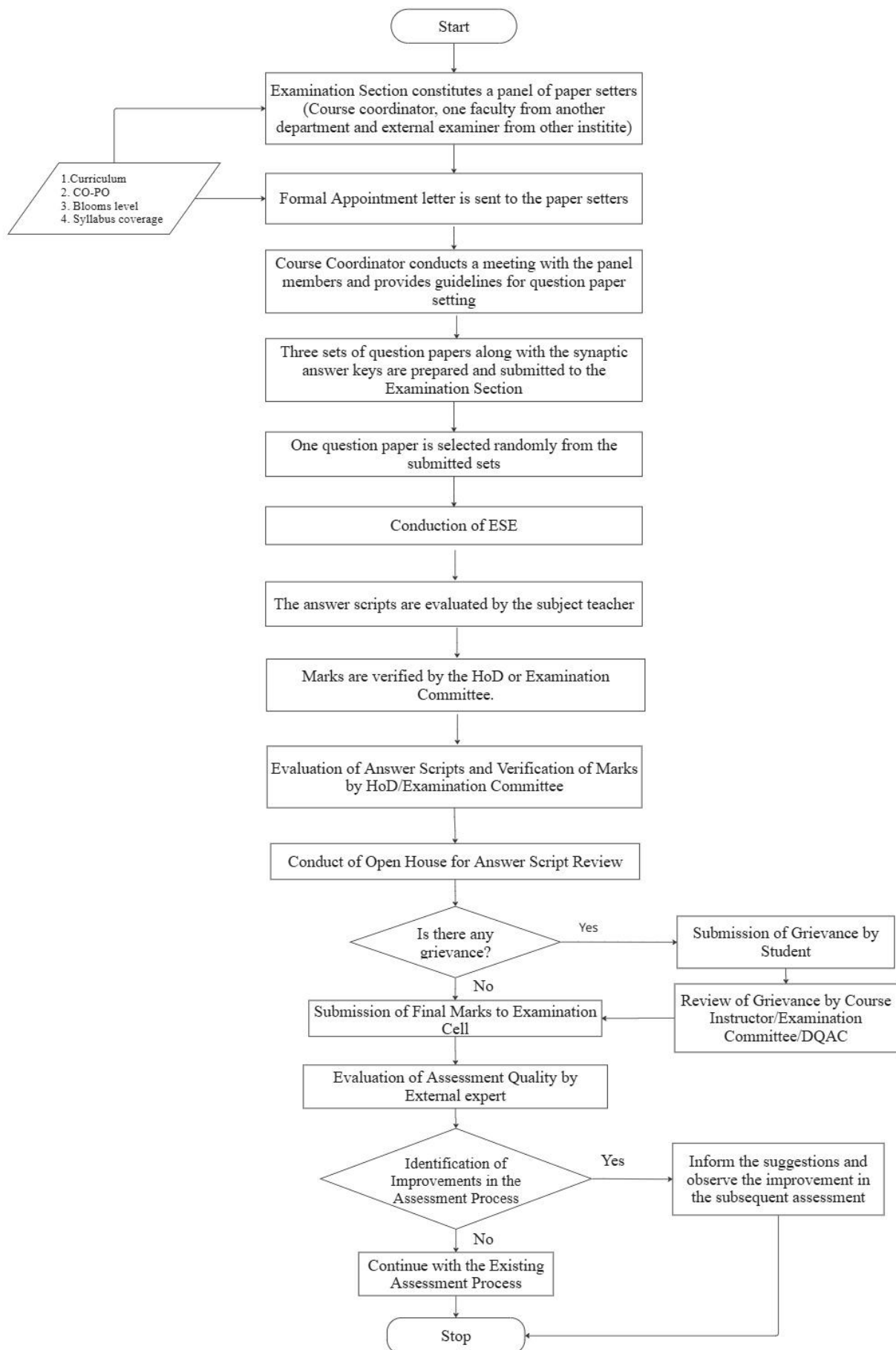


List of Documents:

- Course plan, lesson plan, ISE execution plan including ISE activity schedule
- DQAC approval of course plan
- ISE calendar (approved & displayed)
- DQAC audit reports for ISE
- Adherence report
- ISE-I & ISE-II marks records
- Result analysis report

11. Process for Evaluation of the Semester End Exam Question Paper

1. The Examination Section constitutes a panel of paper setters for End semester Examination comprising the internal Course coordinator (Subject teacher), one internal faculty member (possibly from another department) and one faculty member from other institute.
2. The paper setters are informed and officially appointed through formal appointment letters issued by the Examination Section, clearly stating their roles and responsibilities in the question paper setting process.
3. The Course Coordinator conducts a meeting with the panel members and provides guidelines for question paper setting, ensuring adherence to the syllabus, CO–PO mapping, and Bloom’s Taxonomy levels.
4. Three sets of question papers along with the synaptic answer keys are prepared and submitted to the Examination Section.
5. One question paper is selected randomly from the submitted sets for conducting the End semester examination.
6. The answer scripts are evaluated by the faculty, and the marks are verified by the HoD or Examination Committee.
7. An open house session is conducted for students to review their answer scripts to ensure the quality and transparency in the assessment, and if any grievance arises, the student submits it, which is then reviewed by the concerned faculty or committee. And the final marks are submitted to the Examination Cell.
8. The quality of answer script evaluation is reviewed by external audit members, and their suggestions are communicated to the concerned faculty members for further improvement. If improvements are identified, they are implemented in the next assessment; otherwise, the existing assessment process is continued.

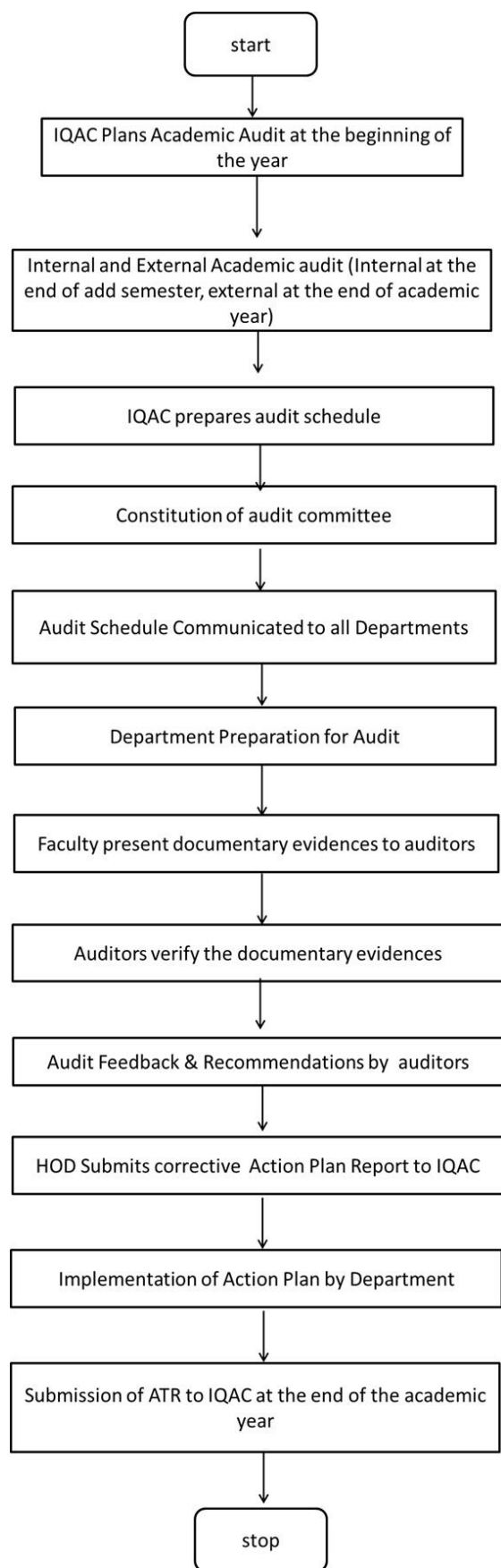


List of Documents:

- Two sets of question paper
- Question paper audit reports (Examination Cell)
- Answer keys / marking schemes
- Final selected question paper
- Evaluated answer scripts (Examination cell)
- Open house records & student grievance forms
- Grievances redressal record
- Final marks submission records
- External audit reports
- Action Taken Reports (ATR)

12. Process of Academic audit system

1. Academic audits are conducted twice in an academic year to ensure continuous monitoring and improvement of academic processes.
 - Inter-departmental Internal Audit is conducted at the end of the odd semester by internal audit members.
 - External Academic Audit is conducted at the end of the academic year by external subject experts.
2. The Internal Quality Assurance Cell (IQAC) prepares an academic audit schedule. The audit schedule is communicated to all departments well in advance to ensure preparedness and systematic documentation.
3. The internal academic audit is conducted by designated internal senior faculty members, while the external audit is carried out by external experts from other academic institutes. During the audit, the following documents are thoroughly reviewed for compliance and effectiveness by the auditors:
 - Course files (Lesson plans, Lab Plan, CO-PO mapping, assessment tools, attainment analysis, Identification of slow / advanced learners and action taken, Content beyond syllabus etc.)
 - Faculty personal files
 - Department-level files
4. Post audit, the audit committee provides key observations, suggestions for improvement to the respective departments. Based on these observations, the HOD submits a detailed Action Plan Report to IQAC.
5. For the subsequent audit cycle, each department prepares and submits an Action Taken Report (ATR) to IQAC, highlighting:
 - Actions implemented against the previous audit observations
 - Evidence of implementation
 - Impact on academic quality and outcomes
6. The ATR is reviewed during the next audit cycle to verify effectiveness of corrective actions.

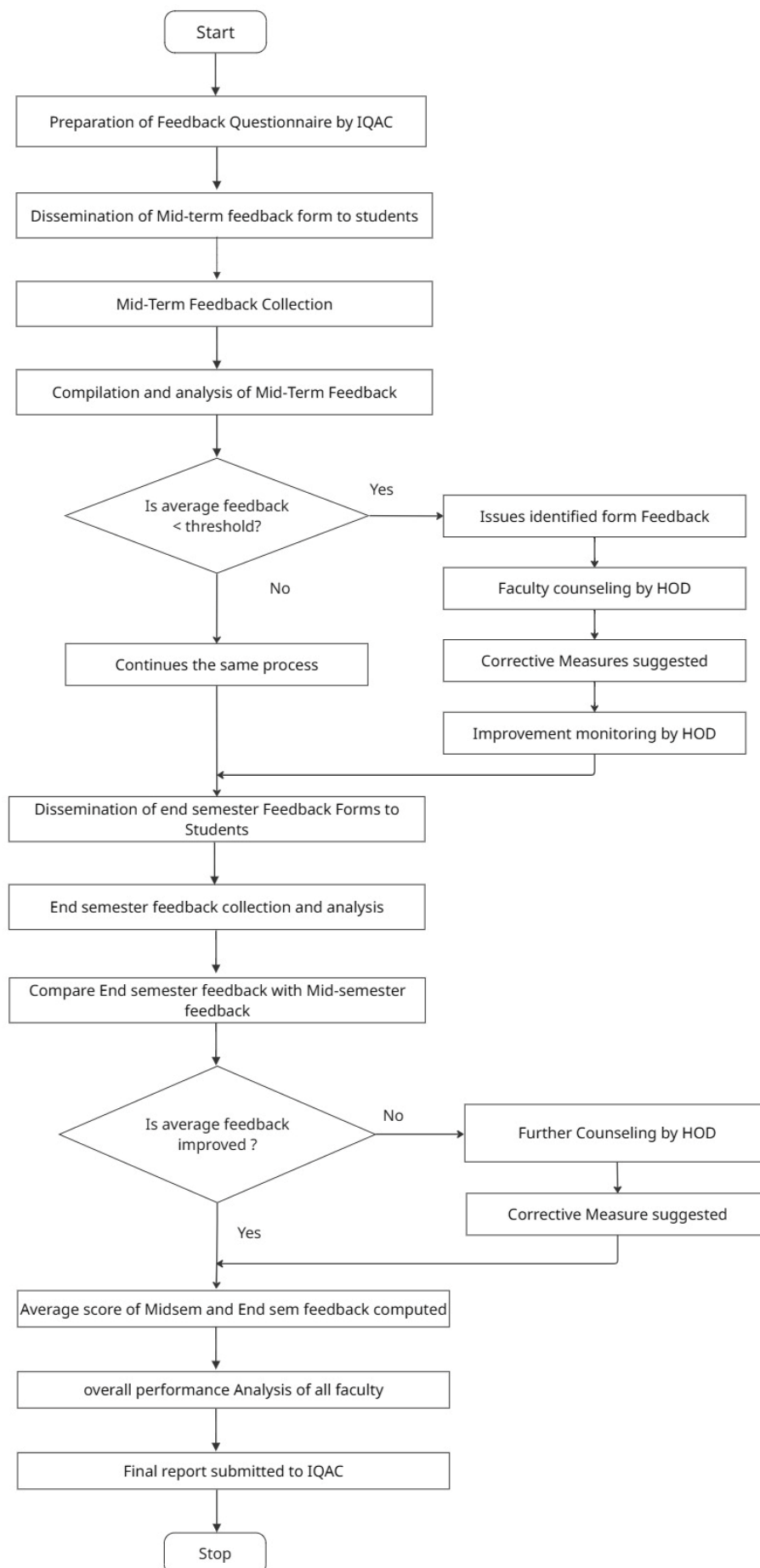


List of Documents:

- Academic audit Form
- Schedule of the Academic audit
- Formation of academic audit panel
- Appointment /Appreciation letters issued to academic auditors
- Circular informing schedule of academic audit to faculty members
- Completed audit form duly signed by Auditors
- Action Plan report duly signed by HOD
- ATR report duly signed by HOD
- Impact analysis report duly signed by HOD

13. Feedback collection process on Teaching Learning Practices (TLP)

1. IQAC prepares a structured feedback questionnaire.
2. The mid-term feedback form is disseminated to students.
3. Collected feedback is compiled and analyzed.
4. If a faculty member's score is below the defined threshold, specific issues are identified from feedback.
5. A structured counseling session is conducted by the HOD.
6. Faculty, in consultation with the HOD, prepares a corrective action plan.
7. Faculty implements the suggested improvements in teaching-learning practices.
8. The HOD monitors progress through class observations, student interactions, and review of teaching methods.
9. At the end of the semester, End-semester feedback is collected from students.
10. Feedback scores are compared with mid-semester data to assess improvement.
11. If performance remains below the threshold, further counseling and support are provided.
12. The average of mid-semester and end-semester feedback is computed at the end of the academic year.
13. Overall performance of all faculty members is analyzed.
14. Issues identified, actions implemented, and improvements achieved are documented with evidence.
15. The consolidated report is submitted to IQAC.



List of Documents:

- Feedback questionnaire (approved by IQAC)
- Student participation report (number/percentage of respondents)
- Raw feedback data (Responses of Google Forms/ERP export etc.)
- Compiled feedback reports (faculty-wise)
- Minutes of DQAC meeting discussing the feedback.
- Summary of key issues identified and action taken report
- Best performer list / appreciation records
- Final report submitted to IQAC

14. Feedback collection process on facilities

Feedback is collected on the following academic facilities

Technical Facilities

- Internet center
- Computer Centre
- ERP
- Turnitin software

Infrastructure Facilities

- Auditorium (SAMVAD)
- HVAC system
- CCTV and Smart displays
- Central Library
- Canteen
- Xerox and stationery
- Administration office
- Examination cell
- Placement Cell
- Sports Facility
- Medical room
- Girl common rooms and Boy common rooms

Mental support

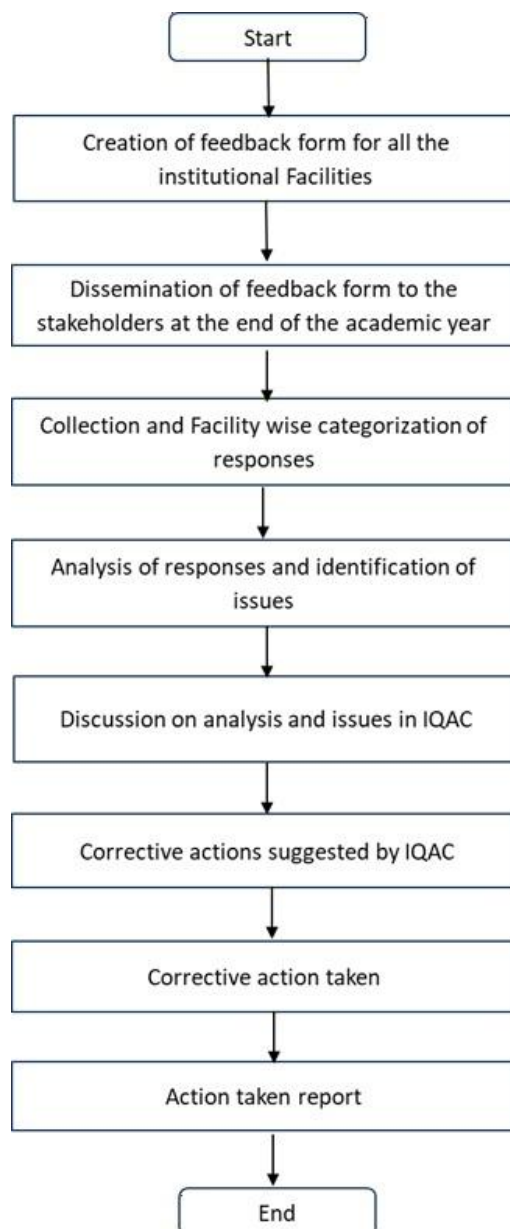
- Regular Counselor Facility

Financial Support Facilities

- Financial support for paper presentation
- Financial support for extra and co-curricular activities

Miscellaneous facilities

- Women development cell
- Grievances Cell
- Internal complaint committee
- Anti-ragging squad
- Student Council and other clubs

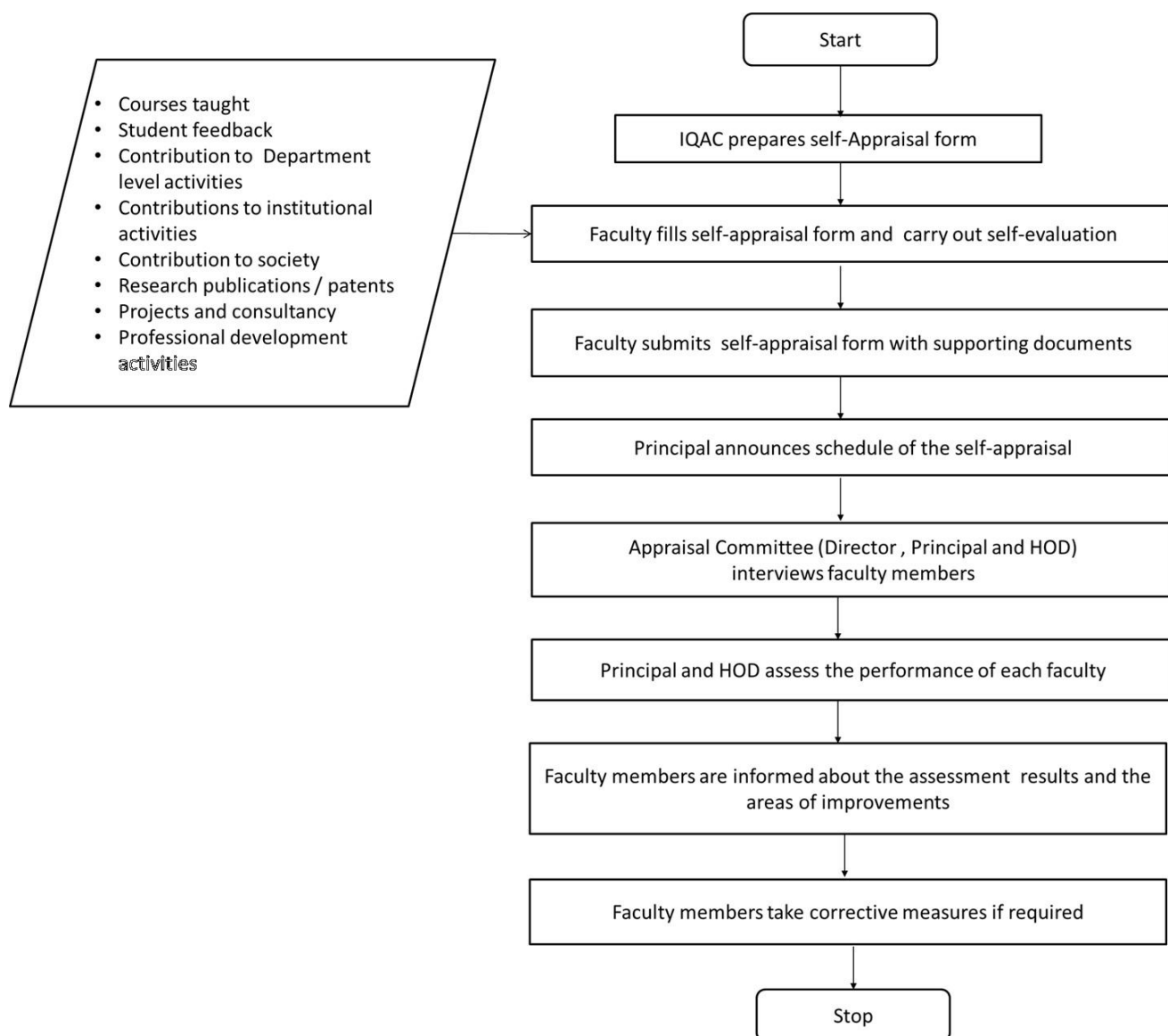


List of Documents:

- Feedback form for institutional facilities
- Collected feedback responses (raw data)
- Categorized feedback analysis report (facility-wise)
- Minutes of IQAC meeting discussing the issues
- Corrective actions suggested by IQAC
- Action Taken Report (ATR)

15. Faculty appraisal and development system

1. IQAC prepares Appraisal form in alignment with AICTE guidelines. Appraisal Form includes:
 - Courses taught
 - Student feedback
 - Contribution to Department level activities
 - Contributions to institutional activities
 - Contribution to society
 - Research publications / patents
 - Projects and consultancy
 - Professional development activities
2. Faculty members fill a self-appraisal form at the end of the academic year.
3. Faculty member submits self-appraisal form along with the documentary evidences in the office.
4. Principal announces schedule of self-appraisal.
5. Panel consisting of Director, Principal and HOD interviews Faculty members.
6. Principal and HODs assess the performance of each faculty member.
7. The assessment process is transparent and faculty members are informed about the assessment results and the areas of improvements.
8. Accordingly, faculty decides the corrective measures to improvise the performance and follows the same in the following year.
9. The appraisal may results in Promotions or increments.
10. Appraisal reports are documented and maintained by the HOD/office for future reference and accreditation processes.

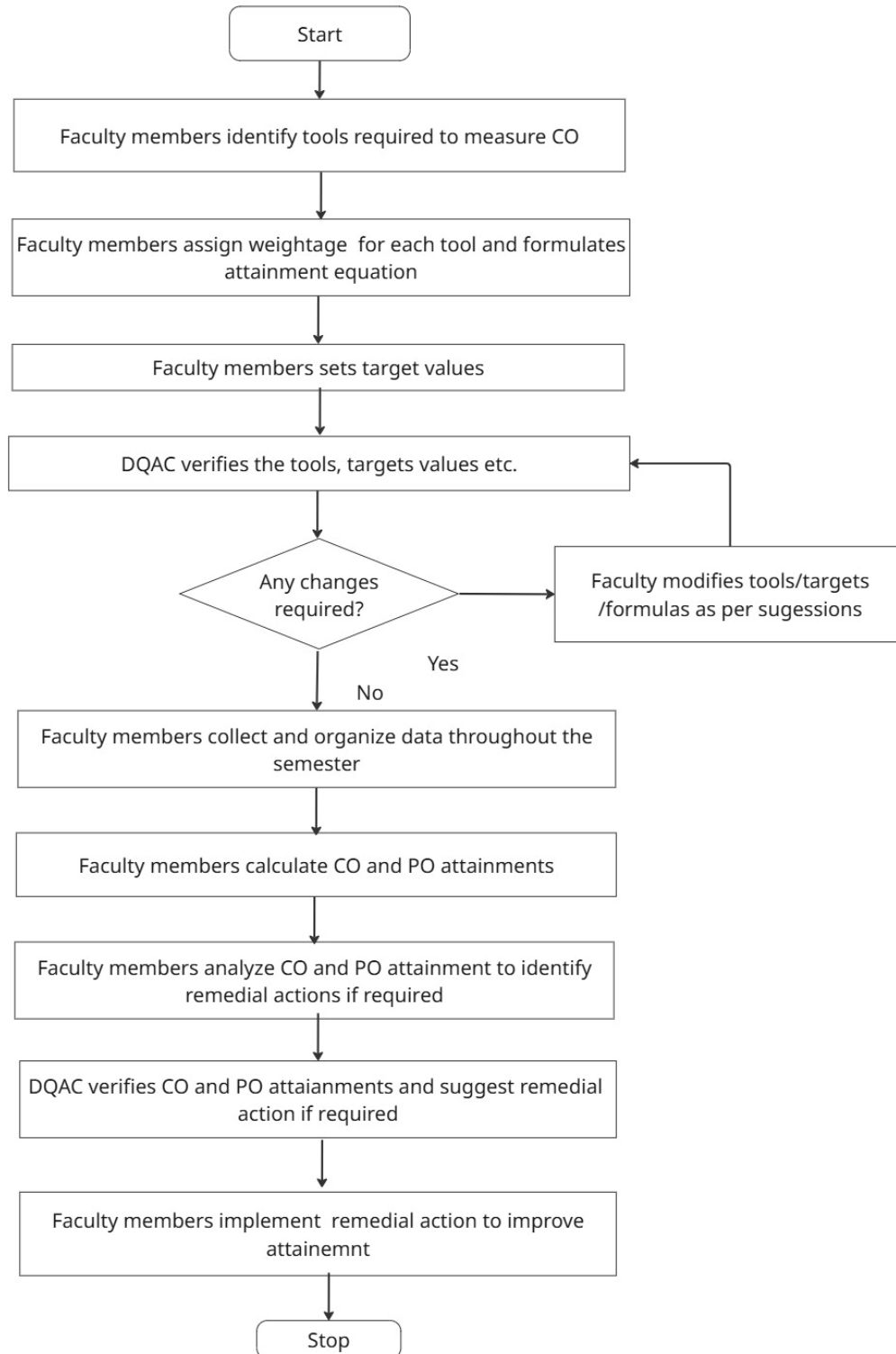


List of Documents:

- Blank Self-appraisal form
- Circular announcing the appraisal dates and meeting schedule
- Completed Faculty Self-Appraisal Forms
- Outcome Records (List of Faculty benefited from Appraisal with related documentary evidences - Promotion recommendations, Increment recommendations, Appreciation / recognition letters)

16. Processes for Evaluation of Course Outcome

- Faculty member identifies tools required to measure CO attainment for each CO.
- Faculty member assigns weightage for each tool.
- Faculty member formulates equation to calculate attainment.
- Faculty member sets target level for CO attainment.
- DQAC verifies the method/tools/target value of CO attainment calculation and suggests tools, target values, etc. if required.
- Based on feedback from DQAC, faculty member makes appropriate changes.
- Faculty member collects the data throughout semester as per the tools selected for measuring CO attainment.
- Faculty member organizes data.
- Faculty member calculates CO and PO attainments for said course.
- Faculty member analyzes CO attainment to identify remedial actions if necessary.
- DQAC verifies attainment and suggests remedial action.
- Faculty member implements remedial measures during following year to improve CO attainment or sets new target value

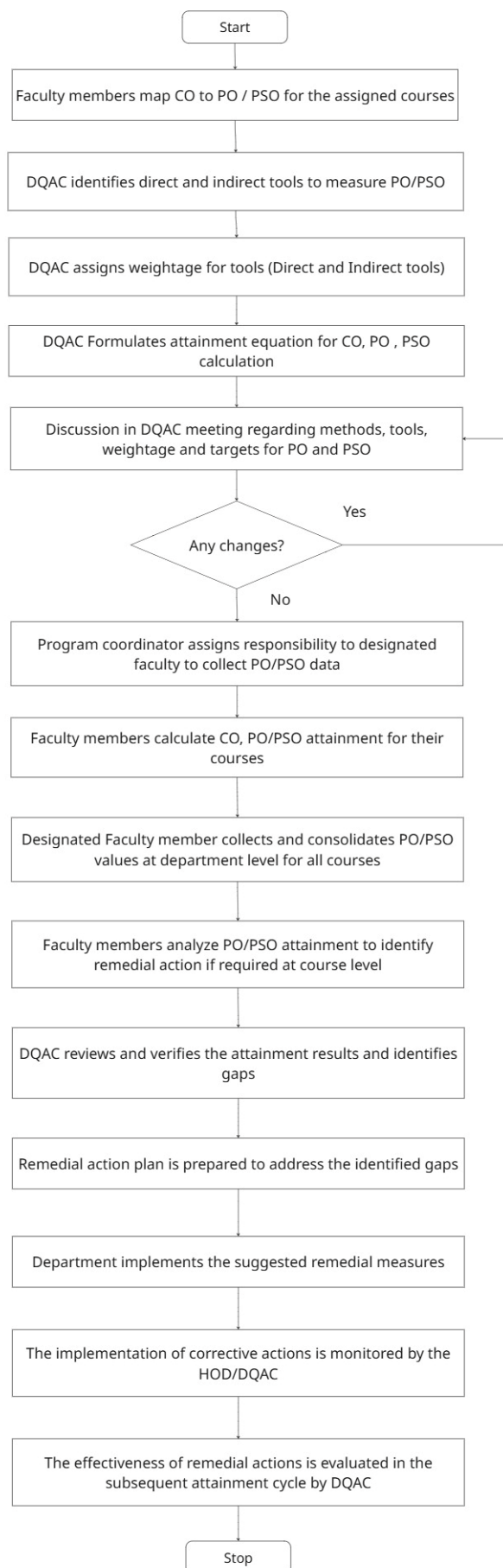


List of Documents

- CO Assessment Plan (Tools, weightage, formulas, target levels)
- DQAC approval sheet
- Raw Data (Student marks, assignments, exam papers (with CO mapping), surveys etc.)
- Organized CO-wise and tool-wise data (Excel)
- CO attainment calculation sheet
- CO attainment analysis Report and Identification of Weak COs
- Remedial Action Plan
- Implementation Evidence
- Comparison and effectiveness of actions

17. Process to Measure PO/PSO attainment

1. Course Outcomes (COs) are mapped to Program Outcomes (POs) and Program Specific Outcomes (PSOs) with defined correlation levels (1–Low, 2–Medium, 3–High).
2. DQAC identifies appropriate tools for measuring PO and PSO attainment, including both direct and indirect assessment methods.
3. DQAC assigns weightages to each assessment tool, (higher weightage to direct assessment methods)
4. DQAC formulates and standardizes the method and equations for calculating CO, PO, and PSO attainment, along with threshold criteria.
5. Target levels for PO and PSO attainment are defined for evaluation and benchmarking purposes.
6. The overall methodology, tools, weightages, formulas, and target values are reviewed and finalized by DQAC.
7. The Program Coordinator (PC) assigns one designated coordinator faculty members for data collection.
8. Respective faculty members collect assessment data at the end of the semester as per the defined tools.
9. CO, PO and PSO attainment is calculated by faculty members for each course based on student performance in the defined assessment tools.
10. The coordinator consolidates the attainment values at the program level across all courses.
11. DQAC reviews and verifies the attainment results and identifies gaps.
12. A structured remedial action plan is prepared to address the identified gaps.
13. The department implements the suggested remedial measures to improve attainment levels.
14. The implementation of corrective actions is monitored by the HOD/DQAC.
15. The effectiveness of remedial actions is evaluated in the subsequent attainment cycle.

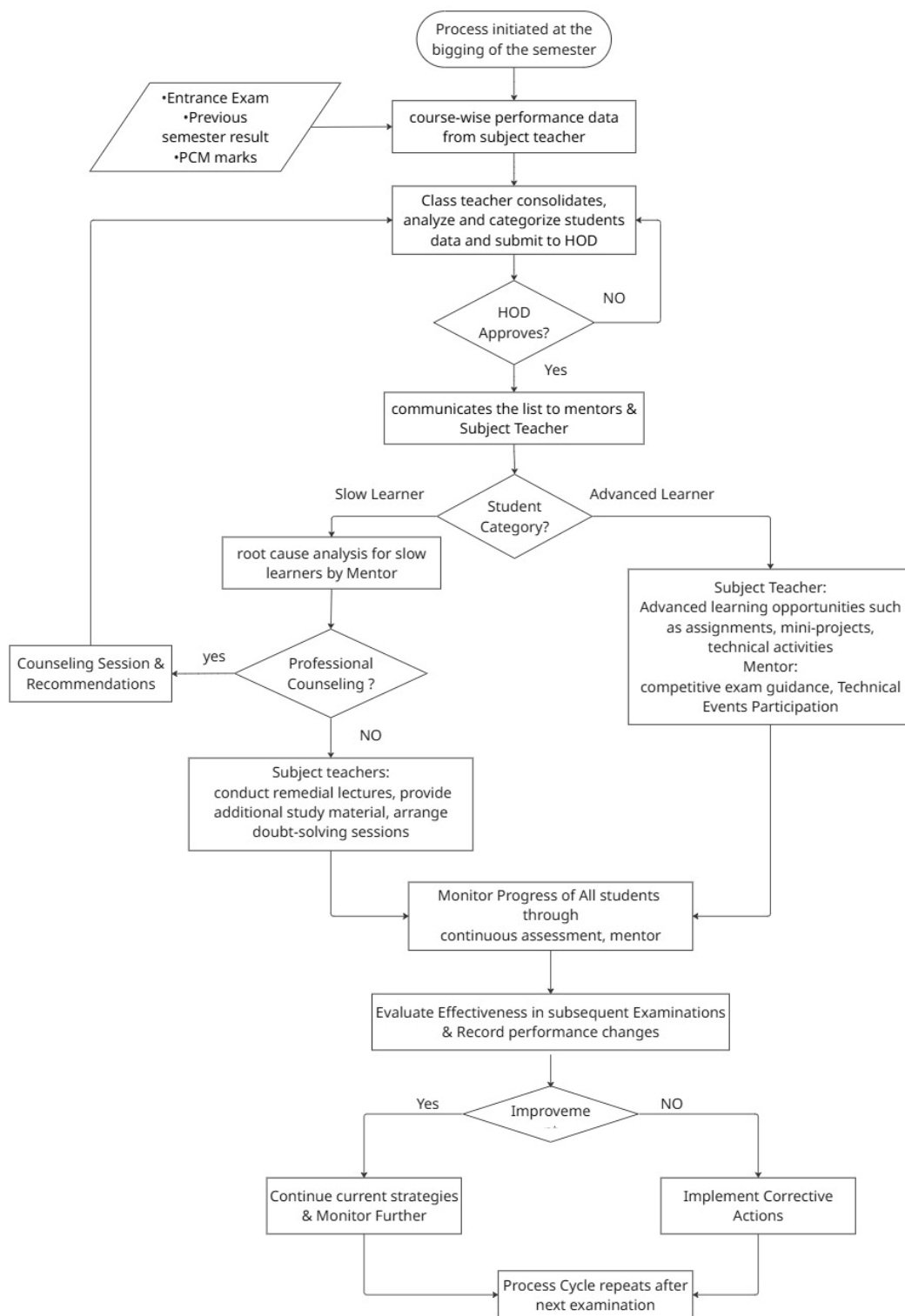


List of Documents

- Course Outcome (CO) statements for each course
- CO–PO–PSO Mapping Matrix for each course
- DQAC Minutes specifying Assessment tools (Direct/Indirect), weightage and targets for PO and PSO.
- Attainment Calculation Methodology approved by DQAC
- Consolidated PO & PSO attainment report
- DQAC review reports for Gap analysis.
- Action plans & implementation evidence.
- Comparison of previous vs. current attainment

18. Process to identify slow and advanced learners

1. Process is initiated at the beginning of the semester and after each examination cycle.
2. Learners are identified at entry level and subsequent semesters based on predefined criteria (PCM marks, entrance score, previous results, internal performance, and faculty observations)
3. Subject teachers submit course-wise performance data (marks, attendance, observations) to the Class Teacher.
4. Class Teacher consolidates, analyzes data, and categorizes students into slow and advanced learners.
5. Consolidated list with analysis is submitted to HOD for review and approval.
6. HOD approves and communicates the list to mentors and subject teachers.
7. Mentors perform root cause analysis for slow learners (academic, personal, emotional, communication, motivation)
 - a. if emotional/psychological or serious personal issues are identified; the case is referred to the Professional Counselor
 - b. Professional Counselor conducts counseling sessions and shares recommendations/feedback with Mentor and HOD (maintaining confidentiality)
8. Based on Mentor and Counselor inputs, interventions are implemented: Slow learners → remedial classes (faculty) + mentoring (mentor) + counseling support (if required)
9. Continuous monitoring is carried out jointly by Subject Teacher, Mentor and Counselor (if involved)
10. Progress is reviewed through assessments, mentor feedback, and counseling outcomes
11. Effectiveness is evaluated in subsequent examinations.

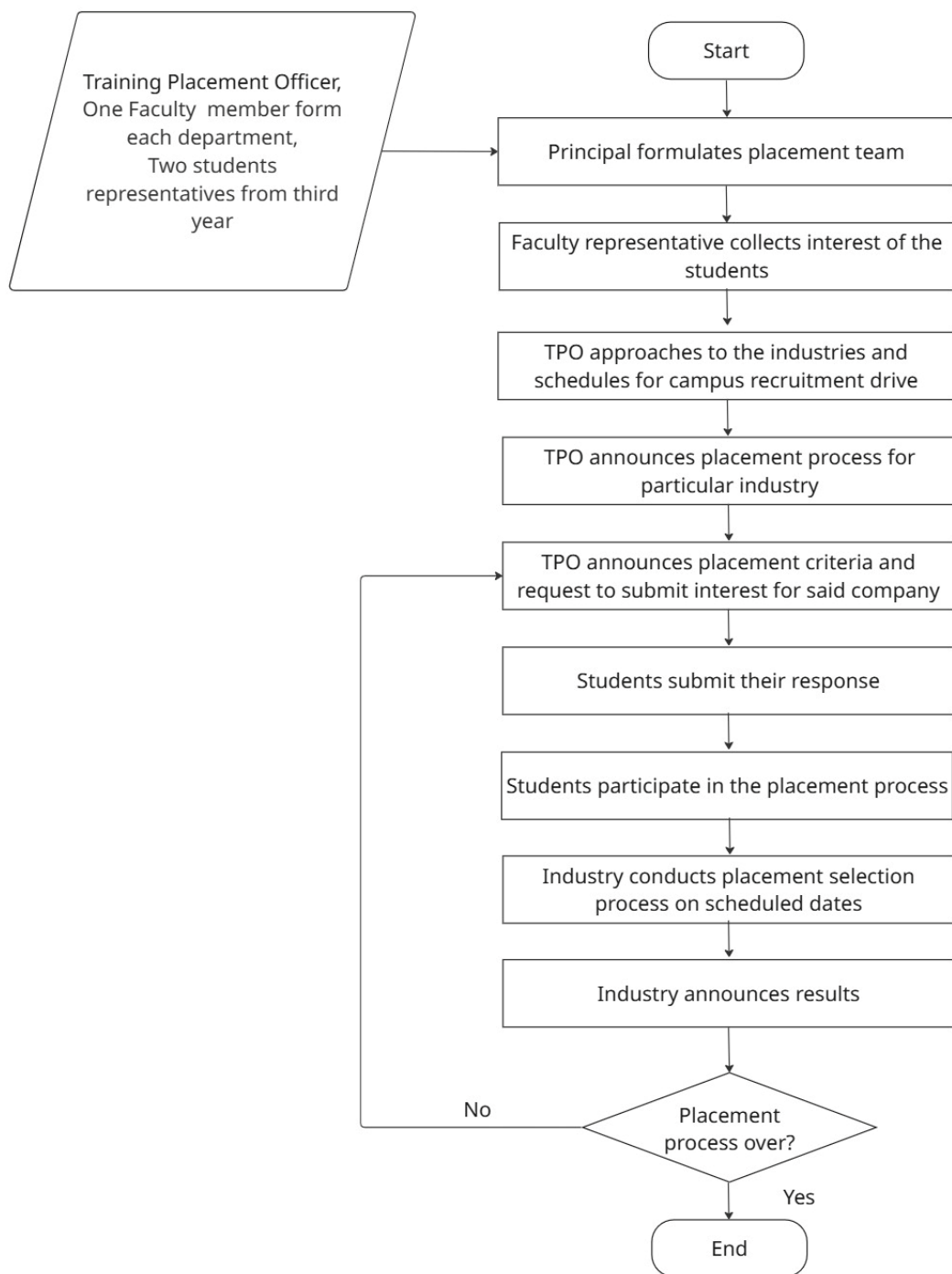


List of Documents:

- Entry-level and internal performance records (PCM marks, entrance scores, assessments, attendance)
- Subject-wise performance data and consolidated analysis report by Class Teacher
- Approved list of slow and advanced learners with HOD approval/communication
- Mentoring records including root cause analysis reports
- Counseling referral records and session summaries (if applicable)
- Remedial measures records (remedial classes, mentoring, study materials)
- Monitoring and progress tracking reports (faculty + mentor + counselor inputs)
- Assessment results and comparative performance analysis
- Feedback records and Action Taken Report

19. Placement Process

1. The Principal constitutes the Training and Placement Team, comprising the Training and Placement Officer (TPO), one faculty representative from each department, and two student representatives from each third-year class.
2. At the end of the sixth semester, faculty representatives collect data regarding students' career preferences, such as interest in placements, higher studies, or other pursuits.
3. The TPO coordinates with various industries and organizations to schedule campus recruitment drives and finalize visit dates.
4. The TPO announces the placement schedule for each visiting organization.
5. The TPO communicates the eligibility criteria of the company and requests a list of interested and eligible students.
6. Students submit their responses through the designated student representatives.
7. Eligible students participate in the placement process on the scheduled date.
8. The recruiting organization conducts the selection process as per the agreed schedule.
9. The organization declares the results at the conclusion of the recruitment process.
10. Steps 4 to 10 are repeated for subsequent organizations participating in campus placements.

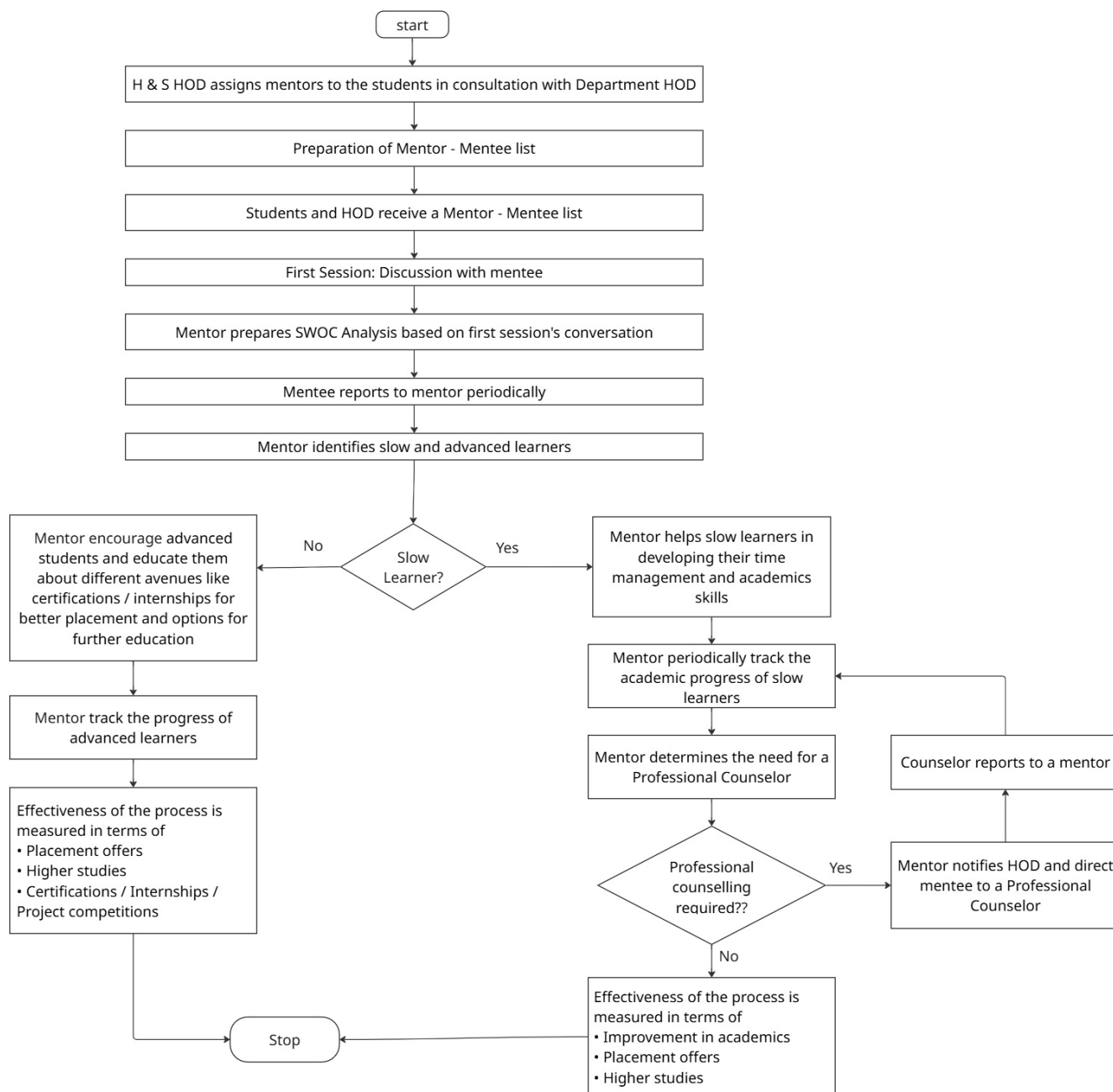


List of documents:

- Circular regarding formulation of placement team
- Excel sheet – data regarding interest of students
- Email communication to industries
- Circulars/emails regarding the announcement of placement
- Response sheet for particular industry
- Placement results

20. Mentoring process

1. At the beginning of the first semester, the Head of the Department of Humanities and Sciences assigns mentors to mentees (approximately 11 students are assigned to one mentor) in consultation with the Department HOD's. The mentor continues mentoring till the student successfully graduates.
2. Students and the department head are informed of the prepared mentor-mentee list.
3. The mentor discusses and prepares a SWOC analysis with the mentee at the first mentoring session.
4. Mentee reports to a mentor periodically.
5. Mentor identifies slow and advanced learner.
6. The mentor counsels the slow learner to enhance performance. The mentor directs the student to a professional counselor if necessary.
7. Mentor encourages advanced learners and educates them about opportunities for higher education and better placement.
8. The mentor continuously monitors the performance of the mentee and takes remedial measures for the holistic development of the mentee.
9. For advanced learners, the method's efficacy is evaluated in terms of placement, higher education, and certifications; for slow learners, it is evaluated in terms of academic improvement, placement, and higher education.



List of Documents:

- Mentor-Mentee list
- Mentoring Diary—to be maintained by mentor
 - Personal details, SWOC analysis, academic performance, extra-curricular and co-curricular details provided by the mentee, and the mentor's academic and non-academic observations about the mentee
- Professional counselor report, if any
- Impact analysis report by mentor