



IMS ENGINEERING COLLEGE, GHAZIABAD

(Affiliated to Dr. A.P.J. Abdul Kalam Technical University, Lucknow, Uttar Pradesh & Approved by AICTE, New Delhi)

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SUPPORTING DOCUMENTS

AQAR: 2022-23

1.1.1	<p><i>The Institution ensures effective curriculum delivery through a well-planned and documented process</i></p> <p>Attachment: Academic Manual</p>
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ACADEMIC ASSESSMENT & MONITORING MANUAL

[2023-24]



IMS ENGINEERING COLLEGE, GHAZIABAD

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(Approved by AICTE, New Delhi, NBA & NAAC Accredited)

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Chapter-1

About the IMS Engineering College

1.1. VISION, MISSION and QUALITY POLICY OF INSTITUTE

Vision

To make IMSEC an Institution of Excellence for empowering students through technical education coupled with incorporating values and developing engineering acumen for innovations and leadership skills for the betterment of society.

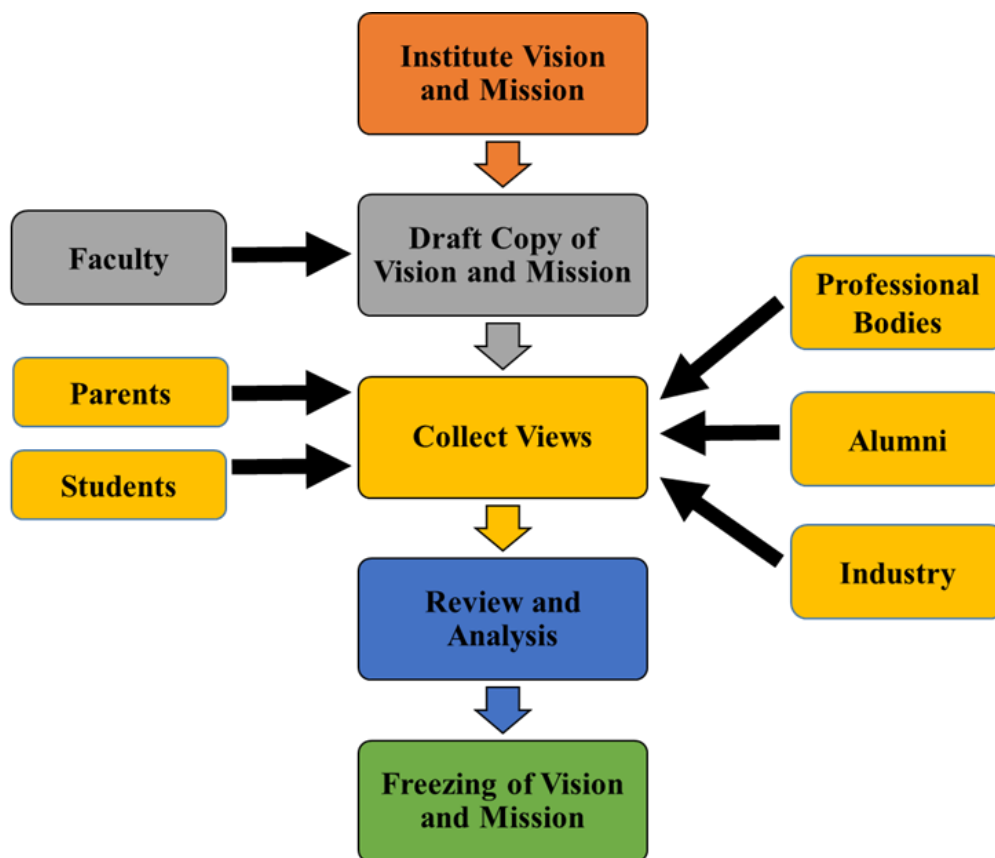
Mission

- To promote academic excellence by continuous learning in core and emerging Engineering areas using innovative teaching and learning methodologies.
- To inculcate values and ethics among the learners.
- To promote industry interactions and produce young entrepreneurs.
- To create a conducive learning and research environment for life-long learning to develop the students as technology leaders and entrepreneurs for addressing societal needs.

Quality Policy

“We shall develop IMSEC into a Centre of excellence for technical education and other emerging related areas so as to enable students to realise their full potential and contribute to the development of the society. This shall be done through adherence to Quality Format and continual improvement through achieving objectives and review.”

1.2. Vision & Mission Formation Process



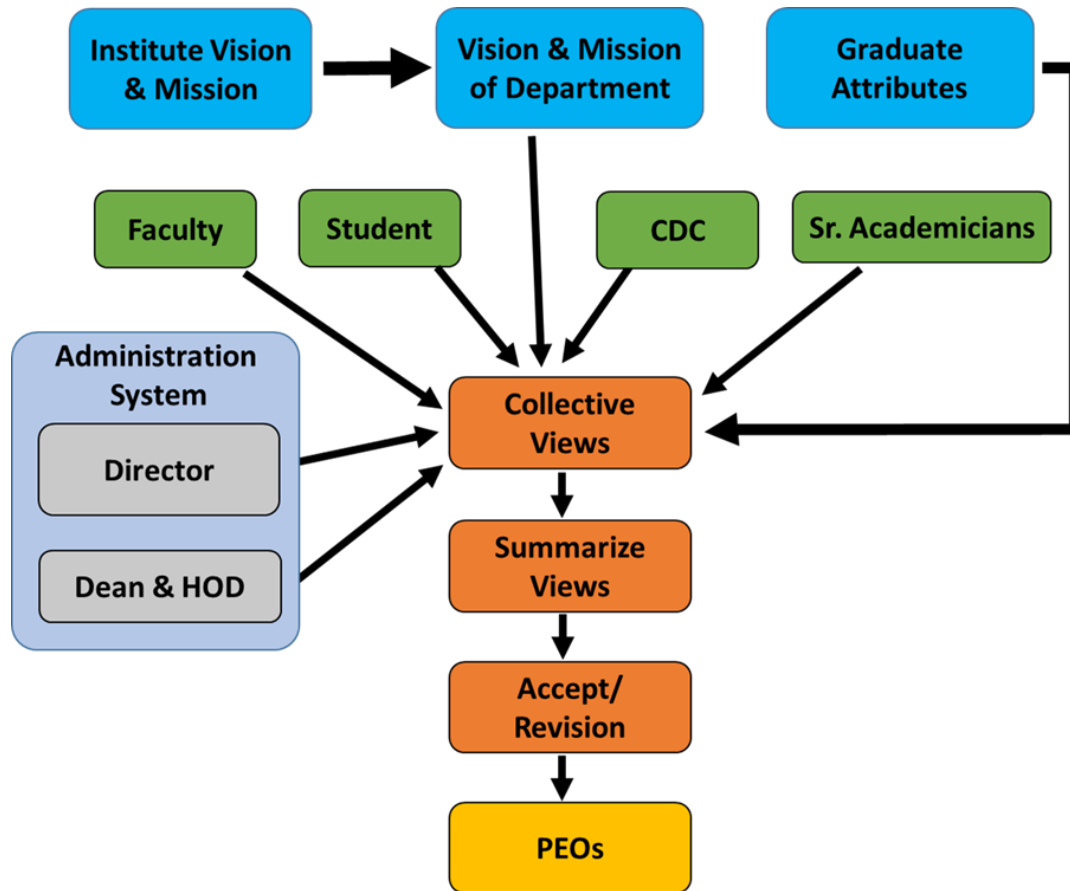
Note:- After formation of Vision & Mission of the institute, it is forwarded by Director's office to Management for final approval. The department level vision& mission formulated will finally be approved by Director.

1.3. Program Education Objectives [PEOs]

The department wise finalised PEOs, in consultation with the stake holders, is forwarded to Director for final approval. The PEOs should reflect the long-term objectives of the department with regard to the achievements of the students.

- ❖ The PEO should be consistent with the vision of the institution
- ❖ All the stakeholders (Students, Faculty, Industry, Employer, Parents, Society and Government) should participate in the process of framing PEOs.
- ❖ The PEOs are reviewed periodically based on feedback of the program's various stakeholders.

1.4. Formation Process of PEOs



1.5. Program Outcomes (POs)

- ❖ **Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
- ❖ **Problem analysis:** Identify, formulate, review research literature, and analyse complex engineering problem searching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- ❖ **Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- ❖ **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

- ❖ **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitation.
- ❖ **The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- ❖ **Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- ❖ **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- ❖ **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- ❖ **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- ❖ **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
- ❖ **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

1.6. About the IMS Engineering College

Located in the industrial city of Ghaziabad, IMS Engineering College is known for quality technical and management education, centres of excellence, innovative teaching pedagogy, discipline, and other creative efforts.

IMSEC Ghaziabad is one of the top-notch Engineering colleges in North India, providing technical education and 100% employability prospects to its students. It is ranked 5th in North zone among the top Private Engineering colleges by Times Engineering Institute Ranking Survey 2022. In top 125 Private Engineering Institute Rankings 2022, the institute stands tall at position 14th. On all India

basis, among the top 170 Engineering Institute Rankings 2022, IMS Engineering College ranks at 19th position. In context to best Placements, the livewire of any academic institutions, in shortlisted Top 70 Private Institutions, we are distinguished at 13th position. In the domain of Research capability, IMSEC has consolidated itself at 20th, out of 30 top Engineering colleges' list.

In the survey conducted by Competition Success Review (CSR) for the session 2022-2023, IMSEC has been ranked at 4th position in the entire estate of Uttar Pradesh. Last but not least, "Institute's Innovation Council an inevitable wing of Ministry of Education Initiative", IMSEC has been given a 4 Star rating.

IMSEC is NAAC Accredited for maintaining world-class quality in Education & Infrastructure and one of its courses, B.Tech. (Information Technology) is NBA accredited up to 2024. Highly experienced and dedicated faculty team, state-of-art laboratories, computer centres, learning resource centres and wholesome pedagogic skills/pedagogical techniques provide the students highly exciting and gainful opportunities to acquire knowledge and technical expertise necessary for grooming and orienting their creative young minds. Faculty at IMS Engineering College have been recruited as per quality policy ensuring that the faculty members have educational and technical backgrounds from institutions of national/international repute and none is below a master degree. A large number of them are being regularly deputed to undergo training programs and attending conferences and seminars to enhance their expertise. The IMSEC motto of imparting quality education is reflected by its academic results and placement. IMS Engineering College, an endeavour of IMS Society, it is continuously endeavouring to make its students technically skilled, innovative, behaviourally disciplined, and morally ethical to excel in the global corporate scenario.

The objective of IMSEC of imparting quality education is reflected in its consistently good academic results and placement records. IMS Engineering College, a brain-child of IMS Society, is continuously endeavouring to make its students technically skilled, innovative, behaviourally disciplined, and morally ethical to excel in the global corporate scenario.

1.7. Intake & branches offered

Campus	Course	Branch	Seats
IMS Engineering College (Est. in Year 2002)	B.Tech.	Bio-Technology	60
		Computer Science	180
		Computer Science and Engineering	240
		Computer Science and Design	60
		Computer Science and Engineering (AI & ML)	60
		Information Technology	90
		Electronics and Communication Engineering	30
		Mechanical Engineering	30
	MBA	90	
	MCA	90	
Total Seats			930

1.8. Scope of work for office bearers

1.8.1 Roles & Responsibilities of Chairman

To provide guidance and direction to all societies, trusts, and institutions and formulate approach/ philosophy and policies for academic excellence.

1.8.2 Roles & Responsibilities of Director

- ❖ The Director shall be the executive head of the institution
- ❖ The Director shall exercise supervision and control over all the affairs of the Institution.
- ❖ The Director shall preside over various meetings meant for the purpose of academic excellence.
- ❖ The Director shall take appropriate actions to ensure the implementation of decisions made by the Governing Council.
- ❖ The Director shall ensure proper functioning and coordination of all institutional officers.
- ❖ The Director shall ensure proper functioning and submission of reports/minutes of meetings by all Bodies/ Committees/ Councils/Boards and the Institution.
- ❖ On administrative matters, and matters of academic affairs that require a decision by the Governing Council, the Director shall act after consultation with the Chairman.
- ❖ The Director shall approve the Examiners for examination for each program of study based on the relevant norms of the Institution.

- ❖ The Director shall exercise time to time, the disciplinary jurisdiction and control of the Office of the Director, over all students and all employees of the institution, and shall give direction for the exercise of disciplinary powers by designated officers, and take all measures necessary in this connection;
- ❖ The Director shall exercise such other powers and perform such other functions as:
 - To give directions to any student, teacher, officer, or any other employee of the Institution.
 - To call for information from any faculty staff, or student of the Institution.
 - To regulate and enforce discipline among members of the teaching, administrative and other staff of the Institution.
 - To institute/ authorize inquiries into incidents, situations or affairs of the Institution;
 - To take necessary disciplinary action against any teacher or employee or to authorize any office to take such action;
 - To enquire into any incident which includes academic, administrative and disciplinary matters related to the institution, including students, staff and faculties, in consultation with the Chairman;
 - To ensure availability of buildings, premises, furniture and equipment and other means needed for carrying on the work of the institution;
 - To develop plans and schemes to ensure excellence in the standards of academic activities of the various academic bodies in the institution.

1.8.3 Roles & Responsibilities of Dean Academic

Dean academic will provide all the academic related instructions and ensure their implementation in the departments. He , along with all Heads of Departments, will play crucial role in developing Curricular Planning and process. Some of the significant responsibilities of dean academic are:

- ❖ Preparation of Academic Calendar
- ❖ Dissemination of information regarding timetable preparation & Course file planning.
- ❖ To motivate faculty to use Information Communication Technology tools (ICT).
- ❖ To work for Internationalization/ National Collaborations in the field of academics.
- ❖ Provide guidelines for load distribution, time-table preparation.
- ❖ To supervise the Internal & External Exams.
- ❖ To supervise the declaration of results.

- ❖ Implementation of academic guidelines of AKTU in the institute.
- ❖ Implementation of various academic formats in the institute.
- ❖ Ensure that the entire department is running the academic activities uniformly.
- ❖ Student's attendance monitoring and improvement instructions.
- ❖ Circulation of date and guidelines for Internal Assessments (CTs & Practical's).
- ❖ To get the quality of question papers prepared for CTs.
- ❖ Ensure the best practices in teaching learning process in the institute.
- ❖ Implementation and records of open electives in the various departments.
- ❖ Ensure that the entire department uses standard guidelines for internal marks preparation and uploading on AKTU ERP at the end of each semester.
- ❖ Ensure the faculty availability for the departments related to open electives and common subject in the institute.
- ❖ All matters related to curriculum planning and implementation.

1.8.4 Roles & Responsibilities of Dean student's welfare (DSW)

- ❖ Ensure congenial living environment in the campus including Hostels for the students and monitoring day to day essential supports required for academic and co-curricular activities of the students.
- ❖ Organize student bodies i.e. College Students Central Association (CSCA) in the institution as per guidelines issued by the college from time to time.
- ❖ Organize oath taking ceremony of CSCA Body and maintain the essential particulars of office bearers and other members of this Body.
- ❖ Advise student council as and when required.
- ❖ Arrange for special cares to be provided to weaker and differently-abled students.
- ❖ Prepare plans and execute programmes for holistic development of the students.
- ❖ Enable students to participate effectively in the management of hostels and also in organization of students related activities.
- ❖ Work with hostel wardens, sports officer, in charges of NCC, NSS, YRC, Red Ribbon, Rotaract, Scholarship, Clubs and Societies for all matters related to students' welfare.
- ❖ Arrange facilities for educational tours and participation in sports /other activities outside college.
- ❖ Student-teacher relationship.
- ❖ Student counselling.

- ❖ Student information services.
- ❖ Liaison between college administration and students.
- ❖ Issue of certificates as authorized and delegated by the Principal.
- ❖ Communicate with the parents /guardians of the students as and when required.
- ❖ Report to the Principal cases of students who require special attention or whose conduct and activities are not in the best interest of the institution or any other problems of the students related to the college.

1.8.5 Roles & Responsibilities of Chief Proctor & Proctor

- ❖ To manage the proctor office and perform all duties assigned from time to time.
- ❖ To frame and ensure implementation of group academic calendar.
- ❖ To organize meetings and give directions as per group policies.
- ❖ To deal with matters of indiscipline ragging etc. in campuses, hostels, transport & other places.
- ❖ To redress students' grievance as per IMSEC norms.
- ❖ Coordinate with all HODs/Proctors for proper attendance and discipline maintenance for smooth campus working.
- ❖ To maintain proactive vigilance in the best interest of the organization.
- ❖ To work for raising the motivational level of students by keeping in mind (a) their intelligence (b) background i.e., rural/urban / hosteller /day scholar etc.
- ❖ To arrange and coordinate student volunteers for college functions.
- ❖ To keep a record of potentate trouble shooters and adopt corrective measures.
- ❖ To keep records of various activities and take appropriate decisions for effective execution.
- ❖ The proctors will design proper display arrangements for all type of information for students and faculty members in consultation with the Director.

1.8.6 Roles & Responsibilities of Registrar

- ❖ To maintain general administration, establishment, accounts, fees collection and purchase related activities.
- ❖ To upgrade and utilize inset related services throughout the college.
- ❖ To prepare documentation, apply for approvals to various government bodies, and attend to inspections by AICTE, University, State Government, and others.

- ❖ To organize and implement all works related to students including complete documentation and filing.
- ❖ To execute all essential activities directly/indirectly related to the overall functioning of institution as per the direction of the Director.

1.8.7 Roles & Responsibilities of Head of Department (HOD)

Although HOD will be responsible for effective curriculum delivery through a well planned and documented process, all academic and other matters related to their respective department, some major responsibilities are:

- ❖ Resolving all departmental related issues in the individual department for the smooth conduction of academic activities.
- ❖ Playing major role in Curricular Planning and ensure effective curriculum delivery through a well planned and documented process.
- ❖ Supervising the preparation of the department's strategic plan and following up on its implementation. Department academic calendar preparation (Technical & Cultural activities).
- ❖ Supervising the administration of the educational, research, administrative, financial and cultural affairs.
- ❖ Arranging Guest Lecture/Extension Lectures, FDP, Seminars, Workshops, conferences, etc.
- ❖ Course allocation to faculty members.
- ❖ Ensure proper load chart & time table.
- ❖ Allocation of various responsibilities to faculty members at a department level
- ❖ Mentor-Mentee distribution & supervision.
- ❖ Ensure the proper Course file development by faculty members.
- ❖ Syllabus coverage monitoring.
- ❖ Attendance monitoring of students
- ❖ Feedback from students regarding the effectiveness of teaching-learning process by faculty members.
- ❖ Monitoring the lecture delivery by faculty members.
- ❖ Smooth conduction of labs.
- ❖ Maintain all department records in the department for future reference.
- ❖ Proper functioning of students' clubs & Professional Societies.
- ❖ Responsible for innovative programs, including collaboration with other institutions, Universities and different industries.

1.8.8 Roles & Responsibilities of Internal Quality Assurance Cell Coordinator (IQAC)

The IQAC shall be constituted under the Chairmanship of Director. Nominated by the Director, the position of coordinator will be held as an additional charge by the faculty member concerned. The important role of IQAC and responsibilities of its coordinator are:

- ❖ Ensuring timely, efficient and progressive performance of academic, administrative and financial units.
- ❖ Adoption of relevant and quality academic and research programmes.
- ❖ Ensuring equitable access to and affordability of academic programmes for various sections of the society.
- ❖ Optimization and integration of modern methods of teaching and learning.
- ❖ Ensuring credible assessment and evaluation processes.
- ❖ Ensuring the proper allocation, adequacy and maintenance of support structure and services.
- ❖ Sharing of research findings and networking with other institutions in India and abroad.
- ❖ Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College.
- ❖ Facilitating a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning.
- ❖ Collection and analysis of feedback from all the stakeholders on quality related institutional processes.
- ❖ Dissemination of information on various quality parameters to all the stakeholders.
- ❖ Organization of intra- and inter-institutional workshops and seminars on quality- related themes and promotion of quality circles.
- ❖ Documentation of various programmes/activities leading to quality improvement.
- ❖ Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of the best practices.
- ❖ Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing institutional quality.
- ❖ Periodical conduct of Academic and Administrative Audits along with their follow-up activities.
- ❖ Preparation and submission of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC.

1.8.9 Roles & Responsibilities of Career Development Cell Head (CDC)

Career development is the collection of psychological, social, educational, physical, and economic variables that affect the type and importance of employment during an individual's lifetime. It may be stated more simply as a person's development through life. Making the correct choices at the appropriate moment is crucial to building a successful career. At IMSEC, the Career Development Cell strives to realise this objective. The CDC's events, workshops, and programs are not a goal but a means to the highly desired abilities. The cell offers the pupils several chances for quantitative improvement while broadening their view of unthinkable possibilities. The CDC assists students on numerous platforms in achieving their ambitions.

- PDP sessions
- Aptitude Classes
- Mock Interviews
- Written Placement tests/ Online Placement test

1.8.10 Roles & Responsibilities of NBA/NAAC Coordinator

- ❖ To create awareness on outcome-based education/ accreditation among college faculty and students.
- ❖ To guide the departments for preparation of SAR/SSR.
- ❖ To review SAR/SSR during the course of accreditation.
- ❖ To add/ adopt best practices as and when stipulated by NBA/ NAAC.
- ❖ To attend NBA/ NAAC workshops as organized by authorities.
- ❖ To ensure quality management system processes are established, implemented and maintained.
- ❖ To establish quality policy and communicate the same to internal stakeholders.
- ❖ To arrange and undertake internal audits.
- ❖ Provide advice regarding accreditation procedure to HODs and department NBA coordinators.
- ❖ Recommending corrective actions wherever required.
- ❖ To formulate guidelines for attainment of COs, POs and PSOs and circulate the same to all HODs and department NBA Coordinators.
- ❖ To draft and revise survey forms viz. alumni survey, employer survey, parents survey, student survey, faculty survey, exit survey and any other relevant survey.

1.8.11 Roles & Responsibilities of Alumni Committee

- ❖ Ensure the Alumni meet every year in the institute.
- ❖ Regular interactions with alumni through alumni talk.
- ❖ Feedback from alumni regarding improvement required in teaching learning process.
- ❖ Maintain the proper records of alumni activities for future reference.
- ❖ Alumni registration and ensure its activeness.
- ❖ Feedback regarding current skill requirement in industries and inform same to departments.
- ❖ Sending greetings to alumni on festivals / special occasions.
- ❖ Regular update of alumni links.
- ❖ Updating the alumni regarding college good practices and other updates.
- ❖ Ensure the testimonials from alumni and uploading on college website.
- ❖ Regular watch on college website and update the alumni sections related matters regularly.
- ❖ Interactions of current students with alumni through invited lectures/talk.

1.8.12 Roles & Responsibilities of Training & Internship Division Head (TID)

- ❖ Strengthen the in-house training and internship activities in the institute.
- ❖ Ensure the commencement and proper completion of value-added courses in the institute
- ❖ Provide the information regarding internship in reputed organizations for the students and motivate them to complete the internship program from relevant industry.
- ❖ Conduct the summer internship for 2nd year and 3rd year students in the institute.
- ❖ Provide the support in term of language classes (C, Java, Python and others) for students that will help in placement activities.
- ❖ Maintain the all training and internship data for future reference.
- ❖ Organizes the seminars as value added program (soft skills) for the students.

1.8.13 Roles & Responsibilities of Research Coordinator

The research coordinator will be responsible for whole activities related to research such as Publications, Patents, grants, and funding. Some significant roles are:

- ❖ Plan and coordinate the research activities at institute level
- ❖ Establishment of research policies and procedures for promotion of research activities at institute level.
- ❖ Properly maintain the research data for future reference.
- ❖ Monitor the progress of research activities at department level.

- ❖ Circulate and guide the faculty members regarding various funding agencies and opportunity at national and international levels.
- ❖ Motivate and help the faculty members for patent write up and publication.
- ❖ Ensure the Circulation of information among the faculty members regarding suitable journals and conferences for paper publication.

1.8.14 Roles and Responsibilities of Academic Monitoring Committee (AMC)

- ❖ The Academic Monitoring Committee (AMC) is responsible for all academic aspects to ensure the effective planning and implementation of curriculum.
- ❖ The AMC is headed by Director and comprises of Dean Academic, Heads of all departments (HOD), and Department Academic Coordinators (DAC).
- ❖ AMC will collect all the data regarding academic progress such as Results analysis, Proposed FDP/Conferences and other value-added program (VAP) details and after compilation present to Director.
- ❖ Academic Monitoring Committee (AMC) is responsible for planning and monitoring of overall academic operations, activities, procedures, functioning and maintaining all relevant documents and files in association with various committee/coordinators of the department.
- ❖ AMC provide the various guidelines for final marks preparation formats of theories, labs and projects.

1.8.15 Roles & Responsibilities of Department Academic Coordinator (DAC)

The Department Academic Coordinator should monitor:

- ❖ Display of class timetable, timely distribution of individual timetable.
- ❖ Activities of faculty Members for smooth conduction of academics.
- ❖ Students' Attendance monitoring through ERP.
- ❖ Syllabus coverage monitoring through ERP.
- ❖ Records of sending letters/SMS/Emails to the parents regarding their wards' performance.
- ❖ Mentor-Mentee Records
- ❖ Record of remedial and make-up classes.
- ❖ Display of monthly attendance, defaulter list, unit test marks etc.
- ❖ Collect departments' performance reports and submit a comprehensive report to the Head of Department and AMC.
- ❖ To conduct Parents Faculty Meeting (PFMs') or interaction with subject teachers (if required) and prepare meeting minutes.

- ❖ Executing Academic Audit for each semester.
- ❖ Forwarding information about not reported / late reported faculties to lecture/practical if any to HOD for necessary action.

1.8.16 Roles & Responsibilities of Subject Teacher

Subject Teachers will be responsible for all the academic aspects such as:

- ❖ To demonstrate sound knowledge of relevant discipline areas and college goals applicable to their teaching.
- ❖ Preparing and maintaining course file, taking attendance for each lecture/practical.
- ❖ Providing subject Notes, unit-wise question bank, assignments and Tutorials (if any) to students.
- ❖ Periodic conduction of internal examinations, make-up classes, lectures for slow learners etc.
- ❖ Contribution towards holistic development of the student.
- ❖ Development of teaching material, planning of lessons, setting up laboratories and experiment, unscheduled teaching activities such student counselling, setting and evaluating test papers.
- ❖ Curriculum Development due to the ever-expanding demand of knowledge and changing needs of the industry.
- ❖ Student's activities as an adviser to student associations, co-curricular and extra- curricular activities.
- ❖ Administration which may be departmental and or institutional as member/convener of some committee.
- ❖ Professional activities i.e. involvement in professional and technical societies.
- ❖ To participate in teaching learning process through various activities (FDP/ STTP/Seminars/Workshops/ Expert Lecture) both as organizer and as participants.

1.8.17 Roles & Responsibilities of Chief Mentor

- ❖ To understand the students' needs and potential.
- ❖ To personally help the students to improve upon in academics, soft skills, personal development etc.
- ❖ To guide the students to overcome the problems in academics and personality development.
- ❖ To enhance peer interaction with students and parents.
- ❖ Time to time update the parents about progress of their wards.
- ❖ Departmental Mentor coordinator should distribute the hard copy of required formats to the

department mentors.

- ❖ Departmental Mentor coordinator must maintain the list of the students and respective mentors.
- ❖ Departmental Mentor coordinator must collect the records from all the mentors at the end of every semester and retain in the department with HOD.
- ❖ Departmental Mentor coordinator must handover the mentor records of earlier semester to next mentors at the beginning of semester through HOD.
- ❖ Departmental Mentor coordinator should conduct the meeting once in the month within department and maintain the minutes.

1.8.18 Roles & Responsibilities of a Mentor

- ❖ To collect the list of allotted students and formats for updating the students' records from HOD.
- ❖ To collect the "student's Information" from the respective Guardian-Faculty Member (GFM).
- ❖ To establish the contact with the parents through telephonic discussion, appraise them about the development of their ward.
- ❖ Conduct meeting with students once in two weeks.
- ❖ To act as a Counsellor, Guide and Philosopher of the student.
- ❖ To encourage the student to have open dialogue.
- ❖ To record the observations about the student viz. achievements, doubts, fears, grievances.
- ❖ To evaluate the student's ability, strengths and weaknesses.
- ❖ To help the students to over-come their weaknesses and strengthen the abilities to excel in his/her defined objectives.
- ❖ To submit the files, complete on all respect to Head of Department (HOD) at the end of year. Mentors can collect those files from HOD before the start of next academic session.
- ❖ Update students' information on ERP.
- ❖ To report the weak cases to the Student's Counselling Cell, as well as those cases wherever special assistance is required, through HOD.
- ❖ HOD/Department coordinator of First year engineering shall handover the Mentor Record to respective department HOD at the end of every academic year.
- ❖ To maintain utmost secrecy about the matters disclosed by the student during counselling.
- ❖ To maintain the following records:
 - Student Information.
 - Mentoring Record of students according to academic, Psychological & Financial.

1.8.19 Role of Laboratory In charge

- ❖ Dissemination of Vision, Mission statements into laboratory.
- ❖ Maintain dead-stock register.
- ❖ Preparation of laboratory manual.
- ❖ Display of information related to Lab time-table, Total laboratory cost, List of major equipments, Lab area, Standard operating procedures (SOPs).
- ❖ Display of Models, Charts, Slides etc.
- ❖ To monitor condition of an equipment, to conduct preventive and predictive maintenance, calibration, annual maintenance contract of laboratory equipments.
- ❖ To suggest new equipments to meet the need of teaching, erection/installation and commissioning of new equipments, Procurement of consumables etc. before the implementation of revised syllabus (if any).
- ❖ Determine size of the batch, Number of sets, Demonstration kits etc. to be arranged.
- ❖ Preparation of Continuous assessment sheet for batch allotted to you.
- ❖ Preservation of sample Journal copy.
- ❖ Conduct mock practical/ or oral examination for batch allotted to you.
- ❖ Maintain laboratory utilisation register, equipment utilisation for specific work.
- ❖ Maintain testing and consultancy (if any) records conducted in laboratory.
- ❖ Periodic feedback from students about working of instruments and special needs if any.
- ❖ Make a laboratory budget (Semester & Year wise).
- ❖ Monitor laboratory safety and cleanliness

1.8.20 Roles & Responsibilities of a Department NBA Coordinator

- ❖ To establish/ revise Vision and Mission of department based on Vision and Mission of Institute.
- ❖ To establish/ revise PEOs and PSOs based on Vision and Mission of department.
- ❖ To consider recommendations for achievement of Pos and PSOs given by DAC/PAC.
- ❖ To formulate guidelines for attainment of COs, POs and PSOs in coordination with Institute NBA coordinator and circulate the same to Module coordinators and faculty members.
- ❖ To conduct and analyse results of various feedbacks viz Graduate exit survey, Alumni survey, Parent feedback, Student feedback, Faculty feedback etc and any other relevant survey on Vision, Mission, PEOs, POs and PSOs of department.
- ❖ To conduct and analyse results of CO feedback every semester with the help of respective feedback coordinators.

- ❖ To evaluate attainment of POs and PSOs based on assessment of COs of the courses using direct and indirect tools.
- ❖ To submit report on ‘Evaluation and Attainment of PEOs, POs and PSOs’ to HoD.
- ❖ To spread awareness among the stakeholders about OBE implementation objectives and outcomes.
- ❖ To cooperate and coordinate with NBA coordinator of the institute.

1.8.21 Roles & Responsibilities of a Department Project Coordinator

- ❖ To finalize student groups and allocate faculty supervisor based on the expert domain of supervisor.
- ❖ To finalize project titles in consultation with the supervisors.
- ❖ To associate industry co-supervisors with some projects.
- ❖ To finalize the project guidelines and circulate the same among faculty and students at the beginning of semester.
- ❖ To finalize the project evaluation rubrics for all the project reviews.
- ❖ To schedule the review presentations during the whole semester.
- ❖ To design the project evaluation form with the approval of HoD.
- ❖ To check the outcomes of project in the form of research paper, patents or competitions.
- ❖ To consolidate the project review marks at the end of semester and upload the same on university portal.
- ❖ To calculate the final CO-PO-PSO attainment of project at the end of semester.

1.8.22 Roles & Responsibilities of a Department Module Coordinator

- ❖ To conduct meetings with course coordinators and course faculty to finalize COs and CO-PO-PSO mapping of courses.
- ❖ To collect the opening and closing reports of all courses.
- ❖ To share closing reports of courses taught in previous session with the faculty members teaching courses in current session.
- ❖ To collect COs, CO-PO-PSO mapping and justification from course coordinators.
- ❖ To conduct internal audit for checking the course files of faculty in his/her module.
- ❖ To ensure the quality of question papers and assignments.
- ❖ To check the attainments calculated for the courses in his/her module.
- ❖ To collect the attainments and consolidate the final attainment to be shared with Criterion 3 in charge.

- ❖ To maintain proper documentation along with all MOMs for the meetings conducted at module level.

1.8.23 Roles & Responsibilities of a Department Alumni Coordinator

- ❖ Act as link between students, alumni and placement cell.
- ❖ Contact alumni of the department and finding the various opportunities that may be available to students for internships, placements etc. in the organization in which alumni is working.
- ❖ Contact alumni and apprise them about the various activities undertaken by the institute.
- ❖ Contact the alumni and request them to deliver some guest lectures.
- ❖ Maintain database of department's alumni.
- ❖ Responsible for the registration of all outgoing students as alumni members.
- ❖ Collect and compile information of the distinguished alumni, viz. their achievements, progress and successful careers.
- ❖ Responsible for establishing alumni chapters and conducting their annual meets.
- ❖ Receive suggestions from alumni regarding the need for curriculum updating, lab upgradation, career opportunities, admission in foreign universities etc and forward to the concerned HoD.
- ❖ To significantly increase alumni interaction with the institution.

1.9 Academic Calendar

The academic calendar is to be prepared in accordance with the guidelines from AICTE and the affiliating university AKTU. Preparing Academic Calendar is the most crucial activity as it is the first communication with all the stakeholders regarding academic and administrative scheduling for the entire semester. A well-planned academic calendar and its adherence have a huge impact on the outcomes. The academic calendar is prepared at least 15 days before to the commencement of each semester. Academic calendar is to be prepared based on the University academic calendar, considering other academic as well as non-academic activities of the institute. The processes to be followed are mentioned below:

- ❖ Dean Academic to request all the departments head, cultural head, alumni head, sports officer and other related authorities for sharing the dates of events which are being planned at the institute level for the ensuing semester. Based on the university academic calendar and the inputs received, the dean academic office will prepare the first draft and discuss it with the Director, Dean Student's welfare (DSW) and others HODs.

- ❖ During preparing the Academic Calendar it is to be ensured that it contains all information and dates regarding commencement of classes and last day of teaching, date of internal and external examinations and major events at the institute level such as annual cultural and technical fest and sports event, etc. to be held during the semester, the holidays are also to be included in the Academic Calendar.
- ❖ Dean Academic will call a meeting in the presence of the Director, Academic Heads, where the draft of the academic calendar is placed for the suggestions and approval.
- ❖ After the approval, the academic calendar is to be disseminated among the students, staff & faculty members, and internal stake holders through email by the registrar of the college. Same is also to be uploaded on college website as well.
- ❖ Once the institute academic calendar is made, Department academic calendars are prepared in line with the Institute academic calendar.
- ❖ All academic and Non-academic departments are to ensure proper adherence to the academic calendar.

Chapter-2
**Curricular Preparation, Academic Planning and
Implementation Processes**

The Curriculum is prepared at University level by the concern Board of Studies (BOS) consisting of experts from the Industry, academia, members of BOS etc. The curriculum is finally approved by the academic council of University and displayed on University website. At the beginning of each academic year the affiliating University gives academic calendar and guidelines about the dates of commencement of the semester, end of the semester, In-semester and End-semester examinations, Oral, Practical examinations, holidays etc.

Director receives inputs through Internal Quality Assurance Cell, Department Advisory Board (DAB) and Academic coordinators etc. Based on these inputs Director, Dean (Academic), Head of the Department (HOD), IQAC, Committee members, Head-Cultural activities discusses and prepares the academic calendar for the college. These are documented by Dean (Academic). It is then distributed to all the departments. Each department prepares their Department Academic Calendar in consultation with Head of the Department. Director held a common meeting with all teaching and non-teaching staff before commencement of semester. Students are also made aware of commencement of semester through a common notice, emails and also SMS sent through Registrar & ERP system.

Head of the Department is to conduct a meeting with all staff before commencement of semester. The course allotment is done by Head of the Department and teaching plan of each course is prepared in line with department academic calendar by individual course teacher. As per University prescribed course curriculum, it consists of four major components viz **theory subjects, tutorial, lab works, and internship**. The planning and implementation of curriculum is being monitored by Head of Department, Dean (Academic), & Academic Monitoring Committee.

At institute level the academic planning & implementation process consists of the following activities:

2.1. Preparation of Nominal Roll, Attendance Sheets and formation of Sections/Groups

The departments shall prepare the nominal roll (Section wise student list) (*Annexure 2.1.1*). The nominal roll then shall be shared and verified with the registrar office. After finalization the departments are required to prepare attendance sheets. The division of sections is formed alphabetically; each section normally will have equal number of students, not exceeding the

upper limit of 60 students. The sections for tutorial and labs are to be formed 2nd year onwards. Grouping to be done in following manner:

Tutorial: Groups are to be formed sequentially as per university roll number. Students of each section are equally divided into two groups namely B1 & B2. Separate time slot is provided to all the groups and interactive sessions are held by the subject teacher.

Labs: For Lab work also the two groups, having maximum strength of 30 students each, are given separate slot in labs.

For simulation/software-based labs; there should not be more than two students per computer. (Ideally each student is allocated on one computer).

2.2. Choice of Electives (Open/Departmental/Science based)

The University syllabus includes three types of elective courses viz **open electives, department electives and science based electives**. The elective subjects are run in accordance to the guidelines of the university. The electives should be floated among students for their choice and selection, at least 1 month before the commencement of the semester. The department should organize a presentation for the students preferably by the faculty interested in taking these electives, to share the course objectives, learning outcomes and scope of each elective. The finalization of these electives must be done 15 days prior to the commencement of the semester and elective groups to be formed and displayed on the notice boards. The final list is to be mailed to the students also. The attendance sheets of the elective groups are also prepared accordingly on college ERP and attendance register. The students shall be allowed to change their electives as per the ordinance of the University i.e. latest within 7 days from the commencement of the semester. After 7 days, no request shall be entertained and the list is to be finalized. (*Annexure 2.2.1*)

2.3. Subject allocation to faculty members

- ❖ List of subjects to be taught in upcoming semester is to be circulated from HoD office among all faculty members of the department. This will be done one month before the commencement of the new semester.
- ❖ The faculty members have to fill the subject choices as per their preferences
- ❖ HoD will allot the subjects to the faculty members, based upon the filled choices, past performance and expertise.

- The number of classes of each subject is allotted to faculty members as per the University decided scheme of **Lecture (L), Tutorial (T), and Practical (P)**. However for the critical subjects which require more number of classes, HoD can allocate more number of classes of this subject.
- Subject allocation process should be completed at least 15 days prior to the commencement of the new semester so that faculty members prepare their course file. (*Annexure 2.3.1*)

2.4. Load chart and Time table preparation

The departmental time table coordinator in consultation with the HoD will prepare a load chart based on the subject allotted and get it reviewed by the Director/Dean (Academic). While preparing the Load chart the guidelines issued as per the cadre to be ensured. A copy of the load chart is sent to the office of Director for the approval.

After approval, the Time Table coordinator will notify each faculty member about their subject allocation & in case of any issue, faculty members have to bring it to notice of HOD within two days.

- Once Teaching Load is finalized; time table coordinator will prepare the time table in accordance to the final teaching load and same is to be approved by the HOD & Dean (Academic).
- After the approval, time table coordinator will map the same on ERP, and publish it on departmental notice boards. Also the same is to be mailed to students, faculty members, Lab staffs and all concerned.
- The time table coordinators are supposed to prepare a file having all the relevant documents involved in the process. Any future changes in the timetable should not be done without the approval of HoD. Time table coordinator should keep a record of all such changes with the effective date of change, in the same file. (*Annexure 2.4.1*)

2.5. Mentor-Mentee distribution

The department should assign a mentor to each student before the commencement of the session and maintain a record of the same. At college level, a Chief Mentor is nominated to monitor the mentoring activities of all the departments. The mentoring list is to be circulated among the students and shall be displayed on the departmental notice board. The preferable

ratio of mentor-mentee to be kept approximately 1:20 as the Institute follows the faculty-student ratio of 1:20, defined by the AICTE.

The mentees assigned at the entry level shall remain associated with the same faculty member (mentor) till the student completes the program of study. The mentor can only be changed in case the old mentor leaves the system. For other special cases, the departmental head may make necessary changes as deemed fit to the situation. The mentors are expected to keep the record of their mentee, including their personal information, performance in academics, soft skills and technical skill trainings, counseling records, placements, etc. The mentors will maintain the mentor card allocated separately for each student.

The mentors are expected to meet their mentees every week or maximum fortnightly. The records of Mentor-mentee meeting are to be documented properly. (*Annexure 2.5.1*)

2.6. Course Delivery

Being affiliated to Dr. A.P.J. AKTU Lucknow, the semester wise evaluation scheme and syllabus for every program is designed, reviewed and distributed through the University itself. However, the gaps in the curriculum may be identified by the academic departments and the findings may be shared with the University, through the Registrar's office and IQAC.

The L-T-P mentioned in the evaluation scheme is to be strictly adhered. However, department may provide extra lecture slots in the time table for the effective delivery of difficult courses. The course delivery plan should be prepared before the commencement of classes.

Faculty members are expected to:

- Start & Finish the lecture as per the scheduled time.
- Take attendance in every lecture and as a process, if any student fails to attend the class for less than 25 min then he/she would be treated as absent in the class.
- The attendance should be marked on institute ERP on daily basis.
- To share the contents of the lecture with students a day or two days in advance before the actual delivery, in the form of PPT or PDF notes.
- Make the class interactive by asking questions to students and take sufficient quizzes and assignments for better assessments. (*Annexure 2.4.1*)

2.7. Course file Development

The faculty members are required to make course files of all the courses they are teaching in a semester. The preparation of the course file shall be initiated before the commencement of the semester. There should be one course file for each course. The section wise details/documents must be included in the single course file for every course. The Index and details of course file should be maintained as per the prescribed format.

The course files are to be reviewed by the course file committee, formed at the department level, at least twice during the semester. It will be audited by Dean (Academic) office as well. Once the semester is over, the course files must be submitted at the HoD office after being audited by Dean (Academic) office. (*Annexure 2.7.1*)

2.8. Lab Delivery

A faculty member must be appointed as the Lab in Charge for a particular lab. Similarly, each lab must have a designated Lab-in Charge who is responsible for all the academic activity in that lab.

Lab conduction during the semester will be done as follows:

Equipment Check and Manual Updating- Before the commencement of the semester, an equipment check of the entire lab must be done by the Lab In-charge and the technical assistant. The faculty member assigned for the lab course in the particular Lab must be familiar with the existing facility. Also it is preferred that the faculty involved in the lab course, performs all the experiments in the lab before the commencement of the semester. The Lab Manuals and Standard Test Results are to be re-evaluated and updated if required.

- ❖ List of Experiments - The faculty members along with the respective lab in charges should form a list of experiments as per the university curriculum. The Lab in charges should also include the additional (beyond the syllabus) experiments, based upon the gaps identified for the lab course.
- ❖ Division of Groups - The entire class is to be divided into 2 groups. The strength of each group will not exceed 30. The lab involving the sessions on hardware/ practical kits can comprise a total of about 30 students.

- ❖ Lab DS (Lab Delivery Schedule) - The faculty members involved in lab sessions are expected to explain the course outcomes of the Lab course and share a lab delivery schedule to the students, along with tentative dates of the practical to be performed group wise.
- ❖ Lab Delivery - Each lab session should be according to the time duration as assigned in the university curriculum. The instructor should explain the experiment with its conceptual background and the procedure in detail. The instructor should help the students to take experimental readings and do the related calculations to obtain the result of the experiment.
- ❖ In the software - based labs, the students attempt to do as instructed preferably with different data sets. It is advisable that the students should get their observations, related calculations and tentative results checked by the faculty.
- ❖ Lab Records - The students are expected to submit the practical report of the conducted experiment in the assigned format along with the readings, connection diagram, related calculations, obtained results and conclusion. The students are also expected to attach picture of any graph/ response on the same file. The practical report submitted within the stipulated time will be awarded as per the policy.
- ❖ Internal Assessment - Internal Assessment of Lab courses are to be done throughout the semester by following the standard procedures such as:
 - As per the evaluation scheme, the internal assessment in individual practical subject is of 25/50 Marks. The evaluation is done on the four criteria i.e. Attendance, Active Participation, Lab results and In-time submission. All criteria have equal weightage in the evaluation.
 - During each lab course, there has to be WEEKLY VIVAS, one during the semester. Accordingly marks is to be given to students on their performance and accordingly attainment sheet is to be prepared. The student has to be evaluated out of 20 Marks for each viva individually. (*Annexure 2.8.1*)

2.9. Seminar Conduction

As seminar is the part of the curriculum, department has to appoint seminar coordinator for the conduction of seminar. The seminar coordinator has complete responsibility of every process related to the seminar. The process flow for the conduction of seminar should be as follows:

- ❖ Seminar coordinator is to collect recent topics from the faculty members of the department. The same should be displayed on the notice board and mailed to the students as well, to encourage them in selecting appropriate topics for seminar.

- ❖ Finalize the seminar topics of each student conduction of the introductory session about detailed process of the seminar
- ❖ Finalize the presentation schedule as per the timetable and ensure the adherence to the same.
- ❖ After the presentation, student should submit the first draft of report.
- ❖ Checking of the first draft and returning it to the student.
- ❖ Final submission of report by student.
- ❖ Rubrics to be used for the evaluation process of seminar presentation and report.

2.10. Final Year Projects

As per the curriculum prescribed by the university, every student has to undertake a final year project during their final year. MBA/MCA/B.Tech students in final semester have to undertake a research project individually as per the university guidelines. The students have to select projects of their choice in consultation with faculty members. Execution of these projects help in the development of independent thinking, organizing various elements of work in the project and finding solutions to problems. These projects should inculcate creativity, interactive learning and explore innovative mind among students. It is obvious that the execution of these projects will help the students to transform their mindsets as life-long learners and innovators.

(Annexure 2.10.1)

(i) The steps to be taken in this regard are listed below:

- ❖ Constitution of a Departmental Project Committee (DPC). The role of DPC would be to mentor and monitor project development/progress among students and to inculcate a scientific and research environment in the department.
- ❖ Project for all students are to be carried out at campus in designated project lab to encourage better project based learning and cooperation/teamwork with their group members.
- ❖ Encourage participation in national and international conferences, technical fests and project exhibitions.
- ❖ Personal mentoring and guidance by the project supervisor throughout the span of the project.
- ❖ Scope must be explored for publishing eligible research results in the reputed journals.

(ii) Identification of Projects and allocation Methodology to the Faculty Members:

- ❖ At the beginning of the semester, the list of previous year projects should be displayed on the notice boards giving an idea to the students about the projects done in department so as to encourage students to further carry the previous works.

- ❖ The list of the faculty members along with their area of expertise and technical skills should also be displayed, so that the students can interact with the faculty members and discuss feasibility of their topic. In case the idea of the group is not feasible, then the faculty can assist and suggest the modifications/ new project idea.
- ❖ Once mutually decided, the student group of not **more than five members** have to submit their project statement to Departmental Project Committee, along with the name of the proposed supervisor in the prescribed format.
- ❖ The Departmental project committee would then schedule the presentation of the students' groups for the evaluation of the project ideas.
- ❖ Once the project idea is approved, the guide allocation should be done. The department should have a policy of allocating maximum 03 (preferably 02) projects to a faculty member. *(Annexure 2.10.2)*
- ❖ Atleast 10% of the projects are industry associated, in which some industry expert is the co-supervisor.

Internal Assessment: The Internal Assessment of Project is based on the presentation given by the students before the Departmental Project Committee in the presence of the respective supervisors as and when scheduled by DPC. Usually, the first presentation should be held within 2 weeks from the commencement of the semester and then the periodic review presentations should be held on monthly basis. The continuous internal assessment of the students can be done on the following parameters using rubrics:

Attribute of Evaluation during 1 st Presentation	
S. No	Performance Indicator
1	Problem formulation
2	Synopsis
3	Presentation
4	Contribution

Attribute of Evaluation during 2 nd Presentation	
S. No	Performance Indicator
1	Use of modern tools
2	Methodology
3	Presentation
4	Contribution

Attribute of Evaluation during 3 rd Presentation	
S. No	Performance Indicator
1	Report
2	Results
3	Research paper
4	Presentation

Project Progress Diary: For each project group a diary is to be maintained which will help tracking the progress of the project.

2.11. Industrial Training/ Internship/ Mini Project

As the part of AKTU curriculum, every B.Tech student has to go through a mini project/internship of 3-4 weeks during the summer break (June-July), after 2nd& 4th semester of study and a 4-6 weeks industrial training during summer break after 6th semester and the MBA students need to pursue two mini projects; one each in first and second semester and have to undergo 6-8 weeks summer training, after second semester. The assessment of mini project/internship or Industrial training is held during the ensuing odd semester of the session. The internship policy given by AICTE should essentially be followed while arranging/ assessment of the internships/ industrial training of the students. Students are assessed based on their key learning/skill developed during the mini project/internship or Industrial training. The marks for assessment are as follows:

Course Type	Assessment Type	Remarks
Mini Project or Internship Assessment	Internal	The Mini Project or internship (3-4 weeks) conducted during summer break after II semester is assessed during III semester.
Mini Project or Internship Assessment	Internal	The Mini Project or internship (4 weeks) conducted during summer break after IV semester is assessed during V semester.
Mini Project or Internship Assessment	Internal	The Mini Project or internship (4 weeks) conducted during summer break after VI semester is assessed during VII semester.

Industrial Training process: One faculty member from the department should be appointed as the coordinator for Industrial training; to whom the students have to submit the details of their Industrial training. (*Annexure 2.11.1*)

- ❖ Process of Industrial Training Assessment: The students should get their trainings finalized after due approval from the coordinator. The coordinator should ensure that the students join appropriate organization for internship/industrial training. In case, the students are not able to arrange the training, the coordinator should help the students and may involve department

HOD and placement cell (CDC) for finalizing the training. A committee consisting of 2-3 faculty members is formed who assess the performance of the students during the presentation. The presentation is conducted on scheduled dates in front of all students and the committee members.

- ❖ Assessment would be done with the help of the following matrices:

Rubric 1: Problem Identification

Rubric 2: Application of latest tools and technologies

Rubric 3: Presentation and Oratory skills

Rubric 4: Documentation

Rubric 5: Professional skills and contribution

2.12. Monitoring of lecture delivery

The department shall form a committee of three members including HoD, one professor and the subject expert for monitoring classroom delivery of each course which should be monitored at least once in a semester.

An academic monitoring team may be formed at the department level, constituting of HOD and Professors in the department. The academic monitoring team should have the rights to enter any class and check the class conduction.

Monitoring of the interdisciplinary courses is to be done by the parent department. The observations during the delivery in class should be followed by the discussion with the respective faculty member. The purpose of mentoring and discussion is solely to improve the lecture delivery in class. The committee should provide an unbiased feedback/ comments to the faculty. The feedback, discussion and the related documents should be kept confidential in HOD's office.

2.13. Attendance Monitoring of students

The faculty members have to put the daily attendance of students on ERP Portal on regular basis (*Annexure 2.13.1*). Few of the checkpoints are enlisted below:

- ❖ The letters to the non-reporting students must be sent to the respective parents'/guardians.
- ❖ The attendance of all the students must be displayed on departmental notice board, fortnightly.

- ❖ As per the ordinance of university, 75% attendance is mandatory in lectures, tutorials & labs. However, the students in the last semester of study and having NOC, duly approved by the Director, are exempted as per the university policy.
- ❖ Before each internal exam (CT1 & CT2) letters are to be sent to detained students.
- ❖ The letters are also to be sent to the students, detained in the external examinations

2.14. Preparing Detained List

Detained list is to be prepared a day before the commencement of each examination (CT1 & CT2). The following points need to be taken care while preparing the detained list:

- ❖ Minimum attendance mandatory for appearing in CT1:70%
- ❖ Minimum attendance mandatory for appearing in CT2:75%
- ❖ A relaxation of 10% for CT1 & CT2 may be given based on the medical grounds with proper proofs. This should have the approval of Dean/Director of the Institute.
- ❖ The detained list should be followed by sending letters to the parents of the detained students.
- ❖ The guidelines provided by the university for makeup class & tests are to be followed.

(Annexure 2.14.1)

2.15. Syllabus Coverage

Syllabus coverage for all the courses including labs is to be taken before each CT. Before CT1 the Syllabus coverage should be 40%, before CT2 it should be next 60%.

(Annexure 2.15.1)

2.16. Feedback & Surveys through Stake Holders

The college has a well-established system of collecting, analyzing and executing the suggestions drawn through the feedback. The feedback is taken for various aspects and utilized for the improvements in curriculum, its delivery and the infrastructure. Various forms pertaining to the feedback are there. The various feedback/surveys collected may be grouped as:

- ❖ Feedback to find gaps in curriculum provided by the University (Curriculum Design and Review): This feedback is to be collected through various stakeholders including faculty, students, employers, alumni and the parents. *(Annexure 2.16.1, 2.16.2 and 2.16.3)*

The feedback is taken essentially to figure out the gaps prevailing between the needs of industry and the curriculum provided by the University. The feedback is to be collected

through IQAC. The collected feedback is then to be shared with the departments to decide the further course of action. As a corrective action, the departments should find the identified gaps and (a) communicate the same to the affiliating University for necessary incorporation of the suggestions or/and (b) bridge the gaps by providing the add-on/value added programs and trainings. (*Annexure 2.16.4*)

- ❖ Feedback by the students regarding curriculum delivery: Student feedback is the response given by the students concerning their perceptions of the teaching learning process. The activity is to be performed before every CT through feedback link on ERP system.

The feedback score is analyzed at Director's office level and the report is shared with the departments. The following measures are to be taken thereafter:

- a) The action should be taken immediately if the faculty scores less than 50% in the feedback given by the students.
- b) The feedback collected should be shared by the individual faculty members also. Feedback and Surveys regarding Outcome based education: Mainly three surveys are to be performed at the department level to ensure proper implementation of the outcome-based education program exit survey, course exit survey and the survey through other stakeholders.

2.17. Setting up Question Paper

Blooms Taxonomy is to be followed while setting the internal exam question papers, where the Memory, Evaluation and Application are the important constituents. Internal semester examination's question papers are to be set up by the respective subject teachers, considering the prescribed University pattern and last 5 years University question papers. Significance of the topics with respect to the learning/course outcome should be taken into consideration.

- ❖ The mapping of every question with course outcome is to be prepared inevitably to check for the equal coverage of all CO's.
- ❖ The Question paper should be then sent to HOD on the prescribed format.
- ❖ HOD should constitute a moderation committee (class coordinators).
- ❖ During moderation, the weightage to each unit is to be checked and ensured to be equal.
- ❖ Weightage of Memory based, Evaluation based and Application based questions is to be consistent with the University prescribed scheme.
- ❖ Recommended moderations are then discussed with the respective faculty members before the paper is finalized.

- ❖ The respective faculty member is also supposed to prepare the solution just to ensure that there is no error in the question paper.
- ❖ Paper is then to be submitted to the examination cell in a sealed envelope. (*Annexure 2.17.1*)

2.18. Conduction of Internal Examinations

The internal exams are held centrally through the exam cell in adherence with the Academic Calendar. CT1 should cover first 40% of syllabus, CT2 the next 60% of the syllabus.

- ❖ The CTs are conducted for a maximum of 30 marks each. The duration of each CT is 2 Hrs.
- ❖ The Makeup tests / retests should be arranged for the students absent in the scheduled tests as per the AKTU guidelines.

2.19. Dealing with UFM Cases

- ❖ After the completion of each internal exam, Exam Cell is required to send the list of students who are involved in UFM cases with their answer booklets to the HoD office of the respective department.
- ❖ Department should form a committee of 2-3 faculty members to deal with these cases; the committee must include the departmental exam cell representative/coordinator.
- ❖ This committee will take decision on each case by meeting individual student and take necessary actions. The action taken report is to be submitted in Exam Cell also.
- ❖ The UFM cases in the external exam shall be dealt as per AKTU guidelines.

2.20. Evaluation of Answer Scripts

- ❖ After examination, step marking is to be decided and solution of the question paper is to be shared with the students. The solution should be disseminated among students and direct discussion in the class.
- ❖ After evaluation of answer sheets, all faculty members should prepare the gap analysis and mention the shortcomings/gaps and suggested action after each test is conducted.
- ❖ Evaluated answer sheets must be shown to the students within 3 working days after completion of the examinations and discussion of the solution is needed to be done in the class, if required.

2.21. Student grievance regarding internal exam marks

If the student is not satisfied with the marks obtained in the internal exam/viva, then he/she can give a written representation to the concerned faculty and then to HOD. The student is also

open to give his/her representation to Dean (Academic). At any level the proper care is taken to understand the query raised by the students and Redressal of his/her query.

2.22. Slow and Advanced Learners

The aim is to ensure slow learners to perform well in the examination with no carry over in each subject & academically good student should improve their technical & software skills along with the academic performance. The process of assessing, identifying & bifurcating academically good & needy students in both the semesters is as follows:

Step I: On the basis of previous year result, students who scored less than 60% marks or having backlogs in at least 2 subjects per semester are identified as academically weak students. After identification special attention is to be given on these students. Subject teacher should spend extra hours for solving their query so as to bring them to an equal level with the rest of the students, so that they appear in the first Class Test(CT) with the same level of preparedness.

Step II: The performance of the students in CT1 is the basic criteria for classification. The performance of all the students are analyzed & distributed into three categories for all subjects by the faculty members teaching in that particular section.

S. No	Category	Range of Marks
1	Category I (Green Band Students)	Students having $\geq 75\%$ marks
2	Category II (Yellow Band Students)	Students having marks ≥ 60 and < 75
3	Category III (Red Band Students)	Students having marks less than 60% (Slow learners)

The Band report will be prepared by individual faculty for the subject he/she is teaching. Finally, the class coordinator will prepare the summarized band analysis report for all the subjects' class. Finally, a combined list of fast & slow learners is to be prepared & shared with the faculty members Strategies adopted for facilitating slow Learners:

- ❖ Faculty mentors of weak students are to be informed of the same. The mentors are required to assess the nature of their problems and motivate them in a friendly way to reach their academic goals.
- ❖ Faculty members teaching in sections are to be overtly alert and vigilant towards the students. They should spend extra time to clarify doubts and re-explaining of critical topics & conducting test for improving their performance.
- ❖ Class coordinator should inform their parents about their performance of CT1 & suggest them to counsel their ward to improve his/her performance in further tests. Appropriate counseling is

done with additional teaching support and eventually helps them to attend their academic goals.

Strategies adopted for facilitating Quick Learners:

- ❖ Faculty teaching in the class should give special attention on the first 5 class toppers to motivate students so that the students perform well and secure good University Ranks.
- ❖ For Mediocre & fast learners, department should schedule self/ skill development activities. In these activities foundation courses are to be arranged.

As per the interest, students should opt one of these programs. These specialized trainings promote active learning that contributes to their academic and personal growth.

- ❖ Fast learners are to be encouraged to enroll in massive open **online course** (MOOC Courses).
- ❖ For fast Learners department should provide necessary guidance for competitive exams.
- ❖ Sessions are to be conducted on Soft Skill Development as well as Technical skill development.
- ❖ Students are to be encouraged to participate and present papers in various Seminars/ Conferences and participate in Workshops/ Inter-Collegiate Competitions.
- ❖ Participation by the students in the technical society activities such as technical paper presentation, circuit designing, technical poster making, debate, group discussion, problem solving. Decision making exercises and quiz programmed are also to be encouraged.

(Annexure 2.22.1)

2.23. Internal assessment and Uploading of marks on AKTU Portal

- ❖ The assessment is to be done as per the assessment tools used by the faculty member during the semester depending on the type of course.
- ❖ Marks shall be awarded according to the performance in these assessments.
- ❖ Finally, prepared marks shall be verified by the HoD and internal Marks coordinator approved by Director, before uploading at AKTU portal.
- ❖ The final internal marks shall be cross checked by the other faculty members while uploading at AKTU portal.
- ❖ After uploading of marks, the true copy shall be submitted to the Registrar office through HoD office.

- ❖ Department shall maintain the records of all the marks and keep a copy of the same in the department.

2.24. Industrial Visits

Industrial visit has its own importance in developing career of a student. Therefore, it is considered as an important activity, though not in curriculum. Objectives of industrial visits are to provide students an insight regarding internal working of companies and give them an acquaint of industrial scenario. It gives them exposure to learn current work practices and correlate the same with the theoretical knowledge acquired in classroom. In addition to provide industrial exposure, the students also get the opportunity to plan their internship and placement.

Process:

- ❖ Department must arrange and coordinate at least one industrial visit per semester for the students of 2nd year, 3rd year and 4th year.
- ❖ Industrial visits should be planned related to the subjects of the current semester which requires the exposure of industrial/practical knowledge.
- ❖ The subject teacher, in association with the department Industrial visit coordinator/ Head of the Department/CDC is required to arrange the visit, by approaching the appropriate industry.
- ❖ After finalizing the visit, the approval is to be taken through the Director.
- ❖ The outcomes of the visit must be well defined and mapped with **POs/PSOs**.
- ❖ After the visit, students are instructed to write report on experience/learning from the visit.
- ❖ A feedback of the learning from the visit should be obtained.
- ❖ Feedback Analysis must be done & appropriate action should be taken for future visits.
- ❖ Maintain the annual visit summary data in the prescribed format.

2.25. Guest Lectures

The guest lectures shall be arranged by the department based on the identification of gaps (beyond curriculum) in various courses being taught

- ❖ During the semesters as per the curriculum.
- ❖ The guest lectures shall be organized, taking at least 2 courses from each year of study during the semester.
- ❖ The guest lecture shall be delivered by eminent experts from Industry and academia with prior approval of the Director.

- ❖ The outcomes of the lecture shall be well defined and mapped with the POs/PSOs of the department. The records of the activity shall be maintained at the department level.

2.26. CO-PO Attainments

The calculation of CO attainment includes two parts Direct & Indirect Attainment. As per NBA guidelines 80% weightage is given to Direct attainment & 20% weightage is given to Indirect attainment to calculate the final CO attainment.

In direct assessment, the attainment is obtained is taken from student's internal marks and also University exam marks. The marks are then converted to find whether the marks meet the course outcome as per the target value.

Data is collected from internal examinations (theory, practical, seminars, assignments and presentations) and university examinations (theory and practical). The details are given in the *(Annexure 2.26.1)*

Weightage to the Internal & External assessment is to be given as per the AKTU evaluation scheme. The internal examination and the prescribed marks are to be complied as per the prescribed regulation. Therefore, the scope for comprehensive assessment is less. In this frame work, department conducts the following assessments:

1. First Class Test (CT1)
2. Second Class Test (CT2)

The internal assessment evaluation is to be separately compiled and graded. The above mentioned assessment methods or any other prescribed methods should be used to evaluate the course outcomes achieved. For CO attainment calculations department should assign targets & attainment levels by taking considerations of NBA guidelines.

In the Indirect assessment, Course exit Survey should be used for assessing the percentage of attainment.

Course exit survey of each course should be taken on the scale of 5, by subject teacher, at the end of the course. Target levels for course exit survey are also set by the department. *(Annexure 2.26.2)*

In the overall attainment, a weightage of 80% can be given to direct assessment while 20% to indirect assessment. *(Annexure 2.26.3)*

2.27. Assessment process for PO & PSO attainment:

The assessment tools are direct and indirect methods for evaluating the attainment of POs & PSOs. Overall attainment for POs & PSOs can be calculated with 80% weightage to direct method & 20% weightage to indirect method.

- (a) **Direct methods:** These methods display the students' knowledge and skills from their performance through continuous assessments; called the Class Tests (CTs) in the college, classroom assignments, presentations, project work and the end semester examinations. These methods provide strong evidence of students' learning. Mainly it consists of overall CO attainment of each subject.
- ❖ The PO attainment values are computed as shown in *Annexure 2.27.1. Sample computation of PO given as under: -*
PO-1 attainment value = (Corresponding cell value from Annexure 2.26.1 Table for Course 1 x Overall CO attainment value for course1 from Annexure 2.26.3 table)/3 = $(2.6 \times 2.15)/3 = 1.86$. Similarly, we can calculate the attainment value of other POs for course-1 & other courses.
 - ❖ The direct attainment of POs is the average of individual PO attainment values. From Annexure 2.27.1, the direct attainment of PO1 is $(1.86+2.5)/2 = 2.18$.
- (b) **Indirect methods:** In this method, the feedbacks from the various stake holders need to be taken. Stake holders are informed about the program outcomes set up for the program to ascertain their views on how well (or otherwise) the expectations/requirements of industry are being met by the students studying and passing out from the college so that required corrective measures can be taken by the department.
- ❖ **For determining indirect attainment of POs, SAR suggests:** Curriculum Feedback Survey, Graduate Exit Survey, Industry Opinion Survey, Employer Survey, Alumni Survey, Co-curricular & Extra Curricular Activities. A questionnaire (*Annexure 2.27.3*, Graduate Exit Survey Form) was designed for this purpose, that questionnaire is directly mapped with POs/PSOs and the average responses for each PO/PSO is computed. Similarly, PO attainment can be calculated for other components of indirect methods.
 - ❖ In *Annexure 2.27.2* Sample calculation for indirect attainment by using graduate exit survey (*Annexure 2.27.3*).
 - ❖ The indirect attainment of POs is the average of individual PO attainment values. From (*Annexure 2.27.4*), the average attainment of PO1 is $(2.55+1.95)/2 = 2.25$. The indirect

attainment of other POs is calculated in the same manner and is shown in the (*Annexure 2.27.4*).

- ❖ As per the guidelines of the SAR, the overall attainment of outcomes of a program (POs) is computed by adding direct attainment and indirect attainment values in the proportion of 80:20. That is, 80% of direct attainment and 20% of indirect attainment is taken into consideration.
- ❖ Finally, overall PO attainment values in *Annexure 2.27.3* Table are computed by adding direct and indirect PO attainment values in the proportion of 80:20 [Overall attainment of PO-1: {(2.18x0.8) + (2.25x0.2)} = 2.20] respectively.

The student exit survey is intended to evaluate the success of the program in providing students with the opportunities to achieve the POs. For this various surveys are performed:

No	Process	Frequency
1	Graduate Exit Survey	Once a year
2	Employer's Survey	Throughout the year, during Placement Drives
3	Faculty/Mentor Survey	Once a year
4	Alumni Survey	Once a year or during visit to institute
5	Parent's Survey	Once a year or during visit to institute

The survey for above include the gist of the Program Outcomes (POs).

2.28 Academic Calendar Adherence Report

At the end of the semester each department must prepare the Adherence Report of the activities mentioned in their academic calendar. The report must contain the information about the fulfilment of the outlined activities mentioned in the department academic calendar.

Chapter-3

Anti-Ragging Policy & Help-lines

3.1. Help-line in Exceptional situations

IMS runs three institutions in three campuses in Ghaziabad. To take effective steps in emergency situations following officers may be contacted immediately. Their mobile numbers will be active for 24 hours/ 365 days. Any unfortunate happening like accident, need of blood, incidence of theft, ragging, fighting among students, unauthorized absence from college/hostel and emergency situations at home can be informed at these mobile numbers.

S. No	Contact Person	Contact Number

3.2. Anti-ragging policy

Objectives:

In view of the directions of the Hon'ble Supreme Court in SLP No. 24295 of 2006 dated 16-05-2007 and in Civil Appeal number 887 of 2009, dated 08-05-2009 to prohibit, prevent and eliminate the scourge of ragging including any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student, or indulging in rowdy or undisciplined activities by any student or students which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in any fresher or any other student or asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student, with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student, in all higher education institutions in the country, and thereby, to provide for the healthy development, physically and psychologically, of all students, the management brings forth these regulations:

1. What Constitutes Ragging: -

Ragging constitutes one or more of any of the following acts:

- ❖ Any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student.
- ❖ Indulging in rowdy or undisciplined activities by any student or students which causes or is

likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other student.

- ❖ Asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student.
- ❖ Any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or a fresher.
- ❖ Exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students.
- ❖ Any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students.
- ❖ Any act of physical abuse including all variants of it: sexual abuse, homosexual assaults, and stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person.
- ❖ Any act or abuse by spoken words, emails, posts, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student.
- ❖ Any act that affects the mental health and self-confidence of a fresher or any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student.

2. Measures for prevention of ragging: -

It shall be mandatory for every stake holder to take following measures for prevention of ragging at such institutions.

- ❖ Ragging within and outside the campus is totally banned and anyone found guilty of ragging and/or abetting ragging is liable to be punished.
- ❖ Every candidate has to fill an affidavit, preferably both in English and Hindi and/or in one of the regional languages. The affidavit should be filled up and signed by the candidate to the effect that he/she is aware of the law regarding prohibition of ragging as well as the punishments, and that he/she, if found guilty of the offence of ragging and/or abetting ragging, is liable to be punished appropriately.
- ❖ A printed affidavit, preferably both in English and Hindi and/or in one of the regional languages and the affidavit should be signed by the parent/guardian of the applicant to the effect that he/she is also aware of the law in this regard and agrees to abide by the punishment

meted out to his/her ward in case the latter is found guilty of ragging and/or abetting ragging.

- ❖ The applicant must submit a document along with the School Leaving Certificate/Character Certificate which shall include a report on the behavioural pattern of the applicant, so that the institution can thereafter keep intense watch upon the student who has a negative entry in this regard.
- ❖ A student seeking admission to the hostel shall have to submit another affidavit along with his/her application for hostel accommodation that he/she is also aware of the law in this regard and agrees to abide by the punishments meted out if he/she is found guilty of ragging and/or abetting ragging.
- ❖ Each batch of fresher should be divided into small groups and each such group shall be assigned to a member of staff. Such staff member should interact individually with each member of the group on regular basis to ascertain the problems/difficulties, if any faced by the fresher in the Institution and extend necessary help.
- ❖ In case of fresher admitted to a Hostel it shall be the responsibility of the teacher in charge of the group to co-ordinate with the warden of the Hostel and to make surprise visits to the rooms in the hostel where the members of the group are lodged. Fresher would be lodged in a separate hostel block wherever possible and where such facilities are not available, the college/institution shall ensure that seniors' access to fresher accommodation is strictly monitored by wardens, Security Guards and Staff.
- ❖ Institute provides the assistance of professional counsellors at the time of admissions to counsel a 'fresher' in order to prepare them for the life ahead, particularly for adjusting to the life in the hostels.
- ❖ A Student Handbook detailing when and whom student has to turn to for help and guidance for various purposes (including Wardens, Head of the institution, members of the anti-ragging committee, relevant district and police authorities), addresses and telephone numbers of such persons/authorities, etc. is being provided to all the fresher.
- ❖ The Institute through the student information booklet mentioned above shall explain to the new entrants the arrangements for their induction and orientation which promote efficient and effective means of integrating them fully as students.
- ❖ The information booklet mentioned above shall also tell the fresher about their rights as bona fide students and clearly instructing them that they should desist from doing anything against their will even if ordered by the seniors, and that they have nothing to fear as the institution cares for them and shall not tolerate any atrocities against them.
- ❖ The information booklet mentioned above includes a calendar of events and activities laid

down by the institution to facilitate and complement familiarization of juniors with the academic environment of the institution.

- ❖ Institute has tight security in its premises, especially at the vulnerable places. Necessary and intense policing is resorted to at such points at odd hours during the early months of the academic session.
- ❖ Mobile Phones and other communication devices may be permitted in residential areas including hostels to provide access to the students particularly fresher, to reach out for help from teachers, parents and Institution authorities.

3. Monitoring Mechanism

- ❖ Anti-ragging Committee: Institute has constituted an Anti-ragging Committee which is headed by the Head of the Institution, and consisting of representatives of civil and police administration, local media, Non-Government Organizations involved in youth activities, representatives of faculty members, representatives of parents, representatives of students belonging to the freshets' category as well as senior students, non-teaching staff; and have a diverse mix of membership in terms of level as well as gender. The Anti-Ragging Committee ensures compliance with the provisions of above mentioned regulations as well as the provisions of any law for the time being in force concerning ragging; and also to monitor and oversee the performance of the Anti-Ragging Squad in prevention of ragging in the institution.
- ❖ Anti-Ragging Squad: Institute also constitutes a smaller body known as the Anti-Ragging Squad, members of which is nominated by the Head of the Institution The squad maintains the vigil, oversight and do patrolling functions and remains mobile, alert and active at all times. The Anti-Ragging Squad has representation of various members of the campus community and has no outside representation.
- ❖ The Anti-Ragging Squad can make surprise raids on hostels, and other places vulnerable to incidents and having the potential for ragging and is empowered to inspect such places.
- ❖ The Anti-Ragging Squad can conduct an on-the-spot enquiry into any incidents of ragging referred to it by the Head of the institution or any member of the faculty or any member of the staff or any student or any parent or guardian or any employee of a service provider or by any other person, as the case may be; and shall submit enquiry report along with recommendations to the Anti-Ragging Committee for action. Provided that the Anti-Ragging Squad shall conduct such enquiry observing a fair and transparent procedure and the principles of natural justice and after giving adequate opportunity to the student or students accused of ragging and other

witnesses to place before it the facts, documents and views concerning the incidents of ragging, and considerations such other relevant information as may be required.

- ❖ **Mentoring Cell:** Institute has constituted a Mentoring Cell consisting of students volunteering to be Mentors for fresher at the rate of one Mentor for six fresher.

4. Actions to be taken against students for indulging and abetting ragging in the institute.

- ❖ A strong, exemplary and justifiably harsh punishment would be met out to the persons indulged in ragging to act as a deterrent against recurrence of such incidents.
- ❖ Every single incident of ragging a First Information Report (FIR) would be filed without exception by the institutional authorities with the local police authorities.
- ❖ The Anti-Ragging Committee of the institution shall take an appropriate decision, with regard to punishment or otherwise, depending on the facts of each incident of ragging and nature and gravity of the incident of ragging.
- ❖ Depending upon the nature and gravity of the offence as established the possible punishments for those found guilty of ragging at the institution level shall be any one or any combination of the following: -
 - I. Cancellation of admission
 - II. Suspension from attending classes
 - III. Withholding/withdrawing scholarship/fellowship and other benefits
 - IV. Debarring from appearing in any test/examination or other evaluation process
 - V. Withholding results
 - VI. Debarring from representing the institution in any regional, national or international meet, tournament, youth festival, etc.
 - VII. Suspension/expulsion from the hostel
 - VIII. Rustication from the institution for period ranging from 1 to 4 semesters
 - IX. Expulsion from the institution and consequent debarring from admission to any other institution.
 - X. Collective punishment: when the persons committing or abetting the crime of ragging are not identified, the institution shall resort to collective punishment as a deterrent to ensure community pressure on the potential ragers.

5. Appeal

An appeal against the order of punishment by the Anti-Ragging Committee shall lie to the Chairman or Head of the Institution, as the case may be.

6. Action Taken Report

The institutional authorities shall intimate the incidents of ragging occurred in their premises along with actions taken to the Council from time to time.

Annexure

ANNEXURE –2.3.1 (SUBJECT ALLOCATION)

IMS ENGINEERING COLLEGE, GHAZIABAD



Department of _____

Subject Choices / Allocation Format

Semester: ODD /EVEN

Session: -

Date: -

S. No	Name of Faculty	Designation	Subject Choice-1	Subject Choice -2	Subject Choice -3	Subject Choice -4	Signature of Faculty	Allotted Subject	Signature of Faculty

Name and Signature of HOD



ANNEXURE –2.4.1 (Lecture Plan and Delivery)
IMS ENGINEERING COLLEGE, GHAZIABAD
 Department of _____

Lecture Plan

Programme	Sem	Course Name	Course Code	Periods (University)			Evaluation Scheme			COURSE TOTAL	CREDIT
				L	T	P	CT Marks		UE		
							CT	TA	TOTAL		

Periods Actual			Name of Faculty	Vertical / Domain Head	Date of Commencement	Total Lectures Planed	Date of Conclusion
L	T	P					

L-T Schedule	Name of the topic as given in the syllabus	KL	Assign / Quiz / CT

KL- Blooms Knowledge Level (K1, K2, K3, K4, K5, K6)

K1-Remember, K2- Understand, K3-Apply, K4-Analyze, K5-Evaluate, K6-Create

Text Books:-

Reference Books:-

Web References:-

Signature of Faculty with Date:-

ANNEXURE –2.5.1 (MENTOR- MENTEE DISTRIBUTION)

IMS ENGINEERING COLLEGE, GHAZIABAD

Department of _____



MENTOR / MENTEE LIST

Group No	Name of Faculty Member	Roll No	Student Name 4 Yr.	Roll No	Student Name 3 Yr.	Roll No	Student Name 2 Yr.	Faculty Signature

	No of students
2nd Year	
3rd Year	
4th Year	
Total No of Students	

Total No of Mentors	
----------------------------	--

Signature of HOD

ANNEXURE –2.7.1 (Course file development)

IMS ENGINEERING COLLEGE, GHAZIABAD



Department of _____

Course file development

IMS ENGINEERING COLLEGE	IMSEC/QF/42
FORMATS	Page1of1
	IssueNo:02
Course File Cover Page	IssueDate:1May2010
Prepared by: MR	Approved by: Director

S.No.	Contents of Course File	Page No.
1.	Vision and Mission of the Institute.	
2.	Vision and Mission of the Department.	
3.	POs, PSOs and PEOs.	
4.	Academic Calendar of the Institute & Department	
5.	University evaluation scheme and Syllabus.	
6.	Opening Report of current Semester	
7.	Faculty Time Table	
8.	Lecture Plan	
9.	Course Outcomes	
10.	CO-PO-PSO Mapping & its Justification	
11.	Student List	
12.	Question Paper CT1	
13.	Attendance of CT1 with obtained marks	
14.	Class Test(CT) Question Mapping with CO (CO-PO Attainment sheet)	
15.	List of Bright and weak student	
16.	Action taken for Weak Students Attach proof of action taken	
17.	Evaluated Answer Scripts (Highest/Average/Poor category) 2 from each category	
18.	Question Paper CT2	
19.	Attendance of CT2 with obtained marks	
20.	Class Test(CT) Question Mapping with CO (CO-PO Attainment sheet)	
21.	List of Bright and weak student	
22.	Action taken for weak students Attach proof of action taken	
23.	Evaluated Answer Scripts (Highest/Average/Poor category) 2 from each category	
24.	Question Paper CT 3	
25.	Attendance of CT3 with obtained marks	
26.	Class Test(Class Test) Mapping with CO (CO-PO Attainment sheet)	
27.	List of Bright and weak student	
28.	Action taken for weak students Attach proof of action taken	

29.	Evaluated Answer Scripts (Highest/Average/Poor category) 2 from each category	
30.	Assignments / Tutorials	
31.	Sample assignment / tutorial sample 2 from each assignment / tutorial	
32.	Any innovative teaching learning practice used	
33.	Lecture Notes	
34.	Notes / Study Material for content beyond syllabus	
35.	Last three years question papers	
36.	Model Question paper	
37.	Final Marks Statement (CT1, CT2 and CT3)	
38.	File Closure (Final Attainments, Result Analysis, Feedback) - Course Review with HOD Signature	

Name and Signature of Course Instructor	Signature of HoD
Space for Internal Auditor's Use	

ANNEXURE –2.8.1 (LAB DELIVERY SCHEDULE)

IMS ENGINEERING COLLEGE, GHAZIABAD



Department _____

Lab Delivery Schedule

Branch/Sem/ Sec-

Group:-

Session:-

Lab Name/ Code:-

Date:-

Name of Faculty:-

Name of Lab Incharge:-

Date	Introduction to Lab	Experiment No												
Group														
I		8	1	2	3	6	9	Mid Term viva Voca	12	7	5	4	10	End Term Viva Voca
II		8	2	3	6	9	12		1	7	5	4	10	
III		8	3	6	9	12	1		2	7	5	4	10	
IV		8	6	9	12	1	2		3	7	5	4	10	
V		8	9	12	1	2	3		5	7	4	4	10	
VI	8	12	1	2	3	8	9		7	5	4	10		

Signature of Faculty with date

Signature of Lab Incharge with date

Signatrue of HOD

ANNEXURE –2.10.1 (PROJECT PROPOSAL FORM)

IMS ENGINEERING COLLEGE, GHAZIABAD

Department _____

Project Proposal Form (Session _____)



1. Project title (In capital Letter)

2. Particulars of PROPOSED guide (s) (Max 2 guides per project)

	Name	Field of spacialisation
Guide		
Co Guide (optional)		

3. Particulars of students [maximum 4 students per project]:

S.no	Name	Roll No	% up to previous Semester	Technical Skill Sets
Group Leader				
2				
3				
4				

4. Objective of the proposed project (Maximum 2000 characters)

5. Motivation/ Literature Survey for the Project (Maximum 1000 Characters)

6. Project Duration (in month):_____

7. Work plan (including details methodology and time schedule) (Max 5000 characters)

8. Technical Skills involved in the project

9. Relevance to the POs and PSOs

10. Expected outcomes of the project

Signature of students with date:

ANNEXURE –2.10.2 (PROJECT REVIEW REPORT)

IMS ENGINEERING COLLEGE, GHAZIABAD



IMS Engineering College, Ghaziabad (143)

Evaluation of B.Tech Final Year Project

VII Semester Evaluation Criteria (150)

Session: 2023-2024

Group No:		Project Title:										Guide Name:				
Section:		Review 1					Review 2					Review 3				
		Date:					Date:					Date:				
Roll No.	Student Name	Problem Formulation (10)	Synopsis (10)	Contribution (10)	Presentation (10)	Guide (10)	Use of Modern Tools (10)	Methodology (10)	Contribution (10)	Presentation (10)	Guide (10)	Report (10)	Research Paper (20)	Presentation (10)	Guide (10)	Total (150)
Comments/Suggestions																

Sample: Daily Report to Director

Department of Information Technology
Daily Attendance Report

Date: 11-02-2020

Year	No. of Students	No. of students present
2 nd	117	102
3 rd	97	88
4 th	96	87

Schedule

CourseHOD: B.Tech | Stream: Information Technology
 Year: 4 Year | Section: IT1
 Select Week: Select Week

Current Week: 18 January, 2021 - 24 January, 2021

Weekday	Period 1	Period 2	Period 3	Period 4
Monday 18/1/2021	[L] RCS702 - 301 - Shardul Singh Chauhan	[L] RIT701 - 301 - AJAY KUMAR SAHU	[L] RCS077 - 301 - Updesh Kumar Jainwal	[L] RCS071 - 301 - Siddhi Nath Rajan
Tuesday 19/1/2021	[L] RCS077 - 301 - Updesh Kumar Jainwal	[L] RCS071 - 301 - Siddhi Nath Rajan	[L] RIT701 - 301 - AJAY KUMAR SAHU	[L] RCS702 - 301 - Shardul Singh Chauhan
Wednesday 20/1/2021	[L] RCS071 - 301 - Siddhi Nath Rajan	[L] ROE074 - 301 - Ankit Kumar Saxena	[L] RIT701 - 301 - AJAY KUMAR SAHU	[L] RCS702 - 301 - Shardul Singh Chauhan

Year 2 attendance on 02-02-2021

Stream	Ist	IInd	IIInd	IVth	Vth	VIth	VIIth	VIIIth	IXth	Xth	XIth	Total	%
BT1	49 / 58	54 / 58	52 / 58	51 / 58	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	206 / 232	88 %
CE1	4 / 5	0 / 0	5 / 5	0 / 0	0 / 0	5 / 5	5 / 5	0 / 0	0 / 0	0 / 0	0 / 0	19 / 20	95 %
CS1	41 / 57	55 / 57	55 / 57	44 / 57	0 / 0	45 / 57	45 / 57	0 / 0	0 / 0	0 / 0	0 / 0	285 / 342	83 %
CSE1	42 / 65	55 / 65	55 / 65	55 / 65	55 / 65	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	262 / 325	80 %
CSE2	52 / 63	58 / 63	58 / 63	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	168 / 189	88 %
CSE3	57 / 64	57 / 64	58 / 64	59 / 64	0 / 0	55 / 64	0 / 0	0 / 0	0 / 0	0 / 0	0 / 0	286 / 320	89 %
CSE4	49 / 64	51 / 64	55 / 64	56 / 64	0 / 0	49 / 64	51 / 64	0 / 0	0 / 0	0 / 0	0 / 0	311 / 384	80 %
EC1	33 / 41	38 / 41	39 / 41	0 / 0	0 / 0	39 / 41	39 / 41	0 / 0	0 / 0	0 / 0	0 / 0	188 / 205	91 %
IT1	31 / 46	42 / 46	40 / 46	43 / 46	0 / 0	36 / 46	36 / 46	0 / 0	0 / 0	0 / 0	0 / 0	228 / 276	82 %
IT2	41 / 46	43 / 46	36 / 46	33 / 46	0 / 0	41 / 46	41 / 46	0 / 0	0 / 0	0 / 0	0 / 0	235 / 276	85 %



ANNEXURE –2.14.1(DETAINED LIST)
IMS ENGINEERING COLLEGE, GHAZIABAD

Department _____

LIST OF DETAINED STUDENTS FROM EXAMINATION

Examination :- Session Test-1, Session Test-2, PUT, End Sem Exam

S. No	Roll No	Name of studetns	Semester	Section	Remarks (if any)

Signature of class coordinator

Signature of Exam cell Representative

Date

Signature of HOD

Date

ANNEXURE –2.16.1 (FACULTY FEEDBACK ON CURRICULUM)

IMS ENGINEERING COLLEGE, GHAZIABAD

Department _____



FACULTY FEEDBACK FOR DESIGN & REVIEW OF THE CURRICULUM

Name of faculty:-

Department:-

Designation:-

Email Id:-

This questionnaire is intended to collect your feedback on the current curriculum, its appropriateness in terms of its structure and towards emerging areas of technology/ mgmt. The information provided by you will be used as an important feedback for quality improvement in design and development of the curriculum, conveying it to the university and planning the additional courses (apart from the curriculum) at IMSEC.

Please rate the given attributes by checking the appropriate scale, as mentioned.

S.no	Attributes	Strongly Agree	Agree	Neither disagrees/ Neither agree	Disagree	Strongly Disagree
1.	The evaluation scheme and the overall curriculum are well structured.					
2.	The CBCS system adapted by the university is effective and the allocation of the credits is appropriate.					
3.	The system followed by the university for the design and development of the curriculum is effective.					
4.	Sufficient of electives are attempted and are relevant to the branch and technological acivements.					
5.	Curriculum provides sufficient courses for practical (lab), projects and experimental (internship/industrial training) learning.					
6.	The contact hours provided to deliver the course are enough and appropriate.					
7.	The curriculum covers the content of GATE and other competitive examinations relevant to the branch.					
8.	The curriculum meets the expectations in terms of learning values, skills, knowledge, attitude, and analytical abilities.					
9.	The outcomes stated for each of the courses are well defined?					
10.	The textbooks/ reference books are well suited to the course and readily available					

Please mention your suggestions to improve the curriculam or its delivery: _____

Please mention your suggestions regarding add-on/value added courses: _____

Signature & Date

ANNEXURE –2.16.2 (STUDENT FEEDBACK ON CURRICULUM)

IMS ENGINEERING COLLEGE, GHAZIABAD

Department _____

STUDENT FEEDBACK ON CURRICULAM (Session:- _____)

Name of the student:-

Univ. roll no:-

Programme/ Branch:-

Year/ Sem:-

This questionnaire is intended to collect your feedback on the current curriculum, its appropriateness in terms of its structure and delivery methods, as well as towards emerging areas of technology/ mgmt. The information provided by you will be used as an important feedback for quality improvement in the design and development of the curriculum, conveying it so the university and planning the additional courses (apart from the curriculum) at IMSEC.

Please rate the given attributes by checking the appropriate scale, as mentioned.

S.no	Attributes	Strongly Agree	Agree	Neither disagrees/ Neither agree	Disagree	Strongly Disagree
1.	How do you rate the syllabus in relation to the competence developed through the course offered?					
2.	How do you rate the allocation of the credits to the course?					
3.	How do you rate the CBCS system adopted by the university?					
4.	How do you rate the offering the electives in terms of their reference to your branch and technological achievements?					
5.	How do you rate the syllabus in terms of providing practical (labs) projects and experimental (internship/industrial training) learning?					
6.	How do you rate the course in terms of its contents for GATE and other competitive examinations relevant to your branch?					
7.	How do you rate the syllabus in terms of providing courses on the skills and soft skills?					
8.	How do you rate the add-on/ value added courses offered by IMSEC?					
9.	Upto what extent are the outcomes achieved through the delivery of various courses?					
10.	How do you rate the overall teaching and learning environment at IMSEC?					

Please mention your suggestions to improve the curriculam or its dlivery:_____

Please mention your suggestions regarding add-on/value added courses:_____

Signature & Date



ANNEXURE –2.16.3 (Graduate Alumni Survey)

IMS ENGINEERING COLLEGE, GHAZIABAD

Department _____

Graduate Alumni Survey

Alumni Name:

Your present workplace (with location):

Present Designation:

Your Domain Expertise: Year of Pass out:

Contact Detail: Email address:

1. Have you attained any higher Degree (Please mention Course Name) :

2. University from where you completed higher education:

3. Year of Course completion (higher degree):

4. Are you involved in entrepreneurship activity? If Yes Please provide details with Start-up with Name, web reference, year of start-up, your role etc:

5. Alumni support is greatly appreciated. Please let us know if you would like to help your juniors in following ways:

6. Any other way in which you would like to contribute & help the students of IMSEC:

7. You can apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

1-High Confidence 2-Average Confidence 3-Low Confidence

8. You are able to Identify, formulate, review research literature, and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences

1-High Confidence 2-Average Confidence 3-Low Confidence

9. You are able to design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

1-High Confidence 2-Average Confidence 3-Low Confidence

10. I am able to conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

1-High Confidence 2-Average Confidence 3-Low Confidence

11. I can create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.

1-High Confidence 2-Average Confidence 3-Low Confidence

12. Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice

1-High Confidence 2-Average Confidence 3-Low Confidence

13. I understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

1-High Confidence 2-Average Confidence 3-Low Confidence

14. You apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

1-High Confidence 2-Average Confidence 3-Low Confidence

15. I am able to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

1-High Confidence 2-Average Confidence 3-Low Confidence

16. I can communicate effectively on complex engineering activities with the engineering community and with society at large

1-High Confidence 2-Average Confidence 3-Low Confidence

17. I am able to demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

1-High Confidence 2-Average Confidence 3-Low Confidence

18. I am able to engage myself in independent and life-long learning in the broadest context of technological change.

1-High Confidence 2-Average Confidence 3-Low Confidence

ANNEXURE –2.16.4 (GAP ANALYSIS)

IMS ENGINEERING COLLEGE, GHAZIABAD



Department _____

Class Test(CT) ANALYSIS (CT1/CT2)

Session:-

Semester:-

Section:-

Course Code:-

Course Name:-

Faculty Name:-

S No	Roll No	Name of Student	Section A				Section B				Section C				Total
			1a	1b			2a	2b			3a	3b			

Identify topics for improvement :

Action Decided:

ANNEXURE –2.17.1 Setting up question paper



Roll No.																			
----------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

IMS ENGINEERING COLLEGE

Department of

CT-1

<p>Course : B.Tech</p> <p>Semester :</p> <p>Subject :</p> <p>Time : 2 Hours</p>	<p style="text-align: right;">AY 2023-234 (Odd Semester)</p> <p>Date :</p> <p>Subject Code :</p> <p>Max. Marks : 60</p>
---	---

	COURSE OUTCOMES (CO)	Bloom's Level
CO-1		
CO-2		
CO-3		
CO-4		
CO-5		

Q. No.	Questions	CO	Bloom's Level
<u>PART- A: Attempt All Questions (5x2 = 10 Marks)</u>			
1 (a)		CO1	
1 (b)		CO1	
1 (c)		CO1	
1 (d)		CO2	
1 (e)		CO2	
<u>PART-B:</u>			
Attempt any four of the following Questions		(5x4 = 20 Marks)	
2 (a)		CO1	
2 (b)		CO1	
2 (c)		CO1	
2 (d)		CO2	
2 (e)		CO2	
<u>PART-C:</u>			
3. Attempt any one part of the following Question		(10x1 = 10 Marks)	
3 (a)		CO1	
3 (b)		CO1	
4. Attempt any one part of the following Question		(10x1 = 10 Marks)	
4 (a)		CO2	
4 (b)		CO2	
5. Attempt any one part of the following Question		(10x1 = 10 Marks)	
5 (a)		CO1	
5 (b)		CO2	

ANNEXURE –2.22.1 (LIST OF WEAK STUDENTS)

IMS ENGINEERING COLLEGE, GHAZIABAD



Department _____

LIST OF WEAK STUDENTS AND RAMEDIAL CLASSES DETAILS

Session:-

Semester:-

Section:-

Subject Code:-

Subject Name:-

Faculty Name:-

After Class Tests:- Class Test-1 / Class Test-II

A. List of weak Students

S. No	Roll No	Name of Student	Marks Obtained (Less than 40% of Class Test)	Remarks

B. Arrangement of Ramedial Classes

Ramedial Class	Planned Date	Actual Date	Topics Discussed	Ramedial Class	Planned Date	Actual Date	Topics Discussed

Signature of the faculty Member

Signature of the HOD

ANNEXURE –2.26.1 (CO Attainment)

IMS ENGINEERING COLLEGE, GHAZIABAD



Department of _____

CO Attainment

Session:-

Semester:-

Subject Code:-

Subject Name:-

Course Outcomes:-

Upon the completion of this course, the student will be able to

Course Outcomes No	Statement	Knowledge Level , KL
CO1		
CO2		
CO3		
CO4		
CO5		

KL- Blooms Knowledge Level (K1, K2, K3, K4, K5, K6)

K1-Remember, K2- Understand, K3-Apply, K4-Analyze, K5-Evaluate, K6-Create

CO-PO & PSO Mapping

Course Outcomes	PO1	PSO1
CO1										

CO2										
CO3										
CO4										
CO5										
Course										

3-High, 2-Medium, 1-Low

Course Outcomes No	Target (Internal Exam)	Target (External Exam)	Overall CO Attainment	Suggested Action
CO1				
CO2				
CO3				
CO4				
CO5				

Name and Signature of Faculty Member

ANNEXURE –2.26.2 (COURSE EXIT SURVEY ANALYSIS)

IMS ENGINEERING COLLEGE, GHAZIABAD



Department _____

COURSE EXIT SURVEY ANALYSIS

Session:-

Semester:-

Section:-

Subject Code:-

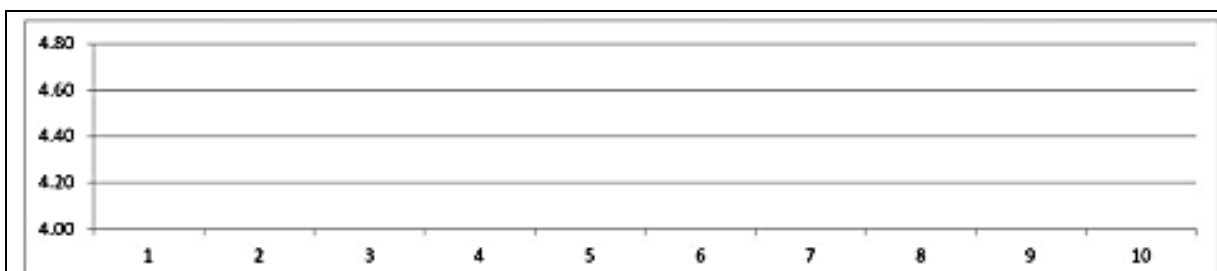
Subject Name:-

Name of Faculty:-

No of students who submitted survey:

Date:

Sample No	Att.1	Att.2	Att.3	Att.4	Att.5	Att.6	Att.7	Att.8	Att.9	Att.10
Av.										



Att.1

Att.2

Att.3

Att.4

Att.5

Att.6

Att.7

Att.8

Att.9

Att.10

Comments:-

Faculty

Signature

ANNEXURE –2.26.3 (Overall CO Attainment)
IMS ENGINEERING COLLEGE, GHAZIABAD



Department of _____

Overall CO Attainment

Session:-

Semester:-

Subject Code:-

Subject Name:-

Course Outcomes:-

Upon the completion of this course, the student will be able to

KL- Blooms Knowledge Level (K1, K2, K3, K4, K5, K6)

K1-Remember, K2- Understand, K3-Apply, K4-Analyze, K5-Evaluate, K6-Create

CO-PO & PSO Mapping

3-High, 2-Medium, 1-Low

Course Wise Overall CO Attainments (Direct Attainment Method)					
Course	Class Test(From Table-4) (A)	Assignment (TA Marks)(B)	Over all Internal on scale of 3 (A+B) /2	University Result (From Table- 4)	Course wise Overall Attainment 30% of Internal + 70 %of External
Course1	03	02	2.5	2	(2.5x0.3 +2x 0.7)/ =2.15
Course2					
.....					
Lab Course					
Course N					
Seminar					
Project	Presentations & Report Submissions				

Name and Signature of Faculty Member

ANNEXURE –2.27.1 (Overall PO Attainment of Direct Methods)

IMS ENGINEERING COLLEGE, GHAZIABAD



Department of _____

Overall PO Attainment of Direct Methods

Session:-

Semester:-

Subject Code:-

Subject Name:-

Course Outcomes:-

Overall PO Attainment of Direct Methods														
Course	PO1	PO2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
Course1 (Assumed)	1.8 6	1.8 6	1.7 2	2.0 0	1.4 6	1.3 2	-	-	-	-	-	1.8 6	2.1 5	2.1 5
Course2 (Assumed)	2.5	3	3	2.7	2.8	3	-	-	-	-	-	2.6	3	3
Course3 (Assumed)	-	-	-	-	-	3	2. 8	2. 7	2. 5	2. 5	2. 5	2.5	-	-
.....														
Course N														
Seminar														
Project														
Overall PO Attainment Direct Methods	2.1 8	2.4 3	2.3 6	2.3 5	2.1 3	2.4 4	2. 8	2. 7	2. 5	2. 5	2. 5	2.3 3	2.5 8	2.5 8

Name and Signature of Faculty Member